

## PROGRAM REVIEW UPDATE 2015-2016

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**Program:** Geography

**Division:** ALSS

**Date:** Oct. 13, 2015

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

**Purpose:** To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

**Time Frame:** This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

**Topics:** The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

**Scope:** While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

**Instructions:**

- 1) Please fill in the following information as completely as possible.
  - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
  - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by \_\_\_\_\_.
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### Part One: Program Snapshot

**A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?**

**If there are any changes, describe the relevant information and its significance in the space below.**

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

No Changes Since the Program Review Planning Update

**B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?**

There have been more DE sections that were created during this past year. That was part of the objectives for the year and it was achieved. Also, most of the courses did write and report an SLO which was an improvement since the previous semester. We also continued to have very high productivity within all the courses.

**C. What obstacles has your program faced in achieving objectives, initiatives, or plans?**

Geography still does not have a budget line for supplies. Several of the equipment that is used for the lab are becoming broken or obsolete. The need to the supplies will be critical for the next several years. Also, geography does not have tutors for the tutoring center, which needs to change.

**D. What are your most important plans (either new or continuing) for next year?**

Budget line for Geography. Keep all the number of courses to at least the same levels as this year. Also, try and find tutors for geography in the tutoring center.

**E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.**

*Planning Priorities for 2015-16*

- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

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*Provide necessary institutional support for curriculum development and maintenance*

**F. Instructional programs: Did your program meet its program-set standard for successful course completion? \_\_\_yes \_\_X\_\_no**

(This data can be found here: <http://goo.gl/y9ZBmt>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

High number of DE courses could be the reason. We expanded the number of DE courses by three over the past two years and that can change the numbers.

**G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?**

More DE classes, higher productivity but no new materials due to lack of budget.



## Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

The use of audio visual materials helped the students in the GEOG 1 course increase their knowledge of clouds. I used several different type of visual materials to test students knowledge of different kinds of clouds and it proved highly successful. This particular assessment fell under the program goal of "Demonstrate knowledge of global physical and environmental processes, locations and develop an appreciation of landscapes".

- B. Discuss assessment results that indicate a need for improvement.**

From the Program goals, we still do not have any good SLO's dealing with the spatial mapping SLOs and the GEOG 1 class is working on doing that for next semester.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

**Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.**

N/A

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

Most of the SLOs for the GEOG 1, GEOG 2, and GEOG 8 courses last semester provided positive results that changed the curriculum. For example, the cloud example stated above based on the results now includes a different visual representation unit to help students get information about clouds.

- E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)**

Not as good. Face to Face course have had better results for SLO results than does DE

**Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)**

**F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?      YES       NO**

**If yes, please explain.**

### Part Three: SLO/SAO Continuous Improvement Process

#### A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year).*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

All of the SLOS are going to have to be redone for next year due to the fact that it seems we were doing them all wrong. In geography, all of the SLOS are on an individual basis. Instructors are allowed to pick topics they feel need improvement and then work on an SLO to achieve the results. This did happen. However, relating these to program SLOs did not occur because they were not written that way. I will be meeting with the SLO chair to remedy the situation this year.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES  NO

If yes, complete the table below:

<b>Estimated number of courses for which SLOs will be written or revised:</b>	All of them
<b>Estimated number of SAOs that will be written or revised:</b>	All of them

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

All course have active SLOs in them to be reviewed.

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

<b>Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)</b>	
<b>Fall 2015</b>	<b>2</b>
<b>Spring 2016</b>	<b>3</b>