

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

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 Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: AHM&SS

Program: Geography

Current Academic Year: 2021/22

Last Academic Year CPPR Completed: 2017/18

Current Date: 2/23/22

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program Mission (optional)

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.

B. Brief history of the program

At Cuesta College there are three Geography courses offered in the Social Sciences Division, GEOG 201 Physical Geography, GEOG 202 Cultural Geography, and GEOG 225 World Regional Geography. 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 three courses and the courses have been offered at both the San Luis and North County campuses and recently in the DE modality.

The Geography Program was subsequently staffed by a series of PT Geography Instructors who left the college for other employment and presently all courses are being taught by the highly-qualified PT Instructor Dave Howell.

- C. Include significant changes/improvements since the last Program Review

Since the last Program Review the GEOG 225 World Regional Geography course was added to provide a course to support the AD-T in EDUC. Also, PT Instructor Dave Howell was hired at Cuesta College following his retirement as a Full-time Geography Professor at COS Community College.

- D. List current faculty, including part-time faculty

PT Instructor Dave Howell

- E. Describe how the Program Review was conducted and who was involved

At Cuesta College geography is not a program as there are no degrees, certificates or full-time faculty; there are three geography courses offered in the Social Sciences Division, currently Chaired by Dr. Brent LaMon. In the absence of any FT geography faculty, Dr. LaMon has been 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](#), [INSTITUTIONAL 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 of increasing the number of degrees awarded, increasing student higher education transfer, and increasing enrollments (FTES) 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 international relations (e.g. non-governmental organizations), and especially teaching at all educational 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](#).

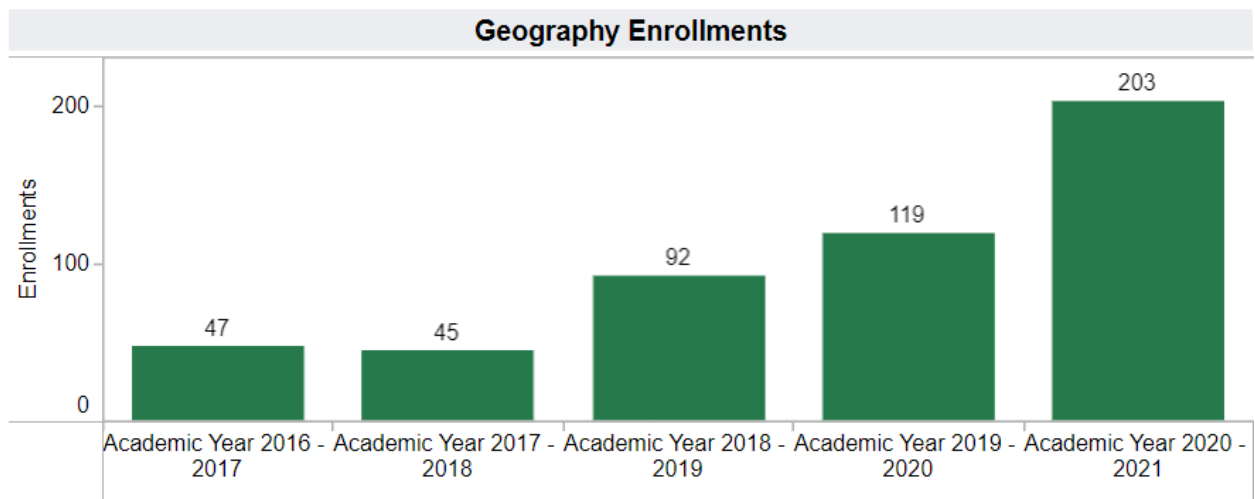
As described above, knowledge of the broad subject matter of physical and cultural geography courses will allow students to effectively achieve each of the six Cuesta College Institutional Learning Outcomes.

