An important part of the Program Review process is the consultation and input of all members of the department. Please have each member of the department both full-time and part-time sign below to acknowledge that they were consulted with during the process and were able to provide input.

NOTE: This signature does not indicate necessary approval of the data or the analysis or evaluation of the information contained inside this document. It is an indication that you had an opportunity to provide input in the process.

<table>
<thead>
<tr>
<th>Name of Faculty or Staff Member</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAROL A DELONG</td>
<td>GEOGRAPHY PROFESSOR F/T</td>
</tr>
</tbody>
</table>

Department: Geography

SOCIAL SCIENCE DEPT-**GEOGRAPHY REPORT**-TO BE INCLUDED WITH OTHER SOCIAL SCIENCE REPORTS FROM ANTHROPOLOGY, HISTORY AND SOCIOLOGY

DEPARTMENT FACULTY/STAFF INPUT
INPUT FROM SINGLE GEOGRAPHY FACULTY MEMBER

GEOG_SOCSCI_PRAISE_2007 Page 1 of 12
PART I. ABSTRACT (EXECUTIVE SUMMARY).
In one page or less, summarize the major findings of the Program Review Report. List the key measurements of quality for your department and the results of the data. Provide a brief analysis/explanation of the data and the major future goals supported by the data.

Geography is one of the disciplines within the Social Science Department. All of the following lower division courses are taught during the spring and fall semesters as well as winter and summer. One full-time instructor without any adjunct support is currently teaching these.

Enrollment Trends-Although enrollments have fluctuated between semesters within particular years, they have remained steady, as courses have averaged 32 students per section over the last 5 years. The majority of sections offered are for Physical Geography Lecture and enrollments are comparable to other science classes such as biology and environmental science.

FTE's-FTE's average 86.6% per calendar year, and except for 2004, enrollment totals and FTE's reflect higher rates in the fall semester.

Retention Rates-Retention rates throughout Geography sections are high, averaging 88.4%, and this percentage is consistent per semester throughout the five years of this study. This data reflects the fact that most students take the Physical Geography science course toward the end of their 2-year college coursework. In addition, many students come back to VVC from the 4-year institutions to take geography classes, and we get many individuals who are preparing to re-enter the workforce. (In-class surveys, DeLong)

Success Rate-Student success rates in Geography courses average 68.8% and are slightly above the VVC institutional average. This slightly higher overall success rate is also a reflection of the fact that Geography courses receive a high rate of mature, working adults and or those individuals closest to graduation. This is especially so in our winter and summer session students.

Course Transferability-Currently all 4 individual courses offered in Geography are transferrable to a 4-year institution.

Projected Growth-A modest projected growth of 25% is expected in the next 3 years as planned new curriculum, as well as an AA degree is added in Geography. This, of course, will require the hiring of one full-time and several part-time instructors to allow for implementation of this new curriculum while maintaining our existing sections.

Goals-Implementation of new course in Geography is a major goal of Geography. For many years, success of geography has depended on its Physical Geography course fulfilling the science requirement for graduation and transfer. However, as the nature of our student population changes and as competition from Anthropology and Environmental Science courses increases,
Geography's scope must expand. The growing needs of the community not only include transfer students, but increasingly workforce and lifelong learning students who want other than transfer requirement classes and who want them at times that are more convenient. It is the goal of Geography to offer these types of courses. Curriculum for courses in Weather and Climate, World Regional and Economic Geography has been written and will be implemented within the next year. In addition, the resumption of our Saturday Physical Geography lecture and Wednesday night Physical Geography Lab scheduled for fall 2007 is imperative in proceeding toward this goal as these two sections are designed specifically toward working adults. Other major goals of Geography include developing an AA degree in Geography and developing a GIS Certificate in conjunction with the other disciplines within the Social Science Department.

