

The Department of Geography: Academic Program Review

Graduate Student Assessment Fellows Program

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Project Summary

This project's goal was to assist the UC Berkeley Department of Geography in their Academic Program Review (APR). The department chair, Prof. Nathan Sayre, was the primary contact person who defined the project goals and timeline. The project began during November 2016 when the department was undergoing the self-study stage of the APR and completed in April 2017, which coincided with the External Review Committee visit stage of the APR. My role was to create survey instruments for both graduate and undergraduate students in the Geography department, including the undergraduate students in the Development Studies program that is spearheaded by Geography faculty. The purpose of the surveys was to gauge the factors affecting the satisfaction and performance of the students in the department in terms of issues raised either in the previous APR or since.

For graduate students, the department was interested in the "department climate, conditions affecting quality of life and success in the program, satisfaction or dissatisfaction with various program components, and needs and aspirations for the program moving forward", as stated by Chair Sayre. A survey was constructed in November-December 2016 and administered in December 2016 (See Appendix A1). The survey was sent over the department's email list for current graduate students and a total of 55 emails were sent. A total of 36 responses were recorded, but not every student answered every question. The questions contained in the survey were motivated by the previous Campus Climate Survey, a bank of questions shared by the Graduate Assembly on finances and housing for graduate students, the Graduate Assembly's Graduate Student Happiness & Well-Being Report, town hall meetings held with Geography graduate students previously by Chair Sayre, and discussions from a previous Geography faculty retreat.

For undergraduate students, the department was interested in why enrollment has doubled over the past 10 years. Although this question could not be directly asked of the current undergraduate students, we were able to ask them why they chose their major, when and how they discovered the major, what they like about the major, and what they dislike about the major. The undergraduate students from the Geography and Development Studies majors were surveyed in April 2017 to solicit their opinions on the major programs (see Appendix B1). The survey also allowed the students to volunteer to participate in a follow-up focus group to continue the discussion of the majors. The topics covered in the focus groups were to be determined from the survey results. The students were contacted via each of the major's email lists of current undergraduate students. The survey was sent to 269 emails associated with Geography majors and 60 emails associated with Development Studies majors. We received a total of 65 responses of adequate completion (i.e. responses not including open responses were disregarded). One focus group was held for four-year students and another one was held for transfer students. Both focus groups were held during the week of April 17-21, 2017 and lasted one hour each. The discussion was based on the survey results to expand on common response topics (see Appendix B2).

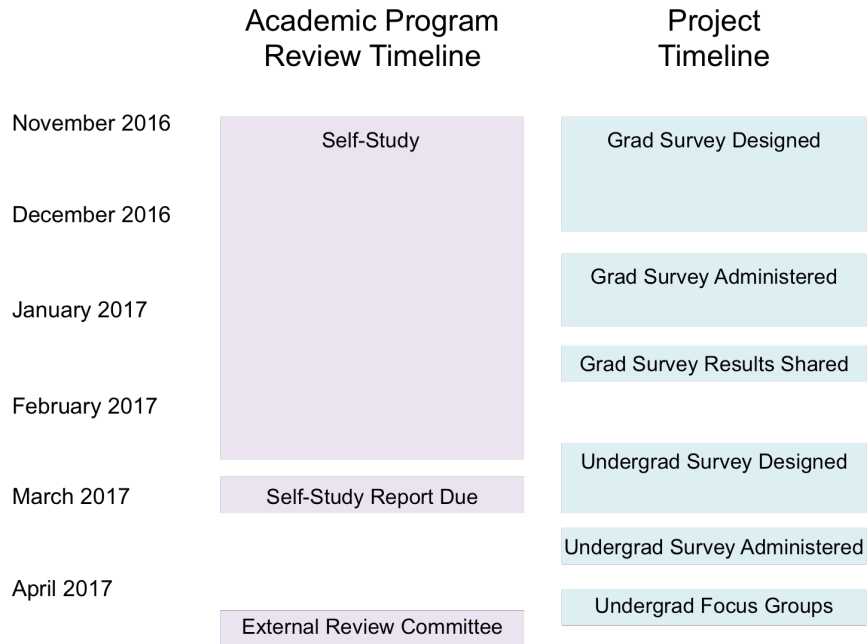


Figure 1: The GSAFP project started in November 2016, but the Self-Study stage of the APR began earlier.

The results of the graduate students survey were incorporated into the Self Study Report that the department provided to the campus (see Appendix A2 for the figures included in the report) in order to supplement the discussion therein. The main findings of the survey were that the students are generally satisfied with the program and the department, but they face significant financial obstacles.

The results of the undergraduate students survey and focus groups were used to supplement the discussion with the External Review Committee (see Appendix B3 for a summary of the results). The undergraduate students’ responses to the survey indicate that the number one reason they chose Geography or Development Studies as their major is the interdisciplinarity of the fields and one of their top reasons they like the programs here is that the curriculum is flexible in terms of the classes they can take outside of the department. However, the number one dislike about the programs was course selection issues where the students did not have much variety to choose classes within the programs. An expansion on this dislike found in the focus groups is that even if the students are able to take classes outside of the department per the curriculum structure, there is difficulty in securing a seat without priority of being in a major associated with the class.

The timeline for preparing and administering student surveys within the self-study stage in order to supplement the self-study report worked out well. Focus groups can be used before surveys in order to help design the survey questions, but the occurrence of Spring Break during our focus on the undergraduate students as the External Review Committee visit was approaching necessitated the survey to come first. The focus group did shed some additional insight into the survey responses. For example, when asked where they heard of the Geography or Development Studies majors during the survey, most students responded simply “online”. In the focus group, they elaborated on what aspects of the program or department they read about online that helped them decide on the program. However, there was low attendance for the focus groups. Although 34 students volunteered their contact information during the survey for organizing the focus groups, only 16 responded to the Doodle polls for scheduling the focus

Project Summary

groups, and only 7 students attended the focus groups. This occurred even with the incentive of free pizza advertised in the Doodle poll invitation as well as the focus group schedule announcements and reminders. Additional incentives may be required to have more students attend the focus groups.

