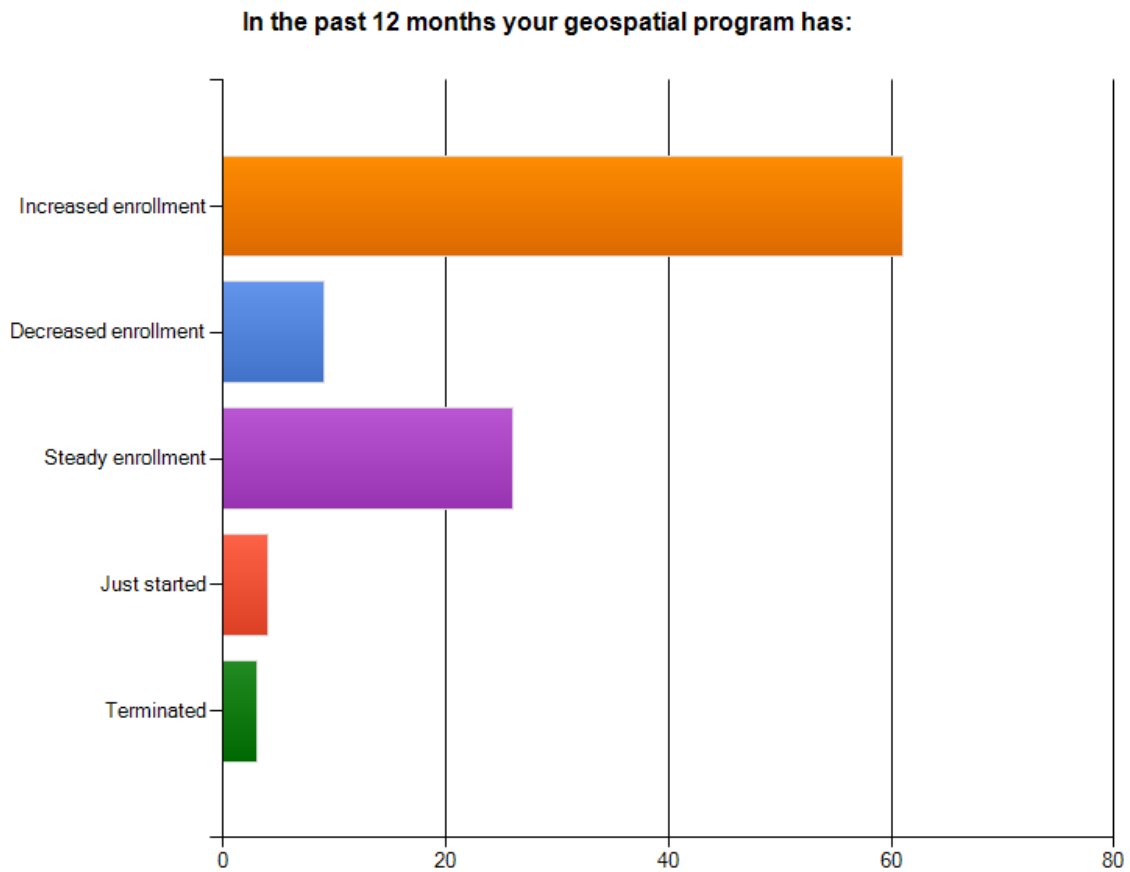




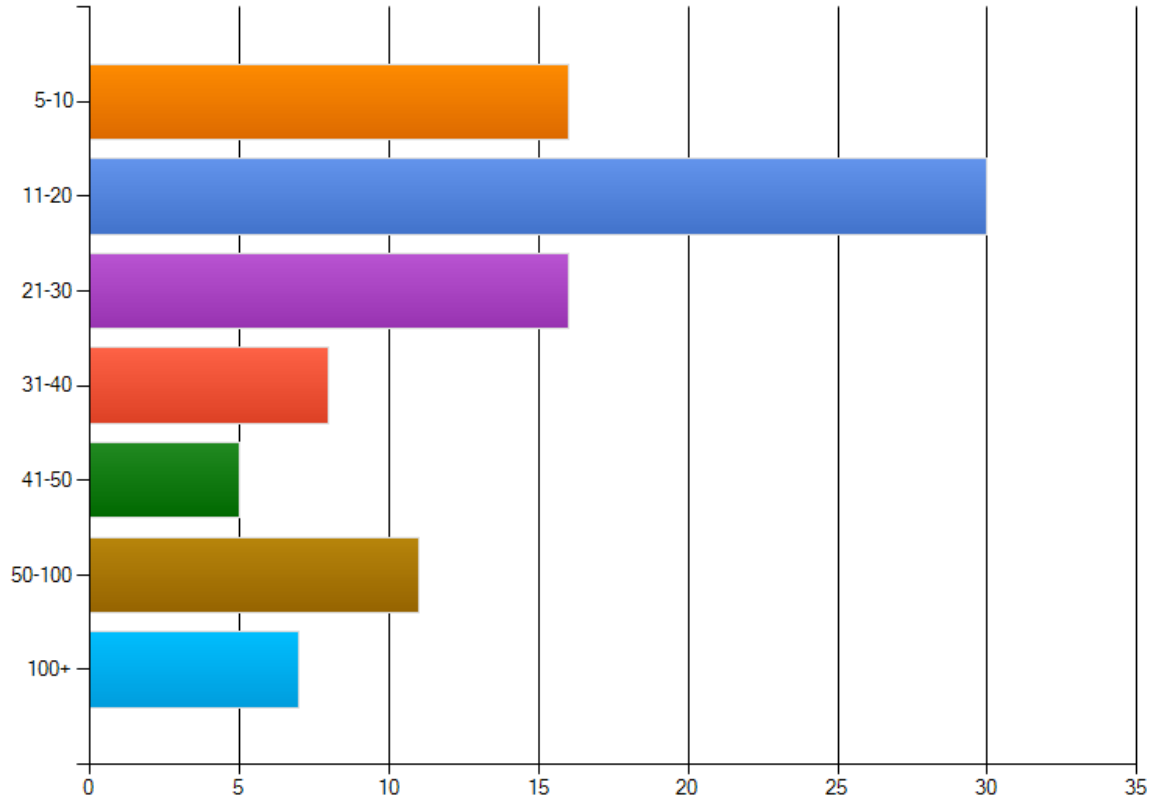
Results from the 2010 National Survey of Two Year College Geospatial Programs

Synopsis—the GeoTech Center conducts an annual survey of two year college geospatial educator nationwide to assess the current state of the field and the health of the programs, as well as issues of concern to our educators. The following pages contain the results of the survey in graph format for a quick read. (2009 $N=82$, 2010 $N=107$)



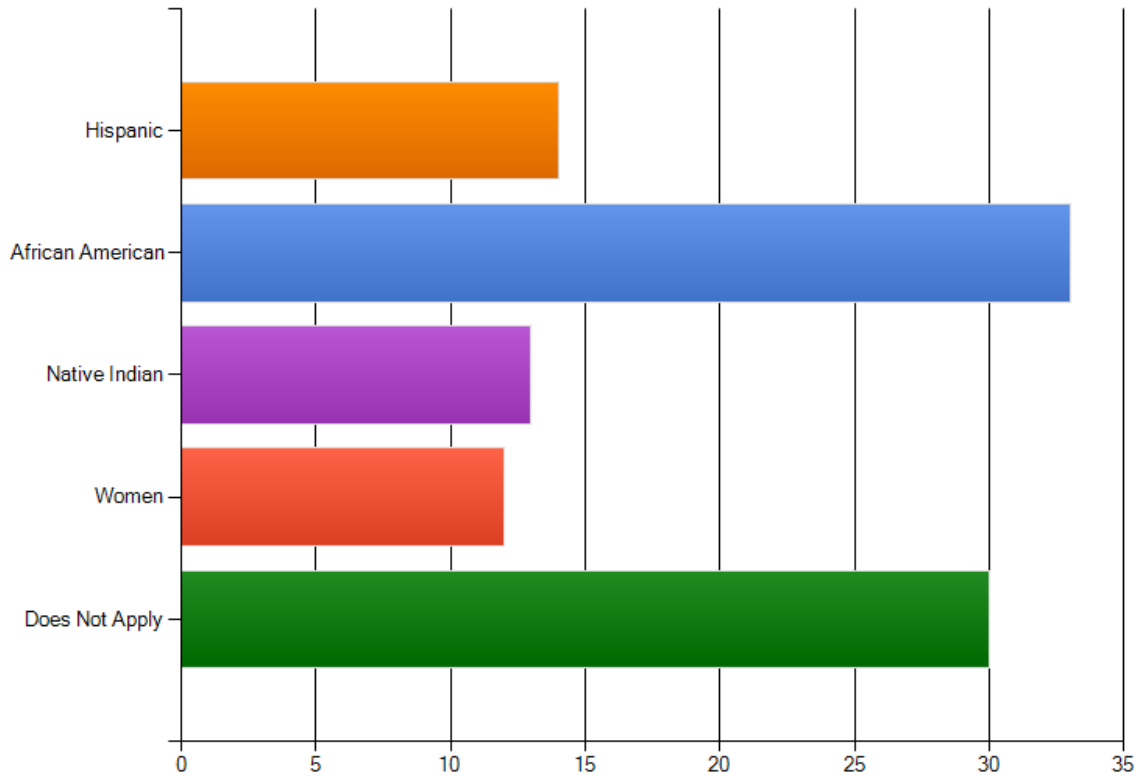
Conclusion: Geospatial academic programs are healthy, with 85% of programs reporting a stable or increasing enrollment number.

My geospatial program currently has the following number of enrolled majors:



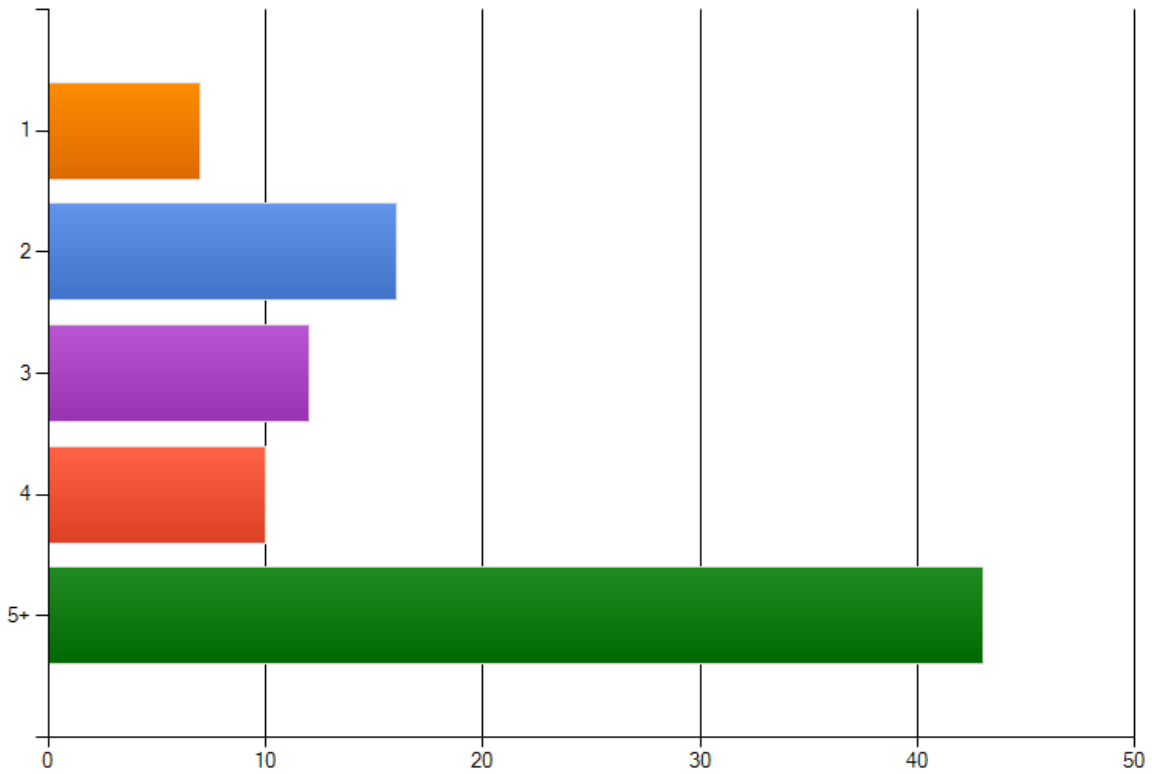
Conclusion: the majority of programs range from 5-30 majors annually. A few report enrollments over 100 students.

