



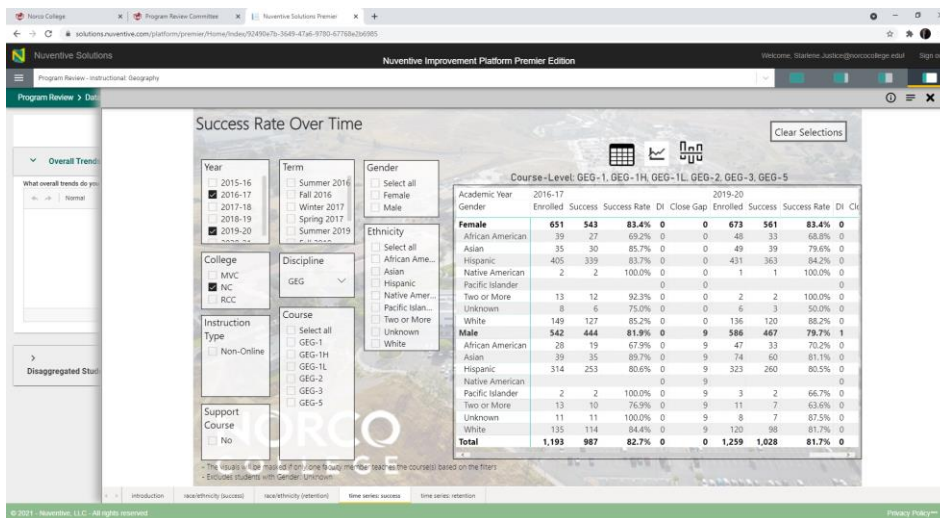
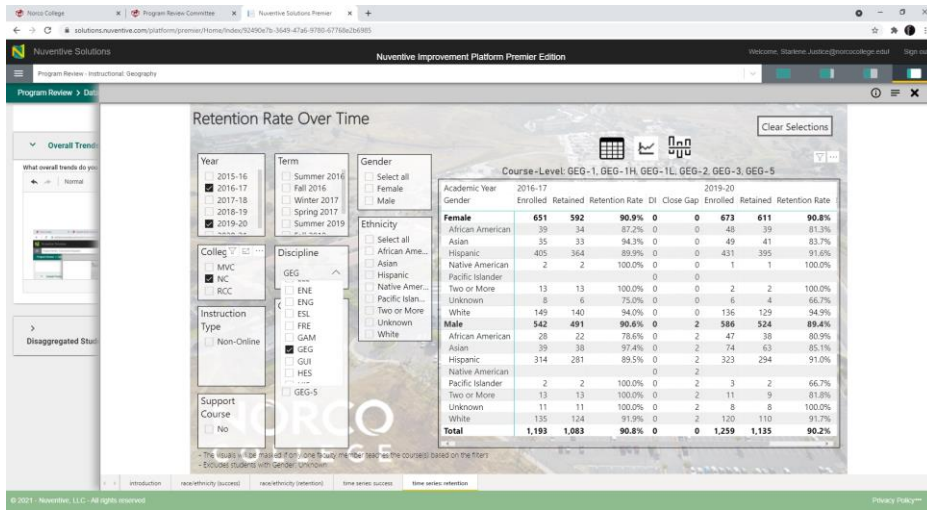
Program Review - Overall Report

Instructional: Geography

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in geography courses have been about the same, from 82.7% to 81.7% in success and about the same from 90.8% to 90.2% in retention over the past 4 years (2016-2020). Geography does not have an ADT and is not a listed Program of Study so there is no data to view on those topics.



Data Review

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

Yes, I did discover some equity gaps. These showed up as follows:

In the 2017/18 cycle, there was a retention gap with white females. In the 2018/19, there was a retention gap with Hispanic males. No retention gaps in 2019/20.

In the 2018/19 cycle, there was a success gap with African American females and Hispanic males. Again, in the 2019/20 cycle, there was a success gap with African American females. This is very eye-opening to me, as I had not put any particular focus on African American females--thinking that the males (any males of color) would be where the gaps are.

