General Information

Important Information

Some people have expressed concerns about losing information after being logged off. There are some ways to avoid this.

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Submitter's First Name:	*Michelle
Submitter's Last Name:	*Palma
Submitter's Email:	*mpalma2@gwc.cccd.edu
Submitter's ID	*
Submitter's Phone Number:	*

Type of review?
- ○ Administrative
- ◉ Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services))
- ○ Student Services

Who is your Dean/Supervisor?
- ○ Robyn Brammer
- ○ Joseph Dowling
- ○ Rick Hicks
- ○ Janet Houlihan
- ○ Danny Johnson
- ○ Claudia Lee
- ○ Alice Martanegara
- ○ Carla Martinez
- ◉ Alex Miranda
- ○ Kay Nguyen
- ○ Meridith Randall
- ○ Christina Ryan Rodriguez
- ○ Matthew Valerius
- ○ Tim Vu
- ○ Chris Whiteside

Are you the Department Chair? *
- ○ Yes
- ◉ No
- ○ Not applicable

Warning: It is critical that you enter your Department Chair's email address correctly. Entering an incorrect email may require you to start a new Program Review!

Who is your Department Chair? (if applicable)	Noah Levin and Sunshine M
Department Chair's Email (if applicable)	nlevin@gwc.cccd.edu

Who is your Vice President? *
- ○ Lee, Claudia
- ○ Houlihan, Janet
- ◉ Randall, Meridith

If you experience any technical difficulties completing this form, please contact Damien Jordan.

Program Review
Purpose

*"Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices" –**Academic Senate for California Community Colleges,***

Program Review
Data Driven Decision Making

· *Continual improvement*
· *Evaluation of program resource needs*
· *Fiscal stewardship and transparency*
· *Culture of evidence*

Program Review
Reporting Cycle

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021).
   Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Categorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

Important Update

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Program Information

Name of Program (Academic Programs should be listed per discipline)

*Geography

Please provide a brief description and any significant change in your program since the last program review cycle.

*Enrollment increased then dropped slightly in 2020-21 as a result of Covid. Enrollment/section remains higher than the GWC average. The average fill rate has increased and is over 10% higher than the GWC average, this is likely because we better managed seat count for all sections.

What are your program's strengths?

*Success rates and retention continue to be high for most racial/ethnic and special population groups.
Geography will continue offering an online lab after classes return to in-person which can be used to complete a fully online ADT.
Enrollment in GEOG 180 and 180L which satisfy Area B: Natural Sciences are in high demand.
Geography also successfully developed and submitted curriculum to satisfy Area F that has been accepted. This new course helps to fill the gap in courses relating to race and ethnicity from a contemporary, critical perspective.
This program also collaborates with the geography program at OCC and maintains communication with geography departments at nearby UC and CSUs.
The program's main strength is its ability to provide students with the skills and knowledge to be informed citizens regarding the natural, environmental, social, political, economic, cultural, global aspects of the world at multiple scales.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

*There is not a suitable space to run the labs, lack of guidance to adequately promote the program, and large class sizes.

Lab Space
The current space provided for labs is a small classroom that lacks adequate storage, student workspace, and room to display and access materials for assignments. Labs run for three hours at a time and since we must share this room with other classes, we are not able to add more lab sections even though they are in high demand. Several of the materials are open to anyone in the classroom which means things can easily go missing. This program requires a lab space that is larger enough to have large tables for students to spread out their work and materials on, display areas that students can gather and mover comfortably around; adjacent locked-storage for materials; wall space for the permanent installation of maps and data; and the ability to hold 4-5 lab sections per week.

Promotions
This department only has one full-time faculty member which makes it challenging to tackle promoting the program on top of the other required responsibilities. Coming up with the most eye-catching, contemporary, and relative images and text to make flyers, posters, social media posts, web pages are beyond the scope of my skill set. I know there are people who will post messages, print posters, and pass out flyers on my behalf, but I really need help with the creative process itself.

Large Class-Size
This program is starting to see reduced class sizes for online classes and would like this to continue. Several online class sizes were previously set at 115 students per section, but have been reduced over the past two years. Based on the academic literature that I have presented to the DEAC and Academic Senate, online classes should be no larger than 40 students. Classes that have enrollment higher than that require instructional assistance and/or increased compensation. Large online classes hurt students because the quality of instruction declines as classes get bigger. This program would like to implement the recommendation on online class size put forth by the DEAC.

