PROGRAM OVERVIEW

Program Title: Geography

Program Code: 2206 - GEOGRAPHY AND GEOGRAPHIC INFORMATION SYSTEMS

Review Type: Instructional

Does this review contain any career technical education (occupational) programs? No

External Regulations: No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The Geography program serves a diverse population through equal access to quality transfer and general education geography classes. Student success is highly valued, supported by both faculty, the Student Success Center and through regular evaluations of both full time and adjunct faculty. Both student retention rates and student success rates are indicators of the effectiveness of the program.

Review Team Response

Good description of how this program supports the college mission, however, there is no mention of how this program evaluates its effectiveness;

PROGRAM DATA

Enrollment
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>6.82%</td>
<td>-4.55%</td>
</tr>
<tr>
<td>Day</td>
<td>19.79%</td>
<td>-0.25%</td>
</tr>
<tr>
<td>Evening</td>
<td>-21.93%</td>
<td>-19.15%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Day</th>
<th>Evening</th>
<th>Online</th>
<th>Arranged</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>968</td>
<td>667</td>
<td>301</td>
<td></td>
<td></td>
<td>1977</td>
</tr>
<tr>
<td>2009-10</td>
<td>1034</td>
<td>799</td>
<td>235</td>
<td></td>
<td></td>
<td>1968</td>
</tr>
<tr>
<td>2010-11</td>
<td>987</td>
<td>797</td>
<td>190</td>
<td></td>
<td></td>
<td>1974</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Over the last several years, the college has been forced to cut down on classes due to budget considerations. This is reflected in the overall decline in evening classes offered and student enrollment.

Retention
### Retention Rate by Day, Evening, Online, Arranged (GEOG)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>0.74%</td>
<td>0.45%</td>
</tr>
<tr>
<td>Day</td>
<td>-0.95%</td>
<td>0.12%</td>
</tr>
<tr>
<td>Evening</td>
<td>6.13%</td>
<td>2.77%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Census Retention

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0.74%</td>
<td>0.45%</td>
</tr>
<tr>
<td>Day</td>
<td>-0.95%</td>
<td>0.12%</td>
</tr>
<tr>
<td>Evening</td>
<td>6.13%</td>
<td>2.77%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

The Geography department is pleased with retention rates. The overall evening retention rate is very high (over 90%). The other rates are also good. This is due to the hard work of faculty teaching in the evening. Day retention rates are well within overall College parameters.

Success
Success Rate by Day, Evening, Online, Arranged (GEOG)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>0.91%</td>
<td>2.11%</td>
</tr>
<tr>
<td>Day</td>
<td>-1.07%</td>
<td>6.02%</td>
</tr>
<tr>
<td>Evening</td>
<td>12.27%</td>
<td>-5.29%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>56.11</td>
<td>55.51</td>
<td>58.85</td>
</tr>
<tr>
<td>Evening</td>
<td>66.33</td>
<td>74.47</td>
<td>70.53</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.
The overall success rate is about 61% with evening students doing better, and day students slightly below the average. For spring, 2012, one of the Geography tutors working in the Success Center is African American. I've asked him to stop by my classes and introduce himself. This may spur more students to use the Success Center and hopefully success rates will improve for that demographic group. In addition, the program faculty has been using a variety of methods to encourage students to improve their success. These include use of the Success Center, student tutors and individual teacher-student conferences especially with students earning D and F grades on midterms and map quizzes. Finally, one of the long time adjuncts in the department is African-American. It would be of interest to see if any demographic trends differ in his classes.

Review Team Response
Interpretation does not match the obvious trends. Revision required.
Trends are impressively high! Good explanations given; plans are in place to encourage student success;

DEGREE/CERTIFICATE DATA

Review Team Response
It does not appear as though the Geography program of study is listed in the drop-down box above. Need to fix this!
STUDENT LEARNING OUTCOMES

Identify places/locations/countries on a blank map of the world.

Using a blank map of N. America, have students identify places/locations/countries

Students completing courses in the Geography program will be able to identify geographic landforms.

Correctly locate places on a blank map

Students completing courses in Geography program will be able to identify geographic landforms in the field.

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Geography is divided into two main parts: Physical Geography (science course such as Geo. 4, 5) and, Cultural Geography (social sciences such as World Cultures, World Regions, Geo. of CA, etc.) In ALL geography classes, it's vital that students have a better awareness of the physical world. In each geography lecture class instructors stress the importance of "place-name" geography-hence the corresponding program SLOs. In both Geo. 1 and 11 course SLOs support program SLOs by requiring students synthesize knowledge of the the four regions of Russia with knowing place names in Russia. Same with the SLO requiring students to describe the geo. expansion of the USA. In order to answer that SLO, students need to know place-names of the USA.

