

Instructional Program Review 2019/20 UPDATE

Geography

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Lead Writer: Waverly Ray
- Liaison: Pegah Motaleb
- Department Chair: John Crocitti
- Dean: Charles Zappia
- Is this a CTE program? No

The geography program has the following updates since the comprehensive program review last year.

1. Faculty: The number of adjunct faculty has decreased due primarily to the reduction in the number of course offerings. The pro rata faculty member did not complete his two classes in Fall 2019 and is not teaching one class in Spring 2020.
2. Curriculum: In Spring 2020, revisions from the six-year review for cultural geography went into effect and the six-year review for world regional geography is moving through the approval process in CurricUNET. The creation of work experience and service learning courses in geography are under consideration.
3. Professional Learning: Waverly Ray and geology professors Don Barrie and Bulent Bas were accepted into the National Association of Geoscience Teachers' project entitled "Supporting and Advancing Geoscience Education at Two-Year Colleges". This NSF-funded project "helps two-year college geoscience faculty implement high-impact, evidence-based instructional and co-curricular practices at their own institutions that will lead to improved STEM learning, broadened participation, and a more robust STEM workforce".
4. Outreach: The geography program continues to participate in the outreach activities such as Jumpstart at the Majors@Mesa Fair.
5. In addition to attending experiential learning opportunities at places such as the Map & Atlas Museum of La Jolla, Mission Trails Regional Park, and Pure Water San Diego, geography students in the Fall 2019 semester tallied 84 service learning hours for The Stand, the on-campus garden, the San Diego River Park Foundation native habitat restoration, and the Jacobs & Cushman San Diego Food Bank.

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018/19

Customized physical geography laboratory manual

Create an affordable customized physical geography laboratory manual that will develop students' knowledge and skills for a 21st century geography education.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 6.2,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Enhance the professional development opportunities for geography faculty members

Enhance the professional development opportunities for geography faculty members to address equity gaps and to increase student learning.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Increase experiential learning opportunities for geography students

Develop on-campus and off-campus experiential, work-based, and service learning opportunities for geography students to apply their skills to real-world contexts.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 6.2,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Formalize mentoring activities for majors in geography and similar disciplines

Develop sustained mentoring and engagement activities for majors in geography and similar disciplines.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/19

Goal

Goal: Customized physical geography laboratory manual

Create an affordable customized physical geography laboratory manual that will develop students' knowledge and skills for a 21st century geography education.

Action: Lab manual funding

Describe the actions needed to achieve this objective:	Identify funding sources and apply for funding to create the lab manual.
Who will be responsible for overseeing the completion of this objective:	Waverly Ray
Provide a timeline for the actions:	2019-2020: Identify and apply for funding from one potential source.
Describe the assessment plan you will use to know if the objective was achieved and effective:	If funding is secured.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Stipends for the submission of existing self-authored lab exercises: \$1,500 Extended service units for a two-day workshop with goals to a) provide professional development regarding equity-mindedness and culturally-relevant teaching, b) review submitted exercises, and c) devise a template for the lab manual: \$5,000 Extended service units for completion of the laboratory manual draft: \$2,000 Extended service units for creation of supplemental materials (such as lab tests) and beta-testing of the lab manual: \$3,000 Extended service units to adopt the lab manual, provide student assessment data, and recommend revisions: \$3,000 Total: \$14,500

Goal: Enhance the professional development opportunities for geography faculty members

Enhance the professional development opportunities for geography faculty members to address equity gaps and to increase student learning.

Action: Determine professional learning interests of geography faculty

Describe the actions needed to achieve this objective:	Survey to faculty members to identify their professional learning interests.
Who will be responsible for overseeing the completion of this objective:	Waverly Ray
Provide a timeline for the actions:	Fall 2019

Describe the assessment plan you will use to know if the objective was achieved and effective: List of professional learning interests.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Digital survey

Action: Offer new activities or refer geography faculty to existing opportunities

Describe the actions needed to achieve this objective: If existing professional learning is available, the activities will be shared with geography faculty. If new professional learning activities are needed, I will organize them.

Who will be responsible for overseeing the completion of this objective: Waverly Ray

Provide a timeline for the actions: Spring 2019-Spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective: Number of geography faculty who attend professional learning; evaluation forms from professional learning activities (if available); feedback from geography faculty.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Locations to hold the new professional learning activities.

