YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name _Geography_____**Academic Year 2024-2025**_____

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)

Yes, GEOG 155 (Introduction to GIS) was offered. GEOG 115 (Physical Geography Lab) will be offered in Fall of 2025. A new course, ES/GEOG 135 Critical Geographies of Race/Ethnicity in the United States is being created and is scheduled to be reviewed in Fall 2025. More onsite sections are being offered.

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

Regarding PLO assessment, a new map needs to be created. Regarding Program Review, the cycle is being run through the new matrix. Updates will need to include mapping for new courses such as GEOG 115 and GEOG 155.

4. Were there any staffing changes?

Not yet but we are reviewing a possible candidate for concurrent enrollment at Lompoc Highschool. Updated (4-19-25) – We have hired a new part-time faculty member for concurrent enrollment.

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

More onsite sections are being offered. Courses needed for building the GEOG degree program have been offered and are planning on being offered.

Learning Outcomes Assessment

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

Enrollment and Fill rates are down. Success and Retention rates are normal. I believe that Enrollment and Fill rates being down are related to the rise of Ethnic Studies (ES) courses becoming required.

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

Data shows that most students are successful and either meet or exceed the standard.

c. Please summarize recommendations and/or accolades that were made within the program/department.

It is good that both GEOG 115 and 155 are being offered in Fall 2025 – as this is part of the program's effort to reach more students interested or enrolled in the transfer degree program. I believe that a new GEOG course is needed to compete with ES courses that have taken away from GEOG enrollment.

d. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

None.

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 Course*s)

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

Physical Geography was viewed again by request.

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

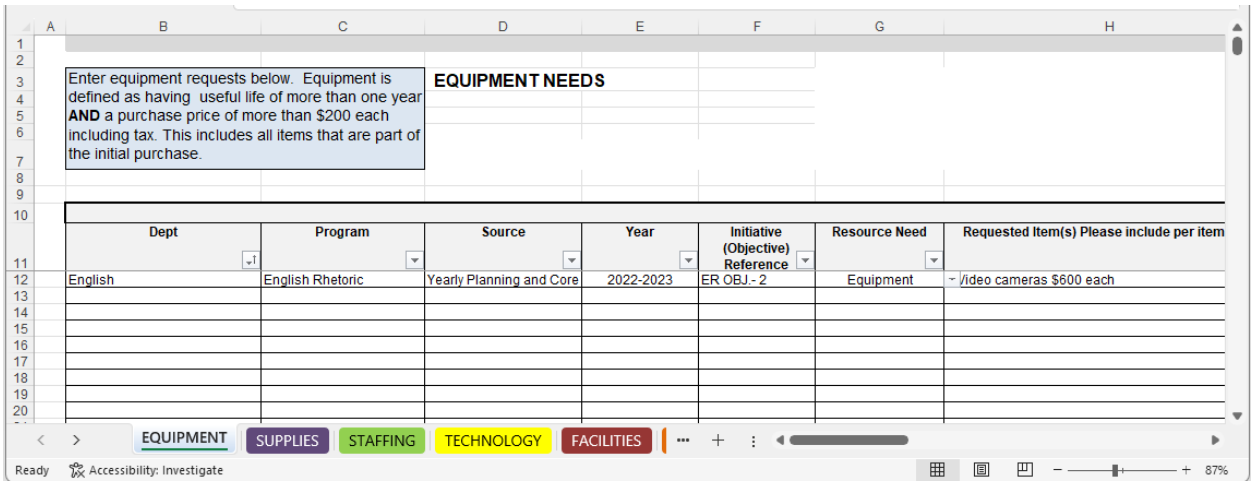
Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** ***This section is only used if there are new planning initiatives and resources requested.***

SEE ATTACHED EXCEL FILE.

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25
Description: *(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.)* The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the students' 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): ☐ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705** ☐ **Technology Plan** ☒ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.** ☐ **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 documents along with completed program view core topic for signature.



Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ.- 2	Equipment	/ideo cameras $600 each

EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

Ready | Accessibility: Investigate | 87%

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*

Description:

(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.)

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705/1705**

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☐ **Title V**

Area of Focus Discussion Template
ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

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

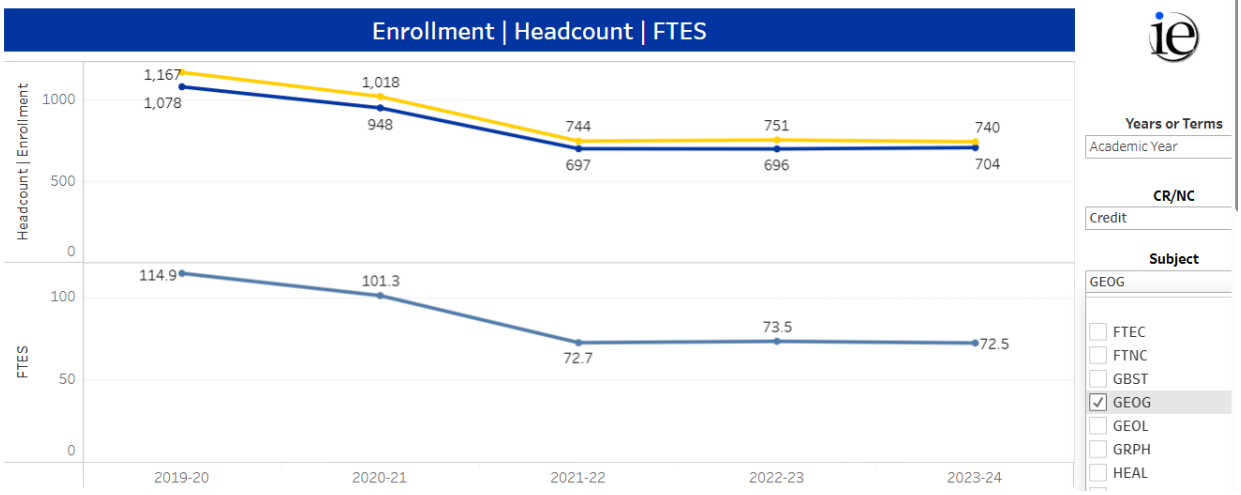
This year's review included an analysis of the following data types:

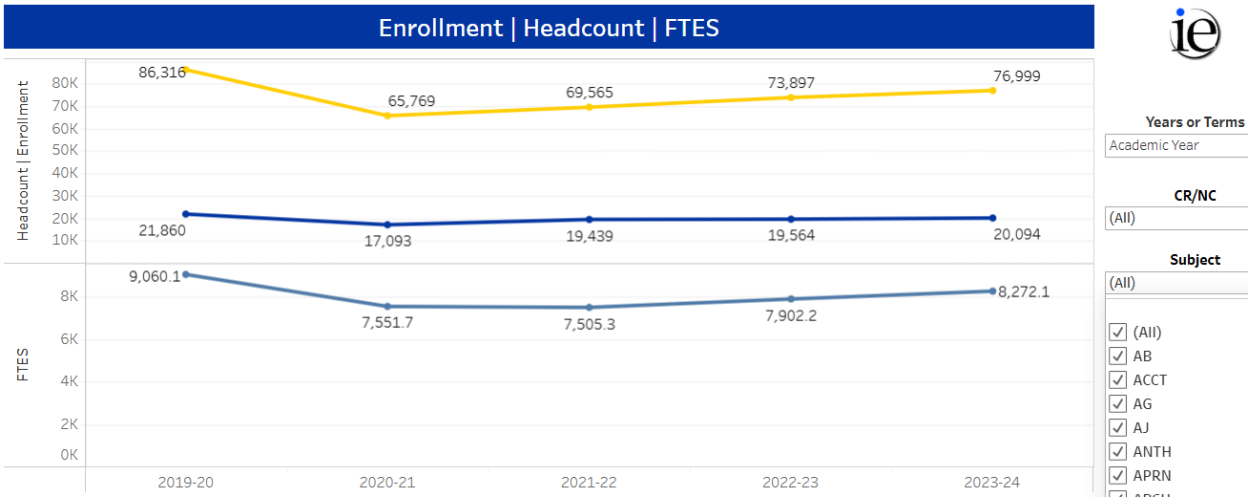
- ✓ Headcount / Enrollment
- ✓ FTES
- ✓ Efficiency
- ✓ Fill Rate
- ✓ Demographics
- ✓ Success / Retention Rates
- ✓ Persistence Rates

Initial overview of findings include:

- Like the college as a whole,
    - GEOG headcount, enrollment, and FTES were down at the beginning of the five-year period (2019 – 2024), coinciding with the COVID-19 pandemic.