Which underserved population do you struggle with most to recruit into your program (that are not geographically related)?



Conclusion: programs nationwide have the most difficult time recruiting African-American students (although a large number report they do not struggle with the recruitment issue).

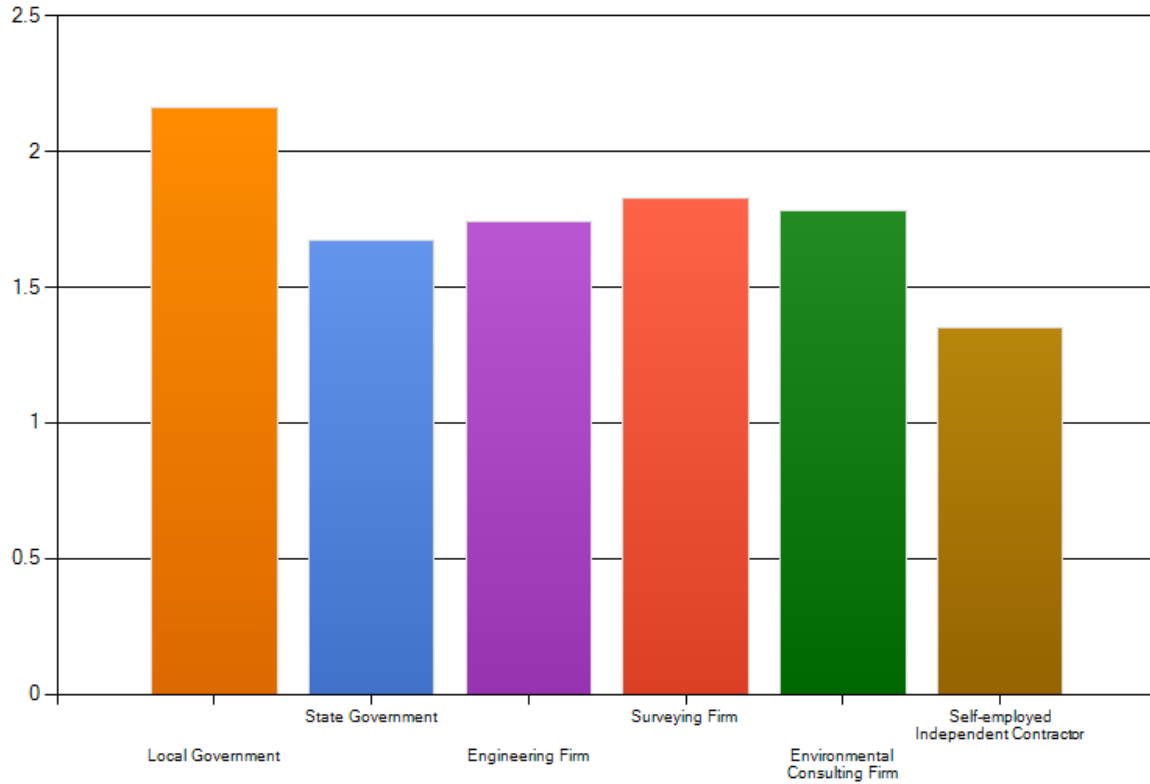
In the last 12 months, how many of your students have been hired into geospatial positions?



Conclusion: programs report continual placement of their graduates into geospatial-related fields despite the poor economy.



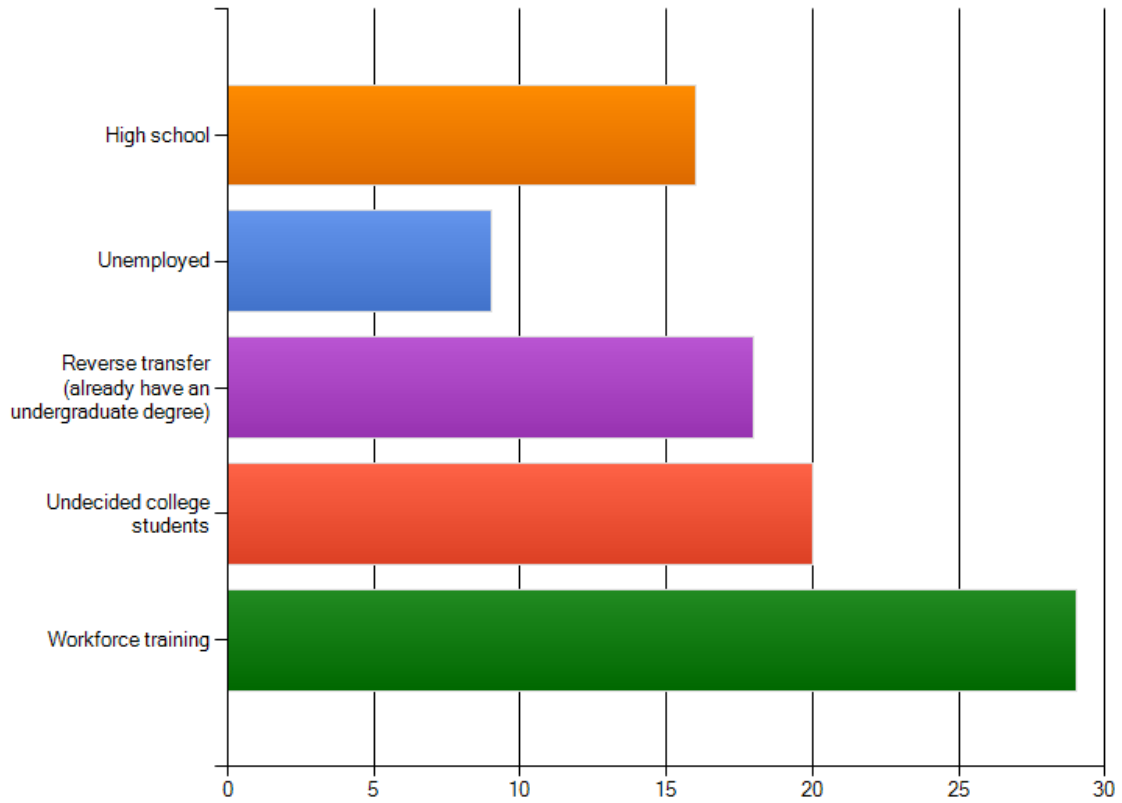
How many of your students that were hired into geospatial positions were hired into the following positions:



Conclusion: the employment opportunities are broad, with graduates being placed widely across the spectrum of industries.



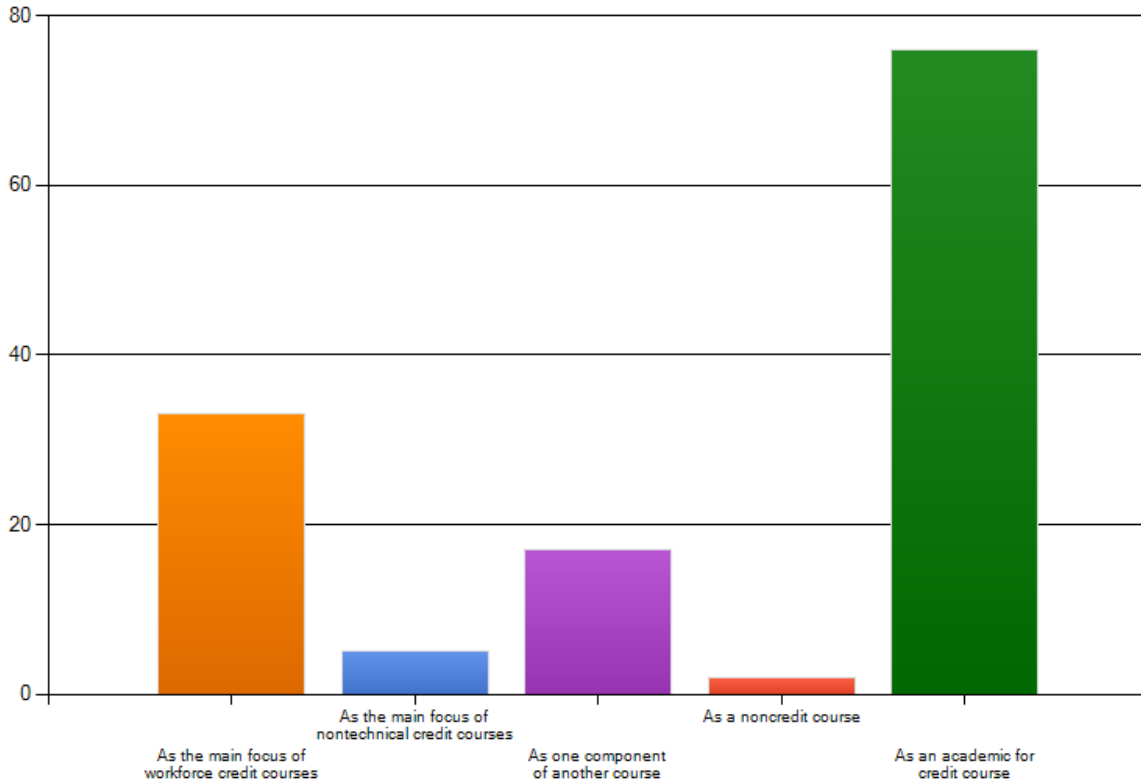
Your largest source of new geospatial students is:



Conclusion: the two largest sources of new students include workforce training and students on campus with no defined major.



