

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name _____ Business _____ Academic Year 2024-2025

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

No. There has been no change in the program/discipline mission or primary function in the last year.

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

There have been no new courses, degrees, certificates, or articulation over the past year.

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

There have been no changes in our program map and no challenges associated with maintaining the planned schedule.

4. Were there any staffing changes?

There have been no staffing changes. There are two full-time instructors who are longtime employees. Other courses are taught by Associate Faculty who also have a long history of employment within the department/discipline.

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

In 2024-2025, the business disciplines focused on enrollment and efficiency. All full-time business instructors, including BUS, CBOT, CBIS, ACCT participated in the Business Department Student Success team to address this area of focus. The team also included a representative from counseling. The team regularly met throughout the year.

A summary of the success team findings is as follows:

INTRODUCTION

The Business Department Student Success Team met throughout the 2024-2025 year. The student success theme this year is enrollment and efficiency. Team members discussed how student participation in events/activities at AHC could potentially help enrollment and degree completion. Team members noted that student participation in events/activities may enhance students' academic experience at Allan Hancock College by helping them feel more connected to the college. A prior survey indicated that efforts to enhance student connectivity would be beneficial.

METHODOLOGY

A list of AHC events and activities was obtained from the AHC college calendar which appears online at the AHC website. Team members agreed on 21 events and activities they believed could enhance students' experiences and potentially lead to sustained enrollment and efficiency.

Subsequently, a survey was developed. Students were asked if they participated in any of the 21 events listed. If the response was "no," students were asked if they would like information about the event. Additionally, students were asked if they are a member of any AHC club, whether they would like to participate in any other events or activities, and what other events or activities students would like to participate in.

This survey was emailed to all students in the business disciplines (as described herein).

RESULTS

Only 32 students responded. As such, the results can only be viewed as preliminary findings that may serve for further research or alternatively, the development of interventions to address areas of improvement.

Overall, preliminary results indicated that the 32 students are seldom participating in the events/activities addressed in the survey. Overall, scores for the 21 of the events/activities are as follows:

- 14 out of 21 events/activities scored only 0% - 6% in participation rate.
- 4 events scored between 9% to 13% participation rate (scholarship, cash for college, motivation and self-care, and time management).
- 3 events/activities scored between 18% - 31% participation. Specifically, AHC Bow-Wow scored 31% participation rate, 18% for resume building, and 13% for time management.

The number of students who would like information about the event/activity ranged from 13% - 28%. The highest score was in response to obtaining more information about Time Management.

A total of 16% of respondents said they are a member of an AHC Club.

A total of 67% of respondents said they would like to participate in other events or activities. There were 6 suggestions for other events/activities. The opportunity to volunteer, more information about grief support, easier process for signing up for AHC clubs, fun day with bounce houses, add a gardening club, offer career day for AHC students only, and hold a job hiring/career fair.

RECOMMENDATIONS

Team members reviewed the results in a team meeting. Although the response rate was small, team members decided that one intervention is appropriate at this time. Specifically, team members decided to post a list of events/activities (which are scheduled throughout the year) on their online sites, syllabus, and/or via course handouts.

Team members also support the suggestion to hold a Career Fair for AHC students only.

Further research could be pursued.

Learning Outcomes Assessment

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

In academic year 2024-2025, Business 101, 110, and 104 were analyzed using SPOL. The PTO evaluated for 101 and 110 was "produce a work-based project." The PTO for 104 was "demonstrate the ability to follow instructions."

In addition, four Fast Track courses were evaluated for PTO "demonstrate the ability to follow instructions." FastTrack courses evaluated were Business 362, 357, 370, and 361.

The SPOL analysis resulted in a finding that all courses evaluated were successful in meeting the learning outcomes measured. Specifically, all courses had an 80%+ attainment rates.

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

All courses analyzed show a good success rate for the PTO evaluated. Timely interventions and effective student-instructor contact have fostered positive success rates.

Department members will continue to utilize SPOL to analyze additional courses and outcomes.

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

The greatest accolades involved the Business Department Student Success Team activities, summarized herein, Question 5.

In addition, a focus on enrollment is evidenced by the large number of courses offered on Saturdays, at 8 am at SM, at the LVC, and at the jail. The Business discipline faculty have a strong presence at the Lompoc Valley Center. The business discipline has a strong presence throughout the week, both day and evening classes. **See Attachment 1. 1a, 1b, 1c - Section Heat Map.**

No changes are planned.

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

No changes are planned.

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 course evaluated were Business 101, 110, 107, and 102.

- b. What were some key findings regarding RSI?
Four courses underwent peer review, including evaluation for regular and substantive interactions. All courses indicated strong regular and substantive interactions.

Some strengths: Presently, faculty utilize a variety of methods to maintain regular and substantive interaction including video orientation, videos, links to outside sources, discussion boards, online office hours, and direct feedback to students on every assignments. Further, emails are sent and received on an ongoing basis.

Some areas of possible improvement: The department will continue to update and improve methods to maintain regular and substantive interaction.

- c. What is the plan for improvement?
Faculty will continue to meet RSI objectives. Additional courses will undergo peer review next year.

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

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

According to the EDD "Projections of Employment, Occupation, 2018-2028," for Santa Barbara County, the annual job opening projections for TOP Code 050100 Business and Commerce, General and TOP Code 050600 Business Management, and TOP Code 050500 Business Administration, indicate new jobs (from growth plus net replacement), is strong. A total of 8,500 annual job openings by occupations in these top codes total 8,590 during this period.

According to the U.S. Department of Labor Statistics, "Occupational Employment and Wages in Santa Maria-Santa Barbara – May 2024," the mean hourly wage for manager is \$69.25 per hour. The mean average wage for business financial operations is \$46.59.

According to the U.S. Department of Labor Statistics, "Occupational Outlook Handbook, *"Overall employment in business and financial occupations is projected to grow faster than the average for all occupations from 2022 to 2032. About 911,400 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently."* This document presents job summaries, educational requirements, and 2023 median pay for several occupations within the Business and Financial Occupations category.

As such, the career and technical education provided by the business disciplines provides a good vehicle to prepare students to meet this documented labor market demand.

- b. How does the program address needs that are not met by similar programs? The business department/disciplines focus on preparation for careers in business and transfer to advanced training in business. This is the unique role of the AHC business department/disciplines.
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

In 2023-2024, the courses with the most students within the business discipline are Business 101 Introduction to Business and Business 110 Business Law. Both of these courses have success rates above the college average, namely 80% for Business 101 and 86% for Business 110. The college success rate is 74%. **See Attachment 2.**

The overall success rate for Business is 74%, the same percentage as the college success rate. Nonetheless, there is room for improvement in several courses, especially in Business 104, 106, and 107. Earlier instructor drops of low performing students should help improve success rate, although all attempts will be made to help students improve their performance during the class.

See Attachment 3 and 3a. Faculty will meet and confer to develop a plan for improvement of success rate in individual classes that have relatively lower success rates. Most likely earlier interventions will be required. It should also be noted that the business discipline classes have very high standards, most with comprehensive writing assignments. Writing has been a challenge for many students. The department will continue to foster interventions to assist students develop the ability to express themselves in writing. This is a key skill that is needed for business, as noted by the Business Advisory Team.

