

Part 2 – Comprehensive Program Review

Spring 2011

Program Name:

Geography

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

The geography program's main objectives during the Academic Years 2007 – 2008 focused on three areas including:

1. Student Learning Outcomes (SLOs)
 - a. Identify SLOs in courses.
 - b. Measure SLOs at the course level
 2. Successful Course Completion and Degree/certificate Attainment
 - a. Increase successful overall course completion
 - b. Increase successful course completion in transfer programs
 3. Staff Development: Develop and implement staff development activities for faculty and staff to improve student retention and success
 - a. Work with the Academic Senate, Division Chairs, Deans, and Faculty to determine staff development needs related to student retention and success
 - b. Convene staff development activities/workshops on student success and retention strategies
2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
 - a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
 - b. For non teaching programs this data should include the following: This is a teaching program thus NA

**Program Review - Geography Program
Enrollment Count at Census**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
GEOG 100	121	79	87	287	120	94	137	351					15	20		35	673
GEOG 102	86	44	60	190	76	35	41	152					16			16	358
GEOG 108		84	116	200		77	80	157						24		24	381
Total	207	207	263	677	196	206	258	660					31	44		75	1412

**Geography Program
Number of Sections**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
GEOG 100	3	2	2	7	3	2	3	8					1	1		2	17
GEOG 102	2	1	2	5	3	1	1	5					1			1	11
GEOG 108		2	3	5		2	2	4						1		1	10
Total	5	5	7	17	6	5	6	17					2	2		4	38

**Geography Program
Average Number of Students per Section**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
GEOG 100	38	40	44	40	40	47	46	44					15	20		18	39
GEOG 102	42	44	30	37	25	35	41	30					16			16	32
GEOG 108		42	39	40		39	40	39						24		24	38
Avg.	39	41	38	39	33	41	43	39					16	22		19	37

**Geography Program
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
GEOG 100	54%	49%	53%	52%	54%	46%	42%	48%					80%	41%		60%	52%
GEOG 102	42%	45%	48%	45%	47%	77%	44%	56%					50%			50%	51%
GEOG 108		49%	58%	53%		64%	44%	54%						92%		92%	61%
Avg.	48%	48%	53%	50%	51%	62%	43%	52%					65%	66%		66%	54%

**Geography Program
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
GEOG 100	73%	75%	72%	74%	84%	74%	79%	79%					80%	86%		83%	78%
GEOG 102	80%	93%	78%	84%	89%	80%	73%	81%					81%			81%	82%
GEOG 108		87%	76%	81%		84%	68%	76%						96%		96%	82%
Avg.	76%	85%	76%	79%	87%	79%	73%	79%					81%	91%		86%	80%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
GEOG	200810	Fall	2007	GEOG100	9	26	26	8	14			0	30	113	54.0%	73.5%
GEOG	200815	Win.	2008	GEOG100	5	7						0	3	15	80.0%	80.0%
GEOG	200820	Spr.	2008	GEOG100	18	18	29	17	19			0	19	120	54.2%	84.2%
GEOG	200910	Fall	2008	GEOG100	11	18	11	14	6			0	20	80	50.0%	75.0%
GEOG	200915	Win.	2009	GEOG100	1	5	3	2	6			2	3	22	40.9%	86.4%
GEOG	200920	Spr.	2009	GEOG100	7	20	17	14	12			0	25	95	46.3%	73.7%
GEOG	201010	Fall	2009	GEOG100	9	20	17	5	12			0	24	87	52.9%	72.4%

GEOG	201020	Spr.	2010	GEOG100	7	21	31	27	25			0	29	140	42.1%	79.3%
GEOG	200810	Fall	2007	GEOG102	7	10	18	18	13			0	17	83	42.2%	79.5%
GEOG	200815	Win.	2008	GEOG102	2	3	3	4	1			0	3	16	50.0%	81.3%
GEOG	200820	Spr.	2008	GEOG102	11	11	14	15	17			0	8	76	47.4%	89.5%
GEOG	200910	Fall	2008	GEOG102	1	10	9	13	8			0	3	44	45.5%	93.2%
GEOG	200920	Spr.	2009	GEOG102	12	7	8	1				0	7	35	77.1%	80.0%
GEOG	201010	Fall	2009	GEOG102	9	9	11	7	11			0	13	60	48.3%	78.3%
GEOG	201020	Spr.	2010	GEOG102	3	8	7	3	9			0	11	41	43.9%	73.2%
GEOG	200910	Fall	2008	GEOG108	10	12	21	14	18			0	11	86	50.0%	87.2%
GEOG	200915	Win.	2009	GEOG108	5	12	5	1				0	1	24	91.7%	95.8%
GEOG	200920	Spr.	2009	GEOG108	17	19	13	12	4			0	12	77	63.6%	84.4%
GEOG	201010	Fall	2009	GEOG108	14	29	24	12	9			0	28	116	57.8%	75.9%
GEOG	201020	Spr.	2010	GEOG108	5	15	16	13	6			0	26	81	44.4%	67.9%

