

Program Name: Geography

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Academic Year: Academic Program Review 2023

Status:

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1. Description of Program

The Geography Program at CSM supports the College Mission and Diversity Statements by *being committed to addressing the broad educational needs of the local and world community. Geography courses foster success and ensure equitable opportunities for all students, while celebrating the diversity of our campus.* Courses are designed according to the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age economic background, sexual orientation, and physical learning and psychological differences. Multiple teaching methods are used: readings from textbooks and online sources; films, discussion forums, and brief position papers.

The discipline of geography is unique in bridging the social sciences and natural sciences. Geography is concerned with how cultural influences shape relationships with the environment and what human-environment interactions are sustainable and just. All three courses, Physical Geography 100, Cultural Geography 110, and World Regional Geography 150 are being taught each semester at CSM. They do not have to be taught in sequence. The number system (100, 110, 150) does not reflect the level of difficulty or progression.

There are two main branches of geography: cultural (human) geography and physical geography. Physical Geography studies patterns of climates, land forms, vegetation, weather, oceans and rivers. Cultural geography is thematic concerned with such topics as population, migration, religion, race, ethnicity, agriculture and urban settlements. It studies these themes in relation to the physical landscape. World regional geography applies a regional approach to explore important issues related to our planet, noting physical and human patterns, their interactions, the and ways in which they create distinct regional differences.

The discipline of geography prepares students to be informed, active, engaged citizens in a global society. Students are made aware of the vital role they play in our changing natural world, in the shaping of world events, environments, diversity of cultures and lifestyles, motivating them to succeed beyond the classroom. It is shocking the lack of knowledge we have in the U.S. about other countries: their people, cultures, and natural environments.

2. Results of Previous Program Review (200-500 words)

1. Previous Goal: To Promote Academic Excellence

The action plan was to identify students who are struggling early in the course, and in their career plans in general, and provide them with tools they need to succeed. The professor's responsibility is to provide a creative, intellectually stimulating, and interactive course program and, in the process, guide students in how to study and learn more effectively. Overall, the results were positive for this goal. Some students still "fall through the cracks."

2. Previous Goal: Closing Equity Gap

This is an ongoing goal and continually monitored. There are stable percentages with slight improvement in student success. Because some numbers are so small it may skew the percent results making them not quite so meaningful.

Enrollment has remained stable or increased for ethnic groups.

3. Previous Goal: Enhance Institutional Dialogue

The action plan was to create an AA-T Program. This has not been achieved. Assistance from the Dean and Vice President of Instruction would be helpful.

Institutional dialogue needs to be improved across all three colleges and also between faculty and staff with the College of San Mateo.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

2023-24 Program Review

- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p>1. Overall, the success rate for the Geography Program has increased to 77.8%, up from 76% in previous Program Review.</p>	<p>This has improved from the previous Program Review for Geography which at that time was a 76% rate.</p>	<p>No resource request.</p>	<p>Faculty will continue to provide more feedback on specific assignments in Canvas.</p> <p>Faculty will continue to adopt a positive and encouraging tone in all communications with students. Adding encouraging remarks like, “ I am happy you are in this class” or “always let me know if you have questions or comments.”</p> <p>Faculty will continue to consistently check in with students who seem to be falling behind or not participating.</p>
<p>2. The demographic breakdown by ethnicity, gender, show slight percent changes.</p>	<p>2022-2023 percent Asian: 16% Black: 3% Filipino: 10% Hispanic: 33% Pacific Islander: 3% Native American: - White: 28% Other: 6%</p> <p>First Generation: 42% Not first Gen: 45%</p> <p>Age: 82% 24 age and under 12% 25–34 years of age 6% 35+ years of age</p>	<p>Outreach to student services and academic counseling for recruitment.</p>	<p>Continue to actively recruit Native American and African American students.</p>

2023-24 Program Review

- b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>In the 2023 Program Review, all geography courses continue to be taught online.</p>	<p>I have taught both on-site (face-to-face) classes <i>and</i> online classes in the past. I have found each mode of delivery is valuable. In some cases, the online classes may be considered more equitable because many of the students who are economically disadvantaged can work and go to school.</p>	<p>The geography courses are taught online and asynchronous. There is no zoom meeting. This increases the opportunity for economically disadvantaged students to receive a quality education and have a full-time job. The class is <i>not self-paced</i>. There is structure and interaction with other students online, but the flexibility in time allows students to work, or take care of family responsibilities. The online mode of delivery is extremely valuable to the student who must work.</p> <p>Having taught both modes of delivery, I believe to meet the needs of our students and address opportunity, both in person and online courses are valuable.</p>

Analysis and Comparison:

I have taught online for approximately 8 years beginning at Canada College using Moodle as the online management system and then transitioning to Canvas. At the same time, I have taught in person, onsite classes for a number of years. Each delivery system is important for accessibility and to serve the needs of all of our students. I have found that asynchronous mode to be especially useful for our disadvantaged students who must work or care for family members. Another advantage is that do not have an expensive or long commute, they do not have to pay for childcare, and they can work full-time.