For 2023-2024 The retention rate of courses in the business discipline is 87% a bit under the college retention rate of 89%. The retention rates in the two classes with most students, Business 101 and Business 110 have retention rates of 87%

and 94% respectively. Business 160, a class with high enrollment each semester had 92% retention. Department members will review the retention performance in other classes and develop a plan for improvement. The department will also review performance by all three PTOs to determine what the greatest area of improvement is in each course. **See Attachment 3 and 3a.**

The persistence rate for the business discipline for Fall 2023 (most current reporting period) in the category "First time AHC students Persistence % fall to spring, is 75% vs. the college total persistence rate of 67%. The persistence for ethnicity is above the college average for each group, 71% for Hispanics, 79% for White, and 74% for Other. Persistence for each gender group is also above the college average for each group, 76% for Females, 72% for Males, and 100% for non-binary.

In 2023-2024 there were 112 Business AA, AS, and AST-1 unduplicated degrees, an increase of 14 degrees from the prior year.

In 2022-2023 there were 113 unduplicated certificates awarded. This is a significant increase of 17 in the previous year. Currently, one of the FastTrack certificate programs is offered each semester. This scheduling has resulted in full classes and a robust Saturday FastTrack program.

See Attachment 6.

TRANSFER: BUSINESS ADMINISTRATION

There was a total of 75 unduplicated ADT degrees in 2023-2024 compared to 66 the previous year. As such, 75 students were prepared for transfer.

See Attachment 13

Time to Degree in Years for FIRST degree and Median Units Attempted for FIRST DEGREE

The Median Time to Degree for all degrees within the Business, Business Administration, and transfer degree disciplines in 2023-2024 is 2.8 years. This timeframe has been stable since 2020-2021 academic year.

The median units attempted was 84.0 units attempted with 73 units attained, compared to 87.5 units attempted and 75 units completed in 2022-2023.

See Attachment 14

Enrollment by Modality

In 2023-2024, 55% of classes were offered on-site and 45% were offered online.

See Attachment 4

- 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?

Yes, presently only “advisory” prerequisites are used and their use is infrequent.

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

Yes, a “Talking Syllabus and Orientation” is now in use, as recommended in the previous report.

Discipline faculty continue to emphasize the importance of writing and following instructions, as recommended by the Business Advisory Team. Faculty provide timely feedback on all assignments as they pertain to writing and following instructions on assignments.

SPOL was utilized to continue measuring and monitoring student success in PTOs.

The department continued to focus on addressing student success as evidenced by the Business Department Student Success activity for 2024-2025, described herein.

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.*

A prior request was made for a coordinator stipend of \$1,200 for the non-full time faculty disciplines of paralegal, real estate, and entrepreneurship. No new planning initiatives or resources requested.

Sample:

New Program Planning Initiative (Objective) – Yearly Planning 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:

(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.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ- 2	Equipment	- /ideo cameras \$800 each

EQUIPMENT NEEDS

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 **SUPPLIES** **STAFFING** **TECHNOLOGY** **FACILITIES**

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):			
☐ Ed Master Plan 705/1705	☐ Student Equity Plan	☐ Guided Pathways	☐ AB
☐ Technology Plan Employment Opp.	☐ Facilities Plan	☐ Strong Workforce	☐ Equal
☐ Title V			

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):	
☐ Ed Master Plan 705/1705	☐ Student Equity Plan
☐ Technology Plan Employment Opp.	☐ Facilities Plan
☐ Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only
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Title (including number:	
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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>	
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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). Sample activities include the following:

Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

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

Enrollment/Headcount/FTES

Enrollment for Fall 2023 has increased slightly, from 1,926 students in 2022 – 2023 to 2,108 students om 2023-2024.

Headcount for 2023-2024 is 1,252 students compared to 1,227 students in 2022-2023.

FTES in 2023-2024 is 162.7 students, up from 158.5 students in 2022-2023.

See Attachment 4

Headcount by Ethnicity, Gender, Ethnicity

The largest number of students are Hispanic (76%), nearly equal percent of males and females, and 64% are under 24 (66%).

See Attachment 5, 5a, 5b.

AWARDS EARNED BY GENDER

Here, results are presented separately for the “Business Administration” discipline and “Business” discipline.

For the Business Administration in 2023-2024 (most recent reporting period), a total of 49% were males, 50% were females, and 1% were non-binary. Gender remains stable from previous year.

For the Business (only) discipline, there are 5% more females than males earning awards in 2023-2024. A total of 52% of business discipline awards were earned by females and 47% were earned by male. However, the percentage of male award earners rose from 41% the previous year to 47% currently.

See Attachment 7 and 8

AWARDS EARNED BY ETHNICITY

For the Business Administration degree, 2023-2024, the largest category of award earners is Hispanic. The Hispanic ethnic group represented 72% of award earners. This is a 10% increase from previous years. The second largest ethnic group was White, with 21%. White enrollment decreased 4% from the previous year.

For the Business, Hispanics were the highest percentage of award earners, totaling 58%. This was a decrease of 4% from the previous year. The second largest group was White, with 28%, increasing 4% from the previous year.

See Attachment 9 and 10

AWARDS EARNED BY AGE

Please note that institutional data for this category has a clerical error in that there is an age group missing (ages 25-34). Nonetheless, the statistics reported here are presented according to the data provided.

For Business Administration 2023-2024, 50% of students were age 20-24. This represents a 4% increase from the prior year. A total of 29% were age 35-54, a 4% decrease from the previous year. A total of 19% were under 20 years old, a 4% increase from the previous year.

For Business, 67% of students were ages 35-54. This is an 8% increase from the prior year. The number of students ages 20-24 earning awards dropped from 31% last year to 20% this year. The enrollment for under 20 earning awards increased from 3% last year to 10% this year.

See Attachment 11 and 12.

The persistence rate for the business discipline for Fall 2023 (most current reporting period) in the category "First time AHC students Persistence % fall to spring, is 75% vs. the college total persistence rate of 67%. The persistence for ethnicity is above the college average for each group, 71% for Hispanics, 79% for White, and 74% for Other. Persistence for each gender group is also above the college average for each group, 76% for Females, 72% for Males, and 100% for non-binary.

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 data analysis reflects equity across the program utilizing various measures.

2. What are your plans for change or *innovation*?
Use of free instructional materials/textbooks is being reviewed in order to assist students facing financial challenges caused by high textbook costs.
3. How will you *measure* the results of your plans to determine if they are successful? The department will review progress in identifying new materials in the next annual reviews.

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

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.*

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

EQUIPMENT **SUPPLIES** **STAFFING** **TECHNOLOGY** **FACILITIES**

New Program Planning Initiative (Objective) – Core Topic 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>	
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Program Review Signature Page:

Maria A Comstock (Oct 7, 2025 16:50:54 PDT)	Oct 7, 2025
Program Review Lead	Date
	Oct 8, 2025
Program Dean	Date
	Oct 8, 2025
Vice President, Academic Affairs	Date

Attachment 1

Heatmap Course

Section Heat Map (data as of 8/12/24)

grouped by hour of section begin time

Click cell in heatmap to see data for the chosen time slot. Click course in detail to see data for course.

