

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name GEOGRAPHY Academic Year F25-S26

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)
 - Offering and running GEOG 115 – Physical Geography Lab fulfilling Area 5C of Cal-GETC.
 - The program also offered and ran GEOG 155 – Intro to GIS.
 - Submission of GEOG 137 - Critical Geographies of Race/Ethnicity in the United States. This course (if approved) would fulfill Area 6 of Cal-GETC. It is currently approved for 26-27 AHC GE Area 6 and Multicultural Gender Studies Graduation requirements.
3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes, the GEOG 2-year map is in place. Geography courses are offered according to the map. Many courses are offered more than required by the 2-year map as they meet transfer requirements. The enrollment in GEOG 115 and GEOG 155 have been low and need to be promoted. Enrollment for GEOG 102 and 103 onsite courses are generally lower than their online modality. In addition, GEOG 110 and 105 have only been offered online.

4. Were there any staffing changes?

No full-time staffing changes have been made. New part-time (concurrent enrollment) have been hired.

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

- Last year's focus was Enrollment Trends and Efficiency.
- Enrollment is up from 23-24 (740) to 24-25 (820).
- Headcount is also up during this time period. In addition, FTES is up from 23-24 (72.5) to 24-25 (80.3).
- Onsite classes have increased from 23-24 (15%) to 24-25 (22%).

- Fill Rates are steady from 23-24 (95%) to 24-25 (95%) but up from previous years.

*See YEARLY PLANNING DISCUSSION Tables 1 and 2

Learning Outcomes Assessment

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

Assessments from GEOG 101 and 102 show success rates that are above the 70% benchmark. Most students that don't meet the standards either fail to turn in assignments or miss exams, quizzes, etc. More assessment data needs to be collected from courses offered by part-time faculty.

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

It appears that courses remain successful according to learning outcome assessment data. The use of Canvas may be employed to streamline data collection in the future.

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

More assessment data needs to be collected from courses offered by part-time faculty.

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

Work still needs to be done on the Geography Program's PLO rubrics. In addition, the PLO matching (in SPOL and CurriQunet) for GEOG 115 and 155 still needs to be double-checked.

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 again by request. Please, see attached assessment rubric completed by Brian Stokes.

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.

Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses

GEOG 101 CRN 40671
Course:

Spring Semester:

B. Stokes Reviewer:

Part I: Regular and substantive interaction –Instructor Contact

Substantive interaction:

The course doesn't show clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.

The course shows clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.

Explanation and/or examples:

1. Comments on student work
2. Weekly instructions posted on each module
3. Announcements

In addition, the course shows evidence of at least two of the following:

1. Direct instruction:

The course doesn't provide direct instruction.

The course provides direct instruction.

Explanation and/or examples:

1. Weekly instruction
2. Assignment instructions
3. Grading

2. Assessing or providing feedback on a student's coursework.

The course doesn't show clear evidence of assessment and feedback on students' coursework.

The course shows clear evidence of assessment and feedback on students' coursework.

Explanation and/or examples:

- 1.
- 2.
- 3.

3. Providing information or responding to questions about course content/competency.

- The course doesn't show clear evidence of responses to student questions about the course.
- The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples:

1. Responds to student emails
2. Announcements
3. Phone calls / office hours

4. Facilitating group discussion regarding course content/competency.

- The course doesn't show clear evidence of facilitating group discussions regarding course content or competencies.
- The course shows clear evidence of facilitating group discussions regarding course content or competencies.

Explanation and/or examples:

- 1.
- 2.
- 3.

5. Other instructional activities approved by the college or accrediting agency.

- The course doesn't show any other evidence of instructional activities.
- The course shows other evidence of instructional activities (as described below).

Explanation and/or examples:

- 1.
- 2.
- 3.

Regular interaction:

1. Opportunities for substantive interaction on a predictable and scheduled basis

- The course doesn't provide opportunities for substantive interaction on a predictable and scheduled way.
- The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples:

1. Weekly instruction
2. near weekly announcements
- 3.

2. Monitoring student academic engagement and success and promptly and proactively engaging in interaction based on such monitoring or upon request by students.

