Note: The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the CPR boxes on TracDat under Department Tab -> General Subtab. Save this word doc in the following format: s14cpr\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [pappemary@fhda.edu](mailto:pappemary@fhda.edu) if you have questions.

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| **Information Requested** | **Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.** | **? Trac Dat Help button will reveal**  **(sorry no hyperlinks)** |
| I.A  Department Name: | **Geography** |  |
| I.A Program Mission Statement: | The Geography department offers lower division introductory college courses in Physical Geography (GEO 1), Cultural Geography (GEO 4), World Regional Geography (GEO 10) and A Geography of California (GEO 5). All of our courses fulfill 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; they learn to synthesize knowledge from many disciplines as they become more geographically informed. | You may create a new one or copy from your 2008-09 comprehensive program review. |
| I.A What is the primary mission of your program? | Transfer  Basic Skills | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Choose a secondary mission of your program. | Personal Enrichment | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Number of Certificates of Achievement Awarded |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to:  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program |
| I.B.1 Number Certif of Achievement-Advanced awarded: |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  leave blank if not applicable to your program |
| I.B.1 Number AA and/or AS Degrees awarded: |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  leave blank if not applicable to your program |
| I.B.2a Academic Services and LR: # Faculty Served |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| I.B.2a Academic Services and LR: # Student Served |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| I.B.2a Academic Services and LR: # Staff Served |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| II.A.1-Growth and Decline of targeted student populations | In the Geography department, the total number of students in the targeted group increased by a total of 116 from 369 in 2011-12, to 485 in 2012-13, which is an increase of 31%. Latino/a students increased from by 96 students from 244 to 340 which is a 39% increase. Filipino students declined by 2 from 85 to 83 which is almost a flat line. The African American student enrollment increased by 55%, rising by 22 students from 40 to 62; while the number of Pacific Islander students fell by fell by 3 from 8 to 5 students and the numbers of Native American students fell from 7 to 5 . | Briefly, address student success data relative to your program growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites:  (Program reviews 2008-09 through 2012-13 available at: <http://deanza.edu/gov/IPBT/program_review_files.html> ) |
| II.A.2 Trends in equity gap: | The overall success rate in Geography for the year 2012-2013 stood at 65% with 16% non-success and 18% withdrawal rates. But the success rate for targeted ethnic groups was 54% while that of non-targeted groups was 72% which is an 18% equity gap. The success rate for targeted groups went up slightly from 49% during the previous academic year to 54% in 2012-13, which is a positive development; while the success rate for the non-targeted group improved even more from 62% to 72%.  The most successful group (also numerically the largest group with 34% of all students taking Geography classes) is comprised of students of Asian ethnicities with a 74% success rate. Latino/a students are the 2nd largest group (27% of Geography students) with a success rate of only 54% leaving a gap of 20% between the highest and lowest success rates amongst the similarly sized groups. White students form the 3rd largest group (22% of total) and have a success rate of 71%, with Filipino students at 61% success rate. African American students are fewer in total but have a 45% success rate.  While I can only speculate on the reasons for the equity gap between groups of students, I can argue that 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. Only 1% of our students have an AA/AS degree and 2% of our students have a BA/BS or higher degree. Many of our students take Geography classes to fulfil a GE requirement and often do not expect to have to put in as much work. | Refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf> , p.16.  Briefly address why this has occurred. |
| II.A.3 Closing the student equity gap: | 1. The faculty members continue to actively participate in professional growth activities and staff development activities. The conferences and workshops we attend, relate to Geography as an academic discipline, and teaching pedagogies and best practices for teaching and learning.  2. The department is linked to the Adjunct Skills Program in the Student Tutorial Center and we recruit and work with student tutors who work with small groups of students to improve their learning. In Spring quarter 2012-13, we had a learning cohort of First Year Experience (FYE) students.  3. For students seeking more challenges, Geography faculty offer some of the classes for Honors credit.  4. Faculty continue to collaborate with other departments, programs and events on campus (including the California History Center and the Euphrat Museum) to expose students to opportunities. | What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html>  If a rationale for your strategies was not stated in the 2008-2009 CPR, then briefly explain now. |
| II. A.4.a.Plan if success rate of program is below 60% | The overall success rate for Geography students is 65% for 2012-2013. | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level? |
| II. A.4.b. Plan if success rate of ethnic group(s) is below 60% | The success rate for targeted groups in general is 54%; Latino/a students is 54% and for African Americans the rate is 45%. Faculty are committed to closing the equity gap; we will continue to share best practices, develop assignments and assessments that address diverse learning styles, focus on curricular content that reflects our students’ backgrounds while exposing them to diversity in perspectives. We will continue to set high expectations while we work with our basic skills students to improve their reading, comprehension, writing and critical thinking skills. | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  Are success rates by ethnicity at or above 60%, if not, what are the department’s plans to bring the success rates of the ethnic group(s) up to this level? |
| II. A.4.c.Resources needed to reach institutional standard | Printing budget for instructional needs.  Staff development opportunities for teaching pedagogy exchanges that bring full-time and adjunct faculty together.  Information sessions from Institutional Research about specific needs of basic skills students so faculty can make informed choices about teaching strategies. | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  What resources may you need to bring the success rates of the program or ethnic group(s) up to the institutional standard? |
| II.A.5 Overall growth/decline in # students: | The enrollment figure for Geography in 2012-13 was 1,258 in comparison to 1,120 in 2011-12 which is an increase of 12.3% increase. This increase was accomplished despite a 3.1% decrease in the number of sections offered in the department.  The productivity was 598 for 2012-13 with a WSCH of 5,026. The WSCH recorded a 12% increase between 2011-12 and 2012-13. | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| II.B Changes imposed by internal/external regulations | The PLO and SLO assessment cycles have added to faculty workload. As faculty members, we used to have many more fruitful discussions, exchanges and workshops focused on best teaching practices, teaching and learning pedagogies and the day to day challenges classroom management. It seems that more of our attention is now focused organizing meetings where we focus on “measuring” success rates and completing electronic documents recording those measurements leaving us with little time to focus on actual practices that would enhance teaching and learning. | 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, program reorganization, staffing etc.) |
| II. C Progress in “Main Areas of Improvement” | We are continuing the work of SLO and PLO assessments as required by the college and the state. As faculty, we will continue to work with Student Support Services such as the Tutorial Center to help students complete our classes successfully. In 2012-13 we worked with the First Year Experience Program to serve our targeted student groups more effectively. We will continue to take advantage of events organized on campus (such as the public arts efforts, the heritage month events/talks) to engage all groups of students. | Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions. |
| II. D CTE Programs: Impact of External Trends: | N.A. | Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans. |
| II. E CTE Programs: Advisory Board Input: | N.A. | Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions. |
| III.A. 1 PLOAC Summary | 133% of the Program Level Outcomes have been assessed to date. | Give the percentage of Program Level Outcome statements assessed to date. Run report entitled “XXX PLOAC work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.A.2 Enhancement based on PLOAC assessment | PLO statement: Demonstrate understanding of the diverse processes that shape natural and cultural environments.  Enhancement: Some faculty used online surveys (Survey Monkey and Catalyst) to get additional feedback from students and to supplement formal assignments and exam-based assignments. | State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| III.B.1 SLOAC Summary | The department has completed the SLOAC cycle for 2 courses, GEO 1 and GEO 4, it has completed 2 out of 3 SLOs for a third class, GEO 10. GEO 5 (A Geography of California) was a new course which has not been offered in the last few years so the SLOs assessments could not be conducted. Based on the instructions provided to calculate the percentage of courses SLOACed, that figure stands at 67%. | Give the percentage of Student Level Outcome statements assessed to date. Run report entitled “CIS SLOAC work” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.B.2 Enhancement based on SLOAC assessment | GEO 10: SLO = Students will be able to demonstrate understanding of the dynamics of population change, resource distribution, global economics and culture, and political conflicts in designated regions.  Enhancement: Try the activity in a different geo-region to see if it gets more student interest and participation. | State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| IV. A Budget Trends | Refer to Dean’s Summary | Assess the impact of external or internal funding trends 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. |
| IV.B Enrollment Trends | Geography shows a 12.3% increase in overall enrollment at a time when the college has experienced a small decline in student enrollment. | Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.  If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information. |
| V. A.1 -Faculty Position Needed | Growth | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy |
| V. A.2 Justification for Faculty/Staff Positions: | During the last Comprehensive review cycle, 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 that time, Mick Sullivan has retired and I serve as the sole full-time faculty member, with 3-4 adjunct faculty members in our department. Enrollment in Geography increased 12.3% in 2012-13 revealing a strong demand.  The full time % was only 36% in 2012-13, which is a 10.7% reduction in comparison to the previous year. | If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that support this need. |
| V. A.3 Staff Position Needed |  | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy  Only make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary. |
| V. A.4 Equipment Request | Under $1,000 | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested |
| V. A.5 Equipment Title and Description, Quantity | 1. Dimmer switches in L23 to control lighting, for slides and films  2. Set of wall maps to replace existing set.  3. A set of 50 atlases for students to use while in class. | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . . ) |
| V. A.6 Equipment Justification | 1. Dimmer switches in L23 to control lighting, for slides and films  There are large banks of lights in the room which makes the viewing of slides and films in the class difficult. The classroom has no windows, so there is no natural light in the room unless the doors are left open. If the instructor turns off all the lights, it is impossible for students to take notes while viewing a film or slides. If the instructor leaves any of the lights on, the image is no longer visible.  2. Set of wall maps to replace existing set.  Two of the wall map sets on rollers mounted in above the blackboard are aging and need to be replaced with newer map sets. The stops on the rollers no longer work so when the instructor pulls a map down, it has to be tied down to a nearby piece of furniture to keep it down since the roller is broken.  3. A set of 50 atlases for students to use while in class.  Many of our students are unable to buy an atlas in addition to the text or reader, but atlases help facilitate group learning and hands-on-learning. If we had a stockpile of atlases all instructors could use them in their classes as and when needed. | Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc. |
| V. A.7 Facility Request | A Social Sciences and Humanities computer lab | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility |
| V. A.8 Facility Justification | 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 submissions. 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. | Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc. |
| V.B.1 Budget Augmentation | Increase in the B budget for our Division so that departments are able to make photocopies as needed. This is necessary to offset the elimination of materials fees paid by students. Even though faculty are being encouraged to post all course materials online for students to download and/or print at their own expense, some of our students lack the resources to be able to afford those options consistently. The most disadvantaged students in our classes are the ones who will suffer the most if we choose to make them solely responsible for providing for themselves. | How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. |
| V.B.2 Staff Development Needs | Staff development opportunities in the Division and on campus to engage all adjunct and full-time faculty in discussions around teaching pedagogies. Better information about changes being made due to state mandates. Dissemination of 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. | What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? |
| V.B.3 Future plans | Faculty will continue to analyze our student success numbers and participate in staff and professional development activities as we continue seek more effective ways to better serve our students. | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |
| Submitted by: | Purba Fernandez, [fernandezpurba@deanza.edu](mailto:fernandezpurba@deanza.edu), (408)-864-8845 | APRU writer’s name, email address, phone ext. |
| Last Updated: |  | Give date of latest update (Set next box to YES when done and ready for Dean review). |