

Q21. Welcome to COA's new, online portal for completing your Instructional Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. Thank you!

Q1. Please select the discipline, department or program:

 ▼

Q2. Please provide the name of the person(s) completing this Program Review:

Cady Bow

Q3. Please provide a mission statement or brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how [the program] aligns with the college mission statement.

The mission of the Geography Department is to teach 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.

The department directly supports the College of Alameda's mission, which is:

To serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals. In order to support this mission, we (a) provide a variety of courses and dynamic scheduling options in coordination with other departments and disciplines within the Peralta Community College District, (b) create ethical and inclusive learning environments, (c) support the needs of all students and advocate for those programs and offices designed to help meet those needs, and (d) encourage involvement and investment outside of the classroom by supporting the Science Alliance club and the Study Abroad Program.

The Geography Department provides specialized educational field trip opportunities to expand students' geographic knowledge and skills. Participating students experience California's unique atmospheric, oceanic, volcanic, tectonic, fluvial, geologic, glacial, hydrothermal and biological features.

According to the Bureau of Labor Statistics, the projected 10-year (2012-2022) job growth for Geographers is 22% or higher. Most of this growth will occur within the sub-field of Geographic Information Systems (GIS). GIS is software designed to capture, manage, analyze, and display all forms of geographically referenced information. GIS allows us to view, understand, question, interpret, and visualize our world in ways that reveal relationships, patterns, and trends in the form of maps, globes, reports, and charts. This technology provides cost saving from greater efficiency, better decision making, improved communication, better records keeping, and management of spatial problems. Understanding and utilizing this technology is becoming increasingly important as it benefits organizations of all sizes and in almost every industry.

Since there is a growing interest in Geography and an awareness of the economic and strategic value of GIS, our department is committed to offer a GIS Certificate program in addition to an Associate of Arts in Geography Transfer Degree (AA-T).

Q23. CURRICULUM

Q7. Please attach your most recent (within the past 3 years) curriculum review report. If you don't have one, please proceed to the next question.

Q8. Have all of your course outlines of record been updated or deactivated in the past three years?

Yes

No

Q9. Please list the courses that still need updating and specify WHEN WILL YOUR DEPARTMENT UPDATE each one, within the next three years (please enter a month and year).

	Enter Month and Year of Anticipated Update
Enter course name GEOG 001	11/2017
Enter course name GEOG 001L	11/2017
Enter course name GEOG 002	11/2017
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	

Q17. Please list the courses you plan to DEACTIVATE and the date you will do so.

	Enter Month and Year of Deactivation
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	
Enter course name 	

Q10.

Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>
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Q13. Please specify how much of each **DEGREE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q92. Please specify how much of each **CERTIFICATE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter name of certificate <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24. ASSESSMENT

Q20. Please attach the [TaskStream](#) "At a Glance" report for your discipline, department, or program for the past three years (or the most recent year with SLO assessments). Please review the "At a Glance" reports and answer the following questions:

[At A Glance.tiff](#)

164.2KB

image/tiff

Q14. How does your discipline, department or program ensure that students are aware of the student learning outcomes (SLO's) of the courses and instructional programs in which they are enrolled?

- Provide in writing on first day of class
- Post on the program website
- Post on department bulletin board
- Other (please describe)

Q19. Where are your discipline, department or program course and program student learning outcomes (SLO's) published?

- Syllabi
- Course Catalog
- Department Website (please provide link to SLO's)
- Other (please specify)

Q22. Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example.

Significant change or improvement #1:

Within the last three years the Geography Department has hired a full-time instructor, part-time instructor, student aide and teaching assistant. These positions have allowed us to expand our face to face and distance education course offerings, communicate and coordinate schedules with other departments throughout the district, organize the classrooms and order additional/updated supplies and equipment, increase participation in shared governance and professional development, expand our field trip opportunities, and create continuity within the department.