INSTRUCTIONAL PROGRAMS

Do any of the courses in your program have a CTE TOP code?

* ○ Yes
* ⦿ No

What type of awards does your program offer?

☐ Certificates
☐ AA/AS Degree
☑ Associate Degree for Transfer

Please provide the information for the number awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3-years ago	2-years ago	1-year ago
Certificates	*0	*0	*0
Associate Degrees	*0	*0	*0
Associate Degrees for Transfer	*2	*2	*5

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research, Planning, and Institutional Effectiveness (ORPIE).

*ADTs are not very high in Geography. This is a result of several factors related to awareness. 1) The vast majority of students are not aware of this major or what it offers until they actually take a geography class. 2) While geography graduates attain successful careers, they often do not hold the title of "Geographer," thus they are less well known to the wider public. Geographers are hired based on their interdisciplinary skillset and knowledge that applies to a variety of careers rather than simply that of a "Geographer." 3) Geography requires extra promotion on campus and to the community because it is less known compared to most other disciplines. 4) Even though there are not a lot of ADTs, geographic knowledge is an essential component to undergraduate study and supports many other majors and career pathways.

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from four years ago, two years ago, and this year.

Please note: For programs with earned credit, please use FTESr/FTEF. For non-credit or the International Students Program, please use FTESm/FTEF.

FTES/FTEF ratio from 3 years ago

*44

FTES/FTEF ratio from 2 years ago *41

FTES/FTEF ratio from last year *37

Outside of hiring new faculty (which should be included in your program goals, if needed), please discuss this trend and your plan for improving efficiency

This program continues to maintain high efficiency that is above the GWC average. Even after lowering some seat-counts, it continues to be highly efficient. The program has room to lower efficiency which would raise student-student and student-instructor engagement in both in-person and online classes as discussed in the section on challenges for the department.

Using the data received from Office of Research, Planning, and Institutional Effectiveness (ORPIE), what strategies has your department implemented over the past two years to be more inclusive of the distinct student populations you serve?

This program has established a permanent DE addendum for the geography lab 180L which makes it possible for students to earn this Area B credit without coming to campus if they are not able to do so due to a variety of circumstances. This then creates a more inclusive opportunity for students to complete their degrees. This program also developed curriculum that is inclusive of diverse racial/ethnic experiences, knowledge, histories, and perspectives. Instructors have also adopted OER textbooks to reduce the cost of education to students.

Identify challenges and successes with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education.

Successes include providing more access to students online in the following ways: offering a fully digitally interactive lab online; creating OER online classes, and offering zoom office hours. Challenges include the time it takes to fully develop distance education courses. It requires significantly more labor than developing in-person classes. It has also been challenging to provide individualized feedback to online students in large classes, again due to time constraints.
Another technology challenge is providing the space and funds to run a computer-based course: GIS.

<div align="center">

Program Review
Curriculum

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After a thorough review of your courses, provided by CCI...

Do you have any courses that have not been updated to CCI within the required timeframe (6 or more years for a transfer-level-course; 3 or more years for a CTE course)?
* ○ Yes
  ● No

Do any of your SLOs use the exact wording as the course objectives?
(SLOs should be written to reflect and encompass the course objectives while not using the exact same language as the course objectives)
* ○ Yes
  ● No

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? (Please note, classes that were cancelled, they were not successfully offered).

* ● Yes
  ○ No

CCI will be providing a list of all courses not successfully offered within 2 years. These classes should be suspended or retired through CCI prior to the next Program Review. If there are extenuating circumstances, please provide those here.

Do you have active courses that are not part of a degree or certificate?
* ○ Yes
  ● No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

Once we finalize the above, we will make multiple options available for faculty to complete.

How are you using your Program SAOs/SLOs to improve your program outcomes? (If you are not actively using SAOs/SLOs to improve program outcomes, discuss how you plan to do so in this coming Program Review Cycle.)

We reflect on the reported outcomes to improve course delivery and to fill gaps where needed, as well as continue what is working. I have also rewritten the SLOs for nearly all of our courses to be more meaningful and measurable which will better allow the program to compare data from year to year.

