Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Earth, Space, and Environmental Sciences

Discipline Name
Geography (GEOG)

Department Chair Name
Wing Cheung

Division Name
Mathematics, Science and Engineering

Website address for your discipline
https://www2.palomar.edu/pages/geography/

Discipline 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.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
-Geographic Information Systems (CP)

-Advanced Geographic Information Systems (AS, CA)
-Environmental Studies (CP)
-Geography (AA-T)
-Drone Operations (CA)

Please list the names and positions of everyone who helped to complete this document.
-Wing Cheung (Professor, Geography; Department Chair)
-Catherine Jain (Professor, Geography)
-Steve Crook (Assistant Professor, Geography)

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
3	9

Classified & other staff positions that support this discipline
ADA 20%; Instructional Assistant IV 10%

Additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
We believe that our program learning outcomes are comprehensive and communicate the scope and depths of our degrees and certificates. They are developed in consultation with our counterparts at key transfer institutions for our students (i.e. SDSU, CSUSM), or with industry partners who serve on our GIS and Drone Technology advisory councils.

Describe your program's plan for assessing program learning outcomes.
We will assess our program learning outcomes over a 3-year cycle by reviewing student performance in our key transfer classes and/or student performance in professional internships. We will also speak with employers/internship supervisors and our counterparts at transfer institutions in order to gather anecdote evidence to complement our quantitative assessments.

Summarize the major findings of your program outcomes assessments.
Students have met or exceeded all of the program outcomes in our discipline. Specifically, the percentage of Geography students who successful transferred exceeded our target, and 100% of our industry partners agreed that their GIS internship students were technically prepared for their internships.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

Our current assessment methods are limited to tracking students while they are taking classes at Palomar College. It would be interesting to explore ways to gather data to answer the following questions:

-What are our students' success and persistence rates after they have transferred? (i.e. How many of our students who have transferred eventually complete their 4-year degree).
-How many of our students immediately found jobs after they graduate?

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)

- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
A number of courses in the Geography discipline support the following General Education/Institutional Learning Outcomes:
-Quantitative Literacy
-Inquiry and Analysis
-Critical Thinking
-Information Literacy
-Teamwork and Problem Solving
-Intercultural Knowledge
-Ethical Reasoning
-Civic Knowledge and Engagement

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
The assessment of the learning outcomes for our courses indicate that students are satisfactorily gaining the quantitative literacy, analytical, and critical thinking skills that we expected them to take away from our courses. In addition to standard classroom instruction, we also take students to information literacy instructional sessions at the library, which students regarded as valuable and informative. Moreover, we also engage our students in service learning activities in some of our classes in order to enhance their teamwork, ethical reasoning, civic engagement, and problem solving skills. The surveys completed by participating students were overwhelming positive, with many of the students commenting that they will recommend service learning to other students, and service learning improved their understanding of the classroom materials.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing

additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
5 AS Degree, 10 Certificate of Achievement, 5 Certificate of Proficiency were completed by students in the Geography discipline in the previous year.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Stayed the same

What factors have influenced your completion trends?
The economy has the biggest impact on our completion trend. Since most of our degree and certificate completion came from the technical/vocational sub-disciplines of GIS, we have noticed that as the economy improves, many students are able to secure employment after taking a few classes without even completing the degree or the certificate. The growing demand of GIS knowledge worker is evident in our GIS Internship Program, where we have over 30 internship opportunities in a variety of industries available to students. Consequently, we believe that there is a negative correlative between our program completion rate and level of industry demand for our students.

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?
Yes

What steps are you taking to address these completions?
The only program in our discipline with fewer than 7 completions in the last 5 years is the AA-T in Geography. Unlike other programs in our discipline where students are required to take a relatively prescriptive set of classes, the AA-T in Geography has relatively few required courses and many options for students to fulfill those requirements. Consequently, students in the AA-T in Geography program do not typically form a cohort as they move through the program. Furthermore, since the self-identified major associated with each student's record on e-services is often inaccurate or outdated, it has been extremely difficult for faculty to identify students who are in the AA-T program in order to offer reminder, support services, or advice. Lastly, the majority of Palomar College transfer students attend CSUSM. However, CSUSM does not offer a geography major. They are expected to begin offering a bachelor's degree in geography in the next two years, which will likely increase interest in our AA-T program.