Geography as a discipline lends itself to an online teaching mode. I post detailed lecture notes, review questions, and quizzes. Students upload papers. One of the most successful teaching and learning tools are the Discussion Forums. In all three geography classes (Physical, Cultural, and World Regional) there is a rich source of issues to think about and debate with their classmates. I introduce a topic, post brief required readings, and add discussion questions. There are no right or wrong answers, just thoughtful, respectful comments. In this assignment they are not graded on their writing skills, but for substantive entries. They must respond to at least two other students' entries. It has been a very successful assignment and also builds community within the online class. I found that having the Discussion Forums in class to be less successful. Some students are shy or just uncomfortable or intimidated expressing their opinions in the on-site classroom situation.

4. Planning

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
<p>1. Faculty member reviewed the SLOs in the three geography courses: Physical Geography 100, Cultural Geography 110, and World Regional Geography 150.</p>	<p>Student learning is assessed in several ways to meet the learning needs (styles) of all students:</p> <ul style="list-style-type: none"> • Written essays or brief position papers • Well-written (by faculty member, not publishers) multiple choice quizzes, • Participation in discussion forums with other students. 	<p>Faculty implemented study guides and a “study plan” to help students establish excellent study habits and develop time management skills.</p> <ol style="list-style-type: none"> 1. First read the material for the topic in the textbooks 2. Next review the detailed Power Point Lecture Notes posted and created for the students 3. Write out answers to review questions 4. Participate in all quizzes 5. Participate in discussion forums
<p>2. Example: Cultural Geography 110 SLO</p> <p>Critically analyze differing worldviews; assess the value of cultural diversity in human affairs and the ways in which cultural differences in human societies affect the human-environment relationship.</p>	<p>Examples of SLO Assessments</p> <ul style="list-style-type: none"> • Assessment Cultural Adaptation and Change Paper. • Discussion Forum on naming and displaying monuments in public spaces of our urban areas. Sensitivity to the impact and messages public monuments and names convey. 	<p>For the Cultural Adaptation and Change Paper the students must interview an older relative (Ideally grandparent, but if that is not possible any older relative). The faculty member provides a detailed questionnaire for the student to use to conduct the interview with their older relative. The questions discuss on culture, housing, food, transportation, architecture, religion, music, work, recreation, goals . . . It is not meant to be a “family history” but a deeper dive into the attitudes and cultural perspective of their relative. It is a way to share diverse stories, which hopefully leads to understanding and empathy.</p>

Challenges and Opportunities: The challenges and devastation from COVID is lessening over time, but the disruption still remains for students, faculty and staff. In the online courses it is especially important to convey a positive and encouraging tone to the students. I often add the phrase to a Canvas email or as a comment in an assignment, “I am happy to have you in this class.” A positive, encouraging tone makes a huge difference in making students feel comfortable and welcome in the academic environment. Grade inflation is another challenge. Students are often focused on the letter grade as has always been the case. However, often they may drop a course or withdraw if they realize they may not receive an “A”. Finally, there is the challenge of the use of artificial intelligence, ChatGPT by the students when submitting assignments in the online class.

2023-24 Program Review

Planning Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Continue to Promote Academic Excellence	<p>Create an AA-T Program in Geography</p> <p>Continue Professional Development</p>	<p>Approval of AA-T Program in Geography</p> <p>Faculty continue to read, read, read keeping up-to date with the geographic discipline. Incorporate new research, geographic tools into the class. Faculty continue to attend webinars, lectures and conferences on geographic topics.</p> <p>Interact with other Community College Professors teaching geography.</p>	2023-2024	<p>Geography Professor</p> <p>Geography Professor</p>	Dean Assistance
2. Continue to close Equity gap	Ongoing action of recruitment and networking with colleagues.	<p>Meet with academic counselors explaining the Geography Program.</p> <p>Outreach to local high schools explaining careers in geography.</p> <p>Promote diversity by introducing geographic research of geographers of color.</p> <p>Students need role models. Assign readings by African-American scholars and other scholars of color.</p>	2023-2024	Geography Professor	
3. Expand and Strengthen the Geography Program through Institutional Dialogue		Meetings and dialogue with faculty and staff.	2024-2025	Geography Professor	Geography faculty, Deans and Vice Presidents of Instruction from Canada, College of San Mateo and Skyline

5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
 - [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
 - [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

NOTE: I did not complete this section. What is CE?