

PROGRAM REVIEW Fall 2021

Program: Geography

Division: STEM

Date: Oct 24, 2021

Writer(s): Thomas Orf

SLO/SAO Point-Person: Thomas Orf

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Geography continues to offer courses and a degree that has classes in both the social sciences and STEM areas of the college which makes it a very diversified discipline at LPC.	X	X	
2 Geography has one full time instructor and two part time instructors in the discipline. This helps in making sure we offer all the required courses for the program. While many disciplines the same size as geography offers anywhere between 2-3 different courses, Geography offers 6 different courses (5 of them each semester).	X	X	
3 The Geography department maintains a weather station on top of the science building.	X		
4 The Geography department has updated several pieces of lab equipment for the GEOG 1 lab and the GEOG 15 GIS class during the semester which includes updated GPS equipment			
5 All the Geography courses are DE approved. It is now possible that any of the geography courses can now be offered via DE for future semesters	X	X	
6. Several of the Geography Courses are created with the idea of diversity of cultures and ideas. These classes are continued to be offered each semester. The main two classes in this category are the GEOG 2 and GEOG 5 classes.	X	X	X

Tab to add more lines as needed

B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the

Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

_____N/A

Description	Mission	Master Plan	Presidential Task Force
1 Geography is one of the few STEM disciplines that has had an enrollment decline similar to what in seen in other parts of the campus. The decline started before the pandemic and has been magnified since. Most of the decline is in the social science areas of geography but there is also significant decline in the science oriented classes as well. Causes are mainly due to 1) enrollment declines due to COVID 19 which is across the college as a whole; and 2) Cannibalization from other courses in the college meeting the same requirements as geography, and other STEM courses competing with Geography for the limited number of general education students the college has. Enrollment decline is the number one challenge for Geography for the short term future.	X	X	
2 There is shortages in some types of lab equipment that are more expensive in cost. Steps are being taken with getting some of these replace but limited funds hurt. Geography does have a very limited budget for supplies which is comparable with other disciplines on campus but not necessarily with other science oriented classes.	X	X	
3 Geography has philosophical differences for the discipline compared to other disciplines being found in STEM. Geography IS a social science and not a science discipline and although it has a lot of science oriented general education courses, the division does not have a good grasp of really what are the social science needs of the department. Part of social science emphasis is because the Full Time Faculty Member in Geography is trained more of a social scientist than as a science faculty. The discipline continues to feel somewhat out of place during division meetings when information is presented as to what is occurring within the other science	X	X	

disciplines. Geography may need to be transferred back to the Social Science Division on campus.			
4 Geography has had problems with getting its weather station maintained by the individuals who own it (even though we have a contract with them to maintain the station). This problem may now be fixed as a new company has taken over the contract and has started to do maintenance on the station. Hopefully, this has solved the problem and we can take this off future program reviews in the future.	X	X	
5 Geography has a shortage of qualified part time instructors. This is a problem with geography as a discipline state wide; there is just not a lot of qualified individuals living in our region who can teach the discipline. So far, it has not proved to be a major obstacle but is preventing geography from growing if our enrollment turns around.	X		
6 Geography needs to offer more classes in line with and when students are wanting them. This includes more online (asynchronous) classes and more preferred times for classes back on campus.	X	X	

Tab to add more lines as needed

C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
Continue to offer diverse Geography courses.		X		X
Try and find at least one new PT Faculty Member	X		X	
Continue to update old Equipment as Needed		X		X
Continue to Monitor Weather Station				X

Tab to add more lines as needed

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

__X__N/A

Campus system or Committee	How has it benefitted your students?

--	--

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Did an informal survey to ascertain what type of classes students would prefer and when they would prefer them being offered as well as the format
What did you learn?	Online Asynchronous seems to be the best wanted under current conditions
How will you use the feedback?	Will Follow Through with the scheduling of classes

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Overall, Geography Enrollment took a major hit this past year during the pandemic. Before the pandemic hit, the enrollment overall was on a trajectory downward but it was magnified with the pandemic.