Discuss how courses in the program articulate with or complement each other.

Both Geography 4 (Physical Geography) and Geography 5 (Geography Field Lab) complement each other. The first course is the "theory" course, while the second one (Geo. 5) takes students into the field and they learn by observation. The field trip is four days long. All the courses taught in the program are for non majors. As a result, the only two courses that complement each other are Geo. 4 (Physical Geography) and Geo. 5 (Field Lab). Students taking lecture class often also take the complementary lab class. For all the program courses, basic concepts are introduced "I" and a few practiced "P". The only "M" is for the world map given at the end of a course. Students need to master a basic knowledge of countries and features on a world map.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

Geography shares space with both Earth Science and Astronomy. We often use each others resources such as maps, meteorites, magnets, rocks, etc.

How and when has your department assessed Program SLO's' and how have you responded to the results?

Geography has developed, implemented and assessed SLOs in various Geography classes. We mainly have a standard set of SLOs that are used in several geography classes. One of them has to do with students demonstrating knowledge of earthquakes and Santa Ana winds. These are core basic SLOs used in the Physical
Geography classes. In other classes, we also stress "place-name" geography so that students can constantly demonstrate proficiency in this vital area. Here is the chronological assessment plan:

1. Geo. 1, in spring '12 and every three years after.
2. Geo. 3, in spring '11 and every three years after.
3. Geo. 4, in spring '12 and every three years after.
4. Geo. 5, in fall '12 and every three years after.
5. Geo. 6, in fall '10 and every three years after.
6. Geo. 10, in fall '10 and every three years after.
7. Geo. 11, in spring '12 and every three years after.

As a department, SLOs are usually reviewed during Flex week in the fall (August), 2010, 2011.

**What program or course changes have been made based on the result of the assessed outcome?**

One of the changes has been to re-focus student learning of "place-name" geography. Students need to leave geography classes with a basic understanding of where places, countries, islands, etc. are located on a map of the world. Ideally, the "map in their head" should be more complete when they earn a "C" grade or better in a geography class. One of the changes considered for both Geo. 6 and 10 is to reevaluate the criteria for success.

**Review Team Response**

Overall Program Level Implementation of SLOs is Awareness: There is preliminary, investigative dialog about SLOs. There is recognition of existing practices such as courses objectives and how they relate to SLOs. The program has discussed how to define SLOs in their discipline. You, your coordinator and dean will receive a detailed letter outlining the areas that need to be addressed for SLOs.

**Discuss how your services help maintain a high level of student satisfaction.**

**Discuss how you evaluate your effectiveness in meeting students' needs.**

**How and when has your service reviewed or revised SLO?s and/or AUO?s.**

**How has your program utilized SLO/AUO assessment results for program improvement?**

**Review Team Response**

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 3 Geography of California - Active</td>
<td>04/04/2007</td>
</tr>
<tr>
<td>GEOG 1 World Regional Geography - Active</td>
<td>12/13/2006</td>
</tr>
<tr>
<td>GEOG 6 Environmental Geography - Active</td>
<td>04/07/2004</td>
</tr>
<tr>
<td>GEOG 4 Physical Geography - Active</td>
<td>03/10/2010</td>
</tr>
<tr>
<td>GEOG 5 Physical Geography Laboratory - Active</td>
<td>10/13/2010</td>
</tr>
<tr>
<td>GEOG 11 World Cultures - Active</td>
<td>10/13/2010</td>
</tr>
<tr>
<td>GEOG 10 Cultural Geography of North America - Active</td>
<td>11/13/2002</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
Both Geo. 6 and 10 are currently going through Curriculum review. Both were submitted fall, 2011. Geo. 1 will be submitted 2012 for review and update to the Curriculum Committee.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Demographic Trends
Other

Briefly explain:
Over the last several years, geography has closely worked with the Student Success Center. With its cooperation, I've recommended and they've hired student tutors to assist students especially those earning below par grades on map quizzes and midterms (D and F grades). One of the results has been our high retention rates of students. Also the program needs to offer more evening classes for the changing demographics of our student population. As soon as the budget allows, more evening classes will be offered.

Review Team Response
Curriculum in good shape, modifications are made in a timely manner;

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.) How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)
<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**VISIONARY IMPROVEMENT PLAN(VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to
Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Expand course offerings in both Chino and Fontana campuses by two classes each. Currently only one lecture and one lab (Geog.5) is offered at both campuses. Adding more classes will benefit students living closer to these campuses.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
Increase class offerings by two sections. Geography 1 (World Regions). Will see if sections are offered at both off site locations.

Year 2 Steps to Success (activities) and VIP Assessment:
Increase class offerings by two sections. Geography 6 (Environmental Geography). Will see if sections are offered at both off site locations.

