



Instructional Program Review Summary 2004-05

Instructional Area: **Social and Behavioral Sciences**

Department: **Social Sciences**

Discipline: **Geography**

December 8, 2004

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The goal of the Geography Department at Austin Community College is to deliver excellent teaching instruction in the discipline of Geography.

The general purpose of all geography courses is to introduce the students to the discipline, providing instruction aimed towards an appreciation of both the cultural and physical world around them, and a knowledge of the tools used by geographers. The discipline strives to encourage critical thinking and multi-cultural appreciation.

The specific purpose of all geography courses is to provide majors with a practical and theoretical basis that will prepare them for transfer and success in a baccalaureate degree granting institution and to provide general education that assists students in thinking critically and applying the basic knowledge, skills, and principles of geography to everyday life and their chosen careers.

Overview of how the program review was conducted.

An Instructional Review Committee was formed. It was headed by a full-time geography faculty and consisted of full-time faculty from geography, anthropology, and economics, adjunct faculty from geography and anthropology, a geography student, and the Dean of Social and Behavioral Sciences. The committee met in-person and via email several times to:

- review and analyze program information including previous IPR Summary Report and SWOT results, previous program assessment plans, previous annual action plan follow-up reports and data provided by the Office of Institutional Effectiveness

- identify program strengths, weaknesses, opportunities and threats (SWOT)

- make program improvement recommendations that include action plans and resource allocation needs based on the findings of the review

- complete the IPR Summary Report, the Program Status and Quality Improvement Plan forms

- share all reports with the Department faculty, Chair and Dean

- submit the IPR Summary Report to the Office of Institutional Effectiveness

Summary of findings:

Progress on previous program review recommendations.

Program strengths.

The strengths of the geography program are

- highly qualified, dedicated faculty
- a strong, well-organized curriculum with courses offered at various times and several campuses
- the implementation of a GIS course which has shown sustained growth
- motivated students who are very satisfied with the geography program
- good relationships and transfer agreements with area educational institutions

Areas for improvement.

Areas where the program needs to improve include

- Lack of progress in implementing a GIS Associate's degree
- Unacceptably high non-mastery rates for Physical Geography and, to a lesser extent, World Regional Geography
- Limited geographic distribution of classes (most are offered at NRG and RGC)
- Lack of community awareness of the program
- Lack of external funding
- Poorly equipped classrooms

Key planning issues.

Key planning issues include:

- procuring a dedicated GIS lab/classroom

- procuring dedicated geography classrooms at all campuses, especially NRG and RCG
- implementing a second GIS course and an Associate's degree in GIS
- equipping all geography classrooms with up-to-date maps and permanently mounted computers/projectors
- increasing the geographical distribution of Geography courses/sections across ACC's many campuses.
- improving completion rates for all courses, especially Physical Geography
- increasing community awareness of the program
- procuring network administrative support for the GIS software/hardware
- getting a plotter and a dedicated server for the GIS program

Conclusions: What are the major conclusions regarding the present state of the program?

The geography program is growing much faster than the college (40% growth over the last 4 years). The need for geographically trained individuals will continue to increase and our program is well poised to serve this need. The addition of a GIS course has strengthened the program. Student and transfer institution satisfaction with the program remains high. The geography faculty are dedicated and highly qualified. The curriculum is strong and well organized, and changes to adapt to current community and student needs. However, there are still many obstacles the program must overcome to reach its full potential. These include space/technology limitations, funding cuts, tepid administrative support for expanding the GIS program, and unacceptably high non-mastery rates for Physical Geography and World/Regional Geography.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

- Implement the GIS II course
- Implement an Associate's degree in GIS
- Find a permanent dedicated GIS lab/classroom
- Increase the geographical distribution of Geography courses/sections across ACC's many campuses
- Improve the completion rates of students in all geography classes, especially the Physical Geography course
- Increase student and community awareness of the program

- Get updated maps and permanently mounted computer/projection systems in all geography classes
- Petition the administration to increase travel funding for all geography faculty
- Procure network administrative support and a dedicated server for the GIS software/hardware
- Procure a plotter for the GIS program

assists students in thinking critically and applying the basic knowledge, skills, and principles of geography to everyday life and their chosen careers.

The Geography Department has shown sustained growth over last decade. In 1998, there was 0.5 full-time geography full-time faculty. As of 2003, there are 2.5 full-time geography faculty. Between Fall 1999 and Fall 2003, there was a 40% increase in enrollment in Geography classes. In 2000, an introductory GIS (Geographic Information Systems) course was introduced. This course has shown steady increases in enrollment and there is a huge student demand for more advanced GIS courses and an Associate's degree in GIS. The department continues to work towards those goals.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Name Mary Beth Booth ACC Faculty Industry Representative
 Student

Name James Sondgeroth ACC Faculty Industry Representative
 Student

Name Don Jonsson ACC Faculty Industry Representative
 Student

Name Michael Pool ACC Faculty Industry Representative
 Student

Name Ross Bigelow ACC Faculty Industry Representative
 Student

Name Cathy Winfrey ACC Faculty Industry Representative
 Student

Name ACC Faculty Industry Representative
Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

Strengths: In what does your program excel?

Faculty:

-One of the major strengths of the geography program is dedicated, highly qualified faculty who are passionate about their field and teaching. The faculty have very diverse backgrounds, experiences, and talents which aid them in imparting to students the wide-ranging world view that is necessary in our global society.

-The ability of our faculty to relate geography lecture material to everyday life remains one of our greatest strengths. One instructor assigns students a country that the student then reports about throughout the semester. On the last day of class, students hold a pot luck supper and each brings a traditional dish from his assigned country. Another instructor maintains an email mailing list of all interested current and former students. She routinely sends them emails about GIS jobs, internship possibilities, conferences, lectures and GIS -related current events. This keeps both former and current students actively engaged with ACC.

- Despite decreases in travel funding, faculty keep up-to-date on rapidly changing subject matter by attending conferences and lectures, completing online courses, reading professional journals and other means.

-The geography program has a better ratio of full-time to adjunct faculty than most programs at ACC. The geography adjunct faculty are long-term employees who are dedicated to teaching and the program. The adjunct faculty willingly participate in departmental meetings and committees.

-This year, William Leonard won the Adjunct Faculty of the Year award and full-time faculty Clint Davis was the Piper finalist for ACC.

Courses/Curriculum:

-The geography curriculum is strong and well-organized.

-World events are creating an obvious increased need for geographical awareness and our four geography courses are serving this community educational demand. The World Regional Geography course is in high demand for education majors who are pursuing teacher certification. The GIS course has helped satisfy a growing demand for students trained in spatial technologies. The Physical Geography, Cultural Geography and World Regional courses provide students with an excellent understanding of this increasingly complex global society in which we live.

-All four classes provide students with a strong foundation for transfer to four-year universities.

-Because course sizes remain small, students benefit from increased interaction with and attention from faculty.

-Student costs are much lower than other area institutions.

-The program has flexible schedules with courses offered on various days and times. The Distance learning courses are powerful and well-structured and demand for this mode of delivery continues to grow.

GIS (Geographic Information Systems):

-The addition of a GIS course has greatly enhanced the geography program. Enrollment has steadily climbed and the number of sections offered each semester has continued to increase.

-The course serves three purposes: 1) as a cost-effective means for working professionals to learn GIS as tool in their chosen discipline, 2) as a first course in a sequence of undergraduate GIS courses at area universities and as a prerequisite for the graduate GIS course at Texas State University-San Marcos (TSU-SM), and 3) as a requirement for ACC's Geography, Surveying, and Architectural Drafting Associate's degrees.

-The demand for GIS -trained individuals in Austin area is enormous.

-The GIS software used in the course is the latest version of the industry standard.

-ACC has shown a commitment to GIS by funding the software at the college level and by including development of a GIS Associate's degree in the master plan. Expanding the GIS offerings has huge potential to strengthen and expand the geography program.

-The GIS instructor has strong ties to the the geography department at TSU-SM, which has the largest geography department in the country (well over 500 undergraduate geography majors). As a result, many TSU-SM faculty and staff send students to our GIS class.

- Student feedback on the GIS course has been uniformly positive. Student demand for more advanced GIS courses and a GIS Associate's degree is enormous. The instructor routinely gets inquiries from former students (some of whom took the Intro class as much as 5 years ago) about the status of an advanced course. Several former students have volunteered to petition the administration to get the advanced GIS course approved.

Students:

- Students remain one of the program's major strengths. Geography appeals to a wide diversity of students (good age and ethnic diversity). ACC's open door policy ensures that many students have access to low-cost, high-quality geographic education. Indeed, the geography program has enjoyed a 40% growth rate over the last five years (See Table 1).

-Student satisfaction with geography classes is high and the program benefits from good word-of-mouth advertising.

Transferability/Relationships with Other Area Educational Institutions:

-All four geography courses transfer to UT-Austin and TSU-SM. More importantly, all four courses apply to undergraduate geography degrees at these two institutions.

-From formal and informal feedback from geography faculty and staff, both UT and TSU-SM are very satisfied with our transfer students. Student feedback has also been very positive for all four geography courses.

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

Courses/Curriculum: Course offerings (both in terms of content and sections offered) continues to be the biggest weakness for the program. Only four courses

are offered and no lab is offered for Physical Geography. It is vital for the growth of the department that more courses be offered, especially advanced GIS classes and possibly remote sensing classes.

- Because of the huge scope of the subject, World Regional Geography is a difficult course to organize and teach.

- Most of the course offerings are at NRG and RGC (see Table 2). Because of the lack of suitable computers elsewhere, all GIS courses are offered at NRG. There needs to be a concentrated effort to expand the number of sections offered as well as offering courses at more convenient campuses and times.

