

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018

PROGRAM:

CLUSTER:

LAST YEAR CPPR COMPLETED:

NEXT SCHEDULED CPPR:

CURRENT DATE:

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

Note: Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

None

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

[General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

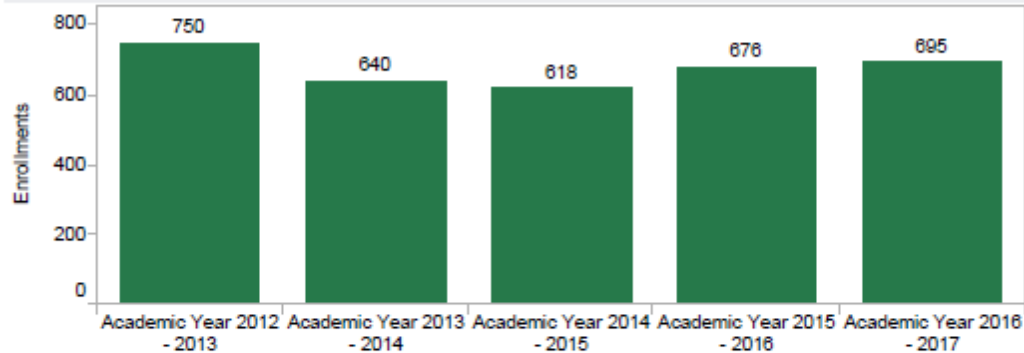
Department:
Multiple values

Course:
All

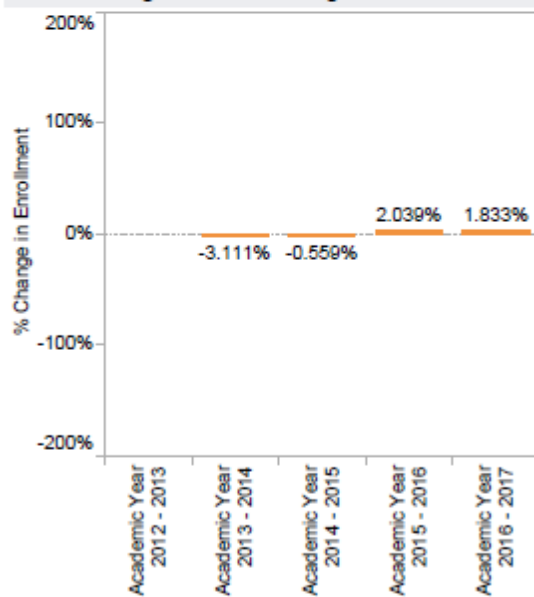
Dual Enrollment:
All

Prison:
All

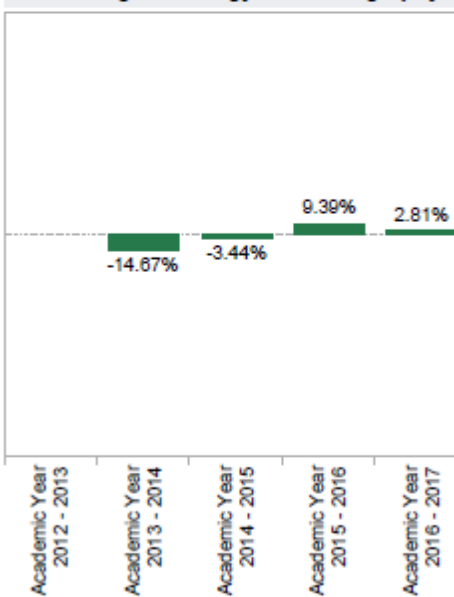
Geology & Oceanography Enrollments



% Change - Overall College Enrollments



% Change - Geology & Oceanography



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

The overall enrollment for both Geology and Oceanography has increased and exceeds the increase across the college. Geology enrollments are steadily increasing since the AD-T was added along with a dual enrollment course in NCC.

