

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name _GEOGRAPHY_____ **Academic Year** Fall 23/Spring 24

1. Has your program mission or primary function changed in the last year?

No.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Not within the past year. New changes are set to occur this year as outline in the innovative scheduling section of the Program Review.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

N/A.

4. Were there any staffing changes?

No, but we are looking to fill a position for the GIS course and for the Physical Geography Lab course.

5. What were your program successes in your area of focus last year?

Geography did not have an area of focus last year as we had completed the older version of the program review in 2022.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

Most students did well – above the benchmark (70%).

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

Students that have high attendance (and/or login time) tend to do better on PLO assessments than students who have multiple absences (and/or low login time). In addition, students that have most or all assignments completed tend to score higher than other students on PLO assessments. Note: PLO assessment is entered using the Pass / No Pass rubric.

- c. Please summarize recommendations and/or accolades that were made within the program/department, associations, and cycles planning.

Updates need to be made to PLO Mapping. Updates will include mapping for new courses such as GEOG 115 and GEOG 155.

- d. Please review and attach any changes to planning documentation, including PLO rubrics,

No changes have been made at this time.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

Physical Geography was viewed during our DE department retreat.

- b. What were some key findings regarding RSI?

Department members had varied approaches including discussion board participation, comments made directly to students, and announcements.

- Some strengths:

Using Announcements. Weekly Instructions and Grading (with feedback when needed).

- Some areas of possible improvement:

Using more announcements. Sending email alerts to students that are not turning in assignments. Personalizing the course.

- c. What is the plan for improvement?

Possibly using videos or other methods to personalize the course more. Create weekly announcements summarizing the week's lesson.

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

N/A

- b. How does the program address needs that are not met by similar programs?

N/A

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

N/A

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

N/A

- e. Have recommendations from the previous report been addressed?

N/A

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Note: GIS (GEOG 155) and Physical Geography Lab (GEOG 115) may need updated technologies (e.g., licensing for ArcGIS, etc.). More will need to be determined as we continue to find ways for successful enrollment.

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

1. What data were analyzed and what were the main conclusions?

A general understanding of the program was primarily used. Heat maps were also analyzed for a greater understanding. In addition, the scheduling matrices and program requirements were also analyzed against other AA-Ts offered by other community colleges.

The main conclusions were:

- **Modalities should be alternated (by semester) for lower enrollment courses (such as GEOG 102 and GEOG 103).**
 - **New courses (such as GEOG 115 and GEOG 155) should utilize whatever modality works best for enrollment.**
 - **Variations in the schedule need to be implemented along with a plan to successfully offer all classes outlined in the program's AA-T degree requirements.**
2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

No challenges are perceived given the implementation of the ideas above. However, basic challenges of offering all of the required classes still exist. Offering more modalities without spreading any of the course's enrollment too thin is also a challenge. Ideally, GEOG 115 and GEOG 155 will have face-to-face modalities included in the line-up. This would increase the accessibility to students but can only be achieved once those courses have established enrollment.

3. What are your plans for change or *innovation*?

The program is currently screening applicants for a new part-time Geography (and/or GIS) instructor to teach GEOG 155 (GIS) and other needed classes (or sections) within the program. As mentioned above, we are also planning on offering more face-to-face modalities in rotation with online offerings of GEOG 102 and GEOG 103.

4. How will you *measure* the results of your plans to determine if they are successful?
Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

Measuring results will include analyzing enrollment counts, retention, and degree completion. This may take time and will most likely need to be adjusted year by year in order to create more successful outcomes.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

As the last program review was completed in 2022, no validation has been identified yet.

Note: consultation meetings occurred with Department Chair - Brian Stokes, Dean - Rick Rantz, Guided Pathways Member - Jenny Schroeder, and VP Academic Affairs – Robert Curry.

2. Are there specific recommendations regarding the core topic responses from the validation team?

N/A

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***


Note: In addition to hiring new faculty, GIS (GEOG 155) and Physical Geography Lab (GEOG 115) may need updated technologies (e.g., licensing for ArcGIS, etc.). More will need to be determined as we continue to find ways for successful enrollment.

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	


Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Program Review Signature Page:


[Chris Straub \(Apr 23, 2024 12:21 PDT\)](#)

Program Review Lead

Apr 23, 2024
Date



Program Dean

Apr 23, 2024
Date



Vice President, Academic Affairs

Apr 24, 2024
Date











F23-S24 Yearly Planning Update and Innovative Scheduling Report - GEOG_4.23.24

Final Audit Report

2024-04-24


Created:	2024-04-23
By:	Maryfrances Marecic (mmarecic@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAPrh5VWg1dJ-5jQ3q9Z9b3N2AfbeDBTBp

"F23-S24 Yearly Planning Update and Innovative Scheduling Report - GEOG_4.23.24" History

-  Document created by Maryfrances Marecic (mmarecic@hancockcollege.edu)
2024-04-23 - 6:39:48 PM GMT- IP address: 209.129.94.61
-  Document emailed to christop.straub@hancockcollege.edu for signature
2024-04-23 - 6:40:23 PM GMT
-  Email viewed by christop.straub@hancockcollege.edu
2024-04-23 - 7:21:06 PM GMT- IP address: 104.47.70.126
-  Signer christop.straub@hancockcollege.edu entered name at signing as Chris Straub
2024-04-23 - 7:21:39 PM GMT- IP address: 73.162.76.155
-  Document e-signed by Chris Straub (christop.straub@hancockcollege.edu)
Signature Date: 2024-04-23 - 7:21:41 PM GMT - Time Source: server- IP address: 73.162.76.155
-  Document emailed to RICK RANTZ (RRANTZ@HANCOCKCOLLEGE.EDU) for signature
2024-04-23 - 7:21:42 PM GMT
-  Email viewed by RICK RANTZ (RRANTZ@HANCOCKCOLLEGE.EDU)
2024-04-23 - 8:32:09 PM GMT- IP address: 104.47.58.126
-  Document e-signed by RICK RANTZ (RRANTZ@HANCOCKCOLLEGE.EDU)
Signature Date: 2024-04-23 - 8:32:24 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2024-04-23 - 8:32:26 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2024-04-24 - 3:52:22 PM GMT- IP address: 104.47.70.126

 Document e-signed by Robert Curry (rcurry@hancockcollege.edu)

Signature Date: 2024-04-24 - 3:56:09 PM GMT - Time Source: server- IP address: 209.129.94.61

 Agreement completed.

2024-04-24 - 3:56:09 PM GMT