Fullerton College Program Review and Planning
Self-Study for Instructional Programs
Fall 2021

Statement of collaboration

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

Participants in the self-study

W. Sean Chamberlin
Roman de Jesus
Marc Willis, Department Chair

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

Bridget Salzameda _____ | ___*Bridget Salzameda*___ | Dec. 14, 2021___

Printed name of Dean | **Signature** | **Date**

A Note on terminology

"Program review" is the blanket term for all parts of this process. This document is a comprehensive "self-study." Fullerton College defines "program" as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study.)

The Earth Sciences Department (hereafter ESD) places students front and center in teaching, learning, curriculum design, extramural activities, and future planning. We take pride in our ability to engage and inspire students. We excel in teaching students to learn how to learn science. In this way, we instill a desire to learn how science works and how to apply science in decision-making in their daily lives. In the throes of the dual crises of a pandemic and human-caused climate change, we feel that nothing could be more important.

Several strong headwinds influenced our program in the past three years. First, the pandemic necessitated a shift to 100% online classes for at least three semesters. Fortunately, the ESD was well-prepared with faculty who have been teaching online for some time, in at least one case, for more than two decades. At the same time, the pandemic exacted a mental, emotional, and physical toll on students. It's difficult to express the heartache and loss that became a daily part of our messaging from students. The lack of face-to-face interaction and isolation proved challenging for most students. The stress of meeting family and financial obligations while dealing with very real health threats placed their studies at a lower priority than they might have otherwise. For some, the pandemic was deadly, suddenly so. There's little that an instructor can say or do to relieve that pain. At most, we can be flexible and understanding.

Second, our department has experienced two retirements and departure of an employee recently. Professors Heath and Lozinsky contributed knowledge and experience that provided depth and diversity to our department. As a result, we've had to narrow our curriculum offerings. In addition, our half-time Earth Science technician took another job. Thus, faculty are once again responsible for equipment maintenance and management.

Third, our division experienced retirement of our dean. Dean Hartmann provided tremendous support for helping the ESD obtain much-needed equipment. He also advocated and helped us obtain college funding for undergraduate research. Obviously, the pandemic curtailed our field work and research. But uncertainty of funding and changing college priorities moving forward is something we must plan for.

Fourth, the College President took a position elsewhere. While his departure doesn't affect us directly, it changes the dynamic for future planning. Again, college priorities remain uncertain.

Fifth, the District Chancellor retired. Similar to changes in other leadership positions, this retirement adds another element of uncertainty with budgets, planning, and priorities.

Finally, we note changes in the college's scholarship program. Our department oversees two scholarships—the Prospector's Fund and the Climate Change scholarship. .Due to improper management by the Fullerton Foundation the Prospector Fund went from $119,596 approximately 10 years ago to $40,063 currently. In this timeframe roughly $10,000 in scholarships were awarded by ESD to students while at the same time the investment tool such as the stock market have been experiencing historic growth. The Prospector Fund and by extension the students it was designed to serve have been irrevocably hurt by the college and district handling of the matter. Uncertainty in the availability of funds for these programs diminishes our capabilities for supporting students.

Even without a pandemic, these recent changes in personnel, leadership, and funding would inject considerable uncertainty in our program. With the pandemic still a consideration, we call attention to two underlying issues with this program review:

1. Program data must be interpreted skeptically. Comparing current student performance and course statistics data with historical trends is like comparing apples to washing machines. There's simply no comparability.
2. Program planning will be filled with ifs. Until the future course of community college programs and offerings becomes clearer, the best we can do is build resiliency. As we have always done, we will continue to build curriculum and course offerings that can be delivered in multiple ways. Field programs moving forward will necessarily involve smaller groups of students and necessary health precautions.

2.0 Mission

Please explain briefly how your program contributes to the College's mission, vision, core values, and goals. Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

Mission: The mission of the Earth Science Department (ESD) aligns directly with the College's mission of "Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfers. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members."

