

CTE Geospatial Tech Program Review

Rubric Evaluation	Brian Lewis (Faculty At-Large)	Konstantin Kalaitzidis (Classified Staff At-Large)	Lisa Drake (Same Division Faculty)
A. Re-Accreditation Information			
2. Did the program maintain accreditation?	The program was reaccredited, received commendations, and no citations/recommendations - Excellent		The program was reaccredited and received both commendations and citations/recommendations - Meets the Standard
4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?			The program was able to take actions to improve and received the needed support to take the actions - Meets the Standard
Did the program make the required improvements?		The program maintained its accreditation.	
Reader Feedback	According to the program review, "there is not an accrediting body for this program, however the curriculum is modeled after the NSF Model Geospatial Technology curriculum"	As per Writer, "There is not an accrediting body for this program". As per Writer, "curriculum is modeled after the NSF Model Geospatial Technology curriculum "	
B. Advisory Board			
1. Did the program hold an annual advisory board meeting each year of the five-year cycle?			
2. Did the program submit the advisory board meeting minutes each year of the five-year cycle?			
3. Did the program include the web address/link to the online minutes?			

CTE Geospatial Tech Program Review

Rubric Evaluation	Brian Lewis (Faculty At-Large)	Konstantin Kalaitzidis (Classified Staff At-Large)	Lisa Drake (Same Division Faculty)
Overall, in this section:	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard
4. Were there any advisory board commendations/special mentions identified?	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard
5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?			
6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?			
Overall, in this section:	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard
Reader Feedback		Recommendation by the Advisory Board was to move the GIST program online, as a response to declining enrollment. GIST did move online. Challenges were identified as students needed either (a) robust PC or (b) very stable internet connection (to access GIST sw online). The challenges are being addressed by the Writer via the request to establish a GIS Lab, where students can have access to both a strong Internet connection	GIST has done an exemplary job in working with their advisory board, including strategy and implementation. The move to all online asynchronous classes has increased their reach.

CTE Geospatial Tech Program Review

Rubric Evaluation	Brian Lewis (Faculty At-Large)	Konstantin Kalaitzidis (Classified Staff At-Large)	Lisa Drake (Same Division Faculty)
		(already in place at the STEM Center/Garden), and robust PCs with the GIS sw running. The Instructor has the full support of the STEM Center to establish such a GIS Lab, and also jointly request funding (from BSS and PSME divisions) for an appropriate number of "gaming" laptops to be purchased for the GIS Lab, so students can run the GIS sw without issues. This contributes to equity efforts, as it provides the right resources for students that may not have the means to purchase these needed resources to successfully complete the class.	
C. Regional Labor Demand			
1. In the data table above, what does the regional labor demand data trend indicate?	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent
2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent

CTE Geospatial Tech Program Review

Rubric Evaluation	Brian Lewis (Faculty At-Large)	Konstantin Kalaitzidis (Classified Staff At-Large)	Lisa Drake (Same Division Faculty)
Reader Feedback		GIS is a supplemental skill to many fields, such as Environmental Sciences, Public Safety, Computer Science, etc. The Writer understands and explains the regional demand context, as reflected in their comment: "... notoriously difficult to define in the Projected Regional Job Openings as Geospatial Technology skills are supplemental to many fields and are used to enhance/upskill workers in a variety of fields".	Excellent narrative describing the integration of the program, the student demographic, and how GIS is utilized.
D. Regional Labor Supply			
1. In the data table above, what does the regional labor supply data trend indicate?	Labor supply is projected to increase - Needs Improvement to Meet the Standard	Labor supply is projected to increase - Needs Improvement to Meet the Standard	Labor supply is projected to increase - Needs Improvement to Meet the Standard
2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard		The narrative includes all 3 of the criteria - Meets the Standard
Reader Feedback		(Reader Comment: Looked up definition of labor supply on several websites. Need clarification of how the Labor Supply data, Labor Supply	The readers were informed by the Office of Instruction that the labor supply chart reflects duplicated counts of students, which may not serve as the best data for labor supply. There is no feedback to

