

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The Geography department's mission is to deepen students' spatial understanding of human interactions with physical and cultural environments. It fosters an interdisciplinary approach in critical thinking, analysis, and information literacy which are essential for students navigating in a globally interconnected world. It trains students to apply their geographic insights in formulating sustainable and equitable solutions for environmental, social, economic, and political challenges we face at global, national, regional and local scales.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Geography department's mission is an excellent fit with the college's broader mission and values. De Anza is deeply committed to diversity, equity and inclusion and the phrases "Information literacy," "civic capacity for global, cultural, social and environmental justice" and "critical thinking" are listed as its stated Institutional Core Competencies. These efforts and goals are also embedded in the Geography department's mission. The department, like the college, is committed to preparing students to be informed, creative and innovative as they actively participate in building a more resilient, just, and equitable world.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Connect at risk students to Campus Resources and Services	Faculty will use De Anza CONNECT to link at risk students to Campus Resources and Services with the goal of narrowing the success gap based on ethnicity. The referrals will start early in the quarter (Week 3) to maximize chances of early intervention and outreach.	Department Faculty	De Anza CONNECT		Faculty referrals of students to De Anza CONNECT.	The student performance gaps by ethnicity as recorded in Student Success Analytics.

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, 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 as a GE class, *after* they enroll in their majors or primary areas of interest. Many students 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 right before the quarter starts, but by then, some sections are already canceled.

The sole full-time faculty member in the department is on reduced load (60%). Having another full-time faculty would energize the department and allow for expansion in curriculum and a more equitable workload for faculty members.

The absence of a campus-wide template for class schedule (class meeting times/days) due to our ongoing experimentation with varied modalities and on-campus teaching requirements due to Faculty Association (FA) MOU, scheduling of classes has become more challenging. Schedulers are left to figure out optimum class meeting times/days based on departmental faculty requests and that potentially affects enrollment since students are enrolling in classes across a range of divisions. Without co-ordination of class meeting times/days across divisions, there is a potential for conflicts and enrollment losses due to too many sections being offered during certain times/days and too few at other times/days.

In prior years, our department worked with the Student Success Center before budget constraints scrapped the Adjunct Skills Program. Students who participated in tutoring groups gained a lot, both in study skills and college readiness. Students who tutored developed organizational and leadership skills. There is a need for expansion of budgets in peer mentoring/tutorial services.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Social Sciences and Humanities - Geography-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,185	1,232	1,277	1,112	1,073	-9.5%
Enrollment	1,250	1,308	1,362	1,179	1,123	-10.2%
Sections	29	28	28	27	26	-10.3%
WSCH	1,665	1,742	1,816	1,572	1,497	-10.1%
FTES (end of term)	113	118	123	106	100	-11.5%
FTEF (end of term)	2.9	2.9	2.8	2.7	2.6	-10.4%
Productivity (WSCH/FTEF)	574	610	649	583	576	0.4%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The Geography department has 10.3% fewer **section offerings** (-11.5% fewer sections for De Anza and -2.9% for SSH Division) and **enrollment** has dropped 10.2% (-15.1% drop for De Anza 12.0% for SSH Division) and in the last 5 years. So Geography's statistics are in line with the average for the SSH Division. But productivity has risen marginally by 0.4% (-4.8% for De Anza and -5.9% for SSH Division).

In Spring and Fall of 2020 and through 2021, our department experienced an enrollment bump as university and 4-year college students enrolled in our asynchronous online classes due to the Covid pandemic. In subsequent quarters, as we scheduled, first synchronous online classes, and then hybrid classes (with an on-campus requirement) to help facilitate a return-to-campus (shifting away from the asynchronous online modality), our enrollment took a dip. We currently offer asynchronous online and hybrid (online and on-campus) modalities and will continue to adapt as circumstances warrant.

An exclusive focus on "increasing" enrollment is conflicting with our attempts as a campus to "return-to-campus." In our department, asynchronous online classes fill faster and have students on the wait-lists, whereas hybrid classes (with an on-campus meeting requirement), fill slower and sometimes do not reach the maximum seat count. Does that mean that our department should sacrifice the hybrid classes and shift to all asynchronous online classes to increase enrollment? That would be a disservice to students who prefer face-to-face learning experience, particularly students from historically underrepresented groups. The department and College are committed to serving all students so we will continue to offer varied modalities and keep up our outreach efforts to bring in more students into our hybrid and face-to-face classes.

Our mission is to prepare ALL students to be geographically informed in order to be active participants in a rapidly- changing, interconnected world.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program

(<https://foothilldeanza.sharepoint.com/:f/s/dactedepartments/EIRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).

2. Cite current industry trends.

3. 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.

