

**DEPARTMENT OF GEOGRAPHY
TEXAS STATE UNIVERSITY-SAN MARCOS**

**ACADEMIC PROGRAM REVIEW SELF-STUDY REPORT
2001-2007**

April 2008

Academic Program Review Self-Study Report Committee

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I. ACADEMIC UNIT DESCRIPTION

A. List the degree and certificate programs offered by the academic unit

- Undergraduate Majors: B.A. or B.S. in Geography (general)
 B.S. in Geography (with teacher certification)
 B.S. in Geography – Resource and Environmental Studies
 B.S. in Geography – Geographic Information Science
 B.S. in Geography – Urban and Regional Planning
 B.S. in Geography – Physical Geography
 B.S. in Geography – Water Studies
- Graduate Majors: M.A.Geo (Master of Applied Geography) in Geography
 M.A.Geo in Geography – Resource and Environmental Studies
 M.A.Geo in Geography – Geographic Information Science
 M.A.Geo in Geography – Land/Area Development and Management
 M.S. in Geography
 Ph.D. in Geography – Environmental Geography
 Ph.D. in Geography – Geographic Education
 Ph.D. in Geography – Geographic Information Science
- Undergraduate Minors: minor in Geography
 minor in Nature and Heritage Tourism
 minor in Geology (departmental responsibility effective Fall 2008)
- Certificates: Certificate in Geographic Information Systems
 Certificate in Water Resources Policy

B. Describe the vision, mission and goals of the academic unit

Department Mission Statement

The Department of Geography's mission is to provide its students with educational experiences of the highest quality and to conduct vital research that produces valuable publications. The department is committed to outstanding teaching and scholarly activities within the framework of academic freedom and diversity of ideas. The Department of Geography is dedicated to the advancement of knowledge and to serving our communities, from local to international.

Department Vision and Goals

The Department of Geography will continue to strive to have the largest and finest undergraduate geography program in the nation, to lead the discipline with innovative applied work as exemplified by its Master of Applied Geography program, and to strive for national recognition within its research degrees (Master of Science and Ph.D. degree programs), including significant faculty scholarship and grant activity.

C. Describe how the academic unit's goals relate to the mission of the University and College

The departmental mission and goals relate directly to those of the University and College of Liberal Arts, which are given in [Appendix I.C.](#)

D. Provide the website where the academic unit strategic plan may be found

See: http://www.geo.txstate.edu/about/strategic_plan.html

II. DEGREE AND CERTIFICATE PROGRAM DESCRIPTIONS

A.1. Educational goals

The educational goals for each program within the Department are outlined in [Appendix II.A.1.](#)

A.2. Admission requirements and application review process

Undergraduate Programs:

Students meeting university admission standards may enter the undergraduate Geography programs as pre-majors. To become majors, students must:

1. Complete GEO 1309 or 1310; GEO 2410, and GEO 3301 (i.e. total of 10 semester hours) with a grade of C or higher.
2. Complete 45 or more hours with an overall Texas State GPA of at least 2.25.

Master's Degree Programs:

See [Appendix II.A.2.](#)

Doctoral Degree Programs:

See [Appendix II.A.2.](#)

A.3. Pertinent local, state, national and international studies demonstrating need for the program graduates

Data from the National Center for Educational Statistics shows that undergraduate degrees in geography at U.S. institutions of higher education grew by 58 percent between 1987-1988 and 2003-2004. During that same time period, masters degrees in geography grew by 39 percent and doctoral degrees grew by 53 percent. These rates of growth outpace most other disciplines. Geographers are playing an increasingly influential role in non-governmental and quasi-governmental organizations (e.g., the National Academy of Sciences and the National Research Council, the Center for International Forestry Research, the Nature Conservancy, and the Yosemite Institute) (Lawson and Murphy 2007).

The need for geography graduates is especially strong in the geotechnology and geo-spatial subfields (Crosby 2005). In January, 2004, *Nature* magazine featured a "Careers and Recruitment" special called *Mapping Opportunities*. In it, the U.S. Department of Labor identified geotechnologies as one of the three most important emerging and evolving fields, along with nanotechnologies and biotechnologies (<http://www.aag.org/nature.pdf>).

Within the geo-spatial field, 10-20% growth is projected in demand for employees in transportation and distribution, surveying, planning, mapping and environmental work (Lawson and Murphy 2007).

At the Texas level, Geographic Information Systems skill standards have been developed by the GIS Advisory Board and were recognized May 22, 2007, by the Texas Skill Standards Board (TSSB). The TSSB is an advisory board to the Governor and the Legislature. The Board is charged with the

development of a statewide system of industry-defined and industry-recognized skill standards for major skilled, sub-baccalaureate occupations with strong employment and earnings opportunities.

References cited:

Crosby, O. 2005. Geography Jobs. *Occupational Outlook Quarterly Online*, 49(1). Available at: <http://www.bls.gov/opub/oog/2005/spring/art01.pdf>.

Lawson, V. and Murphy, A. 2007. *Healthy Departments Webpage: 'Making the Case for Geography.'* Association of American Geographers Healthy Departments Workshop, Baton Rouge, LA. Available at: <http://www.aag.org/healthydepartments/Lawson%20Murphy%20HD%20FINAL.pdf>

A.4. Changes in market demand

Geography's institutional position in US colleges and universities has strengthened over the past since the 1990s. Student numbers have increased, many existing geography programs have expanded, and new programs have been launched. The reasons behind the discipline's recent growth are heightened public interest in geographical issues, expanding awareness of geography in other disciplines, the geotechnology revolution, the growing job market for geographers, and improvement in geography education in some primary and secondary schools (Murphy 2007). The number of geography degrees awarded increased rapidly in the 1950s and 1960s, followed by a modest decline as baby boomers exited their college years. The number surged again in the 1990s, however, and it seems to have stabilized in recent years. Membership in the Association of American Geographers professional organization has followed a similar trajectory and is currently poised to set a new record. The number of AAG specialty groups has doubled since their inception in 1978, and geographic information science (GIS) now occupies a prominent position within the discipline (Pandit 2004). This positive trend is also present at the academic level, with a distinct increase in the number of advertised positions during the late 1990s as well as a healthy improvement, from the perspective of job seekers, in the ratio of jobs available versus new doctoral graduates (Suckling 2000).

References cited:

Murphy, A. 2007. Geography's place in higher education in the United States. *Journal of Geography in Higher Education*, 31(1): 121–141.

Pandit, K. 2004. Geography's human resources over the past half-century. *The Professional Geographer* 56 (1):12-21.

Suckling, P. W. 2000. The academic job market in Geography: Available jobs versus supply of new Ph.D.s. *Association of American Geographers Newsletter* 35(2): 7-8, 11.

A.5. Name of external accrediting body ...

Not applicable.

A.6. Comparison of Texas State program to similar programs in the state, region or nation

The Department of Geography at Texas State University is the largest for our discipline in the nation. We have 30 full-time faculty positions including 28 tenured-tenure track lines and two senior lectureships. We routinely employ additional adjuncts for specialized and other needs.

For many years, the Department has had the largest number of undergraduate majors in the country. Based upon data from the *Guide to Geography Programs in the Americas: 2007-2008*, our total number of majors is indeed the largest in the nation (see [Appendix II.A.6](#)). Only 14 universities have more than 200 undergraduate geography majors, with only 6 of these above 300 majors. Our total of approximately 500 is by far the largest total.

For PhD-granting geography departments, we have the largest total number of graduate student majors (Master's + doctorate) by a wide margin (see [Appendix II.A.6](#)). Most large PhD programs have relatively modest-sized Master's program, whereas our Master's program is double the size of our PhD program. Note that of the top 13 graduate programs in size, only Texas State, the University of South Florida, the University of Minnesota, the University of California-Santa Barbara, and the University of Colorado also have undergraduate programs in the top 16. For PhD majors alone, Texas State is among the largest-sized programs with the University of California-Santa Barbara, the University of Buffalo-SUNY, Clark University, and the University of Minnesota.

The Texas State Geography program is therefore unique in having a very sizeable program at all levels: undergraduate, Master's and doctorate. The reputation of the program in terms of overall quality and its applied focus which leads to strong job market placement for our graduates is well-known nationally.

B. Curriculum and Courses

B.1. Explain how the curriculum meets the educational goals

Undergraduate Programs:

The undergraduate programs have a common core that provides basic background in cultural/regional geography (GEO 1309 or 1310), physical geography (GEO 2410) and quantitative methods (GEO 3301). All students must take a techniques course to round out their basic background. Each specific major (with the exception of the general major) has additional required courses (or courses selected from a limited specialized list). A capstone senior-level course is required in some cases (see [Appendix II.B.1](#)).

The undergraduate curriculum prepares students for a wide variety of government and private sector occupations and provides students with the foundation for a liberal education, preparing graduates to think independently, to choose freely and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Master's Degree Programs:

The Master of Applied Geography majors have a common core that assures that students have the background and skills needed to conduct a specialized program included an applied directed research project. These courses include applied research design (GEO 5300), multivariate quantitative methods (GEO 5301) and geographical analysis (GEO 5309). All M.A.Geo students are required to

undertake a directed research project (GEO 5335). The specialized majors with the M.A.Geo degree have additional required courses (or courses selected from a limited specialized list) except for the general major which has greater flexibility (see [Appendix II.B.1.](#)). Electives round out the course work.

The Master of Science degree also requires GEO 5301 and 5309, but utilizes GEO 7300 (Advanced Geographic Research Design) instead of GEO 5300 in order to prepare students to undertake a Master's-level thesis (see [Appendix II.B.1.](#)). This degree is research-oriented and students' course work is geared toward thesis preparation.

Doctoral Degree Programs:

The Ph.D. program emphasizes advanced original research. The three program majors have a common core that assures that students have the background and skills needed to conduct doctoral-level research culminating in an original dissertation. These courses include GEO 7300 (Advanced Geographic research Design), GEO 7301 (Advanced Quantitative Methods in Geography) and GEO 7302 (Nature and Philosophy of Geography). Students are also required to take a skills course and specialized courses within one of the three majors (see [Appendix II.B.1.](#)). Elective courses round out the course work. Students are required to register for a minimum of 15 hours of dissertation research and writing culminating in their original dissertation.

B.2. Describe how the curriculum is developed, coordinated and delivered ...

The Department of Geography has sizeable Undergraduate and Graduate Committees, whose responsibilities include curriculum development and coordination. The Undergraduate Coordinator and Graduate Coordinator serve as Chairs for each respective committee. Meetings of the committee are open to all faculty members ensuring full faculty participation. Curriculum recommendations are brought to the full faculty meetings for final departmental approval. Recommended changes are then forwarded to the College and University curriculum bodies for final consideration and approval.

In developing the curriculum, care is taken to consider student demand and interests as well as trends in market demand. By having seven undergraduate majors and four M.A.Geo majors, students have a wide choice ranging from general geography studies to highly specialized programs.

Experience through advising suggests that few geography majors experience delayed graduation due to non-course availability. This has been accomplished through careful course scheduling, as well as the fact that the curriculum for most programs has reasonable flexibility. One exception to this involves the undergraduate urban and regional planning major where two core courses (GEO 3320, 4321) may need to be offered every semester rather than once per year if demand continues to grow.

The Department has relatively few courses that experience low enrollments (i.e. below the University target minimums). One exception is that doctoral seminars often enroll less than the 8 student minimum for graduate courses; however, the administration understands the uniqueness of the Ph.D. programs necessitates having some courses with 4-7 students.

For the Geographic Education Ph.D. program, the Department has been experimenting with a unique delivery method, called the "Summer Cohort" program. This program is designed to attract non-traditional students who cannot be in residence on campus during the academic year. Students take their courses by full-time on-campus courses during two summers plus part-time on-line courses during the academic year in between. The first cohort entered the program in Summer 2005 with 10 students (many were Texas high school teachers; some were college instructors; two were from out-of-state). Two of these students subsequently transferred to the regular doctoral program. Six completed

comprehensive exams during 2006 and one is now ABD. The second cohort entered the program in Summer 2007 with 5 students, 4 of whom are anticipated to return during Summer 2008 to complete their course work. This delivery method for the Geographic Education Ph.D. program will be reviewed in detail during Fall 2008.

B.3. List courses offered in other academic units that serve the majors ...

Not applicable.

B.4. Describe the program's role in offering developmental courses ...

The Department offers GEO 5150/5250 and 7150/7250 Practicum in Teaching Geography, which are required courses for Master's and Doctoral students holding graduate assistantships. The courses do NOT count towards students' degree programs. These courses provide an introduction to key concepts and practices in the teaching of college Geography, including regular in-service training and planned periodic evaluations of instructional responsibilities.

B.5. List general education and other service-type courses the program offers ...

GEO 1310 World Geography is among the choices within the Social and Behavioral Sciences component of the University's General Education Core Curriculum. This course stresses the similarities and differences of the major world regions, with an emphasis on human behavior in a spatial context. This course meets the goals of this component of general education teaching the students to analyze the physical and cultural realms of our world by comparing and contrasting similarities and differences of the major world regions. An emphasis on remarkable physical features and cultural specialties as well as human impacts on the natural environment is provided, including the ethical need for environmental stewardship. This allows students to synthesize a value-based interpretation of the world from a geographic perspective and to become positive contributors to the diverse community to which we all belong. Students will also learn the concept of culture as it is employed by geographers, who link cultural variations to world regions and will learn to compare cultural differences that occur on the planet that are influenced by regional geographic variation and locational realities.

GEOL 1410 Physical Geology and GEOL 1420 Historical Geology are choices within the Natural Science component of the University's General Education Core Curriculum. Physical Geology involves the study of materials making up the earth, the processes that act upon them, and the results of these processes; the development of tools for the interpretation of earth's history and structure, and the major geologic concepts. Historical geology considers the geologic history of the earth (with special emphasis on North America), the evolution of life, the continents through geologic time and the principles and procedures used in the interpretation of earth history. [Note: The Department of Geography assumed responsibility for the University's geology program and courses effective Fall 2007.] These courses meet the goals of this component of general education by providing the student with an understanding of the scientific method as it applies to natural science. Students acquire an appreciation of a dynamic earth in which the hydrosphere and atmosphere interact with a not-so-solid lithosphere to produce ever-changing landscapes rich in natural resources.

The department is planning to propose to the University's General Education Committee that our new meteorology course (GEO 1305 plus its optional lab GEO 1105) be added to the natural sciences component of the general education core curriculum.

B.6. Describe strengths and weaknesses of the curriculum within programs ...

a. The strength of the undergraduate program is academic rigor coupled with flexibility designed to assist students with achieving their academic and career goals. Grade point average (GPA) graduation requirements - 2.5 GPA (major) and 2.25 GPA (overall) - exceed University minimum requirements. The Undergraduate pre-major requirements: GEO 1309 (Cultural) / 1310 (World Regional), GEO 2410 (Physical), and GEO 3301 (Quantitative Methods) provide a solid foundation for the advanced geography curriculum offerings. The Math 1315 (Algebra) requirement for all undergraduate geography majors as well as all General Education Core requirements provide knowledge and skills for a well-rounded Liberal Arts and Science educational background. Sequenced prerequisites for selected upper-division geography courses ensure that students are prepared for advanced topics. In addition to the seven undergraduate geography majors, the department also offers a flexible minor in Geography, an interdisciplinary minor in Natural and Heritage Tourism and a minor in Geology. Students may also elect to take additional courses beyond major requirements to complete a Certificate in GIS or Water Resource Management. With one of the largest rosters of teaching faculty in any geography department in the United States, students benefit from a wide-variety of faculty expertise and experience in the classroom, lab and the field. *Studies in Geography* (GEO 4393) provides opportunities for specialized topics courses such as *Business Geography* and *Parks and Protected Places*. Directed Research (GEO 4335) and Independent Study (GEO 4190, 4290 and 4390) offer additional flexibility for students wishing to further specialize and detail their education. [Appendix II.B.6.a](#) provides recommendations for Independent Studies.

b. With such a variety of flexible program options, scheduling course offerings to allow as many students as possible to progress through their program efficiently while meeting their prerequisite requirements becomes the challenge. Many of our undergraduate students are 'major-changers' in their late sophomore and junior years as well as transfer students from community colleges. For these students, regular academic advising becomes critical. (See section IV D.a.).

c. A strong internship-for-academic credit program provided career-building opportunities for more than 450 students during the seven-year study period. Undergraduate and graduate geography students perform internships with private and public-sector employers to gain experience and start building their career. [Appendix II.B.6.c](#) provides details of the internship program.

d. Field experiences are an important part of a Geographer's education. Short field trips to points of interest in the local area are an important component of many courses. (Examples: Hays County Energy Plant, Creedmore Sanitary Landfill, Canyon Dam and Gorge, Asian Community of Austin). Longer-duration field trips are courses themselves. In [Appendix II.B.6.d](#), these are examples of field experiences: Geography of Big Bend, Geography of Europe, and Geography of the Southwest. The Geography Department also participates in study abroad programs such as the foreign-student exchange program with Hanover University in Germany.

e. For the general education course offerings, multiple sections of GEO 1310 and GEOL 1410/1420 are coordinated through faculty mentoring and syllabi review. The placement of these courses within the general education curriculum is critical as these general education courses provide an important tool for recruiting new geography majors.

f. The M.S. and Ph.D. programs provide quality research-oriented programs. The successes of our alumni indicate that we have well-regarded strong programs (see sections II.C.2 and III.A.7 below).

C. Evidence of Teaching and Learning Effectiveness

C.1. Provide up to five years of student learning outcomes assessment reports ...

a. Undergraduate Learning Outcomes:

We collected undergraduate student learning outcomes data for the first time during academic Year 2006-2007 following new standardized University procedures. Results of the assessment findings provide feedback to Department Chair, Undergraduate Program Coordinator and Committees to suggest modifications to program sequences and individual courses. During this first year of data-collection and reporting, we focused on the pre-major courses 1309/1310 and 2410 and 3301 required for all majors using syllabus review, embedded questions and project evaluation as measures of learning outcomes. *Outcome Assessment Plans* and *Report on Assessment Findings* detail learning outcomes, measures, results and action plans.

The schedule for implementation of our learning outcomes and measures for all programs is outlined in the Undergraduate Learning Outcomes Matrix ([Appendix II.C.1.a.1](#)). Results for Outcomes #1 - #3, which are common to all undergraduate geography programs, are shown below.

Outcome #1 - The Geographic Perspective ([Appendix II.C.1.a.2](#))

- | | |
|-------------------------------------|--|
| * Outcome 1 Assessment Plan | * Outcome 1 - Report on Assessment Findings AY 2006 – 2007 |
| * GEO 1309 Syllabus Checklist | * GEO 1309 Embedded Question Reporting Form |
| * GEO 1310 Syllabus Checklist | * GEO 1310 Embedded Question Reporting Form |
| * Syllabus Administrative checklist | |

Outcome #2 - The Natural Physical Environment ([Appendix II.C.1.a.3](#))

- | | |
|-------------------------------|--|
| * Outcome 2 Assessment Plan | * Outcome 2 - Report on Assessment Findings AY 2006 - 2007 |
| * GEO 2410 Syllabus Checklist | * GEO 2410 Embedded Question Reporting Form |

Outcome #3 – Quantitative Methods for Geographers ([Appendix II.C.1.a.4](#))

- | | |
|-------------------------------|--|
| * Outcome 3 Assessment Plan | * Outcome 3 - Report on Assessment Findings AY 2006 – 2007 |
| * GEO 3301 Syllabus Checklist | * GEO 3301 Embedded Question Reporting Form |

b. Graduate Learning Outcomes:

We have been collecting graduate learning outcomes data for the first time during AY 2007 – 2008 following new standardized University procedures and will have results to report in May 2008. Results of the assessment findings will provide feedback to the Department Chair, Graduate Program

Coordinator and Graduate Committee for future program and course modifications. Links to the *Graduate Learning Outcomes* and *Data Collection Forms for Graduate Learning Outcomes* are as follows:

Graduate Learning Outcomes ([Appendix II.C.1.b.1](#))

- * MAG 312 General Geography Learning Outcomes
- * MAG 314 GI Science Learning Outcomes
- * MAG 315 Resource and Environmental Studies Learning Outcomes
- * MS 312.30 Masters of Science Learning Outcomes
- * Ph.D. 317 Learning Outcomes

Data Collection Forms for Graduate Learning Outcomes ([Appendix II.C.1.b.2](#))

- * MAG & MS Outcome 1 Method 1
- * MAG & MS Outcome 1 Method 2
- * MAG & MS Outcome 2 Method 1
- * MAG & MS Outcome 2 Method 2
- * MAG Outcome 3 Method 1
- * MS Outcome 3 Method 1
- * MAG Outcome 3 Method 2
- * MS Outcome 3 Method 2
- * MAG Outcome 4 Method 2
- * MS Outcome 4 Method 2
- * Ph.D. Outcome 1 Method 1
- * Ph.D. Outcome 1 Method 2
- * Ph.D. Outcome 2 Method 1
- * Ph.D. Outcome 2 Method 2
- * Ph.D. Outcome 3 Method 1
- * Ph.D. Outcome 3 Method 2
- * Ph.D. Outcome 4 Method 2

C.2. Provide information for the following items (if available/applicable) ...

a. Placement of graduates in jobs and/or graduate programs:

Doctoral Placement:

The Department's doctoral programs have awarded 41 PhD. degrees since their inception, with the first degrees awarded in 2000. Job placement has been excellent (see [Appendix II.C.2.a.1](#)). Overall, 21 are employed in academic positions at universities (the first of whom is now a tenured Associate Professor), 3 are employed in community college or high school teaching settings, 10 are employed in research/service settings with government agencies or at universities, and 7 are employed in the private sector including as independent scholars. Several recent graduates have entered into tenure-track academic positions directly from our program without first serving in a temporary capacity.

The 2006 and 2007 University-Wide Alumni Survey:

The Geography Department added two job-placement questions to the 2006 and 2007 University-wide alumni survey as follows:

Which of the following best describes your current primary employment status?

[Appendix II.C.2.a.2](#) shows that 90.57 percent of the geography alumni responding indicated that they were employed! Fewer than 2% of the respondents indicated that they were unemployed and seeking employment

How long did it take you to obtain your first full-time job after graduating?

Referring again to [Appendix II.C.2.a.2](#), 86% of Geography Alumni responding to the survey indicated that they were employed within 6 months of graduation and less than 3% indicated that it took 12 or more months to find employment.

Alumni Business Card Directory (see [Appendix II.C.2.a.3](#)):

The Geography Department has been collecting geography alumni business cards and assembling them into a directory for the past five years. Containing over a hundred business cards of recently graduated geography alumni, this directory provides clear evidence of the employability of our graduates. The directory has become an important recruiting and career-advising tool as the cards provide real-world examples of places of employment and job-titles of our recent graduates. Interestingly, it has now become a 'right of passage' for geography alumni to show that they have made the transition from student to professional by having their business card displayed in the directory.

b. Student exit surveys:

Not applicable.

c. Passing rates on professional certification and/or licensure examinations:

Not applicable.

d. Student participation in professional activities (e.g., presenting at a conference, officer in professional organizations, student organization participant, volunteer in professional activities):

The Department provides considerable financial support (assisted by the Liberal Arts and Graduate Deans) for students to travel to professional conferences to present scholarly papers and posters. [Appendix II.C.2.d.1](#) lists the number of students funded to participate in various conferences during the 2007-08 and 2006-07 academic years. A total of 130 student trips (65 each year) were funded during this 2-year period. Most of these were graduate students. The national AAG meeting comprised 40% of the 2006-07 participation and 55% of the 2007-08 participation. The Grosvenor Center-sponsored Geo Americas conference held in Chile during May 2007 comprised 15 of the 18 international student trips during the 2-year period. Note that this table does not include student participation at the inter-disciplinary Race, Ethnicity, and Place Conference which was co-hosted by the Department during November 2006 on the Texas State University campus. Over two dozen geography students participated on the program, including many undergraduate students. Many other students assisted with the organization and staging of this large significant event.

In late April '04, '05 and '06, the Department hosted the Geography Student Research Symposium (GSRS), organized by student leaders under faculty supervision. This provided a forum for both undergraduate and graduate students to gain experience in the organization of a professional scholarly conference and present papers or posters. Panel discussions and a plenary speaker were part of these meetings and geography students from other Texas campuses participated. No meeting was held in April '07 due to a calendar conflict with the national AAG meeting. For 2008, the conference is being re-instated despite another late April conflict with the AAG meeting. The 2008 GSRS conference was held on April 4. Many students registered for the late April AAG conference used the GSRS as a practice run for the AAG meeting.

The Geography Department supports a variety of active student organizations providing students with professional and service activities as well as important team-building and management opportunities (see [Appendix II.C.2.d.2](#)). Geography student organizations also organize field trips and participate as student organizations in departmental events such as the Annual Alumni Reunion and Student Celebration.

C.3. Describe methods used to evaluate the quality of teaching ...

Instructors for all course and laboratory sections are evaluated by students each semester using separate instruments for undergraduate courses ([Appendix II.C.3.a](#)), graduate courses ([Appendix II.C.3.b](#)) and lab instructors ([Appendix II.C.3.c](#)). Students are encouraged to provide written comments directly on these forms as well. The original forms including comments are provided to the instructor a few weeks after the completion of the semester. Copies of comments and summary results are maintained by the Department.

Peer evaluations are conducted for tenure-track Assistant Professors and full-time Lecturers by members of the faculty Personnel Committee (i.e. the tenured faculty). Results are conveyed to the colleague and Chair using the form in [Appendix II.C.3.d](#). Peer evaluations are also conducted for part-time adjunct instructors and doctoral teaching assistants (with instructor-of-record responsibilities) by the departmental Teaching Assistant/Adjunct Mentoring and Review Committee which is comprised of four senior tenured faculty members.

Effective in 2006, the Department instituted graduate-level teaching practicum courses (GEO 5150/5250 and GEO 7150/7250) to prepare students for instructional assignments. These courses use a combination of workshops, weekly seminar sessions and individual mentoring to assist our graduate instructors.

C.4. Describe how assessment results are shared with the faculty, students, ...

Comparative results of the student evaluations are provided by the Chair to each instructor using the summative evaluation question (#37 on the undergraduate instrument; #7 on the graduate instrument; and #17 on the lab instructor instrument). A sample of this based on Fall 2007 results is given in [Appendix II.C.4](#). While a copy with all instructor names is maintained by the Chair, the summary sent to each instructor only identifies their personal sections (as illustrated in the sample in this Appendix for INSTRUCTOR X).

Faculty members who are found to need improvement in their teaching are mentored by their senior-colleague mentor and the Chair. Lab instructors are routinely mentored during the semester by the course professor. Graduate assistants who need further assistance are mentored by their advisor or graduate coordinator as appropriate.

III. INSTITUTIONAL DATA

A. Program Data

A.1. Admission scores and retention rates

Admission Scores:

Freshman admission score trends of Geography Majors compare very favorably with all Texas State University students during the fall 2000 to fall 2007 study period. University-wide, the average high school rank for all freshman increased from 71 to 74 (a 4% increase), while the average high school rank for geography freshman increased from 70 to 79 (a 13% increase). Average high school SAT Scores for all freshmen increased from 1056 to 1067 (a 1% increase), while average high school SAT Scores for geography freshman increased from 1061 to 1089 (a 3% increase). Finally, average high school ACT Scores for all freshman increased from 22 to 23 (a 3% increase), while average high school ACT Scores for geography freshman increased from 22 to 31 (a 42% increase). Note that the large percentage increase in Geography ACT Scores is due to an average score of 31 for fall 2007, preceded by five-years of an average ACT Score of 23 (see [Appendix III.A.1](#)).

University-wide data for graduate degree admissions were not available. While we use GPA and GRE scores as part of a student's application packet for entry into both our Master's and Ph.D. degree programs, overall admission criteria are not conducive to a similar analysis in terms of "admission scores" per se.

Retention Rates:

Freshman first-year retention rate trends of Geography Majors compare very favorably with Texas State University students as a whole during the fall 2000 to fall 2007 study period. University-wide, first-year retention rates increased from 73.7% to 74.1% (a 0.53% increase). The best one-year retention rate University-wide was fall 2004 at 76.8%. Meanwhile, first-year retention rates for geography majors increased from 88% to 95% (an 8% increase). The best one-year retention rate for geography majors was 100% for the fall 2001 semester (see [Appendix III.A.1](#)).

University-wide data for graduate degree retention rates were not available. Given the goals and curriculum at the graduate level, retention of graduate students is not conducive to a similar analysis as that done for the undergraduate programs.

A.2. Number of new students on probation/suspension

Undergraduate Geography Student probation and suspension percentages compare favorably with Texas State University undergraduate student probation and suspension percentages as a whole. During the fall 2000 – fall 2007 study period, the percentage of geography majors on probation or suspension was always lower than the university-wide percentages. For the entire study period an average of only 6.9% of geography majors were ever on probation or suspension compared to 11.3% of all undergraduate students university-wide during the same time period (see [Appendix III.A.2](#)).

A.3. Annual graduation rate

Undergraduate Geography graduation rates compare favorably with Texas State University undergraduate students rates as a whole. An examination of six years of freshman cohort semesters show that geography majors graduate at a much higher rate than the same semester cohort that includes all Texas State Undergraduates. A six-year mean average graduation rate for undergraduate geography majors of 70.2% compares very favorably to the 48.9% graduation rate for all undergraduate majors at Texas State (see [Appendix III.A.3](#)).

University-wide data for graduation rates for Master's and Ph.D. programs were not available. The issue of graduation rates for graduate students is not conducive to a similar analysis as that done for the undergraduate programs.

A.4. Number of majors

a. Unit Data - By Degree Level:

During the seven-year study period, the number of geography majors at all levels counted during fall semesters ranged from a minimum of 575 to a maximum of 668 with a mean average of 632. The total number of geography majors increased 16% from 2001 to 2007 with the individual degree-level increases as follows: Undergraduate 5.6%; Masters 49%; and the Doctoral 96%. (See table in [Appendix III.A.4](#) for geography major data as well as University-wide major-data.)

The graph and pie chart in [Appendix III.A.4](#) show the relative proportions for each degree-level geography majors compared to the university as a whole. Note the much higher importance of the Ph.D. programs in geography compared to those for the whole University. This confirms Geography's leadership on campus at the doctoral level, thus actively contributing to the University's Mission Statement and Shared Values (see [Appendix I.C.](#)) in this regard.

b. Undergraduate Majors:

During the seven-year study period, the number of undergraduate geography majors counted during fall semesters ranged from a minimum of 464 to a maximum of 504 with a mean average of 475 majors (see [Appendix III.A.4.b.1](#)). [Appendix III.A.4.b.2](#) provides a line graph illustrating the 7-year temporal trend for the total number of undergraduate majors and a stacked bar graph showing the relative proportions for the seven individual Geography Major programs. The Resource and Environmental Studies major has been the Department's largest program for many years, but has seen its proportion of majors drop from 53% to 33% of the total since 2001. The Water Studies program is our smallest but also newest undergraduate major having started in 2005. The Urban and Regional Planning, Physical Geography, and General geography majors have experienced significant increases by almost doubling their numbers over the past seven years. Our modest-sized teacher certification program has remained rather constant in numbers in recent years, while the Geographic Information Science major has fluctuated in numbers peaking as our second largest major in 2004, but falling back to its 2001 level at the present time. Currently, the Geographic Information Science, Urban and Regional Planning, and General geography majors are all similar in size at approximately half the size (each) of the Resource and Environmental Studies major.

c. Minors – Geography, Geology and Nature and Heritage Tourism (NHT):

The Department of Geography offers three undergraduate minors:

Geography: see <http://uweb.txstate.edu/~mc12/MINOR.pdf>

Geology: see <http://uweb.txstate.edu/~mc12/GEOLOGY%20Minor.pdf>

Nature and Heritage Tourism: see <http://uweb.txstate.edu/~mc12/nht.pdf>

For fall 2007 the numbers of minors tallies as follows: Geography (153) Geology (69); and Nature and Heritage Tourism (42). [Appendix III.A.4.c](#) shows the number of minors increasing in the Geography (33%) and NHT (45%) programs during the seven-year study period. The number of Geology minors fluctuated considerably during the study period. The Department of Geography assumed management of the Geology minor as of the Fall 2007 semester. We expect the minor to stabilize and experience modest growth in the future.

d. Graduate Majors (Master's + Doctoral):

During the seven-year study period, the number of graduate geography majors (all levels) counted in fall semesters ranged from a minimum of 109 to a maximum of 180 with a mean average of 152 majors. At the Masters level, the number of graduate geography majors counted in fall semesters ranged from a minimum of 85 to a maximum of 127 with a mean average of 109 majors. At the Doctorate level, the number of graduate geography majors counted in fall semesters ranged from a minimum of 24 to a maximum of 61 with a mean average of 43 majors. Comparing fall 2001 to fall 2007, the number of majors at the Masters level increased 28% and the number of majors at the Doctorate level increased 58% (see [Appendix III.A.4.d](#)). During the study period we added about 14 new majors each year on the average to our graduate programs.

e. Masters Majors:

[Appendix III.A.4.e](#) shows an increasing trend overall for all Masters majors. The Geo 312.30 Masters of Science Degree has been increasing at a faster rate than other Masters majors. The General Geography M.A.G. program also saw a greater than average increase in the number of majors during the study period. [Appendix III.A.4.e](#) shows the General Geography Masters Program the most popular (27% of all Masters majors) followed by GIS (22% of all Masters majors) tied with Resource and Environmental Studies (22% of all Masters majors), then GEO M.S. (19% of all Masters majors) and finally Land/Area Development (10% of all Masters majors) averaged over seven years.

f. Doctoral Majors:

[Appendix III.A.4.f](#) shows an increasing trend overall for all Doctorate majors. The Geographic Information Science program, which enrolled its first students in 2002, increased at the faster rate than other Doctorate majors. The Geographic Education program also saw an increase in the number of majors due in part to the summer cohort program (discussed in section II.B.2). [Appendix III.A.4.f](#) shows that the Environmental Geography doctoral program has been the largest of the three programs averaged over the past seven years with 58% of all doctoral Majors, followed by Geographic Education with 25% of doctoral majors, and finally Geographic Information Science with 17% of all Doctoral majors.

A.5. SCH trends for the program, the majors, and the core courses

a. Academic Unit SCH Totals and Trends:

The Department of Geography generated a total 140,351 Student Credit Hours (SCH) for all academic programs combined. The trend line in [Appendix III.A.5.a](#) shows an increase of 619 additional student credit hours per year on average for the study period.

b. Undergraduate SCH Generation:

The undergraduate geography programs generated a total of 124, 779 SCH, accounting for 89% of all SCH generated by the academic unit during the study period. The trend line in [Appendix III.A.5.b](#) shows an increase of 442 additional student credit hours per year on average for the study period for all undergraduate programs. A comparison of lower and upper division SCH generation shows an increase of 217 additional student credit hours per year at the lower division level and an increase of 224 additional student credit hours per year at the upper division level.

c. Graduate SCH Generation:

The graduate geography programs generated a total of 15,572 SCH, accounting for 11% of all SCH generated by the academic unit during the study period. The trend line in [Appendix III.A.5.c](#) shows an increase of 178 additional student credit hours per year on average for the study period for all graduate programs. A comparison of Master's and doctoral SCH generation shows an increase of 61 additional student credit hours per year at the Masters level and an increase of 116 additional student credit hours generated per year at the doctoral level. The SCH generation at the doctoral level showed an increase of 62% during the study period – the largest percentage increase within the academic unit.

d. Geography 1310 World Regional (Core Course) SCH Generation:

Geography 1310 World Regional (our general education core course) generated a total of 39,843 SCH over the seven year period, accounting for 28% of all SCH generated by the academic unit and 32% of all undergraduate SCH generated. The trend line [Appendix III.A.5.d](#) shows an increase of 255 additional student credit hours generated per year on average for the study period for all GEO 1310 World Regional Geography sections.

A.6. Number of degrees awarded

a. Academic Unit - Degrees Awarded

During the seven-year study period, the University awarded a total of 1,255 geography degrees: 1,013 (81%) undergraduate degrees; 205 (16%) Masters degrees; and 37 (3%) doctoral degrees (see [Appendix III.A.6.a.1](#)).

b. Undergraduate Degrees Awarded

During the seven-year study period, the University awarded a total of 1,013 undergraduate geography degrees with an average of 145 undergraduate geography degrees per year with a maximum of 164 and a minimum of 132. (See [Appendix III.A.6.b.1](#) for data table. See [Appendix III.A.6.b.2](#) for line graph.) There has been a slight drop in overall degrees granted during the last two years.

A breakdown of the total of number of undergraduate geography degrees awarded by individual major program shows that the 444 Resource and Environmental Studies Major produced the largest percentage (43%) of degrees awarded over the seven-year period, followed by GIS/CART: 195 degrees awarded (19%), Planning: 151 degrees awarded (15%), General Geography: 127 degrees awarded (13%), Physical Geography: 58 degrees awarded (6%), Teacher Certification: 27 degrees awarded (3%) and our most recently added major – Water Studies: 11 degrees awarded (1%). (See [Appendix III.A.6.b.3](#) for pie chart showing percentages by major. See [Appendix III.A.6.b.4](#) for trends by major.) The downward decline in the number of Resource and Environmental Studies degrees awarded (which is our largest program) accounts for most of the slight decline in the total number of degrees granted during the past two years.

c. Undergraduate Certificates Awarded

During the seven-year study period, the University awarded a total of 226 certificates: 204 in GIS and 22 in Water Policy/ Water Resource policy. Certificates were awarded to geography majors and minors wishing to add another credential to their resume by taking additional coursework to their degree plan as well as students returning to the University specifically to obtain a certificate. [Appendix III.A.6.c.1](#) shows semesters certificates awarded. [Appendix III.A.6.c.2](#) and [Appendix III.A.6.c.3](#) show requirements and standards for the GIS and Water Resource Policy Certificates respectively.

d. Graduate Degrees Awarded (Master's + Doctoral)

During the seven-year study period, the University awarded a total of 242 graduate geography degrees with an average of 35 graduate geography degrees per year with a maximum of 23 and a minimum of 46. (See [Appendix III.A.6.d.1](#) for data table.) [Appendix III.A.6.d.2](#) shows an upward trend in the number of graduate geography degrees awarded with an average addition of about two graduate geography degrees each year.

e. Master's Degrees Awarded

During the seven-year study period, the University awarded a total of 205 geography Masters degrees with an average of 29 per year (maximum of 43 and a minimum of 20). See [Appendix III.A.6.e.1](#) for a line graph for all masters majors combined, which shows a slight upward trend in the number of geography masters degrees awarded. [Appendix III.A.6.e.2](#) provides a pie chart that breaks down Masters major degrees awarded by individual major: Resource and Environmental Studies (26%); General (24%); GIScience (20%); Master of Science (20%) and Land/Area Development and Management (10%). See [Appendix III.A.6.e.3](#) for line graph showing degrees awarded for each of these Masters major.

f. Doctoral Degrees Awarded

[Appendix III.A.6.f.1](#) provides a line graph for all doctoral majors combined showing an upward trend in the number of Ph.D. degrees awarded. [Appendix III.A.6.f.2](#) provides a pie chart that illustrates doctoral degrees awarded within each of the three majors: Environmental Geography (62%); Geographic Education (23%); Geographic Information Science (15%). [Appendix III.A.6.f.3](#) provides a line graph showing the temporal trends for each Ph.D. major. Note that the GIScience program began in 2002 and awarded its first degree in 2006.

A.7. Alumni surveys

In 2006 and 2007, the University's Institutional Research Department delivered an on-line survey to recently graduated alumni. As permitted by the survey instrument, Geography added additional questions to the questionnaire (see [Appendix III.A.7.a](#)). Thirty-two geography alumni responded to the 2006 survey, and twenty-one to the 2007 survey, for a total of 53 responses.

Some highlights: 1) 70% of all 53 alumni are employed full-time and less than 2% said they were unemployed and looking for work. 2) More than half of all respondents said their Texas State Education prepared them VERY WELL or WELL to be competitive in the workplace. 3) 94% of all geography alumni rated the reputation of the geography department as VERY GOOD or GOOD. 4) 86% of all geography alumni rated the quality of instruction they received at Texas State overall as VERY GOOD or GOOD while 90% rated the quality of instruction they received in the geography department as VERY GOOD or GOOD. 5) 88% of the respondents replied that in general they were satisfied with the education they received as a student in the geography department with 84% responding that they would encourage friends and relatives to major in geography.

Complete results for the geography alumni respondents can be found in [Appendix III.A.7.b](#) for 2006 and [Appendix III.A.7.c](#) for 2007.

B. Unit Data

B.1. Number of students who changed majors to majors to outside the department

During the study period 2001 – 2007, a total of 93 students changed majors from geography to majors outside of the department. Anthropology was the receiving department for the largest number of major changers (9) during the study period. See [Appendix III.B.1](#) for data set.

B.2. E&G income generated versus E&G expenditures

See section VI.A.5 and VI.B.1.

IV. STUDENTS

A. Review the student admission standards for each program and assess their implications for the academic unit during the next five years

For Geography's undergraduate programs, admission standards for full admission to the major were changed this past year for the common core courses to include a minimum grade of "C" (rather than a core GPA of 2.40) in each course (i.e. GEO 1309 or 1310; GEO 2410; GEO 3301). This change ensures a minimum standard is reached in each course. Note that for graduation from the program, students must have a minimum 2.50 major GPA and a minimum 2.25 overall Texas State GPA, both of which exceed the University's minimum standards by 0.25. [The latter had been 2.50 until last year, but was reduced to 2.25 after discovery of delayed graduation for a significant number of students who still substantially exceeded the University's minimum requirements.] By having higher standards than the University, Geography has been able to successfully control the number of undergraduate majors while maintaining the nation's largest undergraduate geography program. While we intend to continue to carefully monitor our admission standards and program GPA requirements, we do not anticipate any significant changes during the next five years.

For Geography's graduate programs, admission standards are working well. At the Master's level, admission is based upon a number of factors including letters of reference, student statement of purpose, GRE (verbal and quantitative), and grades in the last 60 hours of undergraduate work. Although no one factor receives primary focus, students with GRE scores of < 1000 (combined) for the MAG program or < 1100 (combined) for the MS program, or with GPAs < 3.0 in the last 60 hours of undergraduate work, are typically offered *provisional admission* only. Provisional admission requires that students take and pass 9 hours of graduate-level coursework in Geography with grades of B or better in each class, in order to be granted *regular admission*. At the Ph.D. level, there is evidence that we are receiving overall higher quality applications, a sign of a maturing program which may enable us to raise admission expectations/standards in the near future. Doctoral applicants must supply documents similar to those required of master's students, and are expected to have a stronger focus in their statement of purpose for attending graduate school. Doctoral applicants must also have a faculty "advocate" or sponsor before they can be admitted; this requirement prevents doctoral students from being admitted who cannot then find a doctoral advisor.

B. Describe and assess the most recent five-year degree completion data

As indicated in section III.A.3 ([Appendix III.A.3](#)), Geography's degree completion rate for our undergraduate programs is significantly better than those for the University as whole. This suggests that we are doing a good job in terms of our program delivery, quality of advising and overall recruitment of quality students.

Similarly, graduation rates for the Master's degree programs are not problematic. At the doctoral level, completion rates (i.e. "through put") was perceived to be problematic a few years ago with few degrees awarded during academic years 2002-03, 2003-04 and 2004-05 ([Appendix III.A.6.f.1](#)). However, during the last two academic years, the number of Ph.D. degrees awarded has increased substantially (8 during 2005-06 and during in 2006-07). Some of these latter graduates were students who took longer than anticipated (i.e. left over from the mid-decade time period). It is anticipated that a realistic sustainable Ph.D. graduation rate will be in the range of 6 to 8 degrees awarded per academic year.

C. Describe the academic unit's student recruitment / retention activities

a. Undergraduate Recruitment Activities:

The department engages in undergraduate recruitment using a variety of strategies. We participate in all campus-wide recruiting events including:

- a) "Bobcat days" which is an on-campus recruiting event sponsored four times each year by the Admissions Office (see <http://www.admissions.txstate.edu/visit/bobcat-days.html>);
- b) "Undecided Majors" recruiting – twice each year sponsored by the University College;
- c) Recruiting Japanese students through the National Collegiate Network (NCN) Institute.

We also send our Undergraduate Brochure, [Appendix IV.C.1.a.1](#) and Welcome Letter [Appendix IV.C.1.a.2](#) and Advising Sheets (see section IV.D.1) to prospective students that have identified an interest in geography based on contact with the University's Admissions Office. Geography faculty member Dr. Byron Augustin has routinely made a presentation titled *Note Taking* during freshman orientation at 'Paws Preview' (see <http://www.pawspreview.txstate.edu>). This has served for many years as a formidable recruiting tool as many freshmen have enrolled in Dr. Augustin's GEO 1310 World Regional course as a result of this presentation, and some then decide on Geography as a major.

Our Staff Advisor, Joyce Lawson, visits several GEO 1310 World Geography lecture sections to explain the geography major. Each Fall semester, several undecided majors enrolled in the University Seminar Section titled: 'For students interested in Geography" (see <http://www.txstate.edu/ucollege/universityseminar/about/overview.html>). Subsequently, some of these students declare geography as their major.

Our Alumni Business Card Directory (now in its fifth edition) also serves as an important recruiting tool demonstrating to prospective students (and their parents) that a degree in Geography can lead to a rewarding career (see <http://www.geo.txstate.edu/resources/internship-jobs/business-cards.html>). Finally, and most difficult to quantify, is the word-of-mouth recruiting that our own majors do when they talk to their roommates and friends about the excellent instruction they receive in their geography courses and the dedicated mentoring and advising they receive from both geography faculty and staff.

b. Undergraduate Retention Activities:

As previously shown in Section III, the Department of Geography's freshman retention rate (see [Appendix III.A.1](#)) compares very favorably with University-wide retention rates. The department supports and participates in the University-wide [Paws Alert](#) - Early Warning System - which provides notification to instructors about freshman that may need additional encouragement.

Retaining students is about connecting students to other each other. The Geography Department has participated in Residence Life's [Freshman Interest Group](#) (FIG) residential living/learning opportunity since program's inception. Freshman Geography majors live together in the residence halls and block-enroll for their geography pre-major requirement courses together - a built-in study and support group and an effective retention strategy. The GEO FIG had a 3.49 GPA for fall '07 - the best GPA of any of the FIGS! The department will also be the first to create a "Learning Community" within the residential life program which will allow sophomores as well as freshman to participate in this residential living/learning opportunity (see [Appendix IV.C.b](#)). The department also supports a University Seminar Section titled: 'For students interested in Geography" Typically, all members of the Freshman Interest Group block- enroll for this class as well as other students interested in geography.

Retaining students is about providing opportunities for students to engage in experiences outside of the classroom with student organizations, guest speaker programs, research presentation events and social activities.

The department provides support and faculty advisors for a variety of student organizations that contribute to student retention: [Student Planning Organization](#), [Student Geographic Information Science Organization](#), [Gamma Theta Upsilon \(GTU\)](#), [Student Chapter of the National Association of Environmental Professionals](#), [Supporting Women in Geography](#), [Graduate Forum](#), Geology Club.

Retaining students is also about providing opportunities for discussion, networking and socializing. Thanks to the department's outstanding research centers: The [Gilbert M. Grosvenor Center for Geographic Education](#) and The [James and Marilyn Lovell Center for Environmental Geography and Hazards Research Center](#), students have the opportunity to hear from some of the nation's top leaders. Past speakers have included astronauts James Lovell and Sally Ride, John M. Fahey Jr. (President and CEO of the National Geographic Society) and Senator Kay Bailey Hutchison. Also each spring semester, the department holds the [Texas State Geography Student Research Symposium](#) which provides many undergraduate students their first opportunity to participate in a professional research/conference presentation. Finally, The department sponsors an annual Undergraduate 'Welcome Back Picnic' [Welcome Back Picnic](#) each fall semester and our [Alumni Reunion and Student Celebration](#) every spring semester.

Finally, retaining students also involves about financial assistance. Through the generosity of faculty, staff, alumni and friends of geography, the department has established more than twenty scholarships for undergraduate majors (see <http://www.geo.txstate.edu/resources/scholarships.html>). In addition, the department hires undergraduate geography majors to fill student-worker positions whenever possible.

c. Graduate Recruitment Activities:

Departmental Level:

The Graduate Staff Advisor assists the Graduate Coordinator and Department Chair in coordinating graduate recruiting activities for the Department of Geography. Recruitment includes visiting undergraduate upper division classes, presenting at the graduate-level Teaching Environmental Science courses, and attending professional meetings. Several recruitment workshops have been held within the Department of Geography in recent years. For example, students from Baylor University and Stephen F. Austin University attended one-day workshops at Texas State where sessions were held to introduce them to the faculty, graduate students and student organizations. The two workshops were considered successful and three students enrolled in the Department's Master's program and one in the Ph.D. program in Environmental Geography. In addition, information and recruitment material are provided at professional meetings including: National Association of Chicana and Chicano Studies (NACCS), National Council for Geographic Education (NCGE), Friends of Geography (FOG), Southwest Division of the Association of American Geographers (SWAAG), and the national Association of American Geographers (AAG). The department also routinely has a detailed entry in the AAG's annual *Guide to Geography Programs in the Americas*. The department has several scholarships for graduate geography majors (see <http://www.geo.txstate.edu/resources/scholarships.html>).

College of Liberal Arts Level:

The College of Liberal Arts has had a part-time Graduate Enrollment Coordinator since October 2006. The Graduate Enrollment Coordinator assists academic departments in the College of Liberal Arts with graduate student recruitment efforts and helps prospective graduate students to find the degree

programs to fit their needs. Students identified by the College Graduate Enrollment Coordinator as potential Geography graduate students are directed to contact the Geography Department directly, via either the Graduate Coordinator or the Graduate Staff Advisor.

Graduate College Level:

Representatives from the university Graduate College attend numerous graduate recruiting events throughout the year. The Graduate College presents and distributes information brochures for all graduate programs at Texas State. The Graduate College also provides information on financial aid, the application process, and copies of the Graduate Catalog. The Graduate College representatives visit colleges throughout Texas including: Texas Tech, UT El Paso, St. Edwards University, UT-Austin, Texas A&M-College Station.

d. Graduate Retention Activities:

The Department has a very active student Graduate Forum organization that sponsors a variety of graduate student activities. Many of the retention activities for undergraduate students (outlined in Section C.b. above) also apply to our graduate students.

Student retention is also enhanced through an effective advising process (see next section). Graduate students are also strongly supported through professional development that includes significant travel support for participation in scholarly conferences (see section IV.E below).

D. Describe the advising process and assess its effectiveness

a. Undergraduate Advising Activities:

Texas State Geography provides extensive undergraduate academic advising services which include group and individual advising within both the Department of Geography and [College of Liberal Arts](#). All geography major and minors are encouraged to seek advice each semester. Advising begins with new and transfer student [orientation](#), then group advising sessions prior to registration periods and finally pre-graduation advising prior to applying for graduation on-line. Students may also schedule individual advising sessions with [Joyce Lawson Undergraduate Geography Staff Advisor](#) and/or a College of [Liberal Arts Staff Academic Advisor](#) and/or a [major concentration faculty advisor](#).

Steps in the advising process: 1) Student declares major with academic advisor after discussing academic and career goals; 2) after completing 45 semester hours student applies for a degree audit report (DARS) which shows courses taken and courses still needed; 3) with 30 semester hours remaining, student applies for DARS summary report, which shows all courses still needed; 4) during the first few weeks of their final semester student [applies for graduation on-line](#); 5) about half-way through their final semester, student verifies that degree requirements will be fulfilled with an academic advisor. ([Appendix IV.D.1](#) Tips for a hassle-free graduation shows important academic advising milestones). To further assist geography majors, the department provides major Advising Checklists showing all requirements and options for Geography Majors and Minors: [General Geography](#), [Resource and Environmental Studies](#), [Urban and Regional Planning](#), [Geographic Information Science](#), [Physical Geography](#), [Water Studies](#), [Geography Minor](#), [Geology Minor](#), and [Nature and Heritage Tourism Minor](#).

At both the department and college level, geography majors and minors receive accurate and effective academic advising thanks to the efforts of Ms. Joyce Lawson and the College of Liberal Arts

Advising Staff led by Ms. Yvette Morales. Students receiving regular academic advising, graduate efficiently and on-time.

b. Graduate Advising Activities:

Throughout a student's Master's degree program, the student will work closely with the Graduate Coordinator, the Graduate Staff Advisor, the temporary advisor, and the ultimate research advisor. The Graduate Coordinator and Graduate Staff Advisor are responsible for the administrative aspects of advising throughout the program. The temporary advisor handles academic advising until the research advisor has been selected. The research advisor handles academic advising for the remainder of the student's program.

Also during each Fall semester, the Graduate Staff Advisor visits the GEO 5309, Geographical Analysis course (usually taken by students during the first semester) to present the students with information regarding assignment of temporary advisors, program overviews, selection of research advisors, and graduation requirements. Temporary advisors are assigned on the basis of common research interests and compatible schedules. Students are encouraged to select a research advisor by the end of the student's first semester. Duties of the research advisor include directing the thesis or directed research project and serving as chair of the comprehensive examination committee. Students are encouraged to meet with their advisors on a regular basis.

Ph.D. students must identify a research advisor prior to their acceptance into the Ph.D. program. The research advisor must hold Ph.D. core graduate faculty status. Duties of the research advisor include advising the student in the development of a program of study and selection of the appropriate coursework, directing dissertation research, and serving as chair of the comprehensive examination committee.

E. Describe the financial support provided by the academic unit, college, and/or University to students presenting scholarly papers

In section II.C.2.d, it was noted that 65 students made scholarly presentations at professional conferences during 2006-07 and a similar number of presentations is anticipated for the current 2007-08 academic year (as listed in [Appendix II.C.2.d.1](#)). In terms of financial support, early in each Fall semester, students are invited to submit requests for funding support to attend and make presentations at professional conferences during the upcoming fiscal year. The Department routinely provides financial support of \$300 for participation at a national conference for each student. Note that students may receive support for up to two conferences each year. Funding for regional/state meetings is typically a lesser amount. For special circumstances (i.e. international travel), departmental support may be higher. Subject to available funds, the Dean of the College of Liberal Arts usually provides an additional \$100 in support while the Dean of the Graduate College typically provides an additional \$200. Therefore, students attending the national AAG meeting, for example, have been receiving a total of \$600 in financial support.

Anticipated expenditures on student travel to conferences for FY 08 will amount to over \$17,000. Total departmental expenditures for student travel to professional conferences during FY 07 amounted to over \$25,000, the higher total representing special support for student participants participating at the Chile international conference during May 2007 – a conference organized by our Grosvenor Center and co-sponsored by the department.

F. Describe the efforts the academic unit has undertaken to maintain a relationship with alumni

The department endeavors to maintain strong relationships with geography alumni. The cornerstone of this effort is the [Annual Alumni Reunion and Student Celebration](#) (ARSC). Since its inception in 1995 the ARSC has hosted hundreds of geography alumni bringing them back to campus to reconnect with old friends and interact with current geography students about jobs and careers. Resumes are exchanged and sometimes even an employment offer made on the spot. As part of the ARSC's formal program, one highlight of each year's event is the bestowal of the Department of Geography Distinguished Alumni Award – recognizing achievement and success. The ARSC includes a special breakfast event to honor alumni-donors. The ARSC also includes an informal gathering for food, drink and conversation.

The twice-yearly publication of the departmental newsletter *GEONEWS* is another component of the department's effort to maintain strong a strong relationship with alumni. The *GEONEWS* contains department and alumni news and is distributed electronically to alumni via an extensive alumni-database (see: [GEONEWS fall 2007](#); [Back Issues of GEONEWS](#)).

A third component to the department's effort to maintain strong a strong relationship with alumni is the [Geography Alumni Business Card Directory](#). Each year the department calls on its alumni to submit their business card for inclusion in the directory. The business card directory is then made available to current geography students as well as alumni as a contact and networking tool. Graduating geography majors now offer consider the appearance of their business card in the directory as a right-of-passage from college to their careers.

Serving as some of our best employer contacts, our alumni regularly send job and internship opportunities for consideration by our current students. Geography Alumni also often return to campus as guest speakers and event participants bringing a real-world perspective into our programs. Finally, many of our undergraduate alumni return to the department to earn their Master's Degree – clear evidence of the confidence these alumni have in our programs.

V. FACULTY

A. Complete the Faculty Profile Table and include current faculty vitae.

The summary Faculty Profile Table is presented in [Appendix V.A](#). Curriculum vitae for all full-time faculty members (tenured, tenure-track, senior lecturers, and lecturers) and program faculty can be viewed as links from the [Department of Geography Website](#).

B. Summarize faculty achievements in teaching during the past five years.

Faculty members have received three dozen teaching awards since 2003, of which 22 of these honors were bestowed upon Dr. Byron Augustin. These awards are summarized in [Appendix V.B](#). Note that two colleagues received the Distinguished Teaching Achievement Award from the National Council for Geographic Education during this time period, which represent the 12th and 13th such awards in the Department's history – a national high.

C. Summarize faculty achievements in research/scholarly activities during the past five years.

Geography faculty members have published several hundred refereed journal articles, books, book chapter, and other publications during the past five years. Additionally, several hundred presentations have been made by faculty members and students at scholarly meetings and conferences.

In recognition of faculty research/scholarly accomplishments, 20 awards have been presented by the University and national professional organizations to Geography faculty members since 2003 (see [Appendix V.C.a](#)).

Two graduates of Geography's Ph.D. program have won the prestigious J. Warren Nystrom Dissertation Award which is presented annually to the single best dissertation in the nation by the Association of American Geographers. Lynn Resler (advisor: Dr. David Butler) won this award in 2005 and Xuwei Chen (advisor: Dr. Ben Zhan) won the 2007 award. Several graduate students have won best student paper awards from AAG specialty groups for papers at the annual AAG meeting and for papers presented at other scholarly meetings.

The department hosts three departmental research/service centers: the Grosvenor Center for Geographic Education (Director: Dr. Richard Boehm; see [Appendix V.C.b](#) for the 2006-07 annual report), the Texas Center for Geographic Information Science (Director: Dr. F. Ben Zhan; see [Appendix V.C.c](#) for the 2006-07 annual report), and the James and Marilyn Lovell Center (JMLC) for Environmental Geography and Hazards Research (see [Appendix V.C.d](#) for the 2006-07 annual report when Dr. Denise Blanchard was Director). Effective Fall 2007, Dr. Pam Showalter became the new Director of the JMLC. [Appendix V.C.e](#) presents the summary of the September 2007 JMLC meeting at which Dr. Showalter outlined several new initiatives for the center. These three departmental Centers represent highly visible outlets for the scholarly research and outreach activities of the Department.

Departmental faculty are also very active in other inter-disciplinary University Centers, including current directorships for the Research Center for River Recreation and Tourism (Dr. James Kimmel) and the Center for Inter-American Applied Research (Dr. Nate Currit).

D. Summarize faculty achievements in professional and public service during the past five years

Since 2003, Geography faculty members have received fifteen awards in recognition of service activities (see [Appendix V.D](#)).

E. Describe faculty development programs.

Tenured faculty are eligible (after six years of service) to participate in the University's Professional Development Leave (PDL) program on a competitive basis. The program provides a one-semester leave at 100% salary of a one-year leave at 50% salary. Further details can be found at: <http://www.txstate.edu/academicaffairs/pps/PPS8/8-02.htm>

For probationary faculty (i.e. tenure-track Assistant Professors), each colleague selects a "mentor" from the senior faculty. The mentor provides assistance with developing annual review materials and eventually materials for promotion and tenure (i.e. the review "box") as well as being a sounding board for advice and other issues. The Chair regularly consults with probationary faculty members and meets once per semester with the entire group of Assistant professor to discuss issues unique to this group.

This year, the Chair appointed a Teaching Assistant/Adjunct Mentoring and Review Committee with members are from the tenured faculty. This Committee is to provide mentoring and peer evaluation of teaching for the part-time adjunct faculty members and the doctoral teaching assistants who lecture courses with full-responsibility. For the latter group, the Department established teaching practicum courses (GEO 7150/7250) beginning in Fall 2006.

F. Describe how the typical profile has changed during the past five years and how it is expected to change during the next five years.

The Department currently has 30 full-time faculty lines composed of 28 tenured/tenure-track positions and 2 full-time senior lecturers (which are renewable-term positions). There are 14 tenured full Professors, 6 tenured Associate Professors, 5 tenure-track Assistant Professors and 3 open tenure-track positions. One of the latter has been filled for Fall 2008, while new searches will be conducted next year for the other two positions. We also have one non-tenure-track Research Associate Professor.

This faculty profile is slightly more "senior" compared to five years ago (i.e. 200203), with more full Professors (14 versus 11). Currently, 11 of the full-time faculty are over the age of 60. This indicates the potential for a significant number of retirements during the next five years. Many of these senior faculty members are important dedicated contributors to the undergraduate program. Given the doctoral status of the department and resulting rigorous promotion and tenure requirements facing junior faculty members (including any new tenure-track hires), this presents a significant challenge in the not-too-distant future.

The Senior Lecturer faculty category was established by the University in 2006. These are 3-year renewable term positions and the Department currently has two Senior Lecturers. While almost all current tenured/tenure-track Geography faculty members teach at the undergraduate level, and 75% teach half or more of their load at the undergraduate level, it may be necessary to increase the number of ongoing Senior Lecturer positions in order to ensure adequate teaching strength and stability within the undergraduate program.

All of the current tenured/tenure track faculty are members of the Graduate Faculty and can therefore participate in the Master's degree programs. There are 20 Core Ph.D. faculty who can serve as

doctoral dissertation advisors and another 4 faculty members are Associate Ph.D. faculty who can teach at the doctoral level and serve on Ph.D. student committees. It is anticipated that all future tenure-track faculty hires will become members of the Core Ph.D. faculty.

G. Describe the criteria for appointment to the Graduate Faculty in the department.

Criteria for appointment to the Graduate Faculty include a Ph.D. degree or an equivalent terminal degree, and a significant record of scholarly accomplishments. The initial appointment is for a period of five years. Renewal of appointment is based upon review of scholarly accomplishments and graduate program participation since the previous appointment. Initial appointment and renewal appointments are contingent upon approval of the Dean of the Graduate College.

H. List ways the faculty and graduate students contribute to institution-wide instructional efforts, i.e. general education, honors program, and other off-campus instructional outreach programs.

The Department of Geography teaches one course in the University's social science general education category: GEO 1310 World Geography. This course is taught by tenured full professors, other tenured/tenure-track faculty, lecturers, and doctoral teaching assistants. Geography is also responsible for offering two courses in the University's natural science general education category: GEOL 1410 Physical Geology and GEOL 1420 Historical Geology. These courses are taught by a Senior Lecturer with labs taught by graduate assistants.

Periodically, members of the faculty offer a special course for the University's honors program. The Department offers off-campus instructional outreach programs in a number of ways – most prominently through the efforts of the Grosvenor Center for Geographic Education and the Texas Alliance for Geographic Education (see [Appendix V.C.b](#)) for the 2006-07 report for the Grosvenor Center/TAGE activities).

I. Describe activities that the academic unit provides in the community for the purposes of sharing knowledge or information.

Members of the faculty frequently make voluntary presentations for local community organizations. During the past five years, dozens of such presentations have been made (see section IV.C. of each faculty member's vitae (see [department of geography website](#))).

Several faculty members serve in special advisory or directorship positions within the local community where their knowledge as geographers makes an important contribution. Examples of such positions includes service on the: Flood Advisory Committee for the City of San Marcos, Village of Wimberley Planning and Zoning Commission, Friends of Enchanted Rock, Board of Directors for Hays County Crime Stoppers, advisory group for the Cibolo Nature Center for the City of Boerne, San Marcos Greenbelt Alliance, City of San Marcos Beautification Commission, Technical Advisory Committee for the Hill Country Alliance, Board of directors for the Hays Caldwell Women's Center, and the Canyon Lake Gorge Science Committee for the Guadalupe-Blanco River Authority.

VI. RESOURCES

A.1. Staff

The Department of Geography has seven full-time staff positions. These positions are summarized as follows (with current employee indicated):

Administrative Assistant III: Ms. Angelika Wahl

- This is our Senior Administrative Assistant position. Among other duties, Ms. Wahl coordinates all of the other staff members and serves as the Department Chair's main administrative staff member.

Coordinator of Department Recruiting: Ms. Allison Glass-Smith

- Among other duties, Ms. Glass-Smith serves as the main administrative assistant to the Department's Graduate Coordinator, working very closely with the administration of our graduate programs.

Administrative Assistant II – Main Office: Ms. Patricia Hell-Jones

- Ms. Hell-Jones serves as our main office receptionist among other responsibilities.

Administrative Assistant II: Ms. Joyce Lawson

- Among other duties, Ms. Lawson serves as the main administrative assistant to the Department's Undergraduate Coordinator, working very closely with the administration of our undergraduate programs.

Administrative Assistant II – Accounting: Ms. Jessica Koesler

- Ms. Koesler's main responsibilities involve accounting, especially for grants and contracts, and all departmental travel.

Coordinator – Microcomputer Lab II: Mr. Daniel Hemenway

- Mr. Hemenway is our senior computer specialist with major responsibilities for the departmental computer network and other computer-related issues.

Coordinator – Microcomputer Lab: Mr. Charles Robinson

- Mr. Robinson is our second computer specialist who assists Mr. Hemenway, and has major responsibilities for our teaching computer labs.

Approximately 20 work-study students provide additional support for various departmental tasks and operations.

The Grosvenor Center for Geographic Education employs two full-time staff members and Dr. Larsen's grant/contract operation located in the Medina Building employs five full-time staff members. These positions are funded entirely from grant and contract sources. Both of these operations also employ significant numbers of student workers.

A.2. Equipment

As of April 2007, the Department had over \$1.1 million worth of inventoried equipment (i.e. items above \$500 each) (see [Appendix VI.A.2](#)). During the past 12 months, an additional \$100K+ of equipment has been added to the inventory.

The equipment inventory includes approximately 300 computers. The Department has four teaching computer labs – three with 20 student stations and one with 24 student stations. The labs are

designated for primary use as follows: room 120 – advanced GIS; room 122 – quantitative methods; room 123 – introductory GIS; and room 149 – cartography/remote sensing. Dedicated research labs associated with the Texas center for Geographic Information Science include another 20 computers. Software for these labs includes the full ESRI GIS package and SPSS, plus specialized software for transportation, cartography and remote sensing.

The department has approximately another 100 computers located in faculty and graduate student offices.

Black and white printers are located in various labs plus faculty/staff offices. The Department has other centralized color printers plus a large-format (60”) HP plotter. Several servers are maintained by the Department as file servers, license servers, web servers, and database servers. The departmental network routinely run backups for all faculty and staff computers.

Other departmental equipment includes: four survey-quality GPS receivers for research and our advanced GPS course plus 29 introductory teaching-level GPS units; an infrared spectrometer; research-quality and teaching-quality flow meters; field equipment; microscopes for geology; and other physical geography and geology teaching materials.

A.3. Facilities

The department is housed on the first and third floors of the Evans Liberal Arts Building (ELA) with slightly over 10,000 sq ft on the first floor and slightly over 13,000 sq ft on the third floor (total of over 23,000 sq ft). The Department also has 2200 sq ft in the Medina Building for Dr. Larsen’s contract research grant operation and about 750 sq ft in the Colorado Building which houses a flume and “dirty” geology lab facilities (i.e. rock saws; rock crusher).

A floor plan for Geography’s facilities within ELA is given in [Appendix VI.A.3](#). These facilities include about 9,000 sq ft of teaching space including five first-call classrooms (with seating capacities of 130, 70, 68, 73 and 29), two seminar rooms, four computer teaching labs (three with 20 student stations and one with 24 student stations), a 24-seat physical geography teaching lab, a 20-seat geology teaching lab, and a small geology microscope lab. There are 33 faculty offices, 14 PhD student offices (housing 36 doctoral students), 2 Master’s student offices (housing 16 students), research labs and other spaces for the Department’s three Research Centers, as well as administrative offices and workrooms.

A.4. Library (holdings and annual unit allocations)

See the Library report for the Department of Geography as follows: Library Titles Spreadsheet (see [Appendix VI.A.4.a](#)); Library Holdings (see [Appendix VI.A.4.b](#)); Library Serials (see [Appendix VI.A.4.c](#)).

A.5. Budgets

For the current 2008 fiscal year, the Department of Geography has an annual Maintenance and Operating Budget of \$254,732.66. Expenditures as of March 24 are summarized in Appendix VI.A.5a. At this time the Department’s M&O budget seems adequate.

Grant and contract activity represents another source of income for the department through indirect cost return recovery (ICR). Details of departmental grant and contract activity is provided in section VI.C below. ICR funds recovered by the department and their subsequent re-allocation are summarized for FY 2004 through FY 2008 in Appendix VI.A.5b. In recent years, the ICR funds retained for departmental use have averaged approximately \$50,000 per year. These funds have been used for start-up research funds, other research equipment, international travel, funding of salaries for research-related activities (Master's-level research assistantships, director's partial salary for the JMLC), etc.

B. E&G Analysis

B.1. Based on E&G income versus expenditures over the last five years, describe and assess the trend

Departmental E&G funds (i.e. Maintenance and Operating Budget) have been adequate over the past five years.

B.2. Describe what actions, if any, are planned to improve income versus expenditures ...

No actions planned.

C. Internal/External Funding Regarding Grants and Contracts

C.1. Describe and assess internal and external grants and contracts funding during the last five years ...

Geography faculty members have applied for 23 internal grants during the past five years. For the University's Research Enhancement Program, 8 of 22 proposals have been funded amounting to slightly less than \$80,000 total (see [Appendix VI.C.a](#)).

A list of Geography's external grants and contracts for FY05, FY06, FY07, and FY08 (as of March/08), as provided by the University's Office of Sponsored Programs (OSP), is given in [Appendix VI.C.b](#). The total amount of awards for each of FY05, FY06 and FY07 was in the \$1.5 - \$1.6 million range. State contracts represent the largest portion each year. Note that the Texas Watch program (with a \$238K contract in FY05) was transferred from Geography's jurisdiction to the University's River Systems Institute during late FY06 – therefore, it is not listed on the FY06 report and thereafter.

For FY08, \$1.25 million has been recorded as of March 2008. Additional funds are anticipated to be forthcoming before the end of the fiscal year, such as funds from the National Geographic Society (NGS) for the Texas Alliance for Geographic Education (TAGE). Last year, NGS funding for TAGE amounted to \$50,000; however, the commitment from NGS for this program is expected to triple to \$150,000 for this year.

It should be noted that this summary of external funding excludes joint projects in which Geography faculty collaborate on grants for which the Principle Investigator is in another on-campus department or unit. Currently, OSP does not separate data for collaborators and thus their efforts are not recognized in the available data. Several geographers are co-investigators on external grants housed elsewhere (e.g. River Systems Institute, Department of Criminal Justice, etc).

C.2. Describe the role these grants and contracts play in the strategic plan and in the scholarship/creative activity goals

Geography's contract activity provides substantial employment for undergraduate and graduate students (i.e. those not on assistantships). Currently, a modest number of graduate students receive research grant-supported assistantships. This external funding supports our strategic goal of enhancing graduate programs by providing important financial opportunities for students through employment, assistantships and research expense support.

C.3. Describe expectations for grant and contract funding during the next five years

While the largest portion of Geography's external funding currently comes in the form of state contracts, it is anticipated that the number and value of external research grants will rise in the future. More faculty members have been writing and submitting research grants during the current academic year. Success in this area will enable us to fund more graduate students on assistantships. This will be important to the future growth and success of our graduate programs, especially as the Ph.D. programs mature with a larger number and higher quality of applicants. Competition for our state-supported doctoral assistantships is already getting more intense, demonstrating the need for increasing external research funding.

At the same time, the Department will endeavor to retain our state contracts, most notably with TCEQ. Given the relevance and importance of this applied work to our students, faculty and academic programs, it is essential that these endeavors continue.

D. Development Activities

D.1. Describe and assess the special resources available through endowment and gifts

The Department of Geography hosts the Jesse H. Jones Distinguished Chair in Geographic Education (currently held by Dr. Richard Boehm) through a \$1,000,000 Houston Endowment.

Some years ago, gifts of stock were contributed to the Department by Dr. Ray Y. Gildea (see [Appendix VI.D.1](#)). The endowment account allows for discretionary expenses, scholarships, and other items at the discretion of the Department Chair. The balance for the Gildea account as of March 2008 was \$145,346.

The Department has over 30 endowed scholarships available to undergraduate and graduate students (see <http://www.geo.txstate.edu/resources/scholarships.html>).

In June 2006, the estate of Mr. Bernard W. Detfelsen established a permanent endowment (see [Appendix VI.D.2](#)). This gift approximately doubles the Department's total scholarship endowment in the department.

The Department also maintains a modest discretionary account funded by private donations. These funds are used to facilitate a variety of activities in support of student organizations, departmental social events, etc. As of March 2008, the balance in this account was \$1,369.

The department's Grosvenor Center for Geographic Education also has approximately \$3.5 million in endowment funds housed within the National Geographic Society's foundation. Income from these endowment funds supports the Grosvenor scholar program and other activities of the Center.

D.2. Describe any special development efforts to expand these resources

The College of Liberal Arts has developed an Advisory Board that works closely with the Department to discover potential development opportunities. Also, our faculty maintain frequent contact with our alumni encouraging support for the department after graduation. Our premier event to encourage alumni relations is our annual [Alumni Reunion and Student Celebration](#).

This semester, a new endowment has been established by one of our alumnus. The Michael R. Young Excellence Endowment involves a very generous gift and future commitment, with proceeds designated to support the activities of the Grosvenor Center. This is an example of a long-term relationship with alumnus that has resulted in generous support for the future benefit of the Department of Geography and its entities.

VII. CONCLUSIONS AND RECOMMENDATIONS

The Texas State Department of Geography has the largest, and arguably most dynamic, undergraduate program in the nation. We have well-crafted majors in terms of curriculum and have developed a strong national reputation, especially for applied work. Our large successful alumni base, especially in Texas, is proof of the great success of our program.

The Texas State Department of Geography also has a large highly-recognized graduate program. Among Ph.D.-granting geography department in the nation, we have the largest number of graduate students. Our doctoral program is among the largest half-dozen in the United States. The Master of Applied Geography degree program has a long history of success with alumni being highly visible, especially within Texas. Our newer research-oriented Master of Science and Ph.D. programs have rapidly growing national reputations. Graduate students have frequently won honors at national conferences, including the 2005 and 2007 Nystrom awards for the best geography dissertation in the nation. Recent doctoral graduates have obtained excellent jobs in academia, the public sector and the private sector throughout the nation and beyond.

Challenges and Recommendations:

- To continue to recruit large numbers of majors, we need to retain quality instruction in the introductory GEO 1310 World Geography course, which is within the social sciences component of the University's general education core curriculum. A significant number of our majors are recruited directly out of this course.
- We need to increase our role within the University's general education program through participation in the natural sciences component of the general education core curriculum. We now teach the geology courses, but we also need to seek inclusion in the natural sciences component for our new introductory meteorology course. This will represent another avenue from which to recruit geography majors.
- Given the current faculty profile with the anticipation of a significant number of retirements in the near future, we need to assure continued strong teaching capability for our undergraduate courses. While almost all current faculty members participate significantly in undergraduate teaching, new tenure-track faculty hires will be Core PhD faculty with a smaller teaching load than many of our upcoming retirees. Therefore, it may be necessary to use a combination of new tenure-track faculty and a larger number of ongoing lecturers to adequately staff our undergraduate teaching. In order to assure stability in the program, the department needs to add two new permanent Senior Lecturer positions in key undergraduate areas.
- In order to continue the momentum of the growing reputation of our graduate programs, we must recruit and retain quality tenure-track faculty members. This is a very critical element for the future of the department.
- As the doctoral program matures, we need to raise the quality of incoming Ph.D. students. The program is already well-represented with a diverse group of international and Texas students; however, we need to endeavor to attract more students from a wider geographic area within the United States.
- External grant funding needs to increase in order to fund more graduate assistantships and retain excellent facilities and equipment.
- As the department matures into a top tier doctoral-granting geography program, the role of the three departmental centers (Gilbert M. Grosvenor Center for geographic Education; James and Marilyn Lovell Center for Environmental Geography and Hazards Research; and the Texas Center

for Geographic Information Science) will become increasingly important to reach national and international recognition in scholarly activities.

- We anticipate the need for additional office and research space in the not-too-distant future. This will hopefully be alleviated when Political Science is relocated from the Evans Liberal Arts building to the new academic building, which is anticipated to be completed within the next five years.
- We need to retain strong relations with our alumni, who provide strong support and state-wide and national visibility for the department.

Appendices

APPENDIX I.C
University and College Mission Statements

University Mission Statement:

The noblest search is the search for excellence.

—Lyndon B. Johnson

Thirty-Sixth President of the United States, 1963-1969

Texas State University Class of 1930

Our Mission

Texas State University-San Marcos is a public, student-centered, doctoral granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

Shared Values

In pursuing our mission as a premier institution, we, the faculty, staff and students of Texas State University-San Marcos, are guided by a shared collection of values. Specifically, we value:

- An exceptional undergraduate experience as the heart of what we do;
- Graduate education as a means of intellectual growth and professional development;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- The cultivation of character and the modeling of honesty, integrity, compassion, fairness, respect and ethical behavior, both in the classroom and beyond;
- Engaged teaching and learning based in dialogue, student involvement and the free exchange of ideas;
- Research, scholarship and creative activity as fundamental sources of new knowledge and as expressions of the human spirit;
- A commitment to public service as a resource for personal, educational, cultural and economic development;
- Thoughtful reflection, collaboration, planning and evaluation as essential for meeting the changing needs of those we serve.

College of Liberal Arts Mission Statement:

The College of Liberal Arts provides students with the foundation for a liberal education, preparing graduates to think independently, to choose freely, to base personal and professional decisions on a broad understanding of history and culture, and to live full and rewarding lives.