Term Fall 2023|Campus All|Department Business|Discipline Business|

Course Attribute All | Part of Term All

Begin Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am							
8am	1	1	1	0	1	7	0
9am	0	1	0	1	0	0	0
10am	0	1	1	1	1	0	0
11am	0	1	1	1	1	0	0
12pm	1	1	1	1	0	0	0
1pm	0	1	1	1	1	7	0
2pm							
3pm							
4pm							
5pm							
6pm	1	1	0	1	0	0	0
7pm							
8pm							
9pm							
ONLINE	0	0	0	0	0	0	0

1. Term
Fall 2023

2. Campus
(All)

3. Building
(All)

4. Room
(All)

5. Department
Business

6. Discipline
Business

7. Course Attribute
(All)

8. Part of Term
(All)

Day All|Time All

Status	Department	Discipline	Course	CRN	Campus Desc	Bldg/Room	Part of Term Desc	Begin Time	Days	Census	FTES
Credit	Business	Business	BUS101	20135	Santa Maria	K22	Full Term	6:30pm	R	31	3.3
				20756	Online	Null	Full Term	ONLINE	Null	29	2.8
				20908	Santa Maria	K18	Full Term	8:00am	MTW	30	3.1
				20937	Lompoc Valley...	LV02104	Full Term	8:45am	M	33	3.5
				21050	Lompoc Valley...	LV02103	Full Term	9:30am	TR	29	3.0
				21145	Santa Maria	K22	Full Term	12pm	TR	34	3.5
				21324	Off Campus	PVH-S435	Pioneer Val...	11:55am	TWTF	25	2.4
				21325	Off Campus	PVH-S435	Pioneer Val...	10:50pm	TWTF	24	2.3
				21346	Off Campus	SMHS230	Santa Maria	10:35am	TWTF	34	3.2
			BUS102	20141	Online	Null	Full Term	ONLINE	Null	25	2.4
				20271	Santa Maria	K22	Full Term	12pm	MTW	34	3.5
				20272	Santa Maria	K22	Full Term	12pm	MTW	33	3.3

Non Online
Sections

19

Online Sections

12

Course Includes Day

(All)

Attachment 1 (a)

Heatmap Course

Section Heat Map (data as of 8/12/24)

grouped by hour of section begin time

Click cell in heatmap to see data for the chosen time slot. Click course in detail to see data for course.

Term Fall 2023|Campus All|Department Business|Discipline Business|
Course Attribute All | Part of Term All

BeginTime	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am							
8am	1	1	1	0	1	7	0
9am	0	1	0	1	0	0	0
10am	0	1	1	1	1	0	0
11am	0	1	1	1	1	0	0
12pm	1	1	1	1	0	0	0
1pm	0	1	1	1	1	7	0
2pm							
3pm							
4pm							
5pm							
6pm	1	1	0	1	0	0	0
7pm							
8pm							
9pm							
ONLINE	0	0	0	0	0	0	0

1. Term
Fall 2023

2. Campus
(All)

3. Building
(All)

4. Room
(All)

5. Department
Business

6. Discipline
Business

7. Course Attribute
(All)

8. Part of Term
(All)

Day All|Time All

Status	Department	Discipline	Course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime	Days	Census	FTES
				20371	Sancti Maria	S22	Full Term	11am	MW	34	3.5
			BUS103	20436	Online	Null	Full Term	ONLINE	Null	33	3.2
			BUS104	20142	Online	Null	Full Term	ONLINE	Null	25	2.4
			BUS107	20145	Online	Null	Full Term	ONLINE	Null	27	2.6
			BUS110	20144	Online	Null	Full Term	ONLINE	Null	32	3.1
				21140	Sancti Maria	K22	Full Term	6:20pm	T	33	3.5
			BUS111	20753	Online	Null	Term 2 & 3	ONLINE	Null	25	2.4
			BUS121	20145	Online	Null	Full Term	ONLINE	Null	25	2.4
			BUS130	20145	Online	Null	Full Term	ONLINE	Null	24	2.3
			BUS141	20322	Online	Null	Term 2 & 3	ONLINE	Null	16	1.6
			BUS160	20760	Online	Null	Full Term	ONLINE	Null	29	2.8
										70	7.0

Non Online
Sections

19

Online Sections

12

Course Includes Day
All

Attachment 1 (b)

Heatmap Course

Section Heat Map (data as of 8/12/24)

grouped by hour of section begin time

Click cell in heatmap to see data for the chosen time slot. Click course in detail to see data for course.

Term Fall 2023|Campus All|Department Business|Discipline Business|
Course Attribute All | Part of Term All

BeginTime	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am							
8am	1	1	1	0	1	7	0
9am	0	1	0	1	0	0	0
10am	0	1	1	1	1	0	0
11am	0	1	1	1	1	0	0
12pm	1	1	1	1	0	0	0
1pm	0	1	1	1	1	7	0
2pm							
3pm							
4pm							
5pm							
6pm	1	1	0	1	0	0	0
7pm							
8pm							
9pm							
ONLINE	0	0	0	0	0	0	0

1. Term
Fall 2023

2. Campus
All

3. Building
All

4. Room
All

5. Department
Business

6. Discipline
Business

7. Course Attribute
All

8. Part of Term
All

Day All|Time All

Status	Department	Discipline	course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime	Days Comb	Census Enroll	FTES
			BUS100	20760	Online	Null	Full Term	ONLINE	Null	29	2.8
			BUS300	20147	Online	Null	Full Term	ONLINE	Null	30	2.9
			BUS300	21410	North County	Null	Term 1 & 2	8:30am	TR	13	1.4
			BUS300	21420	Santa Maria	K22	Other	8:30am	S	27	0.3
								10:00pm	S	27	0.3
			BUS370	21421	Santa Maria	K22	Other	8:30am	S	25	0.2
								10:00pm	S	25	0.2
			BUS371	21422	Santa Maria	K22	Other	8:30am	S	27	0.3
								10:00pm	S	27	0.3
			BUS372	21423	Santa Maria	K22	Other	8:30am	S	26	0.3
								10:00pm	S	26	0.3
								8:30am	S	26	0.3
								10:00pm	S	26	0.3

Non Online
Sections

19

Online Sections

12

Course Includes Day

All

Attachment 1 (c)

Heatmap Course

Section Heat Map (data as of 8/12/24)

grouped by hour of section begin time

Click cell in heatmap to see data for the chosen time slot. Click course in detail to see data for course.

Term Fall 2023|Campus All|Department Business|Discipline Business|

Course Attribute All | Part of Term All

Begin Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am							
8am	1	1	1	0	1	7	0
9am	0	1	0	1	0	0	0
10am	0	1	1	1	1	0	0
11am	0	1	1	1	1	0	0
12pm	1	1	1	1	0	0	0
1pm	0	1	1	1	1	7	0
2pm							
3pm							
4pm							
5pm							
6pm	1	1	0	1	0	0	0
7pm							
8pm							
9pm							
ONLINE	0	0	0	0	0	0	0

1. Term
Fall 2023

2. Campus
(All)

3. Building
(All)

4. Room
(All)

5. Department
Business

6. Discipline
Business

7. Course Attribute
(All)

8. Part of Term
(All)

Day All|Time All

Status	Department	Discipline	Course	CRN	#	Campus Desc	BldgRoom	Part of Term Desc	Begin Time	Days	Comp	Census Enroll	FTES
			BU5371	21422		Santa Maria	K22	Other	8:30am	S		27	0.3
			BU5372	21423		Santa Maria	K22	Other	1:00pm	S		27	0.3
			BU5373	21424		Santa Maria	K22	Other	8:30am	S		26	0.3
			BU5374	21425		Santa Maria	K22	Other	1:00pm	S		29	0.3
			BU5375	22029		Santa Maria	K10	Other	8:30am	S		23	0.2
									1:00pm	S		23	0.2
									8:30am	S		23	0.6
									1:00pm	S		23	0.6
Grand Total												820	66.1