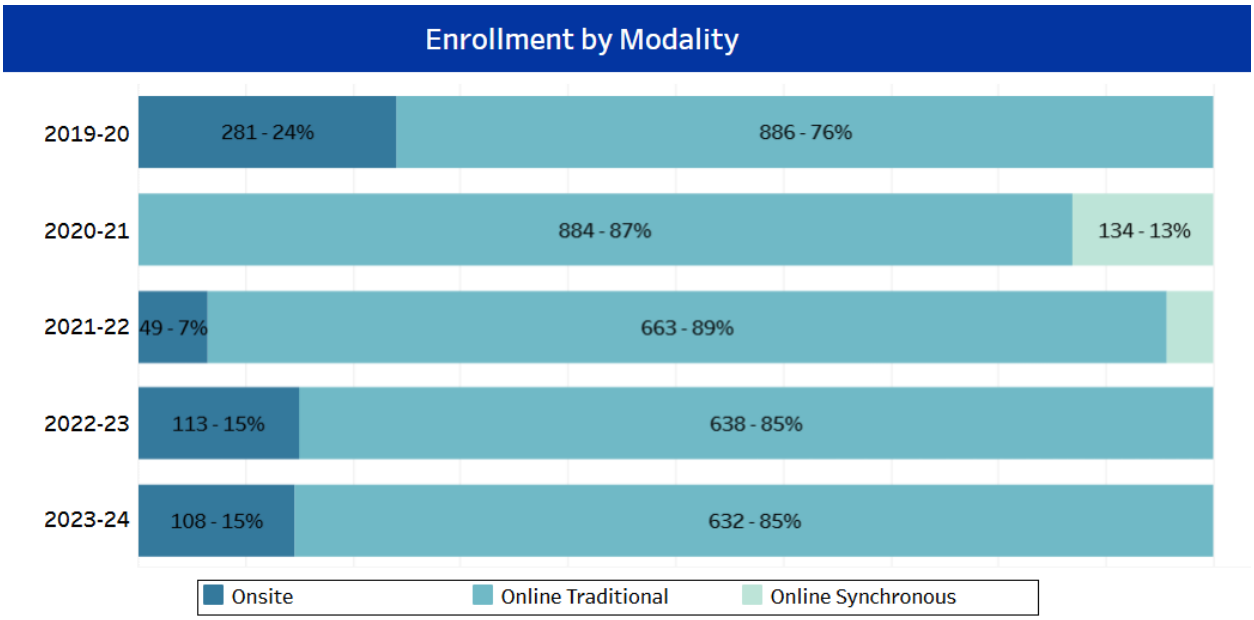
PROGRAM REVIEW: ENROLLMENT & HEADCOUNT

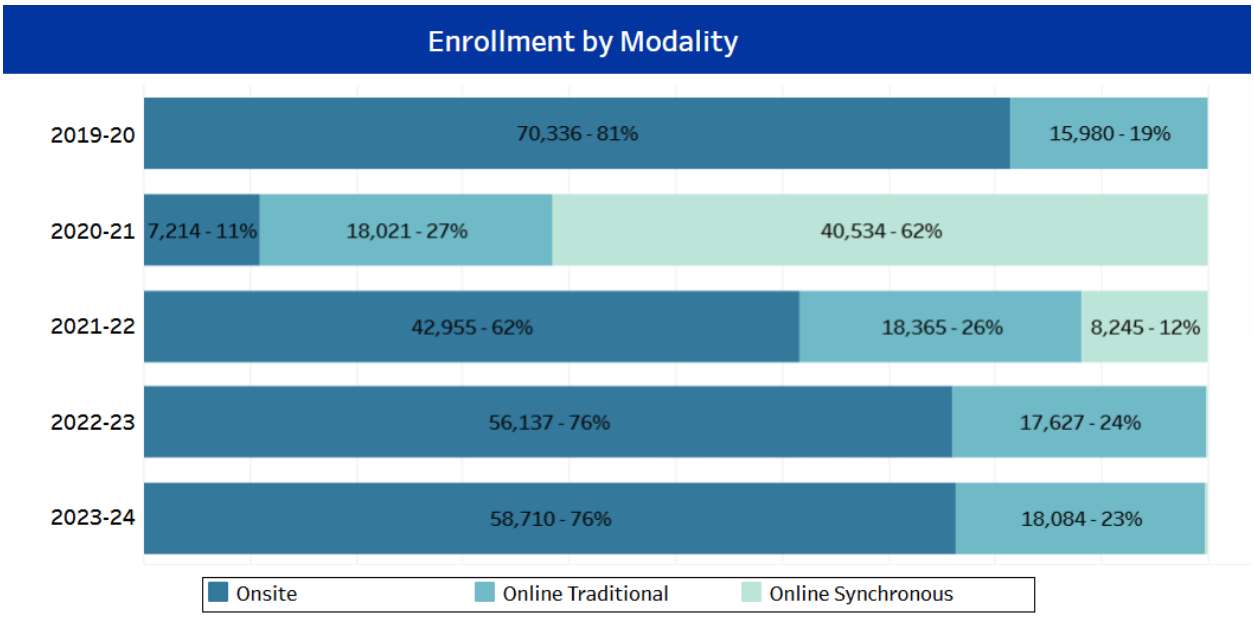




- However, unlike the rebound that is displayed above, GEOG did not have the same strength in rebound as seen for all AHC. Reasoning for this will be given toward the end of this review.

Modality enrollments provided below for GEOG and then AHC:

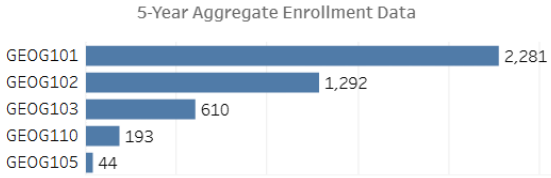




- GEOG online traditional enrollment rose as a response to online popularity around 2015. As the COVID 19 pandemic hit online traditional and online synchronous modalities rose for GEOG and AHC. A return (and rise) to onsite courses for AHC began in 2021-2022 – that trend continues. GEOG is slowly adjusting to this trend. A rise in onsite courses will be visible in data for the 2024-2025 period.
- As seen below, GEOG 101 continues to be the highest-enrolling course in the program.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT

5-Year Enrollment by Course