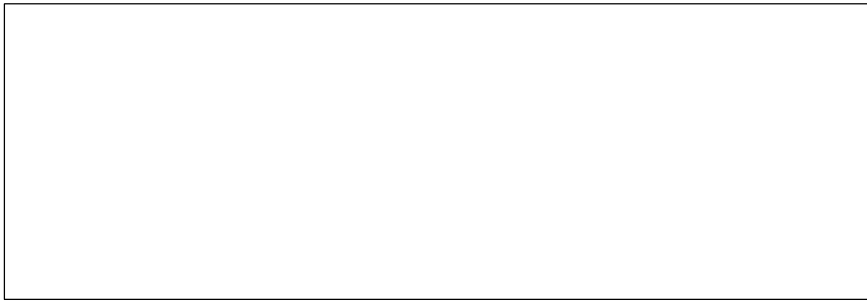
Significant change or improvement #2:

With the addition of two faculty positions the Geography Department was able to expand courses and course offerings. Additional face-to-face and online sections were added for GEOG 1 and GEOG 1L. Additionally, a new course, GEOG 14: Introduction to GIS, was created and will be offered during the Spring 2018 semester.

Significant change or improvement #3:

The Geography Department has increased the use of teaching technologies in the classroom and in our distance education courses. All of our face to face sections are offered in smart classrooms and we've incorporated more visuals and hands-on activities using our new equipment and supplies. Additionally, we've utilized a variety of presentation software and attempted in-class survey technology. For our distance education courses we've incorporated, and experimented with, a variety of online collaboration tools to help students brainstorm ideas, edit projects in real time, and share them as presentations. All of these methods seek to create a more student-centered learning environment in which engagement with the material is used as an effective learning retention strategy.

(Optional) additional significant changes or improvements:



Q93. Please attach the data from the "Status Report" section of [TaskStream](#) for the findings discussed above.

[StatusReport.tiff](#)

172KB

image/tiff

Q26. Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as a result of what you learned during the assessment process. Please state the course number or program name for each example.

Array

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of [Taskstream](#) for each example discussed above.

[AssessmentPlan.tiff](#)

78.6KB

image/tiff

Q27. Describe how assessment results for **Distance Education** courses and/or programs compare to the results for the corresponding face-to-face classes, if applicable.

"Assessment Findings and Action Plan" data is unavailable in Taskstream. Based on the course productivity and completion data, there is no significant difference in results between distance education and face to face courses.

Q28. Describe assessment results for courses with **multiple sections**. Are there similar results in each section?

"Assessment Findings and Action Plan" data is unavailable in Taskstream. Based on course completion rates, results are similar in courses with multiple sections.

Q29. Describe your discipline, department or program participation in assessment of COA's [institutional level outcomes \(ILOs\)](#).

The Geography Department SLOs are mapped to the ILOs.

Q30. How are your course and/or program level outcomes aligned with COA's institutional level outcomes (ILOs)? Please describe the "Goal Alignment Summary" from [TaskStream](#).

The Geography Department SLOs directly support the college ILOs. The "Goal Alignment Summary" below demonstrates SLO alignment for GEOG 1 (problem solving, communication and technology, awareness and diversity, and civic responsibility).

Q95. Please attach the "Goal Alignment Summary" from [TaskStream](#).

[GoalAlignmentSummary.tiff](#)

308.4KB

image/tiff

Q31. INSTRUCTION

Q32. Describe **effective and innovative strategies** used by faculty to involve students in the learning process.

Research has shown that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. Therefore, the Geography Department has adopted a student-centered approach to instruction to increase opportunities for student engagement. The effective strategies that have been employed so far have included:

- Increased active learning opportunities in the form of discussion-based "lectures", hands-on activities, experiential learning excursions, and impromptu writing assignments.
- Increased the experimentation with, and use of, new technologies within the classroom and in distance education courses.

Q33. How has **new technology** been used by the discipline, department or program to improve student learning?

