

# Peralta Community College District



## Annual Program Update

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**College of Alameda**  
Geography Department  
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## Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

*Throughout this document, the term “program” is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.*

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

## I. Program Information

**Program Name: GEOGRAPHY**

**Date: October 16, 2016**

**Program Type:**

**Instructional**

**Student Services**

**Administrative Unit**

(circle the answer)

**College or District Mission Statement: 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.**

**Program Mission: To help out 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**

**Date of Last Comprehensive Program Review: March 24, 2010; last annual program update (APU) was completed November 14, 2015**

## II. Reporting Progress on Attainment of Program Goals

<p style="text-align: center;"><b>Program Goal</b></p> <p>(As reported in the most recent 2010 program review and 2015-16 APU; cut and paste the goal from the program review document)</p>	<p style="text-align: center;"><b>Which institutional goals will be advanced upon completion?</b></p> <p>(See Appendix A for specific college goals; see Appendix B for specific PCCD goals)</p>	<p style="text-align: center;"><b>Progress on goal</b></p>	<p style="text-align: center;"><b>Explanation and Comments</b></p> <p>(If a goal is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)</p>
<p>Assessment</p> <p>“All student learning outcomes for GEOG 1, GEOG 1L, and GEOG 2 have been assessed in the last year.” (2015-16 APU)</p>	<p>1. PCCD Strategic Goals: A-D</p> <p>2. College Goals: 1-5</p>	<p>Completed:</p> <p>Fall 2015</p> <p>Ongoing:</p> <p>SLO assessment for GEOG 1, GEOG 1L, and GEOG 2 is ongoing. The next completion is scheduled to occur during Fall 2016.</p>	
<p>Curriculum</p> <p>“Course outlines were last completed in 2006 and are therefore in need of update this term. This is currently in progress.” (2010 Program Review)</p> <p>“A curriculum review of course outlines is incorporated into the present initiative to update these documents.” (2010 Program Review)</p> <p>“No formal document exists for program outcomes; as only two lecture courses are offered, program outcomes broadly match those of these two courses. Course SLOs were devised with institutional outcomes in mind and align closely with them, particularly those related to Foundation Skills, Intercultural Literacy and Interaction and Critical Thinking and Problem Solving.” (2010 Program Review)</p>	<p>1. PCCD Strategic Goals: C-D</p> <p>2. College Goals: 1-5</p>	<p>Completed:</p> <p>Course outlines for GEOG 1, GEOG 1L, and GEOG 2 were last updated in 2010.</p> <p>All student learning outcomes for GEOG 1, GEOG 1L, and GEOG 2 were assessed in 2014-15.</p> <p>Course outlines, learning outcomes and program outcomes are assessed on an annual basis. A formal document exists to complete and communicate program outcomes.</p>	

<p>Instruction</p> <p>“Existing courses are constantly being updated and enhanced within the basic framework of the course outlines. A plan to institute a course in Environmental Change is currently on hold due to the current funding issues.” (2010 Program Review)</p> <p>“Establish and offer course(s) in Geographic Information Systems.” (2015-16 APU)</p> <p>“Expand other geography course offerings, including field work.” (2015-16 APU)</p>	<p>1. PCCD Strategic Goals: <b>A-D</b></p> <p>2. College Goals: 1-5</p>	<p>Ongoing:</p> <p>An Introduction to Geographic Information Systems course will be submitted for approval during Fall 2016. The course is anticipated to be offered in Fall 2017.</p> <p>Other course offerings, such as Environmental Change, Climatology and/or Weather and Climate, California Geography, Field Studies, etc. will be submitted for approval on an ongoing basis.</p>	
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p> <p>“Improve offices for full-time and adjunct faculty.” (2015-16 APU)</p>	<p>1. PCCD Strategic Goals: <b>C-D</b></p> <p>2. College Goals: 4</p>	<p>Completed:</p> <p>An improved office (C-206) was provided for the new, full-time geography instructor during Spring 2016.</p> <p>Ongoing:</p> <p>Improved offices for adjunct faculty will be provided as space becomes available. Adjunct work space is available in the C &amp; D buildings as well as the satellite (Atlantic Ave) campus.</p>	

### III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. **Student Demographics** (age, gender, ethnicity, special populations). The following demographic statistics are specific to the Geography Department for the Fall 2015 and Spring 2016 semesters.