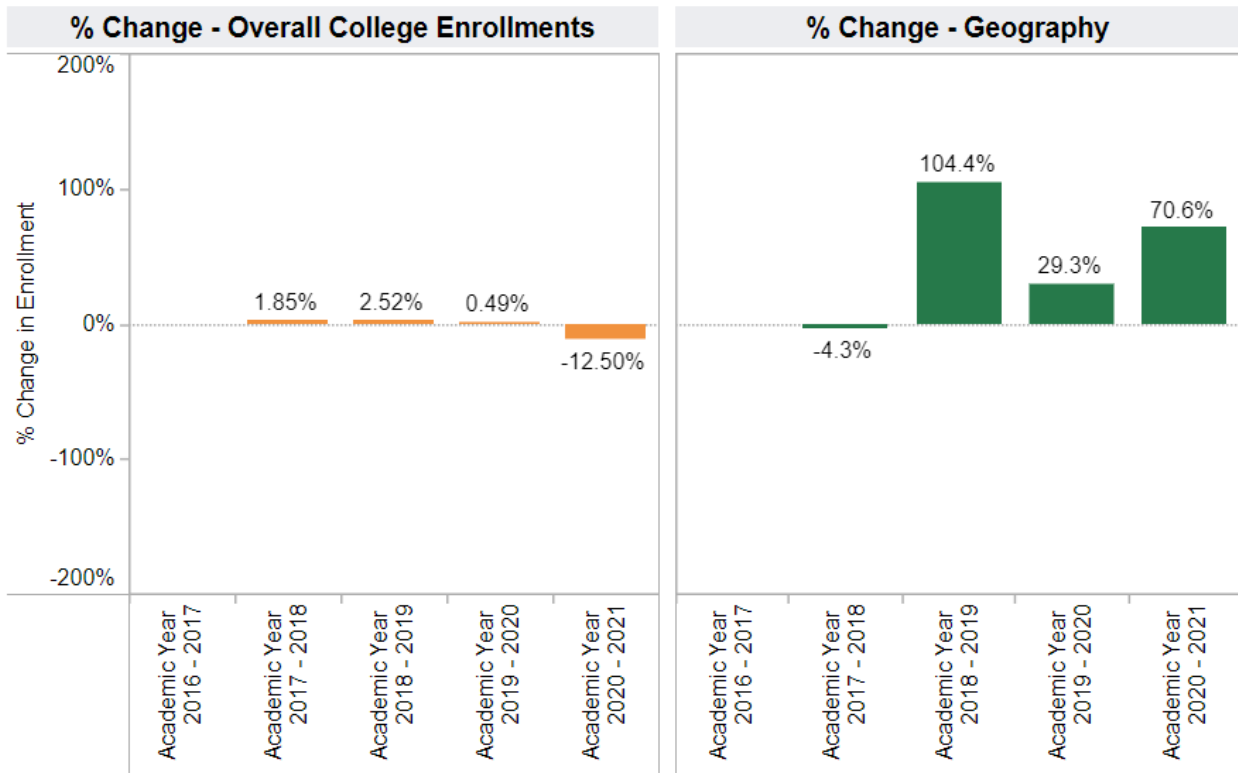
III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

