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DEPARTMENT OR PROGRAM: GEOGRAPHY

DIVISION: CREATIVE ARTS AND SOCIAL SCIENCES

1. BRIEF DESCRIPTION OF PROGRAM:

GEOG 100 Physical Geography (3) *(Pass/No Pass or letter grade option) Minimum of forty-eight lecture hours per term plus field trips. **Recommended Preparation:** eligibility for ENGL 848 and completion of READ 400 or 405 with a grade of C or higher OR concurrent enrollment in READ 400, 405, or 415 OR appropriate skill level as indicated by the reading placement tests or other measures.* Basic characteristics of physical features of the Earth and their interrelationships. The basic characteristics of maps, the Earth's grid, seasons, time zones, weather and climate, vegetation biomes, ocean currents, and landforms. The interrelationships of these basic features are analyzed in a global framework with an emphasis on human ecology.

GEOG 110 Cultural Geography (3) *(Pass/No Pass or letter grade option) Minimum of forty-eight lecture hours per term plus field trips. **Recommended Preparation:** eligibility for ENGL 848 and completion of READ 400 or 405 with a grade of C or higher OR concurrent enrollment in READ 400, 405, or 415 OR appropriate skill level as indicated by the reading placement tests or other measures.* Aerial distribution of the most important parts of human culture. Emphasizes the way people make a living resulting from their interaction with their environment in various parts of the world.

GEOG 150 World Regional Geography (3) *(Pass/No Pass or letter grade option) Minimum of forty-eight lecture hours per term plus field trips. **Recommended Preparation:** eligibility for ENGL 848 and completion of READ 400 or 405 with a grade of C or higher OR concurrent enrollment in READ 400, 405, or 415 OR appropriate skill level as indicated by the reading placement tests or other measures.* Survey of the geographic regions of the world, including physical and cultural features of each region. Emphasizes global influences and population growth. Covers location of important geographic features, such as major cities, mountain ranges, climatic regions, and internal political divisions within each world region.

2. **Based on the elements in your Core Program and Student Success Indicators (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.**

The Geography Department's Retention and Success rates have begun an overall upward trend as of the 2008-09 Academic Year. After several years of instructional retooling and tweaking, employing new strategies in the classroom and introducing new technologies to assist students who need additional help with the material, this has been an important step forward.

It should also be noted that, of those students who successfully complete GEOG 100 or GEOG 110, a growing number are enrolling in a second Geography course within a year. Some students ultimately complete the full set of courses available (GEOG 100, 110, and 150) and many of these "repeat customers" have gone on to major in Geography or related fields. To the best of the Geography Department's knowledge, all of the graduating, self-identified Geography majors of the last three years have been accepted to demanding 4-year institutions.

Despite these positive trends, a number of serious challenges exist. The long-term lack of a full-time faculty member to strengthen the Geography program, analyze and act on program data, expand course offerings, and take advantage of outreach opportunities has truncated Department growth and effectiveness. There also exists a serious need to focus on students from a range of ethnic backgrounds in order to carefully structure course materials such that successful course completion and retention of students is maximized. This requires time and personal energy resources that part-time faculty cannot provide. In spite of this stated need, a single, part-time faculty member has been forced to uphold all Departmental responsibilities. Given the economic climate, it became a case of "do or die".

Without the the time and funding resources to adequately advocate for the growth of the Department, little more can be done. This lack of a full-time advocate has been especially grueling during the extended budgetary downturn from which the college has suffered. Over the course of the last year and a half, this situation became even more dire, as the college sought to cut courses and programs it felt were expendable. In the process, the entire Geography Department was nearly wiped out. Departmental survival required constant vigilance and outreach to colleagues, students, and administrators, as well as the voluntary loss of one course offering--and this vigilance has been personally costly to Geography faculty. Most critical to Department survival has been the deeply generous support of fellow faculty within the Division who also gave up courses in order to save Geography, as well as other vital programs.

Despite a decade-long wait for the opening of a single, full-time position, faculty have remained dedicated to providing high-quality instruction and personal attention to students while also maintaining close ties within the Division and throughout the college. Faculty have also tried to meet Division targets for the

completion of SLOs and ISLOs, course outline and program updates, and other work normally reserved for a Department Head. The Geography Department deserves a full-time position after a decade of part-timers providing full-time advocacy.

3. **Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.**

Of the Geography Department's overarching goals and targets (identifying and assisting under-performing students, comprehensive program restructuring, on- and off-campus outreach, etc.), none can be reached without a dedicated full-time instructor. Part-time faculty refuse to downgrade or alter these important goals and will instead work to implement smaller changes (e.g., assessing student preparation prior to the beginning of semester instruction) on an extended timeline, as faculty are able.

4. **Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).**

One of the most important ongoing goals for the Geography Department has been to focus on improving the retention and success rate of Hispanic, African-American, Pacific Islander, and Filipino students. Unfortunately, a break down by ethnic origin is not available for each course--this is critical, as two of the three sections of Geography courses historically taught each semester are physical science courses (GEOG 100--Physical Geography), while the remaining courses (GEOG 110--Cultural Geography and GEOG 150--World Regional Geography) are social science courses. It is vital to understand how prepared (or unprepared) students in these ethnic groups are in order to offer them targeted assistance.

Faculty are constantly employing new strategies to assist students in the production of college-level work. Such strategies will continue to be utilized and analyzed for their effectiveness, especially with respect to under-performing groups. New assessments may be developed in the coming year in order to determine whether the testing process is to blame, rather than the students' lack of preparation. Focus groups and one-on-one interactions may also be created in order to gather more detailed, subjective data.

