



PROGRAM REVIEW AND PLANNING PROCESS Instructional Programs

Program: Geography

Degrees/Certificates: AA-T

Date Submitted: 4/3/2018

Prepared By: Alvin R. Graves

MISSION STATEMENT:

West Hills College Coalinga offers associates degrees, transfer degrees, career and technical certificate programs and is committed to inspiring learners by providing dynamic and high quality academic programs and services, including those offered through distance education. The college fosters its students' ability to think, communicate, effectively reason and develop compassion through learning, connection and service.

I. PROGRAM OVERVIEW

A. Provide a brief overview of the program, the population it serves, and how it aligns with the mission of West Hills College Coalinga.

Geography describes and analyzes local, regional, and global patterns of cultural and physical landscapes and attempts to explain their origin and evolution. A firm knowledge of geography and geographic principles is requisite to the student's understanding of the global framework within which his/her world fits. By its very nature geography is an integrative discipline that requires of its exponents a clear and careful recognition of differences that are to be found in different landscapes and cultures worldwide. Because of its broad nature and applicability, geography is widely recognized as being of benefit to all. In line with the mission of West Hills College Coalinga (hereafter, WHCC), geography plays a vital role in fostering the students' ability to think, communicate, effectively reason and develop compassion for others.

B. Describe any major developments, activities, changes and/or projects in the program since the last program review.

Since the last program review (2012) the geography program at WHCC has

1. Combined Geography 2A and 2B to constitute one new overview course, Geography 2 (World Regional Geography), in line with the California C-ID initiative.

2. Developed one new course, Geography 16 (Regional Field Studies), and incorporated it into the program. Geography 16 is a 1-unit course designed to meet the requirement for formal offerings in “field studies” recommended by the C-ID initiative. Geography 16 is offered semi-annually during the Spring semester.
3. In response to high textbook costs and the rise in popularity of online educational resources two of the four courses central to the college’s geography program are now using free online textbooks. Beginning with fall 2018 our Geography 1 classes will feature free online textbooks and free online lab manuals.
4. In an effort to make the most of in-class time Geography 1 is now taught as a “flipped hybrid” course in which lecture is delivered online while lab time is on campus. This allows for students—while in the presence of an instructor—to focus on what is most valuable: the enhancement of critical thinking skills by solving real world problems delivered via focused exercises designed by the instructor.

C. Background - List all goals/recommendations from the last program review.

Three goals/recommendations were included in the last program review:

1. Participate in any and all efforts that could cause WHCC and District High School students and all WHCC counseling staff, faculty colleagues and administration to become more aware of the course offerings available through the WHCC Department of Geography, both online and on campus.
2. Encourage all students to recognize the benefits of enrolling in Geography courses both in terms of transferability and in terms of the practical learning value of “understanding one’s world” that is offered by the study of Geography.
3. Encourage all students to develop “breadth of vision”.

D. Describe the strategies that have been used to accomplish these goals/recommendations and comment on their effectiveness.

Over the past five years various strategies have been used to accomplish these goals/recommendations:

1. Geography faculty have consistently communicated the geography “story” to faculty colleagues, staff and administration; and--when requested—that story has been shared with visiting high school students.
2. The geography faculty at WHCC feels that all students need to know that their world is the entire world, not just that small part in which they live. Geography brings to light for them the reality that their future will be largely determined by events in other parts of the world and by the interconnections that tie their small places in the world to all other places. In short, Geography helps students shed their provincialism. These concepts are fully integrated into all geography classes, always; in fact, during the introductory lesson for each and every geography class this concept of individuals as integral parts of a worldwide “system” is purposely included in lecture and lab.
3. In all geography classes, great effort has been made to teach the value of “breadth of vision” as part of one’s academic training. ALL students in ALL WHCC geography courses are caused to learn that geography is a “synthetic/integrative” discipline and that the analytical approaches to problem-solving employed by professional geographers are valuable commodities to employers in both private and public sectors—not because of the facts they know but for the perspective they bring. The

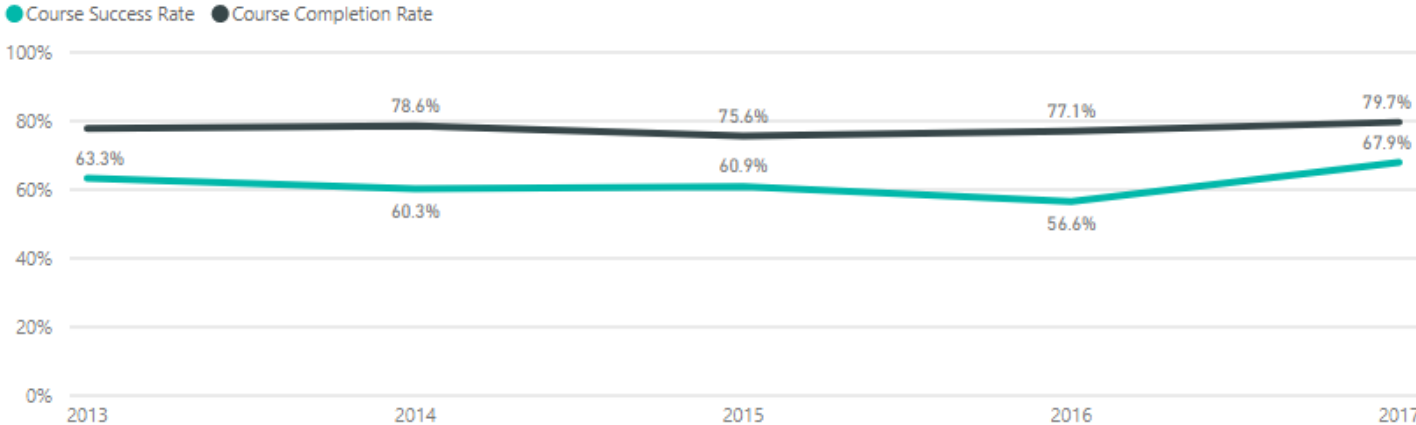
concept that geographers make good managers is posited because of the fact that geographers have a broad, inclusive point of view in all that they do.

