YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

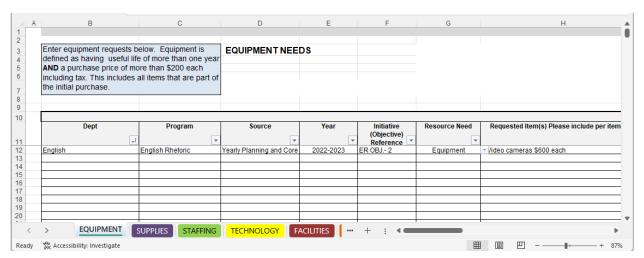**Program Name** __Geology and Physical Science__**Academic Year** 2024-2025

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)

No.

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

Yes. The main challenge to maintaining this schedule is lack of enrollments for GEOL 111. We are still working on building an athlete cohort and increasing recruitment efforts on campus.

4. Were there any staffing changes?

No.

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

The highlight of our last year was the re-establishment of our field studies courses. We successfully ran PHSC 199G Eastern Sierra Nevada course with full enrollment in Fall 2024. We are also running PHSC 199A Colorado Plateau, a 12 day field course this summer.

Learning Outcomes Assessment

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

       n/a – Assessment results will be reported next year (2025 – 2026).

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

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

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

New planning cycle scheduled. See attachment 1.

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)?

None. Formal evaluation of GEOL 141 was rescheduled for summer 2025.

b. What were some key findings regarding RSI?

- Some strengths:

- Some areas of possible improvement:

c. What is the plan for improvement?

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.

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

Text in box (B3:C7): 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

Sheet tabs: EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

Ready   Accessibility: Investigate   87%

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 Rate data
   - The cumulative GEOL and PHSC rates were on par with or exceeded the college rates except for the years 2021-2022. After this year, the rates increased and exceeded college rates. GEOL 114 is the only course with consistent success rates well below the college rates. GEOl 114 is an asynchronous DE course. (see Table 1)
   - The success rates for Hispanic students were lower than college rates in GEOL 100 in year 2019-20 and 2021-2022. The rates were lower than college rates for Hispanic students in PHSC 111 in year 2021-2022 and 2023-2024. However, retention rates exceeded college rates. The overall success rates for Hispanic students were level with or above college rates for years 2019-2023. (Table 2)
   - Based on gender, the overall success rates were slightly higher for female students. (Table 3) There was no consistent pattern for female, male, or non-binary students.
   - The data for modality showed success rates being higher overall for onsite courses. Traditional (asynchronous) online courses showed success rates below the college average for GEOL 114 online in 2023-2024. (Table 4)

   The traditional online courses were restructured after the pandemic. The newly overhauled courses will require re-evaluation to improve success rates. A careful review of GEOL 114 and GEOL 141 will be conducted in 2025-2026 and 2026-2027.

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?

- Computer literacy for traditional online classes – Students in the Earth Sciences struggle with new software that integrates spatial analysis into the curriculum. The department will look for better strategies to integrate this skill into existing courses.
- Non-traditional assignments in traditional online classes – Project-based learning was incorporated into the traditional online courses to provide an alternative to traditional assessments such as midterm and final exams. It is unclear if this is related to the instances in which program success rates were lower than college rates.
- Math skills for GEOL 100 and PHSC 111 – Students are lacking the skills needed for important transfer level courses. This may be an artefact of the pandemic or due to elimination of transfer level prerequisites.

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

- Faculty in both PHSC and GEOL are creating and updating OER materials to better align with course SLOs and student goals.
- GEOL faculty are working on shorter and high impact field courses to support the field studies program.

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

- Success of improved OER materials will be evaluated using regular course surveys and student performance.
- The success of field courses will be measured using enrollments and success/retention data.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?
- Regularly scheduled synchronous check-in meetings via Zoom (required and graded)
- Weekly announcements
- Weekly discussion posts
- Prompt feedback on assignments and prompt response to emails

Success & Retention

Legend: Success % (green), Retention % (yellow)

	2019-20		2020-21		2021-22		2022-23		2023-24	
AHC ALL	72%	82%	74%	88%	71%	86%	72%	87%	74%	89%

	2019-20		2020-21		2021-22		2022-23		2023-24	
Grand Total	78%	86%	73%	88%	65%	86%	73%	90%	75%	86%
GEOL100 ALL	67%	81%	61%	83%	63%	85%	73%	90%	85%	93%
GEOL114 ALL	56%	67%					31%	77%	45%	64%
GEOL141 ALL	86%	93%							82%	86%
PHSC111 ALL	93%	93%	86%	96%	62%	91%	76%	87%	75%	94%
PHSC112 ALL	97%	97%	96%	96%	79%	82%	82%	95%	74%	87%

