INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: **GEOGRAPHY** Academic Year: **2012- 2013**
Faculty Contact: **Angela Skinner / Margaret Kaluzny** Program Review Submission Date: **May 24, 2013**

I. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

Geography is an inclusive discipline that is unique in linking the social and natural sciences, examining the relationships between human activity and the physical environment. There are two main branches of geography: human geography and physical geography, both represented by the three courses currently offered in the Geography Program at CSM:

- **GEOG 100 Physical Geography**
- **GEOG 110 Cultural Geography**
- **GEOG 150 World Regional Geography**

Cultural geography is concerned with the spatial aspects of humans' cultural existence. Physical geography studies patterns of climates, land forms, vegetation, soils, and water. World Regional geography examines both physical and human patterns, their interactions and interdependencies, and the ways in which they create distinct regional differences. The discipline of geography is ideally situated to address critical global issues that are central to a human-geographic perspective such as: population growth and change, agricultural livelihood systems, equitable allocation of resources, environmental sustainability, climate change, and increasing racial and ethnic diversity.

The Geography Program at CSM supports the College Mission and Diversity Statements by preparing students to be informed, active, engaged citizens in a global society. Geography students are made aware of the vital role they play in our changing natural world and in the shaping of world events and, thus, the global landscape. This helps students to make sense of world events, environments, cultures, conflicts and lifestyles, and assists in preparing them for life in an increasingly global community, motivating them to succeed beyond the classroom.

The Geography Department serves the diverse educational needs of the community by providing a consistent, high-quality education in both the social and physical sciences. Geography courses allow students to critically analyze differing world-views and physical environments, and develop an appreciation for the diversity of cultures and environments found on Earth.

Geography is a holistic science, maintaining countless interdisciplinary connections. The Geography Department fosters institutional dialog through the development of stronger ties between departments within every division on campus.

Various recruitment strategies and innovative approaches will be implemented to increase enrollment and the awareness of geography as a diverse field of study with numerous career paths. Strategies will be to work collaboratively with academic advisors and career center staff; bring in guest lecturers, workshops, conferences on campus; and distribute course flyers in the library and learning center.

Geography meets both general education and transfer requirements. Nearly all students of Geography at CSM are transfer or A.A./A.S. candidates. All three of the department's courses--Physical Geography (GEOG 100), Cultural Geography (GEOG 110) and World Regional Geography (GEOG 150)--meet General Education requirements for an A.A./A.S. Degree, for Transfer to the UC and CSU systems (CSU and IGETC), and for many different specific majors. They also prepare students pursuing the Teaching Credentials for Elementary and Secondary Education, and GEOG 150 can be used to meet Core Course selections for the A.A. and Transfer Program in Social Sciences. Geography courses are also specifically listed as Recommended G.E. Courses for Transfer to Selected Independent Colleges and Universities. Courses are not sequential and students regularly take them concurrently.

The approved and finalized Transfer Model Curriculum is outlined below. Given this list, it is easy to see any number of transferrable courses which could be developed within the Geography Department at CSM in the future.

Finalized Geography Transfer Model Curriculum - http://www.c-id.net/degreereview.html
(Revised May 24, 2012) (Updated 12/4/12)

CCC Major or Area of Emphasis: **Geography**

CSU Major or Majors: **Geography**

Total units **18-20** *(all units are semester units)*
Degree Type (*indicate one)*: AA-T

Core courses are almost universally required for the major upon transfer.

Core Courses: 6-7 units

Title (units)	C-ID Designation	CSU GE
Introduction to Physical Geography (3) or Introduction to Physical Geography, with Lab (4) or Introduction to Physical Geography (3) and Physical Geography, Laboratory (1)	GEOG 110 or GEOG 115 or GEOG 110 and 111	Fulfills Area B1 Fulfills Area B1 & B3 Also fulfills B1 & B3
Introduction to Human Geography (3)	GEOG 120	Fulfills Area D

List A: Select 6-7 units from the following:

Physical Geography, Laboratory (if GEOG115 or 111 not taken above) (1)	GEOG 111	Area B3
World Regional Geography (3)	GEOG 125	Area D
California Geography (3)	GEOG 140	Area D
Introduction to Geographic Information Systems and Techniques, with Lab (2)	GEOG 155	
Map Interpretation and Analysis (2)	GEOG 150	
Introduction to Weather and Climate (3)	GEOG 130	Area B1
Regional Field Studies (1)	GEOG 160	

List B: Select 6 units from the following:

Introduction to Cultural Anthropology (3)	ANTH 120	Fulfills Area D
Physical Geology (3)	GEOL 100	Fulfills Area B1

Or any courses not selected above (from List A), any CSU transferable geography

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Through the preliminary SLO assessment of Physical and Cultural Geography courses, the students are successfully achieving the learning objectives for each course. Assessment is varied such as: position papers for critical thinking; multiple choice exams for content knowledge; worksheets and study guides; student presentations; question and discussion sections for critical thinking; map reading tests for technical skills; essay questions for critical thinking and writing skills.