II. STATISTICAL DATA ANALYSIS

A. Success

Insert “Program Trends” data table (Course Summary tab) and “Disaggregated Program” data table (Disaggregated Success tab) from the program review data packet:

Course Success and Course Completion Rates - Trend Over Time



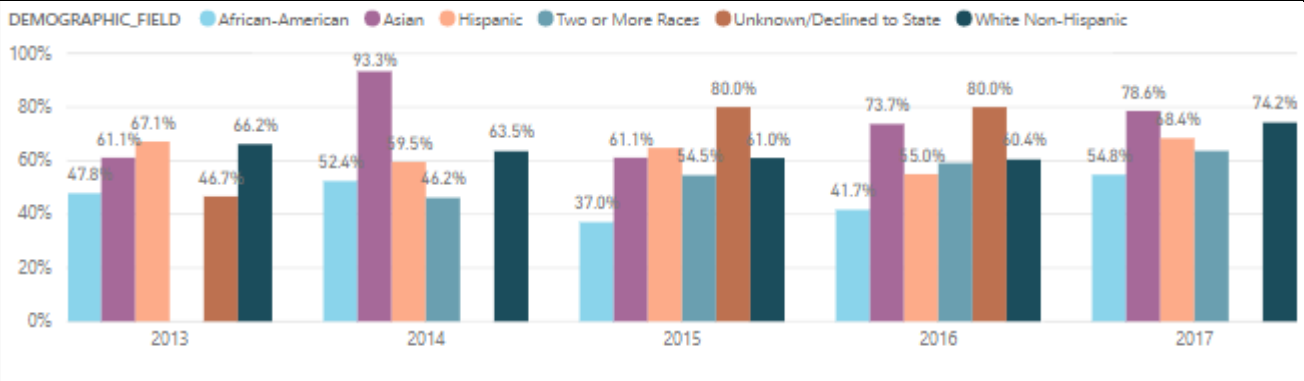
- a. Discuss your department success rates as they represent a trend over time. What do you see in the data?

Over the last 5 years success rates for geography have ranged between a low of 56.6% and a high of 67.9%; the average has been 61.8%. No specific trend is perceptible; success rates in geography have remained within a range of 11.3 percentage points.

- b. Consult WHCC Institution-Set Standards. How does your program’s data compare? If your program’s success rates are lower than institutional goals, describe your plans to improve them.

Success rates for geography are significantly higher than institutionally set standards—67.9% in 2017 vs. 55%. Over the previous five year period success rates in geography have averaged 61.8% vs. the institution-set standard of 55%. In no year did the geography success rate dip below the institution-set standard. Beginning with AY 2017-18, the new ISS is 63%.

- c. Examine your departments’ Equity rates, disaggregated by ethnicity and gender. Are there differences in success across groups? If so, how do you plan on addressing this inequity and closing any apparent achievement gap?

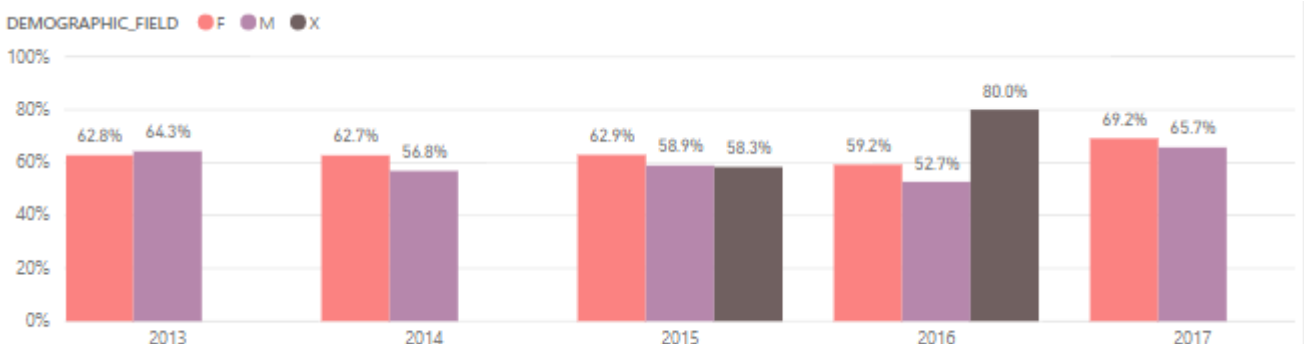


Percent Success Rates for various Ethnic Groups, 2013-2017
(Data retrieved from bar chart above.)

Ethnicity	2013-17 AVERAGE %
African-American	47
American Indian/Alaskan Native	60
Asian	72.6
Filipino	60.9
Hispanic	62.7
Two or more races	54.1
Unknown/Declined	53.1
White/Non-Hispanic	65.5
Average All Ethnicities	61.7

Equity rates by ethnicity: Two consistent patterns are reflected in the data.

