

Geospatial Tech Program Review

Rubric Evaluation	Brian Lewis (Faculty At-Large)	Konstantin Kalaitzidis (Classified Staff At-Large)	Lisa Drake (Same Division Faculty)
A. Program Information			
Program Mission Statement			
How many criteria are met for the Program Mission statement?	Addresses 4 to 7 of the criteria – Needs Some Improvement to Meet the Standard	Addresses 4 to 7 of the criteria – Needs Some Improvement to Meet the Standard	Addresses all 8 criteria - Meets the Standard
Reader Feedback	<p>I suggest changing the ordering of the sentences (see below) and I'm not sure about the definitions you provide (are these necessary? or can you use these ideas to describe the "activities of the program" and to indicate "the students/stakeholders"); I think I see the "activities," although these are deemphasized, and I'm not sure about the students/stakeholders question, honestly. In addition, some mention of equity or how the program is addressing equity concerns could be included?</p> <p>The Geographic Information Systems Technology degree prepares students for entry-level technician jobs and meets (regional) workforce needs. The</p>	<p>A.1 Criteria = "clearly states the purpose of the program"</p> <p>Konstantin (Reader) comment:</p> <ul style="list-style-type: none"> • Compliance = Yes. • This is well articulated in the GIS Program Mission Statement, in terms of what the program is, hw/sw, degree, and job prospect. As per Writer Mission Statement, as replicated below: • "Geospatial technology is the unifying tool that explores spatial phenomena. Geospatial technology consists of Geographic information Systems, Global Positioning Systems and Remote Sensing. The Geographic Information Systems Technology program at Foothill College provides opportunities for career 	

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	<p>associate degree provides a solid technical background in geographic information systems concepts and applications including cartographic concepts, database design, programming and interdisciplinary applications of the technology. The Geographic Information Systems Technology program at Foothill College provides opportunities for career preparation and lifelong learning by providing courses that meet workforce needs, and aligns with the U.S. Department of Labor geospatial competency model for geospatial careers. The stacked certificates of achievement help professionals transition to new roles in the workforce or advance in their current profession.</p> <p>Geospatial technology is the unifying tool that explores spatial phenomena. Geospatial technology consists of Geographic Information Systems, Global Positioning Systems and Remote Sensing. Geographic Information</p>	<p>preparation and lifelong learning by providing courses that meet workforce needs, and aligns with the U.S. Department of Labor geospatial competency model for geospatial careers. Geographic Information Systems are collections of computers and software applications used to capture, store, transform, manage, analyze and display spatial information. The associate degree provides a solid technical background in geographic information systems concepts and applications including cartographic concepts, database design, programming and interdisciplinary applications of the technology. The Geographic Information Systems Technology degree prepares students for entry-level technician jobs and meets workforce needs. The stacked certificates of</p>	

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Systems are collections of computers and software applications used to capture, store, transform, manage, analyze and display spatial information	achievement help professionals transition to new roles in the workforce or advance in their current profession. "	<p>A.2 Criteria = "indicates the primary function"</p> <p>Konstantin (Reader) comment:</p> <ul style="list-style-type: none"> • Compliance = Yes. • This is well articulated in the GIS Program Mission Statement. As per excerpt from the Writer Mission Statement: "The Geographic Information Systems Technology program at Foothill College provides opportunities for career preparation and lifelong learning by providing courses that meet workforce needs, and aligns with the U.S. Department of Labor geospatial competency model for geospatial careers." 	

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A.3 Criteria = "indicates the activities of the program"

Konstantin (Reader) comment:

- Compliance = Yes.
- "This is well articulated in the GIS Program Mission Statement. As per excerpt from the Writer Mission Statement: "Geographic Information Systems are collections of computers and software applications used to capture, store, transform, manage, analyze and display spatial information. The associate degree provides a solid technical background in geographic information systems concepts and applications including cartographic concepts, database design, programming and interdisciplinary applications of the technology. "

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A.4 Criteria = "describes the programs' aspirational goals for the future and what the program hopes to achieve"

Konstantin (Reader) comment:

- Compliance = Yes.
- "This is well articulated in the GIS Program Mission Statement. As per excerpt from the Writer Mission Statement: "The Geographic Information Systems Technology degree prepares students for entry-level technician jobs and meets workforce needs. The stacked certificates of achievement help professionals transition to new roles in the workforce or advance in their current profession."

