

PROGRAM REVIEW: Planning and Evaluation Process

Questionnaire for INSTRUCTIONAL Programs and Areas

INTRODUCTORY QUESTIONS

1. Program Name: ***Geography***
2. Person(s) completing the questionnaire: *Joe Hasty*
3. Date of completion: *October 20th, 2008*
4. What are the primary purposes of the program? Check all that apply.

<input checked="" type="checkbox"/> WVC Degrees and Certificates	<input type="checkbox"/> Occupational / Vocational Courses
<input checked="" type="checkbox"/> Transfer Courses	<input type="checkbox"/> Student Support Services
<input checked="" type="checkbox"/> WVC General Education	<input type="checkbox"/> Academic Support Services
<input type="checkbox"/> Lifelong Learning/Life Enrichment	<input type="checkbox"/> Administrative Functions
5. How does the program further the College's **mission** and **goals**? Click on URL to see mission and goals. http://westvalley.edu/mission_and_goals.html

The Geography Program furthers the following College's mission and goals:

 - A. *Transfer Preparation: All three GEOG courses are accepted for transfer at UC/CSU systems.*
 - B. *Vocational Technical Education: GEOG 001 and GEOG 002 are both requirements for the GIS Certificate Program.*
 - C. *General Education: All three GEOG courses are considered general education courses and contain the balance of curriculum needed to prepare students in their advanced studies.*
 - D. *Economic Development: The GIS Certificate Program feeds one of the fastest growing job markets in California.*

DATA ELEMENTS SECTION

For college-wide data, click on:

http://www.westvalley.edu/documents/faculty_resources/Program_Review/2008-2009_Academic_Year/

For departmental data, click on your department at:

http://www.westvalley.edu/documents/faculty_resources/Program_Review/2008-2009_Academic_Year/2008-2009_Instructional_Programs/

1. Using the indicators of enrollment and demographic data from Tables I and II:
 - a) What trends or differences are revealed in comparing program and college data?
 - b) What factors might contribute to any of these trends or differences?

Table I:

- A. *The Geography Program performs better in all major categories over the last 2 years when compared to the college as a whole and continues to be a strong program.*
- B. *The continued success of the Geography Program may be due in part to the recent increased concern in the environment. Students are becoming increasingly interested in the physical environment around them and the factors that contribute to its current rapid change. In addition, many are attracted to recent growth in "Green Industries" and feel that Geography and help them move into those fields.*

Table IIa:

- A. *The demographics of the students that take courses in the Geography Program are very similar to the college as a whole, except in two categories. First, there are about 10% less students (9.4%) from the Asian/Pacific Islander category when compared to the college (19.5%). That number is then almost perfectly offset 10% more White (69.0%) than the college (58.4%).*
- B. *It is not fair to generalize reasons why certain ethnic or gender groups are attracted to Geography over others without more detailed individual questionnaires. However, when comparing department demographic with colleagues from other schools, a higher than average percentage of White students is not uncommon and has been the trend for many years. The key difference in this data, however, is that the increase in White students appears to come at the expense of only one ethnic group (Asian/Pacific Islander).*

Table IIb:

- A. *The gender of students taking geography courses is inversely related to the college balance. There are more males (51.6%) taking Geography courses than females (48.4%). This disparity is amplified when compared to the college balance of 58.4% females to 41.6% males. The trend over the last 4 semesters has seen the gap close in the Geography Program.*
- B. *Again, it is not in the scope of this data to speculate the reason for this gender trend. However, it is not uncommon in Geography programs at all levels.*

Table IIc:

- A. *The age of students taking geography is heavily weighted in the youngest two categories (under 21 and 21-25). These categories are both at a higher percentage than the college as a whole, while all other age groups are lower than the college.*
- B. *This trend can probably be attributed to the role of the course in transfer and general education.*

2. Using the indicators of success data from Table III:

- a) What trends or differences are revealed in comparing program and college data and, if available, in comparing distance education versus face-to-face courses?
- b) What factors might contribute to any of these trends or differences?

For this analysis, the Spring 2006 semester is omitted due to its dramatic move from the norm.

A. The success rate of the Geography Program has been consistently lower than the college average by a large margin (15% to 20%). However, the last 2 semesters has seen a solid rise in these numbers in the Geography Program from the low to mid 40% to the low 50%. This creates an increase (15%) that is higher than the college average (7.5%). The retention rate is a much different story. In the last four semesters, the Geography Program retention rate is higher than the college average. Also, the rate of increase over the last two years (12.8%) is much higher than the college (-1.3%). Table IIIb separates the data into categories of course (GEOG 001/GEOG 002) and mode (distance/classroom).