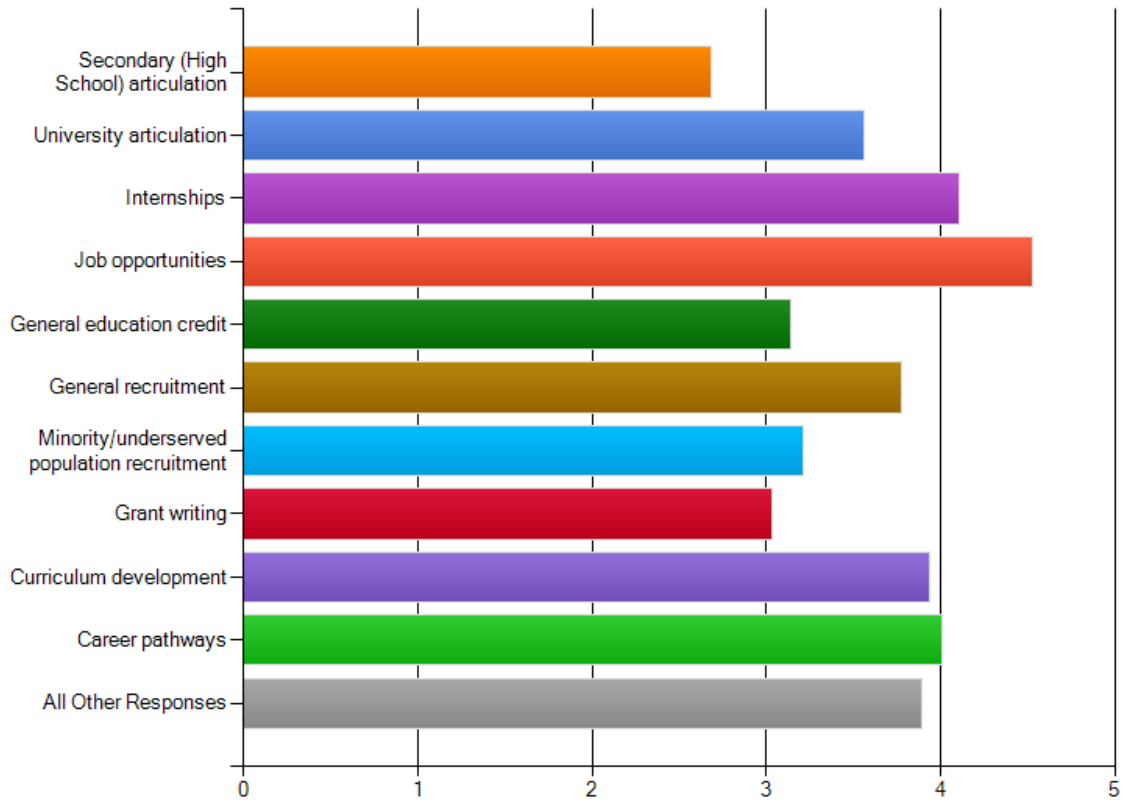
Where are GIS and/or geospatial technology topics are taught in your college? (select all that apply):



Conclusion: most enrollments come from tradition academic courses, although workforce is a strong second.



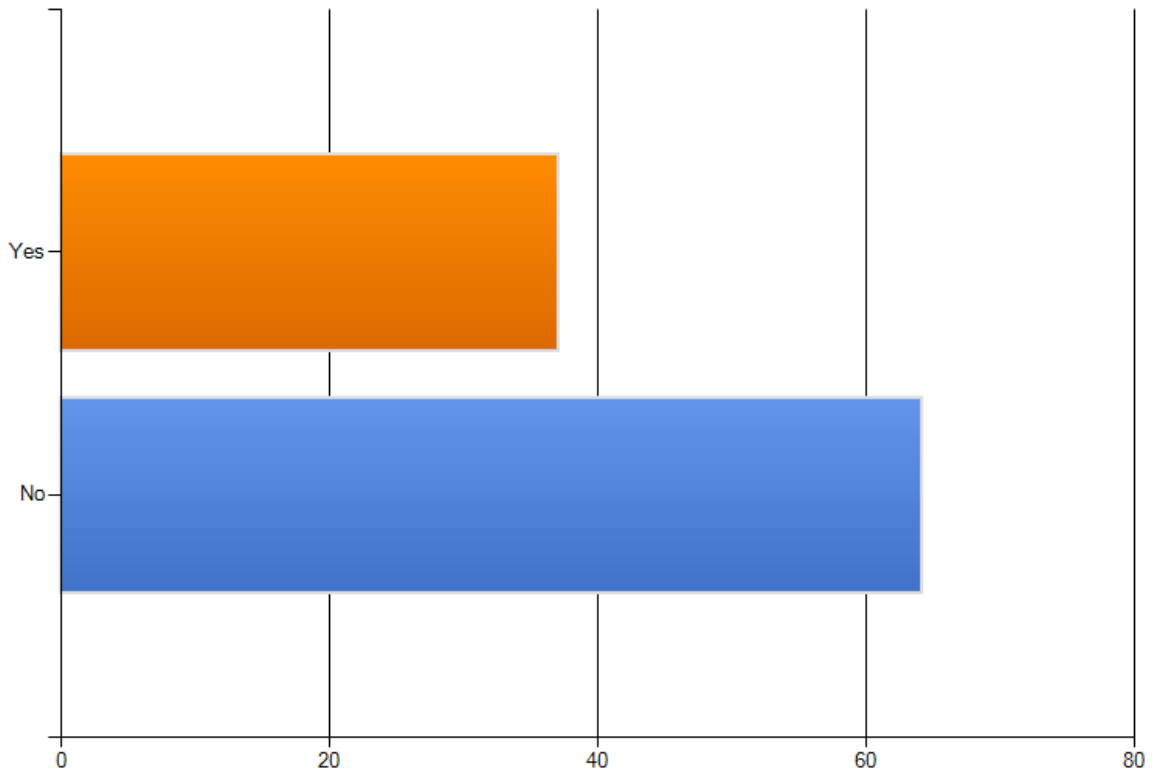
Rank the following issues by importance to your geospatial program:



Conclusion: jobs remain the number one concern of two year programs (jobs, internships, career pathways). University articulation and curriculum are major concerns.



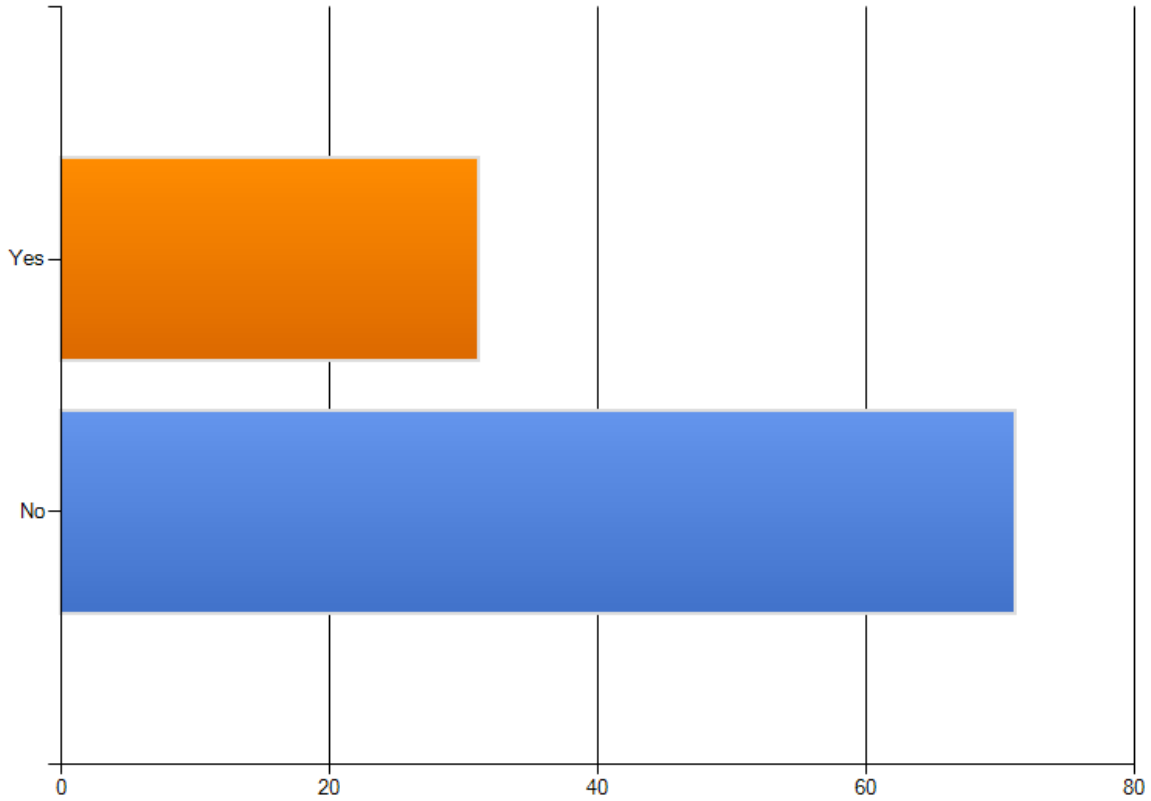
Do you currently have any course to course articulation agreements with 4-year universities?



Conclusion: articulation with universities remains a significant barrier to two year graduate career pathways.



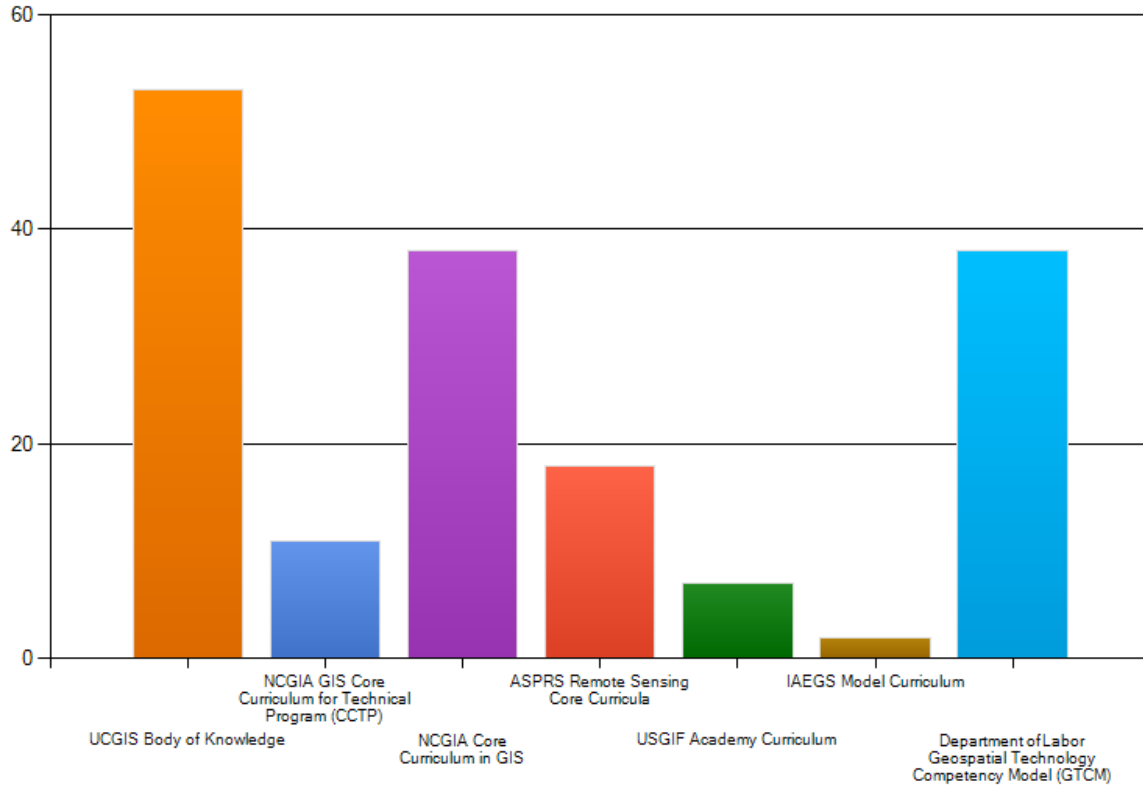
Do your GIS courses meet any general education requirements at your college?



