YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name _CHEMISTRY____________**Academic Year** ___**2024-2025**_______

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

The program mission for Chemistry has not changed during the 2024-2025 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 2024-2025 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 changes were made to create access to students with overlapping courses. This challenge will be tested this Fall 2025 semester. The department is having trouble locating a room large enough to accommodate the double section.

4. Were there any staffing changes?

There were no full-time staffing changes made during the 2024-2025 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. All sections continue to grow, with the notable changes to CHEM140 and CHEM180 to accommodate transferring Physics majors.

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.

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.

Be 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.

We have been working with Erin Krier and Erik Arevalo on making sure our CurriQnet PLOs match those in our SPOL system before training everyone on SPOL.

Demonstrate mastery of the approach and rationale of the scientific method and be able to apply these principles to solve problems

Demonstrate mastery of stoichiometric calculations.

Demonstrate mastery of laboratory technique.

Demonstrate mastery of the approach and rationale of the scientific method and be able to apply these principles to solve problems.

Demonstrate mastery of laboratory techniques.

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 within the six-year timeline. CHEM110 is currently being updated with discussion laboratories that will be peer reviewed using the rubric for assessing the substantive interaction provided by these new labs once properly field tested.

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?

The chemistry courses offered through the Life and Physical Science department are typically utilized for transferring to the university system and not directly into the workforce.

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

We work to make sure our courses that are required for degrees are available and staffed.

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

Yes, the Focus Discussion on Enrollment Trends and Efficiency included in this report convey very strong success data across all demographics.

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?

The course outlines for all courses with prerequisites and advisories will be reviewed within the five-year timeline.

e. Have recommendations from the previous report been addressed?

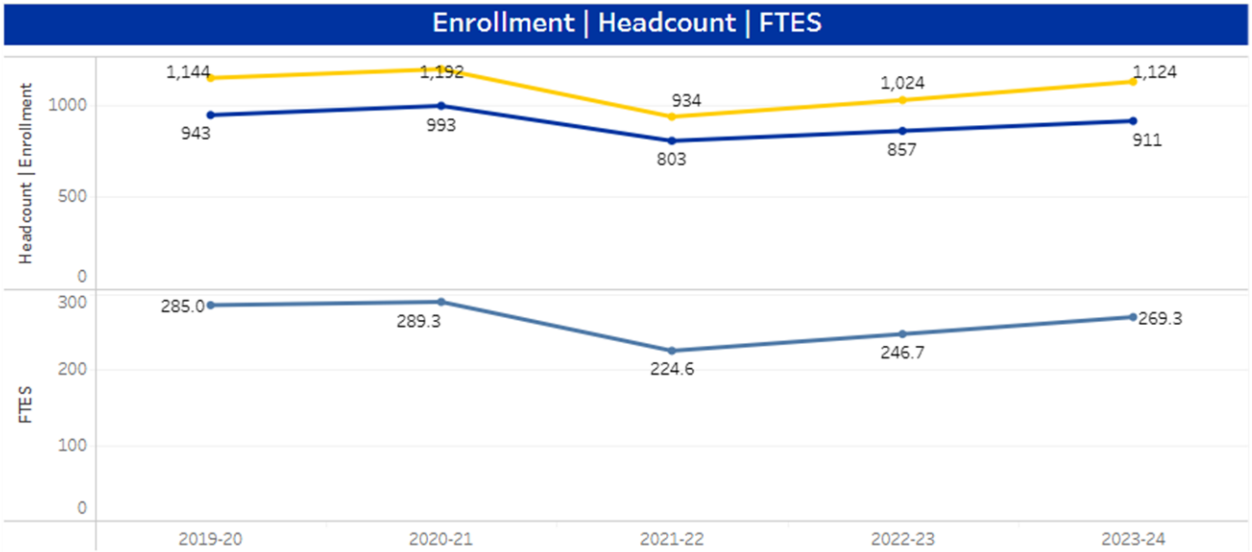
Area of Focus Discussion Template
ENROLLMENT TRENDS AND EFFICIENCY

