**Program Efficacy Evaluation and Recommendation**

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| **Program: Geography/GIS** |
| **Reviewers: Paula Ferri-Milligan, Celia Huston** |
| **Overall Recommendation with Rationale: Continuation.** Geography and GIS provide a comprehensive look at their programs. The program provides a thorough analysis of both the overrepresented and underrepresented populations, and specific ways to address recruitment and retention of both. The patterns of service include Monday through Saturday, morning afternoon and evening courses. Although the distance education offerings are limited (interactive television in Big Bear), faculty members are being trained on Blackboard so that online delivery will be made available to students. Student success and retention is being scrutinized by the programs, and they are revising curriculum to include basic skills prerequisites, continuing to address support resources such as tutoring and workshops for students, and developing learning communities based on the Tumaini, Puente, and Valley Bound models. Curriculum is relevant and current with the exception of GEOG 222. The department is updating the course this semester. All courses, with the exception of GEOG 222, articulates and transfers to both CSU and UC. Although all SLOs are not completed, a plan is in place to address those with completion dates of the Fall 2011 and Spring 2012 semesters. Identifying trends and challenges more thoroughly may be helpful. The department identifies local and more global trends that may impact the program. This area is a bit weak in its explanation of those trends and data is not presented to support it. Although challenges are not identified specifically by the program, there is a one, three and five year plan to address issue beyond those, including outreach to the community, recruitment of underrepresented populations, expansion of distance education offerings, a bridge program. Overall, however, the department is productive and demonstrates an understanding of our students’ needs and is concerned with not just maintaining their existing programs but continuing to improve them and ensure that they are applicable to the changing educational climate. |

**Part I: Access**

| **Strategic Initiative** | **Institutional Expectations** |
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| **Does Not Meet** | **Meets** |
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| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population  | The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.  |
| Pattern of Service | The program’s pattern of service is not related to the needs of students. | The program provides evidence that the pattern of service or instruction meets student needs.If warranted, plans or activities are in place to meet a broader range of needs. |
| **Reviewer Feedback: Meets--**The program provides a thorough analysis of both the overrepresented and underrepresented populations. Within the underrepresented groups are African-Americans, Native Americans, Hispanic, and females. The program provides specific ways to address recruitment and retention of both under- and overrepresented groups. These include applying for grants, utilizing the Geography Club to attract students, participating more fully in “women in Science” and “Science Day” events, cultivating partnerships with the District Applied Technology and Training Center and Professional Development Center, expanding the focus of recruitment at the local middle and high schools. Courses are scheduled Monday through Saturday and throughout the day and evening. Both Geography and GIS have courses approved for distributed education. GEOG 110 and GIS 130 have been offered through interactive television at Big Bear. Faculty are scheduled to be trained on Blackboard for future distance education courses. The department is also surveying students in order to identify addition needs in the pattern of the services. |

**Part II: Student Success**

| **Strategic Initiative** | **Institutional Expectations** |
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| **Does Not Meet** | **Meets** |
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| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.  |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. |
| **Reviewer Feedback: Meets—**The Geography and GIS programs reflect both college and division success and retention rates. The program is concerned with further improving student success and has plans in place to do so. Curriculum is being revised to include basic skills prerequisites, continued development of support resources such as tutoring and workshops for students, development of learning communities based on the Tumaini, Puente, and Valley Bound models, collaborate with four-year colleges to ensure that curriculum is transferable and meets the students’ needs. The program also presents a snapshot of the field in terms of job market indicators, standards in the field and licensure rates. An advisory committee includes representatives from various colleges and agencies in San Bernardino County. Although all SLOs are not completed, a plan is in place to address those with completion dates of the Fall 2011 and Spring 2012 semesters. |

**Part III: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** |
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| **Does Not Meet** | **Meets** |
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| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU or plans are in place to articulate appropriate courses. |
| **Reviewer Feedback: Meets—**The program’s mission links to the college’s mission in its emphasis on providing a quality education. Geography and GIS courses also “allow students to more fully comprehend real-world everyday cultural and environmental phenomenon and news events.” The department serves a diverse community of learners and promotes student learning through providing a curriculum that creates “informed, responsible, and active members of society.” The program also provides a thorough analysis of productivity levels. The program identifies efficiency as being on an “upward trajectory” since 2008-09 and “has exceeded college goals…during the past two academic years. The program acknowledges some fluctuation in departmental FTES enrollment, FTEF, and efficiency. It has activities identified to improve productivity, which include increased advertisement and recruitment efforts for GIS. Curriculum is relevant and current with the exception of GEOG 222. The department is updating the course this semester. All courses, with the exception of GEOG 222, articulates and transfers to both CSU and UC. |

**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** |
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| **Does Not Meet** | **Meets** |
| **Part IV: Planning - Rubric** |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program ~~identifies~~ and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.  |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |
| **Reviewer Feedback: Meets—**The department identifies local and more global trends that may impact the program. This areas is a bit weak in its explanation of those trends and data is not presented to support it. Accomplishments include hiring a full-time faculty member, modification and articulation of all courses, approval of the Environmental Studies/Sciences AS degree program, collaboration with publishers in the development of a customized textbook, creation of a Geography scholarship, inclusion of the program in the STEM grant, establishment of a GIS internship program. The program Geography department acknowledges barriers that include the students’ lack of basic skills and lack of resources. Although other challenges are not identified specifically by the program, there is a one, three and five year plan to address issue beyond those, including outreach to the community, recruitment of underrepresented populations, expansion of distance education offerings, a bridge program. GIS cites lack of full-time faculty as a major barrier to services. The downturn in the economy is also cited as a barrier. Again, although not addressed in the barriers, additional issues are addressed in the one, three, and five-year plans, including outreach to the community, expansion of distance education courses, development of an AS degree, etc. |

| **Part V: Technology, Partnerships & Campus Climate** |
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|  | **Does Not Meet** | **Meets** |
| Technology,Partnerships& Campus Climate | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |
| **Reviewer Feedback: Meets—**The program addresses all three elements—technology, partnerships, and campus climate. Technological use includes Blackboard, Edustream, and Interactive Television courses. Internal and external partnerships are included--professional organizations, San Bernardino County organizations, and District & Division. Both programs “contribute to campus safety and planning through collection and publication of global positioning system…and GIS data.” The Geography Club coordinates with other student organizations to support activities around the campus. |