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# Instructional Program Review

## General Information

1. Name of department (program) under review.

Geography

2. Who is the person(s) submitting the Program Review form?

Glen White

3. What is the current academic year (i.e. 2022-23)?

2022-2023

4. Please describe the department/program, its staff and faculty, etc.

The geography courses are currently taught under the Earth Science umbrella, but an effort has begun to move the GIS courses to the Forestry and Natural Resources program. One full-time faculty member is teaching a geography course, and four part-time instructors teach additional geography and GIS courses.

5. Please describe how this department's/program's mission relates to the college's [mission](#) and [strategic goals](#).

The Geography/GIS program aligns with the college's mission statement by providing a supportive and engaging learning environment in a rich geologic setting in the foothills of the Sierra Nevada. By using scientific reasoning and methodology to help develop critical thinking skills, students are prepared for transfer to four-year degree programs or internships with local entities. We strive to teach our students to be trainable, team players, and technical writers to cultivate intellectual, cultural, and economic vitality.

## Department Data Sheet

1. Review the Department Summary Data Table. What are the strengths? What are the challenges or areas of improvement? What is the impact on students? Respond to a minimum of three trends such as census enrollment, FTES/FTEF, course success rate, course retention rate, etc.

The number of active sections has remained stable over the past four school years but is less than what was offered in the 2018-2019 school year. The average fill rate is currently at 62.4%, which is an increase from a low of 47.8% in the 2020-2021 school year, but below the high of 75.7% that was recorded for the 2018-2019 school year.

The course retention rate has remained between 83.1% and 91.5% over the past seven school years, with this year's data not yet available. The course success rate has fluctuated significantly from a low of 66.3% to a high of 89.7%, with the 2021-2022 school year having a success rate of 70.5%.

The number of awards has varied dramatically, from a high of sixteen in the 2019-2020 school year, to three in the current school year. The number of declared majors has remained fairly stable from eleven to thirty declared students. This number may have been elevated by students wishing to seek GIS courses but not completing a certificate or degree.

Since the 2018-2019 school year, the number of students being served by geography courses has been around 200 per year. This demonstrates a solid demand for these courses.

2. Review the Department Student Equity – Success Rates Data Table. What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

The data indicate a large cohort in the 18- to 24-year-old range, and an equal number in the 30 to 39 plus 40 and older age groups. There is a slightly higher number of females than males.

The success rates are above 70% for each age group except for the 40 and older group which fell to 67.7%. There is a 10.5% difference in success rates between the females and the males, with the females performing better. The success rate gap similarly shows a difference between females and males with the females at 7.5% and the males at –12.1%. For the group of sixteen students that did not report their gender, the success rate gap is well above the other groups at 29.5%. Further resolution in the data may allow for a determination of why this group is far more successful than the others.

The success rate gap is inconsistent when viewed by age groups. The 17 or younger and 30- to 39-year-old groups were at 7.0% and 5.7%, respectively. The 18 to 24, 25 to 29, and 40 or older groups were at –2.2%, –0.5%, and –5.2%, respectively. This inconsistent data pattern makes any reasonable evaluation difficult. When viewed by gender, females outperformed males, 75.6% to 65.1%. The students that did not report their gender had a 100% success rate.

3. Review the Program (Department) SLO Data Table. How does your department support ISLOs? What are the strengths and challenges? What is the impact on the college mission?

No SLO data are currently available.

## Award Data Sheet

1. Review both tables on the Award Data Sheet. What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

Fifteen award completions for the Geography GIS AS were recorded since the 2015-2016 school year, out of 52 applicants. The enrollment rate has varied dramatically, as has the number of applicants. The students in this degree are supporting a variety of disciplines such as geography, computer science, forestry and natural resources, and geology.

Although not all students enrolling in GIS or other geography courses will complete the degree, the support it provides to the other disciplines is significant in that many jobs now require or desire GIS experience.

Supporting students in completing a degree in GIS can be aided by workforce data related to the fields in need of GIS specialists, and the salary range that can be expected from a student that has completed an AS.

## Course Data Sheet

1. Review the Course Summary Data Table for each course. What are the trends for enrollment, retention, and success rates? What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

Cultural Geography (GEOG-12) has not been offered since the 2019-2020 school year. Enrollment numbers seem strong, but the success rate was less than 50% for the last term it was offered. It is not known why the success rate is so low. It's recommended that the course be reviewed and retooled if necessary, and offered again soon, particularly if the GEOG-15 is converted to a lab course and a degree in geography is to be offered.

World Regional Geography (GEOG-20) has shown strong enrollment numbers with waitlists for three of the past five offerings. The success rate ranges from 66.7% to 81.5%, with no data available for the current semester. The enrollment numbers are related to its support for the Elementary Teacher AAT and Social and Behavioral Sciences AA.