**Resource Availability**—There are many areas of resources that need to be addressed. Currently (Spring 2007) one full-time instructor is teaching 35 units as a full-time instructor unexpectedly retired after course already had students enrolled. As there were two full-time instructors in Geography during the time of this study, the adjunct pool was decimated. Consequently, it is imperative to hire qualified adjunct as soon as they are identified. However, the situation is precarious and calls for the hiring of a full-time replacement within 2 years. Most difficult will be the identification of qualified geographers as many are unfamiliar with our institution and its growth projections. Currently, an aggressive advertising campaign is underway to encourage qualified applicants to apply to VVC for the Fall 2007 semester courses. Once an adjunct pool is established, we can go forward with a full-time hiring process by Fall 2008.

Equipment needs for the Geography labs has always suffered for lack of department budgetary allocations consequently, much of our equipment has been purchased through individual VVC Foundation Grants. In addition, many times Department budgets did not include funding for new maps or the updating of existing maps. For instance, in the Geography classroom, and many other Social Science classrooms, technological delivery systems are non-existent or non-functional because of their age. In some cases, the 1997 computer cannot recognize new instructional software. Consequently, we are in great need of updates to our classroom technology. Updates to our wall maps and equipment are also needed, as currently we have only been able to update the maps in three classrooms, however, and our faculty is dispersed throughout the campus. We have either to buy permanent maps for any potential social Science classroom or assign faculty only to rooms where these maps are available.

Additionally, it is imperative to locate and dedicate an appropriate room and furnish it with computers and software needed to offer functioning GIS classes which lead to the already approved Social Science GIS Certificate. At present, no room is available, although this proposal has sat for over two years. Nor are we slated to locate in the new Technology building.

**Departmental Connections**—Interdepartmental connections for Geography include working with other disciplines, such as Anthropology, Sociology and History to develop a GIS Certificate in Social Science. The course work for this certificate has been approved by the curriculum committee and is slated to be offered as soon as a room with computer equipment and GIS
software is assigned. Implementation of this coursework will lead to increased growth for the Social Science Department as a while.

Intra-departmental connections include the connection Geography classes have with the Math Department. In order to understand such Physical Geography concepts as earth-sun relationships, location and meteorological calculations, many students face mathematical challenges. Some have not taken college math prior to signing up for Geography. In addition, Geography is intrinsically tied to English, as within our courses much college-level writing is required in essay and research paper assignments.

Community Involvement—With the aid of the Mojave Water Agency and the Mojave Desert Resource Management District Geography was able to establish a CIMIS weather station on campus in 1993. As station 117, computer continually sends data to UC Davis where it is compiled and used by the California Department of Water Resources. Additionally, the weather data are available in weekly and monthly format for public use by accessing the following website: <http://www.cimis.water.ca.gov/cimis/welcome.jsp>

Other community involvement includes the formation of a Community Advisory Group to provide information for the GIS Certificate and for future curriculum development. In this way, Geography can be in line with the cultural and physical needs of the workforce and community within the Victor Valley.

PART II. KEY MEASUREMENTS OF QUALITY (KQMs)

Key quality measurements (KQMs) are a combination of college-wide data elements (provided to you in a separate report) plus elements that are of particular importance to each department. Please describe below department specific data you consider in preparing this report.

The data used to prepare this summary were taken from the PRAISE VVC Website and interpreted by full-time Geography professor, Carol DeLong. Years 2002 through 2005 were given, however, some estimates were made for 2006 data and these are indicated (*). Data for winter sessions were not available until 2004. Key quality measures examined included enrollment trends, fte's, retention rates and success rates. See Part III below.

PART III: ANALYSIS OF KEY QUALITY MEASUREMENTS (KQMs)

Referring to the report of key quality measurements provided by the Office of Institutional Research, please provide your analysis of each indicator included in the report.

KQM 1 – Enrollment trend for the past 5 years: The following chart indicates that enrollments in geography increased for 2003 and 2004, and have leveled off for the next two years. This does not correlate with the number of sections that have increased. The discrepancy can be that increased offerings in online sections during these years has hurt onsite enrollment. Online classes traditionally have a limit of 30, which is required by their very nature, whereas onsite classes can hold 45. However, this situation can be resolved if only one Geog 101 class is offered online per semester. Currently (spring 2007) there are 3 online Physical Geography
classes. Students initially take these, even if they live in our service area. Advertising outside our immediate service area for online students would help our onsite enrollments and increase overall institutional growth.