#### Age Fall 2015

Total Head Count	Below 16	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above	Average Age
313	1	23	167	52	30	36	2	2	25

#### Age Spring 2016

Total Head Count	Below 16	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above	Average Age
354	1	6	207	63	31	37	7	2	26

#### Gender Fall 2015

CAMPUS	GENDER	Headcount	TERM DESCR
Alameda	Female	179	2015 Fall
Alameda	Male	128	2015 Fall
Alameda	Unknown	6	2015 Fall

#### Gender Spring 2016

CAMPUS	GENDER	Headcount	TERM DESCR
Alameda	Female	203	2016 Spring
Alameda	Male	149	2016 Spring
Alameda	Unknown	2	2016 Spring

### Ethnicity Fall 2015

CAMPUS	TERM DESCR	Ethnic Group	Headcount	% Of
Alameda	2015 Fall	Asian	92	92
Alameda	2015 Fall	Black / African American	81	81
Alameda	2015 Fall	Hispanic / Latino	73	73
Alameda	2015 Fall	White	43	43
Alameda	2015 Fall	Two or More	13	13
Alameda	2015 Fall	Unknown / NR	10	10
Alameda	2015 Fall	Pacific Islander	1	1

### Ethnicity Spring 2016

CAMPUS	TERM DESCR	Ethnic Group	Headcount	% Of
Alameda	2016 Spring	Asian	88	88
Alameda	2016 Spring	Black / African American	83	83
Alameda	2016 Spring	Hispanic / Latino	82	82
Alameda	2016 Spring	White	64	64
Alameda	2016 Spring	Two or More	20	20
Alameda	2016 Spring	Unknown / NR	13	13
Alameda	2016 Spring	Pacific Islander	4	4

### Education Level Fall 2015

CAMPUS	TERM DESCR	Education Level	Headcount	% Of
Alameda	2015 Fall	Received HS Diploma	197	197
Alameda	2015 Fall	Foreign Secondary School Grad	26	26
Alameda	2015 Fall	Passed GED or HS Cert of Equivalent	24	24
Alameda	2015 Fall	Spec Admit enrolled in K-12	17	17
Alameda	2015 Fall	Current enrollment in Adult School	13	13
Alameda	2015 Fall	Rcvd Cert of CA HS Proficiency	12	12
Alameda	2015 Fall	Received Bachelor Degree or higher	8	8
Alameda	2015 Fall	Not a grad of HS/not enrolled in HS	5	5
Alameda	2015 Fall	Received Associate Degree	5	5
Alameda	2015 Fall	Not Indicated	4	4
Alameda	2015 Fall	Unknown / unreported	2	2

## Education Level Spring 2016

CAMPUS	TERM DESCR	Education Level	Headcount	% Of
Alameda	2016 Spring	Received HS Diploma	210	210
Alameda	2016 Spring	Spec Admit enrolled in K-12	62	62
Alameda	2016 Spring	Foreign Secondary School Grad	19	19
Alameda	2016 Spring	Passed GED or HS Cert of Equivalent	15	15
Alameda	2016 Spring	Rcvd Cert of CA HS Proficiency	10	10
Alameda	2016 Spring	Received Associate Degree	10	10
Alameda	2016 Spring	Received Bachelor Degree or higher	9	9
Alameda	2016 Spring	Unknown / unreported	9	9
Alameda	2016 Spring	Not a grad of HS/not enrolled in HS	6	6
Alameda	2016 Spring	Not Indicated	3	3
Alameda	2016 Spring	Current enrollment in Adult School	1	1

## Education Goal Fall 2015

CAMPUS	TERM DESCR	Education Goal	Headcount	% Of
Alameda	2015 Fall	Obtain AA-Transfer to 4 year	142	142
Alameda	2015 Fall	Transfer to 4yr without AA degree	65	65
Alameda	2015 Fall	4yr college student taking courses	47	47
Alameda	2015 Fall	Undecided on goal	17	17
Alameda	2015 Fall	Obtain 2yr AA w/out transfer	14	14
Alameda	2015 Fall	Prepare for new career	6	6
Alameda	2015 Fall	Advance in current job/career	4	4
Alameda	2015 Fall	Educational Development	4	4
Alameda	2015 Fall	Discover career interests	3	3
Alameda	2015 Fall	Obtain 2yr Voc Deg w/out transfew	3	3
Alameda	2015 Fall	Improve basic skills(Eng,Rd,M)	2	2
Alameda	2015 Fall	Maintain certificate or license	2	2
Alameda	2015 Fall	Uncollected / unreported	2	2
Alameda	2015 Fall	Earn a voc cert w/out transfer	1	1
Alameda	2015 Fall	Not Indicated	1	1

