

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2017-2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: A.H.&S.S.

Program: Geography

Current Academic Year: 2016-17

Last Academic Year CPPR Completed: 2012-13

Current Date: 2/20/2017

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

- A. Program mission (optional)
- B. Brief history of the program
- C. Include significant changes/improvements since the last Program Review
- D. List current and/or new faculty, including part-time faculty
- E. Describe how the Program Review was conducted and who was involved

Mission:

The Geography courses provide students with the tools, analytical concepts, and skills of geography, to prepare them to think critically and to base decisions in both in their personal and professional lives on a broad understanding of the complex relationships among the people, diverse environments, and biological populations of the world.

Program History, Changes, & Faculty:

At Cuesta College there are two geography courses, GEOG 201 Physical Geography and GEOG 202 Cultural Geography, offered in the Social Sciences Division. Courses in geography have not been taught by a full-time instructor since the late Dr. Christian Thorup retired in 1996. Dr. Thorup, whose primary assignments were History courses, taught one course, GEOG 202, each semester. In 1993 Dr. Thorup conducted a Program Review. Since then the curriculum has grown to two courses and the courses have been offered at both the San Luis and North County campuses.

In Fall 2010 no geography courses were offered because the part-time instructor who had taught these courses retired and no instructor in the part-time pool was available to take the assignments. A part-time pool was advertised in September 2010, four candidates applied and one candidate was added to the part-time pool and the teaching of Geography courses resumed in Spring 2011 with the hiring of Instructor Rajni Chaudhari. In Spring 2013

Instructor Chaudhari received a second Unsatisfactory Evaluation and became ineligible for re-assignment. In Fall 2013 a new part-time instructor, Jorge Sifuentes, began teaching two or three geography courses each semester on a rotation schedule at the San Luis and North County campuses, which continued until he resigned in Fall 2016 to work full-time in Washington, D.C. At present, there are no geography instructors available and a part-time Geography recruitment is being conducted. It is hoped that Geography courses may resume in Fall 2017.

Program Operation and Review:

At Cuesta College geography is not a program as there are no degrees, certificates or full-time faculty; there are two geography courses offered in the Social Sciences Division, currently Chaired by Dr. Brent LaMon. In the absence of any geography faculty, Dr. LaMon was assigned responsibility for this Program Review. This review aims to present geography as an important discipline with modern relevance as a core academic area of study for general education recognized at the state, national, and global level.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

Geography courses support students in their educational goals by fulfilling requirements for General Education and associate degrees, transfer to four-year institutions, and advancement in the workforce. Geography courses also enhance our students' lives by promoting cultural, intellectual, personal, and professional growth, and preparing them to become engaged citizens in their communities and world.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Geography courses support the Institutional Goals, #1 increasing the number of degrees, #2 increasing higher education transfer, and #5 increasing enrollments which support the fiscal base of the College. The Geography courses:

1. prepare transfer students for a major or minor in Geography or a related field at a four-year institution. Bachelor degrees in these fields prepare students for careers in primary and secondary education, environmental and regional planning, sustainability, climatology, international health research.
2. provide general knowledge and understanding of technology for global study which can be used in the workplace for positions in business, government, service in the international arena (e.g. non-governmental organizations), and especially teaching at all levels.
3. promote environmental and global literacy for students and the local community together with a social conscience, appreciation for diverse intellectual and cultural heritages and an awareness of our increasingly global interconnectedness.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

As described above, knowledge of the broad subject matter of physical and cultural geography courses will allow students to achieve each of the six Cuesta College Institutional Learning Outcomes.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