A.5 Criteria = "reflects the program's priorities and values"

Konstantin (Reader) comment:

- Compliance = Partial.
(Although this is addressed

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later in the Writer's narrative, with the request to establish a lab equipped with the proper hw and sw in support of students especially low income and under-represented communities).

- For the priorities of the program, this is partially addressed in the excerpt from the Writer Mission Statement: "The Geographic Information Systems Technology degree prepares students for entry-level technician jobs and meets workforce needs. The stacked certificates of achievement help professionals transition to new roles in the workforce or advance in their current profession."
- Recommendation: Should include the statement as proposed in A.7.2: "The GIST program supports

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equity for all students by
(1) Outreach to under-
represented communities,
and (2)proposing to
establish a GIS Lab with
the appropriate hw/sw
and internet to enable all
students to complete the
class successfully".

**A.6 Criteria = "indicates who the
students and/or stakeholders
are"**

Konstantin (Reader) comment:

- Compliance = Yes.
- "This is well articulated in the GIS Program Mission Statement. As per excerpt from the Writer Mission Statement: "The Geographic Information Systems Technology degree prepares students for entry-level technician jobs and meets workforce needs. The stacked certificates of achievement help professionals transition to new roles in

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the workforce or advance
in their current
profession. "

A.7 Criteria = "is aligned to the college mission statement"

Reference = Foothill College
Mission Statement broken (see
<https://www.foothill.edu/president/mission.html>), broken into 3
parts (bullets), with comments
after each.

1. Foothill College Mission Statement Sentence #1 :

"Believing a well-educated
population is essential to
sustaining and enhancing a
democratic society, Foothill
College offers programs and
services that empower students
to achieve their goals as members
of the workforce, as future
students, and as global citizens. "

- Konstantin (Reader)
comment:

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- Compliance = Yes, with the 1st part of the FH Mission Statement. as listed below.
- This criteria is addressed in the following statement in the GIS program's mission statement: "The Geographic Information Systems Technology program at Foothill College provides opportunities for career preparation and lifelong learning by providing courses that meet workforce needs, and aligns with the U.S. Department of Labor geospatial competency model for geospatial careers."

2. Foothill College Mission

Statement Sentence #2 : "We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness,

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transparency, forgiveness, and sustainability. "

- Konstantin (Reader) comment:
- Compliance = No. Did not find explicit equity-related terminology. (Although equity is addressed in several sections of the narrative, i.e. work with the Deans, Instructors, and Marketing, to advertise the program, and also establish a GIS Lab to make sure all students have the appropriate hw/sw, and internet access).
- "This criteria is not addressed in the GIS Program Mission Statement. Recommend adding some words about equity. For example:
- this class can permit alternative ways (beyond testing) to demonstrate you have mastered the fundamentals.

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-
- how this class is evolving to address equity issues by leveraging Universal Design for Learning (UDL) principles. See <https://www.understood.org/en/school-learning/for-educators/universal-design-forlearning/understanding-universal-design-for-learning>
 - Mention the request to set up the appropriate hw/sw in a GIS Lab, to address resource availability (robust PC, strong/stable Internet connection), to all students, especially low income and under-represented communities. Something like: "The GIST program supports equity for all students by (1) Outreach to underrepresented communities, and (2)proposing to establish a GIS Lab with the appropriate hw/sw and

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internet to enable all students to complete the class successfully".

3. Foothill College Mission

Statement Sentence #3 : "Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene."

1. Konstantin (Reader) comment:
"This criteria is addressed in the following statement in the GIS program's mission statement:
"The associate degree provides a solid technical background in geographic information systems concepts and applications including cartographic concepts, database design, programming and interdisciplinary applications of the technology. "

A.8 Criteria = "is clear and concise"

Konstantin (Reader) comment:

- Compliance = Conditional Yes.

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		<ul style="list-style-type: none"> "Recommend incorporate Equity verbiage, as stated in A.7. " 	
Program Learning Outcomes			
Overall, this section:	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard
Reader Feedback		The 4 PLOs (Program Learning Outcomes) stated are measurable, knowledge-cumulative, student-centered, clear, and actionable	Excellent, clearly written, and understandable. Well aligned with the 4-Cs in the ILOs.
B. FTES - Enrollment Trends			
1. What does the FTES data trend indicate?	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent
FTES Narrative Explanation - <i>Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.</i>			
Overall, in this section:	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent
FTES Action Narrative (if applicable) - <i>Describe the proposed actions for stabilizing/increasing the FTES.</i>			
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent
Reader Feedback	I feel this area might need some more thought, and when I read later sections	FTES = Full Time Equivalent Student = 1 student taking a full	This narrative demonstrates a comprehensive understanding of the enrollment issues, what the

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	<p>(enrollment/productivity), I think some of the information there could be provided here as explanation. Perhaps when a program is increasing its FTES, we don't need to have such a robust set of "proposals" here, but it seems the proposals are really just the last two sentences. "The action proposed to stabilize/increase FTES is to additional sections of GIST 11 and GIST 12, the two "gateway" courses to the program. GIST 11 is entirely lecture, so has higher productivity which stands to benefit the program. The faculty will continue multipronged outreach efforts also." I think the "to" is really a "two" and we need a verb "to add" "two additional sections"?</p> <p>How is adding new classes informed by data? Just explaining how these classes will improve the program (not necessarily FTES), along with how you'll measure the effect of the new classes.</p>	<p>load of classes for 1 academic year.</p> <p>FTEF = Full Time Equivalent Faculty = 1 Instructor teaching ? equated hrs/wk for 1 quarter</p> <p>WSCH = Weekly Student Contact Hours = (# of class contact hrs class is scheduled to meet/week) * (# of students in the class)</p> <p>Productivity = FTES / FTEF</p> <p>Productivity (as defined in this document) = WSCH / FTEF</p> <p>Clearly articulates understanding of the trend, identifies the root cause (difficult access to the Sunnyvale campus due to 101/237 traffic. Program reacts by moving the class online, which helped increase enrollment due to easier class accessability. In support of the online class, and with the help of ETS, enabled cloud-based virtual desktops to allow students on any computer to successfully</p>	<p>department did to mitigate those issues, and how proactive they are with regard to increasing enrollment.</p>

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		complete the class. Also identified need for robust computers to run the GIS sw. More work needs to be done in this space to accommodate the needs of the students (strong internet connection, robust computer, and/or onsite GIS lab), as is requested further down this evaluation by the Writer.	
C. Sections - Enrollment Trends			
Section Narrative Explanation (If Applicable) - <i>Explain why the number of sections is flat, increased or decreased.</i>			
Overall, in this section:	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
Section Narrative Explanation (If Applicable) - <i>Explain why the number of sections increased while FTES decreased.</i>			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard		
Reader Feedback		Offered a minimum number of sections, which were fully enrolled. Thus increased productivity. Plan is to increase the number of sections, in certain gateway classes to increase interest. However as per Writer, "The program is small (under 50 FTES) and is intended to	N/A

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		<p>remain small, as this satisfies the demands of regional workforce. " Since the demand for regional workforce is small, makes sense to keep the number of sections flat.</p> <p>FTES increased, thus the last section (Section Increased while FTES decreased) is not applicable.</p>	
D. Productivity - Enrollment Trends			
1. What does the data indicate about the productivity trend?	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent
Productivity Narrative Explanation (If Applicable) - Explain why the productivity is flat, increased or decreased.			
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
Productivity Action Narrative (If Applicable) - Describe the proposed actions for stabilizing/increasing the productivity number.			
Overall, in this section:	The narrative is not included		
Reader Feedback	the move of the program to online format helped productivity. Students could not get to the evening classes onsite prior to the online move.		N/A

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		Last section about increasing productivity not applicable, as it is already increasing.	
E. Enrollment by Student Demographics			
a. Enrollment by Gender			
Enrollment by Gender Narrative Explanation - <i>Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.</i>			
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
2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51% Female, 47% Male)	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent
Enrollment by Gender Action Narrative (If Applicable) - <i>What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?</i>			
Overall, in this section:	The narrative is not included		
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent
Reader Feedback		The program focus on gender equity is reflected in the about 50/50 ratio of female and male.	

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		<p>Section on Gender Disparity does not apply, as the female/male ratio is about 50/50.</p> <p>Writer narrative states trends for Female, Male, and Non-Binary are flat. Agree. Yearly numbers vary, however given the +/- direction, average trend seems to be flat.</p>	
b. Enrollment by Ethnicity			
<p>Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (2019-20 College enrollment distribution by ethnicity: 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)</p>	<p>The enrollment does not mirror the college's ethnic distribution – Needs Some Improvement to Meet the Standard</p>	<p>The enrollment does not mirror the college's ethnic distribution – Needs Some Improvement to Meet the Standard</p>	<p>The enrollment does not mirror the college's ethnic distribution – Needs Some Improvement to Meet the Standard</p>
<p>Enrollment by Ethnicity Narrative Explanation (If Applicable) - <i>Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).</i></p>			
<p>Overall, in this section:</p>	<p>The narrative includes all 3 of the criteria - Meets the Standard</p>	<p>The narrative includes all 3 of the criteria - Meets the Standard</p>	<p>The narrative includes all 3 of the criteria - Meets the Standard</p>
<p>Enrollment by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.</i></p>			

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Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback		Writer understands the trends and will work with the Advisory Board, Counselors, Instructors, and college marketing professionals to remedy.	

F. Student Course Success

a. Student Course Success

1. What does the data trend indicate about overall course success?	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
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Student Course Success Narrative Explanation - *If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.*

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
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Student Course Success Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the student's course success percentages.*

Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback		Writer understands trends. Root cause is move to online format, which requires either a robust pc	The department undeniably understands the impact of the technology necessary for the

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		<p>or strong internet to use the cloud version of the GIS sw.</p> <p>These limitations are explained to the students. Impact is greatest in the low income group. Remedy is to have an onsite presence for the students that do not have a robust pc or strong internet connection to stop by and use the sw onsite.</p> <p>In 2020/Winter, the program has also began tutoring services in the Learning Resource Center (STEM Center, Garden program). Too early to review effectiveness at this time of the tutoring program, especially given the lack of access to onsite resources. Also GIS program will work with the BSS and PSME Deans to provide a campus lab with the robust PCs and sw in support of the GIS classes. The Learning Resource Center (LRC - which includes the Garden and the STEM Center) will work with GIS in support of establishing the hw/sw (GIS Lab) required to enable students complete the class successfully.</p>	<p>discipline and how it can affect student success. They inform their students ahead of time and appear to work hard to do what they can to bridge any gaps. However, other issues aside from technology may be at play in any reduction in student success, such as the effect of the global pandemic on those student groups for the last part of the academic year 2019-2020? What overall economic issues are at play? Are other colleges (Diablo Valley for instance) that offer similar programs and if so, what is their success rate?</p>

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		This is aligned with the LRC's equity plans, in providing all students with the right type of support needed to succeed.	
b. Student Course Success by Student Groups			
3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has increased over the time span – Needs Major Improvement to Meet the Standard	The gap between the two groups has decreased over the time span – Meets the Standard	The gap between the two groups has increased over the time span – Needs Major Improvement to Meet the Standard
Course Success by Student Groups Narrative Explanation - <i>Explain why the course success gap is flat, increased or decreased.</i>			
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Course Success by Student Groups Action Narrative (If Applicable) - <i>What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?</i>			
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Under "Student Course Success by Student Groups" you not that there is "no" equity gap in success, but there clearly is in the data success numbers 60 compared to 66%, with previous	Reason for success drop in all groups is the same: Requires robust PCs and stable strong Internet connections. Thus impacts those that cannot afford these resources the most.	It may not be possible to understand all the reasons for declines in student success and higher withdrawal rates, but the department is making informed,

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years even more glaring.