Goal: Increase experiential learning opportunities for geography students

Develop on-campus and off-campus experiential, work-based, and service learning opportunities for geography students to apply their skills to real-world contexts.

Action: Follow up survey to determine if experiential learning activities increased

Describe the actions needed to achieve this objective: Administration of a follow up survey to find out if the number of experiential learning activities increased.

Who will be responsible for Waverly Ray

overseeing the completion of this objective:

Provide a timeline for the actions: Spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective: Comparison of Spring 2019 and Spring 2020 surveys

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): n/a

Action: Geography faculty survey of current experiential learning opportunities

Describe the actions needed to achieve this objective: Survey of geography faculty to determine the current experiential learning opportunities offered to students.

Who will be responsible for overseeing the completion of this objective: Waverly Ray

Provide a timeline for the actions: Fall 2019

Describe the assessment plan you will use to know if the objective was achieved and effective: Survey data

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Survey

Action: Share potential experiential learning activities with faculty

Describe the actions needed to achieve this objective: Create a list of potential experiential learning activities and share the list with geography faculty, along with pedagogical rationales for experiential learning.

Who will be responsible for overseeing the completion of this objective: Waverly Ray

Provide a timeline for the actions:	Fall 2019-Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	List created and shared
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	n/a

Goal: Formalize mentoring activities for majors in geography and similar disciplines

Develop sustained mentoring and engagement activities for majors in geography and similar disciplines.

Action: Implement activities based on survey results

Describe the actions needed to achieve this objective:	Offer activities to meet students' needs and interests.
Who will be responsible for overseeing the completion of this objective:	Waverly Ray
Provide a timeline for the actions:	Fall 2019-Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Number of students who participate in new activities.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Locations to hold activities.

Action: Survey current students to determine needs

Describe the actions needed to achieve this objective:	Using the current list of 48 students, send a survey to solicit information on their needs.
Who will be responsible for	Waverly Ray

overseeing the completion of this objective:	
Provide a timeline for the actions:	Spring 2019 and Fall 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Survey analysis completed
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	n/a

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19

Goal

Goal: Customized physical geography laboratory manual

Create an affordable customized physical geography laboratory manual that will develop students' knowledge and skills for a 21st century geography education.

Action: Lab manual funding

Describe the actions needed to achieve this objective:	Identify funding sources and apply for funding to create the lab manual.
Who will be responsible for overseeing the completion of this objective:	Waverly Ray
Provide a timeline for the actions:	2019-2020: Identify and apply for funding from one potential source.
Describe the assessment plan you will use to know if the objective was achieved and effective:	If funding is secured.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer	Stipends for the submission of existing self-authored lab exercises: \$1,500 Extended service units for a two-day workshop with goals to a) provide professional development regarding equity-mindedness and culturally-relevant teaching, b) review submitted exercises, and c) devise a template for the lab manual: \$5,000

Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Extended service units for completion of the laboratory manual draft: \$2,000 Extended service units for creation of supplemental materials (such as lab tests) and beta-testing of the lab manual: \$3,000 Extended service units to adopt the lab manual, provide student assessment data, and recommend revisions: \$3,000 Total: \$14,500
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Status for Lab manual funding

Current Status:	Completed
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	In January 2020, my Academic Senate for California Community College's Open Educational Resources Initiative proposal with four colleagues across the state was funded. The lab manual is scheduled to be completed by December 2020.
If the Current Status was not marked Completed, what are the implications and next steps:	

Goal: Enhance the professional development opportunities for geography faculty members

Enhance the professional development opportunities for geography faculty members to address equity gaps and to increase student learning.

Action: Determine professional learning interests of geography faculty

Describe the actions needed to achieve this objective:	Survey to faculty members to identify their professional learning interests.
Who will be responsible for overseeing the completion of this objective:	Waverly Ray
Provide a timeline for the actions:	Fall 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	List of professional learning interests.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &	Digital survey

Conference, Software, Facilities, Classified Staff, Faculty, Other):

Status for Determine professional learning interests of geography faculty

Current Status:

Completed

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

The survey results indicate that geography faculty are interested in a) sharing resources for problem-based learning and collaborative activities, b) utilizing spatial data in instruction, c) enhancing digital mapping activities, and d) equity-minded practices for geography courses. This information will be used to design professional learning activities for geography instructors.

If the Current Status was not marked Completed, what are the implications and next steps:

Action: Offer new activities or refer geography faculty to existing opportunities

Describe the actions needed to achieve this objective:

If existing professional learning is available, the activities will be shared with geography faculty. If new professional learning activities are needed, I will organize them.

Who will be responsible for overseeing the completion of this objective:

Waverly Ray

Provide a timeline for the actions:

Spring 2019-Spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Number of geography faculty who attend professional learning; evaluation forms from professional learning activities (if available); feedback from geography faculty.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Locations to hold the new professional learning activities.

Status for Offer new activities or refer geography faculty to existing opportunities

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the

completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

In December 2019, I am applying for LOFT professional learning funding to create a geography community of practice. The goals of the group are to a) reflect the relationships among curricula, assessments, and student success; b) open dialogue about what strategies might better serve our students; c) share active learning and problem-based learning pedagogy; and d) utilize resources from within the discipline of geography that enhance inclusivity. The overarching inquiry asks how can equity gaps in geography classes be narrowed.

Goal: Increase experiential learning opportunities for geography students

Develop on-campus and off-campus experiential, work-based, and service learning opportunities for geography students to apply their skills to real-world contexts.

Action: Follow up survey to determine if experiential learning activities increased

Describe the actions needed to achieve this objective:	Administration of a follow up survey to find out if the number of experiential learning activities increased.
Who will be responsible for overseeing the completion of this objective:	Waverly Ray
Provide a timeline for the actions:	Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Comparison of Spring 2019 and Spring 2020 surveys
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	n/a

Status for Follow up survey to determine if experiential learning activities increased

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Geography faculty provided information of the experiential learning opportunities in their classes in Fall 2019. Information will be requested again and then discussed in Spring 2020.

Action: Geography faculty survey of current experiential learning opportunities

Describe the actions needed to achieve this objective:

Survey of geography faculty to determine the current experiential learning opportunities offered to students.

Who will be responsible for overseeing the completion of this objective:

Waverly Ray

Provide a timeline for the actions:

Fall 2019

Describe the assessment plan you will use to know if the objective was achieved and effective:

Survey data

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Survey

Status for Geography faculty survey of current experiential learning opportunities

Current Status:

Completed

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

The initial survey of geography faculty has been completed.

If the Current Status was not marked Completed, what are the implications and next steps:

Action: Share potential experiential learning activities with faculty

Describe the actions needed to achieve this objective:

Create a list of potential experiential learning activities and share the list with geography faculty, along with pedagogical rationales for experiential learning.

Who will be responsible for

Waverly Ray

overseeing the completion of this objective:
Provide a timeline for the actions: Fall 2019-Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective: List created and shared
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): n/a

Status for Share potential experiential learning activities with faculty

Current Status: In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:
If the Current Status was not marked Completed, what are the implications and next steps: The list will be created and shared in Spring 2020.

Goal: Formalize mentoring activities for majors in geography and similar disciplines

Develop sustained mentoring and engagement activities for majors in geography and similar disciplines.

Action: Implement activities based on survey results

Describe the actions needed to achieve this objective: Offer activities to meet students' needs and interests.
Who will be responsible for overseeing the completion of this objective: Waverly Ray
Provide a timeline for the actions: Fall 2019-Spring 2020
Describe the assessment plan you will use to know if Number of students who participate in new activities.

the objective was achieved and effective:

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Locations to hold activities.

Status for Implement activities based on survey results

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

A student survey was conducted in Fall 2019 to determine student mentoring needs. As a result, in October 2019, I took ten geography students to San Diego State University for a campus tour, meeting with the transfer admissions counselor, and with the geography advisor.

Action: Survey current students to determine needs

Describe the actions needed to achieve this objective:

Using the current list of 48 students, send a survey to solicit information on their needs.

Who will be responsible for overseeing the completion of this objective:

Waverly Ray

Provide a timeline for the actions:

Spring 2019 and Fall 2019

Describe the assessment plan you will use to know if the objective was achieved and effective:

Survey analysis completed

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

n/a

Status for Survey current students to determine needs

Current Status:

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Completed

Survey results indicated that the majority of students are interested in internship workshops and job shadowing geography professionals. The results of the survey will be used to coordinate with the Career Center and Work-Based Learning office.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Geography

(REQUIRED) Program name

Geography

(REQUIRED) Are you on target with your assessment schedule?

