

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Since the last comprehensive review, successes include:</p> <ul style="list-style-type: none"> • Completion of an EquityEdit faculty interest group (FIG) with three geography faculty members (one contract and two part-time). • Completion of the Teaching Research for Equity and Excellence (TREE) FIG with one geography faculty member. (in collaboration with faculty from sociology and biology). • Publication of an OER physical geography lab manual (co-authored by the contract geographer). • Funding for an OER world regional geography textbook (co-authored by a Mesa faculty member) and an OER physical geography lab manual for online instructions (co-authored by contract and part-time faculty members).

		<ul style="list-style-type: none"> • Involvement in five grant applications to provide funding for Mesa student research internships; three of which were successful: <ul style="list-style-type: none"> ○ Encoding Geography (\$140,000 subaward from the American Association of Geographers funded by the National Science Foundation) in partnership with Mesa’s geographic information systems (GIS) department, ○ Sustainable Food Futures (\$98,201 subaward from the San Diego State University Research Foundation funded by the U.S. Department of Agriculture), and ○ International Research Internship Program (\$2,500 direct student payment from UCSD’s International Institute). • Co-hosting professional learning workshops on science identities and geoscience careers with faculty members in geography and geology. <p>Since the last comprehensive review, challenges include:</p> <ul style="list-style-type: none"> • 50% loss of contract faculty due to retirement. • 48% loss of course sections scheduled each semester even though the program’s productivity values exceed campus-wide targets. • Persistent equity gaps.
<p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>	<p>Optional</p>	<p>In 2021, CSU San Marcos began offering a bachelor’s degree in geography. Two of four preparation for the major courses have been articulated so far.</p> <p>In collaboration with the contract geography at City College, scheduled six-year reviews for GEOG 102 (effective term Spring 2020), GEOG 104 (effective term Fall 2021), GEOG 101, GEOG 101L, and GEOG 154 (effective term Fall 2023) were completed.</p> <p>The physical geography lab course (GEOG 101L) was submitted for non-emergency distance education instruction in Spring 2023.</p>

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	n/a
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>The following trends in instructional data have been observed:</p> <ul style="list-style-type: none"> Slight improvements in reducing equity gaps in course success and retention rates, although there are still persistent and considerable gaps. Enrollment has declined since the pandemic.
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	There are persistent equity gaps in the geography program. The five-year average of course success is 70.9% and the equity gaps are as follows: Black/African American (16%), Latinx (7%), and first-generation status (6.8%). Similar equity gaps exist for course retention.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting	Each semester, the geography program discusses the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department.

	this section.	
Practice Reflection		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	Professional learning is a focus of reducing equity gaps in geography classes. Recent opportunities completed by geography faculty include: <ul style="list-style-type: none"> • Unlearning Racism in the Geosciences, which included the co-authorship of the <i>Guidelines to be Actively Anti-Racist in the Geosciences at Two-Year Colleges</i>. • Supporting and Advancing Geoscience Education at Two-Year Colleges change agent program with faculty in the geology program. • EquityEdit faculty interest group. • Introducing Geophysics for Urban and Near-surface Applications NSF-workshop, which had the goal to attract a diverse population of students to geophysics through the development of teaching materials that highlight the application of geophysical tools and methods to societally-relevant questions, including environmental, engineering, and forensic questions in urban settings. • Workshops with geography and geology faculty on creating inclusive field experiences, professional opportunities in the geosciences, and cultivating students' science identities.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	It is unclear what internal or external factors directly influence data trends and equity gaps. Hiring a physical geographer with professional experience in teaching culturally-affirming curricula would be a step towards eliminating equity gaps.
Unit Goals and Action Plans		
Prompt	Guidance	Program Response

Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Implement the recommendations of the Supporting and Advancing Geoscience Education at Two-Year Colleges program of the Science Education Resource Center to reduce equity gaps.</p> <p>Goal 2: Modernize the physical geography laboratory.</p> <p>Goal 3: Develop the sustainable places and practices course.</p> <p>Goal 4: Increase hands-on and field experiences in geography courses.</p> <p>Goal 5: Publish an OER physical geography lab manual designed for asynchronous instruction.</p> <p>Goal 6: Formalize mentoring opportunities for majors in geography and related disciplines.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: Implement the recommendations of the Supporting and Advancing Geoscience Education at Two-Year Colleges program of the Science Education Resource Center to reduce equity gaps.</p> <p>SO: Completion</p> <p>SO: Pathways and Partnerships</p> <p>SO: Community</p> <p>SO: Scholarship</p> <p>Goal 2: Modernize the physical geography laboratory.</p> <p>SO: Completion</p> <p>SO: Pathways and Partnerships</p> <p>SO: Community</p> <p>SO: Scholarship</p> <p>Goal 3: Develop the sustainable places and practices course.</p> <p>SO: Pathways and Partnerships</p>

		<p>SO: Stewardship</p> <p>SO: Scholarship</p> <p>Goal 4: Increase hands-on and field experiences in geography courses.</p> <p>SO: Completion</p> <p>SO: Pathways and Partnerships</p> <p>SO: Community</p> <p>SO: Stewardship</p> <p>SO: Scholarship</p> <p>Goal 5: Publish an OER physical geography lab manual designed for asynchronous instruction.</p> <p>SO: Completion</p> <p>SO: Scholarship</p> <p>Goal 6: Formalize mentoring opportunities for majors in geography and related disciplines.</p> <p>SO: Completion</p> <p>SO: Pathways and Partnerships</p> <p>SO: Community</p> <p>SO: Scholarship</p>
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<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1</p> <ol style="list-style-type: none"> 1. Host a faculty workshop to review the <i>Guidelines to be Actively Anti-Racist in the Geosciences at Two-Year Colleges</i>. 2. Identify and implement actions and strategies in the guidelines. <p>Goal 2</p> <ol style="list-style-type: none"> 1. Inventory current materials. 2. Identify equipment utilized by professionals. 3. Apply for funding for equipment. 4. Develop lesson plans that utilize the equipment. <p>Goal 3</p> <ol style="list-style-type: none"> 1. Review the course syllabus from SDSU. 2. Draft a course outline and discuss with District colleagues. 3. Submit course for state and articulation approval. <p>Goal 4</p> <ol style="list-style-type: none"> 1. Survey faculty to learn what current hands-on and field experiences are offered to students. 2. Identify new opportunities and work with partners to ensure inclusive hands-on and field experiences are implemented. 3. Offer inclusive hands-on and field experiences to students.
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Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Waverly Ray	
Name of Program/Unit	Geography	
Manager Name	Pearl Ly	
Submission Date of Program Review Draft to Manager for feedback	4/12/2023	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/15/2023	