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

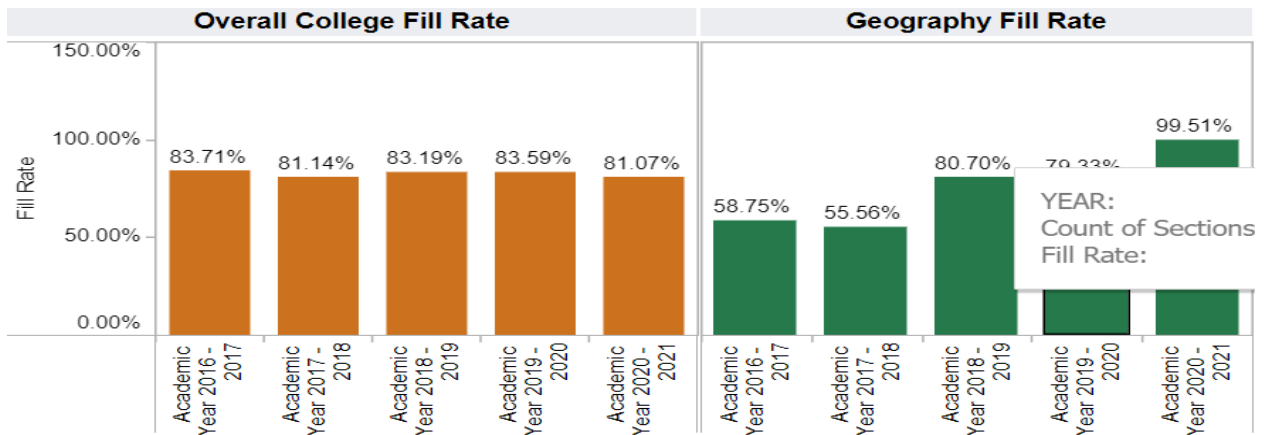




Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Despite the major decline in college enrollments overall, Geography enrollments have been increasing year to year indicating popularity of Geography courses among students.

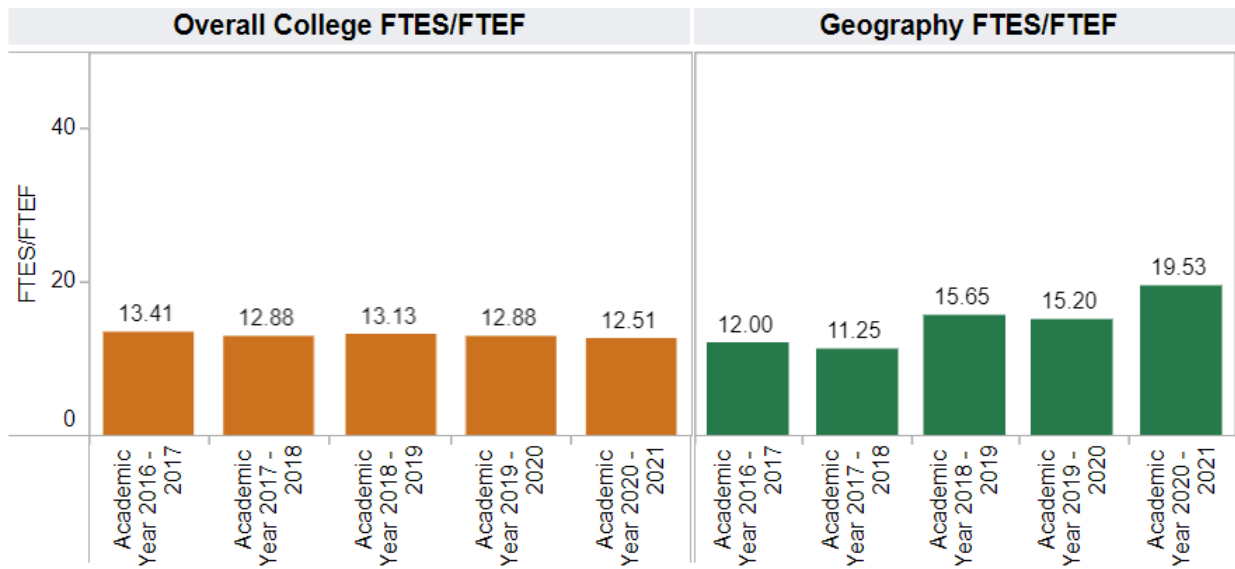
[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)



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.

Geography course fill-rates are increasing indicating strong student demand .