I will continue to address the gaps that show up college-wide, such as men of color, but I will also increase my awareness and focus so that I recognize and am prepared for the fact that gaps can show up anywhere, and that "equity" applies to all.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

Reviewing the data is clearly very important, and I will continue to do that. I did have cycles where there were NO equity gaps, and that is certainly the goal. I will continue with my focus on educating myself on equity (which I have been doing for the last two years), reviewing and updating my curriculum, asking myself how I am engaging with students of a different race than my own and assessing whether there are changes I can make in these areas. As I have made the closure of equity gaps my main goal for my program in the coming cycle, this has high priority for me.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

Geography

What percent of SLOs in the disciplines you identified above have been assessed?

95%

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

GEG 3, SLO 4. Course was updated recently in curriculum and a new set of SLOs was furnished. All assessments were updated at the time of accreditation. I can only think that it was the recent update that threw this one out of compliance. Although, honestly, that doesn't make sense because then there would be 4 SLOs not assessed, rather than 1. So, in all honesty, I have no idea why it shows up this way. I went into Nuventive and looked at my assessments and was confused even further. I have no words.

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

No

If all SLOs are not mapped to at least one PLOs, please explain why.

"There are no PLOs defined for relating to this discipline". (I copied that, verbatim, from the Assessments section in Nuventive where I tried to figure out how to map SLOs to PLOs for a discipline that is NOT defined as having a PROGRAM). However, SOME SLOs (45%) in Geography are mapped to PLOs within the Math and Science Area of Emphasis (AOE). I am working on getting Geography connected to specific Programs or Areas of Emphasis so that I can map my SLOs to PLOs. This is a process that takes place within Nuventive, and I do not have control of defining programs, etc. I have reached out to Ashlee Johnson for help, and she is in the process of helping. Unfortunately, I realized all of this a bit late.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.

N/A

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

NONE (since Geography is not linked to a specific program) OR AOE_Mat: Math and Science.

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

If I look only at GEG, which has no program and no PLOs, then the answer is N/A. If I use a different dashboard and find the few SLOs in Geography that ARE mapped to PLOs (within the AOE of Math and Science, I can answer the question as follows:

PLO #1 (within AOE-Mat: Math and Science), GEG 1 SLOs 3 and 4; PLO #1 (within AOE-Mat:Math and Science), GEG 1L, SLOs 2 and 3

Assessment Review

To what do you attribute this success?

These PLOs are based in the use of math and, for my part, the portions of Physical Geography and the Physical Geography Lab that require the use of basic math or more complex math (usually in the form of multi-process equations) are reinforced frequently (within the unit in which they come up) and PRACTICED a lot. Giving students more opportunities to learn and be successful is important to achieving this program outcome.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

PLO #1 (within AOE-Mat: Math and Science), GEG 1 SLOs 1 and 2

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

For starters, I will be more aware that I have PLOs that my SLOs are mapping to. (I mean, literally, I did not know this). When I don't hit a benchmark in my discipline with SLOs, I have a pretty straightforward plan of attack for how to remedy that—and it's usually just giving a particular topic or method more focus, spending more time on it, and creating more assignments around it. All of this reinforces what I am trying to help students learn. Knowing now that I have PLOs within the Math and Science area of emphasis will allow me to widen that circle of focus and reinforcement. Also, I will assess my assessments (as it were) for accuracy, functionality, equity (in phrasing of test questions, for example), and so on. Again, I don't TECHNICALLY have PLO's that Geography maps to—and even the analysis I'm giving right now is faulty because some of the SLOs would be more appropriate to different PLOs than what are represented in the data. BUT, since those are the only ones that are mapped at all, I guess a poor answer is better than no answer.

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

As mentioned before, Geography does not have an ADT, nor does it align directly with any specific program. However, it certainly does have affiliations with Math & Science, and with Social and Behavioral Sciences, so I can look at it from that perspective. If I consider the OUTCOMES (PLOs) in the AOE of Math and Science, Physical Geography and the Physical Geography lab are key components in offering students a broad general understanding of the workings of the natural world, as well as how to observe and understand connections, develop an understanding of spatial distributions and how they can be used for a broad range of analyses. Thought this may sound like a stretch, even Business and Political Science students can benefit greatly from geography courses—especially those that examine different cultures and economies, and worldwide trends in politics and economics. As far as process, the offerings within the GEG discipline reflect the demand for courses that transfer readily and fulfill specific requirements. So, in a way, the transfer needs INFORM the classes we offer, and the ultimate career needs inform the OUTCOMES we are seeking in those programs. To that end, I am always thinking: How will this knowledge be used? What do my students need to know that will benefit them most? (In a career and/or in higher levels of education).