## Education Goal Spring 2016

CAMPUS	TERM DESCR	Education Goal	Headcount	% Of
Alameda	2016 Spring	Obtain AA-Transfer to 4 year	151	151
Alameda	2016 Spring	Transfer to 4yr without AA degree	65	65
Alameda	2016 Spring	Undecided on goal	45	45
Alameda	2016 Spring	4yr colle student taking courses	19	19
Alameda	2016 Spring	Prepare for new career	12	12
Alameda	2016 Spring	Obtain 2yr AA w/out transfer	11	11
Alameda	2016 Spring	Discover career interests	9	9
Alameda	2016 Spring	Educational Development	9	9
Alameda	2016 Spring	Improve basic skills(Eng,Rd,M)	7	7
Alameda	2016 Spring	Uncollected / unreported	6	6
Alameda	2016 Spring	Advance in current job/career	5	5
Alameda	2016 Spring	Complete credits for HS Dpl/GED	5	5
Alameda	2016 Spring	Maintain certificate or license	4	4
Alameda	2016 Spring	Not Indicated	3	3
Alameda	2016 Spring	Obtain 2yr Voc Deg w/out transfer	2	2
Alameda	2016 Spring	Move from noncred to Cred Course	1	1

### Enrollment Status Fall 2015

CAMPUS	TERM DESCR	Enrollment Status	Headcount	% Of
Alameda	2015 Fall	Continuing Student	165	165
Alameda	2015 Fall	Returning Student	58	58
Alameda	2015 Fall	First-Time Student	49	49
Alameda	2015 Fall	First Time Transfer Student	38	38
Alameda	2015 Fall	Special Admit	2	2
Alameda	2015 Fall	Uncollected/Unreported	1	1

### Enrollment Status Spring 2016

CAMPUS	TERM DESCR	Enrollment Status	Headcount	% Of
Alameda	2016 Spring	Continuing Student	176	176
Alameda	2016 Spring	First Time Transfer Student	73	73
Alameda	2016 Spring	Returning Student	54	54
Alameda	2016 Spring	First-Time Student	32	32
Alameda	2016 Spring	Uncollected/Unreported	15	15
Alameda	2016 Spring	Special Admit	4	4

The demographic breakdown of the geography student population is similar to that of the overall college population. No systematic discrepancies are evident and therefore no specific access issues are indicated. Ongoing program assessment and subsequent improvements are necessary to ensure overall student success and accomplishment of student goals. Since the majority of our students plan on transferring and/or are undecided, a visible and measurable commitment to student support and achievement is essential.

**B. Enrollment** (sections, course enrollment, productivity, # of student contacts, etc.)

**Subject Overview - Fall 2015**

Fall`15 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
GEOG	9	330	330	30.74	2.30	33.04	0.00	0.20	1.56	1.76	18.77 

**Green:**when productivity is 15 and above **Yellow:**productivity between 10 and 15 **Red:** productivity below 10

**Subject Overview - Spring 2016**

Spring`16 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
GEOG	10	378	378	34.75	3.32	38.07	1.36	0.20	0.40	1.96	19.43 

**Green:**when productivity is 15 and above **Yellow:**productivity between 10 and 15 **Red:** productivity below 10

## Term Courses – Fall 2015

### Fall'15 Alameda GEOG

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
GEOG:1	PHYSICAL GEOGRAPHY	6	235	235	21.69	1.91	23.59	0.00	0.00	1.21	1.21	39.00	3.93	0.20	19.57
GEOG:1L	PHYSICAL GEOG LAB	1	18	18	1.65	0.10	1.75	0.00	0.00	0.15	0.15	18.00	1.75	0.15	11.30
GEOG:2	CULTURAL GEOGRAPHY	2	77	77	7.40	0.30	7.70	0.00	0.20	0.20	0.40	38.00	3.85	0.20	19.25
<b>Grand Total</b>		<b>9</b>	<b>330</b>	<b>330</b>	<b>30.74</b>	<b>2.30</b>	<b>33.04</b>	<b>0.00</b>	<b>0.20</b>	<b>1.56</b>	<b>1.76</b>	<b>36.00</b>	<b>3.67</b>	<b>0.20</b>	<b>18.77</b>