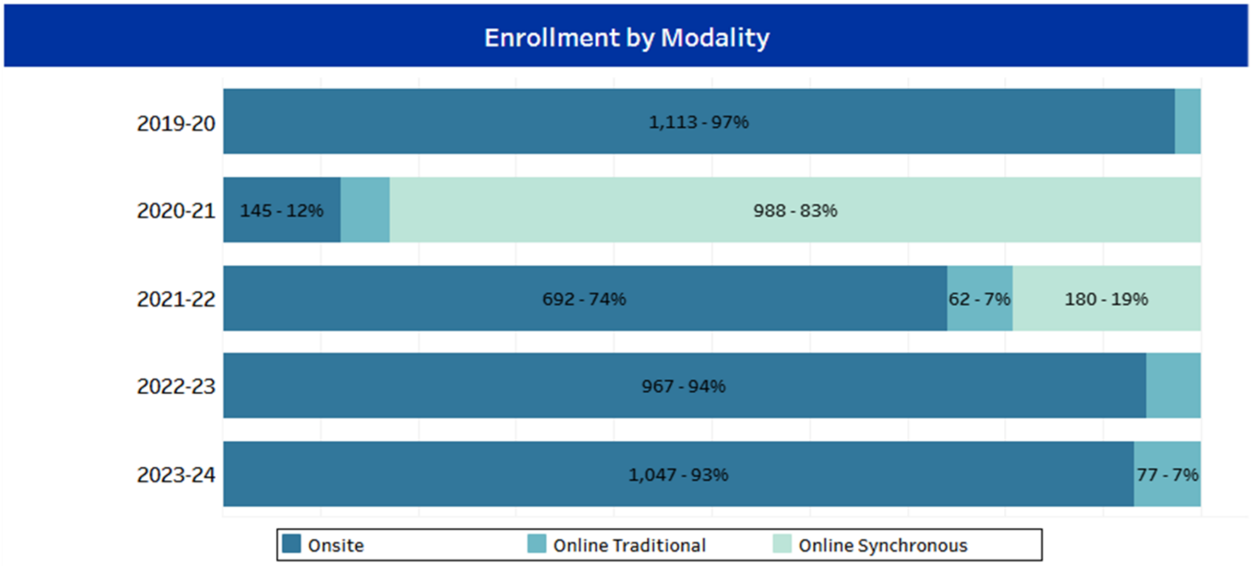
Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty).

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

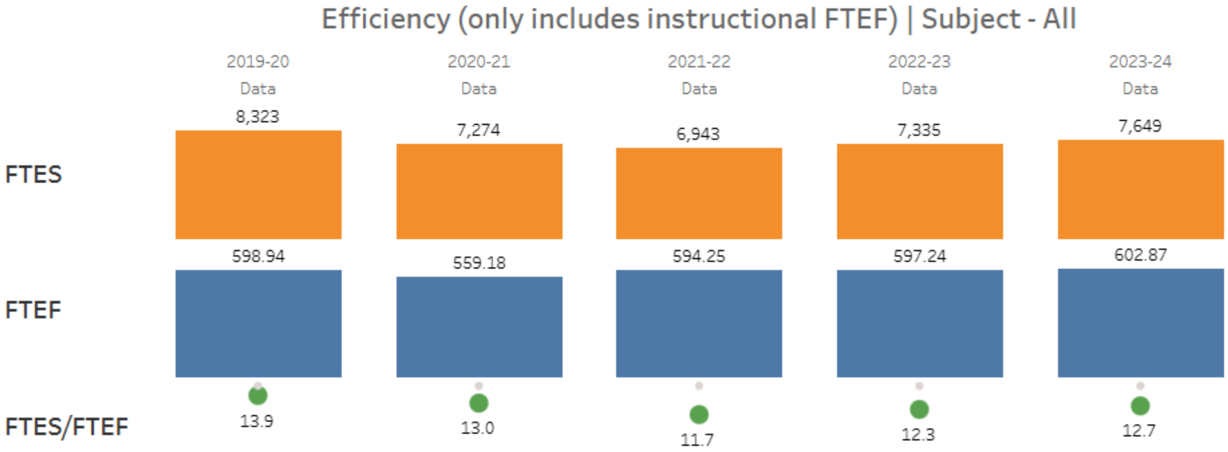
Demographics, headcount/enrollment, along with retention, success and efficiency fill rates in the Chemistry program were analyzed and compared to Hancock College as a whole.