<div align="center">

Program Review
Goals and Requests for Funding

</div>

Requests – If you are requesting any of the following, they _MUST_ be addressed within your Department goals.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

(When you click that you need any of the above (Faculty, Equipment, Facilities, Technology or Support Staff) you will be provided the appropriate form on subsequent pages of this document)

Vision 2030 Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

Goals from Previous Program Review Cycle

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.

1. Secure optimum level of full-time faculty to sustain discipline vitality - my program maintained existing faculty
2. Improve communication with counseling regarding the program - There has been improvement in that I have presented courses at counselor meetings and worked with a counselor to formulate a geography degree pathway.
3. Fund for course-related outside speakers, field trips, off-campus activities connected to disciplines - I have received funding to purchase maps and globes that are necessary to teach geography classes.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Develop and create a clean, safe, and inviting centralized hub for liberal arts and culture and sibling disciplines to provide students with easy and intuitive access to our faculty and staff, classrooms, general meeting rooms, study and social spaces, resources (speaker series, clubs, media, artifacts, tools, materials, career opportunities, etc.).

What actions will the program take to accomplish this goal?

Create a planning workgroup among the interested programs to discuss vision and goals. Gain support from our dean and appropriate decision-makers on campus. Seek out necessary funding and proposals. Work with the SSFC to allocate an appropriate space.

What metric will you use to measure your goal?

The successful development and implementation of this space will be the first metric. Assuming this is achieved we will then look at the metrics of enrollment, success, retention, ADTs, and transfers within our programs, as well as disaggregated data on success and retention rates of racial/ethnic groups, gender, and special populations.

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☑ Enrollment
- ☑ Equity and Success
- ☑ Completion
- ☑ Workforce Preparation
- ☑ Facilities
- ☑ Professional Development
- ☑ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

Please note: Indicating one of the following will create a form to appear on a subsequent page.

- ☐ Faculty
- ☑ Facilities
- ☑ Technology
- ☑ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☐ None of the above

Please describe the type of Professional Development required.

Professional Development is not required. It was selected as a mission that our goal supports not as a request.

When do you plan to implement this Professional Development.

N/A

What budget will this require?

N/A

Goal 2 (Required)

Description of Program's Goal

Develop a new lab space that is large enough to have large tables for students to spread out their work and materials on, display areas that students can gather and mover comfortably around; adjacent locked-storage for materials; wall space for the permanent installation of maps and data; and the ability to hold 4-5 lab sections per week.

What actions will the program take to accomplish this goal?

Seek support from my dean and work with the SSFC to allocate a lab space in the very near future. Apply for

funding for this space.

What metric will you use to measure your goal?

The metric will be if a new and improved lab space is created. I will also use the metrics of enrollment and sections offered.

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☑ Enrollment
- ☑ Equity and Success
- ☑ Completion
- ☑ Workforce Preparation
- ☑ Facilities
- ☐ Professional Development
- ☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- ☐ Faculty
- ☑ Facilities
- ☑ Technology
- ☑ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☐ None of the above

Goal 3 (Required)

Description of Program's Goal

Increase the promotion of Geography ADT and courses to increase enrollment and majors.

What actions will the program take to accomplish this goal?

Work with the Committee on Committees and Strategic Plan Task Force to improve the process of promoting programs through a variety of avenues. Ask the Marketing and Promotions team to assist in creating discipline-specific content and developing an multi-pronged plan of action for promotion. Present at the counselor's meeting.

What metric will you use to measure your goal?

The successful roll-out of a promotional strategy will be my main metric. Assuming that is achieved, I will then look at enrollment, transfers, and ADT degrees to measure the success of the promotions.

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☑ Enrollment
- ☑ Equity and Success
- ☑ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☑ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- ☐ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☐ None of the above

Goal 4 (Optional)

Description of Department's Goal

Offer new/revised courses: GEOG 190 and GEOG 120 (Area F)

What actions will the program take to accomplish this goal?

Revise and update the GEOG 190 curriculum. Promote the courses and suggest they be added to several ADTs. Have my dean work with the CCC district to acquire the software license for ArcGIS required to run GEOG 190. Gain assurances that the courses will run with low numbers for a few semesters as they gain momentum.

What metric will you use to measure your goal?

The metric will be if the courses are successfully and consistently offered.