Vision: The ESD is committed to the College's vision statement of "Fullerton College will transform lives and inspire positive change in the world" by actively engaging students in active learning and field experiences.

Core Values: The department greatly values active learning—science by doing—and incorporates activities and pedagogies that promote an understanding of the nature of science, scientific inquiry, and science literacy. Courses within the ESD expose students to the scientific method and build student ability to think critically and use information for problem solving. They also measurably improve student awareness of Earth's natural systems and the global environment.

College Goals: The ESD promotes student success and excellence in learning through a mixture of campus and online lecture, laboratory, and field-based course offerings using a variety of pedagogies, including traditional lecture-discussion formats, inquiry-based, active learning pedagogies, experimental approaches, and independent undergraduate research. The college goal to "reduce the existing achievement gap and address the needs of underprepared students" is actively supported by the ESD through incorporation of the division's strategic plan initiative on science literacy, supplemental instruction, tutoring, and the department's support of STEM programs. The goal of the college to strengthen its ties to the communities that it serves is integral to the ESD program. The ESD has developed and supported partnerships and programs that bring community events and community members to the campus for educational, cultural, and social activities.

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. *Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.*

Over the past five years, ESD enrollments have declined by nearly 23%. With two fewer full-time instructors, this trend is not surprising.

2. *Using the data provided by the OIE, describe the student population your department serves. Do you have a way of determining which students are your majors, for example through a gateway course? Please explain.*

The ESD serves general education students, nearly exclusively. We have very few major and no obvious way of knowing who they are without asking directly. (Requests to identify majors from the Counseling department did not receive timely or informative responses.) Thus, the composition of students in our classes resembles that of the college. A majority (56%) are female. We serve primarily Latinx students (63%). Whites (16%) and Asians (8.3%) make up most of the rest of the students in our classes.

3. *Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.*

Our general education, 3-unit lecture courses are in greatest demand because they fulfill a physical science transfer credit. Introduction to Oceanography, Physical Geology, and Earth Science are our most popular courses. We offer them in all formats and at all times of the day, when we are conducting classes in person.

4. *Please describe how your course offerings match students' preparation and goals.*

Students in our classes want to earn a physical science credit to transfer. Truly, that's their goal and ours. To help students achieve this goal, we incorporate a variety of tools, strategics, and pedagogical approaches that enable underprepared students—of which most of our students are—to succeed.

5. *Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.*

All of us teach as many classes as we are permitted to teach and demand remains high. On average, we offer 22 sections in fall, 24 in spring, and 5 in summer. Historically, when college administrators have asked us to teach more sections, we have hired part-time instructors. However, our course offerings, which largely are controlled by college enrollment goals, have remained steady.

3.2 Student Achievement and Equity (and student demographic profile)?

1. *Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).*

ESD course completion and success are at all-time highs. Nearly 90% of students who enroll in our courses complete them. More than 81% complete them successfully. Our course completion rate exceeds other programs by 8.5%. Our course success exceeds other programs by 12.6%. In the past 5 years, we've awarded 12 degrees, representative of the few majors we attract to our departments. Transfers are higher—22 students—most of whom went to a CSU (10). We note that 12/22 students who transferred identified as Latinx.

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

African-American and Latinx students continue to perform below average. The reasons are complex, but historically science courses remain challenging for these groups. The Department of Education cites lack of access to well-equipped science classrooms, lack of science teachers of color, inadequate preschool and daycare, and low expectations for students of color as factors that contribute to their reduced rates of success (e.g., Jones 2018).

