

1. Program/Department Description

1A. Description

Geography is a dynamic discipline that it is concerned with where things are located on the surface of the Earth, why they are located where they are, and how places are similar and/or different. Geographers further examine our interactions with the environment and how physical and cultural landscapes change through time. There are two main branches of geography: physical geography, which focuses on the processes that drive Earth’s climate, create landforms, and govern the distribution of plants and animals; and human geography, which focuses on cultural phenomenon such as population, development, agriculture, language and religion. In addition to these main branches, Geographic Information Systems (GIS) is an integrating technology of various geospatial technologies (including digital mapping, spatial database management, remote sensing imagery, global positioning systems and route finding) that utilize cartographic, geographic, and discipline specific techniques and knowledge to support decision making and analysis in a wide array of career fields. Geography students are trained to examine the spatial organization of physical features and human activities at a variety of spatial scales from local to global. A background in geography is a necessity for careers involving business, economics, planning, education, history, international relations, cartography, conservation, GIS, demography, transportation, tourism and others.

Degrees/Certificates

Program’s courses are designed to articulate to UC and CSU for transfer students.

Proficiency Award: GIS – Basic Competency.

There is intent to create a degree based on the Transfer Model Curriculum currently being developed.

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission

There are no prerequisites for any class in the department; however, there are two lab courses that are co-requisites for the lecture.

1D. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

1E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)

One strength of our program is the large number of students served, especially those for whom the physical science requirement is a barrier to college completion. In addition we have high retention rates and very high enrollment in all of our classes (e.g. all but one of the 9 Physical Geography classes are at or over the cap of 50.) At census in Fall 2012 there were few classes not full or over-full with only a few with available seats. We have overloaded our classes to help the students out who can't get classes. We continue a trend started in the past couple years of serving more and more students with fewer resources (i.e. fewer courses, more students!). We do this while only being at around 50% of our FTEF level (we have 3 FT faculty, but have classes for 6 FT).

We have a highly dedicated group of faculty members, both part-time and full-time. Many of the part-time instructors teach 4 courses (3 labs and a lecture) and also give of their own time to help with departmental tasks (since we don't have enough FT faculty to meet our obligations and complete necessary tasks.)

GISDAY is our regional Geographic Information Systems Conference that we host at Ventura College. We have hosted this all day meeting for 13 years. Steve Palladino and the Channel Islands Regional GIS Collaborative (CIRGIS) organize it. Attendance is usually in the range of 120-150, with a high of 180. The primary attendees are local GIS professionals, but we also get interested community members, students, and faculty from other areas. Over the years we have brought in internationally recognized keynote speakers and set up a vendor area with over a dozen local and national geospatial technology companies (including our consistent primary vendor, Esri, whose software we use in the GIS classes). GIS professionals and other specialists make half hour presentations in 2 or 3 tracks. We have a GIS Map Poster competition entered by both the GIS professionals and our own students in our GIS projects course. Vendor fees pay for a hosted lunch that used to be prepared by our campus cafeteria staff.

Our GIS program has helped found and sustain CIRGIS, which is a vital organization of GIS managers and practitioners in our area. We help in organizing and hosting meetings, providing training, and housing the CIRGIS servers (which our students get to learn on.)

Our GIS program has been successful in giving students skills and credentials (Proficiency Awards) that have helped them land jobs in this field. We have former students working at various government agencies, environmental consulting firms, and as independent contractors. One student is the GIS specialist for the Tejon Ranch Company. Another is geospatial analyst for the National Geospatial-Intelligence Agency (NGA). One student worked for a GIS contractor in Afghanistan. Geospatial careers have weathered the recession well and thus we do our students an important service by providing a gateway to these careers.

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: David Oliver

Department Chair: Steve Palladino

Instructors and Staff

Name	William Budke
Classification	Associate Professor
Year Hired	2004
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A, M.S.

Name	Philip Clinton
Classification	Professor
Year Hired	2012
Years of Work-Related Experience	1 st year at VC, but immediately prior had 8 years full-time experience at Palo Verde College in Blythe, CA. He also helped manage the Science Division at Palo Verde. Before and during his time at Palo Verde he taught at various colleges and did environmental remediation work.
Degrees/Credentials	B.S., M.S.

Name	Steve Palladino
Classification	Professor
Year Hired	1999
Years of Work-Related Experience	11 years prior educational experience
Degrees/Credentials	B.A., M.A.

2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** - Institutional Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - Program Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

1. N/A
2. N/A

2A3. **2012-2013** - Course Level Student Learning Outcomes

Attached to program review (See appendices).

2B. **2012-2013** Student SUCCESS Outcomes

1. Our retention remains in the high 80's. We would like to maintain or increase those numbers.
2. Student success had fallen from FY09 to FY11 from 71% to 64%, but rebounded in FY12 to 68%. We are aiming for at least 70% w/o grade inflation and also will watch to see if we have what seemed to be anomalously low year like FY 11 and seek further action if that happens again.

2C. **2012-2013** Program OPERATING Outcomes

1. Where possible due to cap restrictions, the program will exceed the efficiency goal of 525 set by the district by 2%.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. $WSCH/FTEF$ The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available

at http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

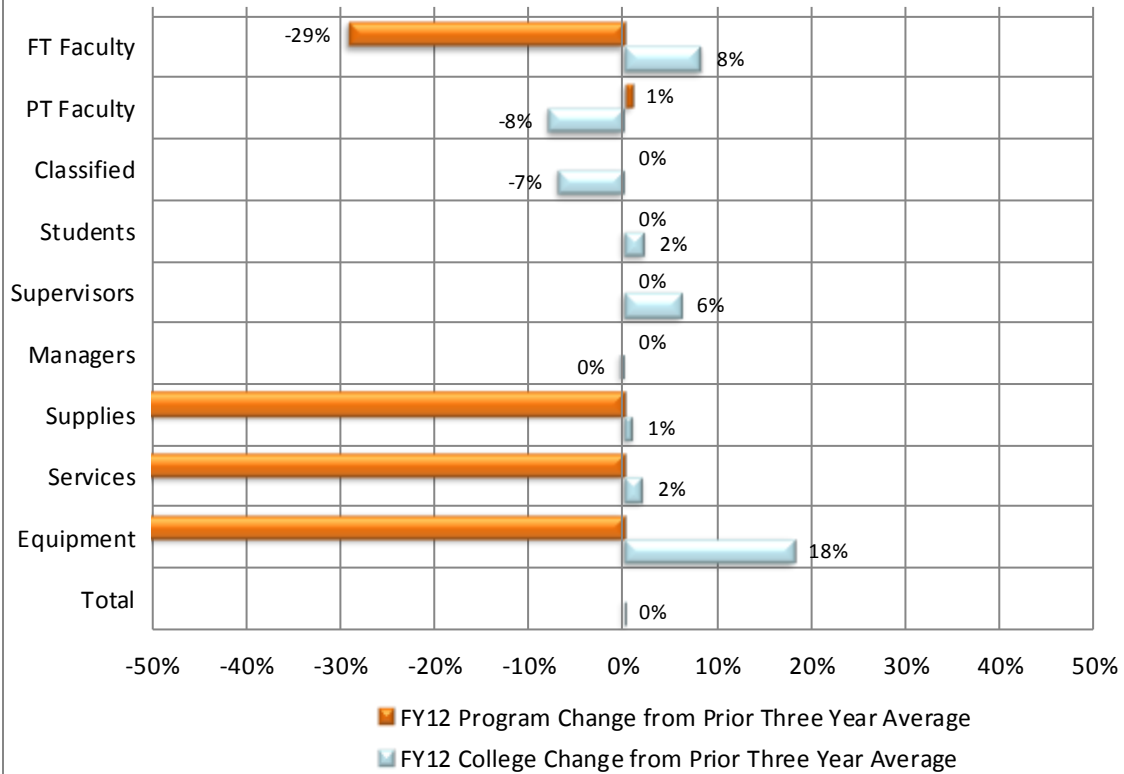
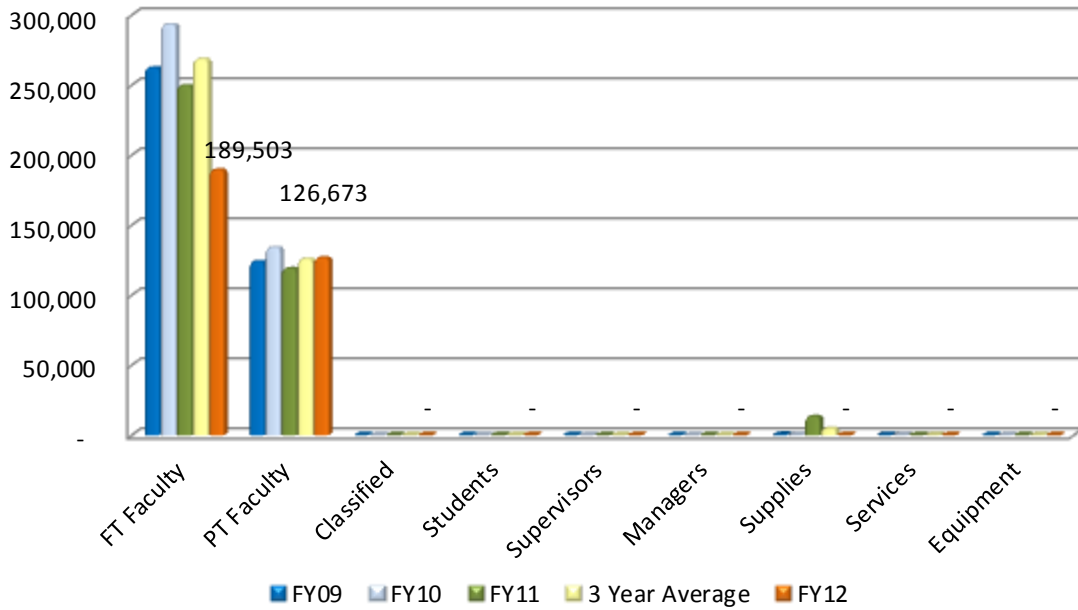
3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

Our FT and PT Faculty budgets tend to seesaw in various years as one of our recently retired full-timers would split part of his load with Geology. When he taught a class or two in Geology, the FT expense would show up in that program (as in this year) and the FT in this program goes down. Usually, however, the PT comes up to compensate, but in this FY there were fewer courses (we packed more students into our classes!), thus there was no corresponding change to PT faculty expenditure. I am not sure what happened to our supply budget in 2012!

Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	262,393	293,323	249,792	268,503	189,503	-29%	8%
2	PT Faculty	124,075	133,972	119,116	125,721	126,673	1%	-8%
3	Classified	-	-	-	-	-	0%	-7%
4	Students	-	-	-	-	-	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	484	294	13,460	4,746	-	-100%	1%
8	Services	131	175	-	153	-	-100%	2%
9	Equipment	-	275	-	275	-	-100%	18%
	Total	387,083	428,039	382,368	399,163	316,176		0%

Geography: Budget Expenditure Trends



3C2: Interpretation of the Program Inventory Information

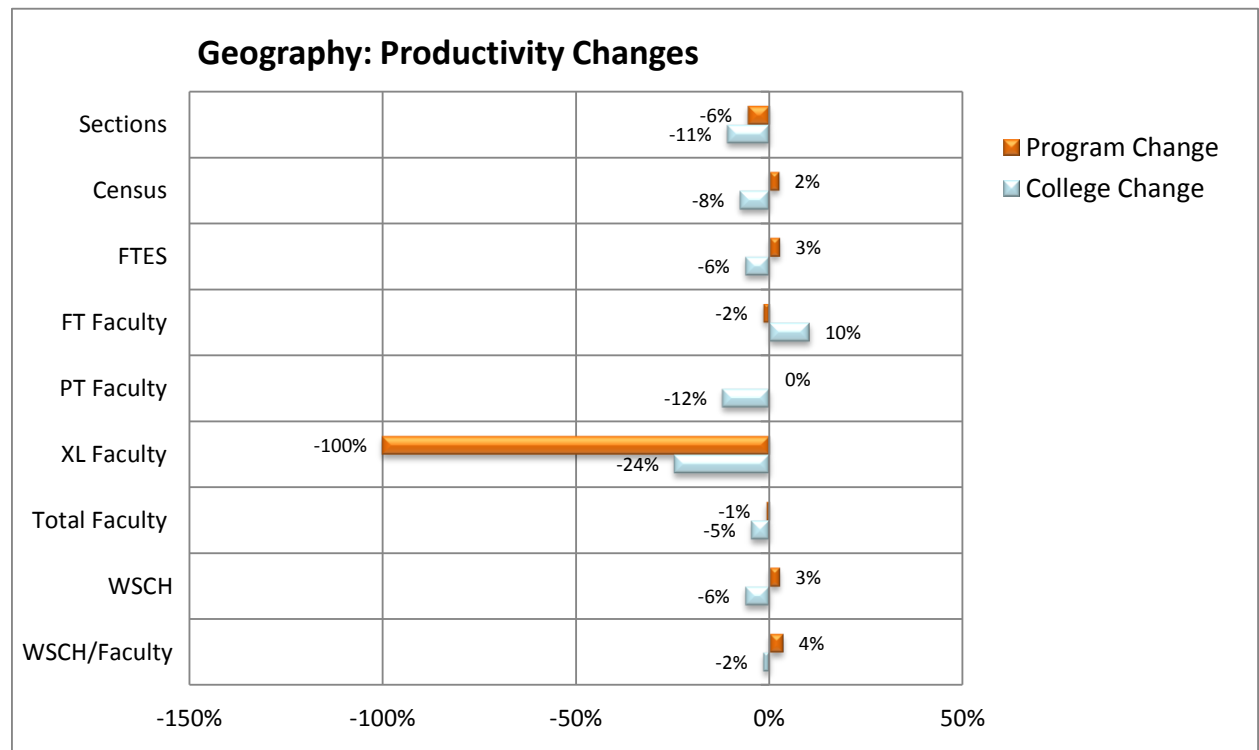
http://www.venturacollege.edu/assets/pdf/program_review/2012-2013/3C2a%20Inventory%20by%20Program.pdf