N/A

D. Course Success

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Course Success

Geography-DA

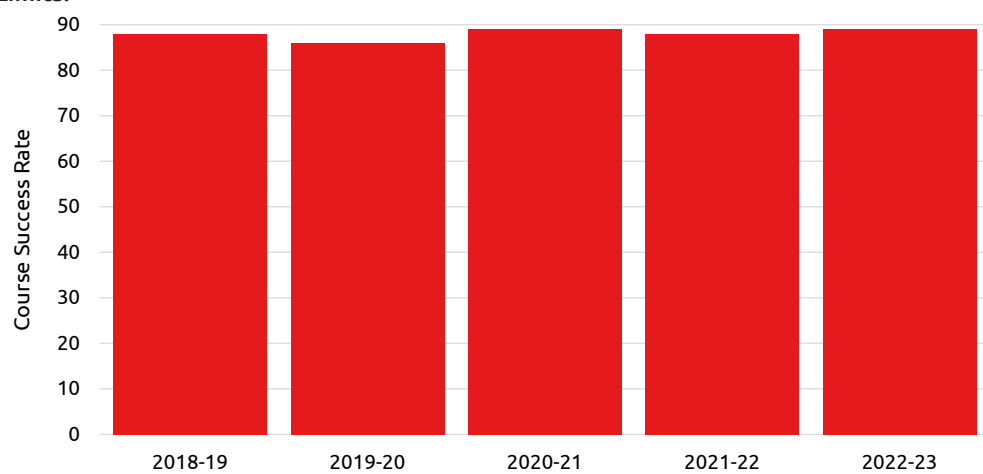
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	1,250	88%	1,094	1,308	86%	1,120	1,362	89%	1,212	1,179	88%	1,037	1,123	89%	1,004

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course:

https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

- Course success rates have remained high, ranging between 86%-89% (for De Anza the corresponding figure ranges between 78-80% while for SSH Division it ranges between 80-81%). Success rates for online classes for Geography is higher than in face-to-face/hybrid classes. Since the onset of the Covid pandemic, our department has offered more online sections.
- Faculty participate in professional development activities and workshops to stay current in the discipline and engage in best teaching practices; we will continue that effort. We constantly work with redesigning assignments and coursework to offer scaffolded assignments, regular low-stakes quizzes and group work to engage students and offer them regular feedback.
- Success rates for GEO 10, World Regional Geography (12-13 sections each year) is consistently higher than the average ranging from 92-94% whereas for GEO 1, Physical Geography (12-13 sections each year) the range is greater from 77%-88%. The GEO 1 class transfers fulfills a "science class" requirement for transfer purposes and requires students to work regularly and persistently. For GEO 4, Cultural Geography, the range is the greatest from 64-83% partly because we offer only 2-4 sections a year and have been changing the modality greatly from year to year.
- We are proud of our high success rates and strive to maintain high standards in our classes to prepare students for the next phase in their educational journey or career path. Students are leaving our classes better equipped in understanding the physical, social and political developments in the world and as active and engaged participants in that world.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than students

Social Sciences and Humanities - Geography-DA						2022 Summer to 2023 Spring	
Number of sections: 26							
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap	
All Students (Geography-DA, 26 sections)	1,123	89%	89%	0			
Asian	537	94%	85%	+9			
Black	35	77%	90%	-13		5	
Filipinx	73	79%	90%	-11		8	
Latinx	212	79%	92%	-13		27	
Native American	N/A						
Pacific Islander	N/A						
Unknown ethnicity	119	95%	89%	+6			
White	140	91%	89%	+1			
Female	452	89%	90%	-1		4	
Male	658	90%	89%	+0			
Non-Binary	0						
Unknown gender	13	100%	89%	+11			
Foster youth	N/A						
Individuals with disabilities	27	96%	89%	+7			
Low Income	440	86%	92%	-6		26	
Not Low Income	683	92%	86%	+6			
Veterans	12	100%	89%	+11			

¹The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)

- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. There is a Success % point gap for African American students (-13%) though the total number of African American students is small (35). For Filipinx students the Success % gap is -11% and for Latinx students the gap is -13%. For the SSH Division, the Success % gap figure is about -15%.
2. Clearly, the success gap by ethnicity reveals that there is an urgent need to engage with student equity issues by identifying possible causes, and then drawing up and implementing an action plan to narrow/close the success gap for Filipinx, Latinx and African American students. One possible issue may be that in asynchronous online classes, it may be more challenging for instructors to identify and guide students who are at risk early on.
3. The total number of students with disabilities is smaller (27) and the group is overperforming by 7%. Faculty work closely with the DSS Office and provide necessary accommodations for students to ensure their progress in classes. Veterans group is also a small number (12) and this group is overperforming by 11%. This is not surprising in Geography classes since veterans tend to bring their life experiences with diverse cultures and perspectives (overseas deployments included) and share their wide-ranging experiences with fellow students. They have a deeper understanding of the wider world and that facilitates their success in our classes.
4. The Students with low income group shows a performance gap (-6%) which is why we chose to write about this group. This performance gap needs to be closed/narrowed. Faculty need to make sure students have access to course materials (book vouchers, textbook copies on reserve in the library that students can check out, affordable course material options).
5. As stated in our response to No. 2, we need to seek out ways to address and close/narrow the performance gaps.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1.
 - All faculty will continue to post class materials and assignments, lecture recordings, readings etc. on Canvas, so students can access these at any time and get caught up if they have missed class.
 - Faculty taking part in professional development activities on campus (professional growth workshops, Partners in Learning) and academic/teaching and learning opportunities in other locations (using Conference funding for example) to apply current best practices. This helps faculty keep abreast with latest developments (such as the uses and challenges posed by Generative AI in education).
 - Making sure both faculty and students have opportunities to hone their online teaching/learning skills through appropriate training.
 - Connect students to campus resources and services. De Anza CONNECT is an excellent Service which allows for early intervention for at-risk students in particular.
 - Faculty working with the Student Success Center's Tutoring facilities and directing students to appropriate study skills and writing workshops so students can benefit from the extra help.
 - Faculty continue to participate and encourage students to participate in events on campus (including Village events, events at the California History Center and the Euphrat Museum, VIDA, Student Voices etc.) to get students more engaged and involved.
 - Faculty fostering collaborative learning in classes so students can work with each other and learn from each other.
 - Healthy Budgets for peer-mentoring and student tutoring opportunities to improve student success. This also fosters youth leadership skills.
2. All the strategies listed above will help us train our faculty and students better. Faculty find it rewarding to interact with engaged and curious students while students want to be heard, recognized, engaged and challenged. We want to provide all necessary support to students so they can make progress in their educational journey and career path.

Trends in Awards

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Degrees and Certificates by Ethnicity

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 24-Oct-2023

No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

N/A

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

N/A

Staffing Trends

Faculty Workload

Faculty Workload Social Sciences and Humanities - Geography-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	1.0	0.8	0.8	0.8	0.7	-30%
Full Time %	34.5%	28.1%	28.6%	29.6%	26.9%	-22%
Part Time Load	1.9	2.1	2.0	1.9	1.9	0%
Part Time %	65.5%	71.9%	71.4%	70.4%	73.1%	12%
Total FTEF	2.9	2.9	2.8	2.7	2.6	-10%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. In 2009, the Geography department had one full-time faculty member (Purba Fernandez), one former full-time faculty member, Mick Sullivan, who was on Article 19, and adjunct faculty members. Since 2010, when Mick Sullivan retired, Purba Fernandez (on reduced load) has been the only full-time faculty member in the department. **As we have stated in Program Reviews for the past several years, the Geography department would like to expand our curricular offerings with Geographic Information Science (GIS) classes and classes on mapping** so that we can offer a **Geography 'major'** in our discipline. De Anza students cannot elect Geography as their major (Transfer Model Curriculum) at present, since we do not offer *any* classes on mapping or GIS which is a requirement for a major in Geography. Our department would like to hire a GIS specialist/Geographer to develop curricula in these areas of the discipline and teach those classes. Geography departments in community colleges across California (including Foothill College), offer GIS classes or certificates, since there are increasing job opportunities for students with this skill-set. Projected job growth in the fields of geospatial technologies, urban and regional planning, climate and environmental technologies, cartography (map-making) and remote sensing is much faster than average (between 7-10% in the coming years according to the American Association of Geographers). 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. We need to make this commitment to stay competitive amongst educational institutions in the Bay Area.

2. None.

3. Faculty participate in College Opening Days, Open House, Career days to reach out to prospective students. Faculty keep abreast with new research and developments in the discipline and incorporate the updates and technology in their existing curriculum.

4. N/A

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. Faculty are constantly evaluating their assignments, projects, exams and all other graded work and making modifications and updates based on the successes (or lack thereof) in their classes. Exam/Quiz questions, format of exams/quizzes, time limits, type of assignments and projects are all being scrutinized and evaluated and faculty are tweaking and re-working or redoing these each quarter to assess students fairly and equitably.
2. Faculty direct students to Student Success Workshops offered each quarter at the Success Center. Faculty are using De Anza CONNECT to link students with available resources and services to better serve our most at-risk students. There remains a considerable gap in student success rates based on ethnicity and income and faculty are committed to narrowing the gap.

Dean/Manager Comments

I support the narrative written above. Geography has a potential to grow. A plan to keep the program with one or two faculty will be the sustainability factor in the longevity of the discipline. We must keep Geography.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.