

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018-2019

CLUSTER: ARTS, HUMANITIES & SOCIAL SCIENCES

NEXT SCHEDULED CPPR: 2021

PROGRAM: GEOGRAPHY

LAST YEAR CPPR COMPLETED: 2017

CURRENT DATE: 3/1/2019

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

Note: Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

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.

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

A new course GEOG 225 World Regional Geography has been approved

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☒ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☐ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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

Insert the data chart and explain observed differences between the program and the college.

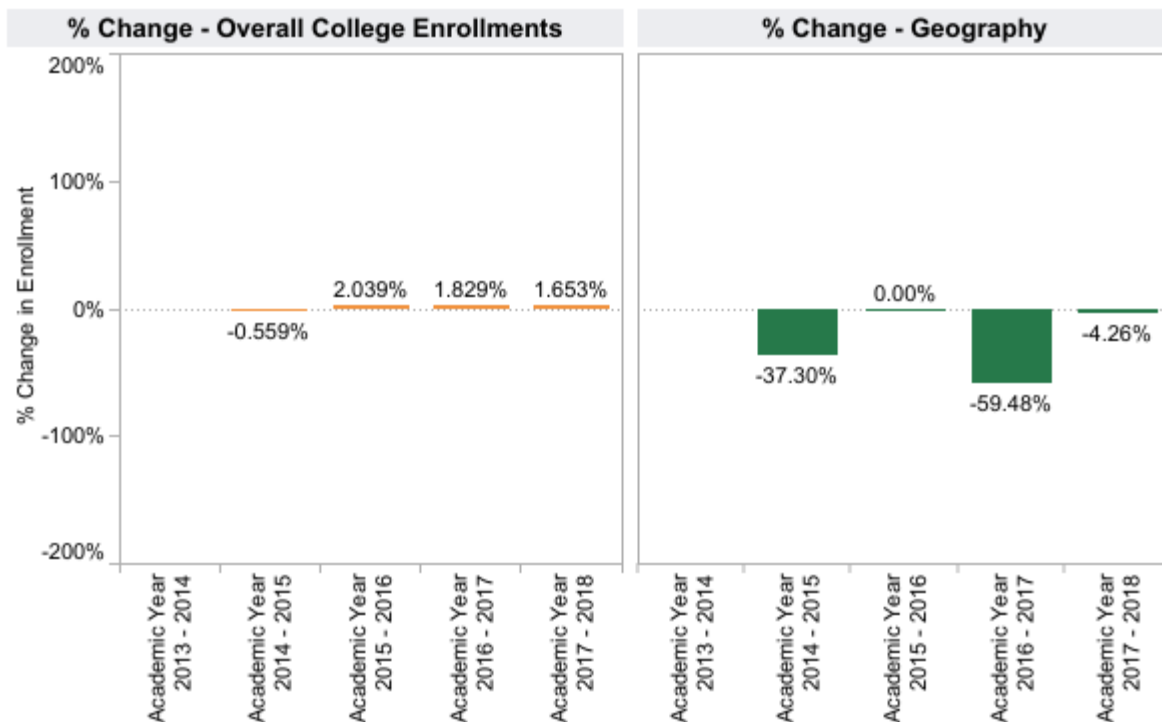
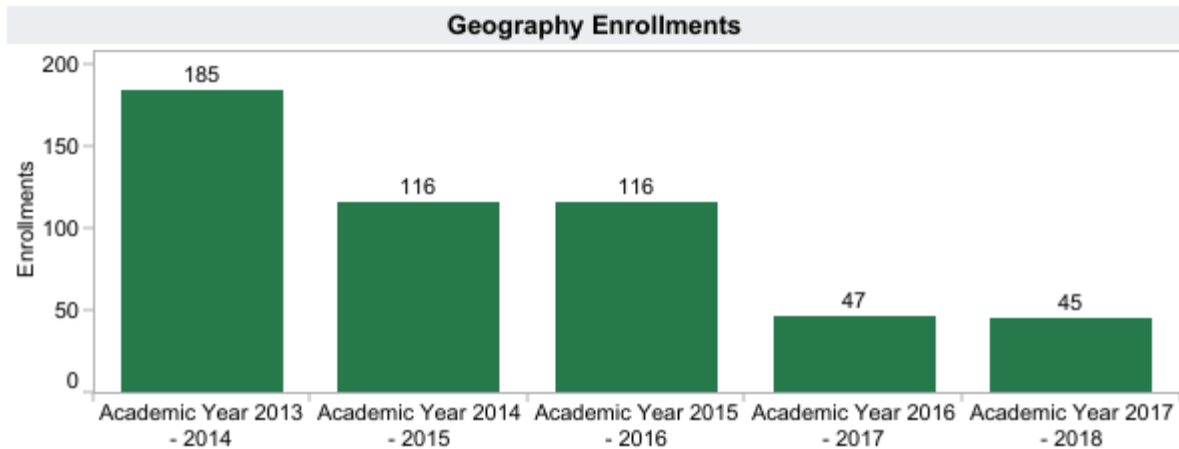
SLOCCCD Program Review Data - Enrollment