The online survey platform Qualtrics proved useful for designing, administering, and analyzing the surveys and their results. Students and faculty can readily access the website and platform with their CalNet IDs and even collaborate on survey projects together. Given an email list, the software can generate individual links for each person surveyed to ensure the appropriate audience is being targeted, but can also hide the identity of the responders to ensure anonymity. After the survey is complete, there are useful tools for data analysis and report generation. For example, the text analysis tool was useful for classifying the undergraduates' responses on likes and dislikes about the program into multiple categories. The report-generating tool allows you to automatically generate PDFs, Word documents, and PowerPoint presentations of figures based on quantitative, multiple choice, or likert-scale questions. I used this feature to quickly share results with Chair Sayre. I highly recommend this platform for creating online surveys.

Appendix A1: Geography Graduate Student Survey Instrument

Q1 How strongly do you agree with the following statements?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Not applicable / Don't know/ No opinion (6)
The relationship between physical and human geography is well integrated and/or complementary (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The weekly colloquium is effective at introducing new work and new perspectives in the department and at creating conversation(s) within the department. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The introductory training offered by the department - the 200 sequence - meets my expectations as a new graduate student in the department. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The department provides sufficient quiet space to work or study. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2 What kinds of content, tasks/assignments, research methods, etc., are currently not addressed but should be addressed in the 200 sequence courses?

Q3 Please share your thoughts on issues of equity in the department.

Q4 Please share your thoughts on issues of diversity in the department.

Q5 How often do you meet with your primary advisor per semester? Choose one.

- Once or less (1)
- 2-4 times (2)
- 5-7 times (3)
- 8-10 times (4)
- More than 10 times (5)

Q6 Do you wish you could meet with your primary advisor less, more, or just as often as you do now? Choose one

- Less often (1)
- Just as often as now (2)
- More often (3)

Q7 How strongly do you agree with the following statements?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Not applicable / Don't know/ No opinion (6)
My primary advisor is open to discussing career opportunities outside of academia. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My primary advisor demonstrates concern for my well-being. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the mentorship I receive. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the advising I receive. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My primary advisor is a mentor to me. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My primary advisor is an asset to my academic career. (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My primary advisor is an asset to my professional career. (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive an equitable amount of attention from my primary advisor compared to my peers. (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q8 If you have more than one faculty member who provides advising to you, please explain.

Q9 Beginning in what semester of your program did you feel comfortable that you had found your primary advisor? (First, Second, etc.)

Q10 In what semester of your program did you finalize the members of your orals committee? (Third, Fourth, Fifth, etc.)

Q11 Please share any comments on your experience finding your advisor and constituting your committee.

Q12 How strongly do you agree with the statement regarding your training?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Not applicable / Don't know/ No opinion (6)
I'm on track to complete my degree program on time. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm well-prepared for the work required to complete my program. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I had received more training in some aspects of my research. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The courses offered in my department cover canonical and/or influential texts and concepts needed for success in my focus within the field. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13 Which of the following methodological tools do you use or plan to use in your research? Check all that apply

- Ethnography / Participant Observation (1)
- Interviews and/or focus groups (2)
- Laboratory Experiments (3)
- Field Measurements (4)
- Surveys (5)
- Archival/Historical (6)
- Other (7) _____

Q14 Which of the following methodological tools would you like to or wish you had received more training in? Check all that apply

- Ethnography / Participant Observation (1)
- Interviews and/or focus groups (2)
- Laboratory Experiments (3)
- Field Measurements (4)
- Surveys (5)
- Archival/Historical (6)
- Other (7) _____

Q15 Please share any comments or questions regarding your training or relationship with your advisor.

Q16 How strongly do you agree with the following statements?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Not applicable / Don't know/ No opinion (6)
I am receiving / have received adequate preparation for careers in my field. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given norms in my field, I have a solid publishing record for my career stage. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I intend to pursue a career in academia. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel prepared for the job market. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel upbeat about my post-graduation career prospects. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career advice resources available on campus are relevant to me as a Geographer. (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My advisor(s) or colleagues have aided me in networking (via conferences, introductory emails, etc). (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q17 Please share any comments or questions regarding your future or career prospects.

Q18 What is your approximate average monthly gross income, after taxes, during this academic year? (\$)

Q19 What was your approximate average monthly gross income, after taxes, during last summer? (\$)

Q20 What is your source of income during this academic year? Check all that apply

- Student loans or other financial student aid (1)
- Departmental or university fellowship(s) (2)
- External fellowship(s) (3)
- Graduate Student Instructor (GSI) stipend (4)
- Graduate Student Researcher (GSR) stipend (5)
- Reader (6)
- Tutor (7)
- Off-campus employment (8)
- Other (9) _____

Q21 Please share any additional comments on your funding sources, including in past years.

Q22 Please describe any other significant time commitments that you have (e.g. internships, volunteering, care-taking).

Display This Question:

If What is your source of income during the academic year? Off-campus employment Is Selected

Q23 How many hours a week do you work for your off-campus employment this year?

Cost of Living: The following questions address the costs of housing, transportation, and food, how it compares to student income, and how these costs can change through time.