APPENDIX II.A.1

Program Educational Goals

Majors:

B.A. or B.S. in Geography (general)

The General Geography program provides students with a highly specialized career goal the option to design their own unique geography-related program in consultation with a faculty advisor. The General Geography program may also prepare students for graduate studies. In addition to general and specialized lecture-format courses, the program offers a variety of project-based lab and field-trip experiences, career development through advising, job-shadowing and internships as well as team-building and leadership opportunities available by joining one or more geography department student organizations. Finally, the General Geography program provides students with the foundation for a liberal education, preparing graduates to think independently, to choose free and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Advising Checklist for General Geography <http://uweb.txstate.edu/~mc12/GG.pdf>

B.S. in Geography (with teacher certification)

The General Geography (with teacher certification) program prepares students for employment as Texas public school social-studies teachers. Geography students seeking public-school teacher social-studies composite certification minor in either Political Science or History. In addition to general and specialized lecture-format courses, the program offers a variety of project-based lab and field-trip experiences, career development through advising, job-shadowing and internships as well as team-building and leadership opportunities available by joining one or more geography department student organizations. Finally, the General Geography (with teacher certification) program provides students with the foundation for a liberal education, preparing graduates to think independently, to choose freely and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Advising Checklist for Geography (with teacher certification)

<http://uweb.txstate.edu/~mc12/sscert.pdf>

B.S. in Geography – Resource and Environmental Studies

The Resource and Environmental Studies program prepares students for a wide variety of government and private sector occupations relating to resource conservation and/or environmental management. In addition to general and specialized lecture-format courses, the program offers a variety of project-based lab and field-trip experiences, career development through advising, job-shadowing and internships as well as team-building and leadership opportunities available by joining one or more geography department student organizations. The Resource and Environmental Studies program also prepares students for graduate programs

in resource and environmental studies. Finally, the Resource and Environmental Studies program provides students with the foundation for a liberal education, preparing graduates to think independently, to choose freely and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Advising Checklist for Resource and Environmental Studies

<http://uweb.txstate.edu/~mc12/RE.pdf>

B.S. in Geography – Geographic Information Science

The Geographic Information Science program prepares students for employment in local, state, and federal agencies, commercial companies, planning departments, engineering firms, utility companies, and many others. The program stresses the importance of a content-rich background in geography along with principles and techniques of Geographic Information Science: GIS; remote sensing; visualization; cartography; spatial modeling; and quantitative methods. In addition to general and specialized lecture-format courses, the program offers a variety of project-based lab and field-trip experiences, career development through advising, job-shadowing and internships as well as team-building and leadership opportunities available by joining one or more geography department student organizations. The Geographic Information Science program also prepares students for graduate studies. Finally, the Geographic Information Science program provides students with the foundation for a liberal education, preparing graduates to think independently, to choose freely and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Advising Checklist for Geographic Information Science <http://uweb.txstate.edu/~mc12/GIS.pdf>

B.S. in Geography – Urban and Regional Planning

The Urban and Regional Planning program prepares students for a wide variety of government and private sector employment opportunities relating to land-use, transportation, economic development, natural resource and waste-management planning occupations. The Urban and Regional Planning program provides students with the knowledge and skills required to evaluate and facilitate programs that benefit our neighborhoods, communities, cities, and regions. In addition to general and specialized lecture-format courses, the program offers a variety of project-based lab and field-trip experiences, career development through advising, job-shadowing and internships as well as team-building and leadership opportunities available by joining one or more geography department student organizations. The Urban and Regional Planning program also prepares students for graduate studies in planning and planning-related fields. Finally, the Urban and Regional Planning program provides students with the foundation for a liberal education, preparing graduates to think independently, to choose freely and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Advising Checklist for Urban and Regional Planning <http://uweb.txstate.edu/~mc12/URP.pdf>

B.S. in Geography – Physical Geography

The Physical Geography program prepares students for employment in applied climatology and meteorology, oceanography, geomorphology, resource evaluation, environmental analysis, and other areas where an understanding of the complex relationship between nature and society is required. In addition to general and specialized lecture-format courses, the program offers a variety of project-based lab and field-trip experiences, career development through advising, job-shadowing and internships as well as team-building and leadership opportunities available by joining one or more geography department student organizations. The Physical Geography program also prepares students for graduate studies in Physical Geography or any of the Earth and atmospheric sciences. Finally, the Physical Geography program provides students with the foundation for a liberal education, preparing graduates to think independently, to choose freely and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Advising Checklist for Physical Geography <http://uweb.txstate.edu/~mc12/PG.pdf>

B.S. in Geography – Water Studies

The Water Studies program provides students with a focused study of the physical, chemical, social, political, and economic factors of water resources from the geographic perspective in preparation for employment in both the public and private sectors. As water resources become ever more critical to the nation - and in particular Texas - this program addresses the increasing need for professionals in this crucial field. In addition to general and specialized lecture-format courses, the program offers a variety of project-based lab and field-trip experiences, career development through advising, job-shadowing and internships as well as team-building and leadership opportunities available by joining one or more geography department student organizations. The Water Studies program also prepares students for graduate studies. Finally, the Water Studies program provides students with the foundation for a liberal education, preparing graduates to think independently, to choose freely and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Advising Checklist for Physical Geography <http://uweb.txstate.edu/~mc12/WS.pdf>

M.A. Geo (Master of Applied Geography) in Geography

The Master of Applied Geography (MAGeo) degree is designed to prepare students to use their skills and background knowledge to solve real-world problems with geographic dimensions. Students will be educated in the process of applied research in a spatial context culminating in the completion of a directed research project.

M.A. Geo in Geography – Resource and Environmental Studies

The Master of Applied Geography (MAGeo) degree in resource and environmental studies is designed to prepare students to use their skills and background knowledge to solve real-world problems with geographic dimensions within the study of resources and

environmental geography. Students will be educated in the process of applied research in a spatial context culminating in the completion of a directed research project.

M.A.Geo in Geography – Geographic Information Science

The Master of Applied Geography (MAGeo) degree in geographic information science (GIScience) is designed to prepare students to use their skills and background knowledge to solve real-world problems with geographic dimensions using the technical tools of geographic information science (i.e. geographic information systems (GIS), remote sensing, cartography, geo-visualization and spatial quantitative methods). Students will be educated in the process of applied research in a spatial context culminating in the completion of a directed research project.

M.A.Geo in Geography – Land/Area Development and Management

The Master of Applied Geography (MAGeo) degree in land/area development and management is designed to prepare students to use their skills and background knowledge to solve real-world problems with geographic dimensions within land/area development and management, including aspects of planning. Students will be educated in the process of applied research in a spatial context culminating in the completion of a directed research project.

M.S. in Geography

The Master of Science degree in Geography is designed to provide students with exposure to geographic theory and research at the pre-doctoral level. Students will be educated in the process of geographic research culminating in the completion of original research in the form of a Master's-level thesis.

Ph.D. in Geography – Environmental Geography

The doctoral degree in Environmental Geography is designed to provide depth and breadth of knowledge in geographic theory and research methods resulting in the completion of significant original research in the form of a PhD dissertation within environmental geography. Students will be educated in the process of geographic research, the development of new knowledge and methods, and the application of research techniques, pedagogy and geographic knowledge to address problems with spatial dimensions.

Ph.D. in Geography – Geographic Education

The doctoral degree in Geographic Education is designed to provide depth and breadth of knowledge in geographic theory and research methods resulting in the completion of significant original research in the form of a PhD dissertation within the field of geographic education. Students will be educated in the process of geographic research, the development of new knowledge and methods, and the application of research techniques, pedagogy and geographic knowledge to address problems with spatial dimensions.

Ph.D. in Geography – Geographic Information Science

The doctoral degree in Geographic Information Science is designed to provide depth and breadth of knowledge in geographic theory and research methods resulting in the completion of significant original research in the form of a PhD dissertation within the field of geographic information science. Students will be educated in the process of geographic research, the development of new knowledge and methods, and the application of research techniques, pedagogy and geographic knowledge to address problems with spatial dimensions.

Minors:

Undergraduate minor in Geography

The Geography minor provides students the option to design their own unique geography-related minor in consultation with a faculty advisor. Urban planning and land development, Water studies, Geographic Information Science, Regional International Studies, Physical Geography/Earth Science, Environmental Resource Management and Cultural Geography and Demographics are examples of possible areas of study within the geography minor. The geography minor may also incorporate the Geographic Information Systems Certificate or Water Resources Policy Certificated with careful selection of courses. The geography minor provides students with the foundation for a liberal education, preparing graduates to think independently, to choose free and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Advising Checklist for Geography Minor <http://uweb.txstate.edu/~mc12/MINOR.pdf>

Undergraduate minor in Nature and Heritage Tourism

The Nature and Heritage Tourism minor offers students the option to design their own interdisciplinary minor in consultation with a faculty advisor. The course: "Planning and Development of Nature and Heritage Tourism" along with a minor-related internship experience provide the cornerstones of the program while additional course work from a variety of academic departments complete the minor. The minor helps prepare students for work in private or public sector settings in the planning, development and management of nature and/or heritage tourism sites and activities performing to high professional standards. In addition to general and specialized lecture-format courses, the minor offers a variety of project-based lab and field-trip experiences, career development through advising, job-shadowing and internships as well as team-building and leadership opportunities available by joining one or more geography department student organizations. Finally, the Nature and Heritage Tourism minor provides students with the foundation for a liberal education, preparing graduates to think independently, to choose free and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Advising Checklist for Nature and Heritage Tourism Minor

<http://uweb.txstate.edu/~mc12/nht.pdf>

Undergraduate minor in Geology (departmental responsibility effective Fall 2008)

The Geology minor serves as a 'service minor' to provide an Earth-Science minor to geography students and other interested majors. The minor offers students an opportunity to study of materials making up the earth, the processes that act upon them, and the results of these processes; the development of tools for the interpretation of earth's history and structure, and the major geologic concepts within the context of the scientific method. Students also study crystal systems, physical properties, classification, and hand specimen identification of common rock-forming and ore minerals. The Geology minor helps prepare students to work in both private and public section careers requiring knowledge of the Earth's geology. In addition to general and specialized lecture-format courses, the minor offers a variety of project-based lab and field-trip experiences, career development through advising, job-shadowing and internships as well as team-building and leadership opportunities available by joining one or more student organizations. Finally, the geology minor provides students with the foundation for a liberal education, preparing graduates to think independently, to choose free and to base personal and professional decisions on a broad understanding of the Earth's physical and cultural landscapes in order to live full, rewarding lives.

Advising Checklist for Nature and Heritage Tourism Minor

<http://uweb.txstate.edu/~mc12/GEOLOGY%20Minor.pdf>

Certificates:

Certificate in Geographic Information Systems

The Texas State Department of Geographic Information Systems Certificate provides the recipient with a working knowledge Geographic Information Systems (GIS) in sufficient detail that they are prepared for professional positions involving the theoretical and applied aspects of implementing and administering a Geographic Information System. To the prospective employer, the certificate is a professional endorsement that the recipient has received four university level courses on issues fundamental to the design, implementation, and management of Geographic Information Systems. A formal certificate issued by the Texas State University, College of Liberal Arts and a statement on the recipient's Texas State University transcripts recognize successful completion of the program.

Advising Checklist for Certificate in Geographic Information Systems

<http://uweb.txstate.edu/~mc12/giscert.pdf>

Certificate in Water Resources Policy

The Texas State Department of Geography Water Policy Certificate provides the recipient with a working knowledge of water resources in sufficient detail that they are prepared for professional positions involving water resources management and policy. To the prospective employer, the certificate is a professional endorsement that the recipient has

received four university level courses on issues fundamental to water resources management and policy. A formal certificate issued by the Texas State University, College of Liberal Arts and a statement on the recipient's Texas State University transcripts recognize successful completion of the program.

Advising Checklist for Certificate in Water Resources Policy

<http://uweb.txstate.edu/~mc12/wcert.pdf>

APPENDIX II.A.2
Admission Requirements and Process

Master's Degree Program Admissions Policy:

1. Admission decisions will be made twice per year: once in the spring semester for entry during the following fall semester, and once in the fall semester for entry during the following spring semester.
2. The applicant must send a completed Graduate College Application for Admission, a \$40.00 application fee, one official transcript from each university or college attended, and the official score (verbal and quantitative) of the Graduate Record Examination to the Office of the Graduate College. The applicant must also submit a letter that identifies his or her major and possible areas of research at the M.A.Geo. or M.S. levels and arrange for two letters of recommendation. The letter of application and letters of recommendation must be sent to the Graduate Program Coordinator in the Department of Geography.
3. Students seeking admission to the M.A.Geo. program must have at least a 3.0 grade-point average during their last 60 hours of undergraduate course work before the bachelor's degree and must have the Graduate Record Examination (GRE) score on file in the Office of the Graduate College, with a preferred score of at least 1,000 on the verbal and quantitative portion combined, prior to review for admission.
4. Students seeking admission to the M.S. program must have at least a 3.2 GPA during their last 60 hours of undergraduate course work before the bachelor's degree and must have the GRE score on file in the Office of the Graduate College, with a preferred score of at least 1,100 on the verbal and quantitative portions combined, prior to review for admission.
5. The Graduate Committee makes admission recommendations on each applicant. In deciding on whether any applicant is to be admitted, the committee will take into consideration the current size of the program, the applicant's academic record and academic potential (including the GRE and GPA), the applicant's proposed research area or topic, and the degree to which members of the Graduate Faculty in the Department support the application.
6. Students who are admitted but do not enroll at the expected time without notifying the Graduate Coordinator and the Office of the Graduate College by the end of the appropriate registration period must re-apply to the program following the above procedure should they desire to begin the program at a later date.

Doctoral Degree Program Admissions Policy:

The application process for consideration for admission to the Ph.D. program in Geography is a two-part process. Part I requirements must be submitted to the Office of the Graduate College and Part II requirements must be submitted to the Department of Geography.

Part I – Submit to the Office of the Graduate College

1. Complete an application for admission.
2. Submit a non-refundable application fee of \$40.00 (check or money order payable to Texas State in U.S. currency), which is required for all students.
3. Submit one official transcript which indicate the completion of a Master's degree in Geography or in a related discipline from an accredited college or university:

a. Non-Texas State Graduates – From **each** college or university (including Texas State if attended). **These must be mailed directly from the institutions to the Office of the Graduate College.**

b. Texas State Graduates – Only need to order transcript from any colleges not listed on the Texas State transcript. The Office of the Graduate College will obtain the Texas State transcript from the Registrar's office.

4. Have a 3.5 Grade Point Average (GPA) or better on all completed graduate work.

5. Submit a preferred combined verbal and quantitative score on the Graduate Record Exam (GRE) of 1100 or higher. This score must be on file in the Office of the Graduate College prior to the evaluation of the student's application.

6. Students entering the Ph.D. Program with a master's degree must have completed a master's thesis or demonstrated evidence of scholarly research and writing.

Applicants should refer to Graduate College the "Admission Documents" section for more information.

Part II - Submit to the Department of Geography

1. Submit three letters of recommendation that demonstrate adequate subject preparation in content and quality as reflected in transcripts. **All applicants must be sure to include their student identification number within the letter.**

2. Provide a Statement of Goals as a Ph.D. student and for a professional career. You may obtain a Statement of Goals form by contacting the Office of the Graduate College or downloading it from the web site: <http://www.gradcollege.txstate.edu>.

International applicants should refer to the Graduate College's "Admission Information" and "Admission Documents" sections for additional requirements.

APPENDIX II.A.6
Number of Geography Majors at U.S. Universities

Undergraduate Majors:

Rank	University	# BS/BA Majors
1	Texas State University-San Marcos	506
2	University of Arizona	400
3	Central Michigan University	397
4	University of Texas	375
5	University of South Florida	371
6	University of Minnesota	313
7	Brigham Young University	275
8	St. Cloud State University	240
9	UCLA	240
10	Northern Michigan University	232
11	University of California-Santa Barbara	225
12	University of Washington	212
13	Ohio State University	210
14	Western Kentucky University	200
15	US Military Academy	199
16	University of Colorado	190

Graduate Majors (for PhD-granting departments):

Rank	University	# Master's	# Doctoral	Total Graduate
1	Texas State University-San Marcos	128	63	191
2	University of Minnesota	89	56	145
3	Arizona State University	73	49	122
4	University at Buffalo – SUNY	40	65	105
5	University of California-Santa Barbara	10	83	93
6	University of Maryland	40	52	92
7	University of South Florida	65	20	85
8	Clark University	20	62	82
9	University of South Carolina	45	35	80
10	University of Colorado	38	41	79
11	Florida State University	46	33	79
12	University of North Carolina-Greensboro	45	27	72
13	University of Arizona	27	44	71

Notes:

- Based upon self-reported data as published by Association of American Geographers in the *Guide to Geography Programs in the Americas: 2007-2008*. Data do not have a consistent reporting date. For example, for Texas State data represent Spring estimates.
- Graduate totals are missing for Ohio State University, which is known to have a large graduate program.

APPENDIX II.B.1
Selected Curriculum Requirements

Undergraduate Majors:

[Note: Full details of undergraduate degree requirements and course descriptions can be found at:
<http://www.txstate.edu/academicaffairs/catalog/UGCAT06-08/AddendumLiberalArts.pdf>
see pages 298-310.]

All programs require: 1309 (Cultural) or 1310 (World); 2410 (Physical); 3301 (Quantitative Methods)

Additional requirements:

(note: each program has additional recommended electives – see University catalog for details)

B.A. or B.S. – general	one of: 2426, 3411, 3416, 4430 (this program is highly flexible)
B.S. – teacher certification	3303, 3309, 3313, 3329, 4340; one of: 2426, 3411, 3416, 4430
B.S. – Resource/Environ Stud	3 of: 3434, 4313, 4338, 4350; one of: 2426, 3416, 4412, 4430
B.S. – GIScience	2426, 3411, 3416; additional advanced courses from GISci list
B.S. – Urban/Region Planning	3320, 4321, 4338; one of: 2426, 3411, 3416
B.S. – Physical Geography	3305, 3313, 3325, 3335, 4316; 3 of: 2426, 3411, 3416, 4412, 4422, 4430
B.S. – Water Studies	3305, 3434, 4313, 4314, 4325, 4334, 4335; one of: 2426, 3416, 4430

M.A.Geo Majors:

[Note: Full details of Master’s degree requirements and course descriptions can be found at:
http://www.gradcollege.txstate.edu/Grad_Cats/07-09_PDF/contentParagraph/0/content_files/file4/07-09GCatalog.pdf - see pages 287-293.]

All programs require: 5300, 5301, 5309, 5335

Additional requirements:

(note: each program has additional recommended electives – see University catalog for details)

M.A.Geo – general	flexible (but certain requirements for geo-education emphasis)
M.A.Geo – Resource/Environ Stud	5313, 5314; two of: 5312, 5316, 5334, 5337, 5338, 5339, 5351, 5352, 5370, 5418, 5430
M.A.Geo – GIScience	three of: 5408, 5415, 5418, 5419
M.A.Geo – Land/Area Development and Management	5312, 5338; two of: 5313, 5314, 5337, 5339, 5349, 5360, 5418

M.S. Majors:

[Note: Full details of Master's degree requirements and course descriptions can be found at:
http://www.gradcollege.txstate.edu/Grad_Cats/07-09_PDF/contentParagraph/0/content_files/file4/07-09GCatalog.pdf - see pages 287-293.]

All students must take: 5301, 5309, 5399

Ph.D. Majors:

[Note: Full details of PhD degree requirements and course descriptions can be found at:
http://www.gradcollege.txstate.edu/Grad_Cats/07-09_PDF/contentParagraph/0/content_files/file4/07-09GCatalog.pdf - see pages 273-283.]

All programs require: 7300, 7301, 7302

Additional requirements:

(note: each program has additional recommended electives – see University catalog for details)

Ph.D. – Environmental One of: 7415, 7417, 7430; Four of: 7313, 7314, 7330, 7331, 7334, 7370, 7390

Ph.D. – Geo-Education One of: 7415, 7417, 7430, 7447; Four of: 7342, 7344, 7346, 7371, 7390

Ph.D. – GIScience 7418; Four of: 7316, 7318, 7319, 7361, 7362, 7363, 7364, 7365, 7366, 7367,
7372, 7447

Recommendations for Undergraduate Independent Study GEO 4190, GEO 4290, and GEO 4390

(Catalog Description) Independent Study. Individual study under direct supervision of a professor. May involve field trips. This course may be repeated for credit, but a student may not exceed six hours of credit in Independent Study.

Undergraduate Independent Study courses best serve students who identify learning objectives that are not met or go beyond our existing course offerings.

To get permission to register for an independent study, a student should do the following:

1. Clearly identify the area of study they wish to pursue.
2. Develop a proposal for the independent study that includes:
 - A. Justification and objectives for the study.
 - B. Student benefits.
 - C. A time line showing how the study will progress with time specific milestones.
 - D. A complete description of the final project
 - E. An indication of what criteria should be used to assess the project.
 - F. An agreement by the student to provide a self-assessment of the project.
 - G. A reaffirmation by the student that they understand that a minimum of 45 to 50 hours per credit hour are expected.
3. Identify faculty who have expertise and approach them about sponsoring the project prior to advanced registration.
4. Register for Independent Study if professor agrees to sponsor.

Geography Internship Program
GEO 4380, 5380, 5680 and NHT 4302

First Steps to an Internship in Geography or NHT
Prof. Mark Carter ELA 136 (E-mail: MC12@txstate.edu)



- 1) Review Internship Guidelines and Course Syllabus.
 - 2) Complete Internship Application Form
(See last two pages of this document)
 - 3) Download your current transcript from CATSWEB.
https://catsweb.txstate.edu/app/student_grades
 - 4) Submit: a) **Internship Application Form**; b) **your current transcript**; and c) your **current resume** to Prof. Carter. You may stop by during office hours or drop materials off at main Geography Department Office, ELA 139 and ask office staff to place in my paper mailbox.
- Note: If you do not have a resume, please check with Career Services on the 5th Floor of LBJ Student Center for assistance.
- 5) I will contact you by e-mail to confirm receipt of you application and related materials, confirm you are qualified to register for the internship program for academic credit and to set-up an appointment to discuss.
 - 6) We begin working together to identify an internship that will help you achieve your career goals.

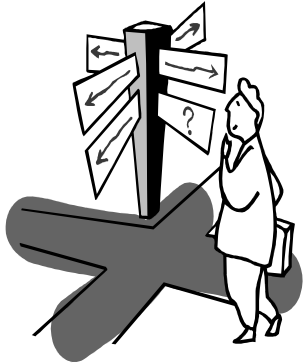
Prof. Carter's Office Hours
Tuesdays / Thursdays 3:30 - 5:00 & Wednesdays 2:00 - 5:00 PM
Please e-mail for an appointment

**For Geography Internship & Job Postings as well as other related information
go to Texas State University Homepage - <http://www.txstate.edu>**

THEN:

- 1) Click on blackboard link
- 2) Click on "Guest Access"
- 3) Click on "Courses" tab (upper left)
- 4) Click on "Browse Course Catalog"
- 5) Search for "Geography Internship"
- 6) Check under "Course Documents" button
for recent internship and job postings





GEO 4380, 5380, 5680 & NHT 4302 Internship Program Syllabus

Not sure what you are going to do after graduation? An Internship may be just what you need! Get on-the-job training and experience. Add to your resume. Focus your career goals. Make contacts and network with professionals in your field of interest! The Texas State Geography Department Internship Program provides students with supervised, real-world, work experiences directly related to their academic studies and

career goals. Interns provide assistance to public agencies, organizations and private companies with their skills and knowledge. Geography students typically perform internships during their senior year and are therefore prepared to work independently on assigned tasks, especially in problem-solving situations. **The Internship Program requires students to: 1) work a minimum of 150 hour; 2) maintain a daily work-log and 3) complete an internship assessment report - including samples of work products created during the internship - in order to receive college credit for their efforts.** **Internship sponsors:** 1) assist interns with a required job description; 2) provide guidance to students during their internship and; 3) complete an Internship Performance Evaluation at the end of the internship period. **Take a positive step towards achieving your career goals** by participating in the Texas State Geography Internship Program. Log into Blackboard as "guest" via www.txstate.edu, search for course: "Geography Internship" for additional information, application form and links to potential internship positions.

Texas State Geography Internship coordinator: Mr. Mark Carter - Office 136
Evans Liberal Arts Building
Phone 245-8587 / E-mail: mc12@txstate.edu

Catalog Description: On-the-job training in a public or private-sector agency. Students must apply to the department internship Coordinator at least six weeks prior to registering for the internship position.

Application Process:

- 1) **Pick - up:** Internship Guideline and Application Form packet from the Coordinator's office or from the Blackboard Web Site (Log in as guest).
- 2) **Read:** Internship Program guidelines and complete application form with special attention to: "Briefly describe your career / advancement goals at the time."
- 3) **Return:**
 - 1) completed **application form** to the Internship Coordinator;
 - 2) a **copy of your current college transcript** (CATSWEB Grades);
 - 3) a **current resume**.
- 4) **Arrange:** to meet with the Internship Coordinator.

Suggested textbook. What Color is Your Parachute? A practical Manual for Job-Hunters and Career-Changers. Bolle, Richard Nelson (2001). Berkeley: Ten Speed Press. (ISBN 1-58005-242-4). Best selling job-hunting book in the world.

General tips for getting the most out of your Internship. 1) Don't be afraid to talk with people; 2) Ask for things to do; 3) Learn all you can about the agency/industry; 4) Read everything you can get your hands on; 5) Don't gripe about the grunt work; 6) Milk the fact that you are a student; 7) Hitch your wagon to a star; 8) Get in the information loop; 9) Ask to attend meetings and events; 10) Become indispensable!!!

Grading. Your final grade calculation is based on the following:

Final grades for undergraduate students will be determined by an assessment of: (1) 35% for the evaluation given on your Intern Performance Evaluation Report, including any direct communication with your Intern Supervisor; (2) 15% for the quality of Work Products submitted; (3) 5% for the number of hours you worked; (4) 25% for your evaluation of the internship; and (5) 20% for any other considerations which the Internship Coordinator regards as pertinent (e.g., quality of written work, including organization and proper use of the language, timeliness in the submission of requirements).

Final grades for graduate students will be determined by an assessment of

(1) 35% for the evaluation given on your Intern Performance Evaluation Report, including any direct communication with your Intern Supervisor, (2) 10% for the quality of Work Products submitted, (3) 5% for the number of hours you worked, (4) 10% for your evaluation of the internship, and (5) 20% for the project report; and (6) 20% for any other considerations which the Internship Coordinator regards as pertinent (e.g., quality of written work, including organization and proper use of the language, timeliness in the submission of requirements).



Some Examples of Internship Sponsors

Advantage Builders, Aquarena Center, Austin Convention and Visitors Bureau, Balcones Canyon-land Preserve, Balcones Recycling, Barton Springs-Edwards Aquifer Conservation District, BFI Recycling, Bickerstaff LLP, Capital Area Metro Planning Organization, Cartographic-Remote Sensing Consultants, City of Wimberley, City of Austin, City of San Antonio, City of San Marcos, City of Victoria, Closed Landfill Inventory, Conclusive Strategies, Cook-Hurlbert, Inc., Austin-San Antonio Corridor Council, Deep Freddy Dive Shop, ENSR International, EnviroMedia, Hays County Commissioner Carter, Hydro Consultants, Institute of Texas Cultures, LCRA, Murphy's World, National Park Service, National Weather Service, Nu Stats, Prewitt and Associates Archaeology, Quest, Reliant Entex, Southwestern Bell, Texas Parks & Wildlife, TNRCC, Travis County, TXDOT, TXU Dallas, Universe Technologies, Inc., USGS, Visa Services, Xenco Laboratories.

Incomplete policy. Please note that you are strongly encouraged to complete all internship requirements on time. While it is possible to request and receive an *I (incomplete)* because you are not able to complete the requirements in the allotted time, your final course grade may suffer. All requests for an *I (incomplete)* are to be submitted to the Internship Coordinator, in writing, and you are also to have a conference with the Coordinator to discuss the reasons for your request and any final grade-related consequences.

Special needs. Students having special needs/disabilities which require accommodations for the successful completion of this course should notify the Office of Disability Services no later than the end of the first week of classes. Failure to do so in a timely manner could result in accommodations not being made as necessary.



Academic Honesty Statement: Learning and teaching take place best in an atmosphere of intellectual fair-minded openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Specific sanctions for academic dishonesty are outlined in the *Texas State Student Handbook*. <http://www.txstate.edu/effective/upps/upps-07-10-01.html>

TEXAS STATE GEOGRAPHY INTERNSHIP for ACADEMIC PROGRAM GUIDELINES AND REQUIREMENTS

Read this document carefully.

Be sure that you fully understand the course requirements.

Keep these guidelines for future reference. Direct additional questions to
Mark Carter, Internship Coordinator, 136 Evans Liberal Arts Building.

E-mail MC12@txstate.edu / Phone 512-245-8587

Part I. Eligibility

To be eligible for an internship, you should:

1. Be currently enrolled at Texas State in good standing.
2. Be a Geography major or minor (occasionally, the Internship Coordinator may accept applications for others).
3. Undergraduates must have completed at least 60 semester hours.
4. Undergraduates must have a minimum of 6 semester hours in course work directly applicable to the internship position (in your concentration area, or as determined by the Coordinator) these courses may be taken the same semester as your internship with approval.
5. Have a demonstrated commitment to a program of study involving some phase of applied geography (i.e., concentrations in GIS / Cartography, Planning, and / or Resource & Environmental Studies). The Internship Coordinator shall decide questions concerning eligibility.

PART II. Obtaining the Internship

Students must complete the following items before final approval of the Internship:

1. Read "Internship Guidelines and Requirements."
2. Complete the "Internship Application Form."
3. Turn in a copy of your current Texas State transcript.
4. Complete an interview with the Internship Coordinator.
5. Complete a successful interview with the sponsoring agency.
6. Turn in a signed copy of your "Internship Release and Indemnity Agreement" to Internship Coordinator.
7. Obtain Internship Folder from Internship Coordinator, then deliver it to your Internship Supervisor.
8. Return a signed job description to Internship Coordinator within 10 days from your start date.

PART III. Performing the Internship

Successful completion of the Internship requires that you:

1. Work 150-200 hours for each three hours of credit.
2. Maintain a Daily Log.
3. Complete the "Internship Assessment Report."
4. Provide copies of work products to the Internship Coordinator.
5. Turn in Log, Internship Assessment Report and Work Products by the last class day of the semester.
6. All internship materials are due the last class day of classes. Also remember that a completed application and associated materials must be on file in order to receive a final grade. An Incomplete (*I*) will generally be assigned should you not be able to submit the required materials by the due date, but you must request an *I* in writing.

PART IV. Policies, Procedures and Frequently Asked Questions and Answers

What about course credit? Undergraduate internships are for three semester hours of credit. This course may be repeated once for a maximum of six hours of internship credit. Upon successful completion of your first internship you may enroll for an additional 3 hours credit, but the internship must be with a different sponsoring agency/organization. Only in unusual circumstances will a student be allowed to enroll for a second internship with the same agency/organization that sponsored his/her first internship. Nature and Heritage Tourism (NHT 4302) may be taken for three hours credit and may not be repeated.

Are Internships paid? We make every effort to match qualified students with paid internships. We encourage our students to recognize their valuable skills and seek compensation for time spent working for their internship employer. Wages typically range from minimum to as much as \$15.00/hour.

What types of internships are available? The undergraduate internship program was initiated in 1971. Since then, internship credit has been earned for a variety of work experiences. The following provides examples of internship possibilities: TNRCC, Planning departments, Nature centers, Mapping Agencies, Health Departments, Parks and Wildlife Department, Water Development Board, Land development firms, Energy Conservation Departments, Private consulting firms. Internships are generally available within nearby Texas cities and towns, but positions may occur from time-to-time throughout Texas and in a few out of state or foreign locations.

Are internships designed for my interests? While we continually seek internship positions relevant to the needs and interests of each student, it is equally important for you to recognize that the current availability of internships involves several factors. One

common problem is that your course work does not readily "fit" current agency needs. The importance of sufficient background in one or more of the concentrations and "skill" areas (cartography, planning methods, quantitative methods, etc.) cannot be overemphasized. Therefore, you should work closely with your advisor, as well as the Internship Coordinator, to develop a program of study, which increases both your internship and employment opportunities.

How are students placed with agencies/organizations? The Internship Coordinator maintains a listing of internship positions that are available. During your conference with the Coordinator (when you are making application to the program) you will have an opportunity to review the listing to determine the agencies/organizations that you would like to contact. It is possible that you could secure a potential internship "on your own", and this is, in fact the preferred method of obtaining an internship. As the internship is designed to be a "real world" experience, consider the fact that you will, after graduation, have to find your own position in the workplace. All internship positions must have the prior approval of the Internship Coordinator.

When should I apply for the internship program? Applications from eligible students will be accepted at any time. However, if possible, you should actively seek an internship several semesters prior to your expected date of graduation. You should have at least 60 hours of course work, including a minimum of (preferably more) hours in your concentration area, before making application. Your GPA needs to be at least 2.3 to be eligible for an internship.

What are the steps in the application process?

1. Complete Internship Application Form (found at the end of this document).
2. Return the completed form to the coordinator's office along with recent CATSWEB grades and current resume. All applicants should arrange to meet with the Internship Coordinator when (or shortly after) submitting their completed application.
3. After you have accepted a position with a sponsoring agency/organization, request an internship folder from the Internship Coordinator and submit a signed Internship Release/Indemnity Waiver
4. Deliver the folder to your supervisor; complete the job description.
5. Return the completed job description (signed by your supervisor at the sponsoring agency/organization) to the Internship Coordinator.

What criteria are used in recommending a student for a particular agency/organization placement? Foremost, we seek to recommend the applicant who best fits the agency's needs and who will likely benefit the most from that intern position. Another very important factor in recommending a student is his/her GPA. Among other

common considerations are willingness to accept a non-paid internship, evidence of commitment to a professional career, class level, willingness to commute, and, in a few cases, qualification for Work-Study. Also, some agencies prefer or accept only graduate interns. The Internship Coordinator may consult with other faculty before recommending an applicant.

If I am already working at an appropriate agency, is it possible to count my work toward an Internship? No.

How does the sponsoring agency/organization make a final selection of an intern? Although several factors enter into the selection of a student for an internship, the Internship Coordinator does not make the actual hiring decision. The Coordinator is, however, involved in the selection process. A typical example is where the sponsoring agency specifies the requirements of the internship and requests to interview one or more applicants who meet their requirements. The Coordinator then examines the applications on file and recommends the candidates whom he regards as the best suited for that internship. Final selection, including the decision not to accept any applicant, is up to the Sponsoring Agency.

What should I expect as far as the interviewing process? Generally, you will interview for an internship position one to two weeks prior to the beginning of the semester, although the timing varies. It is your responsibility to arrange an interview with the agency or agencies you are interested in contacting. Most of the sponsoring agencies/organizations submit their required application procedures along with the position descriptions that are on file in the Internship Coordinator's office. When you are reviewing the various placements that are available you will generally be instructed to phone the agency in advance to arrange a meeting time. Some agencies/organizations, however, are more formal and require submission of a resume and cover letter prior to making contact.

If an internship position is offered to me, how should I respond? You are free to *decline* the offer of an internship position, but you should keep in mind that the availability of internship positions might be limited. Therefore, weigh your decision carefully. In declining an offer you should do so as promptly as possible and with a clear expression of your appreciation for the time taken by agency/organization staff to interview you. Should you decide to *accept* an offer, you should do so in accordance with the procedures that were suggested to you at the time the offer is extended (e.g., the agency/organization may request that you give them an answer within a certain number of days). Regardless of your decision with respect to an offer, you *must* immediately notify the Coordinator of your decision by e-mail or phone.

When should I register for the program? The Internship Program is designed to coincide with semesters. Therefore, you must register for internship credit during the same semester that you are with the agency. Register for summer internships at SSII registration. Summer internships generally require 10 weeks (both SSI and SSII) to complete, but only one registration is necessary. Register for summer internships as SSII registration.

Part V. Definitions/Standards

Internship Description: You must provide a detailed job description of the internship. This description must include a job description with your duties and responsibilities outlined. It must also include a description of the project(s) upon which you will be working. This document must also include your supervisor's name, title, mailing address, and telephone number. Both you and your internship supervisor must sign this document. ***The document must be turned in within 10 days of your having started working on your internship job.***

Work Hours: You must work the total minimum number of hours as specified by the Sponsoring Agency and the Internship Coordinator. The actual times that you work are between you and the Agency. The number of hours you work each day is to be recorded in your LOG. A "typical" internship requires an *average* number of hours as follows:

<u>SEMESTER</u>	<u>CREDIT HOURS</u>	<u>NO. OF HOURS (p/wk)</u>	<u>NO. OF WEEKS</u>
Fall or Spring	3 hrs.	12 - 14	12 - 14
Summer	3 hrs.	15 - 18	10 - 12

Log: You are to keep a day-to-day LOG in a spiral notebook or electronically if you prefer, showing the particular tasks you worked upon during each day, including the time spent on each task. Be specific. The number of hours you record will be verified.

SAMPLE LOG MONTH OF:

- 1-16-02 4:00 to 8:00. Matched USGS Quadsheet map roads to Arc Info. Generated map roads and labeled the roads on the Arc Info maps.
- 1-17-02 9:00-1:00. Matched USGS Quadsheet Map roads to Arc Info. Generated map roads and labeled the roads on the Arc Info maps.
- 1-18-02 3:00-7:00. Matched USGS Quadsheet Map roads to Arc Info. Generated map roads and labeled the roads on the Arc Info maps.
- 1-20-02 2:00-5:00. Matched USGS Quadsheet Map roads to base map. Generated roads and traced new roads to be digitized for Shingle Hills, Signal Hill, Rough House Hollow, and Dripping Springs files.

Internship Assessment Report

This formal (double-spaced; typed) report shall include the following:

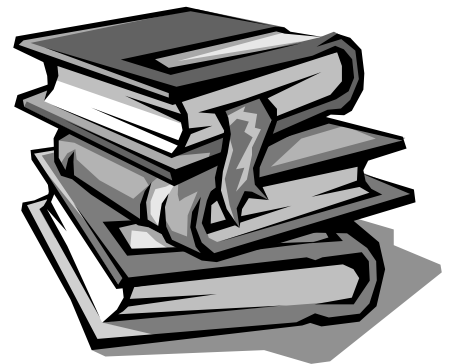
1. Description of the agency (organization, firm, etc.) for which you worked, including its principal functions and activities;
2. Names, positions, and phone numbers of your Intern Supervisor and of key administrative personnel with whom you had contact;
3. Description of your position within the agency;
4. Complete summary of your duties and responsibilities (summary of the log);
5. Detailed overview of the tasks assigned, including an assessment of their status upon completing your internship;
6. Overall assessment of the internship, including what you feel you gained from the experience, and any suggestions or criticisms;
7. Description of the internship regarding how your experience differed from the job description that you originally wrote;
8. Evaluation of how your general as well as specialized college education assisted you in your internship.

More about the Internship Assessment Report

The assessment report *must* follow the above outline. Each element of the outline must be incorporated into a separate and appropriate section in your report.

Consider your Internship Assessment Report a valuable record of your work experience to include with your professional portfolio, resume and cover letter as a tool to help you demonstrate your skills and knowledge to prospective employers as you continue develop your career. Present you best work in a format that shows that you know how to produce a professional report. Include digitized photos, graphs, charts and maps if appropriate. A well-designed report cover and appropriate binding will further demonstrate your professionalism. Examples of outstanding Internship Assessment Reports are available for review in the Internship Coordinator's Office.

Work Products: Work products are any materials on which you worked, individually or with others (clearly identify your contribution). Work products need not be "finished" documents, e.g., field notes or research data are examples of work products. Copies of these materials must be turned in to the Internship Coordinator, unless the Sponsoring Agency requests otherwise. In the absence of any significant work products to submit, you are to arrange an "exit interview" with the Internship Coordinator.



Graduate Students Only:

Project Report Proposal (required of graduate students only): This is a written proposal for the project report (see below). Both the Internship Coordinator and Agency Sponsor must approve the project before the report is written. A typical proposal consists of a one-page typed description of the report. The proposal should state how the report will benefit the Agency. ***The proposal must be written and approved before you have completed 75 hours of internship work.***

Project Report (required of graduate students only): This report is to demonstrate your ability to produce sophisticated research for a firm or agency. The report should be a comprehensive treatment of a topic or problem and be between 15 - 20 pages in length.

Part VI. Evaluation and Grading

The Sponsoring Agency assigns your Intern Supervisor. You are responsible to this person when on the job. Near the conclusion of your internship, your Intern Supervisor will submit an "Intern Performance Evaluation Report." The factors for evaluating your performance include: Observing work hours, Generating volume of acceptable work, Accepting responsibility and direction, Initiative, Work judgment displaying professional image, meeting deadlines, written and verbal communication, presentation, planning and organization, Quality of work, effective use of time, project reports, other factors, as appropriate. Additionally, your Intern Supervisor will be asked to write a short statement assessing your strengths and calling attention to areas that need improvement. The Instructor of Record assigns your grade in the course. Your final grade will be determined by an assessment of (1) the evaluation given on your Intern Performance Evaluation Report, including direct communication with your Intern Supervisor, (2) the quality of Work Products submitted, (3) the types of tasks you worked upon, as evidenced by your Log and Internship Assessment Report, (4) the number of hours you worked, (5) your evaluation of the internship, and (6) any other considerations which the Internship Coordinator regards as pertinent (e.g., quality of written work, including organization and proper use of the language). While the internship program requires that you be able to work in an independent fashion, you should not assume that mere completion of the requirements will result in the assignment of an *A* as the final grade.

Final grades for undergraduate students will be determined by an assessment of : (1) 35% for the evaluation given on you Intern Performance Evaluation Report, including any direct communication with your Intern Supervisor; (2) 15% for the quality of Work Products submitted; (3) 5% for the number of hours you worked; (4) 25% for your evaluation of the internship; and (5) 20% for any other considerations which the Internship Coordinator regards as pertinent (e.g., quality of written work, including organization and proper use of the language, timeliness in the submission of requirements). Final grade assignment rests with the Instructor of Record.

Final grades for *graduate students* will be determined by an assessment of: (1) 35% for the evaluation given on your Intern Performance Evaluation Report, including any direct communication with your Intern Supervisor; (2) 10% for the quality of Work Products submitted; (3) 5% for the number of hours you worked; (4) 10% for your evaluation of the internship; (5) 20% for the project report; and (6) 20% for any other considerations which the Internship Coordinator regards as pertinent (e.g., quality of written work, including organization and proper use of the language, timeliness in the submission of requirements). Final grade assignment rests with the Instructor of Record.

Please note that you are strongly encouraged to complete all internship requirements on time. While it is possible to request and receive an *I (incomplete)* because you are not able to complete the requirements in the allotted time, your final course grade may suffer. All requests for an *I (incomplete)* must be submitted to the Internship Coordinator, in writing, and you are also to have a conference with the Coordinator to discuss the reasons for your request and any final grade-related consequences. Failure to complete requirements to remove "I" from your transcript within ONE - YEAR, will result in an automatic change of grade from "I" to an "F."

Be sure to check out Texas State Career Services (5th Floor LBJ Student Center)
<http://www.careerservices.txstate.edu>
http://www.careerservices.txstate.edu/ServicesProvided/Services_Provided.htm

Texas State's Career Services office provides assistance to undergraduates, graduate students, and alumni who seek help in formulating and implementing career plans. Various programs (such as resume review and interviewing skills) and workshops are offered each semester to assist students who are selecting a major or trying to relate educational experiences to employment opportunities.



INTERNSHIP APPLICATION FORM

DEPARTMENT OF GEOGRAPHY

Texas State University, San Marcos, Texas 78666
(512) 245-2170 Geography Office; (512) 245-8587 Coordinator's Office

Important: Please read "Internship Guidelines and Requirements" before completing this form. Note also that you are granting permission to photocopy your application materials for possible submission to intern sponsoring agencies as part of the selection process. Any concern you may have with this should be discussed with the Internship Coordinator.

Today's Date: ___/___/___

Undergraduate Internship Application

- Geo. 4380 NHT 4302

Graduate Internship Application

- Geo. 5380 Geo. 5680

Applying for:

- Fall Semester, 20___
- Spring Semester, 20___
- Summer Semester, 20___

Name: _____
(Last) (First) (Initial)

Student ID Number: _____ E-mail _____

Local Address: _____
(Street) (City) (Zip)

Permanent Address: _____
(Street) (City) (Zip)

Local Home Phone*: _____

Local Work Phone*: _____

Permanent Home Phone*: _____

Classification:

- Freshman Sophomore Junior Senior Graduate Student

Number of Hours Completed
(Undergraduate Applicants): _____

Overall GPA: _____

Expected Date of Graduation: _____

GPA in Geo/ Planning: _____

Major Concentration Area:

- (Undergraduate Students)
- GIS / Cartography
- Resource/Environmental
- Urban and Regional Planning
- Nature and Heritage Tourism (Minor)
- Other _____

Major Concentration Area:

- (Graduate Students)
- Physical and Environmental Studies
- Land/Area Development and Management
- Applied Cartography/GIS

Please rank the following internship positions that you would most prefer (1=MOST PREFERRED):

- _____ Applied Physical Geography
- _____ Cartography/Map Related
- _____ Computer Mapping/GIS
- _____ Environmental Planning and Management
- _____ Natural Resource Planning and Mgt.
- _____ Urban and Regional Planning
- _____ Land-use Management and Planning
- _____ Transportation Planning
- _____ Research Assistant
- _____ Other(s). Please describe: _____

Please rank your agency/organization preference (1=MOST PREFERRED):

____Municipal/City/County ____Regional/State/Federal ____Private Sector ____Consultant (incl. non-profit)

Do you own or have use of a reliable vehicle for to- and on-the-job transportation? Yes No

Internship Location Preference: _____

Would you be willing to commute more than 30 miles one-way? Yes No

Departmental Advisor: _____

If you have not yet selected an advisor, list that faculty member whom you plan to have as your advisor, or who is most familiar with your work.

Describe any relevant work or volunteer experience which might support your application. (e.g., job/agency experience; skills; knowledge of applied methodologies; military experience, etc.)

Briefly describe your career/advancement goals at this time.

Have you received any college level internship course credit? No Yes

If "Yes," explain where, types of duties, and academic credit received:

List the courses (both geography and non-geography) that you have taken that are relevant to the type of internship that you are seeking.

List any computer skills that you have such as digitizing, computer mapping, GIS, programming, word processing, spread sheets, data base managers, etc.

I have read the "Internship Guidelines and Requirements".

Student Signature

Date

Return your completed Application Form, your current resume and a current copy of your CATSWEB Grades to Prof. Carter, Internship Coordinator.

Physical Geography of Big Bend National Park

Geography 4310/5308 – Regional Field Studies

The course includes on-campus sessions *before and after a six-day field trip during Spring Break* to study aspects of the physical geography of Big Bend National Park, Texas.

Field Trip is during SPRING BREAK 2008

Students in Physical Geography, Earth Science, Geology, Environmental Studies, Biology, and environmental Interpretation will be most interested in the course content.

The Big Bend field experience will integrate assigned readings with Field studies, observation, and writing. Graduate students will do a research project that integrates fieldwork.

We will study many aspects of this Chihuahuan Desert region: Mountain and desert environments, geomorphology, vegetation, geologic history, biogeography, and climatology (modern/paleo).

***Contact Dr. Petersen in the Geography Department
317 Evans Liberal Arts 245-3203
(via email is best) jp01@txstate.edu***

Plan Ahead For Summer Session II, July 2008

Visit, camp, and study some of the most famous and spectacular sites in the history of American Earth Science

**Physical Geography and Geology of the Southwest
(sites include The Grand Canyon, Zion, Henry Mountains, and Shiprock)**

Hosted by: Richard Earl- Geography

3 or 6 credit hours for:

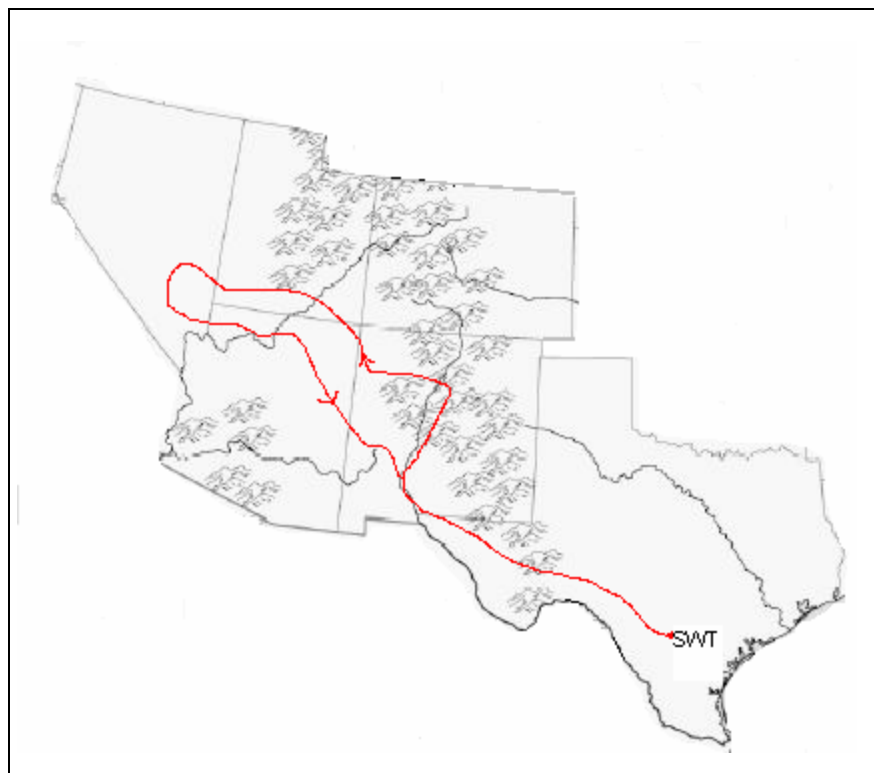
GEOG 4310: Regional Field Studies

GEOG 4306: Geography of the Southwest (prerequisite C or better in GEOG 3325 or permission of instructor)

GEOG 5395: Special Topics: Physical Geography of the Southwest

GEOL 4320 Introductory Field Geology (prerequisites C or better in GEOL 3410)

\$300 deposit guarantees reservation and will be accepted beginning January 8, 2008



Cost \$1195* for transportation, fees, and educational materials, \$600 for 3 cr. hr., \$1000 for 6 cr., Optional meal plan available \$200, Mandatory Orientation Meeting 9:00-12:00 Saturday, April 19, 2008

***Provisional, pending approval by the Office of Correspondence and Extension Studies**



Study Geography in Europe Summer I (June), 2007

Department of Geography Texas State University-San Marcos

For both undergraduate and graduate students.

You do not have to be a Geography major. The only prerequisite is that you will have had at least one previous class in geography. This rich learning experience is valuable to anyone interested in international business or service. It is a tremendous addition to your education, in the spirit of the old Grand Tour.

Formal classes at Franklin College, Lugano, Switzerland, plus guided study travel.

Tentative itinerary for guided study travel:

Pompeii, Rome, Pisa, Florence, Venice, Milan, St. Moritz, Zurich, Bern, Paris

Undergraduates receive six hours of credit (Geography of Europe GEO 3307 and Regional Field Studies GEO 4310-W.I.)
Graduate students receive six hours of credit (Regional Field Studies GEO 5308 and Geography of Europe GEO 5395)

Trip leaders are Dr. Richard Earl, Dr. Alberto Giordano, Ms. Mindy Conyers, and Mrs. Marta Giordano. This will be Dr. Earl's third time to lead the trip. Drs. Earl and Giordano are seasoned geographers with strong backgrounds in both physical and cultural geography. Mindy Conyers is a geography Ph.D. candidate at Texas State and will serve as a student counselor and earth sciences consultant. Alberto and Marta Giordano grew up in Italy, are fluent in Italian and are seasoned European travelers.

Estimated cost will be \$4,000 - \$4,500 including tuition.**

Registration will be accepted beginning October 1, 2006.

Contact:

Dr. Richard Earl (RE02@txstate.edu)

Dr. Alberto Giordano (AG22@txstate.edu)

** Scholarships Available \$400-1,400

* You may extend your stay in Europe after the class and reschedule your return to the US for a nominal fee.

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes	Physical Geography 313	Geographic Information Science 314	Resource and Environmental Studies 315	Urban and Regional Planning 316	Water Studies 317	General Geography 323	General Geography with Teacher Certification 323
	Outcome 1	ALL PROGRAMS						
	THE GEOGRAPHIC PERSPECTIVE	Students will learn to analyze the physical and cultural realms of our world by comparing and contrasting similarities and differences of the major world regions with an emphasis on remarkable physical features and cultural specialties as well as human impacts on the natural environment including the ethical need for environmental stewardship in order to synthesize a value-based interpretation of the world from a geographic perspective and to become positive contributors to the diverse community to which we all belong.						
Measures	GEO 1309							
1 (A)	Syllabi Review	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07
2 (A)	Embedded Exam Questions	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07
Measures	GEO 1310							
1 (B)	Syllabi Review	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07
2 (B)	Embedded Exam Questions	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes	Physical Geography 313	Geographic Information Science 314	Resource and Environmental Studies 315	Urban and Regional Planning 316	Water Studies 317	General Geography 323	General Geography with Teacher Certification 323
	Outcome 2	ALL PROGRAMS						
	THE NATURAL-PHYSICAL ENVIRONMENT	Students will learn to analyze how the Earth works as an energy/matter system with an emphasis on the inputs of solar and internal Earth energy in order to synthesize an understanding of the Earth's atmosphere, hydrosphere, biosphere, cryosphere, and lithosphere and explain the spatial distributions of the Earth's environments and physical features from a geographic perspective. Students will learn to measure and analyze the Earth's physical processes and patterns on the landscape by developing skills such as map reading, scientific methodology, data collection / evaluation and geographic fieldwork. Lab projects provide students an opportunity to practice working in small groups and to learn to speak intelligently about the physical aspects of our world using the lexicon of physical geography. Lab reports provide students an opportunity to practice concise, coherent writing.						
Measures	GEO 2410 Lecture							
1 (A)	Syllabi Review	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07
1 (B)	Embedded Exam Questions	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07
	GEO 2410 Lab							
1 (A)	Syllabi Review	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07
1 (B)	Student Lab Project Evaluation	AY 08 - 09	AY 08 - 09	AY 08 - 09	AY 08 - 09	AY 08 - 09	AY 08 - 09	AY 08 - 09

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes	Physical Geography 313	Geographic Information Science 314	Resource and Environmental Studies 315	Urban and Regional Planning 316	Water Studies 317	General Geography 323	General Geography with Teacher Certification 323
	Outcome 3	ALL PROGRAMS						
	QUANTITATIVE METHODS FOR GEOGRAPHERS	Students will learn to use descriptive and inferential statistical techniques to collect, classify, analyze and display data about variables distributed across the worlds physical and cultural landscapes in order to make comparisons, examine relationships and look for spatial patterns and historical trends to answer questions, solve problems and make confident, ethical decisions by providing scientific evidence supporting a particular point-of-view. Students will learn to combine the use of words, numbers and images to effectively communicate their message.						
Measures	GEO 3301							
1 (A)	Syllabi Review	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07
2 (A)	Embedded Exam Questions	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07
2 (B)	Student Project Evaluation	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07	AY 06 - 07

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes	Physical Geography 313	Geographic Information Science 314	Resource and Environmental Studies 315	Urban and Regional Planning 316	Water Studies 317	General Geography 323	General Geography with Teacher Certification 323
	Outcome 4	ALL PROGRAMS						
	GEOGRAPHIC INFORMATION SCIENCE TECHNIQUES	Students will display proficiency in at least one <i>Geographic Information Science</i> technique: <i>Geographic Information Systems (2426) (GIS)</i> , <i>Cartography (3411)</i> or <i>Remote Sensing (3416)</i> . Successful completion of project-based assignment(s) becomes part of students' professional portfolio						
Measures	GEO 2426							
1 (A)	Syllabi Review	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08
2 (A)	Embedded Exam Questions	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08	AY 07 - 08
2 (B)	Student Project Evaluation	AY 08 - 09	AY 08 - 09	AY 08 - 09	AY 08 - 09	AY 08 - 09	AY 08 - 09	AY 08 - 09
	GEO 3411							
1 (A)	Syllabi Review							
2 (A)	Embedded Exam Questions							
2 (B)	Student Project Evaluation							
	GEO 3411							
1 (A)	Syllabi Review							
2 (A)	Embedded Exam Questions							
2 (B)	Student Project Evaluation							

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes	Physical Geography 313	
	Outcome 5		Program Specific
	PHYSICAL GEOGRAPHY THEORY AND ANALYSIS		Students will learn to analyze the interaction of the Earth's energy and matter systems with the atmosphere (meteorology and climatology), hydrosphere (water studies and oceanography), biosphere (biogeography), and lithosphere (geomorphology) and synthesize an understanding of the nature of the Earth's surface, the processes responsible for the Earth's natural-physical environments and the potential hazards these physical processes create for humans.
Measures	GEO 3305		
1	Syllabi Review		
2	Embedded Exam Questions		
	GEO 3325		
1	Syllabi Review		
2	Embedded Exam Questions		
	GEO 3335		
1	Syllabi Review		
2	Embedded Exam Questions		
	GEO 3434		
1	Syllabi Review		
2	Embedded Exam Questions		
	GEO 3416		
1	Syllabi Review		
2	Embedded Exam Questions		

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes	Physical Geography 313	
	Outcome 6		Program Specific
	PHYSICAL GEOGRAPHY APPLICATION		"Students will learn to design and implement a field research project using maps and scientific methodology to acquire, analyze, and interpret data that measure changes and interactions of the atmosphere, hydrosphere, biosphere, and lithosphere in order to create a logical framework to identify patterns to answer questions and solve problems related to the Earth's physical realm.
Measures	GEO 4430		
1	Syllabi Review		AY 07 - 08
2	Student Project Evaluation		AY 07 - 08

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes		Geographic Information Science 314	
	Outcome 5	Program Specific		
	GEOGRAPHIC INFORMATION SCIENCE THEORY AND ANALYSIS	Students will acquire a working knowledge of at least one Geographic Information Science technique in addition to GIS: either or Remote Sensing or Cartography. Successful completion of project-based assignment(s) become part of students' professional portfolio.		
Measures	GEO 3411			
1	Syllabi Review			
2	Embedded Exam Questions			
	GEO 3416			
1	Syllabi Review			
2	Embedded Exam Questions			

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes		Geographic Information Science 314	
	Outcome 6	Program Specific		
	GEOGRAPHIC INFORMATION SCIENCE APPLICATION	Students will learn to work on a team to design, create and complete a client-driven GIS-based project demonstrating GIS expertise as well as professional delivery of a completed project.		
Measures	GEO 4427			
1	Syllabi Review	AY 07 - 08		
2	Student / Class Project Evaluation	AY 06 - 07 / AY 07 - 08		

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes		Resource and Environmental Studies 315	
	Outcome 5	PROGRAM SPECIFIC		
	RESOURCE AND ENVIRONMENTAL STUDIES THEORY AND ANALYSIS	From the geographic perspective and within the framework of the history of the technical and regulatory management of the natural resources and environment in the United States, students will learn to analyze the Earth's major environmental systems and controls in order to develop solutions to resource management and environmental issues while considering the major physical, legal, economic, social and ethical constraints of those solutions.		
Measures	GEO 4313			
1	Syllabi Review	AY 07 - 08		
2	Embedded Exam Questions			

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes		Resource and Environmental Studies 315	
	Outcome 6	PROGRAM SPECIFIC		
	RESOURCE AND ENVIRONMENTAL STUDIES APPLICATION	Students will learn to analyze real-world data to create and complete an environmental impact analysis project, demonstrating report-writing skills as well as topical content knowledge.		
Measures	GEO 4313			
1	Syllabi Review	AY 07 - 08		
2	Student Project Evaluation	AY 07 - 08		

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes				Urban and Regional Planning 316			
	Outcome 5	Program Specific						
	URBAN AND REGIONAL PLANNING THEORY AND ANALYSIS	From the geographic perspective and within the framework of the history of planning for economic growth and development in the United States, students will learn to analyze the resulting changes in land-use, transportation, and infrastructure as well as impacts on the natural environment with a special focus on regulatory constraints - such as zoning, sub-division and deed restrictions - on private property and the financing of public services and community amenities in order to synthesize balanced solutions to these complex issues while considering the major physical, legal, economic, social and ethical constraints of those solutions.						
Measures	GEO 3320 / 4321 / 4338							
1	Syllabi Review							
2	Embedded Exam Questions							

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes				Urban and Regional Planning 316			
	Outcome 6	Program Specific						
	URBAN AND REGIONAL PLANNING APPLICATION	Students will learn real-world skills including land-use plan technical review, reporting on field observations of the built environment, map reading and site plan interpretation, municipal code review and analysis with specific reference to zoning and subdivision ordinances and county real estate appraisal review and analysis. Students synthesize their knowledge of the processes and participants involved in the local planning process by attending, participating and reporting on a public planning meeting.						
Measures	GEO 4338							
1	Syllabi Review	AY 06 - 07 / AY 07 - 08						
2	Student Project Evaluation	AY 06 - 07 / AY 07 - 08						

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes					Water Studies 317		
	Outcome 5	Program Specific						
	Water Studies THEORY AND ANALYSIS	Students will learn to analyze the major physical processes determining the production and availability of surface and ground-water resources as well as the major controls of water quality and the means to assess and improve water quality using physical and mathematical models and other quantitative methods in order to synthesize possible solutions to managing the legal, economic and social factors that affect the availability and quality of surface and ground-water resources from a geographic perspective.						
Measures	GEO 3434 / 4314 / 4334 4325 / 4335							
1	Syllabi Review							
2	Embedded Exam Questions							

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes					Water Studies 317		
	Outcome 6	Program Specific						
	Water Studies APPLICATION	Students will learn to design and implement a field research project using maps and scientific methodology to acquire, analyze, and interpret data that measure changes and interactions of the atmosphere, hydrosphere, biosphere, and lithosphere in order to create a logical framework to identify patterns to answer questions and solve problems related to the Earth's physical realm.						
Measures	GEO 3434							
1	Syllabi Review							
2	Student Project Evaluation							

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes						General Geography 323	
	Outcome 5	Program Specific						
	GENERAL GEOGRAPHY THEORY AND ANALYSIS	Consulting with a faculty advisor early in the course of study, students will identify career or graduate school goal to be met by the General Geography concentration in order to select appropriate coursework in Geography as well as selection of minor and electives.						
Measures								
1	Advising Plan							
2	Request Degree Audit							

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes						General Geography 323	
	Outcome 6	Program Specific						
	GENERAL GEOGRAPHY APPLICATION	Students will learn to analyze and evaluate information and issues from a geographic perspective related to selected specialized career goal in order to synthesize solutions to real-world problems while considering the major physical, legal, economic, social and ethical constraints of those solutions.						
Measures								
1	GEO 4335 or GEO 4390							
2	GEO 4380							

Undergraduate Geography Program Learning Outcomes Summary

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes							General Geography with Teacher Certification 323
	Outcome 5	Program Specific						
	TEACHER CERTIFICATION THEORY AND ANALYSIS	Master geographic skills such as map-use and geographic-content, lesson-plan creation that will be important in classroom instruction.						
Measures	GEO 4340							
1	Syllabus Review							
2	Embedded Questions Student Project							

	Undergraduate GEOGRAPHY PROGRAMS Learning Outcomes							General Geography with Teacher Certification 323
	Outcome 6	Program Specific						
	TEACHER CERTIFICATION APPLICATION	Students will achieve content proficiency in order to pass the Social Studies Texas Examination of Educator Standards (TExES) upon completion of the program. Social Studies TExES.						
Measures								
1	TExES Test							
2	Student Teaching Evaluation							

Assessment Plan for Undergraduate Geography Major Programs AY 2006 / 2007

Reference: Undergraduate Program Learning Outcomes

Geography Major Program Assessment Plan Statement #1

Intended Outcome #1 - The Geographic Perspective

Students taking freshman introductory geography courses GEO 1309 Cultural Geography and GEO 1310 World Regional Geography will display proficiency in analyzing the physical and cultural realms of our world by comparing and contrasting similarities and differences of the major world regions with an emphasis on remarkable physical features and cultural specialties as well as human impacts on the natural environment in order to synthesize a value-based interpretation of the world from a geographic perspective.

Assessment Method #1 (Direct): Syllabus Review

Assessment Measure: Review course syllabi for *course topics list* for all sections to assess common course content and consistency.

Metric: "Percentage of *essential course topics list* referenced on syllabus."

Technique: Syllabus Review

Target Courses:

GEO 1310: World Regional Geography

GEO 1309: Cultural Geography

Activities:

1. Inventory and prioritize *essential course topics list* to establish base inventory. (Drs. Augustin, Brown, Day and Kimmel)
2. Create **Syllabus Content Review Checklist** from templates (**Attachment A1 <1309>** and **Attachment A2 <1310>**).
3. Course instructors complete syllabus content review checklist, just as we already do with the **Administrative Checklist (Attachment B)**.
4. Review all GEO 1310 and GEO 1309 syllabi and checklists. (Undergraduate Committee, Program Assessment Sub-Committee).

Assessment Criteria / Expected Results: All course syllabi reference at least 80% of the *essential course topics list*. (This allows for considerable instructor discretion).

Reporting: Complete **Report of Assessment Findings for Intended Outcomes (Attachment C)**.

Assessment Plan for Undergraduate Geography Major Programs
AY 2006 / 2007

Reference: Undergraduate Program Learning Outcomes (December 2006 Update)

Geography Major Program Assessment Plan Statement #2

Intended Outcome #2

Students taking geography course GEO 2410 Physical Geography will display proficiency in analyzing how the Earth works as an energy/matter system with an emphasis on the inputs of solar and internal Earth energy in order to synthesize an understanding of the Earth's atmosphere, hydrosphere, biosphere, cryosphere, and lithosphere and explain the spatial distributions of the Earth's environments and physical features from a geographic perspective. Students will learn to measure and analyze the Earth's physical processes and patterns on the landscape by developing skills such as map reading, scientific methodology, data collection / evaluation and geographic fieldwork.

Assessment Method #1 (Direct): Syllabus Review

Assessment Measure: Review course syllabi for *essential course topics list* for all sections to assess common course content and consistency.

Metric: "Percentage of *essential course topics list* referenced on syllabus."

Technique: Syllabus Review

Target Courses:

GEO 2410: Physical Geography

Activities:

1. Inventory and prioritize *essential course topics list* to establish base inventory. (Drs. Petersen, Earl, Curran and Fonstad)
2. Create **Syllabus Content Review Checklist** from templates (**Attachment A**).
3. Course instructors complete syllabus content review checklist, just as we already do with the **Administrative Checklist (Attachment B)**.
4. Review all GEO 2410 syllabi and checklists. (Undergraduate Committee, Program Assessment Sub-Committee).

Assessment Criteria / Expected Results: All course syllabi reference at least 80% of the *essential course topics list*. (This allows for considerable instructor discretion).

Reporting: Complete **Report of Assessment Findings for Intended Outcomes (Attachment C)**.

Assessment Method #2 (Direct): Course-Embedded Assessment

AY 2006/2007: One Pilot Section for GEO 2410.

Assessment Measure: Students enrolled in GEO 2410 will complete examinations in which key concepts, ideas and the geographic perspective related to Physical Geography have been embedded.

Metric: Student examination scoring on embedded questions

Technique: Locally developed examinations

Target Courses:

GEO 2410: Physical Geography

Activities:

1. Identify one pilot section for GEO 2410.
2. Work with instructor to identify appropriate embedded questions for GEO 2410. (Undergraduate Committee, Program Assessment Sub-Committee).
3. Administer examination with embedded questions.
4. **Track and report** embedded question results with data reporting form (Attachments D).

Assessment Criteria / Expected Results: At least 80 percent of students will answer each embedded examination question correctly.

Reporting: Complete **Report of Assessment Findings for Intended Outcomes** (Attachment C).

Attachment C - Report of Assessment Findings for Intended Outcome 2 (2410)

Student Learning Outcomes and Results

Year	2006-2007
College	Liberal Arts
Department	Geography
Program Name	All Majors
Program Code	All majors

For our first year of collecting data we focused on the pre-major core required courses 1309/1310 and 2410 and 3301.

This is the Report of Assessment Findings for Intended Outcome 2 (2410)

Outcome Number

2

Outcome 2 – All Geography Majors: “The Natural-Physical Environment.” Students will learn to analyze how the Earth works as an energy/matter system with an emphasis on the inputs of solar and internal Earth energy in order to synthesize an understanding of the Earth’s atmosphere, hydrosphere, biosphere, cryosphere, and lithosphere and explain the spatial distributions of the Earth’s environments and physical features from a geographic perspective. Students will learn to measure and analyze the Earth’s physical processes and patterns on the landscape by developing skills such as map reading, scientific methodology, data collection / evaluation and geographic fieldwork. Lab projects provide students an opportunity to practice working in small groups and to learn to speak intelligently about the physical aspects of our world using the lexicon of physical geography. Lab reports provide students an opportunity to practice concise, coherent writing.

Method 1

Assessment Method #1 (Indirect). Syllabus Review.

(A) Review GEO 2410: Physical Geography Lecture syllabi using Syllabus Content Checklist. Required course for all Geography Majors. Multiple sections and instructors of this course.

(B) Review GEO 2410: Physical Geography Lab syllabi using Syllabus Content Checklist. Required course for all Geography Majors. Multiple sections and instructors of this course.

Result 1

Outcome #2 / Method #1 (A) Students taking geography course GEO 2410 Physical Geography will display proficiency in analyzing how the Earth works as an energy/matter system with an emphasis on the inputs of solar and internal Earth energy in order to synthesize an understanding of the Earth's atmosphere, hydrosphere, biosphere, cryosphere, and lithosphere and explain the spatial distributions of the Earth's environments and physical features from a geographic perspective. Students will learn to measure and analyze the Earth's physical processes and patterns on the landscape by developing skills such as map reading, scientific methodology, data collection / evaluation and geographic fieldwork.

Assessment Method #1 (Direct): Syllabus Review Assessment Criteria: GEO 2410 Lecture instructors complete syllabus content review checklist Course Syllabus Review Sheet comparing to course topics list: 1) Earth Systems; 2) Earth Measurement / Earth-Sun Relationships; 3) Atmosphere / Temperature, Energy Budget; 4) Pressure / Winds / Global Circ / Moisture; 5) Climate Controls / Climate Classification; 6) World Climates / Biomes; 7) Plate Tectonics / Volcanoes / Earthquakes; 8) Weathering / Mass Wasting; 9) Rivers / Fluvial Landforms; 10) Arid / Eolian Landforms; 11) Glaciers / Glacial Landforms; 12) Biogeography; 13) Coastal Landforms; 14) Groundwater; 15) Karst Topography; 16) Soils Expected Results /

Performance Standards: All course syllabi reference at least 80% of the essential course topics list. Statement of Actual Results: Syllabi for all three sections of Geo 2410 reference at least 80% of the course topics list.

Problems Encountered (if minimum standards were not met): Minimum standards met.

Outcome #2 / Method #1 (B)

Assessment Criteria: GEO 2410 Lab instructors complete syllabus content review checklist Course Syllabus Review Sheet comparing to course topics list: 1) Topographic Maps; 2) Latitude and Longitude; 3) Earth / Sun Relationships; 4) Atmospheric Pressure and Winds; 5) Atmospheric Moisture; 6) Climate Systems; 7) Weather Analysis; 8) Soils; 9) Biogeography; 10) Fluvial Geomorphology. Expected Results / Performance Standards: All course syllabi reference at least 80% of the course topics list.

Statement of Actual Results: Syllabi for all lab sections of Geo 2410 reference at least 80% of the course topics list.

Problems Encountered (if minimum standards were not met): Minimum standards met. All topics referenced. Common lab syllabus.

Method 2

Assessment Method #2 (Direct). Course-Embedded Assessment.

(A) Locally developed examinations for GEO 2410: Physical Geography. Required course for all Geography Majors. Multiple sections and instructors of this course.

(B) Locally developed evaluation of lab projects for GEO 2410: Physical Geography. Required course for all Geography Majors. Multiple sections and instructors of this course.

Result 2

Outcome #2 / Method #2 (A) Examination of questions embedded in GEO 2410 semester examinations revealed that some students lack basic understanding of how earth/sun relationships affect weather and climate. Some students also have difficulty interpreting graphic displays of data.

Outcome #2 / Method #2 (B) AY 2007 - 2008

Action Plan

Outcome #2 / Method #1 (A) - Actions Taken such as curricular changes or improvements: None at this time. Performance standards met. Recommendations for Further Action: GEO 2410 instructors may be advised to confer on topic categories and order of delivery.

Outcome #2 / Method #1 (B) - Actions Taken such as curricular changes or improvements: None at this time. Performance standards met. Recommendations for Further Action: Continue coordinated GEO 2410 labs and syllabi.

Outcome #2 / Method #2 (A) - Actions Taken such as curricular changes or improvements: None at this time. Recommendations for Further Action: Emphasize earth/sun relationships in GEO 1310. Discuss whether or not GEO 3301 (Quantitative Methods) should be taken prior to GEO 2410.

Outcome #2 / Method #2 (B) AY 2007 - 2008

Attachment A1
Department of Geography, Texas State University – San Marcos
GEO 2410 Syllabus Content Review Checklist
Outcome #2 / Assessment Method #1

Procedure:

1. Please fill in the required information below, then check each box under the Syllabus Check List heading to verify that the criteria have been met. Sign by typing in your name at the bottom.
2. Send both this document and an electronic version of the syllabus as an attachment to Pat Hell-Jones at ph19@txstate.edu. Please name the electronic version of this checklist in this format: GEO#### Checklist and the electronic version of the syllabus as GEO#### Instructor.
3. Please submit syllabus either in .PDF format or as a Word document.

Instructor Name: _____
 Course prefix and number: GEO 2410
 Course name: Physical Geography
 Semester: _____

GEO 2410 Syllabus Content Review Checklist

1. Check all *essential course topics* that are listed or referenced on your course syllabus.

- | | |
|--|---|
| <input type="checkbox"/> Earth Systems | <input type="checkbox"/> Glaciers / Glacial Landforms |
| <input type="checkbox"/> Earth Measurement / Earth-Sun Relationships | <input type="checkbox"/> Biogeography |
| <input type="checkbox"/> Atmosphere / Temperature, Energy Budget | <input type="checkbox"/> Coastal Landforms |
| <input type="checkbox"/> Pressure / Winds / Global Circ / Moisture | <input type="checkbox"/> Groundwater |
| <input type="checkbox"/> Climate Controls / Climate Classification | <input type="checkbox"/> Karst Topography |
| <input type="checkbox"/> World Climates / Biomes | <input type="checkbox"/> Soils |
| <input type="checkbox"/> Plate Tectonics / Volcanoes / Earthquakes | <input type="checkbox"/> Topic #17 |
| <input type="checkbox"/> Weathering / Mass Wasting | <input type="checkbox"/> Topic #18 |
| <input type="checkbox"/> Rivers / Fluvial Landforms | <input type="checkbox"/> Topic #19 |
| <input type="checkbox"/> Arid / Eolian Landforms | <input type="checkbox"/> Topic #20 |

2. Name additional course topics found on your syllabus you think should be on revised *essential course topics list* for this course.

 Signature of Instructor of Record

 Date

**Attachment D (GEO 2410) - Embedded Question Tracking and Reporting Form
Outcome #2 / Assessment Method #2**

Student #	Question # 1	Question # 2	Question # 3	Question # 4	Question # 5	Question # 6	Question # 7	Question # 8	Question # 9	Question #10	Student Score
1											
2											
3											
4											
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33											
34											
35											
Percent Correct											<u>Avg.</u>

Assessment Method #2 (Direct): Course-Embedded Assessment

AY 2006/2007: One Pilot Section for each GEO 1309 and GEO 1310.

Assessment Measure: Students enrolled in GEO 1309 and GEO 1310 will complete examinations in which key concepts, ideas and the geographic perspective related to Cultural and World Regional Geography have been embedded.

Metric: Student examination scoring on embedded questions

Technique: Locally developed examinations

Target Courses:

GEO 1310: World Regional Geography

GEO 1309: Cultural Geography

Activities:

1. Identify one pilot section for each GEO 1309 and GEO 1310.
2. Work with instructors to identify appropriate embedded questions for GEO 1310 and GEO 1309. (Undergraduate Committee, Program Assessment Sub-Committee).
3. Administer examination with embedded questions.
4. **Track and report** embedded question results with data reporting form (**Attachments D1 <GEO 1309> and D2 <GEO 1310>**).

Assessment Criteria / Expected Results: At least 80 percent of students will answer each embedded examination question correctly.

Reporting: Complete **Report of Assessment Findings for Intended Outcomes (Attachment C)**.

Attachment C - Report of Assessment Findings for Intended Outcome 1 (1309/1310)
Student Learning Outcomes and Results

Year	2006-2007
College	Liberal Arts
Department	Geography
Program Name	All Majors
Program Code	All majors

For our first year of collecting data we focused on the pre-major core required courses 1309/1310 and 2410 and 3301. This is the Report of Assessment Findings for Intended Outcome 1 (1309/1310)

Outcome Number 1

Outcome 1 – All Geography Majors: “The Geographic Perspective.” Students will learn to analyze the physical and cultural realms of our world by comparing and contrasting similarities and differences of the major world regions with an emphasis on remarkable physical features and cultural specialties as well as human impacts on the natural environment including the ethical need for environmental stewardship in order to synthesize a value-based interpretation of the world from a geographic perspective and to become positive contributors to the diverse community to which we all belong.

Method 1

Assessment Method #1 (Indirect). Syllabus Review.

(A) Review GEO 1309: Cultural Geography syllabi using Syllabus Content Checklist. Required course (and/or 1310: World Regional) for all Geography Majors. Multiple sections and instructors of this course.

(B) Review GEO 1310: World Regional Geography syllabi using Syllabus Content Checklist. Required course (and/or 1309: Cultural) for all Geography Majors. Multiple sections and instructors of this course.

Result 1

Outcome #1 / Method #1 Students taking freshman introductory geography courses GEO 1309 Cultural Geography and GEO 1310 World Regional Geography will display proficiency in analyzing the physical and cultural realms of our world by comparing and contrasting similarities and differences of the major world regions with an emphasis on remarkable physical features and cultural specialties as well as human impacts on the natural environment in order to synthesize a value-based interpretation of the world from a geographic perspective.

Assessment Method #1(A) (Direct): Syllabus Review Assessment Criteria: GEO 1309 Instructors complete syllabus content review checklist Course Syllabus Review Sheet comparing to course topics list: 1) Cultural Geography Overview; 2) Cultures and Regions; 3) Population; 4) Language; 5) Religion; 6) Migration; 7) Agriculture; 8) Urbanization and Development; 9) Economic Geography; 10) Ethnic Geography; 11) Political Geography; 12) Globalization.

Assessment Method #1(B) (Direct): Syllabus Review Assessment Criteria: GEO 1310 Instructors complete syllabus content review checklist Course Syllabus Review Sheet comparing to course topics list: 1) Introduction to Physical and Cultural GEO; 2) Map and Globe Skills; 3) Earth Generalizations; 4) Population; 5) World Regions; 6) Europe; 7) Asia; 8) Latin America; 9) Africa; 10) Oceania; 11 - 20) Other Regional Breakdowns depending on instructor.

Expected Results / Performance Standards: All course syllabi reference at least 80% of the course topics list.

Statement of Actual Results Assessment Method #1(A) (GEO 1309): The Geography 1309 course topics list varied somewhat, but all contained at least 80% of the common topics. Minimum standards were met.

Statement of Actual Results Assessment Method #1(B) (GEO 1310): As Geography 1310 is essential a world regional geography course, all syllabi topics lists covered the regions of the world. Each instructors' syllabi organized the world with varied regionalization strategies. Minimum standards were met.

Assessment Method #1(A) Problems Encountered (if minimum standards were not met) (GEO 1309): Although minimum standards were met, GEO 1309 instructors may be advised to confer on topic categories and order of delivery.

Assessment Method #1(B) Problems Encountered (if minimum standards were not met) (GEO 1310): Although minimum standards were met, only one course instructor's syllabus included an Introduction to Physical and Cultural Geography, Map and Globe skills, Earth Generalizations and Population as topics prior to listing the regional examination of the Earth.

Method 2

Assessment Method #2 (Direct). Course-Embedded Assessment.

(A) Locally developed examinations for GEO 1309: Cultural Geography. Required course (and/or 1310: World Regional) for all Geography Majors. Multiple sections and instructors of this course.

(B) Locally developed examinations for GEO 1310: World Regional Geography. Required course (and/or 1309: Cultural) for all Geography Majors. Multiple sections and instructors of this course.

Result 2

Outcome #1 / Method #2 (A) (GEO 1309) Examination of questions embedded in GEO 1309 semester examinations revealed that some students lack basic understanding of human population dynamics.

Outcome #1 / Method #2 (B) (GEO 1310) AY 2007 - 2008

Action Plan

Outcome #1 / Method #1(A) - Actions Taken such as curricular changes or improvements (GEO 1309): None at this time.

Recommendations for Further Action : GEO 1309 instructors may be advised to confer on topic categories and order of delivery.