3. Does your department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

In addition to regular meetings to discuss these issues, the ESD has in the past sought and gained external funding to address this disparity. Awards from the student equity program (two grants), the District (three innovation Grants), and college funding (the Earth Sciences Undergraduate Research Institute) were aimed specifically at funding ways to increase the completion and success of African-American and Latinx students.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

1. Increase visibility of underprepresented Earth Scientists in the curriculum of our courses.
2. Develop curriculum that includes scientists from diverse backgrounds and and their contributions to Earth Sciences.
3. Include historically overlooked geographic regions as for Earth Science concepts Invite underrepresented guest speakers into our classrooms
4. Acquire funds to support underrepresented students for overnight field trips to geology and marine biology field stations.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through your program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

We are but one lily pad on the pond as students move from the shore of entering community college to shore of completing their community college career. We are a general education service department. Thus, we have little control over what happens outside of our courses. Given our completion and

success numbers, we are doing a good job of making sure they continue down a path of successful hopping.

2. *For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.*

With the few numbers of students enrolled in our transfer degrees, it would be superfluous to change anything we are already doing. There aren't enough data to measure what's working or not working for students.

3. *Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?*

We have completed a draft of the curriculum mapping that shows that students can complete ESD degrees and certificates in the time constraints placed on the students. However, the course sequence, as it pertains to major classes, within the curriculum mapping as proposed by non-ESD individuals still needs to be resolved. The number of completed degrees the past two years, does not indicate there are significant barriers for completing any ESD program.

4. *Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.*

Nope.

3.4 Faculty

1. *Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or "adjunct" faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)*

In 2018, we went from five full-time faculty to four. Lozinsky's retirement in 2021 is not reflected in the data. Thus, we are currently at three full-time faculty. We have not employed part-time faculty since 2016/17 due to college limits on enrollments since that time.

2. *If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.*

Due to the uncertainties currently facing the ESD such as but not limited to the following:

1) The historic drop in enrolment at community colleges due to the pandemic and uncertainty of future enrolment trends
2) Most of the administration at the college including the division dean are interim
3) The new funding model for community colleges that emphasizes, and rewards degrees and certificates may have negative impact on the ESD which primarily serves general education population at the college.

At this time, we have no plans to replace any retired faculty or expand.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The ESD taught the first distance learning classes at the college in 1998. Since that time, we have expanded the number of sections and number of courses delivered via online or hybrid formats. In that regard, the ESD was well-positioned to transition our entire set of lecture course offerings online. The exception is our laboratory and field classes. Because of the extra effort of our faculty, online versions of our laboratory courses were developed. And while our field course offerings have remained fewer than average during the pandemic, we will begin offering face-to-face laboratory and field classes starting Spring 2022.

Our department continues to revise, innovate, and transform our approach to line teaching. We're not teaching the same students today that we were even five years ago. So, our course tools and strategies continue to evolve, as they have over the past two decades.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

Nothing to add here.

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

The ESD is currently revising PSLOs to align with the new ISLOs. At the time of this report they are not completed, but we do not anticipate any major changes. With only a handful of majors and with many more pressing items this isn't an emphasis in our department.

4.2 PSLO Assessment

The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

Because we have so few students who obtain a degree with us, we don't feel there's any value in spending time on this.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

We don't place any stock in these data. We understand it's a requirement for accreditation, but there are myriad reasons why students may or may not be successful in a course. And there are few scientific ways to measure their learning meaningfully enough to assess specific outcomes. Our current high rates of success speak for themselves.

4.4 SLO Equity Analysis

1. *Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?*

This is the kind of task best suited for educational researchers, which we are not. An examination of our SLO data will not reveal the cause(s) of our achievement gaps. There's little we can do to overcome

socioeconomic disparities and little we can do to overcome the 12 or more years of substandard preparation students receive prior to entering our classrooms. That said, we continue to offer tools, strategies, and support for students in general. Our completion and success data show that we're doing something right.

2. *Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]*

See previous section on equity.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. *Using the data provided by the OIE, please look at students who take your courses for GE credit.*

Nearly all of them.

2. *What role does your department play in helping students complete the GE pathway?*

We're one lily pad among many.

3. *Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?*

We offer classes at all times of the day and all days of the week, including weekends.

4. *Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.*

We offer classes at all times of the day and all days of the week, including weekends. ESD also offers an array of online courses.

