

College of Alameda

Annual Program Update

Supplemental/Revised Template 2014-2015

I. Overview			
BI Download:	Data provided September 19, 2014	Dept. Chair:	Drs. Patricia Tsai & Eileen Clifford
Subject/Discipline:	Geography	Dean:	Dr. Charlene Perlas
Campus:	College of Alameda		
Mission Statement	<ul style="list-style-type: none"> To develop global literacy by rigorously examining, from both a physical and cultural perspective, the past and ongoing trends in local, regional and global interdependency. To provide students with a broad-based education requiring them to acquire, synthesize, and critically weigh facts and opinions concerning human habitations of Earth. 		

II. Enrollment – *see department specific data sheet*

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

IV. Faculty –								
SUB	SECT	CENSUS	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	
FA13	7	276	27.6	0	0	1.32	1.32	
SP14	7	261	26.1	0	0.2	1.36	1.56	

V. Qualitative Assessments	
<p>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.</p>	
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<input checked="" type="checkbox"/> No change – Refer to 2012 Program Review

VI. Course SLOs and Assessment	
	Fall 2014
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	2 – Spring 2014 3 – to be completed Fall 2014
% Assessed/SLOs	67% - Spring 2014 100% - to be completed Fall 2014
Describe types of assessment methods you are using Evaluation of written work, including forums, and performance on exams.	
Describe results of your SLO assessment progress Geography faculty have been exemplary in cooperatively reporting SLO assessment. This semester, our new adjunct geography lab instructor will complete the first assessment of SLOs in GEOG 1L.	
Describe how assessment results and reflection on those results have led to improvements. Student learning outcomes and assessment are discussed as part of the Physical Science department meetings each semester.	

VII. Program Learning Outcomes and Assessment

	Fall 2014
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. Strategic Planning Goals

Check all that apply. <input checked="" type="checkbox"/> Advance Student Access, Success & Equity <input checked="" type="checkbox"/> Engage our Communities & Partners <input checked="" type="checkbox"/> Build Programs of Distinction <input checked="" type="checkbox"/> Create a Culture of Innovation & Collaboration <input checked="" type="checkbox"/> Develop Resources to Advance & Sustain Mission	Describe how goals apply to your program. See Section X.
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IX. College Strategic Plan Relevance

Check all that apply <input type="checkbox"/> New program under development <input checked="" type="checkbox"/> Program that is integral to your college's overall strategy <input checked="" type="checkbox"/> Program that is essential for transfer <input type="checkbox"/> Program that serves a community niche <input type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. <input type="checkbox"/> Other
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X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

Geography is in a period of expansion (notably, despite the lack of a full-time faculty member since Fall 2012, when Peter Schweikhardt was on banked leave prior to his retirement in January 2013).

In Fall 2014, a combination of unanticipated circumstances, caused us to offer 4 sections of geography in alternative formats, resulting in 8 sections total:

- A second section, late-start section of GEOG 1 online was offered to replace a low-enrolled face-to-face section;
- GEOG 1 and GEOG 1L were offered as face-to-face classes during the second eight weeks;
- An additional section of GEOG 1 online will be offered during the Fall 2014 intersession.

In Spring 2014, geography faculty have agreed to offer courses with different schedules – including classes on Saturdays, and starting in the 3rd, 4th, and 8th weeks, with 2 sections each of GEOG 1 online and GEOG 2 online, resulting in 9 sections total.

In the 2014-25 academic year, we are fortunate that Dr. Rita Haberlin, who retired from her full-time geography position at COA around 2006, has been involved in interviewing, mentoring, and evaluating adjunct geography instructors.

We have an active relationship with Laney College Geography, and try to avoid conflicts in scheduling. In Spring 2014, Patti Tsai (COA) and Mark Rauzon (Laney) co-mentored an intern from CSU East Bay through the Faculty Diversity Internship Program. The intern did an outstanding job, and we were disappointed that he decided to work in the private sector.

When a full-time geography instructor is hired, this individual may become involved in outreach to high schools, development of field work and internships, and collaborations with local geography programs and community partners.

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

1. A full-time physical geographer is the top hiring priority for all the Physical Sciences. Geography courses fulfill general education requirements in the physical and social sciences. Following the retirement of Peter Schweikhardt in January, 2013, a full time physical geographer is urgently needed to provide direction and structure for the geography curriculum (including online instruction), to provide leadership in the field of Geographical Information Systems, and to support the Physical Sciences as a whole. Although we have been fortunate to find excellent adjunct faculty, locating good teachers has been a continual challenge. Finally, now that the Biology, Chemistry, and Physics Departments have moved to the Peralta Science Annex, all the sciences will benefit from having a full-time science faculty member on the main campus. Furthermore, of the four full-time science faculty, two will retire in the next two years: John Steiner, Biology, in Spring 2015, and Patti Tsai, Physics, in Spring 2016. The science faculty, though in different fields, work together closely and share equipment, common interests, and common goals.
2. ZZOIS funds for an adjunct faculty member, 40 hours, to supervise during the relocation of the geography/geology stockroom to swing space during C-D remodel.
3. Student assistant, 40 hours, for assistance during relocation of geography/geology stockroom to swing space during C-D remodel.

Please describe and prioritize any **equipment, material, and supply** needs.

- TurnItIn.com. With a long history of offering online GEOG 1 (Physical Geography) and GEOG 2 (Cultural Geography), geography instructors have encountered many challenges in following up when students submit questionable work, and have specifically requested TurnItIn, or another plagiarism-detection software.

Please describe and prioritize any **facilities** needs.

1. Adequate storage space for geography/geology specimens, maps, equipment, and cabinets in swing space during C-D remodel.
2. Adequate storage space for 1 cabinet of astronomy-related demonstration items within geography/geology storage.

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!

District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

Strategic Focus for 2014-2015: 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.

<p>Strategic Goals & 2014-2015 Institutional Objectives</p>	
<p>A: Advance Student Access, Equity, and Success</p>	<p>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.</p>
<p>B: Engage and Leverage Partners</p>	<p>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.</p>
<p>C: Build Programs of Distinction</p>	<p>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.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>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.</p>