

Foothill Comprehensive Program Review 2024-25

Instructional Discipline Template

Instructional Discipline Template 2024

A. Program Information

Program Mission Statement

Please enter your mission statement here.

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 the 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.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends For Program Review

Enrollment Trends						
Business & Social Sciences - Geography-FH						
	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	957	818	776	831	816	-14.7%
Enrollment	1,014	870	848	893	868	-14.4%
Sections	29	27	29	28	28	-3.4%
WSCH	2,196	1,869	1,800	1,877	1,825	-16.9%
FTES (end of term)	150	128	123	128	125	-16.7%
FTEF (end of term)	4.3	3.8	3.8	3.9	3.8	-11.9%
Productivity (WSCH/FTEF)	512	488	470	484	483	-5.7%

B.1 - FTES

Goals: What is your program’s goal with respect to FTES?

The Geography program aims to **stabilize its full-time equivalent student (FTES) count**, which has declined by 14% over the past five years, from 957 to 816 (however, if viewed beginning in 2018-19 it shows an overall increase of 4.7% from 784 to 816 - 2019-20 appears to be an outlier of high enrollment). While student demand heavily favors asynchronous online courses, the program plans to slightly expand hybrid course offerings to foster more on-campus engagement and strengthen community connections. This balanced approach seeks to attract students who value both the flexibility of online learning and the benefits of in-person interaction, helping to maintain current FTES levels while reinforcing the campus experience.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

The Geography program goals are to stabilize FTES, expanding hybrid offerings, and increasing support for student success. While FTES has decreased by 14% over the past five years, productivity—measured by student contact hours per FTEF—has only declined by 5.7%, **indicating that the department is effectively managing resources by offering higher-enrolled courses**. The program’s focus on Physical Geography, which fulfills the Lab Science requirement for IGETC. Physical Geography draws many students with a history of limited academic success in quantitative or science subjects, and opt for Physical Geography as an alternative to

Chemistry, Physics or Astronomy. Large numbers student athletes (primarily football) enroll in Physical Geography and these student athletes have poor course success rates. To support these students, the department would like to increase access to tutoring and build support networks with athletics programs with a particular focus on improving college readiness skills.

Action: What actions does your program plan to take in order to achieve your goals?

Stabilize FTES

- Monitor enrollment trends in key courses, especially Physical Geography, to identify shifts in student demand early.
- Increase outreach efforts to promote the accessibility of Physical Geography to students fulfilling IGETC science requirements.

Expand Hybrid Course Offerings

- Introduce a small number of additional hybrid sections, combining online flexibility with on-campus engagement.
- Collaborate with other departments to promote hybrid offerings across shared student populations.

Increase Support for Student Success

- Expand access to faculty tutors in the Foundations Garden STEM tutorial center especially for students with limited science or math backgrounds.
- Build partnerships with athletics programs to create support networks for student-athletes, such as peer mentoring or study groups.
- Track and analyze course success rates among student-athletes to assess the impact of new support measures.

These actions aim to maintain stable enrollment, enhance student engagement, and provide targeted support to at-risk student populations.

Needs: What does your program need to execute this action plan?

Support Services

Tutoring Support for Physical Geography

- Continue the established collaboration the Geography program has with the Foundations Garden STEM tutoring center to ensure availability of faculty tutors familiar with Physical Geography and science concepts.
- Coordinate with athletics programs to establish peer study groups or tutoring sessions tailored for student-athletes.

Professional Development

Training for Faculty on Hybrid Course Design

- Provide faculty with workshops for training on effective hybrid teaching strategies.
- Offer opportunities to collaborate with other departments experienced in hybrid education.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

The Geography program has a stable program of course offerings that meet student demand and are offered on a predictable basis for program mapping and student planning needs. The Geography program would like to add face to face or hybrid offerings of Physical Geography and at least one of the social science Geography classes (Human Geography, World Regional Geography) annually.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

The productivity across Geography classes has held steady since 2020-2021 at around 480. **The bulk of the Geography sections offered (21 out of 28) are Physical Geography** which as a lab science course has a seat count of 35. A productivity value of 480 reflects an average census enrollment of 32 (**91% census fill rate**) in Physical Geography which the faculty feel is reasonable given the attrition that often occurs with online classes. In addition, with the high level of support for basic quantitative skills that many students require, the relatively large number of students in each section necessitates additional support from the college in the form of tutoring. Adding sections of the social science Geography courses (Human and World Regional) that have a seat count of 50 could increase department productivity.

