Geology PEP 2019 Latest Version

PEP

PEP - Overview (Copy) : Version by **Burns, Richard** on **03/15/2019 01:47**

Prepared By:	Program:	Reviewed by: (OAC Rep)
Richard Burns	Geology	undefined

Program Data

PEP - Program Description : Version by **Burns, Richard** on **03/15/2019 01:48**

Describe the program components, function, and purpose.
The purpose of the College of the Desert Geology Program is to provide high quality curricula in lower division Geology to the diverse population of the Coachella Valley. We offer a Geology AS-T (transfer) degree and an Environmental Science AS-T (transfer) is currently waiting for approval from the Board of Trustees before being approved by the Chancellor's office.

There are currently 7 courses in the Geology Program. Physical Geology, Environmental Geology, and The Earth Sciences are all 4-credit courses with a laboratory component, and several sections of each are offered every semester. Historical Geology was last offered in Spring 2018 and one section will be offered every other Spring semester as it is a part of the Transfer Model Curriculum for an AS-T in Geology. We also have Oceanography with an optional lab component that has not been offered in recent times as current faculty are looking to replace these courses with different courses that promote "place based learning." Among the list of courses not offered in recent time would be Introduction to Environmental Science. This course is a part of the Transfer Model Curriculum for an AS-T in Environmental Science and will be offered regularly with the approval of this degree by the Chancellor's office.

These courses primarily serve students requiring the COD Physical Science General Education requirement (C1: Natural Sciences) and transfer students needing a Physical Science course. The Geology Discipline also serves a small, yet increasing number of Geology and Environmental Science majors interested in pursuing a career or future study within the field.

Describe current program staffing.
Currently, the Geology Program is composed of three full-time faculty members, two tenured-track faculty and one tenured faculty who will be retiring after the Spring 2019 semester, as well as one adjunct faculty member.

PEP - Learning Outcomes (SLO & PLO) Lists : Version by **Burns, Richard** on **03/15/2019 01:48**

List course Student Learning Outcomes (SLOs)

G-001

1. Describe the current scientific understanding of the origin of the universe and solar system.
2. Describe processes that operate in and on the Earth that create hazards to human life and property.
3. Explain how such losses can be prevented or minimized.
4. List and describe the origin and formation of Earth's resources required to maintain human life.
5. Describe how human use of Earth's resources impacts earth.
6. Evaluate and explain applications of the scientific method in geology.

G-002

1. Describe how geologist reconstruct the history of Earth's surface
2. Describe how life has evolved, based on the current understanding of the fossil record
3. Explain how geologists used the scientific method to construct the theory of plate tectonics

G-005

1. Demonstrate a fundamental understanding of concepts, principles and interactions of Earth's systems including: Hydrologic Cycle Rock Cycle Plate Tectonics Geologic Hazards Impacts of Energy and Resource Usage Climate, Climate Change and the Greenhouse Effect Connectivity between geosphere, atmosphere, hydrosphere and biosphere
2. Articulate how human activities impact the environment.
3. Recognize and understand how to mitigate geologic hazards.
4. Explain the Scientific Method.
5. Communicate complex course concepts effectively in writing and diagrams

G-010

1. Describe the current scientific understanding of the origin of the universe and our solar system
2. Describe processes that operate in and on the earth that create hazards and how losses to human life and property can be prevented or minimized.
3. Describe how human use of the earth's resources impacts earth.
4. Evaluate and explain applications of the scientific method in astronomy, geology, and meteorology/climatology

G-017

1. Compare and contrast physical and chemical parameters which influence marine, fresh water, and terrestrial ecosystems.
2. Characterize the relationships between the world oceans, global climate, biological productivity, and marine resource availability/management.
3. Recognize and describe human influences, positive and negative, on the marine environment.
4. Apply selected laboratory/field observational skills to describe and understand the chemical, geological, physical and biological nature of the marine environment.

G-017L
1. Compare and contrast physical and chemical parameters that influence marine, fresh water, and terrestrial ecosystems.
2. Characterize the relationships between the world oceans, global climate, biological productivity, and marine resource availability/management.
3. Recognize and describe human influences, positive and negative, on the marine environment.
4. Apply selected laboratory/field observational skills to describe and understand the chemical, geological, physical and biological nature of the marine environment.

G-022
1. Assess local and global environmental processes and how they are impacted by humans.
2. Justify the scientific method and assess strengths and weaknesses of different scientific approaches.
3. Explain and apply scientific laws and methods for investigating environmental phenomena and understanding human-environment interactions.
4. Construct college level writing and critical thinking analysis of current environmental issues in all course work.

List Program Learning Outcomes (PLOs)

- Evaluate and analyze concepts of the theory of plate tectonics, its mechanisms, and its central role in shaping the planet. **Will be assessed on in-class assignments and lecture and laboratory exams.**
- Examine and identify common Earth materials and interpret their composition, origin, and uses. **Will be assessed on in-class assignments and lecture and laboratory exams.**
- Demonstrate proficiency in quantitative methods, qualitative analysis, critical thinking, and written and oral communication of geologic processes. **Will be assessed on in-class assignments and lecture and laboratory exams.**
- Ability to transfer to a four-year university geology program. **Will be assessed using data from the office of institutional research.**

PEP - Outcome Alignment & Assessments : Version by **Burns, Richard** on **03/15/2019 01:49**

How do the course SLOs and PLOs align with and support the College of the Desert's mission and ILOs?
Geology SLOs and PLOs support the mission of the college and the ILOs by promoting critical thinking as well as an understanding of science. By supporting these ideologies our students will possess the skills necessary to achieve their goals. We strive to be a center for collaboration and innovation so that our students will have the ability to start a career or transfer to a four-year institution ultimately improving their quality of life as well as the quality of like in the Coachella Valley and beyond.

Provide assessment documention.
See attached
Provide outcome mapping documentation.
See attached.

PEP - Facility & Resource Attributes : Version by **Burns, Richard** on **03/15/2019 01:49**

Describe the program's current facilities.
Geology offer classes on two and sometimes three campuses during a semester. At the Palm Desert Campus, Geology utilizes one classroom that is specific for Geology (Science-13) as well as one classroom (Science-14) that is shared with Astronomy, Physics, and Biology. We have one relatively small storage room (Science-13a) and share parts of an adjacent storage room (Science-14a) with Astronomy. We also use display cabinets as well as desks within our main classroom (Science-13) for storage and for easy access to samples during class.
At the Indio and Mecca-Thermal Campuses, space is limited. We have 3-4 “Lane Cabinets” for storage of samples utilizing the tops of these cabinets to store larger specimens. There is little to know storage in storage rooms at these campuses which is extremely problematic. This forces Instructors to constantly relocate certain specimens across all campuses. Being stretched over these campuses Geology will need the supplies necessary to ensure the same quality of learning across the entire Valley.

PEP - Course listings, revisions, advisories, co & prerequisites, & articulation : Version by **Burns, Richard** on **03/15/2019 01:49**

G-001 (Geol 101)/G-002 (Geol 250)/G-005 (Geol 131)/G-010 (Geol 121)
COD GE C1 – Natural Sciences. CSU GE B1 – Physical Science. B3 – Laboratory Activity. IGETC GE 5A – Physical Science 5C – Science Laboratory
G-022 (ENVS 110)/G-017 (no c-id)
COD GE C1 – Natural Sciences. CSU GE B1 – Physical Science. IGETC GE 5A – Physical Science
G-017L
COD GE C1 – Natural Sciences. CSU GE B3 – Laboratory Activity. IGETC GE 5C – Science Laboratory
Advisories.
G-001- ENG 1A, MATH 054
G-002 – BI-004, G-001
G-005 – ENG 1A, MATH 054
G-010 – ENG 1A, MATH 040
G-017/L – ENG 071 or ENG 061, MATH 054
G-022 – MATH 054, RDG 051, ENG 051, ENG 061, ENG 071

What articulation agreements does your program have with 4-year colleges?

The completion of our Geology AS-T or Environmental Science AS-T guarantees transfer to a CSU with junior status.