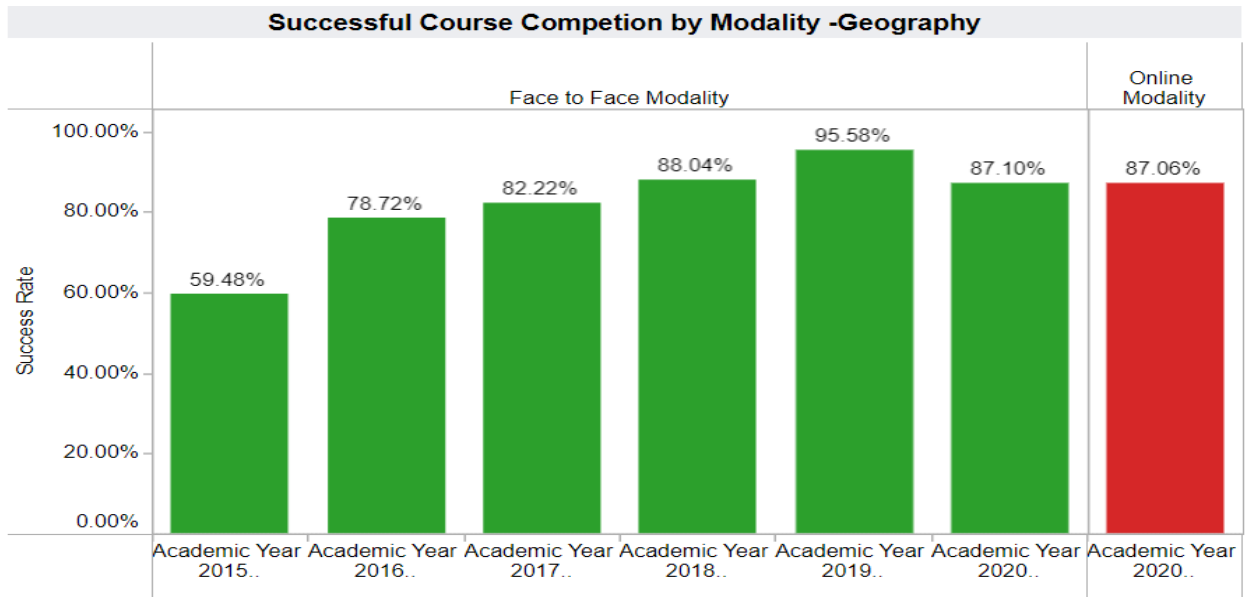
General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)



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

Geography program efficiency is very high which supports the many less-efficient programs of the college.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)



Successful Course Completion by Modality Table - Geography		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	59.48%	78.72%	82.22%	88.04%	95.58%	87.10%
	Total Department Enrollm..	116.0	47.0	45.0	92.0	119.0	32.0
Online Modality	Department Success Rate						87.06%
	Total Department Enrollm..						171.0

Geography course student success is high in both classroom and DE modalities.