**Geography Program
Full Time Equivalent Student (FTEs)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
GEOG 100	12.5	8.2	9.0	29.7	12.4	9.7	14.2	36.4					1.5	2.1		3.6	69.7
GEOG 102	8.9	4.6	6.2	19.7	7.9	3.6	4.2	15.8					1.6			1.6	37.0
GEOG 108		8.7	12.0	20.7		7.9	8.3	16.2						2.5		2.5	39.5
Total	21.4	21.4	27.3	70.2	20.3	21.3	26.7	68.4					3.1	4.6		7.7	146.3

**Geography Program
Full Time Equivalent Faculty (FTEf)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
GEOG 100	0.60	0.40	0.40	1.40	0.60	0.40	0.60	1.60					0.20	0.20		0.40	3.40
GEOG 102	0.40	0.20	0.40	1.00	0.60	0.20	0.20	1.00					0.20			0.20	2.20
GEOG 108		0.40	0.60	1.00		0.40	0.40	0.80						0.20		0.20	2.00
Total	1.00	1.00	1.40	3.40	1.20	1.00	1.20	3.40					0.40	0.40		0.80	7.60

**Geography Program
FTEs per FTEf**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
GEOG 100	20.9	20.5	22.5	21.2	20.7	24.4	23.7	22.7					7.5	10.5		9.0	20.5
GEOG 102	22.3	22.8	15.5	19.7	13.1	18.1	21.2	15.8					8.0			8.0	16.8
GEOG 108		21.8	20.0	20.7		19.9	20.7	20.3						12.6		12.6	19.7
Avg.	21.4	21.4	19.5	20.6	16.9	21.3	22.3	20.1					7.8	11.6		9.7	19.2

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

One single SLO was first identified for Geography 100, 102, and 108 in the Fall 2008 semester. Since then two additional SLOs have been identified for Geography 102 and 108 and one additional SLO for Geography 100. At this time only the first SLO for each course has been assessed and reported. Said assessment was done using a pre and post test of materials associated with each SLO. That data has been analyzed and some modification of the course presentation has been undertaken in order to better serve the students and enhance their learning experience. Assessment for the additional SLOs is currently underway. And a third SLO will be added to Geography 100 this academic year. All nine SLOs will be identified by December, 2011 and entered into the curricUNET listing for each course respectively. Furthermore, the assessment cycle for all nine SLOs (three per course) will continue during the next academic year until all are completed. Below is a list of the SLOs by course. At the end of each SLO is a list of the Institutional Learning Outcomes that the SLO addresses.

Geography 100

1. Analyze current spatial geographic events using the Five Themes of Geography (ILO1, IOL2, IOL4)

2. Demonstrate your understanding of geographic patterns of a specific locale by analyzing the flora, fauna, and weather patterns in relation to its physical setting (ILO1, ILO2, ILO3, ILO4, ILO5)

Geography 102

1. Analyze current spatial geographic events using the Five Themes of Geography (ILO1, IOL2, IOL4)
2. Analyze and compare cultures in terms of global population patterns. (ILO1, ILO2, ILO5)
3. Evaluate human migration patterns using push and pull factors as a tool (ILO1, ILO2, ILO4, ILO5)

Geography 108

1. Analyze current spatial geographic events using the Five Themes of Geography (ILO1, IOL2, IOL4)
2. Analyze and compare cultures in terms of global population patterns.(ILO1, ILO2, ILO5)
3. Analyze the global economy in terms of regional production patterns (ILO2, ILO4, ILO5)
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Enrollment & Access

During the academic years 2007-08, 2008-09, 2009-10 Geography was, based on the number of geography faculty, successful in meeting students' needs for courses offered. The data shows that during the academic years 2007-08, 2008-09, 2009-10 period, 38 sections of Geography were offered. In all, those sections enrolled 1412 students, or an average of 37.16 students per section. While that does not represent a 100% overall fill rate at census the data was skewed by inclusion of winter intersession enrollment. That figure is significantly below (50%) the normal fill rate. But because there were an adequate number of students in the course to pay for the instructor and those students needed the class for their course of study, the class met.