## Term Courses – Spring 2016

### Spring'16 Alameda GEOG

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
GEOG:1	PHYSICAL GEOGRAPHY	7	271	271	24.68	2.62	27.30	1.00	0.00	0.40	1.40	38.00	3.90	0.20	19.50
GEOG:1L	PHYSICAL GEOG LAB	1	27	27	2.78	0.00	2.78	0.16	0.00	0.00	0.16	27.00	2.78	0.16	17.36
GEOG:2	CULTURAL GEOGRAPHY	2	80	80	7.30	0.70	8.00	0.20	0.20	0.00	0.40	40.00	4.00	0.20	20.00
<b>Grand Total</b>		<b>10</b>	<b>378</b>	<b>378</b>	<b>34.75</b>	<b>3.32</b>	<b>38.07</b>	<b>1.36</b>	<b>0.20</b>	<b>0.40</b>	<b>1.96</b>	<b>37.00</b>	<b>3.81</b>	<b>0.20</b>	<b>19.43</b>

Section Details – Fall 2015

Fall 15 Alameda GEOG

ID	CATALOG	CATL DESCR	ATTEN	CENSUS	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
1154241015	GEOG:1	PHYSICAL GEOGRAPHY	W	46	4.00	0.60	4.60	0.00	0.00	0.20	0.20	23.00
1154241016	GEOG:1	PHYSICAL GEOGRAPHY	W	39	3.90	0.00	3.90	0.00	0.00	0.20	0.20	19.50
1154241017	GEOG:2	CULTURAL GEOGRAPHY	W	40	4.00	0.00	4.00	0.00	0.20	0.00	0.20	20.00
1154241196	GEOG:1	PHYSICAL GEOGRAPHY	D	32	3.09	0.21	3.29	0.00	0.00	0.21	0.21	16.03
1154241415	GEOG:1	PHYSICAL GEOGRAPHY	W	27	2.40	0.30	2.70	0.00	0.00	0.20	0.20	13.50
1154241416	GEOG:1	PHYSICAL GEOGRAPHY	D	38	3.50	0.30	3.80	0.00	0.00	0.20	0.20	19.00
1154241417	GEOG:1L	PHYSICAL GEOG LAB	D	18	1.65	0.10	1.75	0.00	0.00	0.15	0.15	11.30
1154243830	GEOG:2	CULTURAL GEOGRAPHY	D	37	3.40	0.30	3.70	0.00	0.00	0.20	0.20	18.50
1154245385	GEOG:1	PHYSICAL GEOGRAPHY	D	53	4.80	0.50	5.30	0.00	0.00	0.20	0.20	26.50
<b>Grand Total</b>				<b>330</b>	<b>30.74</b>	<b>2.30</b>	<b>33.04</b>	<b>0.00</b>	<b>0.20</b>	<b>1.56</b>	<b>1.76</b>	<b>18.77</b>

**Green:**when productivity is 15 and above **Yellow:**productivity between 10 and 15 **Red:** productivity below 10

Section Details – Spring 2016

Spring`16 Alameda GEOG

ID	CATALOG	CATL DESCR	ATTEN	CENSUS	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
1162221176	GEOG:1	PHYSICAL GEOGRAPHY	D	40	3.91	0.21	4.11	0.20	0.00	0.00	0.20	20.57
1162221177	GEOG:1	PHYSICAL GEOGRAPHY	W	49	4.70	0.20	4.90	0.20	0.00	0.00	0.20	24.50
1162221178	GEOG:1	PHYSICAL GEOGRAPHY	D	29	2.47	0.51	2.98	0.00	0.00	0.20	0.20	14.91
1162221179	GEOG:1L	PHYSICAL GEOG LAB	D	27	2.78	0.00	2.78	0.16	0.00	0.00	0.16	17.36
1162221180	GEOG:2	CULTURAL GEOGRAPHY	W	37	3.40	0.30	3.70	0.20	0.00	0.00	0.20	18.50
1162221181	GEOG:1	PHYSICAL GEOGRAPHY	D	36	3.50	0.10	3.60	0.00	0.00	0.20	0.20	18.00
1162221182	GEOG:1	PHYSICAL GEOGRAPHY	W	38	3.50	0.30	3.80	0.20	0.00	0.00	0.20	19.00
1162221457	GEOG:2	CULTURAL GEOGRAPHY	D	43	3.90	0.40	4.30	0.00	0.20	0.00	0.20	21.50
1162225535	GEOG:1	PHYSICAL GEOGRAPHY	D	45	4.10	0.40	4.50	0.20	0.00	0.00	0.20	22.50
1162225857	GEOG:1	PHYSICAL GEOGRAPHY	D	34	2.50	0.90	3.40	0.20	0.00	0.00	0.20	17.00
<b>Grand Total</b>				<b>378</b>	<b>34.75</b>	<b>3.32</b>	<b>38.07</b>	<b>1.36</b>	<b>0.20</b>	<b>0.40</b>	<b>1.96</b>	<b>19.43</b>

