Instructional Discipline Template

Table of Contents

Please enter your mission statement here.

Geography provides an integrated perspective on social, political, economic, and physical phenomena occurring over space. The disciplines of Geography bridges the physical and in po 1 o Rn Û v u d p n f t

Please list the program level student learning outcomes.

1. Interpret spatially distributed data and draw valid conclusions by using maps, graphs and/or Geographic Information Systems (GIS) 2. Evaluate core concepts in cultural and physical geography and apply them to contemporary events and issues to interpret events and phenomena from a geographic perspective

Enrollment Variables and Trends

Enrollment Trends
Business & Social Sciences - Geography-FH

📈	963	911	833	896	784	-18.6%
📈	1,039	995	896	949	829	-20.2%
📈	34	33	30	27	24	-29.4%
📈	2,069	1,964	1,766	1,945	1,775	-14.2%
📈	141	134	121	133	121	-14.1%
📈	4.6	4.6	4.1	3.8	3.5	-23.8%
📈	450	430	435	512	507	12.6%

Printed on 6/16/2020

B. FTES - Enrollment Trends

1. In the data table above, what does the FTES data trend indicate?

☐ the data trend shows an increase in FTES
☑

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The productivity has increased by 12% over the five year period at the expense of the on-campus presence of the Geography program (25% of classes have an on-campus presence). The on-campus classes tend to have a lower fill rate and so offerings have been reduced. In addition, by limiting the number of lower maximum productivity classes (Physical Geography) both on campus and online, the overall productivity has risen. The maximum productivity of GEOG01 is 527, with a full (35) enrollment at census. Realistic attrition yields an enrollment of 31-32 at census (88-91% fill rate) which gives a productivity of 467-482.

2. Does the data trend suggest changes are necessary to improve productivity?

☐ yes
☑ no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

Productivity numbers have risen overall for the program at the expense of the program's presence on campus and the offerings of a lab science course that is preferred by many students who need a physical lab science to complete their degree, but are less comfortable with physics or chemistry classes. The program does not view this rise in productivity as a positive outcome for serving students and

544	52%	545	55%	502	56%	537	57%	448	54%
488	47%	440	44%	386	43%	409	43%	372	45%
7	1%	10	1%	8	1%	3	0%	9	1%
1,039	100%	995	100%	896	100%	949	100%	829	100%

75	7%	75	8%	59	7%	67	7%	53	6%
227	22%	253	25%	206	23%	235	25%	211	25%
34	3%	43	4%	42	5%	41	4%	42	5%
217	21%	193	19%	192	21%	231	24%	214	26%
12	1%	3	0%	8	1%	9	1%	5	1%
14	1%	15	2%	12	1%	17	2%	9	1%
342	33%	329	33%	325	36%	320	34%	278	34%
118	11%	84	8%	52	6%	29	3%	17-	2%
1,039	100%	995	100%	896	100%	949	100%	829	100%

132	13%	157	16%	119	13%	128	13%	130	16%
595	57%	542							

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- ☐ the data trend shows an increase in the female enrollment rates
- ☐ the data trend shows a decrease in the female enrollment rates
- ☑ the data trend shows no change in the female enrollment rates

Males

- ☐ the data trend shows an increase in the male enrollment rates
- ☐ the data trend shows a decrease in the male enrollment rates
- ☑ the data trend shows no change in the male enrollment rates

If the data trend shows a change in male or female enrollment,ten.MÆ

☐ the data trend shows an increase in the African Americans enrollment rates
☐ the data trend shows a decrease in the African Americans enrollment rates
☑ the data trend shows no change in the African Americans enrollment rates

Asian

☐ the data trend shows an increase in the Asian enrollment rates
☐ the data trend shows a decrease in the Asian enrollment rates
☑ the data trend shows no change in the Asian enrollment rates

Filipinx

☐ the data trend shows an increase in the Filipinx enrollment rates
☐ the data trend shows a decrease in the Filipinx enrollment rates
☑ the data trend shows no change in the Filipinx enrollment rates

Latinx

☐ the data trend shows an increase in the Latinx enrollment rates
☐ the data trend shows a decrease in the Latinx enrollment rates
☑ the data trend shows no change in the Latinx enrollment rates

Native American

☐ the data trend shows an increase in the Native American enrollment rates
☐ the data trend shows a decrease in the Native American enrollment rates
☑ the data trend shows no change in the Native American enrollment rates

Pacific Islander

☐ the data trend shows an increase in the Pacific Islander enrollment rates
☐ the data trend shows a decrease in the Pacific Islander enrollment rates
☑ the data trend shows no change in the Pacific Islander enrollment rates

White

☐ the data trend shows an increase in the White enrollment rates
☐ the data trend shows a decrease in the White enrollment rates
☑ the data trend shows no change in the White enrollment rates

Decline to State

☐ the data trend shows an increase in the Decline to State enrollment rates
☐ the data trend shows a decrease in the Decline to State enrollment rates

Course Success Rates by Unit

Course Success
Business & Social Sciences - Geography-FH

799	77%	733	74%	696	78%	713	75%	606	73%
125	12%	135	14%	100	11%	123	13%	112	14%
115	11%	127	13%	100	11%	113	12%	111	13%
1,039	100%	995	100%	896	100%	949	100%	829	100%

212	65%	172	55%	204	70%	219	65%	186	60%
64	20%	77	25%	52	18%	64	19%	65	21%
50	15%	62	20%	37	13%	56	17%	58	19%
326	100%	311	100%	293	100%	339	100%	309	100%

587	82%	561	82%	492	82%	494	81%	420	81%
61	9%	58	8%	48	8%	59	10%	47	9%
65	9%	65	10%	63	10%	57	9%	53	10%
713	100%	684	100%	603	100%	610	100%	520	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

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1. In the data table above, what does the data trend indicate about overall course success?

☐ the data trend shows an increase in the students' course success percentage
☑ the data trend shows a decrease in the students' course success percentage
☐ the data trend shows no change in the students' course success percentage

If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.

Overall success has shown a 4 point decline over five years. This is due to more online sections being taught by adjunct faculty who have not had the opportunity to build robust online courses. Also, we have seen a younger, less experienced group of learners who need a more structured online learning environment and more tutorial services. In 18-19, during faculty PDL, online success rates dropped 8 points to 60%. Between 14-15 and 18-19, there was a 7% drop in students entering the program with an AA or higher, with a commensurate 7% increase in under 24 year-old students.

2. Do the data suggest changes are necessary to improve student course success?

☑ yes
☐ no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

Geography faculty actively advocate for increased tutorial center support services. The vast majority of program FTES are online/hybrid. Until Fall 2019 when Net Tutor began Geography tutoring, there was no online tutorial support for Geography. Faculty have worked with the PSME Tutorial center, and starting in W2020 online and face-to-face Geography tutoring began in The Garden. The Geography

department repeatedly reached out to the Equity office and Athletics to try to participate in cohort learning communities. To address course quality and support new faculty, the department shares online lab material. Geography also advocates for institutional incentives for online course quality.

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

☐ the data trend shows an increase in the course success percentage
☑ the data trend shows a decrease in the course success percentage
☐ the data trend shows no change in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

☐ the data trend shows an increase in the course success percentage
☐ the data trend shows a decrease in the course success percentage
☑ the data trend shows no change in the course success percentage

3. In the data table above, 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?

☑ yes
☐ no

If the data trend shows an increase or decrease in course success gap, explain why the course success gap increased or decreased.