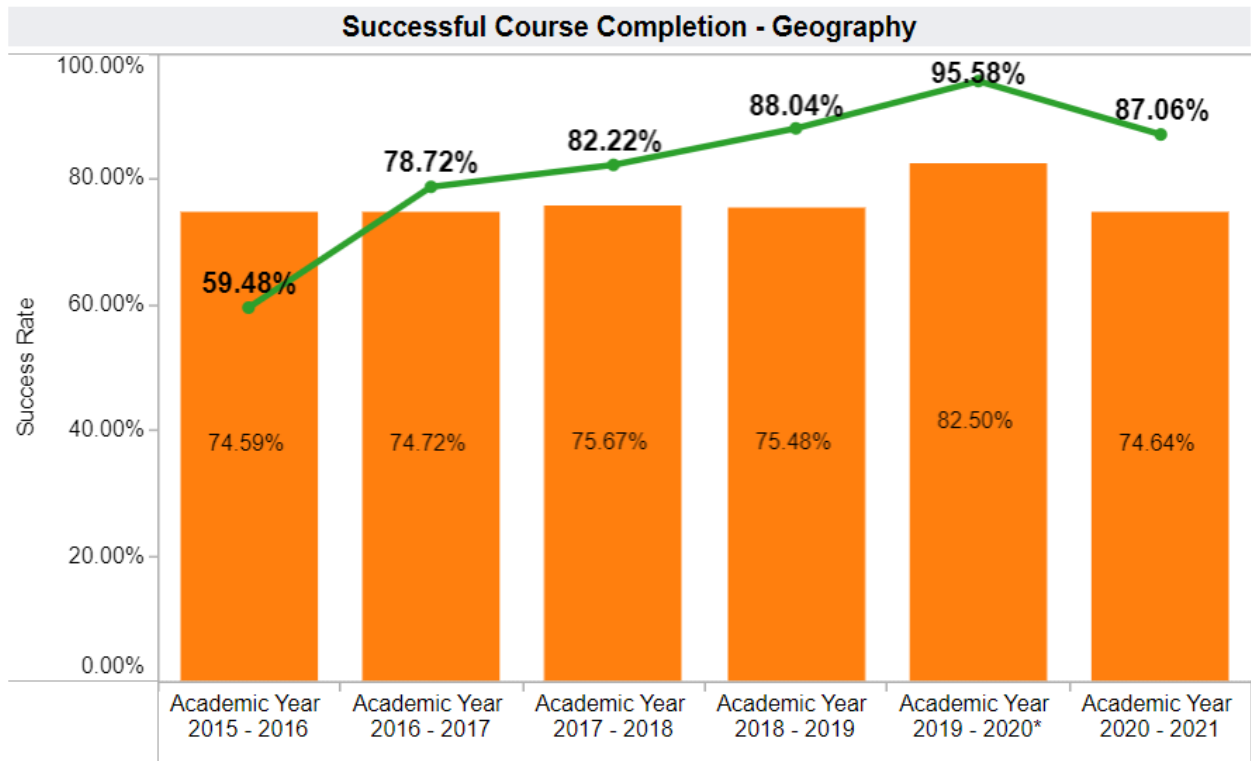
[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Not applicable

What resources might you need to meet and exceed the Institutional Set Standard?

As mentioned previously Geography doesnot have a program and to provide degrees or certificates the college would need to dedicate resources for a Full-time Geography hire.

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



Geography Success Rate Table

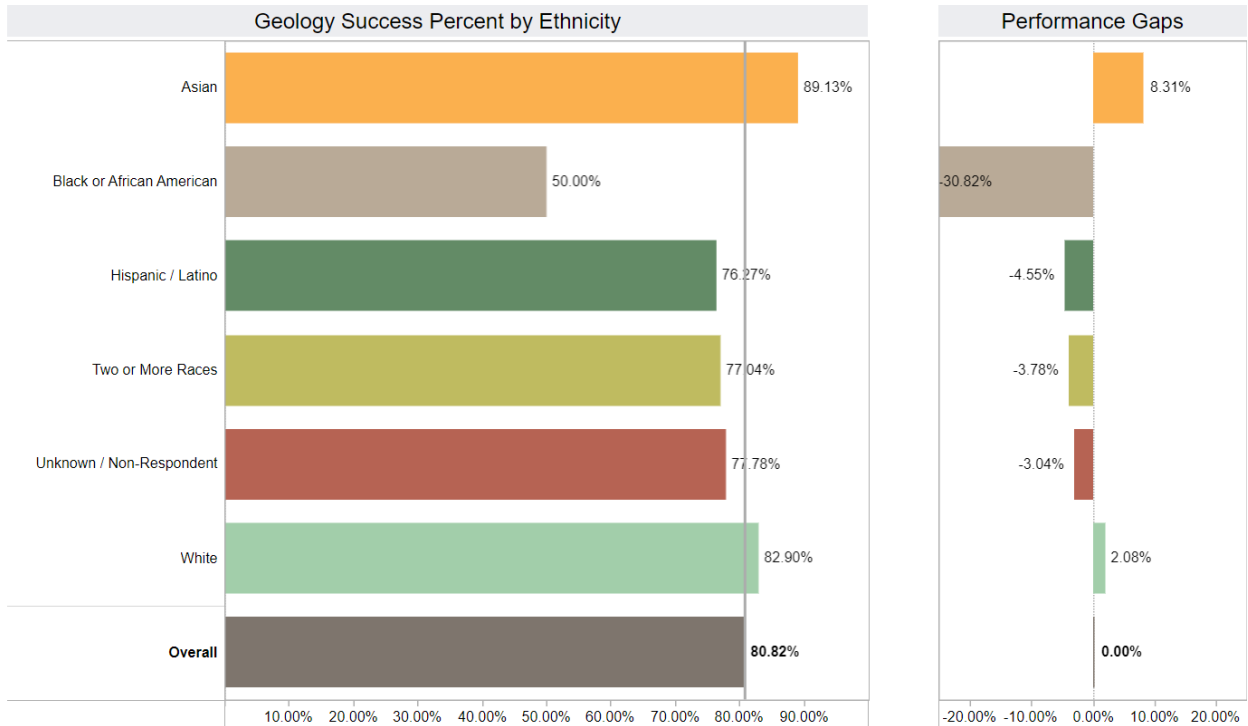
	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	59.48%	78.72%	82.22%	88.04%	95.58%	87.06%
Total Enrollments	116	47	45	92	119	203