5.2 Outside Influences on Your Department

1. *Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.*
2. *Make sure you are including all degree and certificate programs, including the College's GE program.*
3. *Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.*
4. *If AB 705 applies to your program then how are you meeting its mandates?*

Not applicable.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. *The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.*

All of our courses include one or more of the following:

1. hands-on activities
2. group discussion of articles or videos
3. self-directed trips to local museums or aquariums
4. weekend field trips (both day and overnight) to local and regional areas of geological or oceanographic interest
5. Overnight trips to university research stations
6. undergraduate research

2. *Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.*

None to report.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. *Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.*

1. Using **Supplemental Instruction**, the Earth Sciences department will address the needs of underprepared students in an effort to increase rates of course retention and success.

We have been participating in SI, tutoring, and other student-led programs. Our completion and success rates have grown, possibly, in part, because of this program.

2. The Earth Sciences Department will develop a center for the creation of **Earth Science instructional materials**. The center will be in a centralized location for developing Earth Science activities that will include digital and physical materials.

The department received and spent funds related to this SAP. The prep room and stockrooms have become a centralized location With the Earth Science tech, we were able to organize some of our materials. But we have not yet realized a centralized location for digital materials. And a lack of space has made our storage and stockroom extremely crowded.

3. Using instrument-based activities and incorporating research mini-projects into the GE curriculum, the Earth Sciences Department will increase rates of course retention and success.

The department received funding and spent monies towards equipment and supplies to achieve this SAP. We have been very successful at incorporating these materials into curriculum for students in lecture and laboratories. Our high completion and success rates may, in part, be due to this work.

4. By offering undergraduate research opportunities, the Earth Sciences department will increase the number of majors, transfers, and certificates in Earth Science, and other STEM disciplines.

The Earth Sciences Undergraduate Research Institute has provided dozens of students—most of whom are Latinx—an opportunity to experience scientific research. Many of these students have now completed four-year degrees and some are entering grad school. While most of these students were biology majors—and so, don't show up in our data—we feel confident that students who participated were better prepared for future coursework and careers.

5. The Earth Sciences department will expand outreach efforts to attract more students to our programs, to educate students and the public about natural disasters and human impacts on our

planet, to build relationships with local K-12 institutions, and to strengthen ties with local community and business partners, including potential sources of funding.

The pandemic has curtailed face-to-face opportunities. However, we plan to continue our participation in Science Fairs and similar events when conditions permit.

6. The Earth Sciences department will maintain or expand the number of sections of field courses to meet growing demand of majors and non-majors for field-experience classes. No Student Left Inside!

The pandemic and loss of faculty and technician have made this goal challenging. But we continue to find ways to engage students outdoor and will implement activities when conditions permit.

7. The Earth Sciences department supports creation of a Campus STEM Resource Center.

Construction of the Biotechnology Center near the Horticulture Department has been delayed. We continue to hope that the college makes this a priority.

8. Using computer-based activities that focus on utilizing research grade digital databases into the GE curriculum, the Earth Sciences Department will increase rates of course retention and success. In addition, by introducing students to digital Earth Science information the department will increase the number of majors.

With installment of desktop computers in the Rock Lab, we have been able to offer this opportunity to students.

   2. *If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?*

We received sufficient funds to accomplish our goals. Lack of funding was not an issue.

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information from you. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and **Faculty** Allocation Committee play major roles in allocating funds and new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:
   1. It is supported by the data and analysis in previous sections of this self-study.

2. It fulfills a part of the [College mission, vision, goals, or objectives](#).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

Our plan is to keep doing what we are doing to maintain our current levels of course completion and success. Uncertainty explained in our Executive Summary makes planning premature at this time.

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

See response to previous question above.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

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8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. *For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.*
2. *If you find an inaccurate publication, please explain how you will make corrections.*
3. *If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?*
4. *If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?*

Not applicable.

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.