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2018-19 Annual Program Review Update Submitted By: Purba Fernandez

APRU Complete for: 2018-19

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 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): 3

I.E.2 #Student Employees:

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: 1:2

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 in 2017-18 was 1,250 in comparison to 1,341 students in 2016-17 which is a decrease of 91 students or 7%. Enrollment shows a 0.4% increase during a 5 year period between 2013-14 to 2017-18. This tiny increase occurred while the campus-wide enrollment recorded an 15.8% decline and the Social Science Division enrollment decreased by 20.4%. The 2017-18 WSCH figure for Geography is 1,666, which reflects an increase of 0.2% over a 5

year period since the corresponding figure for 2013-14 was 1,663.

II.B Overall Success Rate: The overall success rate was 82% in 2017-18. This figure has remained unchanged since 2016-17. There was a big improvement in the student success rate between 2015-16 to 2016-17, from 76% to 82%. The current success rate is slightly higher than the Social Science Division average of 79%.

II.C Changes Imposed by Internal/External Regulations: Early class cancellation dates for low enrolled classes is negatively impacting our ability to serve a larger number of students. Many students are unaware of the existence of Geography as a discipline; most enroll in Geography after they have enrolled in their majors or areas of interest. Some students come across Geography only as they search the list of GE classes. Our department has one full-time member, the rest are adjunct faculty. Class cancellations are having a negative impact on newer adjunct faculty who lose the opportunity to teach and thereby establish a reputation on this campus. This is adversely impacting our ability to hold on to talented adjunct faculty who are forced to pick up teaching jobs at other campuses because of the uncertainties of getting assignments here.

The shrinking to disappearing print budget is continuing to have a damaging effect on our most vulnerable students. Faculty members (specially adjunct faculty) are having to print, collate and staple exams, quizzes and assignments. Our Division Office needs a photocopier with stapling capabilities so we can make necessary handouts and print assignments without spending hours stapling exams and quizzes manually!

Most of our students do not bring tablets or laptops to class. If students do not bring copies of readings, discussion questions and the like to class, it becomes difficult for group discussions to be focused and in-depth. Students try to use their phones to access posted materials on Canvas, e-textbooks and web sites, but the screen is too small to be able to read maps, graphs and text properly. Quality of group work suffers and the least prepared student who is often the one without the printed copy of the materials, suffers disproportionately. Our College mission statement is equity focused; let us realize those goals by facilitating better and more equitable access to materials with a more realistic print budget.

Our department has benefited tremendously from working with the Adjunct Skills Program. Each quarter, students sign up to be part of the tutor led discussion groups for Physical Geography and the evaluations for the tutor led groups each quarter are overwhelmingly positive. We strongly support the Adjunct Skills Program and we worry that in these budget crisis times, the Skills Program may face reduced funding. That would have a negative impact on student success rates, especially for our most vulnerable students.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: In the Geography department, the total number of students in the targeted group decreased by 35, from 394 in 2016-17, to 359 in 2017-18, which is a 8.9% decrease.

African American students account for 4% of students which is at par with the proportion for the College; Filipino students account for 6% compared to 7% for the College. Latino/a students form 19% of the Geography students whereas for the college, they represent

25% of the student body. Native American and Pacific Islander students account for 1% and 1% which is at par with the College figures of 0% and 1%.

III.A.2 Targeted Student Populations: Growth and Decline: Latino/a students decreased by 42, while Filipino student enrollment increased slightly to 79 compared to 72 the previous year. The African American student enrollment held steady at 48, while the number of Pacific Islander students decreased from 11 to 8 and Native American students increased from 1 to 9. Over a 5 year period between 2013-14 to 2017-18, Latino/a students have decreased from 24% to 19%, with little to no change in the proportion of the other targeted groups.

III.B.1 Closing the Student Equity Gap: Success Rates: The success rate for non-targeted groups stands at 87% (compared to 82% for the college), in 2017-18, while the overall success rate is 82% (compared to 77% for the college), but the success rate for targeted groups is 70% (at par with the college rate of 70%), leaving an equity gap of 17%. The non-success rates for the targeted group is 16% while the corresponding rate for not-targeted group is much lower at 6% with the rate for all students being 9%.

The success rates for African American students for 2017-18 was 69%; for Filipino students 78%, for Latino/a students 67%, Native American 67% (6 students total), and Pacific Islander 50% (4 students total). Highest success rates are recorded for Asian students, 89% and White students, 80%.

It is worth noting that our international students have studied Geography throughout their elementary, middle and high school years and as a result have a stronger foundation in the subject. Students who have completed their schooling in the United States have not always studied Geography consistently or rigorously. As a result, many of our students have had fairly limited encounters with Geography as a part of Social Studies in their K-12 curriculum. The equity gaps reflect not just gaps in content analysis and understanding, but also the level of college readiness such as reading, comprehension, completing writing assignments and taking exams. The Physical Geography class content (weather, climate, land formations) is often a surprise to students who enroll in the class expecting to learn about countries, capitals and river names; whereas the World Regional Geography class content is mostly new to students who have never studied about other countries.

1. All faculty are currently posting class materials and assignments, readings etc. on Canvas, so students can access these at any time.
2. Faculty members participate in conferences, workshops and talks related to professional growth and staff development activities about new research in the discipline and varied teaching pedagogies.
3. During the first week of the quarter, faculty are carefully explaining and reiterating the course objectives and discussing the syllabus so that students have a realistic expectation of the workload for each class and understand in broad terms what the subject is about.

3. The Geography department continues to participate in the Adjunct Skills Program in the Student Tutorial Center and we recruit and work with student tutors (supplemental instructors or SIs) who work with small groups of students to improve study skills, comprehension and writing, specific to the Geography course.

4. Faculty continue to collaborate with other departments, programs, and events on campus (including the California History Center, the Euphrat Museum, the Visiting Speaker series, Heritage month events, VIDA sponsored activities and presentations), to expose students to other perspectives and creative expression formats.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates: Withdrawal rates for the following groups:

African American: 19% (9 students total)

Latinx: 15% (34 students)

Filipinx: 10% (8 students)

Pacific Islanders: 13% (1 student)

Asian: 5% (36 students)

White: 14% (21 students)

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: Success rates for targeted versus non-targeted student groups in years 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 in that order:

Targeted groups: 67%; 65%; 68%; 70% and 70%

Non-targeted groups: 82%; 83%; 80%; 86% and 87%

Equity gap between targeted and non-targeted groups for the years 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 in that order:

15%; 18%; 12%; 16%; and 17%

III.C Action Plan for Targeted Group(s): Success rate of Targeted groups is 70%.

To close the student equity gap, we need an expansion of peer mentoring and student tutoring so students have opportunities to discuss and learn from each other from the very beginning. We need a reasonable print budget so all students have course materials.

Currently students with limited resources suffer the most. From the faculty perspective, reduced class size would help faculty pay greater and consistent attention to students who need it the most, in an individualized way. Faculty are offering diverse types of assessments to make sure assessments are fair and inclusive. We will continue to work with diversifying our course materials to include multiple cultural perspectives so our diverse student body is better represented in our course materials.

III.D Departmental Equity Planning and Progress: The department participates in the Social Sciences and Humanities Division Equity Plan. We have consistently participated in the Conversation, Application and Reflection (C.A.R.) Project in the Social Sciences and Humanities Division. We continued our work with the Social Scientist Spotlight (following former Biology Instructor, Jeff Schinske's 'Scientist Spotlight' project), where we had our students read about and reflect on contributions of Geographers of diverse ethnic origins. We continue to work in partnership with the Adjunct Skills Program where students



benefit from student tutor (Supplemental Instructors) led discussion groups. The groups meet once a week for 50 minutes and students get to ask questions, work together on assignments, prepare for exams and clarify topics they find challenging.

III.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan:

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 133% of PLO assessments for Geography department courses have been administered and completed.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 100% of the SLO assessments for Geography department courses have been administered and completed.

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

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

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

V.C.2 Justification for Faculty Position(s): Geography shows a 7% decrease in census enrollment (91 students) over last year but a 0.4% increase in the last 5 years during which time the college census enrollment declined by 15.8%.

During the prior comprehensive review cycles, the Geography department had 1 full-time faculty member (Purba Fernandez), one former full-time faculty member on Article 19 (Mick Sullivan), and adjunct faculty members. Since Mick Sullivan retired, there has been a single full-time faculty member, with 4-5 adjunct faculty members in our department.

The full time faculty % figure for 2017-18 is only 33.3%. The Geography department would like to expand our curricular offerings with computer lab-based Geographic Information Systems (GIS) 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:

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

V.E.1 Equipment Requests: Under \$1,000

V.E.2 Equipment Title, Description, and Quantity: 1. Bulletin Board , 48" X 72" to mount large, flat, Plate Tectonics and Earthquake map in L 23 classroom.

2. Earth as Art, Satellite Images, US Geological Survey (USGS) Publication, Set of 5 images: Mississippi River Delta, Lena Delta, Alluvial Fan in China's Taklimakan Desert, Ganges Delta, Volga River Delta.

3. Documentary Film "This is Home, A Refugee Story" 2018, Bullfrog Films

4. Documentary Film "Brother Towns/Pueblos Hermanos" 2010, Bullfrog Films



5. Documentary Film "Complicit" (assembly workers at Foxconn, China) 2019, Bullfrog Films

6. Set of wall maps to replace existing set that is outdated and has broken rollers.
2-Map World /USA Physical Advanced, Combo on a single spring roller mount; Wenschow maps; 70 inch * 54 inch

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V.E.3 Equipment Justification: 1. Bulletin Board (cork board) to display a map of plate tectonics, earthquakes and volcanoes for the Physical Geography class. Framing this large map is far more expensive so pinning it on the cork board allows us to save money and yet have the map on display.

2. Latest satellite images displaying river created landforms to complement our study of fluvial (river crafted) landforms.

3, 4 and 5. Films provide an alternative medium to delve into the issues we discuss in class. They add another dimension to our learning.

6. and 7. Set of wall maps to replace existing set.

Two of the wall map sets on rollers are mounted above the whiteboard. They are aging and torn and need to be replaced with newer map sets. The stops on the rollers no longer work so when the instructor pulls a wall map down, it has to be tied down with bunge cords to a nearby piece of furniture to keep it down since the roller is broken.

V.F.1 Facility Request: A Social Sciences and Humanities computer lab

V.F.2 Facility Justification: As we have reported in our previous program reviews, at present, the Social Sciences and Humanities faculty members have no way of reserving a Computer lab on campus for students taking classes in the Division. In Geography, we use interactive maps and graphs (such as satellite images and Census maps) and we work with data sets (e.g. Census data) to understand how to use, interpret and analyze visuals and data. We do not have a way to reserve a lab for a class period at any time in the quarter. This form of learning is best accomplished if the students are able to use the computer themselves with guidance from the faculty in the lab. This is central to the mission of our college as we seek to educate and train the next generation of tech-savvy critical thinkers for our workforce.

This is also crucial in light of the fact that internet research is becoming ever more important and some of our students lack the broadband access that is a necessity for electronic document analysis. Given that our college mission is student equity, this request is about reducing the digital divide by improving access to a computer lab facility for our most disadvantaged students.

Finally, the Geography department would like to expand our curricular offerings to include Geographic Information Systems (GIS) classes and courses on mapping. We cannot offer those classes until we have computer lab space with computers loaded with GIS software.

When we are able to offer classes on mapping (cartography) and/or remote sensing, we would be able to offer Geography as a major. Currently, students cannot major in Geography because we do not offer classes in the technical field of Geography which is an essential component in the discipline.

V.G Equity Planning and Support: 1. Printing budget for exams, quizzes and handouts as needed.

2. Photocopier with stapling capability in the Social Sciences and Humanities Division Office.

V.H.1 Other Needed Resources:

V.H.2 Other Needed Resources Justification:

V.J. "B" Budget Augmentation: Make provisions to replenish the B budget for our Division so that departments are able to make photocopies when needed. In this regard, we need a larger photocopy budget and budget to purchase a photocopier with stapling capability in our Division Office. Faculty are posting course materials on Canvas and other accessible sites online but we still serve students who are unable to print materials at their own expense. Some of our students lack the resources to be able to afford those options consistently. They are also the students who try to use their phones to read their electronic texts or class materials posted online. They do not have tablets or laptops and even though they try to use their phones for these tasks, the screen size is simply inadequate to deal with these tasks. The most disadvantaged students are the ones who suffer as they cannot fully participate in group discussions or complete their readings or assignments. Student equity is a core mission; we need to step up our efforts to provide basic course materials to all our students.

V.K.1 Staff Development Needs: Ongoing staff development opportunities in the Division and on campus to engage all adjunct and full-time faculty in discussions around teaching pedagogies. We need to organize group sessions to allow department members to investigate and analyze data collected by the Office of Institutional Research, about our students basic-skills needs, levels of preparedness, socio-economic and cultural backgrounds, schools from which they graduate etc. so that faculty can serve our students by being better informed and prepared.

V.K.2 Staff Development Needs Justification: Equity gaps continue between targeted and not-targeted groups and faculty continue to benefit from staff development workshops which expose us to new ideas or offer refresher courses on how to reach out to our students and be better teachers.

V.L Closing the Loop: The department will continue to monitor student success and retention, equity gaps and faculty plan on continuing to take part in campus and teaching-related professional development opportunities.

Last Updated: 03/19/2019

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