	2019-20	2020-21	2021-22	2022-23	2023-24
GEOG101	498	508	401	430	444
GEOG102	499	290	224	137	142
GEOG103	170	172	91	108	69
GEOG110		48	28	60	57
GEOG105				16	28

- The ethnic make-up of the GEOG program is somewhat consistent with that of the college overall. A slightly higher "White" enrollment can be seen as well as a slightly lower "Hispanic" enrollment.

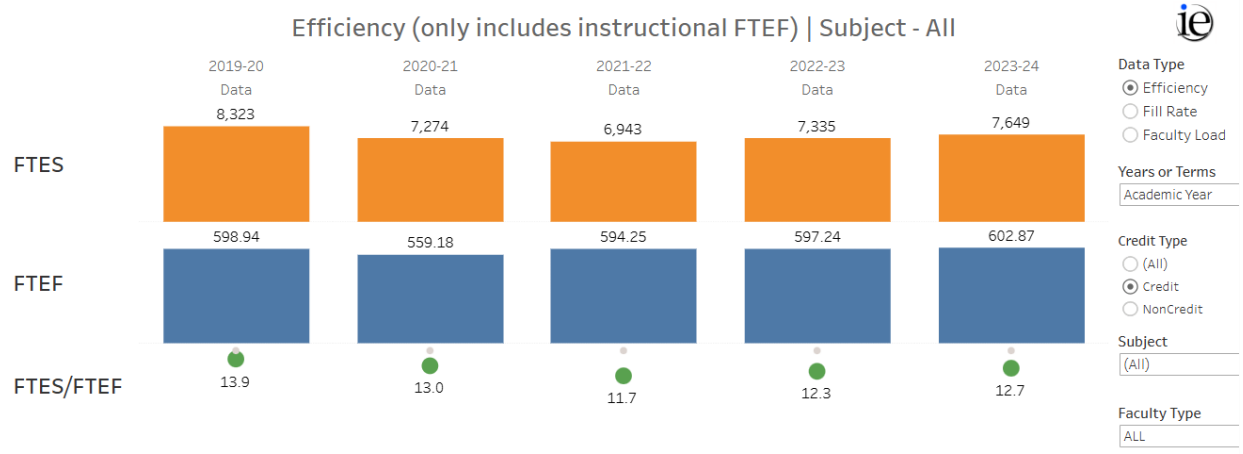
	2019-20		2020-21		2021-22		2022-23		2023-24	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian	387	2%	272	2%	289	1%	279	1%	279	1%
Black	415	2%	321	2%	343	2%	319	2%	305	2%
Filipino	432	2%	325	2%	343	2%	311	2%	322	2%
Hispanic	13,058	60%	10,994	64%	12,926	66%	13,427	69%	14,185	71%
Native Am	135	1%	87	1%	78	0%	91	0%	90	0%
Pac Isl	96	0%	64	0%	75	0%	81	0%	60	0%
Two or More	616	3%	520	3%	529	3%	491	3%	524	3%
Unknown	908	4%	316	2%	461	2%	383	2%	361	2%
White	5,813	27%	4,194	25%	4,395	23%	4,182	21%	3,968	20%
Grand Total	**21,860**	**100%**	**17,093**	**100%**	**19,439**	**100%**	**19,564**	**100%**	**20,094**	**100%**