Department:
Geography

Course:
All

Dual Enrollment:
All

Prison:
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.

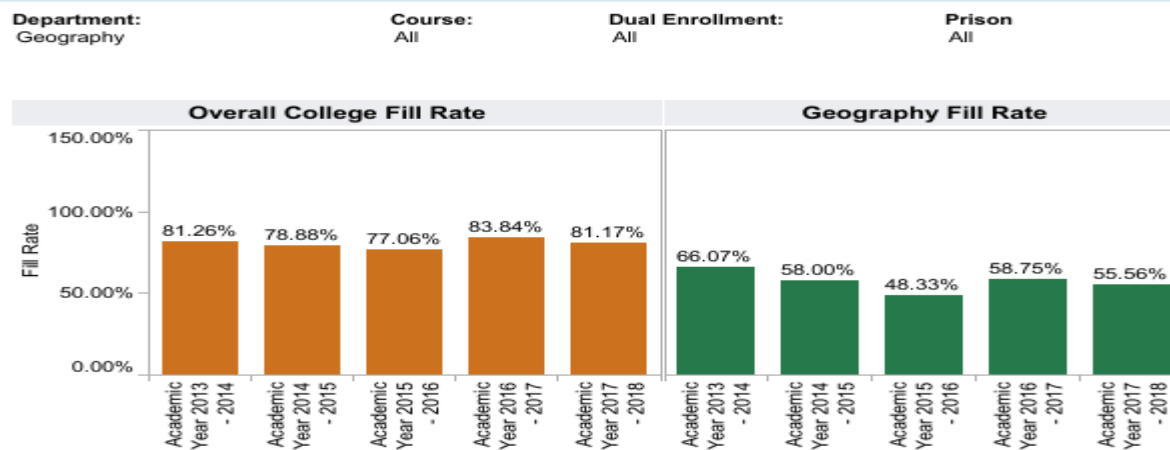
2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Total enrollments in GEOG courses decreased in 2014-15 because only one section each semester was offered at SLO rather than two. Enrollments further declined in 2016-17 because there were no classes offered in Spring 17 because no instructors were available following the unexpected resignation of Jorge Sifuentes, the only qualified Geography instructor, and the failure of a Geography Instructor recruitment pool. In 2017-18 a new PT Instructor began teaching one GEOG 201 class per semester at the SLO campus in the evening with moderate enrollment.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

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.

Following year-to-year declines into 2015-16, fill rates showed modest increases in 2016-17 despite a Spring '17 semester without any classes available. It should be noted that there has been a recent pattern for Fall semester enrollments to be higher than the following Spring term in many departments at the college. Enrollments remained about the same in 2017-18 with one section offered in the evening during Fall and Spring semesters.

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

Insert the data chart and explain observed differences between the program and the college.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

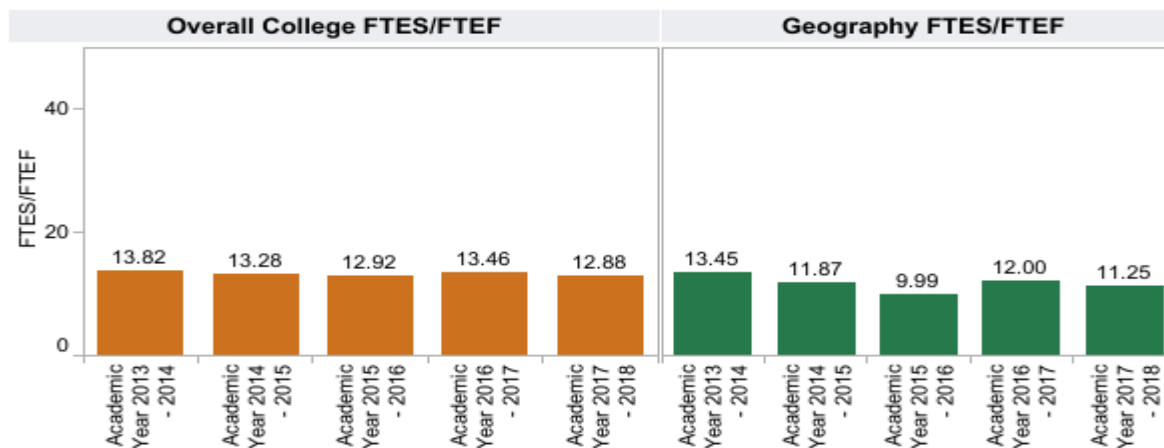
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Geography

Course:
All

Dual Enrollment:
All

Prison:
All



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

Following year to year declines into 2015-16, efficiency showed a modest increase in 2016-17 based on classes being available only in the Fall 2016 semester. It should be noted that this might have been due to a recent pattern for Fall semester enrollments to be higher than the following Spring term in many departments at the college. Efficiency remained about the same in 2017-18 with one evening class offered each semester in SLO.

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

Insert the data chart and explain observed differences between the program and the college.

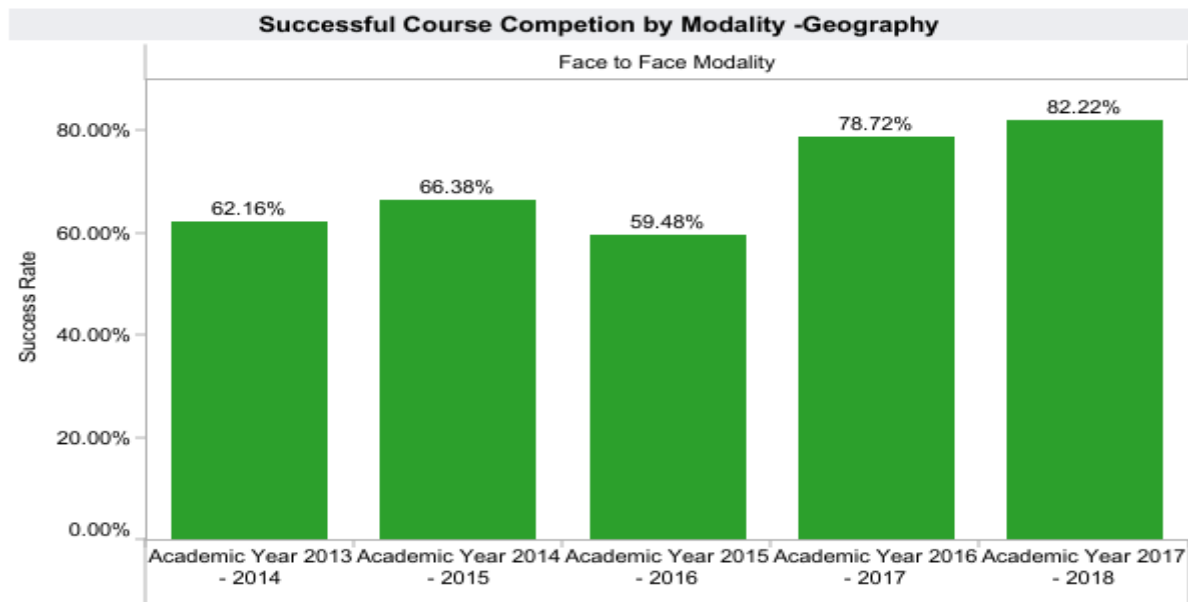
2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Geography

Course:
All

Legend:
Face to Face Modality



Successful Course Completion by Modality Table - Geography						
Face to Face Modality	Department Success Rate	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
		62.16%	66.38%	59.48%	78.72%	82.22%
	Total Department Enrollments	185.0	116.0	116.0	47.0	45.0

Course completion improved in Fall 2016, which was the last semester of instruction by Jorge Sifuentes who resigned at the end of the term after giving the final exams on-line with an open-resources policy. In 2017-18 with a new, more competent instructor, course completion further increased, which is a very positive outcome for Geography course instruction.