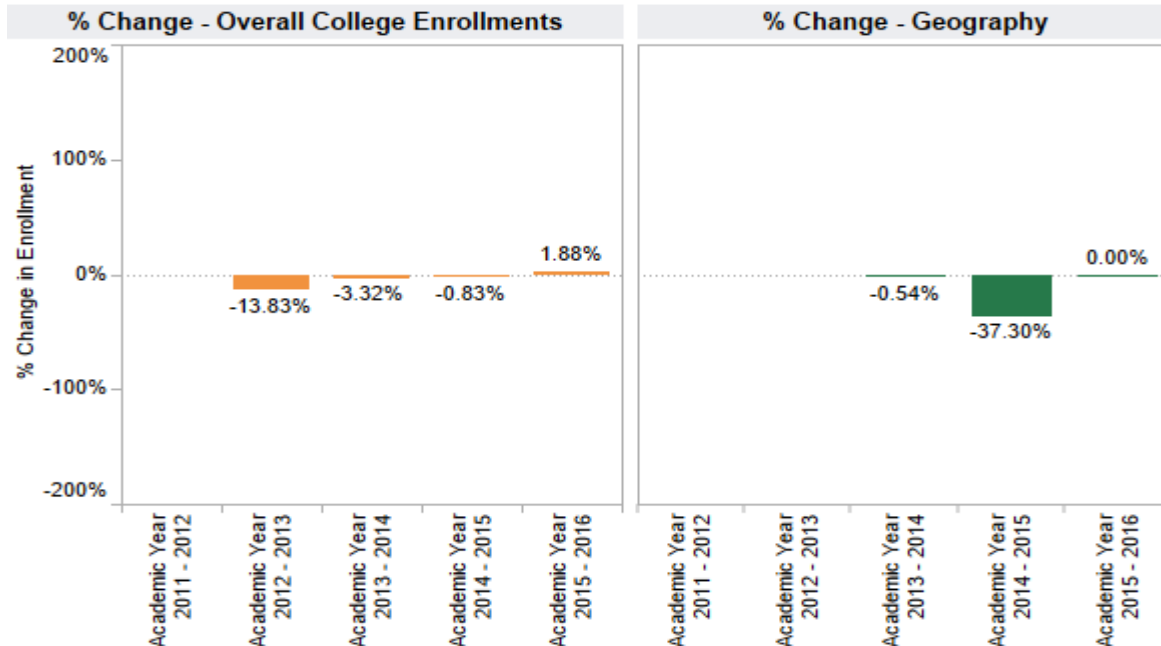
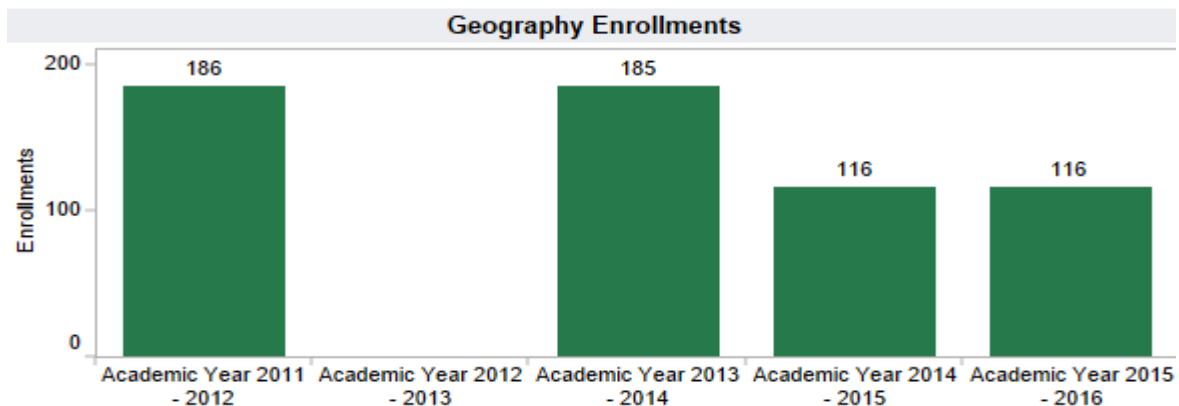
Program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). The Dashboard components are hyperlinked below; just click on “enrollment” or other category below.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data - Enrollment