Q25 How long have you lived in your current residence? Choose one

- Less than 1 year (1)
- 1 year (2)
- 2 years (3)
- 3 years (4)
- 4 or more years (5)
-

Q26 When was your current lease agreement signed or most recently renewed with a substantial change in rent? Approximate month, day and year (mm/dd/yyyy) of the latest change in rent. If you live in a unit where the current lease agreement preexisted your presence, please answer with the date you moved in.

Q27 If you are not a renter, please briefly describe your housing situation and associated costs here: E.g. homeowner with \$1000/month mortgage, homeless with \$400/month living costs, etc.

Q28 How long were you actively looking for housing before acquiring your current housing?

Q29 How did you find your current housing?

Q30 What best describes the size of your housing? Choose one

- 1 bedroom or studio (1)
- 2 bedrooms (2)
- 3 bedrooms (3)
- 4 bedrooms (4)
- 5+ bedrooms (5)
-

Q31 How many people do you share your housing with? 0 = no housemates

Q32 How many children do you have?

Q33 How many people, other than children or significant other(s)/partner(s), do you share your room with? 0 = no roommates

Q34 How much do you personally pay for rent each month, including essential utilities (electricity, water, waste and gas)? (\$) The cost of rent plus utilities or, if utilities are included in rent, the total rent price.

Q35 How much do you personally pay for essential utilities alone each month? (\$) Skip this question if the cost of utilities are included in the rent price.

Q36 What is your ZIP code? (5-digit) Used for determining distance from work and neighborhood characteristics. EXAMPLE = 94703

Q37 How long does it take for you to commute to campus? (minutes) Approximate time in minutes.

Q38 What are your main modes of transportation to campus? Please choose up to two

- Walking (1)
- Biking (2)
- Busing (3)
- BART (4)
- Driving (5)
- Other (6) _____

Q39 Approximately what is your average monthly cost of commuting to and from campus? (\$) Public transportation fare, fuel, parking fees, etc.

Q40 Approximately how much do you spend each month on food? (\$) Include groceries, dining out, and other meals.

Basic Needs Security Basic needs security refers to a person's access to secure housing and food resources. The Department of Health and Human Services (DHHS) has defined housing insecurity as "high housing costs in proportion to income, poor housing quality, unstable neighborhoods, overcrowding, or homelessness," and the USDA has defined food insecurity as "a household-level economic and social condition of limited or uncertain access to adequate food." Basic needs insecurity is a spectrum that many students may experience; in more severe cases, basic needs insecurity can lead to negative effects on student well-being and productivity.

Q42 How would you describe your housing quality? Housing quality refers to amenities such as plumbing and kitchens as well as generalupkeep (paint, lighting, etc.). (DHHS)

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
Poor quality housing:Excellent quality housing (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q43 How would you describe your neighborhood stability? Characteristics that contribute to unstable neighborhoods include poverty, crime, lack of job opportunities, noise, traffic, litter, poor or very limited city services, and undesirable neighbors. (DHHS)

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
Unstable neighborhood:Stable neighborhood (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q44 Approximately how many times in the past six months did you feel threatened by others during your commute to and from campus?

Q45 How confident are you that, if you tried, you could acquire a better living situation?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
Not confident:Confident (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q46 Have you ever lacked a fixed, regular, and adequate nighttime residence while a graduate student at UC Berkeley? Such as need to couch surf, sleep in hotels, sleep in cars, sleep on campus, etc. Choose one

- Yes, I experienced this situation when I first moved to UC Berkeley. (1)
- Yes, I experienced this situation after being at UC Berkeley for some time. (2)
- Yes, I am currently experiencing this situation. (3)
- No (4)

Q47 If you answered "yes" to the above question, for how many weeks did you lack a fixed, regular, and adequate nighttime residence?

Q48 In the last 6 months, how often did you cut the size of your meals or skip meals because there wasn't enough money for food? Choose one

- Almost every month (1)
- Some months but not every month (2)
- Only 1 or 2 months (3)
- Never (4)
-

Q49 In the last 6 months, were you ever hungry but didn't eat because there wasn't enough money for food? Choose one

- Yes (1)
- No (2)
-

Q50 What factors contribute to any lack of adequate/affordable housing or food you may be experiencing? Additionally, if you lack a fixed, regular, and adequate nighttime residence, please indicate for how long this has been an issue.

Q51 Other than/in addition to increased financial support, what would help you deal with the causes and effects of inadequate/unaffordable housing or food that you may be experiencing?

Q52 How strongly do you agree with the following statements?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Not applicable / Don't know/ No opinion (6)
I'm satisfied with my housing situation. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm confident about my financial situation. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm confident I'll have sufficient funding to complete my research. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have struggled to secure funding. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have struggled to find funding guidance from my advisor. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My funding source(s) sufficiently provides for the cost of living close to campus. (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe in my neighborhood. (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q53 Please share any comments or questions regarding your food and housing situation, cost of living, or well-being.

Q54 How many semesters have you been a GSI?

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4+ (5)
-

Q55 How many students were you responsible for each semester when you were a GSI?

Q56 Based on all of your experiences as a GSI, how strongly do you agree with the following statements?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Not applicable / Don't know/ No opinion (6)
It was possible to complete my GSI duties within the weekly allotted time. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor(s) was/were conscientious as supervisor(s). (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a GSI was a positive experience. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a GSI interfered with my academic progress in the program. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had sufficient space to hold my office hours. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q57 If you have had variable experiences as a GSI relative to the question above, please explain.

Q58 How supported do you feel in the department for the following categories?