- ACC students have traditionally taken geography courses to fulfill degree requirements for other disciplines. As a result, very few Associate degrees are awarded (see Table 3).

- There continues to be a lack of awareness by students and other disciplines of the importance of Geography to a well-rounded education.

- There is unequal gender representation in World Regional Geography (66% female) and GIS (64% male) (see Table 4a).

Technology and Facilities:

- There is a severe lack of classroom space (especially at NRG) which hinders our ability to offer classes at times/locations convenient for students.

- The lack of dedicated classrooms with maps and easily accessible computer technology (including computers with PowerPoint and ArcGIS software, projectors, VCRs, slide projectors, etc) makes it very difficult for faculty to teach effectively.

- In order to improve the quality of distance learning classes, faculty need better training in and computers for streaming video and other modes of distance learning delivery.

- There is sometimes a problem with textbook availability (a gap between what instructor wants to use and what is available for students).

- Because of the computer hardware requirements of the GIS software, GIS classes cannot be offered at the south campuses (RVS and PIN) which would be much more convenient for TSU-SM students who want to take GIS at ACC.

Faculty Issues:

- Lack of support (benefits, etc) and job security for long-time adjunct faculty continues to be a weakness for ACC.

- Over the last several years, faculty travel money has been severely reduced to the point one faculty member never received her travel reimbursement although it had already been approved. This lack of faculty development/travel money makes it very difficult for faculty to remain current in the incredibly dynamic field of geography/GIS.

- The geography faculty are not as diverse as the Austin Community; all but one are male and all but one are White (see Table 5).

- Because faculty are dispersed at different campuses, it makes it difficult to attend meetings/department activities.

Student Access Issues:

-There continues to be a high number of students turned away from full classes (see Table 6).

-There is often a conflict between working student schedules and the time courses are offered. Most classes are offered at NRG and RGC which limits access of students to classes.

-Lack of adequate parking (especially at RGC, NRG, and PIN) has adversely affected enrollment.

- Because of increased gas costs and increased tuition, the cost of courses for the poorest students remains prohibitive.

-There are higher than college average non-mastery rates in Physical Geography and World Regional Geography (see Tables 7a - 7d). This is in part due to the difficulty of the subject.

-Inadequate preparation of students (especially younger students) for college-level courses continues to remain a problem for the program.

GIS:

-Lack of dedicated GIS lab space impedes growth of the program. Courses cannot be offered at times convenient for students because of scheduling conflicts with other disciplines in the lab housing the GIS software.

-Lack of dedicated computer support for GIS software/hardware puts an unnecessary burden on the sole GIS instructor. She is now and has been the gatekeeper for the ArcGIS site license for the entire college which involves a lot of time and a lot of physical storage space (neither of which she has).

-Because of hardware limitations, GIS is only offered at one campus (NRG). Because of the traffic and gas cost concerns of commuting to north Austin, many TSU-SM students opt not to take GIS at ACC.

-Currently there is an only one GIS instructor for the whole college.

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

Outreach:

-The program offers a great opportunity for growth and expansion of the curriculum by offering more GIS courses, field-based courses, and international courses.

-The program should develop training partnership with state and local government. There is the potential to increase corporate/business supported scholarships for students and increase corporate/business sponsorship of ACC courses.

-We need to make the public and organizations like Workforce in America (WIA) aware of the program.

GIS:

-The program offers an excellent opportunity to expand the GIS program to a full-fledged Associate's degree and possibly a GIS certificate program (comparable to TSU-SM).

-Currently there is a huge demand for an advanced GIS course and associate's degree.

-The program should take steps to integrate GIS into other SBS departments.

-As the economy recovers, there will be an increased demand for GIS – trained individuals and ACC is perfectly poised to take advantage of this opportunity.

-There will be an opportunity for a dedicated GIS lab as the electronics program shrinks.

Faculty Development and Grants:

-Due to budget limitations, it will be imperative that the geography program pursue grants for travel, professional meetings, seminars, and guest speakers. We should also track grants to increase diversity by outreach programs aimed at high school students.

Higher Education:

-The program should pursue articulation agreements with UT to take GIS course as a sophomore-level techniques and methods course.

-We must make other departments aware of geographical aspects of their fields.

-The program should pursue better articulation with area colleges, especially UT and Texas State.

-The largest geography program in the USA is 25 minutes away at TSU-SM. We must take advantage of the opportunity to get many of these students to take their lower division geography courses at ACC.

Student Opportunities:

-UT enrollment limits and Texas State's higher entrance requirements will result in more ACC students.

-We need to increase our targeting of geography majors at TSU and UT to take lower-division courses here. We should encourage students from around the state to attend ACC as an away-from-home college.

-We need to pursue increased work-study options for students.

-The recently announced 25-year plan at encourages more cultural training for all students regardless of major; our geography program is in a perfect position to fulfill this educational need.

Curriculum:

-The program should consider converting all open campus courses to the PCM format.

-We should encourage even classroom instructors to use Blackboard as a course communication tool.

-The program needs to expand course offerings (both in variety of courses and number of sections taught at various campuses) to increase transferability.

Threats: What are the external factors that could negatively impact your program's future?

Costs:

- Most of the courses are offered at only two campuses and getting there can be expensive (limited bus transport solutions). Increased fuel/driving costs for students may significantly affect enrollment. The rising costs of textbooks will continue to be a problem for many students.

Facilities and Technology:

- As new versions of the GIS software are released, the computer hardware requirements increase exponentially. Yet the computers in the GIS lab are replaced only once every three years.

- There are no plans to expand classroom space at NRG/RGC. Currently the GIS classes are relegated to portable building.

- Because of lack of labs, faculty cannot incorporate Internet-based active learning into their curricula.

- If the South Austin campus is finished, there are currently no plans to offer geography courses there.

- Lack of parking at NRG, RGC, PIN and RVS adversely affects enrollment.

- The lack of a dedicated GIS lab means that the GIS program cannot expand to fill the educational needs of the community.

Budget :

- A reduction in legislative funding threatens the future growth of the program.

- Cutbacks in number of courses and sections offered decreases student access to vital courses.

- Decreases in travel funding threatens faculty's ability to remain current in the field.

Administration:

- Poor management and planning at ACC in the past threatens the growth of the geography program.

- If the new president decides to replicate full scale administration on each campus, there could be serious problems with funding, facilities, coordination, and scheduling.

- In the current political climate, faculty fear rules and regulations that would restrict academic freedom.

Other higher education institutions:

- UT will now require 60 hours in residence instead of 30 hours at the undergraduate level, which potentially could severely affect our enrollment.

- Four-year colleges refuse to transfer some courses except as geography electives.

- Internal reorganization/chaos at TSU's Geograpy Department could adversely affect referrals to our GIS class.
- TSU-SM online GIS classes potentially siphon some students from us.

Discuss changes from the program's previous SWOT analysis.

Strengths: The faculty, curriculum, and students remain the core strengths of the geography program. The addition of the GIS course has strengthened our program considerably as has ou good relationships with other area institutions, especially UT and TSU-SM.

Weaknesses: In the previous SWOT, the lack of fulltime faculty was a major issue. This has been resolved with the addition of 2 full-time faculty in the last 5 years. Lack of funding for travel was a concern in the last SWOT and it is even more of a problem now. Dedicated classroom spce with appropriate technology and maps remain a major weakness of the program. Student access to classes was not an issue in the previous SWOT but is a major weakness now. As traffic becomes more congested and gas continues to rise in price, the location of the class offerings becomes critical to students. Having all the GIS classes at NRG and most of the other geography classes at NRG and RGC is a major weakness that may very well limit growth in the future. Although the addition of the GIS class has been beneficial overall, there are serious weaknesses associated with the GIS Initiative. Lack of a dedicated GIS lab and weak administrative backing for a more advanced GIS course have seriously limited the growth of the GIS program.

Opportunities: Because the previous SWOT combined both the Anthropology and Geography departments, the opportunities delineated then mostly dealt with Anthropology's opportunities to expand its International program and develop partnerships. Now the opportunities are more focused on expansion of the program, especially GIS, outreach to students and other educational institutions, and grant procurements.

Threats: Although the administrative and student preparedness concerns detailed in the previous Swot are still threats to the program, the main threats today are spiraling costs, severe lack of facilities and technology, and budget cuts.

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing “service-area adults with the postsecondary and higher education they need and can use for productive useful lives?”

The geography program continues to offer students and the community the opportunity to take low-cost, high-quality geography courses for an Associate of Arts degree from ACC, for transfer to a four-year degree program, or for job-oriented training and knowledge for disciplines such as environmental management, meteorology, international business, architectural drafting, and surveying. The addition of the GIS course has greatly increased our ability to provide the community and surrounding universities with students well-trained in spatial technologies.

In what ways does the program demonstrate an open, responsible exchange of ideas?

Both full-time and adjunct geography faculty meet often to freely discuss and debate issues and concerns that impact the geography program. In conjunction with the social sciences taskforce, geography faculty then freely vote on these issues. We also use email extensively to disseminate program information and debate issues. In addition, faculty often meet informally on campuses to exchange ideas. The geography program is truly lucky to have dedicated adjunct faculty who have been with ACC for decades and willingly participate in taskforce meetings, self-studies and other committees.

In what ways does the program provide an open door to educational potential?

ACC's open-door admission policy is the main vehicle through which the geography department advances its open door educational potential. The program has added many distance learning sections which greatly enhance busy students access to courses. We are also offering Cultural Geography in the DL format for the first time. We are now offering geography classes at FBG and we hope to add more courses/sections there. Via IVC, we are now offering courses at PIN.

