

Instructional Discipline Template

Table of Contents

- A. Program Information
- B. FTES - Enrollment Trends
- C. Sections - Enrollment Trends
- D. Productivity - Enrollment Trends
- E. Enrollment by Student Demographics
- F. Student Course Success
- G. Student Course Success by Demographics

A. Program Information

Program Mission Statement

Please enter your mission statement here.

Answer:

Geography provides an integrated perspective on social, political, economic, and physical phenomena occurring over space. The discipline of Geography bridges the physical and social sciences. Geography fulfills transfer requirements in both lab science and social science for four-year schools and emphasizes themes of the natural and built environment, human caused change to the natural world, and sustainability. Geography challenges students to grow into informed global citizens equipped with the tools to examine and assess the impacts of their actions.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Answer:

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

	2014-15	2015-16	2016-17	2017-18	2018-19	5-yr %Inc
Unduplicated Headcount	963	911	833	896	784	-18.6%
Census Enrollment	1,039	995	896	949	829	-20.2%
Sections	34	33	30	27	24	-29.4%
WSCH	2,069	1,964	1,766	1,945	1,775	-14.2%
FTES (end of term)	141	134	121	133	121	-14.1%
FTEF (end of term)	4.6	4.6	4.1	3.8	3.5	-23.8%
Productivity (WSCH/FTEF)	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
- the data trend shows a decrease in FTES
- the data trend shows no change in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease.

Answer:

Census enrollment in the Geography department has declined 20% from 1039 to 829. This is directly related to a drastic reduction in the number of sections offered (10 fewer sections over five years, or a 30% reduction). The productivity over this time period has increased by 12%. The most popular class, GEOG01 has a high (87%-92%) census fill rate. However it is a lab science and has a low seat count, thus a low maximum productivity, so its offerings have been limited. On-campus offerings of GEOG02 and GEOG10 have struggled to fill, mirroring the college trend. Online enrollment remains strong.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

- yes
- no

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

Answer:

Demand for on-campus offerings of large lecture classes (GEOG02, 05, 10) is soft, mirroring the college. To draw students to these classes, faculty will present to counselors about on-campus offerings. To increase online census FTES, faculty are working with the Foothill Online Learning office to build out high quality courses by participating in Peer Online Course Review (POCR) and hold online course quality reviews with adjunct and full time faculty. Faculty will also advocate to increase the offerings of Physical Geography which is in high demand because it meets lab science requirements, however this decision is outside of department control.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

- the data trend shows an increase in sections
- the data trend shows a decrease in sections
- the data trend shows no change in sections

If the data trend shows an increase or decrease in sections, explain why the number of sections increased or decreased.

Answer:

The number of sections has decreased sharply primarily due to the cut in offerings of classes with lower productivity. This includes on-campus offerings of Human and World Regional Geography (GEOG02 and 10) which have a high seat count (50) but have struggled to fill to capacity in face-to-face offerings and thus have not been scheduled (a decrease from 5 annual sections to 1 for GEOG02, 4 sections to 2 for GEOG10). The offerings of Physical Geography have been reduced because of a low maximum productivity that falls short of the college target, despite student demand for this lab science course.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

Answer:

In the case of Geography, the number of sections has decreased with a commensurate decline in the number of FTES

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

- the data trend shows the productivity number increased
- the data trend shows the productivity number decreased
- the data trend shows no change in the productivity number

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

Answer:

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.

Answer:

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 facilitating degree completion. Human, Economic and World Regional Geography no longer have an on-campus presence. It is a significant concern that course scheduling has chased productivity at the expense of equity and success.

E. Enrollment by Student Demographics

Enrollment Distribution



by Gender

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	544	52%	545	55%	502	56%	537	57%	448	54%
Male	488	47%	440	44%	386	43%	409	43%	372	45%
Not Reported	7	1%	10	1%	8	1%	3	0%	9	1%
Total	1,039	100%	995	100%	896	100%	949	100%	829	100%

by Ethnicity

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	75	7%	75	8%	59	7%	67	7%	53	6%
Asian	227	22%	253	25%	206	23%	235	25%	211	25%
Filipinx	34	3%	43	4%	42	5%	41	4%	42	5%
Latinx	217	21%	193	19%	192	21%	231	24%	214	26%
Native American	12	1%	3	0%	8	1%	9	1%	5	1%
Pacific Islander	14	1%	15	2%	12	1%	17	2%	9	1%
White	342	33%	329	33%	325	36%	320	34%	278	34%
Decline to State	118	11%	84	8%	52	6%	29	3%	17	2%
Total	1,039	100%	995	100%	896	100%	949	100%	829	100%

