De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | GEOGRAPHY |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | General Education |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | None offered |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None offered |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | None offered |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | N/A |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | N/A |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx  N/A |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | N/A |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 2.8 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | N/A |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 28.6% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | N/A |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | N/A |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | The census enrollment figure for Geography increased to 1,362 in 2020-21 which is an increase of 54 students compared to the previous year with the same number of sections. In fact, Geography shows a 1.6% increase in enrollment in a 5 year period starting 2016-17 even though the number of sections offered has reduced by 12.5%. During this same 5 year period, SSH Division Census enrollment has declined by 7.8% and De Anza College Census enrollment had dropped by 12.1%. Our department faculty continue to update professional skills, offering synchronous and asynchronous online classes based on student demand, and we are working on offering face-to-face classes again along with hybrid classes in the coming quarters to offer a variety of modalities to accommodate students’ various schedules and work/life responsibilities. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | **Students by Ethnicity; Geography; De Anza**  African American = 3%; 4%  Filipinx = 5%; 7%  Latinx = 17%; 25%  Pacific Islander = 0%; 1%  The proportion of Latinx students of 17% is lower than the campus-wide figure of 25%, the African  American, Filipinx and Pacific Islander figures are only fractionally lower. The proportion of Asian students for Geography is 50% whereas the campus figure is 43% and that could contribute to lowering the proportion of Latinx students. 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. We are participating in Guided Pathways and Social Science and Humanities Village events to reach out to all students, we will continue to participate in Enrollment day and College Opening Day in Fall to provide targeted information about our classes to new and existing students. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | The overall success rate has increased to 89% in 2020-21 from 86% in the previous year. This success rate is higher than the SSH Division average of 81%.   1. Given the prevalence of Covid-19 during this period, faculty had shifted to all online classes (synchronous and asynchronous) and went the extra mile to be flexible with deadlines, allowed for extensions and re-submission of assignments and extra attempts on online exams to accommodate students’ health/family/work challenges and hardships. 2. Faculty continue to use scaffolded assignments, group activities and projects to encourage and foster collaborative learning and problem-solving. We will continue to work with the Student Success Center tutoring and workshops and make modifications and updates in our teaching strategies based on insights gained from our participation in Guided pathways and Student Equity training and workshops. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | 1. There is a disproportionate impact on African American students (-15%) though the total number of African American students is only 27, so the percentage figure should be viewed with that in mind. For the SSH Division, the figure is -12% 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 (-8% disproportionate impact with the corresponding figure for the SSH Division being -10%). Clearly, there is work to be done to improve our success rates for African American and Latinx students. Low-income Students group shows a -9% disproportionate impact in Geography with the SSH Division’s figure being -8%. 2. We continue to work with the Tutorial Center to provide guidance to students to might benefit from the extra help. We use feedback from Division Student Equity initiatives such as “Student Voices” to implement teaching and learning techniques that better serve groups that show disproportionate negative impact. Faculty continue to expand online postings to include lecture recordings, weblinks, class materials on Canvas so students can use them to catch up if they fall behind. Faculty continue to participate in professional growth workshops and activities to apply best practices in teaching. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | 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 and days just before the quarter starts, but some sections are already canceled by that point.  Class cancellations dates need to be pushed back, perhaps to the Friday 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.  Continued budget reductions in Student Success and Tutorial Programs, the PAL program (Peer Assisted Learning) hinder our ability to recruit and retain student tutors and provide tutoring help to students who need it the most. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | The disproportionate impact tool in the Program Review tool shows that “low income” students have lower rates of success and retention. We have been working with the Student Success Center in guiding students to Skills Workshops so they can take advantage of tips to succeed better in reading/comprehension, writing, critical thinking, test preparation, essay writing, anti-procrastination and various other workshops. We participate in the Early Alert Program where counselors reach out to students and connect them to academic and other support services. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | In our Cultural Geography and World Regional Geography classes, we are using current events in geopolitics, immigration, refugee flows and economic and environmental conflict zones, income inequality and housing crises, to shed light on the underlying causes of worldwide unrest, mass movements to protect human rights, and rise of extremism, fundamentalism, populism and authoritarianism.  In Physical Geography, we address global warming and how the world's most vulnerable communities and economies are negatively impacted (using maps, data and graphics from the latest climate science research) . Students discuss solutions and how to be part of the solution.  These themes generate student interest across the board and students of varied backgrounds get to engage, debate, agree and disagree on perspectives based on the latest scientific findings and research in the Social Sciences and Humanities. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | 1. Students have shared their difficulties in formulating an Educational Plan, and in being able to enroll in classes in a timely manner each quarter, to make progress in fulfilling their course requirements. It would be beneficial to have **a dedicated Social Sciences and Humanities Counselor** to work with students to help them map out their classes. 2. **Expand funding/resources for Tutorial Center and programs such as PAL (peer assisted learning) to allow for more peer mentors and peer tutoring.** 3. **A print budget** for printing exams and needed instructional materials as more classes return to campus. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | 1. Professional Development/Best practices/Departmental Collaborations: trainings and workshops such as “Partners in Learning.” 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. 2. 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.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes!! |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | Our department will be working on SLOs in the next few quarters. We have been dealing with Covid 19-related teaching challenges and have had to be flexible to support students in these difficult times. We have not had the time to do SLO assessments. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | We will plan to do SLO assessments for GEO1, GEO 4 and GEO 10 classes in the next few quarters. |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | Refer to Dean’s Summary |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | Refer to Dean’s summary |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Growth |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | 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 89% which is a high number.  Since the retirement of Mick Sullivan, there has only been ONE full-time faculty member (on Article 18, Reduced Load) in Geography. The full time faculty % figure for 2020-21 is only 28.6%. The department  has 3 adjunct faculty members, some of whom are able to teach online classes only since they have moved away from the San Francisco Bay Area. 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 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 GIST 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 | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | None needed |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | N/A |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | No Equipment Requested |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | No resources for facilities requested |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | No “other” resources requested |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | 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.  More attention to quality of teaching and learning instead of an “all consuming” focus on increasing enrollment. Yes, we realize that enrollments are vital and without student enrollment we cannot run the institution, but let faculty and staff *also* pay close attention to maintaining and improving excellent standards for teaching and learning. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | 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. Faculty need to continue to experiment and innovate to address such inequities. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | 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, through Student feedback in SSH Village activities under Guided Pathways. It is worth noting here that in past years, we have continued to ask for additional resources in tutoring and counseling, with little success. So making plans to assess the outcomes of additional resources seems to be a purely theoretical exercise! |
|  | Submitted by: | APRU writer’s name | Purba Fernandez |
|  | Last Updated: | Give date of latest update | 5/16/2022 |