Outcome #1 / Method #1(B) - Actions Taken such as curricular changes or improvements (GEO 1310): None at this time.

Recommendations for Further Action (GEO 1310): Suggest that all GEO 1310 instructor's include: Introduction to Physical and Cultural Geography; Map and Globe skills; Earth Generalizations; and Population prior to beginning the discussion of regions of the Earth.

Outcome #1 Method #2 (A) - Actions Taken such as curricular changes or improvements (GEO 1309): None at this time.

Recommendations for Further Action : Emphasize the topic of human population dynamics.

Outcome #1 / Method #2 (B) (GEO 1310) AY 2007 - 2008

Department of Geography, Texas State University – San Marcos
GEO 1309 Syllabus Content Review Checklist
Outcome #1 / Assessment Method #1

Procedure:

1. Please fill in the required information below, then check each box under the Syllabus Check List heading to verify that the criteria have been met. Sign by typing in your name at the bottom.
2. Send both this document and an electronic version of the syllabus as an attachment to Pat Hell-Jones at ph19@txstate.edu. Please name the electronic version of this checklist in this format: GEO#### Checklist and the electronic version of the syllabus as GEO#### Instructor.
3. Please submit syllabus either in .PDF format or as a Word document.

Instructor Name: _____
Course prefix and number: **GEO 1309**
Course name: **Cultural Geography**
Semester: _____

GEO 1309 Syllabus Content Review Checklist

1. Check all course topics that are listed or referenced on your course syllabus.

- | | |
|---|--|
| <input type="checkbox"/> Cultural Geography Overview | <input type="checkbox"/> Political Geography |
| <input type="checkbox"/> Cultures and Regions | <input type="checkbox"/> Globalization |
| <input type="checkbox"/> Population | <input type="checkbox"/> Topic #13 |
| <input type="checkbox"/> Language | <input type="checkbox"/> Topic #14 |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Topic #15 |
| <input type="checkbox"/> Migration | <input type="checkbox"/> Topic #16 |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Topic #17 |
| <input type="checkbox"/> Urbanization and Development | <input type="checkbox"/> Topic #18 |
| <input type="checkbox"/> Economic Geography | <input type="checkbox"/> Topic #19 |
| <input type="checkbox"/> Ethnic Geography | <input type="checkbox"/> Topic #20 |

2. Name additional course topics found on your syllabus you think should be on revised *essential course topics list* for this course.

Signature of Instructor of Record

Date

Attachment A2
Department of Geography, Texas State University – San Marcos
GEO 1310 Syllabus Content Review Checklist
Outcome #1 / Assessment Method #1

Procedure:

1. Please fill in the required information below, then check each box under the Syllabus Check List heading to verify that the criteria have been met. Sign by typing in your name at the bottom.
2. Send both this document and an electronic version of the syllabus as an attachment to Pat Hell-Jones at ph19@txstate.edu. Please name the electronic version of this checklist in this format: GEO#### Checklist and the electronic version of the syllabus as GEO#### Instructor.
3. Please submit syllabus either in .PDF format or as a Word document.

Instructor Name: _____
Course prefix and number: GEO 1310
Course name: World Regional Geography
Semester: _____

GEO 1310 Syllabus Content Review Checklist

1. Check all *essential course topics* that are listed or referenced on your course syllabus.

- | | |
|--|--|
| <input type="checkbox"/> Introduction to Physical and Cultural GEO | <input type="checkbox"/> Other Regional Breakdowns |
| <input type="checkbox"/> Map and Globe Skills | <input type="checkbox"/> Other Regional Breakdowns |
| <input type="checkbox"/> Earth Generalizations | <input type="checkbox"/> Other Regional Breakdowns |
| <input type="checkbox"/> Population | <input type="checkbox"/> Other Regional Breakdowns |
| <input type="checkbox"/> World Regions | <input type="checkbox"/> Other Regional Breakdowns |
| <input type="checkbox"/> Europe | <input type="checkbox"/> Other Regional Breakdowns |
| <input type="checkbox"/> Asia | <input type="checkbox"/> Other Regional Breakdowns |
| <input type="checkbox"/> Latin America | <input type="checkbox"/> Other Regional Breakdowns |
| <input type="checkbox"/> Africa | <input type="checkbox"/> Other Regional Breakdowns |
| <input type="checkbox"/> Oceania | <input type="checkbox"/> Other Regional Breakdowns |

2. Name additional course topics found on your syllabus you think should be on revised *essential course topics list* for this course.

Signature of Instructor of Record

Date

Department of Geography
Texas State University – San Marcos
Faculty and Ph.D. Student Instructor Syllabus Check List
Submit before 2nd Class Day!

Procedure:

1. Please fill in the required information below, then check each box under the Syllabus Check List heading to verify that the criteria have been met. Sign by typing in your name at the bottom.
2. Send both this document and an electronic version of the syllabus as an attachment to Pat Hell-Jones at ph19@txstate.edu. Please name the electronic version of this checklist in this format: GEO#### Checklist and the electronic version of the syllabus as GEO#### Instructor.
3. Please submit syllabus either in .PDF format or as a Word document.

Instructor Name: _____
Course prefix and number: _____
Course name: _____
Semester: _____
Days/Time: _____
Location: _____

SYLLABUS CHECK LIST

COURSE INFORMATION:

- Course prefix and number
- Course title
- Day(s), time, location, and semester being taught
- Catalog description precisely as it appears in the current catalog.
- Learning Outcomes (formerly course objectives) – a statement of what students are expected to learn—should follow those developed by department.
 - Knowledge outcomes
 - Skills outcomes

INSTRUCTOR INFORMATION:

- Name
- Office number
- Phone number
- E-mail address
- Office hours
- Lab or teaching assistant information if applicable (same information items as for instructor)

MATERIALS AND POLICIES:

- Required text books and materials (author(s), title, publisher/publication date and/or edition) and where found (bookstores, reserve in library, Internet, etc.)
- Classroom & attendance policies
- Exam policies including make-up policy

- Date and time of FINAL EXAM. (calendar is at: <http://www.txstate.edu/registrar/final.htm>) . FYI, Texas State University policy: *Final examinations will be given by all faculty and taken by all students; however, when subject matter dictates inappropriateness, the chair and faculty member must concur on an alternate method of evaluation. Finals will be administered according to the published schedule. Faculty who wish to change the time of the final exam for an entire class may do so with permission from their chair, college dean, and the Vice President for Academic Affairs (Faculty Handbook, 1999, p49).*
- Instructor's grading policies such as exams/quizzes, assignments, presentations, extra credit, attendance, the time frame in which students can expect their assignments and exams to be returned, **and how final grades are calculated and assigned.**
- Brief course outline or calendar for progression of the course
- Any special requirements (computing capability, off campus experiences, etc.)
- ADA statement (<http://www.txstate.edu/effective/upps/upps-07-11-01.html>) (full statement—for reference only, too long to incorporate into syllabus). Recommended text: *Students with special needs (as documented by the Office of Disability Services) that will require compensatory arrangements must contact the instructor no later than the fourth class period to discuss specific arrangements and logistics. Students who have not already done so will be required to contact the Office of Student Disability Services located at LBJ 5-5.1 (512.245.3451). SWT is dedicated to providing these students with necessary academic adjustments and auxiliary aids to facilitate their participation and performance in the classroom.*
- Texas State University Academic Honesty Policy (<http://www.txstate.edu/effective/upps/upps-07-10-01.html>) Recommended text: *Learning and teaching take place best in an atmosphere of intellectual fair-minded openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Specific sanctions for academic dishonesty are outlined in **Texas State Student Handbook.***

Finally, this message is now required on all printed material that includes the Texas State University name: "A member of the Texas State University System"

Signature of Instructor of Record

Date

Attachment D2 (GEO 1310) - Embedded Question Tracking and Reporting System
 Data Report #1 Outcome 1 / Assessment Method #2

Student #	Question # 1	Question # 2	Question # 3	Question # 4	Question # 5	Question # 6	Question # 7	Question # 8	Question # 9	Question #10	Student Score
1											
2											
3											
4											
5											
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Percent Correct											<u>Avg.</u>

Attachment D2 (GEO 1310) - Embedded Question Tracking and Reporting System
 Data Report #1 Outcome 1 / Assessment Method #2

Student #	Question # 1	Question # 2	Question # 3	Question # 4	Question # 5	Question # 6	Question # 7	Question # 8	Question # 9	Question #10	Student Score
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34											
35											
Percent Correct											<u>Avg.</u>

Assessment Plan for Undergraduate Geography Major Programs
AY 2006 / 2007

Reference: Undergraduate Program Learning Outcomes

Geography Major Program Assessment Plan Statement #3

Intended Outcome #3

Students taking geography course GEO 3301 Quantitative Methods will display proficiency in using descriptive and inferential statistical techniques to collect, classify, analyze and display data about variables distributed across the world's physical and cultural landscapes in order to make comparisons, examine relationships and look for spatial patterns and historical trends to answer questions, solve problems and make confident decisions by providing scientific evidence supporting a particular point-of-view.

Assessment Method #1 (Direct): Syllabus Review

Assessment Measure: Review course syllabi for *course topics list* for all sections to assess common course content and consistency.

Metric: "Percentage of *course topics list* referenced on syllabus."

Technique: Syllabus Review

Target Courses:

GEO 3301: Quantitative Methods

Activities:

1. Inventory and prioritize *course topics list* to establish base inventory. (Dr. Macey and Mr. Carter)
2. Create **Syllabus Content Review Checklist** from templates (**Attachment A**).
3. Course instructors complete syllabus content review checklist, just as we already do with the **Administrative Checklist (Attachment B)**.
4. Review all GEO 3301 syllabi and checklists. (Undergraduate Committee, Program Assessment Sub-Committee).

Assessment Criteria / Expected Results: All course syllabi reference at least 80% of the *course topics list*. (This allows for considerable instructor discretion).

Reporting: Complete **Report of Assessment Findings for Intended Outcomes (Attachment C)**.

Assessment Method #2 (Direct): Course-Embedded Assessment

AY 2006/2007: One Pilot Section for GEO 3301.

Assessment Measure: Students enrolled in GEO 3301 will complete examinations in which key concepts, ideas and the geographic perspective related to Quantitative Methods have been embedded.

Metric: Student examination scoring on embedded questions

Technique: Locally developed examinations

Target Courses:

GEO 3301: Quantitative Methods

Activities:

1. Identify one pilot section for GEO 3301.
2. Work with instructor to identify appropriate embedded questions for GEO 3301. (Undergraduate Committee, Program Assessment Sub-Committee).
3. Administer examination with embedded questions.
4. **Track and report** embedded question results with data reporting form (Attachments D).

Assessment Criteria / Expected Results: At least 80 percent of students will answer each embedded examination question correctly.

Reporting: Complete **Report of Assessment Findings for Intended Outcomes** (Attachment C).

Attachment C - Report of Assessment Findings for Intended Outcome3 (3301)
Student Learning Outcomes and Results

Year	2006-2007
College	Liberal Arts
Department	Geography
Program Name	All Majors
Program Code	All majors

For our first year of collecting data we focused on the pre-major core required courses 1309/1310 and 2410 and 3301.
This is the Report of Assessment Findings for Intended Outcome 3 (3301)

Outcome Number **3**

Outcome 3 – All Geography Majors: “Quantitative Methods for Geography.” Students will learn to use descriptive and inferential statistical techniques to collect, classify, analyze and display data about variables distributed across the worlds physical and cultural landscapes in order to make comparisons, examine relationships and look for spatial patterns and historical trends to answer questions, solve problems and make confident, ethical decisions by providing scientific evidence supporting a particular point-of-view. Students will learn to combine the use of words, numbers and images to effectively communicate their message.

Method 1

Assessment Method #1 (Indirect). Syllabus Review.

Review GEO 3301: Quantitative Methods syllabi using Syllabus Content Checklist. Required course for all Geography Majors. Multiple sections and instructors of this course.

Result 1

Outcome #3 / Method #1 Students taking geography course GEO 3301 Quantitative Methods will display proficiency in using descriptive and inferential statistical techniques to collect, classify, analyze and display data about variables distributed across the world's physical and cultural landscapes in order to make comparisons, examine relationships and look for spatial patterns and historical trends to answer questions, solve problems and make confident decisions by providing scientific evidence supporting a particular point-of-view.

Assessment Method #1 (Direct): Syllabus Review Assessment Criteria: GEO 3301 Instructors complete syllabus content review checklist Course Syllabus Review Sheet comparing to course topics list: 1) The Nature of Inquiry; 2) Data Collection Methods; 3) Data Measurement; 4) Data Organization and Classification; 5) Measures of Central Tendency; 6) Measures of Dispersion; 7) Data Visualization; 8) Correlation; 9) Linear Regression; 10) Spatial Statistics; 11) Probability and Probability Distributions; 12) Sampling a Population; 13) Z and t Scores; 14) Point and Interval Estimation (Confidence Intervals); 15) Difference of Means Test; 16) Hypothesis Testing; 17) Difference of Means Test; 18) ANOVA; 19) Chi-square; 20) Use of statistical Software (Excel / SPSS).

Expected Results / Performance Standards: All course syllabi reference at least 80% of the course topics list.

Statement of Actual Results: Syllabi for all three sections of Geo 3301 reference at least 80% of the course topics list.

Problems Encountered (if minimum standards were not met): Although performance standards were met, two of the course syllabi did not reference visualization of data or spatial statistics, possibly a problem with the textbook used for these two sections.

Method 2

Assessment Method #2 (Direct). Course-Embedded Assessment.

(A) Locally developed examinations for GEO 3301: Quantitative Methods. Required course for all Geography Majors. Multiple sections and instructors of this course.

(B) Locally developed evaluation of out-of-class project assignments for GEO 3301: Quantitative Methods. Required course for all Geography Majors. Multiple sections and instructors of this course.

Result 2

Outcome #3 / Method #2 (A) Examination of questions embedded in GEO 3301 semester examinations revealed that some students lack basic math problem-solving skills as well as a firm grasp on the importance of classification intervals.

Outcome #3 / Method #2 (B) Examination (by rubric) of locally developed evaluation of out-of-class project “Creating Your Own Descriptive Statistics Poster” assignment for GEO 3301 revealed that some students had a difficult time: 1) developing questions on their own; 2) using in the internet to identify and utilized credible data sources; 3) proper citation of data sources; 4) formatting and proofing their final output.

Action Plan

Outcome #3 / Method #1 - Actions Taken such as curricular changes or improvements: None at this time. Performance standards met. Recommendations for Further Action: Discuss visualization of data and spatial statistics and handout materials for future Geo 3301 instructors to insure these topics are covered regardless of textbook. Recommend textbook which includes visualization of data and spatial statistics and / or common handout for introducing spatial statistics.

Outcome #3 / Method #2 (A) - Actions Taken such as curricular changes or improvements: Make College Algebra a required prerequisite to taking GEO 3301. (Effective fall 2007) Recommendations for Further Action: Continue to measure student basic math problem-solving skills as future GEO 3301 students will have taken College Algebra prior to GEO 3301.

Outcome #3 / Method #2 (B) - Actions Taken such as curricular changes or improvements: None. Recommendations for Further Action: Emphasize strategies to help students with the following: 1) developing questions on their own; 2) using in the internet to identify and utilized credible data sources; 3) proper citation of data sources; 4) formatting and proofing their final output.

Department of Geography, Texas State University – San Marcos
GEO 3301 Syllabus Content Review Checklist
Outcome #3 / Assessment Method #1 – Syllabus Review

Procedure:

1. Please fill in the required information below, then check each box under the Syllabus Check List heading to verify that the criteria have been met. Sign by typing in your name at the bottom.
2. Send both this document and an electronic version of the syllabus as an attachment to Pat Hell-Jones at ph19@txstate.edu. Please name the electronic version of this checklist in this format: GEO 3301 Checklist and the electronic version of the syllabus as GEO 3301 Instructor.
3. Please submit syllabus either in .PDF format or as a Word document.

Instructor Name: _____
Course prefix and number: GEO 3301
Course name: Quantitative Methods
Semester: Spring 2007

GEO 3301 Syllabus Content Review Checklist

1. Check all *course topics* that are listed or referenced on your course syllabus.

- | | |
|---|---|
| <input type="checkbox"/> The Nature of Inquiry | <input type="checkbox"/> Probability and Probability Distributions |
| <input type="checkbox"/> Data Collection Methods | <input type="checkbox"/> Sampling a Population |
| <input type="checkbox"/> Data Measurement | <input type="checkbox"/> Z and t Scores |
| <input type="checkbox"/> Data Organization and Classification | <input type="checkbox"/> Point and Interval Estimation (Conf Intervals) |
| <input type="checkbox"/> Measures of Central Tendency | <input type="checkbox"/> Difference of Means Test |
| <input type="checkbox"/> Measures of Dispersion | <input type="checkbox"/> Hypothesis Testing |
| <input type="checkbox"/> Data Visualization | <input type="checkbox"/> Difference of Means Test |
| <input type="checkbox"/> Correlation | <input type="checkbox"/> ANOVA |
| <input type="checkbox"/> Linear Regression | <input type="checkbox"/> Chi-square |
| <input type="checkbox"/> Spatial Statistics | <input type="checkbox"/> Use of statistical Software (Excel / SPSS) |

2. Name additional course topics found on your syllabus you think should be on revised *course topics list* for this course.

Signature of Instructor of Record

Date

**Attachment D (GEO 3301) - Embedded Question Tracking and Reporting Form
Outcome #3 / Assessment Method #2**

Student #	Question # 1	Question # 2	Question # 3	Question # 4	Question # 5	Question # 6	Question # 7	Question # 8	Question # 9	Question #10	Student Score
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											
31											
32											
33											
34											
35											
Percent Correct											<u>Avg.</u>

Appendix II.C.1.b.1

Texas State University-San Marcos Student Learning Outcomes and Methods

Year	2007-2008
College	Liberal Arts
Department	Geography
Program Name	Geography (MAGeo)
Program Code	312G MAGeo
Contact	Dr. David Butler, Graduate Coordinator

Mission Statement

The Master of Applied Geography (MAGeo) degree is designed to prepare students to use their skills and background knowledge to solve real-world problems with geographic dimensions. Students will be educated in the process of applied research in a spatial context culminating in the completion of a directed research project.

Outcome Number **1**

Students will demonstrate an understanding of the current research and breadth of geography, as well as more in depth knowledge in their specialty area.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5309 Geographical Analysis.

Method 2

(Direct) Comprehensive Exam. Review of individual student performance on the required Master's-level oral comprehensive exam.

Outcome Number**2**

Students will demonstrate an understanding of basic spatial statistics and multivariate quantitative and analytical methods and other appropriate tools for spatial analysis.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5301 Multivariate Quantitative Methods.

Method 2

(Direct) Comprehensive Exam. Review of individual student performance on the required Master's-level oral comprehensive exam, with emphasis on quantitative methods and other technical tools relevant to the student's intended research area.

Outcome Number**3**

Students will demonstrate an understanding of the components of research design including problem definition, theory, literature review, methodology, and analysis.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5300 Applied Research Design and Techniques.

Method 2

(Direct) Directed Research Project. Overview of MAG directed research projects completed in the program as well as review of the quality of individual student directed research projects.

Outcome Number**4**

Students will demonstrate significant ability to conduct and present results of projects including appropriate writing and oral presentation skills.

Method 1

(Direct) Review of student presentations during oral comprehensive exams or at professional conferences.

Method 2

(Direct) Directed Research Project. Overview of MAG directed research projects completed in the program as well as review of the quality of individual student directed research projects.

Outcome Number**5**

Students will be prepared to apply their skills in professional careers.

Method 1

(Direct) Assessment of student assistantship duties including review of student teaching evaluations, peer teaching evaluations, and mentor evaluations of research duties.

Method 2

(Indirect) Post-graduate placement in professional employment. Ongoing tabulation of MAG graduates' placement in professional employment or continuing education upon degree completion.

Texas State University-San Marcos
Student Learning Outcomes and Methods

Year	2007-2008
College	Liberal Arts
Department	Geography
Program Name	Geographic Information Science (MAGeo)
Program Code	314G MAGeo
Contact	Dr. David Butler, Graduate Coordinator

Mission Statement

The Master of Applied Geography (MAGeo) degree in geographic information science (GIScience) is designed to prepare students to use their skills and background knowledge to solve real-world problems with geographic dimensions using the technical tools of GIScience. Students will be educated in the process of applied research in a spatial context culminating in the completion of a directed research project.

Outcome Number **1**

Students will demonstrate an understanding of the current research and breadth of geography, as well as more in depth knowledge of the nature of geographic information science technologies.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5309 Geographical Analysis.

Method 2

(Direct) Comprehensive Exam. Review of individual student performance on the required Master's-level oral comprehensive exam.

Outcome Number**2**

Students will demonstrate an understanding of basic spatial statistics and multivariate quantitative methods, and demonstrate expertise in the technical aspects of geographic information science tools.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5301 Multivariate Quantitative Methods.

Method 2

(Direct) Comprehensive Exam. Review of individual student performance on the required Master's-level oral comprehensive exam, with emphasis on quantitative methods and the technical tools of geographic information science.

Outcome Number**3**

Students will demonstrate an understanding of the components of research design including problem definition, theory, literature review, methodology, and analysis.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5300 Applied Research Design and Techniques.

Method 2

(Direct) Directed Research Project. Overview of MAG directed research projects completed in the program as well as review of the quality of individual student directed research projects.

Outcome Number**4**

Students will demonstrate significant ability to conduct and present results of projects including appropriate writing and oral presentation skills, and the ability to work together on group projects.

Method 1

(Direct) Review of student presentations during oral comprehensive exams or at professional conferences or on group projects in a course such as GEO 5419 Geographic Information Systems II.

Method 2

(Direct) Directed Research Project. Overview of MAG directed research projects completed in the program as well as review of the quality of individual student directed research projects.

Outcome Number**5**

Students will be prepared to apply their skills in professional careers.

Method 1

(Direct) Assessment of student assistantship duties including review of student teaching evaluations, peer teaching evaluations, and mentor evaluations of research duties.

Method 2

(Indirect) Post-graduate placement in professional employment. Ongoing tabulation of MAG graduates' placement in professional employment or continuing education upon degree completion.

Texas State University-San Marcos
Student Learning Outcomes and Methods

Year 2007-2008
College Liberal Arts
Department Geography
Program Name Resource and Environmental Studies
(MAGeo)
Program Code 315G MAGeo
Contact Dr. David Butler, Graduate Coordinator

Mission Statement

The Master of Applied Geography (MAGeo) degree in resource and environmental studies is designed to prepare students to use their skills and background knowledge to solve real-world problems with geographic dimensions within environmental geography. Students will be educated in the process of applied research in a spatial context culminating in the completion of a directed research project.

Outcome Number 1

Students will demonstrate an understanding of the current research and breadth of geography, as well as more in depth knowledge of environmental geography.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5309 Geographical Analysis.

Method 2

(Direct) Comprehensive Exam. Review of individual student performance on the required Master's-level oral comprehensive exam.

Outcome Number**2**

Students will demonstrate an understanding of basic spatial statistics and multivariate quantitative and analytical methods and other appropriate tools for spatial analysis.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5301 Multivariate Quantitative Methods.

Method 2

(Direct) Comprehensive Exam. Review of individual student performance on the required Master's-level oral comprehensive exam, with emphasis on quantitative methods and other technical tools relevant to the student's intended research area.

Outcome Number**3**

Students will demonstrate an understanding of the components of research design including problem definition, theory, literature review, methodology, and analysis.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5300 Applied Research Design and Techniques.

Method 2

(Direct) Directed Research Project. Overview of MAG directed research projects completed in the program as well as review of the quality of individual student directed research projects.

Outcome Number**4**

Students will demonstrate significant ability to conduct and present results of projects including appropriate writing and oral presentation skills.

Method 1

(Direct) Review of student presentations during oral comprehensive exams or at professional conferences.

Method 2

(Direct) Directed Research Project. Overview of MAG directed research projects completed in the program as well as review of the quality of individual student directed research projects.

Outcome Number**5**

Students will be prepared to apply their skills in professional careers.

Method 1

(Direct) Assessment of student assistantship duties including review of student teaching evaluations, peer teaching evaluations, and mentor evaluations of research duties.

Method 2

(Indirect) Post-graduate placement in professional employment. Ongoing tabulation of MAG graduates' placement in professional employment or continuing education upon degree completion.

Texas State University-San Marcos
Student Learning Outcomes and Methods

Year 2007-2008
College Liberal Arts
Department Geography
Program Name Geography (MS)
Program Code 312.30G MS
Contact Dr. David Butler, Graduate Coordinator

Mission Statement

The Master of Science degree in Geography is designed to provide students with exposure to geographic theory and research at the pre-doctoral level. Students will be educated in the process of geographic research culminating in the completion of original research in the form of a MS thesis.

Outcome Number 1

Students will demonstrate an understanding of the current research and breadth of geography, as well as more in depth knowledge in their specialty area.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5309 Geographical Analysis.

Method 2

(Direct) Comprehensive Exam. Review of individual student performance on the required Master's-level oral comprehensive exam.

Outcome Number**2**

Students will demonstrate an understanding of basic spatial statistics and multivariate quantitative and analytical methods and other appropriate tools for spatial analysis.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 5301 Multivariate Quantitative Methods.

Method 2

(Direct) Comprehensive Exam. Review of individual student performance on the required Master's-level oral comprehensive exam, with emphasis on quantitative methods and other technical tools relevant to the student's intended research area.

Outcome Number**3**

Students will demonstrate an understanding of the components of research design including problem definition, theory, literature review, methodology, and analysis.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 7300 Advanced Geographic Research Design.

Method 2

(Direct) Thesis. Overview of MS theses completed in the program as well as review of the quality of individual student theses.

Outcome Number

4

Students will demonstrate significant research and writing expertise resulting in a meaningful scholarly contribution.

Method 1

(Direct) Review of student presentations at professional conferences, and student authored or co-authored publications.

Method 2

(Direct) Thesis. Overview of MS theses completed in the program as well as review of the quality of individual student theses.

Outcome Number

5

Students will be prepared for professional careers or to pursue doctoral-level studies.

Method 1

(Direct) Assessment of student assistantship duties including review of student teaching evaluations, peer teaching evaluations, and mentor evaluations of research duties.

Method 2

(Indirect) Post-graduate placement in doctoral programs or professional employment. Ongoing tabulation of MS graduates' placement in doctoral programs or professional employment upon degree completion.

Texas State University-San Marcos
Student Learning Outcomes and Methods

Year	2007-2008
College	Liberal Arts
Department	Geography
Program Name	Geography (PhD)
Program Code	317G PhD
Contact	Dr. David Butler, Graduate Coordinator

Mission Statement

The doctoral degree in Geography is designed to provide depth and breadth of knowledge in geographic theory and research methods resulting in the completion of significant original research in the form of a PhD dissertation. Students will be educated in the process of geographic research, the development of new knowledge, and the application of research and knowledge to solve problems with spatial dimensions.

Outcome Number **1**

Students will demonstrate understanding of the historical development of geographical thought, and the major current philosophical and theoretical debates in geography.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 7302 Nature and Philosophy of Geography.

Method 2

(Direct) Comprehensive Exam. Review of individual student performance on the required written and oral comprehensive exams, as related to the historical development of geographical thought, and the major current philosophical and theoretical debates in geography.

Outcome Number**2**

Students will demonstrate an understanding of the development of a theoretically meaningful geographic research problem and the components of a research proposal.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 7300 Advanced Geographic Research Design.

Method 2

(Direct) Dissertation Proposal. Review of individual student performance on the required written and oral dissertation proposal.

Outcome Number**3**

Students will demonstrate competency in the use of technical tools for geographic research including quantitative methods and other appropriate tools for spatial analysis.

Method 1

(Direct) Course-embedded Assessment. Locally developed review and evaluation of student performance in the required core course GEO 7301 Advanced Quantitative Methods in Geography, and in the selected skills course (one of: GEO 7415 Geographic Applications of Remote Sensing , 7417 Geographic Information Systems I, 7418 Techniques and Methods in Geographic Information Science, 7430 Field Methods or 7447 Spatial Graphics in Geographic Education). Particular emphasis will be placed on major term projects for the latter courses.

Method 2

(Direct) Comprehensive Exam. Review of individual student performance on the required written and oral comprehensive exams, as related to the use of technical tools for geographic research.

Outcome Number**4**

Students will demonstrate significant research and writing expertise resulting in meaningful scholarly contributions.

Method 1

(Direct) Review of student presentations at professional conferences, and student authored or co-authored publications.

Method 2

(Direct) Dissertation. Overview of dissertations completed in the program as well as review of the quality of individual student dissertations.

Outcome Number**5**

Students will be prepared for advanced-level careers in academia, with governmental research organizations, or within the private sector.

Method 1

(Direct) Assessment of student assistantship duties including review of student teaching evaluations, peer teaching evaluations, and mentor evaluations of research duties.

Method 2

(Indirect) Post-graduate job placement. Ongoing tabulation of doctoral graduates' job placement upon degree completion and thereafter.

Department of Geography
Learning Outcomes Data Sheet

MAG-MS Outcomes

Form MAG-MS 1.1

To be completed by the instructor for GEO 5309 at the end of the semester.

Outcome 1: Students will demonstrate an understanding of the current research and breadth of geography, as well as more in depth knowledge in their specialty area.

Method 1: Locally developed review and evaluation of student performance in the required core course GEO 5309 Geographical Analysis.

Semester: _____ **Instructor:** _____ **(initial here: _____)**

Instructions to instructor: Categorize the number of students, in terms of performance, with respect to the above outcome.

1

of students with minimal understanding and performance

2

of students with acceptable understanding and performance

3

of students with superior understanding and performance

4

of students with exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

MAG-MS Outcomes

Form MAG-MS 1.2

To be completed by the student's advisor immediately after the comprehensive exams (same time as Form MAG-MS 2.2).

Outcome 1: Students will demonstrate an understanding of the current research and breadth of geography, as well as more in depth knowledge in their specialty area.

Method 2: Review of individual student performance on the required Master's-level oral comprehensive exam.

Date: _____ **Student:** _____ **Professor:** _____ (initial here: _____)

Program (check one): ___ MAG-general; ___ MAG-geo-ed; ___ MAG-RE; ___ MAG-GISc; ___ MAG-LADM; ___ MS

Instructions to professor: Categorize the performance of this student with respect to the above outcome.

1

2

3

4

minimal understanding and performance

acceptable understanding and performance

superior understanding and performance

exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

MAG-MS Outcomes

Form MAG-MS 2.1

To be completed by the instructor for GEO 5301 at the end of the semester.

Outcome 2: Students will demonstrate an understanding of basic spatial statistics and multivariate quantitative and analytical methods and other appropriate tools for spatial analysis.

Method 1: Locally developed review and evaluation of student performance in the required core course GEO 5301 Multivariate Quantitative Methods.

Semester: _____ **Instructor:** _____ **(initial here: _____)**

Instructions to instructor: Categorize the number of students, in terms of performance, with respect to the above outcome.

_____	_____	_____	_____
1	2	3	4
# of students with minimal understanding and performance	# of students with acceptable understanding and performance	# of students with superior understanding and performance	# of students with exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

MAG-MS Outcomes

Form MAG-MS 2.2

To be completed by the student's advisor immediately after the comprehensive exams (same time as Form MAG-MS 1.2).

Outcome 2: Students will demonstrate an understanding of basic spatial statistics and multivariate quantitative and analytical methods and other appropriate tools for spatial analysis.

Method 2: Review of individual student performance on the required Master's-level oral comprehensive exam, with emphasis on quantitative methods and other technical tools relevant to the student's intended research area.

Date: _____ **Student:** _____ **Professor:** _____ (initial here: _____)

Program (check one): ___ MAG-general; ___ MAG-geo-ed; ___ MAG-RE; ___ MAG-GISc; ___ MAG-LADM; ___ MS

Instructions to professor: Categorize the performance of this student with respect to the above outcome.

1

2

3

4

minimal understanding and performance

acceptable understanding and performance

superior understanding and performance

exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

MAG Outcomes

Form MAG 3.1

To be completed by the instructor for GEO 5300 at the end of the semester.

Outcome 3: Students will demonstrate an understanding of the components of research design including problem definition, theory, literature review, methodology, and analysis.

Method 1: Locally developed review and evaluation of student performance in the required core course GEO 5300 Applied Research Design and Techniques.

Semester: _____ **Instructor:** _____ **(initial here: _____)**

Instructions to instructor: Categorize the number of students, in terms of performance, with respect to the above outcome.

_____	_____	_____	_____
1	2	3	4
# of students with minimal understanding and performance	# of students with acceptable understanding and performance	# of students with superior understanding and performance	# of students with exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

MS Outcomes

Form MS 3.1

To be completed by the instructor for GEO 7300 at the end of the semester.

Outcome 3: Students will demonstrate an understanding of the components of research design including problem definition, theory, literature review, methodology, and analysis.

Method 1: Locally developed review and evaluation of student performance in the required core course GEO 7300 Advanced Geographic Research Design.

Semester: _____ **Instructor:** _____ **(initial here: _____)**

Instructions to instructor: Categorize the number of students (MS only), in terms of performance, with respect to the above outcome.

_____	_____	_____	_____
1	2	3	4
# of students with minimal understanding and performance	# of students with acceptable understanding and performance	# of students with superior understanding and performance	# of students with exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

MAG Outcomes

Form MAG 3.2

To be completed by the student's advisor immediately after completion of directed research project (same time as Form MAG 4.2).

Outcome 3: Students will demonstrate an understanding of the components of research design including problem definition, theory, literature review, methodology, and analysis.

Method 2: Directed Research Project. Assessment of the quality of an individual student's directed research project with respect to this outcome.

Date: _____ **Student:** _____ **Professor:** _____ (initial here: _____)

Program (check one): ___ **MAG-general;** ___ **MAG-geo-ed;** ___ **MAG-RE;** ___ **MAG-GISc;** ___ **MAG-LADM**

Instructions to professor: Categorize the quality of this student's directed research project with respect to this outcome.

1

marginally acceptable
research project

2

a solid very acceptable
research project

3

superior research project
indicative of a student who
should do well in a PhD
program

4

excellent research project
(potentially publishable
paper); student will do well
in a PhD program

Department of Geography
Learning Outcomes Data Sheet

MS Outcomes

Form MS 3.2

To be completed by the student's advisor immediately after completion of the final thesis (same time as Form MS 4.2).

Outcome 3: Students will demonstrate an understanding of the components of research design including problem definition, theory, literature review, methodology, and analysis.

Method 2: Thesis. Assessment of the quality of an individual student's thesis with respect to this outcome.

Date: _____ **Student:** _____ **Professor:** _____ (initial here: _____)

Instructions to professor: Categorize the quality of this student's directed research project with respect to this outcome.

_____	_____	_____	_____
1	2	3	4
marginally acceptable thesis	a solid very acceptable thesis	superior thesis indicative of a student who should do well in a PhD program	excellent thesis (with a potentially publishable paper); student will do well in a PhD program

Department of Geography
Learning Outcomes Data Sheet

MAG Outcomes

Form MAG 4.2

To be completed by the student's advisor immediately after completion of directed research project (same time as Form MAG 3.2).

Outcome 4: Students will demonstrate significant ability to conduct and present results of projects including appropriate writing and oral presentation skills.

Method 2: Directed Research Project. Assessment of the quality of an individual student's directed research project with respect to this outcome and overview of MAG directed research projects completed in the program.

Date: _____ **Student:** _____ **Professor:** _____ (initial here: _____)

Program (check one): ___ **MAG-general;** ___ **MAG-geo-ed;** ___ **MAG-RE;** ___ **MAG-GISc;** ___ **MAG-LADM**

Instructions to professor: Categorize the quality of this student's directed research project with respect to this outcome.

_____	_____	_____	_____
1	2	3	4
marginally acceptable research project	a solid very acceptable research project	superior research project indicative of a student who should do well in a PhD program	excellent research project (potentially publishable paper); student will do well in a PhD program

Department of Geography
Learning Outcomes Data Sheet

MS Outcomes

Form MS 4.2

To be completed by the student's advisor immediately after completion of the final thesis (same time as Form MS 3.2).

Outcome 3: Students will demonstrate significant research and writing expertise resulting in a meaningful scholarly contribution.

Method 2: Thesis. Assessment of the quality of an individual student's thesis with respect to this outcome and overview of MS theses completed in the program.

Date: _____ **Student:** _____ **Professor:** _____ (initial here: _____)

Instructions to professor: Categorize the quality of this student's directed research project with respect to this outcome.

1

marginally acceptable
thesis

2

a solid very acceptable
thesis

3

superior thesis indicative of
a student who should do
well in a PhD program

4

excellent thesis (with a
potentially publishable
paper); student will do well
in a PhD program

Department of Geography
Learning Outcomes Data Sheet

PhD Outcomes

Form PhD 1.1

To be completed by the instructor for GEO 7302 at the end of the semester.

Outcome 1: Students will demonstrate understanding of the historical development of geographical thought, and the major current philosophical and theoretical debates in geography.

Method 1: Locally developed review and evaluation of student performance in the required core course GEO 7302 Nature and Philosophy of Geography.

Semester: _____ **Instructor:** _____ **(initial here: _____)**

Instructions to instructor: Categorize the number of students, in terms of performance, with respect to the above outcome.

_____	_____	_____	_____
1	2	3	4
# of students with minimal understanding and performance	# of students with acceptable understanding and performance	# of students with superior understanding and performance	# of students with exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

PhD Outcomes

Form PhD 1.2

To be completed by the student's advisor immediately after completion of the comprehensive exams (same time as Form PhD 3.2).

Outcome 1: Students will demonstrate understanding of the historical development of geographical thought, and the major current philosophical and theoretical debates in geography.

Method 2: Review of individual student performance on the required written and oral comprehensive exams, as related to the historical development of geographical thought, and the major current philosophical and theoretical debates in geography.

Date: _____ **Student:** _____ **Professor:** _____ (initial here: _____)

Program (check one): ___ **Environmental;** ___ **Geographic Education:** ___ **GIScience**

Instructions to professor: Categorize the performance of this student with respect to the above outcome.

1

minimal understanding and performance

2

acceptable understanding and performance

3

superior understanding and performance

4

exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

PhD Outcomes

Form PhD 2.1

To be completed by the instructor for GEO 7300 at the end of the semester.

Outcome 2: Students will demonstrate an understanding of the development of a theoretically meaningful geography or geographic education research problem and the components of a research proposal.

Method 1: Locally developed review and evaluation of student performance in the required core course GEO 7300 Advanced Geographic Research Design.

Semester: _____ **Instructor:** _____ **(initial here: _____)**

Instructions to instructor: Categorize the number of students (doctoral only), in terms of performance, with respect to the above outcome.

1

of students with minimal understanding and performance

2

of students with acceptable understanding and performance

3

of students with superior understanding and performance

4

of students with exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

PhD Outcomes

Form PhD 2.2

To be completed by the student's advisor immediately after completion of the dissertation proposal.

Outcome 2: Students will demonstrate an understanding of the development of a theoretically meaningful geography or geographic education research problem and the components of a research proposal.

Method 2: Review of individual student performance on the required written and oral dissertation proposal.

Date: _____ **Student:** _____ **Professor:** _____ (initial here: _____)

Program (check one): ___ **Environmental;** ___ **Geographic Education:** ___ **GIScience**

Instructions to professor: Categorize the performance of this student with respect to the above outcome.

1

2

3

4

minimal understanding and performance

acceptable understanding and performance

superior understanding and performance

exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

PhD Outcomes

Form PhD 3.1

To be completed by the instructor for GEO 7301 at the end of the semester.

Outcome 3: Students will demonstrate competency in the use of technical tools for geographic research including quantitative methods and other appropriate tools for spatial analysis.

Method 1: Locally developed review and evaluation of student performance in the required core course GEO 7301 Advanced Quantitative Methods in Geography.

Semester: _____ **Instructor:** _____ **(initial here: _____)**

Instructions to instructor: Categorize the number of students, in terms of performance, with respect to the above outcome.

_____	_____	_____	_____
1	2	3	4
# of students with minimal understanding and performance	# of students with acceptable understanding and performance	# of students with superior understanding and performance	# of students with exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

PhD Outcomes

Form PhD 3.2

To be completed by the student's advisor immediately after completion of the comprehensive exams (same time as Form PhD 1.2).

Outcome 3: Students will demonstrate competency in the use of technical tools for geographic research including quantitative methods and other appropriate tools for spatial analysis.

Method 2: Review of individual student performance on the required written and oral comprehensive exams, as related to the use of technical tools for geographic research.

Date: _____ **Student:** _____ **Professor:** _____ (initial here: _____)

Program (check one): ___ **Environmental;** ___ **Geographic Education:** ___ **GIScience**

Instructions to professor: Categorize the performance of this student with respect to the above outcome.

1

2

3

4

minimal understanding and performance

acceptable understanding and performance

superior understanding and performance

exceptional understanding and performance

Department of Geography
Learning Outcomes Data Sheet

PhD Outcomes

Form PhD 4.2

To be completed by the doctoral dissertation advisor immediately after completion of the final dissertation.

Outcome 4: Students will demonstrate significant research and writing expertise resulting in meaningful scholarly contributions.

Method 2: Dissertation. Overview of dissertations completed in the program as well as review of the quality of individual student dissertations.

Date: _____ **Student:** _____ **Professor:** _____ (initial here: _____)

Program (check one): ___ **Environmental;** ___ **Geographic Education:** ___ **GIScience**

Instructions to professor: Categorize the quality of this student's dissertation with respect to this outcome.

1

marginally acceptable
dissertation

2

solid dissertation which
may result in a respectable
refereed publication

3

superior dissertation which
will definitely result in at
least one refereed
publication

4

potentially award winning
dissertation which should
result in multiple refereed
publications

Appendix II.C.2.a.1

**Ph.D. Degrees Awarded
Department of Geography
Texas State University-San Marcos**

Year	Semester	Last Name	First Name	Concentration	Advisor	Last Known Position
2000	Spring	DeChano	Lisa	Environmental	Butler	Associate Professor, Western Michigan University
2000	Spring	Votteler	Todd	Environmental	Moore	Director of Policy, Guadalupe- Blanco River Authority
2000	Fall	Zhou	Xinnong	Environmental	Zhan	Software Engineer, ESRI, Redlands, CA
2001	Summer	Reed	Gregory	Geo Ed	Shelley	Instructor, Shasta Community College
2001	Summer	Lash	Jeffrey	Geo Ed	Stea	Assistant Professor, Univ of Houston-Clear Lake
2001	Fall	Sutton	Paul	Environmental	Day	Research Statistician, National Center for Health Services, Washington, DC
2001	Fall	Hagelman	Ron	Environmental	Tiefenbacher	Assistant Professor, Texas State University
2002	Spring	Skadberg	Andrew	Environmental	Kimmel	Chief Knowledge Officer, AdventGX, Inc.
2002	Spring	Bean	Lydia	Environmental	Shelley	Assistant Professor, Southern Illinois University- Edwardsville
2002	Spring	Monfredo	William	Environmental	Tiefenbacher	Assistant Professor, University of New Orleans
2002	Spring	Skadberg	Yongxia	Environmental	Kimmel	River Systems Institute, Texas State University
2002	Summer	Prosperie	Linda	Environmental	Eyton	Research Scientist, University of Texas Space Science Center
2003	Fall	Nagel	Paul	Geo Ed	Stea	Assistant Professor, Northwestern State University (LA)
2004	Spring	Resler	Lynn	Environmental	Butler	Assistant Professor, Virginia Polytechnic Institute and State University
2004	Summer	Wilkerson	Forrest	Environmental	Butler	Assistant Professor, Minnesota State University
2004	Fall	Schmid	Ginger	Environmental	Butler	Adjunct Instructor, Minnesota State University
2004	Fall	Herbert	Jonathan	Environmental	Dixon	Assistant Professor, Jacksonville State University
2005	Spring	Gillespie	Carol	Geo Ed	Stea	Teacher, Wewickley Academy
2005	Fall	Rutherford	David	Geo Ed	Boehm	Assistant Professor, Univ of Mississippi

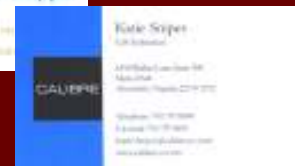
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Department of Geography
Texas State University-San Marcos**

Year	Semester	Last Name	First Name	Concentration	Advisor	Last Known Position
2006	Spring	Akiwumi	Fenda	Environmental	Butler	Assistant Professor, University of South Florida
2006	Spring	Egan	Kristine	Environmental	Tiefenbacher	GIS Scientist, City of San Antonio
2006	Spring	Foster	Ellen	Geo Ed	Boehm	Assistant Professor, College of Education, University of Mississippi
2006	Spring	Qiu	Xiaomin	Geo Ed	Boehm	Assistant Professor, Missouri State University
2006	Spring	Chen	Xuwei	GIScience	Zhan	Assistant Professor, Northern Illinois University
2006	Spring	Wu	Shuo-sheng	GIScience	Wang	Post-doc, USGS Mid- Continent Geographic Science Center, Rolla, MO
2006	Summer	Cerney	Dawna	Environmental	Butler	Assistant Professor, Youngstown State Univ
2006	Fall	Brettschneider	Brian	Environmental	Dixon	Lecturer, University of Alaska- Anchorage
2006	Fall	Fritz	Glen	Environmental	Dixon	Independent Scholar
2006	Fall	Occena-Gutierrez	Darlene	Environmental	Dixon	professor, University of the Philippines
2006	Fall	Vaughan	James	Environmental	Stea	Grant Specialist/Lecturer, Texas State University
2006	Fall	Middlebrook	Nancy	Geo Ed	Petersen	teacher, Reagan High School, Austin, TX
2007	Spring	Cook	Mark	Environmental	Blanchard	Disaster Recovery, FEMA, Philadelphia, PA
2007	Spring	Nolan	Thomas	GIScience	Giordano	Director, Laboratory for Spatial Technology, Middle Tennessee State University
2007	Spring	Tang	Junmei	GIScience	Wang	Assistant Professor, University of Maryland- Baltimore County
2007	Summer	Ayyalasomayajula	Bharati	GIScience	Dixon	Research Associate, Univ of Florida Citrus Research and Education Center
2007	Summer	Lin	Shing	GIScience	Lu	Software Development, ESRI, Redlands, CA
2007	Summer	Keen-Zebert	Amanda	Environmental	Curran	Psot-doc, NSF International Research Fellowship, Wales
2007	Summer	Bartell	Karen	Environmental	Blanchard	Independent Scholar
2007	Summer	Springer	Cathy	Geo Ed	Boehm	Instructor, Southern Illinois University-Edwardsville
2007	Fall	Sawyer	Carol	Environmental	Butler	Assistant Professor, University of South Alabama
2007	Fall	Wilson	Ionara	GIScience	Zhan	Independent Scholar



Careers/Jobs In Geography

Business Cards of Graduates



Fifth Edition
Department of Geography
Texas State University-San Marcos
Fall 2006



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DEPARTMENT OF GEOGRAPHY
TEXAS STATE UNIVERSITY-SAN MARCOS

***Careers/Jobs in Geography: Business
Cards of Graduates, 5th Edition***

A common question that students ask is “What can I do with a degree in geography?” This question is not unexpected because while it is easy to understand getting excited about maps, different cultures and environments, and even being better citizens through geography, it is harder to see how geographic knowledge can lead to good jobs or meaningful careers. In recent years, people have discovered that large numbers of societal problems have geographic dimensions, and that education and training in geography provide essential skills and knowledge for real-world problem solving. As a result, geography has become a necessary ingredient in hundreds of different jobs.

Geography is an attractive major for students, whether they are pursuing an undergraduate or graduate degree. Its theories and methods provide analytical techniques applicable to a wide range of questions asked over a broad spectrum of occupations. All contemporary issues in today’s world have geographic aspects, and who is better equipped to address these issues than geographers, who are broadly trained in relevant subject matter and skills. The potential for practicing geography in private enterprise and government has grown considerably in recent years, and roughly one quarter of all geographers work in the private and public sectors.

The 5th edition of *Careers/Jobs in Geography: Business Cards of Graduates* contains a collection of current business cards from graduates of the Department of Geography at Texas State University-San Marcos. This assortment of business cards helps demonstrate the wide array of employment opportunities that exist for graduates with education in the field of geography. Within this publication, business cards are divided into a number of different employment categories, including **Environmental Geography, Land Use Planning, Geospatial Technologies, Geography Education, Business Geography, Real Estate & Construction, Travel & Tourism, and Other Jobs in Geography**. These categories are not representative of all career and job pathways that exist for geography graduates, but do reflect the dynamic array of employment opportunities that have been secured by graduates from Texas State’s Department of Geography.

The enclosed business cards represent a limited sampling of geography graduates who are currently putting their geographic knowledge and skills to use in the “real world.” These individuals have volunteered themselves as examples of success stories for those who are considering geography as an academic and career pathway. Each of them is willing to answer specific inquiries about the journey that led them to their current employment situation. In addition, many of these Department of Geography alumni are now in a position to offer internships to current geography students, or to make hiring decisions about positions that are available to geography graduates.

We hope that you find this publication a useful resource; whether you decide to pursue a degree in geography or consider employment opportunities once you have earned a degree in the field of geography.

Acknowledgements

I would like to extend sincere appreciation to the faculty and staff members who have helped us to gather business cards from Department of Geography graduates. In addition, I would also like to thank all of the former students who have taken time out of their busy schedules to provide us with recent copies of their business cards. A number of people who work with the Gilbert M. Grosvenor Center for Geographic Education have contributed to the 5th edition of *Careers/Jobs in Geography: Business Cards of Graduates*, but in particular I would like to acknowledge the tremendous efforts of Bradford Harrison, Ting Hong, Samantha Peters, and Jamie Zech to make this such a great resource for potential and current geography students.

Dr. Richard G. Boehm
Director, Grosvenor Center for Geographic Education

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Environmental Geography

We humans are becoming more aware of developmental trends in areas such as population growth and resource consumption. At the same time, the global media is continuously reporting on events wherein human suffering and environmental damage are directly related to human choices. It is under these conditions that we are driven to increase our understanding of the dynamics of the human/environment relationships. We have also assumed the responsibilities of monitoring and managing environments for their health and sustainability, and predicting potential human-induced environmental impacts so that appropriate and informed decisions - personal, political, economic, and social - can be made. These challenges and responsibilities are typically encompassed in the field of environmental geography.

Environmental geography is a branch of geography that, in general terms, focuses on spatial interrelationships between and among humans and the environment. More specifically, environmental geographers unite their geographic expertise with backgrounds in disciplines such as geology, geomorphology, chemistry, biology, and atmospheric science, as well as in human-focused fields, such as environmental/hazards perception, sustainable development, environmental conservation and management, and environmental assessment. Environmental geographers take positions as park rangers, water quality analysts, disaster managers, conservation specialists, environmental policy specialists and solid waste planners. Though not an exhaustive list, these job titles aptly characterize the human/environment interaction that forms the core of environmental geography.

Within the scope of environmental geography jobs listed above, there is a wide range of work responsibilities. Park rangers, for instance, are charged with educating the public and protecting the natural areas set aside by government entities for preservation and recreation. Environmental investigators are responsible for conducting research and surveys of particular sites, collecting and analyzing samples, and making recommendations about how to proceed - whether in a private or public capacity. Conservation specialists manage, improve, and protect natural resources to maximize their use without damaging the environment. They may work with local business people - farmers, ranchers, and developers - to develop environmentally-friendly ways of using the land for business. An environmental geographer might also serve the role of an environmental policy specialist, participating in and coordinating research, in addition to developing environmental policies at the local, state, or federal level.

Environmental Geography



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Land Use Planning

Land use planners are responsible for prescribing the short-term and long-range developmental paths that a neighborhood, community, county, etc., will follow; and for helping decision-makers maneuver through social, economic, and environmental issues associated with planning initiatives. Planners analyze questions related to population growth patterns, traffic patterns and traffic congestion, pollution, recreation, water and waste materials, available resources, social services, land use, and a myriad of economic issues in order to advance a planning agenda. While urban and regional planning is often considered as part of architectural and urban management studies, planning is uniquely geographic in its focus on human/environment interaction and spatial organization.

In addition to fostering a sense of place for a geographic location, planners with backgrounds in geography are also aware of spatial relationships and patterns that both define a community and influence its various capacities, including public health and safety, transportation, recreation, etc. Planning skills are enhanced through geographic studies such as population and transportation systems, resource and land use planning, urban systems management, and social services planning. Geographers who pursue careers in planning often have strong backgrounds in both physical and human geography, which helps them to determine how best to structure immediate physical surroundings so that human (personal, commercial, organizational, or recreational) needs/desires can be met.

Geographers who specialize in planning traditionally take jobs as urban and regional planners, consultants, environmental engineers, environmental planners, transportation specialists, housing specialists, or health or social services planners. They might work in municipal, state, and federal government offices, or hold positions with global corporations, architectural firms, and other businesses.

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Geospatial Technologies:

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Geospatial technologies, which include Geographic Information Systems (GIS), Global Positioning Systems (GPS), and Remote Sensing, are powerful tools used to store, analyze, visualize, and present spatial information. Together with appropriate cartographic techniques and principles, geographers are using geospatial technologies to better understand the interaction of various factors across space, including population distribution, traffic movement, land availability, real estate prices, environmental hazards, soil types, vegetative cover, etc. Anything that can be tied to a geographic location (geo-referenced) can be analyzed spatially, which means that geospatial tools can (and often should) be used in every aspect of the practice of geography. Of course, it also means that geographers equipped with geospatial training can permeate fields well beyond the traditional bounds of the discipline.

Geographic Information Systems consist of hardware and software systems that allow layering and manipulation of geo-referenced data, while Remote Sensing involves the gathering and interpretation of remotely-sensed data, usually from satellites or aircrafts, and is primarily used for spatial analysis. Geographers who utilize these geospatial technologies should also have a firm understanding of cartographic techniques. The importance of a foundation in cartography, the art and science of map-making, lies in the knowledge that maps are designed with particular purposes, for particular audiences. Cartographic principles related to balance, color-choice, text placement, simplification, etc., become important considerations when using any geospatial tool for presentation, such as using GIS to present to a city council a proposed hike/bike trail route wherein mitigating factors are accessibility, safety, private property, and storm run-off can be more or less effective because of the use of cartographic principles.

Career and job positions in geospatial technology are available in the public and private sectors, in fields ranging from environmental conservation to resource speculation, in health and safety administration, computer science, resource management, and education. Government agencies at local, state, and national levels are among the largest employers of geographers skilled in geospatial techniques. Geospatial technologies comprise the fastest-growing area of geography, and geographers training in geospatial technologies are also among the most sought after professionals in technical career fields.

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Geography Education

As more and more geography courses are being offered in high schools and colleges, the need for geography educators at all levels has risen dramatically. Modern communication and transportation technology is progressively transforming us into a global community, and it is essential that well qualified geography instructors instill in students at all educational levels an understanding of other peoples and cultures throughout the world.

Primary and secondary geography educators are required to take teacher certification courses within the College of Education, in addition to completing a number of physical (geomorphology, atmospheric sciences, environmental) and human (regional, urban, cultural) geography content courses. Those geography educators who choose to teach at the post-secondary level, at community colleges or universities, must complete graduate-level geography courses that are traditionally specialized and rich in content. This is where a future college professor will both uncover the depths of geographic research and gain knowledge of what it will be like to teach in a university setting.

Many geography educators utilize their talents beyond classroom settings. Museums, non-profit organizations, and government agencies hire geography educators to develop and conduct public outreach and education programs. For example, an environmental education specialist working for a government agency may be charged with the general supervision, maintenance, facilitation, and development of age/grade-level appropriate programs that comply with educational standards. A degree in geography education prepares a future educator to enhance the geographic knowledge of others, whether in a school setting or not.

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Business Geography

Geographers are increasingly in demand in the business community because of their abilities to synthesize spatially-diverse information, to uncover spatial patterns, and to solve spatial problems using 21st Century technological tools. Based upon their diverse knowledge and skills related to location analysis, geographers play a key role in a vast array of business ventures. For example, they may help to make decisions about where to build the next Walgreens drug store or determine which route is most time-efficient for a UPS delivery driver. This particular component of the discipline of geography is called business geography. Business geographers rely on reasoning and evaluation abilities, as well as on technological skills in computer mapping and analysis software, to make recommendations about changes to the world around them.

Business geographers understand the importance of location and the spatial distribution of economic activities. They focus on the spatial dynamics of trade, transportation, migration, capital flows, and communication networks. For example, in this service- and commodity-based society, the success of a business often depends in large part upon its geographic location, and business geographers are well equipped to solve the problem of where to establish a business in order to achieve maximum profitability. However, geographers in the business community are not solely relegated to site selection. With backgrounds rich in area and regional studies, geographers are attuned to the subtle and obvious differences among the many culture communities of the world. That insight opens domestic and international doors in trade, policy, and business relations.

Individuals who specialize in business geography often take coursework in urban and political geography, resource use/analysis, location theory, marketing, and regional studies. With the right preparation, business geographers can secure positions in domestic and foreign trade, transportation research, surveying, marketing and retail research, and location analysis. Entrepreneurial geographers often go on to start their own consulting businesses – for anything from disaster management to resource mining. Business geographers may also have extensive knowledge of economists, political science, or marketing, but they rise above others with their ability to view that knowledge from a geographic perspective and to analyze information using state-of-the-art geospatial technologies.

Business Geography



Jose Barbosa



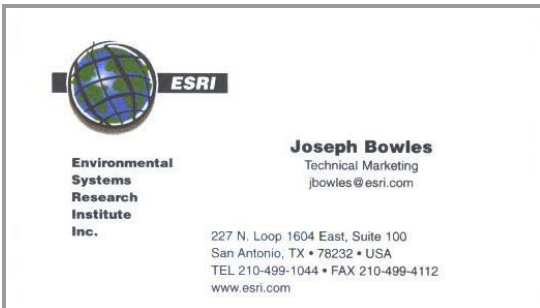
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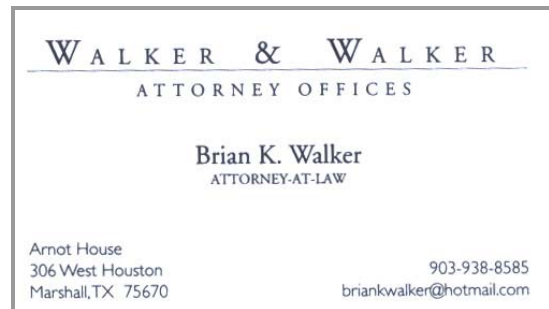
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Real Estate & Construction

Geographers are often attracted to two professions that exist universally in population centers - real estate and construction. Houses, businesses, and government structures are constantly being built, improved-upon, sold, or demolished, and geographers are often involved in many stages of this work. Just as a business geographer might focus on establishing the optimum location for a particular boutique, a geographer working in real estate development needs to focus on determining the optimum location for a shopping mall. Many of the skills and expertise are the same, but the scale is usually different.

Geographers are particularly well equipped to evaluate the price of land or real estate. They are aware of the impact on value of zoning, available municipal services, transportation, environmental features, and potential return on an investment. Geographers who take positions in real estate and construction typically complete courses in urban and political geography, transportation studies, marketing, land use/analysis, and field techniques, such as surveying. Most real estate professionals need a special license to practice and may have to take special courses in the field to obtain it. Jobs are available in local and national real estate agencies, relocation companies, companies that relocate many of their own employees, appraisal firms, developers, and banks.

Some geographers work as surveyors, who are integral players in the business of real estate and construction. Surveyors measure and map the earth but, unlike Remote Sensing specialists, they do it at ground level. Their responsibilities include determining the legal boundaries of properties being constructed or sold and measuring a site's slope for appropriate construction allowances. Surveyors may also measure the depths of waterways to determine shipping routes, help plan future highways, or road networks.

Though construction may not always be viewed as environmentally-sustainable, many geographers are involved in the construction business, particularly in the area of sustainable development. Numerous residential neighborhoods are now being constructed with energy and water efficient components and fixtures, and geographers work closely with developers to introduce green building techniques from around the world into contemporary construction projects.

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Samantha Wriker

Travel & Tourism

One of the most exciting aspects of the discipline of geography is the focus on understanding the diversity of places. Many geographers pursue jobs and careers in the fields of travel and tourism so that they have the opportunity to experience the culture and physical attributes of various places around the world on a frequent basis. Specialization in travel and tourism allows a geographer to participate in a range of travel-related activities, from planning transportation and accommodations for customers (travel agents) to guiding people on excursions to exotic destinations (tour and adventure guides).

Travel and tourism specialists traditionally complete studies that focus on physical and cultural geographic characteristics, often concentrating on specific regions. Other desirable skills and knowledge include proficiency in one or more foreign languages, as well as a well-developed understanding of the political, social, and economic dynamics of particular places or regions. Geographers in the travel and tourism industry benefit from the exploratory nature of geographic studies. Most people dream of being able to experience first hand all that the world has to offer - geographers not only get to experience the world but they also make it easier for everyone else to do so as well.

Travel and tourism jobs may be found in the public or private sector, or at non-profit organizations around the world. These positions may involve developing travel maps and literature, researching the best ways to market a particular location, and serving as travel agents, cruise coordinators, or sightseeing or trek-adventure guides.

Travel & Tourism

Robert C. Cline, Jr. M. S.
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Stan Hodge

Other Jobs in Geography

Since the study of geography provides a wide range of skills and knowledge that are essential for real-world problem solving, a degree in geography can prepare you for an equally wide array of jobs and careers that may not fall neatly into the arbitrary job categories found in this directory. Geography graduates have discovered that their academic backgrounds have uniquely prepared them to become Peace Corps volunteers, agricultural extension agents, map librarians, lobbyists, field reporters, and ranch geographers, to name a few examples.

Graduates from Texas State's Department of Geography currently hold a variety of "other" job positions, including television meteorologist, tour guide for hunting parties, editor for an academic publication, demographer for the National Center for Health Statistics, president of a consulting firm, legislative director for a State Representative, and crime analyst for the Austin Police Department. This is not an exhaustive list – other geography graduates occupy a wide range of other job positions that build directly on a solid foundation of geographic skills and knowledge. A degree provides marketable skills and the broad perspective on environment and society that enables graduates to carve out their own career pathways in a variety of fields.

Other Jobs in Geography



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Email: brian.dopp@pdstx.com
Web site: www.pdstx.com

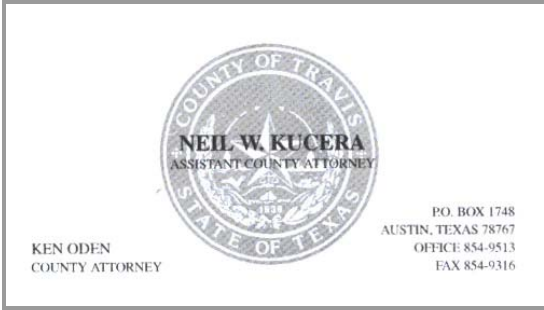
Brian Dopp

TEXAS DEPARTMENT OF PROTECTIVE AND REGULATORY SERVICES
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Seguin, Texas 78155
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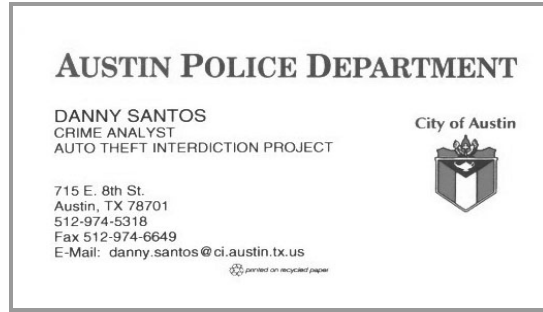


Susanna Delgado
CPSS II

Susanna Delgado



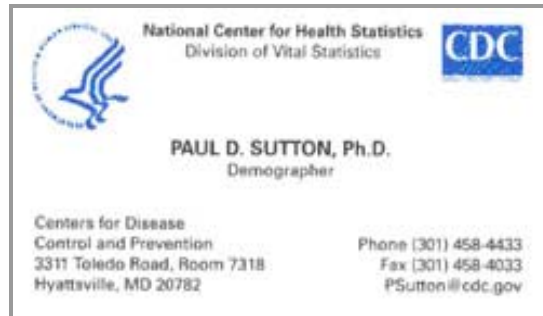
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Danny Santos



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Stanley Ulcak

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Geography Career Information

[AAG Career Guide: Jobs in Geography and Related Geographical Sciences](#)

The Association of American Geographers (AAG) has developed a website that provides comprehensive information and practical resources for career development in geography and related fields. It features an online, searchable database of occupations with information on salary ranges, core knowledge and skills, and employment trends.

<http://www.aag.org/Careers/Intro.html>

[About Careers in Geography](#)

The first question asked of those pursuing a degree in geography is often, "What are you going to do with a degree in geography?" Well, this site provides you articles, resources, ideas, and options to discover where to go from here.

<http://geography.about.com/od/careersin geography/index.htm>

[MapPros! Careers in Geospatial Technologies](#)

The MapPros! website is an excellent resource for exploring career opportunities in geography and geospatial technologies. You can read profiles for professionals and students from a variety of fields. You can also explore degree programs and learn more about GIS, GPS, and Remote Sensing. The site includes a good video entitled "What are geospatial technologies?"

<http://www.geospatialcareers.net/index.html>

[University of Washington Geography Career Resources](#)

Geography majors are among the most marketable of all liberal arts majors, according to placement counselors. This comprehensive website offers information about the range of topical areas that are included in the field of geography, and provides links to information about career opportunities that are available to geography graduates.

<http://depts.washington.edu/geogjobs/>

Appendix II.C.2.d.1

Geography Student Presentations at Professional Conferences

Fall 2007 – Spring 2008

Applied Geography Conference (Indianapolis, Indiana) – 6
National Council for Geographic Education (Oklahoma City, OK) – 9
Binghamton Geomorphology Symposium (Durham, NC) – 3
Southwestern Division of the Association of American Geographers (Bryan, TX) – 7
Southeastern Division of the Association of American Geographers (Charleston, SC) – 1
National Council for the Social Studies (San Diego, CA) – 1
Geographical Association (Guildford, England) – 1
Association of American Geographers (Boston, MA) – 36
American Society for Photogrammetry and Remote Sensing (Portland, OR) – 1

Fall 2006 – Spring 2007

National Council for Geographic Education (Reno, NV) – 5
Texas A&M Disaster and Redevelopment Conference (Bryan, TX) – 1
Applied Geography Conference (Tampa, FL) – 3
Binghamton Geomorphology Symposium (Columbia, SC) – 6
Geologic Society of America (Philadelphia, PA) – 1
Southwestern Division of the Association of American Geographers (Norman, OK) – 5
International Conference on Geoinformatics (Wuhan, China) – 1
National Council for the Social Studies (Washington, D.C.) – 1
Association of American Geographers (San Francisco, CA) – 26
Geo Americas Geographic Education Research Conference (La Serena, Chile) – 15
American Geophysical Union – Joint Assembly (Acapulco, Mexico) – 1

Texas State Geography Department Student Organizations

Geography student organizations provide opportunities for students to learn teamwork, develop leadership skills, contribute to the department, university, and community, all while having fun!

Gamma Theta Upsilon (GTU)

Purpose: GTU is the Geography Honor Society. The purpose of GTU is to further professional interest in geography by affording a common organization for those interested in the field; to strengthen student and professional training through academic experiences in addition to those of the classroom and laboratory; to advance the status of Geography as a cultural and practical discipline for study and investigation; to encourage student research of high quality, and to promote an outlet for publication; to create and administer funds for furthering graduate study and/or research in the field of Geography.

Membership Requirements: Academic standards are a must to gain entry into this fraternity. Members are required to have a 3.0 GPA or better for all course work in last 60 hours and a 3.0 GPA or greater in at least nine (9) hours of Geography and Planning courses. Fees consist of \$38 for new members, while renewing members pay \$8. Also, all members must attend at least two GTU scheduled events!

Activities: Our Texas State Chapter sponsors speakers, campus activities, field trips, social events, and participates in service functions. Members also have the opportunity to participate in numerous volunteer activities. GTU provides a network where you can become better acquainted with other geography students and can meet and talk with geography faculty. As a GTU member you can improve your expertise in the field of geography by learning things not normally dealt with in the classroom. As being a part of an academic honor society, it is evidence of your dedication and competency in your career field. Some employers give hiring preference to honor society members!

<http://www.geo.txstate.edu/studentorgs/NewGTU/index.html>

Student Planning Organization (SPO)

Purpose: The mission of the Texas State Student Planning Organization is to serve as a forum for those interested in planning issues, broadly defined (e.g. urban, environmental, transportation, community, etc) in both the public and private sectors.

Membership: SPO is open to all Geography students and faculty and those in related fields.

Activities: SPO promotes interaction and professional development through regular meetings, hosting speakers, field trips, and community service.

Supporting Women in Geography (SWIG)

Purpose: SWIG's goal is to promote the participation and aid in the success of women in the discipline of Geography. However, we believe the best way to meet this goal is to provide professional and personal support to everyone. Thus, we offer regular intellectual, professional, and social opportunities.

Membership: SWIG is open to all Geography students and faculty and those in related fields. We welcome all individuals, especially men and undergraduates. Annual dues are \$5.

Activities: Networking opportunities, volunteerism, social interactions, and professional and educational development workshop.

<http://www.geo.txstate.edu/studentorgs/SWIG/index.html>



Student Organization for Geographic Information Science (SOGIS)

Purpose: Talk about GIS, get help, and share your GIS project ideas!

Membership: All welcome.

Activities: Meetings are held from 5 to 6 pm on the 1st and 3rd Wednesday of every month. Contact us for more information: sogis@geo.txstate.edu

National Association of Environmental Professionals (NAEP)

Purpose: NAEP is an environmentally conscious student organization that strives to promote environmental stewardship and provide professional resources and opportunities for members. In this manner, we will encourage academic and career development beyond the classroom, resulting in students with leadership abilities and applied experience. Through cooperation with the Texas State administration, the Department of Geography and other organizations, NAEP aims to increase awareness of environmental issues and actively encourage and promote environmental responsibility on campus and in our world.

Membership: Membership to the Texas State Chapter of the NAEP is open to all Texas State students, faculty, and staff—as well as members of the San Marcos Community—interested in helping NAEP achieve its goals of increasing environmental awareness and responsibility. Annual dues are \$5.

Activities: NAEP typically meets on the first and third Tuesdays of each month in the Evans Liberal Arts Building during fall and spring semesters. NAEP meetings include announcements about upcoming events, brainstorming and planning sessions for future events as well as informative guest speakers. Past guest speakers have included representatives from the Texas Commission on Environmental Quality (TCEQ), the Save Our Springs Alliance, and environmental consulting firms. Join us for friendship, fun, service, and learning!

<http://www.geo.txstate.edu/studentorgs/naep/index.html>

Geology Club

Purpose: The Texas State Geology Club recognizes geology and all of its sub-fields and applications. Working alongside the Department of Geography and the other student organizations, the Geology Club strives to promote an appreciation of geology as a discipline and give students an opportunity to learn about all of its real life applications through guest speakers and field trips.

Membership: The Geology Club is open to all students at Texas State with an interest in geology or earth science. Annual dues are \$5.

Activities: The Geology Club meets on the 2nd and 4th Wednesday of every month at 5:00 pm in Evans Liberal Arts during the fall and spring semesters. At typical meetings we relay information about upcoming events and discuss possible future activities and/or have guest speakers from the public and the professional sectors.

Check the bulletin boards in the hall in Evans Liberal Arts Building on the first floor near the main Geography Department Office for more information.

UNDERGRADUATE TEACHING EFFECTIVENESS EVALUATION**Instructor** _____**Course** _____**Section** _____**Semester** _____**I. QUESTIONS ABOUT YOU:**

1. Your cumulative GPA:

- (A) 3.50-4.00 (B) 3.00-3.49 (C) 2.50-2.99 (D) 2.00-2.49 (E) 0.00-1.99

2. What grade do you expect to receive in this course:

- (A) A (B) B (C) C (D) D

3. Initially my interests in this subject was:

- (A) Very High (B) High (C) Moderate (D) Low (E) Very Low

4. My interests in this subject is now:

- (A) Very High (B) High (C) Moderate (D) Low (E) Very Low

II. FOR THE FOLLOWING QUESTIONS ABOUT THE INSTRUCTOR, USE THIS SCALE

- (A) Strongly Agree (B) Agree (C) Neutral (D) Disagree (E) Strongly Disagree

5. Is well prepared

6. Is knowledgeable about subject

7. Encourages class discussions and questions

8. Has a genuine interest in students

9. Has a sense of humor

10. Is impartial in grading

11. Summarizes major points

12. Recognizes when students are confused

13. Has an interesting style of presentation

14. States objectives for the course clearly

15. Course and lectors are well organized

16. Is enthusiastic

17. Is careful and precise in answering questions

18. Invites criticism of ideas

19. Communicates well with students

20. Is available during stated office hours

21. Avoids being overly critical of student efforts

22. Class atmosphere is conducive to learning

23. Effectively uses teaching aids

24. Course content reflects syllabus

25. Makes clear the methods by which students will be evaluated in the course

26. Examinations are fair and clearly presented

27. Exams are spaced well and provide for thorough evaluation of student progress

28. Returns exam results within a reasonable length of time

29. Attempts to prevent cheating in the course

30. Is punctual in starting and ending classes

31. Textbooks/readings are interesting and well organized

32. I would recommend this course to other students

UNDERGRADUATE TEACHING EFFECTIVENESS EVALUATION

III. FOR THE FOLLOWING QUESTIONS USE THIS SCALE:

(A) Well Above Average (B) Above Average (C) Average (D) Below Average (E) Well Below Average

33. For the credit received, the workload in this course is:
34. Compared with other Texas State courses, this course ranks:
35. Compared with other Texas State instructor, this instruction ranks:
36. Overall, I would evaluate the course as:
37. Overall, I would evaluate the instructor as:

IV. FOR LABORATORY CLASSES ONLY:

(A) Strongly Agree (B) Agree (C) Neutral (D) Disagree (E) Strongly Disagree

38. The laboratory was accessible for me to complete my assignments
39. I learned skills in my laboratory class that will help prepare me for career employment

V. I WANT TO MAKE WRITTEN COMMENTS:

40. (A) Yes (B) No; If yes, please comment here:

GRADUATE TEACHING EFFECTIVENESS EVALUATION

Instructor _____

Course _____

Section _____

Semester _____

I. QUESTIONS ABOUT YOU:

1. Your cumulative GPA:

(A) 3.50-4.00 (B) 3.00-3.49 (C) 2.50-2.99 (D) 2.00-2.49 (E) 0.00-1.99

2. What grade do you expect to receive in this course:

(A) A (B) B (C) C (D) D (E) F

3. Initially my interest in this subject was:

(A) Very High (B) High (C) Moderate (D) Low (E) Very Low

4. My interest in this subject is now:

(A) Very High (B) High (C) Moderate (D) Low (E) Very Low

II. FOR THE FOLLOWING QUESTIONS, USE THIS SCALE:

(A) Well above average (B) Above Average (C) Average (D) Below Average (E) Well below Average

5. For the credit I received, the workload in this course is:

6. Overall, I would evaluate the course as:

7. Overall, I would evaluate the instructor as:

Please answer questions 8 and 9 if you have taken other Texas State graduate courses.

8. Compared with other Texas State graduate courses, this course ranks:

9. Compared with other Texas State graduate instructors, this instructor ranks:

III. Please use the space below and the back of the page to evaluate this course and the effectiveness of the instructor. Consider the following as a part of your evaluations: instructor's knowledge of the subject, organization of course, choice of readings, fairness of the evaluation of your performance and to what extent the course stimulated your interest and critical thinking. Please make constructive suggestions for improvement.

LAB INSTRUCTOR TEACHING EFFECTIVENESS EVALUATION**Instructor** _____**Course** _____**Section** _____**Semester** _____**I. QUESTIONS ABOUT YOU:**

1. Initially my interests in this subject was:

(A) Very High (B) High (C) Moderate (D) Low (E) Very Low

2. My interests in this subject is now:

(A) Very High (B) High (C) Moderate (D) Low (E) Very Low

II. FOR THE FOLLOWING QUESTIONS, USE THIS SCALE:

(A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

3. Is well prepared.

4. Is knowledgeable about subject

5. Recognizes when students are confused.

6. States objectives of the lab clearly.

7. Is helpful and courteous.

8. Is available outside of class.

9. Is fair in dealing with students.

10. Lab is well organized.

11. Lab is clearly presented.

12. Lab exams/quizzes are fair and clearly presented

13. Lab exams are spaced well and provide for thorough evaluation of student lab progress.

14. I would recommend this lab instructor to other students.

III. FOR THE FOLLOWING QUESTIONS, USE THIS SCALE:

(A) Well above average (B) Above Average (C) Average (D) Below Average (E) Well Below Average

15. For the credit received, the workload in this lab is:

16. Overall, I would evaluate the lab as:

17. Overall, I would evaluate the lab instructor as:

PLEASE CONTINUE ON BACK OF PAGE

Appendix II.C.3.d

Department of Geography
Peer Class Visitation for Evaluation of Teaching

Instructor Evaluated: _____

Evaluator: _____

Course #: _____ Course Title: _____

Date of Evaluation: _____ Approx Class size: _____

General Content of Lecture or Presentation:

Grasp of Subject Matter:

Assessment of Lecture or Presentation:

Student Response and Student-Instructor Rapport:

Additional Comments:

Appendix II.C.4

**Teaching Evaluation Scores by
Instructor – Fall 2007**

Undergraduate Classes (53)

<u>Mean</u> (q. 37)	<u>n</u>	<u>Instructor</u>	<u>Course</u>
4.79			
4.78			
4.75			
4.67			
4.66			
4.64			
4.61			
4.60			
4.59			
4.57			
4.56			
4.56			
4.53			
4.52			
4.48			
4.42			
4.40	20	INSTRUCTOR X	GEO 4xxx
4.40			
4.38			
4.38			
4.36			
4.33			
4.33			
4.31			
4.26			
4.25			
4.24			
4.17			
4.17			
4.15			
4.13			
4.12			
4.11			
4.08			
4.07			
4.06			
4.00			
4.00			
3.98			
3.94			
3.93			
3.91			
3.90			
3.86			
3.84			
3.79			
3.70			
3.64			
3.64			
3.56			
3.24			
2.88			
2.71			

Graduate (Master's) Classes (12)

<u>Mean</u> (q. 7)	<u>n</u>	<u>Instructor</u>	<u>Course</u>
4.67			
4.50			
4.50			
4.47			
4.44			
4.26			
4.13	15	INSTRUCTOR X	GEO 5xxx
4.00			
4.00			
4.00			
3.56			
3.29			

Graduate (Doctorate) Classes (9)

<u>Mean</u> (q. 7)	<u>n</u>	<u>Instructor</u>	<u>Course</u>
5.00			
4.78			
4.60			
4.50			
4.43			
4.22			
4.20			
3.92			
3.00			

Lab Sections (18 - multiple sections grouped by instructor)

<u>Mean</u> (q. 17)	<u>n</u>	<u>Instructor</u>	<u>Course</u>
4.64			
4.60			
4.55			
4.49			
4.35			
4.33			
4.32			
4.30			
4.25			
4.22			
4.22			
4.17			
4.03			
3.96			
3.94			
3.43			
3.12			
2.73			

Medians:	Undergraduate	4.24
	Graduate	4.26
	[Master's	4.20]
	[Doctorate	4.43]
	Labs	4.24

Appendix III.A.1

Appendix III.A.1. - BASELINE ADMISSIONS and First-Year Retention Data									
ALL FRESHMAN	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	% Change
Average of HS_rank	71	72	72	73	73	73	73	74	3.82%
Average of HighSAT	1056	1056	1055	1084	1080	1077	1066	1067	1.04%
Average of HighACT	22	23	22	23	23	23	23	23	2.93%
1.0 year retention rate	73.7%	76.0%	76.8%	75.9%	74.2%	75.7%	74.1%	N/A	0.53%
GEOGRAPHY FRESHMAN									
Average of HS_rank	70	69	69	70	70	72	74	79	12.74%
Average of HighSAT	1061	1060	1086	1106	1104	1089	1111	1089	2.63%
Average of HighACT	22	25	23	23	23	23	23	31	42.35%
1.0 year retention rate	88.2%	100.0%	91.8%	89.3%	87.5%	93.3%	95.2%	N/A	7.94%

Appendix III.A.2

Appendix III.A.2. - Probation and Suspension Status of Undergraduates as of End of Semester 2000 - 2007

GEOGRAPHY

Major1_Dept	Geography
Level	Undergraduate

TxSt_FYear	TxSt_Semester	Not suspended		Suspended
		No probation	Probation	No probation
2000	Fall	91.3%	5.7%	3.0%
	Spring	93.5%	3.9%	2.5%
2001	Fall	94.4%	2.8%	2.8%
	Spring	93.1%	4.8%	2.1%
2002	Fall	94.7%	3.8%	1.6%
	Spring	93.8%	3.8%	2.3%
2003	Fall	92.7%	5.5%	1.8%
	Spring	93.2%	4.9%	1.9%
2004	Fall	92.5%	6.0%	1.6%
	Spring	94.5%	3.3%	2.3%
2005	Fall	91.3%	6.3%	2.5%
	Spring	93.0%	3.6%	3.4%
2006	Fall	91.4%	6.9%	1.7%
	Spring	91.5%	5.4%	3.1%
2007	Fall	92.3%	5.9%	1.8%
	Spring	91.8%	5.0%	3.2%

ALL TEXAS STATE

Major1_Dept	(All)
Level	Undergraduate

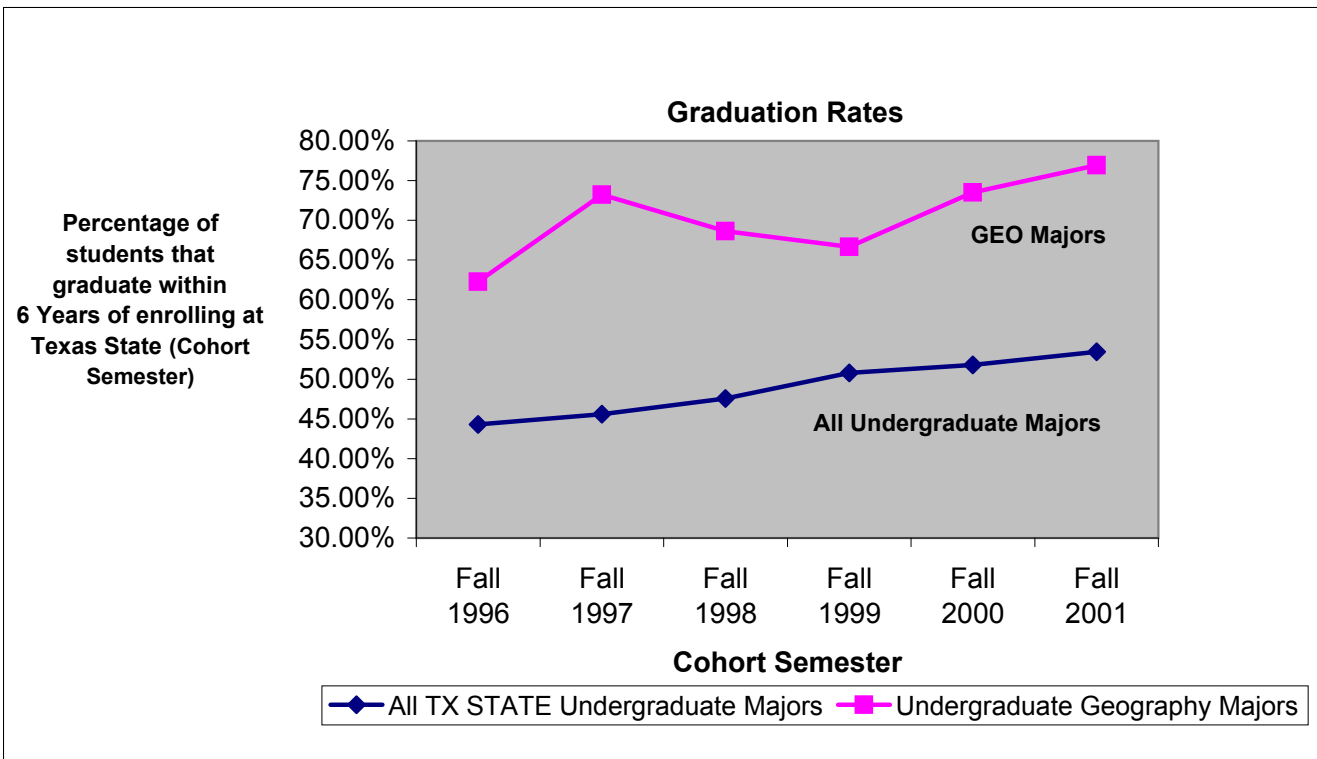
TxSt_FYear	TxSt_Semester	Not suspended		Suspended
		No probation	Probation	No probation
2000	Fall	86.1%	11.0%	2.9%
	Spring	88.3%	8.0%	3.7%
2001	Fall	86.2%	10.9%	2.9%
	Spring	88.3%	8.1%	3.6%
2002	Fall	87.3%	9.9%	2.8%
	Spring	89.3%	7.2%	3.5%
2003	Fall	88.0%	9.5%	2.5%
	Spring	89.4%	7.3%	3.3%
2004	Fall	88.8%	8.7%	2.5%
	Spring	90.2%	6.9%	2.9%
2005	Fall	88.9%	8.7%	2.3%
	Spring	90.1%	6.8%	3.1%
2006	Fall	88.4%	9.5%	2.1%
	Spring	89.2%	7.3%	3.5%
2007	Fall	87.8%	9.5%	2.6%
	Spring	89.7%	6.8%	3.5%

Mean Averages		93.1%	4.7%	2.2%			88.8%	8.4%	2.9%
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Appendix III.A.3

Annual Graduation Rates of UG Geography Majors Compared to All UG Majors

Graduation Rates	Cohort Semester						Mean Avg.
All TX STATE Undergraduate Majors	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	
Graduate with 6 years	44.3%	45.6%	47.6%	50.8%	51.8%	53.4%	48.9%
Undergraduate Geography Majors							
Graduate with 6 years	62.3%	73.2%	68.7%	66.7%	73.5%	76.9%	70.2%



Appendix III.A.4

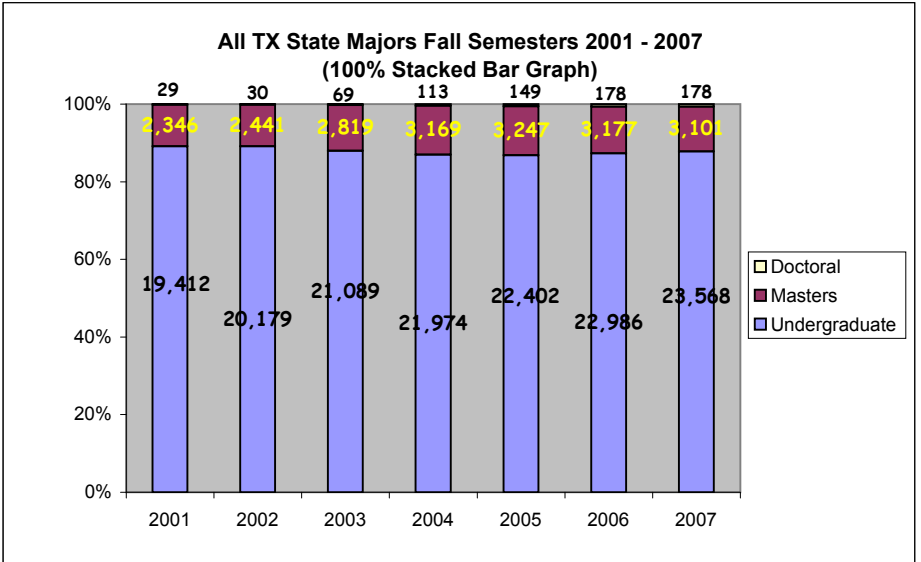
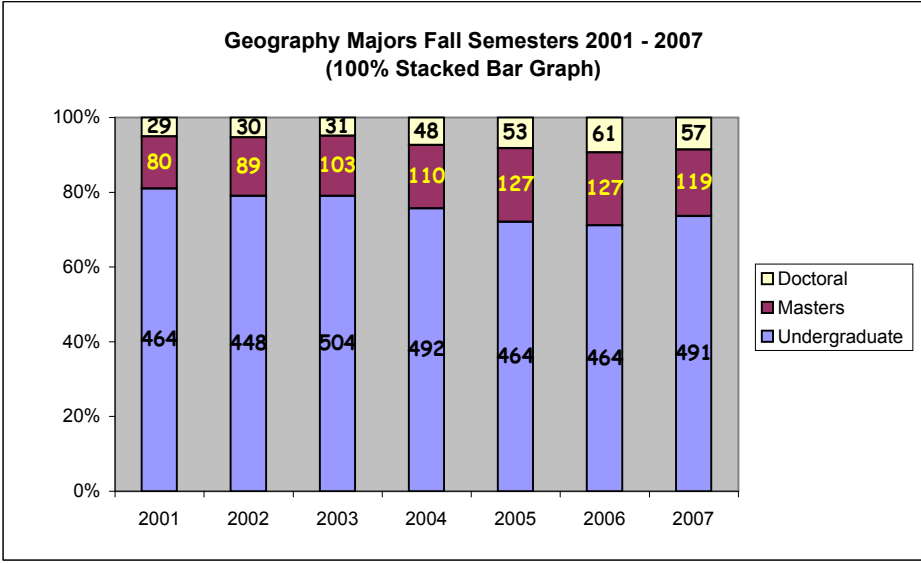
Numbers of Majors

Geography Majors Fall Semesters

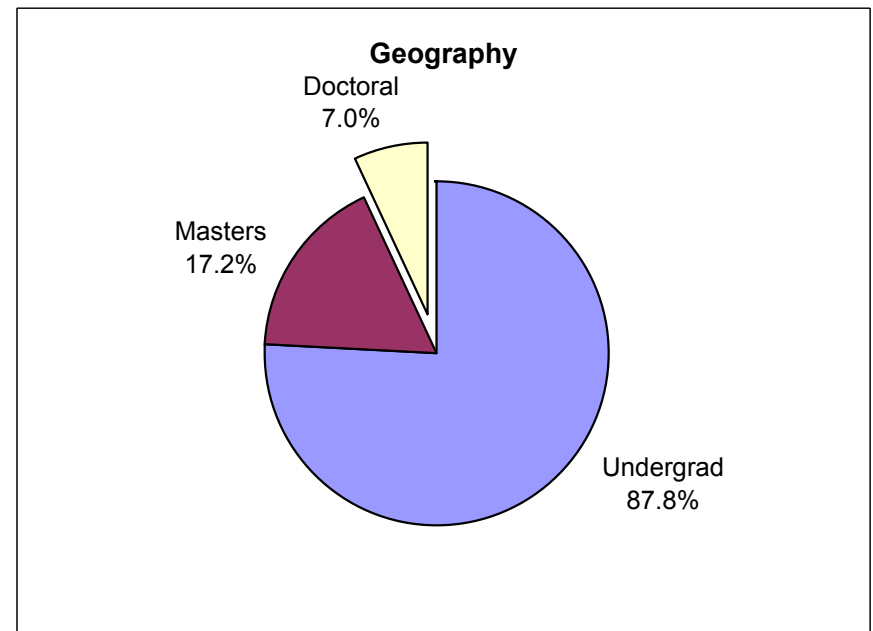
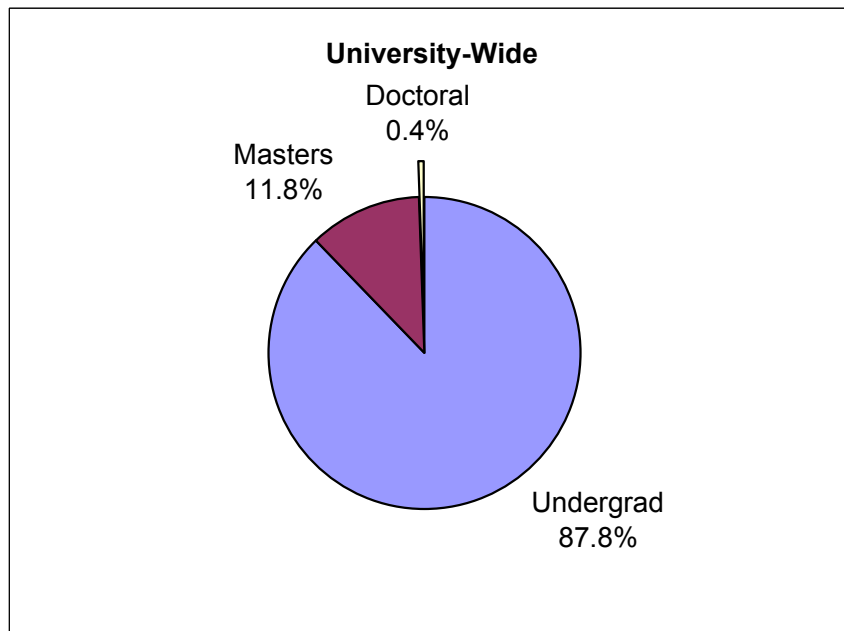
	2001	2002	2003	2004	2005	2006	2007	% Increase 2001 - 2007
Undergraduate	464	448	504	492	464	464	491	5.82%
Masters	80	89	103	110	127	127	119	48.75%
Doctoral	29	30	31	48	53	61	57	96.55%
Totals	573	567	638	650	644	652	667	16.40%

All TX STATE Majors Fall Semesters

	2001	2002	2003	2004	2005	2006	2007	% Increase 2001 - 2007
Undergraduate	19,412	20,179	21,089	21,974	22,402	22,986	23,568	21.41%
Masters	2,346	2,441	2,819	3,169	3,247	3,177	3,101	32.18%
Doctoral	29	30	69	113	149	178	178	513.79%
Totals	21,787	22,650	23,977	25,256	25,798	26,341	26,847	23.22%



Contribution by Degree-Level (seven-year average) to Total Number of Majors



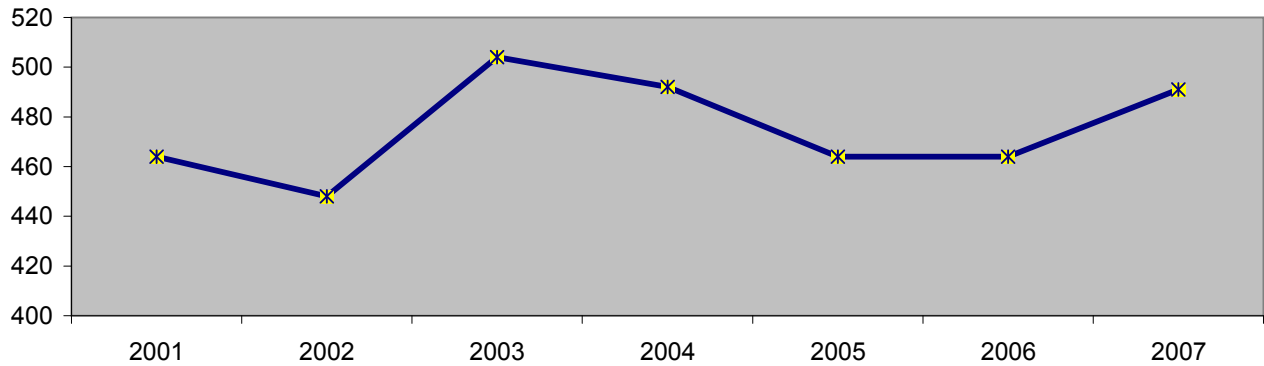
Appendix III.A.4.b.1

Undergraduate Majors by Program Fall 2001 - 2007

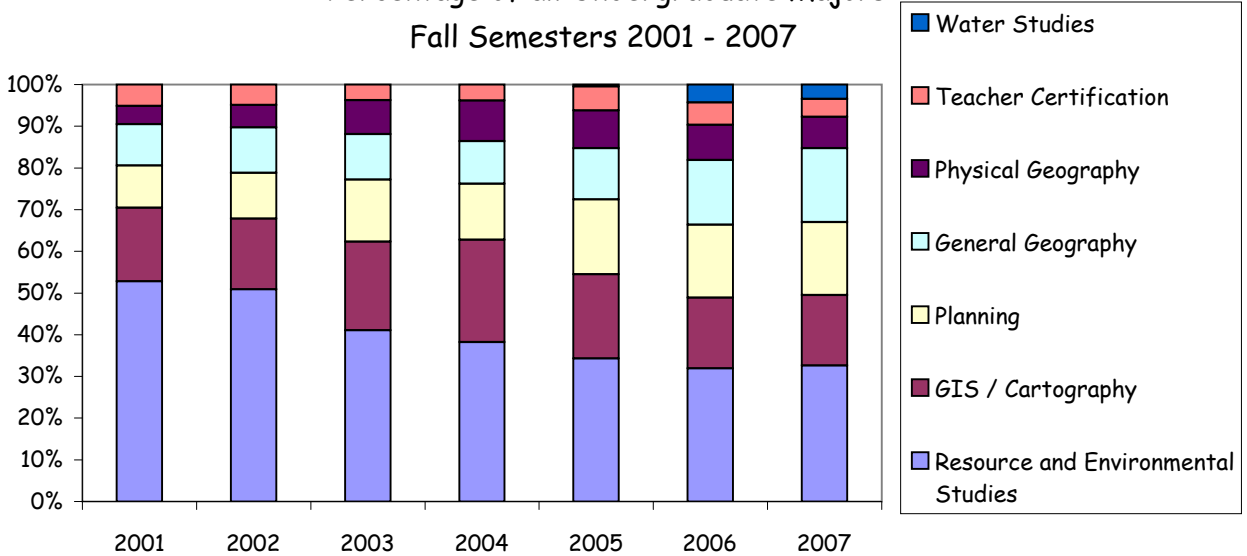
	2001	2002	2003	2004	2005	2006	2007	Totals
<i>Geog-resource & Envir Studies (Pre-major)</i>	85	103	133	94	48	46	54	
<i>Geog-resource & Envir Studies (315.10BA)</i>	10	7	1	1	4	5	2	
<i>Geog-resource & Envir Studies (315.20BS)</i>	150	118	73	93	107	97	104	
Resource and Environmental Studies (Sub-total)	245	228	207	188	159	148	160	1,335
<i>Geog-geographic Info Science (Pre-major)</i>	37	47	68	56	27	27	38	
<i>Geog-geographic Info Science (314.20BS)</i>	42	28	38	65	67	52	45	
<i>Geog-cartography/gis (314.10BA)</i>	3	1	1	0	0	0	0	
GIS / CART (Sub-total)	82	76	107	121	94	79	83	642
<i>Geog-urban & Regional Planning (Pre-major)</i>	18	15	38	22	24	24	32	
<i>Geog-urban & Regional Planning (316.10BA)</i>	2	3	2	4	6	7	1	
<i>Geog-urban & Regional Planning (316.20BS)</i>	27	31	35	40	53	50	53	
Planning (Sub-total)	47	49	75	66	83	81	86	487
<i>Geography (Pre-major)</i>	19	25	35	26	24	31	34	
<i>Geography (323.10BA)</i>	10	4	4	5	3	8	6	
<i>Geography (323.20BS)</i>	17	20	16	19	30	33	47	
General (Sub-total)	46	49	55	50	57	72	87	416
<i>Geog-physical Geography (Pre-major)</i>	7	12	32	21	16	15	21	
<i>Geog-physical Geography (313.00BS)</i>	13	12	9	27	26	24	16	
Physical (Sub-total)	20	24	41	48	42	39	37	251
<i>Geography (323.15BA)</i>	2	2	1	0	0	0	0	
<i>Geography (323.16BA)</i>	2	1	1	0	0	0	0	
<i>Geography (323.25BS)</i>	10	12	4	0	0	0	0	
<i>Geography (323.26BS)</i>	10	7	1	0	0	0	0	
<i>Geography (323.27BS)</i>	0	0	12	18	23	25	17	
<i>Geography (323.28BS)</i>	0	0	0	1	4	0	4	
Teacher Cert (Sub-total)	24	22	19	19	27	25	21	157
<i>Geography-water Studies (Pre-major)</i>	0	0	0	0	0	5	7	
<i>Geography-water Studies (317.20BS)</i>	0	0	0	12	17	15	10	
Water Studies (Sub-total)	0	0	0	0	2	20	17	39
Grand Totals	464	448	504	492	464	464	491	3,327

Undergraduate Majors Fall Semesters 2001 - 2007

Undergraduate Majors (All Programs)
Fall Semesters 2001 - 2007



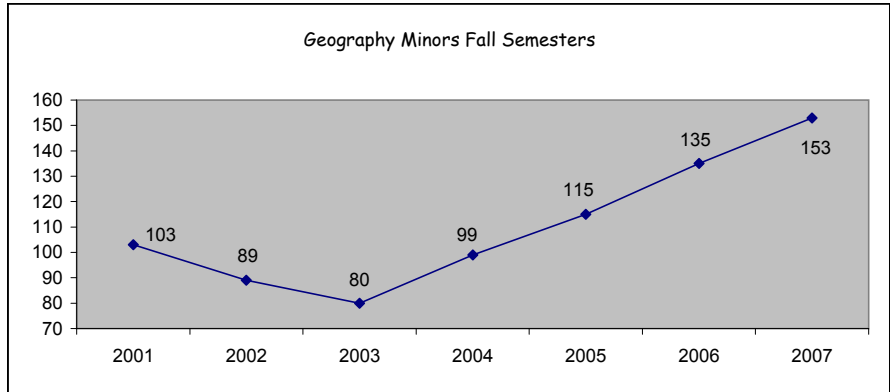
Undergraduate Geography Majors by Program
Percentage of all Undergraduate Majors
Fall Semesters 2001 - 2007



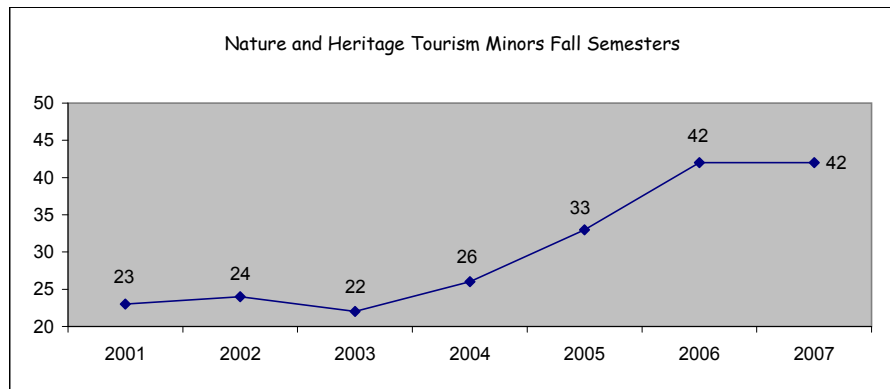
Appendix III.A.4.c

Undergraduate Minors - Department of Geography Fall Semesters 2001 - 2007

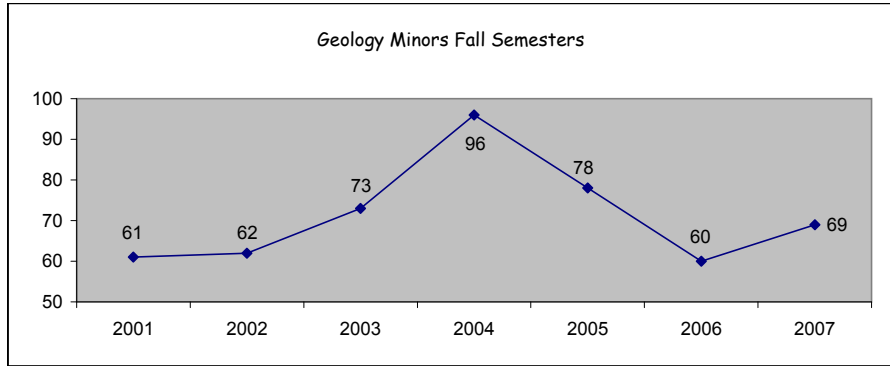
Geography Minors		
Year	Semester	Count
2001	Fall	103
2002	Fall	89
2003	Fall	80
2004	Fall	99
2005	Fall	115
2006	Fall	135
2007	Fall	153



Nature and Heritage Tourism Minors		
Year	Semester	Count
2001	Fall	23
2002	Fall	24
2003	Fall	22
2004	Fall	26
2005	Fall	33
2006	Fall	42
2007	Fall	42



Geology Minors		
Year	Semester	Count
2001	Fall	61
2002	Fall	62
2003	Fall	73
2004	Fall	96
2005	Fall	78
2006	Fall	60
2007	Fall	69



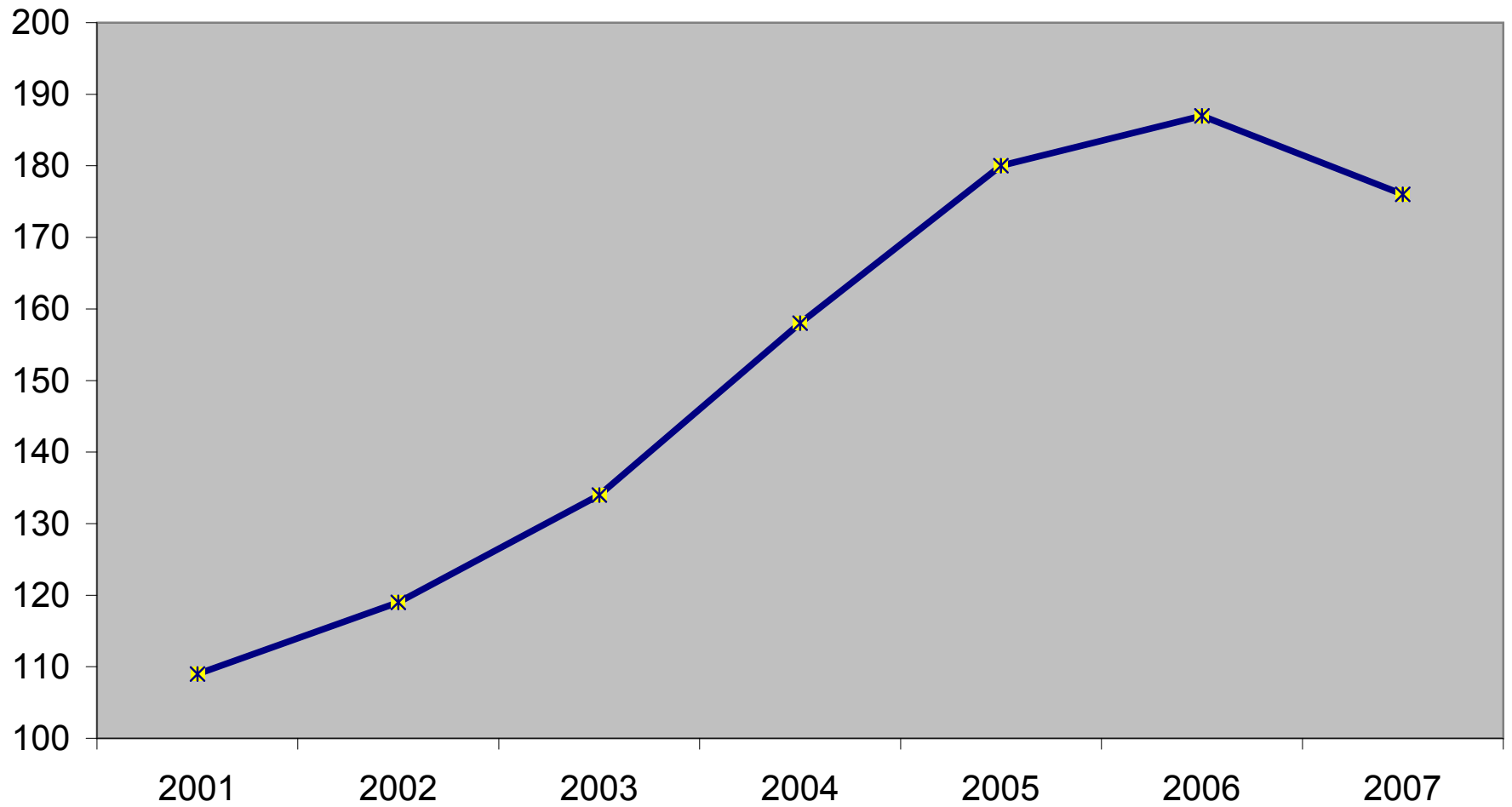
Appendix III.A.4.d

Graduate Majors - All Levels - by Program Fall 2001 - 2007

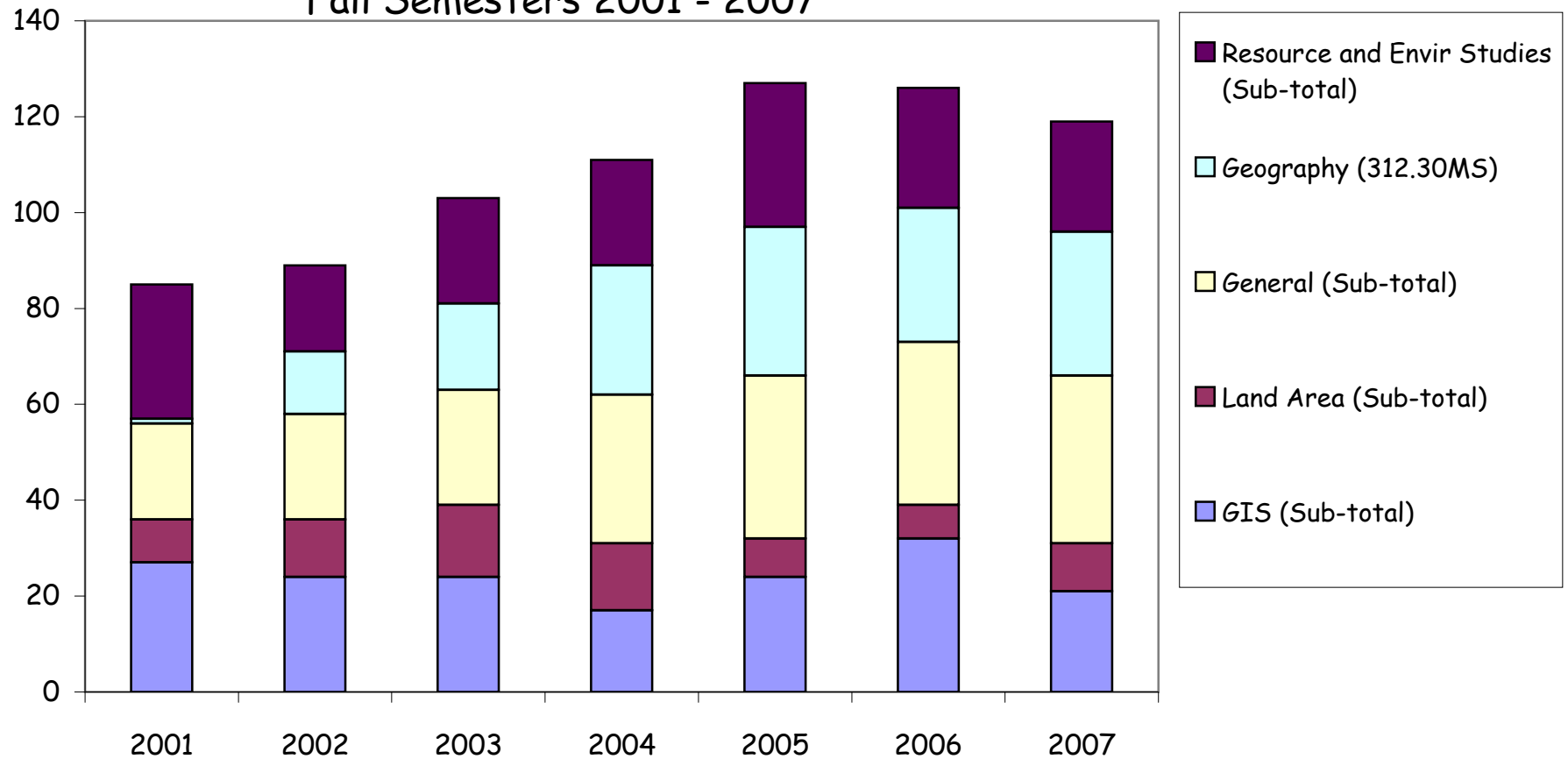
	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	Totals
Geog-geographic Info Science (314.30MAGEO)	27	24	23	16	18	25	19	
Geog-geographic Info Science (314.31MAGEO)	0	0	1	1	6	7	2	
GIS (Sub-total)	27	24	24	17	24	32	21	169
Geog-land/area Dev & Mgt (312.20MAGEO)	9	11	13	12	7	5	8	
Geog-land/area Dev & Mgt (312.21MAGEO)	0	1	2	2	1	2	2	
Land Area (Sub-total)	9	12	15	14	8	7	10	75
Geography (312.10MAGEO)	20	16	23	27	25	30	30	
Geography (312.11MAGEO)	0	5	0	2	6	3	3	
Geography (312.12MAGEO)	0	1	1	2	3	1	1	
Geography (312.13MAGEO)	0	0	0	0	0	0	1	
General (Sub-total)	20	22	24	31	34	34	35	200
Geography (312.30MS)	1	13	18	27	31	28	30	148
Geog-resource & Envir Studies (315.30MAGEO)	28	15	19	16	25	20	15	
Geog-resource & Envir Studies (315.31MAGEO)	0	3	3	6	5	5	8	
Resource and Envir Studies (Sub-total)	28	18	22	22	30	25	23	168
Master's Totals	85	89	103	111	127	126	119	760
Geog-environmental Geography (317.61PHD)	19	22	19	27	32	30	25	174
Geog-geographic Education (317.62PHD)	5	8	8	11	9	19	16	76
Geog-geographic Info Science (317.63PHD)	0	0	4	9	12	12	16	53
PH.D. Totals	24	30	31	47	53	61	57	303
Grand Totals	109	119	134	158	180	187	176	1,366

Mean Average Number of Majors / Year: All-Levels 195 Masters 109 Ph.D. 43

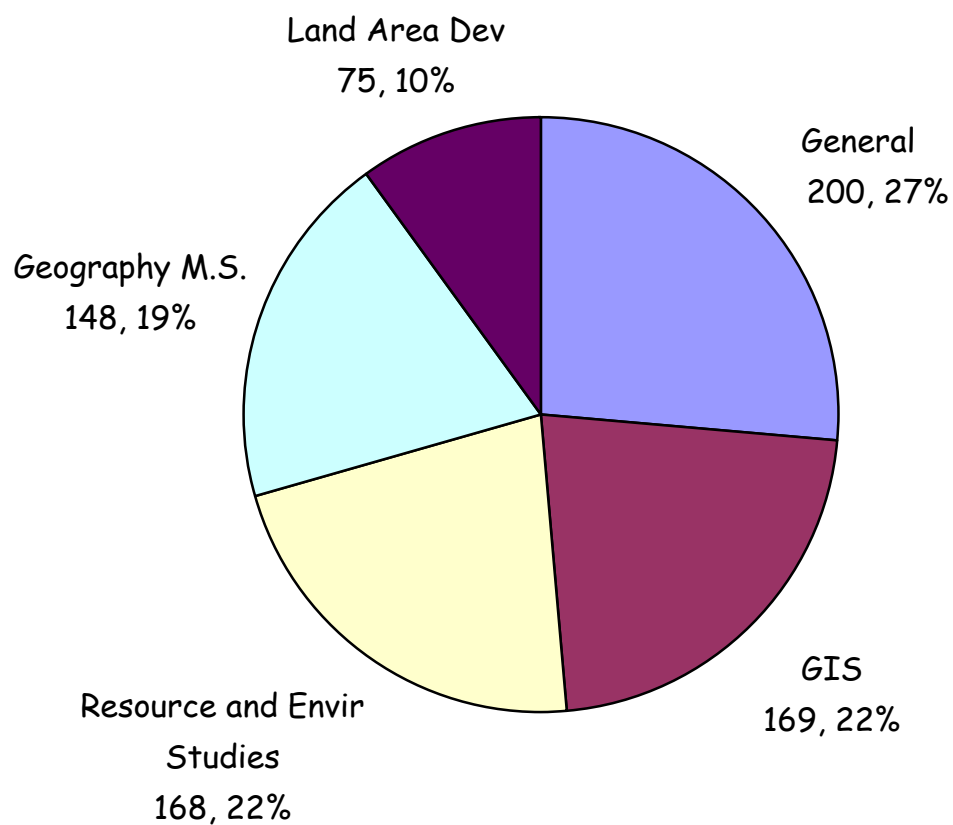
Graduate Majors (Masters and Doctorate - All Programs)
Fall Semesters 2001 - 2007



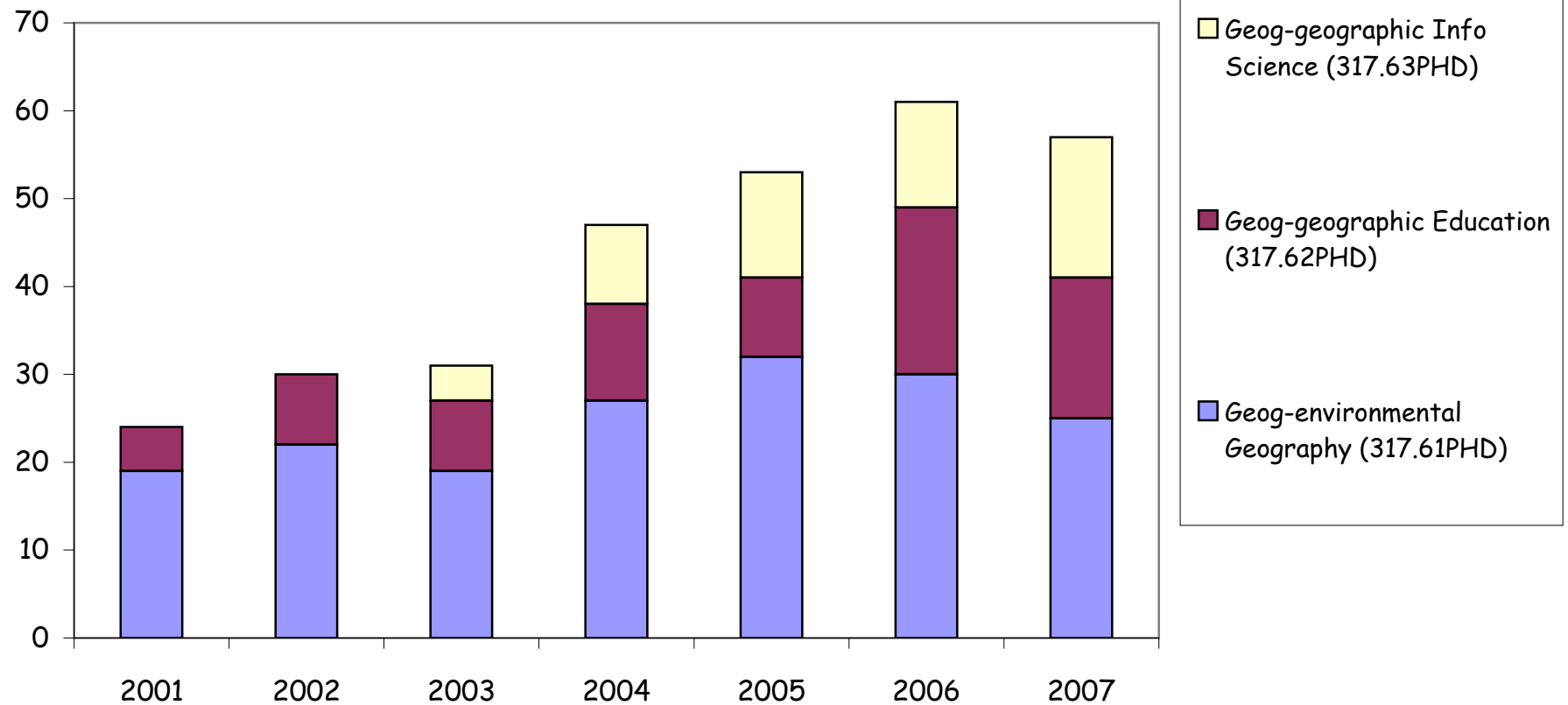
Number of Graduate Geography Majors by Program Master's Level Fall Semesters 2001 - 2007



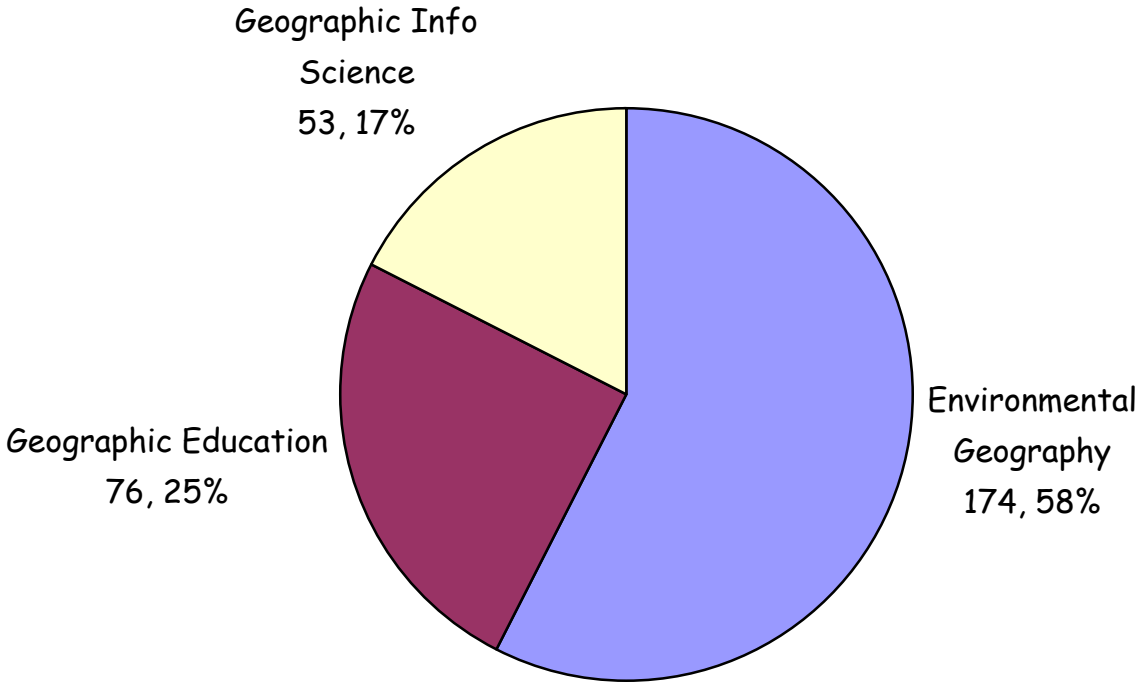
Graduate Geography Majors by Program
Total of all Fall Semesters 2001 - 2007
Masters Level
(number, percentage of graduate majors by program)



Number of Graduate Geography Majors by Program
Doctoral Level
Fall Semesters 2001 - 2007



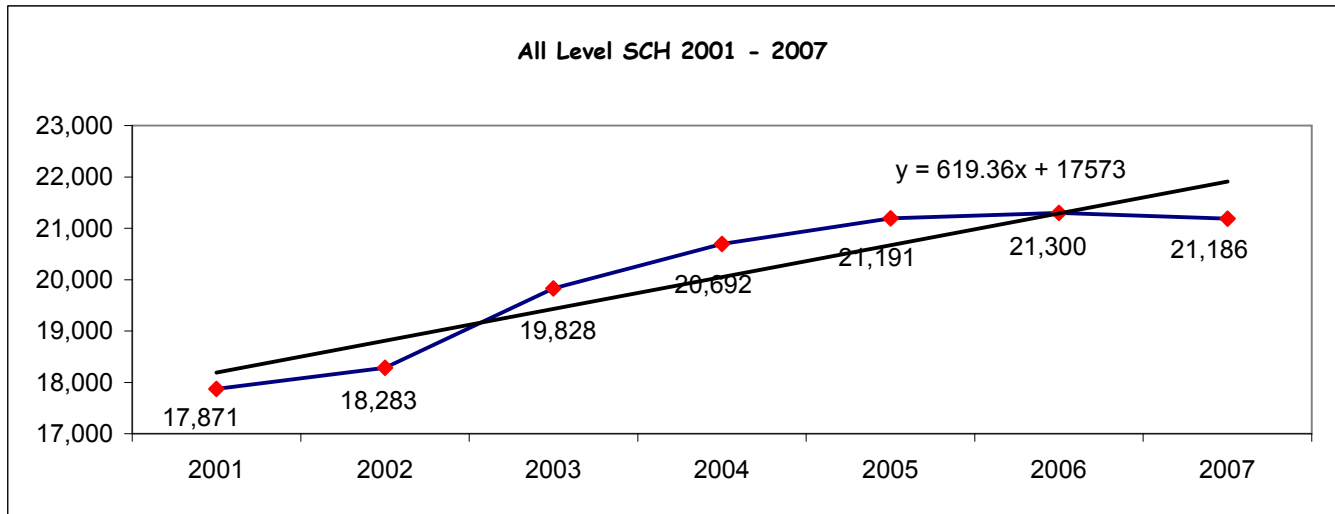
Graduate Geography Majors by Program
Total of all Fall Semesters 2001 - 2007
Doctorate Level
(number, percentage of graduate majors by program)



Appendix III.A.5.a

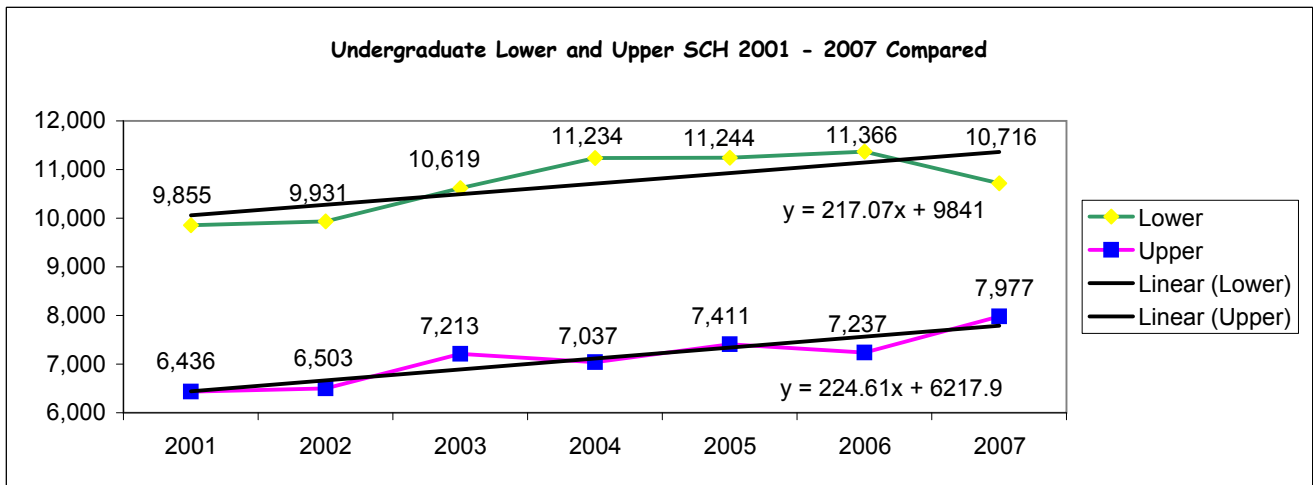
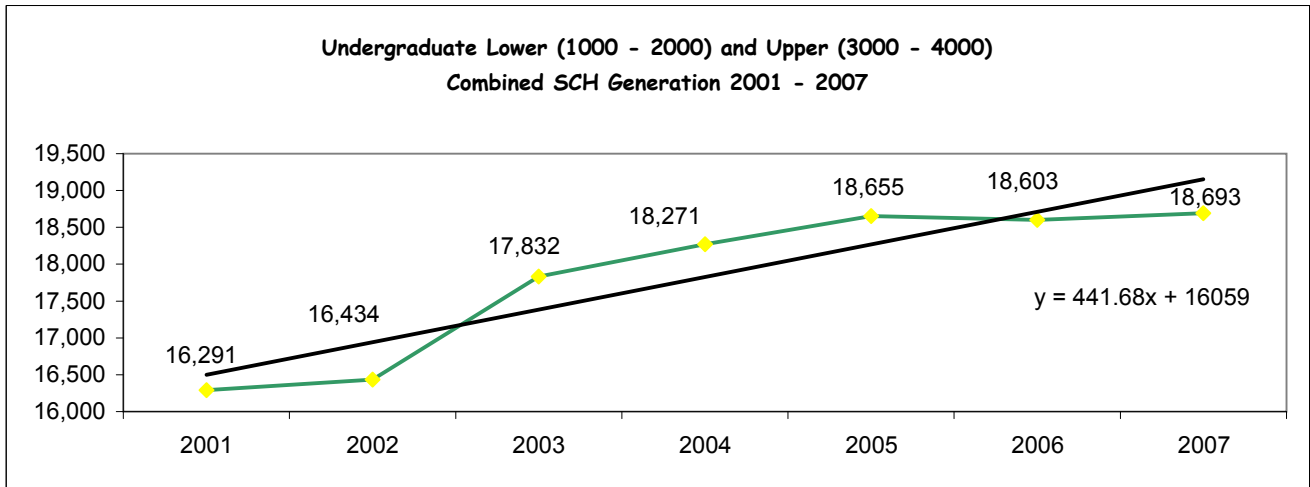
Total Student Credit Hour (SCH) Generation (Academic Unit) 2001 - 2007

		2001	2002	2003	2004	2005	2006	2007
Fall	Lower	4,675	4,998	5,038	5,894	5,662	5,483	5,699
	Upper	3,053	2,865	3,242	3,153	3,489	3,439	3,762
	Master	638	654	646	802	808	793	726
	Doctoral	165	225	282	319	395	437	439
Spring	Lower	4,294	4,112	4,763	4,619	4,953	5,301	4,588
	Upper	2,664	3,064	3,313	3,423	3,447	3,417	3,831
	Master	477	594	592	785	715	802	674
	Doctoral	228	240	327	381	411	468	506
Summer-I	Lower	475	444	518	451	385	317	87
	Upper	491	327	338	227	219	189	207
	Master	21	24	54	35	33	66	6
	Doctoral	15	21	39	45	84	33	57
Summer-II	Lower	411	377	300	270	244	265	342
	Upper	228	247	320	234	256	192	177
	Master	36	88	56	48	24	50	25
	Doctoral		3		6	66	48	60
Totals		17,871	18,283	19,828	20,692	21,191	21,300	21,186



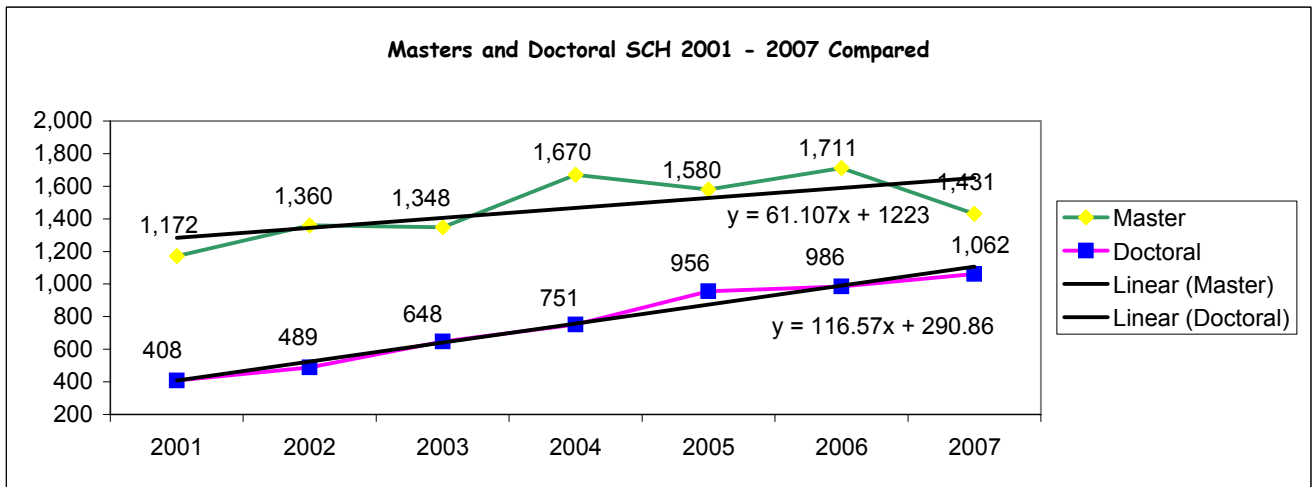
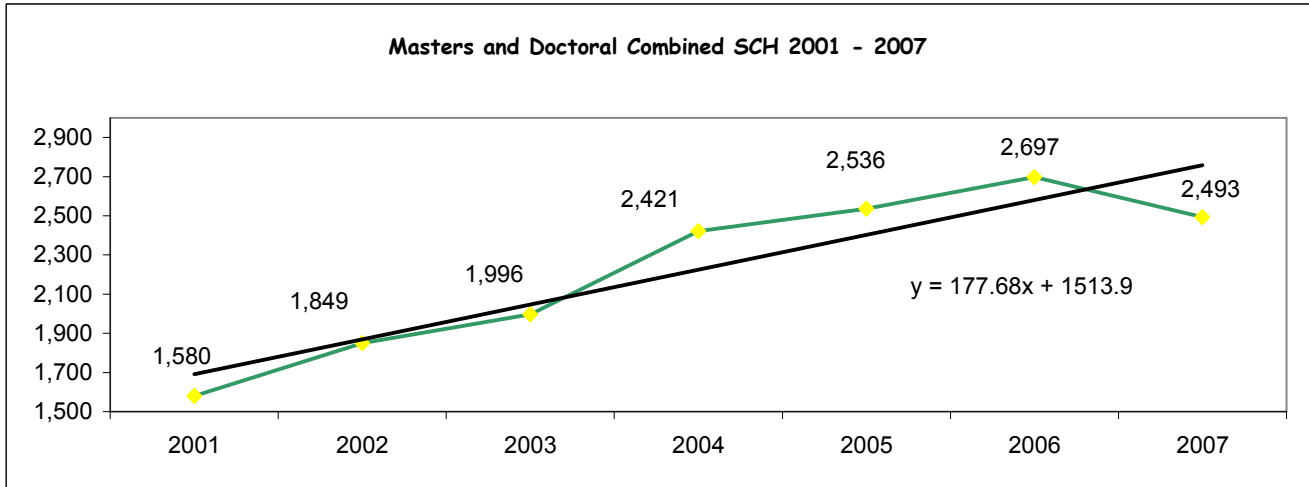
Appendix III.A.5.b

Student Credit Hour (SCH) Generation (Undergraduate) 2001 - 2007

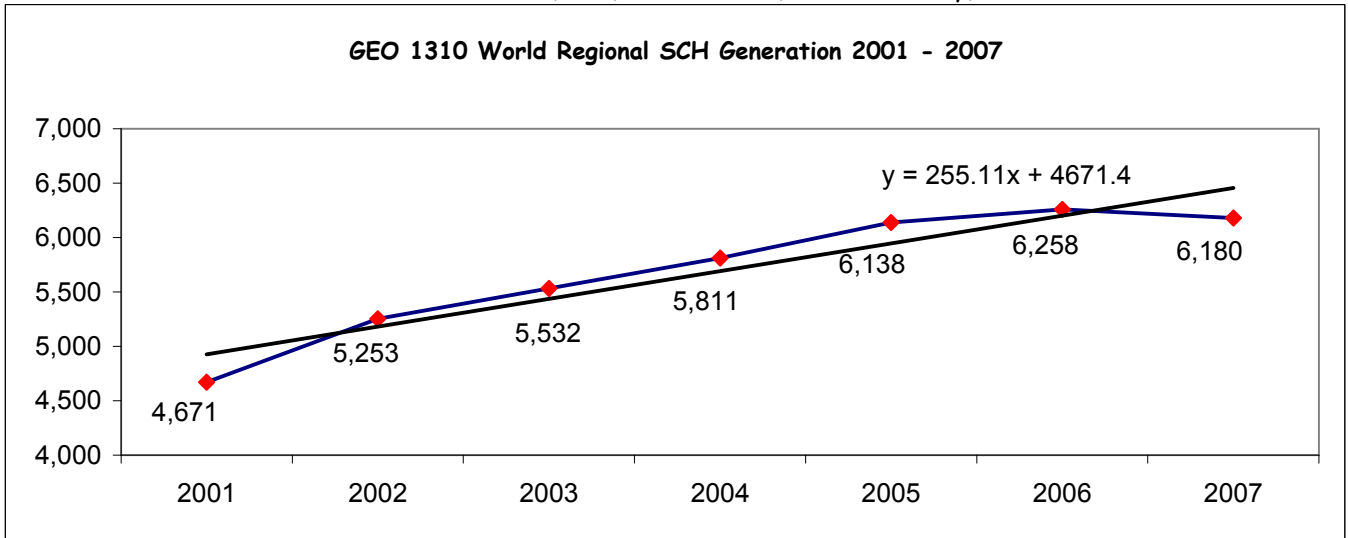


Appendix III.A.5.c

Student Credit Hour (SCH) Generation (Graduate) 2001 - 2007



Student Credit Hour (SCH) Generation (GEO 1310 Only) 2001 - 2007



Appendix III.A.6.a.1

Geography Degrees Awarded (All Levels) 2001 - 2007

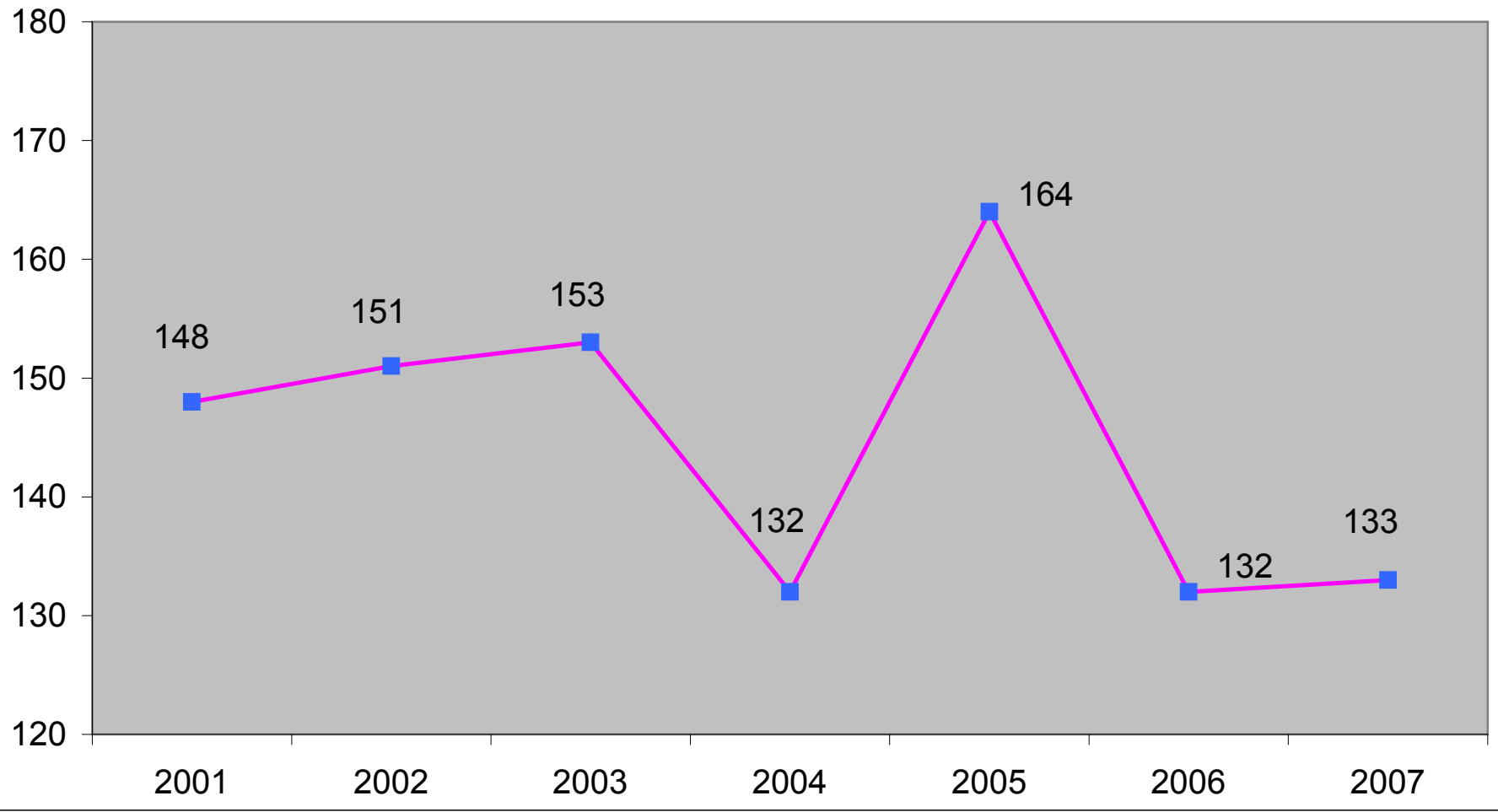
	2001	2002	2003	2004	2005	2006	2007	Totals
Bachelors	148	149	154	131	161	137	133	1,013
Doctoral	3	7	0	3	3	8	13	37
Masters	<u>20</u>	<u>34</u>	<u>34</u>	<u>20</u>	<u>43</u>	<u>28</u>	<u>26</u>	205
Grand Total	171	190	188	154	207	173	172	1,255

Appendix III.A.6.b.1

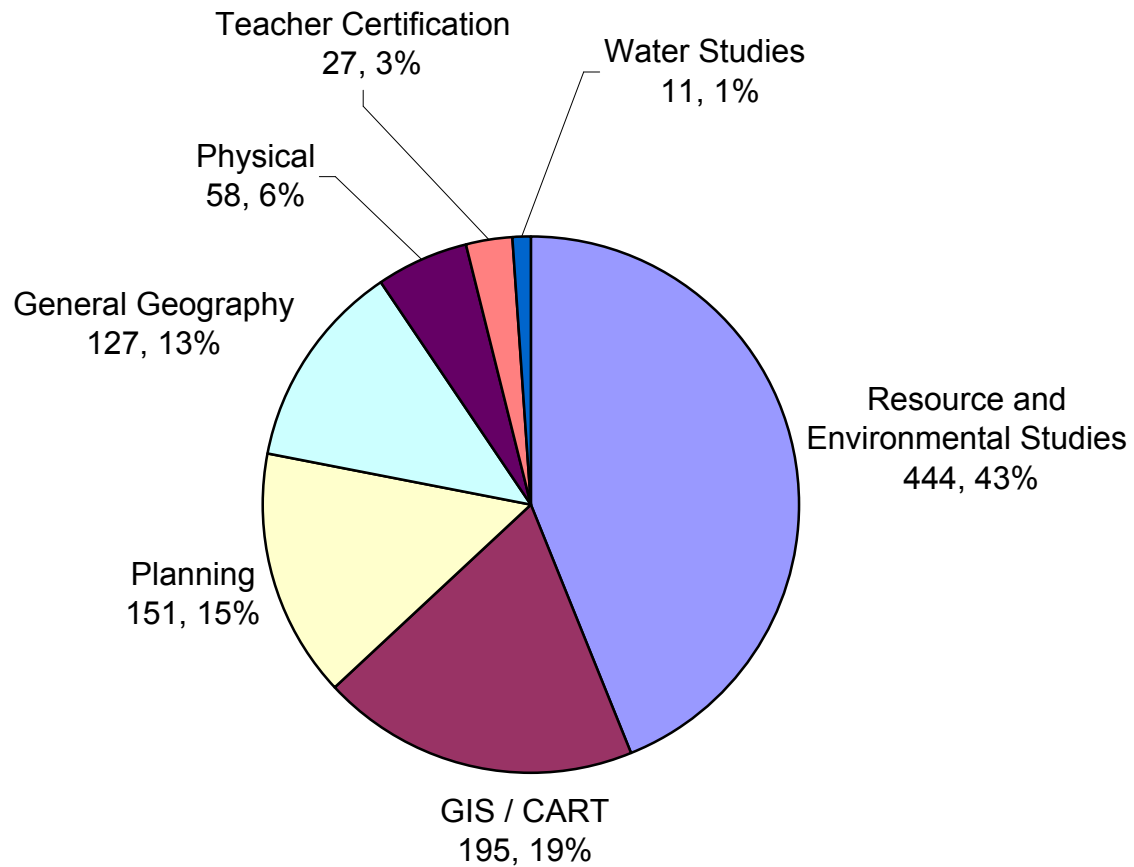
Table: Undergraduate Geography Degrees Awarded 2001 - 2007								
	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>Totals</u>
Geog-geographic Info Science (314.20BS)	27	17	29	30	41	25	20	
Geog-cartography/gis (314.10BA)	1	3	2	0	0	0	0	
GIS / CART (Sub-total)	28	20	31	30	41	25	20	195
Geog-physical Geography (313.00BS)	7	5	6	11	14	9	6	
Physical (Sub-total)	7	5	6	11	14	9	6	58
Geography (323.10BA)	5	2	2	1	1	4	1	
Geography (323.20BS)	11	15	16	10	17	17	25	
General (Sub-total)	16	17	18	11	18	21	26	127
Geography (323.15BA)	0	0	2	0	0	0	0	
Geography (323.16BA)	0	0	0	0	0	0	0	
Geography (323.25BS)	3	3	2	0	0	0	0	
Geography (323.26BS)	0	3	0	0	0	0	0	
Geography (323.27BS)	0	0	0	2	5	2	4	
Geography (323.28BS)	0	0	0	0	1	0	0	
Teacher Cert (Sub-total)	3	6	4	2	6	2	4	27
Geography-water Studies (317.20BS)	0	0	0	0	2	5	4	
Water Studies (Sub-total)	0	0	0	0	2	5	4	11
Geog-resource & Envir Studies (315.10BA)	5	1	3	1	2	0	0	
Geog-resource & Envir Studies (315.20BS)	72	85	65	58	56	46	50	
Resource and Environmental Studies (Sub-total)	77	86	68	59	58	46	50	444
Geog-urban & Regional Planning (316.10BA)	2	2	1	1	3	0	0	
Geog-urban & Regional Planning (316.20BS)	15	15	25	18	22	24	23	
Planning (Sub-total)	17	17	26	19	25	24	23	151
Grand Totals	148	151	153	132	164	132	133	1,013

Appendix III.A.6.b.2

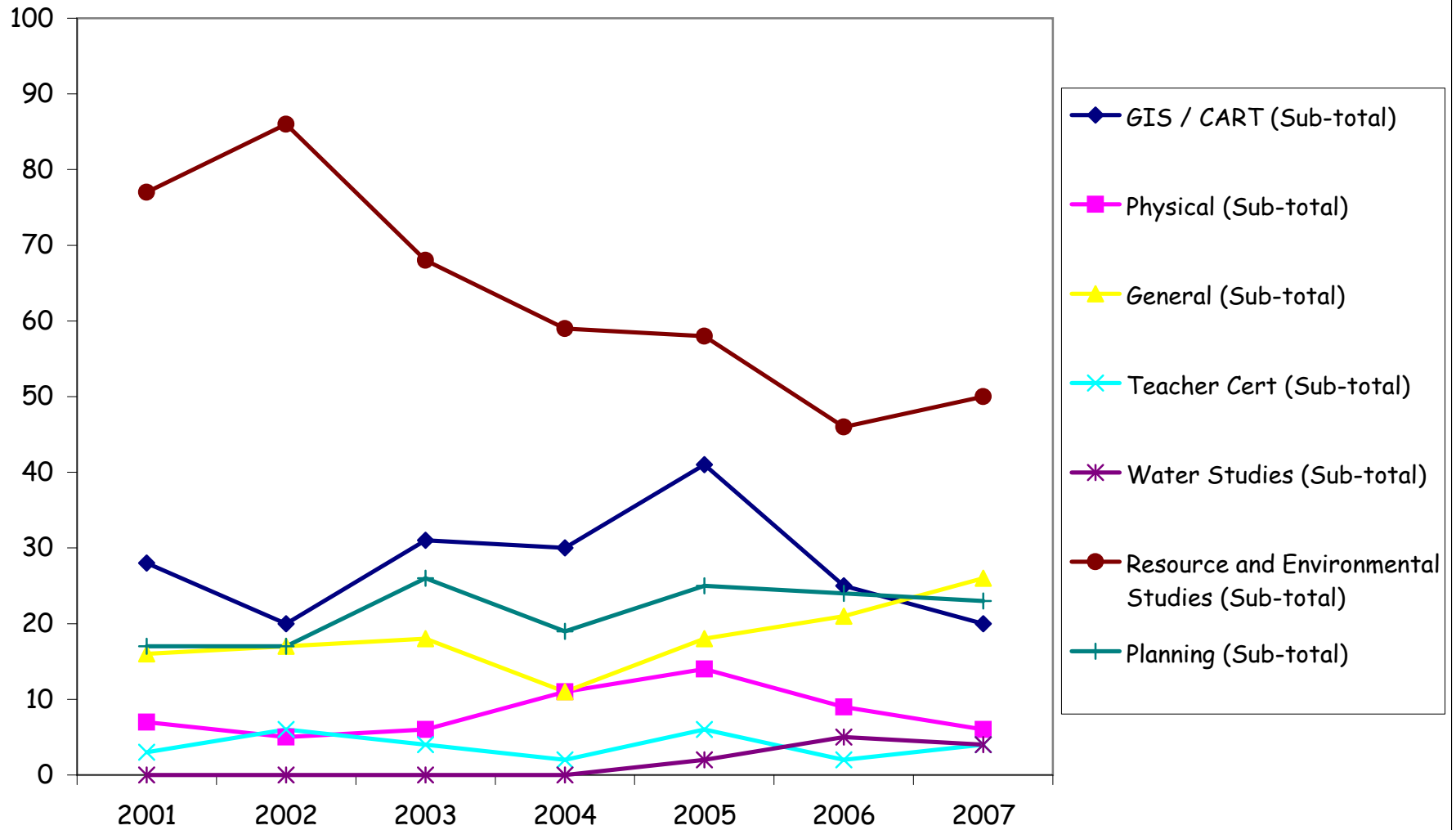
Undergraduate Geography Degrees Awarded 2001 - 2007



**Undergraduate Geography Degrees Awarded by Major
2001 - 2007
(number, percentage of all undergraduate degrees awarded)**



Number of Undergraduate Geography Degrees Awarded by Major 2001 - 2007



Appendix A.6.c.1 - Certificates Awarded 2001 - 2007

GIS Certificates

<u>SEMESTER</u>	<u>Count</u>
2001 08	7
2002 05	8
2003 05	35
2003 12	10
2004 05	32
2004 12	18
2005 05	23
2005 12	15
2006 05	34
2006 12	7
2007 05	15
<i>Total</i>	204

***Water Policy
Certificates***

<u>SEMESTER</u>	<u>Count</u>	
2004 05	1	posted as Water Policy
2005 05	9	posted as Water Resource Policy
2006 05	2	posted as Water Resource Policy
2006 12	2	posted as Water Resource Policy
2007 05	8	posted as Water Resource Policy
<i>Total</i>	22	

Geographic Information Systems (GIS) Certificate Department of Geography, Texas State University



The Texas State Department of Geographic Information Systems Certificate provides the recipient with a working knowledge Geographic Information Systems (GIS) in sufficient detail that they are prepared for professional positions involving the theoretical and applied aspects of implementing and administering a Geographic Information System.

To the prospective employer, the certificate is a professional endorsement that the recipient has received four university level courses on issues fundamental to the design, implementation, and management of Geographic Information Systems. A formal certificate issued by the Texas State University, College of Liberal Arts and a statement on the recipient's Texas State University transcripts recognize successful completion of the program.

Requirements for Certificate

The GIS Certificate requires completion of 16 hours:

GEO 2426 & (Choose one: GEO 2427 or GEO 3411 or GEO 3416) & GEO 4426 & GEO 4427 with no grade lower than a "C" and an overall 2.5 GPA for all four courses. Additional course work beyond minimum degree/major requirements is required for the certificate.

Contacts

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Dr. Alberto Giordano, Evans Liberal Arts 121A, Phone 512-245-6581, e-mail AG22@txstate.edu

Geographic Information Systems Certificate Course Descriptions

GEO 2426: Fundamentals of GIS (2-4). This course is an introduction to Geographic Information Systems (GIS), including its development, hardware and software components, data types, data formats and sources. The course will examine the unique spatial data base system of GIS that incorporates geographic techniques to capture, manipulate, analyze, and display spatial data through lectures and hands-on work.

GEO 2427: Management and Implementation of GIS (2-4). This course deals with the design, implementation, and management of geographic information systems. Practical assignment and lectures demonstrate the use of GIS in applied resource, business, governmental decision making and problem solving.

- Prerequisite: GEO 2426 or equivalent (See advisor)

GEO 3411 Map and Mapmaking. (3-2) An introduction to reference and thematic map use and design. The course introduces basic cartographic mapping techniques for quantitative and qualitative data, teaches about geospatial analysis and interpretation, and enables students to design basic maps..

GEO 3416 Principles of Remote Sensing. (3-2) Introduction to the acquisition, mensuration, interpretation, and mapping of aerial photographs and satellite images for environmental monitoring and inventorying.

- Prerequisite: GEO 2410

GEO 4426: Advanced Geographic Information Systems (2-4). This course builds on the principles introduced in GEO 2426. It gives a more in-depth understanding of the technical aspects involved in spatial data handling, analysis, and modeling. Students examine theoretical and applied aspects of GIS through a series of practical exercises and assignments.

- Prerequisite: GEO 2426 or equivalent (See advisor)

GEO 4427: Advanced Geographic Information Systems II (2-4). This course prepares students to administer and direct GIS technical and human resources. Students are exposed to GIS design standards, and error detection aspects of the GIS implementation process. Students gain experience by developing a prototype GIS.

- Prerequisite: GEO 4426 or equivalent (See advisor)

Water Resources Policy Certificate

Texas State University, Department of Geography



The Texas State Department of Geography Water Policy Certificate provides the recipient with a working knowledge of water resources in sufficient detail that they are prepared for professional positions involving water resources management and policy. To the prospective employer, the certificate is a professional endorsement that the recipient has received four university level courses on issues fundamental to water resources management and policy. A formal certificate issued by the Texas State University, College of Liberal Arts and a statement on the recipient's Texas State University transcripts recognize successful completion of the program.

Requirements for Certificate

Student must complete GEO 3434, GEO 4313, GEO 4314 & GEO 4335 with no grade less than a "C" and an overall average for the four classes of at least a 2.5. Graduate equivalent courses may be substituted - check with your academic advisor.

For more information: <http://www.geo.txstate.edu/programs/certificate/water/index.html>

Contacts

Staff Advisor: Joyce Lawson, Evans Liberal Arts 130, 512-245-0372, e-mail JL06@txstate.edu

Dr. Richard A. Earl, Evans Liberal Arts 365, 512-245-3204, e-mail RE02@txstate.edu

Dr. James Kimmel, Evans Liberal Arts 322, 521-245-3201, e-mail JK02@txstate.edu

Dr. Joanna Curran, Evans Liberal Arts 137, 521-245-3200, e-mail JC49@txstate.edu

Water Resources Policy Certificate Course Descriptions

GEO 3434: Water Resources Management. This course covers the formation, use, conservation and management of water resources. Through the use of professional sources, the students will develop a working knowledge of the hydrologic, water quality, legal, economic, political and social factors that determine water availability, hazards, use, demand, and allocation.

- Fall and Spring Semesters
- Prerequisite: GEO 2410 Physical Environment
- Graduate Substitution: GEO 5334 Applied Water Resources Management

GEO 4313: Environmental Management. This course provides an analysis of the causes of environmental problems, from local to global scale, and the valuation of attempts at management and solutions to those problems. Emphasis will be placed on the role that geography can play in environmental degradation and management.

- Fall and Spring Semesters
- Prerequisite: GEO 2410 Physical Environment
- Graduate Substitution: GEO 5313 Environmental Management

GEO 4314: River Basin Management. The purpose of this course is to study principles and practices of large-scale river basin management. Emphasis is on integrated management of land and water resources including economic development and environmental protection issues.

- Spring Semesters
- Prerequisite: GEO 2410
- Graduate Substitution: GEO 5390 OR GEO 5395 River Basin Management

GEO 4335: Directed Research: Water Policy. A course focusing upon the application of principles of water resources to solve local, regional, and state water problems. Students will be directed on developing policy options and solutions to major water resource problems.

