

# **COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW**

## **Geography Riverside City College Moreno Valley College Round Three 2011-2014**



Revised for 2012

Web Resources:

<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

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**COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW  
GEOGRAPHY  
RIVERSIDE CITY COLLEGE  
MORENO VALLEY COLLEGE  
2008-2011**

**A. Mission and Relationship to the College(s)**

The goals and activities of Geography are closely linked with the Riverside College District Mission statement and those of the three colleges. Geography serves an essential role in providing “accessible and comprehensive transfer programs paralleling the first two years of university offerings.” Our students reflect the diversity of our communities through their variety of abilities, ages, ethnicities, and languages. Geography instruction is tailored to cultural diversity and to a broad range of academic preparation.

The Geography discipline provides first and second year courses that transfer to four-year universities. Geography courses play an important part in helping students attain their associate of arts/science degree. Our two most important classes, Physical Geography 1 and Physical Geography 1 Lab, are used by students to achieve their physical science component to meet the criterion for transfer. The two classes promote intellectual awareness and critical thinking. In both classes students learn and develop academic, intellectual, and social skills that will serve them well in all of their endeavors. Geography 5 is cross-listed with Physical Science 5, concentrates on weather and climate, and like GEG 1, serves as a science transfer. GEG 2: Human Geography, GEG 3: World Regional Geography, GEG 4: Geography of California, and GEG 6: Geography of the United States and Canada aside from general education, prepare students for intellectual and cultural awareness as well as critical and independent thought. As the world’s borders continue to shrink and our population becomes more diverse, the study of the physical and social dimensions of Earth’s environment and geography offers a unique, multidisciplinary perspective on the diversity of human life and its connections to the physical world.

**B. History**

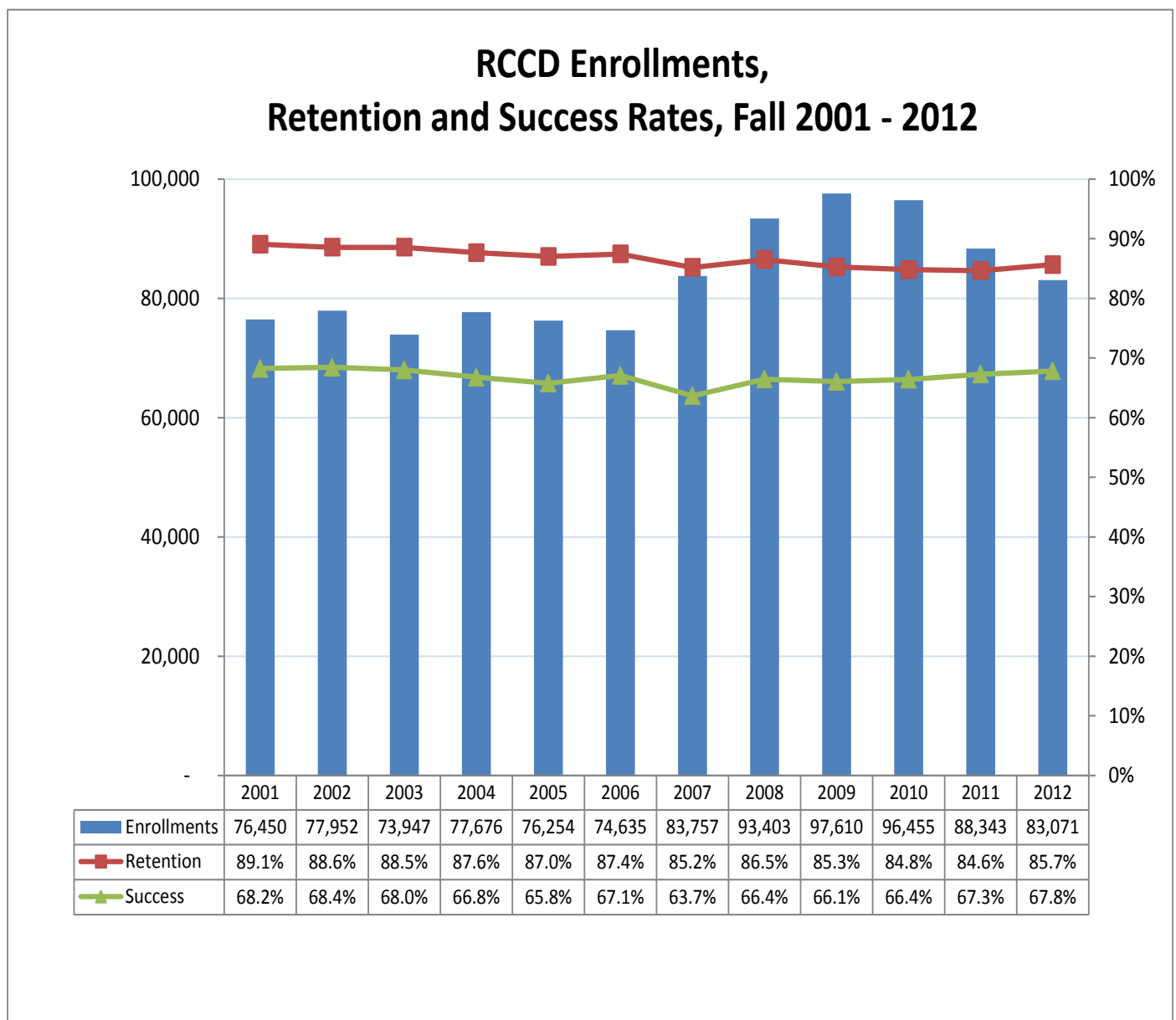
At the last comprehensive program review in August 2007, it was anticipated that the expansion of geography sections at the three campuses could lead to a second full time instructor at one of the campuses. Since becoming colleges, section cuts due to budget cuts have eliminated the need for a second instructor at any of the colleges in the district. The new risk is as full time faculty reach retirement or leave for some other reasons, in this economic downturn, full time replacements will not be made. This risk is most acute at Moreno Valley where the full time Geography faculty member has left the district and at Norco when the anticipated retirement of the full timer happens

probably in Spring 2014. Currently, part time instructors carry the Geography load at Moreno Valley, but a search has begun for a full-time replacement there.

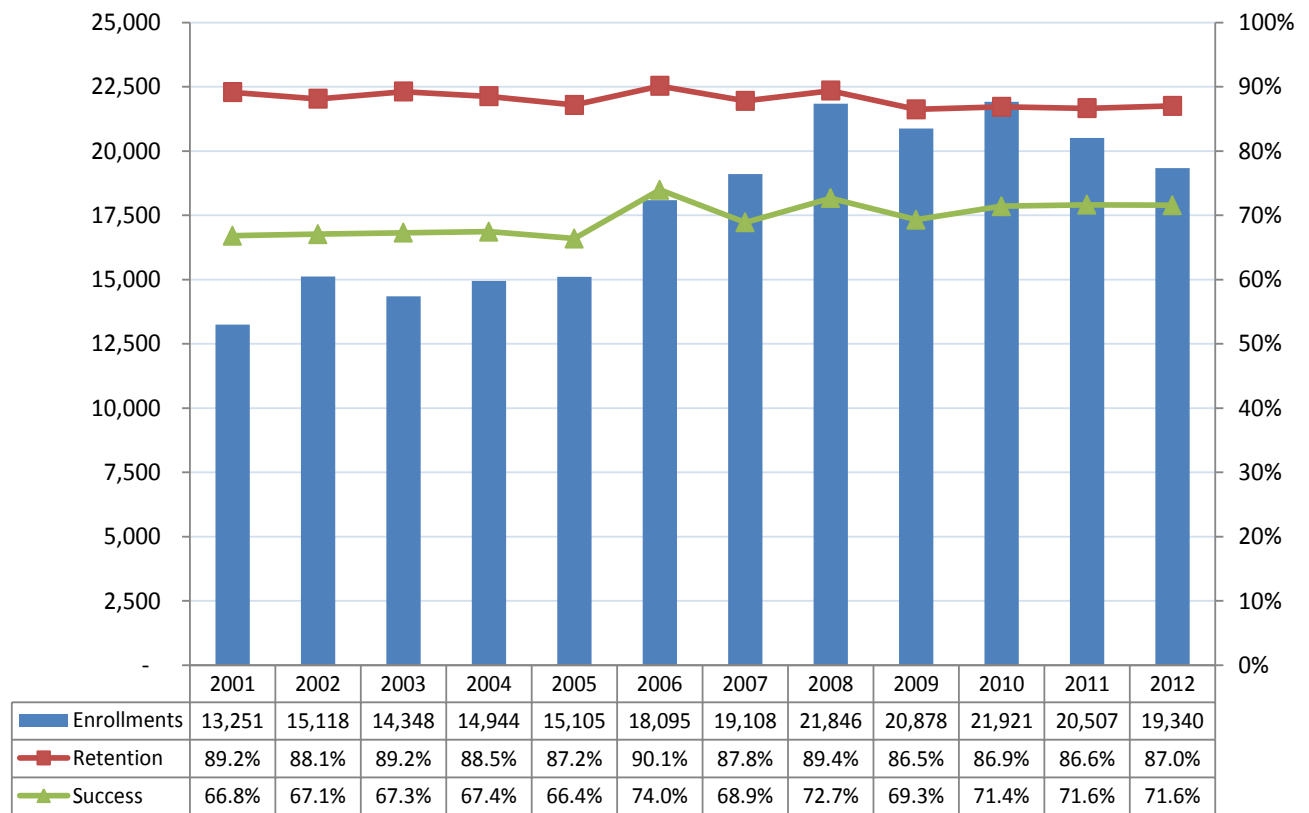
The historic problem of low enrollments in specialty classes has been eliminated, because GEG 2, 3 or 4, whenever offered in the current enrollment situation, are full. One recent semester, Human Geography 2 was offered at both Norco and Riverside and both easily filled.