In what ways does the program take targeted action to address internal needs within available resources?

The geography program has an ongoing mentoring program in place for all new faculty. During the faculty evaluation process, all course syllabi and testing instruments are thoroughly reviewed yearly to ensure that they meet common course objectives. Both the geography program and the social science department maintain websites with a wealth of information available for instructors as well as students. World events are creating an obvious increased need for geographical awareness and our Cultural Geography and World Regional Geography courses give students the global perspective and tools they need to make decisions in this changing world. Our Physical Geography course gives students valuable insight into the environmental/human interface and how that affects our world. The GIS course trains students in the latest spatial technologies that are so vital to our community.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

The geography program prides itself on its excellent instruction. Master syllabi have been created for each course and these act as a guideline to ensure all students are receiving the same high-quality course content. The program has both formal and informal procedures for faculty evaluation. Instructors freely communicate with each other about course content and procedures. Most students take a geography class as a core curriculum requirement. After that one course, many of these students become fascinated with geography, and change their major to geography. Many of our students have gone on to receive Master's and PhD's in geography. That speaks volume for the quality of ACC's geography program. Many students tell us that the best geography courses they have taken have been at ACC.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

The Geography department has three mechanisms in place to assure accountability:

1. Faculty are evaluated formally every year. The faculty evaluation process is extensive and includes review of syllabi and testing instruments, review of student evaluations, college service, community service, and professional development.

2. SACS Assessment forms are given to students at the end of each Fall semester. The results of these assessments are used to develop action plans for curricula/teaching methodologies for the coming years.

3. Students evaluate instructors yearly on course content and teaching methodologies. These evaluations are used to find out what works well and what areas need improvement.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

All students pursuing a 4-year degree at a public institution in Texas must take 3 hours of social science. The geography program provides these courses.

The demand for employees and graduate students with spatial technology training continues to grow. Our GIS course offers a low-cost, high-quality option for students to get this training.

All prospective K-12 teachers must know World Regional geography as part of their certification process. The geography program offers the courses needed to fulfill this requirement.

Describe the results of the program's most recent assessment of community need.

Although there is not any available data or quantitative information on recent assessment of community need, the geography program's growth of 40% shows that geography is in demand in our global society. The need for individuals trained in spatial technology continues to increase as evidenced by the number of jobs in a wide variety of fields that require GIS knowledge. As the geography programs at UT and TSU-SM have expanded, there has been a concurrent increase in demand for all our introductory geography classes.

How do the program's five-year enrollment trends compare with those of the College overall?

In the last five years, the geography program has had a 40% increase in enrollment in Geography courses. This is a significantly higher rate than the 11.3% increase in enrollment ACC has had overall during this time period. (See table 1)

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

See Tables 2 and 8

List the number of sections taught (by location).

See Table 2

List the number of sections closed or canceled per course.

See Tables 9 and 10

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

Generally, the geography program is a little less ethnically diverse than the overall college trend. There is unequal gender representation in World Regional Geography (66% female) and GIS (64% male). This may be due in part to the fact that most of the students taking World Regional Geography are education majors (traditionally female-dominated), and a significant number of students taking GIS are in the surveying and architectural drafting degree programs (traditionally male-dominated).
(See Tables 4a and 4b)

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges. Lack of dedicated classrooms and labs has significantly decreased our ability to provide geogorphy classes at the locations and times most convenient to students. Lack of faculty and administrative restrictions on the number of sections offered has limited our ability to offer more DL sections.

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

Cultural Geography has course completion rates very similar to ACC as a whole. Physical Geography has a lower percentage of A's and B's than ACC as a whole reflecting the difficulty of the subject matter, especially when taken in the DL format. World Regional Geography has fewer A's but more B's than the college as a whole. GIS has more A's and B's than ACC as a whole. This is probably due to the fact that the GIS students are older and more serious about their education. Many are full-time professionals and/or graduate students. (See Tables 11a - 11d).

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Only 1 student graduated with a Geography major between 2000 and 2003. Students typically take Geography as part of a requirement for another major or transfer to 4-year institutions. Many GIS students are enrolled in the Master's program at TSU-SM and take our GIS course as a prerequisite to the graduate GIS course.

How do withdrawal rates for courses compare to College norms?

The Cultural Geography and GIS courses had withdrawal rates of approximately 20% which compares favorably to ACC's overall withdrawal rate of 22.5%. World Regional Geography (approximately 26% withdrawal rate) and Physical Geography (approximately 30% withdrawal rate) had rates higher than the college as a whole. The subject material in both these courses is difficult which could account for these higher rates. More likely to contribute to these rates is the fact that many students are taking these courses online. These are very difficult subjects to take in a DL format and the withdrawal rates for the DL sections are higher than the classroom sections. (See Table 7a – 7d).

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The geography program does not have departmental final exams, exit test, or standardized tests; Instructors are responsible for their own tests and finals. Each year, as part of the SACS assessment, students are given an assessment instrument. Last year, the instrument was changed from short answer format to multiple choice format. Students did considerably better this past year; All courses except Physical Geography attained the 70% or better passage rate that we had set as the goal. Physical Geography had a 69% passage rate which was very close to our goal. Since the format of the testing vehicle changed, we cannot compare these results to previous years.

See <http://www3.austincc.edu/it/ulead/> for details about ULEAD results for the geography program.

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The geography program has developed common course objectives for all courses. The faculty periodically reviews those course objectives to meet the changing needs of the discipline, students and community. The program has developed master syllabi that are used by all instructors at all campuses. Course syllabi, tests, quizzes, final exams and other student assessment tools for all courses taught by each instructor are part of the regular faculty evaluations in order to ensure academic standards and consistency within the department.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

The program reviews, and changes as necessary, the curriculum and course

objectives periodically to make sure that the curriculum is current and adequately meets the needs of students. Faculty stay current in the field by attending conferences, taking online classes and conducting research. Learning outcomes for the geography courses are measured each fall semester in the institutional effectiveness measures; these results help the program identify and correct any curriculum/instructional deficiencies.

Are learning outcomes defined for courses and the program? Yes No
Are course texts up-to-date?. Yes No
Are course and program listings in the ACC Catalog up-to-date? Yes No
Do all courses have up-to-date syllabi on file? Yes No

Evaluate the use of instructional resources (including those in the library). The geography program encourages and engages students to use library resource materials and various available software to enhance their learning. Most instructors also use multi-media technology in the classroom to enhance teaching/learning. Instructors teaching PCM courses make extensive use of computer technology including Blackboard, Internet-based research, and companion websites for textbooks. The GIS course uses the latest available version of the software, ArcGIS, which is the industry standard.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning. The geography program has pioneered numerous alternative modes of instruction. These include PRN courses, ITV courses, PCM based courses, V-Tel instruction, Virtual College of Texas courses, and computer classroom courses. In addition, the use of advanced computer technology within the traditional classroom setting are now routinely used by the faculty. Three courses (Cultural Geography, Physical Geograpy and World Regional Geography) are taught via distance learning. For academic year 2004 - 2005, 15 distance learning sections will be offered

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements. All instructors focus on critical thinking skills and active learning in all courses through classroom instruction, homework assignment, tests, quizzes, and Internet- and software-based learning tools. One example of this is a Cultural Geography course in which each student picks a country and then reports on the current events of that country each week. The GIS course requires the student to complete a semester-long project which must evaluate and come up with solutions for a real-world problem.

List below the current discipline-specific courses within the program and the date of the latest review.

CourseGEOG 1301
CourseGEOG 1302

Date of Last Review2003
Date of Last Review2003

Course GEOG 1303
Course GEOG 1410
Course
Course

Date of Last Review 2003
Date of Last Review 2003
Date of Last Review
Date of Last Review

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes No (if no, please explain)

What is the ethnic diversity of the faculty?

See Table 5.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

Each year designated members of the Social Science Taskforce review the portfolios of the full-time and adjunct faculty. The portfolio consists of the learning objectives, testing instruments, syllabi, assignments, and copies of all handouts. The portfolio also contains a statement of teaching philosophy and a detailed course description. The evaluators screen for changes that reflect new methodology, approaches and pedagogy.

What recognition has been given to faculty within the last year?

William Leonard, long-time adjunct faculty, was named teacher of the year for academic year 2003 - 2004. Clint Davis, full-time faculty, was ACC's Piper finalist.

Describe professional development activities in which program faculty participate.

Faculty participate in professional society memberships in their discipline and instructional areas, attend seminars and workshops in their fields, subscribe to and read current discipline-related journals and magazines, complete online discipline-specific courses, and regularly perform professional development activities every year.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

100%

All adjunct faculty are required to complete 4 hours of faculty development per year. Full-time faculty are required to complete 12 hours of faculty development per year.

Describe the types of discipline-related professional development activities offered.

Web-based tutorials, use of multi-media technology in instruction, and online GIS classes through ESRI's virtual campus.

What percent of sections do full-time faculty teach?

For the 5-year period FY1999 - Fy2003, full-time faculty taught 45.6% of sections (77 out of 169 total sections). For FY2003, full-time faculty taught 53.3% of sections (16 out of 30 total sections) Source:

http://www.austincc.edu/progrevw/notebooks/f-resources/tbl4_bpb_fy05.pdf

What percent of contact hours do full-time faculty teach?