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☑ Enrollment
- ☑ Equity and Success
- ☑ Completion
- ☑ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☑ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- ☐ Faculty
- ☑ Facilities
- ☑ Technology
- ☑ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☐ None of the above

Goal 5 (Optional)

Description of Department's Goal

OTHER INFORMATION

What additional information would you like to share about your program?

Optional file upload (if desired)

Optional file upload (if desired)

- ☐ Faculty
- ☑ Facilities
- ☑ Technology
- ☑ Equipment

How many funding requests would you like to submit?

- ○ 1
- ○ 2
- ● 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8

1st Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

- ○ Equipment (Technology)
- ○ Equipment (Non-Technology)
- ● Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
- ○ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:

$ 10,000

Does this request address a clear health and safety issue?

- ○ Yes
- ● No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

This request is to achieve a shared goal across multiple programs (Anthropology, Economics, Geography, Global Studies, History, Philosophy, Political Science, Psychology, and Sociology) which likely account for the largest amount of transfer-level FTESs based on the data provided. However, our programs are hidden on campus and there is no space for our many students to connect, study, and engage with each other and their instructors in an organic way. The odd space we do have is locked behind two separate hallways, is unknown and dilapidated. We lack an infrastructure to provide opportunities and events to our students outside of the classroom that would improve success, equity, enrollment, completion/transfers, community, and communication. Furthermore, the discipline-specific knowledge and expertise of faculty in these programs offers insight into critical societal issues of today at multiple scales from the personal to the global. However, we have no clear space to meaningfully process these issues with our students and colleagues outside of the classroom.

Therefore, to sustain these programs which are so vital to the campus, and increase enrollment/degrees ADTs in the smaller programs, we require a space that is easily accessible, clean, inclusive, equitable, lively, informative, flexible, and intuitively specific to our academic area. A Center/Hub would support multiple needs collectively and within each represented program. Because the programs included in this request serve such a large population of students, this Center/Hub would equally serve the needs of the college as a whole.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

The Center/Hub supports all seven college goals as outlined below along with the Key Performance Indicators associated with each goal.

ENROLLMENT

The Center will increase campus awareness of the multiple programs in this academic area which will lead to increased enrollment as more students are exposed to our programs and the variety of courses we offer, especially lesser-known ones. This will improve the Key Performance Indicators of FTES; PACE-Student Focus; CCSSE- Support for Learners

EQUITY AND SUCCESS

The Center/Hub will be developed with equity in mind to attract diverse students, faculty and staff. We will do this by offering events that engage with critical social issues affecting diverse populations; promoting these events to diverse students and inviting speakers from diverse backgrounds that reflect our student population and community. We will work with student services to reach underserved students, special populations, and diverse racial/ethnic/cultural groups. Our events will reflect this commitment to inclusion and social justice.

In terms of success, the Center/Hub will provide students with supplemental educational opportunities related to their own courses but also across disciplines to demonstrate the intersectionality of the represented programs. The supplemental opportunities will challenge students and help them conceptualize their academic work within the real world. Students will be exposed to and celebrate a variety of cultures and interests that will enrich their understanding and connection to their community. This then will improve the following key indicators: CCSSE – Active Learning; CCSSE – Academic Challenge; CCSSE-Faculty interaction; CCSSE- Support for Learners; and PACE-Student Focus

COMPLETION

Students earning ADTs in one of the many programs represented by the Center/Hub will significantly improve their chances of timely completion because they will have easier access to faculty and peers to help them stay on top of their coursework, study, and feel seen. When students know that they are part of something, they are more likely to stick with it and invest their time in it. Furthermore, the Center will provide information and resources about the programs at UCs and CSUs to help students develop and achieve their goals of transferring. This will improve the key performance indicators: Successful Course Completion Rate, College Completion, Number of Associates and ADT degrees awarded, UC and CSU Transfer.