- Spring Semesters
- Departmental Prerequisites: GEO 3434: Water Resources Management and GEO 4313: Environmental Management
- Departmental Co- or prerequisite: GEO 4314: River Basin Management
- Graduate Substitute: GEO 5390 or 5395 River Basin Management

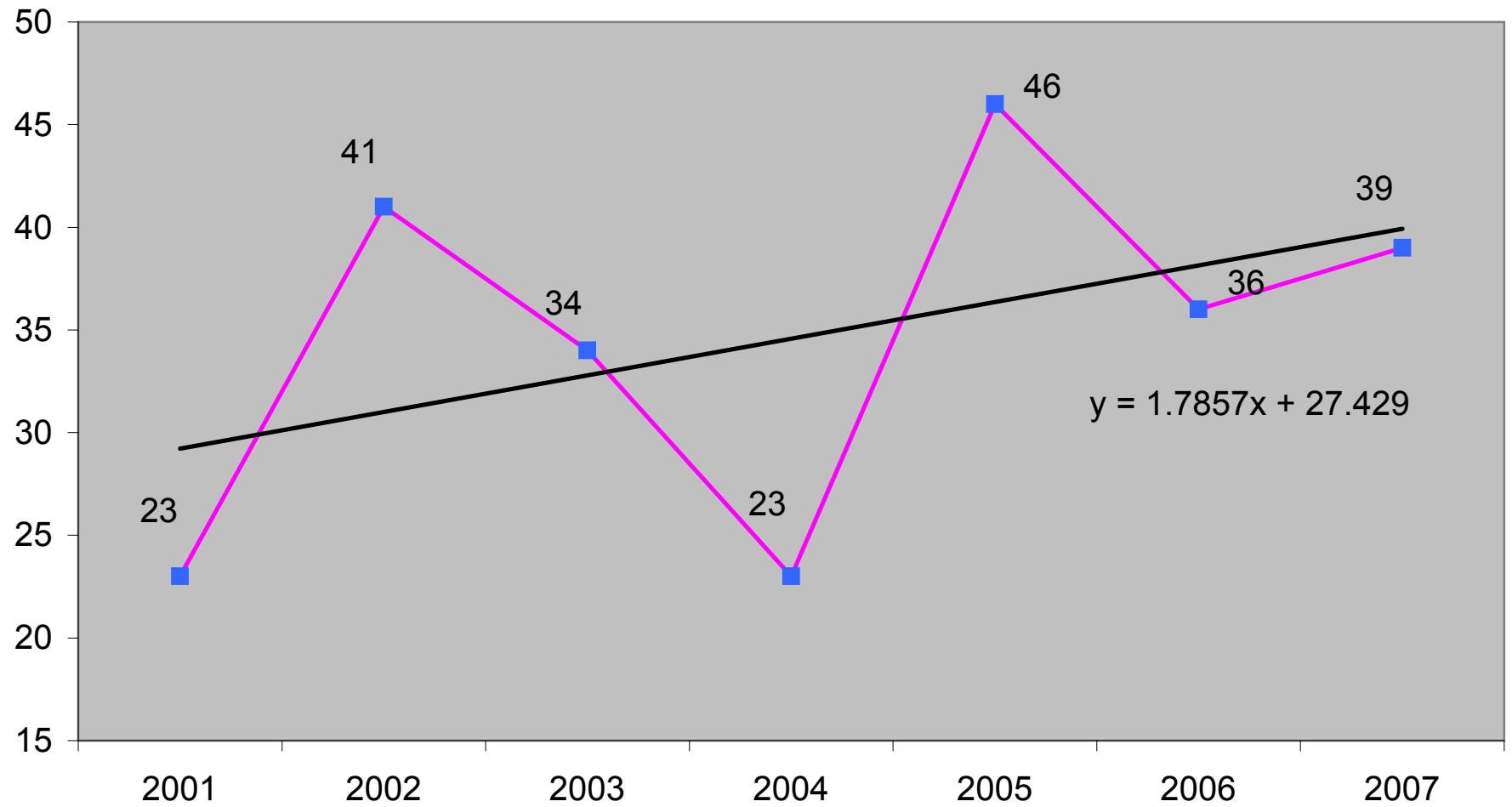
Appendix III.A.6.d.1

Graduate Geography Degrees Awarded 2001 - 2007									
	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>Totals</u>	
Geog-geographic Info Science (314.30MAGEO)	7	5	7	3	7	3	3		
Geog-geographic Info Science (314.31MAGEO)	1	1	1	2	2	0	0		
GIS (Sub-total)	8	6	8	5	9	3	3	42	
Geography (312.10MAGEO)	3	4	6	4	8	6	6		
Geography (312.11MAGEO)	0	3	2	1	1	0	0		
Geography (312.12MAGEO)	0	0	2	0	1	0	1		
Geography (312.13MAGEO)	0	0	0	0	1	0	0		
General (Sub-total)	3	7	10	5	11	6	7	49	
Geography (312.30MS)	0	6	4	5	11	10	6		
Master of Science (Sub-total)	0	6	4	5	11	10	6	42	
Geog-resource & Envir Studies (315.30MAGEO)	9	7	8	3	4	6	3		
Geog-resource & Envir Studies (315.31MAGEO)	0	3	3	0	1	1	3		
Resource and Environmental Studies (Sub-total)	9	10	11	3	5	7	6	51	
Geog-land/area Dev & Mgt (312.20MAGEO)	0	4	1	2	7	1	3		
Geog-land/area Dev & Mgt (312.21MAGEO)	0	1				1	1		
Land Area Development (Sub-total)	0	5	1	2	7	2	4	21	
									Total
Masters Totals	20	34	34	20	43	28	26	205	

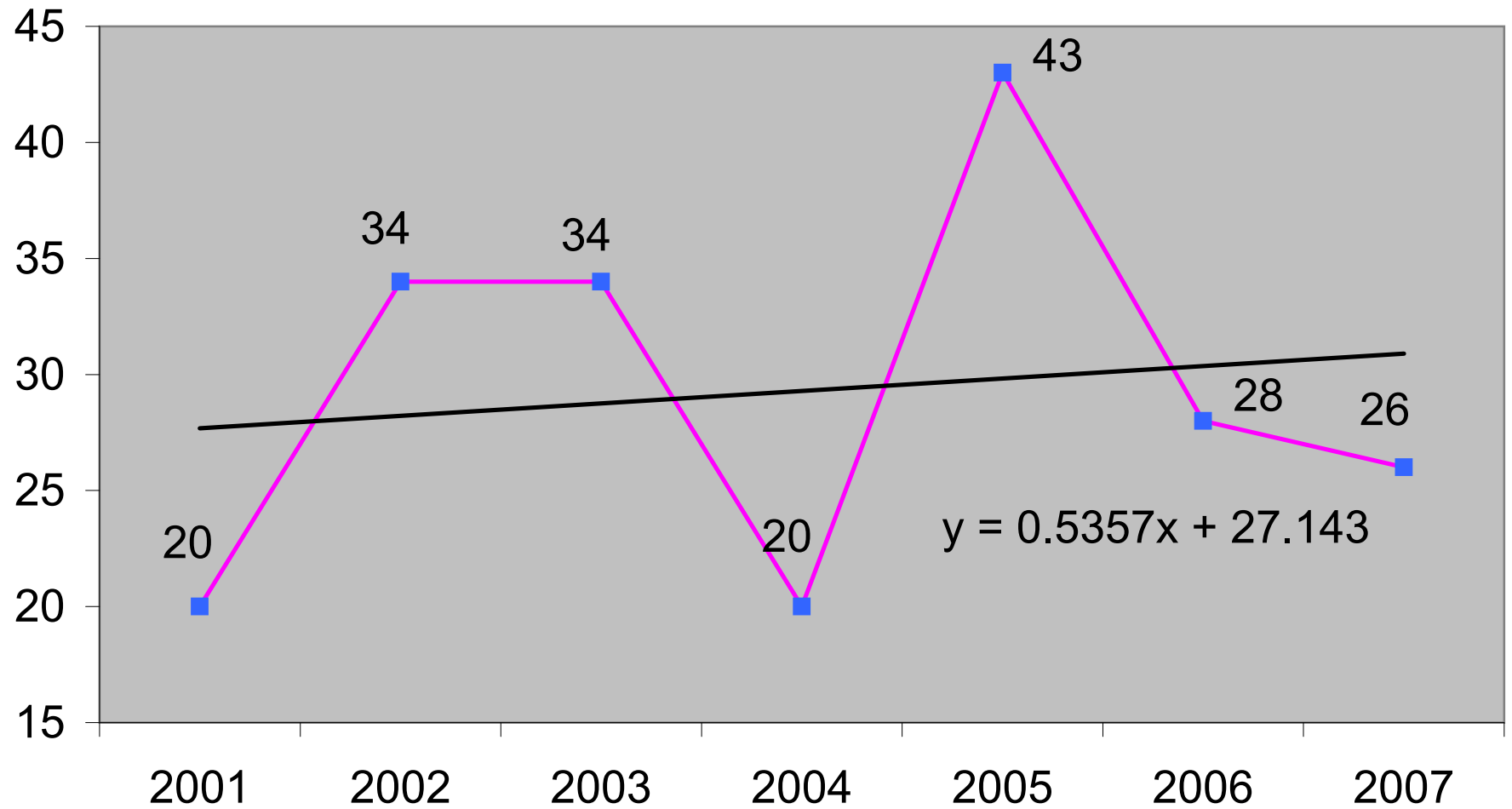
Geography Doctorate Degrees Awarded 2000 - 2007									
	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>Totals</u>
Geog-environmental Geography (317.61PHD)	2	1	7	0	2	2	3	7	24
Geog-geographic Education (317.62PHD)	0	2	0	0	1	1	3	2	9
Geog-geographic Info Science (317.63PHD)	0	0	0	0	0	0	2	4	6
									Total
Ph.D. (Sub-total)	2	3	7	0	3	3	8	13	39

	Total								
Grand Totals All Graduate Degrees	23	41	34	23	46	36	39	242	

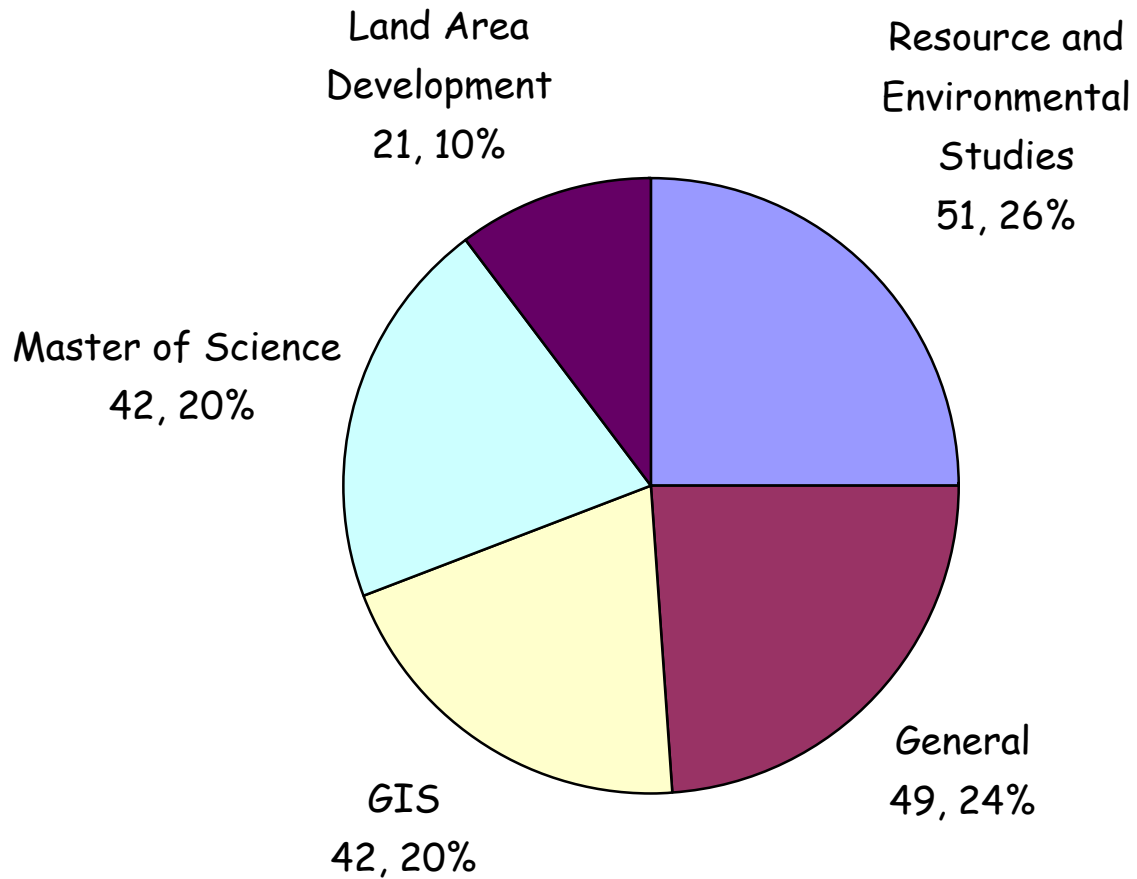
Appendix III.A.6.d.2
Graduate Geography Degrees Awarded 2001 - 2007



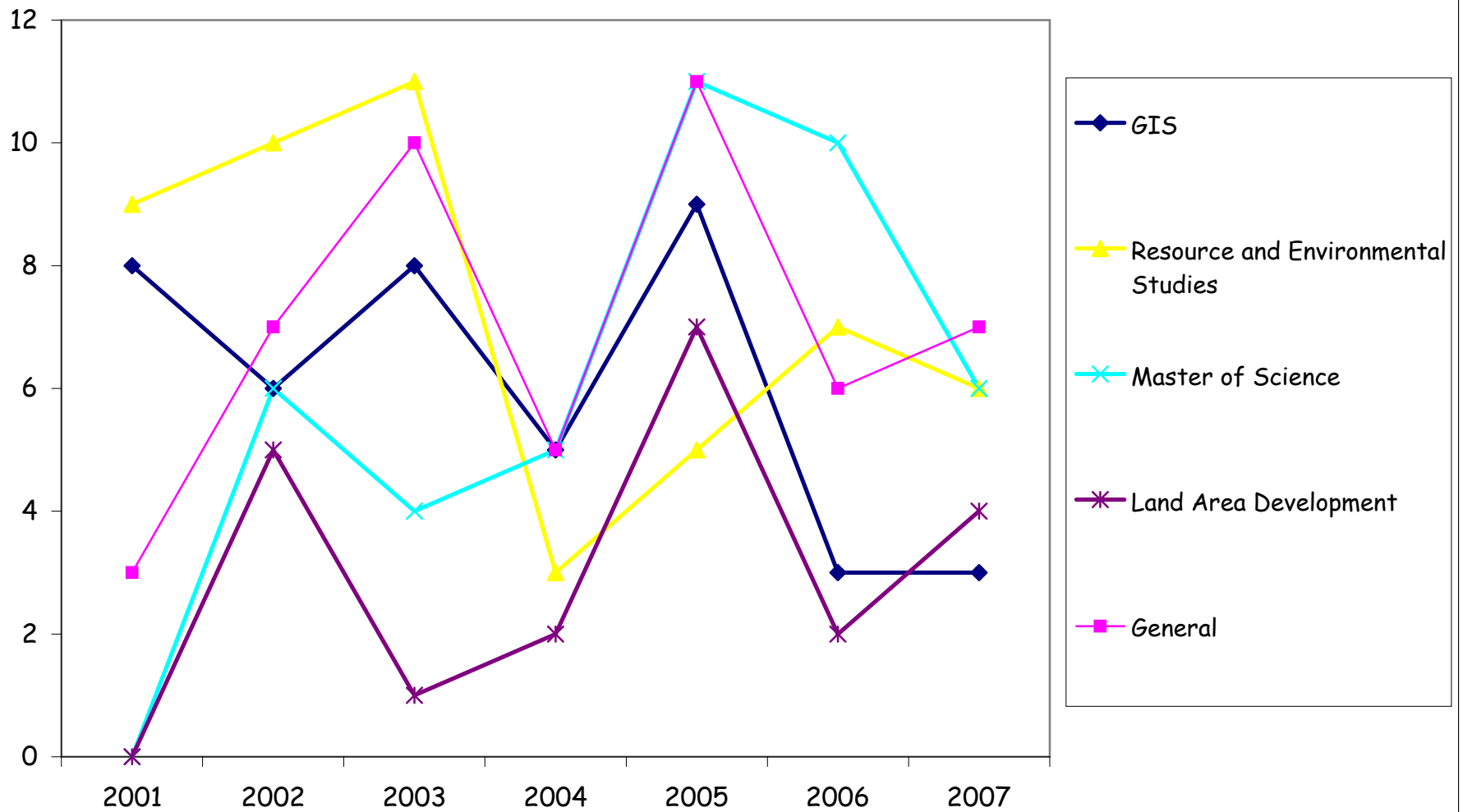
Appendix III.A.6.e.1
Masters Degrees Awarded (All Majors) 2001 - 2007



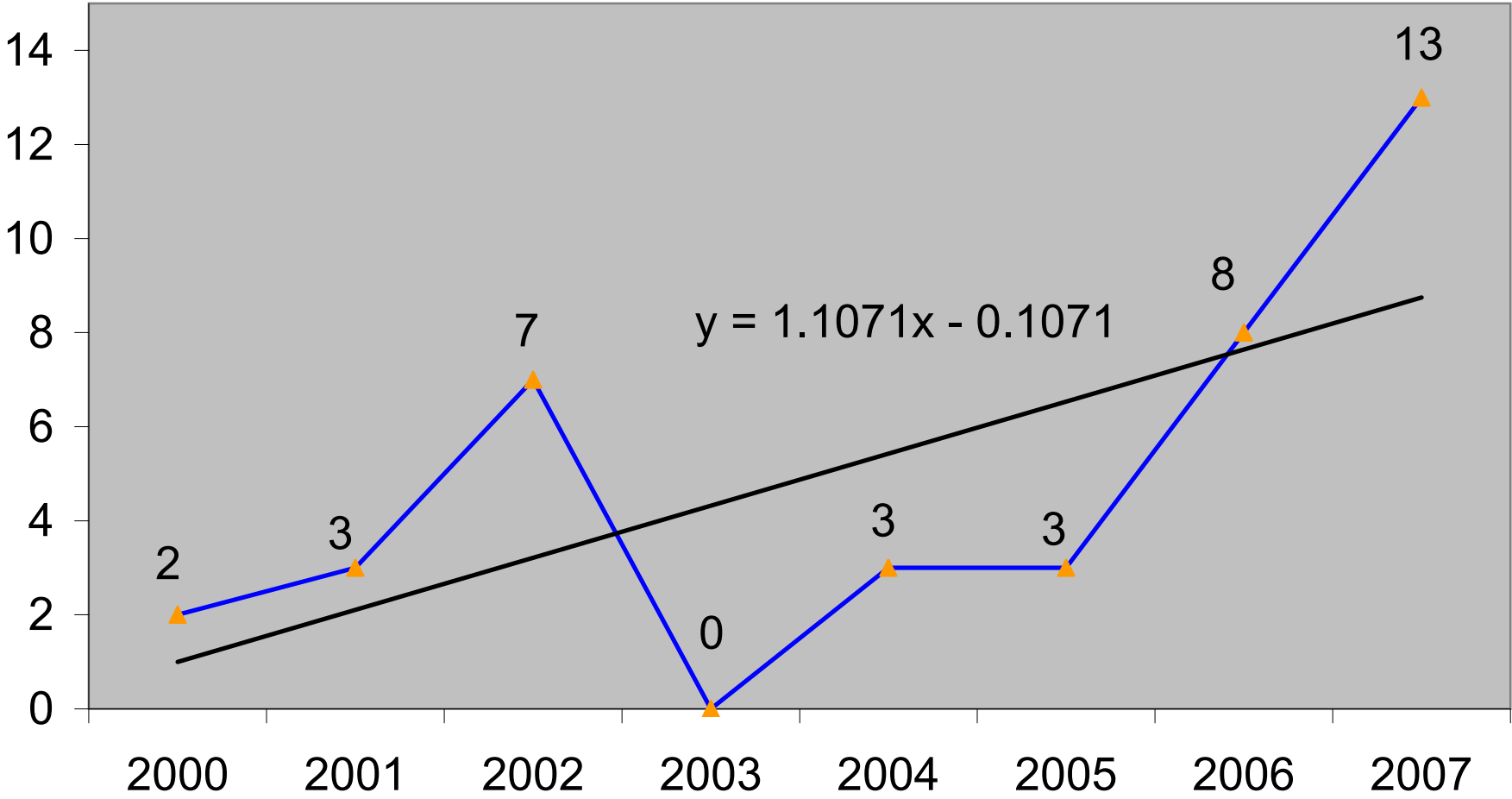
Appendix III.A.6.e.2
Masters Degrees Awarded 2001 - 2007



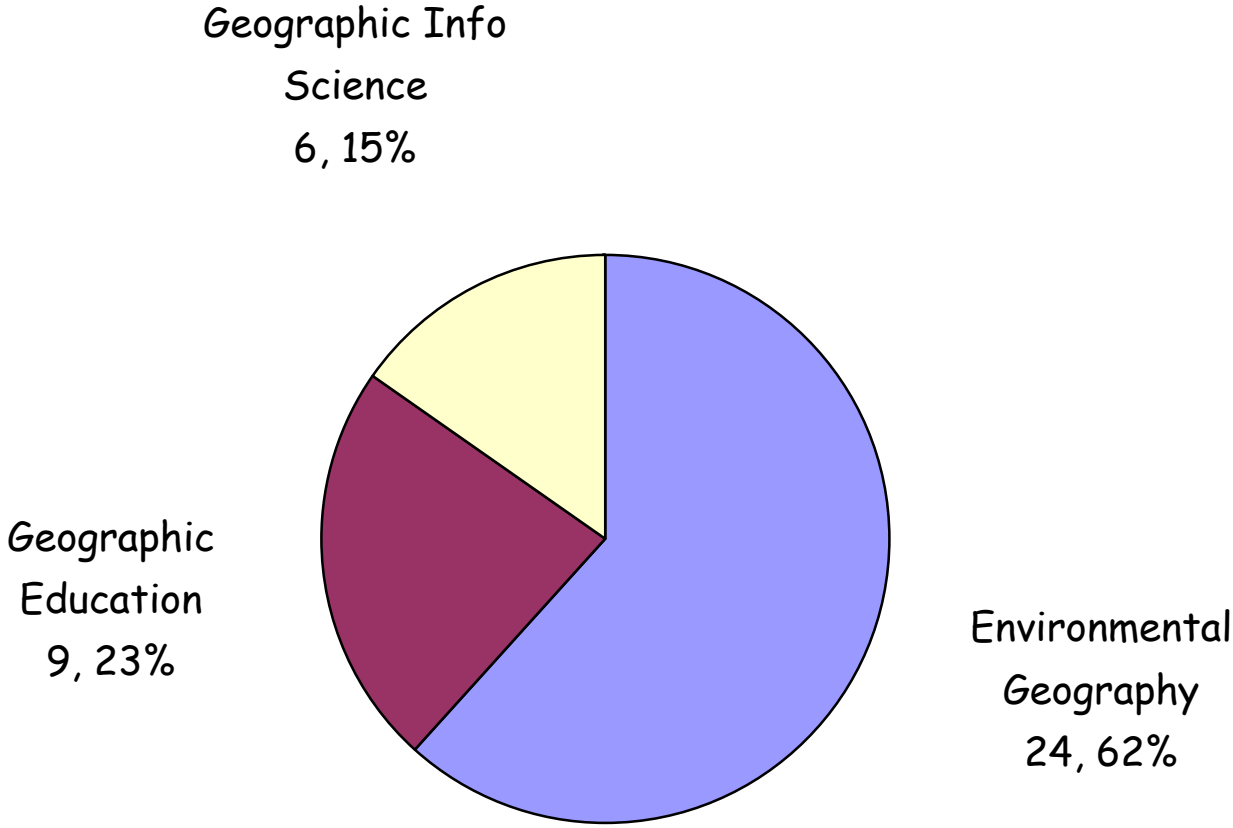
Appendix III.A.6.e.3
Number of Masters Degrees Awarded by Major 2001 - 2007



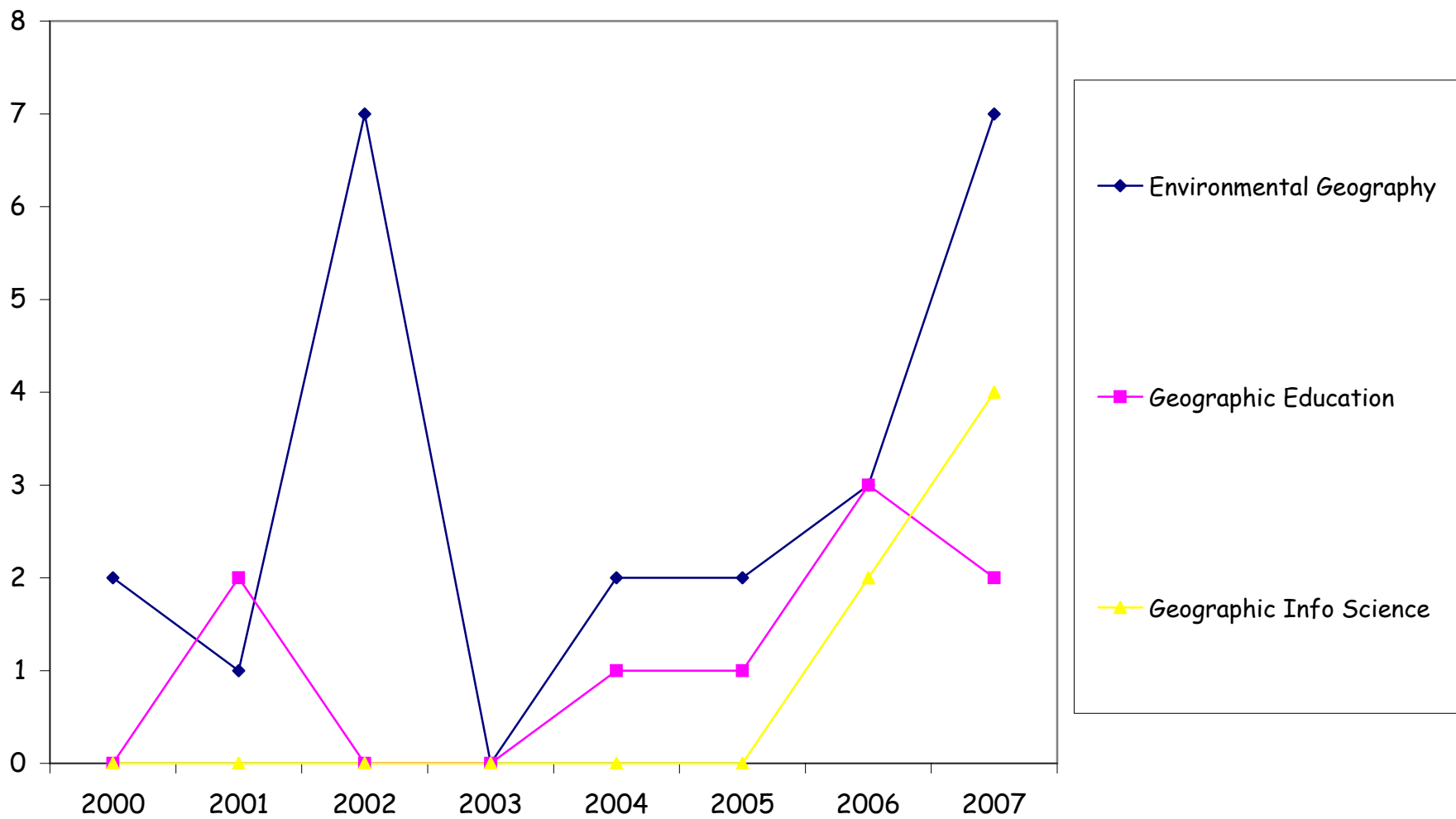
Appendix III.A.6.f.1
Doctoral Geography Degrees Awarded 2000 - 2007



Appendix III.A.6.f.2
Doctoral Degrees Awarded 2000 - 2007



Appendix III.A.6.f.3
Number of Doctorate Degrees Awarded by Major 2000 - 2007



Geography Alumni Survey Add-on Questions to University-Wide Questionnaire

Date: _____

1. Age _____ Sex _____ Race/Ethnicity _____ Marital Status _____
2. What is your hometown, state, country? _____
3. What is your current town, state, country? _____
4. What geography degree did you obtain? B.A. _____ B.S. _____
5. What was your degree concentration or focus? _____
6. What was your overall GPA? _____ Your geography GPA? _____
7. Have you already used your geography degree to obtain a full-time job? Yes ____ No ____
If so, what is the name and Website address of your employer?
-

8. What salary did you / do you earn in your first full-time position after graduation (please circle)?
\$20,000 - \$30,000 \$30,000 - 40,000 \$40,000 - 60,000 \$60,000 - 80,000

9. Please circle the answer for the following statements:

- A. The Geography Department is a welcoming, friendly place for students.
Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
- B. I received high-quality teaching in the Geography Department.
Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
- C. I received high-quality advising from the geography faculty.
Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
- D. My geography coursework was / will be useful to me in obtaining a job.
Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
- E. I had a high-quality internship experience that was useful to me in obtaining a job.
Not Applicable
Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
- F. My geography coursework has given me the background needed to keep up with technological changes in my career.
Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
- G. The Geography Department's job placement information and assistance was helpful.
Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
- H. My geography degree enabled me to be accepted into graduate school.
Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
- I. In general, I am satisfied with the education I received as a student in the Geography Department.
Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

J. I would encourage friends and relatives to major in geography.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

K. I think the Geography Department has an excellent reputation.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

L. My membership in a Geography student organization helped me obtain a college degree.

Not Applicable

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

M. I intend to keep in contact with the Geography Department after graduation.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

N. I plan to attend the annual Geography Department alumni reunions.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

10. What geography courses were especially valuable to you in your search for a professional position?

11. What courses, geography or others, should be added to the departmental curriculum to enhance employment opportunities and professional growth for students? _____

12. Which professors in the Geography Department were especially instrumental to your professional or personal growth? _____

13. Do you know of any potential students for our undergraduate or graduate programs? If so, what are their names and e-mail addresses? _____

14. Other comments: _____

15. Please share your new e-mail address: _____



Current user: MC12

2006 Alumni Survey Results

The Department of Geography

Total Respondents:32

Demographic Data		
Gender		
Category	Count	Percent
Male	21	66 %
Female	11	34 %
Ethnicity		
Category	Count	Percent
White, non-Hispanic	28	88 %
Black, non-Hispanic	4	13 %
Hispanic		0 %
Asian		0 %
American Indian/Alaskan Native		0 %
International		0 %
Unknown		0 %
Department		
Category	Count	Percent
Geography	32	100 %
Majors:		
Category	Count	Percent
313.00 Geography-Physical Geography (BS)	2	6.25 %
314.20 Geography-Geographi Information Systems	7	21.88 %
315.20 Geography-Resource and Environmental Studies (BS)	10	31.25 %
316.20 Geography-Urban & Regional Planning (BS)	6	18.75 %
317.20 Geography-Water Studies (BS)	2	6.25 %

323.20 Geography (BS)	3	9.38 %
323.27 Geography (BS Composite Tch.Cert. PS Minor)	2	6.25 %

**Which of the following best describes your current primary employment status?
(asked of all alumni)**

Category	Count	Percent
Employed full time	20	63 %
Employed part time	6	19 %
Unemployed, not seeking employment	3	9 %
Serving in the Armed Forces	2	6 %
Unemployed, seeking employment	1	3 %

**From which source did you receive most of your assistance with career development issues?
(asked of employed alumni)**

Category	Count	Percent
Faculty	11	42 %
Parent or relative	4	15 %
Academic advisor	3	12 %
Another student or friend	2	8 %
Internet career website	1	4 %
Other university staff		0 %
Career Services office		0 %
Other, (please specify: see table below)	5	19 %

**From which source did you learn about the first job you held after graduating from Texas State?
(asked of employed alumni)**

Category	Count	Percent
Held the job while enrolled at college	5	19 %
Employer Website	5	19 %
Internet job board (other than Jobs4Cats)	3	12 %
Academic department or faculty	2	8 %
Newspaper or trade publication	2	8 %
Internship	1	4 %
Networking with alumni	1	4 %
Career Services office	1	4 %
Recruited by employer		0 %
Career Services Jobs4Cats online		0 %
Professional meeting/organization		0 %
Public or private agency		0 %
Career Services Job Fair		0 %
Other, (please specify: see table below)	6	23 %

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation (asked of employed alumni)					
Item	Mean	Count	Major Problem (1)	Minor Problem (2)	Not a Problem (3)
Race/sex discrimination	2.92	25	1 (4 %)	0 (0 %)	24 (96 %)
Completing job applications	2.81	26	0 (0 %)	5 (19 %)	21 (81 %)
Scheduling interviews	2.73	26	1 (4 %)	5 (19 %)	20 (77 %)
Writing a resume, vita, or letter of introduction	2.69	26	1 (4 %)	6 (23 %)	19 (73 %)
Deciding what I wanted to do	2.62	26	3 (12 %)	4 (15 %)	19 (73 %)
Knowing how to find job openings	2.42	26	2 (8 %)	11 (42 %)	13 (50 %)
Finding a job for which I was trained	2.16	25	5 (20 %)	11 (44 %)	9 (36 %)
Finding the kind of job I wanted	2.08	26	6 (23 %)	12 (46 %)	8 (31 %)
Finding a job that paid enough	2.04	26	8 (31 %)	9 (35 %)	9 (35 %)
Find a job where I wanted to live	1.85	26	9 (35 %)	12 (46 %)	5 (19 %)

How long did it take you to obtain your first full-time job after graduating? (asked of alumni employed full-time)		
Category	Count	Percent
I obtained a job prior to graduating from Texas State	5	25 %
Less than one month	2	10 %
1 to 3 months	7	35 %
4 to 6 months	2	10 %
7 to 12 months	3	15 %
More than 12 months	1	5 %

How many full-time jobs have you held since graduation? (asked of alumni employed full-time)		
Category	Count	Percent
1	15	75 %
2	5	25 %
3		0 %

4	0 %
5	0 %
6 or more	0 %

**How many part-time jobs have you held since graduation?
(asked of alumni employed part-time)**

Category	Count	Percent
1	5	83 %
2	1	17 %
3		0 %
4		0 %
5		0 %
6 or more		0 %

**What is your current annual salary?
(asked of alumni employed full-time)**

Category	Count	Percent
\$9,999 or less		0 %
\$10,000 to \$19,999		0 %
\$20,000 to \$29,999	6	30 %
\$30,000 to \$39,999	9	45 %
\$40,000 to \$49,999	3	15 %
\$50,000 to \$59,999	2	10 %
\$60,000 to \$69,999		0 %
\$70,000 to \$79,999		0 %
\$80,000 to \$89,999		0 %
\$90,000 to \$99,999		0 %
\$100,000 to \$109,999		0 %
\$110,000 to \$119,999		0 %
\$120,000 or more		0 %

**What is the primary reason you are currently employed part-time?
(asked of alumni employed part-time)**

Category	Count	Percent
Do not desire full-time employment	1	17 %
Cannot find full-time employment	1	17 %
Health/personal reasons		0 %
Other (please specify: see table below)	4	67 %

**How closely is your current job related to your college major?
(asked of employed alumni)**

Category	Count	Percent
Highly related	14	54 %
Moderately related	6	23 %
Slightly related	3	12 %
Not related	3	12 %

**To what extent did your education at Texas State allow you to be competitive with peers at your current place of employment?
(asked of employed alumni)**

Category	Count	Percent
Very well	6	24 %
Well	13	52 %
Adequately	5	20 %
Poorly	1	4 %
Very poorly		0 %

**How satisfied are you with your current job?
(asked of alumni employed full-time)**

Category	Count	Percent
Very satisfied	4	20 %
Satisfied	10	50 %
Neutral	4	20 %
Dissatisfied	2	10 %
Very dissatisfied		0 %

**How satisfied are you with your current job?
(asked of alumni employed part-time)**

Category	Count	Percent
Very satisfied	1	17 %
Satisfied	3	50 %
Neutral	1	17 %
Dissatisfied	1	17 %
Very dissatisfied		0 %

**Do you feel you are currently underemployed?
(asked of alumni employed full-time)**

Category	Count	Percent
Yes	10	50 %
No	10	50 %

**Do you feel you are currently underemployed?
(asked of alumni employed part-time)**

Category	Count	Percent
Yes	4	80 %
No	1	20 %

**In addition to your full-time employment, have you held a part-time job since graduation?
(asked of alumni employed full-time)**

Category	Count	Percent
Yes	7	37 %
No	12	63 %

**In addition to your part-time employment, have you held a full-time job since graduation?
(asked of alumni employed part-time)**

Category	Count	Percent
Yes		0 %
No	6	100 %

**Are you currently seeking full-time employment?
(asked of alumni employed part-time)**

Category	Count	Percent
Yes	1	17 %
No	5	83 %

**Have you held a job since graduation?
(asked of alumni that are unemployed)**

Category	Count	Percent
Yes, I have worked full-time	1	25 %
Yes, I have worked part-time		0 %
Yes, I have worked both full and part-time		0 %
No, I have not held a job since graduating	3	75 %

**Please indicate the primary reason you are now unemployed:
(asked of alumni that are unemployed)**

Category	Count	Percent
Have been unable to find a full-time job since college	1	25 %
Was laid off by employer		0 %
Quit to find another job		0 %
Health/personal reasons		0 %
Do not desire employment at this time		0 %
Other (please specify: see table below)	3	75 %

**How long have you actively been seeking employment?
(asked of alumni that are unemployed)**

Category	Count	Percent
Not seeking employment		0 %
Less than 1 month		0 %
1 to 3 months		0 %
4 to 6 months		0 %
7 to 12 months	1	100 %
More than 12 months		0 %

**Have you sought employment help form Texas State's Career Services Office?
(asked of alumni that are unemployed)**

Category	Count	Percent
Yes, it has been helpful		0 %
Yes, but it has not been helpful (please explain: see table below)	1	100 %
No (please explain: see table below)		0 %

**Since graduating from Texas State, have you continued your education for any of the following reasons? Please click all that apply:
(asked of all alumni)**

Category	Count	Percent
To earn a graduate or professional degree	13	41 %
To increase earning power	9	28 %
To improve skills related to my job	8	25 %
For general education or self-improvement	8	25 %
To prepare for a future career change	5	16 %
To meet certification, licensing or continuing education requirements	5	16 %

Are you currently enrolled in a degree or certificate program? (asked of all alumni)

Category	Count	Percent
Yes	12	38 %
No	20	63 %

How well did Texas State prepare you for your continuing education? (asked of alumni currently enrolled)

Category	Count	Percent
Very well	3	25 %
Well	6	50 %
Adequately	3	25 %
Poorly		0 %
Very Poorly		0 %

Are you planning to enroll in a degree program within the next five years?		
Category	Count	Percent
Yes	12	60 %
No	8	40 %

Are you planning to enroll in a certificate program within the next five years?		
Category	Count	Percent
Yes	4	20 %
No	16	80 %

How would you rate Texas State on the following characteristics? (Mean, count and percent omits "No opinion" responses.)								
Item	Mean	Value	1	2	3	4	5	0
		Count	Very good	Good	Fair	Poorly	Very poorly	No opinion
Reputation of your major department	1.44	32	22 (69 %)	7 (22 %)	2 (6 %)	1 (3 %)	(0 %)	
Location of campus	1.69	32	13 (41 %)	16 (50 %)	3 (9 %)	(0 %)	(0 %)	
Quality of social life	1.74	23	9 (39 %)	11 (48 %)	3 (13 %)	(0 %)	(0 %)	9
Attractiveness of campus	1.81	32	11 (34 %)	17 (53 %)	3 (9 %)	1 (3 %)	(0 %)	
Quality of instruction	1.84	32	7 (22 %)	23 (72 %)	2 (6 %)	(0 %)	(0 %)	
Personal attention to students	1.88	32	11 (34 %)	17 (53 %)	2 (6 %)	1 (3 %)	1 (3 %)	
Opportunities to participate in extracurricular activities	1.88	26	9 (35 %)	13 (50 %)	3 (12 %)	(0 %)	1 (4 %)	6
Quality of academic facilities (library, classrooms, etc.)	1.94	31	5 (16 %)	24 (77 %)	1 (3 %)	1 (3 %)	(0 %)	
Availability of recreational facilities on campus	2.13	24	3 (13 %)	16 (67 %)	4 (17 %)	1 (4 %)	(0 %)	8
Opportunities for leadership development	2.38	24	4 (17 %)	11 (46 %)	6 (25 %)	2 (8 %)	1 (4 %)	8
Academic reputation overall	2.41	32	2 (6 %)	15 (47 %)	15 (47 %)	(0 %)	(0 %)	
Cost of tuition and fees	2.47	32	3 (9 %)	14 (44 %)	13 (41 %)	1 (3 %)	1 (3 %)	
Quality of on-campus housing	2.82	11	(0 %)	5 (45 %)	3 (27 %)	3 (27 %)	(0 %)	21

How satisfied are you with the educational experience you had at Texas State?
--

Category	Count	Percent
Very satisfied	16	50 %
Satisfied	14	44 %
Neutral	2	6 %
Dissatisfied		0 %
Very dissatisfied		0 %

To what extent did your education at Texas State affect your personal development in each of the following areas?

Item	Mean	Count	Very much (1)	Somewhat (2)	Very little (3)
Learning on your own	1.34	32	23 (72 %)	7 (22 %)	2 (6 %)
Writing skills	1.47	32	20 (63 %)	9 (28 %)	3 (9 %)
Appreciation for life-long learning	1.53	32	19 (59 %)	9 (28 %)	4 (13 %)
Ability to use computers/information technology	1.56	32	17 (53 %)	12 (38 %)	3 (9 %)
Planning and carrying out projects	1.56	32	18 (56 %)	10 (31 %)	4 (13 %)
Creative thinking	1.56	32	17 (53 %)	12 (38 %)	3 (9 %)
Appreciating global perspectives	1.59	32	18 (56 %)	9 (28 %)	5 (16 %)
Working as part of a team	1.59	32	16 (50 %)	13 (41 %)	3 (9 %)
Critical and logical thinking	1.61	31	14 (45 %)	15 (48 %)	2 (6 %)
Understanding other cultures, races or ethnic groups	1.69	32	16 (50 %)	10 (31 %)	6 (19 %)
Oral communication/speaking	1.69	32	14 (44 %)	14 (44 %)	4 (13 %)
Understanding your ethics/values	1.69	32	15 (47 %)	12 (38 %)	5 (16 %)
Compassion for others	1.78	32	13 (41 %)	13 (41 %)	6 (19 %)
Self-confidence in expressing your own ideas	1.78	32	13 (41 %)	13 (41 %)	6 (19 %)
Appreciating diversity	1.81	32	13 (41 %)	12 (38 %)	7 (22 %)

Leading others	1.84	32	10 (31 %)	17 (53 %)	5 (16 %)
Career planning	1.84	32	11 (34 %)	15 (47 %)	6 (19 %)
Physical and mental health	1.84	32	10 (31 %)	17 (53 %)	5 (16 %)
Appreciating the arts	1.88	32	12 (38 %)	12 (38 %)	8 (25 %)
Ability to use mathematics	2.09	32	5 (16 %)	19 (59 %)	8 (25 %)

**Please rate the quality of advising you received from:
(Mean and percent omits "No Opinion" responses.)**

Item	Mean	Value	1	2	3	4	5	0
		Count	Very good	Good	Fair	Poorly	Very poorly	No opinion
Professional advisors in your College Advising Center	2.67	32	4 (13 %)	10 (33 %)	11 (37 %)	2 (7 %)	3 (10 %)	2 (0 %)
Faculty in your major department	1.47	32	21 (66 %)	9 (28 %)	1 (3 %)	0 (0 %)	1 (3 %)	0 (0 %)

**Please rate each of the following aspects of the classes in your major at Texas State.
(Mean and percent omits "No Opinion" responses.)**

Item	Mean	Value	1	2	3	4	5	0
		Count	Very good	Good	Fair	Poorly	Very poorly	No opinion
Quality of instruction	1.50	32	19 (59 %)	11 (34 %)	1 (3 %)	1 (3 %)	0 (0 %)	0 (0 %)
Appropriateness of subject matter in major courses	1.66	32	17 (53 %)	12 (38 %)	1 (3 %)	1 (3 %)	1 (3 %)	0 (0 %)
Challenge of course material	1.81	32	12 (38 %)	16 (50 %)	2 (6 %)	2 (6 %)	0 (0 %)	0 (0 %)

Has your education at Texas State improved your quality of life?

Category	Count	Percent
Definitely yes	19	61 %
Probably yes	8	26 %
Uncertain	1	3 %
Probably no	2	6 %
Definitely no	1	3 %

Would you recommend your major department at Texas State to others considering college?

Category	Count	Percent
----------	-------	---------

Definitely yes	25	78 %
Probably yes	5	16 %
Uncertain	1	3 %
Probably no	1	3 %
Definitely no		0 %

If you could choose your major again, would you select the same major?		
Category	Count	Percent
Definitely yes	20	63 %
Probably yes	8	25 %
Uncertain	3	9 %
Probably no	1	3 %
Definitely no		0 %

Have you already used your Geography degree to obtain a full-time job?		
Category	Count	Percent
Yes	18	56 %
No	14	44 %

What salary did you / do you earn in your first full-time position after graduation?		
Category	Count	Percent
Less than ,000	6	22 %
,000 to ,999	8	30 %
,000 to ,999	9	33 %
,000 to ,999	4	15 %
,000 to ,999		0 %
,000 or more		0 %

Please respond to what extent you agree or disagree with the following statements.								
Item	Mean	Value	1	2	3	4	5	6
		Count	Strongly agree	Somewhat agree	Slightly agree	Slightly disagree	Somewhat disagree	Strongly disagree
The Geography Department is a welcoming, friendly place for students.	1.34	32	22 (69 %)	9 (28 %)	1 (3 %)	(0 %)	(0 %)	(0 %)
I think the Geography Department has an excellent reputation.	1.41	32	22 (69 %)	7 (22 %)	3 (9 %)	(0 %)	(0 %)	(0 %)
I would encourage friends and relatives to major in geography.	1.50	32	21 (66 %)	8 (25 %)	2 (6 %)	(0 %)	1 (3 %)	(0 %)

I received high-quality teaching in the Geography Department.	1.50	32	19 (59 %)	12 (38 %)	(0 %)	(0 %)	1 (3 %)	(0 %)
In general, I am satisfied with the education I received as a student in the Geography Department.	1.63	32	18 (56 %)	11 (34 %)	1 (3 %)	1 (3 %)	1 (3 %)	(0 %)
I received high-quality advising from the geography faculty.	1.69	32	18 (56 %)	10 (31 %)	2 (6 %)	(0 %)	2 (6 %)	(0 %)
My geography coursework was / will be useful to me in obtaining a job.	1.84	32	13 (41 %)	13 (41 %)	4 (13 %)	2 (6 %)	(0 %)	(0 %)
My geography degree enabled me to be accepted into graduate school.	1.96	32	13 (52 %)	6 (24 %)	3 (12 %)	(0 %)	3 (12 %)	(0 %)
I intend to keep in contact with the Geography Department after graduation.	2.00	32	13 (41 %)	8 (25 %)	9 (28 %)	2 (6 %)	(0 %)	(0 %)
My geography coursework has given me the background needed to keep up with technological changes in my career.	2.19	32	10 (31 %)	12 (38 %)	6 (19 %)	2 (6 %)	2 (6 %)	(0 %)
I plan to attend the annual Geography Department alumni reunions.	2.38	32	10 (31 %)	5 (16 %)	13 (41 %)	3 (9 %)	1 (3 %)	(0 %)
The Geography Department's job placement information and assistance was helpful.	2.53	32	7 (23 %)	11 (37 %)	6 (20 %)	2 (7 %)	3 (10 %)	1 (3 %)

**Please respond to what extent you agree or disagree with the following statements.
(Means or percents do not include "Not applicable" responses.)**

Item	Mean	Value Count	1	2	3	4	5	6	0
			Strongly agree	Somewhat agree	Slightly agree	Slightly disagree	Somewhat disagree	Strongly disagree	Not applicable
I had a high-quality internship experience that was useful to me in obtaining a job.	2.38	32	7 (54 %)	1 (8 %)	1 (8 %)	1 (8 %)	3 (23 %)	(0 %)	17
My membership in a Geography student organization	2.93	32	4 (29 %)	4 (29 %)	1 (7 %)	(0 %)	4 (29 %)	1 (7 %)	16

helped me obtain a college degree.

What is your marital status?

1. Single
2. Married
3. Single
4. Single
5. single
6. Single
7. Married
8. married
9. Single
10. single
11. Married
12. Single
13. Single
14. Single
15. married
16. Single
17. married
18. single
19. married
20. Single
21. single
22. Married
23. Single
24. Married
25. single
26. Single
27. Married
28. Engaged
29. married
30. single
31. Single
32. Divorced

What is your hometown, state, country?

#	Town	State	Country
1	Katy	TX	USA

2	Austin	Texas	USA
3	Houston	Texas	United States
4	Rowlett	TX	Dallas
5	Cibolo	Texas	USA
6	San Antonio	Texas	USA
7	New Braunfels	TX	78130
8	Houston	TX	USA
9	New Braunfels	Texas	United States
10	amarillo	texas	united states
11	Cedar Park	Texas	United States of America
12	Portland	Texas	USA
13	Nacogdoches	TX	USA
14	Near Houston	TX	USA
15	Corpus Christi	Texas	USA
16	Carrollton	Texas	USA
17	san antonio	texas	
18	tomball	texas	usa
19	San Antonio	Texas	USA
20	Austin	Texas	USA
21	edmond	oklahoma	us
22	Jacksboro	Texas	United States
23	Austin	Texas	USA
24	Bradenton	Florida	USA
25	Richwood	tx	U.S. A.
26	Calgary	Alberta	Canada
27	Austin	Texas	U.S. of A.
28	Del Rio	Texas	U.S.
29	austin	tx	usa
30	austin	tx	usa
31	San Antonio	Texas	USA
32	Houston	Texas	United States

What is your current town, state, country?

#	Town	State	Country
1	Big Piney	WY	USA
2	Baton Rouge	Louisiana	USA
3	Baton Rouge	Louisiana	United States
4	Albuquerque	NM	
5	Cibolo	Texas	USA

6	San Antonio	Texas	USA
7	New Braunfels	TX	78130
8	Smithville	TX	USA
9	New Braunfels	Texas	United States
10	san antonio	texas	united states
11	Fort Worth	Texas	United States of America
12	Portland	Texas	USA
13	Houston	TX	USA
14	Canyon Lake	Texas	USA
15	College Station	Texas	USA
16	spring branch	texas	
17	houston	tx	us
18	San Marcos	Texas	USA
19	New Braunfels	Texas	USA
20	irving	texas	us
21	San Marcos	Texas	United States
22	Austin	Texas	USA
23	Austin	Texas	USA
24	Austin	tx	us
25	San Antonio	Tx	USA
26	Austin	Texas	U.S. of A.
27	Pflugerville	Texas	U.S.
28	san marcos	tx	usa
29	midland	tx	usa
30	Del Rio	Texas	USA
31	Texarkana	Texas	United States

What was your Geography degree concentration or focus?

1. GIS
2. Resource & Environmental Studies
3. Urban and Regional Planning
4. urban and regional planning
5. Natural Resource and Environmental
6. Urban Planning
7. GIS
8. Environmental Resources
9. Education
10. water studies
11. General

12. Resource & Environmental
13. Urban and Regional Planning
14. Urban & Regional Planning
15. GIS
16. Urban Planning
17. Water Studies
18. Cartography and GIS
19. Planning and Development
20. Resource and Environmental Studies
21. GIS
22. Physical Geography
23. GIS/Remote Sensing
24. Physical/GIS
25. environmental
26. Environmental Studies
27. Resource and Environmental Studies
28. Environmental
29. resouces and environmental studies
30. Resource & Environmental Studies
31. GIS
32. General

What was your Geography GPA?

1. 3.5
2. 3.0
3. 2.8 + I really cannot remember
4. 4.0
5. 3.9
6. 2.98
7. 3.86
8. 3.5
9. 3.5
10. 3.10
11. 3.15
12. 3.2
13. 3.25
14. 4.0
15. 2.95
16. 3.85

17. not sure. over a 3.0
18. 3.5
19. 3.8
20. 3.4
21. 3.5
22. ~3.5
23. 3.5
24. 3.5
25. 3.71
26. 4.0
27. 2.67
28. 4.6
29. 4.0
30. 3.41?
31. 2.84

Have you already used your Geography degree to obtain a full-time job? If yes, what is the name and Website address of your employer?

1. http://www.destiny-resources.com/wolf_usa.asp
2. http://www.deq.louisiana.gov/portal/
3. FEMA www.FEMA.gov
4. New Braunfels Utilities www.nbutexas.com
5. Hydrogeologic www.hgl.com
6. http://www.castleberryisd.net
7. Earth Measurement Corporation - www.emcgeophysics.com
8. CRSC, crsconline.com
9. www.hcad.org
10. City of San Marcos
11. Quorum Business Solutions inc., www.qbsol.com
12. TCEQ www.tceq.state.tx.us
13. PBS&J.com, PBS&J
14. www.cntlthompson.com
15. www.ci.san-marcos.tx.us/
16. TCEQ www.tceq.com
17. Texas Commission on Environmental Quality www.tceq.state.tx.us/

What geography courses were especially valuable to you in your search for a professional position?

1. Cartography, all the GIS classes, Geology
1. Cartography, all the GIS classes, Geology

2. Water Resource Environmental Managment
2. Water Resource Environmental Managment
3. GIS intro classes. Transportation Planning. Land Use Planning. Solid Waste Management.
3. GIS intro classes. Transportation Planning. Land Use Planning. Solid Waste Management.
4. Environmental Management
4. Environmental Management
5. All GIS courses, statistics, planing
5. All GIS courses, statistics, planing
6. Land Use Planning; Environmental;
6. Land Use Planning; Environmental;
7. Geographic education class as well as all basic geography classes help me gain knowledge that provide a strong base and foundation.
7. Geographic education class as well as all basic geography classes help me gain knowledge that provide a strong base and foundation.
8. n/a
8. n/a
9. Urban Planning, Field Methods
9. Urban Planning, Field Methods
10. GIS series and Intro to Aerial Photography
10. GIS series and Intro to Aerial Photography
11. Planning Methods and Procedures; Urban Geography; Fundamentals of GIS; Quantitative Methods
11. Planning Methods and Procedures; Urban Geography; Fundamentals of GIS; Quantitative Methods
12. na
12. na
13. GIS I and II, computer cartography
13. GIS I and II, computer cartography
14. GIS Planning Statistics
14. GIS Planning Statistics
15. G.I.S
15. G.I.S
16. ones dealing directly with GIS concepts and software.
16. ones dealing directly with GIS concepts and software.
17. River Basin Management; Field Methods; GIS
17. River Basin Management; Field Methods; GIS
18. GIS certification track, Environmental Management
18. GIS certification track, Environmental Management
19. All GIS Courses, Environmental Resource Management, Water Resource Management, Cartography
19. All GIS Courses, Environmental Resource Management, Water Resource Management, Cartography

20. GEO 4426, 4413, 1310, 2410, 3434, 4325 (Fluvial Processes)
20. GEO 4426, 4413, 1310, 2410, 3434, 4325 (Fluvial Processes)
21. water resources certification courses and GIS
21. water resources certification courses and GIS
22. Intro Geo Environment
22. Intro Geo Environment
23. Not Applicable
23. Not Applicable

What courses, geography or others, should be added to the departmental curriculum to enhance employment opportunities and professional growth for students?
1. More Geology classes
2. Specialized Course in Environmental Regulations. More specialization in certain media. Ex. Air, Water, Solid Waste
3. Perhaps a mandatory/ semi mandatory intentrship.
4. Environmental education courses
5. AutoCAD
6. More Lab work for hands on training
7. More computer programs like transCAD, autoCAD, land development, and landscaping class within the urban planning undergraduate degree.
8. A much greater focus needs to be placed on understanding projections and datums in GIS. Aerial photography needs to add digital image manipulation and calabrations and mosaic construction.
9. (for Planning students): Urban Sociology and courses that entail lots of public speaking
10. Department should include more technical courses to complement the classroom setting. More GIS and Cartography courses should be offered in the evenings. AutoCad, Adobe Suite, and other complimentary programs should be part of the curriculum; even if encouraged by offering electives.
11. G.I.S
12. Computer Science (Visual Basic and C# programming). Without taking a few programming classes, which was recommended by ONE of my professors, i would have never found my job or had the opportunities i have. The curriculum did not reflect the need in the job market, and i feel this was/is the major aspect of a GIS degree that is ignored.
13. More quantitative courses. This deparment's largest weak point is its lack of substantial math coursework. Physical geography is highly process oriented, and thus are math intensive. Any courses added should consider this point
14. Classes in scripting/programming
15. It would be nice to enhance the GIS courses to include more programming and development work.
16. More applied courses in GIS related topics such as database managment.
17. Energy
18. emphasize science esp. biology, meterology, zoology, geology, etc. that have to do with environmental sciences
19. The courses presently available are satisfactory.

Which professors in the Geography Department were especially instrumental to your professional or personal growth?

1. Dr. Earl Dr. Larsen Professor Carter
2. Mark Carter, Brock Brown, Dr. Petterson, Dr. Augustene,
3. Doc Augustin and Dr. Kimmel were the best teachers that i ever had. They both had high expectations of their students, but made learning fun and intersting, which is not the norm.
4. Augustin, Day, Earl, Brown
5. Mark Carter, Joanna Curran, Don Huebner, Robert Larsen
6. Mark Carter & Joy Adams
7. Mark Carter; Brock Brown
8. Doc Augustin, Brock Brown
9. J Curran, C Springer,
10. Brock Brown, Mark Carter, Kimmel
11. Dr. Brock Brown !!! Give him a promotion and a raise. He works so hard for the students and is always up beat and available.
12. Brock Brown, Doc Augustin, Mark Carter
13. Dr. Richard Earl Dr. Brock Brown Dr. Curran
14. Dr. Brown and Dr. Earl
15. Dr.Earl Dr.Brown Dr.Augustin Dr.Macy
16. Dr. Sharolyn Anderson, Mark Carter, Dr. Yongmei Lui, Dr. Richard Earl.
17. Jim Kimmel, Richard Earl, Ron Eyton, Joanna Curran
18. Dr. Earl, Dr. Lu
19. Brock Brown, Doc Augustin
20. Dr. Giordano, Dr. EArl, Dr. Brown, Dr. Lu
21. Dr. Richard Earl, Dr. Joanna Curran, Dr. Julie Twason
22. Dr. Earl
23. Dr. Augustine, Dr. Kimmel, Johnston,
24. R. Dixon's depth of knowledge and teaching enthusiasm R. Lawson's political savy and involvement in community Both professors presented admirable examples of education applied to life
25. Doc Augustine
26. Dr. Denise Blanchard-Boehm

Do you know of any potential students for our undergraduate or graduate programs? If so, what are their names and e-mail addresses?

1. no
2. no
3. No
4. not at this time, but Texas State is always on my mind!
5. no
6. none

Please share your new e-mail address:

1. mb1078@gmail.com
2. barry_hebert@yahoo.com
3. placours04@yahoo.com
4. jvandiver@centurytel.net
5. shelia.henk@gmail.com
6. cbowers@nbutexas.com
7. camber@austin.rr.com
8. TrishaEilers@hotmail.com
9. sunniedaygirl@yahoo.com
10. broberts@crsconline.com
11. shalanski@yahoo.com
12. adnichols@yahoo.com
13. edenburn_gary@ci.san-marcos.tx.us
14. cp9702@gmail.com
15. zahoward@hotmail.com
16. js1326@txstate.edu
17. jda1052@hotmail.com
18. woronuk_diana@ci.san-marcos.tx.us
19. jason.kemp@geo.txstate.edu
20. wilton13@aol.com

What is your current zipcode or country if outside the U.S.A.?

1. 83113
2. 70806
3. 70802
4. 87113
5. 78108
6. 78232
7. 78130
8. 78957
9. 78130
10. 78258
11. 76116
12. 78374
13. 77082
14. 77070
15. 78133
16. 78666

17. 78130
18. 75063
19. 78666
20. 78701
21. 78722
22. 78745
23. 78733
24. 78660
25. 78666
26. 79703
27. 75505

**From which source did you receive most of your assistance with career development issues?
Responses to Other, (please specify:)**

1. Military pre-seperation course
2. self
3. Internship, which was provided by my department (GEOGRAPHY)
4. no career development from university at all
5. Self

**From which source did you learn about the first job you held after graduating from Texas State?
Responses to Other, (please specify:)**

1. American Planning Association
2. family friend
3. own my own company
4. Friend
5. Working on Masters here, got GA award
6. fellow student

What is your current job title? (asked of alumni employed full-time)

1. GIS Mapper / Surveyor
2. Environmetal Compliance Writer
3. Hazard Mitgation Planning Lead/ Grant Specialist
4. vice president of operations New Mexico
5. Research Assistant
6. Waiter
7. Electric Engineering GIS Technician
8. Owner - Landscape Design company
9. Teacher
10. geologist

11. 8th Grade Teacher/Coach
12. Manager
13. Geophysical Surveyor
14. GIS consultant
15. GIS Technician
16. Planner
17. Consultant
18. Graduate Assistant, TxState Geography
19. GIS Intern
20. GIS Analyst
21. Environmental Technician
22. GIS Coordinator
23. Cartographer
24. Enforcement Coordinator
25. Environmental Investigator
26. Administrative Assistant

**What type of business do you work in? (asked of alumni employed full-time)
(Examples: restaurant, law firm, hospital, electronics manufacturer, airline, high school, etc.)**

1. State Agency
2. Government
3. construction
4. Public Utilities
5. Preschool/Private Kindergarten
6. environmental consulting
7. Education
8. Environmental and Engineering Geophysics
9. government
10. Municipality
11. Software
12. Government
13. Engineering Consulting
14. geotechnical
15. Municipality
16. Environmental Consulting
17. State
18. Government
19. Government Service

What is the primary reason you are currently employed part-time? Responses to Other (please

specify:)

1. Graduate studies
2. Graduate School
3. Graduate student
4. full time masters student

Please indicate the primary reason you are now unemployed. Responses to Other (please specify:)

1. Graduate School
2. graduate school
3. Continuing my education

Have you sought employment help form Texas State's Career Services Office? Yes, but it has not been helpful (please explain:) (asked of unemployed alumni)

1. Seems some of the people in career services didn't help much, and couple did. Help from career services didnt seem to go beyond the office.

Have you sought employment help form Texas State's Career Services Office? No (please explain:) (asked of unemployed alumni)**What degree or certificate are you currently working toward?**

1. M.S.
2. MAG
3. Masters
4. masters aquatic biology
5. BBA
6. Masters
7. MS Environmental Science
8. MS
9. Masters of Science
10. Master of Science
11. Masters of Applied Geography
12. social studies secondary teachers certification

What is your major?

1. Geography
2. Geography
3. Urban Planning
4. biology
5. CIS
6. Public Administration

7. Geography
8. Geography
9. Geography
10. Geography
11. Resource and Environmental Studies
12. geography

What is the name of the institution at which you are enrolled?

1. Texas State University-San Marcos
2. TxState
3. Texas A&M University
4. Texas State
5. University of Houston - Downtown
6. Texas State
7. Texas State
8. Texas State University- San Marcos
9. Texas State University - San Marcos
10. Texas State University - San Marcos
11. Texas State University
12. tx state

Are you planning to enroll in a degree program within the next five years? If yes, in what degree program do you intend to enroll?

1. Not entirely sure
2. Masters
3. Masters of Public Administration
4. Electric Engineering
5. Geography
6. Geography
7. Masters
8. Wildlife ecology
9. MSGIS
10. undecided
11. Receiving my masters through the Air Force
12. Master of Science (MS) degree - Sociology

Are you planning to enroll in a degree program within the next five years? If yes, at what institutions are you considering enrollment?

1. Not Sure
2. Texas State, Texas A&M, Tulane, University of Washington, University of Houston

3. University of Texas
4. Texas State, UT
5. Texas State University - San Marcos
6. University of Texas
7. Texas State University
8. The Pennsylvania State University and University of Denver
9. UT School of Public Affairs, TX Tech
10. Texas A&M University

Are you planning to enroll in a certificate program within the next five years? If yes, what certificate would you like to earn?

1. ESL
2. GIS
3. GIS
4. GIS

Are you planning to enroll in a certificate program within the next five years? If yes, at what institutions are you considering enrollment?

1. None
2. Texas State
3. Texas State University - San Marcos
4. Not sure

What were the one or two things you liked best about your overall experience at Texas State?

1. The atmosphere, the teachers
2. The wonderful setting and surrounding natural areas.
3. Fun atmosphere and beautiful campus.
4. the proximity to everything such as the rivers and live music. and the geography department
5. The geography student organizations helped me make a difference in my community and introduced me to friends I will have beyond college.
6. I met my wife at Texas State.
7. That being an older student did not matter to the faculty or fellow students.
8. Small campus that still provided a well-rounded education Faculty always available
9. The great campus and my great friends I made.
10. The geography surroundings of the campus.
11. The close proximity of core classes around the Quad
12. Strong sense of community; Very diverse, yet everyone "fits"; Friendly people and attractive region
13. geography programs and campus location. there was always a lot going on.
14. The atmosphere, aesthetics of the campus, and the people (students and instructors).
15. Location and Attentiveness to students

16. Student Organizations (Greek or non), which i feel are not supported at all by the administration. These organizations were an important part of my education and development. I was a member of 2 honors organizations (Order of Omega and Gamma Theta Upsilon) and a member of Pi Kappa Phi. Support your students, support the greeks, and help protect the students rights from the city of san marcos and its population who are not so student friendly.
17. Direction and support
18. How the school really took the time to development the student's career path.
19. Meeting others with interest in environmental studies
20. It provided me with opportunities that have allowed me to get where I am today. The classes I took were very broadening and beneficial to my overall education and everyday life.

What were the one or two things you liked best about your major department at Texas State?

1. The quality of the professors
2. All the amazing friends and faculty of the Geography department.
3. Great teachers and fun classes. Wonderful opportunities to experience what we learned in class in real world situations.
4. Doc Augustin and Dr. Kimmel
5. The students and the professors
6. If i ever needed help I could go to my professors. They were genuinely interested in their students' success.
7. Ethics.
8. Open-minded discussions New information, current events
9. Very friendly and helpful
10. The use of visual media, and blackboard.
11. My degree work imediatly created job opportunities for me
12. Large and acclaimed department, yet professors and staff were still very approachable and cared about the individual students and their progress
13. the drive to learn and the relaxed atmosphere.
14. The quality of the GIS and other lab facilities. The different degrees, certifications, and programs offered.
15. Attentiveness to students
16. i believe that the internship program run by the geography department is so important, and almost 100% responsible for my professional development prior to post graduation job placement. The geography department is also such a friendly environment, from the istructors to the staff.
17. Direction and support
18. The friendliness of the department, as well as the alumni reunions.
19. The alumni celebrations
20. Meeting others with interest in environmental studies
21. It was very diverse and the classes were interesting. Additionally the staff was great.
22. The faculty and staff were available and assisted me whenever I had a question.

What do you suggest should be improved at Texas State?

1. More advanced GIS classes
2. nada
3. Keep offering new and exciting classes. Keep making a push to bring in more students and help create a more diverse and excellent student body.
4. expand the rec center and try to build school spirit, i know that is one thing that almost made me transfer was the lack of school spirit. but it seems to be doing much better in the recent years in comparison to when i first got there
5. All advanced GIS classes are taught around things like water distribution, but nothing was taught about electrical distribution. I never learned AutoCAD, which goes hand-in-hand with ESRI GIS, and I never learned to operate the software from a server with multiple users. This is how most companies operate. All the data I receive comes in AutoCAD format and has to be converted. Texas State could really improve their students by teaching them to work off of a server and teach more than just ESRI.
6. The parking
7. Relationship with the San Marcos community, and Greek Community. Also the most obvious, parking.
8. Get rid of the foreign language requirement. The methodology of instruction is outdated and superseded. I dare you to find any graduate a year from now that can speak the language they took if they never had it before college or lived in it after college. It was a waste of my time and money. I could have taken more Geography or Political Science or History and really profited by it in the job market.
9. Following through with the promise to expand the image of the school passed the "school down the road from Austin." It seems a shame that only the people who have attended Texas State know that it has a lot to offer any student going into any field.
10. Improve web-based financial aid processing. Improve parking services. (the enforcement trucks are labeled "parking services"... they should be named appropriately "parking enforcement") I have only been cited twice, but the misnomer of this "service" still amuses me. The University can work toward putting the "service" back in "parking Service". The University should also work with local communities more. The success of BobCat Build was tremendous. More positive interactions with the community would help strengthen the school's mission.
11. 1. Greek System and support for it by the school administration. There are so many positive aspects to these organizations, help foster a healthy environment for them to grow. For example, the University of Houston built a greek row for their organizations. 2. Protect the students. I feel that there are many instances where the students are taken advantage of, mostly because of their age. As a 26 yr old freshman, i was upset with the treatment of the students by the city and its officials. The students provide an enormous base of revenue for the city, and the school, and i could see regular occurrences where they were taken advantage of. For example, do not require the students to buy a meal plan that does not roll into the next semester if the plan is not exhausted. Do not allow the city to quarantine student housing to areas of the city with apartments and duplexes. Do not allow the police department to turn off electricity due to a noise violation. Overall, a less strict environment would be better suited, and i believe cause less issues as the younger population would not feel the need to act out in protest to such unfair occurrences or laws. I understand that Texas State does not write or pass laws, but Texas State IS San Marcos, you have the influence. CELEBRATE THE STUDENTS, make them feel appreciated.
12. Parking
13. More events that all students can go to in order to improve school spirit.
14. Increased funding to scholarship, grant, graduate assistance, and any other financial aid to students.

15. job placement
16. the commuter parking
17. Pop quizzes and essay exams to prove really understanding material. Stop passing students through just because they show up.
18. More Parking near campus and bike paths.
19. Blackboard - if it this is not being used for ALL courses, it should be - all courses should be REQUIRED to use blackboard.

Office of Institutional Research

Official Source for University Data



Current user: mc12

2007 Alumni Survey Results

The Department of Geography

Total Respondents:21

Demographic Data		
Gender		
Category	Count	Percent
Male	11	52 %
Female	10	48 %
Ethnicity		
Category	Count	Percent
White, non-Hispanic	19	90 %
Black, non-Hispanic		0 %
Hispanic	2	10 %
Asian		0 %
American Indian/Alaskan Native		0 %
International		0 %
Unknown		0 %
Department		
Category	Count	Percent
Geography	21	100 %
Majors:		
Category	Count	Percent
313.00 Geography-Physical Geography (BS)	1	4.76 %
314.20 Geography-Geographi Information Systems	7	33.33 %
315.10 Geography-Resource and Environmental Studies (BA)		0.00 %
315.20 Geography-Resource and Environmental Studies (BS)	6	28.57 %
316.10 Geography-Urban & Regional Planning (BA)		0.00 %

316.20 Geography-Urban & Regional Planning (BS)	3	14.29 %
317.20 Geography-Water Studies (BS)	1	4.76 %
323.10 Geography (BA)		0.00 %
323.20 Geography (BS)	3	14.29 %
323.27 Geography (BS Composite Tch.Cert. PS Minor)		0.00 %

Employment

**Which of the following best describes your current primary employment status?
(asked of all alumni)**

Category	Count	Percent
Employed full time	17	81 %
Employed part time	3	14 %
Unemployed, not seeking employment	1	5 %
Serving in the Armed Forces		0 %
Unemployed, seeking employment		0 %

**From which source did you receive most of your assistance with career development issues?
(asked of employed alumni)**

Category	Count	Percent
Faculty	7	35 %
Parent or relative	5	25 %
Another student or friend	3	15 %
Internet career website	2	10 %
Academic advisor	2	10 %
Career Services office		0 %
Other university staff		0 %
Other, (please specify: see table below)	1	5 %

**From which source did you learn about the first job you held after graduating from Texas State?
(asked of employed alumni)**

Category	Count	Percent
Internship	5	25 %
Internet job board (other than Jobs4Cats)	4	20 %
Employer Website	2	10 %
Recruited by employer	2	10 %
Held the job while enrolled at college	2	10 %
Academic department or faculty		0 %
Career Services Job Fair		0 %
Networking with alumni		0 %

Professional meeting/organization		0 %
Career Services office		0 %
Public or private agency		0 %
Newspaper or trade publication		0 %
Career Services Jobs4Cats online		0 %
Other, (please specify: see table below)	5	25 %

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation (asked of employed alumni)

Item	Mean	Count	Major Problem (1)	Minor Problem (2)	Not a Problem (3)
Race/sex discrimination	2.90	20	0 (0 %)	2 (10 %)	18 (90 %)
Completing job applications	2.70	20	1 (5 %)	4 (20 %)	15 (75 %)
Scheduling interviews	2.70	20	1 (5 %)	4 (20 %)	15 (75 %)
Writing a resume, vita, or letter of introduction	2.40	20	3 (15 %)	6 (30 %)	11 (55 %)
Deciding what I wanted to do	2.35	20	4 (20 %)	5 (25 %)	11 (55 %)
Knowing how to find job openings	2.20	20	3 (15 %)	10 (50 %)	7 (35 %)
Finding a job for which I was trained	2.15	20	6 (30 %)	5 (25 %)	9 (45 %)
Finding the kind of job I wanted	2.10	20	6 (30 %)	6 (30 %)	8 (40 %)
Finding a job that paid enough	2.05	20	5 (25 %)	9 (45 %)	6 (30 %)
Find a job where I wanted to live	2.00	20	7 (35 %)	6 (30 %)	7 (35 %)

How long did it take you to obtain your first full-time job after graduating? (asked of alumni employed full-time)

Category	Count	Percent
I obtained a job prior to graduating from Texas State	10	59 %
Less than one month	3	18 %
1 to 3 months	1	6 %
4 to 6 months	2	12 %
7 to 12 months	1	6 %
More than 12 months		0 %

**How many full-time jobs have you held since graduation?
(asked of alumni employed full-time)**

Category	Count	Percent
1	17	100 %
2		0 %
3		0 %
4		0 %
5		0 %
6 or more		0 %

**How many part-time jobs have you held since graduation?
(asked of alumni employed part-time)**

Category	Count	Percent
1	3	100 %
2		0 %
3		0 %
4		0 %
5		0 %
6 or more		0 %

**What is your current annual salary?
(asked of alumni employed full-time)**

Category	Count	Percent
\$9,999 or less		0 %
\$10,000 to \$19,999	1	6 %
\$20,000 to \$29,999	2	12 %
\$30,000 to \$39,999	6	35 %
\$40,000 to \$49,999	7	41 %
\$50,000 to \$59,999		0 %
\$60,000 to \$69,999		0 %
\$70,000 to \$79,999	1	6 %
\$80,000 to \$89,999		0 %
\$90,000 to \$99,999		0 %
\$100,000 to \$109,999		0 %
\$110,000 to \$119,999		0 %
\$120,000 or more		0 %

**What is the primary reason you are currently employed part-time?
(asked of alumni employed part-time)**

Category	Count	Percent
Do not desire full-time employment	2	67 %

Cannot find full-time employment	1	33 %
Health/personal reasons		0 %
Other (please specify: see table below)		0 %

**How closely is your current job related to your college major?
(asked of employed alumni)**

Category	Count	Percent
Highly related	9	45 %
Moderately related	3	15 %
Slightly related	1	5 %
Not related	7	35 %

**To what extent did your education at Texas State allow you to be competitive with peers at your current place of employment?
(asked of employed alumni)**

Category	Count	Percent
Very well	6	30 %
Well	3	15 %
Adequately	7	35 %
Poorly	1	5 %
Very poorly	3	15 %

**How satisfied are you with your current job?
(asked of alumni employed full-time)**

Category	Count	Percent
Very satisfied	4	24 %
Satisfied	9	53 %
Neutral	3	18 %
Dissatisfied		0 %
Very dissatisfied	1	6 %

**How satisfied are you with your current job?
(asked of alumni employed part-time)**

Category	Count	Percent
Very satisfied		0 %
Satisfied	1	33 %
Neutral		0 %
Dissatisfied		0 %
Very dissatisfied	2	67 %

**Do you feel you are currently underemployed?
(asked of alumni employed full-time)**

Category	Count	Percent
Yes	4	24 %
No	13	76 %

**Do you feel you are currently underemployed?
(asked of alumni employed part-time)**

Category	Count	Percent
Yes	3	100 %
No		0 %

**In addition to your full-time employment, have you held a part-time job since graduation?
(asked of alumni employed full-time)**

Category	Count	Percent
Yes	3	18 %
No	14	82 %

**In addition to your part-time employment, have you held a full-time job since graduation?
(asked of alumni employed part-time)**

Category	Count	Percent
Yes		0 %
No	3	100 %

**Are you currently seeking full-time employment?
(asked of alumni employed part-time)**

Category	Count	Percent
Yes	1	33 %
No	2	67 %

**Have you held a job since graduation?
(asked of alumni that are unemployed)**

Category	Count	Percent
Yes, I have worked full-time		0 %
Yes, I have worked part-time		0 %
Yes, I have worked both full and part-time		0 %
No, I have not held a job since graduating	1	100 %

**Please indicate the primary reason you are now unemployed:
(asked of alumni that are unemployed)**

Category	Count	Percent
Have been unable to find a full-time job since college		0 %
Was laid off by employer		0 %
Quit to find another job		0 %

Health/personal reasons		0 %
Do not desire employment at this time		0 %
Other (please specify: see table below)	1	100 %

**How long have you actively been seeking employment?
(asked of alumni that are unemployed)**

Category	Count	Percent
Not seeking employment		0%
Less than 1 month		0%
1 to 3 months		0%
4 to 6 months		0%
7 to 12 months		0%
More than 12 months		0%

**Have you sought employment help from Texas State's Career Services Office?
(asked of alumni that are unemployed)**

Category	Count	Percent
Yes, it has been helpful		0%
Yes, but it has not been helpful (please explain: see table below)		0%
No (please explain: see table below)		0%

Continuing Education

**Since graduating from Texas State, have you continued your education for any of the following reasons? Please click all that apply:
(asked of all alumni)**

Category	Count	Percent
To improve skills related to my job	6	29 %
To earn a graduate or professional degree	5	24 %
To increase earning power	4	19 %
To meet certification, licensing or continuing education requirements	3	14 %
For general education or self-improvement	3	14 %
To prepare for a future career change	2	10 %
To earn another bachelor's degree	1	5 %

If you have not already, are you planning to enroll in a graduate or professional degree program within the next five years?

Category	Count	Percent
Yes	8	38 %

No	2	10 %
Uncertain	10	48 %
Have already enrolled	1	5 %

If you have not already, are you planning to enroll in certification/licensing or continuing education training within the next five years?

Category	Count	Percent
Yes	5	24 %
No	6	29 %
Uncertain	8	38 %
Have already enrolled	2	10 %

Graduate School

In which field are you pursuing a graduate or professional degree?

Graduate/Professional Field	Count	Percent
Education	2	40 %
Sciences (Biology, Chemistry, Physics, Math, etc.)	1	20 %
Fine Arts (Art, Theatre, Music, Dance, etc.)		0 %
Veterinary Medicine		0 %
Law		0 %
Liberal Arts (History, Literature, Political Sci., etc.)		0 %
Public Administration		0 %
Dentistry		0 %
Engineering		0 %
Business		0 %
Theology		0 %
Medicine		0 %
Other, see comments below:	2	40 %

On what degree are you working?

Degree	Count	Percent
Master's	2	40 %
Doctorate	1	20 %
Professional		0 %
Other, see comments below	2	40 %

At what institution are you working on your graduate or professional degree?

