# Cores to Code:

A three-week hands-on learning experience for college-level students focused on paleoseismology and subduction zone science

June 7-27, 2025, Cal Poly Humboldt, Arcata CA







# Who conducted the course?

Advisement and coordination

Geoscience Education and Inclusion Program Manager

**Course Instructors** 

Tina Dura

**Andrea Hawkes** 

Harvey Kelsey

Diego Melgar

Teaching assistants Mira Anderberg Brandon Hatcher

Shannon Fasola

Field trip Harvey Kelsey Andrew Meigs



## The students: recruitment

### Target participants:

- --Rising juniors and rising seniors
- --Earth science academic focus, broadly defined
- --Have not had a previous summer-long research experience

#### The solicitation

- --3-week paid undergraduate program
- --Paleoseismology and subduction zone science
- --All travel and lodging expenses covered.
- --Stipend = \$2000
- --Commitment to 22 days (June 7-28,2025)

### Applicant pool

- --171 applicants from 90 institutions, 9% from 2-yr comm colleges
- --Number of applicants that met minimum requirements = 60

# The students: selection

Objective: recruit ten students from 60 applicants

### **Evaluation process**

- -- three questions served as the basis of ranking
- -- three instructors followed a rubric to evaluate answers
- --was a blind evaluation applicant 1, 2, 3 etc.

Top twenty were identified by name and institution Top ten were offered slots

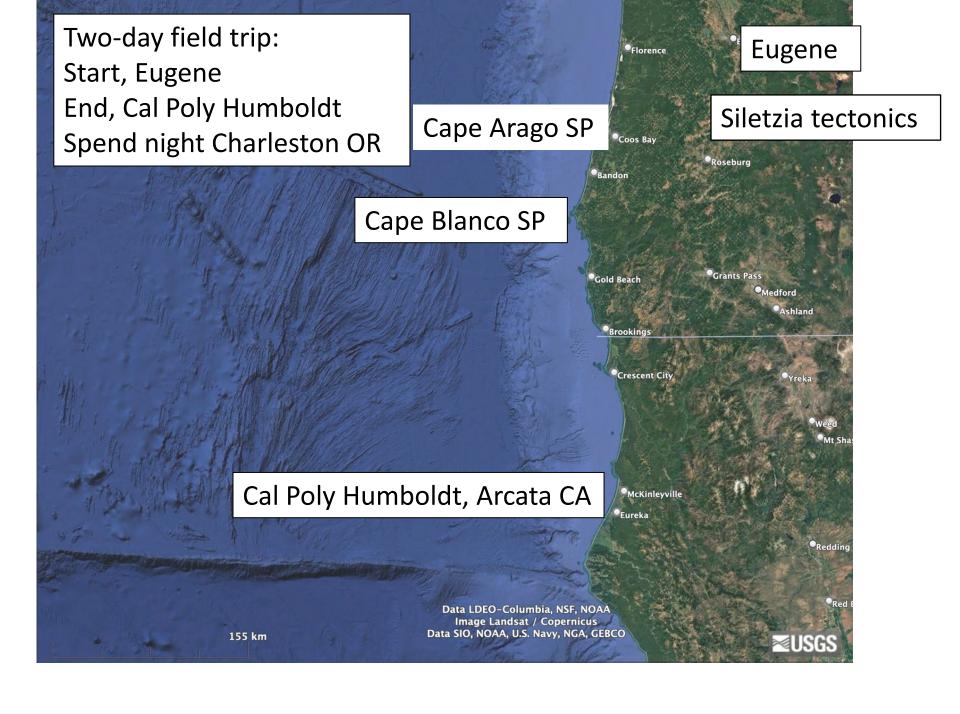
Waiting list = next ten

We went 5 deep into the waiting list to fill ten slots: class demographic = seven women and three men

Course calendar: Major activities

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						Students arrive in Eugene
Coastal tectonics field trip (2 days)  Student check in, dorms at Cal		Orientation (2 days): Introduction to course content and expectations, 3-hr field coring exercise		Field work (3 days): Five teams, two students each Coring in coastal marsh Sediment description Sample collection		
Day off	Presentations of coring results	Laborate Same fix Microsc	ory (3 days): ve two-studen opic examinat for foraminif	it teams	Morning: Lab finish up Afternoon: meet-and-greet w/ local emergency preparedness managers	Day off
Computer lab (3 days): Introduction to Python and crustal deformation modelling exercise		Prepare for final presentation	Morning: final presentation Five presentations Afternoon: students pack up	Students	Students travel to home	

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Computer lab (3 days): Introduction to Python and crustal deformation modelling exercise			Prepare for	Morning: final presentation Five presentations Afternoon: students pack up	Students return to Eugene by van	Students travel to home