Two targeted groups show a statistically significant gap in success rates. Success rates among African Americans show a 16% gap, with a 12% margin of error, and Latinx groups show a 15% gap with an 8% margin of error. Both groups also showed a decrease in success over the five year study period. The department acknowledges that this is a significant issue and postulates that this is due to an increase in under prepared students who are lacking the foundation skills to be successful in transfer level science and social science classes.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

☑ yes
☐ no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

Geography program faculty are actively working with the Foundations STEM center and would like to work with the TLC to provide tutorial support and college readiness skills to our students who are lacking basic study and quantitative skills. The department has also repeatedly reached out to the Athletics department and the Equity Office to garner institutional support for learning communities and cohort class groups to provide more targeted support for at-risk students and to lower barriers to entry to seeking tutorial support. The faculty also allow students to re-write/resubmit work if students receive help from tutorial services on low-scoring assignments.

G. Student Course Success by Demographics

The following questions concern student success rates by gender.

Course Success Rates by Group

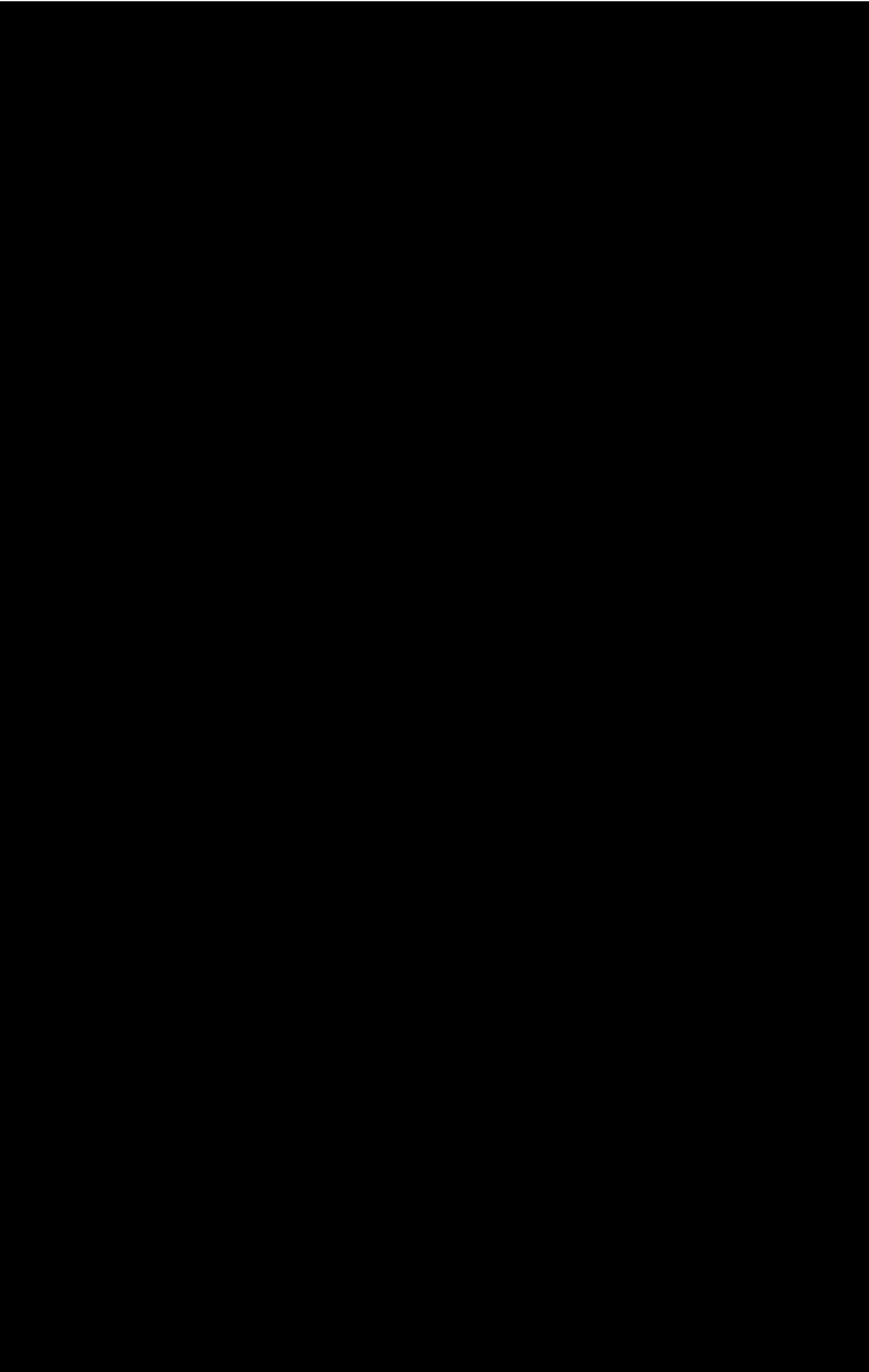Success Rates by Gender
Business & Social Sciences - Geography-FH