1. Either one or both of the White/Non-Hispanic and Asian ethnicities were in the top one or two success positions for each year since 2013, while neither of these ethnicities scored in the lowest success position over those same years.
2. The African-American ethnicity held the bottom success position throughout the 2013-2017 period. Most disturbing is the fact that in three of the five years shown in the bar graph the African-American ethnicity earned success rates below fifty percent. In 2015 the African-American success rate in geography was only 37%. This inequity is being addressed by a) consistently providing personal assurance to individual students that faculty, staff and administration are “there to help”, b) immediately notifying appropriate counseling and/or coaching staff of students in jeopardy of underperforming and c) personally introducing selected students to college-provided DSPS and tutoring services.

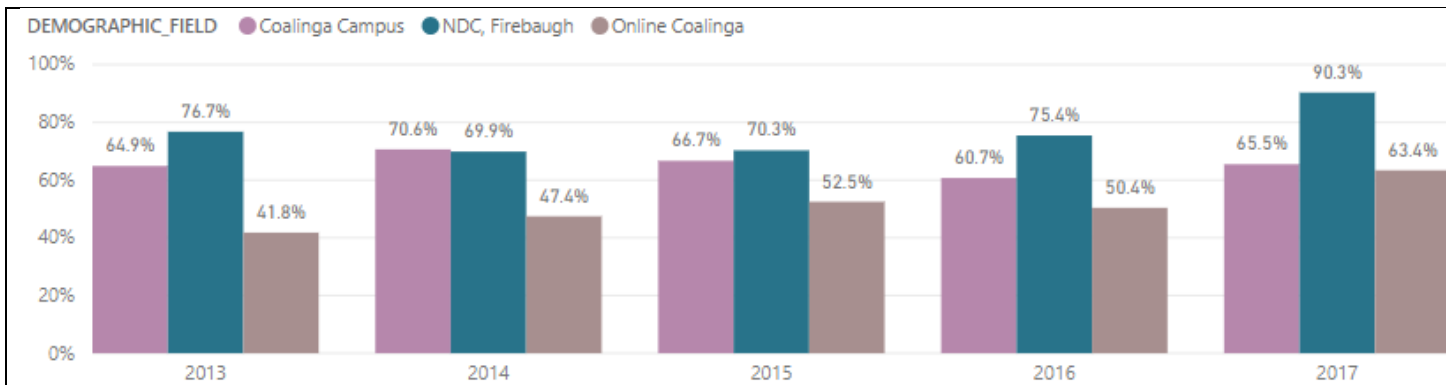


Equity rates by gender:

1. Because of insufficient data, no significant success trend can be discerned for the X /gender not disclosed category.
2. Over the five year period females experienced success rates almost five percentage points higher than did males. To me--lacking in professional training--this disparity seems neither surprising nor critical.

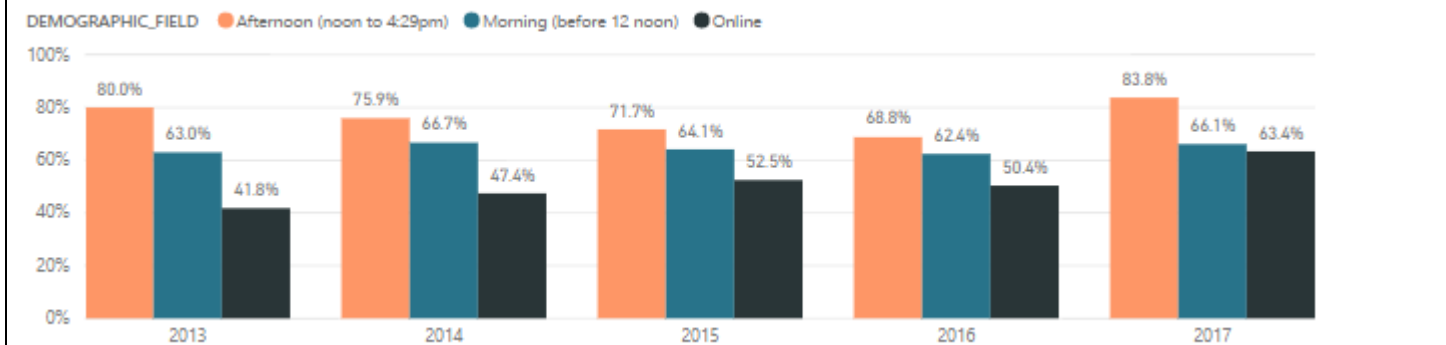
B. Course Time, Location, Modality, and Productivity Analysis

- a. **Consider and analyze your location, days/time, and modality trends. Discuss any program plans that address and/or could increase department efficiency and benefit students in these areas.**