- The course doesn't monitor student engagement and success nor engages in interaction based on that monitoring or upon request by students.
- The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students.

Explanation and/or examples:

1. Grading assignments
2. Commenting on assignments
3. Announcements praising students' success

Part II. Regular and substantive interaction –Student-to-Student Contact

1. Giving students opportunities to initiate interaction with other students.

- The course doesn't provide opportunities for students to initiate interaction with other students.
- The course provides opportunities for students to initiate interaction with other students.

Explanation and/or examples:

1. Discussion boards
- 2.
- 3.

2. Giving opportunities to engage in regular and substantive interaction with other students.

- The course doesn't provide opportunities for students to engage in regular and substantive interaction with other students.
- The course provides opportunities for students to engage in regular and substantive interaction with other students.

Explanation and/or examples:

1. Discussion boards
- 2.
- 3.

3. Providing guidelines explaining levels of participation and how participation will be evaluated.

- The course doesn't explain the levels of interaction between students expected from each student nor how such interaction will be evaluated.
- The course explains the levels of interaction between students expected from each student and how such interaction will be evaluated.

Explanation and/or examples:

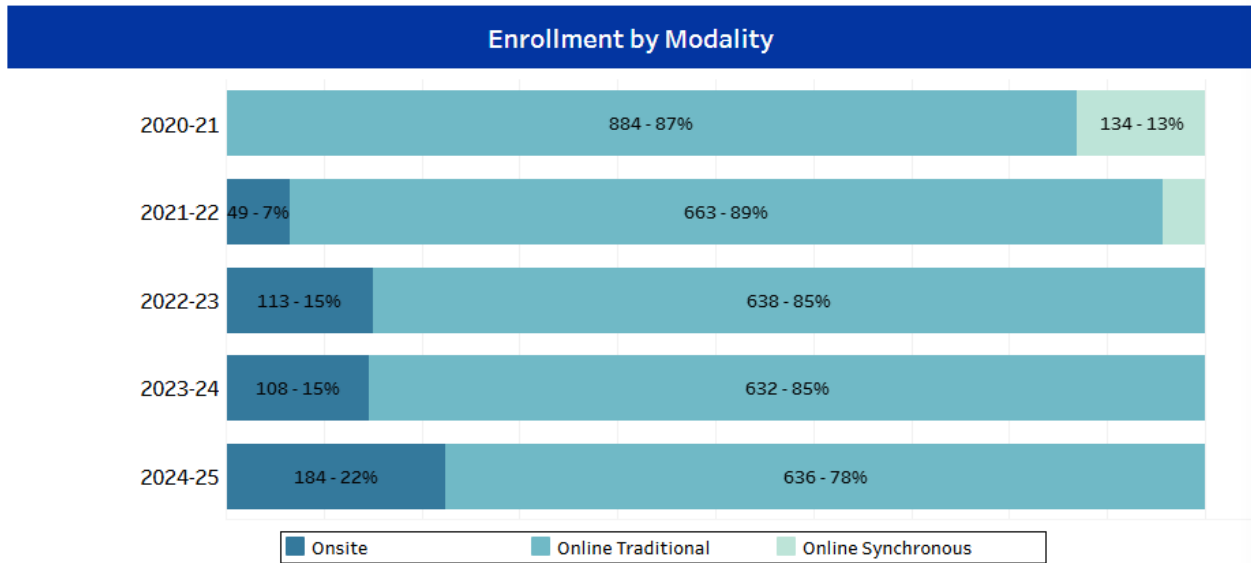
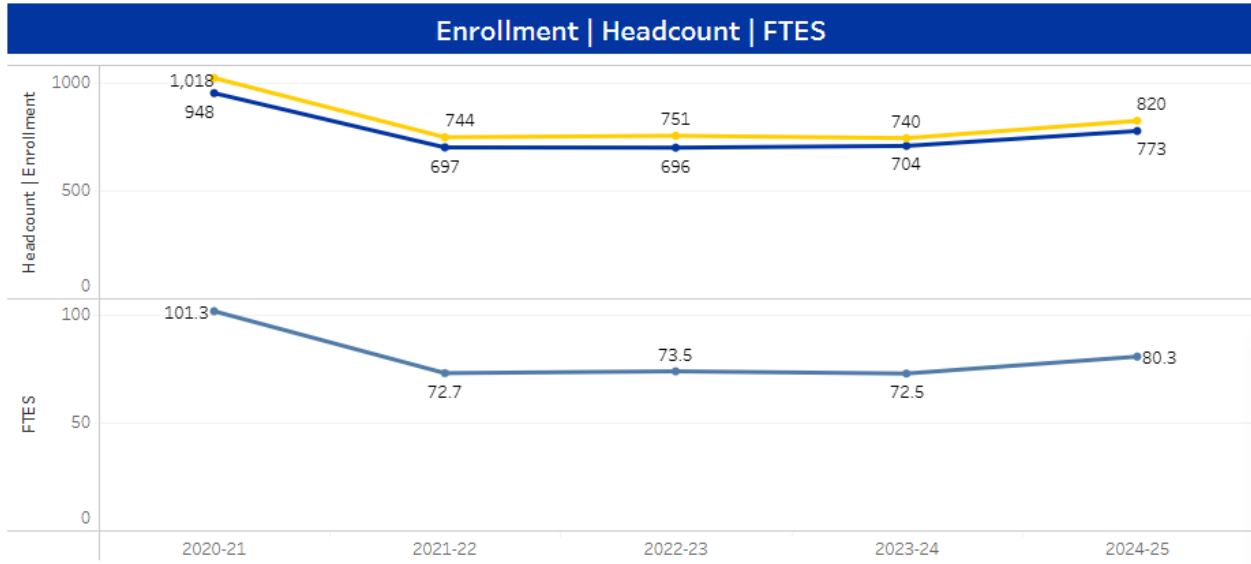
1. Syllabus
2. Weekly instruction
- 3.

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.* - NONE

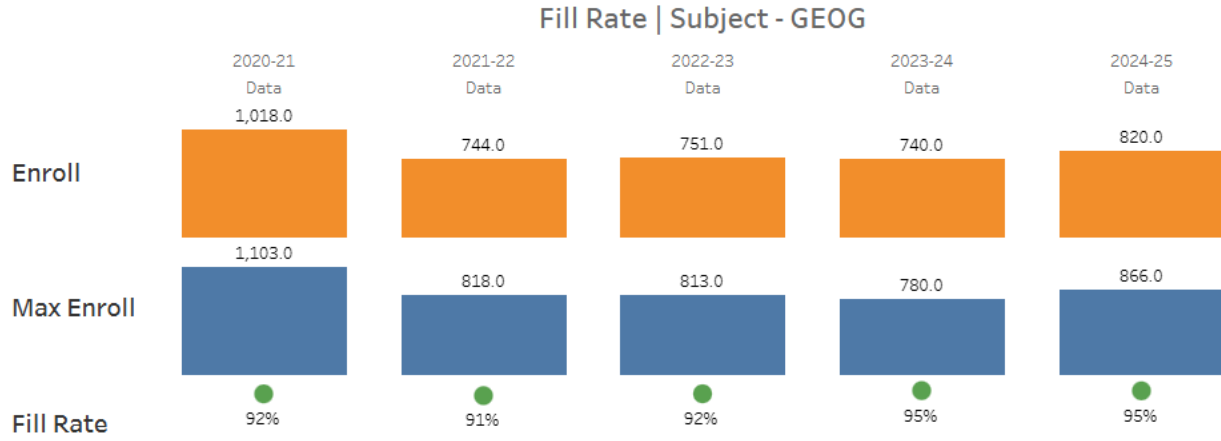
Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

| EQUIPMENT NEEDS | | | | | | | |
|----------------------|-----------|----------------------------------|---------------|---|-----------------|-------------------------------|--------------------------|
| Source | Year | Initiative (Objective) Reference | Resource Need | Requested Item(s) Please include per item cost | Funding Request | Program Faculty Lead Priority | Estimated Equipment Cost |
| Yearly Planning Only | 2026-2027 | ER OBJ - 2 | Equipment | Infrared Lamp - Quantity 4 | Ongoing | 1 = High | \$ 250.00 |
| | | | | Plastic Bottles - Quantity 10 | Ongoing | | \$ 20.00 |
| | | | | Goggles - Quantity 1 | Ongoing | | \$ 70.00 |
| | | | | Thermometer - Quantity 3 | Ongoing | | \$ 24.00 |
| | | | | Prism - Quantity 1 | Ongoing | | \$ 15.50 |
| | | | | Sling Psychrometer Kit - Quantity 1 | Ongoing | | \$ 119.00 |
| | | | | Earthquake Chart - Quantity 1 | One-time | | \$ 46.00 |
| | | | | weather-events---activity-stations-kit Quantity 1 | Ongoing | | \$ 82.00 |
| | | | | Measuring Spoons - Quantity 2 | One-time | | \$ 6.00 |
| | | | | Flask - Quantity 2 (250 ml) | One-time | | \$ 6.00 |
| | | | | LabQuest 3 (Data Logging for Radiation Monitor) | One-time | | \$ 600.00 |
| | | | | Beakers - Quantity 4 | Ongoing | | \$ 24.00 |
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YEARLY PLANNING DISCUSSION Table 1



YEARLY PLANNING DISCUSSION Table 2



| | | 2021-22 | | | 2022-23 | | | 2023-24 | | | 2024-25 | | |
|-----------------------------------|--------------|---------|------------|-------|---------|------------|-------|---------|------------|-------|---------|------------|-------|
| | | Enroll | Max Enroll | Fill% | Enroll | Max Enroll | Fill% | Enroll | Max Enroll | Fill% | Enroll | Max Enroll | Fill% |
| Grand Total | | 744.0 | 818.0 | 90.95 | 751.0 | 813.0 | 92.37 | 740.0 | 780.0 | 94.87 | 820.0 | 866.0 | 94.69 |
| Social & Behavioral .. | Total | 744.0 | 818.0 | 90.95 | 751.0 | 813.0 | 92.37 | 740.0 | 780.0 | 94.87 | 820.0 | 866.0 | 94.69 |
| | GEOG | 744.0 | 818.0 | 90.95 | 751.0 | 813.0 | 92.37 | 740.0 | 780.0 | 94.87 | 820.0 | 866.0 | 94.69 |

Area of Focus Discussion Template CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

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

Success and Retention Rates

Overall: 4 out of the 7 listed GEOG courses have success rates that exceed the college overall. GEOG 105, GEOG 110, and GEOG 155 have lower success rates [Table 1].

Gender: Success rates for females is generally slightly higher than males. Two exceptions occur with GEOG 103 and 105 [Table 2]. Both of these courses are largely taught online.

Modality: Geography courses have mixed success over the 5-year period. Some courses (GEOG 102) have greater success onsite, while others (GEOG 101, and 103) have greater success online (traditional).

Conclusion: Success and retention rates do not show any major sign for concern. Modalities should remain diversified and monitored for future success and retention.

Articulation

All courses are established for articulation with two exceptions. GEOG 105 has been stuck for years with a need to be resubmitted for transferability. In addition, GEOG 137 is in the process and should be reviews in Fall of 2026.

Conclusion: GEOG 105 needs to be resubmitted for articulation. This will need to be done in the fall of 2026 with the new articulation officer. Waiting is all that can be done for GEOG 137.

