

Program Review 2021-2022

Geography

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General Information (Program Review 2021-2022)

2021/22 Program Review

2021/22 PROGRAM REVIEW FORM

Form: 2021/2022 Program Review (See appendix)

Reference Section

MESA2030 COMPREHENSIVE MASTER PLAN

ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026

MESA DATA DASHBOARDS

Requests Forms

REQUEST PORTAL

Appendix

A. **2021/2022 Program Review (Form)**

Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: Geography

2021/2022 Program Review

(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor

Lead writer: Waverly Ray

Manager: Dean Pearl Ly

(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.

While there have been enrollment declines across all student demographic groups, the steepest decline (32%) was for Black/African American students¹. Recent gains in courses outcomes for Black/African American students declined in the past two academic years. In the 2020/21 academic year, there was a 22% equity gap for Black/African American students. The geography program had a 12% decline in enrollment for Latinx students¹ and in the 2020/21 academic year, there was a 7% equity gap for Latinx students. The equity gaps for Black/African American students and Latinx students, along with first generation students, have persisted through the pandemic.

Student course outcomes are higher overall for students in online synchronous geography courses when compared to online asynchronous courses. It is unclear how the transition back to face-to-face class in Spring 2022 will impact student outcomes. In Spring 2022, the geography program is offering two online asynchronous courses (compared to 4 in Fall 2021) and no online synchronous courses (compared to 8 in Fall 2021).

In the 2019/20 program review, the geography program set a goal to develop on-campus and off-campus experiential, work-based, and service learning opportunities for geography students to apply their skills to real-world contexts. This goal has been hampered by the pandemic and we will return to working on this when it is safe to do so.

Another program goal is to formalize mentoring activities for majors in geography and similar disciplines. This has been more challenging during remote operations. We have a contact list of only 4 geography majors but we were notified by the VPI that we currently have 22 majors. Without support from the College and District to receive contact information of our majors it remains difficult to achieve this goal. We do not have historical data on whether or not the number of majors has changed over the past few years. In the past five years, 7 students earned Associate's of geography degrees and 39 students earned

Associate's degree for transfer degrees. The number of degrees awarded per academic year has fluctuated year-to-year. In 2015-16, six degrees were awarded and in the subsequent years 9, 10, 5, 8 and 8 degrees were awarded.

¹ The data comparisons are the average from the 2016/17, 2017/18, and 2018/19 academic years compared to the average numbers from the 2019/20 and 2020/2021 academic years.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.

The geography program continues to coordinate a professional learning series with the geology program. Three workshops have been offered each semester since Fall 2020. These geoscience-focused workshops, which receive financial support from the HSI grant, covered such topics as science identities, geoscience careers, equity-minded assignments and assessments, and project-based learning. These workshops will continue in Spring 2022. While it is unclear what impacts these have on student success and equity, the topics covered and resources shared are based in research that has demonstrated improved support and outcomes for historically underrepresented groups. In Fall 2020, the average workshop evaluation score was 9.7 out of 10. Two participants commented:

- I'm so glad we're doing this! I get something out of every workshop that makes my course more engaging and a better learning experience for my students. I can't wait to see what we learn next!
- Discussing this material with other geoscience professors has been very beneficial. While I'm familiar with most of these teaching strategies, this workshop provides reminders and motivation that I am in dire need of lately.

The geography program has a SDICCCA fellow for the 2021-2022 academic year. In Spring 2022, the fellow will help to develop a course outline for a sustainable places and practices course. This is a required preparation for the major course for students wishing to transfer into SDSU's Geography – Environment, Sustainability, and Policy major or SDSU's Geography – Human Geography and Global Studies major. It is an elective requirement for SDSU Sustainability majors and Geography – Water, Climate, and Ecosystems majors. The goal is to better prepare SD Mesa students for transfer into these majors at SDSU.

The geography program is involved in two grants that provide paid student internships for geography and geographic information systems majors. In 2021, three Mesa students completed internships for California's Hub for Environmental Learning & Action. In 2022, Mesa students will be invited to intern with the Encoding Geography grant in partnership with the American Association of Geographers. These opportunities provide students with applied geography skills and help them to expand their professional networks. The

overarching goal of these internship programs is to make the discipline of geography more inclusive.

The geography program continues to seek grant opportunities in collaboration with transfer institution partners. Two proposals will be submitted in January 2022. The first is a collaborative grant proposal submitted by San Diego State University entitled "Transational Approaches to Sustainable Food Futures: Integrated High-Impact Learning Experiences and Multiple Pathways to Food Careers" for the National Institute of Food and Agriculture in the U.S. Department of Agriculture. This grant would support student internships and research, including field schools in Oaxaca and Baja. The second proposal is for the U.S. Department of Education's Title XI program in collaboration with the International Institute at the University of California, San Diego. This project would provide internship opportunities for students and professional learning workshops for faculty on topics of climate change, global human rights, and multilingualism.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.

The geography program will no longer offer web/remote courses and the physical geography lab course will return for in-person instruction. We assume that these decisions will have a positive impact on student learning outcomes.

(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.

Since the 2018/2019 academic year, the geography program has had 10 class offerings cut from the schedule even though fill rate and other productive measures were relatively high. This represents 40% of the program's offerings. In Spring 2017, there were 24 sections offered with a fill rate of 73% and in Fall 2014, 21 sections were offered with a fill rate of 84%. In Spring 2021, the 13 sections offered had a fill rate of 88%. These cuts, driven primarily by budget constraints, have negatively impacted the geography program. Goals for the upcoming academic year are to recruit students into geography courses through outreach efforts and to retain students through active learning pedagogy.