The enrollments in Oceanography have been steadily high and have also increased above the general college enrollment with the addition of extra sections on the SLO campus.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

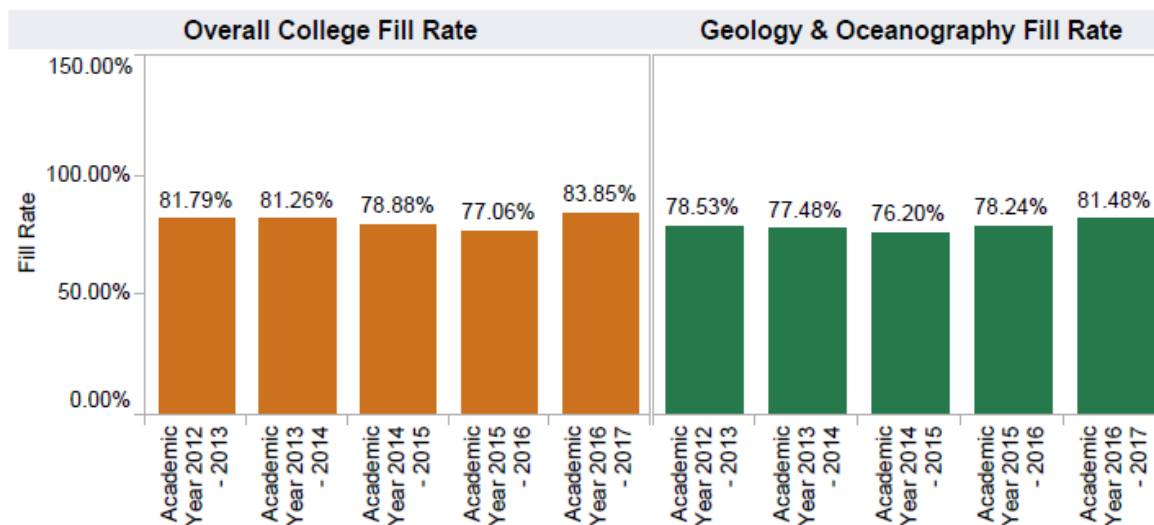
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Multiple values

Course:
All

Dual Enrollment:
All

Prison
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The fill rates in geology have increased over the last three years and almost match the college average.

Fill rates in oceanography have dropped from a high in 2013-14 of over 100% to over 80% This reflects our addition of sections to accommodate more students. We have also kept low enrolled

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

sections open at the NCC campus to continue to offer EOS courses there.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

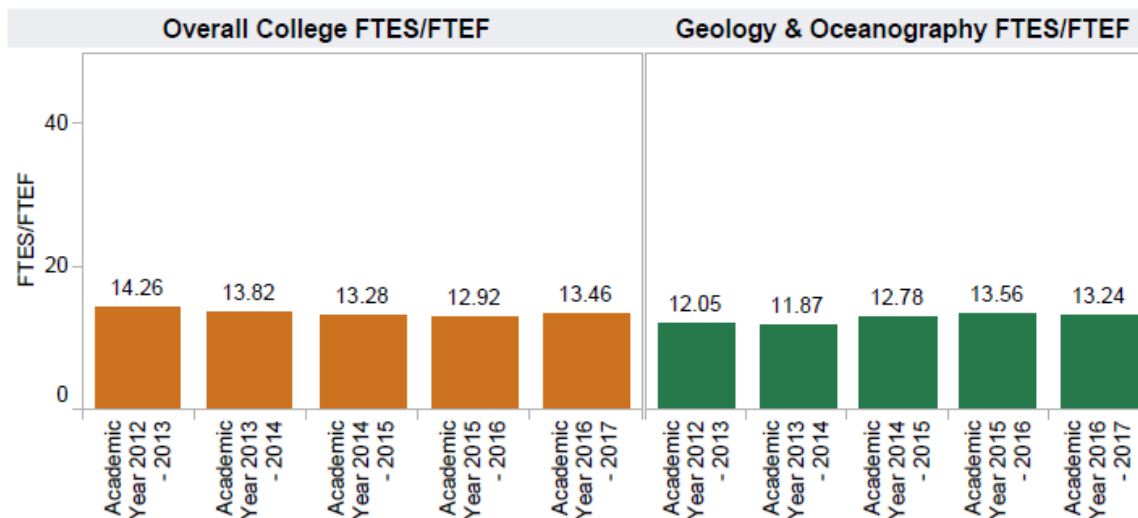
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Multiple values