Industry Needs

Geography is a broad discipline. Describing industry needs within it is therefore difficult. A sample of growing fields within Geography follows:

- Meteorologists and Climate Scientists
- Geoscientists (Seismologists, Volcanologists, Geomorphologists) – Growth 3%*
- Surveyors – Growth 4% *
- Environmentalists – Growth 4%* (often cited as growing twice as fast)
- Hydrologic Technicians
- GIS and Remote Sensing (Cartographer, Surveying and Map Technicians) – Growth 5-6%*
- Urban and Regional Planners – Growth 3%*

*Based on information from Bureau of Labor Statistics

Conclusion:

More overall focus of curriculum needs to be geared to these fields listed above. The need for more lab equipment, and, more importantly, the promotion of GEOG 115 from the college is paramount. More overall promotion of the program is also needed.

Teaching and Equitable Practices

Noteworthy: Completion of Culturally Responsive Curriculum Workshop in 2022.

- All Canvas courses need to be checked for accessibility.
- Need for better response to the use of AI.
- Address the growing trend for adoption of OER textbooks.

Conclusion:

Continue accessibility updating in Canvas including reaching out to part-time faculty. Consider running assignments through Turnitin. Consider using OER in Physical Geography course to compliment the currently used OER lab manual in Physical Geography Lab course.

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?

- Modality could be a challenge with access to Physical Geography (GEOG 101). The waitlist for GEOG 101 is by far the longest out of all Geography courses. More sections would increase access to students that may not be able to attend during scheduled face-to-face courses or simply need that flexibility in their lives.
- As other department members have stated, entry level skills like pre-college-level English may be creating a challenge for students entering into all Geography courses.
- Historically, OER textbooks have been difficult to offer to Geography students due to the need for high quality images, maps, and other visuals pertaining to spatial analysis. This may be changing as current OER textbooks have improved in many ways.
- Viewing success through simple ethnic group categories does not rise concern for the most part. However, at the detailed level it is clear to see that Pacific Islanders are less successful than others.

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

- In terms of opening more sections, I believe it warrants a discussion with the Dean. This could possibly mean hiring another part-time faculty for Geography.
- In the Fall of 2025, I began the use of an OER textbook in GEOG 115. It seems to be successful and could lead into the use of its counterpart in GEOG 101 as well.
- Generally speaking the number of Pacific Islander students within a course is small (1 – 2 students). Early alerts and being more pro-active with feedback may increase more success.

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

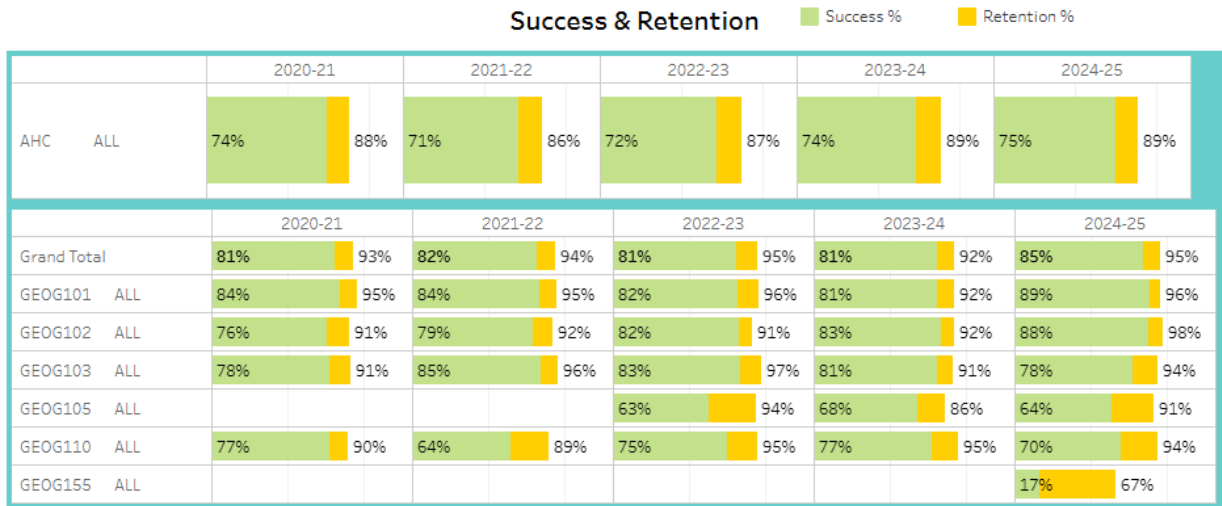
- Section enrollment according to modality would be a basic marker.
- Monitor student success rates after a semester or two of using OER textbooks.
- Future success and retention rates could be used to measure improvement in ethnic groups (such as Pacific Islanders) that have not scored as well historically.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