## C. Data Analysis and Environmental Scan

### 1. Enrollment Analysis

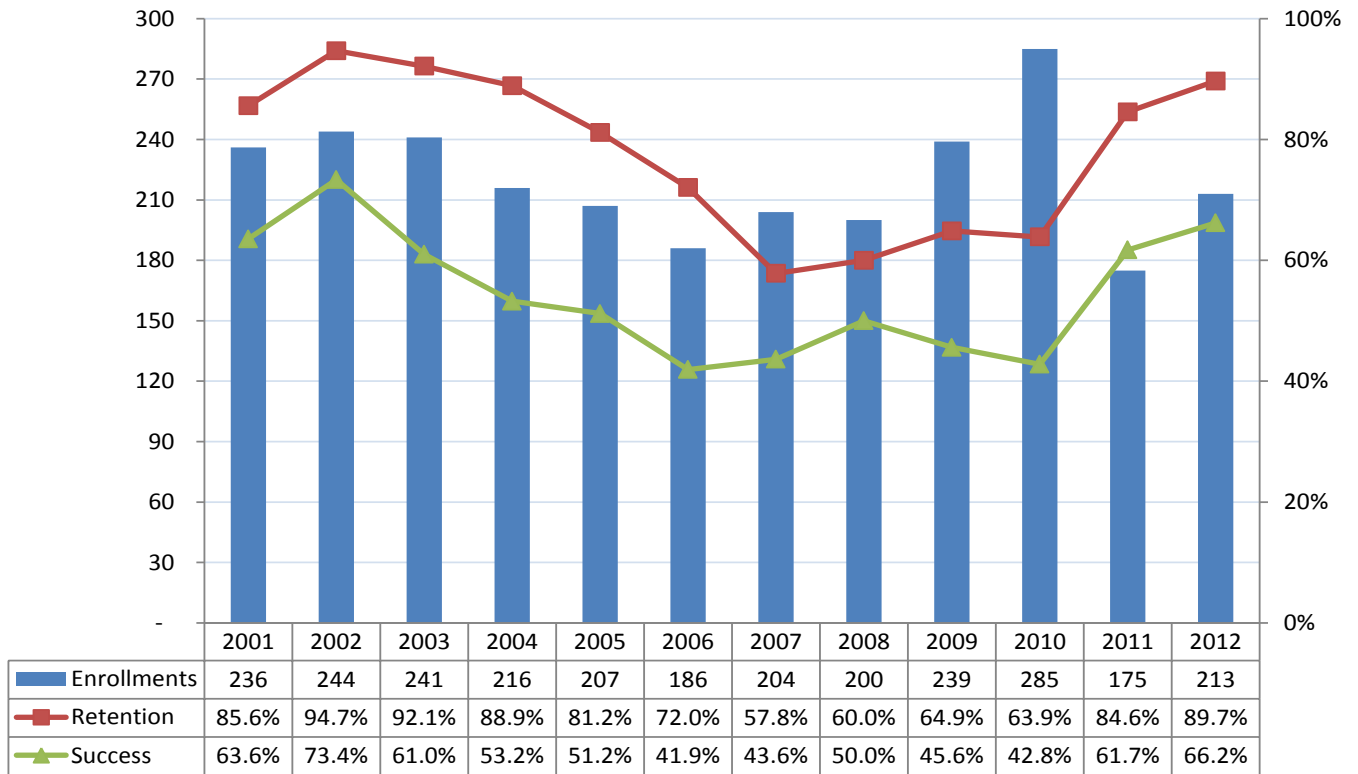


## MVC Enrollments, Retention and Success Rates, Fall 2001 - 2012



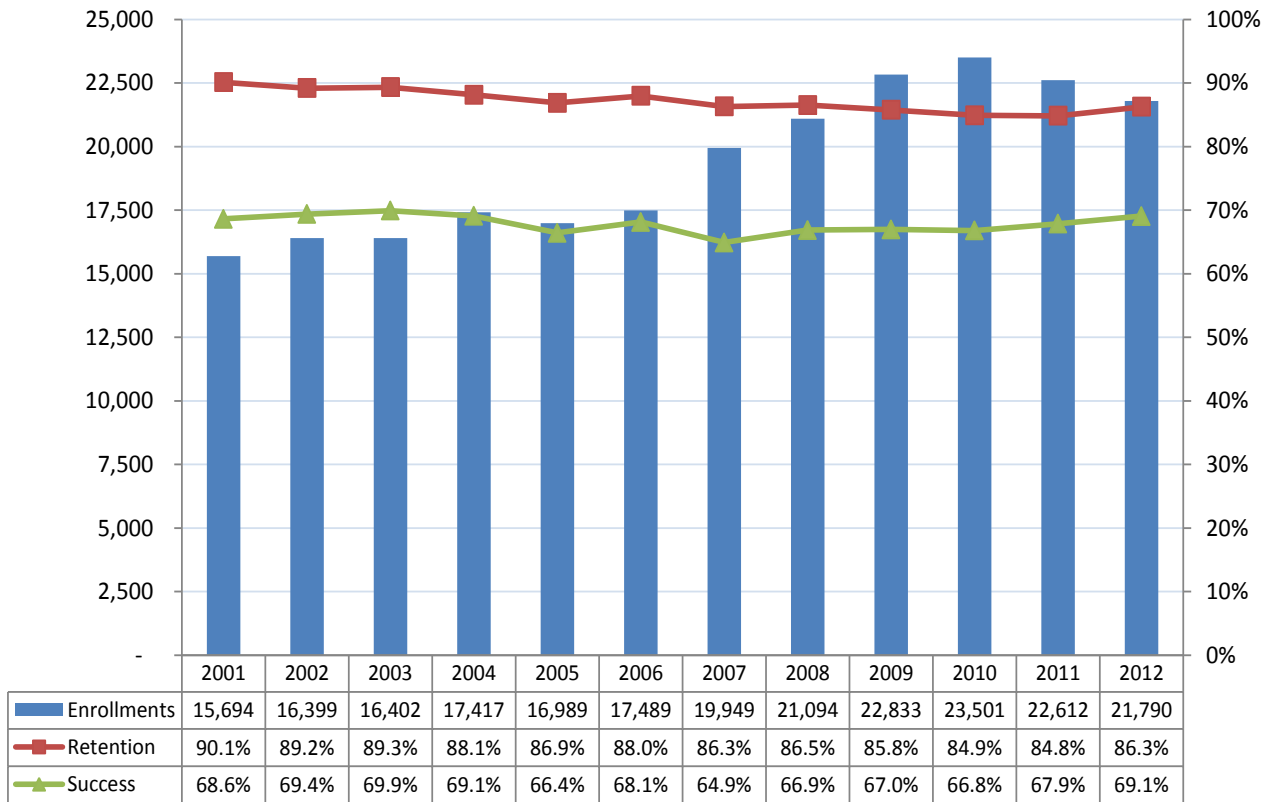
MVC enrollments as a whole climbed from a 2001 low of 13,251 students to a peak in 2010 of 21,921. This was a rise of 65.5%. GEG enrollment did not follow the college trend. In 2001 there were 236 students. It climbed in 2002 to 244. In the next four years, GEG numbers declined to 186 students. From 2007 to 2010, GEG students climbed to its 2010 peak of 285 students. Those were the years of full time faculty member teaching. Enrollment declined in 2011 to the lowest at 175 and climbed again to 213. In those two years the full time faculty was their Interim Dean of Instruction.

## MOV GEG Enrollments, Retention and Success Rates, Fall 2001 - 2012



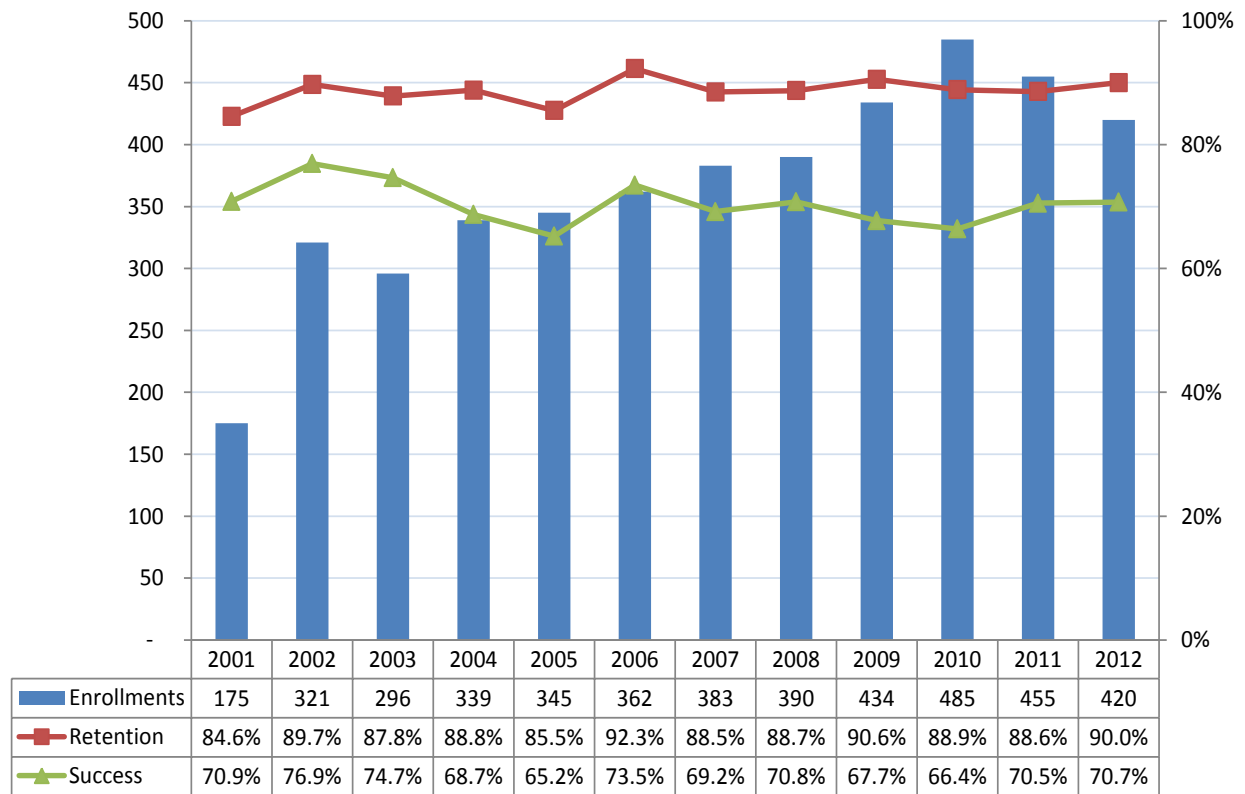
Moreno Valley College retention ranged from 86.6% in 2011 to 90.1% in 2006. MVC GEG retention varied widely, from a low at 57.8% to 94.7%. One year was in the high 50's. Three years the retention was in the 60's. One year was in the 70's. Five years had GEG retention in the 80's. Two years it was in the 90's. MVC overall success ranged from 66.8% to 74%. Seven of the twelve years were in the 66.8 to 69.9%. Five years overall success ran from 70 to 74%. MVC GEG success was generally less so. The lowest success was 41.9%. Four years were in the 40's. Three years were in the low 50's. Four years were in the 60's. Only once did GEG success rates range in the 70's at the high of 73.4%

