



Foothill has amazing faculty, staff, administrators, and programs. Program Review is about documenting the discussions and plans you have for sustaining and improving student success in your program. It is also about linking your plans to decisions about resource allocations. Thank you for taking the time to review your program and sharing your findings with the college community!

**Program Review Committee Members for 2017-18:**

- Administrators { Andrew LaManque  
Paul Starer  
Teresa Ong  
Carolyn Holcroft
- Classified Staff { Craig Gawlick  
Vacant  
Vacant  
Elaine Kuo (Ex Officio)
- Faculty { Bruce McLeod  
K Allison Meezan;

Let us know how we can help you!

<https://foothill.edu/staff/irs/programplans/index.php>

**COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017**

**BASIC PROGRAM INFORMATION**

**Department Name:**

**Division Name:**

Please list all team members who participated in this Program Review:

Name	Department	Position
K. Allison Lenkeit Meezan	GEOG	Faculty
Alexs Aguilar	GEOG	Faculty

**Number of Full Time Faculty:**  **Number of Part Time Faculty:**

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

**List all programs covered by this review\* and indicate the program type:**

Geography	<input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

\*Not sure? Check: <https://foothill.edu/programs/> and click to sort using the "Areas of study/Divisions" button  
 Current pathways at Foothill College include: ESLL, NCEL, ENGL pathways (ENGL 209-110-1A; ENGL 209-1A; ENGL 1S/1T); MATH pathways (NCBS 401A/B; MATH 235-230-220-105; MATH 217-57).

**SECTION 1: PROGRAM ENROLLMENT, PRODUCTIVITY, AND COMPLETION**

Data will be posted on Institutional Research’s [website](#) for all measures except non-transcriptable completion.

**1A. Analysis of Transcriptable Program Completion Data:** Please use your data to complete the following table.

Transcriptable Program	Five-year trend in degrees/certificates awarded	Comments
Geography AS	The number of AS degrees has held steady. In 2013-15 each year had 2 degrees awarded. In 2015-17 each year had 1	Geography has traditionally not been a major transfer discipline. Rather it is a supporting tool for many other majors. While Geography has an AD-T, students are apparently not choosing to follow this course of study. It is the hope of the department that by adding a second full time faculty member this year (2017-18) that the increased presence on campus and increase of high quality online and face to face offerings will encourage more students to select Geography as a major.

\*according to CCCApply data

**1B. Non-Transcriptable Program Data:** If your program offers any non-transcriptable programs, please complete the following table. Institutional Research does not track this data; each program is responsible for tracking its own data.

Non-Transcriptable Program	Comments	Five-year trend	Rationale for program
No non-transcriptable certificates			

The 2017-18 College Strategic Objectives (E<sup>2</sup>SG) operationalize the college’s 3 EMP goals and include:

**Equity**– Develop an integrated plan; identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.

**Enrollment Growth** – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, and Sunnyvale Center. Consider how the pathway/course sequence through your program is disseminated to students, and \*education pathway.

\*Education pathway is a having developed and published clear, structured academic program maps (suggested courses for each term) for all academic programs.

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**1C. Course Enrollment:** Enrollment is a count of every student who received a final grade (A, B, C, D, F, P, NP, W) in your program’s courses. It also serves as an indicator for program viability. Please use your program review data to examine your course enrollment trends and check the appropriate box below.

5-year Enrollment Trend:  Increase  Steady/No Change  Decrease

Our college goal is to increase enrollment by 1.5% FTES this year. What steps might you take to increase the numbers of students enrolling in your courses? Steps might include cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, examination of pre-requisites, review of assessment results, etc.

The Geography department has seen an enrollment decline over the past five years. The decline in headcount (22%) and WSCH (24%) is mirrored by the decline in the number of sections offered (38 to 30 sections). The decline in productivity is only (13%) due to strategic reduction of class offerings.

The uneven enrollment in the Geography department is due in part to bringing on a new full time faculty in 2014-15, and the loss of that faculty two years later. Part of the goal of the new full time faculty member was to grow the department offerings in classes that had traditionally not been frequently taught on campus due to a difficulty in finding qualified faculty (GEOG 02, GEOG 10). These are the highest seat count and highest productivity classes in the department, and it was the goal of the dean and faculty to build an on-campus presence and a following with our new hire. Consequently, several sections were run with low enrollment numbers in 2014-15 and 2015-16 with a long term view in mind. However, the new faculty member took a full-time job in a lower cost of living area after two years, leaving the department scrambling to find instructors for sections in 2016-17, which also resulted in the cancellation of several sections. Several sections were cancelled, and sections were filled with last minute adjunct hires.

