Geography Program Review

Rubric Evaluation	Kurt Hueg (Dean)	Eric Hoppe (At-Large Classified Staff)	Geoff Mathews (At-Large Faculty)	Kerri Ryer (Same Division Faculty)
A. Program Information				
How many criteria are met for the Program Mission statement?	Exceeds expectations for all 8 criteria - Excellent	Addresses all 8 criteria - Meets the Standard	Addresses all 8 criteria - Meets the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	Well crafted mission statement outlining the core areas of the discipline. It could do more to outline the student populations served. A mission statement should not describe aspirational goals, or what a program hopes to achieve, as described in #4.	Mission Statement is concise and reflects Geography's value, both intellectually and for transfer requirements.	If anything, the mission statement slightly undersells the program's role in the college - in addition to having courses that meet the physical and social sciences GE requirements, they have a course that satisfies the analytical thinking GE requirement as well.	The mission statement clearly states the purpose, primary functions, and activities of the program. Aspirational goals of the program are clearly articulated. For example, cultivating global citizenship is a clearly an aspiration of the program. Students have been identified as the primary stakeholders, and the statement is aligned with the college mission. The only criteria that is unclear is the program's priorities and values.
How many criteria are met for the Program Learning Outcomes?	Exceeds expectations for all 5 criteria - Excellent	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	Clear and concise program level learning outcomes. Measurable	The PLO addresses what occurs in the class and it's application towards current events.	Minor point in relation to criteria 4: In one place, the PLOs are written in language that students would not easily understand (at least, not until after they've taken your classes!): "spatially distributed data", could be replaced with "data from locations around the Earth".	Students are clearly centered in the program learning outcomes, and learning can be be measured through demonstration of the identified skills. However, as written, the learning outcomes may not be understandable to average freshmen students. For example, they may not know "spatially distributed data." In regard to levels of learning, the first PLO clearly identifies "interpret" which is part of Bloom's "Apply" level. Perhaps consider changing "draw valid conclusions" to "Investigate", which would demonstrate a building up to a higher level learning. This would then be in line with PLO 2's "Evaluate" and "Apply."
B. FTES - Enrollment Trends				
1. What does the FTES data trend indicate?	FTES has decreased over the time span by 10% to 30% - Needs Some Improvement to Meet the Standard	FTES has decreased over the time span by 10% to 30% - Needs Some Improvement to Meet the Standard	FTES has decreased over the time span by 10% to 30% - Needs Some Improvement to Meet the Standard	FTES has decreased over the time span by 10% to 30% - Needs Some Improvement to Meet the Standard

How many criteria are met in the data trend narrative explanation for FTES?	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for FTES?	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	In this situation the decline in FTES is correctly attributable to a reduction in sections due to budget reductions at the college level. It would be incorrect to interpret this data as a continuing downward trend at this time. The department is very strong and could increase enrollment at any time if additional funds were available, particularly for additional online Geography 1 classes, which fill to capacity well before the beginning of the quarter. The challenge has been to maintain face to face enrollment in classes such as GEOG 2 and 10, and that remains a challenge. Overall the enrollment is strong and student demand stable and growing.	Geography's decreased FTES is addressed and strongly correlated with a strong reduction in the number of on-campus sections offered.	Technically, the explanation of the data trend does not explicitly give reasons that are within department control - but their reasoning seems sound, that FTES is down because of factors outside of department control (i.e. emphasis on productivity, and the recent college-wide drop in enrollment in recent years). So it feels awkward to feel forced to select a checkbox that says, "Needs some improvement to meet the standard." The department has identified why their FTES has decreased, it's just not something they can directly affect. The most direct path to increasing FTES is to offer more sections of the highest enrollment course, GEOG01, but as noted that is not a decision that the department makes. Perhaps breaking GEOG01 into separate lecture and lab courses would allow for both boosting FTES (with a larger lecture course and commensurate higher possible productivity), and having the required lab offerings to support the need for low per-course enrollment labs? Their action plan of presenting to counselors can be reasonably expected to increase student awareness of their offerings. But ultimately, they need to have more offerings of their in-demand courses. Peer Online Course Review will be valuable for boosting student success (a later topic in the review), but I'm not sure to what degree that would help increase FTES since the department notes that online courses already have a high fill rate.	While the FTES explanation indicates that the biggest reason for the decline in enrollment is due to a decrease in the number of sections (10), this number is meaningless unless the proper context is provided. Noting that the department went from 34 to 24 sections provides a more clear, data driven, explanation of how fewer sections has led to lower FTES. While the action narrative identifies several steps to be taken, i.e. coordinate with counseling, POCR participation, and shifting course offerings, it takes a passive approach. For example, course offerings are "outside of department control." It is clear that these actions are aimed to respond to the data, however, they are not within the department control, and the short and long term goals are unclear. Consider identifying short term and long term goals with specific deliverables that the department can control.