<table>
<thead>
<tr>
<th>YEARS</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006**</th>
</tr>
</thead>
<tbody>
<tr>
<td>KQM#1-Enrollment trends</td>
<td>898</td>
<td>929</td>
<td>874</td>
<td>840</td>
<td>869*</td>
</tr>
<tr>
<td># Sections</td>
<td>27</td>
<td>26</td>
<td>27</td>
<td>33</td>
<td>27*</td>
</tr>
<tr>
<td>KQM#2-FTE'S</td>
<td>89.2</td>
<td>92.4</td>
<td>81.9</td>
<td>84.9</td>
<td>85.0*</td>
</tr>
<tr>
<td>KQM#3-RETENTION RATES</td>
<td>90.3</td>
<td>87.6</td>
<td>88.8</td>
<td>87.0</td>
<td>88.6</td>
</tr>
<tr>
<td>KQM#5-SUCCESS RATES</td>
<td>71.2</td>
<td>71.0</td>
<td>62.5</td>
<td>67.0</td>
<td>72.6</td>
</tr>
</tbody>
</table>

**Data for Fall 2006 is not available. Estimates are made for Fall 2006 enrollments and FTE's.

**KQM2 – Enrollment projection for the next 3 years:** Previous trends indicate that there is room for growth. Enrollments are projected to include at least a 25% positive change, as new curriculum is introduced. In addition, since the retirement of one full-time teacher, changes in the time and day of course offerings will be facilitated by the hiring of new adjunct instructors, and eventually a full-time replacement instructor for Geography. In addition, the online component of Geography can also be used for growth as VVC’s online program moves to allow world-wide access. Giving preferential registration to local students to enroll in online courses prevents growth in our onsite courses. Indeed, this also allows EOPS and other students with learning disabilities take courses which cannot be tailored to their needs. These students need to be in the classroom where teacher help and VVC support services are immediately accessible. Too often these students are unsuccessful and have to retake the course onsite. The original intention of distance learning online classes was to offer alternatives to those individuals who are in the workforce, out of the service area, or unable to attend classes regularly such as those individuals with small children and those that are physically disabled.

**KQM 3 – Retention rate:** Retention rates in Geography indicate a yearly average rate that is higher or at least in line with the VVC institution's yearly average for years 2002 through 2006. Most students take Geography classes the semester before graduation. This reflects an urgent need to stay in the class and perform well. Also, many students take the Physical Geography Science class to fill a requirement for science credit before graduation. And, even 4-year students come back to VVC to take these classes to meet their graduation requirements for the Bachelor's Degree. In addition, many K-12 teachers take Geography courses to complete credential requirements for education. And, many individuals from the workforce take Geography classes
to improve skills and earn salary scale advancements. For these reasons, retention in Geography is high.

KQM 4 – Persistence rate: NOT INCLUDED THIS YEAR

KQM 5 – Success rate: The number of students in Geography who have received a grade of 'C' or above is consistent and, at times, slightly above the VVC institutional average. This success is a result of the characteristics of our students as mentioned in KQM #4 above. Many of our students take Geography toward the end of their 2-year college careers, many of our students come from the workforce, and many of our students are already K-12 educators.

KQM 6 – Job Market: NOT INCLUDED THIS YEAR

KQM 7 – Course Transferability: Courses offered in Geography include:
- Geography 101-Physical Geography Lecture
- Geography 101L-Physical Geography Lab
- Geography 102-Cultural Geography Lecture
- Geography 103-California Geography lecture
All courses are transferable to four-year institutions.