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

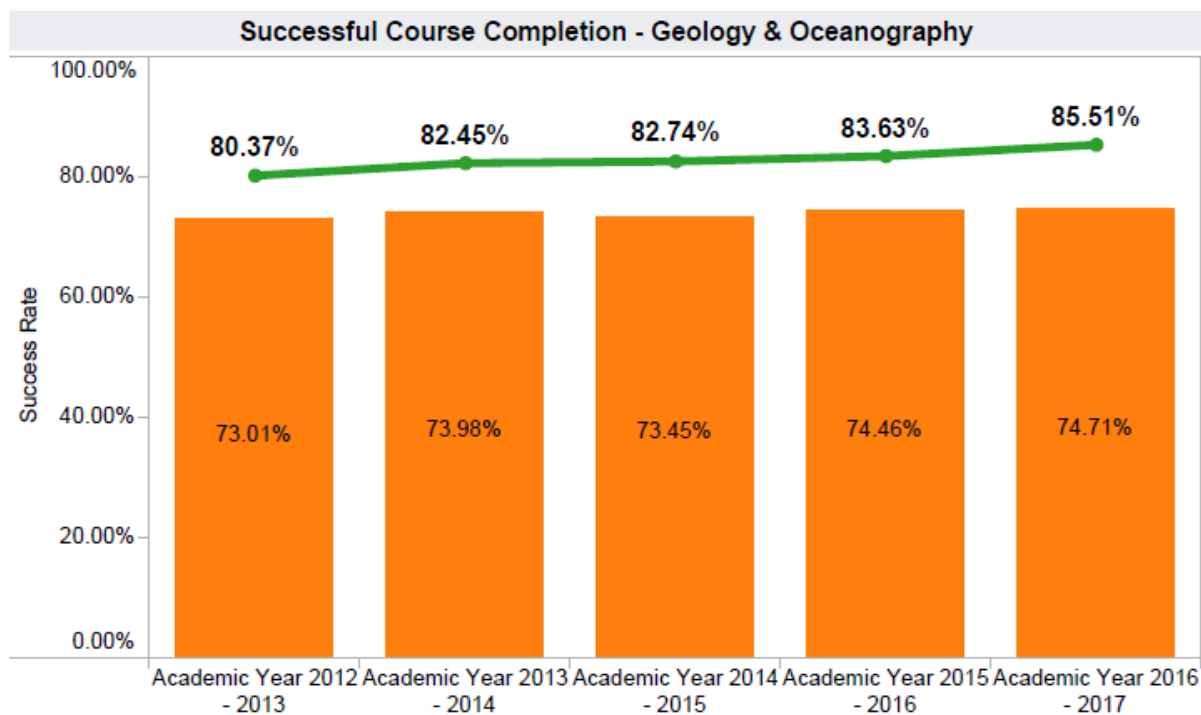
The general efficiency for geology remains low. The keystone course Geology 211 has low enrollments but must be included in the schedule to accommodate the requirements of the AD-T.

The general efficiency of the oceanography courses has remained high, with only one year out of the last five below 15. The efficiency for oceanography has always exceeded the college average.

Student Success—Course Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET



Geology & Oceanography Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	80.37%	82.45%	82.74%	83.63%	85.51%
Total Enrollments	749	644	620	672	691

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The Geology program only offers courses in the face to face modality. The completion rates are over 80% for the past three years

Similarly the course completion rates for oceanography continue to be over 85% for the face to face modality.

The online modality has been more variable but always over 75% and over 81% for the past year. These completion rates compare well to the college over-all rates and significantly exceed the college completions ration for the online modality.

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

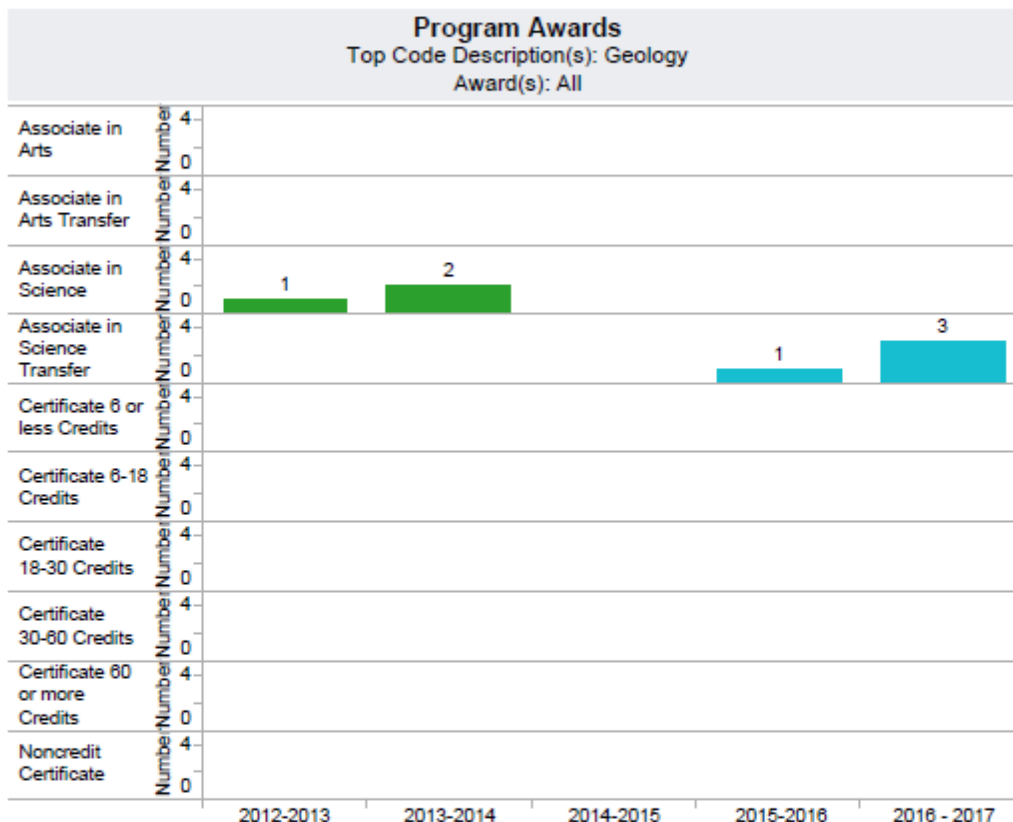
Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Geology