	Not supported at all (1)	Slightly supported (2)	Moderately supported (3)	Very supported (4)	Extremely supported (5)	Not applicable / Don't know/ No opinion (6)
Generally by the department (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally by the faculty (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally by your peers (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectually (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socially (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q59 How strongly to you agree with the following statements regarding the Geography department?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Not applicable / Don't know/ No opinion (6)
I am satisfied with my academic experiences. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My academic performance is at the level I expected. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have considered dropping out of the program. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel valued by my peers. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel valued by the faculty. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel valued by the staff. (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel included in the department in general. (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to balance my work and personal life. (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The application and selection process for GSI positions in my department is fair and transparent. (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q60 Please share any comments or questions regarding the atmosphere of the department.

Q61 How many semesters have you been active in the PhD program? (Not counting leaves, withdrawals, or summers)

Q62 Where are you in your degree? Choose one

- Pre-qualifying exam (1)
- In the field/lab/conducting research (2)
- Writing the dissertation (3)
-

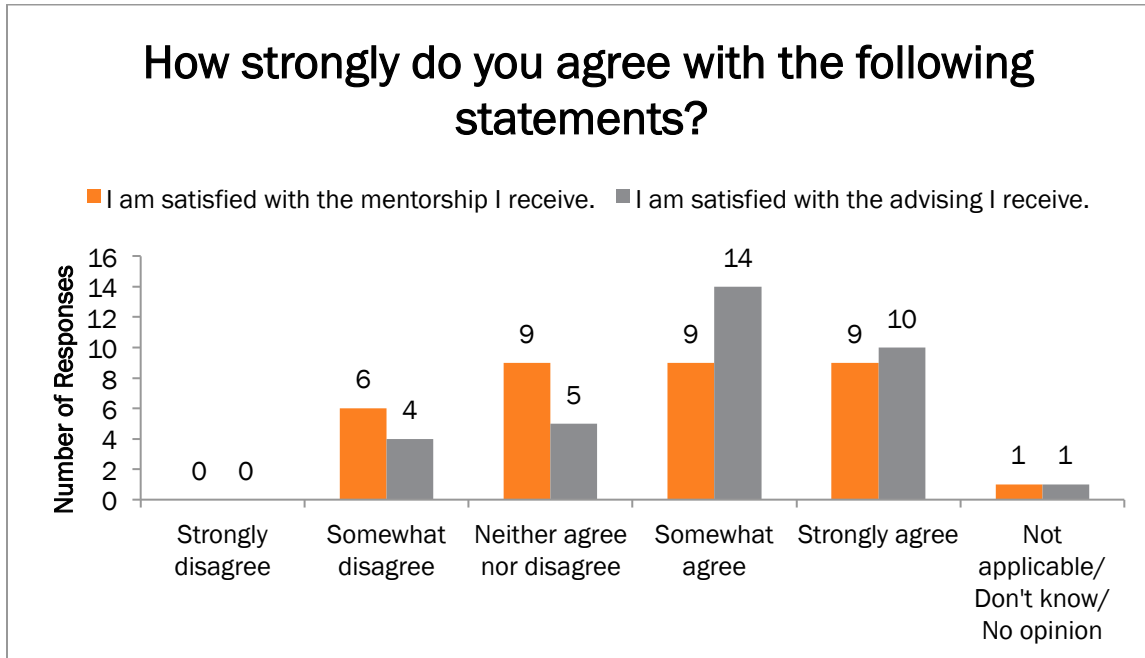
Q63 What is your age (years)?