Action: What actions does your program plan to take in order to achieve your goals?

The Geography department has an established relationship with the Foundations Garden STEM center, and we will continue to collaborate to ensure the availability of tutors who are well-versed in relevant quantitative skills and science concepts, thereby providing targeted assistance to students. In addition we will reach out to the athletics programs to establish study groups for student-athletes in the Foundations Garden STEM center. On the professional development front, the department faculty will work with the Online Learning office to learn about effective hybrid course design.

Needs: What does your program need to execute this action plan?

The Geography department needs support in the form of tutoring in the Foundations Garden STEM center for students. In addition, the program needs to work more directly with the Football program to provide targeted tutoring to this athletic cohort and engage wrap around support for academic success with these students. Finally, the department needs ongoing support from Online Learning in the form of mentors, workshops and opportunities for collaboration to improve online and hybrid course design.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

The department productivity has averaged around 480. If the department were to successfully increase sections of Human and World Regional Geography which have a seat count of 50, we could increase overall productivity. However current offerings seem to match student demand.

The goal of the department is to maintain or moderately increase department productivity to between 480 and 500.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

Our department's goal is to maintain or increase productivity; however, it is important to consider that the primary offering within the department during the 2023-24 academic year consisted of Physical Geography courses, which accounted for 21 out of 28 sections and are capped at a maximum of 35 seats because it is a lab science course. Given these constraints, the department's achievement of sustaining a productivity level around 480, which corresponds to an average census seat count of 32 (91% census fill rate) in Physical Geography reflects an effective utilization of available capacity.

Action: What actions does your program plan to take in order to achieve your goals?

To maintain or increase productivity, our department should focus on three key actions:

1. **Optimize Scheduling and Marketing:** Align course offerings with student demand and promote them through targeted outreach and collaboration with counseling services.
2. **Course Rotation and Consolidation:** Evaluate low-enrollment sections for potential rotation of offering times or modalities to concentrate students in fewer, fuller classes.
3. **Enhance Retention and Collaboration:** Equip faculty with strategies to improve student retention and work with institutional support services to maximize enrollment in available sections.

Needs: What does your program need to execute this action plan?

To successfully execute these actions, the department requests the following resources:

For Optimizing Scheduling and Marketing:

- Work with marketing to identify targeted groups to advertise to;
- Work with deans to identify optimal times to schedule in person classes

To successfully execute these actions, the department should request the following resources:

For Course Rotation and Consolidation:

- Work with Institutional Research to identify where in the schedule we are being least efficient

For Enhancing Retention and Collaboration:

- **Faculty Development Resources:** Workshops or training sessions focused on retention strategies, inclusive teaching practices, and engagement techniques.
- **Student Support Collaboration:** Partnership with student services (e.g., Foundations Garden STEM center, Foothill Connect) to ensure students have the resources needed to complete courses successfully.

C. Enrollment by Student Demographics

Enrollment Distribution

Enrollment Distribution For Program Review

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	558	55%	443	51%	423	50%	392	44%	391	45%
Male	447	44%	420	48%	415	49%	464	52%	443	51%
Unknown gender	9	1%	7	1%	10	1%	37	4%	34	4%
Total	1,014	100%	870	100%	848	100%	893	100%	868	100%

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	228	22%	197	23%	171	20%	177	20%	179	21%
Black	82	8%	51	6%	76	9%	79	9%	59	7%
Filipinx	32	3%	37	4%	26	3%	27	3%	29	3%
Latinx	259	26%	229	26%	250	29%	269	30%	241	28%
Native American	4	0%	7	1%	4	0%	4	0%	5	1%
Pacific Islander	14	1%	16	2%	17	2%	15	2%	13	1%
Unknown ethnicity	32	3%	18	2%	33	4%	53	6%	54	6%
White	363	36%	315	36%	271	32%	269	30%	288	33%
Total	1,014	100%	870	100%	848	100%	893	100%	868	100%

C.1 - Enrollment by Gender

Goals: What is your program’s goal with respect to enrollment by gender?