- Utilizing “Comments” within assignments to guide students to greater success as the course progresses.
- Frequent use of Announcements to address the class as a whole, address issues, and guide students throughout the semester or term.
- Proactive communication with students that are not active on a weekly basis.
- Timely responses to any student inquiries throughout the semester.

GEOG 2020 – 2025 – Data Analysis

Table 1



Gender – O

Table 2

Success & Retention

Success % Retention %

| | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-------------|------------|-----------|-----------|-----------|-----------|-----------|
| AHC | Female | 75% 89% | 71% 86% | 72% 87% | 74% 88% | 75% 89% |
| | Male | 73% 88% | 71% 86% | 72% 88% | 73% 89% | 75% 90% |
| | Non-Binary | 67% 87% | 69% 84% | 68% 86% | 75% 91% | 78% 91% |
| | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Grand Total | | 81% 93% | 82% 94% | 81% 95% | 81% 92% | 85% 95% |
| GEOG101 | Female | 86% 96% | 84% 96% | 84% 96% | 83% 92% | 89% 95% |
| | Male | 83% 96% | 83% 93% | 78% 95% | 79% 92% | 88% 96% |
| | Non-Binary | 60% 80% | 71% 86% | 100% 100% | 86% 100% | 82% 100% |
| GEOG102 | Female | 79% 92% | 84% 93% | 78% 87% | 86% 93% | 88% 98% |
| | Male | 72% 90% | 76% 91% | 88% 97% | 80% 91% | 88% 97% |
| | Non-Binary | 100% 100% | 50% 100% | 100% 100% | 100% 100% | 100% 100% |
| GEOG103 | Female | 80% 91% | 87% 94% | 87% 96% | 83% 90% | 85% 93% |
| | Male | 75% 91% | 76% 100% | 81% 100% | 75% 94% | 65% 96% |
| | Non-Binary | | 100% 100% | 33% 100% | 100% 100% | 100% 100% |
| GEOG105 | Female | | | 80% 80% | 71% 93% | 46% 85% |
| | Male | | | 55% 100% | 64% 79% | 89% 100% |
| GEOG110 | Female | 74% 87% | 64% 91% | 77% 91% | 81% 97% | 75% 89% |
| | Male | 82% 94% | 67% 83% | 75% 100% | 72% 92% | 66% 98% |
| | Non-Binary | | | 0% 100% | | 100% 100% |
| GEOG155 | Female | | | | | 0% 67% |
| | Male | | | | | 33% 67% |
| | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| TOTAL | Female | 83% 93% | 83% 95% | 83% 94% | 83% 93% | 85% 94% |
| | Male | 78% 93% | 80% 93% | 79% 97% | 78% 91% | 84% 96% |
| | Non-Binary | 75% 88% | 70% 90% | 77% 100% | 91% 100% | 86% 100% |

