

Note: revisions have been highlighted. 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 APRU on TracDat. Save this word doc in the following format: s12apru_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: leewheatcole@deanza.edu if you have questions.

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	
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.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Personal enrichment	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
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://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
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://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
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://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program

<p>Academic Services and LR: # Faculty Served</p>		<p>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</p>
<p>Academic Services and LR: # Student Served</p>		<p>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</p>
<p>Academic Services and LR: # Staff Served</p>		<p>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</p>
<p># Faculty Employees</p>	<p>0</p>	<p>For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p># Student Employees</p>	<p>0</p>	<p>For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p># Part-time Faculty Employees</p>	<p>0</p>	<p>For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p># Staff Employees</p>	<p>0</p>	<p>For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>

		applicable to your program
II.A-Growth and Decline of targeted student populations	In the Geography department, the total number of students in the targeted group increased by 27 from 221 in 2009-10, to 248 in 2010-11, which is an increase of 12%. Hispanic students increased by 33 from 118 to 151 which is an increase of 28%, Black students decreased by 6 from 30 to 24, Filipino students and Native American students remained unchanged at 73 and 5 respectively, Pacific Islanders decreased by 2. It is worthwhile noting that the increase in the student enrollment in the targeted group occurred despite a reduction in the number of sections offered in Geography from 26 in 2009-10 to 25 in 2010-2011.	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 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)
Trends in equity gap:	For the year 2010-11, the percentage of students retained for the targeted group was 76% in comparison with the non-targeted group which was 81%, leaving us with a retention gap of 5%. We were successful in keeping the retention gap at the 5% mark, now we need to focus on lowering that number to less than the 5% margin, which is the college goal. Overall retention for the department fell from 84% in 2009-10 to 80% in 2010-11. For student success, there is clearly a lot of work that needs to be done. The success rate for the targeted groups is 54% while that of the non-targeted group is 65% leaving a gap of 11%, a number which has stayed the same in comparison to the previous year. In comparison to the most successful group, Asians 69%, Hispanic students show a 50% success rate leaving us with a large gap of 19%. The gap is the same for Asians and Black students, but the total number of Black students is only 24 as compared to 352 Asian students, which skews the percentage numbers. Filipino and White students also show a higher success rate of 64%. The Native American student group shows an 80% success rate, but the total number there is only 5 students. It is possible that students enroll in Geography without a clear sense of what to expect out of the classes. For example, students enroll in the Physical Geography class with not much idea that it is an earth science class but instead, expect to learn about the location of countries, mountains, rivers and such physical features. (This happens despite the catalog description).	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf , p.16. Briefly address why this has occurred.
Closing the student equity gap:	1. As faculty, we will continue our efforts with our Division's Conversation Application and Reflection project, Adjunct Skills program (through the Student Tutorial Center), and the First Year Experience (FYE) Program. 2. We will continue our efforts at being more effective as teaching	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.

	<p>professionals through staff development/professional growth activities.</p> <p>3. For highly motivated students, we will continue to offer some of our classes for Honors credit.</p> <p>4. We will continue our collaborative efforts with other programs and events on campus to provide students exposure to a range of opportunities.</p>	<p>If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>
Overall growth/decline in # students:	<p>The total number of students who enrolled in Geography classes in 2010-11 year was 1,073 in comparison to 1,045 in 2009-2010, which shows an increase of 28, or 2.6% even though the number of sections offered fell from 26 to 25. The productivity remains a strong 622 and the WSCH for the fiscal year stands at 4,294.</p>	<p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p>
Changes imposed by internal/external regulations	<p>Unknown</p>	<p>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.)</p>
Progress in "Main Areas of Improvement"	<p>We are continuing to work towards narrowing the gaps in retention and success through our SLO assessments in our classes. We are working with the Tutorial Center Adjunct Skills Program for students to be able to work in groups led by student tutors. We are working with the First Year Experience Program where we work with reading and writing faculty along with counselors to help provide more individualized attention directed to specific student needs.</p>	<p>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.</p>
CTE Programs: Impact of External Trends:		<p>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.</p>
CTE Programs: Advisory Board Input:		<p>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.</p>
IV. A Budget Trends	<p>Refer to Dean's Summary</p>	<p>Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.</p>