Institution	Count	Percent
Texas State University-San Marcos	3	60 %

University of Texas at San Antonio		0 %
University of Texas at Arlington		0 %
University of Texas at Dallas		0 %
University of North Texas		0 %
Texas Tech University		0 %
University of Texas at Austin		0 %
Texas A&M University		0 %
University of Houston		0 %
Other, see comments below:	2	40 %

Certification, Licensing, and Continuing Education Requirements

In which field are you pursuing certification/licensing or continuing education requirements?		
Certification/Licensing Field	Count	Percent
Information Technology	1	33 %
Teaching/Education Specialist	1	33 %
Medical/Healthcare		0 %
Real Estate		0 %
Law/Paralegal		0 %
Counseling & Guidance		0 %
Educational Administration		0 %
Accounting/Finance		0 %
Other, see comments below:	1	%

At what agency/institution are you working on certification/licensing or continuing education requirements?		
Agency/Institution	Count	Percent
A Community College	1	50 %
University of Texas at San Antonio		0 %
University of Texas at Arlington		0 %
University of Texas at Dallas		0 %
University of North Texas		0 %
Texas Tech University		0 %
University of Texas at Austin		0 %
Texas State University-San Marcos		0 %
An Independent School District		0 %
Texas A&M University		0 %
University of Houston		0 %
An Education Service Center		0 %
Other, see comments below:	1	50 %

How well did Texas State prepare you for your continuing education? (asked of alumni currently enrolled)		
Category	Count	Percent
Very well	2	25 %
Well	1	12 %
Adequately	4	50 %
Poorly		0 %
Very poorly	1	12 %

Future Plans for Continuing Education Requirements

Plans for Graduate or Professional School

In which field would you pursue a graduate or professional degree in the next five years?		
Graduate/Professional Field	Count	Percent
Sciences (Biology, Chemistry, Physics, Math, etc.)	3	38 %
Liberal Arts (History, Literature, Political Sci., etc.)	2	25 %
Education	2	25 %
Engineering	1	12 %
Fine Arts (Art, Theatre, Music, Dance, etc.)		0 %
Veterinary Medicine		0 %
Law		0 %
Public Administration		0 %
Dentistry		0 %
Business		0 %
Theology		0 %
Medicine		0 %
Other, see comments below:		0 %

On which degree would you work?		
Degree	Count	Percent
Master's	6	86 %
Doctorate	1	14 %
Professional		0 %
Other, see comments below		0 %

At what institutions are you considering enrollment for a graduate or professional degree?		
Institution	Count	Percent
Texas State University-San Marcos	3	38 %
University of Texas at San Antonio	1	12 %

University of Texas at Austin	1	12 %
University of Texas at Arlington		0 %
University of Texas at Dallas		0 %
University of North Texas		0 %
Texas Tech University		0 %
Texas A&M University		0 %
University of Houston		0 %
Other, see comments below:	3	38 %

Plans for Certification, Licensing, or Continuing Education Requirements

In which field are you considering pursuing certification/licensing or continuing education requirements in the next five years?		
Certification/ Licensing Field	Count	Percent
Educational Administration	1	25 %
Information Technology		0 %
Medical/Healthcare		0 %
Real Estate		0 %
Law/Paralegal		0 %
Counseling & Guidance		0 %
Teaching/Education Specialist		0 %
Accounting/Finance		0 %
Other, see comments below:	3	75 %

At what agency/institution would you enroll for certification/license or continuing education requirements?		
Agency/Institution	Count	Percent
Texas State University-San Marcos	1	20 %
An Education Service Center	1	20 %
University of Texas at San Antonio		0 %
University of Texas at Arlington		0 %
University of Texas at Dallas		0 %
University of North Texas		0 %
Texas Tech University		0 %
University of Texas at Austin		0 %
A Community College		0 %
An Independent School District		0 %
Texas A&M University		0 %
University of Houston		0 %
Other, see comments below:	3	60 %

Satisfaction Ratings

How would you rate Texas State on the following characteristics? (Mean, count and percent omits "No opinion" responses.)								
Item	Mean	Value	1	2	3	4	5	0
		Count	Very good	Good	Fair	Poorly	Very poorly	No opinion
Reputation of your major department	1.24	21	16 (76 %)	5 (24 %)	0 (0 %)	0 (0 %)	0 (0 %)	
Location of campus	1.48	21	12 (57 %)	8 (38 %)	1 (5 %)	0 (0 %)	0 (0 %)	
Attractiveness of campus	1.71	21	9 (43 %)	11 (52 %)	0 (0 %)	0 (0 %)	1 (5 %)	
Quality of instruction	1.81	21	9 (43 %)	7 (33 %)	5 (24 %)	0 (0 %)	0 (0 %)	
Quality of social life	1.95	19	6 (32 %)	11 (58 %)	0 (0 %)	1 (5 %)	1 (5 %)	2
Availability of recreational facilities on campus	2.10	20	5 (25 %)	8 (40 %)	7 (35 %)	0 (0 %)	0 (0 %)	1
Opportunities to participate in extracurricular activities	2.16	19	3 (16 %)	13 (68 %)	1 (5 %)	1 (5 %)	1 (5 %)	2
Personal attention to students	2.19	21	5 (24 %)	11 (52 %)	2 (10 %)	2 (10 %)	1 (5 %)	
Quality of academic facilities (library, classrooms, etc.)	2.24	21	4 (19 %)	10 (48 %)	5 (24 %)	2 (10 %)	0 (0 %)	
Cost of tuition and fees	2.38	21	1 (5 %)	13 (62 %)	5 (24 %)	2 (10 %)	0 (0 %)	
Academic reputation overall	2.48	21	1 (5 %)	13 (62 %)	3 (14 %)	4 (19 %)	0 (0 %)	
Opportunities for leadership development	2.67	18	1 (6 %)	7 (39 %)	8 (44 %)	1 (6 %)	1 (6 %)	3
Quality of on-campus housing	2.79	14	1 (7 %)	6 (43 %)	3 (21 %)	3 (21 %)	1 (7 %)	7

How satisfied are you with the educational experience you had at Texas State?		
Category	Count	Percent
Very satisfied	6	29 %
Satisfied	13	62 %
Neutral	2	10 %
Dissatisfied		0 %
Very dissatisfied		0 %

To what extent did your education at Texas State affect your personal development in each of

the following areas?					
Item	Mean	Count	Very much (1)	Somewhat (2)	Very little (3)
Appreciating global perspectives	1.57	21	12 (57 %)	6 (29 %)	3 (14 %)
Critical and logical thinking	1.57	21	11 (52 %)	8 (38 %)	2 (10 %)
Ability to use computers/information technology	1.57	21	10 (48 %)	10 (48 %)	1 (5 %)
Planning and carrying out projects	1.62	21	10 (48 %)	9 (43 %)	2 (10 %)
Learning on your own	1.67	21	10 (48 %)	8 (38 %)	3 (14 %)
Writing skills	1.67	21	9 (43 %)	10 (48 %)	2 (10 %)
Appreciation for life-long learning	1.67	21	10 (48 %)	8 (38 %)	3 (14 %)
Working as part of a team	1.81	21	8 (38 %)	9 (43 %)	4 (19 %)
Understanding your ethics/values	1.86	21	6 (29 %)	12 (57 %)	3 (14 %)
Oral communication/speaking	1.86	21	5 (24 %)	14 (67 %)	2 (10 %)
Creative thinking	1.90	21	6 (29 %)	11 (52 %)	4 (19 %)
Physical and mental health	1.95	21	4 (19 %)	14 (67 %)	3 (14 %)
Self-confidence in expressing your own ideas	1.95	21	4 (19 %)	14 (67 %)	3 (14 %)
Compassion for others	1.95	21	3 (14 %)	16 (76 %)	2 (10 %)
Appreciating the arts	2.00	21	4 (19 %)	13 (62 %)	4 (19 %)
Understanding other cultures, races or ethnic groups	2.05	21	5 (24 %)	10 (48 %)	6 (29 %)
Ability to use mathematics	2.05	21	3 (14 %)	14 (67 %)	4 (19 %)
Career planning	2.10	21	4 (19 %)	11 (52 %)	6 (29 %)
Appreciating diversity	2.14	21	4 (19 %)	10 (48 %)	7 (33 %)
Leading others	2.19	21	1 (5 %)	15 (71 %)	5 (24 %)

**Please rate the quality of advising you received from:
(Mean and percent omits "No Opinion" responses.)**

Item	Mean	Value	1	2	3	4	5	0
		Count	Very good	Good	Fair	Poorly	Very poorly	No opinion
Professional advisors in your College Advising Center	2.58	19	4 (21 %)	7 (37 %)	4 (21 %)	1 (5 %)	3 (16 %)	2
Faculty in your major department	1.81	21	9 (43 %)	9 (43 %)	2 (10 %)	(0 %)	1 (5 %)	

**Please rate each of the following aspects of the classes in your major at Texas State.
(Mean and percent omits "No Opinion" responses.)**

Item	Mean	Value	1	2	3	4	5	0
		Count	Very good	Good	Fair	Poorly	Very poorly	No opinion
Quality of instruction	1.67	21	10 (48 %)	8 (38 %)	3 (14 %)	(0 %)	(0 %)	
Appropriateness of subject matter in major courses	1.67	21	8 (38 %)	12 (57 %)	1 (5 %)	(0 %)	(0 %)	
Challenge of course material	2.00	21	2 (10 %)	17 (81 %)	2 (10 %)	(0 %)	(0 %)	

Has your education at Texas State improved your quality of life?

Category	Count	Percent
Definitely yes	11	52 %
Probably yes	8	38 %
Uncertain	2	10 %
Probably no		0 %
Definitely no		0 %

Would you recommend your major department at Texas State to others considering college?

Category	Count	Percent
Definitely yes	13	62 %
Probably yes	5	24 %
Uncertain	2	10 %
Probably no	1	5 %
Definitely no		0 %

If you could choose your major again, would you select the same major?

Category	Count	Percent
Definitely yes	9	43 %
Probably yes	6	29 %

Uncertain	1	5 %
Probably no	2	10 %
Definitely no	3	14 %

Have you already used your Geography degree to obtain a full-time job?

Category	Count	Percent
Yes	16	76 %
No	5	24 %

What salary did you / do you earn in your first full-time position after graduation?

Category	Count	Percent
Less than \$20,000	4	21 %
\$20,000 to \$29,999	1	5 %
\$30,000 to \$39,999	6	32 %
\$40,000 to \$59,999	7	37 %
\$60,000 to \$79,999	1	5 %
\$80,000 or more		0 %

Please respond to what extent you agree or disagree with the following statements.

Item	Mean	Value Count	1	2	3	4	5	6
			Strongly agree	Somewhat agree	Slightly agree	Slightly disagree	Somewhat disagree	Strongly disagree
The Geography Department's job placement information and assistance was helpful.	3.10	21	1 (5 %)	8 (38 %)	6 (29 %)	1 (5 %)	4 (19 %)	1 (5 %)
I plan to attend the annual Geography Department alumni reunions.	2.76	21	6 (29 %)	4 (19 %)	4 (19 %)	4 (19 %)	2 (10 %)	1 (5 %)
I intend to keep in contact with the Geography Department after graduation.	2.45	21	6 (30 %)	5 (25 %)	6 (30 %)	0 (0 %)	3 (15 %)	0 (0 %)
I received high-quality advising from the geography faculty.	2.43	21	8 (38 %)	7 (33 %)	1 (5 %)	1 (5 %)	2 (10 %)	2 (10 %)
My geography degree enabled me to be accepted into graduate school.	2.40	21	4 (27 %)	4 (27 %)	5 (33 %)	1 (7 %)	1 (7 %)	0 (0 %)
My geography coursework has given me the background needed to keep up with technological changes in my career.	2.19	21	7 (33 %)	8 (38 %)	4 (19 %)	0 (0 %)	1 (5 %)	1 (5 %)

My geography coursework was / will be useful to me in obtaining a job.	2.05	21	7 (33 %)	9 (43 %)	3 (14 %)	1 (5 %)	1 (5 %)	(0 %)
I would encourage friends and relatives to major in geography.	1.81	21	11 (52 %)	6 (29 %)	1 (5 %)	3 (14 %)	(0 %)	(0 %)
In general, I am satisfied with the education I received as a student in the Geography Department.	1.76	21	9 (43 %)	9 (43 %)	2 (10 %)	1 (5 %)	(0 %)	(0 %)
I think the Geography Department has an excellent reputation.	1.52	21	14 (67 %)	3 (14 %)	4 (19 %)	(0 %)	(0 %)	(0 %)
I received high-quality teaching in the Geography Department.	1.52	21	13 (62 %)	5 (24 %)	3 (14 %)	(0 %)	(0 %)	(0 %)
The Geography Department is a welcoming, friendly place for students.	1.43	21	14 (67 %)	5 (24 %)	2 (10 %)	(0 %)	(0 %)	(0 %)

**Please respond to what extent you agree or disagree with the following statements.
(Means or percents do not include "Not applicable" responses.)**

Item	Mean	Value Count	1	2	3	4	5	6	0
			Strongly agree	Somewhat agree	Slightly agree	Slightly disagree	Somewhat disagree	Strongly disagree	Not applicable
I had a high-quality internship experience that was useful to me in obtaining a job.	3.08	21	5 (38 %)	2 (15 %)	1 (8 %)	(0 %)	2 (15 %)	3 (23 %)	7
My membership in a Geography student organization helped me obtain a college degree.	4.00	21	(0 %)	1 (8 %)	5 (38 %)	1 (8 %)	5 (38 %)	1 (8 %)	8

What is your marital status?

1. Single
2. Single
3. not married
4. Single
5. single
6. single

7. Single
8. single
9. Single
10. Single
11. Single
12. Single
13. Married
14. Single
15. single
16. Single
17. Married
18. Single
19. Single
20. Single
21. single

What is your hometown, state, country?			
#	Town	State	Country
1	Fredericksburg	TX	USA
2	Buda	Texas	USA
3	Austin	Texas	USA
4	Spring	Texas	USA
5	plano	texas	usa
6	Katy	Texas	USA
7	Houston	Texas	USA
8	kingwood	texas	usa
9	Austin	Texas	USA
10	San Marcos	TX	USA
11	The Woodlands	TX	USA
12	Midland	Texas	USA
13	Austin	Texas	USA
14	Lockhart	Texas	US
15	Corpus Christi	Texas	US
16	New Braunfels	Texas	USA
17	Tacambaro	Michoacan	Mexico
18	Buda	TX	US
19	Normanna	Texas	US
20	Nicasio	California	United States of America
21	Boerne	Texas	United States

What is your current town, state, country?			
#	Town	State	Country
	Euless	TX	USA
	Buda	Texas	USA
	Hondo	Texas	USA
	Spokane	Washington	USA
	dallas	texas	usa
	Austin	Texas	USA
	Denver	Colorado	USA
	denver	colorado	usa
	Austin	Texas	USA
	San Francisco	CA	USA
	Washington	DC	USA
	Midland	Texas	USA
	Austin	Texas	USA
	Lockhart	Texas	US
	Austin	Texas	US
	New Braunfels	Texas	USA
	Round Rock	Texas	USA
	Austin	TX	US
	Houston	Texas	US
	San Marcos	Texas	United States of America
	Austin	Texas	United States

What was your Geography degree concentration or focus?
1. Resource & Environmental Studies
2. General
3. Water Studies
4. Environmental Studies
5. urban and regional planning
6. urban and regional planning
7. GIS
8. GIS
9. Physical Geography
10. GIS
11. Geographic Information Science
12. Urban & Regional Planning
13. GIS
14. GIS

15. general
16. GIS
17. Resource and Environmental Studies
18. Environment Resource Management
19. Resource and Environmental Studies
20. General Geography
21. Resource and Environmental Management

What was your Geography GPA?
1. 3.7
2. 3.2
3. 2.6
4. 2.5
5. 4.0 (no lie!)
6. 3.75
7. 3.9
8. 3.2
9. 3.85
10. 3.2
11. 3.0
12. 3.2
13. 3.0
14. 3,4
15. 3.9
16. 3.29
17. 3.8
18. 3.0
19. 3.something
20. 3

Have you already used your Geography degree to obtain a full-time job? If yes, what is the name and Website address of your employer?
1. North Central Texas Council of Governments
2. www.noonerranch.com
3. City of Rowlett www.rowlett.com
4. Bury and Partners www.burypartners.com
5. LandWorks Inc - www.landworks.com
6. www.lucasarts.com
7. www.midlandtexas.gov
8. www.geo-search.net

9. utexas.edu
10. HomeCity, Inc. http://www.homecity.com
11. City of Austin
12. Oxane Materials, Inc. Oxanematerials.com
13. TASB

What geography courses were especially valuable to you in your search for a professional position?

1. environmental management, land use & planning, GIS
2. Statistical Methods, Field Methods, Water Resources, River Basin Management, Meteorology, General Chemistry, Environmental Management, Physical Geology, Hydrogeology
3. GIS, Land Planning
4. Jim Kimmel's Planning class - he told the truth and gave examples of planning in both the private and public sector -
5. The last GIS class. 4427
6. Advanced GIS II
7. Cartography
8. None.
9. Land-use planning, Environmental Resource Planning
10. GIS, Remote Sensing, Calculus
11. water resources management with Dr. Earl
12. 2426, 2427, 4426, 4427
13. Does not apply since I have not got a related job.
14. GIS
15. Environmental Management, Water Resource Management, River Basin Management, and Field Methods.
16. GIS classes
17. Not a course but Dr. Earl and Dr. Robert D. Larsen

What courses, geography or others, should be added to the departmental curriculum to enhance employment opportunities and professional growth for students?

1. more classes focused on environmental regulations and permits
2. The GIS training is highly pushed but the training is TERRIBLE. Unless you've previously had any GIS use the classes are horribly confusing and just make for a very stressful semester. They need to find a way to teach GIS at a very basic level for those of us who have never had any experience can have a shot at learning and succeeding
3. range management, ecology
4. PLAN REVIEW!!!!!!!!!!!!
5. Something more focused on public admin side of planning - a research class - something less focused on the history and laws of planning and something more related to an actual current zoning case or land development issue.

6. Should incorporate some CAD work and programming languages into the curriculum. C++ is highly necessary in some jobs that are looking for GIS professionals, Python also helpful to know.
7. Basic computer science. CS 101? For all students as well as calculus for those pursuing a B.S.
8. Cartography
9. Shouldn't necessarily be added to curriculum, there should be more internships out of Texas as I feel having an out of state internship greatly helped me.
10. More practical GIS applications, and do not force a minor for a GIS Degree. Let students use the hours they spend on a minor for more GIS training.
11. Job placement courses in Geography and internships courses.
12. I recommend geography classes to everyone. I think they greatly increase personal growth and make better "world" citizens.
13. GIS Server Technology, GIS Programming
14. SUSTAINABLE DEVELOPMENT FOCUS ON BUSINESSECO-TOURISM
15. NA
16. Spatial Theory
17. n/a

Which professors in the Geography Department were especially instrumental to your professional or personal growth?

1. Mark Carter
2. Brock Brown, Doc Augustin
3. Dr. Kimmel, Dr. Curran, Dr. Huebner, Dr. Macey, and Dr. Fonstad
4. Dr. Earl
5. Jim KimmelBob LarsonDeSoto (in poli-sci dept but taught a urban and regional class that all planning majors should be required to take - looked at location and why places locate where they do - fascinating and more helpful than Marc Carter's class). Marc Carter was not helpful. I cannot believe that he is the person in charge of internships. He is a disgrace to the dept and treats students like they are nothing and not worth his time.
6. Dr. Currit, Dr. Hagelman, Dr. Day, Dr. Giordano
7. Joanna Curran
8. Dr. Giordano, Dr. Estaville
9. Prof. Carter, Dr. Augustine, Dr. Kimmell
10. Dr. Anderson, Mark Carter, Collin McKormic,
11. Brock Brown, Dr. Lu
12. The professors I bugged the most: Dr. Richard Earl; Dr. Brock Brown; Dr. Byron "Doc" Augustine.
13. Carter, Currit
14. Dr. Brock BrownDr. Pamela ShowalterDr. Richard EarlProfr. Mark Carter
15. Brock Brown, E.J. Hanford and Mark Carter
16. Dr. Earl, Professor Brock Brown, and Dr. Kimmil
17. Day, Augustin, Brown, and Carter were the most helpful, but they were all good.
18. Dr. Earl and Dr. Larsen

Do you know of any potential students for our undergraduate or graduate programs? If so, what are their names and e-mail addresses?

. no

. You already have one of my children :-)

. No

. No, sorry. I really wish I would.

. No

Please share your new e-mail address:

. kzwinggi@nctcog.org

. gs9113098@yahoo.com

. anankervis@gmail.com

. aweant@midlandtexas.gov

. bstewart@geo-search.net, BenStewart@AustinPCDr.com

. k3tasm@austin.rr.com

. bomar@arlut.utexas.edu

. tgmnation@yahoo.com

. mc1098@gmail.com

. echandler12@hotmail.com

. jamesimon26@aol.com

What is your current zipcode or country if outside the U.S.A.?

1. 76039

2. 78610

3. 78861

4. 99205

5. 75287

6. 78747

7. 80212

8. 80218

9. 78758

10. 94129

11. 20016

12. 79705

13. 78644

14. 78758

15. 78130

16. 78664

17. 78704

18. 77008

19. 78666

20. 78704

From which source did you receive most of your assistance with career development issues? Responses to Other, (please specify:)
--

1. not my academic advisor thats for sure (Geography)

From which source did you learn about the first job you held after graduating from Texas State? Responses to Other, (please specify:)
--

1. Previous Boss

2. Networking with friends

3. Friend I met on National Student Exchange
--

4. Austin Games Conference

5. I am still looking. I can't find a job in my field of study.

6. friend

What is your current job title? (asked of alumni employed full-time)

1. Planner 1

2. Receptionist

3. Personal assistant

4. Bookkeeper

5. Planner I

6. Land Planner I

7. Inside Sales Representative

8. GIS Specialist

9. Geospatial Systems Administrator

10. Associate Engineer

11. Geospatial Analyst

12. Planner

13. GIS Analyst/IS Manager

14. Cashier

15. research engineering scientist associate II

16. GIS Specialist

17. Associate Environmental Planner

18. Lab Tech

19. Tour Guide/Aquarium Technician

20. Environmental Consultant

What type of business do you work in? (asked of alumni employed full-time) (Examples: restaurant, law firm, hospital, electronics manufacturer, airline, high school, etc.)
--

1. government agency

2. Dentist
3. Outdoor recreation
4. city government
5. engineering/land development
6. IT Sales
7. Land Management Company
8. Non governmental regulatory
9. video games - programming
10. Department of Defense
11. City Government
12. Environmental
13. DOD contractor for Univ of Texas
14. Real Estate Broker
15. City- Resource Management
16. Scientific Research Laboratory
17. Environmental department for Texas school boards

What is the primary reason you are currently employed part-time? Responses to Other (please specify:)

Please indicate the primary reason you are now unemployed. Responses to Other (please specify:)

1. Employer closed site in Austin

Have you sought employment help from Texas State's Career Services Office? Yes, but it has not been helpful (please explain:) (asked of unemployed alumni)

Have you sought employment help from Texas State's Career Services Office? No (please explain:) (asked of unemployed alumni)

In which field are you pursuing a graduate or professional degree? Other, please specify:

1. planning in engineering firm

2. N/A

What is your major?

1. Geography

2. geography: urban and regional planning

3. Geography

4. N/A

5. MED Secondary Education

On what degree are you working? Other, please specify:

1. N/A

2. TRP- teacher certification/ graduate MED

At what institution are you working on your graduate or professional degree? Other, please specify:

1. N/A

2. Texas State Univ.- Round Rock

In which field are you pursuing certification/licensing or continuing education requirements? Other, please specify:

1. planning

2. Environmental licensing

On what certification/license or continuing education requirements are you working?

1. Microsoft Certifications

2. Teaching

3. Mold Tech. license

At what agency/institution are you working on certification/licensing or continuing education requirements? Other, please specify:

1. thru the city

2. TSU- Round Rock

3. GEBCO

In which field would you pursue a graduate or professional degree in the next five years? Other, please specify:

1. science or engineering (computers)

In what will you major?

1. Environmental Science

2. 4-8th Grade

3. CS

4. Mathematics

5. Geography

6. computers-software engineering or oceanography/marine science

7. MED Secondary Education

8. Geography

On which degree would you work? Other, please specify:

1. master's or doctorate

At what institutions are you considering enrollment for a graduate or professional degree?

Other, please specify:

1. George Mason University
2. University of Hawaii
3. TSU- Round Rock
4. University of California, Berkeley

In which field are you considering pursuing certification/licensing or continuing education requirements in the next five years? Other, please specify:

1. AICP certification
2. Planning
3. Environmental Planning
4. Environmental

On what certification/license or continuing education requirements will you work?

1. AICP certification
2. AICP
3. ESRI certificate
4. Law

At what agency/institution would you enroll for certification/license or continuing education requirements? Other, please specify:

1. American Planning Association
2. ESRI
3. University of California, Berkeley

What were the one or two things you liked best about your overall experience at Texas State?

1. atmosphere, friendly people
2. Loved the Geog Dept!
3. Improving communication skills
4. social life, beauty of outdoors
5. Friendships that I made and finding a career and interest that i am passionate about
6. The people were accepting, friendly and fun. The campus is the perfect size and gorgeous.
7. Good location, laid back
8. Meeting new friends and expanding my knowledge in geography
9. Great Campus, Great Facilities, Great Geography Program
10. I like learning.
11. Guidance by example. My favorite professors led by example. Dr. Earl worked himself to the limit -and pushed his students to do likewise. That was my greatest example in school -to push to do my best. Dr. Brown works to help a group in New Mexico, and works to keep his classes uptempo. Dr. Augustine has the best geographically educational stories I've ever heard -awesome.
12. Great social and learning environment

- | |
|--|
| 13. The great knowledge I acquired with the kind guidance and instruction of my professors. I consider them excellent role models. |
| 14. San Marcos River, Geography Department |
| 15. I enjoyed majoring in geography, the faculty and staff were great. |
| 16. The instructors and the campus. |
| 17. Location |

What were the one or two things you liked best about your major department at Texas State?

- | |
|---|
| 1. everyone had a passion to learn about environmental issues and were willing to help you if you had any questions or problems |
| 2. VERY interesting and made me a well rounded individual |
| 3. diversity of courses offered |
| 4. The professors - most of them (NOT [name withheld]) had experience in the field and a passion for teaching and were willing to help. Geography is so broad and affects so many different aspects of life - through the diversity of clases and professors and students, this was really exemplified! |
| 5. The professors actually cared about their students as individuals and gave constructive criticism but not in a demeaning way. |
| 6. Good teachers and course variety |
| 7. The good reputation it had |
| 8. I like the students. |
| 9. Dedication. Faculty and staff of incredible decication -that care about their students. |
| 10. Professors/Instructors were fantastic |
| 11. The kindness of everybody that works at this department. They go out their way to help students out. They made me feel at home! |
| 12. I fit in and loved the faculty |
| 13. The instructors and the lecture series. |
| 14. san marcos is a great place for geography major because of the physical landscape that san marcos offers |

What do you suggest should be improved at Texas State?

- | |
|--|
| 1. focus more on career development and better preparing students for life after graduation |
| 2. Bldgs are old and ugly- Its clean but all the bldgs mismatch. |
| 3. Internship advisors should be helpful and willing to assist in the intership hunt. I also feel like technical writing classes should emphasize job-search skills, like resume writing. I feel like some class should be required to prepare you for the business world - interviewing, resume writing, team-work. Also, parking was an issue (of course). Also graduate school - how to apply, why you should go, what you should do - should be emphasized. I didn't hear a thing about it and I wanted to go. No one was helpful in aiding me in continuing my education. It was also incredibly difficult to receive my tuition reimbursement. People in the College of Liberal Arts adivsing were unwilling to help as were the people in accounting. |
| 4. More incorporation with the world we live in. Keep the class sizes small. And keep the total enrollment low. Most of us went to Texas State because it was a smaller school than UT or A&M yet still offered the same educational benefits. If Texas State continues to allow more and more students to |

attend, the city of San Marcos will be overrun and the small town atmosphere will be ruined. Class sizes should not exceed 35 people in upper level classes; students do not learn when there are too many in one classroom.

5. more financial aid

6. ?

7. Treat students equally. Athletes getting a smooth ride while other students struggle is unsat -special tutors, etc.. I'd rather see money spent on computers, books, and journals - than see it supporting athletes. It's about time hardworking students were rewarded as much (or more) than athletes. After all, what's more important -our education or rewarding a few elite athletes for physical prowess? Our education matters more in the long run. Look at our society - athletes make millions while scientists have to struggle to get contracts and grants. Not a pretty picture. It's no wonder we don't have cures for so many horrendous diseases.

8. More GIS classes

9. 1) Provide more opportunities for low income and low middle income people to attend college. 2) Raises in tuition should be studied carefully since increases have outpaced raises on wages and salaries. Yes, we know that universities and colleges have been given the green light by our state government to adjust tuition, but the rises are leaving more and more people out of these institutions and decreasing the opportunities of many to achieve a higher education.

10. Less emphasis on Greek societies

11. I would have appreciated better academic advising during the first 2 years at Texas State.

12. The busses were NEVER on time and the people in charge never seemed to care.

13. the geography advising department. Not [name withheld] but the other [descriptor withheld]. I cant even count how many times [s/he] threw off my degree plan.



Appendix III.B.1

Number of undergraduate students who changed majors to majors to outside the department

	2001	2002	2003	2004	2005	2006	2007	Totals
Anthropology	1	1	1	1	1	3	1	9
Dean, University College (General Studies)			2		1	3	2	8
Health, P.E. and Recreation	2	1		1	2	1	1	8
History		2		2	3	1		8
International Studies	1		1	1	1	1	2	7
Finance and Economics		1	2				2	5
Communication Studies			1			2	1	4
English		1	1			2		4
Art				1		1	1	3
Biology			1			1	1	3
Modern Languages			1		1	1		3
Political Science	1		1	1				3
Psychology	1					2		3
Sociology		1		1	1			3
Agriculture	1		1					2
Criminal Justice			1				1	2
Curriculum and Instruction	1		1					2
Family & Consumer Sciences	1	1						2
Management	1				1			2
Technology		1					1	2
Theatre and Dance							2	2
Chemistry	1							1
Communication Disorders	1							1
Computer Science			1					1
Journalism & Mass Comm				1				1
Marketing	1							1
Philosophy					1			1
Physics				1				1
Respiratory Care				1				1
Totals	13	9	15	11	12	18	15	93

Geography careers

Geographers have a remarkable variety of careers to choose from. Texas State geography students receive education and training in areas such as water resource management, business and industrial site location, meteorology, hazard mitigation, resource assessment, environmental management, health services planning, solid waste management, air pollution control, demography, land use policy, management and conservation, transportation planning, river basin management and urban planning.

Texas State's geography program also provides students with valuable skills using the cutting-edge technologies of geographic information systems (GIS), global positioning systems (GPS), remote sensing and digital terrain modeling, along with cartography (map-making) and quantitative methods (statistics).



Field work on the banks of the San Marcos River.

Geography



Is Geography for you?

Texas State's Department of Geography provides extensive academic advising services, including group and individual advising. All geography majors and minors are encouraged to seek advice each semester. Major concentration faculty and academic advisors can offer detailed program and course information as well as course checklists for each major concentration. Contact Joyce Lawson, undergraduate staff advisor, Evans Liberal Arts Building, Room 130, 512.245.0372, jl06@txstate.edu to set up an advising appointment.



TEXAS

STATE
 UNIVERSITY
 SAN MARCOS

Department of Geography

601 University Drive
 San Marcos, TX 78666
 Phone: 512.245.2170
 Fax: 512.245.8353
 E-mail: geography@txstate.edu
www.geo.txstate.edu/

Bachelor of Science
Bachelor of Arts

TEXAS

STATE
 UNIVERSITY
 SAN MARCOS

The rising STAR of Texas

www.txstate.edu

A member of The Texas State University System

Students focus on data collection near the San Marcos River.

Geography

The Department of Geography at Texas State University-San Marcos boasts the largest undergraduate geography program in the United States. The *Journal of Geography*, the Association of American Geographers, and a National Program Effectiveness Survey have recognized our geography program as among the best in the nation. The National Council for Geographic Education has honored many of our faculty with the Distinguished Teaching Achievement Award — the most renowned teaching award in the field.

Undergraduate degree programs

As a geography major at Texas State, you can choose a concentration of study through which you can earn

a bachelor of arts degree or a bachelor of science degree. Your choice should depend on your academic interests and career goals. Both degree programs offer programs and courses designed to increase your understanding of the world and help you develop the analytical skills necessary to interpret and solve real-world problems.

Major concentrations of study

- resource and environmental studies
- urban and regional planning
- geography (general)
- geographic information science
- physical geography
- water resources
- geography with secondary social studies teacher certification

Minors

- geography (A geography minor may be focused in areas such as urban planning, environmental resource management, water studies, physical geography/earth science, cultural geography and demographics, geographic information science and regional studies.)
- geology
- nature and heritage tourism

Certificates

- geographic information systems certificate
- water resource policy certificate

Outside learning opportunities

In addition to traditional course work, Texas State's geography program offers field experiences in Big Bend National Park, the Southwestern United States, Europe and Mexico, where you can gain valuable firsthand geographical knowledge while receiving academic credit. The program also hosts numerous guest lecturers and symposia throughout the year and brings together geography students — past and present — at our annual Geography Alumni Reunion and Student Celebration each April.

Our geography internship program can provide you with supervised, real-world work experience directly related to your academic studies and career goals.

Participating in the Geography Freshman Interest Group is another valuable learning opportunity. A group of freshman geography majors live in the same section of a residence hall and enroll in some of the same courses each semester. A junior or senior geography major mentors the interest group participants while living with the group. Special activities, events and group study sessions help foster a sense of community and make the freshman year a more rewarding experience for interest group members.

Student organizations are yet another way for geography students to get involved and learn more about their field. Organizations at Texas State include:

- Gamma Theta Upsilon
- The National Association of Environmental Professionals
- The Student Planning Organization
- The Student Organization for Geographic Information Science
- Supporting Women in Geography
- Geology Club

Admission to Texas State

For more information on Texas State and how to apply for admission, visit www.txstate.edu/prospective.html or contact the Office of Undergraduate Admissions at admissions@txstate.edu or 512.245.2364.

Financial aid and scholarships

The Department of Geography offers more than 20 scholarships exclusively for undergraduate geography students. Scholarships are presented at our Geography Alumni Reunion and Student Celebration each April for the following academic year. Scholarships typically award students financial assistance in the amount of \$500 – \$1,000.

For more information on other Texas State scholarships, visit www.finaid.txstate.edu, or contact Financial Aid and Scholarships at finaid@txstate.edu or 512.245.2315.



Students find their absolute location with a hand-held Global Positioning System (GPS) unit.



Extensive academic advising insures timely graduation.

Undergraduate Advising Center
Department of Geography
Texas State University
San Marcos, Texas 78666
Phone: (512) 245-0372
Fax: (512) 245-8353
Office: Evans Liberal Arts Building, Room 130
Web Sites:
<http://www.geo.txstate.edu>
<http://uweb.txstate.edu/~mc12/geodocs.htm>



It's a great day to be a Geographer!

Texas State University's location in San Marcos, Texas provides an outstanding place to study both the physical and cultural elements of geography.

San Marcos sits on the transition between two distinct physiographic regions, the Edwards Plateau and the Blackland Prairie, on what we know as the Balcones Escarpment leading to the beautiful Hill Country. The crystal-clear, spring-fed San Marcos River issues forth from the Edwards Aquifer at the San Marcos Springs, creating the San Marcos River which flows through the Texas State Campus. The San Marcos River provides habitat for five federal-listed endangered species found nowhere else in the world. Geography students interested in Resource and Environmental Studies, Physical Geography and Water Resources quickly recognize this as a unique laboratory to explore and study.

San Marcos also lies between Austin and San Antonio, Texas along Interstate I-35 in one of the nation's fastest growing regions. The opportunities and challenges associated with this rapid population growth provide real - world examples for geography students interested in studying the cultural / human aspects of urban and regional land-use planning as well as the environmental issues associated with growth and development.

Finally, Texas State Geography has state-of-the-art facilities to provide students with geographic information technology skills including GIS (geographic information systems), GPS (global positioning system), and remote sensing. Geographers use these tools to locate, inventory, analyze and present spatial data providing a geographic perspective for decision-making and problem-solving.

We invite you to carefully explore our Web Sites for details about our major concentrations, student organizations and activities, geography careers as well as department faculty, staff and programs.

Welcome to the Texas State University Geography Family.
We look forward to assisting you with your educational and career goals.

Joyce Lawson
Undergraduate Staff Advisor
JL06@txstate.edu / 512.245.0372

Richard Earl
Undergraduate Program Coordinator
re02@txstate.edu / 512.245.3204

Texas State Geography

Texas State Geography boasts the largest undergraduate geography program in the United States. The *Journal of Geography*, the Association of American Geographers, and a National Program Effectiveness Survey has recognized Texas State Geography as among the best undergraduate geography programs in the nation. The National Council for Geographic Education has honored eleven of our faculty with the Distinguished Teaching Achievement Award - the most renowned teaching award in geography. Additionally, Texas State Geography's Internship Program is the largest of its kind, placing students in both government agencies and private enterprises to provide with students real-world experiences to complement their academic program. Texas State Geography also offers highly acclaimed, field experiences to places such as Big Bend National Park, the Southwestern United States, Europe and Mexico, where students gain invaluable firsthand geographical knowledge while gaining academic credit. Texas State Geography also provides opportunities for students to participate in extra-curricular activities through our student organizations: Gamma Theta Upsilon (GTU) - the Geography Honor Society; the National Association of Environmental Professionals (NAEP); the Student Planning Organization (SPO); the Student Organization for Geographic Information Science (SOGIS); and Supporting Women in Geography (SWIG). Finally, Texas State Geography hosts numerous guest lecturers and symposia throughout the year and brings together geography students - past and present - at our annual Geography Alumni Reunion and Student Celebration each April.

Department of Geography - Texas State University



Phone: (512) 245-2170

Fax: (512) 245-8353

Office: Evans Liberal Arts Building, Room 139

Web Sites:

<http://uweb.txstate.edu/~mc12/geodocs.htm> (details of all programs below)

<http://www.geo.txstate.edu> (about Texas State Geography)

Undergraduate Degree Programs

Major Concentrations of Study: Bachelor of Arts (B.A.) Degree in Geography

- Geography (General)

Major Concentrations of Study: Bachelor of Science (B.S.) Degree in Geography

- Resource and Environmental Studies
- Urban and Regional Planning
- Geography (General)
- Geographic Information Science
- Physical Geography
- Water Resources
- Geography with Secondary Social Studies Teacher Certification

MINORS

- Geography
- Nature and Heritage Tourism
- Geology

CERTIFICATES

- Geographic Information Systems Certificate
- Water Resource Policy Certificate

Geography Majors

The Undergraduate Geography Program offers a variety of major concentrations of study. Students choose a major concentration of study and either a Bachelor of Arts (B.A.) degree or Bachelor of Science (B.S.) degree depending on academic interests and career goals. Both the Bachelor of Arts (B.A.) degree and the Bachelor of Science (B.S.) degree provide students programs and courses designed to increase their understanding of the world they live in and to help develop the analytical skills necessary to interpret and solve real-world problems.

The Bachelor of Arts (B.A.) degree requires a minimum of 30 semester hours of geography coursework, while the Bachelor of Science (B.S.) degree requires a minimum of 36 semester hours of geography coursework. Geography majors may include a maximum of two additional geography courses in their program to fulfill the requirements of either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree.

General Education Core requirements for both degrees are listed in the University College section of this catalog. Specific College of Liberal Arts degree requirements are listed in Table 1 below.

Texas State Geography also requires a minor in a field other than Geography for both the B.A. and B.S. degrees. Students should select their minor in consultation with an academic advisor. Suggested minors are listed with major concentration descriptions and requirements.

Minimum requirements for graduation include the following: 1) 128 semester hours of coursework (39 hours must be upper division 3000 / 4000 level courses and 9 hours must be (WI) writing intensive); 2) at least a 2.5 grade point average (GPA) for all Geography courses attempted at Texas State University; 3) at least a 2.5 GPA for all courses taken at Texas State University.

INTRODUCTORY GEOGRAPHY COURSES

The Texas State Geography Department offers a number of courses that will broaden the student's perspective of our Earth and will fulfill Texas State University Requirements.

Courses Appropriate for Entering Freshmen

- ❖ **GEO 1309 - Introduction to Cultural Geography.** Counts for all GEO majors and minors.
- ❖ **GEO 1310 - World Geography.** Fulfills university social and behavioral sciences requirement. Counts towards all GEO majors and minors.

Courses Appropriate for Sophomores and Transfer Students

- ❖ **GEO 1309 - see above**
- ❖ **GEO 1310 - see above**
- ❖ **GEO 2310 - Introduction to Environmental Geography.** Counts as an approved elective for physical geography, resource and environmental studies and general GEO major requirements. Counts towards GEO minor requirement.
- ❖ **GEO 2410 - Introduction to Physical Geography.** Fulfills third natural science requirement for B.A. degrees. Required for all GEO majors and minors.
- ❖ **GEO 2420 - Introduction to Geographic Information Techniques.** Counts as an approved elective for all GEO majors and minors.
- ❖ **GEO 2426 - Fundamentals of Geographic Information Systems.** Counts as a required course or approved elective for all GEO majors and minors.
- ❖ **GEO 3301 - Quantitative Methods.** Required for all GEO majors. Counts towards GEO minor.
- ❖ **GEO 3303 - Economic Geography.** Counts as an approved elective for Resource and Environmental Studies and Urban and Regional Planning majors. Counts towards GEO minor.

What can you do as a Geographer?

Geography is an attractive major for students. Its theories and methods provide analytical techniques applicable to a wide range of questions asked over a broad spectrum of occupations. For students planning to end their formal education with the bachelor's degree, a geography major provides marketable skills and the broad perspectives on environment and society that enable graduates to move beyond entry-level positions. For similar reasons, geography provides a sound foundation for students who plan to enter graduate work in a variety of fields, from geography to business, land use planning, law, and medicine.

The potential for practicing geography in private enterprise and government has grown considerably in recent years, although few such positions are designated with the title of geographer. Roughly a quarter of all geographers work in the private and public sectors. Here are some examples of the kinds of positions held by those geographers:

- Aerial Photo Interpreter
- Air Pollution Specialist for a regional air quality district
- Air Quality Analyst
- Airline Cargo Marketing Executive
- Airlines Researcher
- Appraiser for a real estate corporation
- Area Specialist
- Avalanche Specialist in a U.S. National Forest
- Biologist (consulting)
- Budget Planning and Policy Manager for a major metropolis
- Business Analyst in a corporation
- Cartographer
- Cartographer-Illustrator
- Cartographic Editor
- Cartographic Technician
- Census Analyst
- Climatologist
- Colonel in the U.S. Army
- Community Development Analyst
- Computer Mapping Specialist
- Computer Specialist for a U.S. National Park
- Conservation Education Coordinator for a state
- Data Analyst for an insurance company
- Demographer at the U.S. Department of Agriculture

Demographic Analyst for a county
Deputy Assistant Director at the U.S. National Science Foundation
Director of Computer Assisted Reporting for a major metropolitan daily newspaper
Director of Industrial Development for a port authority
Director of Planning and Zoning for a township
Ecologist
Economic Development Analyst
Economist
Energy Analyst
Engineer, Civil
Engineer, Consulting
Engineer, Photogrammetric
Environmental Analyst
Environmental Manager
Environment Planner for a state department of transportation
Environmental Scientist for a state department of natural resources
Field Data Capture Specialist
Geodesist at the U.S. Defense Mapping Agency
Geographer at the Smithsonian Institution
Geographer at the U.S. Bureau of the Census
Geographer at the U.S. Department of Agriculture
Geographer at the U.S. Economic Development Administration
Geographer at the U.S. Environmental Protection Agency
Geographer at the U.S. National Aeronautics and Space Administration
Geographer at the U.S. National Oceanographic and Atmospheric Administration
Geographer for a water management district
Geographer for the U.S. Army Corps of Engineers
Geographer for the U.S. Army Topographic Engineering Center
Geographer for the U.S. Forest Service
Geographer, Consulting
Geographer in a corporation
Geographic Reference and Map Librarian
Geographic Specialist at the U.S. Department of State
Geography Education Specialist for an encyclopedia publisher
Geologist for a state department of environment and conservation
Geomorphologist at the U.S. National Biological Service
Geopolitical Specialist for a software corporation
GIS Analyst in a corporation
GIS Coordinator for a county
GIS Coordinator of Environmental Studies
GIS Implementation Specialist for a state library
GIS Program Manager for a county dept of information and administrative services
Hotel Concierge

Hydrogeologist (Consulting)
Hydrologist for a state soil and water conservation agency
Insurance Analyst
Intelligence Analyst at the U.S. National Photo Interpretation Center
Intelligence Officer in the U.S. Defense Intelligence Agency
International Development Technician/Analyst
International Trade (importing/exporting)
Land Scientist (Consulting)
Land Use Planner for a city
Location Analyst
Land Use Specialist
Map Analyst
Map Librarian
Map Curator
Mapping Designer for a corporation
Mapping Specialist for a commercial mortgage firm
Market Development Manager for a software corporation
Marketing Analyst
Meteorologist at the U.S. National Weather Service
Meteorologist, Television
Microcomputer specialist in a corporation
Natural Historian, U.S. Soil Conservation Service
Peace Corps Volunteer
Physical Scientist at the U.S. Geological Survey
Physical Scientist for the U.S. Defense Mapping Agency
Planner, Community
Planner, County
Planner, Resources
Planner, Transportation
Planner, Urban
Planner for a consolidated government
Planning Information Director for a county
Political Analyst
Pollution Control Specialist for a metropolitan area
Principal Scientist in a corporation
Project Planner for a county
Ranger in a U.S. National Park
Real Estate Appraiser
Real Estate Planner
Real Estate Research Analyst for a corporation
Real Estate Research Director
Recycling Coordinator for a state
Redevelopment Coordinator for a city

Regional Environmentalist for a state department of transportation
Regional Planner
Remote Sensing Specialist
Remote Sensing Scientist at the U.S. Geological Survey
Research Analyst for a regional gas and electric company
Research Meteorologist, U.S. National Climatic Data Center
Research Scientist, U. S. National Weather Service
Resource Development Director at the Canadian Bureau of Indian and North Affairs
Resource Economist
Resources Planner for as state
Risk Analyst in a corporation
Sales Facilities Research Analyst
Site Researcher
Soil Conservationist for a state natural resource conservation service
State Department (Defense Mapping Agency, CIA, U.S. Military)
Supervising Topographic Engineer for a state geological survey
Teacher
Tourism Developer
Traffic Management Specialist, U.S. Department of Agriculture
Transportation Analyst (airlines, shipping/freight industry)
Transportation Planner for a county
Transportation Planner for a county transit district
Travel Consultant and Planner
Water Conservation Planner for a city water system
Water Resource Specialist for a state environment department
Water Resources Planner, U.S. Army Corps of Engineers
Web Master
Wetlands Conservation Supervisor for a reclamation authority
Zoning Administrator
Zoning Enforcement Inspector for a township
Zoning Inspector for a city

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The Geography Learning Community



The Geography Freshman Interest Group is not just for freshmen anymore! It's now the Geography Learning Community! A learning community is a group of students who share the same major, minor, or interest and who live together in the same residence hall. They are advised by a Peer Assistant (PA) who is an upperclassman with the same interest or major as the group. Participants are sometimes enrolled in a few of the same classes. This is an opportunity for Geography students to get connected, strengthen their performance, and succeed at Texas State.



The 2008-2009 Geography Learning Community will be housed in Tower Hall.



For more information Contact:
Joyce Lawson
Undergraduate Staff Advisor
512- 245-0372
JL06@txstate.edu

Texas State University-San Marcos, founded in 1899, is a part of
the
Texas State University System.

**COLLEGE OF LIBERAL ARTS
TIPS TO A HASSLE-FREE GRADUATION**

WHAT TO DO	WHERE TO DO IT	WHEN TO DO IT
Apply for a DARS Audit	In the Advising Center, Flowers Hall 322	After completing 45 semester credit hours
*Apply for DARS Summary	In the Advising Center	When you have 30 hours remaining
Apply for Graduation **Graduation with Honors and Honors Program	On-line using CATSWEB, www.txstate.edu/catsweb	See official University Calendar for required deadlines
Verify that degree requirements will be fulfilled	In the Advising Center	Approximately halfway through your last semester
Obtain cap and gown and announcements	Texas State Bookstore	Prior to commencement
Attend graduation, or if you do not plan to attend, notify the Advising Center	Strahan Coliseum	Comply with instructions that are e-mailed to you two weeks prior to graduation

Notes:

*Residency requirement--

“24 semester hours of the last 30 hours offered toward graduation must be taken at TX State.”
(p. 60, 2002-2004 Undergraduate Catalog)

**Honors and Honors Program--

1. To graduate with honors, you need to complete 60 hours at TX State. Your grades for your last semester at TX State are included in your honors designation: cum laude--3.40-3.59; magna cum laude--3.60-3.79; summa cum laude--3.80-4.00.
2. Honors Program graduation requirements are separate and are determined by the TX State Honors Program.

[Appendix V.A](#)

(Please click on the link above to go to Geography Faculty Vitae)

Faculty Profile

PPS 2.13 Attachment C

FACULTY NAME	HIGHEST DEGREE	MAJOR	AREAS OF EXPERTISE	DATE OF APPOINTMENT	% FTE	% TEACHING/ % RESEARCH/ % SERVICE	COURSES RESPONSIBLE FOR*
Augustin, Byron D.	DA	Geography	Conservation, Latin America, Middle East, Geographic Education	6/10/1978	100	60/20/20	
Blanchard, Denise R.	PhD	Geography	Environmental Studies, Research Methods, Historical Geography	7/13/1992	100	40/40/20	
Boehm, Richard G.	PhD	Geography	Geographic Education, Economic	8/8/1977	100	40/40/20	
Brown, Brock J.	PhD	Geography	Geographic Education, Cultural Ecology, Historical	9/1/1992	100	60/20/20	
Butler, David R.	PhD	Geography	Geomorphology, Natural Hazards, Biogeography	7/16/1997	100	20/40/40	
Carter, Mark L.	MAG	Geography	Land Use Analysis, Quantitative Methods, Energy Resource	9/7/1994	100	50/0/50	
Currit, Nathan A.	PhD	Geography	Remote Sensing, GI Science, Global Change	7/16/2005	100	40/40/20	
Day, Frederick A.	PhD	Geography	Population, Economic Development, East and SE Asia	9/1/1988	100	40/40/20	
De Hon, René	PhD	Geology/Geochemistry	Geology	7/16/2007	100	80/0/20	
Dixon, Richard W.	PhD	Geography	Climatology, Oceanography, Physical Geography, Hazards, Quantitative Methods	9/1/1995	100	40/40/20	
Earl, Richard A.	PhD	Geography	Water Resources, Environmental Management and Assessment, Field Methods, Physical Geography	9/1/1991	100	40/20/40	
Estaville, Lawrence E.	PhD	Geography	Ethnic, Business Geography, Geographic Education	7/16/1994	100	40/40/20	
Fonstad, Mark A.	PhD	Geography	Water Resources, Hydrological Modeling, Remote Sensing	7/16/2001	100	40/40/20	
Fuhrmann, Sven	PhD	Geoinformatics	Geo-Visualization, Cartography, Spatial Cognition, Geographic Information Science	7/16/2005	100	40/40/20	
Giordano, Alberto	PhD	Geography	Cartography, GIS, Hazards	7/16/2003	100	40/40/20	
Hagelman, Ronald R.	PhD	Environmental Geography	Human dimensions of Environmental Geography, Hazards & Disasters, Historical Geography, Urban Geography, Social Sciences & GIS	9/1/2007	100	40/40/20	
Huebner, Donald J.	PhD	Geography	Historical Ecology, Geomorphology, Forestry, Texas and American Southwest, Coastal Issues	9/1/2004	100	80/10/10	
Kimmel, James R.	PhD	Geography	Nature and Heritage Tourism, River Studies, Southwestern Geography	1/16/1991	100	40/40/20	
Larsen, Robert	PhD	Geography	Urban and Regional Planning, Solid Waste Management	9/1/1973	25 dept/ 75 grants	12.5/12.5/0	
Lee, Wook	PhD	Transportation Geography/GIS	Transportation, GIScience, Urban and Regional Planning	7/16/2005	100	40/40/20	
Lu, Yongmei	PhD	Geography	GIScience, Urban and Regional Analysis, China and East Asia	7/16/2001	100	40/40/20	
Macey, Susan M.	PhD	Geography	Hazards, health issues, GIS, aging	9/1/1998	100	40/40/20	
Muniz, Osvaldo	PhD	Geography	Geographic Education, New Technologies for Global Collaboration, TNCs and Flows, Transportation, Scientific Networking, Latin America, Economic Geography	8/7/2006	100	40/40/20	
Petersen, James F.	PhD	Geography (Geomorphology)	Physical, Geomorphology, Geographic Education	9/1/1980	100	60/20/20	
Romig, Kevin D.	PhD	Geography	Urbanism, Community and Citizenship, Qualitative Methods	8/1/2006	100	40/40/20	
Showalter, Pamela S.	PhD	Geography	Hazards, Remote Sensing, Environmental Perception, Behavioral Geography	9/1/2002	25	0/12.5/12.5	
Suckling, Philip W.	PhD	Geography	Climatology, Natural Hazards	7/1/2005	100	20/20/60	
Tiefenbacher, John P.	PhD	Geography	Hazards, Human Dimensions of Wildlife, Environmental Problems, Mexico, Borderlands, States of the Former Soviet Union	07/16/1992	100	40/40/20	
Zhan, Benjamin F.	PhD	Geography	GIScience, Environment and Health, Transportation and Network Science	7/16/1995	100	40/40/20	

* Refer to Faculty Vita

APPENDIX V.B
Teaching Awards (2003-2008)

Augustin, B.:

- Regents' Professor: Texas State University Systems Board of Regents, Austin, TX, 2007.
- Who's Who Among American Teachers, Educational Communications, Inc., Austin, TX, 2007.
- Professor of the Year: Awarded by the Non-Traditional Student Organization, Texas State University, TX, May 2007.
- Foundations of Excellence Award: (for teaching and mentoring students), Student Foundations, Texas State University, April 2007.
- Favorite Professor: Delta Gamma Fraternity, Texas State University, November 2006.
- Favorite Professor: Alpha Delta Phi Scholarship Banquet, Texas State University, October 2006.
- Outstanding Educator: San Marcos Chamber of Commerce, May 2006.
- Favorite Professor Award, Alpha Chi Honor's Society, Texas State University, March 2006.
- Favorite Professor: Sterry Residence Hall, Texas State University, November 2005.
- Distinguished Teaching Achievement Award: National Council for Geographic Education, 2005.
- Favorite Professor: Alpha Delta Phi Scholarship Banquet, Texas State University, October 2005.
- Piper Professor Teaching Award, Minnie Stevens Piper Foundation, San Antonio, Texas, 2005.
- Everett Swinney Faculty Senate Teaching Excellence Award: Texas State University Faculty Senate, 2005.
- Founding 100 Award: Center for Texas Music History, Texas State University, April 2005.
- Foundations of Excellence Award: (for teaching and mentoring), Student Foundations, Texas State University, April 2005.
- Who's Who Among American Teachers: Educational Communications, Inc. Austin, Texas, February 2005.
- Best Class-Geography With Byron Augustin: The 2004 Guide to Texas Colleges and Universities, Texas Monthly Magazine, Fall 2004.
- Outstanding Educator: San Marcos Chamber of Commerce, Dunbar Recreation Center, May 2004.
- Outstanding Teacher: Delta Gamma Fraternity, Texas State University, April 2004.
- Who's Who Among American Teachers: Educational Communications, Inc., Lake Forest, Illinois, February 2004.
- Favorite Professor Award: Alpha Delta Pi Scholarship Banquet, San Marcos Community Center, November 2003.
- Favorite Professor Award: Alpha Chi Honors Society, Southwest Texas State University, February 2003.

Brown, B.:

- Teaching Award of Honor, Texas State University Alumni Association, 2007.
- Distinguished Teaching Achievement Award, National Council for Geographic Education, 2006.
- Foundation of Excellence Award, Texas State University Student Foundation, 2006.
- Favorite Professor Award, Alfred H. Nolle Chapter of Alpha Chi National Honor Scholarship Society, Texas State University, San Marcos, TX, 2003.

Butler, D.:

- Presidential Award of Excellence Teaching, College of Liberal Arts nominee Full/Associate Professor category, 2008.

Carter, M.:

- Non-Traditional Student Organization (NTSO) Professor of the Year Award (2007).

Currit, N.:

- Certification of completion for "Program for Excellence in Teaching and Learning." Fall 2005 - Spring 2006.

Dixon, R.:

- Distinguished Teaching Achievement Award, National Council for Geographic Education, 2006.
- Outstanding Professor Award, Department of Geography, Graduate Student Forum, 2006.
- Outstanding Professor Award, Department of Geography, Graduate Student Forum, 2004.

Earl, R.:

- Achievement in GIS Award, Texas State Student Organization in Geographic Information Science, 2004.
- Outstanding Professor Award, Department of Geography, Graduate Student Forum, 2003.
- Favorite professor Award, Southwest Texas State University, Chapter of Alpha Chi, interdisciplinary national scholarship honor society, 2003.

Fonstad, M.:

- Outstanding Professor Award, Department of Geography, Graduate Student Forum, 2005.

Fuhrmann, S.:

- Outstanding Professor Award, Department of Geography, Graduate Student Forum, 2007.

APPENDIX V.C.a
Research/Scholarly Awards (2003-2008)

Augustin, B.:

- Regents' Professor: Texas State University Systems Board of Regents, Austin, TX, 2007
- Faculty Author Recognition: President's Faculty Authors Reception, Texas State University, San Marcos, Texas, Fall, 2006
- Faculty Author Recognition: President's Faculty Authors Reception, Texas State University, San Marcos, Texas, Spring, 2005
- Dean's Award for Excellence in Scholarly/Creative Activity (Associate/Full Professor category), College of Liberal Arts, Texas State University, 2004

Butler, D.:

- Presidential Award for Excellence in Scholarly/Creative Activities (Associate/Full Professor category), Texas State University, 2007
- Scholarly/Creative Activity Golden Apple Award (Associate/Full Professor category), College of Liberal Arts, Texas State University, 2007
- Distinguished Scholar Award, James and Marilyn Lovell Center for Environmental Geography and Hazards Research, Texas State University, 2007
- Presidential Seminar Award, Texas State University, 2006
- Distinguished Career Award, Mountain Geography Special Group, Association of American Geographers, 2006
- Scholarly/Creative Activity Golden Apple Award (Associate/Full Professor category), College of Liberal Arts, Texas State University, 2005
- Chosen for AAG Visiting Geographical Scientist Program, 2004-present
- Scholarly/Creative Activity Golden Apple Award (Associate/Full Professor category), College of Liberal Arts, Texas State University, 2003

Fonstad, M.:

- Scholarly/Creative Activity Award (Lecturer/Assistant Professor category), College of Liberal Arts, Texas State University, 2006
- G.K. Gilbert Award for Excellence in Geomorphic Research, Geomorphology Specialty Group of the Association of American Geographers, 2005.
- Scholarly/Creative Activity Golden Apple Award (Lecturer/Assistant Professor category), College of Liberal Arts, Texas State University, 2004.

Fuhrmann, S.:

- Scholarly/Creative Activity (Lecturer/Assistant Professor category), College of Liberal Arts, Texas State University, 2008.

Tiefenbacher, J.:

- World Bank, Invited visiting specialist to Centro de Investigación en Geografía y Geomática (CentroGeo), Consejo Nacional de Ciencia y Tecnología (CONACyT), Mexico City, Mexico, January 2003.

Zhan, F.B.:

- Chang Jiang (Cheung Kong) Scholar Award, Ministry of Education (Beijing, China) and Li Ka Shing Foundation (Hong Kong, China), 2008.
- Scholarly/Creative Activity Award (Associate/Full Professor category), College of Liberal Arts, Texas State University, 2008.
- Scholarly/Creative Activity Award (Associate/Full Professor category), College of Liberal Arts, Texas State University, 2007.

APPENDIX V.C.b

Gilbert M. Grosvenor Center for Geographic Education: Report for FY 2007 (includes Texas Alliance for Geographic Education – TAGE)

Reporting Dates: June 1, 2006 to May 31, 2007

Center Director: Richard G. Boehm, Jesse H. Jones Distinguished Chair in Geographic Education

Year Instituted: Grosvenor Center – 1998 (GC); Texas Alliance for Geographic Education – 1986 (TA)

One-Year Summary of Activities/Accomplishments (Since June 1st):

1. Hosted one-week curriculum development workshop on water resources in the Lower Rio Grande Valley. Involved teachers from Texas and from Mexico. Funded through the River Systems Institute and Sul Ross University, with a grant from the U.S. Department of Agriculture (GC).
2. Hosted four “integrating technology into geography classrooms” institutes (Dallas-Fort Worth, Houston, San Marcos, Weslaco) for middle and high school teachers (TA).
3. Hosted 6th annual Summer Academy for Minority Scholars at Texas State University. Participants included teams from across the state, each comprised of one high school teacher and 1-3 students. Program is designed to encourage minority students to attend college and to think about geography as a possible academic and career pathway (GC).
4. The 9th Annual Grosvenor Distinguished Lecture was presented by John M. Fahey, President and CEO of the National Geographic Society in April 2007 (GC).
5. Several Texas Alliance activities during the year, including but not limited to,
 - A. Published two issues of the statewide Alliance newsletter
 - B. Administered a statewide poster contest in celebration of Geography Awareness Week. More than 35,000 posters were crafted by school children focused on the topic of “Africa: Diversity, Demographics, and Discovery.” An awards ceremony to honor the four 1st place winners was held in the capital complex in Austin during Geography Awareness Week.
 - C. Supported Texas Alliance teacher-planned regional geography meetings (Friends of Geography in Houston, Geography Educators of the Metroplex in Dallas, and San Antonio/Austin Geographic Educators in New Braunfels).
 - D. Supported the Texas Geography Bee, which is part of the larger National Geographic Society Geography Bee.
 - E. Hosted several student school groups who visited our campus during Geography Awareness Week (third week in November) and throughout the academic year. In addition, office staff and students made school visits to local campuses during Geography Awareness Week.
 - F. Texas Alliance co-coordinator Boehm and Grant Specialist Behrens participated in the annual Grantee’s meeting at National Geographic headquarters in Washington, DC.
6. Published three issues of Research in Geographic Education, one of the top three scholarly research journals in geographic education in the world. Executive Editor is Richard G. Boehm, Editor is Joseph Stoltman, Western Michigan University (GC).

7. A part of a three-year research effort, a special issue of *Research in Geographic Education* was published in which 22 essays by internationally-known applied geographers were written, detailing their educational and experiential background. The special editor for this issue was Grosvenor Center Director Richard G. Boehm (GC).
8. Planned and hosted a large, influential international meeting, "Geography in the Americas," in La Serena, Chile, on May 20-26, 2007. Co-sponsors include the Association of American Geographers, Pan American Institute for Geography and History, the Chilean Association of Geographers, National Geographic Society, the National Council for Geographic Education, and the Universidad de La Serena. There were 150 attendees at the conference, and the program included field trips, paper and poster sessions, round table discussions, keynote speeches, and social events (GC).
9. Administered the Grosvenor Scholar Program. This program is funded by a \$1 million plus endowment, and it allows Texas State University to send a Ph.D. student in geographic education to Washington, D.C. to work and study at the headquarters of the National Geographic Society for one year. This year's Grosvenor Scholar is Zachary Moore. Audrey Mohan has been selected to be next year's Grosvenor Scholar (GC).
10. Organized and administered, in cooperation with the Department of Geography's Graduate office and Chair's office, the Summer Cohort Ph.D. Program in Geographic Education. There was a cohort that began in 2005 that continued through 2006 that involved 10 students. A new cohort of six students has been recruited to begin in June 2007. All six of these students are from out-of-state (GC).
11. The following consultancies were carried out:
 - A. Boehm, Richard G. and Audrey Mohan (2007). Professional review of approximately 200 maps to be used in national assessments in world geography, world history, and U.S. History for Educational Testing Service (GC).
 - B. Boehm, Richard G. (2006, 2007). Invited participant in a strategic assessment of the National Geographic Society Alliance program, chaired by consultants Jan Roush and Joyce Chin (TA).
12. The following publications/papers were completed:
 - A. Boehm, Richard G., Melody Warren-Crenshaw, and Audrey Mohan (2006). "The Summer Cohort Model: A Case Study of One North American Doctoral Program in Geographic Education." Proceedings of the Commission on Geographic Education, International Geographical Union, Brisbane, Australia (GC).
 - B. Boehm, Richard G. and Audrey Mohan (2006). "Defining a Core Curriculum in Applied Geography." Paper presented at the meetings of the Commission on Applied Geography, International Geographical Union, Brisbane, Australia (GC).
 - C. Boehm, Richard G. and Audrey Mohan (2006). "Defining a Core Curriculum in Applied Geography." Papers and Proceedings of the Applied Geography Conferences, Vol. 29 (GC).
 - D. Boehm, Richard G. (2007). "The Education of an Applied Geographer." Introduction to a special issue of *Research in Geographic Education* (GC).
13. Grosvenor Center and Texas Alliance personnel made presentations at and operated a display booth at the annual meetings of the National Council for Geographic Education, Texas Social Studies Supervisors Association, and the Texas Council for the Social Studies (GC and TA).
14. Office staff and students, in cooperation with Department of Geography personnel, compiled the 5th edition of the Department of Geography Graduate Business Card Directory, which is used as

a tool for advising current students about potential job opportunities, as well as a recruitment tool to draw potential students to the field of geography as an academic pathway (GC).

15. Eight to ten grant applications were prepared and six of these applications were received funding from granting agencies (GC and TA).
16. The Grosvenor Center hosted the Population Connection annual institute in July 2006, the first PC institute to be held in the state of Texas (GC).
17. Office staff and students participated in the annual MAES Science Extravaganza at Texas State University, sponsored by the Texas State Student Chapter of the Society of Mexican American Engineers & Scientists. This was the first year that geography has been included in the annual science event for local middle school children. The Grosvenor Center has been invited to serve as program partner for future MAES Science Extravaganza outreach events (GC).
18. The central office of the Texas Alliance for Geographic Education, housed at Texas State University, serves as the statewide clearinghouse for educational resources and information, professional development, grant writing information, and networking opportunities for K-12 geography and social studies educators in Texas. The Alliance operates a far-reaching communication network which includes an organizational listserv, website, and semi-annual newsletter. Office personnel are responsible for development, maintenance, and dissemination associated with this network (TA).

One Year Summary of grants/contracts/program funds/endowment funding (Since September 1st)

Total grants/contracts: \$327,000

Total program funding from other sources: \$ _____

Total endowment funding: \$2,850,000 (operating funds for both the Grosvenor Center and the Texas Alliance come in part from the proceeds of these endowment funds)

The UPPS requires that we ask you about any needed changes to your center's staff, operational budget or space/facilities: n/a

APPENDIX V.C.c

Texas Center for Geographic Information Science

[\(<http://www.geo.txstate.edu/txgisci/index.htm>\)](http://www.geo.txstate.edu/txgisci/index.htm)

Annual Report (9/1/06—5/31/07)

May 21, 2007

Prepared by

F. Benjamin Zhan, PhD
Professor and Director
Texas Center for Geographic Information Science (TxGISci)
Department of Geography
Texas State University-San Marcos
E-Mail: zhan@txstate.edu

Center Report
FY07

Due Date to Dean's Office – May 31, 2007

Department and Center Name: Geography, Texas Center for Geographic Information Science

Center Director: F. Benjamin Zhan

Year Center was Instituted: 2003

One-Year Summary of Activities/Accomplishments (Since September 1st):

The top priority for faculty scholars at the Texas GIScience Center has been to help doctoral students complete their degree programs timely. There were 16 doctoral students affiliated with the center in the past year. Three doctoral students in GIScience obtained their Ph.D. degrees in the past year. One significant achievement in the year was that Dr. Xuwei Chen (Texas State, PhD in GIScience, May 2006) won the 2007 J. Warren Nystrom Dissertation Award (best dissertation award) from the Association of American Geographers (AAG) for dissertations completed from April 2005 through September 2006. In addition, center scholars and students had 25 fully refereed articles published or accepted for publication during the year. Center faculty scholars also had active externally funded grants valued at \$557,788. The Texas GIScience Center organized two distinguished speaker lectures during the year, one by Professor Deren Li from Wuhan University in China and another by Dr. Jack Dangermond, President of Environmental Systems Research Institute (ESRI) in California. These lectures brought significant international visibility to Texas State.

One Year Summary of grants/contracts/program funds/endowment funding (Since September 1st)

Total grants/contracts: \$ 557,788

Total program funding from other sources: \$ 0

Total endowment funding: \$ 0

The UPPS requires that we ask you about any needed changes to your center's staff, operational budget or space/facilities:

1. Brief Overview of Center's Mission and Activities

The Texas Center for Geographic Information Science (TxGISci) was founded in 2003 in the Department of Geography at Texas State University-San Marcos. Dr. F. Benjamin Zhan is the founding and current director of the center. Dr. Mark A. Fonstad and Dr. Alberto Giordano are associate directors of the center.

The Texas Center for Geographic Information Science is a research, education, and outreach entity that specializes in geographic information science and technology. The **vision** of the center is to improve human life and the natural environment through advancing human knowledge in GIScience and applying that knowledge to address pressing issues in the real world. The **mission** of the center is: (1) to conduct original research in GIScience that will result in significant scientific and social benefits; (2) to educate and train highly skilled professionals and scholars in GIScience and its application areas; and (3) to serve Texas, the United States, and the world through the advancement and utilization of GIScience and related technologies.

The center currently has **eight faculty scholars** with expertise in different areas of GIScience, including geographic information systems (GIS), remote sensing, cartography, and spatial analysis. Current **focused research areas** of the center include: (1) Basic research that advances GIScience; (2) GIScience and public health; (3) GIScience and sustainability science; (4) GIScience and earth systems science; (5) GIScience and homeland security; (6) GIScience and water resources; (7) GIScience and urban and regional studies; (8) GIScience education and training. **Sixteen Ph.D. students** were affiliated with the center as of April, 2007.

In addition to theoretical research activities, faculty scholars at the Texas GIScience Center have the knowledge and experience to undertake applied research projects involving the utilization of geospatial information technology. Example research projects conducted by faculty scholars at the center included: (1) GIS for the (Texas-Mexico) Border Health and Environmental Threats Initiative, (2) GIS for Environmental Health Data Analysis, (3) Agent-Based Modeling and Microsimulation of Hurricane Evacuations, (4) Analysis of Inter-City Commute Flows in Central Texas, (5) Spatial Statistics and Crime Pattern Analysis, (6) Urban Growth Modeling and Cellular Automata, and (7) Mangrove Forest Dynamics Study with Remote Sensing Imagery.

2. Outstanding Accomplishments during the Reporting Period (9/1/06—5/31/07)

Three outstanding accomplishments of the Texas GIScience Center during the year were:

- (1) The Texas GIScience Center faculty student scholars authored or co-authored 25 fully refereed articles;
- (2) Dr. Xuwei Chen (Texas State, Ph.D. in GIScience, May 2006) won the 2007 J. Warren Nystrom Dissertation Award (best dissertation award) from the Association of American Geographers (AAG);
- (3) The Texas GIScience Center organized two distinguished speaker lectures during the year, one by Professor Deren Li from Wuhan University in China and another by Dr. Jack Dangermond, President of Environmental Systems Research Institute (ESRI) in California.

3. Fully Refereed Articles

- Brender, JD; Zhan, FB; Suarez, L; Langlois, PH; Gilani, Z; DeLima, I; Moody, K. 2006. Linking Environmental Hazards and Birth Defects Data. *International Journal of Occupational and Environmental Health*, 12(2), 126-133.
- Brender, JD; Zhan, FB; Suarez, L; Langlois, PH; Moody, K. 2006. Maternal Residential Proximity to Waste Sites and Industrial Facilities and Oral Clefts in Offspring. *Journal of Occupational and Environmental Medicine*, 48(6), 565-572.
- Chen, X; Meaker, JW; Zhan, FB. 2006. Agent-Based Modeling and Analysis of Hurricane Evacuation Procedures for the Florida Keys. *Natural Hazards*, 38(3), 321-338.
- Chen, X; Zhan, FB. 2006. Agent-based Modeling and Simulation of Urban Evacuation: Relative Effectiveness of Simultaneous and Staged Evacuation Strategies. *Journal of the Operational Research Society* (in press)
- Chen, X; Zhan, FB. 2006. Mapping the Vulnerability to Potential Toxic Substance Releases from Industrial Facilities under Emergency Situations: A Case Study of Galveston, Texas. *Geographic Information Sciences*, 12(1), 27-33.
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- Hanford, EJ; Zhan, FB; Lu, Y; Giordano, A. 2006. Chagas Disease in Texas: Recognizing the Significance and Implications of Evidence in the Literature. *Social Science & Medicine* (in press)
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- Joassart -Marcelli, P; Giordano, A. 2006. Does Local Access to Employment Services Reduce Employment? A GIS Analysis of One-Stop Career Services. *Policy Sciences* (in press)
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- Lu, Y; Chen, X. 2006. False Alarm of Planar K-Function when Analyzing Urban Crime Distributed along Streets. *Social Science Research* (in press)
- Parsons, J; Fonstad, M. 2006. A Geographical Cellular Automata Model of Surface Water Flow. *Hydrological Processes* (in press)
- Silvan, J; Wang, L. 2006. A Multi-resolution Approach for Filtering LiDAR Altimetry Data. *ISPRS Journal of Photogrammetry and Remote Sensing* (in press)
- Tang, JM; Wang, L; Myint, S. 2006. Improving Urban Classification Through Fuzzy Supervised Classification and Spectral Mixture Analysis. *International Journal of Remote Sensing* (in press)
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- Tang, JM; Wang, L; Yao, ZJ. 2006. Spatial-temporal Urban Landscape Change Analysis Using Markov Chain and Modified Generic Algorithm. *International Journal of Remote Sensing* (in press)
- Wang, L; Cao, X; Chen, J. 2006. ISVR: An Improved Synthetic Variable Ratio Method for Image Fusion. *Geocarto International* (in press)
- Wang, L; Silvan, J; Sousa, WP. 2006. Neural Network Classification of Mangrove Species from Multiseasonal IKONOS Imagery. *Photogrammetric Engineering and Remote Sensing* (in press)
- Wu, S; Qiu, X; Wang, L. 2006. Using Semi-variance Image Texture Statistics to Model Population Densities. *Cartography and Geographic Information Science*, 33(2), 127-140.
- Wu, S; Silvan, J; Wang, L. 2006. Per-field Land Use Classification Based on Tax Parcel Boundaries. *International Journal of Remote Sensing* (in press)
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- Zhang, YM; Chen, J; Wang, L; Wang, X; Gu, Z. 2006. Mapping Biological Soil Crust in The Gurbantunggut Desert, China with TM imagery. *Journal of Arid Environments* (in press)

4. Active Externally Funded Projects

- Sansom, A. and Y. Lu. 2005, US Environmental Protection Agency. "Evaluation of Groundwater Chemistry in Gonzales County, Texas and Educational and Technical Assistance to Groundwater Conservation Districts in Texas." \$145,400. (10/2005—12/2006)
- Wang, L. 2005. US Department of Agriculture through Sul Ross University, Assessment, monitoring and prediction of the spatial invasion of saltcedar in the lower Rio Grande using multi-resolution and multi-temporal remotely sensed imagery. \$106,000. (2005-07)
- Zhan, FB. 2004. "Research and Technology Implementation Technical Assistance Panel" Texas Department of Transportation, \$4,500. (2004-07)
- Zhan, FB. 2004. "Sustainable Agricultural Water Conservation in the Rio Grande Basin—GIS and Climate Modeling," U. S. Department of Agriculture (USDA). \$161,395. (2004-08) [subcontract from Sul Ross State University]
- Zhan, FB. 2005. "Regional Public Transportation Solutions for Intercity Commuting Problems" Texas Department of Transportation – Research and Technology Implementation Office, \$59,560 (2005-07).
- Zhan, FB; Y. Lu, and A. Giordano. 2004. United States Department of Defense. "Border Health and Environment Threats Security". \$80,933. (09/15/2004-09/12/2006)

6. Other Information (as described in Section 6 of the PPS):

Information about Staffing

Dr. Zhan, center director, received release of one course per regular semester so that he could devote the necessary time to take care of the administrative duties associated with the operations of the center and devote his energy to seek external funding. At this time, the Department of Geography provides 20 hours of student support per week for the center. The student assists Dr. Zhan and Associate directors Drs. Diordano and Fonstad in all conceivable administrative issues related to the operations of the center.

Faculty Scholars Affiliated with the Center

Dr. Nate Currit—Assistant Professor of Geography
Dr. Mark A. Fonstad—Associate Professor of Geography and Associate Director
Dr. Sven Fuhrmann—Assistant Professor of Geography
Dr. Alberto Giordano—Assistant Professor of Geography and Associate Director
Dr. Sven Fuhrmann—Assistant Professor of Geography
Dr. Wook Lee—Assistant Professor of Geography
Dr. Le Wang—Assistant Professor of Geography
Dr. F. Benjamin Zhan, Professor and Director

Doctoral Students Affiliated with the Center

Sixteen doctoral students were affiliated with the center. These students were: Colin Ashburn (on leave), Bharati Ayyasomayajula, Tamara Biegas, Bill Collins, Ionara De Lima, Shing-Tzong Lin, Xuelian Meng, Nancy Tian, Thomas J. Nolan, Michael Parma, Jose Luis Silvan-Cardenas, Junmei Tang, Neng Wan, Jiao Wang, Guangyu Wu, Zhijun Yao, and Charles Yorke.

Information about Budget

Funds in the operating budget for the center are expected to be from endowments and indirect costs returns of externally funded projects. There is no operating budget for the center as of this writing.

Facilities

Two laboratories have been finished with computers and other equipments, mainly through funds drawn from externally funded projects. The laboratory facilities were used to support research activities of center faculty scholars and doctoral students.

**The James and Marilyn Lovell Center for
Environmental Geography and Hazards Research**

**2006-07 Annual Report
Submitted by Dr. Denise Blanchard, Director**

I. CENTER LEADERSHIP

Center Director, Incoming: Pam Showalter, Associate Professor, as of June 1, 2007

Center Director, Outgoing: Denise Blanchard, Professor

Associate Directors: Rich Dixon, Assoc. Professor and Joanna Curran, Asst. Professor

II. BOARD OF DIRECTORS:

Captain Jim Lovell, Apollo 13, Honorary Chair

Mr. Jack Dangermond, President, ESRI

Brigadier General Charles M. Duke, Jr., Apollo 16

**Dr. Sylvia Earle, Explorer-in-Residence, National Geographic Society, and
Chairperson, Deep Ocean Exploration and Research**

**Dr. Kamlesh P. Lulla, Chief Scientist,
Office of Earth Science, Johnson Space Center, NASA**

**Dr. Hans Mark, Former Director, Defense Research & Engineering,
U.S. Department of Defense, and Former Deputy Administrator, NASA.**

Year Center was Instituted: 1997

**III. One-Year Summary of Activities/Accomplishments
(September 1, 2006 to May 31, 2007):**

1. Presented Ninth Annual Lovell Lecture, February 2007.

The James and Marilyn Lovell Center for Environmental Geography and Hazards Research presented its Ninth Distinguished Lecture, "Water's Edge: Profits and Policy

behind the Rising Catastrophe of Floods. The talk was delivered by award-winning writer and producer of educational public service film projects, Mr. Marshall Frech, who delivered a stimulating and thought-provoking talk based on his most recent film documentary of the experiences of central Texas residents during the 1998 and 2002 major flood occurrences. "Water's Edge" was a multi-part-series on the growing problems that floods present to our ever-urbanizing society. The film has been airing on PBS stations throughout the United States, along with Frech's previous film, *Flash Flood Alley*, a documentary that followed five families who rebuilt their lives after the great Central Texas Flood of 1998.

In addition to *The Water's Edge* and *Flash Flood Alley*, Mr. Frech has also written, *Barton Springs Eternal*, forwarded by James Michener, and produced several award-winning, interactive CD-ROM's including, *Barton Springs Interactive* with Bill Moyers, *Green By Design* with Dan Rather, and *Flood Safety*, a companion tool for use with the website FloodSafety.com. Mr. Frech has also appeared in other broadcast media, such as The Weather Channel's documentary, *It Could Happen Tomorrow*.

Marshall Frech is currently the director of the national Flood Safety Program and President of Vantage Point Media in Boulder, Colorado. He is one of the official biographers of Gilbert F. White, a geographer who pioneered the study of flood hazards. He has partnered and produced media for highly-visible public organizations such as the Environmental Protection Agency, and the U. S. Geological Service. Within the State of Texas, Mr. Frech has professional associations with many flood-related organizations including Lower Colorado River Authority, Rice University, the San Antonio River Authority, the Guadalupe-Blanco River Authority, the City of Austin, the City of New Braunfels, the City of Dallas, the Texas Center for Policy Studies, and the Harris County Flood Control District.

In attendance were the following high-level administrators from the university: Dr. Denise Trauth, President, who delivered the welcome; Special Assistant to the President, Dr. Bob Gratz; Associate Provost, Dr. Gene Bourgeois; Dean of Liberal Arts, Dr. Ann Marie Ellis; and, Chair of Geography, Dr. Phil Suckling. Also in attendance were high-level officials from the Texas Governor's Office of Emergency Services, as well as, emergency managers and engineers from local governments throughout central Texas. In total, the event drew about 225 people.