Modality – o

Table 3

Success & Retention

Success %

Retention %

| | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-------------|---------|----------|---------|---------|----------|---------|
| AHC | Hybrid | 60% 82% | 52% 77% | 57% 82% | 59% 85% | 58% 85% |
| | ON Sync | 74% 88% | 77% 88% | 80% 91% | 78% 88% | 74% 85% |
| | ON Trad | 71% 86% | 67% 83% | 65% 83% | 69% 85% | 71% 86% |
| | Onsite | 87% 94% | 74% 87% | 76% 89% | 77% 90% | 79% 91% |
| Grand Total | | 81% 93% | 82% 94% | 81% 95% | 81% 92% | 85% 95% |
| GEOG101 | Hybrid | | | 62% 96% | 73% 100% | |
| | ON Sync | 73% 96% | 78% 97% | | | |
| | ON Trad | 87% 95% | 84% 95% | 84% 96% | 84% 93% | 89% 96% |
| | Onsite | | 83% 90% | 76% 92% | 72% 87% | 85% 93% |
| GEOG102 | Hybrid | | 63% 89% | | | |
| | ON Sync | 77% 100% | | | | |
| | ON Trad | 76% 90% | 81% 92% | 82% 91% | 83% 92% | 86% 98% |
| | Onsite | | | 86% 95% | | 92% 96% |
| GEOG103 | ON Sync | 87% 100% | | | | |
| | ON Trad | 77% 90% | 85% 96% | 83% 97% | 81% 91% | 89% 97% |
| | Onsite | | | | | 62% 90% |
| GEOG105 | ON Trad | | | 63% 94% | 68% 86% | 64% 91% |
| GEOG110 | ON Trad | 77% 90% | 64% 89% | 75% 95% | 77% 95% | 70% 94% |
| GEOG155 | ON Trad | | | | | 17% 67% |
| | | | | | | |
| TOTAL | Hybrid | | 63% 89% | 62% 96% | 73% 100% | |
| | ON Sync | 75% 97% | 78% 97% | | | |
| | ON Trad | 81% 93% | 82% 94% | 82% 95% | 82% 93% | 85% 96% |
| | Onsite | | 83% 90% | 78% 93% | 72% 87% | 84% 93% |