The equipment list provided by Banner is incomplete and does not accurately reflect the program’s holdings. An inventory is underway to provide an accurate equipment list.

3C3: Interpretation of the Program Productivity Information

We evidently shed 3 courses (Two GIS, but not sure what the other was?), but despite dropping from 53 courses/year in the 3 year average to just 50, we ended up serving about 150 MORE students. Thus it is not surprising that our WSCH/Faculty ratio increased quite a bit.

Geography: Productivity Changes							
Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	53	54	52	53	50	-6%	-11%
Census	1,748	1,797	1,789	1,778	1,822	2%	-8%
FTES	173	177	176	175	180	3%	-6%
FT Faculty	1.62	1.50	1.88	2	1.64	-2%	10%
PT Faculty	2.61	2.85	2.34	3	2.60	0%	-12%
XL Faculty	-	0.05	-	0	-	-100%	-24%
Total Faculty	4.23	4.39	4.21	4	4.24	-1%	-5%
WSCH	2,595	2,655	2,640	2,630	2,700	3%	-6%
WSCH/Faculty	613	605	627	615	637	4%	-2%



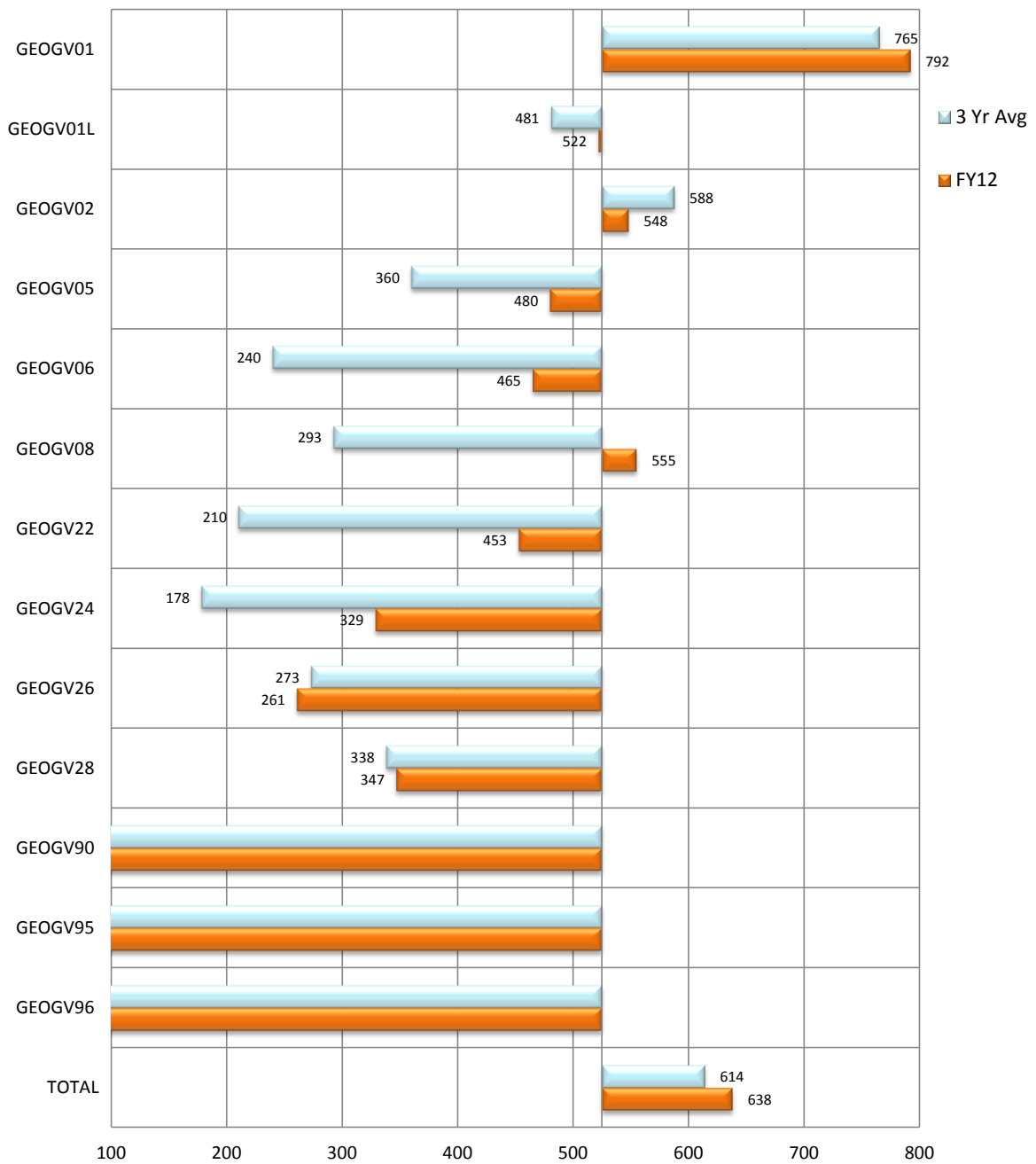
3C4: Interpretation of the Program Course Productivity Information