KQM 8 – WSCH/FTEF: NOT INCLUDED THIS YEAR

KQM 9 – Cost Effectiveness: NOT INCLUDED FOR 2007-2008

KQM 10 – Availability of resources: This was NOT provided in a separate report by the Office of Institutional Research. Please provide your own report of the adequacy of resources for department to meet its goals.
Personnel, Equipment and Locational resources all need to be addressed. Currently (Spring 2007) one full-time instructor is teaching 35 units as a full-time instructor unexpectedly retired after his courses already had students enrolled. As there were two full-time instructors in Geography during the time of this study, the adjunct pool was decimated. Consequently, it is imperative to hire qualified adjunct as soon as they are identified. However, the situation is precarious and calls for the hiring of a full-time replacement within 2 years. Most difficult will be the identification of qualified geographers as many are unfamiliar with our institution and its growth projections. Currently, an aggressive advertising campaign is underway to encourage qualified applicants to apply to VVC for the Fall 2007 semester courses. Once an adjunct pool is established, we can go forward with a full-time hiring process by Fall 2008.
Equipment needs for the Geography labs has always suffered for lack of department budgetary allocations consequently, much of our equipment has been purchased through individual VVC Foundation Grants. In addition, many times Department budgets did not include funding for new maps or the updating of existing maps. For instance, in the Geography classroom, and many other Social Science classrooms, technological delivery systems are non-existent or non-functional because of their age. In some cases, the 1997 computer cannot recognize new instructional software. Consequently, we are in great need of updates to our classroom technology. Updates to our wall maps and equipment are also needed, as currently we have only been able to update the maps in three classrooms, however, and our faculty is dispersed throughout the campus. We have either to buy permanent maps for any potential Social Science classroom or assign faculty only to rooms where these maps are available.

Additionally, it is imperative to locate and dedicate an appropriate room and furnish it with computers and software needed to offer functioning GIS classes which lead to the already approved Social Science GIS Certificate. At present, no room is available, although this proposal has sat for over two years. Nor are we slated to locate in the new Technology building.

KQM #11-Connections to other Departments—All Geography classes make use of skills developed in college level Math and English. In order to understand such Physical Geography concepts as earth-sun relationships, location and meteorological calculations, many students face mathematical challenges. Some have not taken college math prior to signing up for Geography. In addition, Geography is intrinsically tied to English since much college-level writing is required in essay and research paper assignments in all Geography classes.

KQM #12-Community Involvement—Community involvement within Geography has been lacking in the last few years as too few teachers take on the burden of additional classes. Geography was able to establish a CIMIS weather station on campus in 1993 through funding from the Mojave Water Agency and with the help of the Mojave Desert Resource Management District. Our station #117 is part of more than 200 stations across California that continually sends data by computer to UC Davis where it is compiled and used by the California Department of Water Resources. Additionally, the weather data are available in weekly and monthly format for public use by accessing the following website:
<http://www.cimis.water.ca.gov/cimis/welcome.jsp>

In addition Geography is currently working to re-invigorate our Community Advisory Board so that as the discipline moves forward, Geography can be in line with the cultural and physical needs of the workforce and community within the Victor Valley.

Other KQM – List other key quality measures not already listed that pertain to your area.

PART IV: CONCLUSIONS
To conclude, Geography has struggled to keep its identity within the Social Science Department in spite of its under representation and lack of adjunct faculty. It’s most important challenge today is hiring and maintaining an adjunct pool of qualified instructors. As new curriculum is
developed, Geography must have qualified individuals to teach it. As it is now, one geographer without any supporting adjunct cannot keep Geography above water for long. Since I have come to VVC, I have developed curriculum and increased sections, so that we could hire a full-time instructor in 2001. Now, that instructor has retired and in the next two years, we must be able to hire a replacement for this lost position. Without new personnel, class sections will be cut and I fear the Geography program will be cut in half. My first priority as stated above is to insure growth in the discipline by writing new curriculum and hiring teachers. My success depends on support from the district and my continuing loyalty to the Geography program at VVC. I believe I have both and will continue to move forward on my goals for Geography.

