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2019-20 Annual Program Review Update Submitted By: Purba Fernandez

APRU Complete for: 2019-20



Program Mission Statement: The Geography department offers lower division introductory college courses in various subfields within the discipline that meet De Anza G.E. requirements and are CSU and UC transferable. Students are able to hone their basic skills, they also develop critical thinking and analytical skills and they learn to synthesize knowledge from many disciplines as they become more geographically informed.



I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Basic skills



I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Trends in # Degrees Awarded:

I.B.6 Strategies to Increase Awards:

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:
N.A.

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: N.A.

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 2.9

I.E.2 #Student Employees:

I.E.3 Full Time Load as a %: 34.5%

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: The census enrollment figure for Geography held steady at 1,250 in 2018-19 which is the same as the previous year while the Social Science and Humanities (SSH) Division enrollment showed a small decline as did De Anza campus enrollment. In fact, over a 5 year period, census enrollment for Geography decreased by a tiny fraction (-0.3%) whereas, in that time span, SSH Division decreased by 21.1% and De



Anza campus enrollment fell by 19.8%.

Faculty continue to strive for excellence, we will continue with our outreach and recruitment efforts during Open House and Campus Opening day events.

II.B Overall Success Rate: The overall success rate has increased to 88% in 2018-19 from 82% in the previous two years. The success rate is higher than the SSH Division average of 81%. Success rates for online classes is higher than in face-to-face classes. Faculty participate in professional development activities and workshops to stay current in the discipline and engage in best teaching practices; we will continue that effort.

II.C Changes Imposed by Internal/External Regulations: As we have stated in prior program reviews, early class cancellation dates for low enrolled classes hurts the Geography department and reduces our ability to serve more students. Students sign up for Geography classes after they enroll in their majors or primary areas of interest. Many do not know that Geography is a subject that they can study in college; most are unaware that pursuing Geography opens up many career opportunities. Students find Geography classes as they search through the list of GE classes. Enrollments in our classes pick up in the weeks before the quarter starts, but some sections are already canceled by that point.

Newer faculty are at a particular disadvantage since they do not have the benefit of having an established reputation on campus; their classes are canceled before they get the chance to teach. Class cancellations dates need to be pushed back, perhaps to the week before the quarter is due to start. Other community colleges in the area have not adopted such early cancellation dates, we do not believe De Anza's early cancellation dates are helping De Anza students.

The lack of a print budget continues to have negative impacts, faculty are spending time printing, collating and stapling exams and assignments. The Division Office still does not have a copier with stapling capability. Most of our students use paper and pen to take notes and do work in class, few bring laptops or tablets. Some students try to access course materials on Canvas using their phones, but the phone is not the right medium for reading texts, analyzing graphics or completing work. Students who are trying to stretch their dollars try to do without the printed copies and suffer because of lack of ready access to materials. We really need a print budget to serve our neediest students adequately.

Budget reductions in Student Success and Tutorial Programs is reducing our ability to recruit and retain student tutors and provide tutoring help to students who need it the most.

III.A Program Success: In our Cultural Geography class, we have made a special effort to discuss current events in geopolitics, immigration, refugee flows and economic and environmental conflict zones to shed light on the underlying causes of worldwide unrest. We have been selecting case study areas based on students' backgrounds and interest and find a high level of engagement and interest in student papers and presentations.

In Physical Geography, we are addressing global climate change widely and deeply throughout the Weather and Climate section of the course material. We address how the





world's most vulnerable communities and economies are negatively impacted (using maps, data and graphics from the latest climate science research) and we find it resonates with students across all cultural and economic backgrounds. Students want answers and want to be part of the climate crisis solution.

III.B Enrollment Trends - Equity Lens:

Students by Ethnicity Geography De Anza

African American	3%	4%
Filipinx	4%	6%
Latinx	16%	24%
Pacific Islander	0%	1%

The proportion of Latinx students is lower than the campus wide figure, the African American, Filipinx and Pacific Islander figures are only fractionally lower. The proportion of Asian students for Geography has increased significantly and that could contribute to lowering the proportion of Latinx students. We plan on doing more outreach to programs such as Puente, LEAD and FYE which have historically higher proportions of Latinx students to improve enrollments of Latinx students in Geography. It would be useful to analyze why Asian student enrollment has increased so we can use that success to develop strategies to reach out to students of other ethnic backgrounds.

III.C Success, Non-Success and Withdraw Rates: In general, Geography had a high success rate of 88% in 2018-19. There is no disproportionate impact in success rates based on gender or special student populations including foster youth, individuals with disabilities, Veterans or low-income students. Our faculty work assiduously with the Disabled Students Services, the Students and provide recommended accommodations for students who need them. We work with the Tutorial Center and Writing Center and direct students for reading, writing and test preparation help.

There is a disproportionate impact on African American students (-29%) though the total number of African American students is 36, so the percentage figure should be viewed with that in mind. For the SSH Division, the figure is -15% for this group of students. For Latinx students, there is room for improvement in success rates since the success rates do not fare as well as other groups (-9% disproportionate impact). The corresponding figure for the SSH Division is -10%. Clearly, there is work to be done to improve our success rates for African American and Latinx students.

Regarding strategies for closing the gap:

1. All faculty continue to post class materials and assignments, readings etc. on Canvas, so students can access these at any time.

2. Faculty members are taking part in professional development activities to apply best practices.

3. We continue to work with the Tutorial Center to provide guidance to students to might benefit from the extra help.



4. Faculty continue participate and encourage students to participate and attend events on campus (including the California History Center, the Euphrat Museum, guest speakers, Student Voices Equity workshops, VIDA sponsored activities and presentations).

III.D Equity Planning and Support: Our department has worked with the Tutorial Center through the Adjunct Skills Program which was shrinking in 2018-19 due to budget constraints. Students who go through the tutoring groups gain a lot, both in study skills and college readiness and go on to do well when they transfer. Students who tutor develop organizational and leadership skills. With the increase in Cupertino minimum wage, the tutorial center tutors are getting paid at rates that are below the city's minimum wage level. It will be difficult to recruit students if we cannot pay them at rates comparable to the minimum wage rates for the city. There is a need for expansion of tutorial services and budgets, not a reduction.

III.E Departmental Equity Planning and Progress: Professional Development and Best Practices:

Faculty are in various stages in their careers, so there is a need for teaching and learning workshops for new faculty and those who are starting out in their careers. The need for workshops and activities for those who are mid-career is just as great since technology is rapidly evolving and our students' learning styles are changing. So a variety of staff development workshops focused on teaching and learning would rejuvenate faculty and generate new interactions and exchanges among faculty and between faculty and students. Adjunct faculty should be compensated for attending professional development activities.

The demand for on-line classes is ever increasing. We need more workshops/webinars etc. on how to better utilize the strengths of online instruction and how to mitigate the weaknesses of online teaching and learning. Success rates in online classes is very high which is commendable, but we need to ensure that assessment standards and 'classroom management' practices (participation and plagiarism among them) are of the same high standards as all other classes.

Enhanced Support for Students:

Fund tutoring and peer mentoring opportunities so we can recruit and train students through the Student Success and the Tutorial Center. We need help in recruiting Latinx and African American students in particular and in ensuring their success in our classes.

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary: For Physical Geography, students pay attention to and ask questions about daily weather patterns since we examine satellite images every class period.

IV.B Assessment Planning: Physical Geography (GEO 1)

V.A Budget Trends: Refer to Dean's Summary

V.B Funding Impact on Enrollment Trends: Refer to Dean's Summary

As stated earlier, enforcing early Class Cancellation deadlines negatively affects the Geography department and reduces the number of students we serve. We strongly oppose the early cancellation policy; we do not think it benefits De Anza students.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): Enrollment for Geography has been strong and has held on at a remarkably steady rate in comparison with the Social Sciences and Humanities Division and the De Anza campus which has declined a great deal. I argue that this is evidence that our students want and like our classes. Our success rates are 88% which is a high number.

Since the retirement of Mick Sullivan, there has only been ONE full-time faculty member in Geography. The full time faculty % figure for 2018-19 is only 34.5%. The department has 4 adjunct faculty members, some of whom are able to teach online classes only.

Currently, students cannot major in Geography, we lack classes in mapping and applied fields in the discipline. The Geography department would like to expand our curricular offerings with computer lab-based Geographic Information Science and Technology (GIST) classes on mapping and remote sensing so that we can offer a Geography 'major' in our discipline. The department would like to hire a GIS specialist/Geographer to develop the curricula in these areas of the discipline and teach those classes. The job market in the field of GIS is strong and students who have course work in these areas would have a highly desirable and marketable skill set in Silicon Valley.

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s)::

V.E Equipment Requests: No Equipment Requested

V.F Facility Request: No resource for facilities requested

V.G Other Needed Resources: No "other" resources requested

V.H.1 Staff Development Needs: Staff Development Activities: teaching and learning workshops, best practices, how to reduce the student equity gap, online instructional training and workshops beyond the basics, increased conference funding to encourage faculty to attend.

Refocus attention on quality of teaching and learning instead of an exclusive 'look' at enrollments and enrollment decline. Institutional Research data analysis can help analyze reasons for enrollment declines, but as an educational institution, we cannot obsess about enrollments with the exclusion of all else. We need to foster exchanges across disciplines, between faculty, staff and students to figure out how we can better serve our students.

V.H.2 Staff Development Needs Justification: Equity gaps in success and completion rates continue between various groups of students (for example, between Latinx students and White students; between African American students and Asian students) as revealed by the Disproportionate Impact tool in the program review. In particular, early career faculty and new faculty need mentoring and guidance to address these inequities



effectively.

V.I Closing the Loop: We will continue to work on improving student enrollment, success and retention. We will assess the effectiveness of our resource requests through SLO and PLO assessments

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