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▼  Dept - (SSH) Geography



**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.C.1. CTE Programs: Impact of External Trends:** N.A.

**I.C.2 CTE Programs: Advisory Board Input:** 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 to Part-time Ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching:** -2.6%

**I.E.4 #Staff Employees:**

**I.E.5 Changes in Employees/Resources:**

**II.A Enrollment Trends:** The enrollment figure for Geography in 2015-16 was 1,265 in comparison to 1,254 students, in 2014-15 which is a tiny increase of 11 students or 0.01%. The WSCH of 5,073 in 2015-16 reflects a very slight increase of 0.01% since the corresponding figure for 2014-15 was 5,030.

**II.B.1 Overall Success Rate:** The overall success rate was 76% in 2015-16. This figure has remained flat since the corresponding rate for the 2014-15 was also 76%. There was a big improvement in the student success rate between 2012-13 to 2013-14, from 65% to 77%, and this gain is holding more or less steady at 76% since 2014-15.

**II.B.2 Plan if Success Rate of Program is Below 60%:** The overall success rate for Geography students is 76% for 2015-16.



**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 listings 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.

The shrinking to disappearing print budget is continuing to have a damaging effect on our most vulnerable students. Even though instructors post all our readings, assignments etc. online, students facing financial challenges who have limited income do not always print out the worksheets or discussion questions and bring them to class. Students own different devices and cannot always access the assigned readings, documents, maps or graphics for in-class group work. Students with limited internet access are not completing the readings or assigned work and this affects the students' learning and the teacher's ability to achieve her/his instructional goals for that lesson.

**III.A Growth and Decline of Targeted Student Populations:** In the Geography department, the total number of students in the targeted group decreased by 46, from 487 in 2014-15, to 441 in 2015-16, which is a 9% decrease. Latino/a students decreased by 24, while Filipino student enrollment stood at 77 compared to 74 the previous year. The African American student enrollment decreased by 25 during this year, while the number of Pacific Islander students dropped from 11 to 6 and Native American students dropped from 9 to 6.

**III.B Closing the Student Equity Gap:** The success rate for not-targeted groups stands at 80% in 2015-16, while the overall success rate is 76%, but the success rate for targeted groups is 68% leaving an equity gap of 12% which is an improvement upon 2014-15 when the equity gap was 18%. The non-success rates for the targeted group is 18% while the corresponding rate for not-targeted group is much lower at 12% with the rate for all students being 14%.

As we have reported in our previous program reviews, 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 is often a surprise to students who enroll in the class expecting to learn about countries, capitals and river names, despite the fact that the catalog description emphasizes physical elements such as weather, climate and landforms.

1. 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.
2. 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.

3. 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.C Plan if Success Rate of Targeted Group(s) is Below 60%:** Success rate of Targeted groups is 68%.

**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 did the Social Scientist Spotlight (following 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.

**IV.A Cycle 2 PLOAC Summary (since June 30, 2014):** None of the PLOs for Geography courses have been assessed yet.

**IV.B Cycle 2 SLOAC Summary (since June 30, 2014):** 50% of the SLOs for Geography courses have been completed. Of the remaining 50%, one of the classes, GEO 5, has not been offered, hence the SLOs for it have not been assessed.

**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 tiny increase of 11 students over last year at a time when the college has experienced a decline in student enrollment.

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 3-4 adjunct faculty members in our department.

The full time faculty % figure for 2015-16 is only 20.7%. The Geography department would like to expand our curricular offerings with computer lab-based Geographic Information Systems (GIS) classes 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 offer those classes.

**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. Dimmer switches in L23 to



control lighting, for slides and films

2. Set of wall maps to replace existing set that is outdated and has broken rollers.

3. A set of 50 atlases for students to use while in class.

4. Documentary film DVDs to update our collection which is antiquated and does not fit current needs.

**V.E.3 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 projected image is no longer visible.

2. Set of wall maps to replace existing set.

Two of the wall map sets on rollers are mounted above the blackboard. They 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 wall map down, it has to be tied down with bungee cords 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 Geography instructors could use them in their classes as and when needed.

**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 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.

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.

**V.G Equity Planning and Support:**

**V.H.1 Other Needed Resources:**

**V.H.2 Other Needed Resources Justification:**

**V.J. "B" 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.

**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. Need for better 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.

**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.

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**APRU Complete for 2016-17:** Yes

**#SLO STATEMENTS Archived from ECMS:** 6

