

Geography-FH K Allison Meezan - Geography

21-22 Annual Progress Report

Recommended actions for improvement identified in the 5-Year Self-Study.

Stabilize/Increase FTES

- Present to counselors to promote Geography program including highlighting on campus offerings
- Faculty will participate in POCR to build out high quality online course offerings
- Faculty will advocate to increase offerings of GEOG 1 to meet wait list demand

Stabilize/Increase course success percentages

- Geography specific tutoring at the PSME Foundations STEM center (now the Garden)
- Allow Geography students to utilize the study skills and college success tutoring/mentoring at the TLC
- Collaborate with the Equity office and Athletics to build cohort groups that could benefit from targeted support/tutoring

Actions to decrease success gap between targeted and non-targeted groups

- Geography specific tutoring at the PSME Foundations STEM center (now the Garden)
- Allow Geography students to utilize the study skills and college success tutoring/mentoring at the TLC (Students not enrolled in Language Arts classes were not served at the TLC at the time of the Program Review)
- Collaborate with the Equity office and Athletics to build cohort groups that could benefit from targeted support/tutoring
- Faculty allow students to revise and resubmit work

Actions taken and progress made in accomplishing the improvement.

The past two academic years (2019-20 and 2020-21) did not proceed as the department had envisioned when the Geography Department Program Review was completed in fall of 2019. While our college was overtaken by current events, the Geography department endeavored to keep on track with their proposed action to increase student success and enrollments. These actions have met with some noteworthy successes.

Present to counselors to promote Geography program including highlighting on campus offerings

- Members of the Geography department made presentations to the Foothill Counselors in Fall 2019 and Winter 2021 with an overview of Geography course offerings and how Geography supports and relates to a variety of majors
- Geography has also been active in working with the Guided Pathways initiative to highlight the interdisciplinary nature of the field and job opportunities available.

Faculty will participate in POCR to build out high quality online course offerings

- Over the past two years three Geography faculty have participated in Peer Online Course Review. Faculty that have participated have refocused their online offerings to explicitly link course outcomes to the material presented in the course and the formative and summative assessments. In addition, the faculty have amassed techniques to more clearly communicate with students in the online medium using multi media and multiple points of contact and communication.
- In addition to collaborating within the department on POCR course revisions, department faculty are piloting lab revisions/resubmission policies to increase student success
- Department faculty will continue to partner with the Office of Professional Development and the Office of Online Learning to build engaging, equity-minded and innovative course offerings for students.

Geography specific tutoring at the PSME Foundations STEM center (now the Garden)

- The Geography faculty have collaborated with the PSME STEM center to launch the Garden tutorial center which provides targeted foundation skills tutoring in a variety of disciplines including Geography
- Faculty meet regularly with Garden tutors to review key learning outcomes and discuss elements that students find challenging.
- The Garden successfully shifted to online tutoring in Spring 2020 and has maintained tutoring accessible to online students five afternoons and evenings each week.

Allow Geography students to utilize the study skills and college success tutoring/mentoring at the TLC

- The reorganization of the TLC has now accommodated support services for students not enrolled in language arts classes
- Faculty have worked with the TLC to present targeted workshops in their classes on research and study skills
- Faculty actively promote TLC study skills and college/success tutoring in their classes and refer students to the TLC
- Faculty are using the Starfish Early Alert program to refer students who are struggling to be connected with additional support services on campus.

Evidence used to evaluate progress.

(ex: What data are you using to make your progress judgment?)

Student success in Geography courses has improved between 2018-19 and 2020-21. Success in the department has increased from 73% in 2018-19 to 80% in 2020-21. At the same time, the success for African American students has increased from 57% to 63%, and increased from 58% to 73% for Latinx students.

Enrollment in the department has remained relatively stable, with a slight increase from 829 students in 2018-19 to 870 in 2020-21.

New trends, policies, or state initiatives that have impacted your actions for improvement.

There have not been any state-wide policies or state initiatives that have impacted department actions for improvement. The department absorbed the shift to all online teaching due to Covid without a significant loss of enrollment. The major challenge for the Geography program will be to push back against the college trend (in place before Covid and discussed in the Program Review) to favor online course offerings over on campus or hybrid offerings because of stronger enrollment in online. The Geography department would like to maintain an on campus presence and is working to adapt to student demand for flexible hybrid course scheduling options that give students the flexibility of online coupled with the support of on campus resources.

Actions needed/designed to address the area of work/improvement for new trends, policies, or state initiatives.

The Geography department is working to offer flexible hybrid course offerings (such as one day per week on campus). Hybrid teaching is the most demanding in terms of requiring organized, flexible and innovative pedagogy to make best use of the face to face and online mediums. Department faculty will continue to collaborate and partner with Foothill Online Learning and the Office of Professional Development to meet this demand.

The department also needs the support of the administration to encourage on campus course offerings. The administration can bolster an on campus presence for the Geography department by providing a more nuanced approach to pre-term course cancellation that supports on campus offerings rather than focusing on maximizing productivity with an emphasis on high census enrollment online courses. Hybrid and traditional classes historically have a higher student success rate than online (in particular for underrepresented students), so while aggressive cancellation of lower enrolled on campus classes results in higher productivity, the long term effect is lower overall equity and success rates, and the loss of the on campus presence of the Geography community.

This form is completed and ready for acceptance.

Administrator's Name:

Date:

Comments: