



# **Program Review - Overall Report**

**2024 - 2027**

**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 78.7% to 80.1% in success and about the same from 89.6% to 91.4% in retention over the past 3 years. Geography does not have an ADT and is not a listed Program of Study, so there is no data to view on those topics.

Academic Year Gender	2020-21					2021-22					2022-23				
	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>923</b>	<b>821</b>	<b>88.9%</b>	<b>0</b>	<b>16</b>	<b>603</b>	<b>534</b>	<b>88.6%</b>	<b>1</b>	<b>19</b>	<b>627</b>	<b>570</b>	<b>90.9%</b>	<b>0</b>	<b>7</b>
African American	59	51	86.4%	0	2	35	31	88.6%	0	1	32	31	96.9%	0	
Asian	62	57	91.9%	0		42	38	90.5%	0		47	43	91.5%	0	
Hispanic	572	514	89.9%	0		382	333	87.2%	1	17	385	345	89.6%	0	11
Native American	Masked Data			0		Masked Data			0		Masked Data			0	
Pacific Islander	Masked Data			0		Masked Data			0		Masked Data			0	
White	195	168	86.2%	0	8	124	114	91.9%	0		122	112	91.8%	0	
Two or More	20	16	80.0%	0	2	17	15	88.2%	0	1	33	31	93.9%	0	
Unknown	Masked Data			0					0		Masked Data			0	
<b>Male</b>	<b>579</b>	<b>524</b>	<b>90.5%</b>	<b>0</b>	<b>0</b>	<b>546</b>	<b>501</b>	<b>91.8%</b>	<b>0</b>	<b>0</b>	<b>515</b>	<b>472</b>	<b>91.7%</b>	<b>0</b>	<b>0</b>
African American	44	41	93.2%	0		35	31	88.6%	0	1	32	30	93.8%	0	
Asian	54	49	90.7%	0		40	38	95.0%	0		49	48	98.0%	0	
Hispanic	287	260	90.6%	0		324	291	89.8%	0	1	292	258	88.4%	1	12
Native American	Masked Data			0					0		Masked Data			0	
Pacific Islander	Masked Data			0		Masked Data			0		Masked Data			0	
White	168	152	90.5%	0		113	109	96.5%	0		92	87	94.6%	0	
Two or More	14	10	71.4%	0	3	17	17	100.0%	0		10	10	100.0%	0	
Unknown	Masked Data			0		16	14	87.5%	0	1	33	32	97.0%	0	
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>		<b>Masked Data</b>			<b>0</b>		<b>16</b>	<b>16</b>	<b>100.0%</b>	<b>0</b>	
African American				0		Masked Data			0					0	
Asian				0					0		Masked Data			0	
Hispanic	Masked Data			0					0		13	13	100.0%	0	
Pacific Islander				0					0					0	
White	Masked Data			0		Masked Data			0					0	
Two or More				0					0					0	
Unknown	Masked Data			0					0					0	
<b>Total</b>	<b>1,511</b>	<b>1,354</b>	<b>89.6%</b>	<b>0</b>	<b>0</b>	<b>1,153</b>	<b>1,038</b>	<b>90.0%</b>	<b>0</b>	<b>0</b>	<b>1,158</b>	<b>1,058</b>	<b>91.4%</b>	<b>0</b>	<b>0</b>

Academic Year Gender	2020-21					2021-22					2022-23				
	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>923</b>	<b>721</b>	<b>78.1%</b>	<b>0</b>	<b>14</b>	<b>603</b>	<b>470</b>	<b>77.9%</b>	<b>0</b>	<b>18</b>	<b>627</b>	<b>496</b>	<b>79.1%</b>	<b>0</b>	<b>15</b>
African American	59	43	72.9%	0	4	35	26	74.3%	0	2	32	25	78.1%	0	1
Asian	62	53	85.5%	0		42	35	83.3%	0		47	42	89.4%	0	
Hispanic	572	444	77.6%	0	10	382	287	75.1%	1	25	385	292	75.8%	1	25
Native American	Masked Data			0		Masked Data			0		Masked Data			0	
Pacific Islander	Masked Data			0		Masked Data			0		Masked Data			0	
White	195	156	80.0%	0		124	106	85.5%	0		122	104	85.2%	0	
Two or More	20	15	75.0%	0	1	17	13	76.5%	0	1	33	27	81.8%	0	
Unknown	Masked Data			0					0		Masked Data			0	
<b>Male</b>	<b>579</b>	<b>459</b>	<b>79.3%</b>	<b>0</b>	<b>0</b>	<b>546</b>	<b>442</b>	<b>81.0%</b>	<b>0</b>	<b>0</b>	<b>515</b>	<b>419</b>	<b>81.4%</b>	<b>0</b>	<b>0</b>
African American	44	32	72.7%	0	3	35	28	80.0%	0		32	27	84.4%	0	
Asian	54	43	79.6%	0		40	33	82.5%	0		49	41	83.7%	0	
Hispanic	287	236	82.2%	0		324	254	78.4%	0	5	292	225	77.1%	0	13
Native American	Masked Data			0					0		Masked Data			0	
Pacific Islander	Masked Data			0		Masked Data			0		Masked Data			0	
White	168	132	78.6%	0	1	113	96	85.0%	0		92	80	87.0%	0	
Two or More	14	9	64.3%	0	3	17	16	94.1%	0		10	8	80.0%	0	1
Unknown	Masked Data			0		16	14	87.5%	0		33	31	93.9%	0	
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>		<b>Masked Data</b>			<b>0</b>		<b>16</b>	<b>13</b>	<b>81.3%</b>	<b>0</b>	
African American				0		Masked Data			0					0	
Asian				0					0		Masked Data			0	
Hispanic	Masked Data			0					0		13	11	84.6%	0	
Pacific Islander				0					0					0	
White	Masked Data			0		Masked Data			0					0	
Two or More				0					0					0	
Unknown	Masked Data			0					0					0	
<b>Total</b>	<b>1,511</b>	<b>1,189</b>	<b>78.7%</b>	<b>0</b>	<b>0</b>	<b>1,153</b>	<b>915</b>	<b>79.4%</b>	<b>0</b>	<b>0</b>	<b>1,158</b>	<b>928</b>	<b>80.1%</b>	<b>0</b>	<b>0</b>

## Data Review

Please add any relevant documents here.

### Disaggregated Student Subgroups

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**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 20/21 cycle, no gaps. In the 21/22 cycle, there was a retention and success gap with Hispanic females. In the 22/23, there was a retention gap with Hispanic males. (The screenshots from the previous question show this data, as well).

**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?**

Over the last several years, I was able to close the equity gaps for Black/African American males. My strategy for doing this was to develop a greater awareness of those individuals in my classes, and make sure they felt welcomed and cared for. In addition, I made a conscious effort to reach out to them when I felt they were starting to struggle, rather than waiting for them to reach out to me. I also increased my use of references to black people and their accomplishments. By using these same techniques to target a different population (though, to some extent, I use these with all my students), I hope to close the current equity gaps.

Please add any relevant documents here.

## Geography ADT

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### Program/Unit Goal

Create an Associate's Degree of Transfer for Geography

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

In the Fall of 2023, I requested, defended, and was granted a new full-time position for Geography. In order to fully support the goal of a Geography ADT, it is necessary for the discipline to have enough faculty to staff the courses needed to support the ADT. With the new-hire coming on board in Fall of 2024, we will be able to do that. Further, the new instructor is a full-time transfer from Moreno Valley College, and she has already created a Geography ADT at MVC.

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

The plan is to create the ADT in Fall 2024 and begin expanding our GEG offerings in the following Spring. Ideally, we could offer a full rotation (on a two-year basis) of all of our GEG courses in order to support the ADT.

**Please add any relevant documents here.**

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 7.1 (Academic Senate):
- 2030 Goal 2: Success:
- 2030 Goal 7: Programs:

## SLO Assessments

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### Program/Unit Goal

Link all SLO assessments in Canvas

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

I have started the process of linking individual assignments for both my online and face-to-face classes in Canvas. So far, I have linked 6 individual assignments with 5 different SLOs for my GEG 1 and GEG 1L courses.

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

My 3-year plan for this goal is to have ALL SLO's of ALL offered courses linked to specific assignments in Canvas.

**Please add any relevant documents here.**

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

## GIS Courses

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### Program/Unit Goal

Start offering courses in Geographic Information Systems

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

We will be getting a new full-time faculty member (transfer from MVC) to support the growing geography program. This will allow us to begin developing other areas of the geography discipline, like GIS.

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

The most important things to accomplish in the next 3 years towards this goal is finding part-time faculty who can teach GIS, securing software licenses for ArcGIS, and partnering with other disciplines and departments whose students would benefit from the availability of GIS courses.

**Please add any relevant documents here.**

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.5 - KPI 7 (Student Services):
- 2025 Objective 5.1- KPI 13 (Student Services):
- 2025 Objective 5.2 - KPI 14 (Academic Affairs):
- 2025 Objective 5.3 - KPI 15 (Student Services):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.2 (Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

### Close Equity Gaps

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#### Program/Unit Goal

Close all equity gaps

#### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

I have participated in a lot of equity training, including "Teaching Men of Color in the Community College," and I am intentional about what I do in the classroom to support the diversity of students we have at Norco College. This intentionality can be seen in my lectures, in my one-on-one interactions with students, and in the type, variety, and modality of assignments I use to assess learning and progress. I also make use of statistical evidence that shows which gaps are being closed and which new gaps may be opening up.

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

My 3-year plan is to continue to monitor any equity gaps, pro-actively seek out trainings to aid in this project, and push outside my comfort zone to find ways to assist my students in their educational journey.

**Please add any relevant documents here.**

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

## Update Physical Geography Labs

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### Program/Unit Goal

Update labs in order to reduce or eliminate the need for costly lab manuals

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

Each semester, I create new lab activities to replace or augment the ones I have been using in the lab manual. These labs are more interactive and allow students more hands-on experience in physical geography topics and techniques. However, I do not have enough resources to fully replace the lab manual and create a zero textbook cost course.

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

My goal is to continue to develop more labs while adding to the discipline's repository of supplies that can be used in the completion of such lab exercises. I would like to boost my supply of USGS topographic maps and pocket stereoscopes, while also adding sling psychrometers, azimuth compass protractors, and contour kits.

**Please add any relevant documents here.**

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

**1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?**

Completed the Teaching Men of Color in the Community College certificated course. Attended several seminars on LGBTQ+ issues. Attended two seminars on Intercultural Communication.

**2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?**

One of the most profound impacts I have observed from attending/completing equity trainings is that the simple act of DEMONSTRATING care, kindness, and understanding toward all students (whether marginalized groups or not) enhances their feelings of belonging, and gives them a reason to keep trying, even when they are struggling. This is what I remind myself every day, and why I try to be truly present for my students. I have also increased the opportunities for students to engage with each other. Again, this creates a sense of community, which can aid in their tendency to persist. I have used what I have learned in equity trainings to close the equity gaps in my classes for Black/African American males. Unfortunately, I have a new gap with Hispanic females, but knowing what I know now, I think I have the tools to take a stab at closing that gap, as well.

**3. What additional equity-related professional development/trainings do you seek to better support your area?**

I think the college has offered excellent trainings on a diverse array of equity topics over the last few years. If I could "request" anything, it would be dedicated time so that all faculty could participate more frequently. I find myself struggling quite a bit trying to meet my teaching responsibilities, my institutional obligations, and my FLEX requirements—sometimes because there are conflicting schedules. But also because I just teach too many classes. Hopefully, that will change now that I will have another full-time faculty member on board in the Fall.

**Please add any relevant documents here.**

**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?**

GEG 1H is the only course that is out of date and not currently in the process of being updated in curriculum. I will review this course (along with my colleagues in the district) and do either a minor or major modification this semester. (Spring 2024)

**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

**Please add any relevant documents here.**



**No data**

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**Date**

03/18/2024

**Observation****What did you notice?**

I noticed there was no data. This semester (Spring '24) was the first semester I linked any assignments to SLOs. Apparently, the data is only compiled at the end of the term, so whatever has happened so far this semester with my linked assessments will not show up. I have compiled data from previous terms. I literally checked these questions by hand when I was grading assignments and exams. Some assignments link directly to a specific assessment (especially in my lab classes), but oftentimes I am assessing an SLO by using questions embedded in an exam. To my knowledge, there is no way to assess these outcomes in the "new" way on Canvas. (Because my ENTIRE exam is not addressing a specific SLO, but there may be questions within it that do). So...while I do have assessments, I don't think they are going to do me any good with the new Canvas format. However, I have included (in the document repository) the scanned evidence of my rather embarrassingly archaic methods for assessing SLOs last semester. (I have similar hand-written ones for the previous semester, as well).

**Course(s)**

Last semester, I assessed two GEG 1 courses and 1 GEG 1L course.

**SLO(s)**

For GEG 1, I assessed SLO #1 using a question in my First Midterm Exam. I assessed SLO #2 with a different question in my First Midterm Exam. For GEG 1L, I assessed SLO #1 with an assignment.

**Discussion/Analysis**

Based on the above-referenced assessments for SLO #1 and #2 during the Fall '23 semester, the results were abysmal. For SLO #1, of the 29 students assessed in one class, 83% failed to answer the SLO-based question accurately. Of the 27 students in the second class, 74% failed. This was a success rate of 17% and 26%, respectively. For SLO#2, things went a little better. In the first class of 27 students, 59% missed the question and 51% got it correct. (Looking at my notes, I guess I only assessed the one class for SLO #2). For the record--and since this data looks REALLY bad--the overall success rate for the exam itself was around 74%. But still.... For the Lab class (GEG 1L), I assessed SLO #1 using a topographic map assignment. Of the 28 students in the class, 93% were able to complete the assignment with a minimum score of 17/23 (70%).

Since last semester, I have added additional instruction and re-written the test questions that I used to assess these SLOs. I don't think that will be very meaningful, though, since I can't properly assess these with the way Canvas is set up for assessments. I do have some linked assignments, but they will not address ALL the SLOs. I guess I will have to figure all that out. No problems with my Lab classes. It is a simple matter to find particular assignments that will link easily to SLO outcomes in Canvas.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

[SLO Assessments FA23.pdf](#)

## ArcGis software license

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### Resource Year

2024 - 2027

### What resources do we already have?

No software to support GIS capabilities

### What resources do you need?

Small Education Institution Agreement for California Community Colleges software licensing through Esri.

### \$ Amount Requested

12,000

### Resource Type

ITEM: Equipment, Services, Software, Furniture

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request supports my goal to "start offering courses in Geographic Information Systems", which is linked to multiple goals in the EMP. (Goals 1, 2, 5, 6, and 7).

### This request for my area is Priority #:

6

### Is this request

New

### Mapping

Instructional: Geography: (.)

- GIS Courses: .
- Geography ADT: .

## Sling Psychrometer

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### Resource Year

2024 - 2027

### What resources do we already have?

None

### What resources do you need?

13 sling psychrometers

### \$ Amount Requested

800

### Resource Type

ITEM: Instructional Supplies

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

In order to create lab activities that are meaningful within the discipline while also reducing costs for students, we need to be able to have supplies on hand that all instructors will have access to. At this time, we have almost ZERO--and what we do have, I have purchased on my own. As the discipline grows, it is necessary to to have the critical materials that facilitate learning. The labs created by instructors (rather than taken from a lab manual) have a higher level of engagement and create greater feelings of community--both of which lead to the tendency for students to persist and succeed in their courses. This also offers a greater opportunity for instructors to interact with, assist, and encourage students in their learning--which leads to a reduction in equity gaps.

### This request for my area is Priority #:

1

### Is this request

New

### Mapping

## Instructional: Geography: (.)

- Close Equity Gaps: .
- Geography ADT: .
- Update Physical Geography Labs: .

## USGS Topographic Maps

### Resource Year

2024 - 2027

### What resources do we already have?

Limited. About 12 USGS maps that I have used for the last 6 years.

### What resources do you need?

Additional USGS maps.

- o Quantity: 1 each
- o Cost: \$15 hard copies or free download if RCCD can print to large size (ideally 16"X20" minimum)
- o <https://store.usgs.gov/product/751272> (Kilauea Crater, Hawaii)
- o <https://store.usgs.gov/product/480766> (Mauna Kea Crater, Hawaii)
- o <https://store.usgs.gov/product/751305> (Wailuku, Hawaii)
- o <https://store.usgs.gov/product/522344> (Lahaina, Hawaii)
- o <https://store.usgs.gov/product/741502> (Corona North, CA)
- o <https://store.usgs.gov/product/486006> (Corona South, CA)
- o <https://store.usgs.gov/product/482321> (Riverside West, CA)
- o <https://store.usgs.gov/product/515641> (Riverside East, CA)
- o <https://store.usgs.gov/product/744811> (Newport Beach, CA)
- o <https://store.usgs.gov/product/745122> (Long Beach, CA)
- o <https://store.usgs.gov/product/471474> (Malibu Beach)
- o <https://store.usgs.gov/product/484967> (Imperial Beach)
- o <https://store.usgs.gov/product/486793> (Cajon Mountain)
- o <https://store.usgs.gov/product/490801> (Idyllwild)
- o <https://store.usgs.gov/product/461559> (Convict Lake)
- o <https://store.usgs.gov/product/46220> (Rovana)
- o <https://store.usgs.gov/product/46570> (Lee Vining)
- o <https://store.usgs.gov/product/45307> (San Bernardino North)

### \$ Amount Requested

270

### Resource Type

ITEM: Instructional Supplies

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

I am going to use the same rationale as my other supplies request: In order to create lab activities that are meaningful within the discipline while also reducing costs for students, we need to be able to have supplies on hand that all instructors will have access to. At this time, we have almost ZERO--and what we do have, I have purchased on my own. As the discipline grows, it is necessary to have the critical materials that facilitate learning. The labs created by instructors (rather than taken from a lab manual) have a higher level of engagement and create greater feelings of community--both of which lead to the tendency for students to persist and succeed in their courses. This also offers a greater opportunity for instructors to interact with, assist, and encourage students in their learning--which leads to a reduction in equity gaps

### This request for my area is Priority #:

2

### Is this request

New

### Mapping

## Instructional: Geography: (.)

- Close Equity Gaps: .
- Geography ADT: .
- Update Physical Geography Labs: .

## **Azimuth Compass Protractor**

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### **Resource Year**

2024 - 2027

### **What resources do we already have?**

None

### **What resources do you need?**

38 Azimuth Compass Protractors

<https://www.forestry-suppliers.com/p/47954/59211/azimuth-compass-protractor>

### **\$ Amount Requested**

171

### **Resource Type**

ITEM: Instructional Supplies

### **Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

In order to create lab activities that are meaningful within the discipline while also reducing costs for students, we need to be able to have supplies on hand that all instructors will have access to. At this time, we have almost ZERO--and what we do have, I have purchased on my own. As the discipline grows, it is necessary to have the critical materials that facilitate learning. The labs created by instructors (rather than taken from a lab manual) have a higher level of engagement and create greater feelings of community--both of which lead to the tendency for students to persist and succeed in their courses. This also offers a greater opportunity for instructors to interact with, assist, and encourage students in their learning--which leads to a reduction in equity gaps

### **This request for my area is Priority #:**

3

### **Is this request**

New

### **Mapping**

## Instructional: Geography: (.)

- Close Equity Gaps: .
- Geography ADT: .
- Update Physical Geography Labs: .

## **Contour Kits**

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### **Resource Year**

2024 - 2027

### **What resources do we already have?**

None

### **What resources do you need?**

3 Contour Kits

<https://www.forestry-suppliers.com/p/76747/33549/lab-aids-making-interpreting-topographic-maps>

### **\$ Amount Requested**

320

### **Resource Type**

ITEM: Instructional Supplies

### **Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

In order to create lab activities that are meaningful within the discipline while also reducing costs for students, we need to be able to have supplies on hand that all instructors will have access to. At this time, we have almost ZERO--and what we do have, I have purchased on my own. As the discipline grows, it is necessary to have the critical materials that facilitate learning. The labs created by instructors (rather than taken from a lab manual) have a higher level of engagement and create greater feelings of community--both of which lead to the tendency for students to persist and succeed in their courses. This also offers a greater opportunity for instructors to interact with, assist, and encourage students in their learning--which leads to a reduction in equity gaps

**This request for my area is Priority #:**

4

**Is this request**

New

**Mapping**

Instructional: Geography: (.)

- Close Equity Gaps: .
- Geography ADT: .
- Update Physical Geography Labs: .

### Pocket Sterescopes

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**Resource Year**

2024 - 2027

**What resources do we already have?**

About 4 of these

**What resources do you need?**

5 more pocket stereoscopes

<https://www.forestry-suppliers.com/p/51154/58771/forestry-suppliers-pocket-stereoscope>

**\$ Amount Requested**

200

**Resource Type**

ITEM: Instructional Supplies

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

In order to create lab activities that are meaningful within the discipline while also reducing costs for students, we need to be able to have supplies on hand that all instructors will have access to. At this time, we have almost ZERO--and what we do have, I have purchased on my own. As the discipline grows, it is necessary to have the critical materials that facilitate learning. The labs created by instructors (rather than taken from a lab manual) have a higher level of engagement and create greater feelings of community--both of which lead to the tendency for students to persist and succeed in their courses. This also offers a greater opportunity for instructors to interact with, assist, and encourage students in their learning--which leads to a reduction in equity gaps

**This request for my area is Priority #:**

5

**Is this request**

New

**Mapping**

Instructional: Geography: (.)

- Close Equity Gaps: .
- Geography ADT: .
- Update Physical Geography Labs: .

## JoVE education library subscription (annual)

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### Resource Year

2024 - 2027

### What resources do we already have?

We have this subscription and want to renew it

### What resources do you need?

JoVE subscription renewal

### \$ Amount Requested

16,000

### Resource Type

ITEM: Equipment, Services, Software, Furniture

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

We need to renew our JoVE subscription so that we can stay locked into the low rate we currently get. Access to these labs allows us to create more robust online labs and reduce textbook costs.

### This request for my area is Priority #:

7

### Is this request

New

### Mapping

Instructional: Geography: (.)

- Close Equity Gaps: .
- Geography ADT: .
- Update Physical Geography Labs: .

## Faculty Professional Development Requests

## Faculty Hiring Resource Requests



### Program Review Reflections

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

This question has literally stumped me the most, so far. Lol. I feel like it is already relevant and meaningful based on the goals I'm setting (assuming I am genuinely contemplating these goals and trying to reach them), and being able to see data about how my students are faring. I think the one thing I feel consistently disgruntled about is assessment. I know there are ongoing efforts to improve it, but I can't help but feel that it's still not doing what it's supposed to do. And I get bloody tired of learning new platforms, or having old ones not work. (Did I mention being disgruntled? ;) ) I do think that THIS platform (for Program Review) is better than it was before, and much more intuitive. It also takes into account those units (like mine) that are not part of a particular ADT.

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

None, that I can think of.

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

Only what I have already been provided. :)

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

### Submission

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

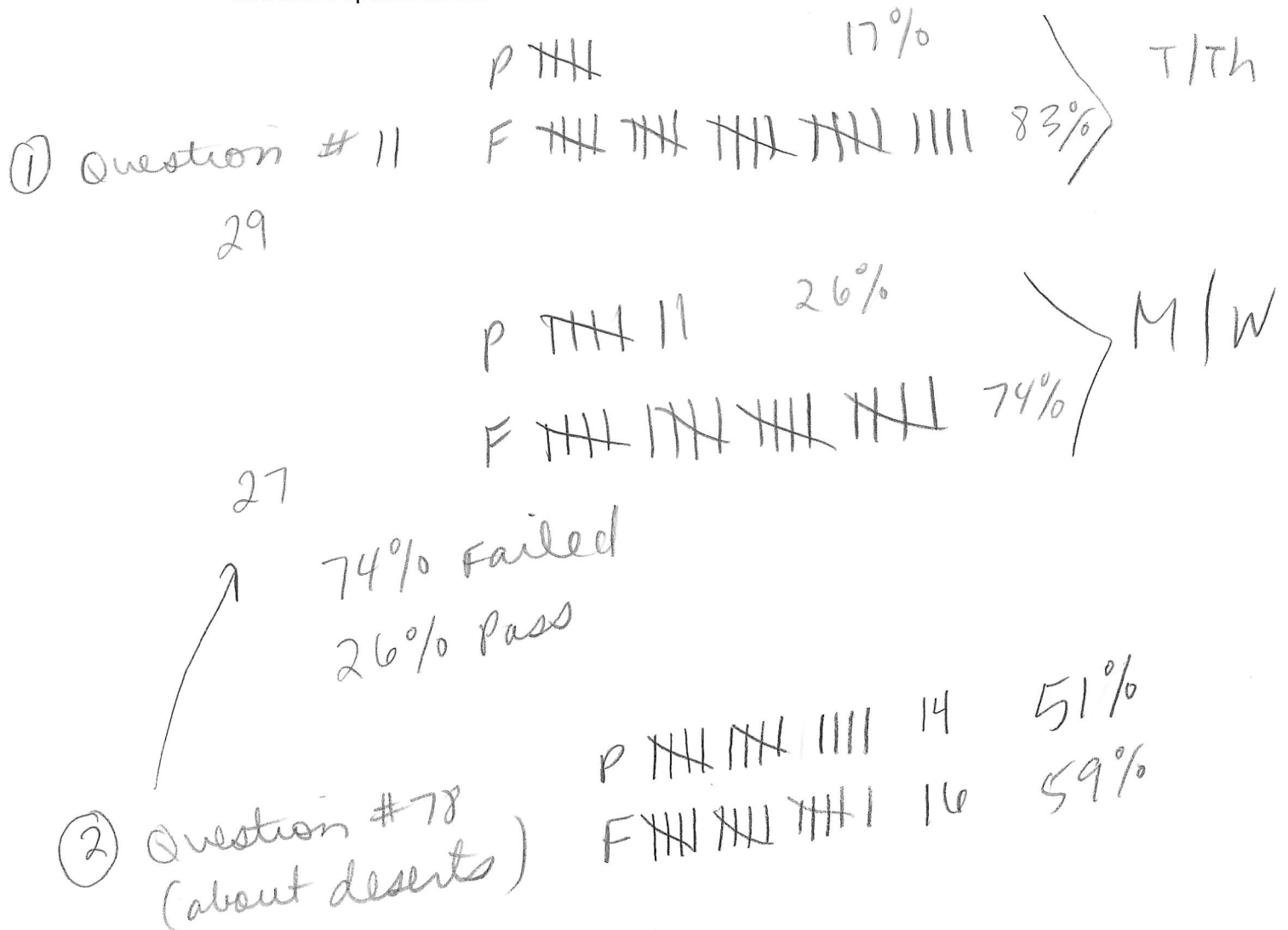
Yes

# GE61 FA 23

## STUDENT LEARNING OUTCOMES:

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. Identify and explain basic facts, rules, principles, and mechanisms of the atmosphere, lithosphere, hydrosphere, and biosphere and how spheres interact with each other to explain spatial issues.
2. Assess the impact of location on the elements of air, water, land, and the biosphere.
3. Communicate geographic and scientific information, including multiple perspectives on physical processes.
4. Utilize geographic tools such as maps, graphs, data, and images to think critically about and solve spatial issues.



Lab

FA 23

**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. Exhibit competency in the use of maps by determining distance, area, slope, elevation and height and demonstrate proper use of instruments for measuring location.
2. Interpret and analyze data in a variety of formats.
3. Follow instructions, rules, and guidelines in the implementation of scientific analysis and demonstrate problem-solving skills in individual and group work.
4. Formulate and evaluate hypotheses about Earth's physical processes.

30  
① Topographic map exercise  
28 students  
Pass = 70-100% (26 students)  
Fail = Less than 70% (only 2 students)  
93%