Year Three Goal:

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
Year 2 Steps to Success (activities) and VIP Assessment:

Year Three Goal:
Have a fully functioning GIS program on campus. This would incorporate at least one GIS class per semester (GIS-1 in fall and GIS-2 in spring).

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
This depends entirely on college budgeting and funding needs. The GIS program was cut last academic year due to budget considerations. Having at least one GIS class taught next academic year.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Offering a GIS class taught each semester (fall and spring). Having at least one GIS class taught each semester (fall and spring).

**Review Team Response**
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
VIP Goals – 2 – goals are clear, concise, attainable, measureable, and are clearly tied to data; SLO assessment results would have helped to make the case stronger, however. Remember, we are in a time of "evidence-based decision making." Goals are well described;

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convocations, Faculty lecturer of the year.</td>
<td>Sexual Harrassment, Intelligent Design Debate, SI workshop, SLO workshop</td>
<td></td>
<td>Faculty Success workshops</td>
</tr>
</tbody>
</table>

*How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?*
Two adjuncts have attended the Faculty Success Center and have been enrolled in several classes. I've attended flex activities-such as Supplemental Instruction, Sexual Harrassment, etc. Over the last several years I've also attended lectures and Flex on SLOs and their impact on student success. I've learned how to implement and assess SLOs.

*Discuss departmental engagement on campus in connection to student learning.*

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
</table>

*How does your program benefit from your campus engagement?*
I'm on the Art Committee and until the latest budget crisis was helping organize faculty flex activities to various museums(2) and the Griffith Observatory. These trips helped establish collegiality and I was able to ask faculty to assist/advise me. In addition, two program faculty members attended the Summer Institute last year (part of the Faculty Success Center) and are at the cutting edge of student learning techniques.

*Teaching/Years of Service*
Given the data how has your program been impacted?
Historically we've had two full time geography instructors. Due to budget cuts and staff reductions, we only have one full time instructor for the past several years. As a result, the department now relies on five adjuncts to assist with the geography program. These adjuncts usually teach 65% of the sections offered in the program.

Does your program anticipate retirements within the next 3 years?
No.

Review Team Response
Please review entries on this page; it does not appear as though the page has been completed;

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
No.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
None at this time.

Hiring Criteria:

Year 2:
Yes- hiring additional full time faculty would benefit both the college and students. With the planned increase of geography classes offered at both Fontana and Chino campuses, as well as with the anticipated revival of GIS on campus, the new hire would be mostly teaching GIS and classes at both Chino and Fontana campuses.

Hiring Criteria:

Year 3:

Hiring Criteria:
STAFF

Year 1
Full time Lab Technician. Last year three departments shared a Lab Technician-Earth Science, Astronomy and Geography. The Lab Tech. was instrumental in assisting each department serve students better. For example, the Lab Tech. was involved in helping to set up the Weather Station on campus. The Weather Station still needs additional work to be fully functional. Once it's set up, Physical Geography students and others will be able to see "real time" weather phenomenon such as Santa Ana wind speeds and direction. The Lab Tech. was also going to Fontana to assist with setting up labs.

Year 2

Year 3

EQUIPMENT

Year 1
None.

Year 2

Year 3

TECHNOLOGY

Year 1
None.

Year 2
As the GIS program is re-instituted on campus, we will need to upgrade laptop computers in PS-100 for use with GIS program. There are 24 laptops in use since 2010. These laptop computers will need to be upgraded in order to utilize the newer GIS software. Cost is around $2000 per laptop.

Year 3

SOFTWARE

Year 1
GIS renewal fees usually are near $1,500/yr. As the GIS program is brought back, we would need to renew our GIS certificates through ESRI.

Year 2
GIS renewal fees usually are near $1,500. As the GIS program is brought back, we would need to renew our certificates through ESRI. In addition, we would need an offsite certificate from ESRI. This would allow students to access GIS program at either the Library or another easily accessible site. In the past, students could not access the classroom to do their homework assignments. This would be an additional $2,000. The renewal fee would be every 2-3 years.
Year 3
GIS renewal fees usually are near $1,500. As the GIS program is brought back, we would need to renew our certificates through ESRI. In addition, we would need an offsite certificate from ESRI. This would allow students to access GIS program at either the Library or another easily accessible site. In the past, students could not access the classroom to do their homework assignments. The renewal fee would be every 2-3 years.

OTHER

Year 1
None.

Year 2

Year 3

Review Team Response

The document seems unclear and does not contain enough information to be useful for planning, supporting and improving student achievement and SLO’s. Revisions required.
Final Summary Rubric: 2 – While there are areas that are unclear, overall the document would be useful for planning, supporting and improving student achievement and SLOs.