## NC Enrollments, Retention and Success Rates, Fall 2001 - 2012



Norco College enrollments climbed and peaked in Fall 2010 and then declined in the next two falls. Norco Geography enrollments climbed like Norco as a whole from 2001 to 2010. GEG increased 277% from 2001 to 2010, partly because of the low base in 2001. Norco total enrollment climbed 150% in those nine years. GEG declined by 13% 2011 and 2012. Overall, Norco dropped 7.3% in those two years.

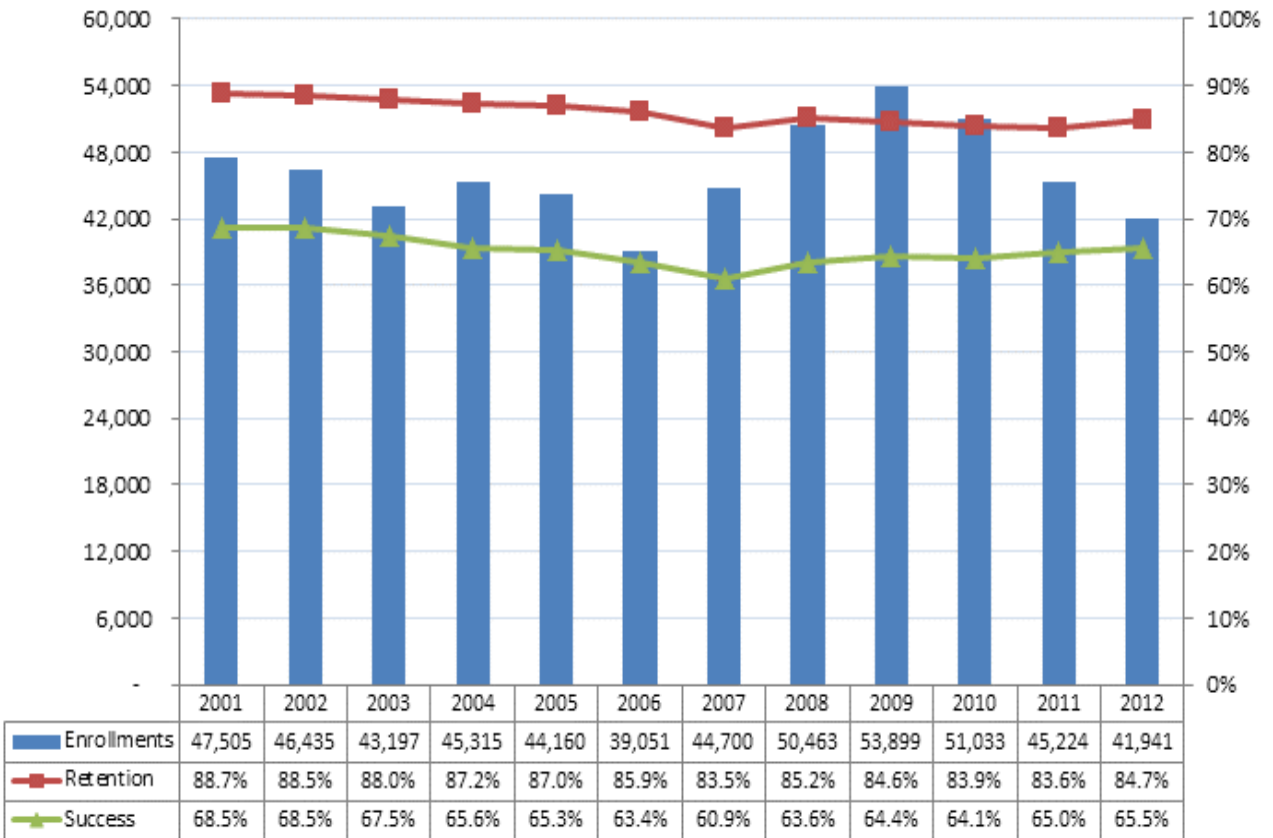
## NOR GEG Enrollments, Retention and Success Rates, Fall 2001 - 2012



Norco College overall retention declined slightly from 90.1% in 2001 to 86.3% in 2012. GEG retention went from lowest 84.6% in 2001 to a high of 92.3% in 2006. GEG retention was similar or higher than Norco as a whole. GEG retention was over 90% in 3 years. Norco as a whole only achieved 90% only once in 2001. Norco overall success hovered just below 70% with the lowest year in 2007 at 64.9%. The highest success was 69.9% in 2003. GEG success is generally higher than Norco as a whole. In seven years out of twelve, Norco GEG success ranged between 70 and 76.9%. Norco as a whole never peaked at a high of 69.9%.



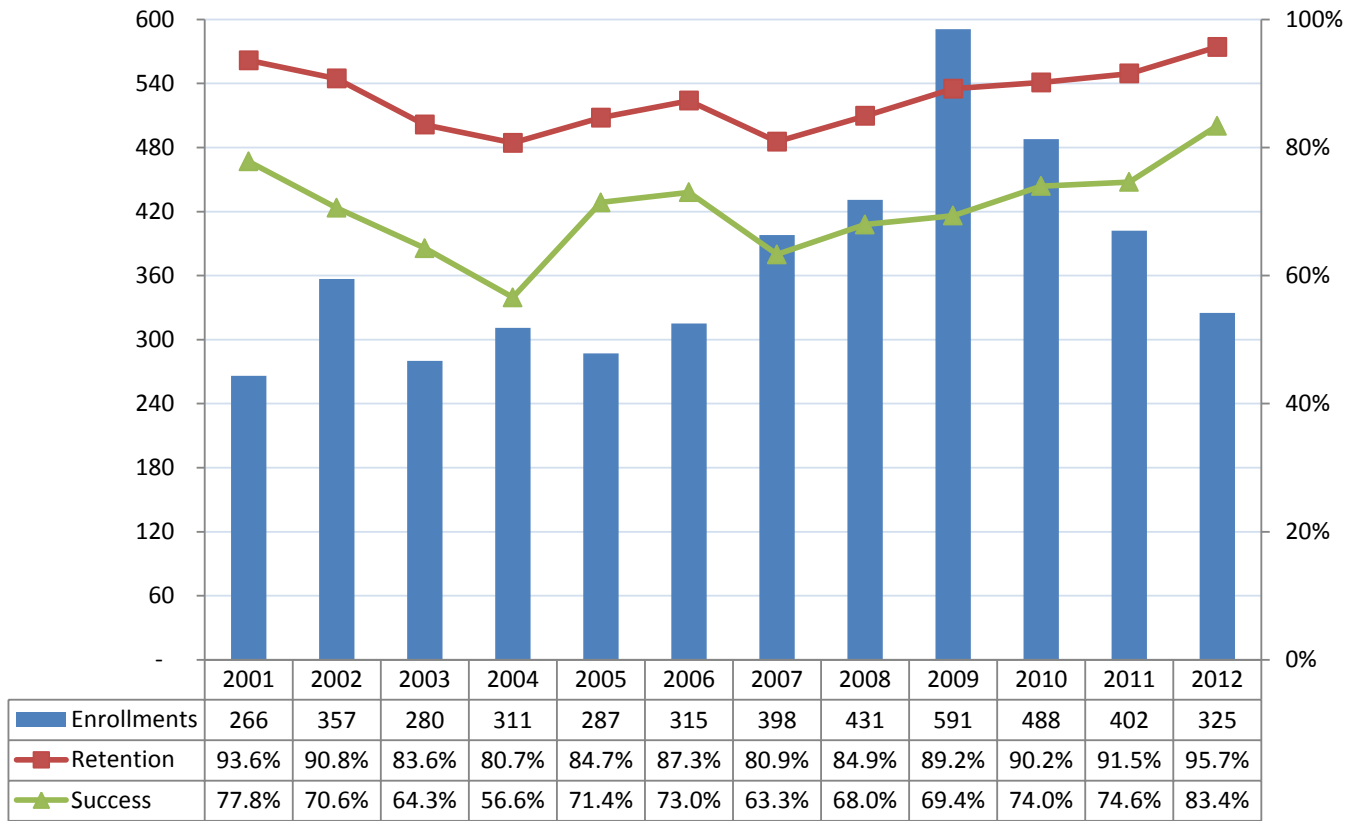
## RCC Enrollments, Retention and Success Rates, Fall 2001 - 2012



RCC Enrollments for the whole college declined from 2001 to a low in 2006. The number of students climbed in 2007 to 2009 where it peaked at 53,899. It declined 22% in the next three years to the lowest numbers in 2012 at 41,941.