C. Sections - Enrollment Trends

Question				
How many criteria are met in the data trend narrative explanation for sections?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard
How many criteria are met in the narrative explaining why the number of sections increased while FTES decreased?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent		The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	
Reader Feedback	The narrative correctly identifies budget reductions as the primary reason for the reduction in sections. The department consistently fills two face to face Geography 1 classes, and anywhere from 4 to six online sections of Geography 1 depending upon the available 1320 funds. The department has strong demand for online Geography 1 and more classes can be added if funds are available.	The narrative explains that the number of sections had decreased substantially (80% for one and 50% for another) and attributes this to high seat counts per section.	The description of why the number of sections has dropped - productivity-driven course scheduling - seems plausible, yet is outside of the department's control. Therefore, technically, the explanation of the trend in number of sections is missing the element of "factors within department control." However, this seems to be more an indication that the criteria here (and throughout the rubric) could use some tweaking.	NA the number of sections has decreased and so too has FTES

D. Productivity - Enrollment Trends

Question				
1. What does the data indicate about the productivity trend?	The program productivity trend has increased - Excellent	The program productivity trend has increased - Excellent	The program productivity trend has increased - Excellent	The program productivity trend has increased - Excellent
How many criteria are met in the data trend narrative explanation for productivity?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for productivity?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent		The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

Reader Feedback	Reductions in the number of sections and the number of face to face classes has resulted in less FTES over time but higher productivity. Productivity is at maximum in Geography each quarter now, with all classes filling to capacity. Due to the seat count of 35 in Geography 1, productivity will stay constant at approximately 525, which is above the college goals of 517.	The narrative explains that productivity has increased at the expense of the variety of offerings.	Again, the narrative is missing one element - identification of reasons within department control for increases in productivity - but that is because increasing productivity reflects a set of scheduling decisions that focus on boosting productivity.	While I agree that "it is a significant concern that course scheduling has chased productivity at the expense of equity and success," the narrative does not identify actions to be taken within the department's control. The narrative seems to imply that productivity has increased because fewer sections are offered, which means perhaps, we are now only serving those students whose environmental factors put them at an advantage and thus are more likely to be successful, which is very inequitable and not aligned with the college mission. Perhaps a refocus of the narrative on the changes at the department or course level that are within the control of the department would help identify productive changes and avenues for continued improvement.

E. Enrollment by Student Demographics

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)	The difference between the gender/sex is between 11% to 20% - Meets the Standard	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent
How many criteria are met in the data trend narrative explanation for enrollment by gender?	The narrative includes all 3 of the criteria - Meets the Standard		The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for enrollment by gender?	The narrative includes all 5 of the criteria - Meets the Standard		The narrative includes all 5 of the criteria - Meets the Standard	
Data Table for Enrollment by Gender of Declared Majors https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf)				