	2019-20		2020-21		2021-22		2022-23		2023-24	
TOTAL ALL	78%	86%	73%	88%	65%	86%	73%	90%	75%	86%

Table 1. General Success and Retention rates

Success & Retention

Legend: Success % (green), Retention % (orange)

Course	Ethnicity	2019-20 Success	2019-20 Retention	2020-21 Success	2020-21 Retention	2021-22 Success	2021-22 Retention	2022-23 Success	2022-23 Retention	2023-24 Success	2023-24 Retention
AHC	Hispanic	69%	81%	72%	88%	69%	85%	70%	87%	71%	88%
	White	79%	87%	79%	90%	77%	87%	77%	88%	81%	91%
	Other	72%	82%	75%	89%	72%	86%	74%	87%	77%	90%
Grand Total		78%	86%	73%	88%	65%	86%	73%	90%	75%	86%
GEOL100	Hispanic	60%	77%	66%	86%	58%	85%	70%	89%	83%	94%
	Other	71%	86%	59%	82%	71%	86%	73%	100%	86%	93%
	White	82%	89%	51%	78%	72%	86%	81%	89%	91%	91%
GEOL114	Hispanic	33%	67%					17%	67%	41%	63%
	Other	0%						50%	100%	50%	50%
	White	100%	100%					40%	80%	50%	71%
GEOL141	Hispanic	82%	91%							83%	92%
	Other									100%	100%
	White	100%	100%							78%	78%
PHSC111	Hispanic	96%	96%	85%	95%	57%	89%	79%	86%	70%	93%
	Other	100%	100%	100%	100%			0%	50%	75%	100%
	White	67%	67%	89%	100%	83%	100%	86%	100%	100%	100%
PHSC112	Hispanic	97%	97%	97%	97%	80%	85%	81%	96%	76%	88%
	Other	100%	100%	100%	100%			0%			
	White	100%	100%	86%	86%	75%	75%	90%	100%	67%	83%
TOTAL	Hispanic	76%	86%	77%	90%	61%	86%	72%	89%	73%	88%
	White	87%	91%	61%	82%	74%	86%	80%	92%	77%	84%
	Other	69%	77%	69%	86%	71%	86%	56%	88%	76%	84%

Table 2. Success and Retention rates based on ethnicity.

Success & Retention

Legend: Success % (green), Retention % (yellow)

		2019-20		2020-21		2021-22		2022-23		2023-24	
AHC	Female	73%	83%	75%	89%	71%	86%	72%	87%	74%	88%
	Male	71%	82%	73%	88%	71%	86%	72%	88%	73%	89%
	Non-Binary	59%	72%	64%	85%	71%	86%	70%	87%	77%	91%

		2019-20		2020-21		2021-22		2022-23		2023-24	
Grand Total		78%	86%	73%	88%	65%	86%	73%	90%	75%	86%
GEOL100	Female	73%	82%	62%	81%	61%	79%	71%	90%	92%	95%
	Male	63%	80%	61%	85%	66%	91%	75%	91%	77%	90%
	Non-Binary			57%	86%	67%	100%	100%	100%	100%	100%
GEOL114	Female	43%	57%					0%	50%	54%	68%
	Male	100%	100%					50%	100%	33%	61%
	Non-Binary							0%		0%	
GEOL141	Female	100%	100%							75%	81%
	Male	82%	91%							100%	100%
PHSC111	Female	92%	92%	85%	95%	68%	95%	79%	93%	76%	93%
	Male	100%	100%	90%	100%	50%	83%	67%	67%	71%	100%
PHSC112	Female	100%	100%	98%	98%	79%	83%	81%	94%	89%	95%
	Male	83%	83%	90%	90%	75%	75%	86%	100%	50%	75%
	Non-Binary			100%	100%						
TOTAL	Female	84%	88%	77%	89%	66%	83%	73%	90%	80%	88%
	Male	69%	83%	67%	87%	64%	89%	72%	90%	66%	84%
	Non-Binary			63%	88%	67%	100%	50%	50%	50%	50%

Table 3. Success and Retention rates based on gender.

Success & Retention

Legend: Success % (green), Retention % (yellow)

		2019-20 Success	2019-20 Retention	2020-21 Success	2020-21 Retention	2021-22 Success	2021-22 Retention	2022-23 Success	2022-23 Retention	2023-24 Success	2023-24 Retention
AHC	Hybrid	58%	78%	60%	82%	52%	77%	57%	82%	59%	85%
	ON Sync			74%	88%	77%	88%	80%	91%	78%	88%
	ON Trad	69%	82%	71%	86%	67%	83%	65%	83%	69%	85%
	Onsite	74%	83%	87%	94%	74%	87%	76%	89%	77%	90%