Moving forward, we will continue to work with enrollment services and our counselors to ensure that our AA-T students have updated educational plans and we have updated major information for those students. This way, we can offer targeted transfer advice and articulation information to our AA-T students in order to boost program completion.

What is your program standard for program completion?

20.0%

Why did you choose this standard?
Based on the completion of the degree and certificates in our disciplines over the last four years, we have seen on average a completion rate of 20 students, which seems to be a realistic goal. Specifically, as previously mentioned, the completion rate in our vocational-oriented programs such as GIS are highly susceptible to labor market demand, while the completion rate in our transfer-oriented programs such as GEOG AA-T is underperforming due to the lack of an equivalent transfer degree at CSUSM.

What is your Stretch goal for program completion?
25.0%

How did you decide upon your stretch goal?
With the implementation of course mapping and meta-majors, we believe that faculty and counselors will be able to better track students as they progress through the programs in our disciplines. Consequently, courses required for programs in our discipline can be scheduled and offered in a more deliberate manner. We believe that these changes will have a positive impact on student retention and program completion.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?
The WSCH per FTEF for Geography was 500 (13-14), 444 (14-15), 455 (15-16), 458 (16-17), and 511 (17-18).
The Fill Rate for Geography was 83% (13-14), 73% (14-15), 75% (15-16), 70% (16-17), and 75% (17-18).

Our fill rate was relatively stable for the past 4 years given the declining enrollment trend reported across the state. Our WSCH per FTEF rate has been consistently outperforming the college's overall rate with the exception of the 2016-2017 year.

What factors have influenced your efficiency trends?
The declining enrollment trend across community colleges in the state is reflected in the declining enrollment in courses within our discipline: 760 (13-14), 718 (14-15), 649 (15-16), 560 (16-17), 555 (17-18). However, the decline in enrollment in our discipline seems to have leveled out. As a matter of fact, we are optimistic that data from the 2018-2019 school year will reveal a gain in enrollment thanks to the introduction of online sections of GEOG 100L, as well as the incorporation of Geography courses within the emerging drone technology program.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?
No

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster

improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
There is no legitimate reason to deviate from the college standard.

 Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected?
We did not foresee any changes that would have increased success rates. There is always inherent variability from year to year.

What is your Stretch goal for COURSE success rates?
70.0%

How did you decide upon the goal?
We have no legitimate reason to change our goal at this time.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected? Please explain.
Retention stayed constant at 93% for several years but bumped up to 95% in the 17-18 academic year. This is not a significant increase although it is welcome. It was not anticipated and could be just a function of inherent variability.

Are there differences in success or retention rates in the following groups? (choose all that apply)
Ethnicity
Age

Age: Why do you think age differences exist? What do you need to help close the gap?
The 50 and over group has the highest success rate at 87%. As a general group they are likely more serious about their education and have more life experience to draw from, so this is not necessarily surprising nor anything that needs to be fixed. Success rates for other age groups are still good.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
While numbers have increased, Hispanic students still do not quite meet the 70% success rate goal, probably due to long-standing issues such as unequal access to quality K-12 education, language barriers, need to balance work/education time constraints, etc. Increasing the staffing at support service departments such as S.T.A.R. Tutoring might help to close this gap.

Are there differences in success/retention between on-campus and online courses?
No

Do you have any best practice methods you use for online courses to share with the community?
Not at this time.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
We assess our course student learning outcomes on a 3-year cycle by reviewing student performance on embedded questions on exams. At times we assess all sections and other times a sampling of sections. Sometimes we enter SLO results more frequently than every three years. Results are entered into TracDat.

How have you improved course-level assessment methods since the last PRP?
Our last PRP was completed last year. SLO assessment methods have remained the same since then.

Summarize the major findings of your course outcomes assessments.
Students are able to successfully pass the course assessments with success rates above 70%. After the assessment results have been compiled, the geography instructors meet to brainstorm best practices, share proven strategies for retention and engagement, and consider program-wide changes about pedagogy as a result of this reflection. By sharing the ways in which various instructors teach each SLO content area, there is an effort to ensure quality and consistency of instruction. In fact, some of these successful teaching techniques have been adopted by other instructors. In this way, the SLO assessments have improved our courses and program.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?
Questions that are not addressed within the SLO assessment cycle are addressed through the regular comprehensive assessments we administer in all classes throughout the semester.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
We meet regularly with our adjunct instructors and share some best practices in teaching geography so that all of our instructors have tools to help students succeed.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of

units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
We work closely with our colleagues at CSUSM, other universities, and our industry advisory boards to ensure that our courses and programs are aligned with their requirements so that students are well-situated to succeed upon graduation.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
We regularly consult with our colleagues in other campus departments to ensure that classes are scheduled in a manner that students can progress through our program efficiently. While we wait for the degree maps for other programs in our discipline to be finalized by the administration, we have already been publicizing course of study in drone technology and GIS to our students on the websites for those programs.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
We offer day, night, on-campus, satellite campus, full-semester, fast-track online, and field courses in order to meet the needs of a wide variety of students. We offer lecture and lab classes back-to-back for the most efficient use of student time.

How do you work with other departments that require your course(s) for program completion?
We try to schedule geography classes in typical block scheduling format so that they coordinate with other departments.

Does your discipline offer cross-listed courses?
Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?
We regularly consult with our colleagues in other campus departments to discuss curriculum updates, and to ensure that classes are scheduled in a manner that students can progress through our program efficiently.

Are there curriculum concerns that need to be resolved in your department? What are they?
No. We stay current with our curriculum needs from semester to semester and regularly use Meta to conduct course review.

Are there courses that should be added or removed from your program - please explain?
The only class not regularly offered at this time is GEOG 125. However, our new full-time faculty member

anticipates offering this class in the near future so we would like to keep it on the books in order to avoid the unnecessary paperwork involved in reinstatement.

How is the potential need for program/course deactivation addressed by the department?
Full-time faculty regularly review course outlines of record as well as SLO results to determine the need for specific courses.

Is your department pursuing non credit or not-for credit options at this time?
Yes

Are there areas you would like to expand?
No. Our discipline has recently experienced an expansion of program offerings with the drone technology program as well as the environmental studies program. We believe that it is critical for us to reflect on our already-expanded offerings and their impacts on students before expanding into new areas,

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
The Geography Program at Palomar College offers a variety of online courses that meet student needs. Our online courses (i.e. GEOG 100, 100 L, 103, 105, 110, 158) satisfy a variety of transfer and program requirements. It is noted that our online sections tend to receive more student interest than their face-to-face counterparts. We determine the specific classes and number of sections to offer online based on student demand, student achievement in online sections, and our ability to approximate the face-to-face learning experience virtually.

Describe other data and/or information that you have considered as part of the evaluation of your program
We utilized external information sources such as our high school partners and our industry advisory committee members when evaluating our program.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [San Diego Workforce Partnership](#)

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What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
The diversity of programs within our discipline prepare students for a variety of careers, such as:
-Surveying and Mapping Technicians
-Cartographers & Photogrammetrists
-Geographers
-Forest and Conservation Technicians
-Life, Physical, and Social Science Technicians, All Other
-Avionics Technicians
-Aerospace Engineering and Operations Technicians

According to data provided by the Centers of Excellence for the San Diego region, all of the occupations (with the exception of Cartographers & Photogrammetrists and Geographers) listed above typically require a Certificate or Associate's Degree for employment. In order to ensure that our students will eventually meet the labor demand for Cartographers & Photogrammetrists and Geographers, we have been exploring transfer opportunities for our students into Bachelor's degree programs in those fields.

In anticipation of the growing demand for unmanned aircraft system (drone) operators, we have regularly surveyed industry professionals from local/county government, public safety agencies, and private companies. We believe that this demand will create new opportunities for our students, but will also require us to plan to procure additional equipment, staff, and facilities in order to train new and existing students.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
According to O*NET OnLine (https://www.onetonline.org/), we have listed some of the recurring knowledge, skills, and abilities identified for the occupations that are associated with our discipline:

KNOWLEDGE
-Geography
-Customer and Personal Service
-Computer and Electronics
-Engineering and Technology
-Production and Processing
-English Language
-Mathematics
-Design
-Administration and Management
-Mechanical
-Law and Government

SKILLS
-Reading Comprehension
-Critical Thinking
-Troubleshooting
-Writing
-Complex Problem Solving
-Active Listening

-Active Learning
-Speaking
-Judgement and Decision Making
-Monitoring
-Coordination
-Repairing
-Equipment Maintenance

ABILITIES
-Inductive Reasoning
-Near Vision
-Oral Comprehension
-Deductive Reasoning
-Written Comprehension
-Information Ordering
-Problem Sensitivity

How does your program help students build these KSA's?