Another trend that is noticed is that the number of students taking online courses were increasing generally before the pandemic. This trend is similar to what was seen campus wide. It will be interesting to see where geography falls in the percentage of courses offered online post pandemic compared to pre pandemic.

As far as success rates, they have been fairly consistent over the past 5 years. No major problems were noted. They seem to be fairly consistent with other disciplines at the college.

One trend that is noteworthy however is that success rates for the GEOG 2 and GEOG 5 classes have a higher percentage (for the online sections) than the GEOG 1 classes (online only). This is interesting because the online curriculum for the GEOG 2 and GEOG 5 is newer than the GEOG 1 class and it makes one wonder if, as more experienced was gained over time, creation of good and solid online grading procedures as well as what is graded and how has improved with the newer courses.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
___X___yes ___no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

I would eventually like to get up to a 70 percent success rate (we are in the high 60s) but the number has been consistent through the years so not sure if the 70 percent rate is feasible.

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

Here is a listing of the SLOs that were reviewed for the following year:

GEOG 1: • Upon completion of GEOG 1, students will be able to understand the difference between divergent, convergent and transform plate boundaries. • Upon completion of GEOG 1, students will be able to understand the global wind patterns and how they form. • Upon completion of GEOG 1, students will be able to understand the reasons why the seasons change.

GEOG 1L: None

GEOG 2: Upon completion of GEOG 2, students will be able to define, describe and explain the Multi-Nuclei model or urban development. • Upon completion of GEOG 2, students will be able to differentiate between the different types of cultural diffusion. • Upon completion of GEOG 2, students will be able to explain the Demographic Transition Model

GEOG 5: • Upon completion of GEOG 5, students will be able to locate and label on a map different cities of the world as discussed in class. • Upon completion of GEOG 5, students will be able to locate and label on a map different rivers and landforms of the world as discussed in class. • Upon completion of GEOG 5, students will be able to locate and label on a map the different countries of the world as discussed in class.

GEOG 8: None

GEOG 12: None

GEOG 15: None

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 33 %

(3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. X YES No

Data was collected by the full time faculty member. Neither of the part time members however entered their data into elumen so it is not clear if either of them collected the data.

However, the classes were not scheduled to be fully analyzed and interpreted in Fall 2021. All classes will be analyzed this next year either in fall or spring depending on when the class is offered. GEOG 1, GEOG 1L, GEOG 2, GEOG 5 and GEOG 12 are scheduled to be entered and analyzed in fall while GEOG 8 and GEOG 15 are scheduled in the spring 2021.

(4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

For most of the PSLOs, there were situations where the number of people who were proficient or above were not as high as the previous year but that may be due to the pandemic where all the classes were now online compared to previous semesters. Numbers were still good overall for the classes that were analyzed, but if this was normal times, the results would be troubling.

The bigger issue was not having all classes analyzed. Given that classes were not scheduled to be analyzed wide spread until Fall 2021, we cant really say much about what to take long term from the results.

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

N/A

(6) List changes that you plan on making to improve student learning and address inequities.

All of the PSLOS will be analyzed for every class this coming year. Probably in the spring, the division faculty (full and part time) will need to get together to see if these PSLOS needs to be put to rest and new SLOs created. As the program coordinator and coordinator of the SLO committee, the full time faculty member leans in that direction. However, until all the classes are analyzed post pandemic, we might not be able to move forward.

- (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

As mentioned before, the big key is getting past the pandemic and having all the sections analyzed by all faculty members. Once that is achieved, we will have a better idea of where we sit with our PSLOs.

- (8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____X____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

N/A

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

N/A

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

☒ YES ☐ No

Course Name & Number
GEOG 1 – Introduction to Physical Geography
GEOG 12 – Geography of California
GEOG 15 – Introduction to GIS

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES ____X____Not at this time

If yes, explain details, rationale, or any support that might be helpful

--

D. Does your program plan to create any new courses or programs this year?

____YES ____X____No

If yes, please provide details and the rationale

--

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

N/A

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?