

GEOGRAPHY

CAÑADA COLLEGE COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY (2 page maximum)

Short Summary of Findings

Type your summary here:

A Geography education contributes to the college goal of “striving to produce responsible, life-long learners who become resourceful, adaptive, independent, and productive employees, employers, and members of their community.” Humans are inescapably geographical creatures. Every human activity occurs in some place, incorporating both elements of the physical environment and the social context situated in that place. Places, in turn, are linked through various processes and transfers. In the simplest terms: what is done here may have an impact ‘over there’.

Geography contributes to the development of resourcefulness, adaptability, and productivity of individuals through increasing their awareness of the context-dependence of their activities. Geography offers a range of services and insights that employers and businesses find valuable. Geography promotes a deeper understanding of what it means to belong to a community, in promoting both a ‘sense of place’ and an understanding of how geographical structures are created by communities to serve specific purposes.

Three Strengths of the Program

1. Meets both general education and transfer requirements.
2. Addresses Cañada College values.
3. Is well received as part of our Cañada at Carlmont program.

Three Suggestions for Improvement

1. Explore schedule options to enhance enrollment.
2. Demonstrate commitment to the existing Geography major or to the construction of a new, broader Earth/Environmental Sciences major.
3. Explore the possibility of certifying all Geography courses for general education or transfer requirements

CAÑADA COLLEGE

COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

PROGRAM NAME:

PART A: Overview of Program

- 1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.**
- 2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

Among the College's core values is the following: a "striving to produce responsible, life-long learners who become resourceful, adaptive, independent, and productive employees, employers, and members of their community." Geography education contributes to this goal for the simple fact that humans are inescapably geographical creatures. Every human activity occurs in some place, incorporating both elements of the physical environment and the social context situated in that place. Places, in turn, are linked through various processes and transfers. In the simplest terms: what is done here may have an impact 'over there'.

Geography contributes to the development of resourcefulness, adaptability, and productivity of individuals through increasing their awareness of the context-dependence of their activities. Geography offers a range of services and insights that employers and businesses find valuable: How, for example, to determine the best location for a business or the provision of services. Or, how best to link markets in different locations, or establish solid links between suppliers and consumers. Geography promotes a deeper understanding of what it means to belong to a community, in promoting both a 'sense of place' (or an awareness of one's community, in all its aspects), and an understanding of how geographical structures are created by communities to serve specific purposes.

Geography also has a critical edge, uncovering how certain activities have detrimental effects on both the physical environment and the cohesion of communities, leading students to ask tough questions and favoring a critical and incisive intelligence.

- 3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.**

Although the demographic makeup of students enrolling in Earth Science courses has not significantly change over the past three years, I can comment on some larger social trends that do impact students at Cañada:

The first is environmental literacy, which is central in education at all levels. Students leave their primary and secondary education with a general, if vague, awareness of the increasing impact of humans on the physical environment. Opinion polls consistently indicate that Americans generally are concerned with the quality of their environment. Geography is uniquely suited among the disciplines in exploring and explaining the range of environmental impacts, the nature of these impacts, and potentials for reducing negative impacts on the environment. A solid education in Geography promotes a deeper understanding of the Earth's physical environment and the place of humans within it.

A second important issue is globalization. Geography again is well-suited to exploring and explaining this phenomenon. Whether or not they are aware of it, Cañada's students are increasingly implicated in international or global flows of resources, information, and money. Geography has a long history of studying 'flows' of various phenomena across space, and the sometimes hidden connections between places. A Geography education increases student awareness of their position within these global processes, and highlights the significance of their roles as consumers, voters, etc., in shaping these processes.

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

Not applicable

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).

The Geography courses offered meet general education and transfer requirements.

2. State how the program has remained current in the discipline(s).

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

Not applicable

5. Describe how your program is articulated with similar departments within SMCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

Both of the Geography courses are approved for transfer to CSU and UC. These courses are also taught at Carlmont High School where juniors and seniors receive credit for completing these classes.

6. Discuss plans for future curricular development and/or program modification.

- 1) Offering a full range of Geography courses would boost enrollments by providing students with additional opportunities to meet graduation or transfer requirements, and would improve the presence of Geography on campus. At the very least, offering one Geography course *each semester* would effectively double the opportunities for introducing both new and continuing students to this field. Offering different Geography courses would promote continued enrollment in the department's classes, as students developing an interest in one aspect of the field would have the opportunity to explore other aspects. (E.g. a student finds cultural geography interesting, and on that basis decides that it would be worthwhile to take physical geography.)