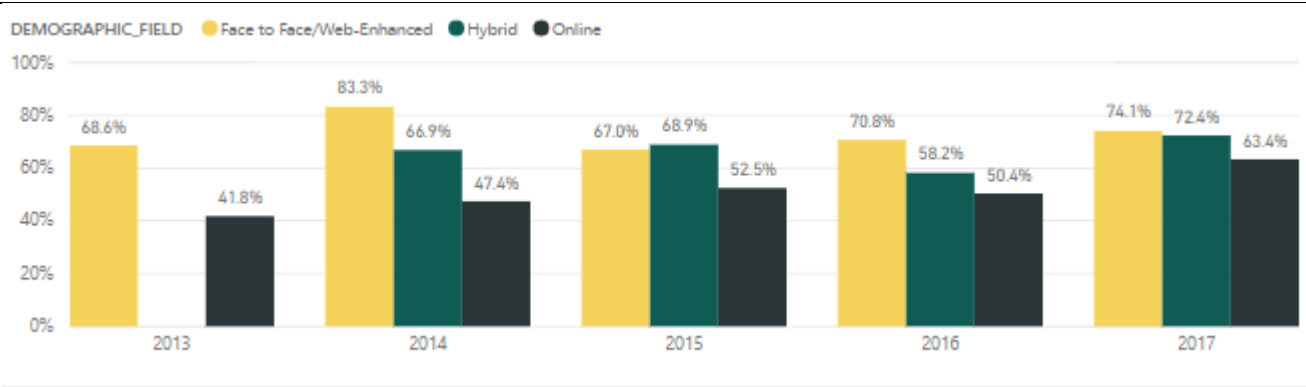


Location-specific trends: Success rates in geography have consistently been higher at NDC than at WHCC, averaging 76.5% and 65.7%, respectively, between 2013 and 2017. The higher success rates experienced at NDC are likely due to the “recent immigrant” character of the student community at that location and the instructor’s affinity for, and ability to relate to, that culture based on decades-long close contact and affiliation.

Course Success Rates by Selected Disaggregation

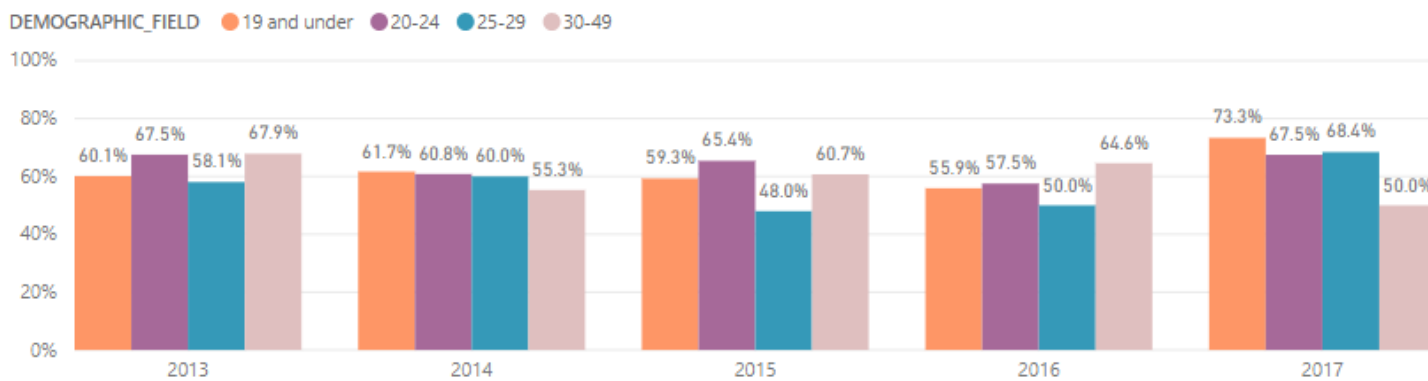


Time-specific trends: Success rates in geography classes offered during the a.m. have registered lower success rates than have those offered during the p.m.—65.46% average vs. 76.04% average, respectively, between 2013 and 2017. This disparity is explained by the fact that geography courses taught at NDC—where success rates are consistently higher than they are at WHCC—are exclusively taught during the afternoon.

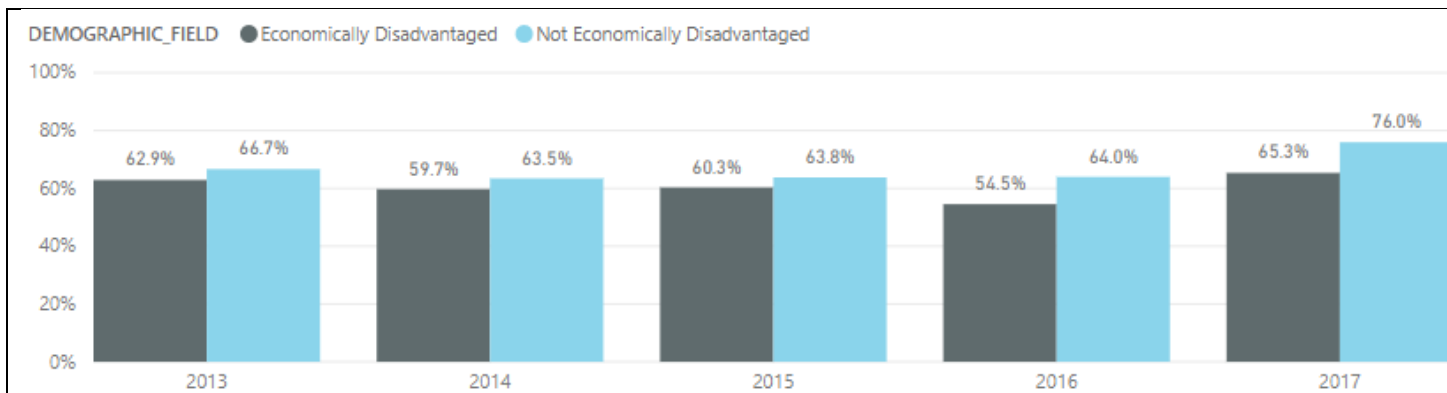


Modality-specific trends: Throughout the 2013-2017 period success rates in geography have been considerably less for online classes than for those taught face-to-face or hybrid, whether taught in Coalinga or at NDC. It should be noted, however, that success rates for courses taught online appear to be improving, perhaps due to improvements in “regular and effective contact”—strongly encouraged of late—and in online content-delivery tools, such as instructor-made videos.