Our general Geography courses average a WSCH Ratio that is well above the 525 Goal. Our smaller GIS courses do fall under the 525 goal, because by nature they are small student count classes, still two of the courses in GIS had a very large WSCH increase (GEOGV22, GEOGV24)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
GEOGV01	Elements of Physical Geography	750	753	792	765	792	27	525	151%
GEOGV01L	Physical Geography Laboratory	481	473	489	481	522	41	525	99%
GEOGV02	Intro to Human Geography	645	443	675	588	548	(40)	525	104%
GEOGV05	Introduction Weather & Climat	-	480	600	360	480	120	525	91%
GEOGV06	Geography of California	225	-	495	240	465	225	525	89%
GEOGV08	World Regional Geography	-	435	443	293	555	262	525	106%
GEOGV22	Fundamentals: Mapping & GIS	329	-	302	210	453	243	525	86%
GEOGV24	Global Positioning Syst (GPS)	219	172	144	178	329	151	525	63%
GEOGV26	Introduction to GIS Software	242	290	288	273	261	(12)	525	50%
GEOGV28	GIS: Project Development	348	317	350	338	347	9	525	66%
GEOGV90	Directed Studies in Geography	-	-	-	-	-	-	525	0%
GEOGV95	Geography Internship I	-	-	-	-	-	-	525	0%
GEOGV96	Geography Internship II	-	-	-	-	-	-	525	0%
TOTAL	Annual College WSCH Ratio for	612	603	628	614	638	24	525	122%

Geography: College WSCH Ratio by Course

District Goal = 525



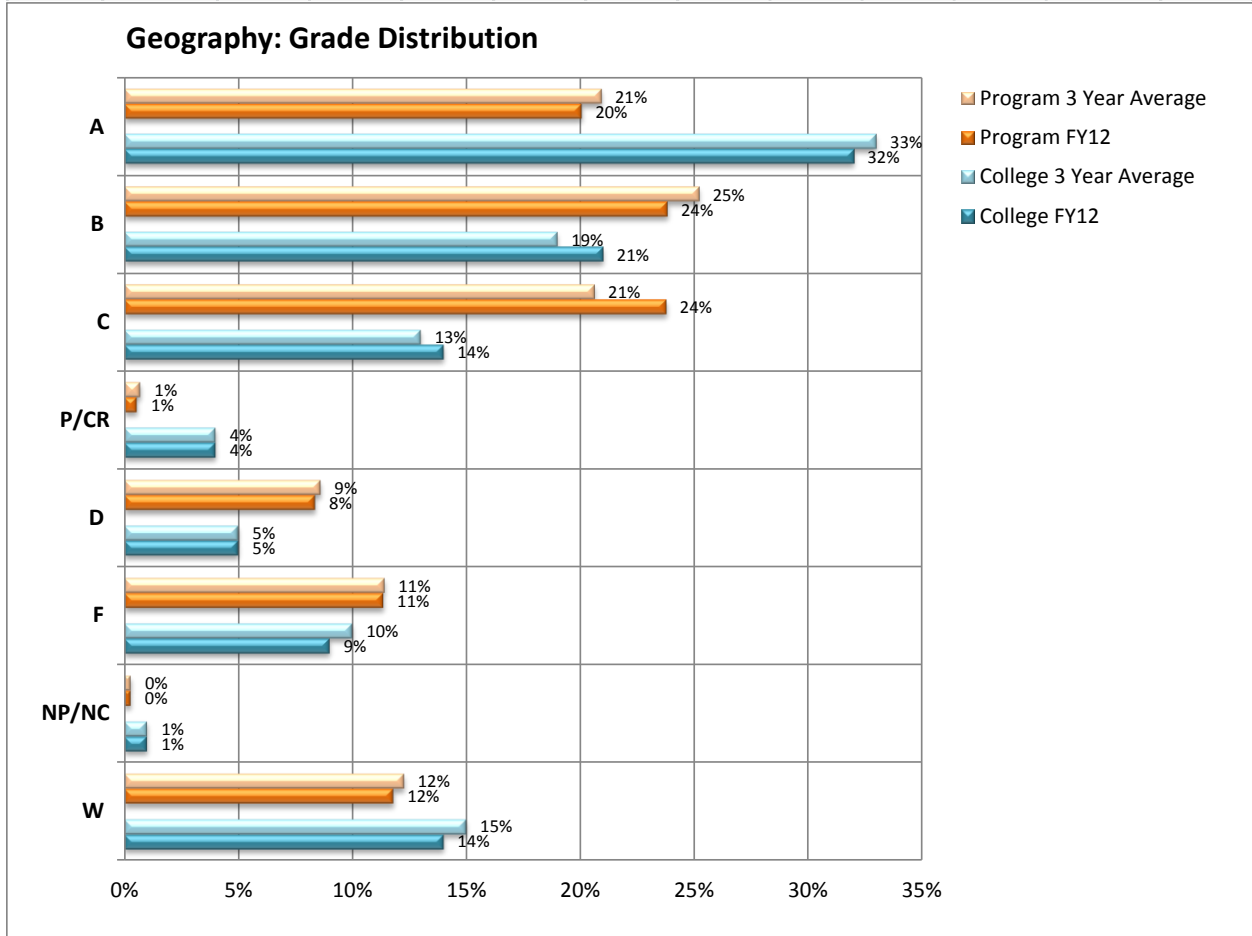
3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