**Green:**when productivity is 15 and above **Yellow:**productivity between 10 and 15 **Red:** productivity below 10

An additional GEOG 1 section was offered in Spring 2016 and therefore total enrollment increased from Fall 2015. Enrollment in the GEOG 1 evening course has steadily decreased, while GEOG 1 and GEOG 2 online sections consistently fill. Overall productivity increased slightly; the most improvement occurring in GEOG 1L.

C. Student Success (retention and completion rates, # of student contacts, etc.).

Retention and Success by Course - Fall 2015

Retention by Course

TER M	CAMPU S	SUBJEC T	CATALO G	CATL DESCR	RETN	CENSUS	RETN %
F15	Alameda	GEOG	1	PHYSICAL GEOGRAPHY	184	235	78.3%
F15	Alameda	GEOG	1L	PHYSICAL GEOG LAB	12	18	66.7%
F15	Alameda	GEOG	2	CULTURAL GEOGRAPHY	51	77	66.2%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP  
 Census Enrollment = Dropped after census or didn't drop  
 Retention Rate = Retained / Census Enrollment  
 Retained is not unduplicated and includes all courses per student

Success by Course

TER M	CAMPU S	SUBJEC T	CATALO G	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	GEOG	1	PHYSICAL GEOGRAPHY	235	127	54.0%	51	21.7%
F15	Alameda	GEOG	1L	PHYSICAL GEOG LAB	18	10	55.6%	6	33.3%
F15	Alameda	GEOG	2	CULTURAL GEOGRAPHY	77	37	48.1%	26	33.8%

Total Graded = any grade, including W  
 Success = A, B, C, or Pass  
 Success Rate = Success / Total Graded  
 Withdraw = Withdraw from class  
 Withdraw Rate = Withdraw / Total Graded

Retention and Success by Course - Spring 2016

Retention by Course

TER M	CAMPU S	SUBJEC T	CATALO G	CATL DESCR	RETN	CENSUS	RETN %
S16	Alameda	GEOG	1	PHYSICAL GEOGRAPHY	216	271	79.7%
S16	Alameda	GEOG	1L	PHYSICAL GEOG LAB	23	27	85.2%
S16	Alameda	GEOG	2	CULTURAL GEOGRAPHY	62	80	77.5%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP  
 Census Enrollment = Dropped after census or didn't drop  
 Retention Rate = Retained / Census Enrollment  
 Retained is not unduplicated and includes all courses per student

Success by Course

TER M	CAMPU S	SUBJEC T	CATALO G	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S16	Alameda	GEOG	1	PHYSICAL GEOGRAPHY	271	168	62.0%	55	20.3%
S16	Alameda	GEOG	1L	PHYSICAL GEOG LAB	27	19	70.4%	4	14.8%
S16	Alameda	GEOG	2	CULTURAL GEOGRAPHY	80	43	53.8%	18	22.5%

Total Graded = any grade, including W  
 Success = A, B, C, or Pass  
 Success Rate = Success / Total Graded  
 Withdraw = Withdraw from class  
 Withdraw Rate = Withdraw / Total Graded

Retention and success rates in GEOG 1 have not varied significantly from Fall 2015 to Spring 2016. However, GEOG 1L and GEOG 2 have seen significant increases in retention and success rates from Fall 2015 to Spring 2016.

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Data is not available.

E. Other program specific data or unplanned events that reflect significant change in the program. Data is not available.

## IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Retention and success rates in GEOG 1 have not varied significantly from Fall 2015 to Spring 2016. However, GEOG 1L and GEOG 2 have seen significant increases in retention and success rates from Fall 2015 to Spring 2016.

Sufficient data is needed to determine performance gaps and/or disproportionate achievement rates for impacted students. The demographic breakdown of the geography student population is similar to that of the overall college population. No systematic discrepancies are evident and therefore no specific access issues are indicated. Ongoing program assessment and subsequent improvements are necessary to ensure overall student success and accomplishment of student goals. Since the majority of our students plan on transferring and/or are undecided, a visible and measurable commitment to student support and achievement is essential.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

The purpose of SSSP is, “to increase California community college student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of student.” The purpose of the Equity Plan is, “to close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. Research based focus on identifying gaps in student success especially for targeted student groups through the provision of specialized support/services.”

The CoA Geography Department has worked closely with the Counseling Department, other district Geography Departments, and other area disciplines to coordinate course offerings. This collaboration ensures access to these courses with minimal overlap. The department is also committed to working with outside programs and organizations committed to student equity and basic skills. During the summer 2016 semester, a series of geography/geology workshops were held for Girls Incorporated of Alameda County.

## V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

No significant changes were made since the most recent program review apart from the intent to develop additional curriculum. An Introduction to Geographic Information Systems (GIS) course will be submitted for approval during Fall 2016. The course is anticipated to be offered in Fall 2017. Other course offerings, such as Environmental Change, Climatology and/or Weather and Climate, California Geography, Field Studies, etc. will be submitted for approval on an ongoing basis.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

The decision to create an Introduction to Geographic Information Systems course was based on the SLOs and program goals. A GIS course will eventually serve as a component of Laney College's forthcoming Geography Certificate.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

The following page contains a summary of the most recent SLO assessment during the Fall 2015 semester.

## 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.	
<p>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 <a href="#">blog post</a> 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."</p> <p>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.</p>	

Below is the current, revised assessment plan timeline.

<b>Course</b>	<b>Description</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<i>GEOG 1</i>	Introduction to Geography	SLO1 & SLO4	SLO2	SLO3
<i>GEOG 1L</i>	Physical Geography Laboratory	SLO2	SLO3	SLO1
<i>GEOG 2</i>	Cultural Geography	SLO3	SLO1	SLO2

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

Meaningful dialogue concerning course and program outcomes occurs during department meetings and regular email communication.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

The following page contains evidence of the most recent summary reports from TaskStream of GEOG 1, GEOG 1L, and GEOG 2.

