|  |  |
| --- | --- |
| **Discipline: Geography** | **Date:** **11/30/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

|  |
| --- |
| **List everyone who participated in completing this Program Review and Planning Document.****Cathy Jain and Wing Cheung**  |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

|  |
| --- |
| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**

**(For enrollment, WSCH, & FTEF data, use Fall term data only).** * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)
	+ [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)
	+ [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)

The college encouraged the department to add new course sections in order to increase enrollment, which created a surplus of seats. Thus, even though the census load % decreased by about 9%, the actual enrollment for Geography only decreased by 5.5% from Fall 2013 to Fall 2014. In response to this trend, we took steps to become more efficient by cutting low enrollment classes and moving high demand classes to larger rooms. Moreover, we are also in the process of creating new articulated pathways with CSUSM (e.g. Environmental Studies) and other 4-year campuses (e.g. Marshall University, UCs) in order to attract new students to our discipline. We expect our census load % to return to normal levels as a result. The retention rate for our day classes is at a 6-year high at 96.8%, while the overall retention rate for the discipline is 94.1%. Pass rates for day classes and distance education have seen small increases. Pass rates for evening classes have remained fairly constant. Relative to Fall 2014, pass rates for both genders has increased, but pass rates for women remain slightly higher than for men. The overall pass rate for geography students in 2014 was 65.8%. For full-time students, the pass rate was 67.2% or 3.2% higher than part-time students. This trend holds up campus wide. This may indicate that full-time students have a more serious commitment to their education, or it may indicate that they are less likely to be working full-time in addition to taking classes. The data is by discipline and does not allow us to compare the subdisciplines of physical geography, human geography, environmental studies, and Geographic Information Systems. That information would be helpful. The percentage of total FTEF taught by part time faculty was about 75% in Fall 2014 and has increased since then due to the retirement of 1 of the 3 full-time geographers in Spring 2015. It is worth noting that this reflects a dramatic increase since Fall 2010, when the percentage of total FTEF taught by part time faculty was only about 28%.  |

|  |
| --- |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>

Upon reviewing the SLOAC reports for all Geography classes, new assessment results for SLOs will be entered at the end of the Fall 2015 semester per the official assessment timeline as stated in Tracdat. We have assessed SLOs in all of our classes that are routinely offered. We will begin to assess the program SLOs for the new programs that are currently in the approval process. We recognize the need to assess SLOs for the new TMC degree, but we have not been notified by the college when students are enrolled in the TMC program and thus have no way of contacting them. We feel that there needs to be systematic communication between Student Services and individual departments in order to ensure that TMC students are identified.  |

|  |
| --- |
| 1. **Other Relevant Data and Information.**
2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**

In order to create additional transfer and career pathways for students, we have developed transfer programs for our students to CSUSM in Environmental Studies and to Marshall University in GIS. Moreover, we are actively working with local middle schools and high schools to promote interest in Geography and other STEM disciplines.      1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**

Through our academic development and outreach activities, we hope to increase Palomar student transfer to CSUSM. In addition, we are confident that our new and existing programs continue to meet industry needs based on the feedback from the GIS advisory committee.  |

|  |
| --- |
| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**

According to the Bureau of Labor Statistics, the predicted growth rate for Surveying and Mapping Technicians is 16% (as fast as average) between 2010-2020 (http://www.bls.gov/ooh/Architecture-and-Engineering/Surveying-and-mapping-technicians.htm). The Occupation Information Network (O\*NET) (sponsored by the US Department of Labor and the Employment and Training Administration) created a new job classification for the GIS technicians (code 15-1199.05), and considered it a "bright outlook" occupation given the growth in GIS employment opportunities in the near future (http://www.onetonline.org/help/bright/15-1199.05). |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

|  |
| --- |
| **Discuss/Summarize progress on last year’s goals. Include** 1. **the impact on resources allocated and utilized;**
2. **any new developments or concerns that are affecting the program;**
3. **any new goals for the program; and**
4. **other information you would like to share.**