WORKFORCE PREPARATION

The Center/Hub will provide students with career and employment opportunities within the represented programs. Here, students will also be made aware of specific industry-related courses these programs offer. This will improve the Key Performance Indicators of: PACE-Student Focus; CCSSE-Faculty interaction; CCSSE - Support for Learners; CCSSE – Active Learning; CCSSE – Academic Challenge

FACILITIES
Students want more comfortable, inviting spaces where they can hang out and interact with each other outside of the classroom. The Center/Hub will allow students to remain on campus in between classes instead of driving off campus or sitting in their cars. The space(s) will be multi-purpose and accessible. The goal is for faculty and related staff/admin offices to be located logically within the Hub so that they are easily accessible not only to students but for other faculty, admin and staff as well. Furthermore, the Center/Hub will provide events that are open to the public showcasing a clean, inviting space. This will improve the Key Performance Indicators of PACE-Student Focus; CCSSE-Faculty interaction; CCSSE- Support for Learners; PACE Institutional Structure

PROFESSIONAL DEVELOPMENT
The Center/Hub will be a location to host speakers and workshops that are experts in their disciplines, thus providing professional development to college employees and education to students. In particular, pertinent issues surrounding race, gender, politics, and mental health are just a few areas that faculty within these programs can speak to or organize speakers for. This will improve the Key Performance Indicators of CCSSE-Faculty interaction; CCSSE- Support for Learners; PACE Institutional Structure

COMMUNICATION
The Center/Hub will make the participating programs vastly more accessible and visible which will improve communication between and among students, faculty, admin, and staff. Also, because these programs will be centralized around the Hub, it'll be far easier to communicate at this "one-stop-shop." The Center/Hub will also develop a virtual website to communicate with the college. This will improve the Key Performance Indicators of CCSSE-Faculty interaction; CCSSE- Support for Learners PACE Institutional Structure

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

The center will provide a range of benefits to students and faculty at GWC. The center will serve as a designated space for faculty in the Social Sciences, Liberal Arts & Culture, and Psychology departments and students to meet in order to discuss course work, student success, and transfer or career plans. The center will also serve as a reserved space for student clubs, such as the History Club, Philosophy Club, and Psychology Club, to gather and hold meetings. These popular clubs have drawn student enrollment to GWC, but the club members currently struggle to find a designated space to congregate. The center would also invite other clubs and associations on campus to collaborate on events open to the college. The center would include computer stations for students to study and work on their courses. Faculty can also provide maps, globes, graphs, archaeological artifacts, biological specimens, and historical documents in the center, making it a museum and archival atmosphere. Lastly, it is the departments' hope that counselors knowledgeable of the transfer degrees in Psychology, Political Science, Economics, Sociology, Global Studies, History, Geography, Philosophy, and Anthropology can attend the center and answer students' questions regarding completion of degrees and transfer.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

This Center will provide long-term cost savings by serving the needs of multiple programs and students in one centralized space. Sharing space and resources is far more cost-effective than having several smaller spaces to meet this need for 3 separate departments and 9 programs individually.
As outlined above, the creation of the Center is likely to increase student engagement with the campus, other students, and faculty by providing a welcoming space, effectively creating a Social Science learning community on or campus. When students feel more involved and engaged on a campus, their success and retention increase, which in turn improves the efficiency and effectiveness of not only Social Science programs but all disciplines that include our courses in their pathways.
Our campus has long discussed and sought methods of increasing student engagement on our campus and ways that we can keep students on campus longer in beneficial ways outside of the classroom, as doing so improves our ability to foster successful students. This center would do just that.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

3

Supervisor's Review

As the supervisor of this program, I have reviewed this request.
* ○ No concerns
  ● I have concerns

Comments:
The Center/Hub idea has been echoed by other disciplines as well.

2nd Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.
* ● Equipment (Technology)
  ○ Equipment (Non-Technology)
  ○ Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
  ○ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:
$ 91,000

Does this request address a clear health and safety issue?
* ○ Yes
  ● No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to

support the need for this request.

GEOG 190: Intro to GIS (Geographic Information Studies) is a computer-based course. It requires the use of licensed software that the district has access to at a very low annual cost of around $1000. Students will need access to computers that are equipped to run the mapping software both during and outside of class. In the absence of a computer lab, I am requesting the use of 36 laptops that cost around $2500 each.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