Our goal regarding gender enrollment is to maintain the current trajectory, as the program has achieved a balanced distribution over the past four years. Enrollment data reflects an approximate 50-50 male-to-female ratio, with variations ranging from 55% to 45% female and 51% to 44% male across different years. The success rate of males and females in the program has oscillated between years: 2020-21: female 83% success male: 77% success rate for males, to 2023-24: 73% success females; 78% success for males. This consistency demonstrates success in fostering gender equity, and we aim to sustain this balance moving forward to ensure an inclusive learning environment. The enrollment of non binary students has shown a slight increase (0% to 4%) over a similar time period. This rise is aligned with the increase of this identification demographic in the college as a whole (0% to 3%).

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

The program’s goal of enhancing retention and collaboration is reflected in the balanced gender enrollment data, which indicates an inclusive and supportive environment for all students. Achieving and maintaining near-equal representation, with enrollment ranging from 55% to 45% female and 51% to 44% male over the past four years, **suggests that students across genders feel equally engaged and supported** within the program. This gender balance fosters diverse collaboration opportunities, which contribute to high levels of retention by promoting a sense of belonging, mutual respect, and shared learning experiences among all participants. The pattern of success between males and females is observed, but as of yet there does not appear to be a strong trend favoring success consistently between one gender and the other. The Geography

department will monitor success by gender to ensure that there is not a pattern of disproportionate impact across years on a single gender.

Action: What actions does your program plan to take in order to achieve your goals?

The current program actions with regards to gender are achieving the desired outcomes of near equal enrollment by gender. The program will continue to monitor the success of male and female students and be vigilant for trends favoring success in one gender. In addition, the program will monitor enrollment by gender to ensure that it aligns with overall college trends, including non binary student

Needs: What does your program need to execute this action plan?

No resources are needed to address enrollment by gender.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

The Geography program aims to continue attracting a student demographic reflective of the college as a whole, maintaining inclusive enrollment across key ethnic groups. **Current enrollment trends align closely with college-wide patterns**, with comparable representation of Black, Filipinx, and Latinx students. Notably, the program consistently enrolls a slightly higher percentage of Black students (7% to 9%) compared to 5% across the college, highlighting its appeal to diverse populations. In support of equitable outcomes, the success rate for BIPOC students in Geography has steadily increased over the past five years, reaching 66%. Moving forward, the program remains committed to fostering this diversity while enhancing student success through targeted support and inclusive learning practices.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

The Geography program's enrollment and success data highlight several key trends that reflect its commitment to diversity and inclusion. The program consistently attracts a student demographic aligned with the college's overall population, with representation of Black, Filipinx, and Latinx students at comparable levels. Notably, the percentage of Black students in Geography is slightly higher, ranging from 7% to 9%, compared to 5% college-wide. Physical Geography, in particular, draws enrollment from a variety of student groups, including student-athletes, fostering a collaborative learning environment that integrates diverse perspectives. Additionally, the **success rate for BIPOC students has shown steady improvement over the past five years, increasing to 66%**, demonstrating progress toward equity in academic outcomes. Moving forward, the program is committed to maintaining this demographic diversity and enhancing student success through inclusive teaching practices and student support.

Action: What actions does your program plan to take in order to achieve your goals?

To achieve the program's goals of maintaining demographic diversity and improving student success, the primary focus will be on continuing current practices that have proven effective. This includes sustaining outreach efforts that attract a student population reflective of the college's diversity and fostering an inclusive learning environment that supports collaboration among all students. Ongoing partnership with the Foundations Garden STEM Tutorial Center will remain essential, providing targeted academic support that reinforces student engagement and helps improve success rates, particularly for BIPOC students. By maintaining these efforts and ensuring continued access to resources like tutoring, the program is well-positioned to preserve its progress and further enhance equitable outcomes.

Needs: What does your program need to execute this action plan?