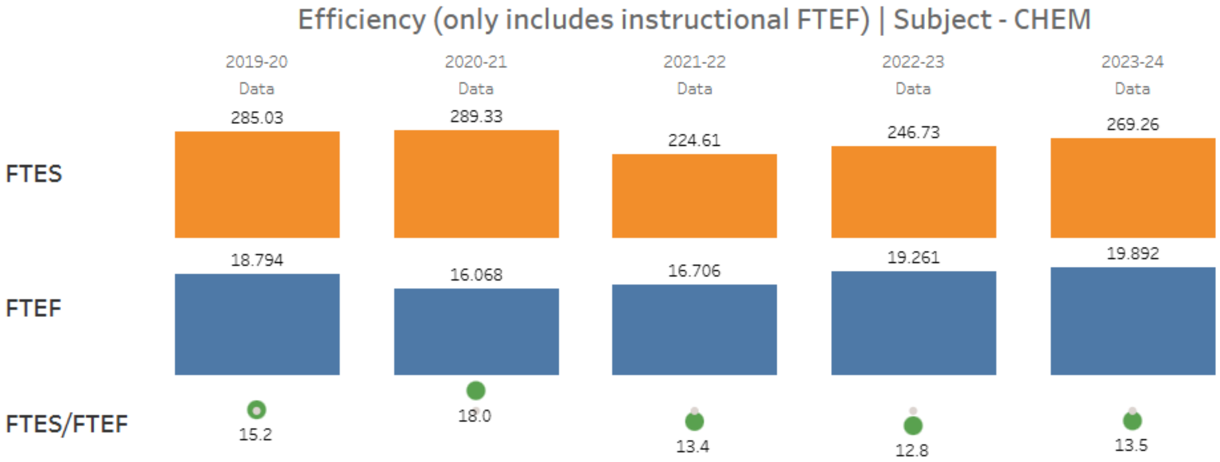
Headcount and enrollment FTES have resumed their typical numbers after the COVID-19 pandemic, showing 1,144 in 2019-2020, dipping down to 803 in 2021-2022, but now back up to 1,124 in 2023-2024 as seen by the Institutional Effectiveness graph below.

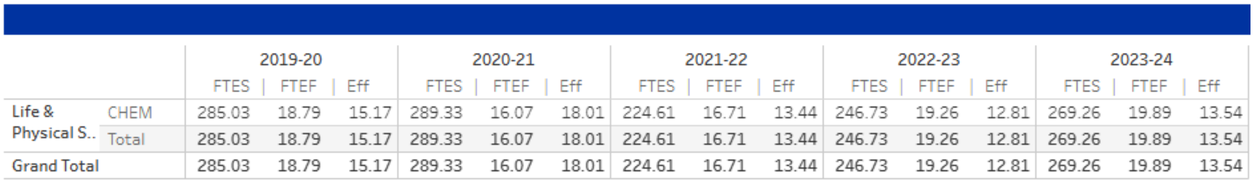




FTES are still lower than normal, only achieving 269.3, recovering from an initial FTES of 285 back in 2019-2020. The FTES did fall down to 224.6 in 2021-2022; however, our FTES/FTEF efficiency rate of 13.5 has remained higher compared to the AHC average of 12.7 for the 2023-2024 year as shown by the data below:


Efficiency (only includes instructional FTEF) | Subject - All


Efficiency (only includes instructional FTEF) | Subject - CHEM

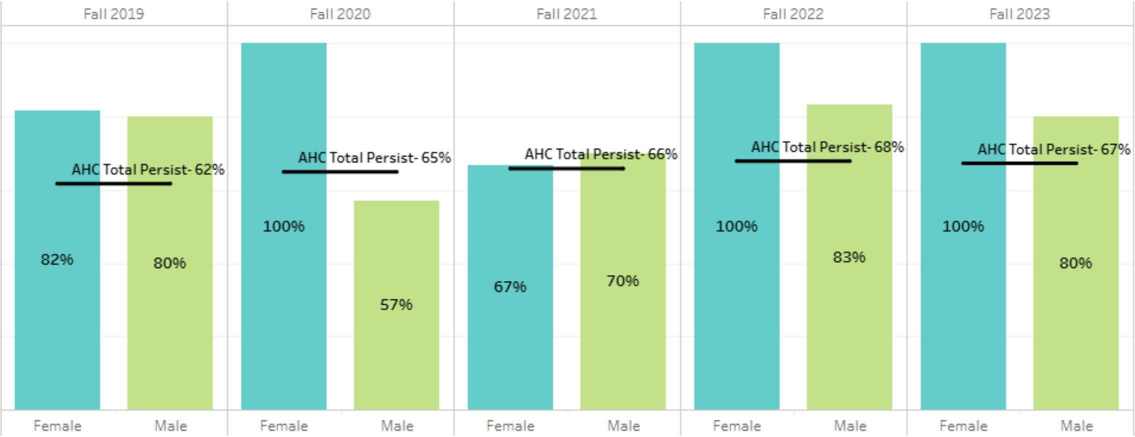


		2019-20			2020-21			2021-22			2022-23			2023-24		
		FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
Life & Physical S..	CHEM	285.03	18.79	15.17	289.33	16.07	18.01	224.61	16.71	13.44	246.73	19.26	12.81	269.26	19.89	13.54
	Total	285.03	18.79	15.17	289.33	16.07	18.01	224.61	16.71	13.44	246.73	19.26	12.81	269.26	19.89	13.54
Grand Total		285.03	18.79	15.17	289.33	16.07	18.01	224.61	16.71	13.44	246.73	19.26	12.81	269.26	19.89	13.54

Demographics comparing male vs. female students was encouraging when compared to the averages of the college as a whole. Female:Male FTES for 2023 were 93% for the chemistry department compared to 67% for the campus whole.

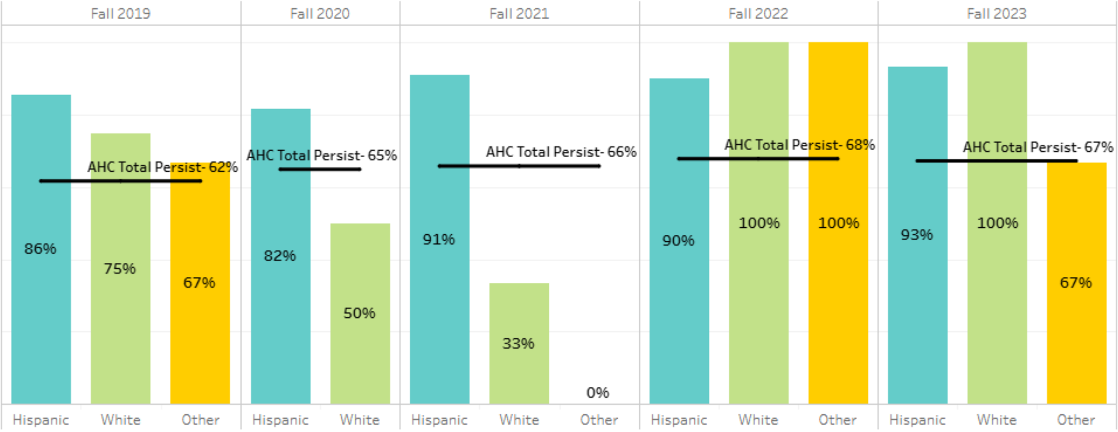
1st time persistence for the chemistry courses showed 83% for males, 100% for females, with Hispanics showing a 90% persistence rate in the chemistry courses when compared to the 67% for the Hancock campus. The following data tables disaggregate the population groups attending Hancock.