For the 5-year period FY1999 - Fy2003, full-time faculty taught 54% of contact hours (132,400 out of 245,248 total contact hours). For FY 2003, full-time faculty taught 60.3% of contact hours (31,040 out of 51,488 total contact hours) Source:

http://www.austincc.edu/progrevw/notebooks/f-resources/tbl4_bpb_fy05.pdf

Are student evaluations of instruction within acceptable range? Yes No

To what extent are alternative modes of instruction incorporated into classes?

Geography faculty employ a variety of traditional and innovative methods in the classroom. In addition to diverse lecturing styles and methods, some faculty employ group discussion and projects while others utilize a host of multimedia presentations. For example, one instructor assigns students a country that the student then reports about throughout the semester. On the last day of class, students hold a pot luck supper and each brings a traditional dish from his assigned country. GIS students not only complete a semester-long real-world lab project, they also participate in a GPS treasure hunt on campus (with real albeit inexpensive prizes at the end of the trail).

The geography program uses many alternative modes of instruction including PRN courses, ITV courses, IPCM based courses, V-Tel instruction, Virtual College of Texas courses, and computer classroom courses. In addition many faculty use multimedia presentations within the traditional classroom setting to the extent feasible in poorly equipped classrooms.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes No

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

Several factors limit the growth of the geography program, especially the growth of the GIS degree. These include:

Lack of dedicated GIS lab space. Currently the GIS labs are held in the smallest computer lab on the NRG campus. There is barely room for the 12 computers in the lab and the instructor has difficulty maneuvering in the lab to get to students seated against both walls. The GIS labs have to be scheduled around existing TCM and COMM classes which means that the GIS classes are not offered at times convenient to students, especially students who work full-time. The demand for GIS continues to grow, but the lack of a dedicated GIS lab severely hinders the growth of the program.

Technology: Although most geography faculty would like to use technology in their classes, the college does all it can to discourage its use. Typically if an instructor would like to use a computer/projector set-up, he must physically go to Media Services EVERY time/day that he wants to use it, sign out a key, go to the media closet in the building in which his class is scheduled, unlock the closet, roll the media cart to his classroom, plug in the set-up and then turn on the equipment. At the end of the class, he must reverse the process. Oftentimes an instructor has only 10 minutes between classes and yet he is expected to do all that in order to use the technology. It is especially problematic when the class before runs over so that an instructor might only have 1 or 2 minutes to set-up all the apparatus before his class starts. The result of this archaic system is that instructors either lose class time if they try to use the technology or they simply give up trying to use it. Even using technology in the GIS lecture class which is scheduled in the computer classroom (PB1) at NRG is problematic. Although the instructor uses the computer/projector every single day of the semester, she must go to Media Services every day to check out the key to the closet in which it is stored. The college will not give her a key to use for the semester. To compound the problem, Media Services has only ONE key to the computer closet in PB1, so if another instructor fails to turn in the key in a timely manner (or the key gets lost), the instructor must get campus police to open the closet. Again this wastes valuable class time and is a needless time-consuming irritation. It should be a top priority of the college to get permanently mounted projector/computer systems with adequate resources and software in every single classroom on every campus.

Lack of classrooms/ teaching materials. Classrooms are very crowded and most have very outdated or non-existent maps (a critical tool for teaching geography effectively). Lack of available classroom space means that the program has no flexibility in the times or locations that it offers class. This lack of flexibility has negatively impacted growth.

Lack of funding: Travel budgets have been slashed so much that faculty essentially have to pay most if not all of the costs of attending conferences and seminars. Duplication costs have been reduced which limits the ability of instructors to provide students with additional relevant materials.

Administrative hurdles: The program has been trying for 4 years to implement an advanced GIS course (more than 75 known students are waiting to take this course at ACC), but the administration has been extremely reluctant to go forward with this.

Section limits: Administrative limits on the number of sections offered by geography has negatively impacted our growth.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

For Spring 2004:

GEOG 1301 2 full-time and 2 adjunct

GEOG 1302 2 full-time and 2 adjunct

GEOG 1303 2 full-time and 1 adjunct

GEOG 1410 1 full-time and 0 adjunct

The program as a whole: 3 full-time and 4 adjuncts

How up-to-date is the equipment used by the program?

GIS technology. Although the hardware used for the GIS program is outdated and the physical space is tiny, the college has made recently a commitment to fund the GIS software at the college level. This means that we have the latest version of the ArcGIS software.

Nonexistent or Outdated Maps. Maps are an essential tool to geography Instruction. Many geography classrooms do not have maps, let alone current ones.

Outmoded Technology. ACC provides woefully inadequate and painfully outdated technology in the classroom, e.g., antiquated transparency projectors, fuzzy video monitors with intermittent volume control, and inconsistently operating VCRs (with no counters). The lack of DVD players, computers, computer access ports, and quality monitors and projection media dramatically limits the variety of tools that the program could employ to provide greater access to students of a variety of learning styles and backgrounds.

Identify possibilities for improving the efficiency of the program's use of resources.

Dedicate a lab solely to GIS to allow the development of a GIS Associate's degree in accordance with the Master Plan. Allow course development for Distance Learning/Hybrid courses to make a better use of the technology. Additional training for faculty to use web-based and multi-media for instructional purposes will also help make a better use of available technological resources at our disposal. Equip every classroom with a permanently mounted computer/projection system.

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

Our program performance compares and competes very well with those of other local institutions, with much less cost to students compared to UT, TSU-SM, Texas A & M, and St. Edwards. Our GIS course is the most cost-efficient way to get GIS training in Austin; It is considerably less expensive than courses offered by other area institutions private or vendors such as ESRI.

For specific information regarding the cost of tuition and fees at those institutions, please see:

ESRI (<http://www.esri.com>)

The University of Texas at Austin (<http://www.utexas.edu>)

Texas State University (<http://www.txstate.edu>);

Texas A & M University (<http://www.tamu.edu>)

Texas State University (<http://www.txstate.edu>)

St. Edwards University (<http://www.stedwards.edu>)

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

The primary sources of revenue for the program are: tuition, state reimbursement, and property taxes. The geography program receives no direct grants.

Compare program costs to those of other ACC programs.

The geography program continues to be a revenue generator for the college (as do all Social and Behavioral Sciences programs). For FY 2003, the program's direct revenues were \$362,743 and the direct expenses were \$181,006. This means that the program had a marginal surplus of \$171,737 (48.7%). Our

average enrollment per section is 28.8 which is much higher than both the ACC average and the number recommended in the State Comptroller's audit. (See Tables 12 and 13).

Compare the program's actual expenditures to the approved program budget for the previous two years.

The geography program's actual expenditures were lower than the approved budget. For FY 2003, \$73,304 was approved for adjunct faculty salaries and overloads, but only \$51,656 was spent on these two items. (see Tables 12 and 13).

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.

Report/status from latest external accrediting agency visit

██████████

When was the most recent program revision?

██████████

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

██████████

Average number of semesters it takes for students to gain degree/credential.

██████████

Number of graduates within the last three years

██████████

Demographics of graduates

██████████

Percent of graduates who are employed within one year of graduation.

██████████

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

██████████

Percent of employers indicating satisfaction with graduates.

██████████

Discuss the most recent results of Focus Group or internal survey of employers.

██████████

Number of employers indicating need for more graduates

[REDACTED]

Provide evidence of SCANS competency integration into course syllabi and programs.

[REDACTED]

How often does the program's advisory committee meet to discuss curriculum issues?

[REDACTED]

When and where are advisory committee minutes maintained and posted?

[REDACTED]

Evidence of recent review of curriculum by external advisory committee.

[REDACTED]

Advisory committee validation of entry level skills

[REDACTED]

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation.

Unknown

Number of articulation agreements with universities and colleges

One

Number of courses that transfer

Four (All courses) See <http://www.austincc.edu/transfer/> for details about transfer agreements

Number of student complaints about problems with course transfer

One. TSU-SM is the only 4-year institution in the state that requires a lab component for Physical Geography. Currently ACC does not offer a lab with Physical Geography. TSU-SM has changed the set-up of their Physical Geography class to accommodate transfer students. The lecture is now a separate class from the lab. So ACC students can take the lecture portion of the Physical Geography course here and sign up for just the 1 hour lab course at TSU-SM.

Discuss the results of the most recent Survey/focus group of transfer institutions.

N/A

Discuss data from transfer institutions if available.

Although we have no formal data from transfer institutions, UT's Geography Department's undergraduate advisor recently said that our students who have transferred to UT are "very motivated, hard-working, and well-prepared...Many students struggle in our main GIS class, and I've heard ACC's intro class really helps prepare some of them. ..On the whole, I've heard great things about your geography program". Two GIS instructors at TSU-SM have said that they believe students who have taken the prerequisite Intro GIS course at ACC are better prepared for their graduate GIS course than students who took the prerequisite course at TSU-SM.

Number of students transferring successfully.

unknown

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program?

Summarize them here and complete the *Program Status* form.

The geography program is based on sound curricula and course objectives, with high quality instruction to meet the needs of students and community. Many of the students who take geography courses transfer to four-year institutions to further their academic goals; this benefits individual students as well the local community and economy. The faculty are highly qualified and dedicated to their profession. The curricula and course objectives are reviewed periodically and revised as needed. The faculty engage in professional development activities to keep current in their discipline and proficient in their job functions. The geography program maintains high academic standards and integrity by using common course syllabus and course objectives, with academic freedom and flexibility given to each faculty for student assesment via tests, quizzes, projects, papers and other testing methodologies. The program also employs very objective evaluations for all faculty annually, and makes recommendations for performance improvement, when needed. The limited available resources are utilized as efficiently as possible. The program is very competitive with regard to performance, costs to students, and enrollment with other state and private institutions in Texas. However, as part of the continuous improvement and expansion of the program, wet need to focus on many key issues and areas of weaknesses that need considerable attention, planning and resource allocation for the coming years. These are identified and presented under "Recommendations" below.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

The geography department envisions considerable growth and expansion of its program and further improvement of its quality over the next five years. As part of this growth, the program plans to offer more GIS courses, implement a GIS Associate's degree and procure a dedicated GIS lab. The program will try to expand the GIS program by offering courses at one of the south campuses and hiring at least one adjunct faculty who can teach GIS courses. The program plans to continue its spectacular growth (40% in the last four years) by increasing the geographical distribution of Geography courses/sections across ACC's many campuses.

