

Instructional Program Review

Program Name: **Geography**

Program Contact: **Kaluzny, Margaret**

Academic Year: **2016-2017**

Status: **Submitted for review**

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1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

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 relationships with the environment 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 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 *providing open-access, student-centered* geography courses *that serves the diverse educational, economic, social, and cultural needs of the students and the community*. The Geography Program prepares 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, in the shaping of world events and 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. The geography courses *are designed according to the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences*.

Innovative approaches will continue to be implemented to meet the College of San Mateo, Mission [Strategic Goal 1, Improve Student Success](#). The percent success rate for academic success for the academic year 2015-2016, was 67%. This was slightly below the Creative Arts and Social Science Division rate of 71%; and the College of San Mateo rate of 72%. The retention rate for the geography courses, 91%, remains higher than the Division rate of 87%; and College of San Mateo rate of 85%. Efforts will be made to coordinate with staff from the range of excellent student support services to provide early intervention, such as counseling and tutoring, to promote success. The

Geography Department fosters institutional dialogue through the development of stronger ties among departments within the CSM campus; as well as interacting with departments in the other colleges of the San Mateo District. This type of collaboration helps to achieve Strategic Goal 6, Enhance Institutional Dialog.

The CSM Strategic Goals of Promote Academic Excellence and Support Professional Development are met directly through membership in the professional organization of geography, Association of American Geographers. By attending conferences, presenting papers, subscribing and reading professional journals faculty can remain current in the field, providing excellent course content to the students.

Various recruitment strategies 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 counselors 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

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

Course SLOs were last assessed by a previous adjunct faculty member, but no documentation is available. SLOs will be assessed regularly by the current adjunct faculty member beginning in Fall 2016.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See [course-to-program SLO alignment mapping](#).

No degrees or certificates are currently offered in Geography. One additional geography course from a selective list is required in order to be able to offer the AA-T in Geography. We are in the process of developing this course. One such course would be Geography of California. This course may include: a description of California's natural resources; influence of land surface, climate, natural vegetation, soils, and minerals upon economic development, routes of commerce, and population distribution. A critical theme in a Geography of California course would be a discussion of California's current water problems. I taught this course at San Jose State University and also San Francisco State University. In addition to the AA-T degree, a suggestion would be to incorporate this course into a California Studies Certificate Program. This is especially useful to our students in the education field.

3. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See [GE SLO Alignment Summary Report](#) or [All Courses GE SLO Alignment Data](#).

Currently the SLOs for the geography courses are under study. I will meet with the SLO Coordinator to develop effective SLOs. They will be aligned and submitted when the three courses are being updated to include distance education in December 2016.

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 2015-2016, 67% of Geography students are achieving success in their courses, and the Department is retaining 91% of its students. The Geography rates are above the overall rates for the college where there is a 72% success rate; and a 85% retention rate. Success rates have remained constant and strategies will be implemented to continue and improve this trend.

With respect to ethnicity and success rates: Success rates for Asian students have slightly decreased from 82% in 2014-2015, to 78% in 2015-2016; while the success rates of African-American students have increased from 60% to 83%; and those of Hispanic students increased from 36% to 65% for the same period. The success rate for African-Americans is not reliable due to the low number of African-American students enrolled in Geography courses. The focus will be to try to attract more African-American students to the Geography courses by working with students support services, especially CSM Umoja. White student success rate decreased slightly from 70% in 2014-2015 to 66% in 2015-2016. The 66% success rate for white students is comparable to the overall student success rate of 67% for 2015-2016.

The gender analysis indicates that females continue to outperform males: 74% success rate for females and 62% success rate for males. 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 and participated in STOT 2 training. Instructor is currently participating in Pilot Canvas Training for Spring 2017. 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, for example, during Summer Session 2016, Cultural and Physical geography courses were taught online from Africa (through Canada College). Students read about the Great Rift Valley in East Africa in the textbook chapter on plate tectonics and could then see photos/videos uploaded by the instructor actually flying over the Rift Valley; students could read about innovative micro-finance businesses for low income women in Africa, and could see photos uploaded by the instructor about the Kazuri ceramic and bead factory in Nairobi, Kenya.

Online Discussion Forums have been an especially successful avenue for students to engage and debate 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 earning grade points!) allows all types of students (from shy to

outgoing) to express their ideas respectfully in a weekly forum. 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 and online courses increase options for College of San Mateo students in achieving their academic goals.

It will be proposed under future plans below to add a distance education component to all three geography courses taught at College of San Mateo.

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 over the past three years averages 544, which is above the CASS division average of (521) and the college average (502) during the same period.

The Program is extremely efficient, given the limited resources and one adjunct faculty member.

3. 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.

A goal of the geography faculty is to increase and expand the program as mentioned above. As a member of the professional association of geographers, Association of American Geographers (AAG), interacting with members of the sub-group of Community College Geography professors, I have noticed that there are robust geography programs in Community Colleges in California and throughout the country. Ways to increase and expand the program are:

- Create an AA-T Program in Geography
- Offer DE classes in Geography
- Collaborate with a Global Studies initiative.
- Create a California Studies Certificate (history, geography, ethnic studies, anthropology, political science)
- Meet with student counseling, international office, Year One, and other excellent student services to create awareness of geography courses and how geography courses benefit students in all fields of study. (one Presidential candidate did not know what (what??) Aleppo was!)

4. Planning

A. Results of Program Plans and Actions

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

Faculty Plans

- In the previous plan, faculty would continue distance education training. Faculty continues to teach online through Canada. Faculty currently is participating in Canvas Pilot training.
- Faculty participated in professional development both for faculty and students.
 - Faculty attended the Association of American Geography annual conference (8000 geographers attending, nationally and internationally) professional association, Association of American Geographers Annual Meeting April 2016. Faculty member

Program Plans - Geography AA-T Degree

- The previous Program Plan suggested initiating the process for the AA-T degree in Geography. Faculty member is still working on this.