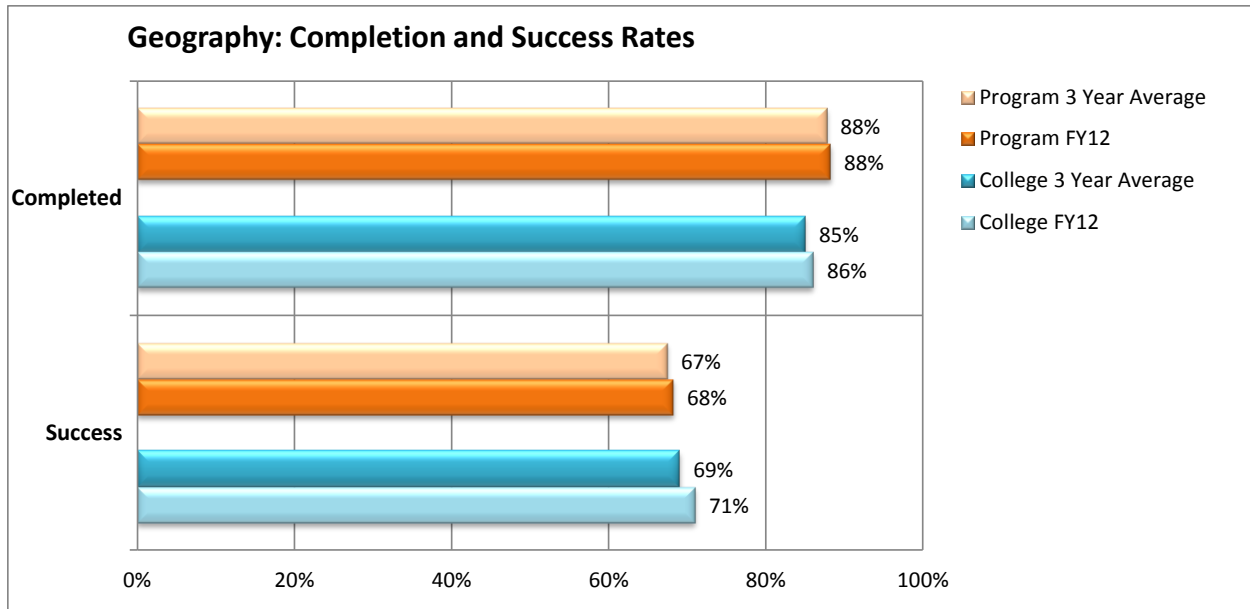
Being a science courses, our area tends to fall below the college average for A's and above for C', D's and F's (though in the combined category of D's and F's with W's and NP/NC's, we are

equal to the College with 31% not successfully completing the courses.) Thus our success rate is a bit under the college's, but our retention rate is actually above by 3% (guess our low grade students just like our classes and stick around!)

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
GEOG	FY09	453	429	338	14	137	153	1	208	1,733	1,525	1,234
GEOG	FY10	352	472	359	12	157	229	6	193	1,780	1,587	1,195
GEOG	FY11	299	429	391	11	160	220	8	246	1,764	1,518	1,130
GEOG	3 Year Avg	368	443	363	12	151	201	5	216	1,759	1,543	1,186
GEOG	FY12	362	430	429	10	151	205	5	213	1,805	1,592	1,231

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
GEOG	FY09	26%	25%	20%	1%	8%	9%	0%	12%	100%	88%	71%
GEOG	FY10	20%	27%	20%	1%	9%	13%	0%	11%	100%	89%	67%
GEOG	FY11	17%	24%	22%	1%	9%	12%	0%	14%	100%	86%	64%
GEOG	3 Year Avg	21%	25%	21%	1%	9%	11%	0%	12%	100%	88%	67%
GEOG	FY12	20%	24%	24%	1%	8%	11%	0%	12%	100%	88%	68%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%





3C6: Interpretation of the Program Completion Information

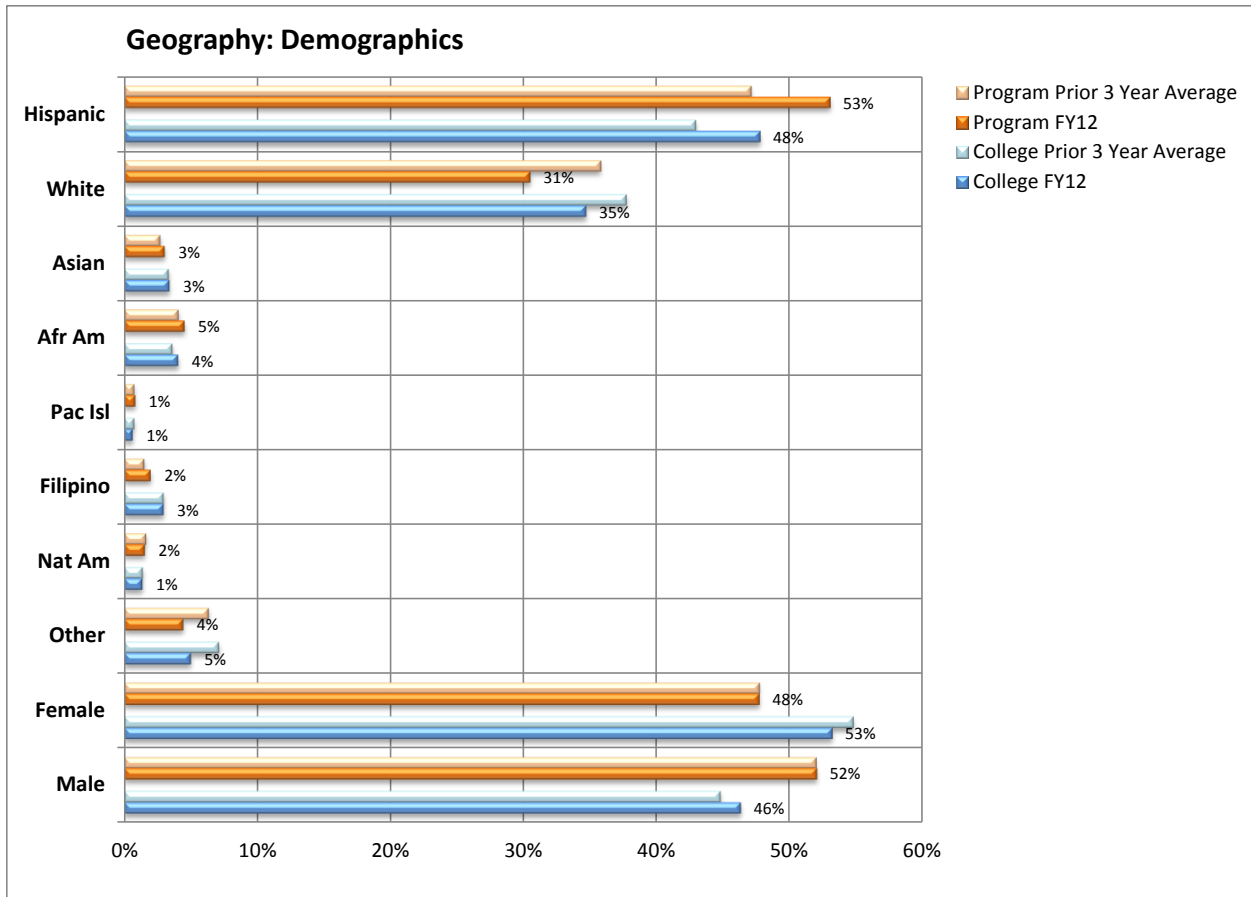
N/A

3C7: Interpretation of the Program Demographic Information

Our program has a Hispanic participation a bit higher than the college average and trends more male than the college as a whole. It also trends younger (probably due to our large Geog V01 lectures serving as the most basic physical science course taken by many new to college students.)