Through a combination of lecture, lab exercises, writing and reading assignments, field trips, field courses, service learning projects, and internships, We believe that our courses and programs encourage students to acquire and/or enhance the KSA's listed above. For example, our GIS service learning projects require students to work as a team with an outside entity on their semester projects. These projects reinforce the students' knowledge in Geography, customer service, computer, technology, English language, mathematics, design, and administration and management. They also enhance students' skills in writing, read comprehension, critical thinking, troubleshooting, speaking, coordination, as well as judgement and decision making. Lastly, depending on the need of the particular service learning partner, students develop abilities in inductive and deductive reasoning in order to analyze and interpret data for their service learning clients.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

We give our students the option of completing service learning projects as a part of their class assignments. We are also requiring students in the GIS and Drone Technology programs to complete an internship in order to get their certificate or degree.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Our survey of students shows that work-based learning such as service learning and internships have enhanced our students' troubleshooting and technical abilities, as well as their workplace competencies such as teamwork, reliability, and professionalism.

How do you engage with the community to keep them apprised of opportunities in your program?

We have regular advisory committee meetings with GIS and Drone Technology industry partners. We also attend and present at professional conferences in order to recruit new internship and service learning partners.

What is the regional three-year projected occupational growth for your program(s)?

According to data provided by the Centers of Excellence for the San Diego region, the labor demand for all of the occupations associated with our discipline will experience at least a 5% growth between 2017 and 2022:

-Surveying and Mapping Technicians +5.8%
-Cartographers and Photogrammetrists   +6.4%
-Geographers   +12.3%
-Forest and Conservation Technicians +7.3%
-Life, Physical, and Social Science Technicians, All Other   +5.3%
-Avionics Technicians +5.6%
-Aerospace Engineering and Operations Technicians +11.0%

What is being done at the program level to assist students with job placement and workforce preparedness?
Aside from advisory meetings, professional conferences, service learning partnerships, we also connect with employers to identify potential job opportunities by participating in public outreach activities on-campus (GIS Day, Earth Science Day) and off-campus (San Diego Fleet Week, STEM In Your Backyard). In addition, we maintain a database of internship opportunities, and our internship coordinator review each student's resume and attempt to match students with internships that seem to be a good fit. We also maintain a job database for our students that is updated at least once a month.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
GIS 2/22/2018 (upcoming meeting scheduled for 4/18/2019)
-Advisory committee meeting participants noted that although they will be adopting the ArcGIS Pro software in the near future, it is still crucial for students to learn the current version of the ArcGIS software since the transition process will take time.

Drone Technology 7/31/2018 (upcoming meeting scheduled for 7/2019)
-Given the nascent nature of the civilian drone industry, committee members noted that many who are currently hired to work with drones are hired on as a specialist in an allied field (e.g. GIS, Videography), and also tasked with drone operation for the organization.

What are the San Diego County/Imperial County Job Openings?
According to data provided by the Centers of Excellence for the San Diego region, the openings (new + replacements) for all of the occupations associated with our discipline between 2017 and 2022 are as follows:

-Surveying and Mapping Technicians +317
-Cartographers and Photogrammetrists   +69
-Geographers   +9
-Forest and Conservation Technicians +234
-Life, Physical, and Social Science Technicians, All Other   +661
-Avionics Technicians +444
-Aerospace Engineering and Operations Technicians +413

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Develop Unmanned Aircraft Systems Technician A.S. program

Is this a new or existing goal?
Existing

Goal Status
Completed

How will you complete this goal?
We conducted labor market research and held regular meetings with an advisory committee to address regional industry needs. Program development and implementation occurred from Spring 2017 through Fall 2018.