These trends show that the lowest success rates are found in GEOG 001 classroom courses (47.3%) and GEOG 002 online (42.8%). Also, the lowest retention rate is found in GEOG 2 online.

B. These trends illustrate that overall, the courses are difficult, but keep the students. That relationship is an objective of the Geography Program. The problem area is the GEOG 002 online courses, where there is low success and low retention. This could be caused by the course structure.

3. Considering the analysis of Tables I, II and III, what conclusions do you draw that could lead to departmental actions, objectives or requests for resources?

The demographic trends show that the major groups that are underrepresented are Asian/Pacific Islanders, women, and students over the age of 25. The gender gap is shrinking. The age disparity is probably caused by the transfer/general education nature of the course offered and probably does not need to be addressed. The department needs to find some way to attract more of the Asian/Pacific Islander ethnic group. Also, the online GEOG 002 courses need to be analyzed for structure and content to see why students have low success and retention rates.

STUDENT FACTORS SECTION

1. Based on the above analysis and on what you know of your student population, what changes or initiatives has the program implemented in the last three years to meet its students' needs?

The Geography Program has created a more diversified curriculum regarding evaluated components of the course in order to increase the success rate of the younger demographic. Often, these students lack the motivation and basic skills necessary to pass these rigorous courses. By diversifying the components of the course, students are able to receive points in a variety of areas (exams, quizzes, projects, assignments). This has led to an increase in the success rate by 15%.

EXTERNAL INFLUENCES SECTION

1. What significant factors are currently affecting the program? Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Accreditation Requirements | <input type="checkbox"/> College, District or State Mandates |
| <input type="checkbox"/> Advisory Boards | <input type="checkbox"/> Government Regulations |
| <input type="checkbox"/> Articulations | <input type="checkbox"/> Labor Market Demand |
| <input checked="" type="checkbox"/> Changes in Technology | <input type="checkbox"/> Transfer Institution |
| <input type="checkbox"/> Other External Factor: _____ | |

2. How might these influences form the basis for an action, objective, or request for resources?

The Geography Program needs a smart classroom.

CURRICULUM SECTION

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

- A. *The Geography Department plans to add a laboratory component to GEOG 001: Introduction to Physical Geography.*
- B. *The Geography Department plans to explore options of creating a Geospatial Degree program in conjunction with Park Management.*

For departmental data, click on your department at:

http://www.westvalley.edu/documents/faculty_resources/Program_Review/2008-2009_Academic_Year/2008-2009_Instructional_Programs/

2. Considering the data about SLOs in Table IV, please respond to the following:

- a) List any additional courses that have:
- i. Approved SLOs
 - ii. Designated assignments
 - iii. Measurement tool
 - iv. Compiled data
 - v. Analyzed data
- b) Explain any relevant findings for specific courses that have been derived from the SLO process.
- c) What changes in specific courses have been planned or implemented based on the above findings.

GEOG 001 has approved SLOs, but have not created any assignments yet. Further steps will be taken in the immediate future.

SUMMARY AND CONCLUSION SECTION

1. What general conclusions do you draw about your program's strengths and challenges?

The Geography Program is very strong with great enrollment numbers and retention. The success rate is rising and the gender gap is shrinking. The program would benefit from a more diverse student population, both ethnically (69% White) and age (87.4% under 25). In order to keep competitive, the Geography program needs better facilities that reflect the technological changes in the field (smart classroom).

ACTIONS AND OBJECTIVES SECTION

1. Based on your analyses and findings in the previous sections, what are the program's intended actions or objectives for the next three years?

- 1. Increase diversity in age and ethnicity of enrollment.*
- 2. Develop SLO assignment and tools*
- 3. Overhaul GEOG 002 online course*

2. Of these stated actions or objectives, which ones will be initiated and/or completed by the end of Fall 2009, given adequate resources?

All objectives can and should be met.

3. Which actions or objectives identified in the previous Program Reviews were initiated and/or completed.

None.

2008 – 2009 RESOURCE REQUESTS

1. Briefly describe **new or additional** resources required to accomplish the stated actions and objectives?

Please complete the following table:

Full-time faculty FTE (Full Time Equivalent): *None*

Associate faculty FTE (Full Time Equivalent): *.8 (.4 per semester)*

Classified Staff FTE (Full Time Equivalent): *None*

Classified Hourly (in dollars): *None*

Administrative Staff FTE (Full Time Equivalent): *None*

Facilities and Room Furnishings: *Smart Classroom*

Equipment, Hardware and Software (with estimated total cost): *Smart Classroom cost established by Facilities Committee*

Supplies (with estimated total cost): *New maps (\$1000)*

Staff Development (with estimated total cost): *None*

Other (with estimated total cost): *None*