The Geography Department is committed to adapting and incorporating new technologies. This includes web-enhancing all of our face-to-face courses using Moodle as our learning management system, receiving training in preparation for the transition to Canvas, offering courses in smart classrooms, incorporating more visuals and hands-on activities using our new equipment and supplies, utilizing a variety of presentation software and in-class survey technology, incorporating, and experimenting with, a variety of online collaboration tools to help students brainstorm ideas, edit projects in real time, and share them as presentations. All of these methods seek to create a more student-centered learning environment in which engagement with the material is used as an effective learning retention strategy.

Q34. How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid (some online but not 100%), and Distance Education (100% online) courses?

In order to maintain the integrity and consistency of academic standards across all methods of delivery, the Geography Department ensures all academic standards and policies are written in our syllabi. We also use Turnitin technology for written assignments and projects. Additionally, we frequently update and change assignments, tests, exams each semester and incorporate more dynamic, critical thinking questions that are significantly difficult to plagiarize.

Q35. If your program offers Distance Education classes, how do you ensure they have the same level of rigor as the corresponding face-to-face classes?

Our distance education courses provide the same content, assignments, and exams as our face to face courses. The biggest difference between the two are the delivery methods - our online courses are self-paced and use digital learning tools and materials to supplement face to face lecture content.

Q36. Briefly discuss the enrollment trends of your discipline, department or program over the past three years. An "[Enrollment Trends](#)" data dashboard is available on the left side of the [COA Program Review webpage](#). Please sure to set the filters for College of Alameda and then your program and courses.

Overall, enrollment was steadily increasing from Fall 2014 through Spring 2016. Enrollment declined for the Fall 2016 semester and slightly increased again for the Spring 2017 semester. Enrollment in our evening sections has been low compared to our face to face courses with the exception of the current Spring 2017 semester.

Q31. Feel free to download your data (see "Download" at the lower right corner of the Enrollment dashboard) and attach data here.

[EnrollmentTrends.tiff](#)

119.2KB

image/tiff

Q32. Please provide an explanation of student demand for specific courses (or lack thereof).

GEOG 1 and GEOG 1L are high demand courses because they fulfill the physical sciences requirements for transfer. Student demand for GEOG 2 is less and we offer less sections as a result. GEOG 2 fulfills the social sciences requirements for transfer but there are many other options for this across other disciplines/departments. Demand for online courses is very high and almost all online sections of GEOG 1, 1L and 2 fill completely. We are expanding our online course offerings as a result. Demand for courses offered during "peak" college hours, such as 10am and 11am is also high compared to afternoon and evening sections.

Q33. Find the "[Productivity](#)" data dashboard on the left side of the [COA Program Review webpage](#). Filter for your program and/or course. Compare the productivity (total FTES/total FTEF) for your discipline, department or program to that of the College's overall productivity rate. College of Alameda's overall productivity rate for 2016-17 was 15.46. Definitions can also be found on the [COA Program Review webpage](#).

Overall productivity had steadily increased from Fall 2014 until Fall 2016. Productivity has slightly decreased for the Spring 2017 semester but remains above the college's overall productivity rate. Current productivity is 20.9 compared to the college's rate of 15.46. Productivity was previously below the college's overall rate for the Fall 2014 and Spring 2015 semesters, but has been above the college's rate since then. The only exception to this are our evening sections, which have consistently been below the college's overall productivity rate.

Q34. What are the salient factors, if known, affecting the enrollment and productivity trends for your program with you mention above?

All of our courses are transferrable and meet a variety of student needs, which contributes to productivity. Additionally, our faculty score high on students evaluations indicating a high level of student engagement and interest in the subject matter and teaching techniques.

Q35. Are courses scheduled in a manner that meets student needs and demands?

- Yes
- No

Q36. How do you know whether or not courses are scheduled in a manner that meets student needs and demands?

Productivity and enrollment trends within each course indicate whether or not we are meeting student demands and needs. As previously stated, online sections and courses offered during "peak" times generate the most interest and consistently fill with wait lists. The Geography Department is committed to coordinating schedules with other physical and social science departments to best serve our students. We have also worked closely with our Administration to adopt dynamically-dating strategies for low enrolled courses.