Department:
Geography

Course:
All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

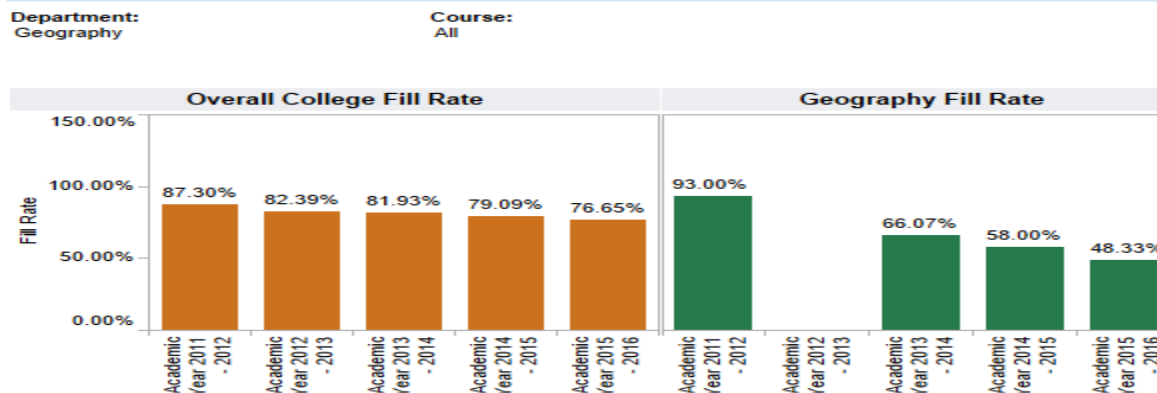
Total enrollments in GEOG courses decreased in 2014-15 because only one section each semester was offered at SLO rather than two.

[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)

Not applicable-Limited sample sizes of GEOG course disaggregated enrollments do not provide statistically significant or meaningful data comparisons

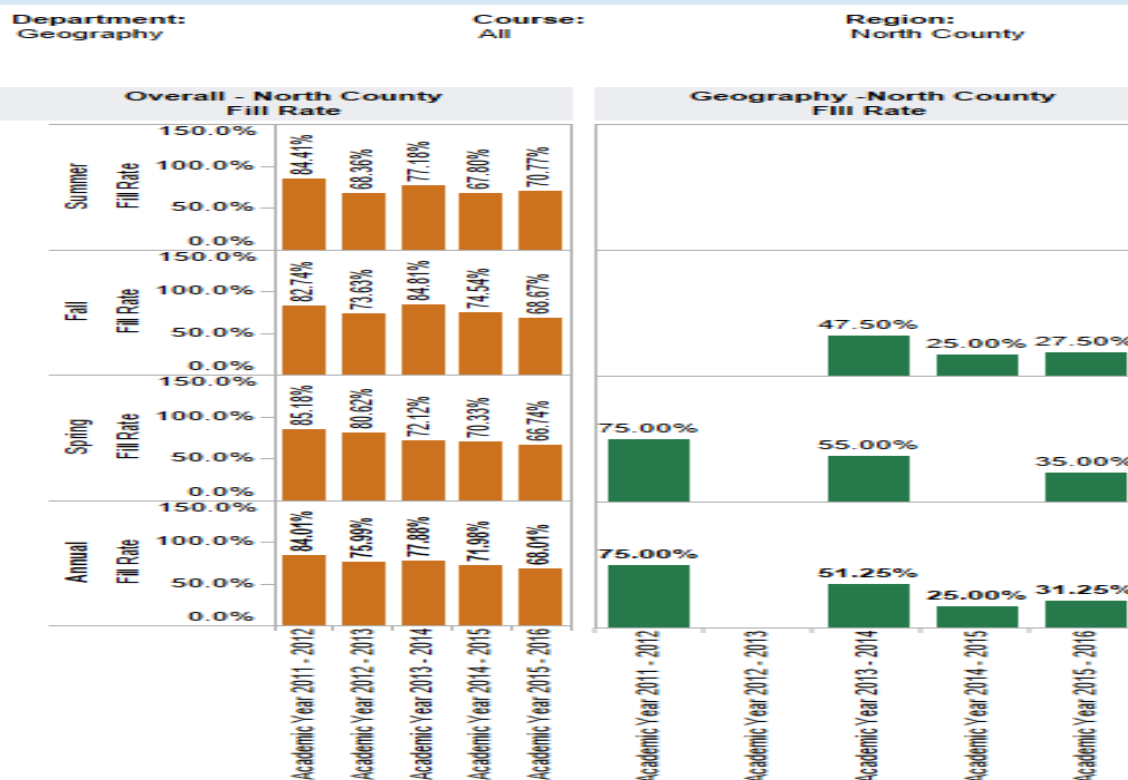
[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data - Student Demand (Fill Rate)



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

SLOCCCD Program Review Data - Student Demand (Fill Rate)



Fill rates were lower and declined more in sections offered at NCC.