Outcome(s) expected (qualitative/quantitative)
Since this is a relatively new program, we expect some of our students to be completing the certificate by the end of Spring 2019. Since the data for the PRP is from 2017-2018, we are unable to report anything further at this time.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Providing cutting-edge career and technical training is a central part of the college's mission statement and department goals.

Expected Goal Completion Date
3/31/2019

Goal 2

Brief Description
Develop new GIS curriculum in response to Advisory Committee Recommendations

Is this a new or existing goal?
Existing

Goal Status
Completed

How will you complete this goal?
Pilot new curriculum in GEOG 197 as a 1-unit elective course, then integrate curriculum into existing GIS courses.

Outcome(s) expected (qualitative/quantitative)
59 students enrolled in the GEOG 197 pilot course in 2018-2019.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The department aims to be responsive to the advisory committee and the needs of local employers. The development of GEOG 197 responded directly to the need for improving preparedness for the local job market brought up by the committee.

Expected Goal Completion Date
2/23/2019

Goal 3

Brief Description
Align department offerings with those of CSUSM as they expand their geography program

Is this a new or existing goal?
New

How will you complete this goal?
We have reached out to meet with CSUSM geographers to discuss the direction of their geography program and how we can better align our programs and course offerings with the substantial changes to their growing program.

Outcome(s) expected (qualitative/quantitative)
We will likely realign our course offerings, and consider the number of ENVS 100 vs. GEOG 100 sections that we should offer.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Through these meetings and through considering their impact on our own program and courses we will be able to prepare our students for transfer more efficiently.

Expected Goal Completion Date
5/31/2020

Goal 4

Brief Description
Adopt no and low cost textbooks for certain courses in the geography program

Is this a new or existing goal?
New

How will you complete this goal?
The two full-time faculty members teaching within the GIS program have determined that it is would be feasible to convert our courses to no and low cost textbooks using self-produced and publicly available materials. Additionally, GEOG 103 is being considered for low/no cost textbooks.

Outcome(s) expected (qualitative/quantitative)
At least three core GIS courses for 2019-2020 will switch to no and/or low cost text books.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
We hope to improve access to programs and services for our diverse student body, making it easier for them to complete their studies with a decreased financial burden.

Expected Goal Completion Date
5/31/2020

Goal 5

Brief Description

Be granted permission to hire a replacement faculty member

Is this a new or existing goal?
Existing

Goal Status
Completed

How will you complete this goal?
This goal has been completed with the hiring of a new geography faculty member in Fall 2018

Outcome(s) expected (qualitative/quantitative)
A new geographer has been hired.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
We will better be able to pursue all areas of the department mission with work spread among three faculty members rather than two.

Expected Goal Completion Date
12/1/2018

Goal 6

Brief Description
Articulate newly developed curriculum for the UAS program with Vista High School

Is this a new or existing goal?
Existing

Goal Status
Completed

How will you complete this goal?
Consult with Vista High School teacher and administrators, and work with relevant faculty and administrators at Palomar College.

Outcome(s) expected (qualitative/quantitative)
10 students in the Vista High School UAS program will receive credit for Palomar UAS certificate program.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
We hope to enhance outreach and recruitment while improving access to Palomar programs within our diverse service area.

Expected Goal Completion Date
12/31/2018

Goal 7

Brief Description
Develop online section of GEOG 105

Is this a new or existing goal?
Existing

Goal Status
Completed

How will you complete this goal?

Use tools such Snagit and Camtasia and apply best practices from PalomarOnline Education Training (POET) to build informative online course contents. The course will be offered in Spring 2018

Outcome(s) expected (qualitative/quantitative)
The course was successfully developed and has been offered since Spring 2018.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Having an online section for Geography 105 has resulted in increased access to college offerings.

Expected Goal Completion Date
1/31/2018

Goal 8

Brief Description
Develop online section of GEOG 100L

Is this a new or existing goal?	**Goal Status**
Existing	Completed

How will you complete this goal?
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.

Outcome(s) expected (qualitative/quantitative)
The course was successfully developed and has been offered since Spring 2018.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The online Geography 100L section has increased overall enrollment in Geography 100L and expanded access to department courses.

Expected Goal Completion Date
8/20/2018

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

Are you requesting additional full-time faculty?	**Are you requesting additional Staff, CAST or AA?**
No	No