Non Online
Sections

19

Online Sections

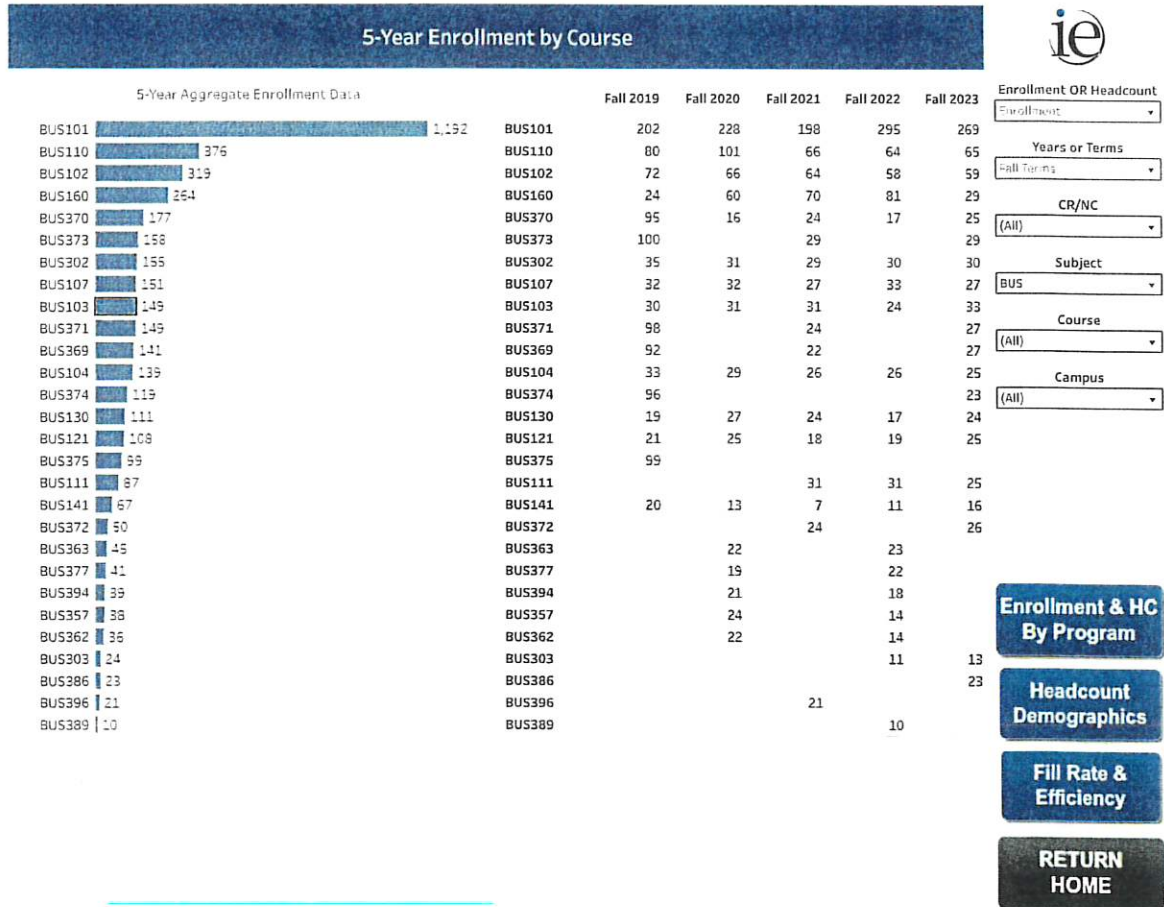
12

Course Includes Day

All

Attachment 2

Program Review: Enrollment & Headcount



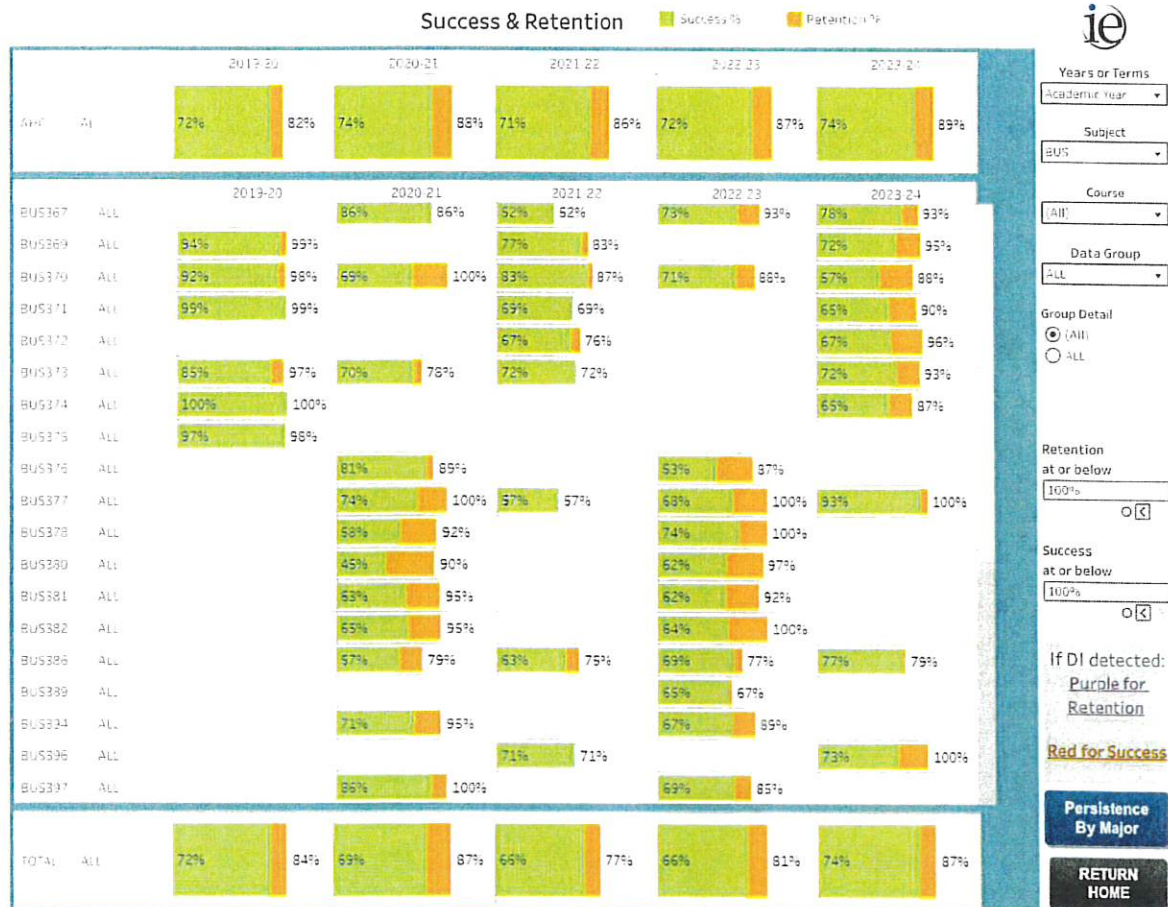
Attachment 3

Program Review: Success, Retention, Persistence



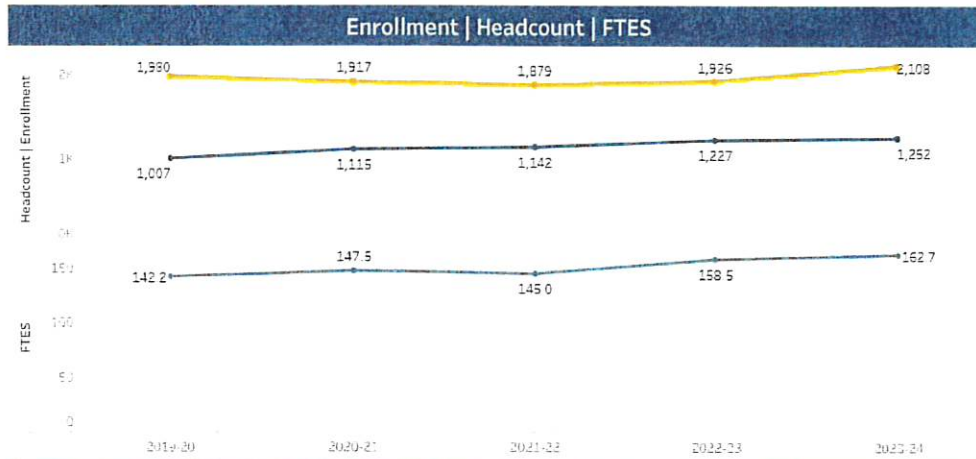
Attachment 3 (a)