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In F.b, question #3 (" In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?"), Writer states "No". Is this response in error by the Writer? However in Question #4, (" Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups? "), Writer states Yes. Agree with the latter, that yes there is a gap, and yes changes are necessary to improve.

Also interesting to note that there is a reversal of the gap, which is not explained, First 2 years (2015-2017), African-American, Latinx, and Filipinx have a higher success rate than Asian, Native American, Pacific Islander, and White group.

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student-centered changes to mitigate the situation.

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		Then 2017-2020, it reverses. Although 1st 2-year gaps seem much smaller than last 3 years. Possible the low-income factor is responsible, which can exist in any of the groups.	

G. Student Course Success by Demographics

a. Student Course Success by Gender

What does the data indicate about course success?

Female	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Male	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Non-binary	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Course Success by Gender Narrative Explanation - *If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.*

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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 2 of the criteria - Needs Some Improvement to Meet the Standard
Course Success by Gender Action Narrative (If Applicable) - <i>Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.</i>			
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standad	The narrative includes all 5 of the criteria - Meets the Standad	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback		<p>Root cause is again availability of robust PCs and stable/strong Internet connections. Thus need (1)onsite lab with PCs and the proper sw, as well as stable Internet connections. Also expand tutoring services in the Learning Resource Center Garden. The STEM Center is in strong support of working with the GIS and PSME divisions to establish a GIS Lab in the LRC Garden, with robust (gaming-level PCs) to accommodate the computation-intensive GIS sw.</p> <p>Disclosure: Reader (Konstantin) is the STEM Center Program</p>	The decline in the male category is significant and suggests further exploration into this statistic necessary. Again, is this impacted by the global pandemic? What about the economic implications in the last six months of the academic year 2019-20?

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		Coordinator, and was part of the founding team of the Garden, that Allison (Writer) is referring to.	
b. Student Course Success by Ethnicity			
What does the data trend indicate about program student course success by ethnicity?			
African Americans	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Asian	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Filipinx	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Latinx	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Geospatial Tech Program Review

Rubric Evaluation	Brian Lewis (Faculty At-Large)	Konstantin Kalaitzidis (Classified Staff At-Large)	Lisa Drake (Same Division Faculty)
Native American	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Pacific Islander	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
White	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Decline to State	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).</i>			
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

Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *Describe the reasons for the gap in course success.*

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
Student Course Success by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/improving the course success by ethnicity.</i>			
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback		<p>Writer understands root cause, which is (1) Requires robust PC to run the sw, or (2) requires strong/stable Internet connection to run the sw on the ETS supported virtual desktop via the cloud. Also understands the solution is to (1) establish GIS Open Lab with the appropriate sw, and (2) Provide the open Lab with strong/stable Internet connection.</p> <p>In Section G.b.2, "Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups? ", Writer responds "No". Is this an error? Need to provide narrative for this section. Then in G.b.3, "Do the data suggest that</p>	<p>I found this Program Review to be thoughtful, well written, and reflective. The turnaround that GIST made from academic years 2015-17 to 2019-20 is impressive. Comebacks are never easy and this program should be commended for its decisive actions and its plans for the future. From a reader's standpoint, I found the rubric to be confining, and often times it felt like I was being led to a conclusion that I didn't necessarily agree with. For instance, items that "are in the department's control". If I left that box unchecked, it didn't meet the standard, no matter what the narrative had to say about the item.</p>

Geospatial Tech Program Review

Rubric Evaluation

Brian Lewis
(Faculty At-Large)

Konstantin Kalaitzidis
(Classified Staff At-Large)

Lisa Drake
(Same Division Faculty)

changes are necessary to improve program course success equality?", Writer responds "Yes". Agree with the latter. There is a gap among the ethnic groups. And Yes, changes are necessary to remedy.

Strongly support the proposal requesting collaboration between the BSS and PSME divisions to establish a GIS Lab, (in the LRC Garden) providing gaming-level PCs and strong Internet connections to enable all students an equal opportunity to succeed.