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian	20	2%	14	1%	13	2%	5	1%	10	1%
Black	46	4%	16	2%	23	3%	27	4%	30	4%
Filipino	21	2%	21	2%	20	3%	10	1%	11	2%
Hispanic	640	59%	618	65%	424	61%	424	61%	435	62%
Native Am	12	1%			4	1%	3	0%	4	1%
Pac Isl	8	1%	5	1%	9	1%	17	2%	10	1%
Two or More	42	4%	43	5%	32	5%	21	3%	20	3%
Unknown	26	2%	8	1%	4	1%	10	1%	8	1%
White	263	24%	223	24%	168	24%	179	26%	176	25%
Grand Total	**1,078**	**100%**	**948**	**100%**	**697**	**100%**	**696**	**100%**	**704**	**100%**

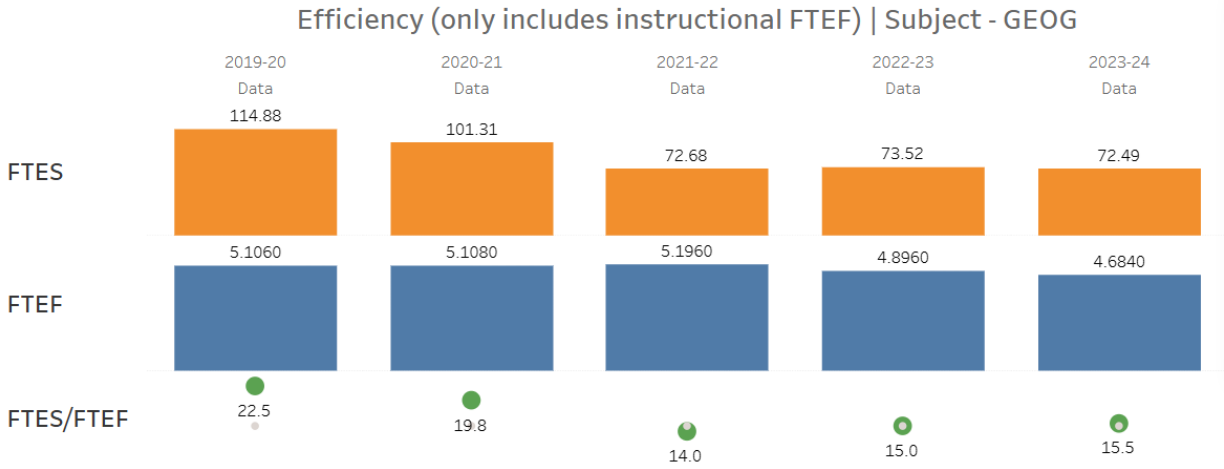
Some more of the more interesting *findings* over the five-year period include:

- GEOG 101 has the most stable headcount in the program.
- A reduction in enrollment in GEOG 102 and GEOG 103 may coincide with a rise in Ethnic Studies (ES) courses
- GEOG had a higher overall efficiency rate (15.5) than the college overall (12.7)