Q37. Please provide any recommendations and priorities for improving enrollment in your program.

The Geography Department would like to partner with local high schools to offer sections to high school students. We would like to host on-campus events (such as lecture series, student presentations, etc.) to increase awareness of our department. We have utilized our partnership with the Science Alliance Club previously and would like to continue this strategy. Lastly, one of our goals is to expand our course offerings to better serve the educational needs of our students.

Q38. STUDENT SUCCESS & STUDENT EQUITY

The course completion standard (*percentage of students earning a grade "C" or better, or earning "Credit"*) for the College of Alameda is 66%. In the sections below, please describe the course completion rates for each of the courses in your discipline, department or program for each of the past three years. [Please access the "[Course Completion](#)" data dashboard on the left of the [COA Program Review webpage](#) to access this data. Use the DE filter to evaluate face-to-face courses (set the DE filter to "NULL" by themselves, hybrid and distance ed. courses]. To download an image of your dashboard - see the "Download" button at the lower right corner of the dashboard. Feel free to attach the data here **OR** enter it in below.

[F2F_CourseCompletion.tiff](#)

213.9KB

image/tiff

Q39. Please enter the course completion rate for each of the **face-to-face (NOT online - set DE filter to "NULL")** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number GEOG 1	56	65	70
Course Name & Number GEOG 1L	76	76	95
Course Name & Number GEOG 2	N/A	N/A	76
Course Name & Number []	[]	[]	[]
Course Name & Number []	[]	[]	[]
Course Name & Number []	[]	[]	[]
Course Name & Number []	[]	[]	[]
Course Name & Number []	[]	[]	[]

Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q40. Please review the student equity "[Course Completion](#)" data provided on COA's Program Review website. Are there any differences in **face-to-face** course completion rates when dis-aggregated by the following sub-populations.? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	
Age	<input checked="" type="radio"/>	<input type="radio"/>	Completion rates vary for each age range over time. Students in the 16-18 range generally have higher completion rates compared to all other age groups.
Ethnicity	<input checked="" type="radio"/>	<input type="radio"/>	Completion rates are highest among White and Asian student populations and lowest among African American and Latino populations.
Gender	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>

Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Name & Number	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q42. Please review the student equity data provided on the "[Course Completion](#)" data dashboard on the COA Program Review website (click on your program's name). Are there *differences* in the **HYBRID** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	
Age	<input checked="" type="radio"/>	<input type="radio"/>	Age groups 16-29 have higher completion rates compared to ages 30 and higher.
Ethnicity	<input checked="" type="radio"/>	<input type="radio"/>	Asian and White students have higher completion rates compared to African American and Latino students.
Gender	<input checked="" type="radio"/>	<input type="radio"/>	Females have a slightly higher completion rate compared to males.
Foster Youth status	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
DSPS (disability status)	<input checked="" type="radio"/>	<input type="radio"/>	The completion rate for DSPS students is lower than non-DSPS students.
Low income status	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>

Q49. Please discuss the differences (if any) in **HYBRID** course completion rates across dis-aggregated groups.

Younger age groups (below age 30), Asian and White students, female students, and non-DSPS status students all had higher completion rates in hybrid courses. Further research is needed to develop strategies to address these disproportions. Ongoing program assessment and subsequent improvements are also necessary to ensure overall student success and accomplishment of student goals. Since the majority of our students plan on transferring, a visible and measurable commitment to student support and achievement is essential.