Conclusion: most GIS courses are still treated solely as a technical credit and much more work needs to be accomplished on get them accepted as general education credit.



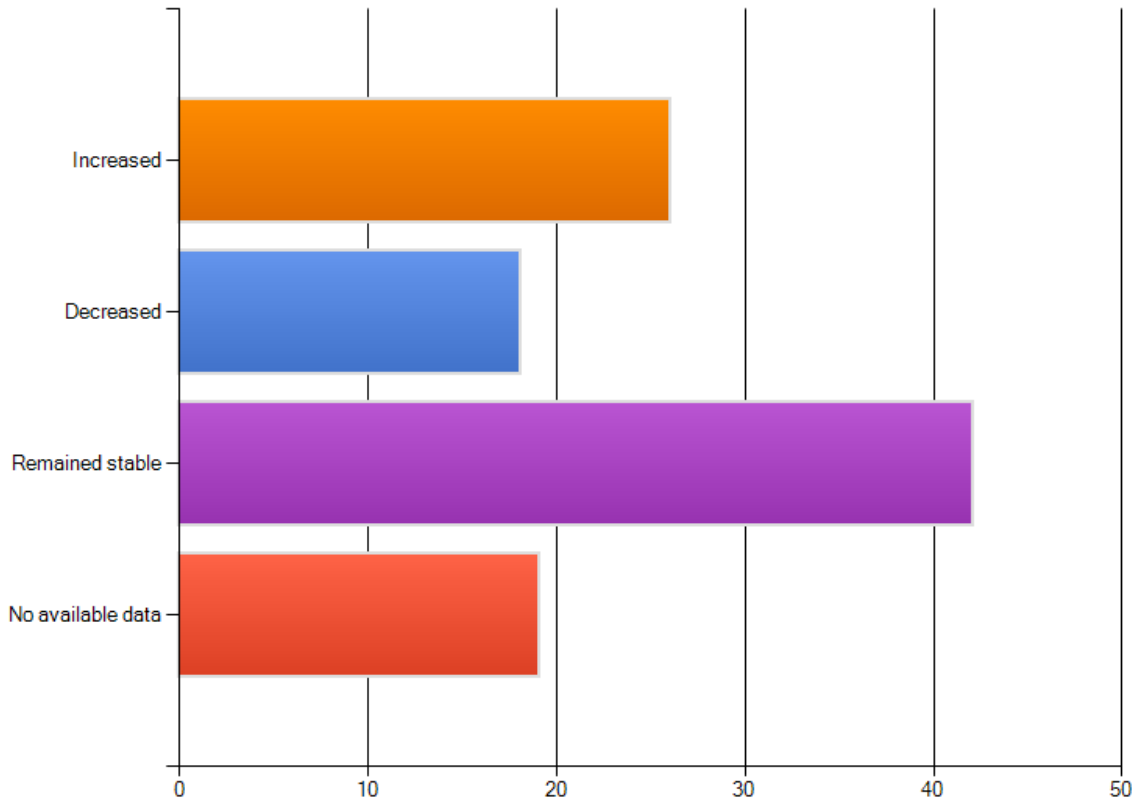
Have you referenced any of the following workforce studies or core curriculum projects in designing your GIS curriculum? (check all that apply)



Conclusion: the new GTCM is as widely recognized as the decade-old NCGIA and second only to the BoK.



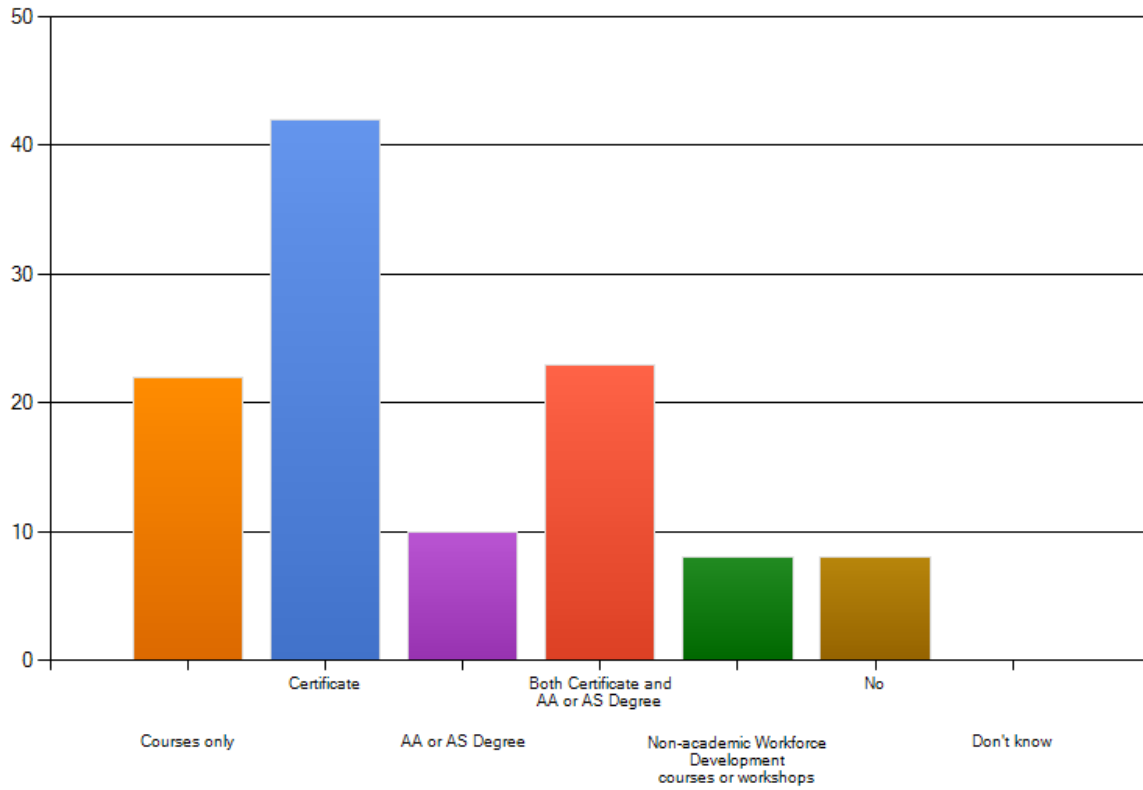
In the past 12 months the demand for geospatial graduates in the local workforce has:



Conclusion: nearly 70% of geospatial graduates reported being employed in the past 12 months despite a bad economy nationwide.



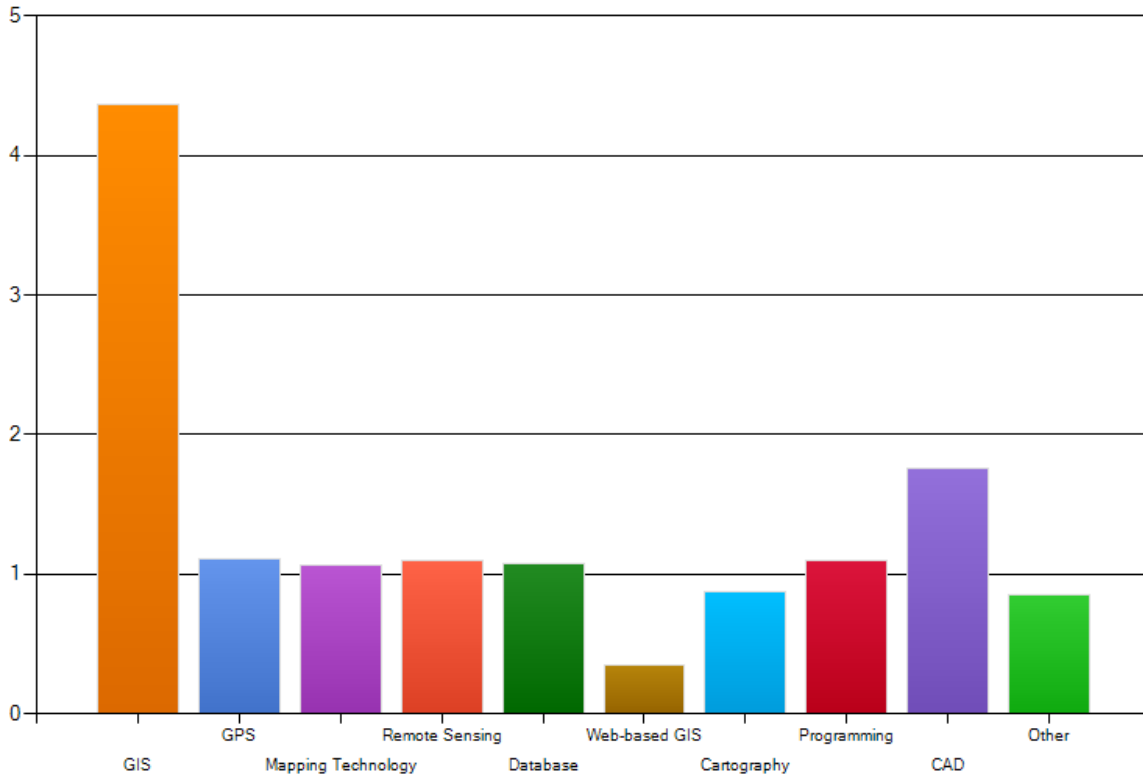
Does your college offer any courses, certificates, or degrees in Geospatial Technologies (ie. GIS, GPS, Remote Sensing)?



Conclusion: the Certificate is the most popular degree for two year college graduates.