However, without recognition of Geography's role in the scope of Academic learning and its contribution to both Science and the Humanities, recognition for its role goes unnoticed and too often space, personnel, and equipment needs become non-essential in the district's budget. However, its needs should be considered essential. Geography as a discipline offers possibilities for growth and opportunities to interact with the larger community of the Victor Valley and through online offerings, the world. Geography needs a permanent home used for the Geography lab and lectures alone, more faculty hired, both adjunct and full-time, and a technologically current classroom in which to function. With these needs fulfilled, I believe that Geography can thrive within the framework of the VVC Academic community.

PART VI: GOALS
For each department goal requiring additional resources, please respond to all the questions below. (Cut and paste questions as needed for each additional priority).

**Priority 1**

What is your goal for 2007-2008? The first priority is to diversify the Geography curriculum and make it accessible with the latest technology and to develop an AA Degree in Geography. Approval for courses in Weather and also in Climate Change, World Regional and Economic Geography curriculum as well as an AA Degree in Geography will help establish VVC as an important institution as regards Geographic education and help to increase opportunities for learning within the community. These subjects are already part of the basic introductory Geography courses and represent the next level in the lower division curriculum for Geography at the state level.

To which College-wide strategic goals *(see last page of this document)* is this related? This priority is relates to College-wide strategic goal 2, Institutional Commitment to Student Learning and Student Success through Educational Excellence, Goal 3, Economic and Community Development and Goal 4, Diverse Populations, Goal 5, Effective Technology Integration.

How will you know if the goal was successful (measurement)? This goal will be realized when these new classes are scheduled and when the Geography AA Degree is added to the VVC Catalog.
How will the goal be accomplished (key activities)? Key activities to achieve this goal deal with writing curriculum and attending workshops. In an invitation from the AMS Weather Studies Diversity Project, I have been invited to attend a Weather Studies Workshop at the National Weather Service Training Center in May 2007. I am to join in the dissemination of weather studies to underrepresented minority populations. This project is supported by the National Science Foundation and NOAA'S National Weather Service. During this workshop I will develop the curriculum for the Weather class. In addition, my participation on the SLO committee will help me to prepare additional curriculum this Summer 2007.

What additional resources are you requesting? Although the NWS workshop is paid for by the NSF Grant, there is a requirement to purchase a site license for the software. Since my work will result in a new course for VVC, it would be ideal if VVC could purchase a 3-year site license at the discounted rate of $79 per year. Maintenance of the license after that would increase to $150+ per year. It is also required that participating faculty members attend and present a paper at the next annual American Meteorological Society meeting. Consequently, although registration expenses will be paid by the grant, funds for travel should be reimbursed by VVC.

The cost for development of other additional Geography curriculum is negligible. However, there should be a commitment by the district to keep maps and other equipment necessary for Geography classes current. This includes the positioning of an up-to-date computer within the Geography classroom, currently LA (30) 17. The computer currently there has Internet access, however, many times software and Internet access don't work as it is a 1997 computer.

General Description – see above  
Projected Cost – $240 for 3 years site license; travel funds as listed above. Cost for updating maps and equipment. $1000 per year or when necessary.  
One-time or base increase? – Increase to $150 per year after 2009.  
Additional Comments – Funding for these new courses as well as a commitment by the district to offer them is necessary.

Priority 2

What is your goal for 2007-2008? The second goal of Geography is to develop a diverse adjunct pool of qualified Geography instructors. Since 2002 our adjunct instructors have been decimated and we need to advertise for and interview qualified candidates for adjunct Geography teaching positions for Fall 2007. There are 13 classes planned and currently only one full-time instructor. For the Geography program to remain viable we need to hire immediately. Already qualified candidates have indicated an interest and these will be interviewed and hired. With help from Human Resources this will be done in time for Fall 2007.

To which College-wide strategic goals (see last page of this document) is this related? This priority relates to College-Wide Strategic Goal 1, Organizational Excellence,
Goal 2, **Institutional Commitment to Student Learning and Student Success through Educational Excellence**, and Goal 4, **Diverse Populations**.