3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is between 11% and 20% - Meets the Standard	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent
Reader Feedback	The program mirrors the overall college demographics nearly identically and there is nothing in the data to indicate changes or differences in the demographics related to gender, or a gap that needs to be addressed.	The data shows gender parity is flat and in line with the college's standard.	Typo: the narrative refers to year 17/18, but the given enrollment percentages are for 18/19.	N/A
2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?				
(2018-19 College enrollment distribution by ethnicity: 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)	The enrollment mirrors the college's ethnic distribution - Meets the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment mirrors the college's ethnic distribution - Meets the Standard	The enrollment mirrors the college's ethnic distribution - Meets the Standard
How many criteria are met in the data trend narrative explanation for enrollment by ethnicity?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for enrollment by ethnicity?	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included
Reader Feedback	The narrative addresses the one variance on enrollment by ethnicity, which is a slightly smaller Asian population, but I do not believe it to be statistically relevant.	The enrollment distribution has remained flat over the time period. The narrative addresses the distribution differences from the college's average.	The department notes a small over-abundance of white students, and under-abundance of Asian students in their courses (about +-5% of their total enrollments). However, the criteria for whether to consider this a problem or not are a bit vague - it is not clear if this difference is enough to count as not mirroring the Foothill population in general. The department notes that these numbers have stayed relatively constant. Furthermore, I wonder if these numbers may be hiding a couple of success stories. Overall, department enrollment is down by about 20%. However, in raw numbers, the Latinx population (while having large variability) is at the same level as 5 years ago (214 vs. 217) , and the Asian student enrollment is down only 7% (211 vs. 227).	N/A

F. Student Course Success

1. What does the data trend indicate about overall course success?	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for student course success?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for student course success?	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	Overall course success is stable in a range between a high of 78 and low 73 % annually in the five year period. While the program is engaged in efforts to increase success such as adding tutors to the STEM center specifically focused on geography, to assign the the drop in course success to a less prepared student body is difficult to accept given there is no data students are less prepared in recent years. The program should identify other initiatives to address the drop in course success.	The trend shows a decrease in success percentage. The narrative addresses this and speculates on causes.	The shift in course offerings to online can likely explain a large part of the drop in success rates, so anything to help address this systematic problem is good. The department discussed Peer Online Course Review (POCR) in an earlier section. That effort sounds valuable in addressing the difference noted between face-to-face and online class success rates. The department's drive to work with the College's tutoring services sounds like a good win-win approach, leveraging external resources to boost students success. The same with working with Athletics, in response to the identification of athletes as a population with a lower success rate. An idea, in response to the note that large numbers of student lack learning process skills like note-taking, are there any ways that lessons could incorporate modeling of practices for effective learning? For example, could one or two particular types of study tool become a theme of the course, with supports that fade away over a few weeks (for example, in weeks one and two there might be an assignment to "Fill in the blanks on this concept map", and by week 4 or 5 this ramps up to "Make a concept map of this week's material").	The narrative clearly indicates the data trends, however the actions identified are not within the control of the department. In addition, the potential department control identified is unclear. For example, it narrative seems to indicate that adjuncts are less successful than full time faculty, but does not explain what it is about the distinction in full or part time status that makes this so. Perhaps identifying what/why this is the case in the form of a department deliverable. Consider also explaining what it is about "under prepared" students that the department can do to better serve them.