[Disaggregated Student Demand Data](#) (review analytically to determine if different types of courses are impacted)

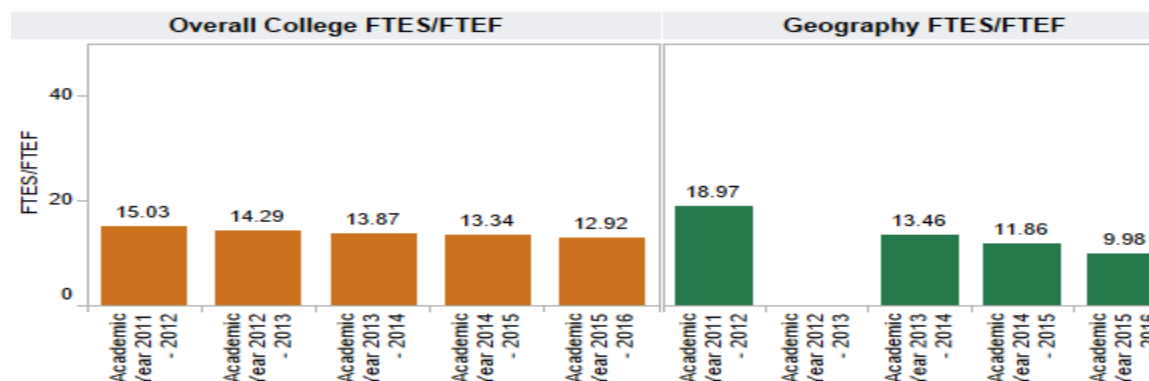
Not applicable-Limited sample sizes of GEOG course disaggregated enrollments do not provide statistically significant or meaningful data comparisons

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Geography

Course:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

As fill rates declined efficiency for the courses declined, especially at NCC

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

Not applicable-Limited sample sizes of GEOG course disaggregated enrollments do not provide statistically significant or meaningful data comparisons

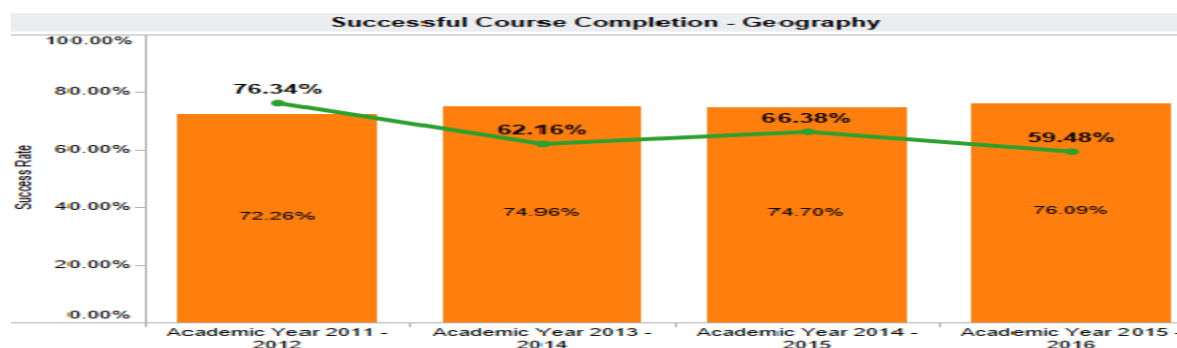
General Student Success – Course Completion (Insert Aggregated Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Geography

COURSE
All

Legend:
■ Department Success Rate
■ Overall College Success Rate



Geography Success Rate Table

	Academic Year 2011 - 2012	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	76.34%	62.16%	66.38%	59.48%
Total Enrollments	186	185	116	116

Student completion rates declined to below the College averages

[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)

Not applicable-Limited sample sizes of GEOG course disaggregated enrollments do not provide statistically significant or meaningful data comparisons

Student Success—Course Modality (Insert Data Chart)

Not applicable – all courses face to face small lecture class cap = 40

Degrees and Certificates Awarded (Insert Data Chart)

Not applicable

Other Relevant Program Data (optional)

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

NA

IV. CURRICULUM REVIEW

- A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR. See the [Curriculum Review Template](#) for guidance.

No new courses since last CPPR. Both Course Outlines currently under revision to align with the new C-ID GEOG 110 and GEOG 120 course descriptors.

- B. Provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and advisory committee input. Include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

Both Course Outlines for GEOG 201 and GEOG 202 are currently under revision to align with the new C-ID GEOG 110 and GEOG 120 course descriptors.

Include a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

Both Course Outlines for GEOG 201 and GEOG 202 are currently under revision and will be completed during the next five years.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment cycle calendar for your program.