		2019-20 Success	2019-20 Retention	2020-21 Success	2020-21 Retention	2021-22 Success	2021-22 Retention	2022-23 Success	2022-23 Retention	2023-24 Success	2023-24 Retention
Grand Total		78%	86%	73%	88%	65%	86%	73%	90%	75%	86%
GEOL100	ON Sync			57%	71%						
	Onsite	67%	81%	65%	95%	63%	85%	73%	90%	85%	93%
GEOL114	ON Trad									45%	64%
	Onsite	56%	67%					81%	77%		
GEOL141	ON Trad									82%	86%
	Onsite	86%	93%								
PHSC111	ON Sync			86%	96%						
	Onsite	93%	93%			62%	91%	76%	87%	75%	94%
PHSC112	ON Sync			96%	96%						
	Onsite	97%	97%			79%	82%	82%	95%	74%	87%
TOTAL	ON Sync			76%	85%						
	ON Trad									57%	71%
	Onsite	78%	86%	65%	95%	65%	86%	73%	90%	81%	92%

Table 4. Success and Retention rates based on modality.

Program Review Signature Page:

_____

Program Review Lead   Date

_____

Sean Abel (Jun 30, 2025 10:37 PDT)

Program Dean   Date

_____

Vice President, Academic Affairs   Date

Dept	Program	Source	Year	Initiative (Objective)	Resource Need	Requested Item(s) Please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
UHS Physical Sciences	Geology/Physical Science	Yearly Planning Data	2024-2025		Equipment		One-time		
UHS Physical Sciences	Geology/Physical Science	Yearly Planning Data	2024-2025		Equipment		One-time		
UHS Physical Sciences		Yearly Planning Data	2024-2025				One-time		

Dept	Program	Source	Cost	Initiative (Objective)	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority		Estimated Equipment Cost
English	English (Reading)	Faulty Planning Lead		CCE-REL-1	Classroom Teacher	Please contact the front office	One-time	L = High	0	

Dept	Program	Source	Year	Initiative (Objective)	Resource Need	Requested Item(s)	Funding Request	Program Funds/ Local Priority	Estimated Equipment Cost
English	Program Review	Faculty Planning Lead	2020-2021	GOAL 1	Staffing	New FT faculty	Ongoing	1 = High	$ 100,000.00

Dept	Program	Name	Year	Initiative (Objective)	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Priority Level/Priority	Estimated Equipment Gear
					Technology				

Building maintenance, furniture requests, repairs   **FACILITIES**

Dept	Program	Source
English	English Rhetoric	Yearly Planning and Core Topic

Year	Initiative (Objective) Reference	Resource Need
2022-2023	ER OBJ.- 3	Facilities

Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority
Need air conditioning	One-time	1 = High

	TOTAL	TOTAL

Estimated Equipment Cost	Estimated Instructional/Restricted Lottery Cost
$ 400.00	

	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

	$ -
	$ -
	$ -

$ 400.00	$ -

Dept	Program	Source	Fund	Initiative (Objective)	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
Life & Physical Sciences	Nursing/Allied Health Sciences		2022-2025	GEN ED 1	New		Ongoing	1 High	5,000.00

Geol Program Review 2024-25

Final Audit Report

2025-07-17

Created:	2025-06-30
By:	Florentina Perea (fperea@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAES2Oshs_C92Ha-tVP9wBmi0cXppSi0SD

"Geol Program Review 2024-25" History

📄 Document created by Florentina Perea (fperea@hancockcollege.edu)
2025-06-30 - 4:35:25 PM GMT- IP address: 209.129.94.61

✉️ Document emailed to Feride Schroeder (fschroeder@hancockcollege.edu) for signature
2025-06-30 - 4:36:17 PM GMT

📄 Email viewed by Feride Schroeder (fschroeder@hancockcollege.edu)
2025-06-30 - 5:30:25 PM GMT- IP address: 146.75.154.0

🖊️ Document e-signed by Feride Schroeder (fschroeder@hancockcollege.edu)
Signature Date: 2025-06-30 - 5:30:47 PM GMT - Time Source: server- IP address: 75.128.11.109

✉️ Document emailed to Sean Abel (sean.abel@hancockcollege.edu) for signature
2025-06-30 - 5:30:49 PM GMT

📄 Email viewed by Sean Abel (sean.abel@hancockcollege.edu)
2025-06-30 - 5:37:32 PM GMT- IP address: 104.47.70.126

🖊️ Document e-signed by Sean Abel (sean.abel@hancockcollege.edu)
Signature Date: 2025-06-30 - 5:37:44 PM GMT - Time Source: server- IP address: 209.129.94.61

✉️ Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2025-06-30 - 5:37:46 PM GMT

📄 Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2025-07-17 - 9:33:25 PM GMT- IP address: 104.47.70.126

🖊️ Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2025-07-17 - 9:37:58 PM GMT - Time Source: server- IP address: 104.28.123.171

✅ Agreement completed.
2025-07-17 - 9:37:58 PM GMT