RCC GEG enrollments did not quite follow the general pattern. GEG enrollment climbed and dropped in alternating years from 2001 to 2006. Then 2007 to 2009 climbed to the enrollment peak at 591 students. From then to 2012 there was a 45% decline to 325 students. It seems that too many GEG sections were cut.

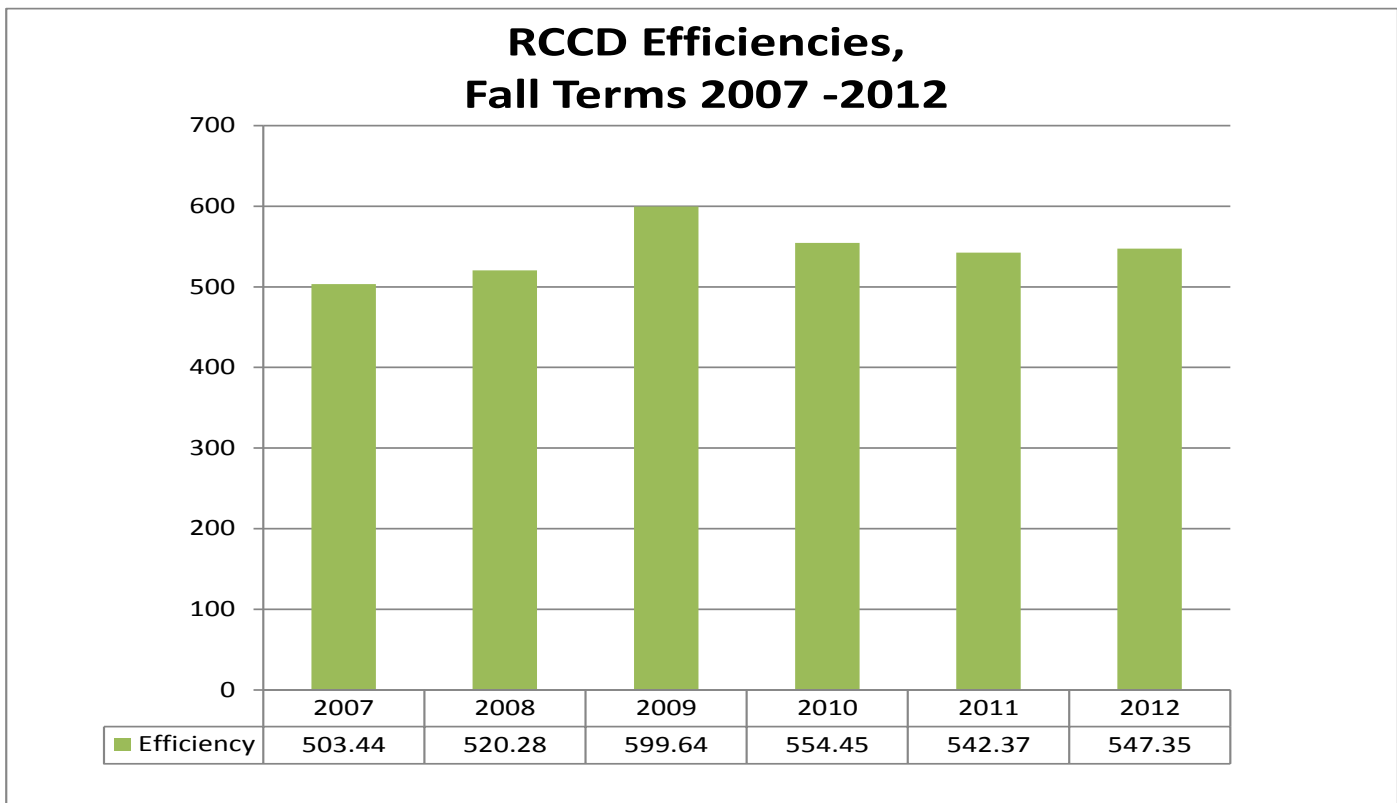
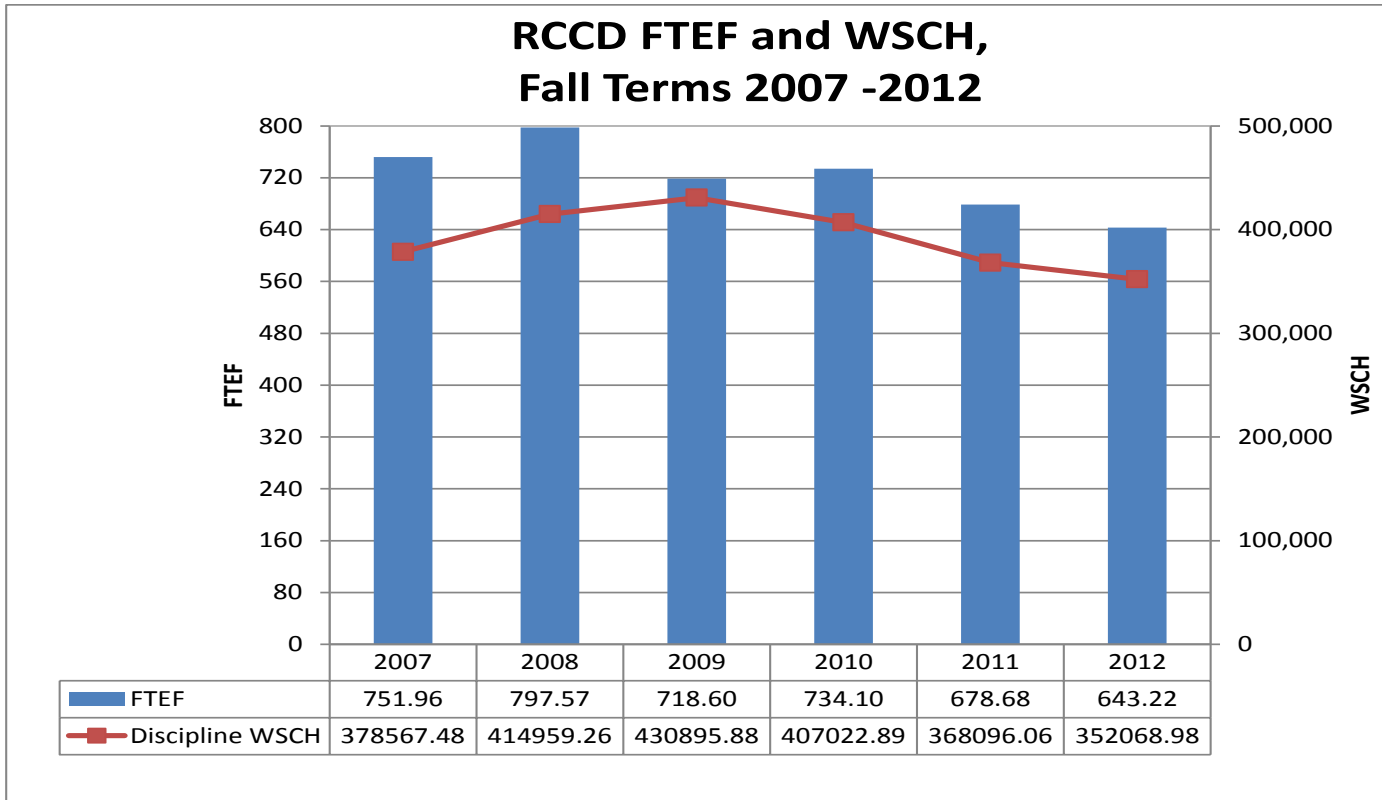
## RIV GEG Enrollments, Retention and Success Rates, Fall 2001 - 2012



