

BUDGET NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:	Todd Heibel
Program or Service Area:	Geography-GIS and Geology-Oceanography
Division:	Science
Date of Last Program Efficacy:	GEOG-GIS: SP '15 and GEOL-OCEAN: SP '12
What rating was given?	“Continuation” for both departments
Amount Requested:	Bus Transportation (5611 account) \$3,000 (to be shared by both departments)
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)	Access, Student Success, and Institutional Effectiveness

Note: To facilitate ranking by the committee, please submit separate requests for each general area of budget augmentation needed. Do not request a lump sum to encompass many different areas.

One-Time Ongoing

Does program or service area have an existing budget? Yes No

If yes, what is the amount? **Bus Transportation (5611 account): GEOG-GIS: \$ 3,052 and GEOL-OCEAN: \$1,150**

1. Provide a rationale for your request (Please explain clearly the reasons for the need of the budget increase and also state whether this is a new, growth, or restoration request.)

This is a **growth request** and will provide additional funding to supplement existing funding. The Geography and Geology departments currently have enough money to fund one full day **field trip** per department twice a year. **We are requesting funding (\$1,500 for geography and \$1,500 for geology) for an additional all-day field trip (or two half-day field trips) per department per academic year.** Field trips are an integral part of geography and geology disciplines. Geographers and geologists analyze landscapes determining the endogenic and exogenic processes that contribute to landscape development. While pictures can help students identify landforms, experiencing the landscape firsthand enriches student experience and sets the context for the analysis. The Geography and Geology-Oceanography Departments currently provide transportation for our physical geography and geology lab classes. Each year, we encourage more sections to participate in these one day events. Over the past 4 years, we have regularly filled the bus and have had several students take their own transportation. The requested funds would be used to expand the field trip option for additional physical geography and geology lab sections, as well as provide field trip options for other geography, geology, and oceanography classes. The bus provides a rolling laboratory where topics are discussed en route from one site to another. Because bus companies employ professional drivers, this mode of transportation is much safer than students driving their own vehicles.

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

The current Geography and Geology-Oceanography EMP reports state that a program goal is to “increase the number of funded field trips and maintain laboratories with equipment and supplies needed for quality education”. The requested funds will encourage students to experience the

natural and cultural landscape in greater detail through guided field trips. While students could drive themselves to keep cost down, the bus provides a rolling laboratory in which instructors can point out features on the landscape and pass around visual aides. In addition, student driven field trips can pose a safety hazards with caravans of students driving from location to location. The San Bernardino-Riverside MSA is one of the most socioeconomically disenfranchised regions in the US. Therefore, many of our students do not have their own transportation, which would exclude students without the finances to attend. Page 14 of the spring 2015 Geography and GIS Program Efficacy document states that “Additional [field trip] funding has been made available through special, intermittent one-time funding vehicles. However, these programs are ephemeral by nature and [the Geography Department seeks] more stable [field trip] funding platforms.” Page 8 of the spring 2012 Geology-Oceanography Program Efficacy document notes that field trips have the capacity to recruit and maintain traditionally underrepresented groups within the Earth Sciences, including women and people of color.

Geographers, geologists, and oceanographers collect data from various field sources- both wilderness areas and city landscapes; thus exposing students to field work may spark an interest in the field of geography, geology, and /or oceanography. In addition, one of the missions of our geography department is to, “allow students to more fully comprehend real-world, everyday cultural and environmental phenomena”. Getting students into the field will help them to better appreciate their world and to hopefully encourage them to study it in more depth.

3. Indicate if there is additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, or planning, etc.*).

Anecdotal evidence suggests that geography, GIS, geology, and oceanography students who participate in field trips improve their analytical and critical thinking skills in all college coursework. Related to this point, instructors find that many SBVC students have not previously explored sites visited during field trips. Exposure to the wider world benefits our students in many ways. In addition, field trips serve as one of the best recruiting mechanisms for geography and geology majors.

4. Evaluate amount requested, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources (*for example, Department, Budget, Perkins, Grants, etc.*).

There are no on-going maintenance costs for our requested funds. However, field trip (transportation) costs generally increase over time.

5. What are the consequences of not funding this budget request?

Field trips are an integral part of our geography, geology, and oceanography disciplines. Failure to fund additional field trips will result in more self-guided field trips, which pose safety concerns. Furthermore, these valuable experiential opportunities are foreclosed for students with limited economic resources.