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
GEOG	FY09	780	654	48	71	7	25	35	113	847	879	7	26
GEOG	FY10	800	654	54	91	20	22	25	114	874	902	4	25
GEOG	FY11	907	583	41	54	13	33	27	108	799	963	4	24
GEOG	3 Year Avg	829	630	48	72	13	27	29	112	840	915	5	25
GEOG	FY12	958	551	55	82	15	36	28	80	862	940	3	23
College	3 Year Avg	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	27
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
GEOG	FY09	45%	38%	3%	4%	0%	1%	2%	7%	49%	51%	0%	26
GEOG	FY10	45%	37%	3%	5%	1%	1%	1%	6%	49%	51%	0%	25
GEOG	FY11	51%	33%	2%	3%	1%	2%	2%	6%	45%	55%	0%	24
GEOG	3 Year Avg	47%	36%	3%	4%	1%	2%	2%	6%	48%	52%	0%	23
GEOG	FY12	53%	31%	3%	5%	1%	2%	2%	4%	48%	52%	0%	23
College	3 Year Avg	43%	38%	3%	4%	1%	3%	1%	7%	55%	45%	0%	27
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24



4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	This ISLO will not be assessed by Geosciences.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	90% of students will reach a satisfactory or higher level according to the institutional communication rubric for visual communication.
Operating Information	
This ISLO will be assessed by: GEOG V01L, GEOG/GIS V24, GEOL V02L	
Analysis – Assessment	
This ISLO has not been assessed yet	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	90% of students will reach a satisfactory or higher level according to the institutional communication rubric for visual communication.
Operating Information	
This ISLO will be assessed by: GEOG V01, GEOG V02, GEOG V05, GEOG V06, GEOG/GIS V26, GEOG/GIS V28, GEOL V02, GEOL V11	
Analysis – Assessment	
This ISLO has not been assessed yet	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	90% of students will reach a satisfactory or higher level according to the institutional communication rubric for visual communication.
Operating Information	
This ISLO will be assessed by: GEOG V08, GEOG/GIS V22	
Analysis – Assessment	
This ISLO has not been assessed yet	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will not be assessed by Geosciences.
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 **Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates**

N/A

4A3: 2012-2013 **Course Level Student Learning Outcomes - Refer to TracDat**

4B: 2012-2013 **Student Success Outcomes**

Student Success Outcome 1	Performance Indicators
Increase pathways to higher grades	Within our department, see if we can, without creating grade inflation, provide tools to students to move out of the D/F range and also for students getting Bs and Cs to move up at least one letter grade
Operating Information	
More tutoring support may help. By nature our courses challenge students (many are not Science oriented). While we don't feel our grade distribution is inappropriate, it would be nice to see more	

students achieve at a higher level. Our faculty already use many tools, techniques, and time to help students, but there probably is always some room for improvement. Having another full-timer on staff (a Geologist) could provide more time for all the faculty to focus on student success. Also, excessive time on SLOs and Program Reviews decrease time faculty can spend helping students succeed! This process needs to be streamlined!

Analysis – Assessment

Student Success Outcome 2	Performance Indicators
none	
Operating Information	
Analysis – Assessment	

4C. 2012-2013 Program Operating Outcomes

N/A

4D. Program Review Rubrics for Instructional Programs

N/A

5. Findings

2012-2013 - FINDINGS

Finding 1: With the move of our GIS lab from SCI 113 to its new home in SCI 106, we have had a number of changes in our teaching facilities. In an evaluation of the status of these spaces a number of computer and facilities issues were noted that will need help beyond regular support from CTS or M&O. With the extra pressure from very large classes, we need these spaces brought up to a level in which we can successfully teach.

Finding 2: Our “Department” still needs to be divided into the two separate units, 1. Geosciences and 2. PHYS/ASTR/ENR. Despite being merged, these department equivalents have operated separately since the current departments were created in the 1990s. Having an uncompensated Geosciences faculty member serving as department chair in the fall semester (release is granted in the spring for this faculty member) creates a reduction in service to students and difficulty in getting tasks, like this program review, done on time. If the Geosciences department chair had release all year, in the fall, our busiest time, he could teach one less class and have more time for departmental duties.

Finding 3: The Geosciences area continues to operate, with the retirement replacement of Luke Hall by Philip Clinton, with only 3 FT instructors for a load (in Geography, Geology, and GIS) that is 5.92 FTE (effectively we are 50% staffed w/FT). We have no Geologist. This effects Geography, because we were putting energy into trying to figure out how to keep the Geology program staffed with part-time people and determine, without the appropriate expertise, what that program needs. Meanwhile, we sometimes were ignoring the needs of Geography. Fortunately our new geography hire, Philip Clinton, is helping us assess and update some of our courses and activities in geography. This is establishing new needs in the Geography area, though the needs of Geology are now even more in need of a Geologist to attend to them.

6. Initiatives

6A: 2011-2012 - Initiatives

Initiative: New faculty member for FY13.

Initiative ID GEOG #1-2011

Links to Finding 1 Section A shows F/T faculty expenditures are significantly lower than the college as a whole by 18%, pointing to a need for full-time faculty. With a WSCH/FTEF efficiency of 628 is at 120% average above the 525 district goal. GEOG V01 is 151% above the 525 district expectation. In the Geosciences we desperately need one additional Full-time faculty member, either in Geology or Geography. All of our programs are suffering with us having been very understaffed for years. Past somewhat high rankings by the Faculty Staffing Committee for a new faculty member have not been acted on perhaps due the issues in Finding 3 (recognizing the Geography/Geology distinction.)

Benefits: With more faculty, students have a greater access to FT faculty to assist them, our departmental duties and needs will be address in a much timelier fashion, and we can take the pressure off our part-timers to work 4 sections.

Request for Resources: 1 full-time Geosciences faculty member.

Funding Sources General Fund

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative— Separate Geosciences Department.

Initiative ID GEOG #2-2011

Links to Finding 2 Create a unique Geosciences (Geography, Geology, ESRM) Department. Separate Geosciences (Geography, Geology, ESRM) from Physics/Astronomy/Engineering, officially creating what has been a de facto separate Geosciences department anyway. A number of deficiencies identified in the various programs in Geosciences will be more adequately address if we have the extra release time and clearer identity on campus.