Physical Geography (GEOG-15) has experienced a decline in enrollment with the fill rate of more than 80% from the 2017-2018 to 2019-2020 school years, to 27.5% in the current school year. The pandemic had an impact on this course, but since it supports two GIS awards and the General Science award, it is not known why. The course was offered in-person in the fall of 2022, and online in the spring of 2023, with no meaningful change in enrollment.

With better marketing and connections with the GIS courses, the enrollments would likely improve.

2. Review the Student Learning Outcomes Data Table for each course. What are the strengths and challenges? What is the impact on the college mission?

There is no summary data for this department.

## Curriculum Analysis

1. What courses and awards are due for 5-year review? To find this information, go to the [Curriculum Committee webpage](#) and click on the following links in the left menu bar: Course 5 Year Review Tracker link and Award 5 Year Review Tracker link.

All courses are up to date, with two in progress (GEOG 12 and 20).

All awards are up to date.

## Goal Setting

On the following pages, please establish goals for your department. Keep in mind the purpose of the Program Review to drive continuous improvement, as well as to help establish a need for funding or other support to achieve improved outcomes. **What sorts of things will the department be doing, or would like to be doing, to maintain, expand, or improve excellent instructional delivery?**

This template has space to establish up to three goals. If you wish to add more goals, additional forms are available in the Teams folder.

## Goal 1

1. State the status of this goal (new, in-progress, or completed):

New

2. State this goal in one or two sentences?

Upgrade GEOG-15 to a lab course to allow Columbia to offer a degree in Geography.

3. What is a short name for this goal?

GEOG-15 upgrade.

4. In what ways will achieving the goal support the college's mission and/or core values?

This will allow Columbia to offer an additional degree with only a minor change to an existing course.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

- Increase award completion
- Reduce barriers to completion
- Reduce equity gaps
- Increase transfer readiness
- Increase workforce readiness
- Maintain institutional stability

6. What steps are you going to take to achieve this goal?

Offer a proposed modification through the Curriculum Committee to upgrade the GEOG-15 Physical Geography course to a lab course.

7. How are you going to measure completion of this goal?

Successful adoption of the new course.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

To be proposed in the Fall of 2023.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

No additional resources are needed now. Some laboratory equipment may be required in the 2024-2025 school year.

## Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request Form (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.





## Goal 2

1. State the status of this goal (new, in-progress, or completed):

In progress.

2. State this goal in one or two sentences?

Hire a full-time tenure track faculty member.

3. What is a short name for this goal?

Full-time Instructor

4. In what ways will achieving the goal support the college's mission and/or core values?

Maintain a full offering of geography courses that supports several awards.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

- Increase award completion
- Reduce barriers to completion
- Reduce equity gaps
- Increase transfer readiness
- Increase workforce readiness
- Maintain institutional stability

6. What steps are you going to take to achieve this goal?

The hiring committee is evaluating candidates.

7. How are you going to measure completion of this goal?

Hiring of a permanent faculty member.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

Interviews have been scheduled and a successful candidate will be selected within the next two months.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

Resource request submitted last spring to cover faculty salary and benefits.

## Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request Form (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

### Goal 3

1. State the status of this goal (new, in-progress, or completed):

In progress

2. State this goal in one or two sentences?

Move GIS courses to Forestry and Natural Resources area.

3. What is a short name for this goal?

GIS to FNR.

4. In what ways will achieving the goal support the college's mission and/or core values?

This will help streamline and align disciplines that have organically grown towards each other. GIS is a highly desirable skill in forestry occupations, and the course work has naturally led to a close relationship with the FNR courses. FNR courses typically have solid fill rates, and closer alignment with that department could help feed the GIS courses.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

- Increase award completion
- Reduce barriers to completion
- Reduce equity gaps
- Increase transfer readiness
- Increase workforce readiness
- Maintain institutional stability

6. What steps are you going to take to achieve this goal?

Cooperate with any transition necessary to move the GIS courses to the FNR department.

7. How are you going to measure completion of this goal?

Adoption of the GIS program under FNR control.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

Initial support has been given to make the change. Administrative decisions will be needed to implement the change.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

No additional resources are needed to complete this goal.

- Enter requests in the Program Review Resource Allocations Request Form (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

## Submit

- When you have completed all areas of the Program Review as outlined above, notify your dean by typing the @ symbol and your dean's name in the box below (e.g. @Sean Osborn, @Steve Amador, etc.).

[@Sean Osborn](#)

[@Jeri Pourchot](#)

## Dean's Review and Feedback

Deans: Please review the form above and place any thoughts or feedback that you have in the space below. Feedback from AAC, counseling, industry, etc. can be included. When completed, please put the @ symbol and the faculty member name(s) at the end so that they will get notified when your review is completed.

We now have a full-time instructor in the Geography/GIS discipline. Success rates have dropped in the recent year, and it is uncertain if this is related to not having a full-time instructor. It will be important to monitor these changes and develop a strategy to increase student success rates. There is the potential to cross-collaborate with FNR and Anthropology to allow students in GIS classes to interact in an interdisciplinary way.