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

I am going to answer this from the perspective of my discipline rather than a program. (For the previously-stated reasons that I don't have a program, and wouldn't know how to answer for a general area like "math and science. Some of these questions feel so cumbersome when my "place" is not well-defined). This program (GEG) offers Physical Geography Lab classes that provide hands-on experience, exposure, and instruction to topics and concepts that show up in the Physical Geography class. Things like map analysis (which is useful in many careers and educational pursuits)—which is a very specific skill—to broad skill-sets like the ability to read and graph data and draw meaningful conclusions from what those data represent. One thing I've got in the pipeline

Assessment Review

that I'm very excited about (as it will offer a huge opportunity for experiential learning) is the new Field Studies in Geography course. This will allow students to become immersed in a variety of environments (and the focus could be physical geography or human geography) where observation, analysis, critical thinking, and hands-on experience with maps, compasses, GPS devices, and so on would offer a deeply meaningful experience in connecting conceptual learning to a real-life environment. Such programs are often transformational for students, and I'm looking forward to making this a part of the program.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

For this one, I'm going to think in terms of geography, specifically, and science, broadly. Program outcomes that I imagine would be meaningful or valuable would be:

- An appreciation of the natural world, and a profound understanding of the connections that exist across all Earth systems. This would include the interaction and impact of the Human species.
- An understanding of how science works. How observation, measurement, mathematics, analysis, testing, and critical thinking are all components of authentic scientific research and understanding.
- The ability to recognize that each individual is a product of their own environment, and that they see through a lens that is specific to them. If students develop this ability, the OUTCOME would then be that they can appreciate differences in culture, language, race and ethnicity, lifestyle, and ways of thinking and being. It would, effectively, widen that lens that they are looking through. And who wouldn't benefit from that?

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

For this, I looked at the PLOs for the AOE: Math and Science (which is the only thing I've been able to find having my discipline connected to it overtly).

PLO 1: Apply the basic operations of mathematics on the set of real and complex numbers and equations. (No meaningful alignment. That's ok. Math is involved, but Geography is NOT math, so this is not surprising).

PLO 2: Apply the principles of the scientific method, including the use of inductive and deductive reasoning to pose, test, and accept or reject hypotheses. (Yes, I think there is some alignment here with the second one I mentioned above)

PLO 3: Recognize and determine the role of mathematics and the sciences and investigative and reasoning tools of human societies. (Again, sort of an alignment with the second one in the previous question. I like this PLO though. I think it aligns with the goals of my "program." I would definitely want to keep this one.

Program Review: Part 1

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

1. Constructing syllabi with welcoming language, clear signals of support toward my students, and culturally conscious quotes and references.
2. Instituting a grading policy to allow for late assignments--with a penalty.
3. Re-writing my lecture notes to remind myself to use a variety of words for terminology that may be easily misunderstood--especially for those who may speak English as a second language.
4. Assessing my curriculum for discussion prompts and learning examples that encourage participation of individuals with a different background, ethnicity, or experience than myself.
5. Reaching out to students who are struggling but who may be insecure about asking for help.
6. Facilitating "Brown Bag" events around equity and racial justice as the co-chair of the Teaching and Learning Committee.
7. Attending the above events.
8. Participating as a member of the District Call to Action Taskforce for Professional Development in the implementation of an equity-minded and culturally-competent professional development culture district-wide.
9. Using disaggregated data to develop an awareness of where my equity gaps are.

What are your plans/goals (3-year) regarding this goal?

1. Continue with the work I have been doing in support of this goal (as outlined in the previous response).
2. Dive more deeply into my curriculum to find ways that I can change/improve how I teach certain topics in order to be more sensitive and inclusive of all races and ethnic groups.
3. Promote classes like GEG 2 (Human Geography) and GEG 3 (World Regional Geography), as these classes encourage students to view their world through lenses other than their own. This is a way to encourage equity-mindedness not just from myself but from other students in the college.
4. Continue to use data and assessment to stay on track with my goals. (Strive to reach all benchmarks. Close loops on assessments)