Each course will be assessed one time per year on an alternating biennial cycle

- B. Have you completed your course assessments in eLumen or CPAS?

Yes, GEOG 201 Fall 2016 in eLumen

If no, what are your plans for completing this important work? Indicate the date of completion.

- C. Have you mapped course level SLOs to Program –Level SLOs in eLumen?

Not Applicable – no program

D. Highlight improvement efforts that have resulted from SLO assessment.

Instructor has made greater use of instructional technology in the classroom.

E. Recommend changes and updates to program funding based on assessment of SLOs.

- For funding requests, complete the applicable [Resource Plan Funding Request Worksheet](#)
- For faculty hiring needs, attach Section H – Faculty Prioritization Process

RESOURCE PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS							
Unit:	Social Science Division						
Cluster:	A. H. & S.S.						
Planning Year:	2017-2018						
1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more. 2. All funding requests should be listed regardless of anticipated funding source. 3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.							
C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Personnel - Full-Time Faculty							
A. Full-Time Faculty	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Tenure Track	Sociology	New FT Instructor	D7	ALL SITES	R	IMM	We have only one FT for this large department and do not have faculty who are experts in all the areas of the Sociology curriculum (e.g. Gender studies, Race and Ethnic Relations).
Tenure Track	Geography	New FT Instructor	D7	ALL SITES	N	IMM	Geography classes are required for a number of Cuesta College majors and are a requirement to transfer to Social Science majors at Cal Poly San Luis Obispo. This position would also support a new Global Studies program.
Tenure Track	Philosophy	New FT Instructor	D7	ALL SITES	R	IMM	Full-Time retirements in 2010 left Philosophy without sufficient FT faculty to fully support the program, the Division and the college

F. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

VI. PROGRAM DEVELOPMENT/FORECASTING

Create a short narrative describing the forecasting elements, indicating how they support efforts to achieve any of the following, where applicable: Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes.

- New or modified action steps for achieving Institutional Goals and Objectives
- New or modified action steps for achieving Institutional Learning Outcomes
- New or modified action steps for achieving program outcomes
- Anticipated changes in curriculum and scheduling
- Levels or delivery of support services
- Facilities changes
- Staffing projections
- Strategies for responding to the predicted budget and FTES target for the next academic year

With the sudden resignation in Fall 2016 of the only Cuesta College faculty member with Geography MQs, there is an urgent need to recruit new Geography faculty and a Geography PT instructor recruitment was opened in Spring 2017 which has produced several applicants and it is anticipated that new hires will be found to staff at least one course by Fall 2017.

The Social Sciences Division has made a proposal to College Council for a new interdisciplinary Program and ADT in Global Studies. The Social Sciences Division would like to use the program/department name Global Studies to accommodate a new Global Studies ADT, which includes two Global studies courses and selected courses from Geography, Anthropology, History, Political Science, Economics, World Religions, and World Literature. With this proposal, the two existing Geography courses would retain their course prefix/titles/numbers and would be placed in the Global Studies Department with the two new Global Studies courses, Introduction to Global Studies and Global Issues.

Evidence to support the demand for a Global Studies program at Cuesta College can be found in the SLOCCCD Educational Master Plan 2016-2026, which projects enrollment growth above the college average for several of the Social Sciences disciplines, and a projected growth rate at least the same as the College for all of the constituent disciplines including Geography that are included in the Global Studies TMC. With the Institutional Goals to increase degree completion, transfer rates, and access to all levels of higher education, as well as to prepare citizens to engage our increasingly diverse communities and world, the proposed interdisciplinary Global Studies program could provide a synergistic association among existing programs that would promote all of these goals while improving the viability of each of the constituent programs.

Geography courses support students in their educational goals by fulfilling requirements for General Education and associate degrees, transfer to other higher-education institutions, and advancement in the workforce. Geography courses also enhance our students' lives by promoting their cultural, intellectual, and personal growth, and preparing them to become engaged citizens in the increasingly diverse communities of the world. Geography courses in the Global Studies program would support the following Cuesta College Institutional Goals, #1 increasing the number of degrees completed, #2 increasing higher education transfer, and #5 increasing enrollments to support the fiscal base of the College.

VII. END NOTES (If Applicable)

If applicable, you may attach additional documents or information, such as assessment forms, awards, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2017.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: (survey link to be included prior to document dissemination October 1, 2016)