Trends related to courses taught via the hybrid modality deserve special attention. The hybrid modality was first introduced—sparingly—during the 2014 academic year. In that year success rates in face-to-face classes were inordinately high—83.3% vs. a five year average of 72.76%. Subsequently (2015-2017), success rates in geography classes offered face-to-face have been only slightly higher than for those offered via the hybrid modality—70.6% vs. 66.5%, respectively, while during the most recent year, 2017, those same rates were 74.1% vs. 72.4%. In fact, in 2015 success rates for geography delivered by the hybrid modality were 1.9% higher than those delivered face-to-face. This is critical: Coincident with conversion to the hybrid modality has been the “flipping” of all Geography 1 lecture (with lab) classes. These congruent conversions have caused both student and instructor to face a new and challenging “learning curve” regarding best practices for delivery of content to 21st century community college students. Data do not yet allow for a firm conclusion to be drawn, but 5-year trends suggest that success rates in geography courses at WHCC delivered via the hybrid modality will likely compare favorably over the long haul with those delivered face-to-face.



Age-specific trends: No significant age-specific trends are obvious in the data: It is just as “likely” that students in the youngest age category, 19 and under—or those in the oldest age category, 30-49—will rank in the lowest success group in one year and in the highest success group in another year as it is for those in each of the other age categories



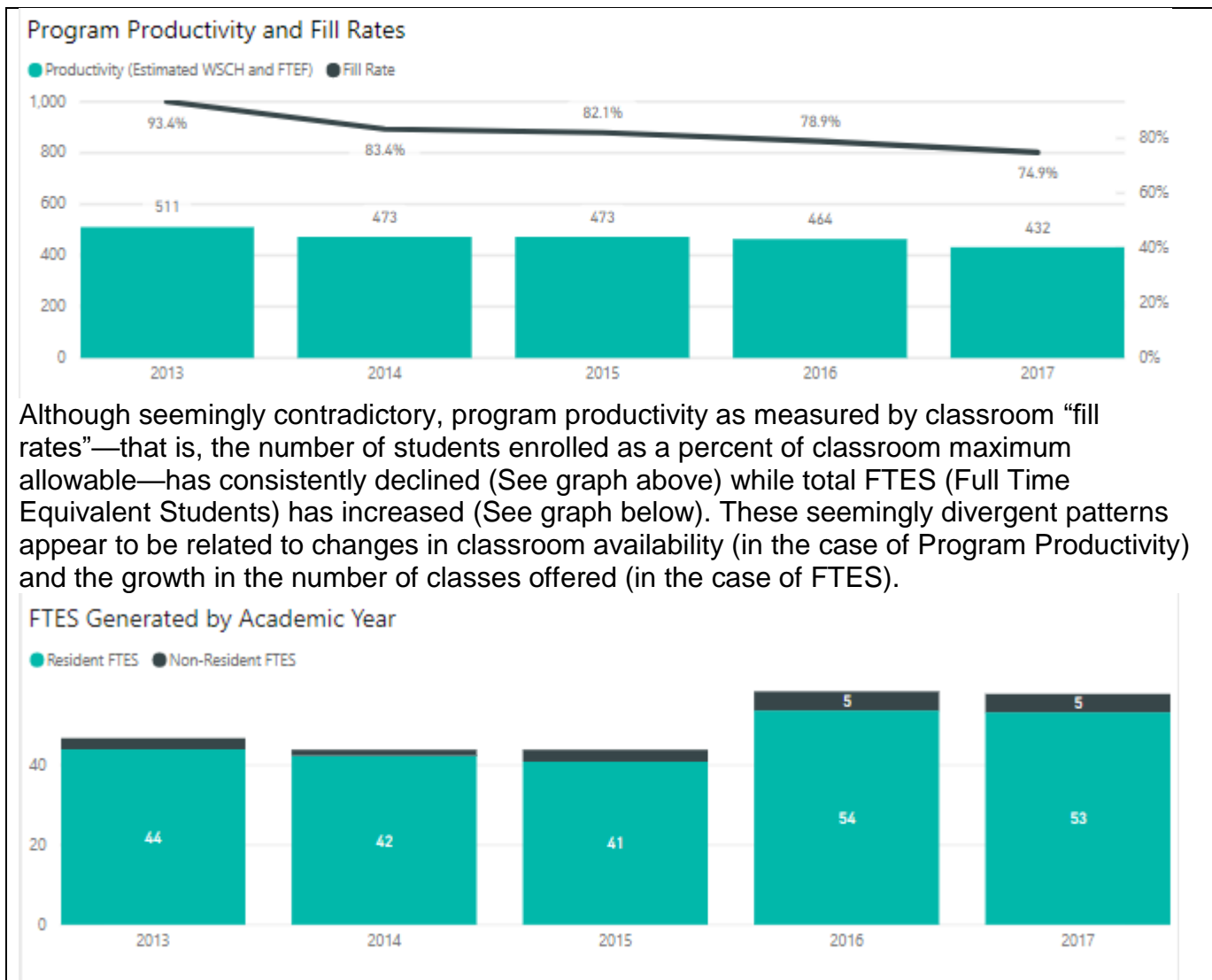
Economic status-specific trends: From 2013 through 2015 the success gap between the economically disadvantaged and the non-economically disadvantaged remained steady at -3.8 percentage points or less, in favor of the not economically disadvantaged group. Then, perhaps inexplicably, the pattern significantly changed. In 2016 the gap rose to -9.5 percentage points (54.5% vs. 64.0%) while in 2017 the gap again rose to a 5-year high of -10.7 percentage points (65.3% vs. 76.0%). No explanation for this recent disparity comes to mind, although this question comes to mind: Is it possible that the “flipped”, hybrid modality is injurious to those from lower income backgrounds? Anecdotal evidence suggests the answer is an emphatic “no”: Witness the higher success rates at NDC versus those at Coalinga.

- b. **Consider any success gaps that may exist between courses provided via Distance Education and face-to-face. If identified, how do you plan on closing the achievement gaps based on Instructional Method?**

The largest success gaps between geography courses at Coalinga have consistently existed between those taught online vs those taught face-to-face, with the possible exception of the year 2017. In 2017 the success gaps between geography courses taught significantly “leveled out”: The success rate for hybrid courses was only 1.7 percentage points lower than that of the face-to-face classes while the success rate for online courses was only 9 percentage points lower than that of the hybrid classes.

Both full-time and adjunct geography faculty are constantly working with the College’s distance education staff to improve upon our online content delivery systems. Recently, such improvements have centered on 1/ delivering lecture materials via instructor-produced video and 2/ allowing for “real time” interaction between students and instructor.

- c. **Based on FTES (i.e. WSCH/FTEF) data, reflect on productivity trends you see since last Program Review. Briefly describe possible steps the program may take to increase or maintain productivity.**



C. Award Conferrals

Insert “Degree and Certificate” data table (Degrees and Certificates tab) from the program review data packet and consult WHCC Institution Set-Standards:

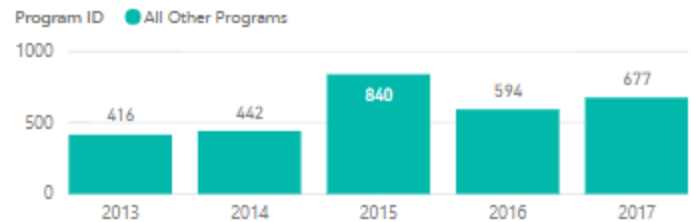
Program's % of All College Degrees/Certificates



Program Awards vs College Institution-Set Standards for Degrees and Certificates Awarded (Most Recent Year)

(Blank) Program Assoc Degrees Awarded in... 204 ISS for Associate Degrees	(Blank) Program CoAs Awarded in Most Rec... 139 ISS for Certificates of Achievement
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Annual Program Awards vs. All Other College Degrees/Certificates



- a. **Assess the department's award conferral data. Do the award conferral rates meet departmental and institutional targets? If not, provide context for this discrepancy. What strategies will you implement to improve your conferral rates?**

Over the past five years no geography transfer degrees have been awarded. The Geography transfer degree is relatively new and still not widely known. Over the next few years this degree is expected to become a popular selection as its benefits to potential transferees becomes better known. Increased visibility of—and increased participation in—the new Geography 16 field studies class is expected to assist in this effort.

D. Labor Market Analysis (CTE Programs Only)

Insert labor market data table(s): N/A

- a. **Provide an analysis of the labor market data. (CTE Programs Only)**

N/A

- b. **Consult WHCC Institution-Set Standards. Compare target Job Placement Rates and Licensure Examination Pass Rates with your program's rates, as applicable. Describe strategies you have taken to achieve these rates, and any improvements you plan to implement to increase program rates in these areas. (CTE Programs Only)**

N/A

E. Student Learning Outcomes (SLO) Assessment

- a. **Provide the Program Student Learning Outcome (PSLO) assessment data:**

PSLO Results of Assessment – DURING PROGRAM REVIEW <i>Summarize the assessment results of all courses in the program. What does the data tell you about student learning in this program?</i>	
P1	SLO: Students will demonstrate the ability to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
	Courses: GEOG 1, 2, 3, 16, 18
	Results: Out of 11 CSLO's assessed for P1SLO, 10 (91%) successfully met assessment criteria.
	Modification: No modification required or suggested.
P2	SLO: Students will demonstrate an understanding of how physical processes shape the Earth's surface and determine the character and spatial distribution of global climates and ecosystems.
	Courses: GEOG 1, 2
	Results: Out of 7 CSLO's assessed for P2SLO, 7 (100%) successfully met assessment criteria.
	Modification: No modification required or suggested.
P3	SLO: Students will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.
	Courses: GEOG 3
	Results: Out of 2 CSLO's assessed for P3SLO, 0 (0%) successfully met assessment criteria.
	Modification: Presently, two course level SLO's are tied to PSLO 3; both of them are employed in Geography 3 (Cultural Geography). The first asks students to identify the source areas of international migration to the U. S. in 3 historical periods while the second ask students to identify major societal impacts of the agricultural, industrial and digital revolutions. Prior to the initiation of FA2018, a complete review of the pedagogy related to these topics employed in Lessons 3 (Population), 5 (Race and Ethnicity), 8 (Agriculture) and 9 (Industries) will be undertaken. Specific class assignments will be created and employed to insure that success rates for CSLO's tied to P3SLO are boosted.
P4	SLO: Students will demonstrate an understanding of the characteristics, distribution, and complexity of Earth's cultural mosaic.
	Courses: GEOG 2, 3, 18
	Results: Out of 6 CSLO's assessed for P4SLO, 4 (67%) successfully met assessment criteria.
	Modification: No specific pedagogy can be identified as in need of improvement for CSLO's tied to this PSLO; almost all pedagogy needs improvement because this PSLO is linked to almost all topics covered in all human, cultural and/or regional geography classes.
P5	SLO: Students will demonstrate an understanding of the patterns and networks of physical and cultural interdependence on Earth's surface.
	Courses: GEOG 1, 3
	Results: Out of 3 CSLO's assessed for P5SLO, 1 (33%) successfully met assessment criteria.
	Modification: Presently, two course level SLO's are tied to P5SLO; one of them is employed in Geography 1 (Physical Georaphy) and the other in Geography 3 (Cultural Geography). The first asks students to explain how a specific climatic