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



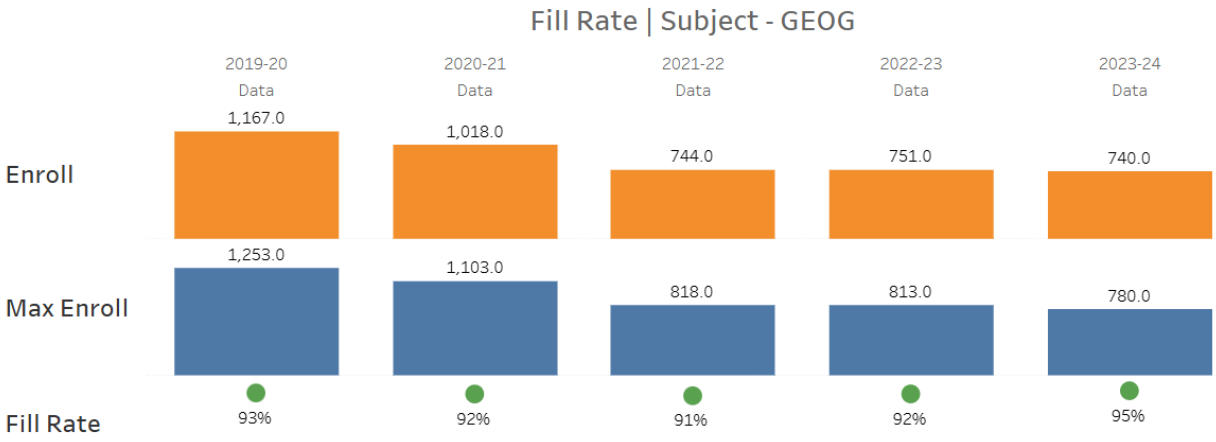
PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



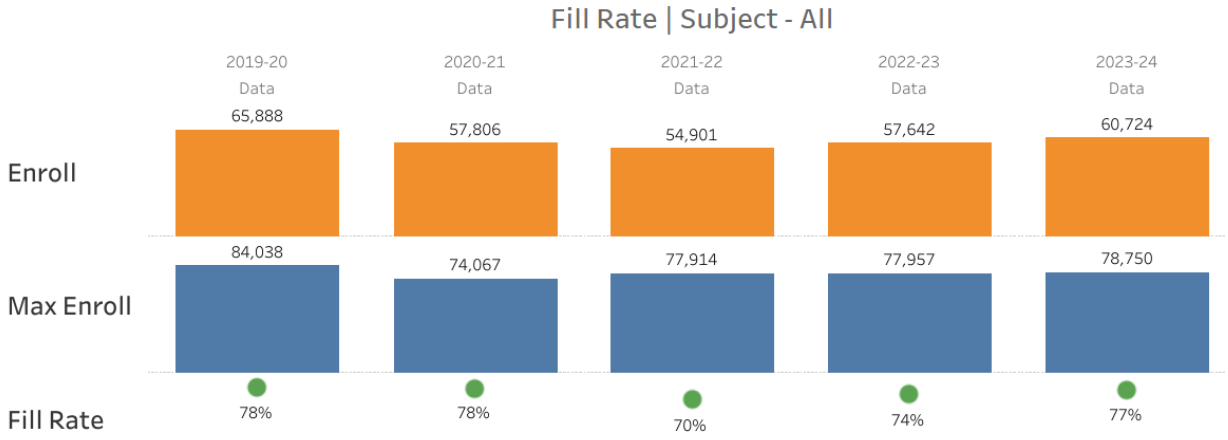
		2019-20			2020-21			2021-22			2022-23			2023-24		
		FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
Social & Behavioral Sciences	GEOG101	49.04	2.04	24.09	49.95	2.45	20.4	39.36	2.55	15.45	42.2	2.65	15.94	43.73	2.85	15.36
	GEOG102	48.91	2.26	21.66	28.34	1.64	17.32	21.76	1.84	11.85	13.44	1.24	10.88	13.79	1.04	13.31
	GEOG103	16.92	0.81	20.84	16.81	0.81	20.7	8.84	0.61	14.44	10.49	0.61	17.14	6.7	0.4	16.76
	GEOG105										1.55	0.0		2.72	0.0	
	GEOG110				6.22	0.21	29.33	2.72	0.2	13.6	5.83	0.4	14.57	5.54	0.4	13.84
	Total	114.88	5.11	22.5	101.31	5.11	19.83	72.68	5.2	13.99	73.52	4.9	15.02	72.49	4.68	15.48
Grand Total		114.88	5.11	22.5	101.31	5.11	19.83	72.68	5.2	13.99	73.52	4.9	15.02	72.49	4.68	15.48

- GEOG 103 has the highest efficiency rate within the program.
- GEOG 102 and GEOG 110 have the lowest efficiency rates within the program.