For the past several years the Geography course success rate has exceeded the overall college success rate which is due in part to an engaging curriculum and high teaching effectiveness.

What resources might you need to meet and exceed the Institutional Set Standard?

Not applicable

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



While the pattern of student success rates by ethnicity are similar to the pattern obtained for the college, the magnitude of the performance gaps for certain ethnic groups is certainly a reflection of the low sample size for certain under-represented groups at the college.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

None

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

Not applicable for degrees or certificates

B. Completing the template will 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 with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes 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.

CURRICULUM REVIEW GUIDE and WORKSHEET

Courses and Programs

Current Review Date 2/28/2022

Reviewer LaMon

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
GEOG 201	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
GEOG 202	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
GEOG 225	yes / no	no / yes: date 2019	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date

	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
--	----------	-------------------	-------------------	-------------------	-------------------

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified

2. Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course Number	GEOG 201	GEOG 202	GEOG 225	
1. Effective term listed on COR	Date: 2022	Date: 2022	Date: 2022	Date:
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹

9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET “Program of Study” outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
NONE	yes / no	no / yes: date	no / yes: date	no / yes: date

	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date

4. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
NONE	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

5. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring 2027
GEOG 201		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
GEOG 202		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
GEOG 225		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Not applicable		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

Geography Program Assessment Cycle Calendar 2023-2027

CYCLE STAGE	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
SLO Assessment	GEOG 201	GEOG 202	GEOG 225		GEOG 201	GEOG 202	GEOG 225
Analyze Results & Plan Improvements		GEOG 201	GEOG 202	GEOG 225		GEOG 201	GEOG 202
Plan Implementation			GEOG 201	GEOG 202	GEOG 225		GEOG 201

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

yes

C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Not applicable

D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Not applicable

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Not applicable

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

Not applicable

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

See Section II above

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
- B. Support services to promote success, persistence and retention
- C. Facilities needs
- D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

None

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, 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 13, 2022.

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.

Instructional 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.)

Brent LaMon, PH.D. *Brent LaMon* 2/28/2022

Division Chair/Director Name	Signature	Date
------------------------------	-----------	------

Dave Howell, Lead PT Faculty *Dave Howell* 3/1/2022

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. [The guidelines for faculty prioritization can be found by clicking this link.](#)

APPLICABLE SIGNATURES:

Vice President/Dean	Date
<i>Brent LaMon</i>	2/28/2022

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.