Program Review: Success, Retention, Persistence



Attachment 4

Program Review: Enrollment & Headcount



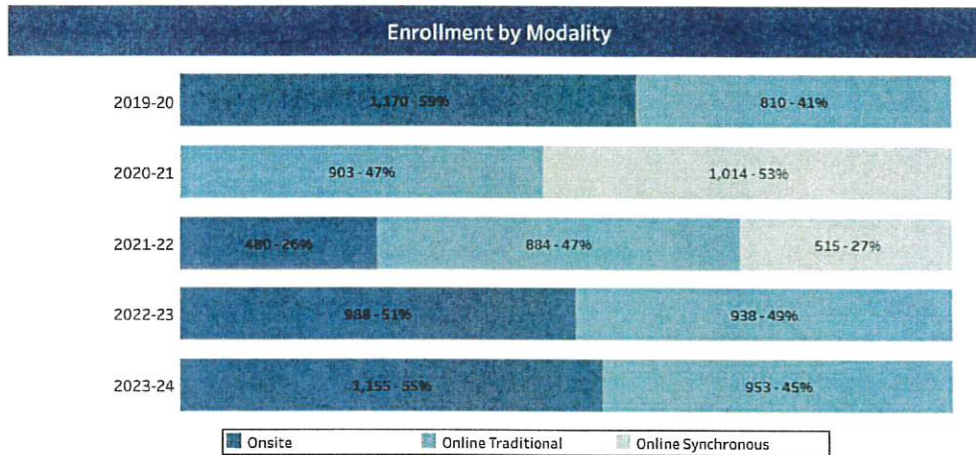
Years or Terms
Academic Year ▾

CR/NC
Credit ▾

Subject
BUS ▾

Course
(All) ▾

Campus
(All) ▾



**Enrollment & HC
By Course**

**Headcount
Demographics**

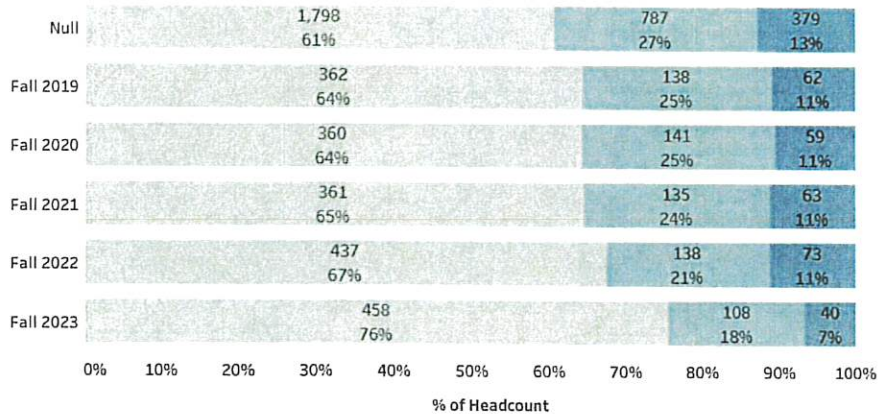
**Fill Rate &
Efficiency**

**RETURN
HOME**

Attachment 5

Program Review: Enrollment & Headcount

Headcount Demographics



	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian	9.0	2%	6.0	1%	12.0	2%	4.0	1%	5.0	1%
Black	11.0	2%	7.0	1%	11.0	2%	23.0	4%	10.0	2%
Filipino	10.0	2%	8.0	1%	8.0	1%	14.0	2%	4.0	1%
Hispanic	362.0	64%	360.0	64%	361.0	65%	437.0	67%	458.0	76%
Native Am	5.0	1%	1.0	0%	4.0	1%	4.0	1%	3.0	0%
Pac Isl	2.0	0%	5.0	1%	4.0	1%	6.0	1%	1.0	0%
Two or More	20.0	4%	23.0	4%	20.0	4%	16.0	2%	13.0	2%
Unknown	5.0	1%	9.0	2%	4.0	1%	6.0	1%	4.0	1%
White	138.0	25%	141.0	25%	135.0	24%	138.0	21%	108.0	18%
Grand Total	562.0	100%	560.0	100%	559.0	100%	648.0	100%	606.0	100%



Years or Terms
Fall Terms

Ethnicity | Gender | Age
Ethnicity

CR/NC
Credit

Subject

BUS

☐ AG

☐ AJ

☐ ANTH

☐ APRN

☐ ARCH

☐ ART

☐ ASL

☐ ASTR

☐ AT

☐ ATH

☐ BASK

☐ BIOL

☒ BUS

☐ CA

☐ CBIS

☐ CBOT

☐ CFK

☐ CHEM

☐ CITZ

☐ CNA

☐ COS

☐ CS

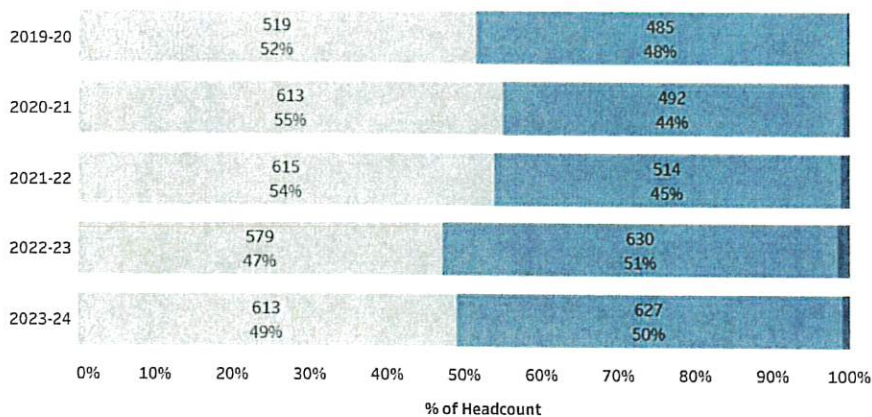
☐ CSCT

Cancel Apply

Attachment 5 (a)

Program Review: Enrollment & Headcount

Headcount Demographics



	2019-20		2020-21		2021-22		2022-23		2023-24	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Female	519	52%	613	55%	615	54%	579	47%	613	49%
Male	485	48%	492	44%	514	45%	630	51%	627	50%
Non-Binary	3	0%	10	1%	13	1%	18	1%	12	1%
Grand Total	1,007	100%	1,115	100%	1,142	100%	1,227	100%	1,252	100%



