

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

As a part of student's General Education, the Geography/GIS Department provides students in geography courses an understanding of the processes and spatial relationships that produce geographic patterns in Earth's human and natural environments.

College Goal 3: Provide a meaningful general education program including baccalaureate-level transfer and occupational curricula.

B. Historical Background and Unique Characteristics of the Program

Historical data is limited regarding Geography at Saddleback College. However its growth since 1999 is quite evident. When the second full-time faculty was hired in 1999 there were 14 sections of geography offered compared with 26 today. FTES has increased over 70% since 1999 (Chancellor's Office Data Mart).

C. Progress Since the Last Program Review

This is the first program review to be conducted.

D. Current Strengths, Opportunities, and Challenges

Strengths:

Geography/GIS has a strong complement of dedicated full and part-time faculty who are active in regional geographic professional associations and the applied, professional geographic community as well.

Opportunities:

Geographic awareness has become a growing issue at both the local and international scale facilitating a increasing demand from students for courses in geography.

Challenges:

The current school allocations of funds provide for equipment purchases of items over \$200 each. However, many items used in Geography classrooms are under that minimum each and cannot be funded. Class sets of items that may *total* a few thousand dollars are not funded because each item is under \$200.

Classroom space at Saddleback is at a premium and the continued growth of the program will depend on the availability of class rooms set up for geography.

Furthermore, the demand for geography courses has out-stripped the supply of qualified and capable instructors. New faculty members are needed.

Interaction between faculty members has been limited in the development of Student Learning Outcomes (SLOs) and the Program Review itself. Efforts will need to be made to have these documents represent the entire geography faculty.

Section II: Review Report

A. Faculty and Staff

- 2 full-time faculty
- 8 part-time faculty
- 2 classified staff
- 1 dean/administrator

The current full-time to part time teaching ratio of faculty is low at 45-50% (depending on semester). Students do not have the same access to part-time faculty as to full-time and thus are having effective student learning outcomes handicapped. Additional full-time faculty will be needed not only to address current demand, but the growth as well.

In the Fall of 2006 there are 25 sections of geography with only 11 taught by full-time faculty. Spring of 2007 will have 26 sections with 11 taught by full-time faculty.

B. Curriculum and Instruction

Geography/GIS courses cover a range of GE (IGETC and CSU GE) and certificate offerings. the largest enrollments have been in the GE courses offered and continues to grow as indicated below.

In Fall of 2005 Student Learning Outcomes (SLOs) are being adopted by the department for program improvement. It is too early at this time to assess the 2005 SLOs. There is also an ongoing effort within Geography programs in the state of California to standardize SLOs to correspond with UCs and CSUs regarding transferable courses. This may necessitate revisions to SLOs in 2006. Plans are in place to complete the SLOs prior to the next program review cycle.

Currently in the faculty contract there are economic disincentives for faculty who teach lab and GIS classes. It is impossible to make the required 15 LHE load if one of the five classes taught is the lab or a GIS class - thus necessitating overload by full-time faculty if they are to teach the class. There needs to be parity in the pay for labs in order to mediate this issue.

C. Student Success

Enrollment growth within geography has been phenomenal, far outpacing that of the college rate. From 2001 to 2004 the department headcount increased from 1536 to 2031, a 32% increase! Enrollment in the GIS program has remained low due to ongoing facilities problems and a lack of support from other divisions.

The 2005/2006 annual FTES for geography (from the State Chancellor's Office) is 243.8, ranking the department 21 out of over 90 departments at Saddleback College (based on 4-digit TOP Code). Similar sized departments on campus have three or more full-time faculty in comparison. This is over a 70% growth in FTES over 1999-2000 *without* increasing the number of full-time faculty.

Student retention is also strong in geography at 91.59% for the most recent semester available, around 3% higher than the college as a whole.

In conjunction with this program review, the department has developed student learning outcomes for instruction. The data we collect from the assessment for the will allow us to explore correlations between department instruction long-term student success.

D. Facilities, Technical Infrastructure, and Resources

The current geography facilities are inadequate based on the demand. Additional lab and lecture space is needed. Geography has much additional material and large format maps in the class that limit its mobility and cannot be easily taught in just any class. The continued growth may be curtailed if additional space is not dedicated to geography. Despite our 32% growth no additional space has been allocated to the program.

Ongoing facilities and equipment problems have plagued the GIS courses since 1999. Numerous incidences of no software, missing data, no printers, no internet access, no server access, etc., over the years has had a tremendous negative impact on the reputation of GIS at the school.

Based on discussion taking place during the fall of 2005, it appears that the BGS will be closed for a period of time in 2006. This is a huge concern for the Geography Department because of the space and equipment needs of the courses (large lab tables, maps, rocks, globes, access to the outside, stream trays, atlases, etc.). This will need to be address by the District as soon as possible. Specific needs of the Physical Geography lab and lecture need also to be addressed such as windows that open and access to a sink for lab exercises.

The new construction scheduled for the BGS building needs to incorporate the program needs in the re-design as well. The sinks in the conference room in BGS314 were closed last year and not replaced. New eye wash stations and hazardous waste showers may be needed as well in the future.

E. Service, Community Outreach, and Economic Development

Full-time and geography faculty have been active in professional organizations such as the California Geographic Society (including participation as members of the board), the Association of Pacific Coast Geographers and the American Association of American Geographers. This has allowed faculty to remain up to date on current trends in the discipline as well innovative teaching and student learning techniques.

