

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name CHEMISTRY **Academic Year** 2025-2026

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

The program mission for Chemistry has not changed during the 2025-2026 fiscal year.

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

There were no major changes to the Chemistry program during the 2025-2026 fiscal year.

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

Yes, the two-year program map is in place and a survey was conducted through the Life and Physical Sciences to monitor our academic support and services throughout the campus and the MESA/STEM center.

4. Were there any staffing changes?

There were no full-time staffing changes made during the 2025-2026 fiscal year.

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

We were able to make sure courses required for certificate, program, and transfer completion were made available and staffed appropriately. Changes to the Chemistry AA degree were made to align with changes made to Physics programs. Changes to CHEM140 required a lab textbook modification to ensure proper transfer of the course and program credits.

Learning Outcomes Assessment

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

We are still in the process of collecting and inputting data for our chemistry courses. There are trainings set up for the Fall 2026 retreat that will help get everyone on board with inputting data on a timely basis.

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

We are organizing a group meeting in August to help everyone learn how to input data into the SPOL system.

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

By aligning our PLOs and adding this data into SPOL, we will be able to quantify our success rates and institutional effectiveness a little more directly into our program as we implement changes due to new faculty and/or growth.

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

No changes required this year as we begin training on the new SPOL system.

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)?

The online chemistry (CHEM110: Chemistry and Society) course will be reviewed this upcoming Fall 2026 semester. CHEM110 is currently being updated with appropriate ADA materials.

- b. What were some key findings regarding RSI?
 - Some strengths:
 - Some areas of possible improvement:
- c. What is the plan for improvement?

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

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

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

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

- 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?

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

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</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>	
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 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

Area of Focus Discussion Template

ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

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

A student survey was implemented to the Life and Physical Science department and through the MESA/STEM center:

Please answer the following questions as they pertain to your experience with science based courses and the academic and student support offered at Hancock College while on any campus.

Please indicate how satisfied you are, in general, with the following aspects of academic and student support offered on campus:

- 1) Are the courses required for your degree readily available for you to complete the program in the allotted time promised by the academic counselors and your Student Education Plan (SEP)?
- 2) Availability of academic counselors:
- 3) Availability of financial aid specialists:
- 4) Availability of course materials through the campus bookstore(s):
- 5) The physical facilities and space (classroom and lab):
- 6) Availability of current technology (computer/laptop/software):
- 7) Availability of lab equipment and instrument quality:
- 8) Presentation of classes via the college's Canvas course management services:
- 9) Availability of the Learning Assistance Program (testing services):
- 10) Availability of appropriate resources in the libraries:
- 11) Availability of the Math Center:
- 12) Availability of the Writing Center:
- 13) Availability of the Academic Resource Center's (ARC) services and tutoring on the Santa Maria campus:
- 14) Availability of the Learning Resource Center's (LRC) services and tutoring on the Lompoc Valley campus:
- 15) Availability of the MESA/STEM Center services and tutoring:

Response Count: N = 199 survey records
Valid n varies by item

Executive Summary by Craig Bach (Institutional Effectiveness)

Overall sentiment is positive. Among respondents who answered the overall rating item, 83.4% rated their science course experience as Excellent or Good. In addition, 81.8% were Very or Somewhat confident that Hancock is helping them progress toward their science-related goal.

The core instructional environment is a clear strength. Agreement was especially high for lab equipment adequacy (97.4%), classrooms/labs as effective learning environments (93.8%), technology availability (93.8%), and Canvas support for learning (93.2%).

Scheduling and course availability are the main pressure points. Students were broadly positive about being able to enroll in the courses needed (87.0%), but lower on whether courses are offered often enough (77.1%) and at times/formats that fit their schedules (69.3%). The most frequently selected barrier was course times conflicting with work or family responsibilities (57.8% of respondents who selected barriers).

Learning gains are strongest in hands-on and conceptual areas. Students most often reported that courses helped them a lot or a great deal with lab/technical skills (70.2%) and understanding scientific concepts (63.0%). Gains were weaker for understanding transfer/career options related to science (54.1%).

Student support services are valued, but there are uneven spots. The Library, Academic Counseling, Bookstore, MESA/STEM Center, Financial Aid, and Math Center were the most-used services. Most services were rated easy to access and helpful; Financial Aid and LRC tutoring in Lompoc had comparatively lower helpfulness ratings, though the Lompoc tutoring n was small.

Open-ended comments point to a practical action agenda. Preserve faculty support, labs/demos, and MESA/STEM/tutoring. Improve section availability, scheduling flexibility, high-demand course access, evening/Lompoc options, tutoring hours, counseling/SEP accuracy, and consistency of instruction.

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?

The comments made mention of laptops in M-213 as being old. A lot were aimed at Academic Counseling not being consistent with Student Education Plans (SEPs).

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

We are currently in the process of updating the laptop cart in M-204 and M-213 as funds become available.

Academic Counseling program is always striving to be accurate and consistent with the information as they help students navigate through their SEPs.

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

Future surveys will be implemented to continuously monitor how we are dealing with challenges as they arise.

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

- 6. 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)
- 7. 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 (objectives) and resources needed for the upcoming years? Use the tables below to fill in **NEW** planning initiatives. ***This section is only used if there are new planning initiatives that pertain to the Core Topic only.***

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 see the attached Resource Request Excel template updated for 2025-2026.


Program Review Signature Page:


Dustin Nouri (Jun 1, 2026 11:26:51 PDT)
Program Review Lead

Jun 1, 2026
Date


Sean Abel (Jun 1, 2026 11:27:19 PDT)
Program Dean

Jun 1, 2026
Date


Vice President, Academic Affairs

Jun 16, 2026
Date










CHEM Academic Services and Support Discussion 2025-26

Final Audit Report

2026-06-16

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By:	Christy Lopez (clopez@hancockcollege.edu)
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