ENROLLMENT & HEADCOUNT

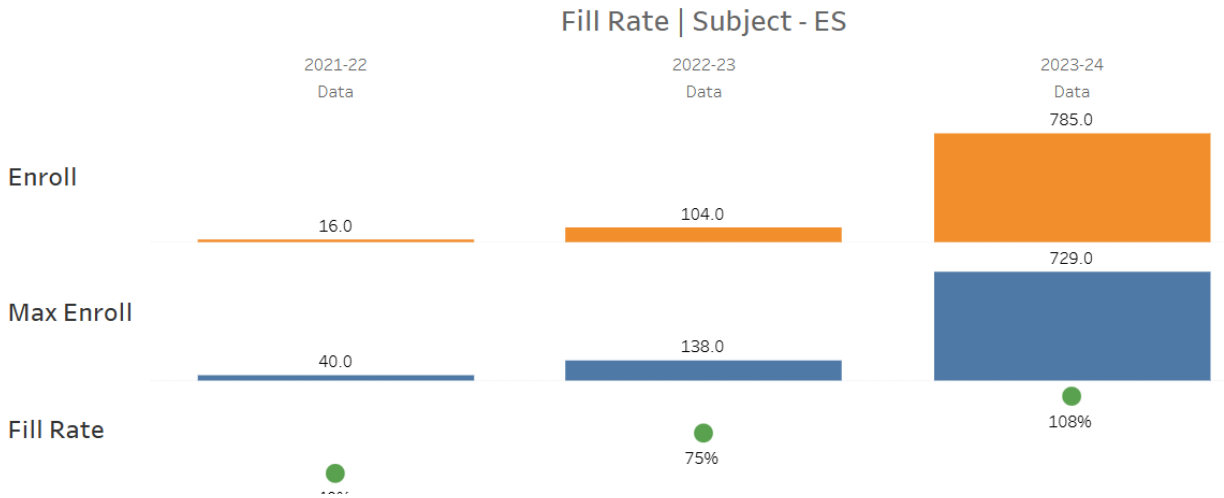


PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



- As shown above, GEOG had a higher fill rate than the college overall.
- Worth mentioning is the possible impact that GEOG has experienced through the rise of ES courses from 2021-2022 to 2023-2024 (see below).