Organizational Area	Summary Results																																																					
College of Alameda AMS » Full Course Listing <b>GEOG 1 Introduction to Geography</b> <a href="#">View Assessment Cycle Detail by Outcome</a>	<b>Overall Statistics</b> <ul style="list-style-type: none"> <li>• <b>100%</b> (4/4) outcomes were included</li> <li>• <b>100%</b> (4/4) of outcomes included have at least one measure specified</li> <li>• <b>100%</b> (4/4) of outcomes included have measures with findings specified</li> </ul> <table border="1" data-bbox="602 337 1971 698"> <thead> <tr> <th colspan="2" data-bbox="602 337 1295 386">4 Total Measures (Includes measures that do not have findings)</th> <th colspan="2" data-bbox="1299 337 1971 386">4 Total Measures with Findings</th> </tr> <tr> <th colspan="2" data-bbox="602 386 1295 410">Measure Type/Method</th> <th colspan="2" data-bbox="1299 386 1971 410">Successful Performance Target Met?</th> </tr> </thead> <tbody> <tr> <td data-bbox="602 414 714 435">Student Artifact</td> <td data-bbox="718 414 1295 435">0 (0%)</td> <td data-bbox="1299 414 1381 435">Not Met</td> <td data-bbox="1386 414 1971 435">2 (50%)</td> </tr> <tr> <td data-bbox="602 435 714 456">Exam</td> <td data-bbox="718 435 1295 456">4 (100%)</td> <td data-bbox="1299 435 1381 456">Met</td> <td data-bbox="1386 435 1971 456">2 (50%)</td> </tr> <tr> <td data-bbox="602 456 714 477">Portfolio</td> <td data-bbox="718 456 1295 477">0 (0%)</td> <td data-bbox="1299 456 1381 477">Exceeded</td> <td data-bbox="1386 456 1971 477">0 (0%)</td> </tr> <tr> <td data-bbox="602 477 714 498">Other</td> <td data-bbox="718 477 1295 498">0 (0%)</td> <td data-bbox="1299 477 1381 498">Unspecified</td> <td data-bbox="1386 477 1971 498">0 (0%)</td> </tr> <tr> <td data-bbox="602 498 714 519"><b>Total Direct</b></td> <td data-bbox="718 498 1295 519"><b>4 (100%)</b></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="602 519 714 540">Survey</td> <td data-bbox="718 519 1295 540">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="602 540 714 561">Focus Group</td> <td data-bbox="718 540 1295 561">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="602 561 714 583">Interview</td> <td data-bbox="718 561 1295 583">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="602 583 714 604">Other</td> <td data-bbox="718 583 1295 604">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="602 604 714 625"><b>Total Indirect</b></td> <td data-bbox="718 604 1295 625"><b>0 (0%)</b></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="602 625 714 646"><b>Unspecified</b></td> <td data-bbox="718 625 1295 646"><b>0 (0%)</b></td> <td colspan="2"></td> </tr> </tbody> </table>		4 Total Measures (Includes measures that do not have findings)		4 Total Measures with Findings		Measure Type/Method		Successful Performance Target Met?		Student Artifact	0 (0%)	Not Met	2 (50%)	Exam	4 (100%)	Met	2 (50%)	Portfolio	0 (0%)	Exceeded	0 (0%)	Other	0 (0%)	Unspecified	0 (0%)	<b>Total Direct</b>	<b>4 (100%)</b>			Survey	0 (0%)			Focus Group	0 (0%)			Interview	0 (0%)			Other	0 (0%)			<b>Total Indirect</b>	<b>0 (0%)</b>			<b>Unspecified</b>	<b>0 (0%)</b>		
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As mentioned in the last APU report, student performance in GEOG 1 continues to be mixed. Faculty reported the need for additional preparation before reviewing challenging topics. This includes, but is not limited to, basic math and writing skills. Ongoing pedagogical discussions are planned for the upcoming Fall 2016 department meeting.

## VI. New Resource Needs Not Covered by Current Budget

- Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Adjunct Geography Instructor	No	N/A	No	With the addition of a GIS course, a new part-time faculty member will be needed to maintain current face-to-face and online course offerings.	1-5	A-D

- Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Upgraded and additional GIS-related technology will be needed when the new course begins in Fall 2017.	Yes	“Establish and offer course(s) in Geographic Information Systems.” (2015-16 APU)	No	This new course will provide an introduction to the fundamental concepts of geographic information systems. There is a growing demand for employees knowledgeable in GEOG. It is intended to be an elective and will be a requirement for the Geography Certificate.	1-5	A-D

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Replacement of tables with individual desks in D-222.	No	N/A	No	Currently, D-222 has the necessary technology and equipment but lacks sufficient space for a fully enrolled lecture course with current enrollment caps of 50 students. Currently only 42 seats are available without violating fire/safety codes. Dean Celhay suggested the tables in the room be replaced by individual desks.	4	C-D
A joint geography/geology lab space is needed to accommodate GEOG 1, GEOG 1L and GEOL10.	No	N/A	No	Currently, D-222 contains a variety of samples and equipment. This includes rock/minerals samples, topographic maps, 3D print models, water quality testing kits, wave erosion and fluvial demonstration machine, etc. These are unorganized and poorly maintained, making them ineffectual and often unusable. A Student Aide was hired for the Geography Department Spring 2016 to catalogue and organize these materials, however, D-222 does not have sufficient space to accommodate both the desks necessary for lecture courses and the lab equipment. A separate space that serves geography and geology is necessary. It is suggested the Geography and Geology Departments share the space since the samples and equipment may be used in both disciplines.	1-5	A-D

## Appendix A

### College of Alameda 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

# Appendix B

## 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	
<p><b>A: Advance Student Access, Equity, and Success</b></p>	<p><b>A.1 Student Access:</b> 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.</p> <p><b>A.2 Student Success:</b> Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> 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.</p> <p><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p><b>B: Engage and Leverage Partners</b></p>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p>

	<p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p><b>C: Build Programs of Distinction</b></p>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>