First time AHC students
Persistence % fall to spring



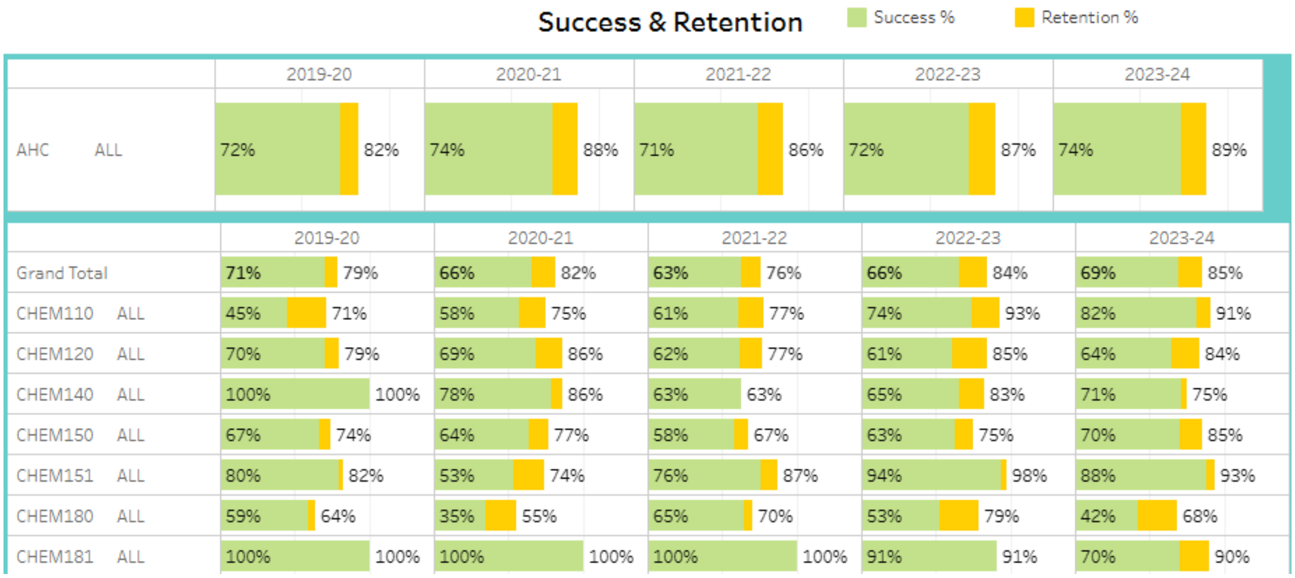
	Fall 2018				Fall 2019				Fall 2020				Fall 2021				Fall 2022			
	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact
Female	11	9	82%		11	9	82%		6	6	100%		6	4	67%		8	8	100%	
Male	7	6	86%		10	8	80%		7	4	57%		10	7	70%		6	5	83%	
Grand Total	18	15	83%		21	17	81%		13	10	77%		16	11	69%		14	13	93%	

First time AHC students
Persistence % fall to spring



	Fall 2018				Fall 2019				Fall 2020				Fall 2021				Fall 2022			
	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact
Hispanic	10	9	90%		14	12	86%		11	9	82%		11	10	91%		10	9	90%	
White	7	5	71%		4	3	75%		2	1	50%		3	1	33%		3	3	100%	
Asian					1	1	100%						2	0	0%					
Black	1	1	100%		1	1	100%													
Filipino					1	0	0%													
Two or more																	1	1	100%	
Grand Total	18	15	83%		21	17	81%		13	10	77%		16	11	69%		14	13	93%	

Success and retention rates for the Hancock campus were 74% success rate and an 89% retention rate. Comparing the chemistry courses success and retention rates showed a low success rate of 42% for the initial organic chemistry course. This was due to the course being the initial step for medical and other professions that require attendance at universities and professional programs. **We have requested additional technology supplies requiring updating the laptops and software to ensure our students are getting the training and exposure required.** The other success rate that also represents the challenge of the course content was CHEM120 at 64%. We are working with the STEM center to create Basic Skills courses the students can take to help increase their success rates in all of their Life and Physical Science courses.



Success & Retention

🟩 Success % 🟨 Retention %

		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		71%	79%	66%	82%	63%	76%	66%	84%	69%	85%
CHEM110	ALL	45%	71%	58%	75%	61%	77%	74%	93%	82%	91%
CHEM120	ALL	70%	79%	69%	86%	62%	77%	61%	85%	64%	84%
CHEM140	ALL	100%	100%	78%	86%	63%	63%	65%	83%	71%	75%
CHEM150	ALL	67%	74%	64%	77%	58%	67%	63%	75%	70%	85%
CHEM151	ALL	80%	82%	53%	74%	76%	87%	94%	98%	88%	93%
CHEM180	ALL	59%	64%	35%	55%	65%	70%	53%	79%	42%	68%
CHEM181	ALL	100%	100%	100%	100%	100%	100%	91%	91%	70%	90%

Retention rates were comparable to the campus whole. AHC showed a retention rate of 89% while the chemistry courses showed a retention rate of 85%. Again the challenge and rigor of our courses ensures that when students leave our program, they will continue to be successful.

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 most significant challenge has been to find qualified staffing, available lab and lecture rooms and adequate funding for our program. Although we offer more sections of CHEM 120, 150, and 151, the waitlists show the need has not yet been met. The CHEM120 waitlists are completely full in some sections. To do so, we need to ensure that there are adequate lecture rooms, laboratories, teaching staff, support staff, and funding for sufficient equipment, supplies, and technology.

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

We have begun discussing Concurrent Enrollment to help ease some of the CHEM120 course load at Hancock College. We must make sure to keep the rigor for these classes at those satellite campuses, which brings its own challenges. We have expanded our organic chemistry series to help accommodate those waitlists; therefore additional technology equipment and software is being requested.

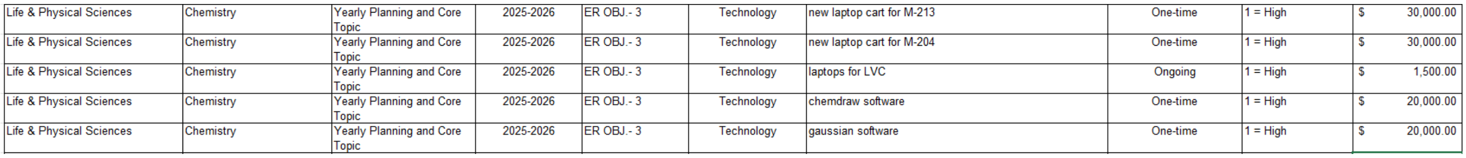
4. How will you *measure* the results of your plans to determine if they are successful?

We will continue to analyze the data provided by our Institutional Effectiveness.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years?

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	*ER Obj-3 laptops and software technology for Student Learning and enhancement*
Planning years:	*2025 - 2026*
Description: Students are needing exposure to certain software when taking the chemistry series. Additionally, the laptops provide resources for the students learning basic Word, Excel, and Powerpoint 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 see the attached Excel Resource Request file.



Life & Physical Sciences	Chemistry	Yearly Planning and Core Topic	2025-2026	ER OBJ.- 3	Technology	new laptop cart for M-213	One-time	1 = High	$ 30,000.00
Life & Physical Sciences	Chemistry	Yearly Planning and Core Topic	2025-2026	ER OBJ.- 3	Technology	new laptop cart for M-204	One-time	1 = High	$ 30,000.00
Life & Physical Sciences	Chemistry	Yearly Planning and Core Topic	2025-2026	ER OBJ.- 3	Technology	laptops for LVC	Ongoing	1 = High	$ 1,500.00
Life & Physical Sciences	Chemistry	Yearly Planning and Core Topic	2025-2026	ER OBJ.- 3	Technology	chemdraw software	One-time	1 = High	$ 20,000.00
Life & Physical Sciences	Chemistry	Yearly Planning and Core Topic	2025-2026	ER OBJ.- 3	Technology	gaussian software	One-time	1 = High	$ 20,000.00

Program Review Signature Page:

Dustin Nouri Dustin Nouri (Jul 28, 2025 09:15:08 PDT) 05/22/2025

Program Review Lead Date

Sean Abel (Jul 28, 2025 09:43:30 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
English	[illegible]	[illegible]	[illegible]	[illegible]	Equipment	[illegible]	One time	[illegible]	[illegible]

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
English	English Rhetoric	Yearly Planning and	2022-2023	ER OBJ - 2	Operational Supplie	Paper cutter for the office	One-time	1 = High	$ 50.00
Life & Physical Sciences	Chemistry	Yearly Planning and	2025-2026	ER OBJ - 2	Operational Supplie	CONSUMABLES FOR CHEM180	Ongoing	1 = High	$ 3,500.00
Life & Physical Sciences	Chemistry	Yearly Planning and	2025-2026	ER OBJ - 2	Operational Supplie	CONSUMABLES FOR CHEM181	Ongoing	1 = High	$ 2,035.00
Life & Physical Sciences	Chemistry	Yearly Planning and	2025-2026	ER OBJ - 2	Operational Supplie	CONSUMABLES FOR CHEM140	Ongoing	1 = High	$ 700.00