Q45. Please enter the [course completion rate](#) for each of the **Distance Education (100% online) - using the "DE" filter** - course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number GEOG 1	60	55	65
Course Name & Number GEOG 2	63	57	68
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
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Course Name & Number			

Q46. Please review the student equity data provided on the [Course Completion](#) dashboard (using the "DE" filter) on the COA Program Review webpage. Are there *differences* in the **Distance Education (100% online)** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	<input type="radio"/>	<input checked="" type="radio"/>	
Ethnicity	<input checked="" type="radio"/>	<input type="radio"/>	Asian students had higher completion rates compared to all other ethnicities.
Gender	<input type="radio"/>	<input checked="" type="radio"/>	
Foster Youth status	<input type="radio"/>	<input checked="" type="radio"/>	
DSPS (disability status)	<input type="radio"/>	<input checked="" type="radio"/>	
Low income status	<input checked="" type="radio"/>	<input type="radio"/>	The completion rate for low income status students is lower than non-low income status students.
Veterans status	<input type="radio"/>	<input checked="" type="radio"/>	

Q51. If there are differences in course completion rates between **face-to-face** and **Distance Education/Hybrid** courses, how does the discipline, department or program deal with them ?

The overall completion rates for distance education/hybrid course and face to face courses remains similar (77% versus 76% for 2017). There are disproportions when examining completion rates among different ethnicities and age groups. Further research is needed to develop strategies to address these disproportions. Increasing access to support/resources and implementing an early alert system for at-risk students will be a critical component in our department strategies going forward.

Q52. How do you assess the overall effectiveness of **Distance Education/Hybrid** courses?

As mentioned previously, course content, assignments and exams are the same for all course sections, regardless of the method of delivery. In a distance education/hybrid course the overall effectiveness is determined the same as with face to face courses. SLOs, productivity, enrollment trends, and course completion rates are all factors in determining the overall effectiveness of our courses.

Q64. Using the "[Retention](#)" data dashboard on the COA Program Review webpage, please enter program's overall **retention rate** (after the first census, the percent of students earning any grade by a "W" in a course or series of courses) for each of the last three years (filter for College of Alameda and your Department).

	2014-15 Retention rate (%)	2015-16 Retention Rate (%)	2016-17 Retention Rate (%)
Program Retention Rate	71	79	85

Q53. Describe the discipline, department, or program retention rates for the past three years.

The overall retention rate has steadily increased over the past three years.

Q54. How does your discipline, department, or program course **retention rates** compare to the College's retention standard? College of Alameda's retention rate standard is: 47%.

- Higher
- The same
- Lower

Q56. Please review the student equity data available in the "[Retention](#)" data dashboard by filtering for your Department and (course) Catalog Description as well as each of the sub-populations listed below. Are there differences in the course **retention rates** when disaggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	
Age	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Ethnicity	<input checked="" type="radio"/>	<input type="radio"/>	Retention rates have declined for Pacific Islander students.
Gender	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Foster Youth status	<input checked="" type="radio"/>	<input type="radio"/>	Retention rates are lower for students with foster youth status.
DSPS (disability status)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Low income status	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Veterans status	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>

Q57. What has the discipline, department, or program done to improve course completion and retention rates?

The Geography Department hired a full-time instructor in order to provide leadership and continuity. In addition, another part-time instructor, student aide and teaching assistant were also hired. A new student-led club was created to assist with outreach and raise awareness of our physical science programs at College of Alameda.

Q58. What is your program planning to do over the next three years to improve course completion and retention rates?

Over the next three years, the Geography Department plans to expand by offering new courses, an AA-T degree in Geography, a GIS Certificate, and increase partnerships with local high schools and organizations. The Geography Department is also committed to expanding our field trip and study abroad opportunities.

Q65. Using the [Degrees and Certificates](#) data dashboard on the COA Program Review webpage, please review the number of degrees and certificates awarded by your program each year, for the past three years. Please attach a data chart here (you can download an image of your dashboard by clicking "Download" in the lower right corner, saving, and attaching here) or enter the data in the question below.

Q66. If you do not attach a data chart above, please enter the information here:

	Number of Awards 2014-15	Number of Awards 2015-16	Number of Awards 2016-17
Degree or Certificate Not Applicable			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			

Q67. What has the discipline, department, or program done to improve the number of degrees and certificates awarded?