The Geography department was fortunate to hire a new full time faculty for 2017-18, and we are hopeful that the increased on-campus presence of Geography faculty, coupled with the introduction of a Geography of Food student club will increase enrollments. In addition, the Geography department continues to make presentations at the Counseling department meetings to share the exciting, relevant and timely topics covered in Geography courses.

In addition, Geography is collaborating with the Elementary Education ADT program to write and offer a new course ‘Earth Science for Preservice Teachers’ (GEOG20). This course is required for a multi-subject teaching credential in California and it is the hope that offering this course both face to face and online will increase department enrollments and draw upon a new student population. The course outline of record was approved in Spring 2017 and the department is planning to offer it in 2018-19 along with the rollout of the Elementary education ADT program.

The Geography department continues to work to maintain a visible presence on campus. Faculty members are active in the campus community, participating in campus lecture series (Global Warming presentation in Winter 2017) and meeting with the counseling department to raise awareness of the discipline and share curriculum changes (spring 2017). In addition, as our new full time faculty member moves into Phase II of his tenure process, we hope to be able to double our presence on campus and become more active with student activities and working with college outreach to recruit more students to Geography classes.

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**1E. Productivity:** Productivity is a measure of students served per full-time equivalent faculty and is a factor in program viability. Please use your program review data sheet to examine your productivity trends and check the appropriate box below.

5-year Program Productivity Trend:  Increase  Steady/No Change  Decrease

The college productivity goal is **500 (+-25)**. There are many factors that affect productivity (i.e. seat count/facilities/accreditation restrictions, curriculum, etc.). Please discuss factors that may be affecting your program's productivity trends and any plans you have for addressing the trends, especially if they are declining.

The Geography department has seen a decrease in productivity, partly due to the factors discussed above. However, the overall productivity in the department is severely limited by the seat count limits on Geography 1 (Physical Geography) which is a lab science and has a seat count of 35. The productivity for Geography 1 in 2016-17 was especially low (409, down from 548 in 2012-13) due to the Geography department offering a fully face to face section of Geography 1 each quarter at the request of counseling. However, despite the requests from counseling to offer fully face to face lab sections, these sections never came close to filling, averaging a census count of 18 students in 2016-17, while the hybrid and online sections averaged a census enrollment of 32 (maximum seat count of 35). Accordingly, the department is planning to offer a fully face to face section of Geography 1 only one quarter per year moving forward.

By examining the productivity of the individual courses in the department, a strong trend is apparent. While Geography 1 (Physical) has a productivity of 409, Geography 2 (Human) has a productivity of 502, Geography 5 (Economic) has a productivity of 507 and Geography 10 (World Regional) has a productivity of 600. Accordingly, the department still has long term goals of increasing the offerings of these higher productivity courses through the hire of a new full time instructor (2017-18) who will build a following on campus and online with high quality pedagogy.

**SECTION 2: COURSE COMPLETION & STUDENT ACHIEVEMENT**

**2A. Institutional Standard:** This percentage represents the lowest course completion (success) rate deemed acceptable by the College’s accrediting body (ACCJC). The institutional standard during the year for which this program review is being written (2016-17) is **57%**.

Please check the appropriate box:

Program Level Course Completion:      Above Standard    At Standard    Below Standard

If your program’s course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

The success rate for Geography as a whole is 78%, far above the college baseline. The success rate for all student groups is also well above the college baseline with the exception of African American students. The success rates for Geography range from 53% for African American students (higher than African American students in similar science courses such as Physics – 44% or Chemistry –51%), to 81% for white and Asian and 83% for Filipino (other ethnic groups had such small enrollment numbers to make their success rates not statistically significant.)

It is the goal of the Geography program to close the achievement gap between the ethnic groups. Plans to do this include partnering with the Foundations STEM center to provide discipline specific tutors, and continue to work with Foothill Online to provide improved tutorial resources for online students.

**2B. Institutional Effectiveness (IEPI) Goal:** This percentage represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal for which this program review is being written (2016-17) is **77%**.