		If you don't work with Budget, please ask your Division Dean to give you the information.
Enrollment Trends	Geography shows a 2.6% increase in overall enrollment which means that there has been no significant change and demand remains steady.	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 -Faculty Position Needed	growth	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	No staff needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
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 2-3 adjunct faculty in our department. Our department would like to expand our curricular offerings and improve the level of support we offer our students, but that would be more feasible if we had more full-time members in our department. Enrollment remains steady and strong in Geography, but to offer multiple sections of all the Geography courses with traditional and online classes really needs the support of at least 2 full-time faculty members. The percent Full-time FTEF stands at 43%.	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.
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. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	1. White Board as a replacement for the current blackboard in L23. 2. Dimmer switches in L23 to control lighting, for slides and films	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties 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 . . .)
Equipment Justification	<p>1. The current chalkboard leaves the ELMO and the computer monitor in the classroom covered in chalk dust. The chalkboard has also aged considerably, so the chalkboard is now a green-colored board and is difficult to read, especially for students in the back of the classroom.</p> <p>2. 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.</p>	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.
Facility Request	None	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
Facility Justification		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.
B Budget Augmentation	Please refer to the Dean's summary	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".
Staff Development Needs	Staff development opportunities to engage all adjunct and full-time faculty in discussions around best teaching practices. PLO assessments show that a majority of students coming into our classes need strong reinforcement on the introductory concepts in geography early on. SLO assessments in individual courses show that students understanding improved significantly over the course of the quarter. Ongoing faculty discussions around learning styles, designing assignments and best-teaching practices will help narrow the gap in retention and success in the	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?

<p>SLOAC and PLOAC summary</p>	<p>targeted and non-targeted groups of students.</p> <p>As part of the Program Level Assessment, the geography department faculty conducted a questionnaire survey comprising of multiple choice questions in all 8 (i.e. 100%) of sections in Geography in the Spring of 2011. A total of 270 students were surveyed. The composition of classes in the Geography program in Spring 2011 were as follows: 4 sections of Physical Geography (GEO 1), 1 section of Cultural Geography (GEO 4) and 3 sections of World Regional Geography (GEO 10). The same survey was administered in the first third of the quarter, by 1 full-time faculty member and 2 adjunct faculty members in the department, and included 4 morning, 2 afternoon and 2 evening sections.</p> <p>The survey revealed that a majority of students coming into our classes need strong reinforcement on the introductory concepts in geography early on. . The survey was administered before students took their first mid-term exam. However, SLOs administered in individual courses reveal that student understanding improved significantly over the course of the quarter. For example, an SLO assessment in Cultural Geography 4, using an essay question on an exam addressing the Israeli Palestinian conflict or the African American migration patterns in the United States, showed that most students were able to address multiple factors leading to the conflict and were able to co-relate the conflicts over land and resources with cultural differences and attitudes around race. In Physical Geography, GEO 1, one SLO assessment was an assignment with a series of questions which required students to define, describe and analyze weather variables and patterns included in graphs and maps. In this case, most students provided good descriptions of trends and patterns but some fell short when it came to analyzing the trends and accounting for differences.</p> <p>In closing, it is useful to keep in mind that most students take one or two courses in Geography during the time they are at De Anza College. It is therefore difficult to assess the impact of the Geography department (in its totality) on student learning; and to assess ?Program level outcomes.? In this context, it is perhaps more concrete and useful to discuss student learning in individual courses.</p>	<p>What did you learn from your SLOAC and PLOAC activities this year?</p>
<p>Future plans</p>	<p>Teachers will continue to participate in SLO assessments and staff and professional development opportunities.</p>	<p>How do you plan to reassess the outcomes of receiving each of the additional resources requested above?</p>

Submitted by:	Purba Fernandez, fernandezpurba@deanza.edu, (408)-864-8845	APRU writer's name, email address, phone ext.