Years or Terms
Academic Year ▼

Ethnicity | Gender | Age
Gender ▼

CR/NC
Credit ▼

Subject
BUS ▼

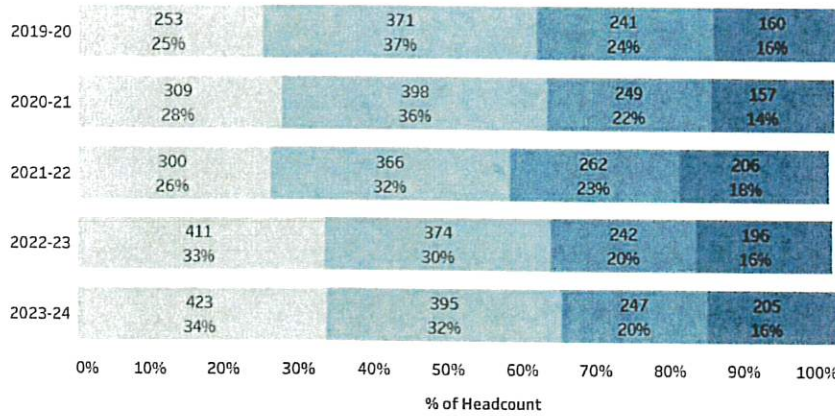
- ☐ (All)
- ☐ AB
- ☐ ACCT
- ☐ AG
- ☐ AJ
- ☐ ANTH
- ☐ APRN
- ☐ ARCH
- ☐ ART
- ☐ ASL
- ☐ ASTR
- ☐ AT
- ☐ ATH
- ☐ BASK
- ☐ BIOL
- ☒ BUS
- ☐ CA
- ☐ CBIS
- ☐ CBOT
- ☐ CFK
- ☐ CHEM
- ☐ CITZ
- ☐ CNA

Cancel Apply

Attachment 5 (b)

Program Review: Enrollment & Headcount

Headcount Demographics



Years or Terms
Academic Year

Ethnicity | Gender | Age
Age

CR/NC
Credit

Subject
BUS

Course
(All)

Demographic

- 55+
- 35-54
- 25-34
- 20-24
- Under 20

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Under 20	253	25%	309	28%	300	26%	411	33%	423	34%
20-24	371	37%	398	36%	366	32%	374	30%	395	32%
25-34	241	24%	249	22%	262	23%	242	20%	247	20%
35-54	160	16%	157	14%	206	18%	196	16%	205	16%
55+	26	3%	28	3%	26	2%	30	2%	20	2%
Grand Total	1,007	100%	1,115	100%	1,142	100%	1,227	100%	1,252	100%

Enrollment & HC
By Program

Enrollment & HC
By Course

Fill Rate &
Efficiency

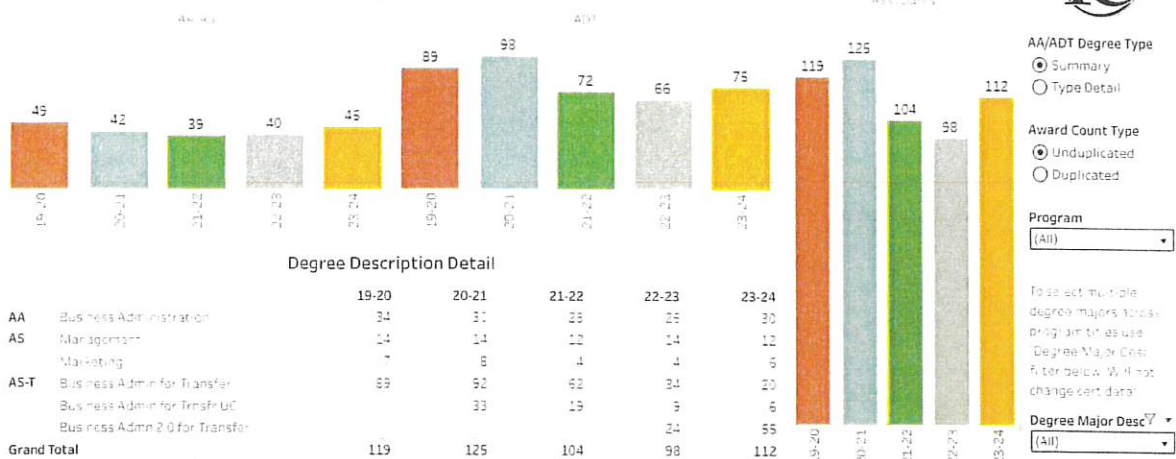
RETURN
HOME

Attachment 6

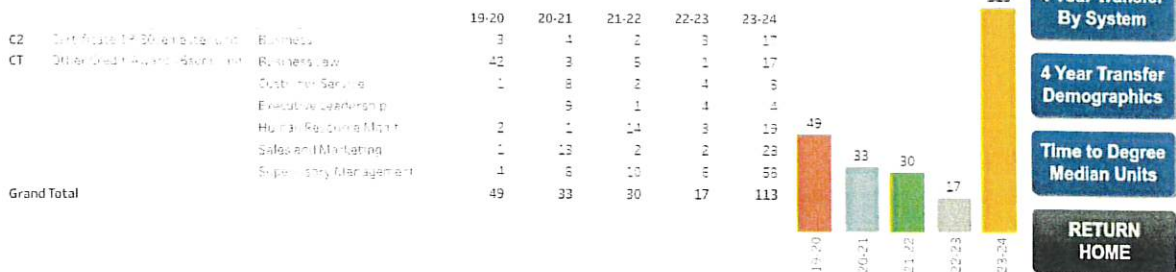
Program Review: Awards

[Award Crosswalk PDF](#)

Program: Business & Business Administration | Degree Summary - Unduplicated



Program: Business & Business Administration | Certificate Description Detail - Unduplicated

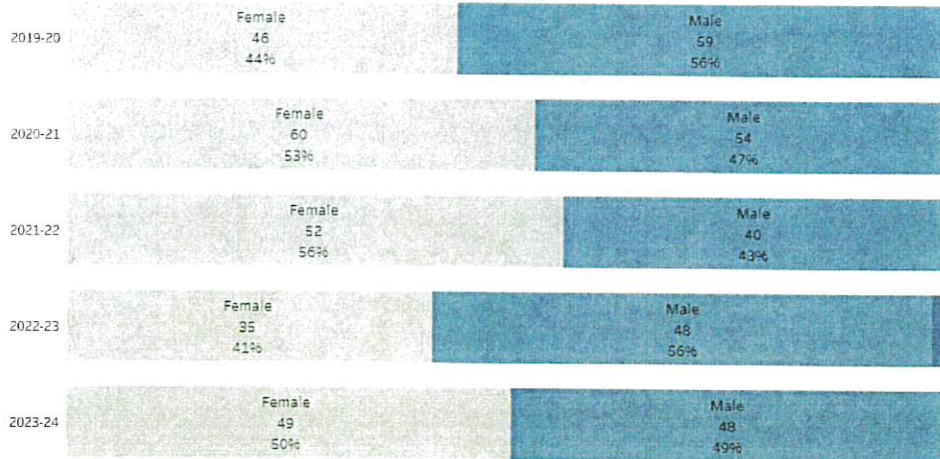


Attachment 7

Program Review: Awards

[AWARD CROSSWALK PDF](#)

ALL Unduplicated - Gender



Award Count Type

- ☒ Unduplicated
☐ Duplicated

Demographic

- ☒ Gender
☐ Ethnicity
☐ Age Group

Awards

- ☒ ALL
☐ Degree
☐ Certificate

Program

Business Admin...