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

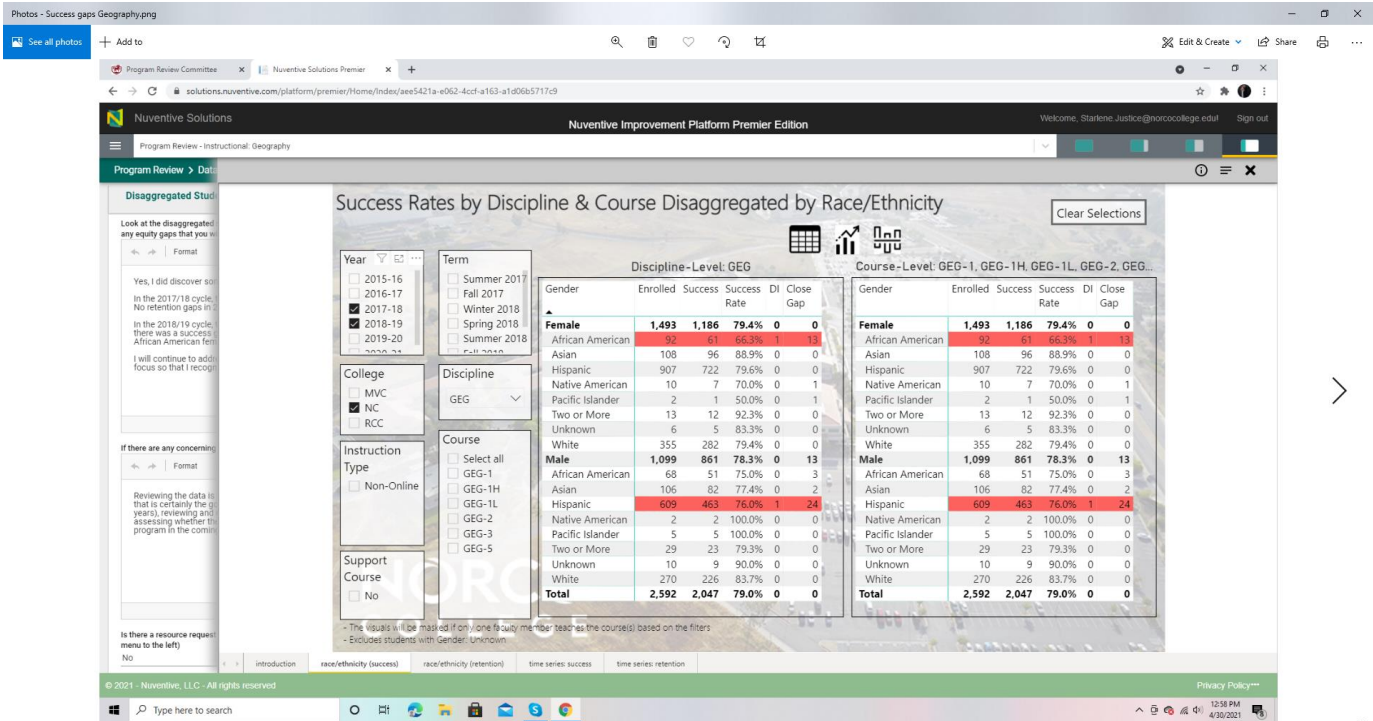
Not sure what sort of evidence should go here...

[http://file:///C:/Users/starl/Documents/District%20Professional%20Development%20Group/RCCD_Call%20To%20Action_PD%20Agenda%20\(040721\)%20\(1\).pdf](http://file:///C:/Users/starl/Documents/District%20Professional%20Development%20Group/RCCD_Call%20To%20Action_PD%20Agenda%20(040721)%20(1).pdf)