PEP - Course Sequencing diagram and offerings : Version by **Burns, Richard** on **03/15/2019 01:49**

Include a list/diagram of courses reflecting course sequencing and how often courses have been offered.
Physical Geology (G-001) – Offered every Fall, Spring and Summer
Historical Geology (G-002) – Offered every other Spring
Environmental Geology (G-005) Offered every Fall, Spring and Summer
The Earth Sciences (G-010) Offered every Fall and Spring. Will be offered Summer 2019

Oceanography and Lab (G-017 and G-017L) Not offered recently
Intro to Environmental Science (G-022) Not offered recently. Will be offered for new Environmental Science AS-T. Will be offered every Fall or Spring semesters or in alternation with G-002.

Program Improvement/Analysis & Assessment

PEP - SLO Assessment Processes : Version by **Burns, Richard** on **03/15/2019 01:50**

Indicate how program and course level Learning Outcomes (PLOs/SLOs) are assessed on a regular basis.
Assessment questions will be developed by Professor Burns and Rojas for all courses being taught each semester. These questions will be distributed to each faculty or staff member prior to their final exam. Assessment questions will assess anywhere from 1 to all SLOs for each course every semester.

What process is used to discuss and review SLOs/PLOs and assessments among all program faculty members?
Geology will hold meetings at the end of each academic year. We will then input and discuss assessment data. Changes will be made based on this data during summer sections. We will then hold other meetings after summer session to see how those changes affected these courses. From this discussion we will then adjust or modify changes and implement them during the Fall and Spring semesters.

What, if any, changes have been made as a result of this process?
The most recent changes that have been made based on assessment data include the order of topics discussed in class, the development of new laboratory exercises, and the use of animations provided by publishers.

PEP - Outcome Assessment Improvement : Version by **Burns, Richard** on **03/15/2019 01:50**

How have Learning Outcome (PLOs/SLOs) assessments and program data been utilized to improve instruction in the program?
Learning Outcomes have been instrumental in providing instructors with an idea of areas that need improvement. By discussing and utilizing this data we are able to have a better understanding of what topics take more time to comprehend and what topics may be easier grasp. However, each class and section is different which can make some concepts easier for one sections and more difficult for another. By looking back at past assessments and being able to present topic in multiple teaching styles we feel our students will be better prepared to meet the Learning Outcomes.

How is your program utilizing and discussing findings from disaggregated data?

This data assists instructors by helping improve methods of instruction to meet the needs of our students.

How do the courses in the program prepare students to meet the PLOs and SLOs?
The courses offered in Geology have helped students strengthen their current skill sets, while providing them with new skills that are essential for the field of Geology. Often times instructors are told by students “this class is harder than I thought.” Our courses are an important stepping stone for moving to higher order thinking as lifelong learners.

Share changes made to curriculum based on disaggregated data findings.
See above under SLO Assessment Process.

PEP - Enrollment Trends : Version by **Burns, Richard** on **03/15/2019 01:50**

Both FTES and Sections doubled from 2013-2014 to the 2015-2016 academic year. From 2015-2016 to the 2017-2018 academic year FTES and Sections decreased slightly. The low FTES and Sections in 2013-2014 is due to Dr. Moll’s sabbatical. When Dr. Moll returned FTES and Sections both increased. In 2015-2016, FTES and Sections were at their highest due to the hiring of a Temporary Full-Time faculty member as well as numerous adjuncts teaching various courses. The decrease in FTES and Sections from 2015-2016 to the 2017-2018 academic year can be attributed to the loss of these adjuncts. However, the Temporary Full-Time faculty position was turned into a Full-Time position with a new Temporary Full-Time position being added to make up for the loss of these adjuncts.

Enrollment and headcount both follow similar patterns, experiencing increases from 2013-2014 to the 2015-2016 academic year followed by a slight decrease from the 2015-2016 to 2017-2018 academic year. Comparing Enrollment and Headcount to FTES and Sections, we find similar trends in the years of increase and decrease. See explanation above.

Nearly all Geology courses fill to capacity every semester with a Fill Rate of at least 94% each semester. The graphs above do not reflect how quickly the Geology courses fill. Most classes are completely full before all registration priorities are open, which can be problematic for students trying to complete their General Education requirements.

Discuss how enrollment trends impact your program.
Most of our enrollment changes are due to changes in faculty and staff. With this data we are able to better plan for the future. For example, we have recently cut the number of Earth Science (G-010) sections due to the number of students who require that course for their major. This data will be instrumental in the development of new courses to ensure we are satisfying the needs and interests of our students.

How is the enrollment trend data used in program enhancement and revisions?
Enrollment trends have helped us plan for what classes need to be offered on which campuses and at what times. With Geology offering courses on two and sometimes three campuses we want to make sure that each student is allowed an opportunity to take the class that aligns with their interests.

PEP - Student Demographics : Version by **Burns, Richard** on **03/15/2019 01:50**

Discuss how student demographics impact your program.
The demographics of our students varies from section to section. Each student is unique in their own way and by better understanding their background we are able to make comparisons that are closely related to our students. Providing relatable examples to explain geologic processes is key when instructing a diverse population.

Overall, more than 55% of the Geology students are female. This data is very consistent with little change over the last 5 academic years. These gender trends follow similar trends as the entire college.

More than half of the student population in the Geology program have a low socio-economic status. This percentage has slowly decreased from 2013-2014 to the 2016-2017 academic year. In the 2017-2018 academic year this number increased by 4% from the previous year.

From the 2013-2014 to 2017-2018 academic years, more than 65% of the students in Geology were Hispanic/Latino. From 2013-2014 to 2014-2015 the percentage of Hispanic/Latino students decreased by 2%, which was followed by an increase of 7% from 2014-2015 to 2015-2016. The White student population has experienced a decrease over that last 5 academic years as well as out African American student population. Asian/Pac Isle, Other/Unknown, and Two or More Races all have remained relatively consistent with no more than a 3% increase or decrease across these ethnicities.

Over the last 5 academic years, Geology has experienced a 9% decrease in students from ages 20-24. However, Geology has maintained at least 54% of their students from this age group. Since the 2013-2014 academic year there has been an increase of 8% of students age 19 or younger. Other age groups from 25 and older have remained relatively consistent with a decrease or increase no more than 2% across these age groups.

How is the student demographic data used in program enhancement and revision?
Demographic data has allowed us to better understand the students in our courses. Each class is filled with students of different backgrounds. Utilizing this data we have can plan accordingly to how much time will be needed on particular topic or if we need to take a step back and bring students up to speed in the current thinking in Geology and science in general.

PEP - Student Retention/Success : Version by **Burns, Richard** on **03/15/2019 01:50**

Discuss student retention, perisistence, and success rate trends as they apply to your program. If applicable, offer a plan for improvement.
During the 2013-2014 academic year success rate was at 63.6% for the Geology program. The following year this percentage increased by 6.2% followed by a decrease in 0.7% during the 2015-2016 academic year. After the 2015-2016 academic year, success decreased to 64.7 and 65.8% during the 2016-2017 and 2017-2018 years respectively. Retention percentages have followed different trends. During years of higher success percentages retention is lower. These percentages had been decreasing from the 2013-2014 academic years and maintaining relatively consistent from the 2014-2015 to 2016-2017 academic years. During the 2017-2018 academic years, the Geology program experienced an increase in retention by 4.5% from the previous year. To improve these percentages, we plan to incorporate more technology into lab activities as well as promoting field trips for place based learning. By using more local examples, students will be able to use features they see every day as study tools.

How is data collected on student completion/success, retention, and persistence used to inform instructional practices?
By understanding the changes in success and retention, instructors can plan delivery methods in a more effective way. Utilizing this data as well as assessment data we hope to find which techniques work better for different types of students.

To what extent are students satisfied with your program?
In general, Geology instructors have received positive feedback about methods of instruction. Students appear to be very satisfied with the program other than thinking our classes are “harder than expected.” Students would like to be exposed to more outdoor activities with the program, this will be addressed later in this document.

How is this feedback used in program enhancement and revision?
With positive feedback from students, instructors tend to maintain particular methods of instruction making adjustments where assessment data warrants change. Negative feedback about assignments or order of topics covered are taken into account when developing new methods. Our goal is to find use best practices to ensure learning (pillar 4, guided pathways) for all students.