by Age

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
19 or less	132	13%	157	16%	119	13%	128	13%	130	16%
20-24	595	57%	542	54%	532	59%	590	62%	503	61%
25-39	253	24%	243	24%	196	22%	188	20%	147	18%
40 +	59	6%	53	5%	49	5%	43	5%	49	6%
Total	1,039	100%	995	100%	896	100%	949	100%	829	100%

by Education Level

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Bachelor or higher	36	3%	41	4%	41	5%	41	4%	20	2%
Associate	28	3%	20	2%	15	2%	22	2%	21	3%
HS/Equivalent	879	85%	882	89%	812	91%	851	90%	762	92%
All Other	96	9%	52	5%	28	3%	35	4%	26	3%
Total	1,039	100%	995	100%	896	100%	949	100%	829	100%

a. Enrollment by Gender

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, explain why there was a change.

Answer:

The ratio of men to women in the program has remained stable over the five year period.

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)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

Answer:

The Geography program is approximately equivalent to the college distribution of males to females. In 17/18 the program was 54% female, 45% male, 1% unreported

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)

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- the data trend shows an increase in the female enrollment of the declared major
- the data trend shows a decrease in the female enrollment of the declared major
- the data trend shows no change in the female enrollment of the declared major

Males

- the data trend shows an increase in the male enrollment of the declared major
- the data trend shows a decrease in the male enrollment of the declared major
- the data trend shows no change in the male enrollment of the declared major

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- 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
- the data trend shows no change in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2018-19 = 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)

- yes
- no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

Answer:
<p>The overall program enrollment by ethnicity has remained stable over the past five years. The distribution of ethnic groups overall mirrors the college trends except for the following: * Asian 25% compared to 30% for the college - this ratio has remained steady over five years and does not provide a significant concern. * White 34% compared to 29% for the college - this ratio has remained steady over five years.</p>

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- yes
- no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

Answer:
N/A

F. Student Course Success

Course Success Rates by Unit

Course Success
 Business & Social Sciences - Geography-FH

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	799	77%	733	74%	696	78%	713	75%	606	73%
Non Success	125	12%	135	14%	100	11%	123	13%	112	14%
Withdrew	115	11%	127	13%	100	11%	113	12%	111	13%
Total	1,039	100%	995	100%	896	100%	949	100%	829	100%

Course Success for African American, Latinx, and Filipinx Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	212	65%	172	55%	204	70%	219	65%	186	60%
Non Success	64	20%	77	25%	52	18%	64	19%	65	21%
Withdrew	50	15%	62	20%	37	13%	56	17%	58	19%
Total	326	100%	311	100%	293	100%	339	100%	309	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	587	82%	561	82%	492	82%	494	81%	420	81%
Non Success	61	9%	58	8%	48	8%	59	10%	47	9%
Withdrew	65	9%	65	10%	63	10%	57	9%	53	10%
Total	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.

Printed on 6/16/2020

a. Student Course Success

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.

Answer:

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.

Answer:

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.

b. Student Course Success by Student Groups

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.

Answer:

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?

Answer:

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

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

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



2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	324	72%	66	15%	58	13%	448	100%
Male	275	74%	45	12%	52	14%	372	100%
Not Reported	7	78%	1	11%	1	11%	9	100%
All	606	73%	112	14%	111	13%	829	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	419	78%	55	10%	63	12%	537	100%
Male	293	72%	68	17%	48	12%	409	100%
Not Reported	1	33%	0	0%	2	67%	3	100%
All	713	75%	123	13%	113	12%	949	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	387	77%	56	11%	59	12%	502	100%
Male	302	78%	44	11%	40	10%	386	100%
Not Reported	7	88%	0	0%	1	13%	8	100%
All	696	78%	100	11%	100	11%	896	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	402	74%	77	14%	66	12%	545	100%
Male	323	73%	57	13%	60	14%	440	100%
Not Reported	8	80%	1	10%	1	10%	10	100%
All	733	74%	135	14%	127	13%	995	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	413	76%	61	11%	70	13%	544	100%
Male	379	78%	64	13%	45	9%	488	100%
Not Reported	7	100%	0	0%	0	0%	7	100%
All	799	77%	125	12%	115	11%	1,039	100%