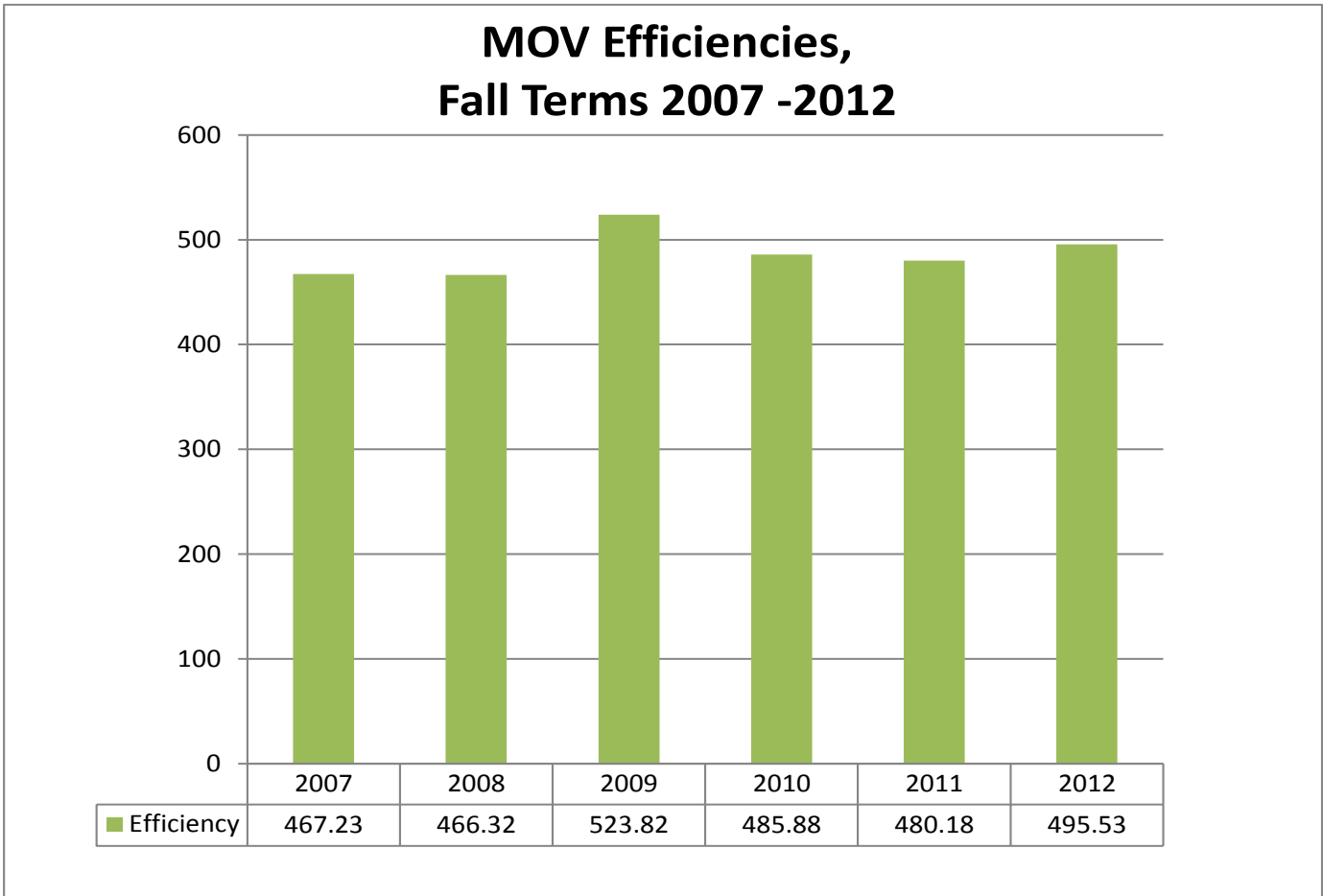
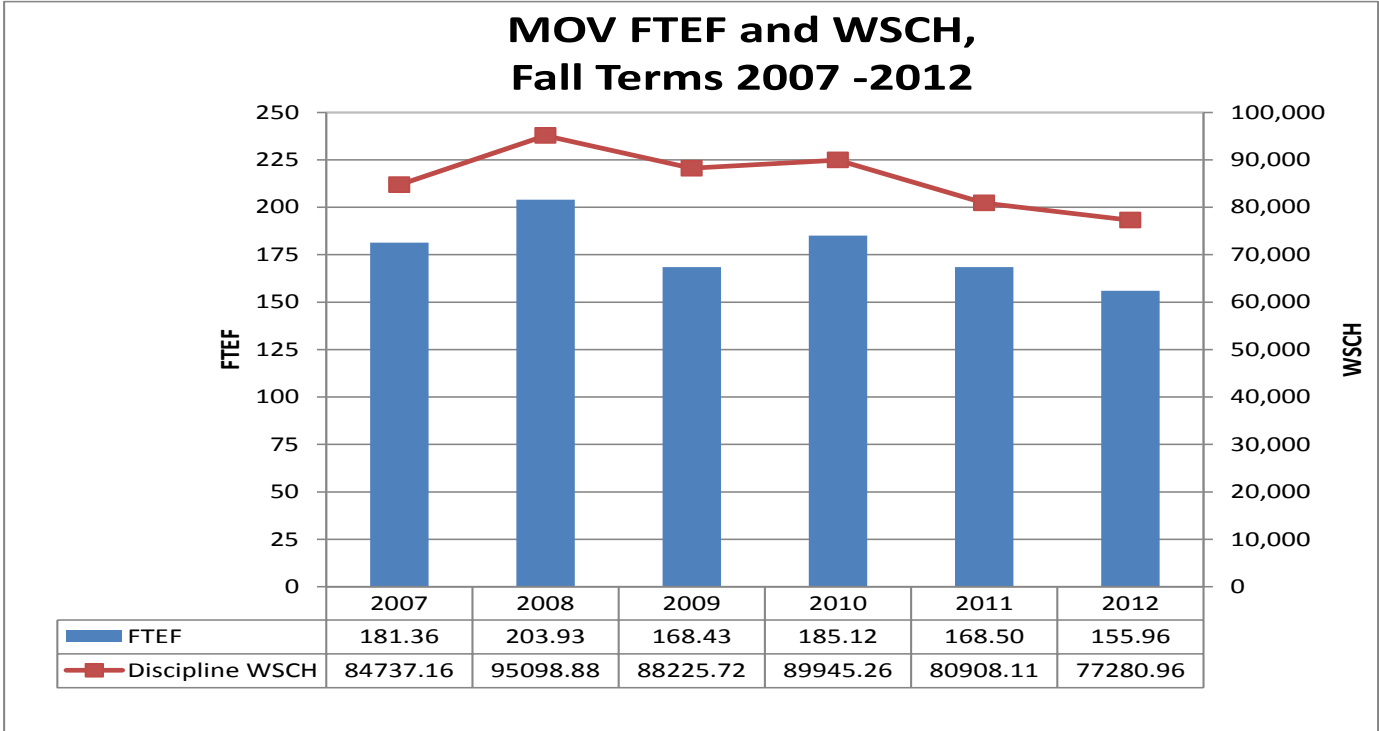
RCC retention ranged from 83.5% to 88.7%. RCC GEG retention was generally higher but for two years it was at a low of 80.7% and 80.9%. Five more years were in the same range as the general RCC. In five years retention was in the 90.0 to 95.7% at the highest in 2012. RCC success ranged from 60.9% to 68.5%. RCC GEG success ranged wider from a low of 56.6% to a high of 83.4 in 2012. In twelve years, one year GEG success was in the 50's. Four years were in the 60's. Six years was in the 70's. And only 2012 in the 80's.