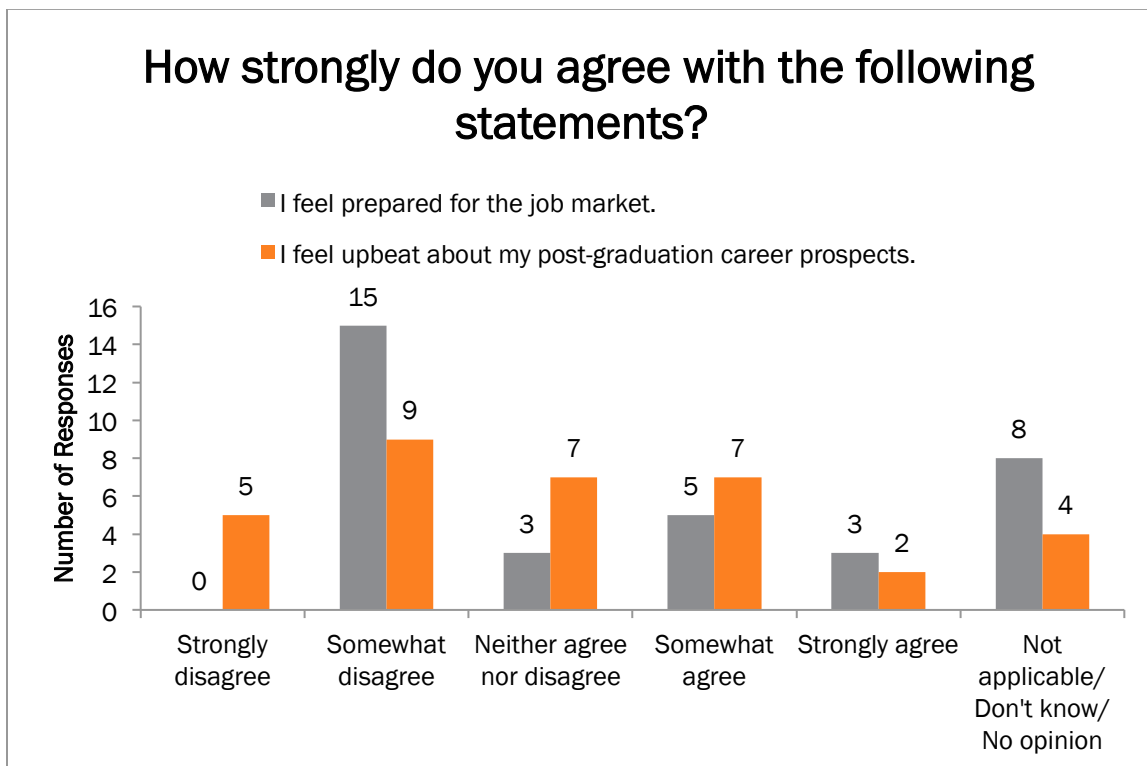
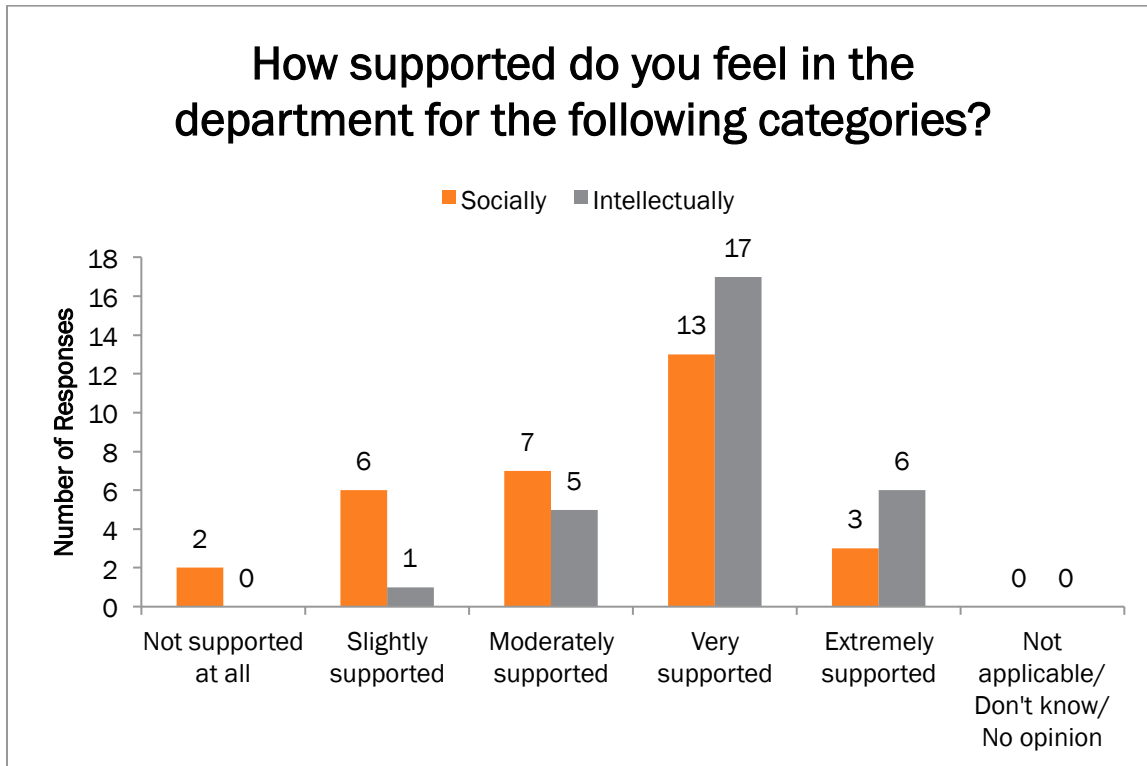
- 20-24 (1)
- 25-29 (2)
- 30-34 (3)
- 35-39 (4)
- 40+ (5)

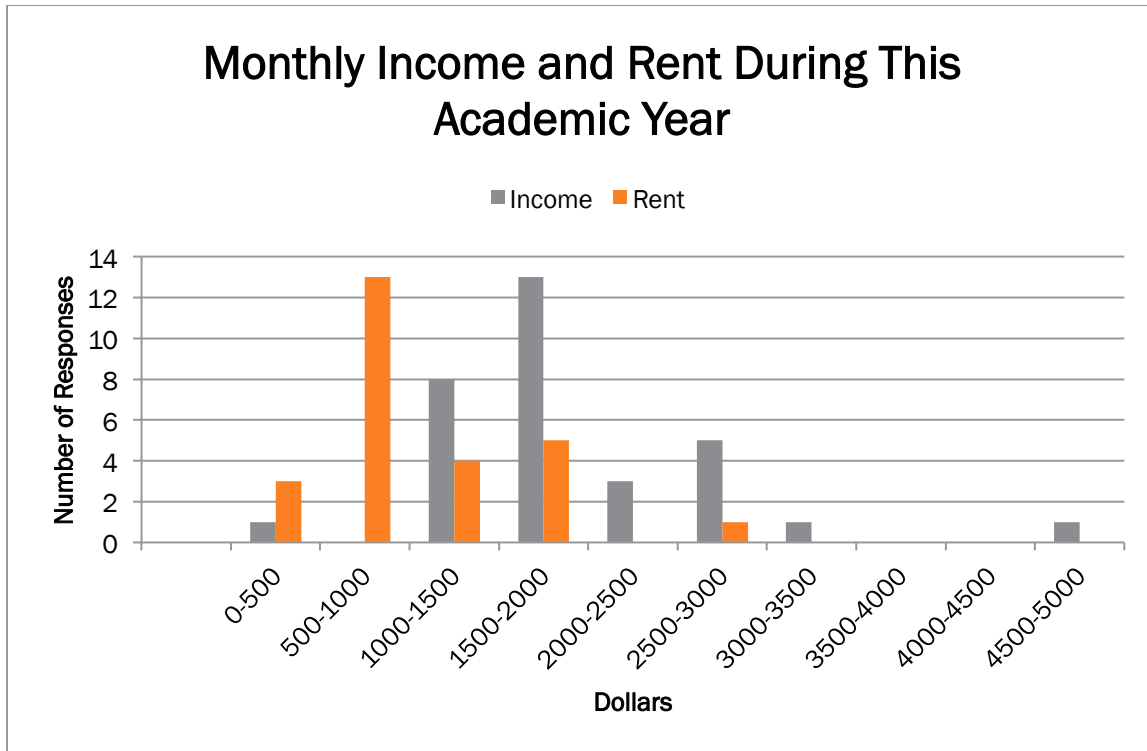
Q64 What is your gender/gender identity? Mark all that apply