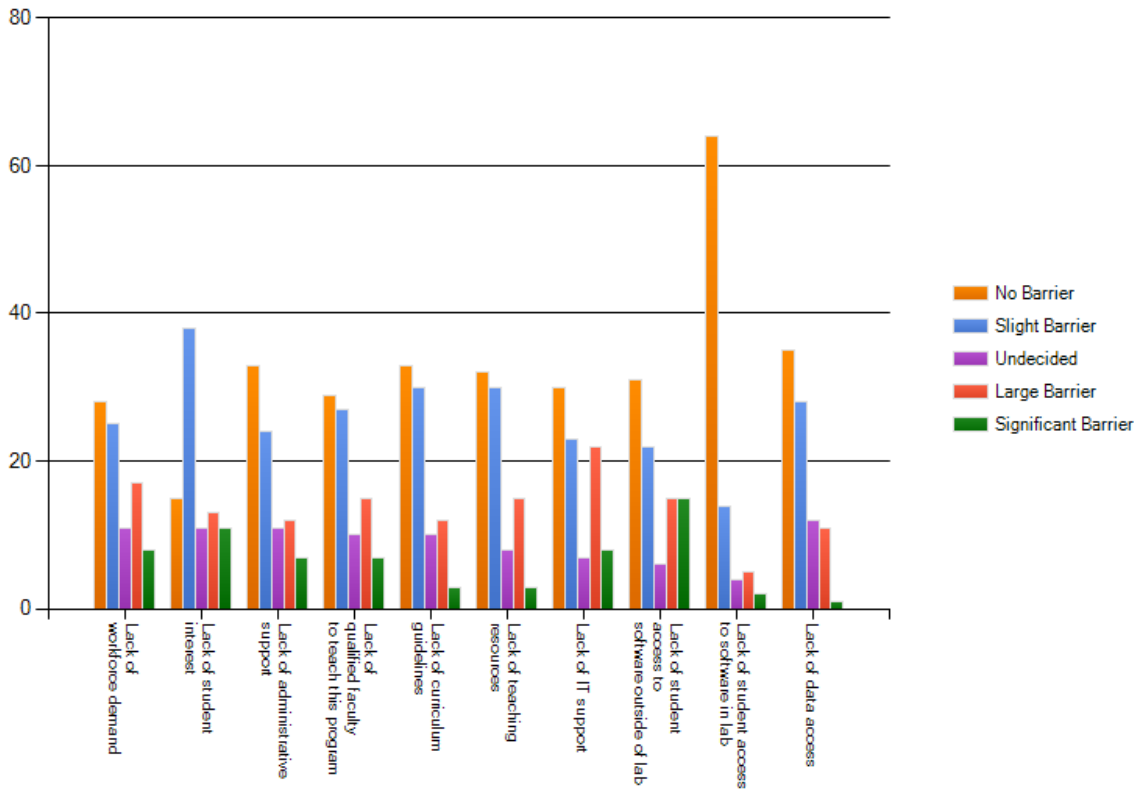


Please enter the number of courses, or zero if none, in the boxes below. (0, 1, 2, 3, 4 or more, don't know)



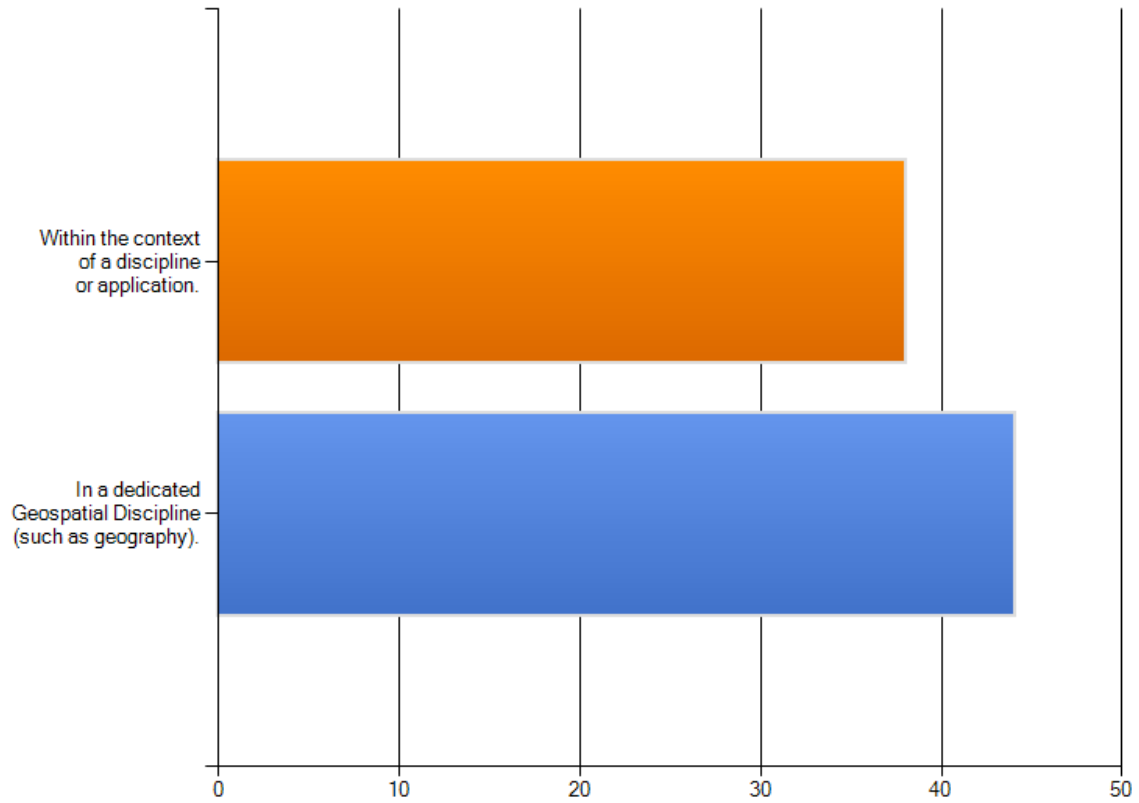
Conclusion: GIS application remains the primary subject in most two year college programs.

What do you see as barriers to offering geospatial education? Please rank each barrier on a scale of 0 to 5. (0-no barrier, 5-significant barrier)



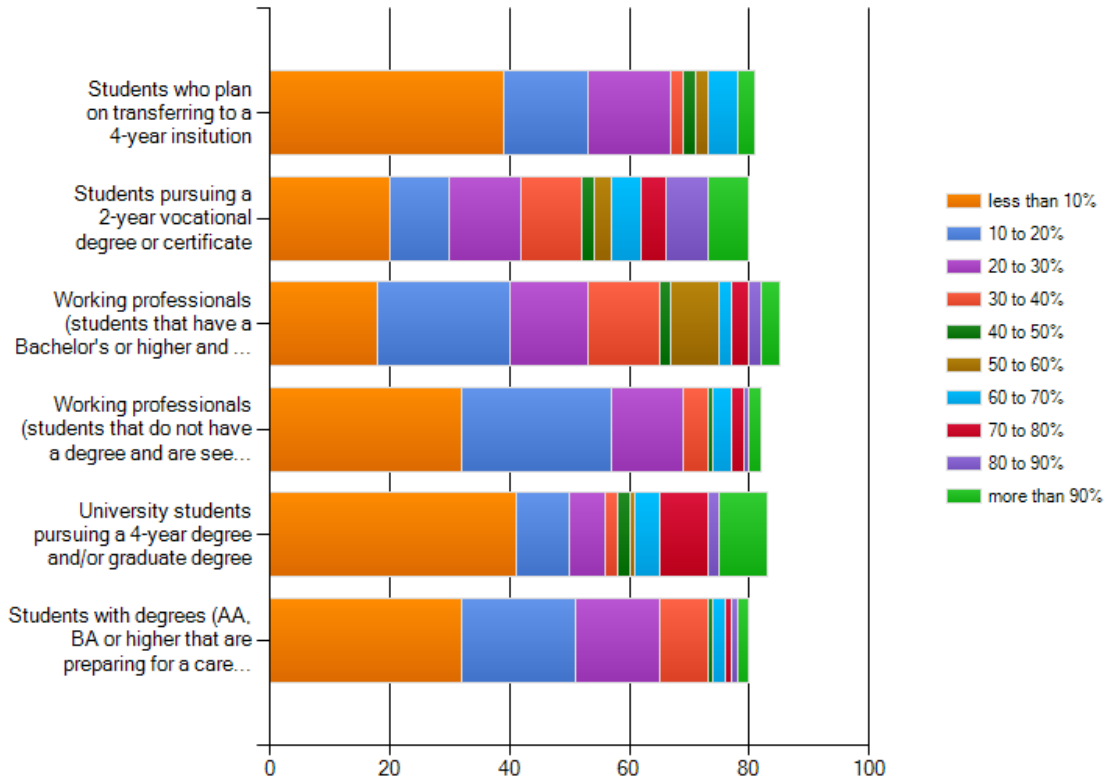
Conclusion: lack of access to GIS software outside of campus is still the largest barrier to students. This is significant giving the rapid rise in online courses being offered. It points to a continued need for the remote desktop application solution or cloud-computing version of GIS.

What do you consider the most advantageous way to teach GIS?



Conclusion: GIS can be taught either as a stand-alone or integrated topic in most colleges.

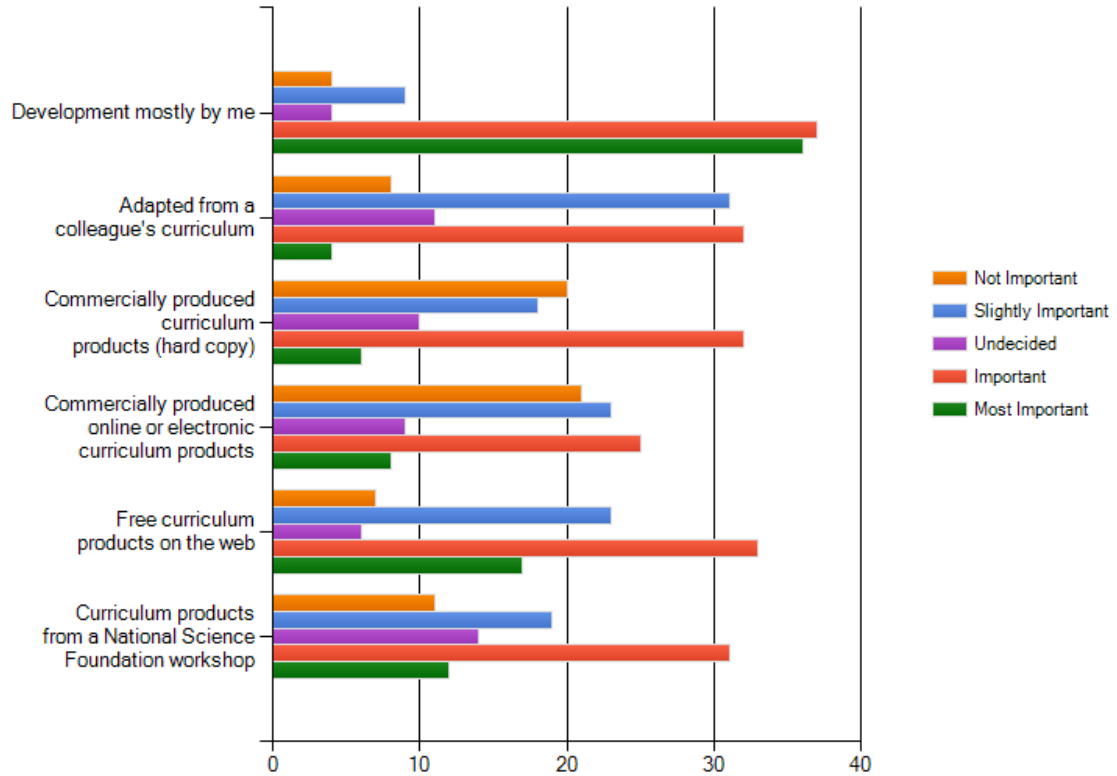
What type of audiences do you serve in your Geospatial courses? (specify the approximate percent of students from each category)



Conclusion: vocational degree graduates and post-baccalaureate certificates remain the most popular sources of students for two year geospatial programs.



