

Annual Program Review Update Form - Spring 2010

I. General Information

Date: 6/3/10

Program/Department:

GEOGRAPHY

Authors of Report:

Purba Fernandez, Dept. Chair

II. Status Since Previous Program Review

What significant changes have occurred since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

The last complete Geography department review was approved by the IPBT in January 2009. During that review cycle, the Geography department had 1 full-time faculty member (myself), one former full-time faculty member on Article 19 (Mick Sullivan) and Adjunct faculty members. Since that time, Mick Sullivan has fully retired and I am the sole full-time faculty member, with 2 adjunct faculty. Due to the reductions in the number of sections as a result of budget deficits, our department is now down to offering a total of 6 sections in the Fall and 6-7 sections in the Winter and Spring quarters. The evening section was cut during several quarters. During those quarters we did not have any Geography class offerings for students who work during the day and attend college at night. Geography 1 (GEO 1) is an introductory course that fulfills Science transfer requirements and is always in high demand. As a department we feel obligated to offer multiple sections of the course each quarter. But that means that we can only offer 1 or 2 sections of GEO 4 and GEO 10, which are also G.E. classes. Students who want to major in Geography have difficulty completing their requirements in a timely manner since the wait lists for these G.E. classes have grown. However, the faculty members of the department, remain committed, and continue to participate in programs such as Early Alert, Adjunct Skills program (through the Student Tutorial Center), Honors Program and in the division-wide effort for cultural competency such as the Conversation, Application and Retention Project (C.A.R.). We would like to expand our curricular offerings and improve the level of support we offer our students, but those would be more feasible if we had more full time members in our department.

III. SLO Information

	Total courses offered 2010 to Spring 2011	SLOs Written	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
Courses in Program						
<i>Percent</i>		0%	0%	0%	0%	0%
						Participated in a SLO Reflection & Enhancement Discussion
		Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	
Full-time Faculty in Program		1	1	1	1	1
<i>Percent</i>			0%	0%	0%	0%
Part-time Faculty in Program		2	2	1	1	
<i>Percent</i>			100%	50%	0%	0%

SLOAC means: a complete SLO Assessment Cycle includes writing an SLO, assessing the SLO and the assessment reflection and enhancement phase.

SLOAC Discussion and Analysis: Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

Since the Spring of 2009, we have been working on SLOs for our courses. Adjunct faculty members, Marcia Holstrom and Michael Hitchcock have worked with me to write SLOs for all our courses. In the Spring of 2010, we are in the process of assessing the SLOs for GEO 1(2 sections), GEO 4 (1 section) and GEO 10. The target set for our Division was 3-5 courses per department. We are currently offering 3 courses in our department, and we will have completed SLO assessments for all 3 classes (2 sections of GEO 1, 1 section of GEO 4 and 1 section of GEO 10) by the end of Spring 2010 and will continue with the process in the Fall of 2011. The following are some examples of SLO assessments conducted in 2 sections of GEO 1, this quarter. For SLO 2, the average score for the 2 sections combined (a total of 89 students) was 8.6 out of 10 points, which would be a B grade. For SLO 1, the average score for both the sections assessed (total of 89 students) was 41.8 out of 55 points, which is a C grade. In both these instances, I found that more in-class time for students to practice and study in groups would probably have benefited the students. Our departmental discussions on SLOs have allowed us to re-think the way we structure our assignments and exams. We have also been handing out to our students more detailed instructions and rubrics describing grading criteria for assignments and exams. However, the challenge has been to keep up the detailed feedback and commenting on each student paper. For adjunct faculty, it has meant giving up their time and voluntarily attending meetings to discuss SLOs and their assessments.

Suggestions for the SLOAC Discussion & Analysis:

- Detailed data supporting some or all of the statistics shown above.
- Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.
- What your goals were for any of the percentages above, and whether you achieved that goal.
- Evidence of value derived from the SLOAC process within your program.
- Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).

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IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department: **GEOGRAPHY**

Please submit your top three (or less) choices below in ranked order:

		Cost estimate
Item Name:	1. Stipends for part-time faculty participating in SLOAC.	\$500
Item Name:	2. 1 additional full-time faculty member	\$60,000
Item Name:	3. Tutorial support/student tutors; supplies such as wall maps, models, films and DVDs.	?

<p>What SLO Assessment findings, if any, support and guide the resource request?</p>	<p>3. For my GEO 1 classes, I work with the Student Tutorial Center and its Adjunct Skills program. Some of the students in my GEO 1 classes enroll in the Adjunct Skills Tutor groups and meet with a student tutor on a weekly basis. Most of these students benefit from this opportunity; their assignments are more thorough, they take time to revise their work and they complete their work in a timely manner. When I compare the SLO assessment scores for the students who are in the Adjunct Skills program to those who are not, most of the ones who are in tutor groups do better. But many students cannot enroll in the Adjunct Skills due to class or work conflicts. Individual tutors for courses would be a great help for such students. If students were able to take advantage of drop-in tutorial help on an as-needed basis, it would go a long way towards earning better grades.</p>
<p>How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?</p>	<p>3. Research shows that collaborative learning enhances the learning experience. Student tutors can conduct small group discussions and lead study-group sessions, all of which foster lifelong-learning skills.</p>
<p>How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?</p>	<p>1. Would help narrow the gap in student success rates between targeted and non-targeted groups. 2. Would help improve retention rates. 3. Would help transfer students be better prepared and equipped with life-long learning skills.</p>
<p>Other information that may be important to support your request?</p>	<p>1. In Geography, adjunct faculty members are participating in SLO assessments. This means that they have to attend meetings for SLO assessments. The record-keeping, data-analysis, writing up the SLO assessment analysis, all involve additional work, for which the adjunct faculty are VOLUNTEERING their time and energy and are currently NOT being compensated.</p>
<p>If applicable, please describe why you do not have enough funding within your current budget allocation for this request.</p>	