CTE Geospatial Tech Program Review

Rubric Evaluation	Brian Lewis (Faculty At-Large)	Konstantin Kalaitzidis (Classified Staff At-Large)	Lisa Drake (Same Division Faculty)
		<p>descriptions/definitions, and the Writer's explanation correlate.)</p> <p>As follow-up to the above comment/question, and request for clarification, "The readers were informed by the Office of Instruction that the labor supply chart reflects duplicated counts of students, which may not serve as the best data for labor supply. There is no feedback to provide to the program at this time."</p>	<p>provide to the program at this time.</p>
E. Regional Wages			
1. In the data table above, what does the wage data trend indicate?	The occupational wage trend increased - Excellent	The occupational wage stayed flat - Meets the Standard	The occupational wage stayed flat - Meets the Standard
2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Reader Feedback	GIST program review notes that the trend is "flat" when there was a slight "increase"	Writer understands the trend (averages to flat), as well as the occupational trends. Recommend	There is a clear understanding of the student demographic and how GIS classes are utilized by the student population.

CTE Geospatial Tech Program Review

Rubric Evaluation	Brian Lewis (Faculty At-Large)	Konstantin Kalaitzidis (Classified Staff At-Large)	Lisa Drake (Same Division Faculty)
		<p>providing a bit more detail as to the reason for this trend.</p> <p>The Writer's last couple of sentences may partially explain how the trend is determined: <i>"Students included in this survey completed one or more GIS classes, but may not have GIS as their primary occupation. The "Median Wage" of graduates reflects the varying composition and wide pay range of the jobs that require GIST skills. "</i></p> <p>A bit more detail would help clarify what the reason for the trend is.</p>	
F. Program 13.5 Course Completion			
1. In the data table above, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard
2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.			

CTE Geospatial Tech Program Review

Rubric Evaluation	Brian Lewis (Faculty At-Large)	Konstantin Kalaitzidis (Classified Staff At-Large)	Lisa Drake (Same Division Faculty)
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Reader Feedback		<p>Writer understands the trend decrease, and reason. As per Writer: <i>"As the program moved online in 2018, the program struggled to have students complete their degrees/ certificates as many students were "drop in" for specific skills and did not see the need to complete the full certificate"</i></p> <p>Writer also explains what the department is doing to help increase certificate completions, by having program faculty encourage students to complete their certificates.</p> <p>The Writer's recommendation for the GIST industry to establish a formal accreditation or licensing group (which does not exist presently) would probably encourage more students to complete their certifications. Would be great to include a</p>	

CTE Geospatial Tech Program Review

Rubric Evaluation	Brian Lewis (Faculty At-Large)	Konstantin Kalaitzidis (Classified Staff At-Large)	Lisa Drake (Same Division Faculty)
		sentence or 2 if Foothill College is engaged in this accreditation effort..	
G. Program Graduate Employment Rates			
1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?	Employment rate is 79% to 70% - Needs Some Improvement to Meet the Standard	Employment rate is 79% to 70% - Needs Some Improvement to Meet the Standard	Employment rate is 79% to 70% - Needs Some Improvement to Meet the Standard
2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.			
Overall, in this section:	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard
Reader Feedback	If the program needs to work on anything here, it would be to look into more of the "what is in the control of the department" in order to respond to the decline in the trend. The trend is said to be "flat" but while it's flat if looked at from a distance, the real numbers show a slight decrease from the starting point. I'm no data guru, however.	In Item G.1 above, selected "Employment rate is 79% to 70%", as the data cycles between 67% and 74%, which averages to about 71%. Recommend adding a bit more detail as to the reason for the trend. The comment by the Writer: "The data reflects that GIS	This is a great example of a CTE program working in conjunction with their advisory board to best serve their workforce demographic.

CTE Geospatial Tech Program Review

Rubric Evaluation

Brian Lewis
(Faculty At-Large)

Konstantin Kalaitzidis
(Classified Staff At-Large)

Lisa Drake
(Same Division Faculty)

skills can help to enhance the employability of students as between 67% and 73% of students who took a GIS course ... " partially describes how GIS classes help increase the student's employability. However, it is not clear why the trend is relatively flat between 2011 to 2019.