The department requires continued support from the Foundation Garden STEM Tutorial Center to ensure students have access to the academic resources they need for success. Sustained tutoring services are essential for reinforcing learning, particularly for BIPOC students and other groups needing additional academic support.

D. Overall Student Course Success

Student Population Areas of Focus

Course Success For Program Review

Limits: Course Credit Status Credit

Course Success

Business & Social Sciences - Geography-FH

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	748	74%	696	80%	618	73%	643	72%	658	76%
Non Success	116	11%	68	8%	102	12%	137	15%	107	12%
Withdrew	150	15%	106	12%	128	15%	113	13%	103	12%
Total	1,014	100%	870	100%	848	100%	893	100%	868	100%

Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	222	60%	230	73%	228	65%	232	62%	177	66%
Non Success	67	18%	37	12%	57	16%	89	24%	43	16%
Withdrew	84	23%	50	16%	67	19%	54	14%	50	19%
Total	373	100%	317	100%	352	100%	375	100%	270	100%

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

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	526	82%	466	84%	390	79%	411	79%	481	80%
Non Success	49	8%	31	6%	45	9%	48	9%	64	11%
Withdrew	66	10%	56	10%	61	12%	59	11%	53	9%
Total	641	100%	553	100%	496	100%	518	100%	598	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.

D.1 - Student Course Success

Goals: What is your program’s goal with respect to student course success?

The Geography department is committed to enhancing student success and **further reducing the equity gap for our BIPOC students**. Our primary goals include continuing our close collaboration with the Foundations Garden STEM tutorial center support program, refining curriculum to promote inclusivity, providing students with the tools they need for success in online and hybrid courses, and providing professional development focused on equity-minded practices in online courses, we aim to equip faculty with tools to better support diverse learners.

The goal of the department is to continue to work toward closing the equity gap in student success and maintain a collaborative partnership with the Garden Foundations STEM center. In addition, the department aims to continue its **marked increase in success among DSPS students (from 58% to 91% over the 5 year period)**. This tremendous success is due primarily to the increased support from the Garden Foundations STEM center.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

Our department has made significant strides in supporting student success, with recent data showing an overall success rate increase from 74% to 76%. Notably, a **33% increase in success among DSPS students (58% to 91%)**. This increase is largest among the on campus (hybrid) course offerings. DSPS students comprise just over 11% of the on-campus enrollments, and 1% of asynchronous online enrollments. In the 5 year time period, success increased among hybrid DSPS students from 40% to 88%.

In addition, the department is proud to note that it has also shown a **6% increase in the success rate for BIPOC students, from 60% to 66%**. This improvement aligns with our commitment to inclusive and supportive learning environments for all students. We recognize, however, that continued progress is essential to further reduce the equity gap, and we remain dedicated to implementing targeted interventions and support systems to advance this goal.

Action: What actions does your program plan to take in order to achieve your goals?

The Geography department proposes the following actions to meet our goals:

Strengthen Collaboration with Foundations Garden STEM Tutorial Center

- Schedule regular meetings with the STEM tutorial center team to align support strategies and address specific needs of Geography students.
- Encourage faculty to guide students to targeted resources at the center.

Provide online and hybrid students with tools for success

- Advocate for additional chromebooks for student use at the library and extended library hours - Students report difficulty completing course materials using only their phone.

Curriculum Refinement for Inclusivity

- Department faculty engage in a comprehensive review of existing course materials and learning outcomes to ensure diverse perspectives and culturally relevant examples are included.
- Gather student feedback on curriculum inclusivity and use insights to make continuous improvements.

Equity-Minded Professional Development for Faculty

- Engage with college Professional Development for equity-minded practices specific to online education
- Encourage faculty to engage with peer mentorship programs such as POOCR to provide constructive feedback on inclusivity practices.

Needs: What does your program need to execute this action plan?

To achieve the actions listed above the following resources are needed:

- Sustained and expanded faculty tutoring in the Foundations Garden STEM center
- Acquisition of additional chromebook computers for students to check out from the Foothill Library
- Support and guidance to review course learning outcomes and revise these to ensure that diverse perspectives are included
- Institutional research support to gather student feedback on curriculum (eg. collaboration on learning outcome creation and assessment)
- Sustained professional development opportunities to build on equity minded instructional practices
- Continued offerings of and support for POOCR peer cohorts

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47I7cPKQ?e=rSml5L

Goals: What is your program's goal with respect to course success by modality?