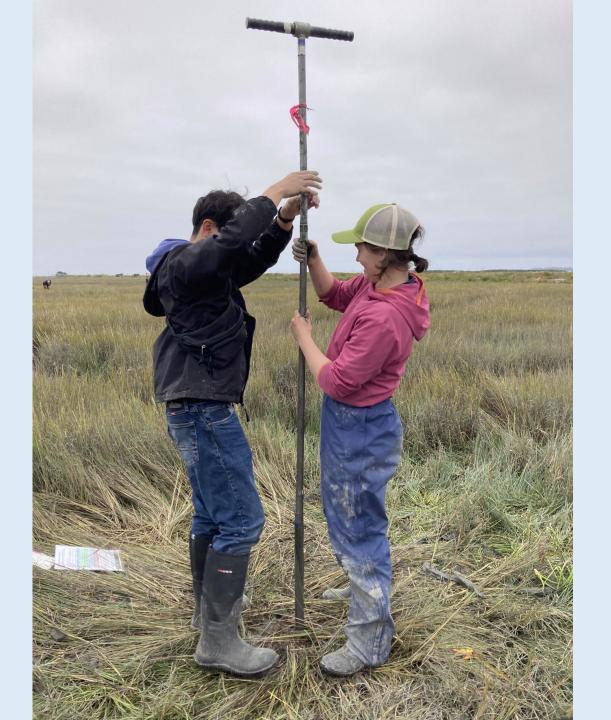
## Coastal tectonics

- -- Deformation of marine terraces
- --Coseismically subsided marshes
- --Subduction zone earthquake cycle
- -- Cape Blanco GNSS site



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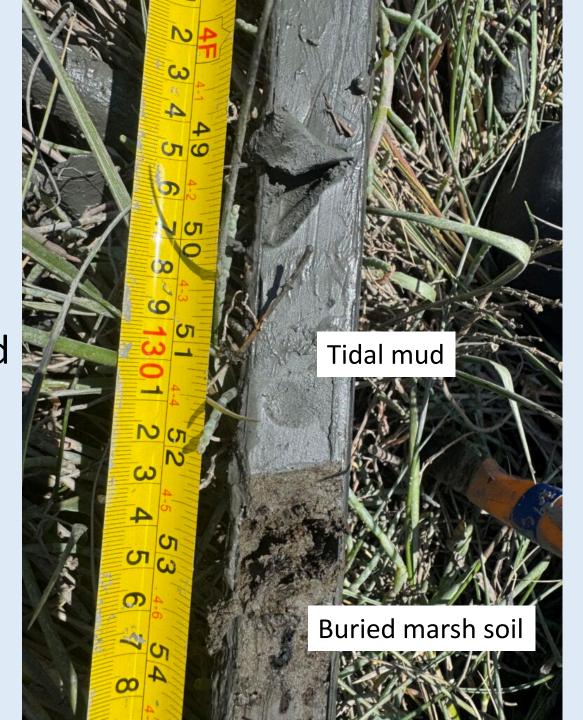
Coring along transect lines



Describing and sampling cores



Students
sampled from:
--buried marsh
soil
--tidal mud
overlying buried
soil



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Presentation Microsc		s for foraminifera ad greet w/ local emergency		Day off		
Computer lab (3 days): Introduction to Python and crustal deformation modelling exercise		Prepare for final presentation	Morning: final presentation Five presentations Afternoon: students pack up	Students return to Eugene by van	Students travel to home	



Stratigraphic correlation of core logs along the sampling transect

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Day off	Presentation of coring results	Laboratory (3 days): Same five two-student teams Microscopic examination, foraminifera and diatoms			Morning: Lab finish up Afternoon: meet-and-greet w/local emergency preparedness managers	Day off
Computer lab (3 days): Introduction to Python and crustal deformation modelling exercise				Morning: final presentation Five presentations Afternoon: students pack up	Students return to Eugene by van	Students travel to home

How do you estimate the amount of vertical land level change?? Identify microfossils indicative of different elevations, tidal marsh versus tidal mud



Students picking foraminifera from core samples of tidal mud and tidal marsh



Examining diatoms typical of tidal mud and marsh with a petrographic microscope

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Computer modelling exercise (3 days): Execute deformation modelling exercise			Prepare for final presentation	Morning: final presentation Five presentations Afternoon: students pack up	Students return to Eugene by van	Students travel to home	



Employ models to investigate:

Which kinds of earthquake rupture

models (slip, surface deformation) best

match the coastal abrupt land level

change during subduction zone

earthquakes?

**Learning Goals** 

- -- Introduction to Python
- -- Write/run Python code (Jupyter notebooks)
- -- Load land level change data
- -- Determine best-fitting models

Acknowledgments:

NSF – C2C will run again

GEI Program Manager

Shannon Fasola

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Harvey Kelsey

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Teaching assistants

Mira Anderberg

**Brandon Hatcher** 

Field trip leaders
Harvey Kelsey

**Andrew Meigs** 



UO Crescent office support: Amanda Eriksen

Cal Poly Humboldt support:

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Brandon Browne
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Cal Poly Geography Dept
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