The program expects to improve the rate of student retention, program completion, and mastery level through a number of measures, such as faculty mentoring, increased use of alternate learning tools, and student feedback.

The program also envisions improving upon its cooperation, liaison and articulation agreements with other local institutions, such as UT, TSU-SM, Texas A & M and St. Edward's.

The program will improve its outreach efforts to make other disciplines and students aware of the importance of geographical literacy in our troubled global society. We will also improve our outreach to local businesses and governmental agencies.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

- Implement the GIS II course
- Find a permanent dedicated GIS lab/classroom
- Implement an Associate's degree in GIS
- Increase the geographical distribution of Geography courses/sections across ACC's many campuses
 - Improve the completion rates of students in all geography classes, especially the Physical Geography course
 - Increase student and community awareness of the program
 - Get updated maps and permanently mounted computer/projection systems in all geography classes
 - Petition the administration to increase travel funding for all geography faculty
 - Procure network administrative support and a dedicated server for the GIS software/hardware
 - Procure a plotter for the GIS program

ADDITIONAL COMMENTS



APPENDIX

List all documents that you used in your report:

Appendix A: Tables for the Geography Program's IPRS

OIE Data (<http://www.austincc.edu/progrevw/notebooks/index.html>)

Annual Data Profile for Public Community, State and Technical Colleges of Texas (<http://www.thecb.state.tx.us/ctc/ie/ctcadp/ctcadp.cfm>)

ESRI (<http://www.esri.com>)

The University of Texas at Austin (<http://www.utexas.edu>)

Texas A & M University (<http://www.tamu.edu>)

Texas State University (<http://www.txstate.edu>)

St. Edwards University (<http://www.stedwards.edu>)

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment (rwall@austincc.edu) as an attachment.

Appendix A

Tables for the Geography Program's IPRS

**Table 1.
Enrollment**

Year	FY 00	FY 01	FY 02	FY 03	FY 04
Total Enrollment	861	984	1089	1209	1072 (does not include summer enrollment)
% change from previous year	-	+14.3%	+10.7%	+11.0%	NA

From FY 00 to FY 03, the geography department had a 40.4% increase in enrollment. ACC as a whole had an increase in enrollment from Fall 99 to Fall 03 of 11.3%.

Source: OIE Supplemental Tables # 7 (http://www.austincc.edu/progrevw/notebooks/c-accessibility/supc_geog.pdf)

**Table 2.
Number of Sections by Campus
Fall 1999 – Spring 2004**

Course	CYP	PIN	EVC	NRG	RGC	RVS	FBG	DL	Total
GEOG 1301	0	5	0	12	11	1	0	28	57
GEOG 1302	0	5	0	20	25	5	0	1	56
GEOG 1410	0	0	0	25	0	0	0	0	25
GOG 2433	0	5	0	7	19	0	1	28	60
Total	0	15	0	64	55	6	1	57	198

Source: OIE Supplemental Tables #2 (http://www.austincc.edu/progrevw/notebooks/c-accessibility/supc_geog.pdf)

Table 3.
Associate Degrees Granted

FY 00	FY01	FY02	FY03
1	0	0	1

Source: ACC Fact Book Section 5. (<http://www.austincc.edu/progrevw/notebooks/d-outcomes/index.html>)

Table 4a.
Diversity of Geography Students (Gender)
Fall 1999 – Spring 2004

Course	Female	Male	Total
GEOG 1301	959 (54.1%)	813 (45.9%)	1772
GEOG 1302	774 (51.5%)	730 (48.5%)	1504
GEOG 1410	80 (36.0%)	142 (64.0%)	222
GEOG 1303 (Formerly GOG 2433)	1131 (66.0%)	583 (34.0%)	1714
Geography Dept Total	2944 (56.5%)	2268 (43.5%)	5212
ACC Academic Total (2003)	18,307 (54%)	15,605 (46%)	
ACC Total (All students) (2003)	31,780 (55%)	25,841 (45%)	

Sources: OIE Supplemental Tables #8: Age, Ethnicity, and Gender of Students by Term and Course (<http://www.austincc.edu/progrevw/notebooks/b->

responsiveness/sup_tbl8.html) and Annual Data Profile for Public Community, State and Technical Colleges of Texas (<http://www.thecb.state.tx.us/ctc/ie/ctcadp/ctcadp.cfm>)

Table 4b
Diversity of Geography Students (Ethnicity and Age)
Fall 1999 – Spring 2004

Course	Ave Age	White	Black/ Non-Hispanic	Hispanic	Asian	Am Indian/ AK Native	Non-resident alien
GEOG 1301	23.7	1319 (75.8%)	46 (2.6%)	258 (14.8%)	82 (4.7%)	10 (0.6%)	24 (1.4%)
GEOG 1302	23.1	1058 (70.9%)	55 (3.7%)	280 (18.8%)	57 (3.8%)	12 (0.8%)	30 (2.0%)
GEOG 1410	32.7	168 (76.4%)	6 (2.7%)	26 (11.8%)	12 (5.5%)	2 (0.9%)	6 (2.7%)
GEOG 1303	24.8	1242 (73.5%)	44 (2.6%)	293 (17.3%)	66 (3.9%)	13 (0.7%)	31 (1.8%)
Total	NA	3787 (73.7%)	151 (2.9%)	857 (16.7%)	217 (4.2%)	37 (0.7%)	91 (1.7%)
ACC Acad. Total (2003)		21,641 (64%)	1,823 (5%)	6,222 (18%)	2,593 (8%)	347 (1%)	1,149 (2%)
Acc Total 2003		35,881 (62%)	3,970 (7%)	10,940 (19%)	4,184 (7%)	533 (1%)	1,149 (2%)

Sources: OIE Supplemental Tables #8: Age, Ethnicity, and Gender of Students by Term and Course (http://www.austincc.edu/progrevw/notebooks/b-responsiveness/sup_tbl8.html) and Annual Data Profile for Public Community, State and Technical Colleges of Texas (<http://www.thecb.state.tx.us/ctc/ie/ctcadp/ctcadp.cfm>)

Table 5.
Diversity of Geography Faculty (Gender and Ethnicity)

Full-time Faculty

Female	Male	White	Black	Hispanic	Asian	Am Indian / AK Native
1	2	3	0	0	0	0

Adjunct Faculty

Female	Male	White	Black	Hispanic	Asian	Am Indian / AK Native
0	4	3	1	0	0	0

Source: Social Sciences Taskforce Chair

Table 6.**Number of Students Turned Away by Location and Course
Summer 2003 – Fall 2004**

Course	CYP	PIN	EVC	NRG	RGC	RVS	FBG	DL	Total
GEOG 1301	0	0	0	31	29	0	0	147	207
GEOG 1302	0	0	0	6	8	1	0	28	43
GEOG 1410	0	0	0	13	0	0	0	0	13
GOG 2433	0	0	0	17	0	0	0	28	45
Total	0	0	0	67	37	1	0	203	308

Source: Preliminary Enrollment Reports, High Demand Reports, and Headcount Attrition Summary (<http://www2.austincc.edu/oiepub/pubs/preenrl/index.html>)

**Tables 7a – 7d
Course Completion Rates****Table 7a.
Cultural Geography – Course Completion rates**

Year	Course Total	% Completion	% Failure	% Withdraw	% Non-Mastery
FY 01	282	75.2%	5.0%	19.9%	24.9%
FY 02	293	76.5%	3.4%	20.1%	23.5%
FY 03	316	75.6%	5.4%	19.0%	24.6%

FY 04 (does not include summer)	336	63.7%	7.4%	28.9%	36.3%
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Non-mastery rate for all ACC classes for Fall 2001 was 31.2%

**Table 7b.
Physical Geography - Completion Rates**

Year	Course Total	% Completion	% Failure	% Withdraw	% Non-Mastery
FY 01	312	59.3%	5.1%	35.6%	40.7%
FY 02	335	59.1%	12.5%	28.4%	40.9%
FY 03	454	69.4%	5.5%	25.1%	30.6%
FY 04 (does not include summer)	370	60.8%	6.5%	32.7%	39.2%

Non-mastery rate for all ACC classes for Fall 2001 was 31.2%

**Table 7c.
Introduction to GIS – Completion Rates**

Year	Course Total	% Completion	% Failure	% Withdraw	% Non-Mastery
FY 01	24	70.8%	4.2%	25.0%	29.2%
FY 02	52	73.1%	3.8%	23.1%	26.9%
FY 03	63	84.1%	3.2%	12.7%	15.9%
FY 04 (does not include summer)	57	82.5%	1.8%	15.8%	17.5%

Non-mastery rate for all ACC classes for Fall 2001 was 31.2%

**Table 7d.
World Regional Geography – Completion Rates**

Year	Course Total	% Completion	% Failure	% Withdraw	% Non-Mastery
FY 01	364	61.5%	5.8%	32.7%	38.5%
FY 02	405	69.4%	5.2%	25.4%	30.6%
FY 03	375	73.9%	6.9%	19.2%	26.1%
FY 04 (does not include summer)	309	66.0%	7.8%	26.2%	34.0%

Non-mastery rate for all ACC classes for Fall 2001 was 31.2%

Source: “Analysis of Non-Transfer, Withdrawal, and Non-Mastery Rates” Report (http://www2.austincc.edu/oiepub/pubs/studies/dfw_fall01.pdf)

Table 8.