Faculty continuously monitor the latest research on student success and incorporate new strategies whenever possible. This has led to positive outcomes, as indicated by the high, overall student success rate. The trend in student success rates has been an increase in the numbers of students scoring a "C" or higher over the course of the last three years. This indicates that new strategies being employed (posting slide presentations on a class blog and employing practice tests, for example) have been successful. The challenge has been to motivate students to avail themselves of optional study materials right from the outset of the course. Student retention also remains a challenge. It appears that difficulties with the quantitative aspects of the material is driving students to drop the course in the first months or so of classes (especially Physical Geography) and early intervention for those students who are struggling needs to be a focus in the future.

B. *Student Success Indicators*

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

Demographic trends indicate that, as of 2011-12, 75% of Geography students are achieving success in their courses and the Department is retaining 92% of its students. This is well above the college overall, which currently has a success rate of 71% and retention of 85%.

Success rates have significantly increased since 2008-09, up 14 points, and are on track to reach the 80% mark. A high overall retention rate is a positive success indicator, though even one student dropping out for reasons of low academic performance--which can be remediated--is considered unacceptable to faculty. Success rates for both genders have increased and there appears to be little difference in achievement. Older students are achieving at higher rates, but the combined success rate of students aged 19-24 has steadily climbed since 2008-09 to around 75%.

With respect to ethnicity, Asian students have had slowly declining success rates over the last couple of years and are currently hovering just under 70%. African American students have made remarkable improvements, from a low in 2008-09 of 29%, to a high of 75% in 2010-11, and are currently at a 67% success rate. Hispanic student success rates have also steadily climbed from 55% up to 68%. Pacific Islanders and Native Americans have historically had low representation; there has been a significant decline, recently, in success and retention among Pacific Islanders reasons unknown. Whites currently outperform all other groups (although they also have one of the highest withdrawal rates), with the exception of those listed as "Unrecorded" and "Other", at 80% and 93%, respectively.

Part-time faculty worked hard in the face of budget cuts that reduced course offerings and the loss of the sole faculty member in Spring 2012 to maternity leave, a period in which no replacement was available. It is hoped that the hiring of a full-time faculty member at some point in the future will create conditions whereby a comprehensive program structure can be implemented and further student outreach accomplished. Additional offerings of courses at different days and times, including online courses and a lab component for Physical Geography would also round out the Department, increase student interest and involvement, and more effectively guide students into the four-year college system. Until that time, with the assistance of a second part-time faculty member, the Department is working to grow by creating a roadmap for programmatic changes and a greater college presence in the future.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

The delivery mode of geography courses has been traditional, face-to-face, on-campus classes. Geography instructors are qualified to teach online courses and would like to see this option available for Cultural, Physical, and World Regional geography courses. Distance education increases accessibility for students.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

The Geography Program is delivered extremely efficiently, given the limited resources and no full-time faculty member. This is a "lean and mean" Department that delivers high-quality instruction with little cost to the college as a whole.

LOAD increased significantly, especially in 2009-10, when campus construction was nearing completion. By 2010-11, LOAD had increased 148% since 2006-07, despite budget cuts that reduced the number of sections offered that year from six to four. LOAD dropped in 2011-12 when the number of sections was further reduced due to faculty maternity leave, that Spring.

It is expected that these numbers will again climb as the number of sections increases in the near future and faculty employ strategies for attracting and retaining larger numbers of students. The addition of a second part-time employee has allowed both faculty to pool their energy and expertise; plans are afoot to grow the Department in the future.

D. Course Outline Updates

Review the course outline update record**.** List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
GEOG 100: Physical Geography	**Angela Skinner**	**February 2015**
GEOG 110: Cultural Geography	**Margaret Kaluzny**	**February 2015**
GEOG 115: World Regional Geography	**Angela Skinner**	**February 2015**

E. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Angela Skinner	**August 2013**
Margaret Kaluzny	**August 2013**

F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's Gainful Employment Disclosure Data, External Community, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

A major in Geography prepares students to transfer to baccalaureate institutions where they may complete a Bachelor's degree in Geography or a related discipline. Many Geography majors enter the education profession at all levels.

State, county and city governments, as well as private companies, hire geographers in the fields of cartography, geographic information systems (GIS), environmental studies, resource management, and urban planning because of their broad training. The U.S. Geologic Survey traditionally hires geographers in aerial photograph interpretation, land use

mapping, map making, and satellite image analysis. In addition to a career as a geographer, geographic analyst, geographic planner, or agricultural geographer, graduates have opportunities as international development and international business specialists, cartographers, climatologists, demographers, ecologists, environmental scientists, meteorologists, spatial analysts, soil conservationists, surveyors, water resource managers, and land use, urban or recreational resource planners.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

   Click here to update the Advisory Committee information

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

No recent modifications have been made and none are currently projected. SLO Course Assessment will be comprehensively reviewed in Spring, 2014.

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

No recent modifications have been made and none are currently projected. SLO Program Assessment will be comprehensively reviewed in Spring, 2014.

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

SLO Course and Program Alignment will be comprehensively reviewed in Spring, 2014.

(Note: TracDat SLO reports have not been properly entered due to technical difficulties beyond faculty control. Requests for assistance have been unsatisfactorily answered.)