The Updated Goals and Plans section was removed from the 2014-2015 year 2 update form.  |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.**  |  | **600010** |  |  |  |  |
| **a2.**  |  | **600010** |  |  |  |  |
| **a3.**  |  | **600010** |  |  |  |  |
| **a4.**  |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.**  | **Unmanned Aerial Vehicles** | **600010** | **1,2,3,4** | **Aligns with college mission statement**  | **As unmanned Aerial Vehicles (UAV) become increasingly popular for GIS data collection, there is a need to secure UAVs so the instructor can develop curriculum in this exciting area, and demonstrate their applications in GIS and the earth science disciplines.** | **$9,997** |
| **b2.**  |  | **600010** |  |  |  |  |
| **b3.**  |  | **600010** |  |  |  |  |
| **b4.**  |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.**  | **Plotter ink and paper for color plotter** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Plotter ink and paper are necessary for students who wish to print their semester projects.** | **$1,000 ongoing** |
| **c2.**  | **Printer ink for laser printer NS127** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Printer ink is necessary for students needing to print lecture and laboratory materials including colored map products from GIS classes.** | **$1,000 ongoing** |
| **c3.**  | **ScienceDirect Article Database Subscription** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Journal database subscription is essential for students to access scholarly articles in their field of study, and to acquire experience conducting literature reviews for their research papers.**  | **$3,500 ongoing** |
| **c4.**  | **Lab supplies** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Additional laboratory supplies are anticipated in association with new edition of lab manual.**  | **$100**  |
| **c5.** | **Outreach brochures**  | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Brochures and posters need to be created for our outreach program to promote GIS, Geography, STEM, and our new programs in UAS and Environmental Studies.**  | **$700** |
| **C6.**  | **Outreach food and supplies** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Food and supplies (e.g. markers, batteries, ink) are needed to implement interactive activities that will be the key to these events’ successes.**  | **$500** |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.**  | **Software maintenance agreement supporting GIS classroom instruction** | **500010** | **1,2,3,4** | **Aligns with college mission statement** | **The GIS software and remote sensing software currently installed in the GIS labs requires annual maintenance. Annual maintenance ensures that the software are up to industry-standard, which in turn ensures that students are acquiring the skills that are needed to pursue advanced education in GIS and geography, or a fulfilling career in GIS. This agreement has been grant funded in the past . However, grant funding has ended.** | **$4,500 ongoing** |
| **d2.**  |  |  |  |  |  |  |
| **d3.**  |  | **500010** |  |  |  |  |
| **d4.**  |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.**  |  | **500010** |  |  |  |  |
| **e2.**  |  | **500010** |  |  |  |  |
| **e3.**  |  | **500010** |  |  |  |  |
| **e4.**  |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.**  |  | **230010** |  |  |  |  |
| **f2.**  |  | **230010** |  |  |  |  |
| **f3.**  |  | **230010** |  |  |  |  |
| **f4.**  |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

 **STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  | **Software maintenance agreement supporting GIS classroom instruction** | **500010** | **1,2,3,4** | **Aligns with college mission statement** | **The GIS software and remote sensing software currently installed in the GIS labs requires annual maintenance. Annual maintenance ensures that the software are up to industry-standard, which in turn ensures that students are acquiring the skills that are needed to pursue advanced education in GIS and geography, or a fulfilling career in GIS. This agreement has been grant funded in the past . However, grant funding has ended.** | **$4,500 ongoing** |
| **2.**  | **Lab supplies** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Additional laboratory supplies are anticipated in association with new edition of lab manual.** | **$100** |
| **3.**  | **Plotter ink and paper for color plotter** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Plotter ink and paper are necessary for students who wish to print their semester projects.** | **$1,000 ongoing** |
| **4.**  | **Printer ink for laser printer NS127** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Printer ink is necessary for students needing to print lecture and laboratory materials including colored map products from GIS classes.** | **$1,000 ongoing** |
| **5.** | **ScienceDirect Article Database Subscription** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Journal database subscription is essential for students to access scholarly articles in their field of study, and to acquire experience conducting literature reviews for their research papers.**  | **$3,500 ongoing** |
| **6.** | **Unmanned Aerial Vehicles** | **600010** | **1,2,3,4** | **Aligns with college mission statement** | **As unmanned Aerial Vehicles (UAV) become increasingly popular for GIS data collection, there is a need to secure UAVs so the instructor can develop curriculum in this exciting area.** | **$10,000** |
| **7.** | **Travel and participation at professional conference** | **500010** | **1,2,3,4** | **Aligns with college mission statement** | **Participation at professional conferences will help publicize the programs offered at Palomar College, and also create professional partnerships that can provide internship and employment opportunities for students. Instructors also need to travel to and participate at conferences to stay current in their fields.** | **$1,500** |
| **8.** | **Outreach brochures and supplies** | **400010** | **1,2,3,4** | **Aligns with college mission statement** | **Brochures and posters need to be created for our outreach program to promote GIS, Geography, STEM, and our new programs. This item will also cover cost associated with acquiring food and supplies (e.g. markers) needed for outreach activities.** | **$1,000** |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |
| **11.** |  |  |  |  |  |  |
| **12.** |  |  |  |  |  |  |
| **13.** |  |  |  |  |  |  |
| **14.** |  |  |  |  |  |  |
| **15.** |  |  |  |  |  |  |
| **16.** |  |  |  |  |  |  |
| **17.** |  |  |  |  |  |  |
| **18.** |  |  |  |  |  |  |
| **19.** |  |  |  |  |  |  |
| **20.** |  |  |  |  |  |  |
| **21.** |  |  |  |  |  |  |
| **22.** |  |  |  |  |  |  |
| **23.** |  |  |  |  |  |  |
| **24.** |  |  |  |  |  |  |
| **25.** |  |  |  |  |  |  |
| **26.** |  |  |  |  |  |  |
| **27.** |  |  |  |  |  |  |
| **28.** |  |  |  |  |  |  |
| **29.** |  |  |  |  |  |  |
| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests**  | **Position Title/Category****Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| **2.**  |  |  |  |  |  |  |
| **3.**  |  |  |  |  |  |  |
| **4.**  |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**