Benefits This will help clarify the roles and responsibilities of those serving as department chairs of Geosciences and of Physics/etc. Geosciences department chair will be able to teach one less course a year, helping prevent the burn out that both the current Geosciences chair and the previous chair have experienced. This will also rectify a long-standing injustice. While ESRM is multidisciplinary, it's continued inclusion in Geosciences gives this newer program direction and oversight.

Request for Resources This will have a fairly minimal affect on the campus budget (one additional class release in just one semester, plus some other smaller stipend amounts).

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative – Geosciences Programs – Clarification/Communication

Initiative ID GEOG #3-2011

Links to Finding 3 We need to establish a clear communication line with counselors and decision makers on campus to clarify the distinct nature of Geography and Geology. This process has begun with clear identification of Geography and Geology as separate programs (and the submittal of separate Program Review documents) and with discussions with the Division Dean and the Senate President about this issue. It now needs to move upwards on the administrative ladder. A meeting with counseling staff will be part of this process, but also a meeting with senior administrator(s) may be included.

Benefits Our students, staff, faculty, and administration are all ill served by not recognizing that these two long established and commonly taught fields of study, despite some strong affinities, are separate bodies of knowledge with distinct approaches.

Request for Resources None other than some time with colleagues.

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative Outfit SCI 106, the new home for the GIS lab, as a computer lab/smart classroom.

Initiative ID GEOG #4-2011

Links to Finding 4 SCI 106 needs to be outfitted as the GIS (and Engineering) lab by moving the 19 GIS computers in SCI 113 to SCI 106 and adding 5 more machines to bring the seat count to 24 as supported by the room’s current infrastructure (computer tables and power/data ports). The room will also need to be outfitted as a smart classroom with a fixed LCD projector connected to an instructor station.

Benefits GIS will finally have a stable home in which to strengthen the program (by allowing enrollments over 20, the previous limit). Students will be well served by a dedicated room rather than being crammed into a fraction of SCI 113. This room will also serve as a resource to other programs and to the community at large (GISDAY activities, GIS training courses, and use by CTS or others.)

Request for Resources While the set up as a smart classroom may require significant resources for wiring and installation, the extra computing needs are very modest. We will also need to have an ongoing budget item of around \$2500 for GIS software maintenance/update (this year we are seeking Foundation Educational Enhancement Grant funds to cover the software.)

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	?
Requires other resources (grants, etc.)	X

2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R, H, M, L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	Geography	Faculty	2	H			GEOG1202	New Geology Faculty Member (see GEOL1201)	Department is lacking a Geologist. Geographer with strong Geology OK	-	-	-	FT
2	Geography/GIS	None	0	H			GEOG1203	Communicate Geog-Geol Unique				-	
3	Geography/GIS	Technology	1	H	H	H	GEOG1204	SCI 106 Smart Classroom	Annual software maintenance	2,500	2,500	2,500	
4	Geography/GIS (Geography, Geology, ESRM)	Personnel	1	H		M	GEOG1202	Separate Geosciences Dept. from Physics, Astronomy and Engineering	Geosciences programs have grown to the point of needing a dedicated department chair. This will fix the ad hoc nature of the department chair activities	2,500	2,500	5,000	

6B: **2012-2013** INITIATIVES

Initiative 1: GIS Software Site License

Initiative ID - GEOG1301

Links to Finding #1 – This is an ongoing need and should be part of completing the establishment of SCI 106 as the new GIS Lab.

Benefits – Will keep our GIS classes running

Request for Resources - A campus-wide site license for the Esri ArcGIS software through the Foundation for California Community colleges. Previous fundraising options to cover this fee have dried up. Last year a foundation grant covered this. We need a stable funding source for this critical software (cannot teach GIS without it being updated annually!)

Funding Sources – Should be part of the departmental budget. We used to have a computer/software line item separate from our supplies budget. For a while we had a revenue stream from training courses and could cover the cost of software. During that time or software budget was zeroed out. It needs to be reinstated with enough to cover the annual maintenance fee of \$2000 plus tax (this is for a campus-wide site license and could be used for administrative and college planning GIS purposes!)

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 2: Funding true department arrangement - For the last 15 years Geosciences (and now ESRM) and ASTR/ENGR/PHYS have functioned as separate departments, despite being officially one combined department. This has reduced the compensation due the two department chairs. We seek to see this remedied by a separation of the two groupings into two separate departments.

Initiative ID – GEOG1302

Links to Finding #2 Create a unique Geosciences (Geography, Geology, ESRM) Department. Separate Geosciences (Geography, Geology, ESRM) from Physics/Astronomy/Engineering, officially creating what has been a de facto separate Geosciences department anyway. A number of deficiencies identified in the various programs in Geosciences will be more adequately address if we have the extra release time and clearer identity on campus.

Benefits - This will help clarify the roles and responsibilities of those serving as department chairs of Geosciences and of Physics/etc. Geosciences department chair will be able to teach one less course a year, helping prevent the burn-out that both the current Geosciences chair and the previous chair have experienced. This will also rectify a long-standing, albeit, unintentional injustice. While ESRM is multidisciplinary, its continued inclusion in Geosciences gives this newer program direction and oversight.

Request for Resources This will have a fairly minimal affect on the campus budget (one additional class release in just one semester per new department, plus some other smaller stipend amounts).

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 3: Upgrade Physical Geography Lab Instruction - Our 10 sections of Physical Geography lab have become a bit stagnant and could use a revision including purchase of updated/new lab materials and equipment.

Initiative ID - GEOG1303 (directly related to initiative GEOG1304)

Links to Finding #3 – Part of having a retirement replacement hire in Geography was to bring someone in who could help update our courses. Philip Clinton is eager to improve our Physical Geography Lab Program. Updating lab exercises will require some new supplies and equipment. We’d like a one-time bump to our departmental budget to help purchase these materials.

Benefits – With about 240/students a semester in our 10 sections, the number of students impacted per dollar invested is high. Sampling/monitoring with technology and geospatial analysis are the new reality for our discipline and the associated jobs that come from it. We need labs and equipment that represent these trends.