No new projects for the program are planned. Once a full-time faculty member has been hired to run the Department, time and energy resources will be available for goals which have long been planned, such as:

- Seeking grants, stipends, and other monies for program improvement, faculty development, and student projects
- Extending and maintaining connections with outside agencies (governmental institutions, private businesses, NGOs, and not-for-profits) in order to enhance course materials and offer students practical applications, as well as employment opportunities

- Developing additional course offerings, such as online courses in Geography (attracting an untapped segment of distance learners) and a Physical Geography Lab (allowing students to completely fulfill G.E. science requirements)
- Building a strong student following to attract and retain students within both the Geography Department and the college
- Further updating the Physical Geography textbook (authored by faculty)

5. **Are there any critical issues you expect to face in the coming year? How will you address those challenges?**

Despite a recent influx of District funding, budgetary restrictions remain a threat to the Geography Department, as much of this funding has been directed elsewhere. It is not beyond the realm of possibility that the Department could still be disbanded in the name of cost savings. There is also the possibility that the lone part-time faculty member, who has upheld departmental responsibilities for almost a decade, will “burn out”, causing the department to suffer further. The loss of a dedicated, effective teacher cannot be allowed to happen. The threats to the Department as a whole are very real and have grown increasingly dire. The need for a full-time faculty member cannot be overstated.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

- a. **Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.**

GEOG 100: *SLO #5*

Identify and explain the natural and anthropogenic processes operating to produce global climate change; analyze past and present human responses to the wide range of planetary changes resulting from global warming; design and evaluate potential future responses.

Assessment Tool/Measurement Instrument

- Films and class discussion: At least one film on global climate change is shown during the semester, followed by a guided class discussion
- In-class papers: Two 5-minute papers are assigned on the topic in class to assess students’ understanding of the material presented that day
- Study guides: Given to students to help guide their studies of the relevant chapters.
- Should the instructor feel additional preparation is necessary, students may be given a brief research assignment as homework
- Exam questions: Several questions on the topic are included in both 50-question, multiple-choice/true-false Exams 2 and 3

Reflection/Documentation

Subjective analysis of in-class papers, class discussions, and optional research paper; group Q&A on study guides; statistical analysis of exam questions

b. Student services areas: N/A

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS
(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008–2011, College Index, 2009–2010, GE–SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Geography, Full-time Instructor	<p>The Geography Department has continuously requested (formally and informally) the appointment of a full-time faculty member for the last seven years. A full-time faculty member would have time and resources to devote to:</p> <ul style="list-style-type: none"> • Advocating for departmental needs (e.g., facilities, equipment, and promotion of courses to increase enrollment, etc.) • Compiling departmental data and maintaining departmental records • Preparing and updating departmental documents (e.g., Program Review, SLOs and ISLOs, course curricula, etc.) • Strengthening curriculum through pedagogical improvements • Extending and maintaining connections with outside agencies (governmental institutions, private businesses, NGOs and not-for-profits) in order to enhance course materials and offer students practical applications, as well as employment opportunities • Building a strong student following to attract students to both the Geography Department and the college <p><i>(continued on next page)</i></p>	<p>A full-time faculty member would be able to compile a deeper, more comprehensive set of SLO data and maintain a regular assessment cycle for all areas of Geography course and departmental SLOs. This will allow faculty to more accurately determine areas of student comprehension and confidence, as well as instructor efficacy.</p>

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
	<ul style="list-style-type: none"> • Broadening connections between related departments • Developing additional course offerings, such as online courses in Geography (attracting an untapped segment of distance learners) and a Physical Geography Lab (allowing students to fulfill G.E. science requirements) <p>With only two sections of Geography currently available, there is a need for additional sections in order to cater to students who wish to take classes on alternate days and times (M/W or MWF mornings, evening classes, and online). The department loses students every semester who were interested in taking classes, but for whom nothing was available.</p>	

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	Briefly indicate how requested resources will link to achieving dept. action steps based on SLO assessment.
<p>Item: A full-sized locking cabinet Number: [N/A] Vendor: [a cast-off in good cond.] Unit price: [free] Total Cost: \$0 Status: Used</p>	<p>A room or cabinet set aside for Geography would allow teaching materials to be stored and quickly accessible for classroom use (pull-down maps, wall-diagrams, sample sets of minerals and rocks, lab equipment, reference books such as atlases, etc.).</p>	<p>The improvement of student success rates is critically important at all levels. This modest request will increase the effectiveness of instruction, thereby increasing success rates.</p>

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this Annual Update for Program Review and Planning evaluation: 10/8/2010

Annual Update for Program Review and Planning report team:

Primary program contact person: **Angela Skinner Orr**
Phone and email address: 650-722-0973 , **skinner@smccd.edu**
Full-time faculty:
Part-time faculty: Angela Skinner Orr
Administrators:
Classified staff:
Students:

Primary Program Contact Person's Signature	Date
Angela Skinner Orr	10/8/2010
Full-time Faculty's Signature	Date
Part-time Faculty's Signature	Date
Angela Skinner Orr	(as appropriate) 10/8/2010
Administrator's Signature	Date
	(as appropriate)
Classified Staff Person's Signature	Date
	(as appropriate)
Student's Signature	Date
	(as appropriate)
Dean's Signature	Date

**Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

This section contains a listing of sources for data and key documents referred to in this Annual Update along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Core Program and Student Success Indicators (see links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website:

College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php

Comprehensive Listing of Indicators and Measures, 2009-2010 http://collegeofsanmateo.edu/prie/institutional_documents.php

Division/Department Workplans, Spring 2009 (only)

http://collegeofsanmateo.edu/prie/institutional_documents.php

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/emp.php>

Institutional Priorities, 2008-2011

http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183