Please check the appropriate box:

Program Level Course Completion:      Above Goal    At Goal    Below Goal

If your program’s course completion (success) rate is **ABOVE** the IEPI goal, please share your thoughts about why/how this is so (we hope to learn from your effective practices!).

As discussed above, the Geography program has a similar success rate to the college goal (78%), but achievement gaps still exist. As discussed above, the program is continuing to work to build active learning materials for students in online and hybrid classes. These engaging materials utilize Canvas quiz technology to provide students with instant feedback and allows for repetition/mastery of concepts prior to taking tests. These assessments are very time intensive to build, so the faculty are collaborating to build a pool of such resources for all classes in the department. Success rates in classes where these have been implemented (in particular online) have improved. However, the physical science offerings of Geography (Geography 1) which is a lab science, will continue to be lower than that in the social sciences because of the intensive quantitative nature of the discipline.

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**2C. Course Success Demographics:** Please examine the “Disproportionate Impact data by year” shared with your department and discuss actions you are taking, or plan to take, to address any achievement disparities identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A.

As discussed above, the department is aware of the lower success rates of African American students compared with other ethnic groups. This is a broad problem in the sciences, due to multiple factors external to the classroom including level of preparation for college level science work, and cultural foundation and social support for taking transfer level college courses on the quarter system. These issues also hold for the Latino students who have a 72% success rate, as well as the low income (68%) and veteran students (67%). The department is working to build out tutorial resources in the Foundation STEM center. In addition, the department encourages its faculty to have an equity mindset in working with students who are struggling to complete their course work.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

**2E. Faculty Discussion: Course-Level Outcomes:** Please share examples of how assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) has led to changes in curriculum or teaching.

The CL-SLO data for the Geography department has not to date been especially meaningful because of the high percentage of adjunct faculty teaching and low participation rates in SLO assessment across courses. The addition of a second full time faculty will hopefully change this dynamic and allow for more engaged and meaningful SLO assessments.

In the very limited data set of SLO assessments, the faculty noticed that students were often making errors in quantitative calculations because of basic math errors (place value for decimal numbers, understanding orders of magnitude). These middle school level math concepts were incorporated into learning units associated with laboratory activities, and the result is that students are making fewer basic math errors on their labs and achieving better results on assessments.

**2E. Faculty Discussion: Program-Level Outcomes:** Please provide examples of what is being done at the program-level to assist students in achieving your Program-Level Learning Outcomes, degree/certificate completion, and/or transferring to a four-year institution (e.g. review of progress through the program, “career days”/open houses, mentoring, education pathways (clear, structured academic program maps (suggested courses for each term) for all academic programs), etc.). If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

The Geography department has a clear program pathway for students pursuing an AS or AD-T degree. The department has not been able to undertake PLO assessment because of a lack of institutional support for the PLO assessment. The Geography program does not have a capstone course in which to administer the PLO assessment. The department has requested institutional research support to reach out to students who have completed more than one Geography course to administer the PLO assessment but to date this has not taken place.

**Please attach Course and Program-Level Outcomes (Four Column Report from TracDat).  
Contact the Office of Instruction if you need help.**

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If your department has a Workforce/CTE program, please complete Section 2F.  
If your department does not have a Workforce/CTE program, please skip to Section 3.

**2F. Workforce/CTE Programs:** Refer to the program review [website](#) for labor market data.

What is the regional five-year projected occupational growth for your program?

What is being done at the program-level to meet/adjust to the projected labor market changes?

What is being done at the program-level to assist students with job placement and workforce preparedness?

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

**SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS**

**3A. Past Program Objectives:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

(#1) Provide textbook copies for library reserve	Year: 2016	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
(#2) Provide lab materials including mineral sets and assorted thermometers	Year:	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
(#3) Storage cabinet for GEOG01 lab materials	Year:	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

While neither a challenge or obstacle, the program is proud to report that according to library records, Physical Geography reserve textbooks were checked out well over 400 times each (for 4 textbooks). These resources are being put to very good use and saving students significant \$ .

Please provide rationale behind any objectives that are no longer a priority for the program.



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**3B. Current Program Objectives and Resource Requests:** Please list all new and ongoing program objectives based on discussion in Sections 1 and 2, including your objectives to eliminate any achievement disparities in course success for student subgroups (Section 2A). If additional resources are needed, indicate them in the table below. Refer to the Operations Planning Committee (OPC) [website](#) for rubrics and resource allocation information.

