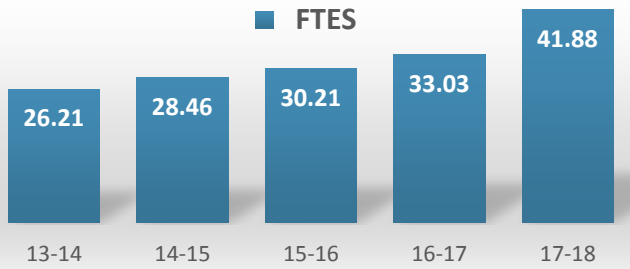
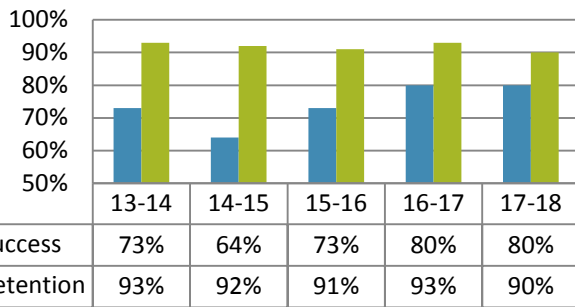


**Description:** (Provide an updated overview of your program/area. 225 Words Max)



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	268	286	318	316	421
FTEF	1.98	2.18	2.78	3.92	3.66
WSCH per FTEF	397	392	326	253	343



	13-14	14-15	15-16	16-17	17-18
Sections	15	16	20	24	24
% of online enrollment	8%	0%	5%	4%	13%
Degrees awarded	0	0	0	0	0
Certificates awarded	N/A	N/A	N/A	N/A	N/A

**Assessment:**

- FTES and duplicated enrollment have generally increased since 2014-15. In addition, efficiency has increased, most likely attributed to an overall increase in the number of online course in both geology and oceanography sections offered and FTEF.
- Student success has dramatically increased since 2014-15, retention has remained quite stable and at or above 90 percent since 2013-14. Geology AS and AS-T degrees have not been awarded, however, curriculum has been updated to align with C-ID requirements and should allow students to earn degrees. Curriculum has been updated, including prerequisite and online modifications, to allow greater student access to Earth Science courses and degrees.
- Future course scheduling will take into account data analysis of student demand. More sections will be offered where demand appears to be greatest and fewer sections offered where demand is least. For example, an increasing number of geology sections are being scheduled within online and hybrid distance education (DE) formats. Geology and oceanography laboratories are being scheduled to accommodate evening student demands. Guided pathways implementation and block scheduling will better allow students to complete degrees in a timely manner and alleviate scheduling conflicts. Closer coordination with counselors and marketing experts, as well as non-credit courses, may also improve overall enrollment and efficiency.

**Progress from Last Year's Action Plan:**

- The department offers diverse courses, including DE formats, so that students can earn AS/AS-T degrees, successfully transfer to four-year institutions, and prepare for geotechnical careers. Future curricular development will include establishment of honors-level and non-credit courses. The department is developing research opportunities for Geology AS/AS-T degree students. Relationships with neighboring higher institutions (i.e., CSUSB and UCR) have yielded student engagement opportunities and those efforts are ongoing.
- Through the program review needs assessment process, the department advocates for budget increases in order to expand field trip, instructional supply, and tutorial opportunities. In addition, the department is leveraging existing and future grants to enhance services to students. The department must redouble its efforts to coordinate with counseling and marketing experts as a means to recruit, retain, and successfully graduate students.

**SAOs/SLOs/PLOs:** The most recent three-year PLO analysis of the Geology AS Degree indicates that approximately 83% of students have successfully met the six SLOs identified within the degree. While this is above the overall student success rate, it suggests that most students are engaging with primary learning objectives. In order to ensure future student success, tutorial/SI support must be adequately funded. Offering courses in a format and schedule that better accommodate student needs will enhance student access. This includes a diversity of courses in face-to-face and DE formats offered in a sequence that will better recruit, retain, and graduate Geology/Earth Science students in a timely manner. The actual course content, reflected within the course- and program-level SLOs, has been recently modified within the curriculum process. Regular curricular revisions will ensure that students are well prepared for transfer to four-year institutions, as well as careers within the Earth and Environmental Sciences. Budgets must be enhanced in order to support lecture and laboratory classrooms with equipment and supplies needed for quality education.

**Departmental/Program Goals:** The Geology-Oceanography department goals align with college strategic directions and goals, including 1) increasing student access, 2) promoting student success, 3) improving communication, culture, and climate, and 6) providing exceptional facilities. The first goal includes improving student lab space in order to develop student research opportunities for Geology AS/AS-T degree students. This has the potential to increase the department’s visibility and recruit majors, especially from STEM students and is currently on-track for completion. The second goal is to secure permanent office space within the physical sciences building for the full-time faculty member. The ideal scenario is to combine the office with the student laboratory/research facility described within the first goal. The third goal is to more closely collaborate with professional organizations like the Geological Society of America (GSA), Southern California Friends of Mineralogy (SCFM), and others in order to increase student participation in local scientific conferences related to the discipline. Ancillary benefits include increasing the number of geology majors, as well as transfer, scholarship, and employment opportunities. The fourth goal is to enhance the stature and visibility of the department. This can be achieved through various means, including collaborating with counseling and marketing personnel, developing honors-level and non-credit courses, creating research and scholarship opportunities, enhancing budgets for expanded field and tutorial opportunities, and leveraging STEM, geology, and other student clubs and organizations.

**Challenges & Opportunities:** The primary challenge for the Geology-Oceanography department is the relatively small population of students enrolling in geology and oceanography courses and associated lack of awarded degrees. Existing opportunities that could ameliorate this challenge include social media and counseling outreach, revised curriculum, adaptive course scheduling, AS and AS-T degree options, and tutorial/SI student support. A secondary challenge is relatively stagnant funding for field trips and supplies for classrooms and laboratories. Opportunities exist within the institutional program review process, as well as grant funding. A tertiary challenge is the imperfect linkage between the department and other resources, including interdisciplinary programs, four-year universities, research opportunities, and employers. A quaternary challenge is the lack of permanent office facilities for the full-time faculty member. There are opportunities to address this challenge by leveraging existing storage/preparation space and creating a combined faculty office-student laboratory/research activity hub.

**Action Plan:**

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Coordinate with administrative services, program review and curriculum committees, cultivate relationships with four-year universities to maximize student outreach opportunities, while maintaining relationships with professional organizations, and employers.	Increase student enrollment, majors, and graduates. Get student in the geology majors program experience with research projects and conference participation.	Faculty office space, student research space, enhanced budget, curriculum modification, counseling and marketing coordination, and community outreach.	Ongoing, but major milestones achieved within the 2018-19 academic year.