The department is committed to enhancing student success across all course modalities, with a particular focus on bringing success rates in on-campus hybrid classes up to the levels achieved in asynchronous online courses. Currently, **84% of the department's offerings are online, demonstrating a strong emphasis on accessible, flexible learning options.** By aligning the outcomes of on-campus hybrid classes with the high success seen in asynchronous online formats, the department aims to ensure consistency in student achievement regardless of course delivery method.

The goal of the department is to work toward closing the gap in success by modality by increasing success rates for on campus hybrid students.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

The department has observed a notable improvement in student success within on-campus hybrid Physical Geography courses (rising from 58% to 66% success) in five years. This rate is behind that of asynchronous online classes (77% success rate). The on-campus population includes a high percentage of DSPS students (**11.4% DSPS students in hybrid versus 1.9% DSPS students in asynchronous online**), making targeted support essential. The department has worked in the past 5 years to build a strong on campus relationship with STEM tutors, and has been rewarded with a **48% success rate increase for DSPS students** (40% to 88%) for hybrid course offerings.

The Foundations Garden STEM center has played a critical role in this progress by offering skill-building support that helps bridge learning gaps and enhance understanding in STEM subjects. This collaboration has been key to the observed gains, and the department remains committed to closing the remaining success gap.

Action: What actions does your program plan to take in order to achieve your goals?

To achieve the goal of raising success rates in on-campus hybrid classes to match those of asynchronous online classes, the department could implement the following actions:

Expand Targeted Learning Support Services: Increase the availability and promotion of resources like the Foundations Garden STEM center, specifically for on-campus hybrid students, with an emphasis on supporting students with learning differences. This could include extended hours, dedicated tutors, and tailored workshops focusing on skills essential for success in Physical Geography.

Enhance Faculty Training in Inclusive and Hybrid Teaching Practices: Provide professional development opportunities focused on inclusive teaching strategies and effective hybrid course design. Training in equity-minded and differentiated instruction would equip faculty with tools to better engage students with diverse learning needs and improve their performance in hybrid settings.

Needs: What does your program need to execute this action plan?

To implement these actions effectively, the following resources are essential:

- 1. Increased Funding and Staffing for Foundations Garden STEM Center:** Additional funds would allow for extended hours, specialized tutors, and targeted workshops within the center, which would provide greater access for hybrid course students, especially those with learning differences. With ten times the number of DSPS students in hybrid classes as asynchronous online, the need for on campus support for these students is critical. This funding could cover new hires, training for staff on inclusive practices, and materials specific to Geography and STEM subjects.
- 2. Increase Funding for Faculty Professional Development Training:** Additional and ongoing college support for workshops and training sessions on hybrid course design and inclusive teaching practices. Faculty could also benefit from working with Online Learning instructional designers who specialize in creating accessible, engaging content for students with diverse learning needs.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47I7cPKQ?e=rSmI5L

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

Student success data reveals a significant, disproportionate impact on specific groups within our department. Latinx students face a 14% success gap, requiring an additional 35 successes to reach parity. Female students experience a 5% success gap, translating to a need for 19 more successes to align with overall rates. The most

pronounced disparity affects low-income students, who face a 17% gap; bridging this gap would require 57 additional successes.

Goals: What is your program's goal with respect to disproportionate impact?

The department's goal in addressing the identified disproportionate impacts is to eliminate success gaps and ensure equitable outcomes for all students. By focusing on Latinx, female, and low-income student populations—each facing distinct challenges and barriers to success—we are committed to creating an inclusive learning environment that provides targeted resources and support. Through specific interventions, increased access to academic support, and ongoing assessment, we aim to close these gaps and foster a culture of success where each student, regardless of background, has the opportunity to achieve their full academic potential.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

The disproportionate impact data provides essential insights that directly inform our goals to eliminate success gaps and promote equity. The 14% gap for Latinx students, 5% for female students, and 17% for low-income students emphasizes specific areas where additional, targeted support is crucial. These disparities align with our departmental commitment to equity and underscore the importance of our goals to create a more inclusive learning environment. Addressing these gaps is more than a statistical aim; it represents our dedication to fostering educational success for underrepresented and underserved groups. This data-driven understanding enables us to focus our resources and interventions where they are needed most, ensuring that our goals reflect an actionable commitment to equity for all students.