Not Applicable

Q68. What is the discipline, department, or program planning to do over the next three years to improve the number of degrees and certificates awarded?

Not Applicable

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

	Enter numbers
Full-time faculty headcount	1
Part-time faculty headcount	2
Total FTEF faculty for the discipline, department or program	1.96
Full-time/part-time faculty ratio	0.5
Classified staff headcount	0

Q71. Describe your current utilization of facilities and equipment.

The Geography Department utilized a smart classroom for all courses. The classroom houses a variety of supplies and equipment utilized primarily for GEOG 1 and GEOG 1L courses. Additional equipment is needed to expand our course offerings.

Q72. What are your key **staffing** needs for the next three years? Why?

In order to offer a GIS Certificate and AA-T, the Geography Department will need to hire an additional full-time Geography Instructor. As mentioned previously, a minimum of five new courses are needed for these programs, we will offer the first of these courses (GEOG 14: Introduction to GIS) beginning in the Spring 2018 semester. With the additional new GIS courses, and the new Introduction to Weather and Climate course, a full-time instructor is needed to continue to grow the department and expand our course offerings at College of Alameda.

Q98. Please provide evidence to support any request for additional staffing such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q73. What are your key **technological** needs for the next three years? Why?

With the expansion of GIS courses, the Geography Department will need upgraded and purchase additional GIS-related technology/software for the new courses.

Q99. Please provide evidence to support any **technology resource** request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q74. What are your key **facilities** needs for the next three years? Why?

A joint Geography/Geology (or physical science) lab space is needed to accommodate GEOG 1, GEOG 1L and GEOL 10. The current classroom we are using contains a variety of samples and equipment. 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 is needed and it is suggested the Geography and Geology Departments share the space since the samples and equipment may be used in both disciplines.

Q100. Please provide evidence to support any **facilities request** such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents **here**.

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's [Program Review webpage](#) - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

[Prior-Year-Resource-Utilization-Self-Evaluation-Template \(2\).xlsx](#)

21.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request for template available on your program's [Program Review webpage](#) - click on your program's name and select "Resource Request Template." Upload the completed template here:

[Comprehensive-Instructional-Program-Review-Prioritized-Resource-Requests-Summary \(1\).xlsx](#)

33.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS

Q77. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

The Geography Department faculty have engaged in district and college flex days, semiannual department meetings, and semiannual division meetings. One of our part-time faculty members serves on the CoA Academic Senate. Our full-time faculty member has led a "Practicality of Turnitin Technology" workshop and serves as the Teaching Assistant, Instructional Aide, and CoA Science Alliance club supervisor.

Q78. Please list the committees that full-time faculty participate in.

Committee 1	Budget Committee
Committee 2	Anthropology Hiring Committee
Committee 3	Chair Committee
Committee 4	
Committee 5	
Committee 6	
Committee 7	
Committee 8	
Committee 9	

Q79. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Our full-time faculty member has participated as a Women in STEM panel member and held a lecture series in conjunction with the Geology Department for the Girls INC Summer Program. We are also actively approaching other disciplines in an effort to offer multidisciplinary field trip opportunities.

Q80. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty participate in college flex days semiannual department meetings, and semiannual division meetings. A member of our adjunct faculty is also a member of the CoA Academic Senate. Adjunct faculty participate in updating course outlines, providing input for APUs/Program Reviews, and making decisions with regards to how department funding is spent.

Q81. PROFESSIONAL DEVELOPMENT

Q82. Please rank order the types of professional development (PD) needs of your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

Instructional methods	1
Cultural sensitivity	2
Use of online resources	3
Faculty mentoring	4
Classroom technology	5
Other (please specify) <input type="text"/>	6
Other (please specify) <input type="text"/>	7
Other (please specify) <input type="text"/>	8
Other (please specify) <input type="text"/>	9
Other (please specify) <input type="text"/>	10

Q83. Please describe the professional development needs of your discipline or department.

Since the Geography Department is in the process of developing new curriculum, remaining current within our discipline is essential. Participating in local and national conferences is a recurring goal to maintain currency with the ever-changing new technologies and topics within our field.

Additionally, given the changing political climate, instructors need ongoing training to address our diverse student population and learning needs. Some of the trainings needed include, but are not limited to, supporting veteran status students, LGBTQ students, students struggling with emotional, physical, or cognitive challenges, etc.

Q84. How do you train new instructors in the use of Distance Education platforms?

The Geography Department is currently undergoing training in the use of Canvas as our new, district-wide learning management system. These training opportunities were offered throughout the district. Additionally, our full-time instructor will be serving as a trainer for other CoA faculty. Our adjunct faculty are already certified and trained in the use of Canvas and will be ready to migrate their courses beginning in the Spring 2018 semester.

Q85. Is your program's method for training new instructors in the use of Distance Education platforms sufficient?

- Definitely yes
 Probably yes
 Might or might not
 Probably not
 Definitely not

Q86. DISCIPLINE, DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

As mentioned previously, the projected 10-year (2012-2022) job growth for Geographers is 22% or higher according to the Bureau of Labor Statistics. Most of this growth will occur within the sub-field of Geographic Information Systems (GIS). This software allows us to view, understand, question, interpret, and visualize our world in ways that reveal relationships, patterns, and trends in the form of maps, globes, reports, and charts. Understanding and utilizing this technology is becoming increasingly important as it benefits organizations of all sizes and in almost every industry.

Since there is a growing interest in Geography and an awareness of the economic and strategic value of GIS, our department is committed to expanding our course offerings in an effort to create a GIS Certificate program and an Associate of Arts in Geography Transfer Degree (AA-T) within the next three years. We also want to expand educational opportunities by offering more field trips and partnering with local community organizations and high schools.

Q89. On your [Program Review](#) webpage (click on your program's name), find and complete the "Comprehensive Instructional Program Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here.

[Integrated-Goal-Setting-Template \(1\).xlsx](#)

34.5KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q90. Congratulations! You have completed your Program Review for 2017-18!

PLEASE NOTE: Once you select "Go to the Next Section" below, the information you have entered will be submitted and reviewed by the College of Alameda Validation Committee. A member of your Review Team will contact you about next steps. DO NOT go to the next section until you are finished with every section as doing so will lock you out of the form. Thanks.

Location Data

Location: [\(38.438003540039, -122.67530059814\)](#)

Source: GeoIP Estimation



Prior Year Resource Utilization Self-Evaluation Form

Directions: Please review your 2016-17 resource allocations and expenditures provided in the **Expenses 2016-17** tab below. Enter them below and evaluate your use of those funds by completing the table below. Please keep your responses to less than 100 words. If there is additional information, please email it to Interim Dean Engel kengel@peralta.edu. Thank you.

College: COA
 Name, Department or Program: Geography
 Contact Person: Cady Bow
 Date: 10/13/2017

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain
General Fund	2,744		2744				
Instructional Equipment	3,000	2,981	19	We were able to update older, unsafe equipment and d		Equipment funds were i	We were unable to use
Instructional Supplies	1,100	1,089	11	We were able to improve offices and supplies for full-ti		Supply funds were critic	We were unable to use
Fund 10			0				
Measure A			0				
Strong Workforce			0				
Perkins			0				
Equity	6,575		6575				
Basic Skills			0				
Work-Study			0				
Other			0				

TOTAL			0				
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Integrated Goal Setting Template

Please align the goals you have set for your discipline, department or program with those of the College and District. COA and PCCD goals are listed in the tabs below.

College: College of Alameda
Discipline, Department or Program: Geography
Contact Person: Cady Bow
Date: 10/13/2017

Discipline, Department or Program Goal	College Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
Continue to create new courses to become compone ILOs 1-5		A-D
Continue to expand educational opportunities, incluc ILOs 1-5		A-D