PEP - Curriculum Revision & Advisories : Version by **Burns, Richard** on **03/15/2019 01:50**

What process is used to review and revise the curriculum in your program?
Curriculum is constantly being reviewed. Being current in the field of Geology is important so that our students are provided with the most modern explanations of geologic processes. We will review and update our Course Outline of Record every year we submit out PEP. This may occur after the PEP has been submitted.

If applicable, describe your program's advisory committee: members, frequency of meetings, major changes to curriculum based on feedback.
N/A
If applicable, describe your program's labor market data: relevancy of program to labor data, future of labor market.
Currently, the job market for Geology and Environmental Science is wide open. There is a large gap between the number of geologist and geology majors. Many of these geologist are looking to retire with no one to fill the void. This creates high demand for new inspiring geologist. Depending on the specific field of study, the average entry-level geologist could make $92,000 with a bachelors, $104,000 with a masters, and $117,300 with a PhD.

Strategic Planning

PEP - Major changes since last PEP : Version by **Burns, Richard** on **03/15/2019 01:50**

Describe any major changes in the program that have occurred since the last PEP.
Since our PEP Up from 2018, there have been minimal changes. Our Temporary Full-Time position was turned into a Full-Time Tenure track position and was successful filled. We are currently working on implementing changes with new equipment that has been acquired from the last program enhancement plan.

PEP - Program SWOT : Version by **Burns, Richard** on **03/15/2019 01:51**

What are the current strengths of the program? (Include faculty and staff training, projects, and other achievments).

Now at 2 Full-Time Tenure track positions and one Full-Time Tenured faculty Geology has more stability. Although Dr. Moll will be retiring after the Spring 2019 semester, having two Full-Time faculty allows for a smooth transition.

Professor Burns and Rojas have spent time working with community outreach hosting Boy Scouts seeking to earn their “Earth Rocks” badge. They have also assisted in Math and Science Field Day.

Professor Burns will be assisting Professor Perez (Math) with the NASA Community College Aerospace Scholars program.

What are the current weaknesses of the program?
It continues to be difficult to find appropriate adjunct faculty. The few that we are able to recruit often stay for only a short period of time or do not have the experience needed for the rigor of our courses. Having this new Full-Time position has helped alleviate this concern.

What are the current limitations of resources?
Current limitations include storage at satellite campuses as well as the quality of specimens, Instructors are having to transport materials from campus to campus often in the same day to ensure each sections is receiving the same quality of instruction.

Over the years samples become damaged and broken. This has diminished the number of samples as well as the quality of these samples. However, purchasing new specimens is not always best solution. Geology will likely need to take several field trips to locations known for particular samples that we are lacking.

PEP - Actionable Goals & Plans : Version by **Burns, Richard** on **03/15/2019 01:51**

What changes to the program do you plan to implement before the next PEP? (Write these as actionable goals)

1. We plan to update our SLOs for most of our courses.
2. Review different book options for these courses.
3. Development of lab manuals.
4. Acquire new technology for students to use during lab. With some of this technology it will assist in making field trips accessible.
5. Development of field trips to promote place based learning.
6. Development of a research class/independent study.
7. Development of new transferable classes such as Geology of Southern California and Natural Disasters.
8. Acquire better quality specimens.
9. Strengthen adjunct faculty.

How will each goal impact student success, instructional techniques, and course offerings?

1. By updating our SLOs we can ensure learning of the necessary course criteria.
2. Reviewing different books will allow us to teach the most modern versions of geologic ideologies.
3. Lab manuals specific for our courses will allow us to use local examples as well as cutting lab manual costs for students.
4. With this new technology, we can create virtual field trips for students unable to attend. We can also promote place based learning using this technology to study locations in our Valley that may be difficult to access.
5. Field trips will promote place based learning giving students a better understanding of the unique geology of the Coachella Valley.
6. Research classes or independent studies are often instrumental in getting students interested in Geology. These classes may be transferable and could lead to summer internships at four-year institutions or government agencies such as the United States Geological Survey.
7. Creating new classes such as Geology of Southern California and Natural Disasters could help promote place based learning as well as providing students with a wider variety of Geology courses offered at College of the Desert.
8. Better quality samples will help students see textbook examples rather than broken or tarnished samples.
9. Strengthening adjunct faculty will reduce to load for Full-Time faculty. The 2 tenure track faculty both plan to teach overload to compensate for Dr. Moll’s retirement.