PART C: Student Outcomes

1. Please attach all Bi-Annual State of the Department reports from the past six years.
2. Update any analysis to include a summary of all years. Attach student learning outcomes here.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

John Teeple, Adjunct Faculty

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.
3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

Includes an orientation to the Science and Technology Division

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

2. Describe the use and currency of technology. List projected needs.
3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?
2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?
3. What equipment will be needed in the next six years in order to maintain or build the department?
4. What facilities will be needed in the next six years in order to maintain or build the department?

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

CAÑADA COLLEGE BI-ANNUAL STATE OF THE DEPARTMENT DATA COLLECTION DOCUMENT

Program Name: Geography

I. Program goals and objectives:

To provide insights about the earth as the human habitat. The courses offer ways of looking at the earth rather than providing an inventory of its contents. This viewpoint rests on fundamental interlocking concepts. The cultural appraisal of the earth, the regional concept, areal coherence, human ecology, spatial interaction, study of landscape, and the concept of change are all ways the geographer tries to better understand the environment.

II. Student Learning Outcomes:

- A. **List all identified program student learning outcomes:**
Geography has not completed the SLO's for our courses.
- B. **Attach correlated assessment tools and relevant data:**
Geography has no correlated assessment tools.
- C. **List a sample of course level student learning outcomes:**
Geography has not completed the SLO's for our courses.
- D. **Attach correlated assessment documents and relevant data:**
Geography has no correlated assessment tools.

III. Curricular offerings:

A. New, deleted, "banked" and "unbanked" in the past two years (check all that apply)

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank	General Education	IGETC	AA/S	Basic Skills	Workforce

B. All current offerings except those previously identified in section A (check all that apply; attach a separate table as necessary)

Course Prefix	Course Number	Course Title	General Education	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
GEOG	100	Physical Environment	X	X	X			
GEOG	110	Cultural Geography	X	X	X			

C. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce

IV. Enrollment data:

A. Weekly Student Contact Hours – WSCH /FTES

Report the 2 previous Fall semesters with the most recent on the right. (GEOG !00 offered in spring 2004; spring 2004 only data reported)

Year	2004	2005
WSCH	GEOG 100 87 GEOG 110 51	51
FTES	GEOG 100 2.9 GEOG 110 1.7	1.7

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

Year	2004	2005
FTE	0.20	0.20
LOAD	255	255

C. Retention and Success (If applicable) Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	2004	2005
Retention	76.5%	
Success	23.5%	

D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2004	2005
Certificates		
Degrees		
Transfer		

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

Concerning the Geography courses, the only clear pattern is consistently low enrollments. This is due to two key factors: 1) the rate of turnover in adjunct Geography faculty, and 2) the lack of an adequate 'reward' system for students taking Geography courses.

- 1) I believe that there have been (including myself) three adjunct Geography instructors in the last three academic years. There are in addition no full-time Geography instructors at Canada. As a result, there isn't any 'institutional memory' regarding the Geography program or course offerings. Naturally, without some kind of oversight concerning teaching methods or course content, the manner in which Geography courses are taught will vary from instructor to instructor. Retention and success rates for any given semester will thus reflect on an individual instructor's teaching philosophy or goals, rather than on the department more generally. Students, however, talk to each other, and may tell their friends not to take a certain class because of its difficulty (etc.), not realizing that a new instructor has taken over the course and could be teaching it in a very different manner from previous instructors.

For example, for academic year 2004-2005, the "success" rate for Geography was 23.5%. (This number reflects the only regularly offered Geography class, GEOG 110: Cultural Geography.) One of my students in Fall 05 had enrolled in the previous year's course (later to drop for personal reasons), and confirmed that the class was difficult for many students. There isn't any certain way of knowing if or how many students did not enroll in Geography during Fall 05 based on what they heard from friends who had taken the class in Fall 04. It is certain, however, that achieving more consistency in the course offerings and teaching effectiveness can improve the department's reputation among students. (In comparison, my success rate will likely be closer to 75%. And while I don't want the reputation of offering an "easy A", I do want to be recognized for being kind on grades even while having high expectations of the course.)