	2019-20		2020-21		2021-22		2022-23		2023-24	
Female	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total
Female	46.0	44%	60.0	53%	52.0	56%	35.0	41%	49.0	50%
Male	59.0	56%	54.0	47%	40.0	43%	48.0	56%	48.0	49%
Non-Binary					1.0	1%	2.0	2%	1.0	1%
Grand Total	105.0	100%	114.0	100%	93.0	100%	85.0	100%	98.0	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

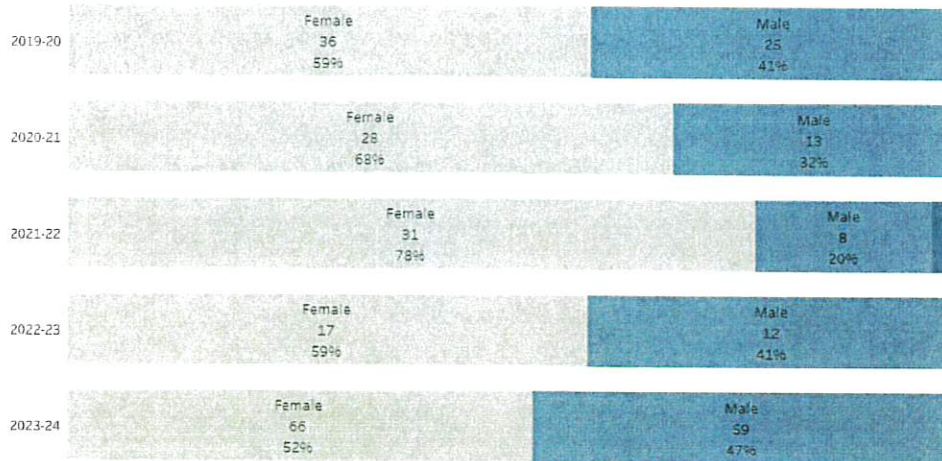
RETURN HOME

Attachment 8

Program Review: Awards

[AWARD CROSSWALK.PDF](#)

ALL Unduplicated - Gender



Award Count Type

- ☒ Unduplicated
☐ Duplicated

Demographic

- ☒ Gender
☐ Ethnicity
☐ Age Group

Awards

- ☒ ALL
☐ Degree
☐ Certificate

Program

Business

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total
Female	36.0	59%	28.0	68%	31.0	78%	17.0	59%	66.0	52%
Male	25.0	41%	13.0	32%	8.0	20%	12.0	41%	59.0	47%
Non-Binary					1.0	3%			1.0	1%
Grand Total	61.0	100%	41.0	100%	40.0	100%	29.0	100%	126.0	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

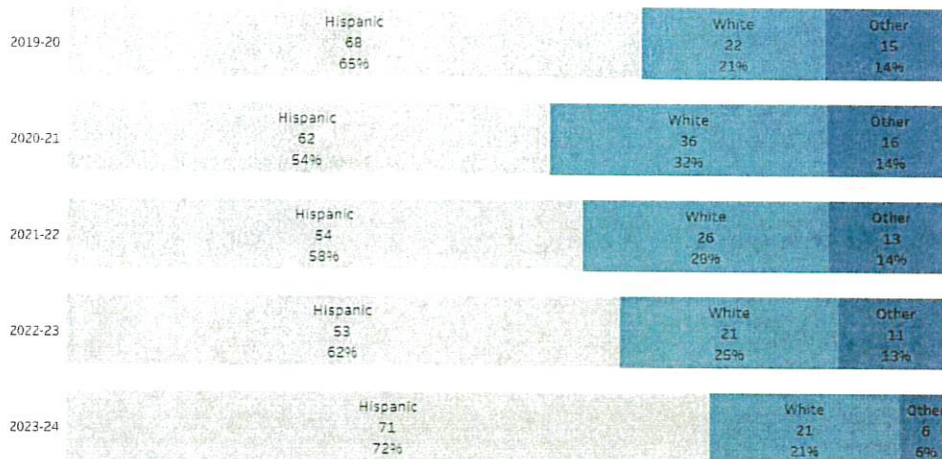
RETURN HOME

Attachment 9

Program Review: Awards

[AWARD CROSSWALK.PDF](#)

ALL Unduplicated - Ethnicity



Award Count Type

- ☒ Unduplicated
☐ Duplicated

Demographic

- ☐ Gender
☒ Ethnicity
☐ Age Group

Awards

- ☒ ALL
☐ Degree
☐ Certificate

Program

Business Admin...

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total
Asian	6.0	6%	2.0	2%	4.0	4%	2.0	2%	3.0	3%
Black	1.0	1%	2.0	2%	2.0	2%				
Filipino			5.0	4%	3.0	3%	3.0	4%	2.0	2%
Hispanic	68.0	65%	62.0	54%	54.0	58%	53.0	62%	71.0	72%
NativeAm	2.0	2%								
Pac Isl	1.0	1%								
Two or More	5.0	5%	5.0	4%	3.0	3%	5.0	7%		
Unknown			2.0	2%	1.0	1%			1.0	1%
White	22.0	21%	36.0	32%	26.0	28%	21.0	25%	21.0	21%
Grand Total	105.0	100%	114.0	100%	93.0	100%	85.0	100%	98.0	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

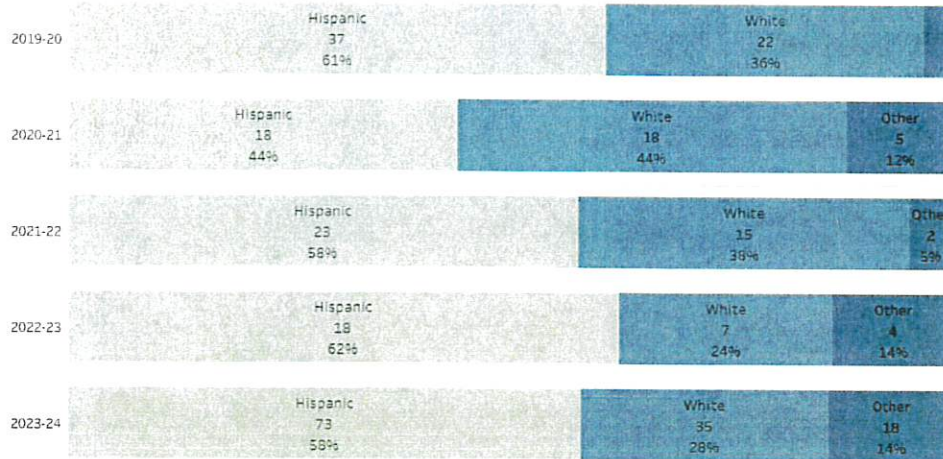
RETURN HOME

Attachment 10

Program Review: Awards

[AWARD CROSSWALK PDF](#)

ALL Unduplicated - Ethnicity



Award Count Type

- ☒ Unduplicated
☐ Duplicated

Demographic

- ☐ Gender
☒ Ethnicity
☐ Age Group

Awards

- ☒ ALL
☐ Degree
☐ Certificate

Program

Business

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total
Asian			1.0	2%					1.0	1%
Black					1.0	3%	1.0	3%	5.0	4%
Filipino							1.0	3%	2.0	2%
Hispanic	37.0	61%	18.0	44%	23.0	58%	18.0	62%	73.0	58%
NativeAm	1.0	2%							1.0	1%
Pac Isl							1.0	3%	1.0	1%
Two or More	1.0	2%	2.0	5%	1.0	3%	1.0	3%	7.0	6%
Unknown			1.0	2%					1.0	1%
White	22.0	36%	18.0	44%	15.0	38%	7.0	24%	35.0	28%
Grand Total	61.0	100%	41.0	100%	40.0	100%	29.0	100%	126.0	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

