

[Home](#)[Actions](#)[Logout](#)[How it works](#)

Instructional Program Review

Program Name: **Geography**Program Contact: **Kaluzny, Margaret**Academic Year: **2013-2014**Status: **Submitted**

1. 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 Program Planning](#) as appropriate.

Geography is the science of place, space, and the environment. The Geography Program is unique in linking the social and natural sciences, examining the relationships between human societies and the physical environment. Each place on earth is distinguished by a mix of natural resources, cultural practices, and economic and political systems. Geographers study what makes each place unique, and the connections and interactions between places. There are two main branches of geography: human geography and physical geography, both represented by the three courses 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 how cultures shape our relationships with our environments and what human-environment interactions are sustainable and just. Physical geography studies patterns of climates, land forms, vegetation, soils, and water. World Regional Geography applies a regional approach to explore important questions related to our planet, noting 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-environment 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. Through geographic training students develop an understanding of world events, environments, diversity of cultures and lifestyles and prepares them for a life in an increasingly global community, motivating them to succeed beyond the classroom.

Geography is an holistic science, maintaining interdisciplinary connections. The Geography Department fosters institutional dialogue through the development of stronger ties among 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; invite guest lecturers from city government and United States Geological Society (USGS); workshops, conferences on campus; and distribute course flyers in the library and learning center.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. 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; questions and discussion sections for critical thinking; map reading for technical skills; essay questions for critical thinking and writing skills. Discussion Forums with rubrics have been set up in Web Access for both Physical and Cultural Geography classes to encourage participation from every student by providing points for entries and substantive responses to other students entries.

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 is reflected in the increase in the numbers of students scoring a "C" or higher over the course of the last three years. This indicates that the new strategies being employed are successful, such as: using Web Access to: post class lectures, practice quizzes, frequent communication through email, Course Content Forums. Emphasis has been to motivate students to avail themselves of optional study materials, tutors, and office hours early in the semester; however, student retention remains a challenge. Students may drop the class for various reasons from struggling with the course content, personal reasons, or in some cases the grade they are receiving up to that point is not high enough (from their perspective), or what they "need." The focus will be to continue to provide early intervention and keep the students on their academic path.

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 2012-13, 73% of Geography students are achieving success in their courses, and the Department is retaining 87% of its students. The Geography rates are above the overall rates for the college where there is a 70% success rate; and a 84% retention rate. Success rates have significantly increased since 2008-2009, and strategies will be implemented to continue this positive trend.

With respect to ethnicity and success rates:, Asian students have increased their success rates from 73% in 2010-2011, to 77% in 2012-2013; African-American students have remained a steady 75% for the same period; Hispanic students increased from 53% to 68% for the same period; and white student success rates have declined from 88% to 76% for the same period. A 76% success rate for white students remains higher than the overall student success rate, it may be important to examine why there was a decline from 2010-2011 to 2012-2013. Perhaps it just reflects the natural spikes in declines in trends and it would be useful to study a more long range trend.

The gender analysis indicates that females continue to outperform males. Both genders show higher rates of success compared to the overall student population. Older students continue to outperform younger students. Again the students show higher rates of success when compared to the overall student population.

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, on-campus classes. The geography instructor is qualified to teach online courses, not only from successful experiences teaching online courses previously, but also having received a certificate of completion from STOT 1 training. The Geography Instructor hopes to complete STOT 2 training in the future. The geography instructor would like to pursue the option of offering students online courses for Cultural, Physical, and World Regional geography courses. Distance education increases accessibility for students.

The discipline of Geography is ideally situated for distance education. Online Discussion Forums have especially been successful avenue for students to engage and debate in a wide range of topics such as: fracking, global climate change, California Delta Plan, political geography of Ukraine. The online setting (with the incentive of points!) allows all types of students (from shy to outgoing) to express their ideas respectfully in a forum during over the period of one week. There are numerous other possible projects for geography students in online classes. Virtual field work for Physical Geography is one example. Interacting with geography students from other countries in an

international forum on geographic issues is a possible project for a World Regional Geography online course.

Both face to face an online courses increases options for students in achieving their academic goals.

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 extremely efficient, given the limited resources and no full-time faculty member.

3. Career Technical Education

D. 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.

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

4. 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.

No additional factors impact the program.

5. Planning

A. Results of Program Plans and Actions

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

The previous Program Review discussed The Transfer Model Curriculum degree model for Geography. Currently work is being done to complete this process.