Request for Resources – We anticipate these supplies and equipment (both updated and new) to be about \$3000. It is likely that they will be more, but for additional expenses we will seek Foundation Grants and other funding sources or incrementally purchase additional items with future “regular” departmental budgets.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 4: Update Physical Geography Lab (SCI 113) computers

Initiative ID - GEOG1304 (directly related to initiative GEOG1303)

Links to Finding - #1 In evaluating our equipment in SCI 113, we realize that we have space and need for one more computer in SCI 113 (we currently have 5). We have 6 tables that abut the wall where ports for Ethernet provide Internet connectivity. By going up from 5 to 6 machines, we have a lab ratio of one machine for every 4 students (our lab classes have an enrollment cap of 24 and usually are full or overloaded). It is possible to get 4 students around a computer effectively, but the current situation with 5 per computer doesn’t work as well. We’d also like for these computers to be on the campus computer update cycle. Somehow they have been left off and are very old.

Benefits – As noted in initiative #3-2012, our lab exercises need to be modernized. The use of computer based tools (geospatial like Google Earth and data analysis for data loggers) is necessary. Using antiquated materials and practices doesn’t serve the almost 500 students/year in the physical geography lab courses very well (also the couple other course that use the room would also benefit)

Request for Resources – 1 new computer, plus an upgrade of the 5 existing computers. We also ask that all six computers are put on a regular update cycle.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 5: Full computer count for GIS Lab - Finally we have a dedicated GIS lab in SCI 106 (shared with Engineering). In the old shared function room (Geography Lab and GIS, SCI 113), we only had space for 19 computers, even though the nominal enrollment is 20). Now that we have the space we'd like to acquire one more computer to bring the count up one to 20.

Initiative ID – GEOG1305

Links to Finding - #1

Benefits – All enrolled students in GIS course will have access to a computer (which is necessary for them to complete their assignments.) Also the other courses in this room, Weather and Climate, World Regional Geography, ESRM, Engineering, etc. make use of the computers periodically and the room is set up to handle 40 students with two at a computer (the room can overload to more students, but the ideal would be for 20 computers with 40 students)

Request for Resources – One new computer equivalent to those in the GIS lab (SCI 106) and with the software image (no cost) on the other machines.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 6: SCI 116 Lecture Hall repair/update – This room has been heavily used for the past 15 years. The set up of spindle based chairs and tables worked great (the narrow aisles benefit from chairs that retract). The originally installed chairs had hinges in the back that flexed, but after a few years of use these began to break (the plastic of the chair back wasn't strong enough to handle the continual flexing). Over time the Physics/Geosciences lab tech replace some of the flexing seats with solid seats. But now the spindle stems are breaking, making it impossible to just put on a new seat. There are about 15 of the 50 seats that are either completely snapped off or partially broken (and in many cases unusable). We have made partial accommodation with free standing chairs, but with the spindle arm in the way, this hasn't been a good solution. This situation needs more than some quick fixes by the lab tech or M&O, but begs a more permanent solution. Also, the lighting system was poorly planned and the lighting circuits are inadequate (some light cans never got receptacles for bulbs, there are shorts in the circuits that cause the lights to go on and off randomly and independently during class!) Parts of the room have very inadequate lighting and having the lights go on and off during class isn't good for instruction. While the lab tech was able to replace some bulbs, like with the chairs, this is beyond both the lab tech and a quick fix by an M&O electrician. We feel for the sake of the many Geography and other classes taught in this room, that a full revamp is required.

Initiative ID - GEOG1306

Links to Finding – #1

Benefits – Students will have seats and lights in order to learn!

Request for Resources – Resources needed would be determined by an evaluation by M&O in conjunction with any outside consultants and the department chairs of the areas that use this room.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	X
Requires other resources (grants, etc.)	

Initiative 7: Geography Field Trip Development - Faculty, especially our new full-timer, Philip Clinton, are working on increasing our field trip offerings. At this stage, it is merely faculty effort and local trips, but we will be investigating more involved (days/material) trips.

Initiative ID – GEOG1307

Links to Finding - #3

Benefits – Geography is a discipline about how people arrange themselves on the surface of the Earth and how they interact with its Physical Environment. The best “lab” for learning about geography is to go observe the spatial arrangements both of the natural world, but also the interactions of humans with these environments. Some of these trips will likely overlap with future Geology offerings, but some will stand alone.

Request for Resources – We request that our yearly departmental budget be augmented by \$1000 at least initially for the establishment of these trips (may require investigative efforts that will include costs). For the more extensive trips, students would pay for their portion, but there will need to be a budget for the instructor and other costs that may not be able to be passed on to the students.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6C: **2012-2013** Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
Geography/GIS	1	2	R				GEOG1301	GIS software maintenance fee	Annual software maintenance fee included as part of departmental budget.	\$2000 + tax
Geography/GIS	2	2	H				GEOG1302	Separate Geosciences Department	Have Geosciences/ESRM officially its own department (not with ASTR/ENGR/PHYS)	\$5705
Geography/GIS	3	4	M				GEOG1303	Update Physical Geography Lab Course	Redesign lab exercises adding a couple new labs (materials for new labs and updates for old labs)	3,000
Geography/GIS	1	3	M				GEOG1304	Update SCI 113 computers (5 plus add one)	Add one group use computer and put all (5 + 1 new) on update cycle with CTS	900
Geography/GIS	1	3	R				GEOG1305	Full computer count for GIS Lab	Add one computer to GIS lab (20 up from 19)	900
Geography/GIS	1	5	R				GEOG1306	SCI 116 Lecture Hall repair/update	Major repair/updating seating/lighting	UNK
Geography/GIS	3	8	L				GEOG1307	Geography Field Trip Development	Continue to develop field trip opportunities	\$1000

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. **2012 - 2013** ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

Yes

2a. Were the identified initiatives implemented?

Only #4-2012 which was to outfit SCI 106 as a smart classroom. Our request for a Geology position (we asked for a growth position in Geog or Geol, but with Geol being the main need ... but the faculty member in Geography who could teach some Geology retired and was replaced by a Geographer, so we are still in need of a Geologist!) We also did not get to divide our "department" from ASTR/ENGR/PHYS, but are requesting that again for this year.

2b. Did the initiatives make a difference?

The improvement in SCI 106 has been wonderful for course delivery (no longer do computer screens obscure the small projector screen, not is the instructor having to schlep a computer cart into the classroom every lecture with attendant set up time and other difficulties, like tripping over wires.) THIS HAS BEEN A FANTASTIC IMPROVEMENT!

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

N/A

4. How have the changes in the program review process worked for your area?

Too cumbersome. Old system with some tweaking would have been better.

5. How would you improve the program review process based on this experience?

Streamline. Reduce duplicative questions.