- Man (1)
- Woman (2)
- Transgender (3)
- Genderqueer (4)
- Other (if you wish, please specify) (5) _____

Appendix A2: Geography Graduate Student Survey Results

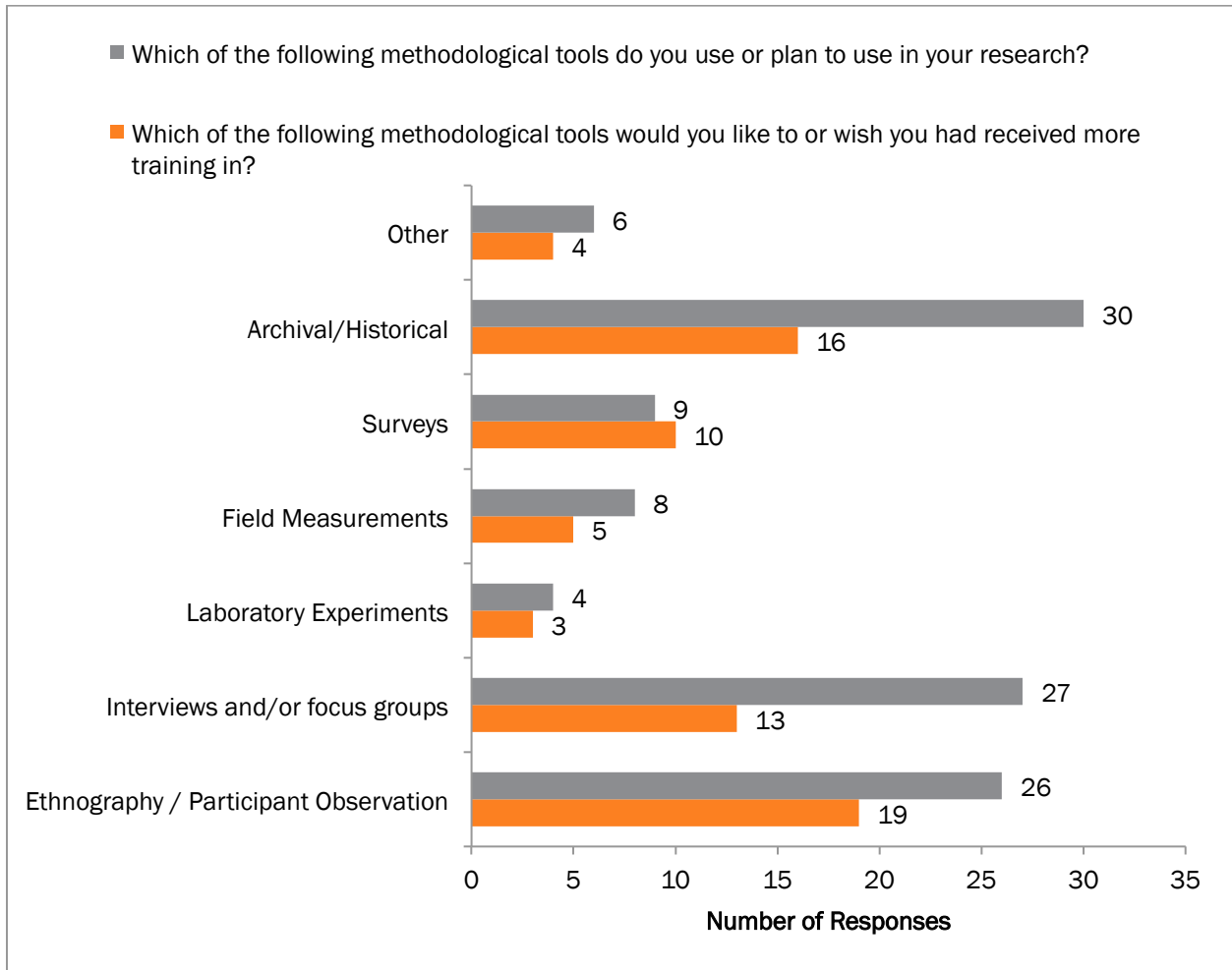








Appendix A2: Geography Graduate Student Survey Results



Appendix B1: Geography and Development Studies Undergraduate Student Survey Instrument

Q1.1 Which is your major? Choose one.

- Geography (1)
- Development Studies (2)

Display This Question:

If Which is your major? Choose one. Geography Is Selected

Q1.2 Which track are you in? Choose one.

- Earth System Science (1)
- Economy, Culture, and Society (2)

Q1.3 Are you a double major? Choose one.

- Yes (1)
- No (2)

Display This Question:

If Are you a double major? Choose one. Yes Is Selected

Q1.4 What is your other major?

Q2.1 Are you a transfer student? Choose one.

- Yes (1)
- No (2)

Display This Question:

If Are you a transfer student? Choose one. Yes Is Selected

Q2.2 Did you take $\{q://QID9/ChoiceGroup/SelectedChoices\}$ courses elsewhere before coming to Berkeley? Choose one.

- Yes (1)
- No (2)

Display This Question:

If Did you take $\{q://QID9/ChoiceGroup/SelectedChoices\}$ courses elsewhere before coming to Berkeley? Choose one. Yes Is Selected

Q2.3 Which $\{q://QID9/ChoiceGroup/SelectedChoices\}$ courses did you take before coming to Berkeley?