The total enrollment numbers were also influenced by a change in transfer requirements by the CSU system. That change occurred during the 2008-09 academic year. Geography 108, World Regional Geography, became the required SDSU transfer course. At the same time other CSU system schools continued to accept Geography 102, Cultural Geography, as a transfer class. During the change over period there was a drop in Geography 102 enrollment. Once students fully understood that they could still take Geography 102 as an elective course and that it transferred to the UC and CSU systems, enrollment in that course again increased. Thus in the Spring 2008, Fall 2009, and Spring 2009 enrollment numbers at census for Geography 102 were down. That drop impacted the total Geography regular semester enrollment fill rate at census. If those three Geography 102 semester totals are excluded then the geography overall regular semester fill rate at census is 104%. The highest average census fill rate is in Geography 100 followed by Geography 108, and Geography 102. The following table shows the number of Geography sections offered over the three year period:

**Geography Program
Number of Sections**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
GEOG 100	3	2	2	7	3	2	3	8					1	1		2	17
GEOG 102	2	1	2	5	3	1	1	5					1			1	11
GEOG 108		2	3	5		2	2	4						1		1	10
Total	5	5	7	17	6	5	6	17					2	2		4	38

In Fall 2008 Geography 108 (World Regional Geography) was added to the existing core curriculum. As explained above, this was owing to a change in transfer requirements at the state university level. That change, as mentioned, resulted in a decrease in the number of Geography 102 courses being offered but not a decrease in the overall number of geography sections. The number of sections taught, owing to the limited number of geography faculty, one full-time and an occasional part-time, has remained constant. The course offerings have been distributed fairly evenly Monday through Thursday with one night course being taught. That night course is switched each semester so that one semester there is a Geography 100 at night and the next a Geography 108. Thus IVC students have access during the year to both a night Physical Geography course and a night World Regional course.

There has also been Winter Intersession courses taught in 2008 and 2009. There were not, owing to an administrative decision, any Winter Intersession Geography courses taught in 2010. However, there was Summer Session courses taught in 2010. Those courses have not had as high of enrollment as the regular semester courses. However the student success rates for the short session classes have been higher than during the regular semester. It is expected that is the case campus wide as students taking either Winter Intersession or Summer Session classes are typically ones with very a specific goal: graduation.

It is the geography faculty's opinion that if more geography sections were offered then they would fill as well. This is based on the fact that at the beginning of registration for each semester all of the geography sections fill very quickly and there are always a significant number of students attempting to add the courses during the first week. With that in mind, the Social Science Department Chair has asked for an additional full-time instructor to be hired. One half of their time would be dedicated to teaching geography and the other half of their time would be dedicated to teaching anthropology. Without said hire, the number of geography sections and students can not be increased.

The Geography Program has taken advantage of the data that came as a result of the SLO assessment to update the course curriculum. In particular, there is more emphasis at the beginning of class on the Five Themes of Geography. That topic is used throughout the term in a series of assigned out of class activities. As a result of doing so, the out of class assignments have shown a slight increase in the over all rubric scores.

Retention and Success Rates

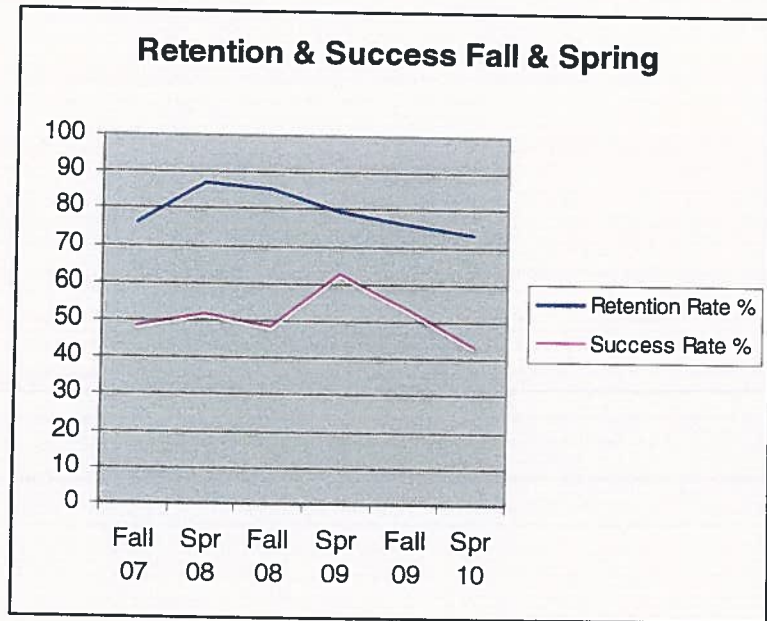
Geography student retention rate is strong, averaging 80% overall during the study period. Campus wide this figure is about average. And while the success rate is lower at 54.5%, that figure varies from semester to semester and section to section. And the success rate is similar to the IVC campus or other California Community College geography programs that were researched. Geography 102 had the lowest average success rate at 51% while Geography 108 had the highest success rate at 61%. And the combined Winter Intersession has success rates of from 50% for Geography 102 to 92% for Geography 108. Since Winter Intersession students self-select they are typically more focused on their career choice and thus more motivated to successfully pass courses. In the case of Geography 108 an informal survey done by the instructor in each class indicated that most students in that course had decided on an education major. By comparing Graph 1 and Graph 2 one can see differences between the Fall and Spring Semester retention rates and Winter Intersession retention rates.