	event can affect multiple world regions in a formal essay while the second asks students to identify major societal impacts of the agricultural, industrial and digital revolutions. Prior to the initiation of FA2018, a complete review of the pedagogy related to the first topic, employed in Lesson 6 (Climate Systems) in Geography 1 and those employed Geography 3 in Lessons 3 (Population), 5 (Race and Ethnicity), 8 (Agriculture) and 9 (Industries) will be undertaken. Specific class assignments will be created and employed to insure that success rates for CSLO's tied to P5SLO are boosted.
P6	SLO: Students will demonstrate an understanding of how physical systems affect human systems and of how human actions affect physical systems.
	Courses: GEOG 1, 18
	Results: Out of 5 CSLO's assessed for P6SLO, 4 (80%) successfully met assessment criteria.
	Modification: No modification required or suggested.

- b. **Provide a brief analysis of the student performance data on the PSLOs. Does the data match departmental expectations? List any improvements/modifications to be implemented in order to achieve/improve the PSLOs.**

Students have performed well on the CSLO's tied to three of the six geography program PSLO's; in fact, in one case (P2SLO) the success rate was 100% while on a second (P1SLO) the success rate was 91% and on a third (P6SLO) the success rate was 80%. On P4SLO students performed (67%) just below the "success" rate preferred by geography faculty (70% of all CSLO's tied to any PSLO); while on two of them student performance was unacceptable, with success rates of only 33% on one (P5SLO) and 0% on another (P3SLO). As noted above, a complete review of all pedagogy employed in the lessons tied to the CSLO's tied to PSLO's 3 and 5 will be conducted and appropriate content delivery and/or assignment plans altered.

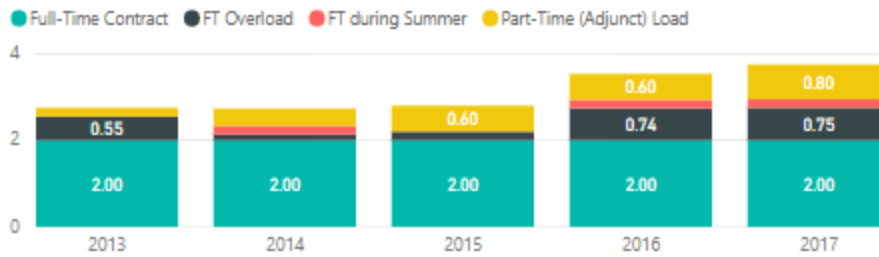
- c. **Review your current PSLO and SLO assessment cycle and summarize improvements or changes to be implemented (Curriculum changes, technology, different rubric/tool?).**

In the past all SLO's in one course have been assessed per semester, which means that each course has been assessed one time every 2.5-3 years. Beginning with FA2018 all SLO's in all courses will be assessed every semester, since this procedure will be greatly expedited by linking all SLO's in all classes to specific assignments within Canvas. It is assumed that we will be technologically capable of—and properly trained for—doing this by FA2018. No problems or issues with the current PSLO's or the current CSLO's tied to them have been discovered. However, the absolute necessity to alter pedagogy required to achieve desired success levels in all SLO's is recognized.

F. Program Personnel

Insert "Faculty Headcount", "FTEF Totals" data tables from the Faculty Data packet:

Program FTEF (Full-Time Equivalent Faculty)



- a. **Explain how the faculty information noted above is affecting the department's ability to achieve its mission and/or objectives.**

When full-time faculty are available to teach overload, and adjunct faculty are available to teach additional online classes, geography program faculty have been able to grow FTES. In fact, a strong correlation can be seen between growth in FTES—which grew from 44 to 53 between 2013 and 2017—and growth in FTEF—which grew from 2.55 to 3.55 during those same years. When these data are compared to the data for “productivity” (See Program Productivity and Fill Rates in Section II. B. c., above) one sees that an increase in the number of geography classes offered, along with an increase in the locations, times and modalities utilized, has resulted in a decline in “productivity” from a high of 93.4% in 2013 to a low of 74.9% in 2017.

III. CURRICULUM ANALYSIS

- A. **List the program's current degrees, certificates, and individual courses.**

Current Degrees: Geography AA-T
Certificates: N/A
Individual Courses:
1. GEOG 001 (Physical Geography)
2. GEOG 002 (World Regional Geography)
3. GEOG 003 (Cultural Geography)
4. GEOG 016 (Regional Field Studies)
5. GEOG 018 (Geography of California)
6. GEOG 049/099 (Directed Study Course)

- B. **Provide departmental plans to bring courses into compliance with the 5-year cycle of review. If the department is compliant, please state that.**

The department is compliant with the 5-year cycle of review for all courses.