## 2. Efficiency Analysis

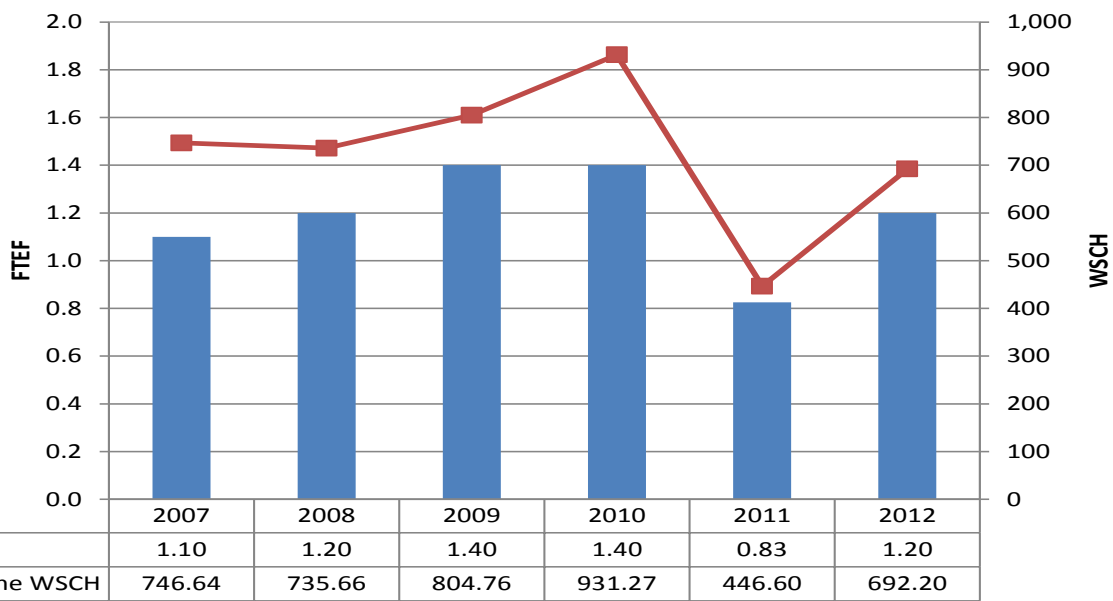
### RCCD Efficiency



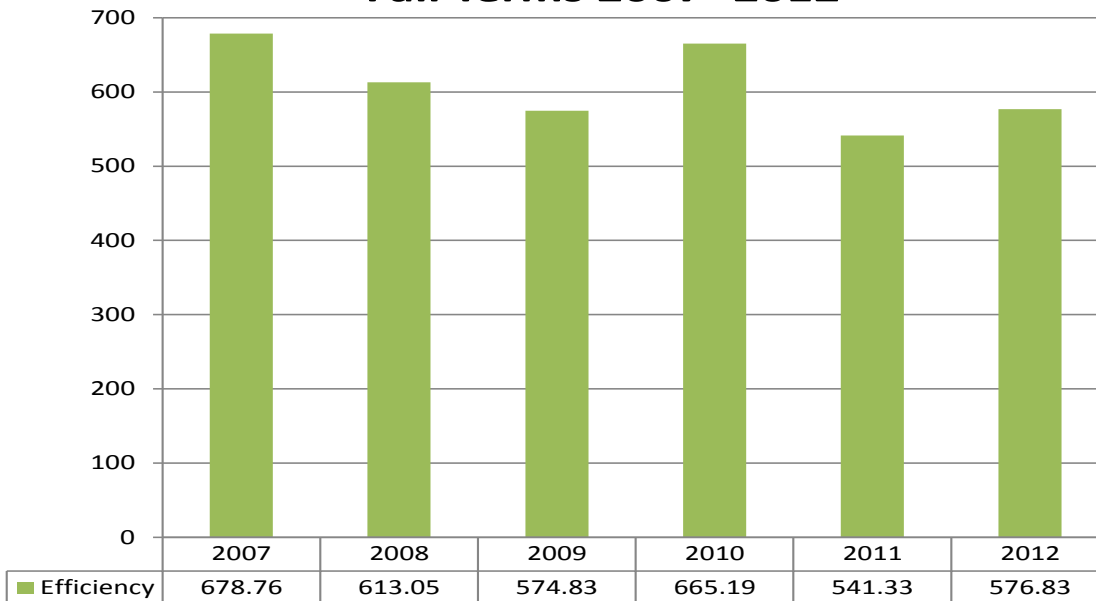
MOV Efficiency



### MOV GEG FTEF and WSCH, Fall Terms 2007 -2012



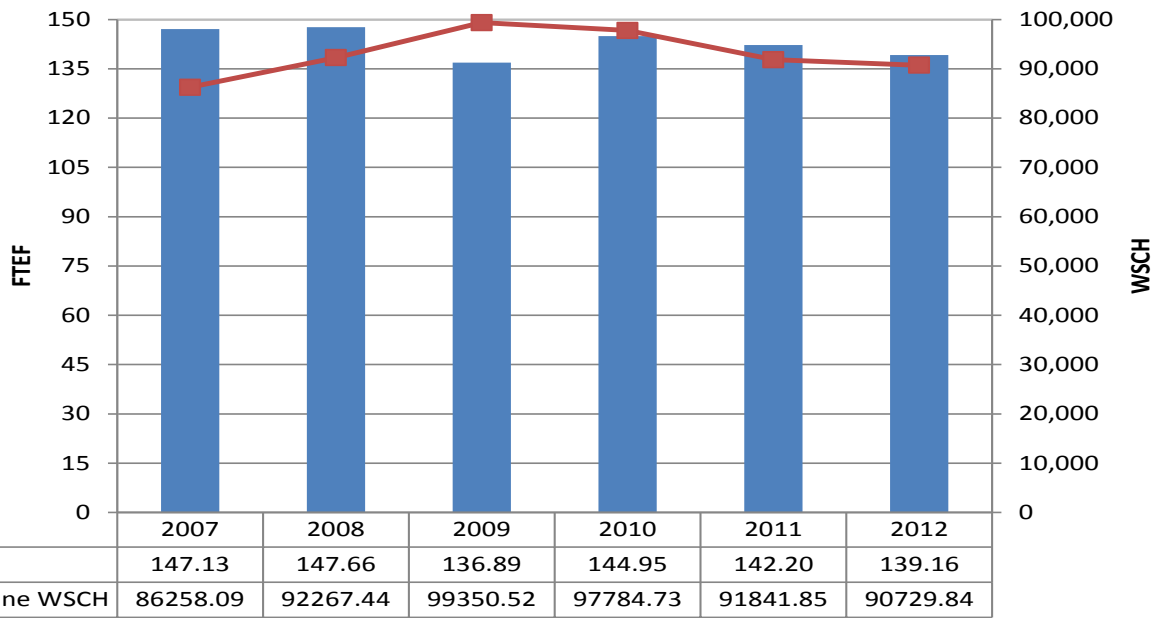
### MOV GEG Efficiencies, Fall Terms 2007 -2012



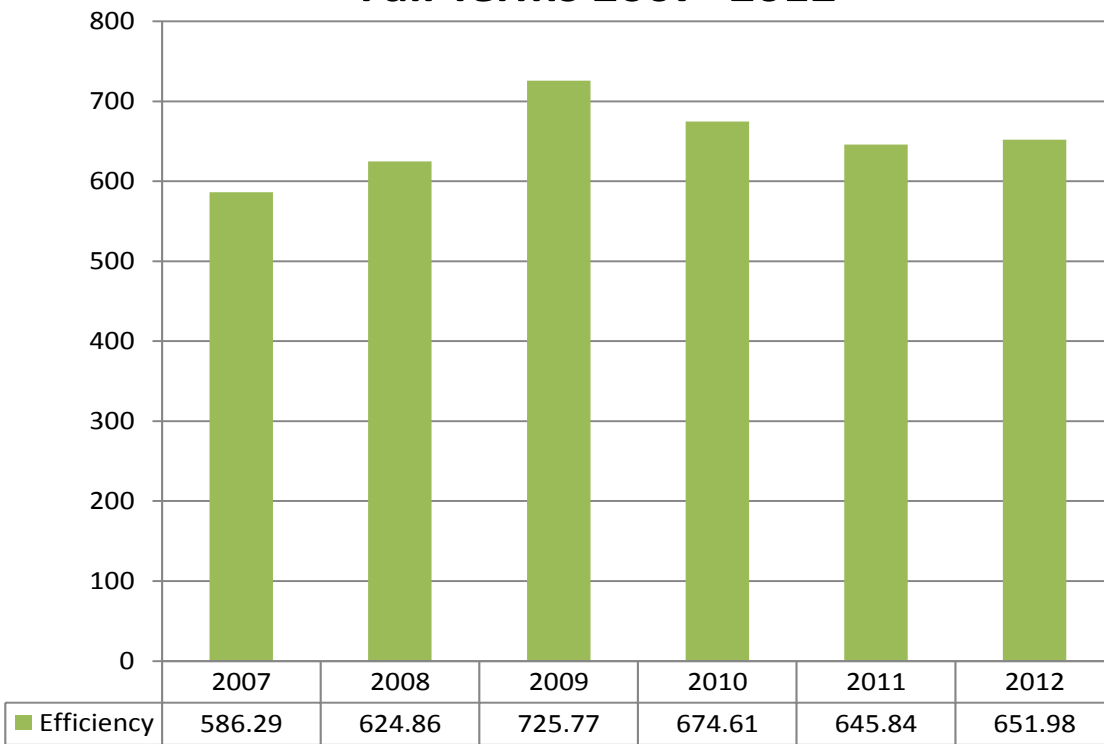
At Moreno Valley College, GEG is always more efficient than the average efficiency of the entire college. The lowest GEG efficiency was 541.33 in 2011. That was the year of lowest full time equivalent faculty [FTEF] at 0.83. Efficiency peaked in 2007 for geography at 678.76. College wide efficiency was lowest in 2008 at 466.32. The highest college wide efficiency was in 2009 at 523.82.

Norco Efficiency

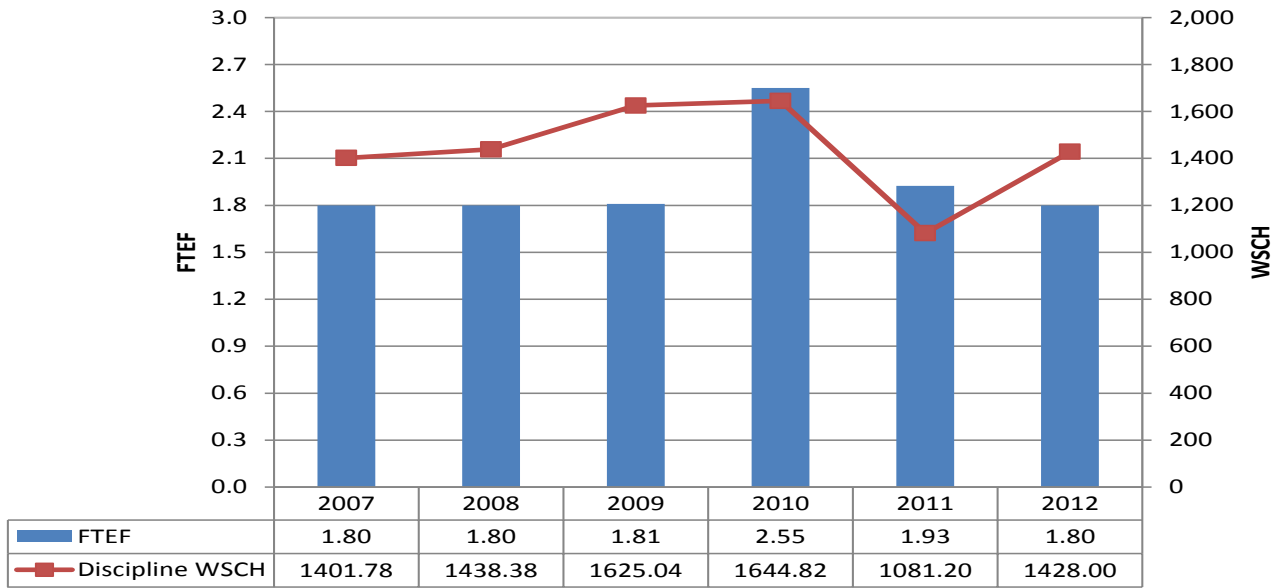
**NOR FTEF and WSCH,  
Fall Terms 2007 -2012**