Yes, the geography program is on target with its assessment schedule. In 2016-2017, the critical thinking course learning outcome was assessed in all courses. In 2017-2018, the communication course learning outcome was assessed in all courses. In 2018-2019, the personal actions and civic responsibilities course learning outcome was assessed in all courses. The global awareness and technological awareness course learning outcomes will be assessed in the 2019-2020 academic year.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

For the three course learning outcomes assessed between the 2016-2017 and 2018-2019 academic years, more than 71% of the students attained a satisfactory score on the assessments. For the critical thinking course learning outcome, physical geography and world regional geography students had the largest percentage of unsatisfactory assessments (23%). For the communication course learning outcome, cultural geography had the largest percentage of unsatisfactory assessments (27%). For the personal actions and civic responsibilities course learning outcome, cultural geography had the largest percentage of unsatisfactory assessments (28%). These results suggest that continued focus on the course learning outcomes for all classes is needed to maintain the satisfactory levels. And, the courses with the lowest overall satisfactory achievement rates on specific course learning outcomes need particular attention.

(REQUIRED) Based on your assessments, what resource needs have you identified?

Professional learning opportunities for geography faculty will provide additional resources to create relevant course content and rigorous assessment methods. Classroom tutors and MT2C tutors are needed, in particular for physical geography courses. Most semesters, there has been one section of physical geography with a classroom tutor (out of approximately 10 sections). In the past academic year, there has been one physical geography tutor working in the Writing Center. Based on informal surveys of students, a dedicated physical geography tutor with more hours scheduled is needed. Recruitment for geography tutors is ongoing.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Geography

Program Name

(REQUIRED) Type your program name.

Geography

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

At the program level, the largest equity gaps in course success rate are for African American (18% gap) and Latinx (6% gap) students. There are similar equity gaps found by course and modality.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

For both student sub-populations, the equity gaps have fluctuated over the past five academic years. There is not a clear, detectable trend in the equity gaps.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

It is unclear what factors have influenced the results. Without a clear trend, it is difficult to ascertain what strategies caused the fluctuating equity gaps. Program goals, discussed in a subsequent response in this section, were devised with the intent to decrease equity gaps.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Cultural proficiency workshops, a review of literature related to traditionally underserved students in geography in higher education, and other professional learning activities would increase student success and reduce equity gaps. Also, in Spring 2020, one physical geography lecture and one physical geography laboratory course will be part of the UMOJA Program. This is an opportunity to better serve African American students.

Another strategy to increase student success and reduce equity gaps is to share campus resources with students such as the document available at <http://www.sdmesa.edu/student-services/student-services/ss-home-page/Helpful%20Resources%20for%20StudentsSept19.2.pdf>.

Identifying potential geography tutors, encouraging them to take the EDUC 100 tutor training, and then promoting the tutoring opportunities, would also increase student success in order to close equity gaps.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

The geography program at Mesa College is dedicated to helping students understand and engage with their surroundings, and part of that is about understanding their own place in the world and seeing their own experiences reflected in their classrooms and curricula. Topics within geography courses along with course learning outcomes address students' lived experiences. This contributes to the College's identity of being a Hispanic Serving Institution. Additionally, the Social Sciences Department Chair serves on campus-wide committees focused on equity, including the Guided Pathways workgroups and the Mesa 2030 Task Force.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Funding for adjuncts' professional learning is a key resource need. In fall semesters, geography adjuncts teach about 70% of all classes and must balance responsibilities at other campuses. A financial incentive to participate in professional learning will benefit the effort to reduce equity gaps.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

All four program goals address the implications of the persistent equity gaps for African American and Latinx students. The first goal, to create a customized physical geography laboratory manual, will decrease the cost of the lab manual. Anecdotal evidence indicated that grades decreased for African American and Latinx students who were not able to purchase the lab manual during the first two weeks of the semester. The second goal, to enhance the professional development opportunities for geography faculty members, includes an equity component. The third goal, to increase experiential learning opportunities for geography students, will also serve traditionally underrepresented and underserved students in the geography program. Hands-on experiences both on- and off-campus advance students' understanding of course concepts. The fourth goal, to formalize mentoring activities for majors in geography and similar disciplines, will provide African American and Latinx students with information on transfer and career pathways.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

The area of focus was to enhance the professional development opportunities for geography faculty members in order to close equity gaps. I surveyed geography faculty to better understand their professional learning needs. In Fall 2019, I submitted a grant proposal with geology colleagues to the National Association of Geoscience Teachers. This grant would provide opportunities for equity-minded professional learning. In Fall 2019, I submitted a professional learning interest form to the LOFT. Development of an equity-minded community of practice with funding for adjunct participation is under development.