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

Insert the data chart and explain observed differences between the program and the college.

None, this is not a program with degrees or certificates.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Geography

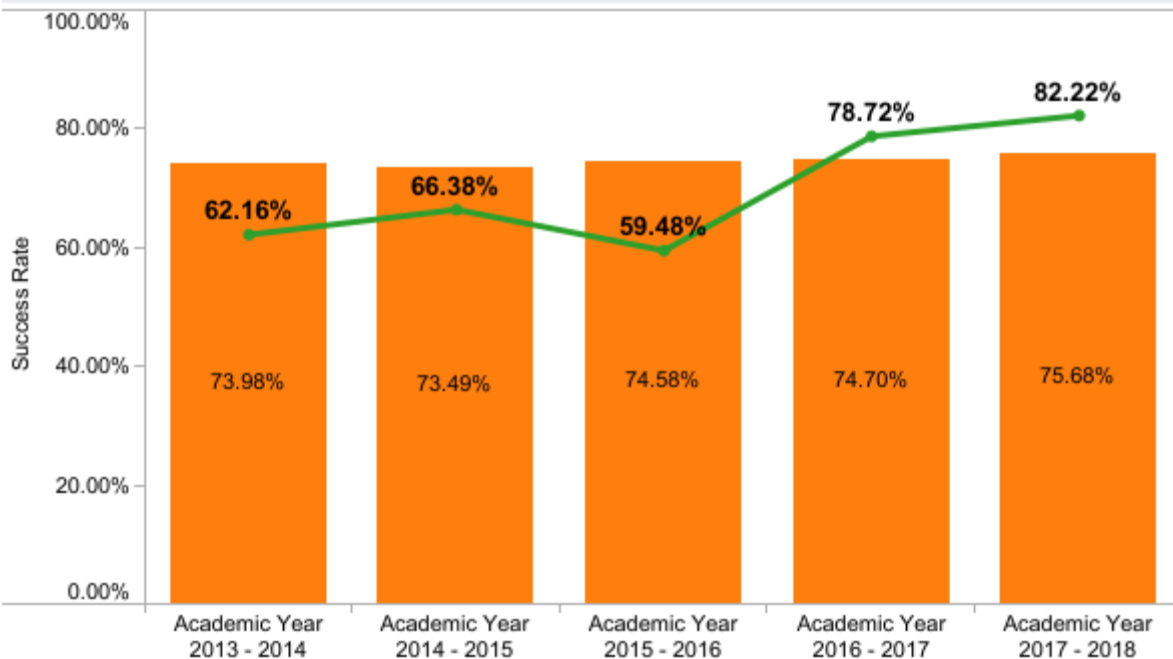
COURSE
All

Measure Names

Department Success Rate

Overall College Success Rate

Successful Course Completion - Geography



Geography Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	62.16%	66.38%	59.48%	78.72%	82.22%
Total Enrollments	185	116	116	47	45

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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.

As noted above, course completion improved in Fall 2016, which was the last semester of instruction by Jorge Sifuentes who resigned at the end of the term after giving the final exams on-line with an open-resources policy, and there were no courses offered in Spring 2017. In 2017-18 student success completion increased further with a new instructor and now exceeds the average student success rates for the college as a whole.

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.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☒ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

None

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes. none
- B. Anticipated changes in curriculum, scheduling or delivery modality
With the acquisition of Dave Howell as a new instructor for Geography courses, we anticipate that we can rebuild the student interest and enrollments for Geography courses and begin to schedule classes in the day at both the SLO and NCC campuses. In addition, a new course, World Regional Geography, has been approved to support a new ADT for careers in primary education and this course will be added to the Geography course rotation at the SLO campus in Fall '19.
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

As enrollments and student demand increases, we will open additional recruitments for qualified geography instructors.

F. Other

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input checked="" type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Yes
Student Demand (Fill Rate)		<input checked="" type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Yes
Efficiency (FTES/FTEF)		<input checked="" type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Yes
Student Success – Course Completion		<input checked="" type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Yes
Student Success— Course Modality		<input checked="" type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	NA
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	NA

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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: <https://www.surveymonkey.com/r/J79W8GW>