Display This Question:

If Are you a transfer student? Choose one. Yes Is Selected

Q2.4 Did you intend on being a $\{q://QID9/ChoiceGroup/SelectedChoices\}$ major before transferring? Choose one.

- Yes (1)
- No (2)

Display This Question:

If Are you a transfer student? Choose one. No Is Selected

Q2.5 Did you intend on being a $\{q://QID9/ChoiceGroup/SelectedChoices\}$ major when you arrived at Berkeley? Choose one.

- Yes (1)
- No (2)

Q3.1 Where/when did you find about the Berkeley $\{q://QID9/ChoiceGroup/SelectedChoices\}$ program?

Q3.2 Why did you choose $\{q://QID9/ChoiceGroup/SelectedChoices\}$ as your major?

Q3.3 What do you like about the $\{q://QID9/ChoiceGroup/SelectedChoices\}$ major?

Q3.4 What do you dislike about the $\{q://QID9/ChoiceGroup/SelectedChoices\}$ major?

Q4.1 How many semesters have you completed at Berkeley?

Q4.2 When do you expect to graduate?(mm/dd/yyyy)

Q4.3 What is your gender/gender identity? Mark all that apply.

- Man (1)
- Woman (2)
- Transgender (3)
- Genderqueer (4)
- Other (if you wish, please specify) (5) _____

Q5.1 Would you be willing to participate in a focus group to provide additional responses as a follow-up to this survey? Choose one.

- Yes (1)
- No (2)

Display This Question:

If Would you be willing to participate in a focus group to provide additional responses as a follow-up to this survey? Choose one. Yes Is Selected

Q5.2 To volunteer as a focus group participant, please provide your berkeley.edu email address.

Appendix B2: Geography and Development Studies Undergraduate Student Focus Group Instrument

Opening remarks:

- I'm a grad student, but not in Geography. I'm in the GSAFP which is assisting the Geography department in their APR. This entails a kind of reflection on how the department is doing. The survey and focus groups for undergrads are a part of that reflection process. So your responses are important to the Dept and they are interested in honest feedback.
- The responses here are anonymous. If you all agree, I'm going to record for my own note taking, but you won't have to identify yourself.
- I'm interesting in hearing more about your experiences. So there is no right answer, we are just exploring. Please be mindful that we'd like to hear from everyone.

Opening question

- Let's go around the circle and introduce ourselves. Could you say your major/track and which semester you plan to graduate? You don't have to say your name for anonymity.

Introductory questions

- You all participated in the survey about how you heard about the major and what you like or dislike about it, thanks. From the results I noticed some common answers so I'd like to dive more deeply into some of them.
 - How you heard about the major:
 - Online: Could you expand on that? Did you go seeking the major, what info were you seeking, were you browsing several, did you read about the faculty, etc.
 - For those of you who said they talked about it with their advisors – who brought up Cal?
 - For those who decided your major after arriving on campus, what was your interaction with the Dept like before you transferred? Did you take some of the classes, did you meet with the faculty, etc.
 - Many people took classes before coming here. How has that affected your experience here at Cal? In terms of bonding as a cohort or how well prepared you are for the upper-division courses?

Transition questions

- In the comments, the course selection options came up. What has been your experience with selecting the classes you want to take and/or finding classes that meet your interests?
- Another topic that came up a lot across the survey questions is that students like the flexibility and interdisciplinary aspect of the majors. However, a common dislike is the lack of cohesion or structure. What are your thoughts on and experience with balancing the flexibility with structure?

Key questions

- How do you feel about the breadth of faculty research interests as it relates to your own interests? Is there an overlap?
- How satisfied are you with your progress to completing your degree? Is it what you expected? Have you run into any obstacles?
- How do you feel about life after graduation? What do you plan to do and do you feel equipped to make that transition?
- Have your experiences met your expectations of your major at Cal? As in, was there anything you expected that didn't happen, or something that you didn't expect did happen?

Ending questions

- Does anyone else have anything they liked to add regarding their experience in these majors?

Appendix B3: Geography and Development Studies Undergraduate Student Survey and Focus Group Results Summary

Introduction

The undergraduate students from the Geography (G) and Development Studies (DS) majors were surveyed in April 2017 to solicit their opinions on the major programs. The survey asked the students questions on why they chose their major, when and how they discovered the major, what they like about the major, and what they dislike about the major. The survey also allowed the students to volunteer to participate in a follow-up focus group to continue the discussion of the majors. The topics covered in the focus groups were determined from the survey results. The students were contacted via each of the major's email lists of current undergraduate students. The survey was sent to 269 emails associated with G majors and 60 emails associated with DS majors. We received a total of 65 responses of adequate completion (i.e. responses not including open responses were disregarded).

Survey

Demographics

The survey responses comprised of 39 G majors and 26 DS majors. Of these, 3 responses were double majors of both of these majors, while 16 were double majors with only one major as G or DS (and these were 16 unique second majors). For G majors, 7 were in the Earth System Science track and 32 were in the Economy, Culture, and Society track.

There were responses from 40 four-year traditional students and 25 transfer students. For the four-year students, when asked if they intended on being a G/DS major before starting at Berkeley, 7 said yes while 33 said no. For the transfer students, 13 had taken classes related to their major before coming to Berkeley. These courses were primarily Physical Geography (12 instances), Cultural Geography (10 instances), and World Geography (6 instances). When asked if they intended on being a G/DS major before transferring, 15 said yes while 10 said no.