Dept	Program	Source	Year	Initiative (Objective)	Resource Need	Requested Item(s)	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning and	2022-2023	ER OBJ.- 1	Staffing	Hire FT faculty	Ongoing	1 = High	$ 100,000.00

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
English	English Rhetoric	Yearly Planning and	2022-2023	ER OBJ.- 3	Technology	New software program	One-time	1 = High	$ 400.00
Life & Physical Sciences	Chemistry	Yearly Planning and	2025-2026	ER OBJ.- 3	Technology	new laptop cart for M-213	One-time	1 = High	$ 30,000.00
Life & Physical Sciences	Chemistry	Yearly Planning and	2025-2026	ER OBJ.- 3	Technology	new laptop cart for M-204	One-time	1 = High	$ 30,000.00
Life & Physical Sciences	Chemistry	Yearly Planning and	2025-2026	ER OBJ.- 3	Technology	1 replacement laptop for LVC	Ongoing	1 = High	$ 1,500.00
Life & Physical Sciences	Chemistry	Yearly Planning and	2025-2026	ER OBJ.- 3	Technology	chemdraw software per year (subscription fee) including	Ongoing	1 = High	$ 1,500.00
Life & Physical Sciences	Chemistry	Yearly Planning and	2025-2026	ER OBJ.- 3	Technology	gaussian software (perpetual license)	One-time	1 = High	$ 20,000.00

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	Year	Initiative (Objective)	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning Only	2022-2023	ER OBJ 2	Misc	Faculty stipends for 5 hour video series	One time	1 = High	$ 450.00
Life & Physical Sciences	Chemistry	Yearly Planning Only	2025-2026	ER OBJ 2	Misc	3' x 12' mat	One time	2 = Medium	$ 1,404.00
Life & Physical Sciences	[illegible]	Yearly Planning Only	[illegible]	ER OBJ 2	[illegible]	[illegible]	One time	2 = Medium	$ [illegible]

Chem Program Review Enrollment

Final Audit Report 2025-07-29

Created:	2025-07-28
By:	Florentina Perea (fperea@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3KSD3bMSY2RjN0SMwWsK_YhdOpe2MUcz

"Chem Program Review Enrollment" History

Document created by Florentina Perea (fperea@hancockcollege.edu)

2025-07-28 - 4:10:52 PM GMT- IP address: 209.129.94.61

Document emailed to Dustin Nouri (dustin.nouri@hancockcollege.edu) for signature

2025-07-28 - 4:12:45 PM GMT

Email viewed by Dustin Nouri (dustin.nouri@hancockcollege.edu)

2025-07-28 - 4:14:14 PM GMT- IP address: 104.47.55.126

Document e-signed by Dustin Nouri (dustin.nouri@hancockcollege.edu)

Signature Date: 2025-07-28 - 4:15:08 PM GMT - Time Source: server- IP address: 174.62.101.209

Document emailed to Sean Abel (sean.abel@hancockcollege.edu) for signature

2025-07-28 - 4:15:12 PM GMT

Email viewed by Sean Abel (sean.abel@hancockcollege.edu)

2025-07-28 - 4:43:08 PM GMT- IP address: 104.47.70.126

Document e-signed by Sean Abel (sean.abel@hancockcollege.edu)

Signature Date: 2025-07-28 - 4:43:30 PM GMT - Time Source: server- IP address: 209.129.94.61

Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature

2025-07-28 - 4:43:32 PM GMT

Email viewed by Robert Curry (rcurry@hancockcollege.edu)

2025-07-29 - 2:34:04 PM GMT- IP address: 24.5.203.0

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

Signature Date: 2025-07-29 - 8:14:17 PM GMT - Time Source: server- IP address: 24.5.203.0

✓ Agreement completed.

2025-07-29 - 8:14:17 PM GMT