Graph 1, Fall and Spring Retention and Success Rate shows some variation in success and retention rates from year to year and even fall to spring semester. By looking at figures in the table above one sees that the Fall of 2008 and Spring of 2008 both represent the highest Retention Rate and Success Rate. Without addition data and analysis it is impossible to explain exactly why those two semesters' students were more successful than the other fall and spring sessions. However, the quality of high school classes vary from year to year and perhaps the success rate can be explained by nothing more than the makeup of that cohort. Additionally, with such a small number of courses and students it only takes a couple of more successful completions or a couple more students being retained to skew the tables and thus the graphs. Every semester there are students that quit attending class and thus receive an "F". If more of those students had dropped themselves or had been dropped by the instructor then the Retention and Success Rates for that session would have been quite different.

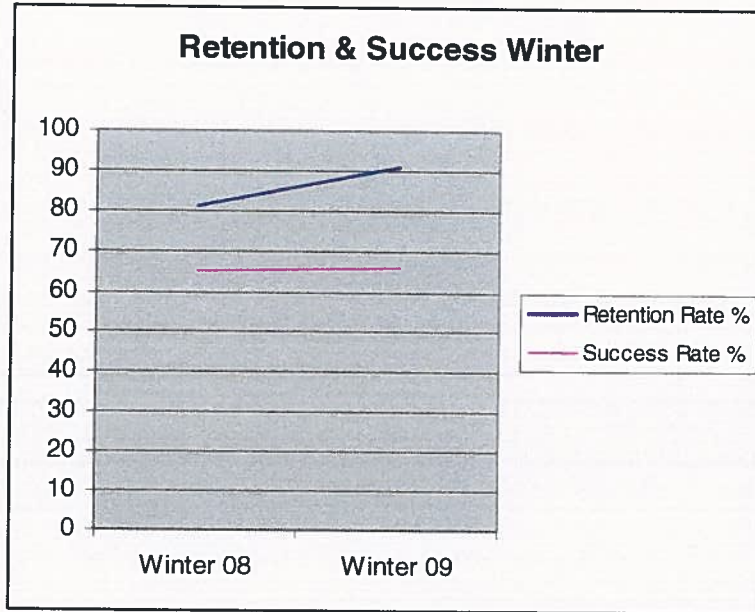
In contrast to Graph 1, Graph 2 which represents the Winter Intersession shows little change in Success Rate and a steady increase in Retention Rate. Again, the Success Rates and Retention Rates for self-select students are, as noted above, more easily explained. Those students have already taken other college classes and are self-directed towards a perceived goal. In addition, one needs only look at the Grade Distribution chart to see how giving an Incomplete to two students during the Winter 2009 session skewed those success figures downward.

Retention and Success Rates also vary because of the preparedness of the students that enter Imperial Valley College. California Community Colleges (CCCs) by nature do not have admission requirements. Rather, their mission is to serve all

students. Therefore their curriculum includes preparing students to transfer, teaching career education programs, teaching basic skills in English, ESL, and math, and GDE requirements.