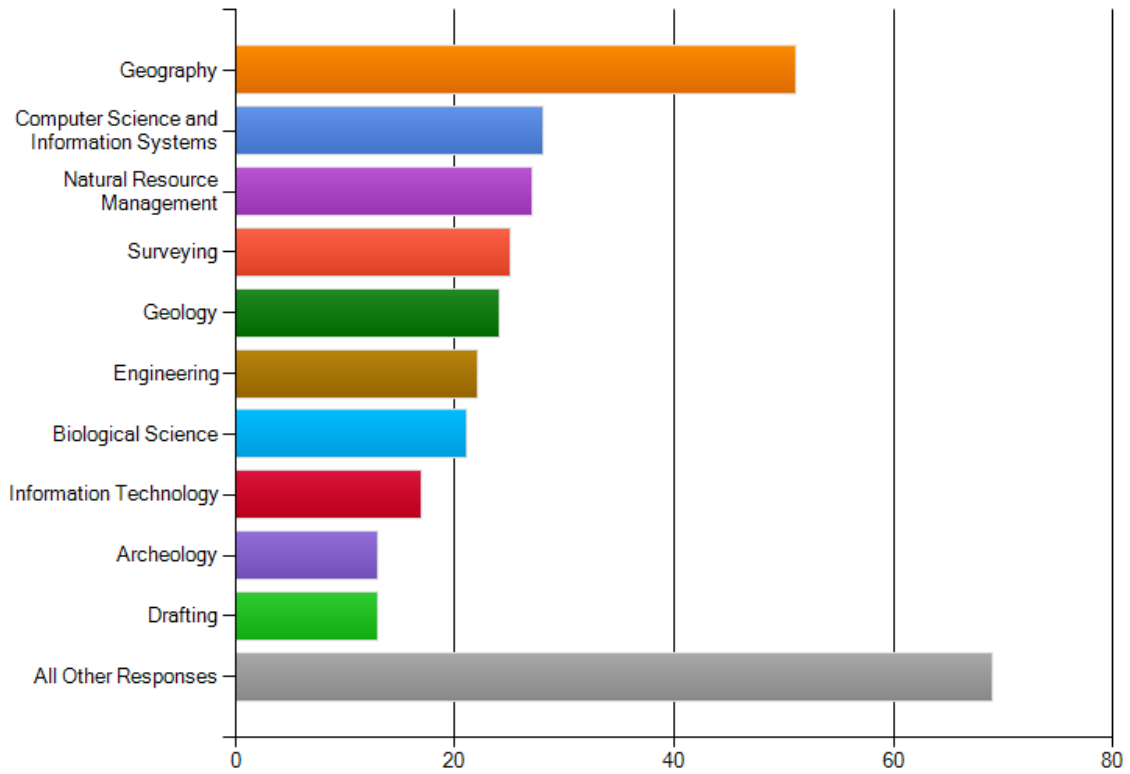
How would you rate the importance of the sources used in developing your GIS curriculum?



Conclusion: the primary source of GIS curriculum for two year educators is self-generated by educators. Grant-produced, or free curriculum, remains an important source for educators.



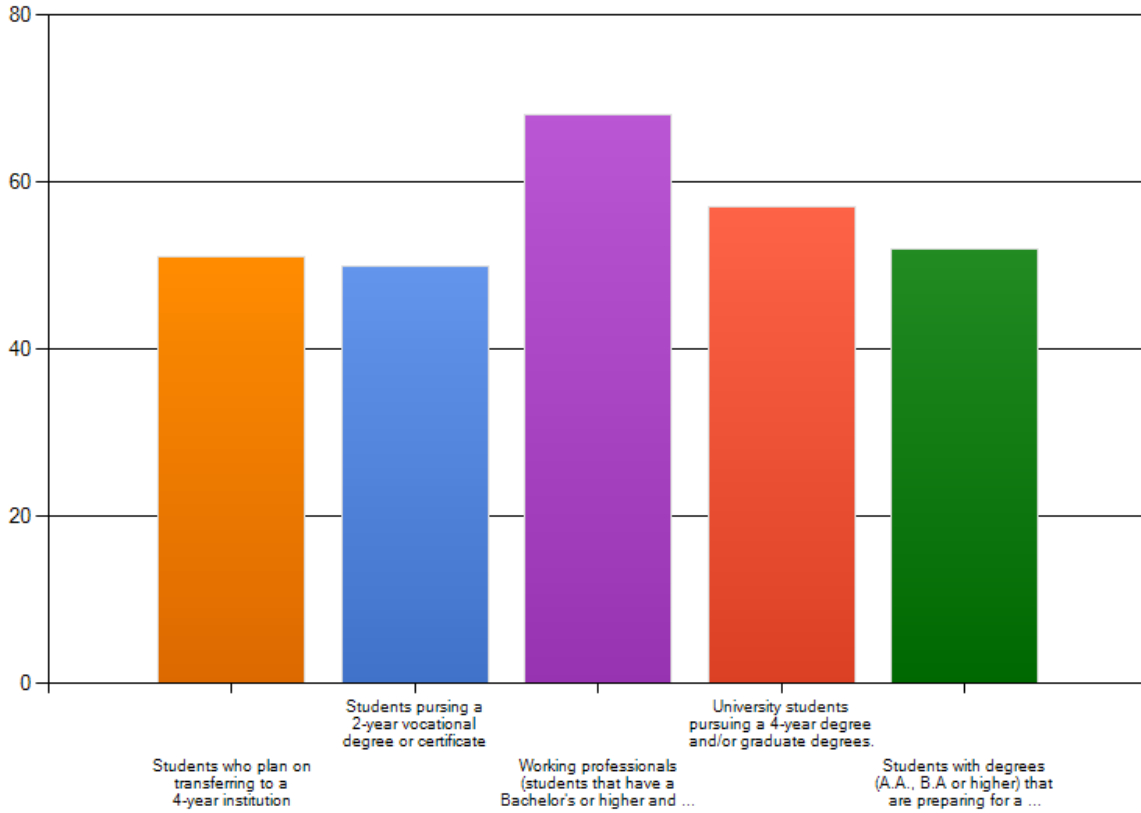
Which disciplines at your institutions are associated with a GIS curriculum? (Check all that apply.)



Conclusion: Geography remains the most popular discipline for GIS to be housed in, with Computer Science a distant second.



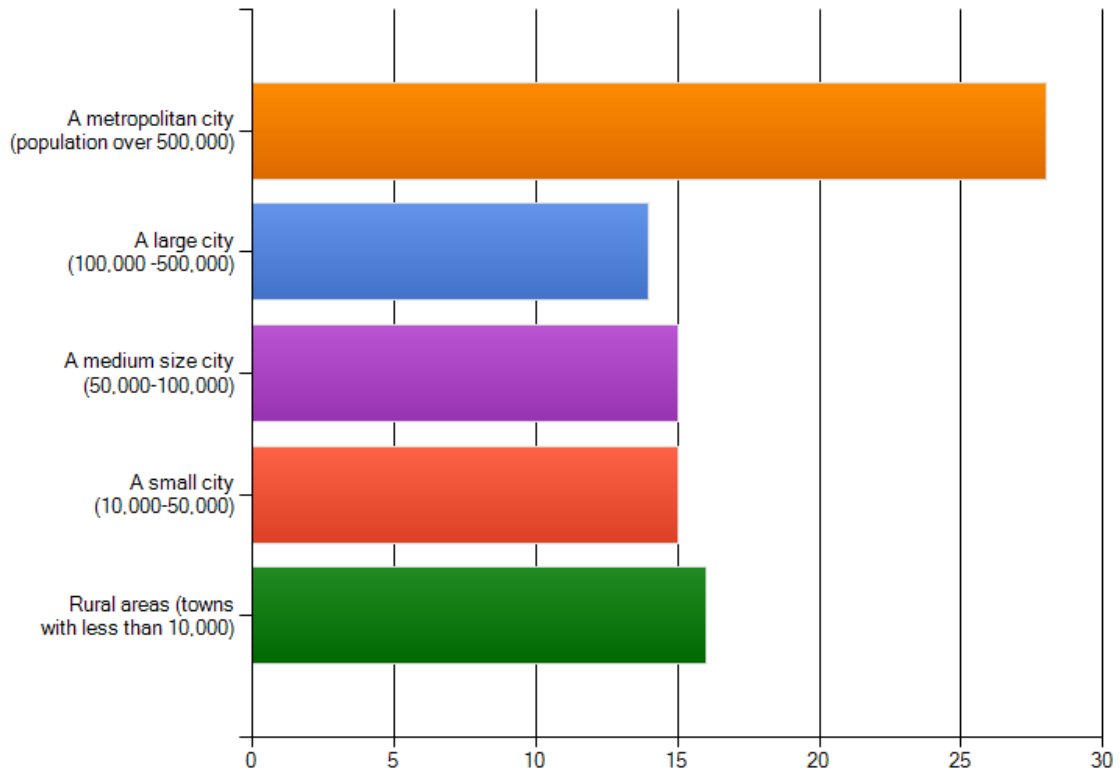
What type of learner do you serve in your GIS courses (select all that apply)?



Conclusion: the post-baccalaureate working professional remains the largest source of students in two year college programs.



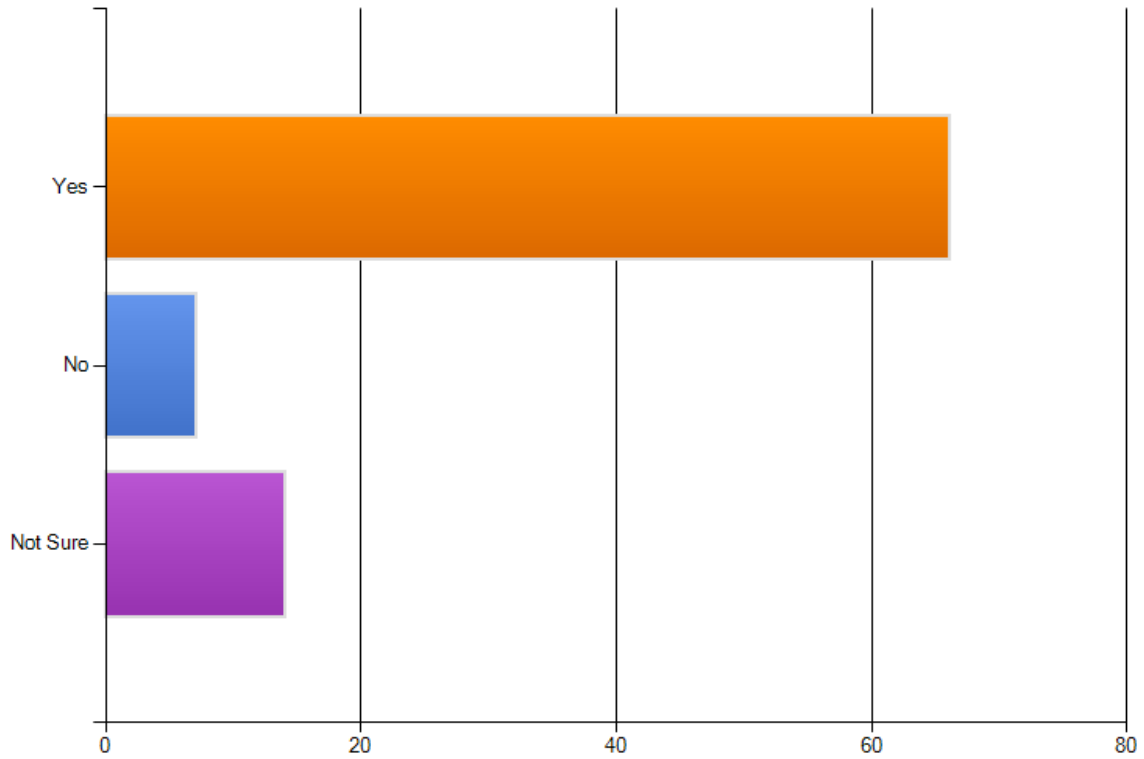
How would you characterize the region that your institution serves? The majority of the students come from:



Conclusion: most programs are located in urban areas.