**Number of Sections by Time of Day
Fall 1999 – Spring 2004**

Course	Morning	Afternoon	Evening	Weekend	Total
GEOG 1301	43	9	5	0	57
GEOG 1302	15	36	5	0	56
GEOG 1410	2	15	8	0	25
GOG 2433	45	7	8	0	60
Total	105	67	26	0	198

Source: OIE Supplemental Tables #4 (http://www.austincc.edu/progrevw/notebooks/c-accessibility/supc_geog.pdf)

**Table 9.
Number of Cancelled Classes by Campus
Fall 1999 – Spring 2004**

Course	CYP	PIN	EVC	NRG	RGC	RVS	FBG	DL	Total
GEOG 1301	0	0	0	2	2	0	0	0	4
GEOG 1302	0	0	0	1	0	0	0	0	1
GEOG 1410	0	0	0	7	0	0	0	0	7
GOG 2433	0	1	0	0	0	1	0	0	2
Total	0	1	0	10	2	1	0	0	14

Source: OIE Supplemental Tables #5 (http://www.austincc.edu/progrevw/notebooks/c-accessibility/supc_geog.pdf)

Table 10.
Number of Closed Sections by Campus
Fall 1999 – Spring 2004

Course	CYP	PIN	EVC	NRG	RGC	RVS	FBG	DL	Total
GEOG 1301	0	0	0	3	3	0	0	5	11
GEOG 1302	0	0	0	2	1	2	0	0	5
GEOG 1410	0	0	0	7	0	0	0	0	7
GOG 2433	0	0	0	0	3	0	0	3	6
Total	0	0	0	12	7	2	0	8	29

Source: OIE Supplemental Tables #6 (http://www.austincc.edu/progrevw/notebooks/c-accessibility/supc_geog.pdf)

Tables 11 a – 10d
Grade Distributions

Table 11a
Physical Geography

	%A	%B	%C	%D	%F	%W	%I
Fall 00	13	11	14	1	8	53	0
Spr 01	29	21	10	4	5	31	0
Sum 01	12	31	23	6	1	26	0
Fall 01	11	17	16	3	17	37	0
Spr 02	29	26	11	1	10	24	0
Sum 02	23	17	22	2	11	25	0
Fall 02	24	32	12	2	5	25	0
Spr 03	18	25	17	2	5	33	0
Sum 03	25	44	10	3	6	12	0
Fall 03	21	26	11	3	4	36	0
Spr 04	19	20	22	1	9	29	0
ACC Total (Spr 04)	29	22	15	3	7	22	1

Table 11b
Cultural Geography

	%A	%B	%C	%D	%F	%W	%I
Fall 00	22	28	19	0	7	24	0
Spr 01	38	25	10	1	6	20	0
Sum 01	41	36	10	0	0	14	0
Fall 01	28	30	12	2	6	22	0
Spr 02	28	32	13	3	3	23	0
Sum 02	50	35	4	0	2	8	0
Fall 02	22	27	22	0	7	22	0
Spr 03	19	36	17	1	6	21	0
Sum 03	58	27	11	0	0	4	0
Fall 03	29	18	12	2	10	30	0
Spr 04	27	22	14	2	6	28	0
ACC Total (Spr 04)	29	22	15	3	7	22	1

Table 11c
GIS

	%A	%B	%C	%D	%F	%W	%I
Fall 00	29	14	21	0	7	29	0
Spr 01	25	50	0	0	0	25	0
Sum 01	33	17	0	0	0	17	0
Fall 01	28	4	16	0	8	36	0
Spr 02	35	35	18	0	0	12	0
Sum 02	70	20	0	0	0	10	0
Fall 02	39	39	6	0	0	17	0
Spr 03	37	29	9	6	6	14	0
Sum 03	60	20	20	0	0	0	0
Fall 03	38	29	10	0	5	19	0
Spr 04	42	33	11	0	0	14	0
ACC Total (Spr 04)	29	22	15	3	7	22	1

Table 11d
World Regional Geography

	%A	%B	%C	%D	%F	%W	%I
Fall 00	21	25	9	4	4	37	0
Spr 01	9	21	16	1	9	44	0
Sum 01	29	36	16	0	5	14	0
Fall 01	34	23	4	2	8	30	0
Spr 02	22	35	7	0	4	32	0
Sum 02	23	43	16	0	3	15	0

Fall 02	34	34	8	0	8	16	0
Spr 03	17	35	15	0	8	25	0
Sum 03	20	34	22	1	4	18	0
Fall 03	28	30	13	0	4	24	0
Spr 04	17	29	13	0	13	29	0
ACC Total (Spr 04)	29	22	15	3	7	22	1

**Table 12.
Budget**

Expenditure	FY 2003	FY 2004
F-T Faculty Salaries	120,719	128,625
Adjunct Faculty Salaries	59,038	63,348
Faculty Overloads	14,266	15,307
Benefits Pool	4,633	6,218
Supplies Pool	1,060	0
Instructional Supplies	0	1,060
Operating Costs Pool	9	0
Duplication	1,523	1,523
Postage	0	9
Non-Capitalized <500 Pool	285	0
Furniture/Equipment <500	0	285
Total	201,533	216,375

**Table 13.
FY 2003 Program Revenues versus Expenses**

Enrollment Data					Direct Revenue Data			
Enroll	SCH	Contact Hours	Sect	Enroll/sect	State Funding	Tuition Revenue	Lab Fees	Total Direct Revenue
1,209	3,690	61,055	42	28.8	175,356	177,387	0	362,743

Direct Expenses Data	Analysis
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FT Faculty Sal	Adj Fac & Overloads	Other Salaries	Operating Expenses	Capital Outlay	Total Direct Expenses	\$ Marginal Surplus	% Marginal Surplus
120,719	51,656	0	8,631	0	181,006	171,737	48.7%

Appendix A

Tables for the Geography Program's IPRS

**Table 1.
Enrollment**

Year	FY 00	FY 01	FY 02	FY 03	FY 04
Total Enrollment	861	984	1089	1209	1072 (does not include summer enrollment)
% change from previous year	-	+14.3%	+10.7%	+11.0%	NA

From FY 00 to FY 03, the geography department had a 40.4% increase in enrollment. ACC as a whole had an increase in enrollment from Fall 99 to Fall 03 of 11.3%.

Source: OIE Supplemental Tables # 7 (http://www.austincc.edu/progrevw/notebooks/c-accessibility/supc_geog.pdf)

**Table 2.
Number of Sections by Campus
Fall 1999 – Spring 2004**

Course	CYP	PIN	EVC	NRG	RGC	RVS	FBG	DL	Total
GEOG 1301	0	5	0	12	11	1	0	28	57
GEOG 1302	0	5	0	20	25	5	0	1	56
GEOG 1410	0	0	0	25	0	0	0	0	25
GOG 2433	0	5	0	7	19	0	1	28	60
Total	0	15	0	64	55	6	1	57	198

Source: OIE Supplemental Tables #2 (http://www.austincc.edu/progrevw/notebooks/c-accessibility/supc_geog.pdf)

Table 3.
Associate Degrees Granted

FY 00	FY01	FY02	FY03
1	0	0	1

Source: ACC Fact Book Section 5. (<http://www.austincc.edu/progrevw/notebooks/d-outcomes/index.html>)

Table 4a.
Diversity of Geography Students (Gender)
Fall 1999 – Spring 2004

Course	Female	Male	Total
GEOG 1301	959 (54.1%)	813 (45.9%)	1772
GEOG 1302	774 (51.5%)	730 (48.5%)	1504
GEOG 1410	80 (36.0%)	142 (64.0%)	222
GEOG 1303 (Formerly GOG 2433)	1131 (66.0%)	583 (34.0%)	1714
Geography Dept Total	2944 (56.5%)	2268 (43.5%)	5212
ACC Academic Total (2003)	18,307 (54%)	15,605 (46%)	
ACC Total (All students) (2003)	31,780 (55%)	25,841 (45%)	

Sources: OIE Supplemental Tables #8: Age, Ethnicity, and Gender of Students by Term and Course (<http://www.austincc.edu/progrevw/notebooks/b->

responsiveness/sup_tbl8.html) and Annual Data Profile for Public Community, State and Technical Colleges of Texas (<http://www.thecb.state.tx.us/ctc/ie/ctcadp/ctcadp.cfm>)

Table 4b
Diversity of Geography Students (Ethnicity and Age)
Fall 1999 – Spring 2004

Course	Ave Age	White	Black/ Non-Hispanic	Hispanic	Asian	Am Indian/ AK Native	Non-resident alien
GEOG 1301	23.7	1319 (75.8%)	46 (2.6%)	258 (14.8%)	82 (4.7%)	10 (0.6%)	24 (1.4%)
GEOG 1302	23.1	1058 (70.9%)	55 (3.7%)	280 (18.8%)	57 (3.8%)	12 (0.8%)	30 (2.0%)
GEOG 1410	32.7	168 (76.4%)	6 (2.7%)	26 (11.8%)	12 (5.5%)	2 (0.9%)	6 (2.7%)
GEOG 1303	24.8	1242 (73.5%)	44 (2.6%)	293 (17.3%)	66 (3.9%)	13 (0.7%)	31 (1.8%)
Total	NA	3787 (73.7%)	151 (2.9%)	857 (16.7%)	217 (4.2%)	37 (0.7%)	91 (1.7%)
ACC Acad. Total (2003)		21,641 (64%)	1,823 (5%)	6,222 (18%)	2,593 (8%)	347 (1%)	1,149 (2%)
Acc Total 2003		35,881 (62%)	3,970 (7%)	10,940 (19%)	4,184 (7%)	533 (1%)	1,149 (2%)

