

**Program Efficacy Report
Spring 2015**

Name of Department: Geography/GIS

Efficacy Team: Wally Johnson and Sandra Moore

Overall Recommendation (include rationale):

The overall recommendation for Geography and GIS is continuation. The Geography/GIS program has provided extensive evidence to support its degree and certificate programs. The evidence supports the need for at least one additional full-time faculty member in Geography/GIS and the need to increase student interest in GIS.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<p><i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</i></p> <p><i>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i></p>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The Geography/GIS Program presents a detailed analysis of demographic data as well as an interpretation of variations in the data. Realistic plans to address the discrepancies were also discussed.</p>		
Pattern of Service	<i>The program's pattern of service is not related to the needs of students.</i>	<p><i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</i></p> <p><i>If warranted, plans or activities are in place to meet a broader range of needs.</i></p>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The Geography/GIS program responds to the needs of students by offering classes during different times of the day, evening and weekends. The program also offers alternative delivery methods such as hybrid courses and the Big Bear ITV program. The program has been impacted by section cuts, however, the pattern of service/instruction meets the needs of our students.</p>		
Part II: Student Success		

Data demonstrating achievement of instructional or service success	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.</i>
Efficacy Team Analysis and Feedback: <u>Exceeds</u> The document supports that the program is working towards the department goals stated in the EMP summary. The data reflect the improvement on student retention and the success rate from 2009/2010 to the present. The program addresses the fluctuations in the success and retention rates for 2011-2012 in the EMP document as well as the efficacy document. The program has gone into extensive detail regarding departmental goals and has made progress regarding these goals.		
Student Learning Outcomes and/or Student Achievement Outcomes	<i>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.</i>	<i>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.</i>
Efficacy Team Analysis and Feedback: Efficacy Team Analysis and Feedback: <u>Exceeds</u> Individual course SLOs and PLOs have been created and regularly assessed since 2011. The program presents extensive documentation of SLO data collection, mapping of SLOs to PLOs, and identification of core competencies. It is clear that the program has done a great deal of work on SLOs and PLOs in order to improve course outcomes.		
Part III: Institutional Effectiveness		
Mission and Purpose	<i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>	<i>The program has a mission, and it links clearly with the institutional mission.</i>
Efficacy Team Analysis and Feedback: <u>Meets</u> The program has a mission and the program's goals are clearly geared towards the institutional mission.		
Productivity	<i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>	<i>The data shows the program is productive at an acceptable level.</i>

Efficacy Team Analysis and Feedback: Meets

Data from FTEs, FTEF and WSCH per FTEF support the productivity of the Geography program while explaining some of the fluctuations in the GIS program. In the Geography program, WSCH per FTEF has consistently exceeded the College goal since 2009-2010 with some fluctuations due to budget cuts. The GIS program has had more WSCH per FTEF fluctuations and has not yet reached the College goal. The program has explained that enrollment in any GIS course is limited to the number of computers available and the need for more extensive faculty assistance and support of students. The program offers a realistic plan to increase efficiency and more full time faculty would also be helpful.

Relevance, Currency, Articulation

The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.

Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.

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.

Efficacy Team Analysis and Feedback: Meets

Based on the Content Review Summary from Curricunet provided by the program, the curriculum review process is up-to-date. The courses are relevant and current to the mission of the program, including C-ID requirements and AS degree.

The program indicates that all Geography/GIS courses articulate and transfer to CSU. However, the program will continue to work with the articulation officers at SBVC and UC to have Geography/GIS courses articulate to UC.

Part IV: Planning**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.

Efficacy Team Analysis and Feedback: Meets

The program has identified and described major trends in the field. The program has specified where demand may increase in a variety of areas and has identified areas that may impact student enrollment and service utilization.

Accomplishments

The program does not incorporate accomplishments and strengths into planning.

The program incorporates substantial accomplishments and strengths into planning.

Efficacy Team Analysis and Feedback: Exceeds

The many great accomplishments for the Geography and GIS programs are given in the document. Program faculty work with many groups, programs, and institutions to increase enrollment. An additional full-time faculty member in GIS or a new faculty member with 50% time in Geography and 50% time in GIS would help increase student awareness and interest in GIS.

Weaknesses/challenges

The program does not incorporate weaknesses and challenges into planning.

The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets

The Geography/GIS program identifies several challenges. These challenges are similar to many of the challenges faced at the College. The lack of basic skills in students taking classes in the program, lack of funds for instructional supplies and technology, lack of funding for GIS tutors, and the lack of a full-time GIS faculty member are among the strongest challenges to the program. Despite these challenges, the program presents detailed planning for the next five years that addresses these issues in realistic and specific ways.

Part V: 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.

Efficacy Team Analysis and Feedback: Meets

The programs shows ongoing and active use of technology in the classroom, in distributed education, and use of specific software/technology for Geography/GIS. The program plans to increase distributed education classes and the use of the GIS software.

The program has many partnerships with Geographic and GIS professional societies which benefit the students and faculty by helping maintain curricular currency and providing students with career and transfer opportunities.

In terms of Campus Climate, the program has encouraged students to share information on placement of walkways, trash containers, bicycle racks based on cartographic information. The Geography/GIS program has a Geography Club and plans a future GIS club. The program mentions outreach to other SBVC student organizations, middle schools and high schools. Although how the clubs will specifically contribute to campus climate is not identified, it is clear that there is an opportunity to increase student interest in the program.

Part VI: Previous Does Not Meets Categories

Program does not show that previous deficiencies have been adequately remedied.

Program describes how previous deficiencies have been adequately remedied.

Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): N/A