GRAPH 1: Retention & Success Fall & Spring



GRAPH 2: Retention & Success Winter Intersession

And the fact that CCCs accept all applicants means that courses lacking prerequisites or co-requisites, including geography, have some students that are not prepared to enter an English only classroom. Currently the geography faculty is compiling data about student success and their English attainment level in an effort to improve both Retention and Success Rates.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

As of Spring 2011 there is one full-time and one part-time faculty member teaching geography. This is a departure from past semesters when there was typically only one full-time geography faculty member. The reason for the change is that the full-time faculty member is now the Social Science Department Chair. As Department Chair the full-time instructor has 9 hours of

reassigned time. That instructor teaches three sections of Geography 100, one as an overload. These three Geography 100 (Physical Geography) sections continue to serve as a "non-lab science" transfer class. The part-time adjunct faculty member teaches the balance of the geography curriculum. That consists of two sections of Geography 108 (World Regional) and one section of Geography 102 (Cultural Geography). Thus the actual number of courses taught during the Spring Semester 2011 remains at three and the total number of sections taught remains at six but that number is divided between two faculty members, one full-time and one part-time. That number of sections can only increase by either the full-time instructor teaching more overloads or additional part-time faculty being hired.

California Community Colleges normally limit part-time instructors to teaching a total of six classes a year. In some of the CCCs that number can be unevenly distributed between fall and spring semesters meaning that the part-time faculty could teach four courses in the fall and two in the spring or visa-versa. However at Imperial Valley College that is not the case. Here, the part-time faculty load can not exceed three classes per semester or six classes during the two semesters without offering a temporary overload hire. Because the current fill rate is 100% there is not any room for growth unless more geography instructors and thus more geography sections are added. With the limited number of qualified geography faculty available to IVC, the only way to add more instructors is to hire an additional full-time geographer.

Geography does not currently offer a certificate or degree program. Rather all courses taught fit within other IVC majors and/or are used as transfer courses to other institutions.

The full-time and part-time geography instructors are both members of the Association of American Geographers (AAG) and will be presenting in two sessions at the annual conference April, 2011 at Seattle, Washington. Both of the AAG sessions focus on community college teaching. One centers on sharing/improving distance education courses and the other focuses on the Community College geography curriculum. Both IVC instructors have a long history of AAG involvement. They have been active in and officers of both the Community College Affinity Group and the Geography Education Specialty Group. Through their association they have become further involved in list-serves that share community college curriculum content and teaching skills.

Two IVC geography students were recommended by the geography faculty for scholarships to attend the conference and both were selected as recipients. The scholarships were offered nationwide to all community college students in an effort to capture early career geography students and further involve them in the national network. Due to work constraints one student will have to attend a future AAG meeting, but the second student is accompanying the two faculty members to Seattle for this conference. It is anticipated that both the faculty members and the student will gain valuable knowledge which will be shared with others at IVC.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

Most recently, as previously noted, changes to UC/CSU transfer requirements affected what geography courses are taught as

well as the number of sections of each course taught. However, by now the transition from offering Geography 102 (Cultural) to Geography 108 (World Regional) as the primary non-science transfer course has been made and the program is functioning as well as it can with the limited number of instructors available. If the program is to grow then another instructor must be employed and making that happen has proven to not be an easy task.

Imperial Valley College is rather isolated. The nearest geography graduate degree granting institution is San Diego State University, and it is approximately 100 miles away. As an institution IVC frequently advertises in local and regional newspapers for qualified applicants in all disciplines to apply. Such a call went out this past fall 2010 semester. While there was some interest in some disciplines, no one responded to the advertisement to teach geography. And this is not the first time that IVC positions have been advertised and the result has always been the same.

Several years ago when gas prices were considerable lower there were a number of part-time instructors that drove from the San Diego area to work at IVC. Now that typically applies to full-time instructors only, most of whom stay in the Valley during the week and commute home on weekends. By hiring another full-time instructor, one that could teach courses in geography and anthropology, then more geography courses and more sections could be taught and the current part-time anthropology instructor could retire.

There are currently four geography courses listed at IVC. However because of the limited faculty, only three (Physical Geography, Cultural Geography, and World Regional Geography) are being offered. Economic Geography is not being taught because there is not enough teaching faculty available to add another course or additional sections to the courses being taught.