Section III: Needs Assessment

A. Human Resource Needs

Hire additional faculty: The current 50% ratio of full-time to part time faculty ratio is unacceptably low. In the 2006 hire prioritization process we will be looking for an additional geography faculty member. If headcount growth continues at the 30+% rate of recent years, two additional faculty members will be needed. In the Fall of 2006 there are 25 sections of geography with only 11 taught by full-time faculty. Spring of 2007 will have 26 sections with 11 taught by full-time faculty. Given the large number of FTES the department is under-staffed.

The next faculty contract will need to address the economic disincentives currently in place for faculty who teach lab and GIS classes.

B. Instructional Needs

Additional sections: Additional sections of GEOG 1 and GEOG 3 will be added in order to accommodate the continued growth of the department if part-time faculty are available. Without new faculty the enrollment growth will be hindered in the long run.

C. Research Needs

It is currently too early in the process to make any assessments of the department based on SLOs. However, the department will continue to work with the Administration and Office of College Technology to evaluate the success of students.

D. Technical, Equipment and Other Resource Needs

The current demand on resources (maps, lab supplies, etc.) is taxing both their availability and life of use. Additional funding for low cost items and class sets of maps and other supplies must be acquired for the department. A second room dedicated primarily for geography use with required supplies would alleviate this issue as well.

Improved technical support for the GIS courses must also be provided from the school.

E. Facilities Needs

The BGS building is in need of renovation. The district is currently looking at improvement options that hopefully will take place within the near future.

Based on usage, there is often a overlapping demand for the geography lab (BGS 314) during peak class times (mid-day and evenings). An additional Geography classroom with supplies, a sink and a window that can open will be needed in the near future. The continued growth may be curtailed if additional space is not dedicated to geography.

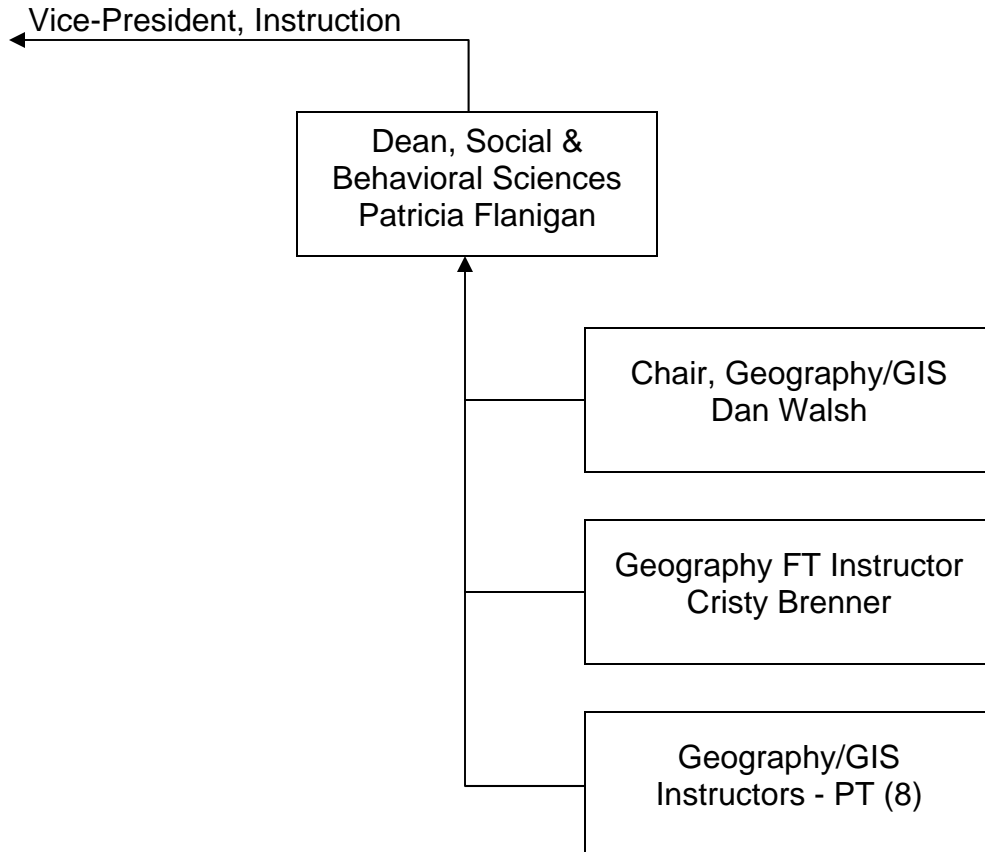
F. Marketing and Outreach Needs

The Division and department use MySite, flyers, electronic signage, etc. to promote courses. Now that the college has hired the Director of Public Information and Marketing, the department can explore additional opportunities to promote its offerings.

Section IV: Appendices

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. SLO Assessment Forms**
- D. Data Sets**

A. Program Organizational Chart



B. Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2001	2002	2003	2004	2005	
Administration	1	1	1	1	1	0
Bargaining Classified Staff FT	2	2	2	2	2	0
Bargaining Classified Staff PT	0	0	0	0	0	0
Non-bargaining Classified Staff FT	0	0	0	0	0	0
Non-bargaining Classified Staff PT	1	1	3	3	2	
Student Workers	0	2	2	0	0	0
Faculty FT	2	2	2	2	2	0
Faculty PT	4	4	5	5	7	175%

C. SLO Assessment Forms

D. Data Sets for Previous Five Years