

22-23 Annual Progress Report

Recommended actions for improvement identified in the 5-Year Self-Study.

The program's action plan for addressing the program course success equality is three-fold. The program would like to continue to maintain an on-campus open lab for students who do not have access to robust PC computers or stable internet connections to run virtual desktops. We plan to work with deans in BSS and PSME to build support for a campus open computer lab. In addition, the program has begun (in winter 2020) tutorial services at the Garden tutorial center. While it is too early to see success from this offering in the program review data, the faculty is hopeful that this extended support network will help increase success rates. Finally, the program faculty engage in ongoing dialog about creating culturally relevant and equitable curriculum using data sets and examples that are relevant to a wide cross section of the student body.

Actions taken and progress made in accomplishing the improvement.

The GIST Program has worked with ETS, the STEM Center and the Library to provide drop in GIS computer access on campus. In addition, we secured funds and purchased five high end laptop computers to lend to students who are not able to access campus on a regular basis so that they can complete their GIS computer lab work. The program is also working with the STEM Garden tutorial center to provide drop in tutoring services for GIST classes. Currently the program offers online and face to face tutoring, including evening and weekend hours to meet student needs. Finally, the GIST program is continuing to work with the Counseling department to remove barriers to obtaining certificates for students who have completed program course work. The GIST program met with the Counseling department and the latter is engaged in a self study to evaluate pathways to facilitate the certificate application process.

The program is aware of the declining success rates overall in the program, but upon reviewing the data with greater precision, we find that the very low success rates are centered in the introductory level classes, specifically GIST 11 (47% success) and GIST 12 (67% success), GIST 58 (68% success) and GIST 54A (75% success). When we review the courses later in the program sequence, we see a much higher success rate (GIST 52 and 53, 81% and 82% success respectively). This is partly due to a 'gatekeeping' effect of the introductory classes helping our largely upskilling population determine whether they have the time to dedicate to classes. Many of our students are working part time or full time and many have been away from school for a period of time. Students enroll with high aspirations but are not cognizant of the time involved with balancing school, a full time job and a family and thus drop out at four to six weeks into the quarter.

The program faculty are collaborating to revise the pedagogy in GIST 11 to provide greater context and scaffolding for the more technical and quantitative elements of the course, and also provide more outreach prior to the quarter and in the first week to help students understand the workload and time commitment involved with the program.

Evidence used to evaluate progress.

(ex: What data are you using to make your progress judgment?)

The addition of open computer access for students on campus and drop in tutoring is one metric toward evaluating achieving the self study goals. As the campus resources have longer opening hours and more students feel comfortable coming to campus following the Covid 19 pandemic restrictions, the program is hopeful that students will begin to make greater use of the resources.

Ultimately the program will measure progress by an improvement in student success rates. Already the program has noted small success improvements in some of the courses (GIST 12 and GIST 58).

New trends, policies, or state initiatives that have impacted your actions for improvement.

The Covid 19 pandemic and associated closures of Spring 2020 through Spring 2021 have impacted the ability of the program to make progress on bringing students to campus to make use of computer and tutorial resources on campus. The campus still has very limited opening hours for drop in computer access in the STEM center and Library. Most students in the GIST program work full time so would need access to these resources in the evenings and on weekends when the resources are currently closed.

Actions needed/designed to address the area of work/improvement for new trends, policies, or state initiatives.

The GIST program will continue to collaborate with ETS and the STEM center and Library to provide drop in computer resources for students. Instructors will continue to reach out to students to offer the use of the borrowed laptop computers. And program faculty will collaborate to redesign the GIST 11 curriculum to improve success rates in the courses.

This form is completed and ready for acceptance.



Administrator's Name:

A handwritten signature in blue ink, appearing to read "Adam Taylor".

Date:

Comments: