

Los Angeles Southwest College

Program Review

2010

Program: Geography

Initiator: Lynn Fielding

Reviewer 1: Leonard Apenahier

Reviewer 2: Angela Jenks

Date first draft of review was completed by initiator: 10/14/10

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The Geography Department at Los Angeles Southwest College strives to serve the diverse population of the local community.

Goal 1 A variety of teaching techniques are used to address the specific learning needs of Geography students.

Goal 2 The department provides quality instruction in the field of geography.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	76	80	72
Evening	61	51	65
Total	137	131	137

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	38.0	40.0	36.0
Evening	30.5	25.5	32.5
Total	34.3	32.8	34.3

1.0 Describe the trends in **enrollment and average class size**.

Historically, there has been a lower enrollment in the day program while the evening program has stayed relatively consistent. This was based upon the factor that more working students are able to attend the evening class but not the day section. In addition, day students may not like the longer class meeting times required by the compressed calendar. More recently, there has been a rise in the day student population. This could be based upon more students enrolling in college and the state of the economy. Some of these additional day students may be newly unemployed or are presently under employed and have time to take classes during the day. Students who are employed full time during daytime hours may also have flexible work schedules that could allow them time to take classes during the day.

Average class size for the day and evening sections has stayed relatively constant with the size of each class averaging 33 students. This seems to represent that the correct number of sections are being offered and that the students are able to fit the meeting times into their schedules.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

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At this point nothing has been done to respond to the changes in the enrollment patterns in the geography program since as enrollment at Southwest increases, enrollment in the geography program should also increase. Both the day and the evening geography sections fill and generally have waiting lists so no action needs to be taken at this time.

Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	N/A
Planned Activities	N/A
Individual Responsible	N/A
Start Date	N/A
Method of Evaluation	N/A

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	0.0%	2.3%	0.0%
Black/African American	75.9%	64.1%	71.5%
Hispanic	21.2%	13.7%	18.2%
Native American	0.0%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	1.5%
Caucasian/White	0.7%	0.8%	1.5%
Other	0.7%	2.3%	0.7%
Unknown/Decline To State	1.5%	16.8%	6.6%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

In general, there are no significant ethnic differences between the geography program and the college distribution. Blacks represent about 70 percent of geography students, while approximately 20 percent are Hispanic. Geography students are representative of the campus population.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	28.5%	21.4%	31.4%
20-24	23.4%	38.9%	30.7%
25-29	13.9%	12.2%	9.5%
30-34	5.1%	12.2%	8.0%
35-39	8.0%	4.6%	6.6%
40-49	13.1%	4.6%	8.8%
50+	8.0%	6.1%	5.1%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	65.7%	67.9%	72.3%
Male	34.3%	32.1%	27.7%

2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

Approximately 50 to 60 percent of geography students are 19 and under or between 20 to 24 years of age. The 19 and under group represents high school students or those recently graduated from high school. Those between 20 to 24 years of age are most likely students who took time off from school after graduation from high school, did not graduate high school, or dropped out of college after a short time period and have now returned to school. Some of these students may need remedial courses to refresh their skills or could greatly benefit from some basic skills classes.

The population of geography students is about 70 percent female. This is mainly due to the gender patterns found in the college population.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	84.2%	83.8%	90.3%
% Evening	86.9%	84.3%	92.3%
% Total	85.4%	84.0%	91.2%

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

On average, 80 to 90 percent of geography students remain in the class. This could be due to their interest in the course once they learn what the study of geography really encompasses or personal attention from the instructor that focuses on student centered learning. As a result, more students may decide to enroll in a geography course. Retention in geography classes is higher than the college average.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	78.9%	71.3%	81.9%
% Evening	78.7%	78.4%	75.4%
% Total	78.8%	74.0%	78.8%

2.3 Given the data, describe the trend in **successful course completion** rates.

According to the data, roughly 75 percent of geography students are successful in the completion of the course. Successful course completion in geography classes is higher than the college average.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

Like the trend found in retention in geography, this could be due to their interest in the course once they learn what the study of geography really encompasses or personal attention from the instructor that focuses on student centered learning. Students who are interested in the class and enjoy the lecture material presented by the instructor will generally be more motivated to study earn a higher grade in the course.

2.3.2 What are the implications of this trend in successful course completion for your program?

As a result, more students may decide to enroll in a geography course.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	0	0	0
Certificates	0	0	0
Skills Certificates	0	0	0

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

No degrees or certificates were awarded in geography.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

Since only two sections of physical geography are offered each spring and fall (with one section generally offered in the summer) students cannot earn a certificate or degree in geography. Cultural Geography is not offered on a regular basis and has not been taught for a few years.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

Until Cultural Geography is offered on a regular basis and new courses such as Physical Geography Lab, California Geography, and World Regional Geography are developed and offered regularly, students will not become geography majors and will not be able to earn a certificate.