Award Type:
All



Program Awards Table						
Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science	Geology (AS)	1	2			
	Total	1	2			
Associate in Science Transfer	Geology (AST)				1	3
	Total				1	3
Grand Total		1	2		1	3

Program Awards: The number of degrees and certificates awarded by program type

The EOS program offers degrees for earth science and an ADT in Geology. There were three degrees awarded last year, which is an increase over the last 5 years.

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

General Student Success – Course Completion (Insert Aggregated Data Chart)

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference.

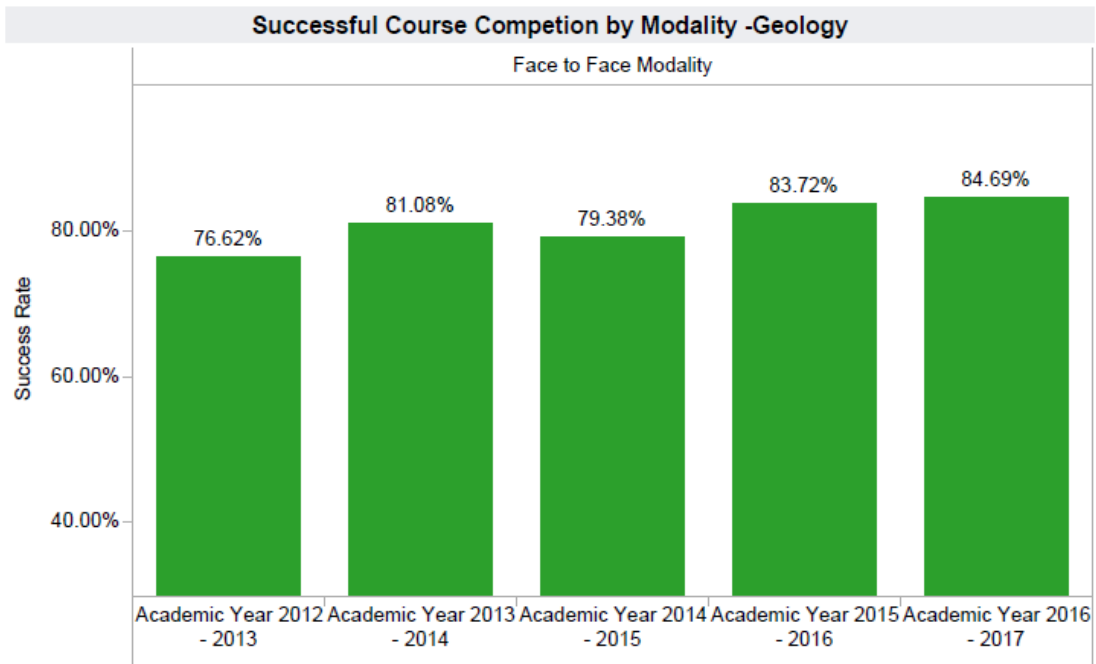
Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Geology

Course:
All

Legend:
■ Face to Face Modality



Successful Course Completion by Modality Table - Geology		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	76.62%	81.08%	79.38%	83.72%	84.69%
	Total Department Enrollments	479.0	370.0	354.0	393.0	406.0