Sources: OIE Supplemental Tables #8: Age, Ethnicity, and Gender of Students by Term and Course (http://www.austincc.edu/progrevw/notebooks/b-responsiveness/sup_tbl8.html) and Annual Data Profile for Public Community, State and Technical Colleges of Texas (<http://www.thecb.state.tx.us/ctc/ie/ctcadp/ctcadp.cfm>)

Table 5.
Diversity of Geography Faculty (Gender and Ethnicity)

Full-time Faculty

Female	Male	White	Black	Hispanic	Asian	Am Indian / AK Native
1	2	3	0	0	0	0

Adjunct Faculty

Female	Male	White	Black	Hispanic	Asian	Am Indian / AK Native
0	4	3	1	0	0	0

Source: Social Sciences Taskforce Chair

Table 6.**Number of Students Turned Away by Location and Course
Summer 2003 – Fall 2004**

Course	CYP	PIN	EVC	NRG	RGC	RVS	FBG	DL	Total
GEOG 1301	0	0	0	31	29	0	0	147	207
GEOG 1302	0	0	0	6	8	1	0	28	43
GEOG 1410	0	0	0	13	0	0	0	0	13
GOG 2433	0	0	0	17	0	0	0	28	45
Total	0	0	0	67	37	1	0	203	308

Source: Preliminary Enrollment Reports, High Demand Reports, and Headcount Attrition Summary (<http://www2.austincc.edu/oiepub/pubs/preenrl/index.html>)

**Tables 7a – 7d
Course Completion Rates****Table 7a.
Cultural Geography – Course Completion rates**

Year	Course Total	% Completion	% Failure	% Withdraw	% Non-Mastery
FY 01	282	75.2%	5.0%	19.9%	24.9%
FY 02	293	76.5%	3.4%	20.1%	23.5%
FY 03	316	75.6%	5.4%	19.0%	24.6%

FY 04 (does not include summer)	336	63.7%	7.4%	28.9%	36.3%
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Non-mastery rate for all ACC classes for Fall 2001 was 31.2%

**Table 7b.
Physical Geography - Completion Rates**

Year	Course Total	% Completion	% Failure	% Withdraw	% Non-Mastery
FY 01	312	59.3%	5.1%	35.6%	40.7%
FY 02	335	59.1%	12.5%	28.4%	40.9%
FY 03	454	69.4%	5.5%	25.1%	30.6%
FY 04 (does not include summer)	370	60.8%	6.5%	32.7%	39.2%

Non-mastery rate for all ACC classes for Fall 2001 was 31.2%

**Table 7c.
Introduction to GIS – Completion Rates**

Year	Course Total	% Completion	% Failure	% Withdraw	% Non-Mastery
FY 01	24	70.8%	4.2%	25.0%	29.2%
FY 02	52	73.1%	3.8%	23.1%	26.9%
FY 03	63	84.1%	3.2%	12.7%	15.9%
FY 04 (does not include summer)	57	82.5%	1.8%	15.8%	17.5%

Non-mastery rate for all ACC classes for Fall 2001 was 31.2%

**Table 7d.
World Regional Geography – Completion Rates**

Year	Course Total	% Completion	% Failure	% Withdraw	% Non-Mastery
FY 01	364	61.5%	5.8%	32.7%	38.5%
FY 02	405	69.4%	5.2%	25.4%	30.6%
FY 03	375	73.9%	6.9%	19.2%	26.1%
FY 04 (does not include summer)	309	66.0%	7.8%	26.2%	34.0%

Non-mastery rate for all ACC classes for Fall 2001 was 31.2%

Source: “Analysis of Non-Transfer, Withdrawal, and Non-Mastery Rates” Report (http://www2.austincc.edu/oiepub/pubs/studies/dfw_fall01.pdf)

Table 8.

**Number of Sections by Time of Day
Fall 1999 – Spring 2004**

Course	Morning	Afternoon	Evening	Weekend	Total
GEOG 1301	43	9	5	0	57
GEOG 1302	15	36	5	0	56
GEOG 1410	2	15	8	0	25
GOG 2433	45	7	8	0	60
Total	105	67	26	0	198

Source: OIE Supplemental Tables #4 (http://www.austincc.edu/progrevw/notebooks/c-accessibility/supc_geog.pdf)

**Table 9.
Number of Cancelled Classes by Campus
Fall 1999 – Spring 2004**

Course	CYP	PIN	EVC	NRG	RGC	RVS	FBG	DL	Total
GEOG 1301	0	0	0	2	2	0	0	0	4
GEOG 1302	0	0	0	1	0	0	0	0	1
GEOG 1410	0	0	0	7	0	0	0	0	7
GOG 2433	0	1	0	0	0	1	0	0	2
Total	0	1	0	10	2	1	0	0	14

Source: OIE Supplemental Tables #5 (http://www.austincc.edu/progrevw/notebooks/c-accessibility/supc_geog.pdf)

Table 10.
Number of Closed Sections by Campus
Fall 1999 – Spring 2004

Course	CYP	PIN	EVC	NRG	RGC	RVS	FBG	DL	Total
GEOG 1301	0	0	0	3	3	0	0	5	11
GEOG 1302	0	0	0	2	1	2	0	0	5
GEOG 1410	0	0	0	7	0	0	0	0	7
GOG 2433	0	0	0	0	3	0	0	3	6
Total	0	0	0	12	7	2	0	8	29

Source: OIE Supplemental Tables #6 (http://www.austincc.edu/progrevw/notebooks/c-accessibility/supc_geog.pdf)

Tables 11 a – 10d
Grade Distributions

Table 11a
Physical Geography

	%A	%B	%C	%D	%F	%W	%I
Fall 00	13	11	14	1	8	53	0
Spr 01	29	21	10	4	5	31	0
Sum 01	12	31	23	6	1	26	0
Fall 01	11	17	16	3	17	37	0
Spr 02	29	26	11	1	10	24	0
Sum 02	23	17	22	2	11	25	0
Fall 02	24	32	12	2	5	25	0
Spr 03	18	25	17	2	5	33	0
Sum 03	25	44	10	3	6	12	0
Fall 03	21	26	11	3	4	36	0
Spr 04	19	20	22	1	9	29	0
ACC Total (Spr 04)	29	22	15	3	7	22	1

Table 11b
Cultural Geography

	%A	%B	%C	%D	%F	%W	%I
Fall 00	22	28	19	0	7	24	0
Spr 01	38	25	10	1	6	20	0
Sum 01	41	36	10	0	0	14	0
Fall 01	28	30	12	2	6	22	0
Spr 02	28	32	13	3	3	23	0
Sum 02	50	35	4	0	2	8	0
Fall 02	22	27	22	0	7	22	0
Spr 03	19	36	17	1	6	21	0
Sum 03	58	27	11	0	0	4	0
Fall 03	29	18	12	2	10	30	0
Spr 04	27	22	14	2	6	28	0
ACC Total (Spr 04)	29	22	15	3	7	22	1

Table 11c
GIS

	%A	%B	%C	%D	%F	%W	%I
Fall 00	29	14	21	0	7	29	0
Spr 01	25	50	0	0	0	25	0
Sum 01	33	17	0	0	0	17	0
Fall 01	28	4	16	0	8	36	0
Spr 02	35	35	18	0	0	12	0
Sum 02	70	20	0	0	0	10	0
Fall 02	39	39	6	0	0	17	0
Spr 03	37	29	9	6	6	14	0
Sum 03	60	20	20	0	0	0	0
Fall 03	38	29	10	0	5	19	0
Spr 04	42	33	11	0	0	14	0
ACC Total (Spr 04)	29	22	15	3	7	22	1

Table 11d
World Regional Geography

	%A	%B	%C	%D	%F	%W	%I
Fall 00	21	25	9	4	4	37	0
Spr 01	9	21	16	1	9	44	0
Sum 01	29	36	16	0	5	14	0
Fall 01	34	23	4	2	8	30	0
Spr 02	22	35	7	0	4	32	0
Sum 02	23	43	16	0	3	15	0

Fall 02	34	34	8	0	8	16	0
Spr 03	17	35	15	0	8	25	0
Sum 03	20	34	22	1	4	18	0
Fall 03	28	30	13	0	4	24	0
Spr 04	17	29	13	0	13	29	0
ACC Total (Spr 04)	29	22	15	3	7	22	1

**Table 12.
Budget**

Expenditure	FY 2003	FY 2004
F-T Faculty Salaries	120,719	128,625
Adjunct Faculty Salaries	59,038	63,348
Faculty Overloads	14,266	15,307
Benefits Pool	4,633	6,218
Supplies Pool	1,060	0
Instructional Supplies	0	1,060
Operating Costs Pool	9	0
Duplication	1,523	1,523
Postage	0	9
Non-Capitalized <500 Pool	285	0
Furniture/Equipment <500	0	285
Total	201,533	216,375

**Table 13.
FY 2003 Program Revenues versus Expenses**

Enrollment Data					Direct Revenue Data			
Enroll	SCH	Contact Hours	Sect	Enroll/sect	State Funding	Tuition Revenue	Lab Fees	Total Direct Revenue
1,209	3,690	61,055	42	28.8	175,356	177,387	0	362,743

Direct Expenses Data	Analysis
-----------------------------	-----------------

FT Faculty Sal	Adj Fac & Overloads	Other Salaries	Operating Expenses	Capital Outlay	Total Direct Expenses	\$ Marginal Surplus	% Marginal Surplus
120,719	51,656	0	8,631	0	181,006	171,737	48.7%

Quality Improvement Plan for Geography Program

Date Completed: November 20, 2004

Please complete a table for each of the self-study team's recommendations for improving or maintaining the quality of the program. The first table provides information to assist you in determining what to put in each "cell." If you need more tables, please use the copy/paste function in word.

