

22-23 Annual Progress Report

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

Stabilize/Increase FTES

- We have developed and started offering a new class GEOG 20: Introduction to Earth Science in Fall 2022.
- We offer late-start sections of GEOG 01 when the regular sections fill. Our late-start sections normally fill.
- We participated in the new student orientation in Fall 2022 to promote the program.
- We continue to collaborate with the Counseling department on Guided Pathways.
- We give presentations to the counselors and keep them updated on our program offerings.

Stabilize/Increase success rates

- We offer tutoring both online and on campus.
- We are adopting and integrating new tools in our courses to increase student engagement.

Decrease the success gap between targeted and non-targeted groups

- Our faculty are developing activities and assessments that address racial issues within our disciplines.
- Our faculty are working with Foothill Connect early alert program to identify students in need of support early in the quarter.
- We continue to work with the Writing and Language Center (WLC) to develop workshops for our students.

Actions taken and progress made in accomplishing the improvement.

Stabilize/Increase FTES

Compared to the College and to our division, Geography has been able to stave off a large decrease in enrollment as our FTES have decreased only by 7.5% in the past five years. To help stabilize/increase our FTES

- We have developed and started offering a new class GEOG 20: Introduction to Earth Science. We ran a new section of GEOG 20 in the fall quarter of 2022. The main impetus behind the development of this course was to support the Elementary Education program at Foothill. The course is aligned with the California State Science Standards for K-12 and prepares future teachers to teach these subjects. Further, we have noticed that the course has an appeal beyond Elementary Ed majors based on a survey of enrolled students.
- We routinely offer late-start sections of GEOG 01 when the regular sections fill. Our late-start sections normally fill.
- We collaborate with the Counseling department to make them aware of our offerings and our teaching approach. Geography, being multidisciplinary, can appeal to a wide segment of the student population. We offer courses within the physical sciences (STEM), the social sciences, and a combination of both. Our most popular class, GEOG 01, Physical Geography, is a lab science class that appeals to students who may feel intimidated by Physics and Chemistry lab science classes. Our classes teach spatial skills (e.g., reading and interpreting maps and aerial images) and problem-solving skills where students need to synthesize information and data from multiple areas to arrive at answers.

Stabilize/Increase success rates

- With the reopening of campus, we now offer tutoring both online and on-campus in the STEM Center's Foundation Lab under The Garden program, which uses principles of Universal Design for Learning and Neurodiversity to support student learning. We regularly work with tutors at The Garden to ensure that they understand and are able to address the needs of Geography students.
- With the support of the office of Online Learning, our faculty are adopting online tools available on campus. These include the group annotation tool Hypothesis, the multimedia discussion tool VoiceThread, and the multimedia and maps presentation tool StoryMaps. These tools increase student engagement by creating more interactive and visually rich learning experiences. In addition, our faculty have started adopting Simple Syllabus, a tool that standardizes the class syllabus and makes it easier to read and navigate. Lastly, our faculty are using informational websites for their classes (e.g., on Google Sites), which they make available to students 1-2 weeks before the start of the quarter.

Decrease the success gap between targeted and non-targeted groups

In our success data, the success rate for targeted groups has remained fairly stable in 2021-22. Yet, importantly, we have observed a significant increase in the success rate for Black students.

- Our faculty are developing activities and assessments that address racial issues within our discipline. For example, the issue of environmental justice, or how climate disproportionately affects communities of color are relevant topics in Geography. We include readings on these types of issues and content created by scientists or geographers of color.
- Our faculty are working with Foothill Connect early alert program to identify students in need of support early in the quarter. Foothill Connect allows faculty to provide timely and direct feedback to students on their academic progress. It then guides them on how to get

connected to a variety of valuable campus resources. In our success data, we have noticed that targeted groups have a higher withdrawal rate (which affects success rate) than the student population as a whole (19% vs. 13%). By identifying and supporting at-risk students early, we strive to decrease the withdrawal rate for targeted groups and increase their success rate.

- We continue to work with the Writing and Language Center (WLC). Many of our classes have projects where students do research on an area of Geography of their choice. We work with the WLC to develop workshops where students learn skills such as how to narrow a topic, how to organize their ideas, how to paraphrase sources, and how to use evidence to support their arguments. These workshops are custom designed by WLC staff for our classes. We have received positive feedback from students on how the workshops have helped them improve their projects.

Evidence used to evaluate progress.

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

Geography has weathered the recent college-wide decline in enrollment fairly well. Geography's FTES (end of term) have decreased by 7.5% in the five-year period from 2017-18 to 2021-22. This compares favorably with the Foothill-wide decrease in FTES of 30.0% and the Business and Social Science division decrease of 25.2% for the same time period.

The overall success rate for Geography was 73% for 2021-22. This is a slight decrease from the 2017-21 four-year average of 76%.

The success rate for Black, Latinx, and Filipinx students was 64% for 2021-22. This is a slight decrease from the 2017-21 four-year average of 65%.

The success rate for Black students was 69% for 2021-22. This is a significant increase from the 2017-21 four-year average of 55% leading to a narrowing of the success gap for Black students.

The success rate for Latinx students was 64% for 2021-22. This is a slight decrease from the 2017-21 four-year average of 65%.

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

There have not been any state-wide policies or state initiatives that have impacted department actions for improvement.

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

There have not been any state-wide policies or state initiatives that have impacted department actions for improvement.

This form is completed and ready for acceptance.

Administrator's Name:

A handwritten signature in blue ink, appearing to read "Adam Taylor". The signature is written in a cursive style with a large initial 'A' and a long, sweeping tail.

Date:

Comments: