**Instructions**: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. The third column is where you can input your data/responses at this time. You will be able to copy and paste or type in your information from the third column directly into the TracDat boxes. Save this Word doc in the following format: sp20cpr\_deptname. Last steps: ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Upload a copy of this document into the Trac Dat, “Documents file”. Also upload the Program Review Data sheet(s). If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:pappemary@fhda.edu).

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Information Requested** | **Explanation of Information Requested.**  **? TracDat Help button will reveal the same cues (sorry no hyperlinks)** | **Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.** |
|  | **Program Description** |  |  |
| I.A.1 | Department Name: |  | **Geography** |
| I.A.2 | Program Mission Statement: | “What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies”? (<http://www.deanza.edu/about/missionandvalues.html>) | 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. |
| I.A.3 | What is the Primary Focus of Your Program? | Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer  Basic Skills |
| I.A.4 | Choose a Secondary Focus of Your Program. | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal Enrichment |
| I.B.1 | # 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.2 | # Certificates of Achievement-Advanced Awarded: | If applicable, enter the number of Certificates of Achievement - Advanced 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.3 | # ADTs (Associates Degrees for Transfer) Awarded | List Associate Degree Transfer awarded by you department 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.4 | # AA and/or AS Degrees Awarded: | If applicable, enter the number of Associate of Arts or Associate of Science degrees 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.C.1 | CTE Programs: Impact of External Trends | Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforceed/ged/  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. |  |
| I.C.2 | CTE Programs: Advisory Board Input: | Career Technical Education (CTE) programs: 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. |  |
| 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: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| 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: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| 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: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: Refer to your program review data sheet. <http://deanza.fhda.edu/ir/program-review.14-15.html> . |  |
| I.E.2 | # Student Employees | State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program |  |
| I.E.3 | Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching | Compare the changes in % of FT and PT faculty teaching in your department?  0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. <http://deanza.fhda.edu/ir/program-review.14-15.html>. |  |
| I.E.4 | # Staff Employees | State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. |  |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program. |  |
|  | **Enrollment** |  |  |
| II.A.1 | Enrollment Trends | What significant changes in enrollment have you seen in the last three years? Refer to <http://deanza.fhda.edu/ir/program-review.14-15.html> | The enrollment figure for Geography in 2014-15 was 1,254 in comparison to 1,245 students, in 2013-14 which is a tiny increase of 0.7%.  The WSCH of 5,030 in 2014-15 reflects a slight increase of 0.8% since the corresponding figure for 2013-14 was 4,990. |
| II.B.2 | Overall Success Rate | What significant changes in student success rates have you seen in the last three years? | The overall success rate was 76% in 2014-15, compared to 77% in 2013-14 and 65% in 2012-13. 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% in 2014-15. |
| II.B.3 | Plan if Success Rate of Program is Below 60% | 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? Leave blank if N/A. | The overall success rate for Geography students is 76% for 2014-15. |
| II.C.4 | 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, program reorganization, staffing etc.) | 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 most damaging for our most vulnerable students. Instructors are posting all our readings, assignments etc. online, but students with limited income do not always print out the worksheets or discussion questions and bring them to class. 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.  The focus on SLO and PLO assessments documentation continue to add to faculty workload. Qualitative discussions among department faculty about best teaching practices, classroom management and student equity issues, are invigorating and useful, but this is better achieved through division-wide cultural competency and student equity based efforts such as the Conversation, Application and Reflection (C.A.R.) project. |
|  | **Equity** |  |  |
| III.A | Growth and Decline of Targeted Student Populations | Briefly, address student enrollment data relative to your program’s growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://deanza.fhda.edu/ir/program-review.14-15.html ) | In the Geography department, the total number of students in the targeted group increased by a total of 45, from 442 in 2013-14, to 487 in 2014-15, which is a 10% increase. Latino/a students increased from by 51 students, from 294 to 345 which is a 17% increase. Filipino student enrollment remained the same at 74. The African American student enrollment decreased by 9% (6 students) during this year, while the number of Pacific Islander students dropped from 11 to 7 and Native American students dropped from 11 to 9. |
| III.B | Closing the Student Equity Gap: | What progress or achievement has the program made relative to the plans stated in your program’s 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html> | The success rate for not-targeted groups stands at 83% in 2014-15, while the overall success rate is 76%, but the success rate for targeted groups is 65% leaving an equity gap of 18% which is the same equity gap as in 2012-13. The non-success rates for the targeted group is 21% while the corresponding rate for not-targeted group is much lower at 7% with the rate for all students being 12%.  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 professional growth and staff development activities about new research in the discipline and teaching pedagogies.  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.  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 and Heritage month events), to expose students to other perspectives and creative expression formats. |
| III.C | Plan if Success Rate of Targeted Group(s) is Below 60% | 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 of targeted groups at or above 60%? If not, what are the department’s plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students. | Success rate of Targeted groups is 65%. |
| III.D | Departmental Equity Planning and Progress | What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan? | 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 where the Division reads an article or book chapters about teaching pedagogies. The following are titles of two of the articles we read in Fall 2014 and Winter 2015. “Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide” (Fall 2014) and “Why Race?” (Winter 2015). Faculty from each department meet and discuss the readings (Conversation); decide on a teaching practice that would help bridge the equity gap, implement that in the classroom during that quarter (Application); and at the end of the quarter, meet again and discuss our experiences and findings (Reflection). |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment Cycle** |  |  |
| IV.A | PLOAC Summary | Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc 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 program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019. | 133% of the Program Level Outcomes have been assessed to date. |
| IV.B | SLOAC Summary | Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled “XXX SLOAC work- Active Only” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019. | In the Fall 2014-Spring 2019 cycle, the department has completed the SLOAC cycle for 2 courses, GEO 1 and GEO 4. GEO 5 (A Geography of California) 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 117%. |
|  | Resource Requests |  |  |
| V.A | Budget Trends | Describe impact, if any, 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. | Refer to Dean’s Summary |
| V.B | Funding Impact on Enrollment Trends | 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: <http://deanza.edu/ir/program-review.14-15.html> | Refer to Dean’s Summary |
| V.C1 | Faculty Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, 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. | Geography shows a tiny increase of 0.7% in overall enrollment at a time when the college has experienced a small 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 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 | 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 requests should be in the Dean’s summary. |  |
| 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. |  |
| V.E.1 | Equipment Requests | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested |  |
| V.E.2 | Equipment Title, Description, and Quantity | * 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 (e.g. wireless access, hardwire access, electric, water or heat sources . . . ) | 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 rather antiquated and does not fit current needs. |
| V.E.3 | Equipment Justification | * Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. * 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? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> | 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 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 bunge 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 | 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. | A Social Sciences and Humanities computer lab |
| V.F.2 | Facility Justification | * Do you have assessment data available to justify this request? 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. * 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? | As we have reported in our previous program review, 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 | Has this work generated any need for resources? If, so what is your request? |  |
| V.H.1 | Other Needed Resources | List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects. |  |
| V.H.2 | Other Needed Resources Justification | Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. |  |
| V.J. | “B” Budget Augmentation | 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? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020\_11-18-15.pdf  State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. | 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 | What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> | 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 | Do you have assessment data available to justify this request for staff development? 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 | 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. |
| VI. | Closing the Loop | How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?” | The department will continue to monitor student success and retention, equity gaps and faculty plan on continuing to take part in campus professional development opportunities. |
|  | Submitted by: | APRU writer’s name, email address, phone ext. | Purba Fernandez, [fernandezpurba@fhda.edu](mailto:fernandezpurba@deanza.edu), (408)-864-8845 |
|  | Last Updated: | Give date of latest update (Set next box to YES when done and ready for Dean review). |  |