Instructional Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.**

**Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.**

## SUBMISSION:

**Program:**

Geography & the Environment

**Principal Author(s):**

Aline Gregorio

**Dean:**

Jorge Gamboa

**Submission Date:**

12/13/2024 12:08:21 PM

**Author Signature:**

|  |
| --- |
| Electronically signed by Aline Gregorio on 12/12/2024 7:59:32 PM |

**Manager Signature:**

|  |
| --- |
| Electronically signed by Jorge Gamboa on 12/13/2024 12:08:21 PM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/%3Af%3A/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

Our program meets the college-wide standard for completion and success. In 2021, our department made commitments to closing equity gaps through a published Equity Plan in our Program Review Report. We understand that an equity-based approach to education requires us to rethink the very foundations of the ways we do things at every level of the institution. As a department, we committed to five key strategies, but we have made most progress in expanding our OER adoption: Most of our courses are taught with free textbooks. Much of the course content in GEOG 100 and GEOG 102 (our most enrolled courses) is developed and/or curated by Professor Lopez and Professor Gregorio. Over time, we have expanded OER integration in courses taught by adjuncts. We continue to pursue opportunities for OER improvement/development. Professor Aline Gregorio authored a manual for Physical Geography Labs and World Geography in peer reviewed publications sponsored by the ASCCC OER Initiative. Both are now utilized in geography courses across the state. Other practices include: equitable grading, embedded tutoring, and integration of support services in syllabi.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

There are some continued patterns as we observe the disaggregated data. Namely, we see that GEOG 100 continues to trail behind of the ISS. Students in GEOG 100 tend to be much younger than those in other GEOG courses, a third being under 20 years old and 13% being first-time college students (the highest share in our department aside from honors courses). The lack of basic skills preparation and lack of basic geographic literacy of most first-time college students is likely an underlying reason for the student success patterns described. Furthermore, young first-time students are still navigating how to be a college student altogether, and there is a learning curve. In addition, World Geography is a challenging course to teach and learn, given that it combines all areas of geography (human, environmental, and physical) in an exploration of each of the world regions. Professor Gregorio as taught a decade of teaching experience in this course, and through her cross-institution collaborations on improving pedagogy for World Geography, she has consistently adopted new strategies and methods for improving student learning in this rigorous class. In our latest Program Review, we outlined some strategies that are being employed, like the usage of equitable grading and embedded tutoring. Our main strategy, however, is the adoption of Open Resources. Professor Gregorio published an Open World Geography textbook, a project sponsored by ASCCC and guided by an advisory board composed of university professors. Open educational resources have been identified by ASCCC as an effective strategy to mitigate inequities and improve student success.

Another important pattern to note is that GEOG 100 is primarily offered online, but online success rates trail thirty points behind in-person success rates. The Geography Department has struggled with enrollment trends in this course, as students demand online classes, and our in-person classes get canceled for lack of enrollment. We have had several sections of GEOG 100 courses canceled because students do not want to enroll in this course in person. Yet, it is the in-person classes that have the highest success rates. It is a difficult situation when students are demanding courses that require a level of autonomy and discipline that sometimes they cannot offer. What I notice is that students struggling online are not login in or participating in the lessons/assignments, thus online engagement is very low, which in turn hurts the learning experience. The solution has been to continue learning – Prof Gregorio participated in the Course Redesign for Equity in Summer 2024 – and adjusting the courses and lessons to improve engagement. We are continuing to attempt to bring students back in person while still offering embedded tutoring and free textbooks.

We are still struggling with success rates for Black/African American and Latinx students for some courses. As a department and college, we still have a long way to go to close the gap in these areas – we aim to better understand these inequities and adopt strategies to close this gap. We hope that our ongoing efforts to implement our 2021 Equity Plan will make an impact.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

Our 2023 Annual Update identified GEOG 100 and GEOG 230 as falling below the Institutional Set Standard. That unfortunately remains true. Both course are challenging and are being offered online due to student demand. We hope to gather momentum in more in person offerings to improve student engagement and student success.

# Part 2: Additional Resource Request Reasoning and Support

[x] **We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

[ ] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**