

## PROGRAM REVIEW UPDATE 2016-2017

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**Program: Geography**

**Division: STEMPS**

**Date: 10/9/2016**

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**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Purpose:** To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

**Uses:** This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

**Time Frame:** This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

**Topics:** The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

**Scope:** While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

**Instructions:**

- 1) Please fill in the following information as completely as possible.
  - 2) If the requested information does not apply to your program, please write "Not Applicable."
  - 3) Optional: Meet with your dean to review this document before October 10, 2016.
  - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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### Part One: Program Snapshot

**A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?**

**If there are any changes, describe the relevant information and its significance in the space below.**

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIz>)

<p>GEOG 1 has now for the first time have generated identical SLOs for the course. In the past, each instructor was allowed to do there own SLOs but that has now changed. Instructors are still allowed to come up with some individual SLOs if they prefer but there is one identical SLO that</p>
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must be done for each course.

In addition, the maps for the GEOG 5 course are starting to become outdated and will need to be modernized.

**B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>**

There has been one more DE sections that was created during this past year. That was part of the objectives for the past several years

Also, 100 percent of the courses did write and report an SLO which was an improvement since the previous several years.

Productivity has slipped but that is similar to what was seen across the campus as a whole.

**C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).**

Well, geography has increased the number of sections offered as DE. I think geography has maximized the number of potential students it can for DE (we do not need to add anymore)

**D. What obstacles has your program faced in achieving objectives, initiatives, or plans?**

**Funding.** There is still no money available for geography for items needed (especially maps, and scientific equipment for the Geography 1 labs.

**E. What are your most important plans (either new or continuing) for next year?**

Most important characteristic is to offer well rounded and variety of courses for the program and to try and get funding to replace maps for the class.

**F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.**

We are now offering the maximum number of DE sections for GEOG 1 that I think we can handle. In fact, in the past summer we offered 3 sections which turned out to be one too many (not all the classes were completely filled. Thus, we will probably go down to two sections in the summer and offer one regular section.

**G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.**

**Planning Priorities for 2016-17**

- **Establish regular and ongoing processes to implement best practices to meet ACCJC standards**
- **Provide necessary institutional support for curriculum development and maintenance**
- **Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes**
- **Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.**

Yes, it meets 1 and 4 listed above.

H. Instructional programs: Did your program meet its program-set standard for successful course completion?  yes  no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

We met the standard

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2ylZ>

NA
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

**Part Two: Course-Level SLO Assessment Schedule**

**THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.**

**Part Three: Assessment Results**  
**(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: GEOG 2
Course SLO: Mastery of the Demographic Transition Model
Describe the quantitative or qualitative results: Results shown that the new way of teaching the model improved (statistically) the number of student who not only understood the basic characteristics of the model, but also were able to use the model in different kind of applications related to the subject
Discuss any actions taken so far (and results, if known): Implemented the new teaching method into the unit
Discuss your action plan for the future:  This SLO was successful so we are now moving onward to a new SLO for the GEOG 2 course.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Geography AAT
Program SLO: Assemble and analyze spatial information (maps, data, surveys, qualitative observations, etc), using traditional and modern mapping technology methods
Describe the quantitative or qualitative results: Different mapping techniques were used in all the classes but we are limited to the type of data due to the lack of different type of software and maps that can be useful for teaching these concepts in our classes.
Discuss any actions taken so far (and results, if known): All classes now have a spatial dimension to them. Thus, we have been successful in teaching spatial concerns. However, we currently use maps plus google earth for teaching. The geography department would like to improve the technology to be able to use more elaborate software and hardware in the future
Discuss your action plan for the future: Re-establish a geography budget that will allow us to purchase geography software and hardware for future use, especially in the GEOG 1L class.

## Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

### Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

## Curriculum Map Directions

**Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.**

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

<b>Example: English Associate's Degree for Transfer</b>						
<b>Program Learning Outcomes</b>	<b>Required Courses in Degree/Certificate</b>					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

\*Including electives is optional.

Your Program's Map

Degree or Certificate:													
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate												
	GEOG 1	GEOG 1L	GEOG 2	GEOG 5	GEOG 8	GEOG 12							
1. Assemble and analyze spatial information (maps, data, surveys, qualitative observations, etc), using traditional and modern mapping technology method	X	X		X		X							
2. Demonstrate knowledge of global physical and environmental processes, locations and develop an appreciation of landscapes.	X	X		X	X	X							
3.													
4.													
5.													
6.													

1. Did you make any changes to your existing mapping? (circle one)

Yes                      No      X                      This degree/certificate did not have previous mapping

3. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.



- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?

**It is very clear that we do not have enough Program Learning SLOs and currently GEOG 2 has not program SLOs pointing toward it. Thus, what will happen this semester is the geography program faculty will need to meet and come up with at least 2 additional program SLOs that will help further the program. In addition, geography will need to analyze the two listed above to make sure they are relevant for the program moving forward.**