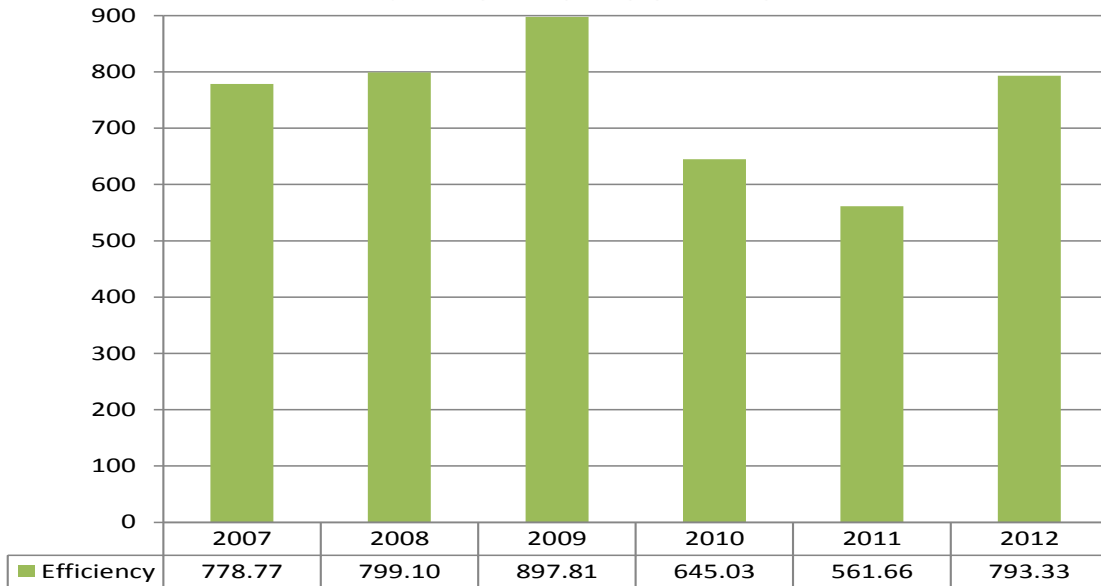
**NOR Efficiencies,  
Fall Terms 2007 -2012**



### NOR GEG FTEF and WSCH, Fall Terms 2007 -2012

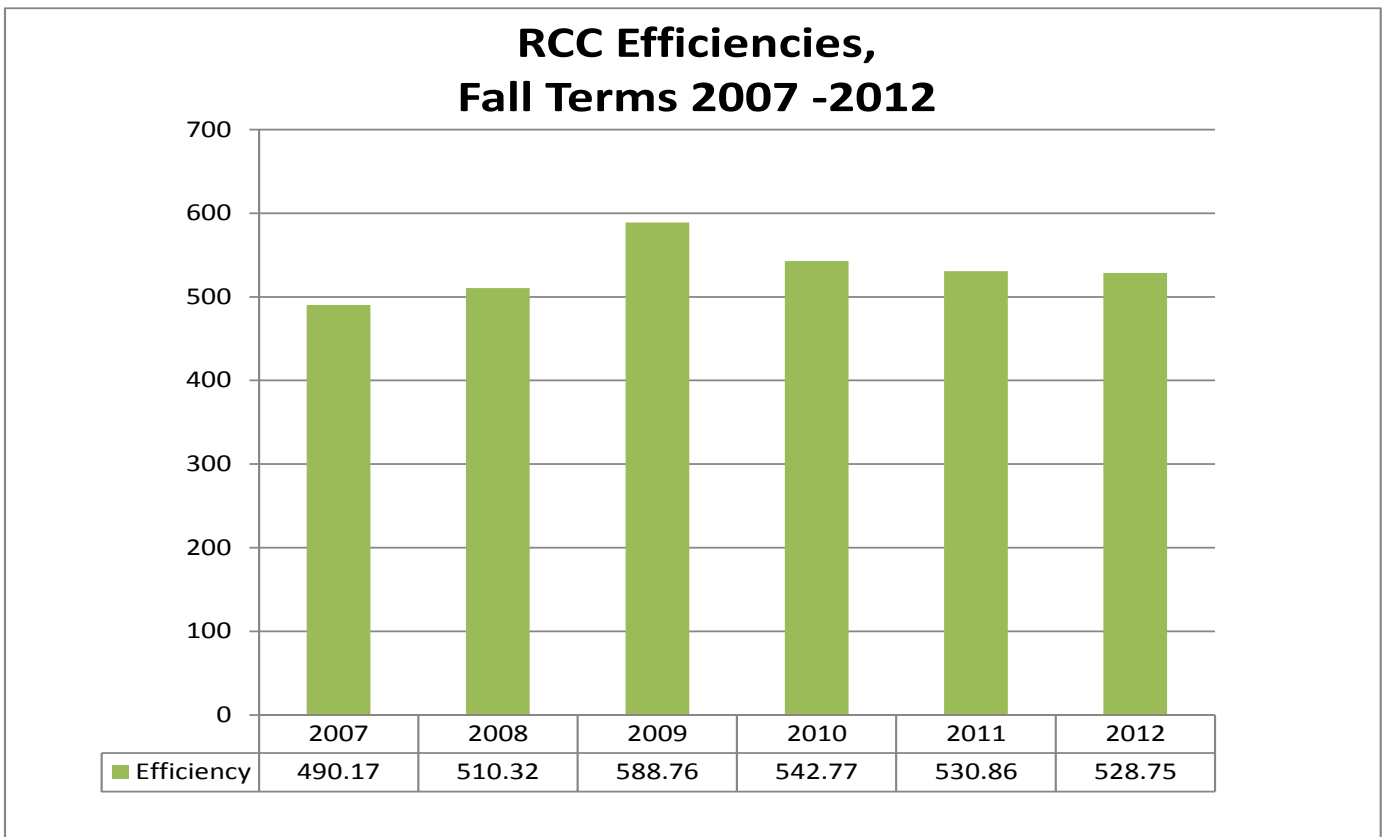
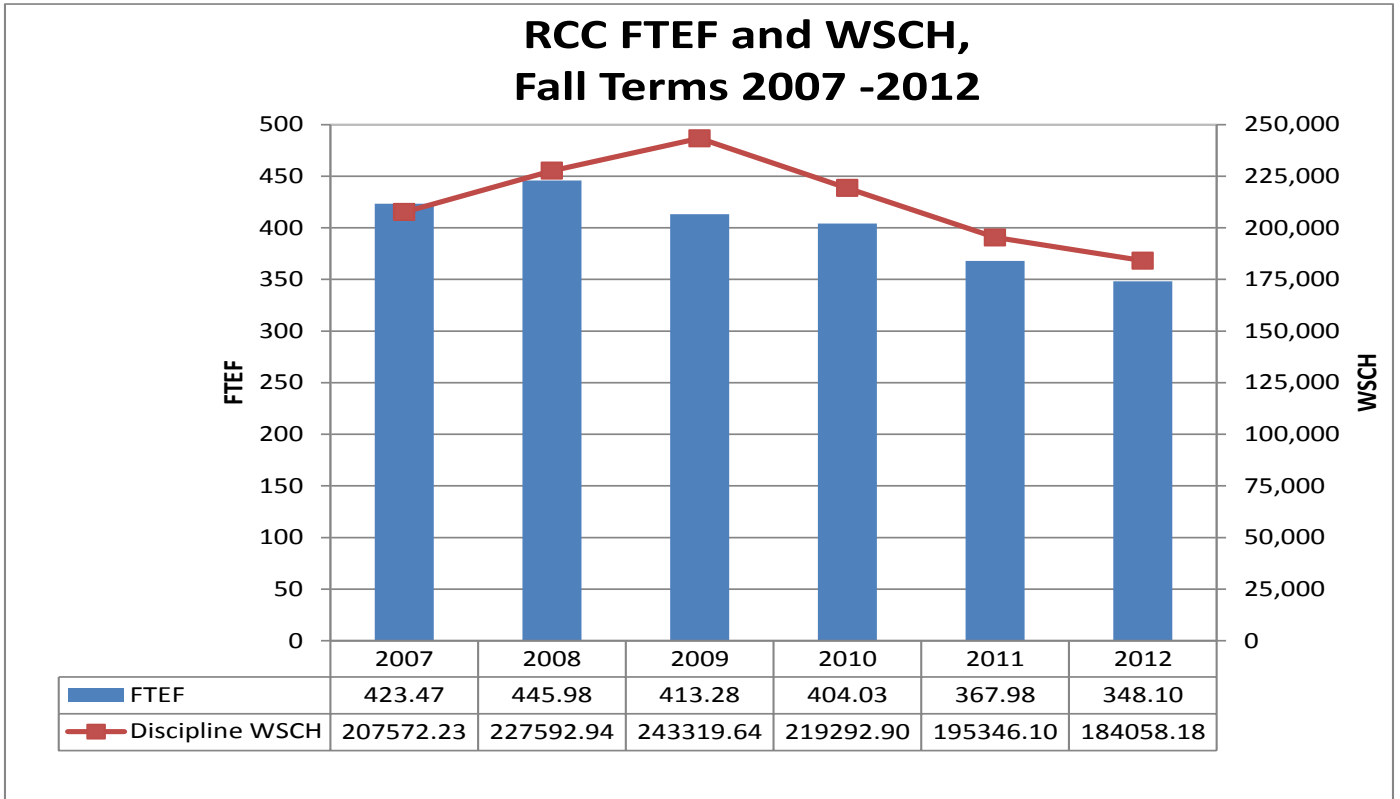