Action: What actions does your program plan to take in order to achieve your goals?

To address our goals in reducing disproportionate impact, the department will implement several key actions focused on support, representation, and instructional practices. With 50% of our Geography instructors identifying as Latinx, we are positioned to provide strong role models and culturally relevant mentorship for our Latinx students, reinforcing a sense of belonging and potential for academic success. We will reach out to Umoja and Puente to learn about culturally relevant community building practices to integrate into our department course offerings. We will also advance equity-minded instruction across our faculty through professional development in inclusive teaching methods.

To address the success gap among low income students, the department will advocate for acquiring additional chromebooks for students to check out from the library. The department courses all use online mapping platforms which do not work well on phones. Access to a computer is a major observed barrier to success among our students.

Needs: What does your program need to execute this action plan?

To effectively address our goals for reducing disproportionate impact, the program will require resources focused on professional development and student support services. First, funding for **equity-minded professional development** will be essential to ensure all faculty are equipped with the tools and knowledge to implement inclusive teaching strategies. This includes providing opportunities for faculty to participate in workshops and training on culturally responsive teaching, differentiated instruction, and supporting diverse student populations. Additionally, **expanded student support services and library resources** will be critical, particularly in the areas of tutoring, academic coaching and access to computers that can be borrowed for the quarter. Resources to enhance **tutoring services**, including staffing for the Garden Foundations STEM Center, will provide targeted academic assistance to Latinx, female, and low-income students who may face additional learning challenges.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

Regular Substantive Interaction (RSI) is a key component of the Geography program's online courses, including Physical Geography, Human Geography, World Regional Geography, Introduction to GIS, and Introduction to Mapping and Spatial Reasoning. Instructors engage students through consistent, predictable announcements that not only highlight course content but also connect it to current events, encouraging students to see the real-world relevance of their learning. Course discussions are an essential element, where instructors actively participate to foster meaningful conversations about key concepts, encouraging deeper understanding and peer interaction. Additionally, each course maintains an "Ask or Answer Questions" discussion forum, ensuring students have continuous access to academic support and clarification.

Substantive feedback is a cornerstone of student engagement, with instructors providing thoughtful comments on assignments, commending students on areas of excellence and offering actionable guidance for improvement. Live Zoom study sessions and workshops supplement this interaction, giving students opportunities to engage in real-time discussions, ask questions, and prepare for assessments. Instructors also monitor student progress closely, utilizing Canvas tools such as "message students who" to send timely, personalized reminders and encouragement to keep students on track.

These RSI strategies ensure that students in the Geography program's online courses receive both the academic and motivational support they need to succeed. By fostering continuous engagement, providing targeted feedback, and offering accessible academic resources, the program ensures that online learners remain connected to the content, their peers, and their instructors throughout the course.

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The Geography program is committed to continuous improvement in student success and reducing equity gaps. To achieve these goals, we rely heavily on college support for supplemental tutoring, resources such as library chromebooks for student use, and faculty professional development. These resources are essential to meeting the diverse needs of our student population.

The department would like to highlight its steady and robust productivity, 44% increase in student success among DSPS students in hybrid classes, and 6% growth in success among BIPOC students, while acknowledging areas for improvement. The study of Geography has become more critical than ever in our interconnected global economy which depends on a mobile workforce and must confront the escalating threats of climate change. Our program aims to equip students with the knowledge and skills necessary to navigate these complex global challenges, empowering them to make informed decisions that contribute to a sustainable and resilient future.

H. Rubric

Click the link below to view the Instructional Template Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/EeXQOxxcnqRGsXkb-Btxsz4BoUlaCXwgPngOB_gc8HQemw?e=2EgwaV

End of Instructional Discipline Template

This form is completed and ready for acceptance.