

PROGRAM REVIEW Fall 2019

Program: Geography

Division: STEM

Date: Oct. 18, 2019

Writer(s): Thomas Orf

SLO/SAO Point-Person: Thomas Orf

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The Geography Department is a productive department that although housed in the STEM area, includes courses that are both in the STEM division as within the Social Sciences general education framework. It has been, and will continue to be in the future, a science as well as a social science discipline. It is a one-person full-time faculty member department, with currently two part time faculty members in addition to the full-time faculty member. The number of courses being taught by full time compared to part time were, on average, 2 classes for every full-time member to every one for part time. The discipline currently does not have the need (nor desire) to add another full-time faculty member based on enrollments and demand data. In addition to the above staff, geography shares a lab tech with physics. The geography department houses a GIS lab (although it shares that lab with engineering) to be used for our GIS class and a weather station which is housed on top of the science building. The department also has various types of lab equipment and maps that are scattered around on the second floor of the science building, the full- time faculty members office and classrooms of 1826 (geography / geology classroom) and 1828 (geography / geology lab).

The amount of lab space and geography space in particular is not as big as is needed and needs to be increased so more equipment and lab material can be purchased. This has been an ongoing problem in the past but is now becoming significant to the point where no new equipment can be purchased because there is no space to house it. Geography has gone down from 15 years ago having one half

of an entire storage room to now having just one cabinet. Most of the decrease has been mainly to Physics taking up more space in the 1800 building.

B. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The data is pretty consistent as far as enrollment, success rates, and course offerings over the past several years. The only trend noticed that is worthwhile is percentage of increase of the number of DE students, especially in the fall semesters which has consistently gone up during the last program review compared to the total of students in geography as a whole. It has increased from 19 percent to 27 percent from 2014 – 2018 – fall semester data. This trend, however, is similar to what other disciplines have been seeing over the past several years.

Another trend, which is not positive, is the consistent decrease in fill rate over the past several years and course cancellations due to low enrollment. Geography historically has never cancelled classes due to low enrollment but has happened three times in the past two years. Given the very recent enrollment decline for the college as a whole, it might be warranted that geography offer less number of sections for the near future to help compensate for the fill rate decrease.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Historically in geography, there has been a major characteristic noted for the GEOG 1 DE course that is not really shown on the data from IR but is of significance. Although IR shows the success rate for the DE course is lower than the college as a whole (expected) what I found is that the students who actually finished the DE course had higher grades on average than other non-DE courses. That prompted a concern. After reflection and research, it was found that many of the tests and assignments that were on the GEOG 1 DE Canvas website had been compromised and placed on the internet for purchase. This was first noticed in 2017. Documented cheating was obtained for a total of 5 students over that year and it was suspected that there were even more involved. The cases were turned over to Student Services for discipline however a bigger trend opened up. After consulting with Sarah Thompson and several of the English and Math faculty, it was found that this was not an outlying experience and that cheating and purchasing test and assignments was actually widespread. Changes would have to be made. A college wide committee was formed to examine cheating in regular and online course and how to combat the problem. For geography, the following changes were made to the Geography 1 DE course 1) Assignments were created by instructor instead of taking them from the text. These assignments were changed every semester. 2) The test bank questions were modified (unfortunately not all of them due to time limitations) to make it harder for the student to cheat 3) Safeguards were put into place to help catch people trying to download answers (which has resulted in more being caught) Last year, Proctorio was introduced in the DE classes and that seemed to take care of most of the problem noted above for the quizzes. Since it has just now been implemented (2018 spring was the first semester it was used) there is no data yet to see if requiring that program has made that big of a difference but data will exist for the next program review. We will be able to answer if the cheating on quizzes problem has been solved with Proctorio during the next program review.

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D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

- 1) Enrollments have been consistent over the past several years as well as the number of course offerings. Although fill rates and course cancellations have increased, geography overall has not seen a major decrease in students served.
- 2) Number of part times have been consistent. We have not had to hire any new part time instructors over the past several years.
- 3) A new lab tech person (shared with geology) has been hired and the person started Oct 16, 2019. Hopefully this will help with the GEOG 1L courses as well as marketing for the discipline

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	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process				
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity				
	External Factors		Learning Support		Professional Development		Technology Use				

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

<p>1) Geography's budget is still minimal at 625 per year (this does not include money set aside for the GIS software- which is now included in the geography budget but cannot be used for anything except the ArcGIS software). The 625 number needs to be increased to see any changes in the technology for the labs and the GIS course less the software which as stated is already covered.</p> <p>2) Geography has a space storage problem. Over the years, the amount of space for geography has decreased from one half of one storage room to one cabinet (most of this lost to Physics). Until new storage areas can be located, geography does not have the space to buy any major equipment that takes up any kind of space whatsoever. This was not listed as a major problem before (although it was touched on) but it is now a problem.</p> <p>3) Geography 5 still need to be made available as a DE class.</p>											
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F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

- 1) Geography needs to increase is storage areas as noted above
- 2) Geography needs to increase fill rates in the classes. This might mean cutting down the number of sections of geography being offered or offering classes in alterative fashion such as bringing on a course in the OEI.

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G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

- 1) Create geography 5 as a DE course
- 2) Find new space for Geography equipment since there is now a major space issue
- 3) Increase the fill rates in geography courses overall.

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H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

None

Mark an X before to each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxQW>

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Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
 yes no

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

The main possible reason for not meeting the goal was the number of DE sections. The number of students who completed the course was significantly down due to the lower success rates from the DE sections compared to the regular sections. The DE courses need to find better ways to improve success rates for the future.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): GEOG 5 World Regional Geography
SLO or SAO: SLO: Upon completion of GEOG 5, students will be able to locate and label on a map different cities of the world as discussed in class.
Describe the quantitative or qualitative results: The results were good but one item that was needed was to purchase a new map set and have it installed in the classroom. That was completed and it probably helped in the positive scores
Discuss any actions taken so far (and results, if known): New map set installed in classroom for teaching this SLO and it has helped created positive results.
Discuss your action plan for the future: Continue to monitor in the future.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: AAT
Program SLO: Upon completion of the AA-T in Geography, the student will be able to assemble and analyze spatial information (maps, data, surveys, qualitative observations, etc), using traditional and modern mapping technology methods
Describe the quantitative or qualitative results: To improve this SLO, a new map set was needed to be purchased AND installed into room 1826. This has been completed.
Discuss any actions taken so far (and results, if known): By implementing the new map set, students in every Geography class can now use this set for analyzing and identifying spatial data for the future.
Discuss your action plan for the future: Will continue to monitor this SLO for future uses.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

None, but GEOG 15 does need to increase the number of SLOs in the future. The part time instructor for the class was contacted to create 2 additional SLOs.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

N/A

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

N/A

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)

Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

N/A

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

In GEOG 2, there are units that deal with race / ethnicity. Geography has used discussions, group work and individualized assignments to help promote diversity in the classroom. Beyond that, there is no major projects in the works at the moment to deal directly with equity based decision making in the geography program.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

None

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

No updates with individual courses are needed

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

An update is needed in adding Statistics to the degree program. That proposed change was submitted to the curriculum committee in October 2019 and it is pending.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

No changes are planned for the next several years.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?