How will you know if the goal was successful (measurement)? The goal will be successful when qualified adjunct are hired to teach Physical Geography lecture and lab and when we have a list of qualified adjunct instructors from which to choose so that sections can be offered at times and days suitable to the community.

How will the goal be accomplished (key activities)? Advertisements for Geography positions through the Community College Registry and through personal connections with other Geography departments in other institutions. Mentoring of accepted candidates as to procedures and processes at VVC.

What additional resources are you requesting? Funding for possibly 4 new Geography courses over the next 2 years and a commitment by the district to offer them.

General Description – see above.
Projected Cost – Hourly pay for an additional 12 units adjunct pay after Fall 2007.

**Priority 3**

What is your goal for 2007-2008? Hire a full-time replacement for the retired full-time Geography Instructor.

To which College-wide strategic goals (see last page of this document) is this related? Related to Goal 1, **Organizational Excellence** Goal 2, **Institutional Commitment to Student Learning and Student Success through Educational Excellence**, and Goal 3, **Economic and Community Development**.

How will you know if the goal was successful (measurement)? When a qualified full-time Geography instructor is hired.

How will the goal be accomplished (key activities)? Advertisements in the Chronicles of Higher Education, the Community College Registry and networking with other institutions.

What additional resources are you requesting? No additional as this is a replacement position vacated by the retirement of a full-time instructor.

General Description – see above
Projected Cost – $ amount cannot be determined until candidate hired.
Additional Comments – Currently Geography is working hard to find adjunct instructors to teach courses scheduled for Fall 07. It will take time to advertise, interview and hire a prospective qualified full-time candidate. However, it will be necessary to have a qualified full-time tenure-track instructor hired by Spring of 2009. In the meantime, our adjunct pool will be developed.
Priority 4

What is your goal for 2007-2008? Implementation of the GIS SOCIAL SCIENCE CERTIFICATE.

To which College-wide strategic goals (see last page of this document) is this related? This priority relates to Goal 2, Institutional Commitment to Student Learning and Student Success through Educational Excellence, Goal 3, Economic and Community Development, and Goal 5, Effective Technology Integration.

How will you know if the goal was successful (measurement)? Since the certificate curriculum has already been written and approved, the goal will be successful when a dedicated classroom with equipment designed for GIS software delivery is installed and the classes are listed in the schedule.

How will the goal be accomplished (key activities)? We are currently working on obtaining computers and software from GIS companies. We need to find and delineate a designated classroom as the SOCIAL SCIENCE GIS CLASSROOM.

What additional resources are you requesting? Additional resources would include update and maintenance of site licenses and computers.

General Description – see above
Projected Cost – $10,000-20,000, depending on grants and donations of equipment.
One-time or base increase? – one-time except for maintenance.
Additional Comments – This is a very important program for community outreach and preparation of our students for the workforce.

College-Wide Strategic Goals

The following revised set of strategic goals for the College were adopted by the Board of Trustees in 2005. These goals will provide the general direction for development of strategies the College will adopt and implement in the coming years:

1. Organizational Excellence - The College's governance roles and processes are structured to maximize institutional effectiveness.

2. Institutional Commitment to Student Learning and Student Success through Educational Excellence - Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.
3. Economic and Community Development - The College will effectively meet changing community needs for education leading to employment, cultural enrichment, civic, political and social responsibilities.

4. Diverse Populations - The College will increase access opportunities by improving programs and services to better serve an increasingly diverse campus population.

5. Effective Technology Integration - The College will integrate and utilize technology and provide quality technological training for the creation and delivery of instruction, support of programs and services, and the improvement of institutional effectiveness to enhance student learning.

6. Learning Centered Resource Management - Through utilization of prudent fiscal policies and the proactive entrepreneurial pursuit of increased revenue, the College will work diligently to secure solid financial resources to meet current and future enrollment growth, community learning needs and learning outcomes.