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

No new results from previous program reviews.

No full-time faculty were hired.

Of the resources requested in 2009, only a large globe and a full set of pull-down maps were purchased. While the globe is used regularly each semester, the pull-down maps were lost during the Department's move into Building 10. Faculty have compensated for the loss by utilizing digital map sets and online resources projected from personal laptops in SMART classrooms.

B. *Program Vision*

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]
[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

The Department's primary goal is to catch struggling students early in the course, and in their academic careers as a whole, and to provide them with the tools they need to succeed, from instilling in them a love of learning to teaching them how to study effectively.

It is also critical for educators in the 21st century to create an intellectual environment that will prepare students to meet the needs of a globally connected world. The Program Vision for Geography is to focus on providing a strong subject foundation for students to become knowledgable innovators and responsible global citizens. This can be achieved through a number of modes, but may in the future include a renewal of the recently "banked" Global Studies program, a view toward environmental studies with an emphasis on climate change and energy literacy, incorporating technology in geographic analysis, and a deeper examination of the critical role of Geography in urbanized regions.

Another focus is that of creating deeper educational experiences in Geography, such as Skyping with guest lecturers internationally to hear presentations and ask questions. The Association of American Geographers' Center for Global Geography Education also offers a collection of online modules for undergraduate geography and related social and environmental science courses. Six modules are currently available: National Identity, Population and Natural Resources, Migration, Global Climate Change, Water Resources, and Global Economy. The modules offer regional case studies examining issues and a collection of collaborative projects for online learning, which could also be used to create "flipped" classroom units (whereby students listen to lectures online, then spend time in class working in-depth with faculty on related projects).

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

   Professional enrichment activities would include faculty submitting grants for international research, study abroad, teaching abroad. For example a faculty member will submit a Fulbright application to do teaching / research in Tanzania.

   Professional development, STOT 1 and 2 would be valuable faculty training for online pedagogy.

   Professional development grant to present papers at Geographic Conferences such as Association of American Geographers.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

   Faculty grant writing for student success initiatives such as Adult Working Program.

   Implement a program to integrate geography courses in Learning Communities, for example, English and Geography courses such as *Discovering Geography Through Film and Fiction.*

   Interdisciplinary workshops for students.

   Geography faculty continue to participate in the Honors Project as in the past.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

   Faculty: **A full-time position in Geography is absolutely essential. If granted, the program would grown in size and improve. With no full-time faculty, the ability to do assessment, analysis, and student outreach and retention is greatly limited. It is understood that the Department needs to attempt to expand its offerings and enrollment in order to demonstrate a more urgent need to those outside the Department; faculty are committed to achieving this goal in the near future.**

   Equipment and Technology: **Two or more computers or iPads set aside for student research and classroom study would assist faculty in teaching students critical technological skills for newly-developing job markets.**

   Instructional Materials: **Books and DVDS. Textbooks for Library and Learning Center.**

   Classified Staff: **NA**

   Facilities: **Should a Physical Geography lab course be developed and implemented in the future, a dedicated classroom space with storage for scientific equipment and hands-on study sets (such as rocks and minerals) could be shared with Geology or other earth science faculty.**

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes.

Plan 1

Title: **Develop climate change and energy literacy**

Climate Change: A Hot Topic? (2-hour, cross-departmental seminar)

Description

Geography is the ideal discipline to initiate and coordinate a student/faculty afternoon conference on climate change. Interdisciplinary panel with student/ faculty collaboration.

Action(s)	Completion Date	Measurable Outcome(s)
Student / Faculty Conference on Climate Change	**Spring 2014**	**Class discussion, term papers, short position papers**
Click here to enter action	**Choose Year or Semester/Year**	**Click here to enter measurable outcome**

Click here to enter action	**Choose Year or Semester/Year**	**Click here to enter measurable outcome**

Plan 2

Title: **Guest Lecturers**

Lectures on volcanoes, development, GIS, climate change, etc.

Description

Continue to bring in outside speakers (as in the past) to the classroom and perhaps the wider CSM student community. Tap in to the expertise of Silicon Valley residents. For example: Speakers from the City of Palo Alto discussing urban planning. Speaker from USGS to discuss earthquakes/volcanoes.

Action(s)	Completion Date	Measurable Outcome(s)
Approach content specialists to request voluntary (unpaid) lectures/ presentations	**Fall 2014 (repeating each semester)**	**Improved student understanding as measured through test scores, papers, class participation**
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions

Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost
4 iPads or similar technology for classroom use (costs will vary, depending on brand and educational institution discounts)	**$600 ea.**
2 MacBook Air (11" , 128GB) laptops or similar technology for classroom use (costs will vary, depending on brand and educational institution discounts)	**$1000 ea.**
Total:	**$4400**

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost
Books and DVDS. Textbooks for Library and Learning Center.	**$350**

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description (for prioritized plans)	Plan #(s)	Cost
Physical Geography Lab: Sharing a classroom with Geology faculty		**$0**

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		**$4750**
2		
	For additional plans, add rows and number accordingly.	