

Program Review & Planning (PRP)

PART 1: 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 & Environmental Sciences
Division Name:	MNHS

Please list all participants in this Program Review:

Name	Position
Wing Cheung	Professor, Geography; Department Chair
Catherine Jain	Professor, Geography

Number of Full Time faculty	2	Number of Part Time Faculty	9
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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 ([click here for information on how to create 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. We offer a variety of certificates and associate's degrees to serve students with diverse academic and career objectives. Our geography courses are part of the AA-T in geography, and also satisfy requirements in CSUSM's environmental studies and liberal studies majors. We also offer certificates in geographic information systems and drone technology, and integrated service learning and internship components into our programs to prepare students for gainful employment.

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

None

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

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

The retention rate for non-DE classes in Fall, 2016 was 91% and the success rate was 68%. These are both commendable numbers. For DE classes the retention rate was 74% and success rate was 37% in 2015 (Fall 2016 data is not available for distance education classes). 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, 4; Certificates of Proficiency-GIS, 6; Certificates of Achievement-GIS, 8; The total degrees awarded as 20.

2. Standards:

ACCJC requires that colleges establish institutional and program 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**

Standard for Discipline Course Success Rate:

70%

Why?

We agree with the institutional standard of 70%, and 70% is also the threshold used to assess our course and program student learning outcomes. The discipline's average success rate for non distance courses for the past five years (i.e. 2012-2016) is 68.6%. The success rate for Fall 2016 is 68.4%, which is reflective of the long term trend in our discipline. We will continue to encourage students to seek assistance from resources such as the STEM Center in order to raise our success rate above the 70% mark. However, DE classes will likely stay below the 70% threshold until there is better control over financial aid fraud.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

We secured an approximately \$800,000 grant from the National Science Foundation's Advanced Technological Education program. The main objective of the interdisciplinary grant is to help us expand our existing UAS certificate program into an extensive program that will prepare students to become entrepreneurs and operators in the UAS/Drone industry. We will work with industry

professionals to develop industry-relevant curriculum that will be articulated to local high schools, establish noncredit courses to promote the safe and responsible operation of drones, host professional development workshops for educators, establish internships and service learning opportunities for students, and host summer camps to introduce high school students to drone operations and career pathways.

We also hosted a very successful drone conference (<https://palomaruas17.weebly.com/>) at Palomar College in July 2017. The conference, which was funded by the Strong Workforce grant with support from the Palomar College Foundation, had over 150 registrants from all over the country. It also featured guest speakers from Qualcomm, San Diego County Sheriff Office, NOAA, UCSD, UC Irvine, and many more organizations. The results from the attendees' evaluation of the conference are overwhelmingly positive, and we plan to host a similar drone conference in July 2018.

4. 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 and innovative programs in place. What they need is strategic marketing in the community and on-campus. Faculty members have hosted and participated in outreach activities such as Earth Science Week, Earth Day at Camp Pendleton, Service Learning, GIS Day, and Girl STEM Tech Conference, in order to attract new 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.

5. 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. Meanwhile, new academic programs in Environmental Studies and Unmanned Aircraft Systems have been established since 2015 in addition to the existing AA-transfer degree and GIS certificate and degree programs. Aside from managing the new programs and creating new curriculum, the two remaining faculty members must now also assume the administrative roles that the retiree regularly performed. 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 two remaining faculty members is now serving as department chair, the principal investigator on a National Science Foundation grant, the senior personnel on another National Science Foundation grant, and coordinating other grant funded projects (e.g. Drone Conference funded by the Strong Workforce grant). In short, with the combination of retirements, release time, and grant related activities, we simply don't have the number of people-hours one would expect to dedicate toward program improvement or to stay current with the cutting-edge technology used by industry, although we are trying our best.

6. 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/>

According to the Program Review Report for PRP 2016-2017 (the latest report available), no SLOs were due for assessment. We anticipate much more to report regarding our SLOAC on next year's PRP.

PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

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Goal	Completed	Ongoing	No longer a goal
Be granted permission to hire a replacement faculty member		X	
Develop Unmanned Aircraft Systems Technician A.S. program		X	
Develop new GIS curriculum in response to Advisory Committee recommendations		X	

2. 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	Articulate newly developed curriculum for the UAS program with Vista High School
Strategies for implementation	Consult with Vista High School teacher and administrators, and work with relevant faculty and administrators at Palomar College
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	One course (GEOG/GEOL/GCIP 158) articulated with Vista High School
Goal #2	
Program or discipline goal	Develop online section of GEOG 105
Strategies for implementation	Use tools such Snagit and Camtasia and apply best practices from Palomar Online Education Training (POET) to build informative online course contents
Timeline for implementation	Spring 2018
Outcome(s) expected (qualitative/quantitative)	Online course contents will be developed for GEOG 105 and the course will be offered in Spring 2018
Goal #3	
Program or discipline goal	Develop online section of GEOG 100L
Strategies for implementation	Re-write existing lab manual for an online audience to include innovative, digital laboratory opportunities that may not have been available in a face-to-face setting
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Online course contents will be developed for GEOG 100L and the course will be offered in Fall 2018

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Wing Cheung
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Date	11/7/2017
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***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean	
Reviewer(s)	Pearl Ly, Dean Social & Behavioral Sciences
Date	4/4/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Excellent faculty that are forward thinking and innovative. Program scope is impressive, as is the incorporation of technology and community outreach. NSF grant for drones operation and career pathways.	
2. Areas of Concern, if any:	
-SLO assessment needs to be addressed annually -Online student success is low.	
3. Recommendations for improvement:	
-Explore ways to improve online student success especially for new classes, such as working with instructional designer on ways to promote student engagement and substantive interaction. -Contact SLO Chairs (Wendy Nelson, Katy Farrell, and/or Susan Miller) for assistance with developing a SLO plan	

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by Vice President	
Reviewer(s)	Jack S. Kahn Ph.D.
Date	1/18/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
<ol style="list-style-type: none"> 1. Fantastic mission statement. 2. Program analysis has some great info- better to give some overall data then discuss more specific (gen success, fill, efficiency etc.)- but again interesting data 3. Definitely a lot to be proud of in this discipline! 4. Excellent goals 5. Agree- innovative area with a lot of growth potential. 	
2. Areas of Concern, if any:	
<ol style="list-style-type: none"> a. The improvement section isn't an improvement section its more of a proud moment section couple with institutional concerns- what program changes are needed? b. No SLOS for assessment? Should be assessing SLOs annually. 	
3. Recommendations for improvement:	