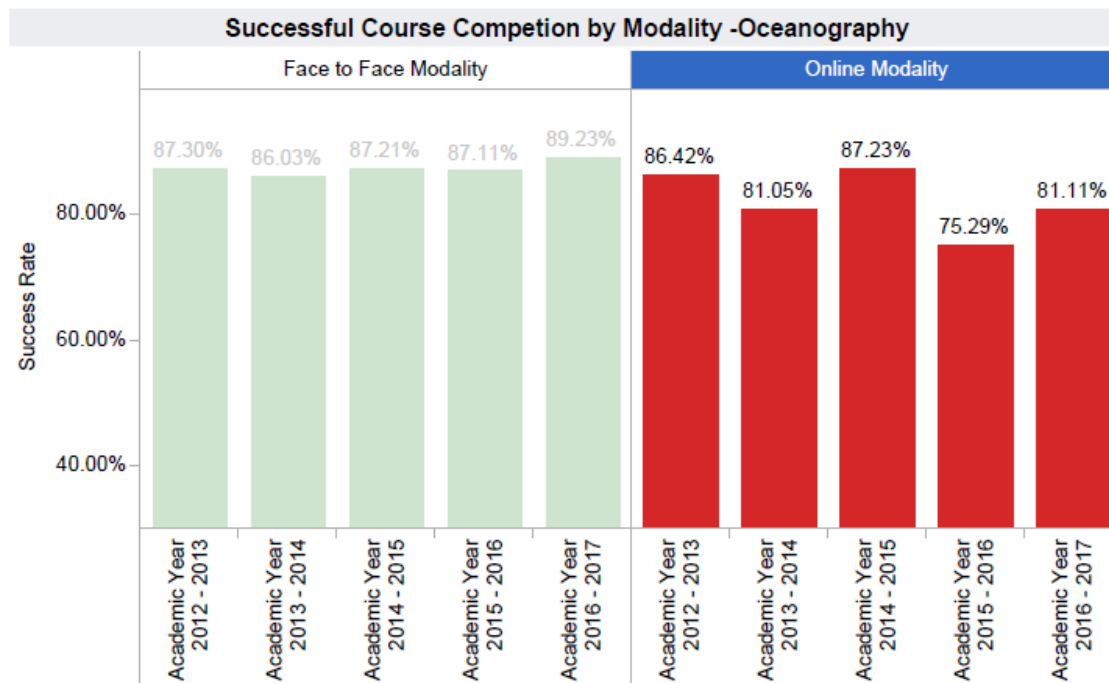
2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Oceanography

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Oceanography						
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	87.30%	86.03%	87.21%	87.11%	89.23%
	Total Department Enrollments	189.0	179.0	172.0	194.0	195.0
Online Modality	Department Success Rate	86.42%	81.05%	87.23%	75.29%	81.11%
	Total Department Enrollments	81.0	95.0	94.0	85.0	90.0

Both Geology and Oceanography have course completion rates that exceed the college overall rates. Low-income students show a slightly lower completion rate. We are trying to provide more support for these students by offering textbooks in the library and providing embedded tutors in Geology as well as free drop-in tutors at the student success center. Currently we have three highly-qualified tutors available during the week. We also bring breakfast bars in for early classes in case there was no time/money for food. We think that students avoid purchasing textbooks because of the cost and

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

try to use the small number on reserve in the library. Students in physical geology (geol 210) are required to purchase access an online textbook/tutorial called Learn Smart that is managed by McGraw-Hill. Students grudgingly acknowledge the value of this resource as it provides immediate feedback that better ensures student understanding of textbook material.

There are sizable gaps for black and Latino students. There are also performance gaps for Promise students. We attribute these to lack of academic preparation. Students struggle with basic study skills as well as the ability to read science textbooks.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

We anticipate being awarded an NSF grant to develop a GIS Certificate through courses taught within the EOS department. If successful, we will be attracting additional students and should increase enrollment in related EOS classes as well as providing cross-discipline connections to other fields. Potential long-term outcomes of this program might include incorporating physical geography and/or soil science into the EOS program.

Changing the pre-co-requisite requirement to advisory status for our two geology field courses (geol 229A and B) should improve fill rates and encourage enrollment into related courses like Geology of California. The change comes into effect in Fall 2018.

A distance education version of our newly revised Environmental Geology course is planned, but limited faculty has hampered implementation. We are currently searching for part-time faculty to help with the launching of this online course as well as teaching other classes within EOS.

The potential retirement of senior faculty at the end of Spring 2018 provide challenges and opportunity for the EOS program. We will need new faculty to maintain the current program and to build the curriculum for new classes. We recommend a search begin for a full-time faculty replacement, if as anticipated, we lose one of our staff to retirement.

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---
Student Success— Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/J79W8GW>