Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Earth, Space, and Environmental Sciences

Discipline Name
Geography (GEOG)

Department Chair Name
Catherine Jain

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 environmental studies, 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)
-Catherine Jain (Professor, Geography; Department Chair)
-Steve Crook (Assistant Professor, Geography)

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
3	6

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.

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.](#)

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 AA/AS degrees and 17 certificates 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?
Increased

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.

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.

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.

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 83%. 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?
All ethnic groups meet the 70% success rate goal. Long-standing issues such as unequal access to quality K-12 education, language barriers, need to balance work/education time constraints, etc. are likely still at play in the varying success rates between ethnic groups. Increasing the staffing at support service departments such as S.T.A.R. Tutoring might help to close this gap.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
Our last PRP was completed spring semester 2019. 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.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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 new GIS curriculum in response to Advisory Committee Recommendations

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

How will you complete this goal?
Pilot new curriculum, then integrate curriculum into existing GIS program.

Outcome(s) expected (qualitative/quantitative)
One new course is under development with an expected enrollment of 30 students.

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.

Expected Goal Completion Date
2/24/2020

Goal 2

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

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

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. We have written a letter of support at the request of the CSUSM discipline lead to confirm the need for the geography bachelor's degree in our service area.

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
5/31/2021

Goal 3

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

Is this a new or existing goal?
Existing

Goal Status

Ongoing

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 4

Brief Description
ASU Transfer Pathway

Is this a new or existing goal?
New

How will you complete this goal?
Work with ASU representatives and Palomar articulation officer to establish transfer pathway into ASU's online geography and GIS bachelor's degree programs.

Outcome(s) expected (qualitative/quantitative)
Geography majors at Palomar College will elect to transfer into ASU's program, providing a new alternative to our existing transfer pathways.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Administrators at Palomar College have elected to pursue this relationship with ASU.

Expected Goal Completion Date
10/1/2019

Goal 5

Brief Description
Convert Certificates of Proficiency to Certificates of Achievement

Is this a new or existing goal?
New

How will you complete this goal?
We will follow the procedures set forth by our curriculum committee and the state chancellor's office.

Outcome(s) expected (qualitative/quantitative)
The college will earn apportionment for the C.A. degrees and students will be eligible for Financial Aid.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This change is in line with the college's goal of fiscal stewardship.

Expected Goal Completion Date
5/29/2020

Goal 6

Brief Description
Credit for Prior Learning for GIS classes

Is this a new or existing goal?
New

How will you complete this goal?
We will work with the credit for prior learning team to explore ways to grant credit to students with prior work experience, military experience, or other relevant experience related to GIS.

Outcome(s) expected (qualitative/quantitative)
This will resolve the long-standing issue of students receiving waivers for required classes but no associated units.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This change will allow students to move through our programs more quickly, possibly increasing completion rates as well.

Expected Goal Completion Date
5/29/2020

Goal 7

Brief Description
GEOG 125: Geography of California

Is this a new or existing goal?
New

How will you complete this goal?
Begin developing curriculum for this established course that has not been taught in several years.

Outcome(s) expected (qualitative/quantitative)
Schedule this course by fall 2021.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This class is part of our established AA-T program in geography.

Expected Goal Completion Date
8/1/2021

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

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

 Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

 Are there ongoing needs in your department budget that you currently do not have the resources for?
No

 Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments
Thanks to Wing Cheung and Steve Crook for collaborating with me on this document.

Chair Name	**Chair Sign Date**
Catherine Jain	10/28/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
The department has done a lot of work to keep programs relevant and in demand. I especially appreciate the work based learning components of service learning and internships to introduce students to industry and keep them engaged in their program.

Areas of Concern, if any:

 Recommendations for improvement:
One of the goals was the development of more low/no cost textbook courses. I recommend reaching out to guided pathways, as this is one of the initiatives of the "completion academy." If interested/willing to convert the entire program into a low/no cost degree, there may be guided pathway resources to support the faculty work in doing this.

Dean Name	**Dean Sign Date**
Nichol Roe	12/19/2019

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)	**IPC Review Date**

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Agree with dean comments- glad to see the completion trend and innovation continuing.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name	**Vice President Sign Date**
Jack S. Kahn Ph.D.	1/30/2020