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Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Expand the courses offered in the Geography Department.
Planned Activities	Offer Cultural Geography on a regular basis, such as each fall. Develop a Physical Geography Lab, California Geography, and World Regional Geography courses which would be offered on a regular basis.
Individual Responsible	Lynn Fielding
Start Date	Fall 2011
Method of Evaluation	Review the number of students enrolled in these four courses compared to those enrolling in Physical Geography courses.

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

Presently, there is no Physical Geography Laboratory offered in the program so there are no laboratory facilities available to the students. However, sharing facilities with courses taught in the Physical Science Cluster would provide potential laboratory space for students.

A geography classroom needs to be established and geography classes then given priority in this room. In addition, this room should be a smart classroom with locking cabinet space for instructor use. Wall mounted maps need to be available in this classroom as well.

WSCH per FTEF

	2007	2008	2009
Day			
Evening			
Total	561	537	521

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

Since the average geography department WSCH/FTEF meets the target figure of 525, no additional geography department faculty at this time.

With increased student numbers, less time can be spent on course preparation, since assignments and exams will still need to be graded and more students' results in more assignments and exams to grade. In addition, larger class size would result in less time to answer student questions.

Office hours are not the only time spent with students, as voice mail and written communication must be answered as well. Also, some students require special times to be arranged in order to receive additional instruction or for the instructor to prepare letters of recommendation.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

Since the only faculty member is involved teaching both the day and evening geography sections, there is a direct line of sight in regard to course content and student success.

If additional geography courses are developed and offered, another adjunct faculty member may be needed.

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3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
Lynn Fielding	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	18 years as earth science adjunct faculty member at two community colleges (Los Angeles Southwest College and El Camino College).
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	

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Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Establish a dedicated geography smart classroom.
Planned Activities	Provide a locking cabinet for faculty use in this classroom. Install wall mounted maps.
Individual Responsible	Lynn Fielding
Start Date	Fall 2011
Method of Evaluation	Using one designated classroom for all geography classes.

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
Cultural Geography	2007	2010	Spring 2011

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
N/A	<input type="checkbox"/> Recommend <input type="checkbox"/> Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	
	<input type="checkbox"/> Recommend <input type="checkbox"/> Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	
	<input type="checkbox"/> Recommend <input type="checkbox"/> Archive	

	<input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
Physical Geography Lab	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
California Geography	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
World Regional Geography	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

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N/A

4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

No

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

N/A

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	N/A
Planned Activities	N/A
Individual Responsible	N/A
Start Date	N/A
Method of Evaluation	N/A

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 [student learning outcomes](#) for each of the **degree programs** and provide an [assessment strategy](#) for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).

LASC Institutional SLOs

1. Communication (Oral and Written Skills)
 - use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)
 - use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)
 - utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)
 - demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)
 - demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to. Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs. Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Program Title: Geography				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Students can recognize and articulate how geography affects their lives.	Geography 1 Geography 2 (if offered)	Instructors can consider giving credit for the assessments, especially if it is administered at the end of the semester. Students could receive full credit for participation so long as they attain at least an overall achievement of 2 (some knowledge of how geography	N/A	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

		affects their lives) Scores 4 = extensive knowledge 3 = considerable knowledge 2 = some knowledge 1 = little knowledge blank = did not take post test <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		
2. Students will be able to explain the basic concepts of geography	Geography 1 Geography 2 (if offered)	Instructors can consider giving credit for the assessments, especially if it is administered at the end of the semester. Students could receive full credit for participation so long as they attain at least an overall achievement of 2 (some knowledge of the basic concepts of geography). Scores 4 = extensive knowledge 3 = considerable knowledge 2 = some knowledge 1 = little knowledge blank = did not take post test <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011	N/A	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs		Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
Course name: Physical Geography Geography 1	SLO 1: Students will be able to recognize and articulate how the earth affects human life and how humans affect the earth. Assessment assignments will be administered during the semester.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Students will be able to explain the basic concepts of physical geography. Assessment assignments will be administered during the semester.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:N/A	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Cultural Geography Geography 2	SLO 1: Students will be able to recognize and articulate how the earth affects human life and how humans affect the earth. Assessment assignments will be administered during the semester.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Students will be able to explain the basic concepts of cultural geography. Assessment assignments will be administered during the semester.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:N/A	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

- 5.2 Identify 2-5 Student learning Outcomes for any [certificate programs](#) within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).

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- If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: N/A				
SLO 1:N/A		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2:N/A		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3:N/A		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:N/A		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:N/A		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

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5.3 How are course and/or program student learning outcomes communicated to students?

Student learning outcomes are discussed with students on the first day of class during the explanation of the course outline.

5.3.1 How do you measure whether students understand what the outcomes mean?

An evaluation of one physical geography student learning outcome was conducted in the spring of 2009.

The pre test and post test results were used to assess how the students can recognize and articulate how physical geography affects their lives student learning outcome. Student pre test results, post test results, improvement based on the two tests, and final grades in the class are provided in the associated Excel file based upon data from the spring of 2009 was presented.

The pre test results and post test results were not used in the calculation of student grades in physical geography,

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

Students could assess their abilities by the use of the following rubrics:

Scores

4 = extensive knowledge

3 = considerable knowledge

2 = some knowledge

1 = little knowledge

blank = did not take post test

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

An evaluation of one physical geography student learning outcome was conducted in the spring of 2009.

Students who completed the class with a final grade of a C or higher either showed an improvement in their ability to recognize and articulate how physical geography affects their lives or maintained the same ability if their knowledge was either considerable or extensive.

At this point the existing assessment strategy and rubric seems to work well. No changes to the assessment process are needed at this time.

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Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Geography Program SLO Assessment
Planned Activities	Geography Program SLO assessment planned for spring 2011
Individual Responsible	Lynn Fielding
Start Date	Spring 2011
Method of Evaluation	Assessment will be based on a pre and post test to be administered to all geography courses.

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

38

6.0.2 How many students participated in focus groups?

5

6.0.3 How many students participated in interviews?

0

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

5; As a result of meeting with a counselor, five students shared their opinions of the geography course in which they were enrolled. This positive feedback was forwarded to the instructor.

6.1 Describe the results of the data accumulated in the above methods.

The results of the student surveys showed that students were generally satisfied with the geography program and the sections offered, and felt that their instructor treated them with respect, cared about them learning and understanding geography course materials, and were knowledgeable in the field of geography. However, students felt that classrooms were not adequate since they were not smart classrooms, lacked any wall maps, and often had poor quality desks not large enough to allow a student space for both a textbook and a notebook open for use at the same time. Several students commented that they wished to take cultural geography.

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	N/A
Planned Activities	N/A
Individual Responsible	N/A
Start Date	N/A
Method of Evaluation	N/A

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

Geography is an interdisciplinary field which involves the inter relationships of the physical and cultural world. Generally, it is divided into the physical (Geography 1) and cultural (Geography 2) realm. However, due to human and physical environment interactions, the two areas are never completely separate. To teach this broad subject to the students of Southwest College is the challenge posed to the geography instructor. The present geography instructor has 18 years of teaching experience, a strong background in the physical sciences to complement the physical realm, field work experience to provide human - environment examples to the students, and a dedication to remain up to date on technology trends and present research in the discipline. Instruction focuses on student centered learning intended to motivate students to learn and succeed in the course.

Program Weaknesses

Weaknesses are the lack of a dedicated geography classroom and limited course offerings.

Program Opportunities

Geography majors can find employment in a diverse range of jobs from city planners to meteorologists, to soil scientists, to teachers.

Program Challenges

The main challenge is expanding the geography program to allow students to become majors and earn a degree or certificate in geography.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
Expand geography course offerings.	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	Instructor time needs to be allocated to develop new courses.
Dedicated geography smart classroom.	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	Classroom availability needs to be researched and a classroom needs to found to be dedicated space for the two sections of physical geography presently being offered.
Equipment and Supplies for developing new courses.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	Topographic maps and sets of atlases have been purchased but additional supplies will be needed to support new course offerings.

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Hire additional adjunct faculty or a full time geography instructor.	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	Dropped until new courses are developed, approved, and ready to be offered.
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Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	Establish a dedicated geography smart classroom.	Classroom availability needs to be researched and a classroom needs to be found to be dedicated space for the two sections of physical geography presently being offered.	Lynn Fielding	Fall 2011	open
2	Expand geography course offerings.	Instructor time needs to be allocated to develop new courses.	Lynn Fielding	Spring 2011	Fall 2011
3	Equipment and Supplies for developing new courses.	Purchase new equipment and a locking cabinet needed for new courses.	Lynn Fielding	Fall 2011	Spring 2012
4	Geography Program SLO Assessment	Geography Program SLO assessment planned for spring 2011.	Lynn Fielding	Spring 2011	open

Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	Locking cabinet	1	1 and 3	2/2	Locking storage space for instructional materials.	\$1,500
2	Maps and instructional aids	TBA	3	2/2	Materials needed for new geography classes.	\$1,500

Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

N/A

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

N/A

- 3. List a minimum of (3) recommendations for the program.**

Geography Program Recommendations

1. Establish a dedicated geography smart classroom.
2. Expand geography course offerings.
3. Obtain equipment and supplies for developing new courses.