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT

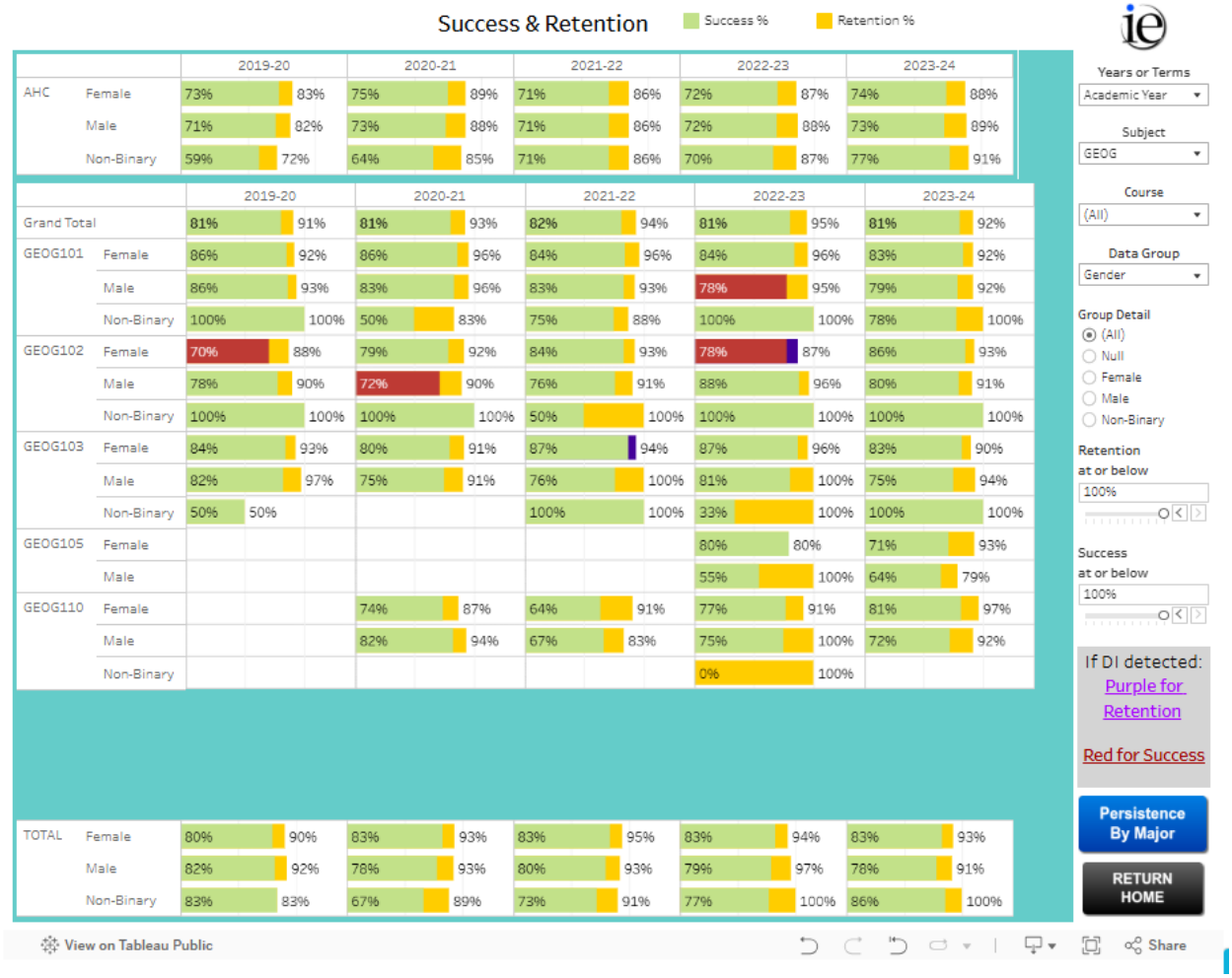


PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE

- GEOG has steady success and retention rates.
- GEOG has similar (albeit higher) success and retention rates to the college overall.
- GEOG 105 has the lowest success and retention rates within the program.

Revised 8.28.2023

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



- Based on the data above it appears that males had a slightly lower success rate in GEOG 101 during the 2022-2023 academic year.
- A slight decrease in success occurred with females in GEOG 102 for the 2022-2023 academic year.
- A slight decrease in success also occurred with males in GEOG 102 for the 2020-2021 academic year.
- Success and retention are similar between genders.
- Success and retention have remained relatively stable throughout the 5-year period.
- In most cases, the GEOG program outperformed the college overall in persistence rates for both male and female categories.

2. Based on 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?

A loss of access to the synchronous course modality. In addition, there is the requirement of more onsite courses. The loss of online section offerings such as Term 2 and 4 sections of GEOG 101.

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

- Advocate for a synchronous modality to be offered.
- Advocate for more DE sections to be offered.
- Offer and promote GEOG 115 (Physical Geography Lab) at least once a year.
- Continue to offer GEOG 155 (Introduction to GIS), possibly every semester.
- Promote GEOG transfer degree.

4. How will you *measure* the results of your plans to determine if they are successful?

- Track and analyze modalities to see if more modalities and more sections are being offered.
- If both GEOG 115 and GEOG 155 have high enough enrollment not to be cancelled, they will both be measured as being successful.
- Check to see if there is an increase in transfer degree enrollment or completion.

Program Review Signature Page:

Chris Straub
Chris Straub (Apr 28, 2025 18:09 PDT)

Program Review Lead

04/28/2025

Date

Rick Rantz (Apr 29, 2025 09:32 PDT)

Program Dean

04/29/2025

Date

Vice President, Academic Affairs

07/18/2025

Date

F24-S25 Program Rev - GEOG (Enrollment Trends and Efficiency)_4.28.25

Final Audit Report 2025-07-18

Created:	2025-04-28
By:	Maryfrances Marecic (mmarecic@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAYCx0QxdhNXSfoQ5hiPJsAg1n2Qu4x5GM

"F24-S25 Program Rev - GEOG (Enrollment Trends and Efficiency)_4.28.25" History

Document created by Maryfrances Marecic (mmarecic@hancockcollege.edu)
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