Given *ideal circumstances,* what would you like to do with your program/what would be your program goals?
See above.

Resource Allocation & Prioritization

PEP - Administrator Resource Allocation/Prioritization (Copy)

List administrator positions needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Faculty Resource Allocation/Prioritization (Copy)

List faculty positions needed for the upcoming Academic Year. List in order of importance.	Justification/Explanation based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Staff Resource Allocation/Prioritization (Copy)

List Staff positions needed for the upcoming Academic Year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Instructional Supplies Resource Allocation/Prioritization (Copy) : Version by **Burns, Richard** on **03/15/2019 23:58**

List instructional supplies needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
Microscopes	We have had success in the usage of microscopes in our courses. This allows students to observe rock at multiple scales. Since we are offering courses on multiple campuses, each campus should be equipped with the same materials. Currently, our better quality microscopes are located at the Palm Desert campus. These microscopes are fragile and should not be transported week in and week out. By only having this equipment at the Palm Desert campus, we are doing a disservice to our students in the Eastern Valley.	N	$27,000
Smart Tablets (i.e. iPad)	We would like to incorporate more technology into the classroom. With the acquisition of tablets our students will have to opportunity to see geologic features that can be difficult to access. With developing technology students can take tours of the Earth from inside the class. This will allow for better visualization of different geologic processes and products.	N	$24,000
Rock saw	A rock saw will allow us to create “fresh faces” on samples that we already possess and samples that we will possess in the future. By providing the best samples for our students, they will be able to see different textures within rocks from different orientations. Seeing samples from different orientations allows for better three-dimensional thinking skills as well as a better understanding of how rocks are held together.	N	$10,000

PEP - Non Instructional Equipment/Supplies Resource Allocation/Prioritization (Copy) : Version by **Sawa, Alexa** on **03/18/2019 19:59**

List non- instructional supplies needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement(R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Facilities Resource Allocation/Prioritization (Copy) : Version by **Burns, Richard** on **03/15/2019 01:51**

List facility requests needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric critiera	New (N) or Replacement (R)	Annual TCP*

List facility requests needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric critiera	New (N) or Replacement (R)	Annual TCP*
Storage Room in new Indio building.	Currently, Instructors are transporting samples from campus to campus. This could be dangerous for the samples as well as the Instructors. By including a Geology storage room into the plans for the Indio this will ensure each campus is stocked with the equipment needed to ensure learning.	N	Funding should be allocated from Bond Measure.

PEP - Professional Development Resource Allocation/Prioritization (Copy)

List professional development requests needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Technology Resource Allocation/Prioritization (Copy) : Version by **Burns, Richard** on **03/15/2019 23:59**

List technology requests needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
Go Pro	By incorporating field trips into our curriculum we always have to think about accessibility. With the purchase of a Go Pro as well as a Digital Camera we will be able to record the field trip and take pictures of important features. This will allow us to create a virtual field trip for students unable to attend or students unable to maneuver through various terrain.	N	$600
Digital Camera	See above	N	$600
Smart Tablets (i.e. iPad)	See above	N	See above.

PEP: Other Resource Allocation/Prioritization (Copy) : Version by **Burns, Richard** on **03/15/2019 01:52**

List any other requests, not falling into previous categories, needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
Funding for sample collection	Some samples are best collected rather than bought. We would like funding for collecting samples from known locations to offer our students a chance to see what rocks would look like in the field.	N	$1000

Suggestion Box

Suggestions for PEP : Version by **Burns, Richard** on **03/15/2019 01:52**

There are some misspelled words in questions.

Some questions seem redundant.

I would like the option to upload excel files.

What suggestions for improvements or changes do you have for the PEP forms or process?
No Value