3. List any significant issues or problems that the program is immediately facing.

None beyond what has already been mentioned: need to increase faculty.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Increase on-line and alternative delivery opportunities for Geography courses	Course schedule	Fall 2011
Hire an additional full-time faculty member for the Geography/Archaeology programs	Employment data	Fall 2012

Improve student success rate through Atlas grant participation, innovative basic skills partnership programs, and SLO performance analysis and curriculum revision, as appropriate	Institutional success and retention data	Fall 2013
Investigate the feasibility of developing a GIS Certificate Program. Factors to be considered: Community need and student desire Faculty availability for course development and offering Applicability to university transfer opportunities	Written Report	Fall 2014

- Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

As previously stated, one single SLO was first identified for Geography 100, 102, and 108 in the Fall 2008 semester. Since then two additional SLOs have been identified for Geography 102 and 108 and one additional SLO for Geography 100. At this time only the first SLO for each course has been assessed and reported. Said assessment was done using a pre and post test of materials associated with each SLO. That data has seen been analyzed and some modification of the course presentation has been undertaken in order to better serve the students and enhance their learning experience. Assessment for the additional SLOs is currently underway. A third SLO will be added to Geography 100 this academic year. All nine SLOs will be identified by December, 2011 and entered into the curricUNET program for each course. Furthermore, the assessment cycle for all nine SLOs (three per course) will continue during the next academic year until all are completed.

Fall 2008	Initial SLOs identified – Geography 100, 102, and 108
Fall 2009	SLO Assessment – Geography 100 and 108 (randomly selected sections) Assessment Evaluation & Modification recommendations – Geo 100 and 108
Spring 2010	All SLOs identified – Geography 102 and 108 Assessment Evaluation & Modification recommendations – Geo 102
Fall 2010	Second SLO identified – Geo 100 SLO Assessment – Geography & 104 (randomly selected sections)
Spring 2011	Third SLO identified – Geo 100 Complete integration into GE SLO plan – course level SLO and curriculum modification as required
Fall 2012	SLO Assessment – Geo 100, 102, and 108 Assessment Evaluation & Modification recommendations – Geo 100, 102, and 108

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

The current IVC fiscal crisis makes it highly unlikely that any new geography faculty will be hired in the near future. Without said hire the opportunity for the geography program to expand will remain restricted. In addition, the equipment in room 202 where all geography courses are taught is in need of replacement. Additionally, room 202, like much of the IVC campus, does not have reliable internet service. This problem hampers the geography faculty in their attempts to make the students more connected to the outside world. At the same time, the geography faculty is moving ahead with the plan to make both Geography 102 and 108 available for distance education. Another obstacle to accomplishing the fourth objective is the lack of a dedicated computer lab to teach GIS. This difficulty was first discussed with a past VPI and as of this date such a lab has not become available, nor are funds available to establish said lab.

4. Identify any outside factors that might influence your program during the next three years.

Over the next three years the geography course offering could easily grow. All of the current geography sections are at capacity and it appears additional sections could easily fill. However the availability of additional qualified geography part-time staff as previously noted, is very limited in the Imperial Valley. And the shortage of qualified faculty is also true for several other disciplines across campus. If current enrollment growth continues, and there is no indication that it will not, then the geography program will find it increasingly difficult to meet our students' needs. But simply serving the number of students that want to take geography courses is not the program's only challenge.

Currently a continuing influence on the geography program is meeting basic skills students' needs to successfully complete courses across the college curriculum and geography is no exception. The available data suggests that the population of under prepared students applying to IVC is not likely to decrease. IVC, like all California Community Colleges as noted above, has minimal entrance requirements. As a result many entering students did not take a college preparatory program in senior high school and thus many of them lack basic English, reading, and math skills. Again, this is a problem statewide and one that has been discussed and attacked from several fronts. Most recently there has been funding made available for increasing and improving basic skills training and the number of courses offered.

The full-time Geography instructor is currently part of the Atlas grant program to enhance culturally responsive teaching skills and techniques campus wide to help overcome IVC students' basic skills shortcomings. Through the grant the geography instructor is part of a team working within each of our disciplines to develop training sessions for other IVC programs. As the number of minority students at IVC and statewide increase it is important that instruction becomes more culturally sensitive.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

The current IVC fiscal crisis makes it highly unlikely that any new geography faculty will be hired in the near future. Without said hire the opportunity for the geography program to expand will remain restricted. In addition, the equipment in room 202 where all geography courses are taught is in need of replacement. Additionally, room 202, like much of the IVC campus, does not have reliable internet service. This problem hampers the geography faculty in their attempts to make the students more connected to the outside world. At the same time, the geography faculty is moving ahead with the plan to make both Geography 102 and 108 available for distance education. Another obstacle to accomplishing the fourth objective is the lack of a dedicated computer lab to teach GIS. This difficulty was first discussed with a past VPI and as of this date such a lab has not become available, nor are funds available to establish said lab.

4. Identify any outside factors that might influence your program during the next three years.

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