3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for course success by student groups?	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for course success by student groups?	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	I think the narrative demonstrates initiative on the part of the department to create new support for students through work with the STEM center and to provide additional tutorial services, but overall it focuses more on college-wide efforts that should be done to support students, rather than department specific actions. The determination that more students are entering who are under-prepared is not based on research.	The narrative explains the decrease in success percentage and suggests ways to remediate the success gap.	The department suspects that the increase in performance gap is due to a greater fraction of under-prepared students enrolling. That is not under the department's control (so is technically not meeting one of the criteria for this section). They propose targeting groups that tend towards under-preparedness, in particular athletes, with additional academic support through the college's tutorial services and cohort formation. They also note the use of in-class strategies that help all students, both prepared and under-prepared. Assignment revision provides a great learning opportunity, and tying this to a requirement to receive tutoring assistance is a nice mechanism to help raise student awareness of tutoring resources and overcome any reluctance students may feel towards seeking help. Are there other formative assessment techniques that could be used both for their own learning value and to incentivize good learning habits? For example, unlocking a module of course material could require completion of a set of questions guiding students through planning their weekly study schedule.	The narrative is clearly informed by the data, and identifies a series of steps the department has taken to improve the course success gaps. The outcomes are demonstrable. To improve the narrative, consider adding language that identifies both short and long term goals that are measurable. For example, the narrative mentions support from the Equity Office, perhaps specify what exactly they could provide in a measurable way, and or the tutorial support requested. These needs should be identified/quantified by student demand/needs and not budgetary restraints.

G. Student Course Success by Demographics

1. What does the data indicate about course success?

Female	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
Male	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for course success by gender?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included
How many criteria are met in the proposed action narrative for course success by gender?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	The gender data does not show anything significant in success rates that is actionable in my opinion. Fluctuations by year do not demonstrate a trend that is definable.	The narrative gives suggestions improving the success rate of both genders, including increased Tutorial support.	If one only considers the start and end dates, the department has seen a 4% drop in success rate since 2014-15. However, there is large variation from year-to-year without a consistent downward trend. Since 2014-15, the department has had an overall success rate of 75%. For the most recent year, 2018-19 with a total enrollment of 829, the expected success rate would thus be 75% +/- 1.5%. 73% is well within 3-sigma (as is the high success rate of 78% in 16/17). The department still demonstrates a commitment to improving student success rates for all with their efforts to work with the college's tutorial services and participation in online course reviews.	TLC support of geography students is a demonstrable and measurable deliverable. However, it is not within the control of the department. The distinction of needs between in-person and online students is clear and valid. However, the narrative notes that "at the present there are no college level tutorial services offered for online students" and this is incorrect. NetTutor, available to all our online students, does provide college level tutoring services for "physical geography" and "human geography." Consider adding a deliverable that is under department control, such as encouraging students to take advantage of that service and identify short and long term goals for use.
1. What does the data trend indicate about program student course success by ethnicity?				
African Americans	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Asian	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

Filipinx	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Latinx	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Native American	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Pacific Islander	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent
White student	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Decline to State	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explaining why the percentage decreased for the student ethnic group(s)?	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included
How many criteria are met in the data trend narrative explaining reasons for the gap in course success?	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for student course success by ethnicity?	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standar	The narrative includes all 5 of the criteria - Meets the Standar	The narrative includes all 5 of the criteria - Meets the Standar

| Reader Feedback | As said before, simply postulating that a higher rate of underprepared students are enrolling and not passing, does not put the focus on department faculty taking initiative to improve success and meet the achievement gap. that said, I know that department faculty are very aware of the gap and have taken the initiative to address non-success of students of color, by proposing cohorts of athletes, etc. I applaud those efforts and I also know that faculty are very aware of the need to do more in reaching students in Geography 1 who are not succeeding. | The narrative acknowledges the decrease in success the some groups and suggests additional Tutorial and institutional support. | Most ethnic groups have small enough numbers that swings in success rates are statistically insignificant. But the Latinx population is large and has shown large swings in success rates. The department notes that both Latinx and African American students have a significantly lower success rate than the average, and attribute this to the populations being disproportionately under-prepared. The department's proposed efforts to improve tutorial support, and tying of revision opportunities to use of those tutorial services (a mechanism of boosting student awareness and willingness to use tutorial services) are good steps. | This narrative includes demonstrable, and measurable actions taken and under the control of the department when it states that "the faculty also allow students to re-write/resubmit work if students receive help from tutorial services on low-scoring assignments." This is exemplary! Consider clarifying specifically what the department is doing in collaboration with the STEM center to provide another action taken within the department's control. Consider adding both short and long term goals to these actions. |