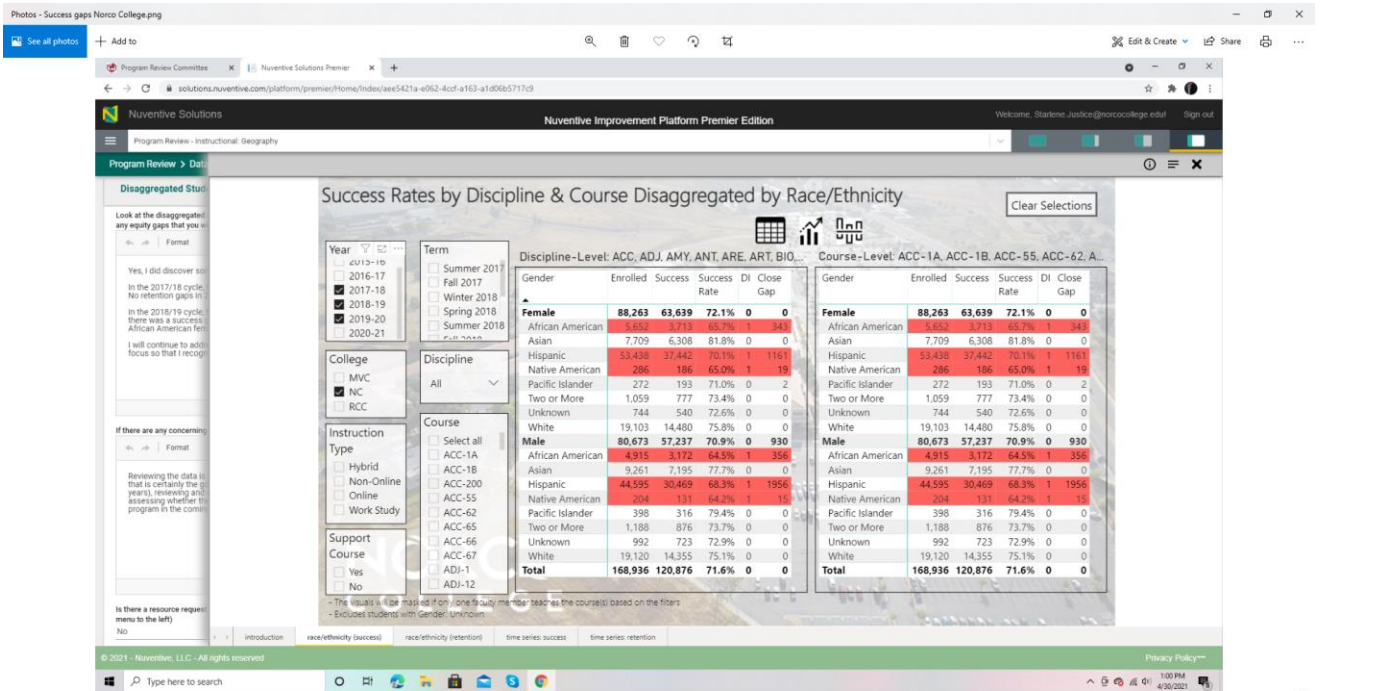
The above is a link to the agenda for the District PD workgroup, showing my name as a member.

Some of my data showing equity gaps.

Program Review: Part 1



Norco College equity gaps over the last 3 years.



Program Review: Part 1

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

10% or less

If you have courses that are not current, are they in the curriculum process?

Yes

For out of date courses that are not already in progress of updating, what is your plan?

N/A There is only one, and it is In Review in the update process.

Do you have proposals in progress for all the DE courses you intend to file?

Yes

Do you require help to get your courses up to date?

No

Program Review Reflections

What would make program review meaningful and relevant for your unit?

Without a doubt, what would make it more meaningful for me (and possibly other disciplines who are in this same boat) is to either be explicitly connected to a program (even for disciplines that don't have an ADT) OR for there to be questions more relevant to those in this particular boat. It's a bit of a Catch-22, though: having worked through those questions (even though I struggled to make them apply specifically), I feel like thinking through those DID make Program Review more meaningful to me. I honestly have a slightly different mindset about my program (or, in my case, my discipline).

What questions do we need to ask to understand your program plans, goals, needs?

See above. Questions specific to any unit, regardless of how they are connected to a bigger "program" (ADT or Area of Emphasis).

What types of data do you need to support your program plans, goals, needs?

I love the data we have access to. Specifically success and retention rates that can be disaggregated by race and ethnicity. I have worked with such data quite a bit. I did notice in the data that was provided in Program Review that some of my specific courses could not be viewed. For example, when I looked for data specific to my Physical Geography Honors course (this was in the success/retention area), everything came up zeroes. This happened with a couple of courses. It made me wonder if I was seeing all the data...

If there are any supporting documents you would like to attach, please attach them here.

Resource Requests

2021 - 2024

What resources do we already have?

N/A

What resources do you need?

I have no resource requests. Thus....the rest of this section will seem incomplete.

Request related to EMP goal or Assessment?

\$ Amount Requested

0

Resource Type

Potential Funding Source(s)

The evidence to support this request can be found in:

This request for my area is Priority #:

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

Yes