The course and technology required for it aligns with the Colleges Goals in the following ways:
ENROLLMENT
This course will increase enrollment because GIS is a highly sought-after skill in many industries. The course is also part of the two ADTs so there is demand for enrollment. This will improve the Key Performance Indicators of FTES; PACE-Student Focus; CCSSE- Support for Learners.
EQUITY AND SUCCESS
This course will be promoted equitably in an effort to attract enrollment from diverse groups. The course offers a fully hands-on experience throughout the entire course which is likely to attract students who benefit from this type of learning modality. Students will also have access to the laptops and software outside of the classroom, thus giving them more time and practice to complete their assignments which will lead to higher success and is more equitable of diverse learning needs. CCSSE – Active Learning; CCSSE – Academic Challenge; CCSSE-Faculty interaction; CCSSE- Support for Learners; and PACE-Student Focus
COMPLETION
This course is part of the at least two ADTs and hopefully more in the near future, so offering it will allow students to complete their ADT faster and on our own campus. Currently students must take the course at OCC where they often then end up completing their degree, so we are losing students by not offering this course. This will improve the key performance indicators: FTES, Successful Course Completion Rate, College Completion, Number of Associates and ADT degrees awarded, UC and CSU Transfer
WORKFORCE PREPARATION
This course supplies hands-on skills used in a variety of career and job opportunities. It may be offered in a variety of CTE programs as well. This will improve the Key Performance Indicators of: PACE-Student Focus; CCSSE-Faculty interaction; CCSSE- Support for Learners; CCSSE – Active Learning; CCSSE – Academic Challenge
FACILITIES
The technology for this course will need to be housed in a appropriate space, ideally, part of a larger Center for the Liberal Arts and Culture Department and their sibling disciplines. This space will help connect students to each other and the instructors and provide them time outside of the classrooms to work on their assignments using laptops with the ArGIS software. This will improve the Key Performance Indicators of PACE-Student Focus; CCSSE-Faculty interaction; CCSSE- Support for Learners; PACE Institutional Structure

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

The use of these laptops and software may be shared with any other programs on campus. They will hopefully be housed in a Center for LIberal Arts and Culture and their sibling disciplines so that these programs (nine in total) may use the technology as well. Hopefully, CTE programs will incorporate this course into their curriculum as well.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

Because we are losing students to other schools who want to take this course, the long-term cost savings will be those related to FTES and completion. The sharing of this equipment will also be a significant cost-savings rather than supplying laptops for every single program individually.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

○ No concerns
◉ I have concerns

Comments:

This is a well-written PR for an important College program. The data reported is relevant and reflective of the current realities. The request for a Center/Hub has been echoed by other programs and may be a significant enough request for the District and College to entertain in their future plans.

The marketing/promotion strategy may need attention, and this is difficult to do for one faculty member. So, it may be a concerted effort from the Division that this need is addressed.

Other than the above, this is a good PR. Thank you.

3rd Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

○ Equipment (Technology)
○ Equipment (Non-Technology)
◉ Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
○ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:

$ 15,000

Does this request address a clear health and safety issue?

◉ Yes

○ No

What is the health and safety issue? How long has this condition existed? Have any work orders been submitted for this issue and when? What are the consequences if not funded?

I believe current enrollments exceed the maximum capacity of the classroom with all of its cabinets and tables crowding the room

How long has this condition existed?

This has been the case for over 6 years to my knowledge.

Have any work orders been submitted for this issue and when?

I believe a work order for new chairs was submitted this semester Fall 2021.

What are the consequences if not funded?

If there is an emergency, I do not believe all students would be able to safely evacuate this space.

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

GEOG 180L is a physical geography lab that has been steadily increasing in demand each semester since the full-time instructor was hired. Labs run for three hours at a time and since we must share this room with other classes, we are not able to add more lab sections even though they are in high demand.
The lab course has never been offered in a proper lab space. The current space provided for labs is a small classroom that lacks adequate storage, student work-space, and room to display and access materials for assignments. Several of the materials are open to anyone in the classroom which means things can easily go missing.
This program requires a lab space that is larger enough to have large tables for students to spread out their work and materials on, display areas that students can gather and mover comfortably around; adjacent locked-storage for materials; wall space for the permanent installation of maps and data; and the ability to hold 4-5 lab sections per week.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