<b>Resource Request</b>	<b>Program Objective</b>	<b>Implementation Timeline</b>	<b>Progress Measures</b>	<b>Resource Type Requested*</b>	<b>Estimated cost</b>
Funding for Physical Geography tutors in Foundations STEM center	Close achievement gap between African American, latino, low income and Veteran students and the college goal	2018-19	Foundations STEM center supporting Physical Geography tutors	Ongoing B budget	\$5000

\*Resource type should indicate one of the following: One-time B-budget; Ongoing B-budget augmentation; Facilities/Equipment; New faculty/staff.

**3C. Faculty/Staff Position Requests:** Please describe the rationale for any new faculty or staff positions your program is requesting:

**3D. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

**\$4200 for duties associated with department chair. These include hiring and mentoring adjunct faculty (2 hours per month), curriculum development and revision (1 hours per month), department scheduling (2 hours per month), coordinating department SLOs (1 hour per month) and writing the department program review (1 hour per month). This is approximately 80 hours annually, or based on Appendix G of the Agreement \$4200.**

**3E.** Please review any resource requests granted over the last five years and whether it facilitated student success.

The addition of reserve library books has facilitated student success.

**SECTION 4: PROGRAM SUMMARY**

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

<b>Concern/Recommendation</b>	<b>Comments</b>

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**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The Geography department offers an AA and an AA-T entirely online and a significant percentage of the department offerings are online. There are several factors contributing to the disparity between success rates in traditional, hybrid and online classes. The largest factor is that the on campus students are fully committed to engaging in learning by their physical presence on campus. In addition, the support services that can bridge the gap in college readiness skills are imminently available to on campus students. The online students are often not able to access the on campus support services and many are less engaged in the college learning experience due to inadequately allocating time to participate in class work and study due to their many other obligations such as work and family.

**The Geography department has placed a major emphasis on course quality and pedagogy in online classes because such a significant portion of their courses (83%) are offered entirely online, with 10% hybrid and 7% traditional face to face.**

Success in online classes in the Geography department has improved significantly over the past year (79% up from 72% for 2015-16), however the success rate for targeted groups is still much lower (African American: 57% for online courses up from 40% in 2015-16; Latino: 75% for online, up from 59% in 2015-16).

The achievement gap is closing for targeted groups in online instruction, largely due to the strong emphasis on high quality pedagogy and student engagement in online classes in the Geography department. The department will continue to emphasize regular and effective contact and innovative methods of student engagement in online and hybrid teaching.

It is a goal of the Geography department to continue to work with Foothill Online Learning as well as counseling and support services on campus to increase awareness of pre-enrolled students of the expectations of engaging in online college courses, and then to follow through with support services that are easily accessible to the online student.

**SECTION 6: FEEDBACK AND FOLLOW-UP**

This section is for the Dean/Supervising Administrator to provide feedback.

**6A. Strengths and successes of the program as evidenced by the data and analysis:**

The Foothill Geography Program is in excellent shape to continue to serve students at Foothill for many years to come and offers students high quality courses taught by talented faculty members. The program director, Allison Meezan-Lenkeit, deserves a huge amount of credit for her continued emphasis on course quality, student success, on keeping current in the discipline and in focusing on closing the achievement gap. While the program has experienced an enrollment and productivity decline in the past three years, this program review does an excellent job explaining the reasons for some of these issues and as Dean I am confident we have flattened out our decline and are back on track for strong productivity.

**6B. Areas of concern, if any:**

As discussed above, this program review does an excellent job analyzing the enrollment and productivity decline in the department and steps have already been taken in Winter and Spring of 18 to address this issue. Winter 18 Geography productivity is 502 and as I write this Spring enrollment is strong in Geography with four Geography 1 classes closed. With more careful scheduling and as our new full time faculty member continues to develop name recognition with students, we will continue to see strong productivity and increasing enrollment in Geography.

**6C. Recommendations for improvement:**

Continued focus on tighter scheduling and productivity.

**6D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

**6E. Strengths and successes of the program as evidenced by the data and analysis:**

**6F. Areas of concern, if any:**

**6G. Recommendations for improvement:**

**6H. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*