College of Alameda

Annual Program Update

Supplemental/Revised **Template 2015-2016**

I. Overview

BI Download:		Dept. Chair:	Patti Tsai
Subject/Discipline:	Geography	Dean:	Char Perlas
Campus:	College of Alameda		
Mission Statement	To help our diverse student community to understand the natural and cultural environments of the region and around the world, to be critical consumers of environmental advocacy and to appreciate the beauty and wonder of the planet and its diversity.		

II. Enrollment – *see department specific data sheet*

III. Student Success – *see department specific data sheet*

IV. Faculty – *see department specific data sheet*

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.	
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	Geography holds a unique position in the lower division curriculum in that its courses satisfy requirements for both sciences and social sciences. Specifically: GEOG 1 satisfies the requirements for: • The local Associate degree, Area 1, Natural Sciences. • The Intersegmental General Education Transfer Curriculum (IGETC) for Area 5, Physical and Biological Sciences. GEOG 1L satisfies the requirements for: • The Intersegmental General Education Transfer Curriculum (IGETC) for Area 5C, Laboratory Science Requirement. GEOG 2 satisfies the requirements for: • The local Associate degree, Area 2, Social and

| | Behavioral Sciences. |
| | • The Intersegmental General Education Transfer Curriculum (IGETC) for Area 4, Social and Behavioral Sciences. |

VI. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	3
Number with SLOs	3
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	100%
% Assessed/SLOs	100%

Describe types of assessment methods you are using

Evaluation of student performance on test questions, written work, and "question and answer" forum postings.

Describe results of your SLO assessment progress

All student learning outcomes for GEOG 1, GEOG 1L, and GEOG 2 have been assessed in the last year.

Describe how assessment results and reflection on those results have led to improvements.

For GEOG 1, student performance has been mixed. In 2013-14 and 2014-15, faculty reported higher performance using question and answer forums, highlighting challenging topics, in online classes, as compared with objective test questions used in traditional face-to-face classes. In the Fall 2015 department meeting, we discussed analyzing students' written work, and using this to build our own understanding of how to address difficult concepts. As stated in a recent blog post by Dan Meyer, "It's the students' job to inquire into the material, and while they do that, it's my job to inquire into their thinking."

For GEOG 1L and GEOG 2, student learning outcomes were assessed for the first time in 2014-15, and all performance targets were met or exceeded.

VII. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	0
Number with Program Learning Outcomes	N/A
Number assessed	N/A
% Assessed	N/A

Describe assessment methods you are using

N/A

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

N/A

VIII. Prioritized Resource Requests Summary

College: Alameda

Discipline, Department or Program: Geography

Contact Person: Patti Tsai

Date: 11/14/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	*(Hiring process for a full-time geographer is currently underway. The new faculty member will begin in January, 2016.)*				
Human Resources: Classified					
Human Resources: Student Workers					
Technology	COA currently has ArcGIS 10. However, additional GIS-related technology and equipment will be needed by the new full-time faculty member who will begin in January 2016.	**1**	**Unknown**		**A-D #1-5**
Equipment		**2**	**Unknown**		**A-D #1-5**
Supplies					
Facilities	The geography office in D222 is extremely small and cramped. A larger office for the new full-time faculty member is needed. This office could be shared by adjunct instructors in geography, astronomy, and possibly chemistry.	**3**	**Unknown**		C: Build Programs of Distinction. D: Strengthen Accountability, Innovation and Collaboration. ILO #4: interpersonal communications.
Professional Development					
Other (specify)					

IX. Alignment of Goals Template

College: Alameda

Discipline, Department or Program: Geography

Contact Person: Patti Tsai

Date: 11/14/15

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Establish and offer course(s) in Geographic Information Systems.	#1-5	A-D
2. Expand other geography course offerings, including field work.	#1-5	A-D
3. Improve offices for full-time and adjunct faculty.	#4	C-D
4.		
5.		
6.		
7.		
8.		

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

* Academic Excellence

* Budgetary Competence

* Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.