

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Physics Academic Year 2025-26

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?

No Problems

4. Were there any staffing changes?

None.

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

No additional faculty could be hired, but the department retains its historical FTES/FTEF efficiency.

Learning Outcomes Assessment

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

Unable to access SPOL: expected to be fixed after our department's training retreat in mid August.

- 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.

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)?

PHYS 110

- b. What were some key findings regarding RSI?
 - Some strengths: **As planned in last year's program review, hybrid sections with in-person exams were implemented. Confidence in exam security and integrity is now high.**
 - Some areas of possible improvement: **Focused support to ensure students continue to succeed in the hybrid (in-person exam) modality.**
- c. What is the plan for improvement?

Coordinate with MESA and ARC to make sure students in online sections are aware of their tutoring options.

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.***

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 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): Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Technology Plan ☒ X 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 document along with completed program view core topic for signature.

	A	B	C	D	E	F	G	H
1								
2								
3		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				
4								
5								
6								
7								
8								
9								
10								
11		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
13								
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New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Annual Maintenance
Planning years:	2025-2026
Description: <i>Maintenance, Repair, and Replacement of Physics Demo and Lab components and consumables (such as liquid nitrogen). Each item < \$200</i>	
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New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Upgrade Data Collection Interface Software to Capstone
Planning years:	2025 - 26
Description: <i>New laptops require a new version of data collection software from vendor.</i>	

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 ☐

Technology Plan ☐

Facilities Plan ☐

Strong Workforce ☐

Equal Employment Opp. ☐

Title V ☐

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number): Upgrade PASCO data collection boxes

Planning years: 2025-26 (requested 2024- 25 PR)

Description:

*The classroom set of data collection apparatus is needed for many labs in all physics courses. The current generation of the equipment still works, but is coming to the end of the time for which PASCO offers service and replacement parts and guarantees compatibility with new instruments. If we continue to use PASCO products as is common practice in many peer institutions, then we will eventually have to upgrade. If currently available resources do not permit upgrading the whole set, upgrading in stages before the upgrade issue becomes critical would be beneficial. **Note: The upgrade issue may now have become critical as the data collection software has to be upgraded for the sake of the new laptops in the laptop cart. (See above). Testing to determine need (early AY 2026).***

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Ed Master Plan ☐

Student Equity Plan ☐

Guided Pathways ☐

AB 705/1705 ☐

Technology Plan ☐

Facilities Plan ☐

Strong Workforce ☐

Equal Employment Opp. ☐

Title V ☐

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Desktop Replacements
Planning years:	2025-26 (Requested 2024-25 PR)
Description: <i>This does not include the podium computer in M-205, which I think should fall under classroom technology upgrades. This item is less urgent (the desktops are still working reliably) but arguably more important since the desktops are needed to operate the current proprietary data collection tools (PASCO, Rspec, etc.) with their accompanying proprietary software. Note: The upgrade issue may now have become critical as the data collection software has to be upgraded for the sake of the new laptops in the laptop cart. (See above). Testing to determine need (early AY 2026).</i>	
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New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	(The academic years this will take to complete)
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):

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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?

(1) Student Retention and Success by both Ethnicity and Gender as provided by AHC Institutional Effectiveness data under “Retention & Success by Course Detail” (<https://www.hancockcollege.edu/ie/Enrollment.php>).

(2) STEM student survey initiated by Chemistry and Biology disciplines and carried out by institutional effectiveness.

The main conclusion is that instruction and educational resources are as expected or better. There is no significant disparate impact on success or retention by prerequisites or course practices or structure. However, students are impacted by structural issues such as time conflicts, work schedules, and course availability (including sections filling).

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?

As mentioned above, students who are in some way impacted have the greatest trouble due to insufficient course availability either by time of day (job, other course, family conflicts) or frequency by year (sections full, having to wait an additional year to complete a degree or certificate).

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

We may explore offering additional course sections in the summer. Following the success of hybrid PHYS 110 (in-person exams) it may be possible to offer courses with in-person lab and exam components coupled with an otherwise online instruction modality as another option. Either approach would hopefully improve student access by alleviating some schedule conflicts.

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

If the course offering changes suggested above are implemented we would measure results by survey and enrollment levels in the alternative sections.

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

Discussion software (e.g. Zulip). Live-streamed lectures available for optional remote attendance. Email communication.

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

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)

N/A

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

N/A

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.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	ER Obj-2 Video Speeches for Student Learning and enhancement

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New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Lab Staff for Summer Lab Sections
Planning years:	2026-2027
Description: <i>If (a) course(s) with a lab component are offered in summer then lab support staff would be needed.</i>	
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New Program Planning Initiative (Objective) – Core Topic Only	
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Planning years:	<i>(The academic years this will take to complete)</i>
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Equal Employment Opp. ☐

Title V ☐

New Program Planning Initiative (Objective) – Core Topic 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.)

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New Program Planning Initiative (Objective) – Core Topic Only

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Description:

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number:**

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(The academic years this will take to complete)

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Program Review Signature Page:

Brian Youngblood

Program Review Lead

8/9/2026

Date


[Sean Abel \(Aug 19, 2026 16:04:24 PDT\)](#)

Program Dean

Aug 19, 2026

Date



Vice President, Academic Affairs

Aug 19, 2026

Date

PR Physics 2025-26_ Curriculum and Teaching Design

Final Audit Report

2026-08-19

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