The number of semesters completed at Berkeley ranged between 1 and 9 semesters with the mean of 5.9 semesters for the four-year students and 3.1 semesters for the transfer students. The gender of the students comprised of Woman (37), Man (23), Genderqueer (1), Transgender (1), Other (1), and unidentified (1). When asked about volunteering for a focus group, 34 students in total volunteered their contact information.

Open Responses

The text responses to open questions were coded collectively across all students. The numbers in parentheses denote how many of the 65 responses included the topics. Since the open responses can mention more than one topic, and not all responses fit the finite list of common topics, the numbers for each question do not add up to 65.

- When asked when and how they discovered the G/DS program, nearly half of the responses (26) mentioned an online resource of either a list of majors at Berkeley or the departmental websites. Other avenues included taking G/DS courses as underclassman (14), references to friends (6), and conversations with advisors at Berkeley or elsewhere (3).

- In terms of when the students discovered the G/DS majors, they were underclassman (11), applying to Berkeley (8), in high school (4), or when accepted into Berkeley (2).
- The reasons given for why they chose the G/DS major included the interdisciplinary nature of the program (19), finding the course content interesting (15), the international focus (6), their intended career (5), and the faculty (3).
- The aspects of the G/DS major that the students like include the interdisciplinary nature of the program (21), the flexibility in courses (16), the faculty (9), the relatively small or close-knit department (7), the theory introduced (5), and the advising (3).
- The aspect of the G/DS major that the students primarily dislike is the class offerings (25), such as the amount of classes available during a semester or how often a particular class is offered. The next most common responses were that there is nothing disliked (11), that there is a lack of cohesion or structure across the coursework (9), and the necessity of taking courses in the track in which they are not (4).

Focus Groups

One focus group was held for four-year students and another one was held for transfer students. Both focus groups were held during the week of April 17-21, 2017 and lasted one hour each. The discussion was based on the survey results to expand on common response topics.

For the four-year student focus group, 2 DS majors and 1 G major (Economy, Culture, and Society track) attended. The discussion was intended to be recorded, but the audio file is inexplicably truncated to 5 minutes.

- One DS major found out about the major at Cal Day at a panel about the Global Poverty minor and then declared. Her interests are evolving towards education policy with an international focus. She finds the DS major as an adequate preparation for this career aspiration. She enjoys the interdisciplinary nature of the program, but notes that it can be a burden to take classes in other departments when she does not have priority in enrolling as a non-major. This affects her ability to take the classes she is interested in. She also wishes there was more social events or mentoring by upperclassman for DS majors since she is the only DS major in the majority of the classes that she is in.
- The second DS was looking online into the faculty research in international studies and then found the work in G/DS, so she chose Berkeley specifically for the G/DS topics pursued by faculty here. She agreed that enrolling in classes in other departments hindered her course selection. She really enjoyed being able to do an honors thesis. She is graduating this semester and has an internship abroad that matches her research experience from her honors thesis. When she returns, she wishes to continue her research in graduate school.
- The G major intended on being a Public Health or MCB major, but starting taking G classes for international breadth requirements, then took more classes due to personal interest, and then changed majors after talking to the advisor. The first class was 7EC (Urban Development) and then G10.

For the transfer student focus group, 2 DS majors and 2 G majors (both Economy, Culture, and Society track) attended. The descriptions here are more detailed since the audio recording was complete.

- One DS student discussed how she was interested in international relations, found DS on Berkeley's website as comparable based on the course names, and then worked with her community college advisor to pick her prerequisite courses with the help of California transfer requirement databases. She did not take any DS classes before transferring (there aren't really any). She wishes there could be topic-specific (e.g. public health) instead of region-specific (e.g. Latin America) concentrations. She finds the discussion of development is too theoretical and wishes there was more discussion on how DS has been done in the field and what the implications were. She said that the lecturers and adjunct faculty are more approachable and open compared to regular faculty. She had one 'disappointing' interaction with faculty in a course's office hours where she felt that she was not listened to because her questions did not reflect the faculty's research interests.
- The second DS major (who showed up halfway through) said he felt his course selection was influenced by just what was available each semester, which can be restricting for area concentrations. The one downside he cited for the breadth of the program was that he felt that the faculty in various departments did not complement content among courses so the classes can seem conflicting. He said one required research methods course (unspecified) was not helpful at all for him as a DS major. He would have appreciated more guidance on post-graduation life from the program/department. He wished he knew about the Global Poverty minor earlier so he could have pursued it.
- For one G major, he discovered G in high school with the Advanced Placement course, then took pre-requisite courses in community college, then chose Berkeley due to his online research on this department's ranking in human geography. For the lower-division courses he took in G at community college, he said that they provided a general breadth of topics that helped him find interests and he feels equally prepared for upper-division courses compared to four-year students. He had no problem finding and enrolling in courses he wanted to take, but did note that he did not enjoy taking physical geography. He was one of the survey responses that had interdisciplinarity as a 'like', but also said the breadth can be 'annoying' since he doesn't necessarily feel confident in any one focus. However, he said that it could also help in maybe 'arguing' his way into several career paths. (He left halfway through).
- The second G major was accepted into Berkeley as a music major, but then transferred to G once he found out at orientation that he can easily change majors. He had previous work experience with Geography-related topics. Didn't take any G classes before transferring. He mentioned that he enjoys taking physical G courses even if he is in the Economy, Culture, and Society track. He enjoys the general breadth of the G program, and wishes there was more race-oriented course content. He anticipated finishing in four semesters, but is staying for five since he is also doing a minor and has no complaints regarding the extra semester. However, he is worried that he has not found the time to apply to jobs while he is finishing his final semester. He stated that he, as an undergrad and a transfer student, feels like he does not have the opportunity to interact with faculty or the graduate students outside the classroom due to lack of interest.