2. Redesigned and Updated Lovell Center Web page.

See www.geo.txstate.edu/lovell/

3. Attended meetings across campus to deliver information about the Lovell Center for the purposes of university review, and to coordinate with other centers that deal in water-related topics.

4. Implemented Evacuee Study as Background for Larger Projects.

Blanchard and Crader (graduate assistant) interviewed and collected data on 20 evacuee families (Hurricanes Katrina and Rita) who now reside in San Marcos. We are hoping to use this study to promote larger projects for the center.

5. Center scholar, Sven Fuhrmann was featured in the university's *Currents* and *San Marcos Daily Record* on class project that assisted San Marcos emergency management officials in identifying critical structures on campus for disaster planning.

[Work such as this could form the basis of a certificate in EM, or the development of a minor in EM. Jobs in Emergency Management are expected to increase substantially across the U.S. until the year 2025.]

6. Scholars and graduate students published over 39 refereed articles in journals and books, in addition to numerous book reviews and abstracts (list available on request).

7. Scholars and students presented more than 24 papers presented at numerous national and regional meetings, including the national meeting of the Association of American Geographers, SWAAG, Applied Geography Conference, Natural Hazards Information and Applications Center, and many others.

8. Center Scholars served as Editor or on Editorial Boards of numerous journals, including Book Review Editor, *Geomorphology*; Section Editor, *Landscape Ecology*; Editor, *Southwestern Geographer*; Guest Editor, Special Issue, *Physical Geography*; *Geocarto International*, *Physical Geography*, *Environmental Hazards*, *The GIS Educator*, *National Weather Digest*.

9. Dixon received 2006 Distinguished Teaching Achievement Award by the National Council for Geographic Education (NCGE).

10. Center Scholars served as AAG Specialty Group Officers in the areas of Energy and Environment (Macey); Military Geography (Dixon); and Mountain Geography (Butler). Susan Macey was elected Director of the AAG Hazards Specialty group, and Ron Hagelman was voted to Chair the group.

11. Center Scholars served as Officers or Board Members of Numerous Texas agencies, including Texas Geographic Information Council, Texas Chapter of the American Planning Association, and many others.

12. Center Scholar (Dixon) continues to serve on Specialized Operational Services Committee of the National Weather Association.

13. Student scholars were awarded departmental scholarships or received academic or service awards at the 2007 Alumni Reunion and Student Celebration.

14. Blanchard invited to the 2006 Annual Hazards Center Conference at the University of Colorado, Boulder. Poster presented. Blanchard attended meeting of hazard center directors across the nation at the conference, and presented a poster to promote the Lovell Center.

15. Continued to solicit input from members of the Lovell Center Advisory Board.

17. In process of updating and redesigning promotional materials for upcoming 2007 Boulder Hazards Workshop. Special focus on Dr. Gilbert White this year at the meeting.

18. Recent accomplishments of incoming Director, Dr. Pam Showalter:

Book In Development

Showalter, Pamela S., and Yongmei Lu. Working Title: Geotechnological Contributions to Urban Hazard Analysis. Springer Verlag.
Proposed completion: Summer 2008.

Forthcoming Publication

Pulich, Warren, Jr., Pamela S. Showalter, and Corrie Colvin. "Hall's and Chocolate Bayou Watersheds and Water Quality Protection by Native Habitats." *Proceedings, State of the Bay, Symposium, Galveston, Texas, Jan. 23-25, 2007.*

Presentations

Pulich, Warren, Jr., Pamela S. Showalter, and Corrie Colvin. "Hall's and Chocolate Bayou Watersheds and Water Quality Protection by Native Habitats." American Association for the Advancement of Science, Southwestern and Rock Mountain Division, Houston, Texas, April 18-21, 2007.

Pulich, Warren, Jr., Pamela S. Showalter, and Corrie Colvin. "Hall's and Chocolate Bayou Watersheds and Water Quality Protection by Native Habitats." State of the Bay Symposium, Galveston, Texas, Jan. 23-25, 2007.

Grants In Development

Showalter, P. (PI), and Yongmei Lu (co-PI). "Counting Our Chickens": An Automated Method to Identify AFOs and CAFOs from Aerial Imagery.

Showalter, P., and Warren Pulich (co-PIs). Coastal Land Management Initiative. Coastal Management Program, Texas General Land Office.

Grants Funded

Showalter, P. (PI), and Sally Caldwell (co-PI). "Preserving Rural Landscapes and Agricultural Activities in Semi-Arid Urban Fringe Environments: Sustainability as a Potential Conflict Resolution Strategy."

United States Department of Agriculture, \$175,000. Extended one year; completion scheduled for August 2007.

Pulich, W. (PI), and P. Showalter (consultant). "Landscape Monitoring of Seagrasses in the CBBEP Study Area," UT-Marine Science Institute \$10,000. Re-funded annually; on-going.

Pulich, W. (PI), and P. Showalter (consultant). "West Bay Habitat and Water Quality Protection Program--Phase III."Galveston Bay Estuary Program, \$50,000. Re-funded annually on-going.

IV. One Year Summary of grants/contracts/program funds/endowment funding from Lovell Center Scholars (September 1, 2006 to May 31, 2007):

Totals are derived from the group of Lovell Center Scholars, and presently include: Blanchard, Butler, Curran, Currit, Day, Dixon, Earl, Fonstad, Fuhrmann, Hagleman, Huebner, Larsen, Macey, Showalter, Suckling, and Zhan.

Total grants/contracts: \$ 166, 867

Note: In 2006-07, Center Scholars **submitted proposals** totaling \$ 1,983,627 with \$ 1,816,800 still under review.

Total program funding from other sources: \$ none

Total endowment funding: \$ none

V. The UPPS requires that we ask you about any needed changes to your center's staff, operational budget or space/facilities:

At present the Lovell Center has no staff. The center is **maintained** by a director who is a full-time faculty designate with a one-course release per regular academic semester. The one-course release allows the director to:

- 1) perform routine functions of the center; including updates of the website and promotional materials;
- 2) develop and pursue a center research project;
- 3) search for a suitable speaker for the annual lecture series;
- 4) produce center reports and strategic plans;

- 6) identify grant and development opportunities;
- 7) work with other departments and divisions across campus on collaborative research projects;
- 8) host informal speaker events;
- 9) represent the center and attend meetings across campus, at conferences, and at other agencies; and,
- 10) network and make contacts with national, state, and local environmental, hazards research and EM academics and professionals.

The Director received no course release or remuneration in either SU1 or SU2, even though the majority of Center activities occurred in the summer for the director, including annual representation at the well-established and prestigious, Annual Hazards Center Workshop and Conference at the University of Colorado-Boulder. The hazards workshop was created in 1975 (31 years ago) by Dr. Gilbert F. White, a national and international figure in hazards research. Denise Blanchard has attended the conference each year since graduate school (19 years) and maintains strong professional associations with seasoned hazards researchers from this group.

The center continually faces a Catch-22 situation—that is, we are criticized for not bringing in monies and resources; however, we do not have adequate resources and staff to bring in monies and resources. In SU2 2007, and Fall 2007, the director called upon existing university personnel, such as Nina Wright, from the Dean's office and OSP, to assist with research proposals currently in progress and/or planned; however, the assistance was not productive due to the departure of Nina Wright, and the turnover in key personnel in OSP. In addition, our 2005-2006 projects projects remained unfinished as the performance of our full-time (20 hours per week) GA, Mitch Crader, was fair to poor.

At present, we can only **maintain** the Center *which is all that is called for in our bylaws*; however, there is great potential for the Center that begs to be untapped. For instance, the celebrity status of Jim Lovell and our prestigious Board of Directors lies dormant and unutilized by the university despite the fact that these personalities are valuable assets for

development purposes—for the entire university, as well as, the center. In addition, there is great potential and recognition for our center, department and university by way of conferences and symposiums (statewide and national) which could bring visibility to these arenas.

I took the time this year to develop a “Strategic Plan for the Lovell Center” (attached) which discusses its great potential for the Geography Department, College of Liberal Arts, and University Development. It is my belief, that if the center were given adequate resources by the way of proper staffing for two years, that the center could become an unmitigated success for the department and university.

Sincerely,

Denise Blanchard, Director since July 2005

**STRATEGIC PLAN
2004-2009
James and Marilyn Lovell Center
for Environmental Geography and Hazards Research**

**Department of Geography, Texas State University
Chair, Dr. Phil Suckling**

**R. Denise Blanchard
Director**

**Joanna C. Curran
Associate Director**

**Richard W. Dixon
Associate Director**

BOARD OF DIRECTORS

Captain Jim Lovell
Apollo 13, Honorary Chair

Mr. Jack Dangermond
President, ESRI

Brigadier General Charles M. Duke, Jr.
Apollo 16

Dr. Sylvia Earle
*Explorer-in-Residence
National Geographic Society,
and Chairperson, Deep Ocean Exploration and Research*

Dr. Kamlesh P. Lulla
*Chief Scientist,
Office of Earth Science, Johnson Space Center, NASA*

Dr. Hans Mark
*Former Director, Defense Research & Engineering,
U.S. Department of Defense,
and Former Deputy Administrator, NASA.*

LOVELL CENTER SCHOLARS

R. Denise Blanchard (Ph.D. University of Colorado), **Director of the Lovell Center.**

Dr. Blanchard's research and teaching specializations include: natural and environmental hazards; risk communication; risk assessment and management; environmental management and planning; environmental economics; and economic geography. Her regional interests include Texas and borderlands, United States, Canada, Europe, and Latin America.

David R. Butler (Ph.D. Kansas), **Former Director of the Lovell Center**

Dr. Butler's interests are in environmental and physical hazards, especially geomorphic hazards. He has conducted research on, and is especially interested in, landslides as hazards, snow avalanches as hazards, geomorphic hazards that have developed as a result of twentieth-century global warming, and the hazards produced by natural dam failures (landslide, avalanche, glacial, volcanic, and beaver). He has ongoing interests and projects in alpine treeline, landscape change, biogeography and geomorphology, snow avalanches, and animals as geomorphic agents.

Joanna C. Curran (Ph.D. Johns Hopkins University), **Associate Director of the Lovell Center**

Dr. Curran's research interests focus on those with immediate practical application. Current issues involving fluvial geomorphology include dam operation, dam removal, in-stream flow requirements, endangered species needs, construction within a watershed, logging, urban river erosion, and river restoration. Through her research she hopes to find the physical rules that govern river behavior, flow, and sediment transport. These rules may then be applied to issues where the interests of land development and preservation compete.

Rich Dixon (Ph.D. Texas A&M University), **Associate Director of the Lovell Center [and former Director].**

Dr. Dixon's interests include weather and climate related hazards, especially identification of threshold values at which warnings need to be provided to the community. He is also interested in long-term climate change and the evolving nature of society's response to perception of such change. His course offerings include climate, natural hazards, coastal geography, oceanography, and quantitative methods.

Rich Earl (Ph.D. Arizona State University)

Dr. Earl earned his Ph.D. in physical geography, specializing in hydrology and climatology. He has been on the Texas State Department of Geography faculty since 1991 where he has primarily taught courses on water resources and related subjects in the Resource and Environmental Studies program. His primary research interests are hydroclimatology and hydrogeomorphology, flooding hazards, and regional water supply issues.

Mark Fonstad (Ph.D. Arizona State University)

Dr. Fonstad's research focuses on the simulation of hydrologic and geomorphic processes and the natural hazards associated with them. His primary specialties are in the numerical and cellular modeling of rivers, river habitat, river channel change, the effects of large floods, and the use of high-resolution remote sensing to characterize natural hazards. In addition, Mark is interested in characterizing the theoretical limits of long-term and large-area predictability in riverbank failure, snow avalanches, and hillslope hazard systems from a nonlinear dynamical systems perspective.

Robert Larsen (Ph.D. University of Wisconsin-Madison)

Dr. Larsen's research focuses on solid waste management, application of GIS technology to the development of efficient disposal routes, environmental planning issues, and environmental policy. Dr. Larsen addresses the problems related to locating, inventorying and mapping closed and abandoned municipal solid waste landfills in the State of Texas.

Susan Macey (Ph.D. University of Illinois-Urbana)

Dr. Macey's research focuses on human impact of hazards, energy, environmental health issues, and the use of geographic information systems (GIS) for environmental applications. Dr. Macey's recent work has examined spatial patterns and correlates of elderly temperature related mortality, socioeconomic and demographic patterns surrounding nuclear power plants, and the internet as a medium in hazard and health data communications.

Pamela Showalter (Ph.D. University of Colorado, 1993)

Dr. Showalter's interests are in the areas of risk communication, natural hazards, and the use of remote sensing in disaster research and analysis. Currently, Dr. Showalter is an Associate Research Professor, and has obtained funding from the USDA to study environmental hazards related to concentrated animal feeding operations (CAFO).

John Tiefenbacher (Ph.D. Rutgers University)

Dr. Tiefenbacher's expertise is in hazards geography, the spatial patterns of hazard, risk, exposure and vulnerability. He has published articles on the mapping and identification of hazards posed by accidental toxic chemical spills, industrial toxic emissions, agricultural pesticide use, freeze events and the citrus industry, and encounters with large predators. His current research interests include: studies of long-term land-use changes due to citrus freeze damage in the Lower Rio Grande Valley of Texas, California, and Florida; spatial patterns of landscape impacts from tornado and flood hazards; hazard vulnerability in the U.S.-Mexico borderlands; and, animal hazards.

TEN-POINT MISSION STATEMENT

The mission, or purpose, of the James and Marilyn Lovell Center for Environmental Geography and Hazards Research is comprised of the 10-points, as listed below:

- 1) To provide a focus for geographers with interests in Environmental Geography, and Natural and Technological Hazards;

- 2) To provide a locus of scholarship and activity emphasizing the importance of understanding the Earth's environment, the analysis and reduction of natural and technological hazards, and achieving sound policy formulation on these issues;
- 3) To publish plenary papers from such conferences in special issues of renowned international journals;
- 4) To publish occasional papers and reports by Lovell Center scholars and students;
- 5) To function as outreach to the university, community, and state, especially in sponsoring and conducting the annual Lovell Distinguished Lecture utilizing high-impact speakers of a national or international stature;
- 6) To provide additional outreach functions, such as, convening and sponsoring conferences and workshops on critical issues in the fields of environmental geography and hazards research, and providing certification programs;
- 7) To serve as a clearing-house of information for the citizens of Texas, the United States, and the world on environmental geography and hazards issues;
- 8) To offer research and office space, and an in-house library for the use of visiting scholars;
- 9) To foster, develop and graduate the next generation of environmental and hazards geographers through the Masters and Ph.D. programs in Environmental Geography, including mentoring, scholarship, and instruction;
- 10) To sponsor faculty and student luncheons within the department to provide opportunities for collegiality, talks by faculty or students, and/or discussion of issues that affect the Center.

CURRENT ANNUAL GOALS OF THE LOVELL CENTER

As it currently operates, given its current level of, and access to departmental and university resources, the Lovell Center is meeting its originally established annual goals which are as follows:

- 1. Sponsoring and conducting the annual Distinguished Lovell Lecture utilizing high-impact speakers of a national or international stature.**
- 2. Instituting plans to generate development funds for the Center's endowment.**
- 3. Updating, and maintaining the Center's website, brochure, bulletin boards, and other means of communication.**
- 4. Sponsoring sessions and presentations at academic and other scholarly meetings.**
- 5. Developing a keystone research project to encourage collaborative research among Center scholars.**

- 6. Developing a publication series relating to the use and utility of field studies for environmental and hazards geography.**
- 7. Organizing meetings, forums, and workshops, as needed, of Lovell Center scholars and students.**

APPENDIX V.C.e

The James and Marilyn Lovell Center for Environmental Geography and Hazards Research (JMLC) Meeting of 09-11-07

This document represents an informal set of minutes for the meeting, as recalled by Pam Showalter. The material is not necessarily presented in chronological order. Corrections and/or clarifications are welcome.

Present

Faculty- Butler, Currit, Day, De Hon, Dixon, Earl, Fuhrmann, Huebner, Macey, Muniz-Solari, Romig, Showalter, Suckling

Students- Ibes, Wang

Administration- Wahl

Graduate Student/Center Hours/Center Resources

Jiao Wang was introduced as the new JMLC Graduate Research Assistant. Wang will hold "office hours" in the Center, enabling it to be open at regular periods. This Fall her hours are Monday from 9-5 and Tues/Thurs from 2-5. Faculty are invited to make use of the Center resources, which include a place to meet with students, spread out large maps, brainstorm, etc. Publications currently housed in the Center include a variety of journals and books that are being inventoried by Jiao, including issues of Storm Data and articles published by Center Scholars. Tornado data collected as part of the "Texas Tornado Project" are also in the filing cabinet, for students/faculty to use if researching Texas tornados and will eventually appear on the web site. Showalter also plans to provide her copies of Photogrammetric Engineering and Remote Sensing, Geocarto International, Annals, and Professional Geographer to the Center.

"JMLC"

Showalter requested Scholars avoid using the term "the Lovell Center," in order to honor Jim Lovell's desire to have Marilyn's name included in all Center references. "JMLC" is the replacement reference. Scholars are asked to please route any discovery of an outdated "Lovell Center" www reference directly to Wang at JW1501.

Mid-Summer Activities by Showalter

- met with each previous Director,
- was given by Dixon the previously reviewed and accepted "Occasional Paper No. 2" by Wilkerson and Schmid--contacted them to ensure they had not published it elsewhere and to inform them it would be published this Fall,
- contacted the Lovell's in order to introduce herself and obtain a quote from them that would more clearly connect their identity, which is primarily of an "astronaut" nature, to environmental geography/hazards research. They supplied the quote, "From the Moon, our Earth is a grand oasis that requires constant protection from environmental problems." This quote is now being incorporated into all Center logos, etc.,

- was contacted by Carolyn Pate, Director of Proposal Development, Office of Sponsored Programs, and asked to supply a poster to hang on the 4th floor providing a brief outline of the Center and its activities,
- sent a letter to each Board member to introduce herself and re-establish their willingness to continue serving on the Board. Each board member responded positively, in writing,
- began work to identify an appropriate person to invite for the annual Distinguished Lecture by meeting with other persons in the department and other entities on campus (e.g., River Systems Institute, Common Experience).

Occasional and Other Papers

Occasional Papers (OP) will be produced in two formats: hard copy (enough to provide each author with one copy plus two copies to be housed in the Center), and as a downloadable PDF file on the website.

Currently, there are two OPs that will appear on the web site: Showalter and Ramspott's annotated bibliography (1999), and Wilkerson and Schmid's (2007) paper. Ron Eyton is preparing OP No. 3, which should be finished this Fall.

Scholars are encouraged to generate new OPs. One suggestion is to create more annotated bibliographies-- Showalter still receives requests for the 1999 OP (the latest from India, last semester) and a revision is in progress and scheduled for publication in 2009. Annotated bibliographies may be a "niche" by which the Center can set itself apart, and they appear to serve a research need in the broader academic community.

Lu asked via e-mail for Scholars to discuss if other types of papers should be published through the Center. Feedback is requested regarding length, type (e.g., reports about research that's in progress, raw data?)

Regarding any publication emanating from the Center, feedback is requested re: should there be formal standards? If so, what?

Student Affiliates

Wang informed Scholars that she was identifying geography grad students interested in becoming affiliated with the Center, and that their relationship with the Center could be formalized as follows:

In return for providing the Center with a specific number of hours per year as "volunteer time" assisting with Center activities (e.g., the annual lecture), a student would be able to put the title "Student Affiliate" on their CV, will have their name/area of interest listed on the web site, will be included in Center-sponsored informal meetings/talks, will have access to the Center as a study area, and will have access to Center resources (e.g., publications, journals).

Feedback is welcome!

Retiree Participation

Eyton asked via e-mail for Scholars to discuss retiree participation. Scholars seemed agreeable to the idea that retirees may remain affiliated with the Center as long as they are pursuing a grant or planning to publish under the auspices of the Center.

Non-Geography Faculty Participation

Showalter was advised that there is precedent for non-geography faculty participation with the Center. It was suggested that such individuals be called, "Center Affiliates".

Long-Term, Regular Data Collection/Analysis by Upper Division GIS Class

Showalter described the GIS upper-division undergrad class Team Projects that take place on a regular basis in the course currently taught by Lu and Giordano. Scholars are asked for feedback to determine if the JMLC should have an on-going research project that could utilize these teams.

Budget

The JMLC currently has a budget of zero. The goal is to have so much money flowing into the Center that we have to elect a Treasurer. In order to fund the Center, grant proposals are strongly encouraged. If a grant applicant wishes to split the Indirect Cost Return (ICR) between JMLC and another departmental center (e.g., the Center for GIScience), that is very acceptable. There is a "check box" on the front of the University's budget page that must be checked in order for *any* Center to receive ICR. To help those preparing proposals or papers to be submitted under the auspices of the JMLC, Showalter will release Wang from Center duties for periods of about 45 minutes to 3 hours to assist with tasks within Wang's abilities (e.g., making simple maps, picking up something across campus)--please route all such requests through Showalter.

Suckling pointed out that no-one "loses" and everyone "gains" by identifying a center on a research proposal. Currently, out of the ICR allocation that comes to our department from OSP, the Department receives 55% and the PI receives 45%. When a center is included in the split, the Department receives 45%, the Center receives 10%, and the PI still receives 45%. In short, the amount of money flowing back to the PI remains the same in both cases, so it's always beneficial to list a center, whenever appropriate.

Another way to bring money into the Center is through outright donations. Stanford (the John A. Blume Earthquake Engineering Center), UC-Berkeley (Pacific Earthquake Engineering Research Center), and Penn State's (Risk Management and Decision Processes Center at the Wharton School) all encourage outright donations to their Centers. With Wahl's assistance, Showalter has received preliminary permission to compose a similar statement for the JMLC web site, and will do so in consultation with Wahl, Suckling, and appropriate officials from the administration. We'll offer donors the option of donating to the Center's general administrative activities (e.g., printing costs for OPs), academic activities (e.g., covering registration costs for Scholars or Student Affiliates presenting papers at national/international meetings), or to an activity of their choosing (e.g., scholarship). Before the meeting concluded, Huebner volunteered to provide the first donation in the form of a coffee maker, coffee, and some mugs (Thank You!).

Website

During the meeting, Scholars passed around a sheet that will be used to update information about them that will appear on the web site. Wang has obtained the necessary information to update the web site on an "as needed" basis, and we hope to have it "go live" by the week of the 17th.

New JMLC designations

Scholars were informed that the category of "Scholar" had been revised to recognize those who have published and/or gotten grants under the auspices of the Center. The following categorizations were distributed, and are available for comment and/or revision by the Scholars. Until such time, the revisions stand as:

Scholar (listed on JMLC website): attends JMLC meetings, is working on publication(s), is working on grant proposal(s), serves on Review Board for Occasional Papers*;

Senior Scholar (unframed certificate): attends JMLC meetings, has published at 1-4 (in any combination) paper(s) in a peer-reviewed academic journal under auspices of the JMLC or JMLC Occasional Paper(s), is working on grant proposals, serves on Review Board for Occasional Papers;

Distinguished Scholar (framed certificate with embedded Apollo 8 patch): attends JMLC meetings, has published five or more (in any combination) papers in peer-reviewed academic journals under auspices of the JMLC or JMLC Occasional Papers, is working on grant proposals, serves on Review Board for Occasional Papers;

Fellow (framed certificate with embedded Apollo 13 patch): attends JMLC meetings, is working on publication(s), has obtained grants under the auspices of the JMLC whose monies total between \$100,000-\$399,999 *and* where the Center receives 50% or more of the indirect cost return, serves on Review Board for Occasional Papers;

Distinguished Fellow (reward to be determined): attends JMLC meetings, has published five or more (in any combination) papers in peer-reviewed academic journals under auspices of the JMLC or JMLC Occasional Papers, has obtained grants under the auspices of the JMLC whose monies total \$400,000 or greater *and* where JMLC receives 50% or more of the indirect serves on Review Board for Occasional Papers.

(* Currently anticipating no more than one request per year to serve as Reviewer.)

A Senior Scholar certificate was presented to Dixon and Hagelman (Hageman was unable to attend). A Distinguished Scholar framed certificate was presented to Butler and Blanchard (Blanchard was unable to attend). Showalter presented herself (!) with a framed Fellow certificate.

Spring Distinguished Lecturer

Work begun this summer has led to fruition, and at Dean Ellis' request, a letter of invitation to Dr. Sylvia Earle was written and forwarded through Dean Ellis to the President's office on September 6. Dr. Earle's speaker's fee is \$12,500. Common Experience is providing \$10,000 to help cover the fee. Additional monies have been procured from the Department of Geography (\$2000), the Dean of Science (\$2000), and Dean Ellis (\$500), which should cover Earle's fee as well as most expenses associated with her trip here. Keep your fingers crossed.

Other Business

Dixon and Earl informed the group that a National Weather Service Partner's Workshop is taking place in Austin on October 3 at the LCRA Boardroom from 8-12:30pm. The purpose of the meeting is to discuss the flow of information during inclement weather (e.g., communication between NWS, emergency managers, public, etc.). There are six speakers, including a News8 meteorologist and NWS personnel. There is no registration fee. Earl is attending--please contact him (RE02 or x4304) if you wish to carpool.

The meeting adjourned around 4:30 p.m.

APPENDIX V.D
Service Awards (2003-2008)

Augustin, B.:

- Regents' Professor: Texas State University Systems Board of Regents, Austin, TX, 2007.
- Outstanding Support Award: Awarded by the unanimous vote of the Board of Directors of the National Race, Ethnicity, and Place Conferences of Howard University, the University of Miami, State University of New York-Binghamton and Texas State University, April 28, 2007.
- Outstanding Service Award: Department of Geography 13th Annual Alumni Reunion and Student Celebration, Texas State University, San Marcos, Texas, April 28, 2007.
- Leadership and Service Award: Texas State University Development Services, Texas State University, San Marcos, Texas, April, 2005.
- Outstanding Leadership Award: Department of Geography 10th Annual Alumni Reunion and Student Celebration, Texas State University, San Marcos, Texas, April 24, 2004.
- Presidential Award for Excellence in Service: Southwest Texas State University, San Marcos, Texas, August, 2003.

Boehm, R.:

- Service Excellence Award (Associate/Full Professor category), Honorable mention, College of Liberal Arts, Texas State University, 2006.

Butler, D.:

- Top Referee 2006 Award, *CATENA*, Elsevier Publishers, The Netherlands, October, 2007.
- Outstanding Service Award, Department of Geography, Texas State University, 2004.

Carter, M.:

- Service Excellence Award (Lecturer/Assistant Professor category), Honorable mention, College of Liberal Arts, Texas State University, 2007.

Estaville, L.:

- Outstanding Leadership Award, Department of Geography 13th Annual Alumni Reunion and Student Celebration, Texas State University, San Marcos, Texas, April 28, 2007.
- Texas State Presidential Resolution for Outstanding Performance in Leading the Organization and Implementation of the 2006 International Race, Ethnicity, and Place Conference, Texas State University, April 2007.

- Outstanding Service and Exemplary Leadership Award for Ten Years of Excellence as Chair and Professor of the Department of Geography, Associated Student Government, Texas State University, May 2004.
- Lawrence Estaville Geography Scholarship. Established in Dr. Estaville's honor by the Department of Geography, Texas State University, for ten-year leadership of the department, April 2004.
- Distinguished Service Award, Ethnic Geography Specialty Group, Association of American Geographers, March 2003.

Appendix VI.A.2

Geography

Suckling, Philip W

Appendix VI.A.2																	
Department of Geography Equipment Inventory: April 2007																	
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location	Room	AcqYR	AcqPD	Qty	Asset Value	Intnl Ord	WBS Elmnt	User / Owner	Date to Warehouse
1320120000	1320120000	4800	154658	0	COMPUTER, DELL 466/L	34YY1	154658	ELA	327a	1994	012	1	\$ 1,999.00			R. Rudnicki	
1320120000	1320000000	4000	156147	0	FILM RECORDER SYSTEM, LASERGRAPHICS PERSONAL	PP-1686	156147	ELA	367	1996	004	1	\$ 5,875.10			M. Fonstad	
1320120000	1320120000	4800	156235	0	PRINTER; LASERJET 5PM, HEWLETT PACKARD	USFB060628	156235	Medina	109	1996	005	1	\$ 989.00			R. Larsen	
1320120000	1315000000	4300	156236	0	PLOTTER; DESIGNJET 750C "E-SIZE"	ESA5803467	156236	Medina	109	1996	005	1	\$ 6,999.00			v	
1320120000	1320120000	4600	156413	0	CAMERA W/LENS MAMIYA 7	0J1300	156413	ELA	322	1996	009	1	\$ 3,190.00			J. Kimmel	
1320120000	1410130095	4300	156649	0	COMPUTER; TOSHIBA PENTIUM TECRA 720CDT PA1219	6632771	156649	ELA	327a	1996	012	1	\$ 6,312.00			R. Rudnicki	
1320120000	1320120000	4800	156825	0	PRINTER; HEWLETT PACKARD LASER JET 5M C3917A	USHC099228	156825	ELA	379	1997	001	1	\$ 2,388.00				
1320120000	1410130095	4300	156891	0	COMPUTER SYSTEM, PENTIUM PRO 200MHZ	9609161L	156891	ELA	327a	1997	002	1	\$ 3,242.53				
1320120000	1315000000	4300	156891	1	COMPUTER SYSTEM, PENTIUM PRO 200MHZ	9609161L	156891	ELA	327a	1997	002	0	\$ 5,232.47				
1320120000	1410130095	4300	156930	0	COMPUTER; DUAL PENTIUM PRO SYSTEM 200MHZ	9609152A	156930	ELA	327a	1997	002	1	\$ 8,425.00			v	
1320120000	1410130095	4100	157199	0	BINOCULARS; VECTOR DAES1000 RANGFINDER	95180442	157199	ELA	124	1997	004	1	\$ 7,552.50			D. Hemenway	
1320120000	1320120000	4800	157399	0	PRINTER; LASERJET 5M #C3917A	USKC100761	157399	Medina	108	1997	009	1	\$ 1,750.00			R. Larsen	
1320120000	1320120000	4800	157401	0	PRINTER; HP LASERJET 5M #C3962A	JPGF125633	157401	ELA	318	1997	009	1	\$ 4,675.00			Department	
1320120000	1315000000	4300	157760	0	COMPUTER; TOWER DUAL PENTIUM PRO	9706280J	157760	ELA	324	1997	010	1	\$ 5,148.00			R. Larsen	
1320120000	1410130095	4300	157760	1	COMPUTER; TOWER DUAL PENTIUM PRO	9706280J	157760	ELA	324	1997	011	0	\$ 5,148.00			v	
1320120000	1320120000	4800	157812	0	COMPUTER; TOWER POWER COMPUTING 225	1460420	157812	ELA	120b	1997	011	1	\$ 4,311.10			D. Butler	
1320120000	1320120000	4800	157933	0	PRINTER; HP LASERJET 6MP PO118 C3982A #ABA	USCF002835	157933	ELA	120b	1997	011	1	\$ 853.00			v	
1320120000	1320000000	4000	158481	0	PROJECTOR; IN FOCUS LP730ZV W/EZ CARRY CASE	2C7402233	158481	ELA	124	1998	003	1	\$ 8,320.00			D. Hemenway	
1320120000	1320120000	4800	158540	0	COMPUTER;MAC POWER BOOK 3400C/200	CK72213Z7KM	158540	ELA	120b	1998	004	1	\$ 4,070.00			D. Butler	
1320120000	1320120000	4600	158758	0	CAMERA; VIDEO S-VHS PANASONIC AG456	K7SA02066	158758	ELA	124	1998	006	1	\$ 1,450.00			D. Hemenway	
1320120000	1320120000	4800	158810	0	PRINTER; LASERJET HP 4000 N W/4 MEG MEMORY	USMB079903	158810	ELA	123	1998	006	1	\$ 1,926.00			Department Lab	
1320120000	1320120000	4800	158811	0	PRINTER; LASERJET HP 4000 N W/4 MEG MEMORY	USMC007846	158811	ELA	113	1998	006	1	\$ 1,671.00			Grad Pit	
1320120000	1320120000	4800	158824	0	PRINTER; HEWLETT PACKARD LASERJET 5M POSTSCRI	JPHF164842	158824	ELA	155	1998	007	1	\$ 4,798.00				
1320120000	1320120000	4800	158859	0	COMPUTER,DELL PENTIUM II MINITOWER	DLTTS	158859	ELA	153	1998	007	1	\$ 2,389.00			Kiosk	
1320120000	1320120000	4800	158860	0	COMPUTER,DELL PENTIUM II MINITOWER	DLTTQ	158860	ELA	153	1998	007	1	\$ 2,389.00			Kiosk	
1320120000	1320120000	4800	158861	0	COMPUTER,DELL PENTIUM II MINITOWER	DLTTM	158861	Landing	201	1998	007	1	\$ 2,389.00			Texas Watch	
1320120000	1320120000	4600	159414	0	CAMERA;KODAC DC 120 ZOOM,MEGA PIXEL	EKB80401724	159414	ELA	368	1998	009	1	\$ 790.00			P. Showalter	
1320120000	1320120000	4800	159507	0	COMPUTER;DELL TOWER DIMENSION XPS	ETXN1	159507	ELA	154	1998	010	1	\$ 2,907.18				
1320120000	1320120000	4800	159555	0	PRINTER;HP OFFICEJET PRO 1170 CSE	SGA7BAG5RK	159555	ELA	141	1998	011	1	\$ 740.00			A. Wahl	
1320120000	1320120000	4800	159580	0	PRINTER;HP LASERJET 4000N	USMB179668	159580	ELA	386	1998	011	1	\$ 1,533.00			F. Zhan	
1320120000	1320120000	4800	159622	0	COMPUTER;DELL TOWER DIMENSION XPS	F8PJY	159622	ELA	133	1998	011	1	\$ 2,775.00			Webmail Server	
1320120000	1320120000	4800	159638	0	PRINTER;HP LASERJET 400N	USEK083767	159638	ELA	388	1998	011	1	\$ 1,533.00				
1320120000	1320120000	4000	159692	0	PROJECTOR;LCD DATA/VIDEO P600	3300638	159692	ELA	133	1998	012	1	\$ 6,300.00			D. Hemenway	
1320120000	1320120000	4000	159693	0	PROJECTOR;LCD DATA/VIDEO P600	3300649	159693	ELA	133	1998	012	1	\$ 6,300.00			v	
1320120000	1320120000	4600	159732	0	CAMERA;FUJII MX-700 MEGA PIXEL	8213591	159732	ELA	125	1998	012	1	\$ 709.95			C. Robinson	
1320120000	1320120000	4800	159771	0	COMPUTER;DELL DIMENSION XPS R400	FRM8K	159771	ELA	371	1998	012	1	\$ 2,922.11			P. Showalter worker	
1320120000	1320120000	4800	159792	0	COMPUTER;VELMEX LINEAR ENCODER	41571	159792	ELA	367	1998	012	1	\$ 2,818.00			D. Butler	
1320120000	1320120000	4800	159889	0	PRINTER;HP LASERJET 4000N	USMC090041	159889	ELA	155	1999	001	1	\$ 1,500.00			Department Lab	
1320120000	1320120000	4800	159890	0	PRINTER;HP LASERJET 4000N	USMC090033	159890	ELA	125	1999	001	1	\$ 1,500.00			C. Robinson	
1320120000	1320120000	4600	159946	0	CAMERA;CANON ES4000 8MM HI 8	2620051645	159946	ELA	322	1999	001	1	\$ 970.00			J. Kimmel	
1320120000	1320120000	4800	160023	0	COMPUTER;DELL INSPIRON NOTEBOOK 7000	EKDQH	160023	ELA	359	1999	001	1	\$ 3,640.00			D. Butler	
1320120000	1320120000	4800	160071	0	COMPUTER;DELL DIMENSION XPS R450	GHG5T	160071	ELA	367	1999	002	1	\$ 2,892.00				
1320120000	1320120000	4800	160072	0	COMPUTER;DELL DIMENSION XPS R450	GHG5G	160072	ELA	367	1999	002	1	\$ 2,892.00				
1320120000	1320000000	4000	160101	0	PROJECTOR;TELEX XGA LCD	3300783	160101	ELA	156	1999	002	1	\$ 5,370.00				
1320120000	1320000000	4000	160102	0	PROJECTOR;TELEX XGA LCD	3300813	160102	ELA	124	1999	002	1	\$ 5,250.00				
1320120000	1320000000	4000	160103	0	PROJECTOR;TELEX XGA LCD	3300782	160103	ELA	149	1999	002	1	\$ 5,250.00				
1320120000	1320120000	4800	160105	0	PRINTER;HP LASERJET 4000N	USEF198909	160105	ELA	149	1999	002	1	\$ 1,448.00				
1320120000	1320120000	4800	160221	0	COMPUTER;DELL INSPIRON 3200 NOTEBOOK	GJ29Z	160221	ELA	368	1999	003	1	\$ 3,571.00			P. Showalter	
1320120000	1320000000	4300	160295	0	PRINTER;HP COLOR LASERJET 8500N	JPCB00377	160295	ELA	125	1999	003	1	\$ 6,380.00				
1320120000	1320000000	4300	160295	1	PRINTER;HP COLOR LASERJET 8500N	JPCB00377	160295	ELA	125	1999	009	0	\$ 139.00				
1320120000	1320120000	4800	160398	0	PRINTER;HP COLOR LASERJET 4500N	JPCD108153	160398	ELA	123	1999	005	1	\$ 2,764.00				
1320120000	1320120000	4600	160562	0	CAMERA;DIGITAL,FUGI FILM MX-700	8210749	160562	ELA	125	1999	006	1	\$ 759.00				
1320120000	1320120000	4600	160563	0	CAMERA;DIGITAL,FUGI FILM MX-700	8210745	160563	ELA	125	1999	006	1	\$ 759.00				
1320120000	1320120000	4800	160863	0	COMPUTER;DELL INSPIRON 7000 NOTEBOOK	WONRV	160863	ELA	145b	1999	008	1	\$ 4,059.95				
1320120000	1320120000	4800	160921	0	PRINTER;EPSON COLOR STYLUS 3000 INK JET	AEY0046307	160921	ELA	154	1999	008	1	\$ 1,144.00				
1320120000	1320120000	4800	161107	0	COMPUTER;DELL DIMENSION XPS T500	OPHSV	161107	ELA	120a	1999	010	1	\$ 2,493.95				

1320120000	1320120000	4800	162252	0	COMPUTER;DELL DIMENSION XPS T600	74U46	162252	ELA	379	2000	002	1	\$	2,432.00				
1320120000	1320120000	4800	162253	0	COMPUTER;DELL DIMENSION XPS T600	74U4X	162253	ELA	124	2000	002	1	\$	2,432.00			Geosites Server	
1320120000	1320120000	4800	162254	0	COMPUTER;DELL DIMENSION XPS T600	74U41	162254	ELA	355	2000	002	1	\$	2,432.00				
1320120000	1320120000	4800	162255	0	COMPUTER;DELL DIMENSION XPS T600	74U4G	162255	ELA	361	2000	002	1	\$	2,432.00			B. Augustin Home	
1320120000	1320120000	4800	162267	0	COMPUTER;DELL DIMENSION XPS T600	7XYAJ	162267	ELA	367	2000	002	1	\$	2,855.00				
1320120000	1320000000	4300	162291	0	COMPUTER;SILICON GRAPHICS 320 MT	13209420031	162291	ELA	379	2000	003	1	\$	7,012.94				
1320120000	1320120000	4600	162342	0	CAMERA;FUJII MX-1700 ZOOM	9H10380	162342	ELA	370	2000	003	1	\$	764.00			B. Brown	
1320120000	1320120000	4800	162472	0	COMPUTER;DELL DIMENSION XPS T600	BAXSJ	162472	ELA	389	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162475	0	COMPUTER;DELL DIMENSION XPS T600	BAXRH	162475	ELA	395	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162477	0	COMPUTER;DELL DIMENSION XPS T600	BAXRL	162477	ELA	391	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162478	0	COMPUTER;DELL DIMENSION XPS T600	BAXQQ	162478	ELA	397	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162479	0	COMPUTER;DELL DIMENSION XPS T600	BAXRD	162479	ELA	396	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162480	0	COMPUTER;DELL DIMENSION XPS T600	BAXS4	162480	ELA	395	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162481	0	COMPUTER;DELL DIMENSION XPS T600	BAXRZ	162481	ELA	399	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162484	0	COMPUTER;DELL DIMENSION XPS T600	BAXXI	162484	ELA	396	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162485	0	COMPUTER;DELL DIMENSION XPS T600	BAXXH	162485	ELA	394	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162487	0	COMPUTER;DELL DIMENSION XPS T600	BAXWR	162487	ELA	389	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162489	0	COMPUTER;DELL DIMENSION XPS T600	BAXXQ	162489	ELA	394	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162491	0	COMPUTER;DELL DIMENSION XPS T600	BAXXZ	162491	ELA	398	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162492	0	COMPUTER;DELL DIMENSION XPS T600	BAXXC	162492	ELA	388	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162493	0	COMPUTER;DELL DIMENSION XPS T600	BAXWX	162493	ELA	399	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162494	0	COMPUTER;DELL DIMENSION XPS T600	BAXWW	162494	ELA	389	2000	004	1	\$	2,115.54				
1320120000	1320120000	4800	162566	0	COMPUTER;DELL DIMENSION XPS T600	CLFAY	162566	ELA	393	2000	005	1	\$	2,235.54				
1320120000	1320120000	4800	162567	0	COMPUTER;DELL DIMENSION XPS T600	CLFB3	162567	ELA	397	2000	005	1	\$	2,235.54				
1320120000	1320120000	4800	162906	0	COMPUTER;POWER CENTER 132	1464155	162906	ELA	317	2000	008	1	\$	1,867.60			J. Petersen	
1320120000	1320000000	4000	162915	0	SURVEYING EQUIP;GEOEXPLORER TRIMBLE PRO XPS	224013611	162915	ELA	125	2000	008	1	\$	7,947.75				
1320120000	1320000000	4000	162916	0	SURVEYING EQUIP;GEOEXPLORER TRIMBLE PRO XPS	224013607	162916	ELA	125	2000	008	1	\$	7,947.75				
1320120000	1320120000	4800	164330	0	COMPUTER;POWER MAC G4 500	XB0260BOKIE	164330	ELA	317	2001	002	1	\$	2,999.00			J. Petersen	
1320120000	1320120000	4600	164444	0	CAMERA;NIKON DIGITAL COOL PIX 950	753113	164444	ELA	125	2001	003	1	\$	775.00			Was Eyton	
1320120000	1320120000	4800	164553	0	PRINTER;HP INKJET 2250TN	SG09F1116P	164553	ELA	145b	2001	004	1	\$	995.00				
1320120000	1320120000	4600	164601	0	CAMERA;KODAK DC290 ZOOM DIGITAL	EKT03701313	164601	Medina	107	2001	005	1	\$	1,535.69			R. Larsen	
1320120000	1320120000	4800	164604	0	COMPUTER;DELL OPTIPLEX GX110	9LJ1B01	164604	ELA	154	2001	005	1	\$	2,302.00				
1320120000	1320120000	4800	164619	0	PRINTER;HP COLOR LASER JET 4550N	JPPKH13934	164619	ELA	386	2001	005	1	\$	2,415.00			F. Zhan	
1320120000	1320120000	4800	164893	0	PRINTER;HP COLOR LASERJET 4550N	SJPNCB10167	164893	ELA	149	2001	008	1	\$	2,447.65				
1320120000	1320120000	4800	164960	0	COMPUTER;DELL INSPIRON 8000 NOTEBOOK	2HS2K01	164960	ELA	125	2001	008	1	\$	2,959.00				
1320120000	1320120000	4800	165495	0	COMPUTER;DELL LATITUDE C800 NOTEBOOK	6RSZP01	165495	ELA	125	2001	011	1	\$	2,499.00				
1320120000	1320120000	4800	165496	0	COMPUTER;DELL LATITUDE C800 NOTEBOOK	8RSZP01	165496	ELA	125	2001	011	1	\$	2,499.00				
1320120000	1320120000	4800	165668	0	COMPUTER;DELL INSPIRON NOTEBOOK 2500	8L2VS01	165668	ELA	372	2001	012	1	\$	2,239.00			TXW	
1320120000	1212100000	4300	165720	0	SERVER;E450 4X480MHZ/4GB/4X36GB EDU	128V0047	165720	ELA	153	2001	012	1	\$	1,271.00			Sun Server	
1320120000	1212100000	4300	165720	1	SERVER;E450 4X480MHZ/4GB/4X36GB EDU	128V0047	165720	ELA	153	2002	001	0	\$	45,908.19			Sun Server	
1320120000	1212100000	4300	165721	0	SERVER;E450 4X480MHZ/4GB/4X36GB EDU	12840049	165721	ELA	153	2001	012	1	\$	1,271.00			Sun Server	
1320120000	1212100000	4300	165721	1	SERVER;E450 4X480MHZ/4GB/4X36GB EDU	12840049	165721	ELA	153	2002	001	0	\$	24,091.81			Sun Server	
1320120000	1315000000	4300	165721	2	SERVER;E450 4X480MHZ/4GB/4X36GB EDU	12840049	165721	ELA	153	2002	001	0	\$	28,631.62			Sun Server	
1320120000	1315000000	4300	165725	0	COMPUTER;SUNBLADE 1000	128C0721	165725	ELA	327a	2002	001	1	\$	6,954.03			Sun Workstation	
1320120000	1320120000	4800	165805	0	COMPUTER;SONY LAPTOP	3000199	165805	ELA	126	2001	012	1	\$	2,041.00			F. Zhan	
1320120000	1315000000	4300	165859	0	AUTOLOADER TAPE STORAGE L9 SG-XAUTODLT8D-L9	0127B00259	165859	ELA	153	2002	001	1	\$	12,031.30			Tape Autoloader for Sun	
1320120000	1320120000	4800	166241	0	COMPUTER;DELL LATITUDE NOTEBOOK C810 PIII	2XW2411	166241	ELA	125	2002	005	1	\$	2,340.00			Checkout	Was checked out to A. Brettschneider
1320120000	1320120000	4800	166242	0	COMPUTER;DELL LATITUDE NOTEBOOK C810 PIII	CXW2411	166242	ELA	125	2002	005	1	\$	2,340.00			Checkout	
1320120000	1320120000	4800	166243	0	COMPUTER;DELL LATITUDE NOTEBOOK C810 PIII	CZW2411	166243	ELA	360	2002	005	1	\$	2,340.00			Checked out to S. Fuhrmann	
1320120000	1320120000	4800	166244	0	COMPUTER;DELL LATITUDE NOTEBOOK C810 PIII	1SW2411	166244	ELA	125	2002	005	1	\$	2,340.00			Checkout	
1320120000	1320120000	4800	166245	0	COMPUTER;DELL LATITUDE C810 PIII 1.13GHZ	1TW2411	166245	ELA	125	2002	005	1	\$	2,340.00			Checkout	
1320120000	1320120000	4800	166246	0	COMPUTER;DELL LATITUDE NOTEBOOK C810 PIII	BBZ4411	166246	Medina	109	2002	005	1	\$	2,402.00			R. Larsen	
1320120000	1320120001	4400	166310	0	SOFTWARE;HEAK LEVEL 2-30 SEATS	NA	166310	ELA	124	2002	002	1	\$	5,000.00			Software	
1320120000	1320120000	4300	166439	0	DIRECT ATTACH STORAGE MASTER VIRTUAL JUKEBOX	20702001	166439	ELA	124	2002	006	1	\$	7,027.00			CD International Jukebox	
1320120000	1320120000	4300	166439	1	DIRECT ATTACH STORAGE MASTER VIRTUAL JUKEBOX	20702001	166439	ELA	124	2002	006	0	\$	75.00			CD International Jukebox	
1320120000	1320120000	4800	166569	0	COMPUTER;DELL DIMENSION 4400 SERIES P4 1.6GHZ	CLSKD11	166569	ELA	375	2002	008	1	\$	1,523.36			TXW	
1320120000	1212000003	4300	166748	0	SERVER;SUN FIRE V880	219V00B6	166748	ELA	153	2002	010	1	\$	33,000.00			Sun Server	
1320120000	1315000000	4300	166748	1	SERVER;SUN FIRE V880	219V00B6	166748	ELA	153	2002	010	0	\$	48,206.00			Sun Server	
1320120000	1320120000	4800	166855	0	COMPUTER;DELL PRECISION 340 P4 2.2GHZ	47602260AR59	166855	ELA	125	2002	011	1	\$	4,049.95			Graphics/Student worker	
1320120000	1320120000	4800	166933	0	COMPUTER;DELL LATITUDE NOTEBOOK P4 1.6GHZ	C27RN11	166933	ELA	399	2002	011	1	\$	2,644.00			Checked out to J. Curran grad student	

1320120000	1320120000	4800	166934	0	COMPUTER;DELL LATITUDE NOTEBOOK P4 1.6GHZ	H08RN11	166934	ELA	125	2002	011	1	\$	2,644.00			Checked out to J. Curran	
1320120000	1320120000	4800	166936	0	COMPUTER;DELL OPTIPLEX GX260T P4 2GHZ	HWMVN11	166936	ELA	367	2002	011	1	\$	1,485.00				
1320120000	1320120000	4800	167005	0	COMPUTER;DELL DIMENSION 8200	9CM8Q11	167005	ELA	149	2002	012	1	\$	1,530.00				^
1320120000	1320120000	4800	167006	0	COMPUTER;DELL DIMENSION 8200	FCM8Q11	167006	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167007	0	COMPUTER;DELL DIMENSION 8200	JDM8Q11	167007	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167008	0	COMPUTER;DELL DIMENSION 8200	HGM8Q11	167008	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167009	0	COMPUTER;DELL DIMENSION 8200	5HM8Q11	167009	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167010	0	COMPUTER;DELL DIMENSION 8200	9HM8Q11	167010	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167011	0	COMPUTER;DELL DIMENSION 8200	JHM8Q11	167011	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167012	0	COMPUTER;DELL DIMENSION 8200	5JM8Q11	167012	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167013	0	COMPUTER;DELL DIMENSION 8200	9JM8Q11	167013	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167014	0	COMPUTER;DELL DIMENSION 8200	JJM8Q11	167014	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167015	0	COMPUTER;DELL DIMENSION 8200	5KM8Q11	167015	ELA	149	2002	012	1	\$	1,530.00				Cart Lab
1320120000	1320120000	4800	167016	0	COMPUTER;DELL DIMENSION 8200	8KM8Q11	167016	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167017	0	COMPUTER;DELL DIMENSION 8200	CKM8Q11	167017	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167018	0	COMPUTER;DELL DIMENSION 8200	JKM8Q11	167018	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167019	0	COMPUTER;DELL DIMENSION 8200	2LM8Q11	167019	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167020	0	COMPUTER;DELL DIMENSION 8200	5LM8Q11	167020	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167021	0	COMPUTER;DELL DIMENSION 8200	7LM8Q11	167021	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167022	0	COMPUTER;DELL DIMENSION 8200	BLM8Q11	167022	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167023	0	COMPUTER;DELL DIMENSION 8200	DLM8Q11	167023	ELA	149	2002	012	1	\$	1,530.00				
1320120000	1320120000	4800	167024	0	COMPUTER;DELL DIMENSION 8200	HLM8Q11	167024	ELA	149	2002	012	1	\$	1,530.00				v
1320120000	1320120000	4800	167154	0	COMPUTER;DELL DIMENSION 8200	BV7NS11	167154	ELA	155	2002	012	1	\$	1,529.00				Geog Lab
1320120000	1320120000	4800	167155	0	COMPUTER;DELL DIMENSION 8200	DS7NS11	167155	ELA	155	2002	012	1	\$	1,529.00				Geog Lab
1320120000	1320120000	4800	167156	0	COMPUTER;DELL DIMENSION 8200	8T7NS11	167156	ELA	379	2002	012	1	\$	1,529.00				Atlas Project
1320120000	1320120000	4800	167157	0	COMPUTER;DELL DIMENSION 8200	GT7NS11	167157	ELA	155	2002	012	1	\$	1,529.00				^
1320120000	1320120000	4800	167158	0	COMPUTER;DELL DIMENSION 8200	1T7NS11	167158	ELA	155	2002	012	1	\$	1,529.00				
1320120000	1320120000	4800	167159	0	COMPUTER;DELL DIMENSION 8200	6T7NS11	167159	ELA	155	2002	012	1	\$	1,529.00				
1320120000	1320120000	4800	167160	0	COMPUTER;DELL DIMENSION 8200	9S7NS11	167160	ELA	155	2002	012	1	\$	1,529.00				Geog Lab
1320120000	1320120000	4800	167161	0	COMPUTER;DELL DIMENSION 8200	2W7NS11	167161	ELA	155	2002	012	1	\$	1,529.00				
1320120000	1320120000	4800	167162	0	COMPUTER;DELL DIMENSION 8200	4S7NS11	167162	ELA	155	2002	012	1	\$	1,529.00				
1320120000	1320120000	4800	167163	0	COMPUTER;DELL DIMENSION 8200	FR7NS11	167163	ELA	155	2002	012	1	\$	1,529.00				
1320120000	1320120000	4800	167164	0	COMPUTER;DELL DIMENSION 8200	7R7NS11	167164	ELA	123	2002	012	1	\$	1,529.00				v
1320120000	1320120000	4800	167166	0	COMPUTER;DELL DIMENSION 8200	907NS11	167166	ELA	155	2002	012	1	\$	1,529.00				^
1320120000	1320120000	4800	167167	0	COMPUTER;DELL DIMENSION 8200	JR7NS11	167167	ELA	155	2002	012	1	\$	1,529.00				
1320120000	1320120000	4800	167168	0	COMPUTER;DELL DIMENSION 8200	3V7NS11	167168	ELA	155	2002	012	1	\$	1,529.00				Geog Lab
1320120000	1320120000	4800	167169	0	COMPUTER;DELL DIMENSION 8200	9X7NS11	167169	ELA	155	2002	012	1	\$	1,529.00				
1320120000	1320120000	4800	167170	0	COMPUTER;DELL DIMENSION 8200	1W7NS11	167170	ELA	155	2002	012	1	\$	1,529.00				v
1320120000	1320120000	4800	167171	0	COMPUTER;DELL DIMENSION 8200	1X7NS11	167171	ELA	124	2002	012	1	\$	1,529.00				was. Y. Lu now in 124
1320120000	1320120000	4800	167172	0	COMPUTER;DELL DIMENSION 8200	5X7NS11	167172	ELA	155	2002	012	1	\$	1,529.00				^
1320120000	1320120000	4800	167173	0	COMPUTER;DELL DIMENSION 8200	GV7NS11	167173	ELA	155	2002	012	1	\$	1,529.00				
1320120000	1320120000	4800	167174	0	COMPUTER;DELL DIMENSION 8200	HW7NS11	167174	ELA	155	2002	012	1	\$	1,529.00				Geog Lab
1320120000	1320120000	4800	167175	0	COMPUTER;DELL DIMENSION 8200	1R7NS11	167175	ELA	155	2002	012	1	\$	1,529.00				
1320120000	1320120000	4800	167176	0	COMPUTER;DELL DIMENSION 8200	JT7NS11	167176	ELA	155	2002	012	1	\$	1,529.00				
1320120000	1320120000	4800	167177	0	COMPUTER;DELL DIMENSION 8200	5V7NS11	167177	ELA	155	2002	012	1	\$	1,529.00				v
1320120000	1320120000	4800	167232	0	COMPUTER;DELL OPTIPLEX GX260T P4 2.4GHZ	5Z6FV11	167232	ELA	386	2003	001	1	\$	2,499.00				F. Zhan
1320120000	1320120000	4800	167247	0	COMPUTER;DELL DIMENSION 8200	5XD7W11	167247	Medina	108	2003	001	1	\$	1,855.00				R. Larsen
1320120000	1320120000	4800	167248	0	COMPUTER;DELL DIMENSION 8200	7XD7W11	167248	Medina	108	2003	001	1	\$	1,855.00				R. Larsen
	1320120000	4300	167352	0	SUN BLADE 2000 WORKSTATIONS	235C845E	167352	ELA	383	2003	002	1	\$	37,053.00	8000000069			M. Fonstad
	1320120000	4300	167353	0	SUN BLADE 2000 WORKSTATIONS	235C1AF	167353	ELA	124	2003	002	1	\$	37,053.00	8000000069			D. Hemenway
1320120000	1320120000	4800	167401	0	COMPUTER;DELL DIMENSION 8200	J2GS021	167401	ELA	124	2003	002	1	\$	1,588.00				Geo Web Server
1320120000	1320120000	4800	167548	0	COMPUTER;DELL OPTIPLEX SX260 P4	5PR9921	167548	ELA	379	2003	005	1	\$	1,483.00				L. Estaville's ArclMS Server
1320120000	1320120000	4600	167838	0	CAMERA;SONY CYBERSHOT DSC-F717 DIGITAL	1435521	167838	ELA	125	2003	011	1	\$	982.00				C. Robinson
1320120000	1320120000	4800	167974	0	COMPUTER;DELL PRECISION 360 P4 3GHZ	BG91B31	167974	ELA	124	2003	012	1	\$	3,125.90				D Hemenway home
1320120000	1320120000	4600	168805	0	CAMERA;SONY DIGITAL DSC-F828	1344050	168805	ELA	381	2004	011	1	\$	801.95	1000000000			J. Curran
1320120000	1320120000	4800	4000973	0	PRINTER;HP LASERJET 4250N	CNBXD13609	169227	ELA	139	2005	005	1	\$	1,195.00				Main Office printer
1320120000	1212000001	4800	4001023	0	COMPUTER;MAC POWERBOOK	W85054CRRG3	169245	ELA	317	2005	006	1	\$	1,385.23				J. Petersen
1320120000	1320120001	4800	4001023	1	COMPUTER;MAC POWERBOOK	W85054CRRG3	169245	ELA	317	2005	007	0	\$	413.77				J. Petersen
1320120000	1212000003	4300	4001591	0	NETWORKED STORAGE SYSTEM;DELL EMC AX100	CX77L71	169536	ELA	387	2005	009	1	\$	14,489.10				Geoserve NAS
1320120000	1212000003	4300	4001749	0	SERVER;DELL POWER EDGE 2800	3J68P71	169546	ELA	387	2005	010	1	\$	8,108.87				Geoserve Fileserver

1320120000	1320120000	4800	4002638	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.4GHZ	6S49B81	169794	Medina	108	2005	012	1	\$	981.07			R. Larsen	
1320120000	1320120000	4800	4002639	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.4GHZ	DS49B81	169795	Medina	108	2005	012	1	\$	981.07			R. Larsen	
1320120000	1320120000	4800	4002640	0	COMPUTER;DELL DIMENSION 2400 CELERON 2.4GHZ	CW05B81	169796	Medina	108	2005	012	1	\$	580.60			R. Larsen	
1320120000	1320120000	4800	4002641	0	COMPUTER;DELL DIMENSION 2400 CELERON 2.4GHZ	DW05B81	169797	Medina	108	2005	012	1	\$	580.60			R. Larsen	
1320120000	1320120000	4800	4002642	0	COMPUTER;DELL DIMENSION 2400 CELERON 2.4GHZ	FW05B81	169798	Medina	108	2005	012	1	\$	580.60			R. Larsen	
1320120000	1320120000	4800	4002643	0	COMPUTER;DELL DIMENSION 2400 CELERON 2.4GHZ	GW05B81	169799	Medina	108	2005	012	1	\$	580.60			R. Larsen	
1320120000	1320120001	4300	4002888	0	PRINTER;HP DESIGNJET 5500 60" WIDE	SG58K24012	170065	ELA	125	2006	003	1	\$	13,952.00			DesignJet Printer	
1320120000	1320120001	4800	4003023	0	COMPUTER;DELL LATITUDE NOTEBOOK D610 PM 2GHZ	J70GV81	170128	ELA	380	2006	003	1	\$	2,654.96			N. Currit	
1320120000	1320000000	4100	4002096	0	SPECTROMETER;FIELD SPEC PRO VNIR A/110000	L3LR265	170152	ELA	325	2006	004	1	\$	19,500.00			L. Wang	
1320120000	1320000000	4100	4002096	1	SPECTROMETER;FIELD SPEC PRO VNIR A/110000	L3LR265	170152	ELA	325	2006	004	0	\$	120.00			L. Wang	
1320120000	1320120000	4600	4000153	0	CAMERA;CANON EOS DIGITAL REBEL XT	820509486	170329	ELA	126	2006	007	1	\$	829.00			F. Zhan	
1320120000	1320120001	4800	4003792	0	PRINTER;HP LASERJET 2820 Q3948A	CNFC5CPOON	170455	ELA	130	2006	008	1	\$	686.00			J. Lawson	
1320120000	1320120002	4300	4004189	0	PRINTER;HP LASERJET 9500N	JPLJB04469	170681	ELA	125	2006	010	1	\$	5,242.00			Large Format Printer	
1320120000	1212000003	4800	4004238	0	PRINTER;HP LASERJET 5550N	JPFC63P07D	170685	ELA	122	2006	010	1	\$	3,136.00			Lab 122 Printer	
1320120000	1320120001	4600	4004683	0	DATA PROJECTOR;DELL 5100 MP DLP	2D1C081	170915	ELA	122	2006	012	1	\$	3,047.00			Lab 122 Projector	
1320120000	1212000001	4800	4005518	0	COMPUTER;IMAC IC2D 20" MA589LL/A	QP64509YVUV	171255	ELA	317	2007	003	1	\$	1,218.95			J. Petersen	
1320120000	1320120001	4800	4005518	1	COMPUTER;IMAC IC2D 20" MA589LL/A	QP64509YVUV	171255	ELA	317	2007	003	0	\$	299.05			J. Petersen	
1320120000	1320120000	4600	4006012	0	CAMERA;CANON POWERSHOT DIGITAL G7	3121107427	171439	ELA	361	2007	006	1	\$	577.95			B. Augustin	
1320120000	1320120000	4800	301207	0	COMPUTER;DELL LATITUDE NOTEBOOK C840	FM4WZ11	301207	ELA	125	2003	002	1	\$	2,670.00			Checkout	
1320120000	1320120000	4800	301239	0	COMPUTER;DELL LATITUDE NOTEBOOK C840	2GLY021	301239	ELA	320	2003	002	1	\$	2,507.00			Checked out to D. Huebner	
1320120000	1320120000	4800	301240	0	COMPUTER;DELL LATITUDE NOTEBOOK C840	HCLY021	301240	ELA	127	2003	002	1	\$	2,507.00			Checkout	
1320120000	1320120000	4800	301242	0	COMPUTER;DELL LATITUDE NOTEBOOK C840	BDLY021	301242	ELA	120b	2003	002	1	\$	2,507.00			D. Butler home	
1320120000	1320120000	4800	301243	0	COMPUTER;DELL LATITUDE NOTEBOOK C840	3DLY021	301243	ELA	141	2003	002	1	\$	2,507.00			A. Wahl worker	
1320120000	1320120000	4800	301245	0	COMPUTER;DELL LATITUDE NOTEBOOK C840	3FLY021	301245	ELA	121b	2003	002	1	\$	2,507.00			R. Dixon home	
1320120000	1320120000	4800	301784	0	COMPUTER;DELL LATITUDE NOTEBOOK D800	CSVQ831	301784	ELA	129	2003	012	1	\$	2,295.99			A. Glass	
1320120000	1320120000	4800	302016	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	1D0NJ31	302016	ELA	139	2004	001	1	\$	1,452.00			P. Hell-Jones	
1320120000	1320120000	4800	302079	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 1.4GHZ	9729L31	302079	ELA	141	2004	002	1	\$	2,801.00			A. Wahl	
1320120000	1320120000	4800	302080	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 1.4GHZ	4829L31	302080	ELA	125	2004	002	1	\$	2,801.00			Check out	
1320120000	1320120000	4800	302081	0	COMPUTER;DELL LATITUDE NOTEBOOK D800	9JCLB31	302081	ELA	141	2004	002	1	\$	2,801.00			A. Wahl home	
1320120000	1320120000	4800	302098	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	H05DL31	302098	ELA	125	2004	002	1	\$	2,294.00			C. Robinson	
1320120000	1320120000	4800	302100	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	B05DL31	302100	ELA	124	2004	002	1	\$	2,294.00			D. Hemenway	
1320120000	1320120000	4800	302103	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	HT5WL31	302103	ELA	121a	2004	002	1	\$	1,452.00			A. Giordano	
1320120000	1320120000	4800	302108	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	C2DDM31	302108	ELA	123	2004	002	1	\$	1,919.00				^
1320120000	1320120000	4800	302109	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	G2DDM31	302109	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302110	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	74DDM31	302110	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302111	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	62DDM31	302111	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302112	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	24DDM31	302112	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302113	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	45DDM31	302113	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302114	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	22DDM31	302114	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302115	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	64DDM31	302115	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302116	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	C4DDM31	302116	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302117	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	65DDM31	302117	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302118	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	H3DDM31	302118	ELA	123	2004	002	1	\$	1,919.00				GIS Lab
1320120000	1320120000	4800	302119	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	95DDM31	302119	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302120	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	D5DDM31	302120	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302121	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	H1DDM31	302121	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302122	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	D4DDM31	302122	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302123	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	G6DDM31	302123	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302124	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	16DDM31	302124	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302125	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	15DDM31	302125	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302126	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	56DDM31	302126	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302127	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	D3DDM31	302127	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302128	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	G5DDM31	302128	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302129	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	86DDM31	302129	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302130	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	B6DDM31	302130	ELA	123	2004	002	1	\$	1,919.00				
1320120000	1320120000	4800	302131	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	36DDM31	302131	ELA	123	2004	002	1	\$	1,919.00				v
1320120000	1320120000	4800	302132	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 1.4GHZ	33NLM31	302132	ELA	124	2004	002	1	\$	2,835.00			Checkout	
1320120000	1320120000	4800	302136	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	FXCWM31	302136	ELA	129	2004	002	1	\$	1,452.00			A. Glass worker (was J.R. Eytton)	
1320120000	1320120000	4800	302137	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	JXCWM31	302137	ELA	130	2004	002	1	\$	1,452.00			J. Lawson worker (was A. Glass)	
1320120000	1320120000	4800	302177	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.4GHZ	2P6FP31	302177	ELA	130	2004	002	1	\$	1,452.00			J. Lawson	

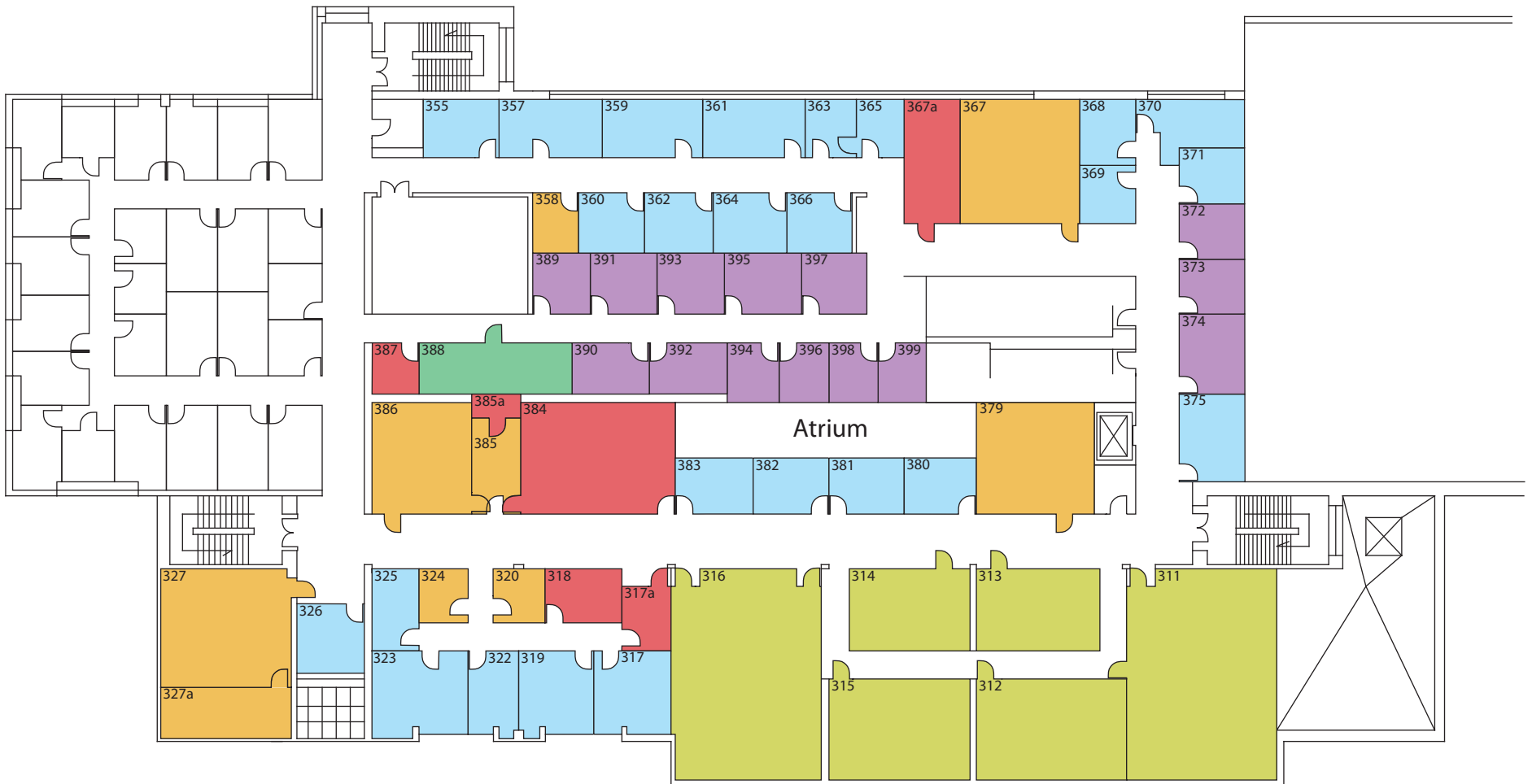
1320120000	1320120000	4800	302366	0	COMPUTER;DELL OPTIPLEX GX270T P4 2.6GHZ	14Y9941	302366	ELA	128	2004	006	1	\$	1,435.00			B. Hilliard	
1320120000	1320120000	4800	302502	0	COMPUTER;DELL OPTIPLEX GX270 P4 2.8GHZ	BY9CN41	302502	ELA	323	2004	008	1	\$	2,206.90			L. Estaville	
1320120000	1212000001	4800	4000254	0	COMPUTER;DELL OPTIPLEX GX280 P4 2.8GHZ	CJCS551	303150	ELA	327	2005	003	1	\$	1,365.70			L. Wang	
1320120000	1320120001	4800	4000254	1	COMPUTER;DELL OPTIPLEX GX280 P4 2.8GHZ	CJCS551	303150	ELA	327	2005	004	0	\$	438.40			L. Wang	
1320120000	1212000001	4800	4000249	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.5GHZ	2B8NT51	303155	ELA	382	2005	003	1	\$	1,365.84			S. Walker	
1320120000	1320120001	4800	4000249	1	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.5GHZ	2B8NT51	303155	ELA	382	2005	004	0	\$	771.58			S. Walker	
1320120000	1315000000	4800	4000399	0	COMPUTER;DELL OPTIPLEX GX280 P4 2.8GHZ	B8G1Y51	303178	ELA	386	2005	002	1	\$	1,922.44			F. Zhan	
1320120000	1315000000	4800	4000400	0	COMPUTER;DELL OPTIPLEX GX280 P4 2.8GHZ	68G1Y51	303179	ELA	386	2005	002	1	\$	1,922.44			F. Zhan	
1320120000	1315000000	4800	4000401	0	COMPUTER;DELL OPTIPLEX GX280 P4 2.8GHZ	C8G1Y51	303180	ELA	386	2005	002	1	\$	1,922.44			F. Zhan	
1320120000	1212000001	4800	4000737	0	COMPUTER;DELL LATITUDE D600 NOTEBOOK PM 1.6GHZ	5P1DJ61	303362	ELA	322	2005	005	1	\$	1,208.26			J. Kimmel	
1320120000	1320120001	4800	4000737	1	COMPUTER;DELL LATITUDE D600 NOTEBOOK PM 1.6GHZ	5P1DJ61	303362	ELA	322	2005	005	0	\$	415.74			J. Kimmel	
1320120000	1212000001	4800	4000950	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	7B0JR61	303374	ELA	121b	2005	006	1	\$	1,209.37			R. Dixon	
1320120000	1320120001	4800	4000950	1	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	7B0JR61	303374	ELA	121b	2005	008	0	\$	472.64			R. Dixon	
1320120000	1212000001	4800	4000948	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	HB0JR61	303375	ELA	361	2005	006	1	\$	1,209.37			B. Augustin	
1320120000	1320120001	4800	4000948	1	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	HB0JR61	303375	ELA	361	2005	008	0	\$	472.64			B. Augustin	
1320120000	1212000001	4800	4000949	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	3C0JR61	303376	ELA	383	2005	006	1	\$	1,209.37			M. Fonstad	
1320120000	1212000001	4800	4000952	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	JB0JR61	303377	ELA	326	2005	006	1	\$	1,209.37			J. Tiefenbacher	
1320120000	1320120001	4800	4000952	1	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	JB0JR61	303377	ELA	326	2005	006	0	\$	472.64			J. Tiefenbacher	
1320120000	1212000001	4800	4000947	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	890JR61	303378	ELA	145a	2005	006	1	\$	1,209.37			R. Boehm	
1320120000	1320120001	4800	4000947	1	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	890JR61	303378	ELA	145a	2005	006	0	\$	472.64			R. Boehm	
1320120000	1212000001	4800	4000951	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	FP4JR61	303380	ELA	127	2005	006	1	\$	1,209.37			R. D. Blanchard-Boehm	
1320120000	1320120001	4800	4000951	1	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	FP4JR61	303380	ELA	127	2005	008	0	\$	472.64			R. D. Blanchard-Boehm	
1320120000	1212000001	4800	4000946	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	GP4JR61	303381	ELA	357	2005	006	1	\$	1,209.37			F. Day	
1320120000	1320120001	4800	4000946	1	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	GP4JR61	303381	ELA	357	2005	008	0	\$	472.64			F. Day	
1320120000	1212000001	4800	4000963	0	COMPUTER;DELL OPTIPLEX GX280 P4 2.8GHZ	7HDJR61	303383	ELA	381	2005	006	1	\$	1,153.98			J. Curran	
1320120000	1212000001	4800	4000953	0	COMPUTER;DELL LATITUDE NOTEBOOK D600 PM 1.6GHZ	FJQLR61	303384	ELA	362	2005	006	1	\$	1,209.25			Y. Lu	
1320120000	1320120001	4800	4000953	1	COMPUTER;DELL LATITUDE NOTEBOOK D600 PM 1.6GHZ	FJQLR61	303384	ELA	362	2005	008	0	\$	383.96			Y. Lu	
1320120000	1212000001	4800	4000972	0	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	BVJPR61	303387	ELA	124	2005	006	1	\$	1,209.37			D. Hemenway	
1320120000	1320120001	4800	4000972	1	COMPUTER;DELL LATITUDE NOTEBOOK D800 PM 1.7GHZ	BVJPR61	303387	ELA	124	2005	006	0	\$	472.64			D. Hemenway	
1320120000	1212000001	4800	4000968	0	COMPUTER;DELL OPTIPLEX GX280 P4 2.8GHZ	C2WQR61	303390	ELA	319	2005	006	1	\$	1,163.90			R. Larsen	
1320120000	1320120000	4800	4001384	0	COMPUTER;DELL OPTIPLEX GX280 P4 3.2GHZ	5VTCM71	303747	ELA	121a	2005	010	1	\$	1,369.36	900000070		D. Giordano	
1320120000	1212000001	4800	4002512	0	COMPUTER;DELL LATITUDE NOTEBOOK D810 PM 1.73GHZ	5XHT881	304315	ELA	360	2005	012	1	\$	1,250.10			S. Fuhrmann	
1320120000	1320120001	4800	4002512	1	COMPUTER;DELL LATITUDE NOTEBOOK D810 PM 1.73GHZ	5XHT881	304315	ELA	360	2005	012	0	\$	715.46			S. Fuhrmann	
1320120000	1212000001	4800	4002513	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	H1RX881	304328	ELA	380	2005	012	1	\$	1,250.52			N. Currit	
1320120000	1320120001	4800	4002513	1	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	H1RX881	304328	ELA	380	2005	012	0	\$	281.98			N. Currit	
1320120000	1212000001	4800	4002514	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	C228981	304344	ELA	364	2005	012	1	\$	1,250.42			W. Lee	
1320120000	1320120001	4800	4002514	1	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	C228981	304344	ELA	364	2005	012	0	\$	238.10			W. Lee	
1320120000	1320000000	4800	4002892	0	COMPUTER;DELL LATITUDE NOTEBOOK D610 PM 2.13GHZ	BWWBQ81	304526	ELA	364	2006	003	1	\$	2,081.01			W. Lee	
1320120000	1212000001	4800	4003054	0	COMPUTER;DELL LATITUDE NOTEBOOK D610 1.86GHZ	1QQ7W81	304612	ELA	323	2006	004	1	\$	1,250.64			L. Estaville	
1320120000	1320120001	4800	4003054	1	COMPUTER;DELL LATITUDE NOTEBOOK D610 1.86GHZ	1QQ7W81	304612	ELA	323	2006	004	0	\$	437.14			L. Estaville	
1320120000	1212000001	4800	4003056	0	COMPUTER;DELL LATITUDE NOTEBOOK D610 1.86GHZ	G0W7W81	304613	ELA	126	2006	004	1	\$	1,250.64			F. Zhan	
1320120000	1320120001	4800	4003056	1	COMPUTER;DELL LATITUDE NOTEBOOK D610 1.86GHZ	G0W7W81	304613	ELA	126	2006	004	0	\$	437.14			F. Zhan	
1320120000	1212000001	4800	4003057	0	COMPUTER;DELL LATITUDE NOTEBOOK D610 1.86GHZ	11W7W81	304614	ELA	121c	2006	004	1	\$	1,249.85			S. Macey	
1320120000	1320120001	4800	4003057	1	COMPUTER;DELL LATITUDE NOTEBOOK D610 1.86GHZ	11W7W81	304614	ELA	121c	2006	004	0	\$	551.09			S. Macey	
1320120000	1212000001	4800	4003051	0	COMPUTER;DELL LATITUDE NOTEBOOK D810 1.86GHZ	7N58W81	304615	ELA	365	2006	004	1	\$	1,249.84			R. Earl	
1320120000	1320120001	4800	4003051	1	COMPUTER;DELL LATITUDE NOTEBOOK D810 1.86GHZ	7N58W81	304615	ELA	365	2006	004	0	\$	658.32			R. Earl	
1320120000	1212000001	4800	4003052	0	COMPUTER;DELL LATITUDE NOTEBOOK D810 1.86GHZ	2Q58W81	304616	ELA	120b	2006	004	1	\$	1,249.84			D. Butler	
1320120000	1320120001	4800	4003052	1	COMPUTER;DELL LATITUDE NOTEBOOK D810 1.86GHZ	2Q58W81	304616	ELA	120b	2006	004	0	\$	658.32			D. Butler	
1320120000	1212000001	4800	4003053	0	COMPUTER;DELL LATITUDE NOTEBOOK D810 1.86GHZ	DL58W81	304617	ELA	136	2006	004	1	\$	1,249.26			M. Carter	
1320120000	1320120001	4800	4003053	1	COMPUTER;DELL LATITUDE NOTEBOOK D810 1.86GHZ	DL58W81	304617	ELA	136	2006	004	0	\$	1,018.00			M. Carter	
1320120000	1212000001	4800	4003050	0	COMPUTER;DELL LATITUDE NOTEBOOK D810 1.86GHZ	5368W81	304618	ELA	121a	2006	004	1	\$	1,249.84			A. Giordano	
1320120000	1320120001	4800	4003050	1	COMPUTER;DELL LATITUDE NOTEBOOK D810 1.86GHZ	5368W81	304618	ELA	121a	2006	004	0	\$	658.32			A. Giordano	
1320120000	1320000000	4800	4003587	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.4GHZ	FS1LF91	304936	ELA	385	2006	006	1	\$	2,935.47			S. Fuhrmann Lab	
1320120000	1320120000	4800	4003590	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	9CYDH91	304939	ELA	124	2006	006	1	\$	669.69			Slide / Graphics Scanner	
	1320120000	4800	4003590	1	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	9CYDH91	304939	ELA	v	2007	003	0	\$	700.00	8000000282		v	
1320120000	1320000000	4800	4003588	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	F1ZDH91	304940	ELA	390	2006	006	1	\$	1,458.79			S. Fuhrmann Lab	
1320120000	1320000000	4800	4003589	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	D1ZDH91	304941	ELA	390	2006	006	1	\$	1,458.79			S. Fuhrmann Lab	
1320120000	1320120000	4800	4003759	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ 19"	4G0MR91	305027	ELA	379	2006	008	1	\$	1,556.80			Music Atlas Server	
1320120000	1212000003	4800	4000875	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	BGN32B1	305280	ELA	122	2006	010	1	\$	1,355.00			^	
1320120000	1212000003	4800	4000876	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	6HN32B1	305281	ELA	122	2006	010	1	\$	1,355.00				