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

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	99	76%	15	12%	16	12%	130	100%
20-24	372	74%	69	14%	62	12%	503	100%
25-39	98	67%	22	15%	27	18%	147	100%
40 +	37	76%	6	12%	6	12%	49	100%
All	606	73%	112	14%	111	13%	829	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	99	77%	19	15%	10	8%	128	100%
20-24	444	75%	77	13%	69	12%	590	100%
25-39	138	73%	23	12%	27	14%	188	100%
40 +	32	74%	4	9%	7	16%	43	100%
All	713	75%	123	13%	113	12%	949	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	103	87%	5	4%	11	9%	119	100%
20-24	406	76%	72	14%	54	10%	532	100%
25-39	145	74%	21	11%	30	15%	196	100%
40 +	42	86%	2	4%	5	10%	49	100%
All	696	78%	100	11%	100	11%	896	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	128	82%	15	10%	14	9%	157	100%
20-24	395	73%	82	15%	65	12%	542	100%
25-39	170	70%	33	14%	40	16%	243	100%
40 +	40	75%	5	9%	8	15%	53	100%
All	733	74%	135	14%	127	13%	995	100%

2014-15

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	107	81%	20	15%	5	4%	132	100%
20-24	458	77%	75	13%	62	10%	595	100%
25-39	187	74%	28	11%	38	15%	253	100%
40 +	47	80%	2	3%	10	17%	59	100%
All	799	77%	125	12%	115	11%	1,039	100%

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

	2018-19							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	30	57%	16	30%	7	13%	53	100%
Asian	176	83%	17	8%	18	9%	211	100%
Filipinx	31	74%	4	10%	7	17%	42	100%
Latinx	125	58%	45	21%	44	21%	214	100%
Native American	3	60%	2	40%	0	0%	5	100%
Pacific Islander	5	56%	1	11%	3	33%	9	100%
White	222	80%	27	10%	29	10%	278	100%
Decline to State	14	82%	0	0%	3	18%	17	100%
All	606	73%	112	14%	111	13%	829	100%

	2017-18							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	37	55%	16	24%	14	21%	67	100%
Asian	201	86%	14	6%	20	9%	235	100%
Filipinx	27	66%	8	20%	6	15%	41	100%
Latinx	155	67%	40	17%	36	16%	231	100%
Native American	7	78%	1	11%	1	11%	9	100%
Pacific Islander	13	76%	2	12%	2	12%	17	100%
White	251	78%	37	12%	32	10%	320	100%
Decline to State	22	76%	5	17%	2	7%	29	100%
All	713	75%	123	13%	113	12%	949	100%

	2016-17							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	31	53%	17	29%	11	19%	59	100%
Asian	166	81%	17	8%	23	11%	206	100%
Filipinx	35	83%	4	10%	3	7%	42	100%
Latinx	138	72%	31	16%	23	12%	192	100%
Native American	7	88%	0	0%	1	13%	8	100%
Pacific Islander	7	58%	2	17%	3	25%	12	100%
White	264	81%	27	8%	34	10%	325	100%
Decline to State	48	92%	2	4%	2	4%	52	100%
All	696	78%	100	11%	100	11%	896	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	30	40%	25	33%	20	27%	75	100%
Asian	209	83%	14	6%	30	12%	253	100%
Filipinx	25	58%	9	21%	9	21%	43	100%
Latinx	117	61%	43	22%	33	17%	193	100%
Native American	2	67%	1	33%	0	0%	3	100%
Pacific Islander	7	47%	5	33%	3	20%	15	100%
White	261	79%	37	11%	31	9%	329	100%
Decline to State	82	98%	1	1%	1	1%	84	100%
All	733	74%	135	14%	127	13%	995	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	45	60%	17	23%	13	17%	75	100%
Asian	192	85%	21	9%	14	6%	227	100%
Filipinx	27	79%	4	12%	3	9%	34	100%
Latinx	140	65%	43	20%	34	16%	217	100%
Native American	9	75%	1	8%	2	17%	12	100%
Pacific Islander	7	50%	3	21%	4	29%	14	100%
White	272	80%	32	9%	38	11%	342	100%
Decline to State	107	91%	4	3%	7	6%	118	100%
All	799	77%	125	12%	115	11%	1,039	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.

Printed on 6/16/2020

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

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change in the male course success rates

If the data trend shows an increase or decrease in the male or female student course success percentages, explain why the percentage increased or decreased for both.

Answer:

The data trends do not show a statistically significant change in the male or female course success percentages.

2. Do the data suggest changes are necessary to improve female or male student course success percentage rates?

- yes
- no

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

Answer:

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.

b. Student Course Success by Ethnicity

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

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

Answer:

N/A

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- yes
- no

If yes, describe the reasons for the gap in course success.

Answer:

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.

Answer:

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.

Answer:

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 support for online tutorial services in the Foundations STEM center and the TLC. It is of concern that this template attributes negative causality to department actions when many shortcomings are linked to availability of integrated campus services.

This form is completed and ready for acceptance.