Ethnicity – O

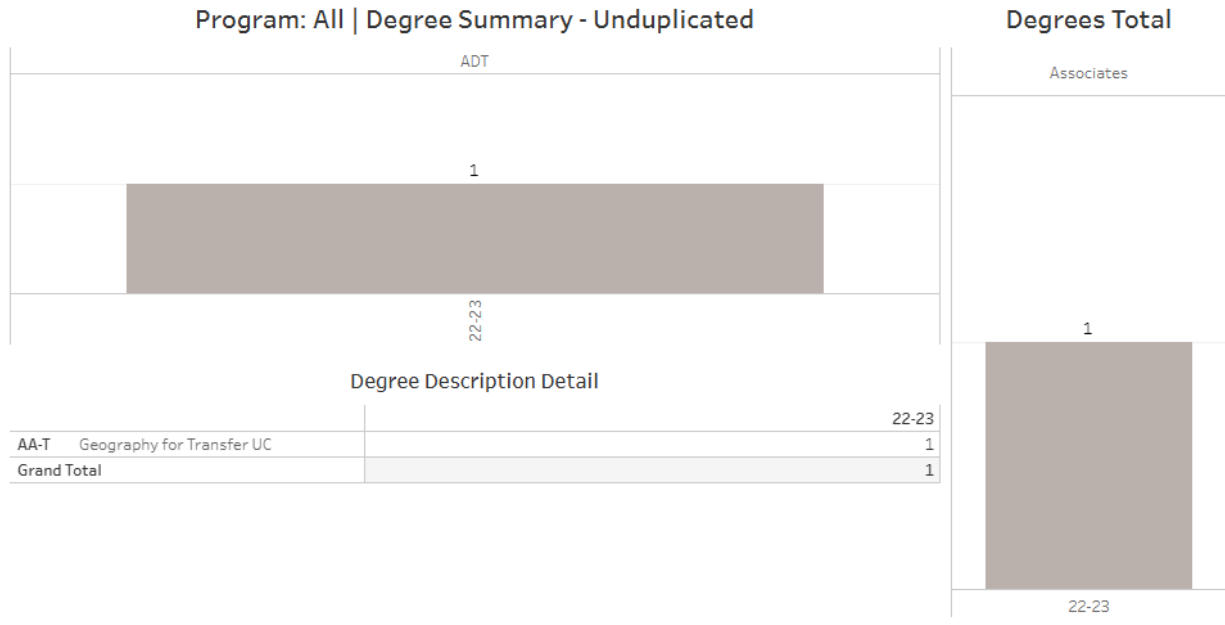
Table 4

Success & Retention

Success % Retention %

| | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-------------|----------|----------|----------|-----------|-----------|-----------|
| AHC | Hispanic | 72% 88% | 69% 85% | 70% 87% | 71% 88% | 73% 89% |
| | White | 79% 90% | 77% 87% | 77% 88% | 81% 91% | 81% 91% |
| | Other | 75% 89% | 72% 86% | 74% 87% | 77% 90% | 77% 90% |
| | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Grand Total | | 81% 93% | 82% 94% | 81% 95% | 81% 92% | 85% 95% |
| GEOG101 | Hispanic | 85% 95% | 83% 96% | 81% 97% | 80% 93% | 89% 95% |
| | Other | 83% 100% | 78% 95% | 77% 95% | 75% 92% | 86% 95% |
| | White | 84% 95% | 89% 91% | 85% 93% | 88% 92% | 89% 98% |
| GEOG102 | Hispanic | 77% 91% | 79% 90% | 86% 94% | 83% 92% | 84% 96% |
| | Other | 67% 86% | 73% 97% | 74% 84% | 78% 91% | 91% 100% |
| | White | 78% 92% | 85% 94% | 79% 86% | 86% 93% | 95% 100% |
| GEOG103 | Hispanic | 74% 89% | 86% 95% | 88% 97% | 81% 89% | 71% 90% |
| | Other | 83% 92% | 67% 100% | 100% 100% | 80% 100% | 91% 100% |
| | White | 85% 96% | 88% 96% | 70% 97% | 80% 100% | 86% 100% |
| GEOG105 | Hispanic | | | 80% 100% | 90% 100% | 46% 85% |
| | Other | | | 100% 100% | 60% 80% | 100% 100% |
| | White | | | 44% 89% | 54% 77% | 86% 100% |
| GEOG110 | Hispanic | 78% 89% | 65% 88% | 72% 94% | 73% 97% | 69% 95% |
| | Other | 67% 89% | 75% 100% | 75% 100% | 100% 100% | 90% 100% |
| | White | 83% 92% | 57% 86% | 79% 96% | 78% 89% | 61% 89% |
| GEOG155 | Hispanic | | | | | 0% 67% |
| | Other | | | | | 50% 100% |
| | White | | | | | 0% |
| TOTAL | Hispanic | 81% 93% | 81% 94% | 82% 96% | 80% 93% | 83% 94% |
| | White | 83% 94% | 87% 93% | 79% 93% | 84% 91% | 87% 97% |
| | Other | 76% 93% | 76% 96% | 79% 94% | 77% 92% | 88% 98% |

Degrees and Transfers



Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

---Validation not completed this academic year.

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

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.***

NONE


Program Review Signature Page:

Christopher Straub
[Christopher Straub \(Jun 16, 2026 15:40:56 PDT\)](#)

Program Review Lead Date Jun 16, 2026

Monica Millard
[Monica Millard \(Jun 11, 2026 10:18:35 PDT\)](#)

Program Dean Date Jun 11, 2026



Vice President, Academic Affairs Date Jun 16, 2026










GEOGRAPHY-Curriculum and Teaching Design Program Review_6.11.26

Final Audit Report

2026-06-16


| | |
|-----------------|--|
| Created: | 2026-06-11 |
| By: | Shayna Andrews (shayna.andrews@hancockcollege.edu) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAA8T559bb1EDm9U3K6vs4OxDUHEUaBUmRI |

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