Field	What to include
Recommendation #	Assign a number to this recommendation for tracking purposes.
Recommendation:	Taken from the <i>IPRS</i>
Planned Implementation date:	When does the program expect to begin to implement this recommendation?
Estimated Completion date:	When does the program estimate this recommendation to be fully implemented?
Action/Task	What steps must the program do to implement the recommendation?
Measure of Success/ Desired Outcome	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
Estimated Cost(s)	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
Consequence if not funded	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

Recommendation #	1
Recommendation:	Implement the advanced GIS course
Planned Implementation date:	Fall 2005
Estimated Completion date:	Spring 2006
Action/Task	SBS Dean must obtain approval from ACC's Curriculum Committee and the Texas Higher Education Board. The GIS instructor developed the curriculum several years ago; the curriculum will need to be updated in light of the technological changes in the field
Measure of Success/ Desired Outcome	This course will allow students to further their GIS education without transferring to other institutions. The course is a critical next step in the development

	of an Associate's degree in GIS which is part of ACC's Master Plan. The course will help fill the community's need for individuals trained in spatial technologies.
Estimated Cost(s)	Approximately \$8,000 per semester for Faculty salary to teach one GIS II class. ACC already has the hardware and software needed to teach the course.
Consequence if not funded	Unmet community need, decreased student opportunity, loss of revenue
Who is responsible?	Geography faculty, SBS Dean, Curriculum Committee, Coordinating Board

Recommendation #	2
Recommendation:	Implement an Associate's degree in GIS
Planned Implementation date:	Fall 2005
Estimated Completion date:	Fall 2006
Action/Task	Secure appropriate approvals; develop additional courses, secure dedicated GIS lab/classroom space, advertise program
Measure of Success/ Desired Outcome	Viable, robust GIS program that provides advanced training/degree in spatial technologies for students and professionals
Estimated Cost(s)	Minimal – the cost of dedicated lab space and computer hardware is listed elsewhere
Consequence if not funded	Unmet community need, decreased student opportunity, loss of revenue
Who is responsible?	Geography faculty, SBS Dean, Curriculum Committee, Coordinating Board

Recommendation #	3
Recommendation:	Find a permanent dedicated GIS lab/classroom
Planned Implementation date:	Fall 2005
Estimated Completion date:	Fall 2005
Action/Task	Campus Administration must find space for a GIS lab. The GIS labs are currently held in Room 4209 and 13 new computers will be installed in this room in December, 2004. These computers were specifically ordered for the GIS course. These 13 computers will be moved to this new GIS lab and 8 more computers added so that we could increase the section limit from 12 to 20. A permanently mounted projection system will be needed in this lab as well.
Measure of Success/ Desired Outcome	Dedicated lab so that we can increase the section limit, offer more GIS classes, and offer classes at times more convenient to students. Also the GIS instructor will be able to assign lab-based homework. Because the current lab is used by several disciplines, GIS students have little or no access to

	the software except during actual lab time.
Estimated Cost(s)	One projector with wiring at \$3,500. 8 additional computers at \$2391.12 each for a total of \$19,128.96. One black-and-white laser print \$1,900. Grand total: \$24,528.96. (This figure assumes that we will move the 13 new computers from Room 4209 to the new GIS lab. If this does not happen, we will need an additional 13 computers for an additional \$31,084.56)
Consequence if not funded	The quality of the program will suffer badly, and the proposed expansion of services through offering of more GIS courses for better community accessibility will be hampered.
Who is responsible?	NRG campus manager, SBS Dean, EVP

Recommendation #	4
Recommendation:	Increase the geographical distribution of Geography courses/sections across ACC's many campuses
Planned Implementation date:	Fall 2005
Estimated Completion date:	Fall 2006
Action/Task	Schedule classes at other campuses
Measure of Success/ Desired Outcome	Full range of classes offered at all (or most) of the campuses
Estimated Cost(s)	Adjunct faculty salaries to cover the new sections
Consequence if not funded	Unmet community need, decreased student opportunity, loss of revenue
Who is responsible?	SS Taskforce, SBS Dean, campus managers, EVP

Recommendation #	5
Recommendation:	Improve the completion rates of students in all geography classes, especially the Physical Geography course
Planned Implementation date:	Fall 2005
Estimated Completion date:	Fall 2008
Action/Task	Contact faculty and administrators at other colleges and universities with strong Geography programs, particularly in Physical Geography. Start a dialog to find out how they are boosting completion rates and what advice they have for us. Contact institutions that have strong DL programs to get advice on how to improve our DL courses.
Measure of Success/ Desired Outcome	Improved mastery rates in all classes
Estimated Cost(s)	If it is all done electronically and telephonically, the cost is minimal (less than \$500). If one faculty member actually visits other colleges, then the cost would be higher (transportation, lodging and food for several days)

Consequence if not funded	Continued unacceptably high non-mastery rates
Who is responsible?	Full-time Geography faculty

Recommendation #	6
Recommendation:	Increase student and community awareness of the program
Planned Implementation date:	Fall 2005
Estimated Completion date:	Fall 2007
Action/Task	Create and distribute to local High School Counselor a packet describing the Geography Department at ACC, emphasizing how our program feeds into UT and/or TSU yet is less costly than going directly to these schools; Initiate communications with the Workforce In America section at Texas Workforce Center to appraise them of the increasing number of GIS positions in our thriving area. Work with them to approve GIS as one of the growth job categories in the capital area which means they fund the tuition for unemployed people WITH the skills AND the interest; Increase visibility within ACC of the Geography Department by using the new plotter to create maps for faculty in other disciplines which show how geography is related to everything
Measure of Success/ Desired Outcome	Increased awareness of the program and increased student enrollment from these sectors
Estimated Cost(s)	\$500 for printing/ mailing costs for High School Counselors. \$200 for plotter supplies for maps
Consequence if not funded	Decreased enrollment and revenue; geographically illiterate ACC graduates
Who is responsible?	Geography faculty, Taskforce, SBS Dean

Recommendation #	7
Recommendation:	Get updated maps and permanently mounted computer/projection systems in all geography classes
Planned Implementation date:	Fall 2005
Estimated Completion date:	Fall 2007
Action/Task	Order and install new maps for geography classrooms. Order and install permanently mounted projectors/ computers for 2 classrooms at NRG, 2 classrooms at RCG, and 1 classroom at RVS, and PIN
Measure of Success/ Desired Outcome	Technology and maps readily available to instructors
Estimated Cost(s)	\$3,400 per class for computer/projector, \$500 per class for maps. For a total of \$23,400 for 6

	classrooms (2 each at NRG and RGC, 1 each at PIN and RVS)
Consequence if not funded	Diminished instructional effectiveness, increased faculty frustration, poorer quality of education for students
Who is responsible?	Social sciences taskforce, SBS Dean for maps, Media services for computer technology

Recommendation #	8
Recommendation:	Petition the administration to increase travel funding for all geography faculty
Planned Implementation date:	Spring 2005
Estimated Completion date:	Fall 2005
Action/Task	Petition the administration to increase travel funding for all geography faculty
Measure of Success/ Desired Outcome	Increased travel funding
Estimated Cost(s)	\$2,500per year
Consequence if not funded	Faculty will not be able to stay current in the dynamic field of Geography/GIS. This will result in decreased instructional effectiveness and a poorer quality education for geography students
Who is responsible?	Dean SBS, EVP, President

Recommendation #	9
Recommendation:	Procure network administrative support and a dedicated server for the GIS software/hardware
Planned Implementation date:	Fall 2005
Estimated Completion date:	Fall 2005
Action/Task	Purchase and install a dedicated server in a secure cabinet; Transfer all the GIS software from the GIS instructor to the network administrator
Measure of Success/ Desired Outcome	Quicker computer response time when using the GIS software; fewer compatibility issues with other non-GIS software; better security; Dedicated network administrator so that the GIS instructor no longer responsible for serving as college-wide gatekeeper for ArcGIS software
Estimated Cost(s)	\$6,500 for server. 25% of the yearly salary of network administrator (Administering the GIS software should occupy no more than 10 hours per week – thus the 25% of the yearly salary of network administrator)
Consequence if not funded	The software will continue to run slowly. There will

	continue to be compatibility issues with software used in other non-geography classes. The GIS instructor will continue to be overwhelmed trying to act as gatekeeper for the GIS software for the entire college.
Who is responsible?	SBS Dean, EVP

Recommendation #	10
Recommendation:	Procure a plotter for the GIS program
Planned Implementation date:	Fall 2005
Estimated Completion date:	Fall 2005
Action/Task	Purchase a plotter and supplies
Measure of Success/ Desired Outcome	Plotter available for GIS students and for the department to create maps for advertising GIS to other departments
Estimated Cost(s)	\$6,300 for plotter, \$500 for a stand and a JetDirect network card, \$400 per year for supplies
Consequence if not funded	The GIS lab experience will continue to be below the college standard, and ACC students will not be competitive with those from other institutions.
Who is responsible?	SBS Dean, EVP