- 2) Over the last few years, only one Geography course has regularly been offered (GEOG 110: Cultural Geography). On the Cañada website, however, two additional Geography courses are listed in the program descriptions for various majors: GEOG 100: Physical Environment, and GEOG 150: World Regional Geography. Offering the full range of Geography courses would boost enrollments by providing students with additional opportunities to meet graduation or transfer requirements, and would improve the presence of Geography on campus. At the very least, offering one Geography course *each semester* would effectively double the opportunities for introducing both new and continuing students to this field. Offering different Geography courses would promote continued enrollment in the department's classes, as students developing an interest in one aspect of the field would have the opportunity to explore other aspects. (E.g. a student finds cultural geography interesting, and on that basis decides that it would be worthwhile to take physical geography.)

As it stands, GEOG 110 can only serve students as a free elective, or something to patch up a 'hole' in the schedule. (To be sure, many students enroll in classes mostly for the convenience of scheduling, but this has little to do with quality of teaching or course content.) It is transferable to UC/CSU schools, but in being offered only one Geography course, students do not get a very good overview of the field – in other words, are less inclined to consider Geography as a major, and thus less inclined to take preparatory Geography courses at Cañada.

In all, a better system of 'rewards' for taking Geography classes would boost enrollments. Such rewards should give students a greater inducement to take Geography courses. This system should include:

- i) A firm commitment to the existing Geography major or the construction of a new, broader Earth/Environmental Sciences major. The online catalog describes a Geography AA, but unfortunately not enough Geography courses are currently offered to meet the stated requirements! As a result, effectively no one is able to major in Geography. All Geography courses offered in the future could serve as the core requirements for a Geography AA,

giving students added incentive to take the classes.

The College should also consider the possibility of creating a new, inclusive major in Earth or Environmental Sciences. This major could include existing Earth Science courses (GEOG 110, GEOL 100, OCEN 100) among its core requirements, and would also provide a context for the reintroduction of previously offered classes (GEOG 100), or the creation of new classes.

- ii) The certification of Geography courses for general education or transfer requirements. GEOG 100, for example, can fulfill a physical science/lab requirement. GEOG 150 can fulfill a social science or diversity requirement. Students would find Geography classes more attractive if they did ‘double-duty’, providing not only credits towards completion of a degree, but also meeting distribution requirements.
- iii) The inclusion of Geography courses among the "Selectives" and/or Core Courses available to other majors. For example, currently GEOG 100 is listed among the Selectives for Anthropology, and GEOG 150 among the Core Courses for the Social Science major, but neither class is regularly offered. I suggest that GEOG 110 would be a suitable Selective for the following majors: Anthropology, Economics, History, Political Science, Social Science, and Sociology. It would also be acceptable as a Core Course for Anthropology. GEOG 100 and 150 would also be suitable as Selectives for other programs. Again, if students have an additional inducement to take a particular course (e.g., that it will count towards the completion of their AA/AS requirements), they are more likely to consider that course.

V. Faculty and staff hiring recommendations:

A. List full-time faculty requests and attach formal justification

Position	Areas of expertise needed
Geography / Anthropology	

The Earth Sciences program would definitely benefit from the presence of full-time instructors. Given the course offerings and the descriptions of majors in the college catalog, one full-time instructor in Anthropology, and a second in Geography would be a good choice. Anthropology currently offers the largest number and range of courses, and Geography presents the best potential for curriculum development.

A full-time Geography instructor would be a good fit for the program, because Geography by its nature is very interdisciplinary. A Geography education draws from both the social sciences and the earth/environmental sciences. Geography graduates would thus have the background necessary to teach courses in both the social and earth sciences. The only problem is that currently there are not enough courses on offer to maintain a full-time position. This problem can be remedied through a combination of an increase in the number of Geography courses (to the full three listed in the catalog), and in making a full-time Geography instructor responsible for courses in another field (e.g., Anthropology, History, Geology) to come up with an equivalent full-time teaching load.

B. List adjunct faculty requests and attach formal justification

Position	Areas of expertise needed

C. List staff requests and attach formal justification

Position	Areas of expertise needed

D. List professional development needs:

VI. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

Item	Cost per unit

B. List facilities needs:

New	Maintenance