## BASIC PROGRAM INFORMATION

*Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:*

**Discipline Name:** Geography

**Department Name:** Earth, Space & Aviation Sciences

**Division Name:** MNHS

Please list all participants in this Program Review :

| Name | Position |
|---|---|
| Cathy Jain | Department Chair; Professor, Geography |
| Wing Cheung | Associate Professor, Geography |
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**Number of Full Time Faculty:** 2          **Number of Part Time Faculty:** 8

**Please list the Classified positions (and their FTE) that support this discipline:**

ADA 20%; Instructional Assistant IV 10%

**What additional hourly staff support this discipline and/or department:**

**Discipline mission statement:**   **Link to "How to Build a Mission Statement"**

The Geography Program encourages the discovery, application, and dissemination of geographical knowledge concerning Earth's physical and human environments in order to promote scientific thought, global citizenship, and environmental stewardship.

**List any new degrees and certificates offered within this discipline since your last comprehensive review:**

Environmental Studies, Certificate of Proficiency; Unmanned Aircraft Systems, Certificate of Proficiency

Discipline Level Data: https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx

## SECTION 1: PROGRAM REFLECTION

**1A. Program Analysis:** Reflect upon and provide an analysis of your summary data.

The retention rate for non-DE classes in Fall, 2015 was 93% and the success rate was 74%. These are both commendable numbers. For DE classes the retention rate was 74% and success rate was 37%. However, the success rate for students who gave genuine effort was much higher. Unfortunately, there are still a considerable number of students who continue to submit the most basic assignments and take exams to stay enrolled in the class but it's clear that absolutely no time nor effort was put in. When confronted with the fact that they are failing the course these students are surprisingly unconcerned. It is likely that these students are staying enrolled simply for financial aid benefits and have no vested interest in a passing grade. Our degrees awarded for 2015-2016 are as follows: AA-T, 2; AS-GIS, 3; Certificates of Proficiency-GIS, 5; Certificates of Achievement-GIS, 6; The total degrees awarded as 16.

**1B. Standards:** ACCJC requires that colleges establish <u>institutional</u> and <u>program</u> level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

**Discipline Level Course Success Rate:**

 A. The College's institutional standard for course success rate is **70%**.

 B. Review your discipline's course success rates over the past five years.

 C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

We agree with the institutional standard. However, DE classes will likely stay below the 70% threshold until there is better control over financial aid fraud. Overall, our discipline should have no difficulty staying above the 70% mark.

**1C. Program Update:** Describe your proudest moments or achievements related to student success and outcome.

To our knowledge, Palomar College is the first institution in the Southern California region to offer a Certificate in Unmanned Aircraft Systems (UAS) technology, which was implemented in Fall 2016. This interdisciplinary program is a collaboration between the disciplines of Geography and Graphic Communications, and has already led to employment and internship opportunities for graduates.

We have also worked with our counterparts at CSUSM to develop an Environmental Studies education pathway for students, which allows students to complete all of their lower division requirements for the major at Palomar College with the exception of one course (ENVS 100). Students who complete the sequence of lower division courses at Palomar will also receive a Certificate of Proficiency in Environmental Studies prior to transfer. We have seen tremendous student interest in this program since its inception in Fall 2016.

Three students from the Palomar GIS Program took first, second, and third place at the 22nd Annual California GIS Conference hosted by the Urban and Regional Information Systems Association (URISA). One of the winners was a high school student who enrolled in the GIS Program under concurrent enrollment, while another winner was a veteran. This accomplishment not only attests to the level of student achievement in the GIS Program, but also demonstrates the diversity of the students within the program.

**1D. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

We have excellent programs in place, including two new ones. What they need is strategic marketing in response to lower enrollment. Outreach activities include Earth Science Week, Earth Day at Camp Pendleton, Service Learning, GIS Day, and middle school outreach, as well as strategically-placed posters on campus, fliers, and informational meetings for new or interested majors. Better signage within the NS building is also needed to better inform students about our programs and to direct them to the appropriate offices to talk with someone face-to-face and receive more information. We test-drove this idea with an "Environmental Studies" poster in the lobby of the NS building and it was very successful in getting the word out to students.

**1E. Unanticipated Factors:** Have there been any unanticipated factors that have affected the progress of your previous plan?

There are two, full-time geographers.  The third geographer retired in 2015 and has not been approved for replacement.  All administrative roles the retiree regularly performed have been transferred to the remaining two faculty members.  It has also created difficulty in covering classes since our part-time load has increased but adjuncts are difficult to find.  In the meantime, one of the current faculty members has served as department chair for the last three years, and the other current faculty member is about to take over as chair.  That same faculty member was heavily involved with STEM II and various National Science Foundation funded projects.  In short, with the combination of retirements and continual release time, we simply don't have the number of people-hours one would expect to dedicate toward program improvement, although we are trying our best.

**1F. SLOACs:**  Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs?  **Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/**

In the 2016-2017 academic year no SLOs were due for assessment.  The last assessments were performed in April, 2016.  We anticipate much more to report regarding our SLOAC on next year's PRP.

## SECTION 2: PROGRAM GOALS

**2A. Progress on Previous Year's Goals:** Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

| Goal | Completed | Ongoing | No Longer a Goal |
|---|:---:|:---:|:---:|
| Develop AA-T and align all courses with C-ID system | ◉ | ○ | ○ |
| Be granted permission to hire a replacement faculty member | ○ | ◉ | ○ |
| Develop Environmental Studies certificate program | ◉ | ○ | ○ |
| Develop Unmanned Aircraft Systems Technician certificate program | ◉ | ○ | ○ |
| | ○ | ○ | ○ |

**2B. New Discipline Goals:** Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

| GOAL #1 | |
|---|---|
| Program or discipline goal | Be granted permission to hire a replacement faculty member |
| Strategies for implementation | Prepare and submit faculty rationale form |
| Timeline for Implementation | Ongoing, but hopefully soon |
| Outcome(s) expected (qualitative/quantitative) | The new faculty member will assist with Physical Geography and GIS instruction |
| **GOAL #2** | |
| Program or discipline goal | Develop Unmanned Aircraft Systems Technician A.S. program |
| Strategies for implementation | Conduct labor market research and meet with advisory committee to address industry needs |
| Timeline for Implementation | Program development (Spring 2017), Implementation (Fall 2018) |
| Outcome(s) expected (qualitative/quantitative) | 10-15 students graduate from the program annually |
| **GOAL #3** | |
| Program or discipline goal | Develop new GIS curriculum in response to Advisory Committee Recommendations |
| Strategies for implementation | Pilot new curriculum in GEOG 197 as a 1 unit elective course, then integrate curriculum into existing GIS courses |
| Timeline for Implementation | Pilot (Spring 2018), Integration (Spring 2019) |
| Outcome(s) expected (qualitative/quantitative) | 20-25 students enroll in the GEOG 197 pilot course |

**Department Chair/
Designee Signature:** _____  **Date:** _____

**Division Dean Signature:** _____  **Date:** _____

**Vice President Signature:** _____  **Date:** _____