- C. **Provide departmental plans to either inactivate or teach each course not taught in the last two years.**

All courses have been taught in the last two years. In fact, two of the classes are taught at least two times in each academic year while two classes are taught one time each academic year and one class is taught only one time every two academic years.

- D. Does the College Catalog and website accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe the department's plans to correct Catalog information.

The college catalog and the college website accurately display the descriptions and requirements of all courses and educational awards overseen by the Geography program.

- E. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) intended for creation.

At this time no new courses nor any new educational awards are intended for creation.

- a. What needs or rationale support this action, and when will these items be submitted to the Curriculum Committee?

Until the number of geography faculty increase—and until demand for geography classes grows—the needs of affected students are being adequately met.

V. GOALS FOR PROGRAM IMPROVEMENT

List your program's major goals that align with West Hills College Coalinga's Core goals (C), Student Success goals (SS), Student Equity goals (SE), WHCCD Strategic Goals / Key Performance Indicators (KPI), and Program Student Learning Outcomes (PSLO) for the next 2 years (Career Technical Education programs) and 4 years (Instructional programs). Add new rows as needed.

WHCC Core Goals:

1. Improve success, retention and persistence of all students by improving transfer rates and the number of certificate and degree awarded.
2. Increase enrollment by recruiting students locally and internationally via responding directly to the current and projected demographic and global economic trends.
3. Support and strengthen Career Technical Programs through research and sustained interaction with the business community.
4. Develop new and strengthen existing external collaborative relationships and partnerships.
5. Advance a learning college culture that promotes a passion for learning, builds leadership and civic engagement across all stakeholder groups.
6. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academic and student support services.

WHCC Student Success/Student Equity Goals:

1. To increase access to underrepresented students from the communities served by WHCC with a focus on our vocational education, certificates, and degree programs.
2. To increase the course completion rates of underrepresented students using campus-based research to improve programs and services that enhance student learning and success.

3. To increase the course completion rates of students who enroll in basic skills courses in an effort to support their progress to degree applicable courses.
4. To increase at a proportional rate, the number of degree and certificates attained, particularly in the identified underrepresented groups.
5. To achieve “proportional” transfer increases to 4-year institutions of WHCC students, particularly from the underrepresented groups.

WHCCD Strategic Goals / Key Performance Indicators (KPI):

1. Promote and increase student success, emphasizing educational planning, basic skills and timely completion.
2. Strengthen the District’s fiscal position by pursuing resource development and increased efficiency while meeting FTES targets.
3. Maximize access to programs and services throughout the region, focusing on all segments of the adult population.
4. Through the use of technology, increase access to educational programs and services that contributes to student success and strengthen the economic, social, and cultural life of its diverse community.
5. Increase and coordinate Workforce and Economic Development activities that are designed to meet the needs of employers and improve student employment and success in Career and Technical Education programs.

	GOAL	ALIGNMENT				ACTIVITY/METHOD	OUTCOME MEASURES
		C	SS/SE	KPI	PSLO		
1	Increase overall program success and completion rates in comparison to 2013-2017 averages	1,2,4			1-6	Continuous improvement of pedagogy. Increase the number of courses using free online educational resources from two (Geography 1, 2) four by converting Geography 3 and 18 from fee-based to OER.	Goal: Meet or exceed ISS of 63%
2	Increase success rates among African-American student population		2,4,5		1-6	Continuous improvement of pedagogy.	Goal: Meet or exceed ISS of 63%
3	Provide students appropriate career knowledge to become stronger applicants for employment in a variety of fields.			3,4,5	1	Reactivate a course in Geographic Information Systems (GIS) that is designed to meet the GIS needs of practitioners of many disciplines, including geography, geology, anthropology, business, engineering, forestry, agriculture, city and regional planning, law enforcement; indeed, virtually all disciplines.	Have course in place for enrollment by FA2020 in which student success rates equal to or better than 70% can be measured.

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VI. RESOURCE NEEDS

List in order of priority all significant resources needed to achieve the goals shown in the preceding table, including faculty, staff, staff development, information technology, equipment, supplies, and facilities. Every request for additional resource must support at least one objective. This will be brought forward to the Budget Resource Committee for review.

Also, list any resources required to implement planned improvements noted in your previous statements.

	Type*	Goal Alignment	PSLO Alignment	KPI Alignment	Resource Required	Rationale**	Estimated Cost	Alternative Funding***
1	Geography 16-Regional Field Studies	1	1	3,4,5	Transportation Room and Board Staff Registration/Fees Other	Required expenses for approved curriculum	\$5,000	

Type*: Indicate type of resource needed (e.g. faculty, staffing, equipment, information technology, supplies, facilities, and staff development).

Rationale**: For each resource listed, enter the reason(s) the resource is needed to achieve the goal. Add new rows for more resources as required.

Alternative Funding***: For each resource listed indicate alternate funding options (e.g. Basic Skills, Grant, Student Equity, SSSP, or other).

VII. OUTREACH ACTIVITIES

A. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.

Geography faculty at WHCC are happy to engage in outreach activities when called upon by specific colleagues, at their request. No new outreach activities are presently under consideration.

VIII. OTHER

A. Provide evidence that staff members are staying current with respective programs and instructional methodologies.

One-half of all classes offered by the Geogrpny department are now OEI; 4 out of 5 courses offered are “flipped” classes using the hybrid modality.

B. Include any additional relevant information you would like to share about your program.

Approved by Program Review Committee: 4/18/18