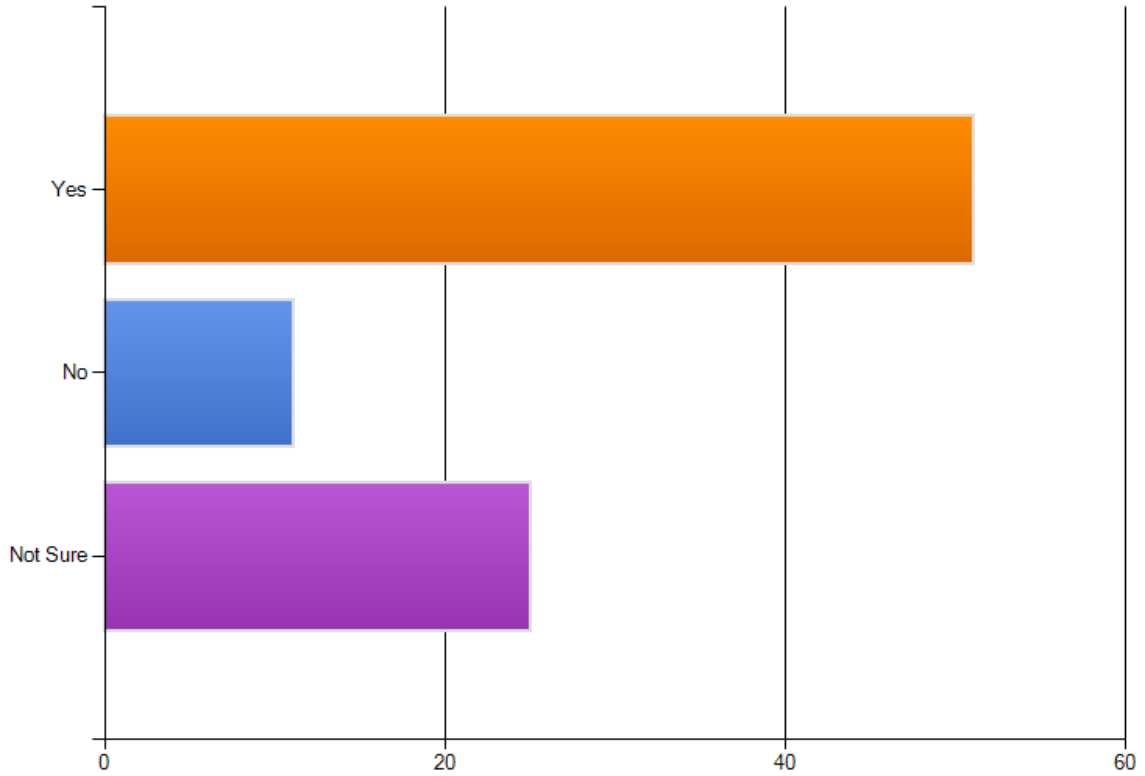
Do you think a set of nationally recognized GIS competencies is needed for the national coordination of GIS activities (such as certification, professional development, curriculum development, articulation agreements, internship placement, etc.)?



Conclusion: most educators recognize the need for national competency standards, such as the GTCM.



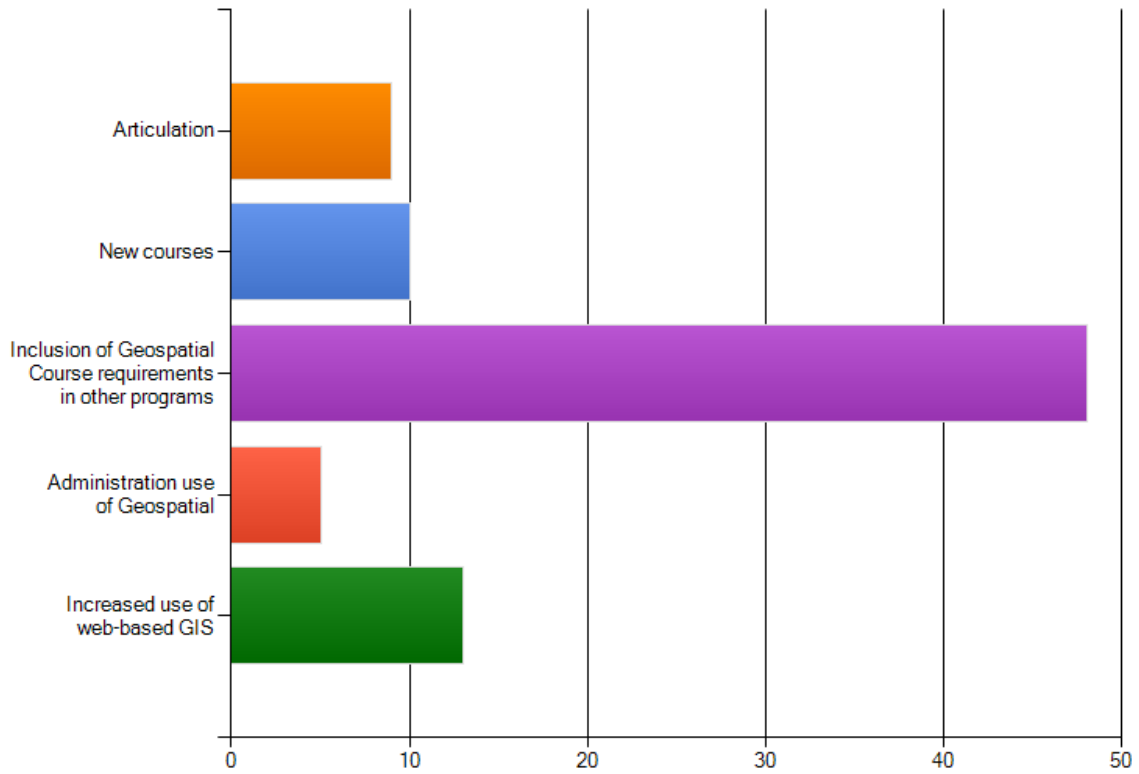
Do you believe that institutions of higher education should try to align their curriculum with Professional certification efforts underway, such as the GIS Certification Institute (GISCI)?



Conclusion: most two year educators prefer to align their curriculum with professional certification.

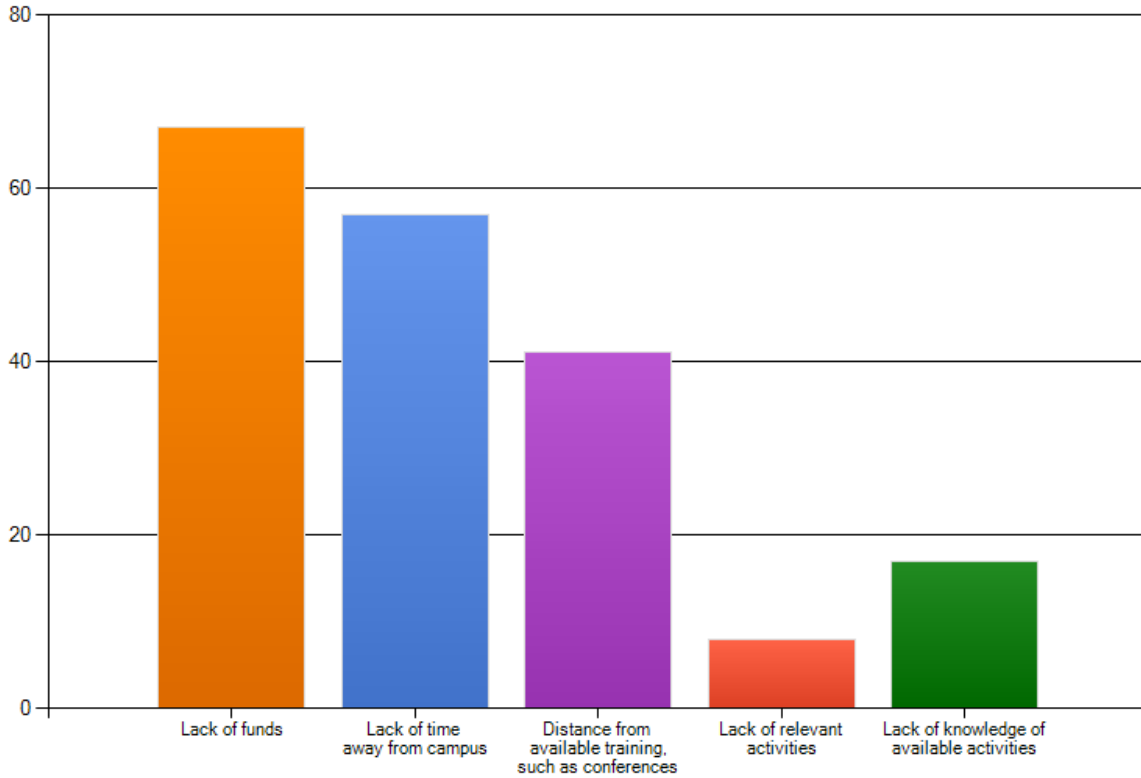


When you look ahead, where do you think the greatest opportunity in GIS education is within your college and why?



Conclusion: in the future, the greatest potential for growth is by integrating geospatial into other disciplines.