The previous Program review proposed conducting a faculty/student colloquium on climate change for Spring 2014. Due to limited resources and one part-time faculty this was not accomplished. It will again be proposed for next year. It is an ideal topic for an interdisciplinary approach and an effort will be made to coordinate with other disciplines.

The Previous Program Plan suggested faculty receive STOT training. The faculty member completed STOT 1 training.

The Previous Program Plan suggested faculty member apply for Study Abroad teaching. The faculty member was accepted to teach in the Study Abroad Program, Florence, Italy Spring 2016.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [Institutional Program Planning](#) as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

[Note: Specific plans to be implemented in the next year should be entered in C of the Planning section.

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 D1 and D2 of the Career Technical Education section.]

The Department's primary goal is to focus on retention, finding the students who are struggling early in the course, and in their careers in general; and provide them with the tools they need to succeed, from the instructor's responsibility of providing an creative, interesting, interactive course program, to teaching the students how to study and learn more 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 provide a strong subject foundation for students to become knowledgeable innovators and responsible global citizens. This can be achieved through a number of modes, but may in the future include a renewal of the Global Studies Program; an environmental studies perspective with an emphasis on climate change; energy literacy, incorporating technology in geographic analysis, and a critical role of Geography in urbanized regions.

Another focus is creating deeper experiences in Geography. Skyping with guest lectures across the U.S. and internationally to hear presentations and ask questions. Exposing students to international issues. The Association of American Geographers' Center for Global Geography Education 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. Students listen to lectures online, the spend time in class working in-depth with faculty on related projects.

1. To guide future faculty and staff development initiatives, describe the professional 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.

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

Professional development grant for faculty member to present paper at the Association of American Geographer's annual conference on Geography and Community College Education. (Spring 2015)

Discussed under Budget section.

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 across disciplines in Learning Communities, for example, English and Geography courses. Initiate previous course taught at San Jose State University, "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 Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

A primary goal is to expand and build a solid Geography Program at CSM during the next three years. The Geography faculty member is committed to that goal. For the longer projection (six years)a request for a full-time geography position will be made. For a three-year period, the request will not be made for a full-time position. This will be re-evaluated each year.

(Just asking - - would the San Mateo Community College District ever collaborate to create a full-time traveling Geography position for all three colleges? If so I would love to apply.)

Equipment and Technology

Not at this time.

Instructional Materials

Books and DVDS: Essential to have a minimal budget for textbooks for the Library and Learning Center. A small budget for DVDS for classroom education.

Classified Staff

None.

Facilities

Not at this time.

C. Program 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. (Plans may extend beyond a single year.)

Climate Change: A Hot Topic? (3 hour cross-disciplinary colloquium)

Geography is the ideal discipline to initiate and coordinate a student/faculty afternoon conference on climate change. Coordinate an interdisciplinary panel composed of student/faculty collaboration.

Spring 2015

Class Discussion, student participation, position papers.

Continue to bring in speakers (as in the past) to the classroom and perhaps the wider SSM student community. Tap in to the excellent resources of Silicon Valley residents. Helps students see the relevancy of the classroom, academic work and the real world applied work.

2014-2015 academic year.

Approach specialists to request voluntary (unpaid) lectures/presentations.

Improved student understanding as measured in test scores, papers, class participation.

6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete [Full-time Faculty Position Request Form, AY 2013-2014](#) and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Faculty Professional Development Request (I did not see a space for this request)	
Present Paper at Association American Geographers Annual Meeting, Spring 2015 Faculty Member is a member of the Specialty Group, <i>Community College Faculty</i> , within this large professional organization of Geographers. I would like to present a paper on the effectiveness of distance education for Community College Students.	No position, but \$3,500 to attend AAG conference and present paper.

Equipment and Technology

Description	Cost
None at this time.	

Instructional Material

Description	Cost
Textbooks for Library and Learning Center	\$500
DVDs	\$100
Total Instructional Materials	\$600

Classified Staff

Description	Cost
None	

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description	Cost
None	

7. Program Maintenance

A. 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
Physical Geography 100	Margaret Kaluzny	Fall 2014
Cultural Geography 110	Margaret Kaluzny	Fall 2014
World Regional Geography 150	Margaret Kaluzny	Fall 2014

B. Website Review

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

Faculty contact(s)	Date of next review/update
Margaret Kaluzny	Fall 2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Margaret Kaluzny	Spring 2014