### NOR GEG Efficiencies, Fall Terms 2007 -2012



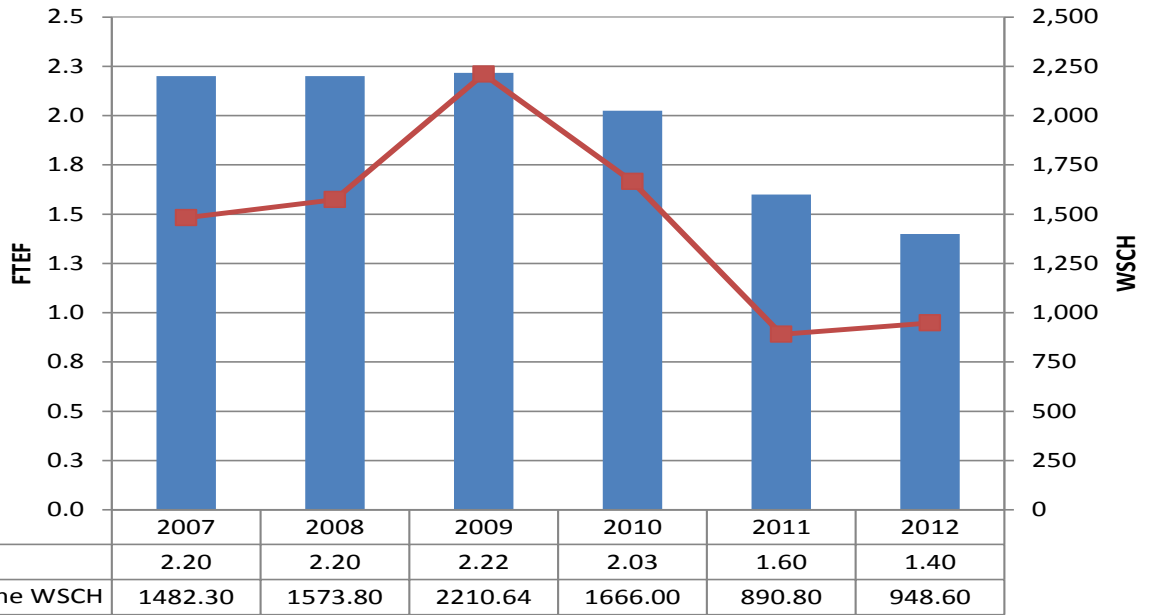
At Norco College, geography was more efficient than the College as a whole in four years out of six. The lowest GEG efficiency was 2011 at 561.66. The College efficiency was 645.84 that year. A year earlier, GEG efficiency was 645.03 which was below the College efficiency of 674.61. The other years GEG efficiency was higher than the College. The higher GEG efficiencies ranged from 778.77 to 897.81. College efficiencies in those years ranged from 586.29 to 725.77. The FTEF for GEG at Norco was higher than Moreno Valley. Norco GEG FTEF ranged from 1.8 to 2.55.

## RCC Efficiency

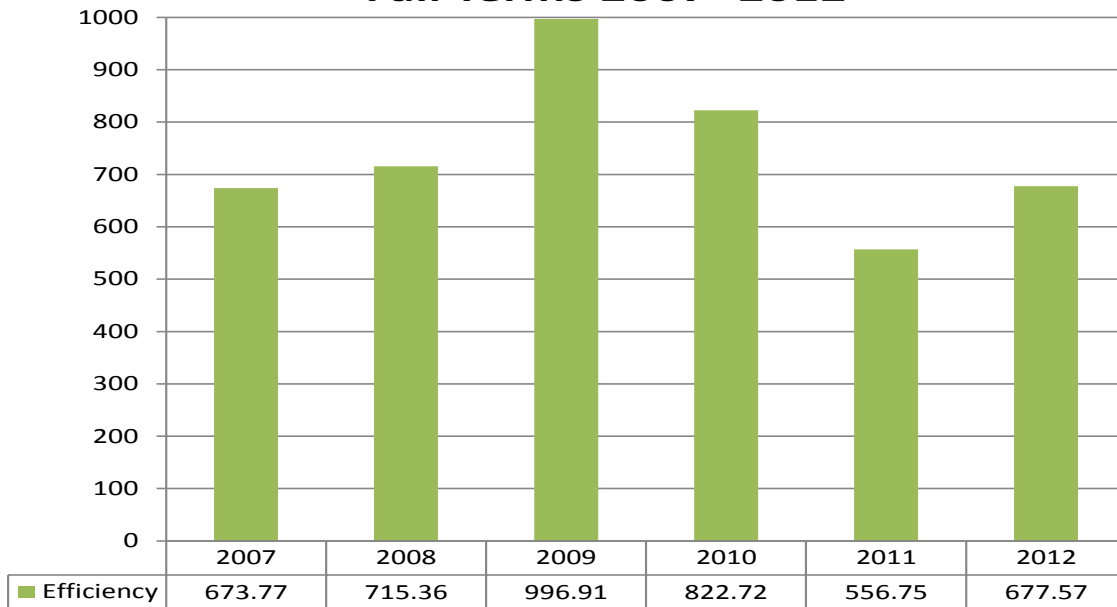




### RIV GEG FTEF and WSCH, Fall Terms 2007 -2012



### RIV GEG Efficiencies, Fall Terms 2007 -2012



Riverside geography efficiency is always higher than the overall RCC average. Geography efficiency ranged from a low in 2011 at 556.75 to the 2009 peak of 996.91. That year was the highest FTEF of 2.22 full time equivalent faculty. The lowest FTEF was 1.4 in 2011. That is a 37% drop. Already noted, this might be too big a cut in sections. RCC efficiency went from 490.17 in 2007 to the 2009 peak of 588.76.

### 3. Success Analysis

This analysis is included within #1 above.

### 4. Retention Analysis

This analysis is included within #1 above.

## **D. Programs and Curriculum**

<b>Name of Course / Program</b>	<b>Date CORs Last Updated</b>	<b>Comments - CORs</b>
GEG 1 Physical Geography	10/12	Updated assignments, textbooks, SLOs, aligned with college SLOs and C-ID
GEG 1 DE Physical Geography Distance Education	10/12	Updated assignments, textbooks, SLOs, aligned with college SLOs and C-ID. ADA compliant
GEG 1H Physical Geography Honors	10/12	Updated assignments, textbooks, SLOs, aligned with college SLOs, C-ID and California Honors requirements
GEG 1L Physical Geography Lab	10/12	Updated assignments, textbooks, SLOs, aligned with college SLOs, C-ID
GEG 2 Human Geography	6/12	Updated assignments, textbooks, SLOs, aligned with college SLOs, C-ID
GEG 3 World Regional Geography	6/12	Updated assignments, textbooks, SLOs, aligned with college SLOs, C-ID
GEG 4 Geography of California	9/11	Updated assignments, textbooks, SLOs, aligned with college SLOs. C-ID alignment planned for 2014
GEG 5 Weather and Climate	9/11	Updated assignments, textbooks, SLOs, aligned with college SLOs. C-ID alignment planned for 2014 Cross listed as Physical Science 5
GEG 6 Geography of the United States and Canada	9/11	Updated assignments, textbooks, SLOs, aligned with college SLOs. C-ID alignment planned for 2014

## **E. Student Learning Outcomes Assessment**

### Moreno Valley

In May 2011, the full time faculty member assessed the SLO “Identify and explain basic facts, rules, principles, and mechanisms of the atmosphere, lithosphere, hydrosphere and biosphere”. He wanted see if a change in the order of chapters would improve student performance by doing the biosphere chapter before the atmosphere. His initial impression was that changing the order of chapters worked well. The biosphere chapters were less challenging to read and understand compared with the atmosphere.

In Spring 2012, a part time faculty member did an online assessment of Santa Ana winds using the same SLO. Overall the students did not gain a complete understanding of the relationship between wind velocity and air pressure. She has set a goal to revise the e-lecture and incorporate an additional video clip to support the relationship between pressure and wind.

### Norco

For several years, Pre- and Post- tests of ten questions where assessed in all Physical GEG 1, Human GEG 2, and World Regional GEG 3 sections at Norco. Although there were improvements between Pre- and Post-test, what was interesting about some questions and their answers was the strength of the media to confuse students. Even after teaching concepts of ozone depletion, for instance, students still believed the main environmental impact was global warming. Since this did not indicate an area of improving teaching, the assessment experts have recommended mapping SLOs from final exams to locate an improvement over time. This will be done this semester, Fall 2012.

### Riverside

During Spring 2011, the full time faculty member assessed the overall success of GEG 2, Human Geography. Pre-test questions encompassing the entire range of course SLOs, were administered and their scores were recorded. Those questions were incorporated into the final exam and graded again. Overall improvement was expected, as 75% of students correctly answered the questions on the final examination. The other courses offered at Riverside City College have yet to have their SLOs assessed.

## **F. Collaboration with Other Units Including Instructional, Student Services, or Administrative Units (Internal)**

N/A

## **G. Outreach Activities**

N/A

## **H. Long Term Major Resource Planning**

The Geography program over the district has the potential to have three new faculty in the next four years. The faculty member at Moreno Valley was their Interim Dean of Instruction for a year before moving to a similar position at another college district. That position will most likely be filled by June, 2013. The Norco faculty member plans to retire in 2014. The Riverside faculty member plans to retire in 2016.

It is critical to have full time tenure track faculty in place for each of the colleges.

## **I. Summary**

During the next four years, the Geography program over the entire district has similar goals and objectives. The Geography discipline requires a full time tenure track faculty member at each college.

Additionally, our courses will all be aligned with the C-ID program and transfer degrees will be developed. At this time, Riverside offers enough of the C-ID courses to develop a transfer degree. Moreno Valley and Norco does not currently offer enough courses, but could offer a more complete package of courses when a new faculty member is in place.

## **J. Recommendations to the Program Review Committee**

(none at this time)

**Extra data is available at**

<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

*(see .Comprehensive Program Review Data.)*

1. Demographic information (ethnicity, gender, age group, enrollment status)
2. Course Enrollments by time of day offered for each term
3. Counts of sections offered by term
4. Student Retention by course by term.
5. Student Success rates (two measures) by term
6. FTES generated by course and term
7. Weekly Student Contact Hours by course and term
8. Full-Time Equivalent Faculty by course and term
9. Percentages of student enrollments taught by Full-Time and Part-Time faculty for course and term
10. Class enrollment by course and term
11. Grade point averages and grade distributions by course and term
12. Student success rates (two measures) by Demographics by term
13. Degrees and certificates awarded, if applicable

Additional information and assistance with data analysis is available upon request. Please fill out a request form from [http://academic.rccd.edu/ir/request\\_form.html](http://academic.rccd.edu/ir/request_form.html)