1320120000	1320120000	4800	4004701	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	F29SKB1	305584	ELA	155	2006	012	1	\$	1,215.00						
1320120000	1320120000	4800	4004702	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	149SKB1	305585	ELA	155	2006	012	1	\$	1,215.00						
1320120000	1320120000	4800	4004703	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	3X8SKB1	305586	ELA	155	2006	012	1	\$	1,215.00						
1320120000	1320120000	4800	4004704	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	129SKB1	305587	ELA	155	2006	012	1	\$	1,215.00						
1320120000	1320120000	4800	4004705	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	CL8SKB1	305588	ELA	155	2006	012	1	\$	1,215.00						
1320120000	1320120000	4800	4004706	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	439SKB1	305589	ELA	155	2006	012	1	\$	1,215.00						
1320120000	1320120000	4800	4004707	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	BZ8SKB1	305590	ELA	155	2006	012	1	\$	1,215.00						
1320120000	1320120000	4800	4004708	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	B19SKB1	305591	ELA	155	2006	012	1	\$	1,215.00						
1320120000	1320120000	4800	4004709	0	COMPUTER;DELL OPTIPLEX GX620 PD 3GHZ DC 19"	HW8SKB1	305592	ELA	155	2006	012	1	\$	1,215.00						v
1320120000	1212000001	4800	4005432	0	COMPUTER;DELL LATITUDE NOTEBOOK D620 ICD 14.1"	B9TG1C1	305757	ELA	128	2007	003	1	\$	1,229.72						L. Garrett
1320120000	1320120001	4800	4005432	1	COMPUTER;DELL LATITUDE NOTEBOOK D620 ICD 14.1"	B9TG1C1	305757	ELA	128	2007	003	0	\$	716.04						L. Garrett
1320120000	1212000001	4800	4005433	0	COMPUTER;DELL LATITUDE NOTEBOOK D620 ICD 14.1"	F7TG1C1	305758	ELA	130	2007	003	1	\$	1,229.72						J. Lawson
1320120000	1320120001	4800	4005433	1	COMPUTER;DELL LATITUDE NOTEBOOK D620 ICD 14.1"	F7TG1C1	305758	ELA	130	2007	003	0	\$	716.04						J. Lawson
1320120000	1212000001	4800	4005434	0	COMPUTER;DELL LATITUDE NOTEBOOK D620 ICD 14.1"	H8TG1C1	305759	ELA	129	2007	003	1	\$	1,229.72						A. Glass
1320120000	1320120001	4800	4005434	1	COMPUTER;DELL LATITUDE NOTEBOOK D620 ICD 14.1"	H8TG1C1	305759	ELA	129	2007	003	0	\$	716.04						A. Glass
1320120000	1212000001	4800	4005427	0	COMPUTER;DELL LATITUDE NOTEBOOK D620 ICD 14.1"	GPWJ1C1	305760	ELA	370	2007	003	1	\$	1,229.20						B. Brown
1320120000	1320120001	4800	4005427	1	COMPUTER;DELL LATITUDE NOTEBOOK D620 ICD 14.1"	GPWJ1C1	305760	ELA	370	2007	003	0	\$	743.84						B. Brown
1320120000	1212000001	4800	4005436	0	COMPUTER;DELL LATITUDE NOTEBOOK D620 ICD 14.1"	6YK1C1	305761	ELA	140	2007	003	1	\$	1,229.72						A. Wahl
1320120000	1320120001	4800	4005436	1	COMPUTER;DELL LATITUDE NOTEBOOK D620 ICD 14.1"	6YK1C1	305761	ELA	140	2007	003	0	\$	716.04						A. Wahl
1320120000	1212000001	4800	4005441	0	COMPUTER;DELL OPTIPLEX 745 MT IC2D E6300 24"	56XL1C1	305779	ELA	125	2007	003	1	\$	1,230.66						C. Robinson
1320120000	1320120001	4800	4005441	1	COMPUTER;DELL OPTIPLEX 745 MT IC2D E6300 24"	56XL1C1	305779	ELA	125	2007	003	0	\$	622.75						C. Robinson
1320120000	1212000001	4800	4005442	0	COMPUTER;DELL OPTIPLEX 745 MT IC2D E6300 24"	96XL1C1	305780	ELA	124	2007	003	1	\$	1,230.66						D. Hemenway
1320120000	1320120001	4800	4005442	1	COMPUTER;DELL OPTIPLEX 745 MT IC2D E6300 24"	96XL1C1	305780	ELA	124	2007	003	0	\$	622.75						D. Hemenway
1320120000	1212000001	4800	4005426	0	COMPUTER;DELL OPTIPLEX 745 MT IC2D E6300 19"	H0CR1C1	305781	ELA	361	2007	003	1	\$	1,229.00						B. Augustin
1320120000	1212000001	4800	4005440	0	COMPUTER;DELL OPTIPLEX 745 MT IC2D E6300 20"	CWCS1C1	305815	ELA	139	2007	003	1	\$	1,229.63						P. Hell-Jones
1320120000	1320120001	4800	4005440	1	COMPUTER;DELL OPTIPLEX 745 MT IC2D E6300 20"	CWCS1C1	305815	ELA	139	2007	003	0	\$	56.59						P. Hell-Jones
1320120000	1320120000	4800	4006144	0	COMPUTER;DELL OPTIPLEX 745 IC2D 1.86GHZ E6300 20"	96N9LC1	306238	ELA	327	2007	007	1	\$	1,445.63						N. Currit
1320120000	1320120000	4800	4006145	0	COMPUTER;DELL OPTIPLEX 745 IC2D 1.86GHZ E6300 20"	46N9LC1	306239	ELA	327	2007	007	1	\$	1,445.63						N. Currit
1320120000	1320120000	4800	4006146	0	COMPUTER;DELL OPTIPLEX 745 IC2D 1.86GHZ E6300 19"	8CCCLC1	306240	ELA	327	2007	007	1	\$	1,552.70						N. Currit
												342	\$	1,017,896.77						
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord	WBS Elmnt					
1320120001	1320120001	4800	168728	0	PRINTER;HP LASERJET 3700	CNCBB18693	168728	Medina	108	2004	011	1	1,179.00							R. Larsen
1320120001	1320120001	4800	168796	0	COMPUTER;MAC POWERBOOK G4 Z0AF 1.5GHZ	W84310KYQRU	168796	Medina	109	2004	012	1	2,589.00							R. Larsen
1320120001	1320120001	4800	4000478	0	COMPUTER;IBM THINKPAD X40 SMB 1.2G CENTRINO	KVAN102	169194	ELA	325	2005	005	1	1,805.00							L. Wang
1320120001	1320120000	4300	4001766	0	TAPE STORAGE SYSTEM;DELL POWERVAULT 132T	HKCML41	169551	ELA	387	2005	010	1	8,723.20							Server Backups
1320120001	1320120001	4800	4000709	0	COMPUTER;DELL OPTIPLEX GX280 P4 2.8GHZ	87V2J61	303361	ELA	327	2005	005	1	1,307.00							L. Wang
1320120001	1212000001	4800	4001697	0	COMPUTER;DELL OPTIPLEX GX280 P4 3.2GHZ	C70RQ71	303855	ELA	140	2005	010	1	1,249.86							P. Suckling
1320120001	1320120001	4800	4001697	1	COMPUTER;DELL OPTIPLEX GX280 P4 3.2GHZ	C70RQ71	303855	ELA	v	2005	010	0	91.19							v
1320120001	1320120000	4800	4003081	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	J059Y81	304648	Landing	201	2006	004	1	1,297.60							J. Pinchback
1320120001	1320120000	4800	4003082	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	4159Y81	304649	Landing	201	2006	004	1	1,297.60							Grad Workstation
1320120001	1320120000	4800	4003083	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	G159Y81	304651	Landing	201	2006	004	1	1,297.60							J. Tuason
1320120001	1320120000	4800	4003084	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	9159Y81	304652	ELA	133	2006	004	1	1,297.60							ArclMS Server
												10	22,134.65							
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord	WBS Elmnt					
1320120003	1320120003	4800	4003040	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	45K6W81	304610	ELA	145	2006	003	1	1,394.80							Grosvenor Center
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord	WBS Elmnt					
1320121000	1320121000	4800	4002933	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	FNF1S81	304529	ELA	145	2006	003	1	1,459.60							Grosvenor Center
1320121000	1320121000	4800	4003041	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	H4K6W81	304611	ELA	145	2006	003	1	1,394.80							Grosvenor Center
												2	2,854.40							
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord	WBS Elmnt					
	1320120000	4600	168696	0	CAMERA;NIKON COOLPIX 5700	3152896	168696	ELA	359	2004	011	1	\$ 815.57	8000000016						D. Butler
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord	WBS Elmnt					

	1320120000	4600	162251	0	CAMERA;EPHOTO 1680 DIGITAL		162251	Landing	201	2000	002	1	\$ 543.00	8000000112			TXWatch		
	1320120000	4800	161981	0	COMPUTER;DELL DIMENSION XPS T500	47KRA	161981	ELA	133	2000	001	1	\$ 2,803.00	8000000112					
	1320120000	4800	162070	0	COMPUTER;DELL DIMENSION XPS T500	4QMA4	162070	Landing	201	2000	001	1	\$ 2,639.91	8000000112					
	1320120000	4800	162331	0	COMPUTER;DELL INSPIRON 3500 NOTEBOOK	V5NTW	162331	Landing	201	2000	003	1	\$ 2,945.00	8000000112					
	1320120000	4800	163881	0	PRINTER;HP LASERJET 2500CXI	SG04G830CH	163881	Landing	201	2000	012	1	\$ 905.00	8000000112					
	1320120000	4800	164050	0	COMPUTER;DELL DIMENSION PIII 4100 SERIES	40TD101	164050	Landing	201	2001	001	1	\$ 2,627.65	8000000112			v		
												6	\$ 12,463.56						
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord		WBS Elmnt			
	1320120000	4600	168461	0	CAMCORDER;CANON DIGITAL, GL2	132670710297	168461	Medina	108	2004	008	1	1,807.04	8000000162			R. Larsen		
	1320120000	4800	168489	0	COMPUTER;HIGH END SMALL FORM FACTOR AMD	BA033601690	168489	Medina	108	2004	008	1	2,361.00	8000000162					
	1320120000	4800	168490	0	COMPUTER;HIGH END SMALL FORM FACTOR AMD	BA033601689	168490	Medina	109	2004	008	1	2,361.00	8000000162					
	1320120000	4800	168491	0	COMPUTER;MID RANGE SMALL FORM FACTOR AMD	BA033601646	168491	Medina	109	2004	008	1	1,574.00	8000000162					
	1320120000	4800	168492	0	COMPUTER;MID RANGE SMALL FORM FACTOR AMD	BA033601668	168492	Medina	109	2004	008	1	1,574.00	8000000162					
	1320120000	4800	168497	0	PRINTER;HP LASER JET 5500DN	JPJR011253	168497	Medina	109	2004	008	1	3,368.25	8000000162					
	1320120000	4800	168507	0	COMPUTER;MAC POWER BOOK Z0AF 1.5GHZ	W84180QJQRU	168507	Medina	108	2004	009	1	2,828.00	8000000162					
	1320120000	4800	168512	0	COMPUTER;POWER MAC G5 Z07K 2GHZ	G841966BNVB	168512	Medina	109	2004	009	1	2,494.00	8000000162					
	1321130000	4800	302643	0	COMPUTER;DELL LATITUDE NOTEBOOK D600 PM 1.6G	61LWX41	302643	Medina	108	2004	010	1	1,629.55	8000000162			v		
					Total							9	19,996.84						
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord		WBS Elmnt			
	1320120000	4800	168144	0	PRINTER;HP LASER JET 1300N	CNBJM06205	168144	Medina	108	2004	002	1	\$ 599.98	8000000175			R. Larsen		
	1320120000	4800	168221	0	COMPUTER;DELL P3 733MHZ	DGHMC01	168221	Medina	106	2004	003	1	\$ 1,205.73	8000000175					
	1320120000	4800	168222	0	COMPUTER;DELL P3 733MHZ	DGHMC01	168222	Medina	108	2004	003	1	\$ 1,205.73	8000000175					
	1320120000	4800	168223	0	COMPUTER;DELL P3 600MHZ	F2QT301	168223	Medina	107	2004	003	1	\$ 1,398.00	8000000175					
	1320120000	4800	168224	0	COMPUTER;DELL P3 733MHZ	1XGMC01	168224	Medina	107	2004	003	1	\$ 1,205.73	8000000175			v		
					Total							5	\$ 5,615.17						
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord		WBS Elmnt			
	1320120000	4800	4002705	0	COMPUTER;DELL LATITUDE NOTEBOOK D610 PM 1.73GHZ	GPMPJ81	304415	ELA	N/A	2006	001	1	1,581.18	8000000253			D. Stea (with him in Chile)		
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord		WBS Elmnt			
	1320120000	4000	4000708	0	TPDES RECORDS MGMT FILING SYSTEM WQD-009		170009	Medina	106a	2005	006	1	6,382.89	8000000268			R. Larsen		
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord		WBS Elmnt			
	1320120000	4600	4004922	0	DATA PROJECTOR;DELL 5100MP DLP	6BW8081	171016	ELA	155	2007	001	1	2,975.52	8000000282			Lab		
	1320120000	4600	4004923	0	DATA PROJECTOR;DELL 5100MP DLP	7L0C081	171017	ELA	123	2007	001	1	2,975.52	8000000282			GIS Lab		
					Total							2	5,951.04						
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord		WBS Elmnt			
	1320120000	4800	4002871	0	COMPUTER;DELL LATITUDE NOTEBOOK D810 PM 1.86GHZ	19FMN81	304514	Landing	201	2006	002	1	\$ 2,062.44	8000000285			T. Wendland		
	1320120000	4800	4002881	0	COMPUTER;DELL LATITUDE NOTEBOOK D810 PM 1.86GHZ	8M8GP81	304523	Landing	201	2006	002	1	\$ 1,936.04	8000000285			E. Mendelman		
					Total							2	\$ 3,998.48						
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord		WBS Elmnt			
	1320120000	4800	4003043	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	7VWDDW81	304619	ELA	145b	2006	003	1	1,394.80	8000000343			Grosvenor Center		
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord		WBS Elmnt			
	1320120000	4800	4003042	0	COMPUTER;DELL OPTIPLEX GX620 P4 3.2GHZ	4VWDDW81	304620	ELA	145	2006	003	1	1,394.80	8000000370			Grosvenor Center		
Rsp CstCtr	Cst Ctr	Asst Cls	FA#/Asset#	Sub#	Asset Description	Serial #	Inventory #	Location		AcqYR	AcqPD	Qty	Asset Value	Intnl Ord		WBS Elmnt			
	1320120000	4800	4004924	0	COMPUTER;DELL OPTIPLEX G110	J7BMC01	170935	Medina	107	2006	012	1	\$ 1,205.73	8000000378			R. Larsen		
	1320120000	4800	4004925	0	COMPUTER;DELL OPTIPLEX G110	H3NLC01	170936	Medina	109	2006	012	1	\$ 1,831.73	8000000378					
	1320120000	4800	4004926	0	COMPUTER;DELL OPTIPLEX G110	931MC01	170937	Medina	107	2006	012	1	\$ 1,205.73	8000000378					

Room Usage Classification

March 2008



Evans Liberal Arts Third Floor



Evans Liberal Arts First Floor

- Administrative
- Faculty Office
- PhD Office
- Master's Office
- Research Lab, Center
- Classroom, Teaching Lab

Appendix VI.A.4.a

- 1 GF3 .C45 1994 Changes in land use and land cover : a global perspective / edited by William B. Meyer and B.L. Turner II
- 2 GF3 .C677 1998 Continuities in sociological human ecology / edited by Michael Micklin and Dudley L. Poston, Jr
- 3 GF3 .E58 Environmental assessment of socioeconomic systems / edited by Dietrich F. Burkhardt and William H. Ittelson
- 4 GF3 .H75 2002 Human development and the environment : challenges for the United Nations in the new millennium / edited by Hans van Ginkel, Brendan Barrett, Julius Court, and Jerry Vel
- 5 GF3 .H75 2002 E-book Human development and the environment [electronic resource] : challenges for the United Nations in the new millennium / dited by Hans van Ginkel ... [et al.
- 6 GF3 .H85 1999 Human survivability in the 21st century : proceedings of a symposium held in November 1998 under the auspices of the Royal Society of Canada / organized by John Woods
- 7 GF3 .H86 1993 Humans as components of ecosystems : the ecology of subtle human effects and populated areas / Mark J. McDonnell, Steward T.A. Pickett, editors preface by Gene E. Liker
- 8 GF3 .I28 2003 Interactions of the major biogeochemical cycles : global change and human impacts / edited by Jerry M. Melillo, Christopher B. Field, and Bedrich Moldar
- 9 GF3 .I37 1971b The environmental future proceedings. Edited by Nicholas Polunin
- 10 GF3 .N38 1969 No deposit--no return. Man and his environment: a view toward survival. Edited by Huey D. Johnson
- 11 GF3 .W6 1971 Man in the living environment report.
- 12 GF4 .C66 1977 Glossary of the environment / Conseil international de la langue franÃ§aise adapted by Paul Brace
- 13 GF4 .D52 1981 Dictionary of human geography / edited by R.J. Johnston editorial board, Derek Gregory ... [et al.]
- 14 GF4 .D52 1994 The Dictionary of human geography / edited by R.J. Johnston, Derek Gregory, and David M. Smith
- 15 GF4 .D52 2000 The dictionary of human geography / edited by R.J. Johnston ... [et al.] David M. Smith, consultant editor
- 16 GF4 .E53 2003 Encyclopedia of human ecology / edited by Julia R. Miller ... [et al.]
- 17 GF4 .E54 2006 Encyclopedia of human geography / edited by Barney Warf.
- 18 GF4 .L37 1983 Dictionary of concepts in human geography / Robert P. Larkin and Gary L. Peters foreword by Elizabeth Frick
- 19 GF4 .P58 2004 Encyclopedia of human geography / Gerald R. Pitzl.
- 20 GF7 .B7 Environments of man. Edited by Jack B. Bresler.
- 21 GF7 .W3 Readings in cultural geography. Edited with introductions and translations by Philip L. Wagner and Marvin W. Mikesel
- 22 GF8 .E35 Man and the ecosphere readings from Scientific American. With commentaries by Paul R. Ehrlich, John P. Holdren [and] Richard W. Holm
- 23 GF8 .E5 Man, space, and environment: concepts in contemporary human geography. Edited by Paul Ward English [and] Robert C. Mayfield
- 24 GF8 .E58 2006 E-book The environment in anthropology [electronic resource] : a reader in ecology, culture, and sustainable living / edited by Nora Haenn and Richard R. Will
- 25 GF8 .H38 Man and environment / edited with an introd. by Amos H. Hawley
- 26 GF8 .M33 Environmental problems principles, readings, and comments [by] William H. Mason [and] George W. Folkerts
- 27 GF8 .N48 The New environmental handbook / edited by Garrett De Bell literary editor, Aubrey Wallace assistant editor, David Ganche
- 28 GF8 .S6 The ecology of man: an ecosystem approach.
- 29 GF8 .S6 1976 The ecology of man : an ecosystem approach / [compiled by] Robert Leo Smith
- 30 GF8 .S78 1973 Studies in human geography edited by Michael Chisholm and Brian Rodgers
- 31 GF8 .W49 Who speaks for earth? [by] Barbara Ward [and others] Edited by Maurice F. Strong
- 32 GF10 .E63 2004 Encyclopedia of world environmental history / Shepard Krech III, J.R. McNeill, Carolyn Merchant, editors
- 33 GF11 .H37 1992 The HarperCollins dictionary of environmental science / Gareth Jones ... [et al.]
- 34 GF13 .B8 Society and milieu in the French geographic tradition [by] Anne Buttimer (Sister Mary Annette, O.P.
- 35 GF13 .E5 2001 E-book Encountering the past in nature [electronic resource] : essays in environmental history / edited by Timo Myllyntaus and Mikko Saikku foreword by Alfred W. Crosby
- 36 GF13 .E52 1988 The Ends of the earth : perspectives on modern environmental history / edited by Donald Worster
- 37 GF13 .H57 Historical ecology, essays on environment and social change / edited by Lester J. Bilsky
- 38 GF13 .H58 2001 The historical ecology handbook : a restorationist's guide to reference ecosystems / edited by Dave Egan and Evelyn A. Howel
- 39 GF13 .H83 2002 An environmental history of the world : humankind's changing role in the community of life / J. Donald Hughes
- 40 GF13 .J63 Geography and geographers : Anglo-American human geography since 1945 / R. J. Johnston
- 41 GF13 .J63 1983 Geography and geographers : Anglo-American human geography since 1945 / R.J. Johnston
- 42 GF13 .J63 1987 Geography and geographers : Anglo-American human geography since 1945 / R.J. Johnston
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- 45 GF13 .J63 2004 Geography & geographers : Anglo-American human geography since 1945 / R.J. Johnston, J.D. Sidaway
- 46 GF13 .M39 2000 Something new under the sun : an environmental history of the twentieth-century world / J.R. McNeill

- 47 GF13 .N37 1997 Nature and society in historical context / edited by Mikuláš Teich, Roy Porter, and Bo Gustafsson
- 48 GF13 .P46 2003 People and nature in historical perspective / edited by József Laszlovszky and Péter Szabó
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- 50 GF13 .R53 2003 E-Book The unending frontier [electronic resource] : an environmental history of the early modern world by / John F. Richards
- 51 GF13 .R53 2003 E-book The unending frontier [electronic resource] : an environmental history of the early modern world by / by John F. Richards
- 52 GF13 .R6 1998 The Holocene : an environmental history / Neil Roberts
- 53 GF13.3.E852 M38 1992 Human geography in Eastern Europe and the former Soviet Union / Ludwik Mazurkiewicz with a foreword by R.J. Johnston
- 54 GF21 .A45 1991 Ecology and utility : the philosophical dilemmas of planetary management / Lincoln Allison
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- 56 GF21 .B28 1999 Environment and social theory / John Barry.
- 57 GF21 .B28 2007 Environment and social theory / John Barry.
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- 61 GF21 .C65 1991 Approaching human geography : an introduction to contemporary theoretical debates / Paul Cloke, Chris Philo, and David Sadler
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- 63 GF21 .D49 1996 Reconstructing nature : alienation, emancipation, and the division of labour / Peter Dickens
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- 65 GF21 .D65 2002 Doing cultural geography / edited by Pamela Shurmer-Smith
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- 67 GF21 .E28 1992 Ecosystem health : new goals for environmental management / edited by Robert Costanza, Bryan G. Norton, Benjamin D. Haskell
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- 70 GF21 .E95 1966a Geography as human ecology methodology by example, edited by S. R. Eyre and G. R. J. Jones
- 71 GF21 .F47 1993 Nature, technology, and society : cultural roots of the current environmental crisis / Victor Ferkiss
- 72 GF21 .F4813 1995 Nouvel ordre Écologique. English;The new ecological order / Luc Ferry translated by Carol Volk
- 73 GF21 .F68 1995 Toward a transpersonal ecology : developing new foundations for environmentalism / Warwick Fox
- 74 GF21 .G63 1993 The way : an ecological world-view / Edward Goldsmith.
- 75 GF21 .G65 1987 Analytical behavioural geography / Reginald G. Golledge and Robert J. Stimson
- 76 GF21 .H67 1989 Horizons in human geography / edited by Derek Gregory and Rex Walford
- 77 GF21 .J63 1983 Philosophy and human geography : an introduction to contemporary approaches / R.J. Johnston
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- 80 GF21 .K47 1996 The value of life : biological diversity and human society / Stephen R. Kellert
- 81 GF21 .K49 2004 Key thinkers on space and place / edited by Phil Hubbard, Rob Kitchin and Gill Valentine
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- 85 GF21 .M473 2003 Reinventing Eden : the fate of nature in Western culture / Carolyn Merchant
- 86 GF21 .M83 1995 Interpreting environments : tradition, deconstruction, hermeneutics / Robert Mugerauer
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- 98 GF21 .Q35 1988 Qualitative methods in human geography / edited by John Eyles and David M. Smith
- 99 GF21 .Q83 2000 Qualitative research methods in human geography / edited by Iain Hay
- 100 GF21 .R44 1993 The relationship of man and nature in the modern age : dominion over the earth : essays from the Basic Issues Forum / edited by Denis C. Lehota
- 101 GF21 .R53 Entropy, a new world view / by Jeremy Rifkin with Ted Howard afterword by Nicholas Georgescu-Roegen
- 102 GF21 .R535 1989 Entropy : into the greenhouse world / Jeremy Rifkin, with Ted Howard afterword by Nicholas Georgescu-Roegen
- 103 GF21 .S33 1997 Homo geographicus : a framework for action, awareness, and moral concern / Robert David Sack
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- 109 GF21 .V37 1996 Valuing local knowledge : indigenous people and intellectual property rights / edited by Stephen B. Brush and Doreen Stabinsky
- 110 GF21 .V65 1994 Nature as landscape : dwelling and understanding / Kraft E. von Maltzahn
- 111 GF21 .W34 1984 Human geography : behavioural approaches / D.J. Walmsley and G.J. Lewis
- 112 GF21 .W4713 1993 Gesellschaft, Handlung und Raum. English; Society action and space : an alternative human geography / Benno Werlen translated by Gayna Walls edited by Teresa Brennan
- 113 GF21 .W55 1992b The wilderness condition : essays on environment and civilization / edited by Max Oelschlaeger
- 114 GF21 .Z46 1998 Virgin forest : meditations on history, ecology, and culture / Eric Zencey
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- 116 GF23.E4 D34 Feedback from tomorrow / [by] A.J. Dakin.
- 117 GF23 .H3 1970 Network analysis in geography [by] Peter Haggett [and] Richard J. Chorley
- 118 GF23.I53 P47 Perceiving environmental quality : research and applications / edited by Kenneth H. Craik and Ervin H. Zube
- 119 GF23 .I53153 Environmental indices / Herbert Inhaber.
- 120 GF23.M35 D38 1984 Factorial ecology / Wayne K.D. Davies.
- 121 GF23.M35 H85 1993 Modelling the human impact on nature : systems analysis of environmental problems / Richard John Huggett
- 122 GF23.M35 I58 2002 Integrating geographic information systems and agent-based modeling techniques for simulating social and ecological processes / editor, H. Randy Gimblet
- 123 GF23.M35 R52 Potential models in human geography / by D.C. Rich.
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686 GF504.W35 R87 2001 Kill the cowboy : a battle of mythology in the new West / Sharman Apt Russell

687 GF504.W35 S56 1999 Visions of paradise : glimpses of our landscape's legacy / John Warfield Simpson

688 GF511 .D43 1998 Environmental change and challenge : a Canadian perspective / Philip Dearden and Bruce Mitchell

689 GF512.A4 E67 1984 Environment and economy : essays on the human geography of Alberta / edited by B.M. Barr, P.J. Smith

690 GF512.B7 B73 2002 The intemperate rainforest : nature, culture, and power on Canada's west coast / Bruce Braun

- 691 GF512.B7 B73 2002 E-l The intemperate rainforest [electronic resource] : nature, culture, and power on Canada's west coast / Bruce Braun
- 692 GF514 .W47 1998 Latin American geography : historical-geographical essays, 1941-1998 / by Robert C. West
- 693 GF517.C87 S54 1988 Where the dove calls : the political ecology of a peasant corporate community in northwestern Mexico / Thomas E. Sheridan
- 694 GF522.G9 M3 1971 Cultural and historical geography of Southwest Guatemala
- 695 GF522.S2 B7 El Salvador: landscape and society.
- 696 GF527.H3 W6 Northern Haiti: land, land use, and settlement a geographical investigation of the DÃ©partement du Nord
- 697 GF532.A4 C69 1990 The decade of destruction : the crusade to save the Amazon rain forest / Adrian Cowell
- 698 GF532.A4 D4 1992 The green cathedral : sustainable development of Amazonia / Juan de Onis
- 699 GF532.A4 G66 Amazon jungle : green hell to red desert? : an ecological discussion of the environmental impact of the highway construction program in the Amazon basin / R. J. A. Goodland
- 700 GF532.A4 L43 1993 Voices from the Amazon / Binka Le Breton.
- 701 GF532.A4 L57 2001 Amazonia : territorial struggles on perennial frontiers / Paul E. Little
- 702 GF532.A4 M6713 1993 Ecologia humana das populaÃ§Ãµes da AmazÃ´nia. English;Through Amazonian eyes : the human ecology of Amazonian populations / Emilio F. Moran
- 703 GF532.A4 S36 1992 Contested frontiers in Amazonia / Marianne Schmink and Charles H. Wood
- 704 GF532.A4 S65 2002 Amazon sweet sea : land, life, and water at the river's mouth / by Nigel J.H. Smith
- 705 GF532.B7 D54 1983 The Dilemma of Amazonian development / edited by Emilio F. Moran.
- 706 GF532.B7 M67 Developing the Amazon / Emilio F. Moran.
- 707 GF532.F74 R43 2000 E-Space in the tropics [electronic resource] : from convicts to rockets in French Guiana / Peter Redfield
- 708 GF532.F74 R43 2000 E-Space in the tropics [electronic resource] : from convicts to rockets in French Guiana / Peter Redfield
- 709 GF532.P4 Z56 1996 Changing fortunes : biodiversity and peasant livelihood in the Peruvian Andes / Karl S. Zimmerman
- 710 GF540 .I43 1981 Western Europe : a systematic human geography / Brian W. Ilbery
- 711 GF540 .I43 1986 Western Europe : a systematic human geography / Brian W. Ilbery
- 712 GF540 .M8 1968 Central Europe a regional and human geography, by Alice F. A. Mutton
- 713 GF541 .H83 Ecology in ancient civilizations / J. Donald Hughes.
- 714 GF541 .M35 1992 The mountains of the Mediterranean world : an environmental history / J.R. McNeill
- 715 GF551 .A65 2001 Imperial ecology : environmental order in the British Empire, 1895-1945 / Peder Anker
- 716 GF551 .M36 Man made the land essays in English historical geography, a series from the Geographical magazine. Contributors: Gordon Manley [and others] Editors: Alan R. H. Baker and .
- 717 GF551 .P45 Environmental hazards in the British Isles / A.H. Perry.
- 718 GF551 .T39 1983 Village and farmstead : a history of rural settlement in England / Christopher Taylor
- 719 GF551 .W56 1999 Secure from rash assault : sustaining the Victorian environment / James Winter
- 720 GF551 .W56 1999 E-bo Secure from rash assault [electronic resource] : sustaining the Victorian environment / James Winter
- 721 GF556.E27 S56 2003 E-Yearning for the land [electronic resource] : a search for homeland in Scotland and America / John Warfield Simpson
- 722 GF561 .E92 The personality of Ireland habitat, heritage and history [by] E. Estyn Evans
- 723 GF561 .M47 Inis Beag, isle of Ireland, by John C. Messenger.
- 724 GF561 .O74 Ireland [by] A. R. Orme.
- 725 GF571 .B42 France / J. Beaujeu-Garnier with a foreword by J. M. Houston
- 726 GF576 .W54 1980 West Germany, a geography of its people / M. T. Wild.
- 727 GF601 .C4813 Chelovek, obshchestvo i okruzhaii, ii, iushchii, ii, ia sreda. English;Man, society, and the environment : geographical aspects of the uses of natural resources and nature conser
- 728 GF601 .G73 Russian land, Soviet people a geographical approach to the U.S.S.R., by James S. Gregory
- 729 GF611 .V65 2003 Voices from the north : new trends in Nordic human geography / edited by Jan Ohman and Kirsten Simonsen
- 730 GF632.T63 N47 Balancing on an Alp : ecological change and continuity in a Swiss mountain community / Robert McC. Netting
- 731 GF645.E92 T87 1989 The human geography of Eastern Europe / David Turnock.
- 732 GF651 .C85 1997 Culture and the city in East Asia / edited by Won Bae Kim ... [et al.].
- 733 GF656 .C48 1992 Chinese landscapes : the village as place / edited by Ronald G. Knapp
- 734 GF656 .E48 2004 The retreat of the elephants : an environmental history of China / Mark Elvin
- 735 GF656 .E48 2004 E-boc The retreat of the elephants [electronic resource] : an environmental history of China / Mark Elvin
- 736 GF656 .E58 The Environment, Chinese and American views / edited by Laurence J.C. Ma and Allen G. Noble

737 GF659 .R98 2000 Reading the Korean cultural landscape / Je-Hun Ryu.

738 GF659 .T67 2004 E-boc Pre-industrial Korea and Japan in environmental perspective [electronic resource] / by Conrad Totman

739 GF666 .K67 1986 Japan, geographical background to urban-industrial development / David Kornhauser with a foreword by J.M. Houston

740 GF666 .T68 Japan, a physical, cultural & regional geography, by Glenn Thomas Trewartha

741 GF666 .T7 A reconnaissance geography of Japan / by Glenn Thomas Trewartha

742 GF669.4 .B75 1993 Plundering paradise : the struggle for the environment in the Philippines / Robin Broad with John Cavanagh

743 GF696.B67 B67 1996 Borneo in transition : people, forests, conservation, and development / edited by Christine Padoch and Nancy Lee Peluso with the assistance of Cecilia Dank

744 GF696.H55 I94 1989 The Himalayan dilemma : reconciling development and conservation / Jack D. Ives and Bruno Messerli

745 GF696.I54 I53 1994 The Indus River : biodiversity, resources, humankind / edited by Azra Meadows and Peter S. Meadows

746 GF696.M4 A6 Land behind Baghdad a history of settlement on the Diyala Plains [by] Robert McC. Adams

747 GF696.N35 L4 1991 Life at the top [videorecording] / a production of FR 3 and Eolis Productions in cooperation with UNESCO directed by Gerald Calderon

748 GF696.N35 S74 1993 Claiming the high ground : Sherpas, subsistence, and environmental change in the highest Himalaya / Stanley F. Stevens

749 GF696.P34 D5 The North-West Frontier of West Pakistan: a study in regional geography, by David Dichter, with the collaboration of Nathan S. Popkir

750 GF701 .L69 1996 E-boc Peoples of the Savanna [electronic resource] / Robert Low

751 GF701 .N48 1995 The peopling of Africa : a geographic interpretation / James L. Newman

752 GF701 .O93 1973 Man in tropical Africa the environmental predicament [by] D. F. Owen

753 GF701 .S63 2003 Social history & African environments / edited by William Beinart & JoAnn McGregor

754 GF701 .S65 2005 E-boc The spatial factor in African history [electronic resource] : the relationship of the social, material, and perceptual / edited by Allen M. Howard, Richard M. Shai

755 GF701 .W6 1966 Man and Africa a Ciba Foundation symposium jointly with the Haile Selassie I Prize Trust. Edited by Gordon Wolstenholme and Maeve O'Connor

756 GF702 .D38 2007 Resurrecting the granary of Rome : environmental history and French colonial expansion in North Africa / Diana K. Davis

757 GF720 .E26 1988 The Ecology of survival : case studies from northeast African history / edited by Douglas H. Johnson and David M. Anderson

758 GF721.W4 C5 1968b West Africa: a study of the environment and of man's use of it, by R. J. Harrison Church

759 GF729 .C66 2004 E-boc Highland sanctuary [electronic resource] : environmental history in Tanzania's Usambara Mountains / Christopher A. Conte

760 GF729 .C87 1996 Custodians of the land : ecology & culture in the history of Tanzania / edited by Gregory Maddox, James L. Giblin & Isaria N. Kimambo

761 GF740 .G75 1988 The West African Sahel : human agency and environmental change / Jeffrey A. Gritzner

762 GF740 .L53 1984 Life before the drought / edited by Earl Scott

763 GF740 .M67 1999 Working the Sahel : environment and society in northern Nigeria / Michael Mortimore and William M. Adams

764 GF740 .M67 1999 E-boc Working the Sahel [electronic resource] : environment and society in northern Nigeria / Michael Mortimore and William M. Adams

765 GF746.2 .F35 1996 Misreading the African landscape : society and ecology in a forest-savanna mosaic / James Fairhead and Melissa Leach with the research collaboration of Dominique Millimou

766 GF758 .J33 2003 Environment, power, and injustice : a South African history / Nancy J. Jacobs

767 GF758 .S68 2003 South Africa's environmental history : cases & comparisons / edited by Stephen Dovers, Ruth Edgecombe and Bill Guest

768 GF798 .E58 2001 Environmental history in the Pacific world / edited by J.R. McNeill

769 GF798 .G37 2005 Australia, New Zealand, and the Pacific : an environmental history / Don Garden

770 GF798 .P33 1975 Mankind's future in the Pacific : the plenary and special lectures of the thirteenth Pacific Science Congress, August 1975 / edited by Robert F. Scagel introd. by William S. Ho

771 GF801 .B64 1981 Spoils and spoilers : Australians make their environment, 1788-1980 / Geoffrey Bolton

772 GF801 .H36 2000 E-boc Second nature [electronic resource] : the history and implications of Australia as Aboriginal landscape / Lesley Heac

773 GF801 .H38 Australia / R. L. Heathcote with a foreword by J. M. Houston

774 GF801 .H38 1994 Australia / R.L. Heathcote.

775 GF801 .K65 1995 Aboriginal environmental impacts / James L. Kohen.

776 GF801 .L53 1998 A long walk in the Australian bush / William J. Lines.

777 GF801 .S77 1997 E-boc Uncommon ground [electronic resource] : cultural landscapes and environmental values / Veronica Strang

778 GF801 .W34 1993 Contemporary Australia : explorations in economy, society and geography / D.J. Walmsley, A.D. Sorensen

779 GF852.P26 O53 1983 Oriomo Papuans : ecology of the sago-eaters in lowland Papua / Ryutarō Ohtsuka

780 GF852.P26 S92 Subsistence and survival : rural ecology in the Pacific / edited by Timothy P. Bayliss-Smith and Richard G. Feachem

781 GF852.P64 L48 1973 The settlement of Polynesia a computer simulation [by] Michael Levison, R. Gerard Ward [and] John W. Webb. With the assistance of Trevor I. Fenner and W. Alan Sentance

782 GF891 .L69 1996 E-boc Peoples of the Arctic [electronic resource] / Robert Low

783 GF895 .H85 1970 Human ecology in the tropics. Edited by J. P. Garlick and R. W. J. Keay
784 GF895 .H85 1977 Human ecology in the tropics / edited by J. P. Garlick & R. W. J. Keay
785 GF895 .L69 1996 E-boo Peoples of the rain forest [electronic resource] / Robert Low
786 GF895 .P37 1992 Tropical rainforests / Chris C. Park.
787 GF900 .C57 2001 The citizens at risk : from urban sanitation to sustainable cities / Gordon McGranahan ... [et al.]
788 GF900 .L52 1996 Liberation ecologies : environment, development, social movements / edited by Richard Peet and Michael Watts
789 GF900 .N37 1998 Nature's geography : new lessons for conservation in developing countries / edited by Karl S. Zimmerer and Kenneth R. Young

Appendix VI.A.4.b

Geography

2008, Program Review

Year	Total Allocation	Serial Estimate
2004	\$92,637	\$66,197
2005	\$91,633	\$69,660
2006	\$97,334	\$75,766
2007	\$102,470	\$92,369
2008	\$113,168	\$98,938

In addition to the annual library material allocation, the Department of Geography has received 3 separate, five year (\$25,000 per year), new program (PhDs) allocations to supplement their regular library formula allocation. Those allocations, intended for collection upgrades to the PhD level, totaled \$375,000.

Material Holdings, 2008

By Library of Congress classification: **Number of titles in Red**

Books:

G	Geography	3,657
GA	Mathematical Geography, Cartography	342
GB	Physical Geography	1,109
GE	Environmental Sciences	967
GF	Human Ecology, Anthropogeography	789

6,864 total titles

Serials:

187 total current, active serial subscriptions

In addition, the library has access to many more full-text journals, not directly subscribed to, but available to students and faculty via our full-text databases and aggregate serial/journal packages listed below.

Databases:

24 current, active databases or aggregate journal packages which are exclusively for research in Geography, or include geography among other disciplines.

<http://catalog.library.txstate.edu/search/j?Geography>

Geography

Annual Reviews from Annual Reviews

Subjects: Yearly reviews of the significant research in Biomedical, Physical, and Social Sciences: Analytical Chemistry, Anthropology, Astronomy & Astrophysics, Biochemistry, Biomedical Engineering, Biophysics, Cell & Developmental Biology, Clinical Psychology, Earth & Planetary Sciences, Ecology, Evolution, & Systematics, Entomology, Environment & Resources, Fluid Mechanics, Genetics, Genomics & Human Genetics, Immunology, Law & Social Science, Materials Research, Medicine, Microbiology, Neuroscience, Nuclear & Particle Science, Nutrition, Pathology: Mechanisms of Disease, Pharmacology & Toxicology, Physical Chemistry, Physiology, Phytopathology, Plant Biology, Political Science, Psychology, Public Health, & Sociology.

Formats: Full text.

Coverage: 1932 (for all titles) to present (for most titles).

Aquatic Sciences & Fisheries Abstracts from Cambridge Scientific

Abstracts 

Subjects: Aquatic environment - freshwater, brackish, and marine. Living and non-living resources, technology & policy.

Formats: Selected linked full text articles. Books, reports, conference proceedings, translations and limited distribution literature.

Coverage: 1978 to present.

CultureGrams from ProQuest

Subjects: Country information. Includes World Edition, Kids Edition, States Edition (U.S.) and Provinces Edition (Canada). Covers Land and Climate, History, Population, Language, Religion, Customs and Courtesies, Lifestyle, Government, Economy, Education, Health, Transportation and Communications.

Formats: Country Information, Maps, Images, Native Recipes, Biographies, Downloadable Statistics.

Coverage: Current.

Dissertation Abstracts / Proquest Dissertations & Theses from

ProQuest 

Subjects: Citations for dissertations & theses from 1861 to the present. Titles published since 1997 are available for download in PDF format. Citations for dissertations from 1980 forward include abstracts written by the author. Citations for master's theses from 1988 forward include abstracts.

Formats: Many full text dissertations.

Coverage: 1861 to present

Environment Complete from Ebsco  

Subjects: Agriculture, ecosystem ecology, energy, renewable energy resources, natural resources, marine & freshwater science, geography, pollution & waste management, environmental technology, environmental law, public policy, social impacts, and urban planning. Coverage is international.

Formats: Many full text articles. Citations to books.


Coverage: 1950s to present

General Science Full Text from HW Wilson  

Subjects: Astronomy, atmospheric sciences, biology, botany, chemistry, conservation and environment, earth sciences, food and nutrition, and genetics.

Formats: Many full text articles and book reviews.

Coverage: 1984 to present

Geobase from Elsevier B. V. 

Subjects: Earth sciences including geology, human and physical geography,

environmental sciences, development studies, oceanography and geomechanics.

Formats: Citations and abstracts of refereed scientific papers; trade journal and magazine articles; product reviews, directories and many other materials. Some linked full text.

Coverage: 1980 to the present

GeoRef from Ebsco 

Subjects: Geoscience literature of the world. Environmental & engineering geology, hydrology, economic geology, geophysics, petrology, paleontology, marine geology and oceanography, and mineralogy.

Formats: Some linked full text articles.

Coverage: 1785 to present

GPO Access from U.S. Government Printing Office  

Subjects: U.S. Government Printing Office publications & public documents generated by the legislative and executive branches of the federal government. Examples of resources included: regulatory materials such as the Federal Register and The Code of Federal Regulations, critical Congressional products such as the Congressional Record and Congressional Bills, & important business materials such as Commerce Business Daily.

Formats: Many linked full text resources.

Coverage: Dates vary.

GPO Monthly Catalog from OCLC 



Subjects: Multi-subject publications from the U.S. government. (U.S. federal government agencies, Congressional publications such as bills, hearings, reports, documents from the committees & subcommittees, and laws. Executive-branch publications include Presidential statements, agency annual reports, statistical series, technical reports, & treaties).

Formats: Many linked full text reports, studies, fact sheets, maps, handbooks, & conference proceedings.

Coverage: 1976 to present

Many documents are available on the 4th floor at the Federal Depository

Government Documents desk.

ICPSR from Inter-University Consortium for Political and Social Research  

Subjects: Vast archive of social science data. Can use with statistical software, such as SAS, SPSS, & Stata. Thematic categories include census data, community & urban studies, conflict, aggression, economic behavior, education, leadership, geography, health care, legal systems, mass political behavior, and organizational behavior.

Formats: Full text.

Coverage: Data sets from 1962 to present.

InfoTrac Environmental Studies & Policy Collection from Thomson Gale



Subjects: Environmental issues & policies, including diverse perspectives from the scientific community, governmental policy makers, and corporate interests. Subset of Academic OneFile.

Formats: Many full text articles and book reviews.

Coverage: Dates vary. Some journals, 1980 - present.

National Climatic Data Center from NCDC 

Subjects: National and global climate and weather-related data sets.

Formats: Annual/monthly/daily data, satellite images, maps.

Coverage: Over 150 years of data. Satellite weather images back to 1960.

NTIS: National Technical Information Service from U.S. Department of

Commerce 

Subjects: Administration & Management, Aeronautics & Aerodynamics, Agriculture & Food, Astronomy & Astrophysics, Energy, Behavior & Society, Biomedical Technology & Human Factors Engineering, Building Industry Technology, Business & Economics, Chemistry, Civil Engineering, Communications, Computers, Energy, Environmental Pollution & Control, Health Care, Industrial & Mechanical Engineering,

Library & Information Sciences, Manufacturing Technology, Materials Sciences, Mathematics, Medicine & Biology, Military Sciences, Natural Resources, Ocean Sciences, Photography, Physics, and Transportation. Reports are government-funded, many publications are on agency web sites or can be downloaded directly from the NTIS archival copy for a nominal charge. **Be sure to check the library's catalog and Government Documents department (512-245-3686) before you make a purchase.**

Formats: Many full text reports and internet links.

Coverage: 1964 to present.

Oceanic Abstracts from Cambridge Scientific Abstracts

Subjects: Marine & brackish-water environment, biology & physical oceanography, fisheries, aquaculture, non-living resources, meteorology and geology. Environmental, technological, and legislative topics. International coverage.

Formats: Some full text articles. Citations to books, technical reports, dissertations. & proceedings.

Coverage: 1981 to present

SAGE eReference from Sage Publications

Subjects: Sociology, social work, multicultural and gender studies, psychology, anthropology, criminal justice.

Formats: Full-text online encyclopedias.

Coverage: 2002 to 2007

Sanborn Maps (Texas Cities) from ProQuest

Subjects: Founded in 1867, the Sanborn Map Company was the primary American publisher of fire insurance maps for nearly 100 years. These maps are valuable historical tools for urban specialists, social historians, architects, geographers, genealogists, local historians, planners, environmentalists and anyone who wants to learn about the history, growth, & development of Texas cities, towns, & neighborhoods.

Formats: Maps.

Coverage: 1867 to 1970.

Science Citation Index Expanded from Institute of Scientific Information  

Subjects: Part of Web of Science. Core science journals chosen for their credibility, influence, & relevancy. Choose "Cited Reference Search" to search article bibliographies.

Formats: Some linked full text.

Coverage: 1900 to present

Users have reported that Safari 3 browser kicks them out of an ISI session while they are actively searching. If you have this problem, please try Firefox or IE instead.

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ScienceDirect from Elsevier B. V.  

Subjects: Over 2,000 Elsevier science journals covering a wide variety of subjects in physical sciences & engineering, life sciences, health & medicine, social sciences & humanities. Full-text access is limited to subscribed journals. Searches can be limited to only "subscribed journals".

Formats: Some full text articles.

Coverage: Typically 1995 to present.

[Back to Databases](#)

Scitation from American Institute of Physics  

Subjects: Science & technology.

Formats: Some full text articles, citations to conference proceedings. Full-text access limited to subscribed journals including several American Institute of Physics, American Physical Society, and SIAM journals.

Coverage: Dates vary.

Check the Periodical List or use the Interlibrary Loan service before purchasing articles.

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Social Sciences Full Text from HW Wilson  

Subjects: Anthropology, community health and medicine, economics, environmental sciences, geography, international relations, law and criminology, police science, planning & public administration, psychology, psychiatry, political science, sociology, & social work.

Formats: Many full text articles & book reviews.

Coverage: Indexing, 1983 to present. Selected full text, 1994 to present.-

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SpringerLink from Springer Science+Business Media, Inc.  


Subjects: Architecture & Design, Behavioral Science, Biomedical & Life Sciences, Business & Economics, Chemistry & Materials Science, Computer

Science, Earth & Environmental Science, Engineering, Humanities,
Social Sciences & Law, Mathematics & Statistics, Medicine, Physics &
Astronomy, Professional Computing & Web Design.

Formats: Full text articles.

Coverage: Dates vary.

[Back to Databases](#)

[Water Resources Abstracts](#) from Cambridge Scientific Abstracts 

Subjects: Water, the characteristics, conservation, control, pollution, treatment,
use & management of water resources.

Formats: Some linked full text articles. Citations to books, conference papers,
technical reports, legal & government publications.

Coverage: 1967 to present

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[Wiley InterScience](#) from Wiley Subscription Services, Inc.  

Subjects: Online access to journals published by John Wiley & Sons, inc. The
library has full-text access to subscribed titles only, others will have
citations and abstracts.

Formats: Many full text articles.

Coverage: Dates vary. For subscribed titles, full-text access is typically from 1997
to present.

Appendix VI.A.4.c

DEPARTMENT: Geography					
<input type="checkbox"/>	Africa review.	o10029679	52	Standing Order	
<input type="checkbox"/>	Africa.	o10007052	52	Standing Order	\$16.34
<input type="checkbox"/>	Annals of regional science.	o10000562	52	E-Journal	\$637.27
<input type="checkbox"/>	Annals of the Association of American Geo	o10003344	52	Print	\$764.00
<input type="checkbox"/>	Annual conference proceedings [electronic	o10020622	52	CD ROM or Othe	
<input type="checkbox"/>	Antipode.	o10017999	52	Print + Online	\$869.40
<input type="checkbox"/>	Applied geography.	o10025327	52	E-Journal	\$668.04
<input type="checkbox"/>	Arab world geographer = Le géographe du	o10045776	52	Print	\$172.84
<input type="checkbox"/>	Area development sites & facility planning.	o10033774	52	Print	\$90.04
<input type="checkbox"/>	Area.	o10003265	52	Print + Online	\$292.90
<input type="checkbox"/>	Bioremediation journal.	o10042805	52	Print + Online	\$799.02
<input type="checkbox"/>	Boston College environmental affairs law r	o1002153x	52	Print	\$40.36
<input type="checkbox"/>	Canada.	o10029662	52	Standing Order	\$15.83
<input type="checkbox"/>	Canadian geographer.	o10003770	52	Print + Online	\$316.71
<input type="checkbox"/>	Canadian geographic.	o10020408	52	Print	\$44.84
<input type="checkbox"/>	Canadian journal of soil science.	o10003848	52	Print	\$248.95
<input type="checkbox"/>	Cartographic journal.	o10003897	52	Print + Online	\$441.95
<input type="checkbox"/>	Cartographica.	o1002427x	52	Print	\$193.55
<input type="checkbox"/>	Cartography and geographic information s	o1004579x	52	Print	\$119.03
<input type="checkbox"/>	Cities.	o10027774	52	E-Journal	\$945.28
<input type="checkbox"/>	Coastal management.	o10031571	52	Print + Online	\$895.28
<input type="checkbox"/>	Computers, environment and urban system	o10162768	52	Print	\$1,468.67
<input type="checkbox"/>	Cultural geographies.	o10049770	52	Print	Print is marked to drop in FY09 \$70.00
<input type="checkbox"/>	Cultural geographies.	o10268479	52	E-Journal	\$563.49
<input type="checkbox"/>	Demography.	o10004671	52	Print	\$115.92
<input type="checkbox"/>	Disasters.	o10018244	52	Print + Online	\$542.34
<input type="checkbox"/>	Diversity & distributions.	o10045442	52	Print + Online	Comes With. 19925JOURNAL OF BIOGEOGRAPH
<input type="checkbox"/>	Earth surface processes and landforms : the	o10023483	52	E-Journal	\$3,291.97

TITLE	ORDER #	FUND	FORM	NOTE(Frequency)	Est. Price
East and Southeast Asia.	o10052689	52	Standing Order		\$16.34
Ecology law quarterly.	o10004841	52	Print		\$74.52
Economic geography.	o10004889	52	Print + Online		\$115.92
Ecosystems.	o10044784	52	E-Journal		\$581.56
Ekistics.	o10017136	52	Print		\$155.25
Environment & planning A.	o10014792	52	Print + Online		\$1,607.59
Environment and behavior.	o1026856x	52	E-Journal		\$816.95
Environment and development economics.	o10042854	52	Print + Online		\$377.78
ENVIRONMENTAL AND NATURAL RES	o10059817	52	Print	Includes: ENVIRONMENTAL LAW JOURNAL	\$33.12
Environmental compliance in Texas.	o10045363	52	Loose-leaf		\$724.50
Environmental conservation.	o10015486	52	Print + Online		\$621.00
Environmental ethics.	o1002086x	52	Print		\$86.94
environmental forum.	o10026083	52	Print		\$87.98
Environmental impact assessment review.	o10022740	52	E-Journal		\$751.10
Environmental law journal.	o10023288	52	Print	Comes With. 19926ENVIRONMENTAL AND NAT	
Environmental management.	o10017537	52	E-Journal		\$1,188.82
Environmental practice : journal of the Nati	o10046586	52	Print		\$263.93
Environments.	o10026496	52	Print		\$39.91
Eurasian geography and economics.	o10049794	52	Print + Online		\$636.53
Far Eastern economic review.	o10005377	52	Print		\$124.20
Focus on geography.	o10049812	52	Print		\$95.22
Gender, place and culture : a journal of fem	o10040158	52	Print + Online		\$1,070.19
Geocarto international.	o1003092x	52	Print + Online		\$428.49
Geografiska annaler. Series A, Physical geo	o10005559	52	Print + Online		\$407.79
Geografiska annaler. Series B, Human geog	o10005560	52	Print + Online		\$425.39
Geographical : the Royal Geographical Soci	o10044103	52	Print		\$125.86
Geographical abstracts. Human geography.	o10034183	52	Print		\$2,662.02
Geographical abstracts. Physical geography	o10034110	52	Print	Parent. Includes:14714GEOGRAPHICAL ABSTRA	\$3,494.16
Geographical abstracts. Physical geography	o1003688x	52	Standing Order	Comes With. 11597GEOGRAPHICAL ABSTRACTS	

Geographical analysis.	o10000185	52	Print + Online		\$255.65
GEOGRAPHICAL ASSOCIATION MEMB	o10058230	52	Print	CHILD: o10017161 GEOGRAPHY	
Geographical bulletin.	o10005572	52	Print		\$20.70
Geographical journal.	o10005584	52	Print + Online		\$263.93
Geographical review.	o10005596	52	Print		\$169.74
Geography : journal of the Geographical As	o10017161	52	Print	Parent. Includes:10646TEACHING GEOGRAPHY1	\$263.24
Geography teacher.	o10125887	52	Print	PARENT: JOURNAL OF GEOGRAPHY b1233090	
Geography.	o10030517	52	Standing Order		\$23.79
Geotimes.	o10007696	52	Print		\$96.26
GeoWorld.	o10045612	52	Print		\$74.52
Global ecology and biogeography.	o1004646x	52	Print	Comes With. 19925JOURNAL OF BIOGEOGRAPH	
Global environmental change : human and	o10036714	52	E-Journal	CHILD: GLOBAL ENVIRONMENTAL CHANGE.	\$693.70
Global environmental change. Part B, Envir	o10097533	52	E-Journal		\$312.89
Global environmental change. Part B, Envir	o10047207	52	Print	Comes With. 17504GLOBAL ENVIRONMENTAL	
Global issues.	o10029436	52	Standing Order		\$27.65
Great Plains research.	o1003593x	52	Print		\$51.75
Growth and change.	o1000869x	52	Print + Online		\$266.00
Health & place.	o1004159x	52	E-Journal		\$594.77
Human and ecological risk assessment : HE	o10041205	52	Print + Online		\$918.05
Index.	o10040420	52	Print		\$22.72
International development planning review	o10049976	52	Print + Online		\$429.53
International journal of climatology : a jour	o10077686	52	E-Journal		\$2,806.02
International journal of climatology : a jour	o10033415	52	Print		\$284.63
International journal of geographical infor	o10043391	52	Print + Online		\$2,468.48
International journal of production researc	o10044541	52	E-Journal		\$7,952.94
International journal of remote sensing.	o10023926	52	Print + Online		\$7,913.61
international journal of tourism research.	o10044899	52	E-Journal		\$747.06
International journal of water resources de	o10027646	52	Print + Online		\$1,197.50
International regional science review.	o10269307	52	E-Journal		\$414.54

International research in geographical and	o10171915	52	Print		\$537.17
International research in geographical and	o10039697	52	Print + Online		\$393.30
Journal of biogeography.	o1001553x	52	Print + Online	Parent. Includes:19566DIVERSITY AND DISTRIBU	\$5,378.90
Journal of cultural geography.	o1002430x	52	Print		\$82.80
Journal of energy and development.	o10014834	52	Print		\$46.58
journal of environment & development.	o10270863	52	E-Journal		\$488.41
Journal of environmental education.	o10014470	52	Print		\$185.27
Journal of environmental management.	o10013404	52	E-Journal		\$1,127.26
Journal of environmental systems.	o10013088	52	Print + Online		
Journal of geography in higher education.	o10019546	52	Print + Online		\$1,550.43
Journal of geography.	o10009590	52	Print	CHILD: GEOGRAPHY TEACHER b16410592	\$210.11
Journal of historical geography.	o10015784	52	E-Journal		\$403.02
Journal of housing and community develop	o10041242	52	Print		\$37.26
Journal of hydraulic engineering.	o10026617	52	Print + Online		\$1,098.14
Journal of mixed methods research.	o10162793	52	Print + Online		\$400.55
Journal of planning education and research	o1027036x	52	E-Journal		\$303.19
Journal of planning literature.	o10270371	52	E-Journal		\$891.92
Journal of regional science.	o10008196	52	Print + Online		\$396.40
Journal of rural studies.	o10028262	52	E-Journal		\$749.88
Journal of the Air & Waste Management As	o10041199	52	Print		\$263.93
Journal of the American Planning Associati	o10021334	52	Print		\$323.96
Journal of transport economics and policy.	o10000252	52	Print + Online		\$251.50
Journal of transport geography.	o10039442	52	E-Journal		\$460.43
Land economics.	o10006370	52	Print + Online		\$259.78
Land use & environment law review.	o10020871	52	Standing Order		\$231.00
Land use policy.	o10028171	52	E-Journal		\$807.28
Landscape ecology.	o10032617	52	E-Journal		\$794.71
Latin America.	o10013684	52	Standing Order		\$16.34
Meteorological applications [electronic reso	o10078046	52	E-Journal		\$465.88

TITLE	ORDER #	FUND	FORM	NOTE(Faculty)	Est. Price
Middle East and South Asia.	o1001505x	52	Standing Order		\$16.34
National geographic kids.	o10050371	52	Print		\$20.65
National geographic traveler.	o10028316	52	Print		\$15.47
National geographic.	o10023859	52	Print		\$70.38
Natural hazards review.	o1004694x	52	Print		\$296.01
Natural hazards.	o10033804	52	E-Journal		\$1,135.83
oil and gas journal.	o10016867	52	Print		\$92.11
Papers in regional science : the journal of th	o1003674x	52	Print + Online		\$470.92
Papers of the applied geography conferenc	o10051685	52	Standing Order		\$30.55
Photogrammetric engineering and remote s	o10015644	52	Print		\$269.10
Physical geography.	o10114026	52	Print		\$481.27
Physical geography.	o10024062	52	Print + Online	Parent. Includes:22136POLAR GEOGRAPHY	\$412.96
Plan Canada.	o10015139	52	Print		\$105.18
Planning & environmental law.	o10051636	52	Print		\$404.68
Planning : for the natural and built environ	o10043524	52	Print		\$396.22
PLANNING ADVISORY SERVICE (MEMB	o10063730	52	Membership	CHILD: o10021577 AMERICAN PLANNING AS	\$731.74
Planning commissioners journal.	o10037147	52	Print		\$76.59
Planning.	o10010695	52	Print		\$90.04
Polar geography.	o10042799	52	Print	Comes With. 7414PHYSICAL GEOGRAPHY	
Political geography.	o10037627	52	E-Journal		\$1,137.02
Population and environment.	o10022442	52	E-Journal		\$820.08
Population bulletin.	o10007878	52	Print	PARENT: o10063742 POPULATION REFERENCE	
POPULATION REFERENCE BUREAU (M	o10063742	52	Membership	CHILD: o10007878 POPULATION BULLETIN; RE	\$66.24
Population studies.	o10008469	52	Print + Online		\$258.75
Population, space and place.	o10051107	52	E-Journal		\$965.72
Professional geographer.	o10023811	52	Print		
Progress in human geography.	o10270620	52	E-Journal		\$653.56
Progress in human geography.	o10019406	52	Print		\$88.00
Progress in physical geography.	o10270632	52	E-Journal		\$608.52

Progress in physical geography.	o10019368	52	Print		\$87.00
QUANTITATIVE APPLICATIONS IN THE	o10068739	52	Standing Order		\$84.75
Renewable resources journal.	o1002749x	52	Print		\$57.96
Report / American Planning Association, P	o10021577	52	Print	PARENT: o10021577 PLANNING ADVISORY SE	
Research in contemporary and applied geo	o10024451	52	Print		\$28.98
Research in geographic education : RGE.	o10047244	52	Print		\$64.17
Risk analysis : an official publication of the	o10024347	52	Print + Online		\$1,359.99
River research and applications.	o10048935	52	E-Journal		\$1,870.71
Russia and the Commonwealth of Indepen	o10049241	52	Standing Order		\$15.83
Singapore journal of tropical geography.	o10024396	52	Print + Online		\$237.02
Site selection.	o10040729	52	Print		\$98.33
Society & natural resources.	o10032009	52	Print + Online		\$951.17
Socio-economic planning sciences.	o10011213	52	E-Journal		\$830.48
Southwestern geographer.	o10045077	52	Standing Order		
State and local government.	o10046483	52	Print		\$34.10
State capitals newsletters. Federal action aff	o10042623	52	Print		\$266.00
Teaching geography.	o10018062	52	Print	PARENT: o10017161 GEOGRAPHY	
Texas EMS magazine.	o1003805x	52	Print		\$38.30
Texas town & city.	o10040419	52	Print		\$15.00
Tijdschrift voor economische en sociale geo	o1002539x	52	Print + Online		\$404.69
Tourism geographies : an international jour	o10046343	52	Print + Online		\$517.50
Town and country planning.	o10065015	52	Print		\$293.66
Transactions in GIS : TG.	o10043366	52	Print + Online		\$1,375.52
Transactions.	o10015309	52	Print + Online		\$549.59
Treatise on environmental law.	o10021140	52	Standing Order		\$1,289.90
Twenty-first century society : journal of the	o10162884	52	Print + Online		\$534.05
U.S. water news.	o10028882	52	Print		\$132.48
UNIVERSITY OF CHICAGO GEOGRAPH	o10118056	52	Standing Order	PUB DATE OF FUTURE EDITIONS UNKNOWN;	
Urban geography.	o10023896	52	Print + Online		\$638.60

Order	Order #	Units	Format	Notes (Quantity)	Price
URBAN LAND INSTITUTE (MEMBERSHIP)	o10059581	52	Print	CHILD: o10023276 URBAN LAND	\$374.67
Urban land.	o10023276	52	Print	PARENT: o10059581 URBAN LAND INSTITUTE.	
Water environment regulation watch.	o10049320	52	Print		
Water resources research.	o10053062	52	E-Journal		\$1,340.33
Weather.	o10078514	52	E-Journal		\$91.02
Weather.	o10011791	52	Print		\$9.32
Western Europe.	o10026198	52	Standing Order		\$15.83
World development report.	o10020536	52	Standing Order		\$45.77
WORLD POPULATION DATA SHEET : I	o10063754	52	Standing Order	PARENT: o10063742 POPULATION REFERENCE	
Yearbook - Association of Pacific Coast Geographers	o10003356	52	Standing Order		\$19.38
Zeitschrift für Geomorphologie. Annals of the Association of American Geographers	o10006746	52	Print		\$345.08
Zoning and planning law report.	o10020056	52	Print		\$570.96
Zoning law and practice / by E. C. Yokley.	o1001200x	52	Standing Order	4TH ED. 2006 CUM SUP IS THE LATEST PUBLISHED	\$240.19
Zoning practice.	o10051612	52	Print		\$90.05
--> Total number of orders					Department total: \$101,694.46

Appendix VI.C.a

**Department of Geography Research Enhancement Program
Applications (FY04-08)**

<u>Fiscal Year</u>	<u>PI-Applicant</u>	<u>Status</u>	<u>Amount</u>
FY08	R. Dixon	Not Funded	
FY08	B. Zhan	Not Funded	
FY08	N. Currit	Not Funded	
FY07	S. Fuhrmann	Not Funded	
FY07	W. Lee	Not Funded	
FY07	S. Macey	Not Funded	
FY07	K. Romig	Funded	\$7441
FY07	L. Wang	Not Funded	
FY06	L. Wang	Funded	\$7999.55
FY06	N. Currit	Not Funded	
FY06	W. Lee	Not Funded	
FY06	Y. Lu	Not Funded	
FY06	S. Walker	Not Funded	
FY05	D. Butler	Funded	\$7800
FY05	J. Tiefenbacher	Funded	\$8000
FY05	A. Giordano	Not Funded	
FY05	S. Walker	Not Funded	
FY05	L. Wang	Not Funded	
FY04	S. Anderson	Funded	\$15364.62
FY04	D. Bryan	Funded	\$15650.00
FY04	A. Giordano	Funded	\$7989
FY04	X. Bing	Funded	\$8000

**Department of Geography Applications to the Joann Cole Mitte
Faculty Grant for Excellence Program (FY07)**

FY07	D. Butler	Not Funded	
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Appendix VI.C.b

Department of Geography Grants and Contracts FY05-FY08

<u>Department</u>	<u>Grant</u>	<u>From Date</u>	<u>Valid to</u>	<u>Sponsor</u>	<u>Sponsor description</u>	<u>Value</u>
FY2005						
Department of Geography	8000000285	12/1/2004	11/30/2005	200031	TCEQ	238,868.00
Department of Geography	8000000355	5/19/2005	8/31/2005	200031	TCEQ	18,000.00
Department of Geography	8000000246	9/1/2004	8/31/2005	200033	TCEQ	160,000.00
Department of Geography	8000000264	9/1/2004	8/31/2005	200033	TCEQ	50,000.00
Department of Geography	8000000277	9/1/2004	8/31/2005	200033	TCEQ	129,450.00
Department of Geography	8000000268	9/13/2004	8/31/2005	200033	TCEQ	557,944.00
Department of Geography	8000000275	9/28/2004	8/31/2005	200033	TCEQ	34,750.00
Department of Geography	8000000337	2/25/2005	8/31/2005	200033	TCEQ	40,000.00
						1,229,012.00 State
Department of Geography	8000000253	9/1/2004	8/31/2008	300002	National Science Foundation	125,000.00
Department of Geography	8000000339	5/1/2005	10/31/2006	300002	National Science Foundation	11,500.00
						136,500.00 Federal
Department of Geography	8000000247	9/1/2004	8/31/2005	400030	National Geographic Society	54,153.00
Department of Geography	8000000359	7/1/2005	12/31/2005	400030	National Geographic Society	16,585.00
Department of Geography	8000000343	6/1/2005	2/28/2007	400040	Sid W. Richardson Foundation	120,000.00
Department of Geography	8000000282	9/20/2004	9/19/2006	400099	Brooks City Base Foundation, Inc.	78,542.00
Department of Geography	8000000324	2/18/2005	11/1/2005	400105	San Felipe Del Rio CISD	2,568.00
Department of Geography	8900000085	4/1/2005	12/31/2005	400193	Stephen F Austin State University	4,800.00
						276,648.00 Private
<hr/>						
FY2006						
Department of Geography	8000000507	6/5/2006	8/31/2006	200031	TCEQ	18,750.00
Department of Geography	8000000357	9/1/2005	8/31/2006	200033	TCEQ	25,000.00
Department of Geography	8000000375	9/1/2005	8/31/2006	200033	TCEQ	240,000.00
Department of Geography	8000000378	9/1/2005	8/31/2006	200033	TCEQ	715,799.00
Department of Geography	8000000380	9/1/2005	8/31/2006	200033	TCEQ	143,345.00
Department of Geography	8000000381	9/1/2005	8/31/2006	200033	TCEQ	24,000.00
Department of Geography	8000000416	10/1/2005	5/31/2006	200033	TCEQ	15,392.00
Department of Geography	8000000461	2/6/2006	8/31/2006	200033	TCEQ	28,177.00
Department of Geography	8000000412	9/1/2005	8/31/2007	200036	TX Dept of Transportation	1,500.00
Department of Geography	8000000413	10/13/2005	8/31/2007	200036	TX Dept of Transportation	59,560.00
						1,271,523.00 State
Department of Geography	8000000370	9/1/2005	8/31/2006	400030	National Geographic Society	56,365.00
Department of Geography	8000000398	9/1/2005	8/31/2006	400030	National Geographic Society	56,365.00
Department of Geography	8000000431	9/1/2005	8/31/2006	400030	National Geographic Society	32,309.00
Department of Geography	8000000432	9/1/2005	8/31/2006	400030	National Geographic Society	17,691.00
Department of Geography	8000000503	4/1/2006	9/30/2006	400193	Stephen F Austin State University	4,995.00
Department of Geography	8000000441	12/1/2005	3/1/2008	400231	Natural Hazards Center Quick Response Pro	2,930.00
Department of Geography	8000000449	1/1/2006	12/31/2006	400232	National Geographic Society Educ Fdtn	14,738.00
Department of Geography	8000000450	1/1/2006	12/31/2006	400232	National Geographic Society Educ Fdtn	14,219.00
Department of Geography	8000000521	8/1/2006	8/31/2007	400232	National Geographic Society Educ Fdtn	64,255.00
Department of Geography	8000000460	1/17/2006	7/31/2006	400242	Barton Springs/Edwards Aquifer Cons Dist	24,027.00
Department of Geography	8000000519	8/1/2006	11/30/2007	400293	University Consortium Geog Inf Science	80,000.00
Department of Geography	8000000464	9/15/2005	8/31/2006	200170	Cambridge Studios Inc	13,066.00
						380,960.00 Private
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FY2007						
Department of Geography	8000000695	7/1/2007	8/31/2007	200001	TX Dept of State Health Services	30,877.00
Department of Geography	8000000584	9/20/2006	8/31/2007	200032	TCEQ	125,212.16
Department of Geography	8000000559	9/1/2006	8/31/2007	200033	TCEQ	715,799.00
Department of Geography	8000000570	9/1/2006	8/31/2007	200033	TCEQ	32,227.75
Department of Geography	8000000593	9/1/2006	8/31/2007	200033	TCEQ	25,656.00
Department of Geography	8000000594	9/1/2006	8/31/2007	200033	TCEQ	45,463.00
Department of Geography	8000000569	9/28/2006	8/31/2007	200033	TCEQ	140,000.00
Department of Geography	8000000632	1/1/2007	6/30/2007	200033	TCEQ	8,303.00
Department of Geography	8000000574	9/1/2006	8/31/2007	200034	TX Water Development Board	26,828.00
Department of Geography	8000000575	9/1/2006	8/31/2007	200034	TX Water Development Board	26,878.00
Department of Geography	8000000643	1/29/2007	8/31/2007	200230	Texas Dept of Transportation	136,426.00
Department of Geography	8000000677	5/17/2007	8/31/2007	200250	Stephen F Austin State University	11,200.00
Department of Geography	8000000721	8/20/2007	11/30/2007	200250	Stephen F Austin State University	3,000.00
						1,327,869.91 State
Department of Geography	8000000586	10/1/2006	9/30/2011	300002	National Science Foundation	49,863.00
Department of Geography	8000000720	8/1/2007	7/31/2008	300002	National Science Foundation	5,151.00
						55,014.00 Federal
Department of Geography	8000000800	2/5/2007	12/31/2008	400006	Central Michigan University	34,200.00
Department of Geography	8000000616	11/1/2006	9/30/2007	400232	National Geographic Society Educ Fdtn	50,000.00
Department of Geography	8000000617	11/1/2006	9/30/2007	400232	National Geographic Society Educ Fdtn	10,196.00
Department of Geography	8000000698	8/1/2007	7/31/2008	400232	National Geographic Society Educ Fdtn	66,447.00
						160,843.00 Private
<hr/>						
FY2008						
Department of Geography	8000000770	10/1/2007	3/31/2008	200001	TX Dept of State Health Services	26,907.00
Department of Geography	8000000730	9/1/2007	8/31/2008	200033	TCEQ	715,799.00
Department of Geography	8000000733	9/1/2007	8/31/2008	200033	TCEQ	100,000.00
Department of Geography	8000000753	9/1/2007	8/31/2008	200033	TCEQ	30,996.00
Department of Geography	8000000741	9/4/2007	7/31/2008	200033	TCEQ	119,000.00
Department of Geography	8000000743	9/10/2007	8/31/2008	200033	TCEQ	43,000.00
Department of Geography	8000000722	9/1/2007	8/31/2008	200036	TX Dept of Transportation	5,000.00
Department of Geography	8000000771	10/31/2007	5/31/2008	200230	Texas Dept of Transportation	136,426.00
						1,177,128.00 State
Department of Geography	8000000785	1/1/2008	12/31/2010	200293	Association of American Geographers	56,707.00
Department of Geography	8000000780	11/1/2007	11/1/2008	400232	National Geographic Society Educ Fdtn	14,172.00
						70,879.00 Private

**The Texas State University-San Marcos Development Foundation
Gildea Endowed Fund for Geography and Planning (6-7730)**

**Memorandum of Understanding
8/21/2007**

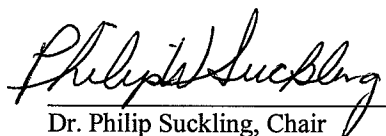
In 1983 and 1984, Dr. Ray Y. Gildea, Jr. contributed gifts of stock in an amount totaling \$86,297.77 to then Southwest Texas State University Development Foundation. This gift established the Gildea Endowed Fund for Geography and Planning. The fair market value of this endowment as of July 31, 2007, was \$139,118.33.

Dr. Gildea, who held degrees from Cornell University and the University of Virginia, served as a professor for two years in the Department of Geography at Southwest Texas State University. His contributions as a professor greatly enhanced the department. He was a member of several honorary associations including the Royal Geographical Society of London, England.

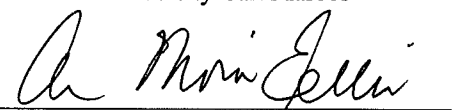
Distributions from the endowment shall be used for the Department of Geography, at the discretion of the Department chair with no restrictions.

These endowment funds may be merged or comingled with other funds held by Texas State University-San Marcos Development Foundation for investment purposes, in accordance with the policies and procedures of the Foundation. Funds distributed from the endowment in a year may be retained and expended for the purposes of the endowment in subsequent years and a portion of the funds not distributed may be designated, at the discretion of the Foundation Board of Trustees, as a permanent addition to the principal of the endowment.

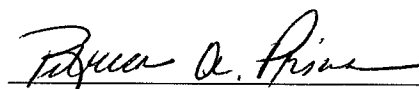
If in the opinion of Foundation Board of Trustees future circumstances change so that the purposes for which the endowment is established become illegal, impractical, or no longer able to be carried out to meet the needs of Texas State University-San Marcos, an alternative use for the endowment payout may be designated to further the objective of the University in the spirit of our original purpose.

 8/21/07

Dr. Philip Suckling, Chair Date
Department of Geography
Texas State University-San Marcos


Date

Dr. Ann Marie Ellis, Dean
College of Liberal Arts



Rebecca A. Prince, Executive Director
Texas State University-San Marcos
Development Foundation

08/24/07
Date

**The Texas State University-San Marcos Development Foundation
The Bernard W. Dettfelsen Endowed Scholarship in Geography (6-7934)**

Memorandum of Understanding

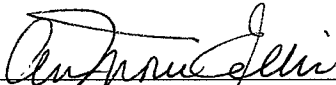
10/02/2007

In June 2006, Mr. Bernard W. Dettfelsen bequeathed an initial gift of \$50,064.61 to Texas State University-San Marcos Development Foundation to establish a permanent endowment, the Bernard W. Dettfelsen Endowed Scholarship in Geography. The fair market value of this endowment as of August 31, 2007 was \$57,139.28. In September 2007, the final gift from the Bernard Dettfelsen Estate was received in the amount of \$383,640.50. After a 20-year military career, Bernard "Bernie" Dettfelsen enrolled at Texas State University (then Southwest Texas State College) in 1961 to begin a life in education. He received his bachelor's degree and teaching certificate in 1964, and his master's degree in education in 1968.

Distributions from the endowment shall be used to award scholarships. The selection and amount awarded from funds distributed to recipient(s) will be determined by the Scholarship Committee in the Department of Geography.

These endowment funds may be merged or comingled with other funds held by Texas State University-San Marcos Development Foundation for investment purposes, in accordance with the policies and procedures of the Foundation. Funds approved for distribution from the endowment in a year may only be expended for the purposes of the endowment in that year. A portion of the funds not distributed may be designated, at the discretion of the Foundation Board of Trustees, as a permanent addition to the principal of the endowment.

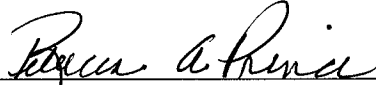
If in the opinion of Foundation Board of Trustees future circumstances change so that the purposes for which the endowment is established become illegal, impractical, or no longer able to be carried out to meet the needs of Texas State University-San Marcos, an alternative use for the endowment payout may be designated to further the objective of the University in the spirit of our original purpose.



Dr. Ann Marie Ellis, Dean
College of Liberal Arts

10-3-07

Date



Rebecca A. Prince, Executive Director
Texas State University-San Marcos
Development Foundation

10/7/07

Date