ENROLLMENT
If we have a proper space to offer this course, we may add more sections and increase enrollment immediately. This will improve the Key Performance Indicators of FTES; PACE-Student Focus; CCSSE-Support for Learners
EQUITY AND SUCCESS
Providing students with a proper lab space promotes equity because it will allow for more hands-on lab exercises, and more materials to assist in diverse modes of learning. Currently, the lab exercises to not allow for much hands-on, tactile learning because we don't have the space to do so. When students are better able to learn, they are more successful. CCSSE – Active Learning; CCSSE – Academic Challenge; CCSSE-Faculty interaction; CCSSE- Support for Learners; and PACE-Student Focus
COMPLETION
This course is part of the Geography ADT, but also satisfied the Natural Science Lab requirement for Gen ED. If we are able to offer more sections, then more students will be able to complete their degrees. This will improve the key performance indicators: FTES, Successful Course Completion Rate, College Completion, Number of Associates and ADT degrees awarded, UC and CSU Transfer.
WORKFORCE PREPARATION
This course supplies hands-on skills used in a variety of career and job opportunities. This will improve the Key Performance Indicators of: PACE-Student Focus; CCSSE-Faculty interaction; CCSSE- Support for Learners; CCSSE – Active Learning; CCSSE – Academic Challenge
FACILITIES
The current room that students must take their lab in is cramped, dilapidated, and completely inefficient. This is not the kind of space that attracts students to the college; in fact, it deters students in all likelihood. The current room makes it look like the college doesn't take the learning needs of students seriously. A proper updated facility will better reflect our commitment to students, equity, and success. Ideally, this lab space would be within a larger Center for the Liberal Arts and Culture Department and their sibling disciplines. Key Performance Indicators of PACE-Student Focus; CCSSE-Faculty interaction; CCSSE- Support for Learners; PACE Institutional Structure

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

This lab space may be shared with Anthropology who is also holding labs in the same room.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

The long-term cost savings would be from fiscal benefits of more FTES, completion, ADTs, and Transfers. Efficiency would increase because there will likely be fewer drops with more resources and materials for students to access to be successful remain in the class, rather than dropping.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

2

Supervisor's Review

As the supervisor of this program, I have reviewed this request.
○ No concerns
● I have concerns

Comments:

The shared lab has proven to be challenging. The report is correct about the shared space. Therefore, the solution may originate from different scheduling, or from the access to existing space across the campus.

<div align="center">General Information</div>

You have finished your Program Review! Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.

Please note, you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.

...3834343834

Michelle Palma   10/21/2021, 11:26 AM
Signature   Date

<div align="center">Review Feedback</div>

Department Chair: Please provide feedback on this Program Review

> *The Geography program is doing well in terms of student success and efficiency. If the program is to improve and grow, it needs either improved or new classroom and lab spaces to effectively teach their students.

Dean/Supervisor: Please provide feedback on this Program Review

Deans/Supervisors - If you would like to return this document to the originator, prior to IEC's review, please DO NOT CLICK NEXT here.

Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator.

If you sign the document, it will go forward to IEC.

You will get another chance to review the document after IEC, CCD (if instructional), and the Vice President have provided comments.

IEC: Please provide feedback on this Program Review

> *No concerns

Dean's Second Review

Superuser final check   ☐

CCD Reviewer

1. **Once you click the checkbox button below, scroll to the bottom and**
2. **Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.**

* ☑   I have completed the CCD Review

Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.

If you sign the document, it will go back to the dean for a final review. If the dean forwards

the document without returning it, the document will be locked, and the originator will not able to incorporate the feedback from the reviewers.

Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.

Vice President: Please provide feedback on this Program Review

Insightful review about program needs. Will follow up on lab space and promotional needs.

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

Which of the following *might* be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

☐ **Equity:** Help disproportionately impacted students outside the classroom
to either come to the college (access), stay in college (retention), complete transfer-level math or English,
complete their degree/certificate, or transfer to a 4-year institution.

☐ **Higher Education Emergency Relief Fund (HEERF II)**:
Assist students impacted by the COVID-19 pandemic

☐ **Lottery:**
Purchase of instructional materials to be used by students in the classroom.

☐ **State Funded Equipment:**
Any equipment considered that will last more than a year and costs more than $5,000 that is used within the classroom.

☐ **Workforce Development:**
Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

__Dean/Supervisor__: Please provide feedback on this Program Review. Please include feedback for any of the above-checked funding recommendations (e.g., which request may meet which funding request).

Chair Signature	Electronically signed by Noah Levin on 10/21/2021 6:22:25 PM
IEC Signature	Electronically signed by Robyn Brammer on 11/15/2021 7:40:03 PM
CCD Signature	Electronically signed by Robyn Brammer on 11/22/2021 5:57:26 PM
Vice President Signature	Electronically signed by Meridith Randall on 01/06/2022 8:43:37 AM