99	76%	15	12%	16	12%	130	100%
372	74%	69	14%	62	12%	503	100%
98	67%	22	15%	27	18%	147	100%
37	76%	6	12%	6	12%	49	100%
606	73%	112	14%	111	13%	829	100%

99	77%	19	15%	10	8%	128	100%
444	75%	77	13%	69	12%	590	100%
138	73%	23	12%	27	14%	188	100%
32	74%	4	9%	7	16%	43	100%
713	75%	123	13%	113	12%	949	100%

103	87%	5	4%	11	9%	119	100%
406	76%	72	14%	54	10%	532	100%
145	74%	21	11%	30	15%	196	100%
42	86%	2	4%	5	10%	49	100%
696	78%	100	11%	100	11%	896	100%

128	82%	15	10%	14	9%	157	100%
395	73%	82	15%	65	12%	542	100%
170	70%	33	14%	40	16%	243	100%
40	75%	5	9%	8	15%	53	100%
733	74%	135	14%	127	13%	995	100%

107	81%	20	15%	5	4%	132	100%
458	77%	75	13%	62	10%	595	100%
187	74%	28	11%	38	15%	253	100%
47	80%	2	3%	10	17%	59	100%
799	77%	125	12%	115	11%	1,039	100%

If yes, describe proposed actions to stabilize/increase the course success rates for either male or female.

It is the goal of the Geography department to increase all student success rates, regardless of gender. Both genders would benefit from an increase in tutorial support services providing college readiness and study skills such as those offered at the TLC. The TLC does not support Geography students. The Geography department is currently 75% online, and in Spring 2019 there are no college level tutorial services offered for online students. An increase in tutorial modalities as well as cohort groups (such as Athletics) that could have targeted tutorial support services would benefit all students in the program regardless of gender.

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

☐ the data trend shows an increase in the African Americans course success rates
☐ the data trend shows a decrease in the African Americans course success rates
☑ the data trend shows no change in the African Americans course success rates

Asian

☐

Two targeted groups show a statistically significant gap in success rates. The success rates among African Americans show a 16% gap, with a 12% margin of error, and Latinx groups show a 15% gap with an 8% margin of error. Both groups also showed a very small decrease in overall success over the five year study period. The department acknowledges that this is a significant issue and postulates that this is due to a larger fraction of under prepared students who are lacking the foundation skills to be successful in transfer level science and social science classes among these groups.

3. Do the data suggest that changes are necessary to improve program course success equality?

☑ yes
☐ no

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Geography program faculty are actively working with the Foundations STEM center and would like to work with the TLC to provide tutorial support and college readiness skills to our students who are lacking basic study and quantitative skills. The department has also repeatedly reached out to the Athletics department and the Equity Office to garner institutional support for learning communities and cohort class groups to provide more targeted support for at-risk students and to lower barriers to entry to seeking tutorial support. The faculty also allow students to re-write/resubmit work if students receive help from tutorial services on low-scoring assignments.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

The Geography department is currently 75% online. Faculty are concerned that as a result of our college pursuit of productivity the on-campus offerings have been reduced to a point that our department is lacking a significant on-campus presence. In addition, the current tutorial support offered by the college does not address the needs of online students. We would like to see increased college-level

This form is completed and ready for acceptance.