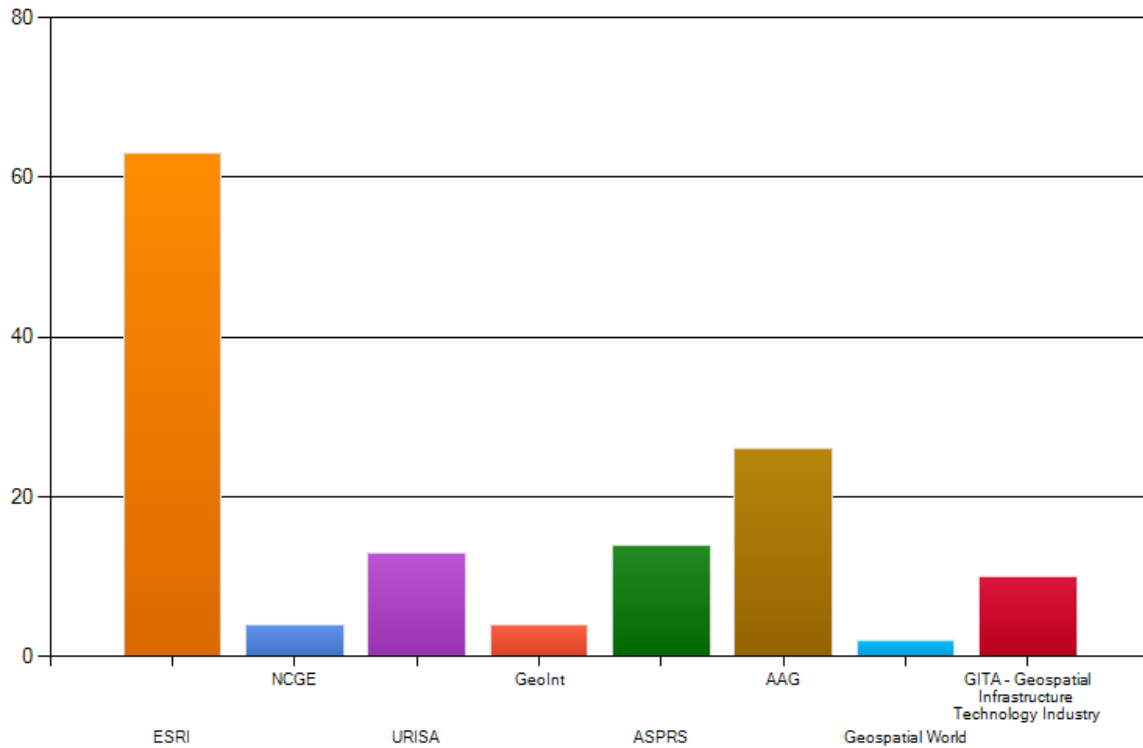
What barriers, if any, are there to your participation in GIS professional development activities
(select all that apply)?



Conclusion: time and money remain the largest barriers to professional development for educators.



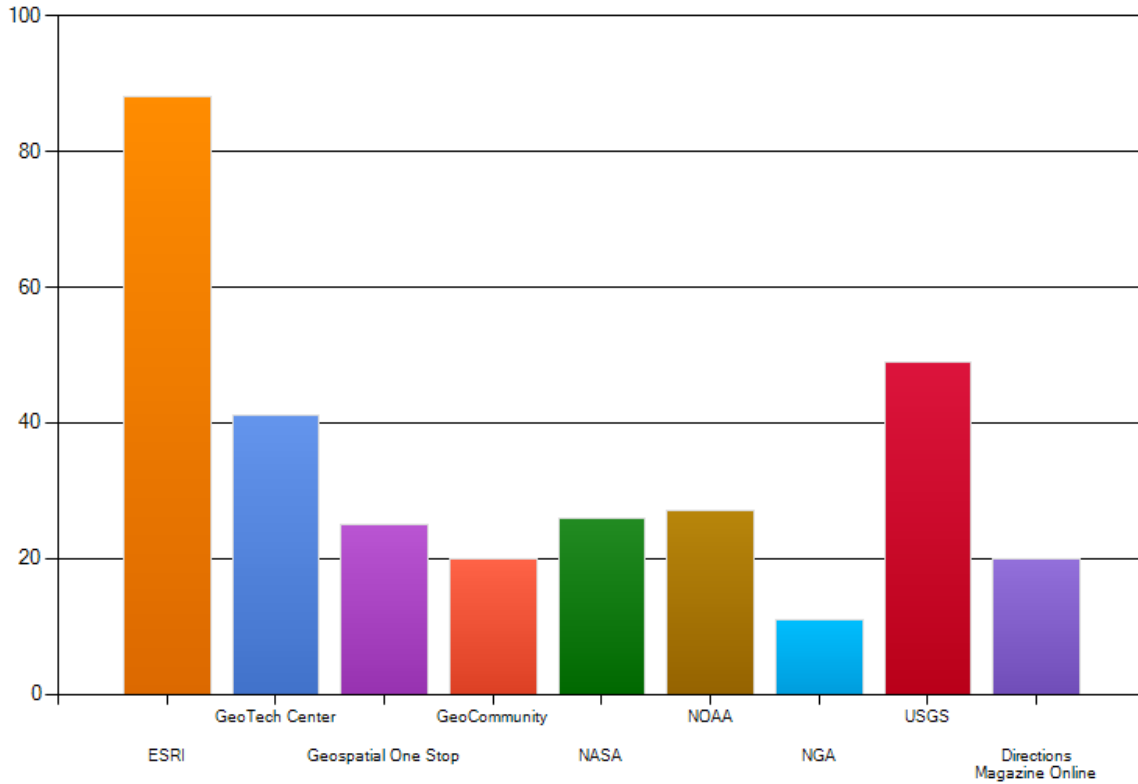
**What GIS conferences do you attend to learn about new information on GIS education?
(select all that apply)**



Conclusion: Esri and AAG are the two most popular conferences for two year educators.



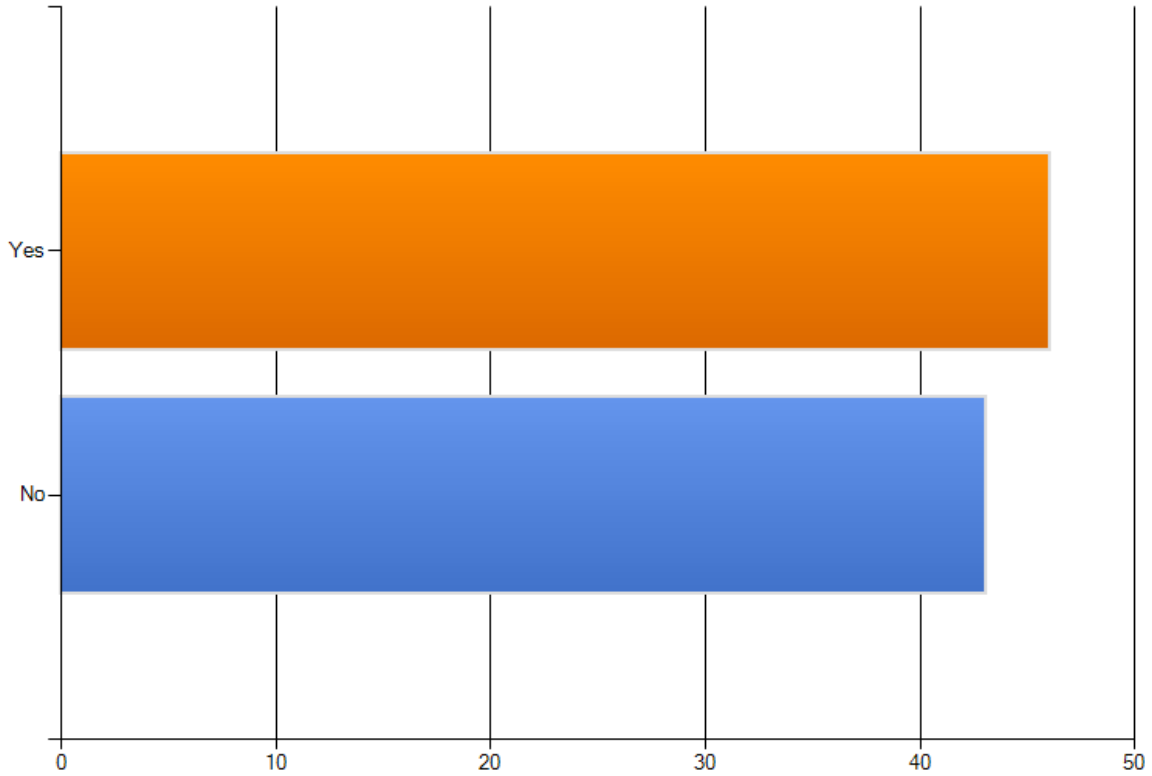
What websites do you visit to learn about new information on GIS education? (select all that apply)



Conclusion: while Esri and USGS remain most popular sources of information, the GeoTech Center is rapidly establishing itself as an authoritative source.



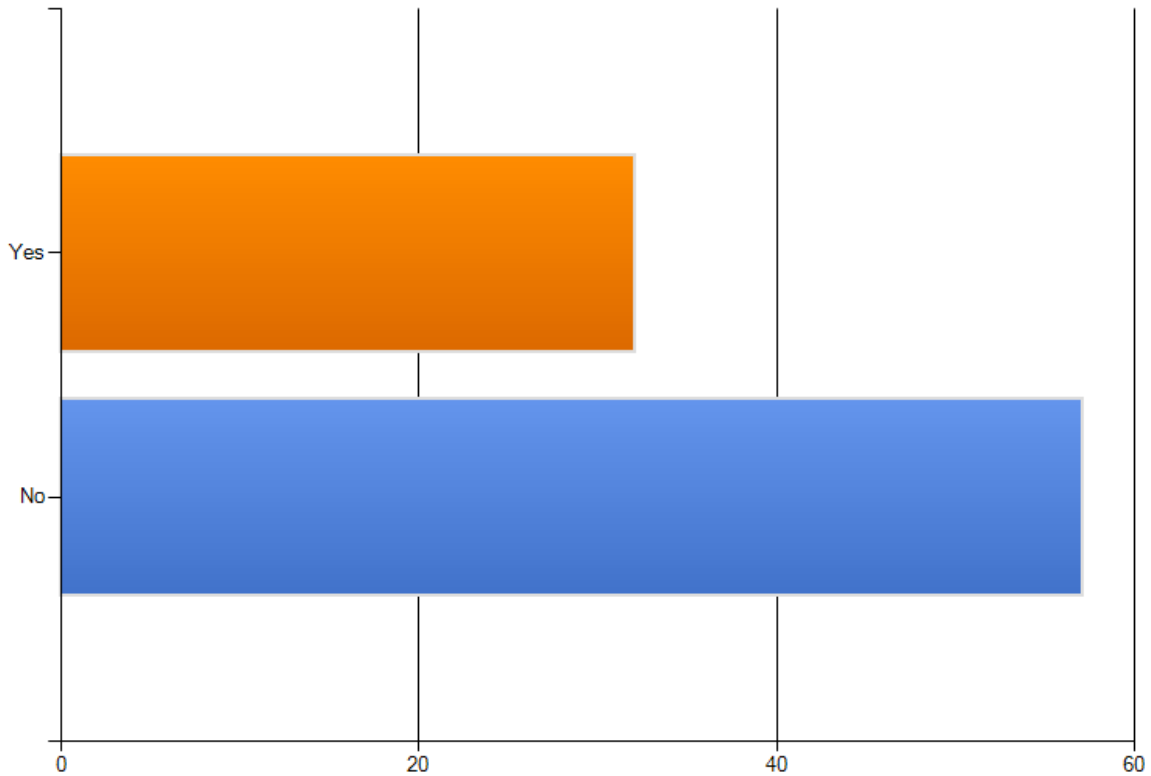
Are you aware of the new Geospatial Technology Competency Model (GTCM), developed by the Dept. of Labor? (<http://www.careeronestop.org/competencymodel/pyramid.aspx?GEO=Y>)



Conclusion: while nearly half responded they were aware of the new GTCM, there remains much dissemination efforts to complete.



Are you aware of the new geospatial technology Standard Occupation Codes (SOC) published by Dept. of Labor? (<http://online.onetcenter.org/find/quick?s=geospatial>)



Conclusion: far fewer educators know about the DOL SOC codes than the GTCM, even though the SOC codes were released (December 2009) nearly 8 months before the GTCM (July 2010).