Geography expansion

- The geography program has remained stable at CSM. It was hoped to expand the courses this year 2015-2016. Having the Geography AA-T Degree in place will help.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

STRATEGIC GOAL 1 IMPROVE STUDENT SUCCESS

Identify 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 creative, interesting, interactive course program, to teaching the students how to study and learn more effectively.

STRATEGIC GOAL 2 PROMOTE ACADEMIC EXCELLENCE

Plan: Create an AA-T Program in Geography

One additional geography course is needed to meet the minimum requirements of the AA-T in Geography. Development of an additional course (Most likely California Geography) and of the AA-T degree is planned for the coming year. By creating a smooth pathway for students to transfer to the CSU programs, development of the AA-T in Geography supports CSM's Strategic Goals to "Promote Academic Excellence" and "Develop Responsive, High Quality Programs and Services".

Plan 2 Collaborate with a Global Studies initiative.

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.

Plan: International Focus

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.

Although my participation as the Study Abroad Professor for the Study Abroad Program (Florence, Italy, Spring 2016) was cancelled midway in the process, shorter term Study Abroad opportunities may be more realistic for the students at College of San Mateo. For example, a 4-week Maymester session. I participated in such a "tracking cultures" program at the University of Texas that was always successful with full enrollments. There are numerous possibilities, even within the U.S. I could envision studying Physical and Cultural Geography from an Amtrak trip across the U.S.

STRATEGIC GOAL 3 DEVELOP RESPONSIVE, HIGH-QUALITY PROGRAMS AND SERVICES

Plan: Increase accessibility. It is important in meeting the needs of Community College students to provide accessibility. I strongly feel offering both high-quality face to face geography courses and distance education courses will meet the needs of a diverse student body.

Having taught both face to face and online classes, I appreciate the value of both methods. I love teaching both methods and observed how each meet the needs of our students. My plan is to add a distance education component for the current geography courses taught at the College of San Mateo. The existing courses will be updated and a DE component will be proposed. (Geography 100, 110, and 150.)

Plan: Create a California Studies Certificate (history, geography, ethnic studies, anthropology, political science)

STRATEGIC GOAL 4 SUPPORT PROFESSIONAL DEVELOPMENT

As a geography faculty member, I participate as a member of the American Association of Geographers. It is important to keep current in my field through reading, research, interacting with others in the discipline. I would also in 2016-2017 become more active in the Pacific Coast Geographers meetings.

I will encourage student professional development by alerting the students to relevant lectures/events on campus and in the community. In April 2016 I accompanied 8 students to the professional association annual conference, Association of American Geographers. It was an ideal opportunity to expose the students to a professional organization (presentations, exhibits, lunch with professor) because it was in San Francisco, and happened to coincide with Spring Break.

STRATEGIC GOAL 5 IMPLEMENTING THE INTEGRATED PLANNING CYCLE AND ENSURE FISCAL STABILITY AND THE EFFICIENT USE OF RESOURCES

The Program is extremely efficient, given the limited resources and one adjunct faculty member.

As an Adjunct Professor, I do not have fiscal stability.

ENHANCE INSTITUTIONAL DIALOGUE

I strongly support institutional dialogue. As a member of the Academic Senate (Governing Council), I am eager to learn and understand how the community of the College of San Mateo works.

There are several possible interdisciplinary projects that are exciting:

- A possible multidisciplinary Global Studies Initiative or Program. This is exciting for numerous reasons. It would bring in the expertise of not only geography, but anthropology, history, philosophy, political science, art and music, and economics focused on an important central theme of global citizenship.
- California Studies Certificate I would like to propose a California Studies Certificate of Achievement at the College of San Mateo. San Francisco State University offers a program in California studies. Their program "prepares students for regional and local application of their major fields of study to the immediate world in which they live, the state of California. A foundation in California Studies is beneficial to those pursuing teaching credentials and careers in business, public policy, public administration, state government and public history." I envision this certificate program may possibly draw on the following disciplines: history, geography, anthropology, ethnic studies, and political science.
- Interdisciplinary Colloquiums Interdisciplinary Colloquiums on a range of topics would not only contribute to the goal of enhancing Institutional Dialog, more importantly would promote academic excellence and student success. One topic could be the impact of climate change in the Bay Area. In the Spring of 2014 I missed an opportunity to organize an Interdisciplinary Colloquium. In my Cultural Geography class we were discussing Globalization. I created a lecture, *Globalization of Places of Protest*. I went several times to the exhibit by Chinese Artist, Ai Wei, *@Large: Ai Weiwei on Alcatraz*. The exhibit's setting was within the prison's historic buildings. I had been in the Bay Area and stayed away from the tourist trap of Alcatraz for many years. What I did not realize was the incredible history and geography of the island. I felt a multidisciplinary discussion of the island, and the amazing art exhibit could have been an excellent multidisciplinary colloquium on campus. I did encourage my students to visit the exhibit. Several went and added their photographs to my lecture.

5. 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	December 2016
Cultural Geography 110	Margaret Kaluzny	December 2016
World Regional Geography 150	Margaret Kaluzny	December 2016

Although these courses listed above are not "scheduled" for an update until 2021-22, it would be beneficial to do this when adding the distance education component for each. It is important to review both the course outlines (too lengthy) and review the SLOs.

B. Website Review

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

Faculty contact(s)	Date of next review/update
Margaret Kaluzny	Spring 2016

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Margaret Kaluzny	Spring 2016

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

Because the geography program is staffed by adjunct faculty, additional resources are required for curriculum development, program review, and other departmental activities.