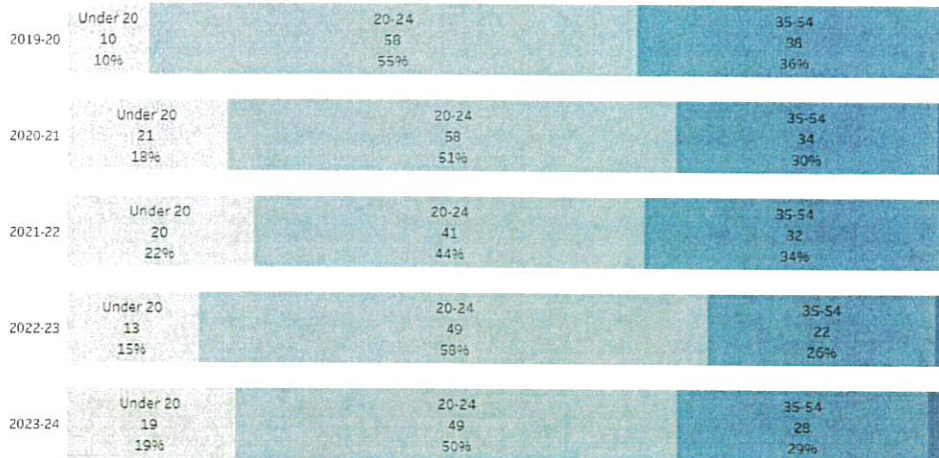
RETURN HOME

Attachment 11

Program Review: Awards

[AWARD CROSSWALK PDF](#)

ALL Unduplicated - Age Group



Award Count Type

- ☒ Unduplicated
☐ Duplicated

Demographic

- ☐ Gender
☐ Ethnicity
☒ Age Group

Awards

- ☒ ALL
☐ Degree
☐ Certificate

Program

Business Admin...

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total
Under 20	10.0	10%	21.0	18%	20.0	22%	13.0	15%	19.0	19%
20-24	58.0	55%	58.0	51%	41.0	44%	49.0	58%	49.0	50%
35-54	38.0	36%	34.0	30%	32.0	34%	22.0	26%	28.0	29%
55+	1.0	1%	1.0	1%	1.0	1%	1.0	1%	2.0	2%
Grand Total	105.0	100%	114.0	100%	93.0	100%	85.0	100%	98.0	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

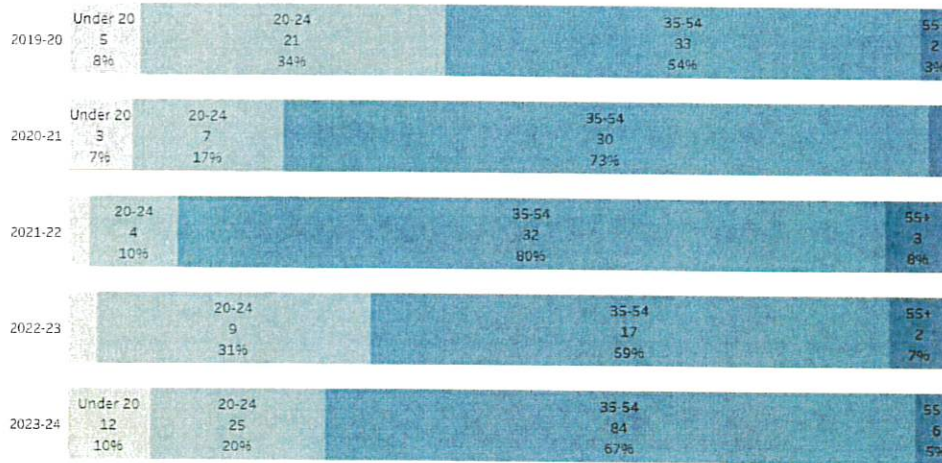
RETURN HOME

Attachment 12

Program Review: Awards

[AWARD CROSSWALK PDF](#)

ALL Unduplicated - Age Group



Award Count Type

- ☒ Unduplicated
☐ Duplicated

Demographic

- ☐ Gender
☐ Ethnicity
☒ Age Group

Awards

- ☒ ALL
☐ Degree
☐ Certificate

Program

Business

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total
Under 20	5.0	8%	3.0	7%	1.0	3%	1.0	3%	12.0	10%
20-24	21.0	34%	7.0	17%	4.0	10%	9.0	31%	25.0	20%
35-54	33.0	54%	30.0	73%	32.0	80%	17.0	59%	84.0	67%
55+	2.0	3%	1.0	2%	3.0	8%	2.0	7%	6.0	5%
Grand Total	61.0	100%	41.0	100%	40.0	100%	29.0	100%	126.0	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

RETURN HOME

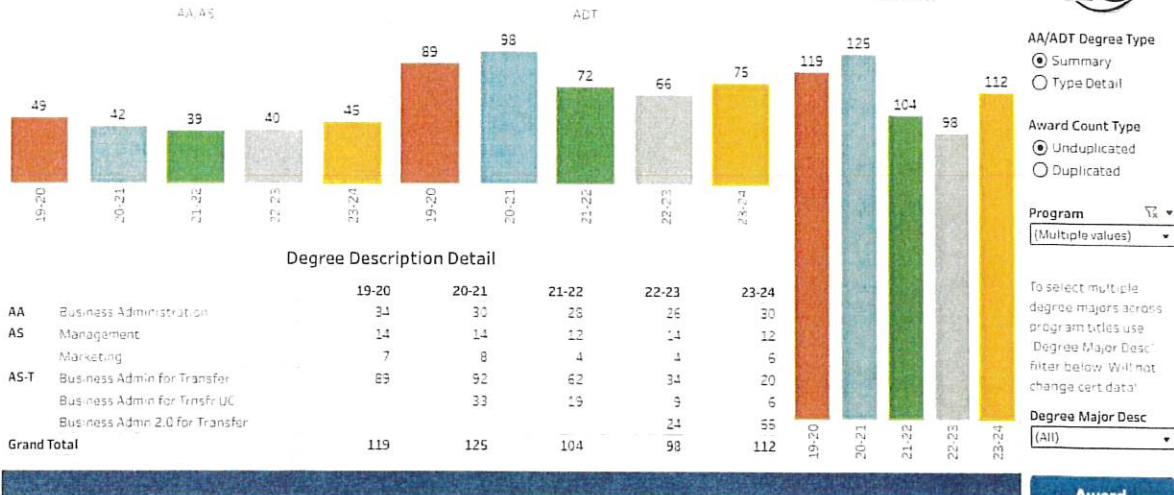
Attachment 13

Program Review: Awards

[AWARD CROSSWALK PDF](#)

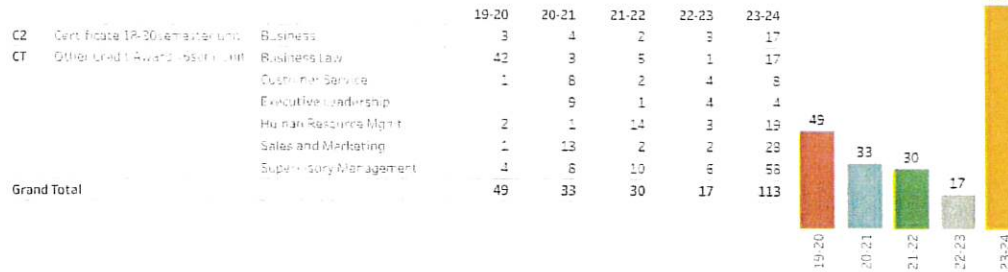
Program: Business & Business Administration | Degree Summary - Unduplicated

Degrees Total



Program: Business & Business Administration | Certificate Description Detail - Unduplicated

Certificate Total



Award Demographics

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

RETURN HOME

Attachment 14

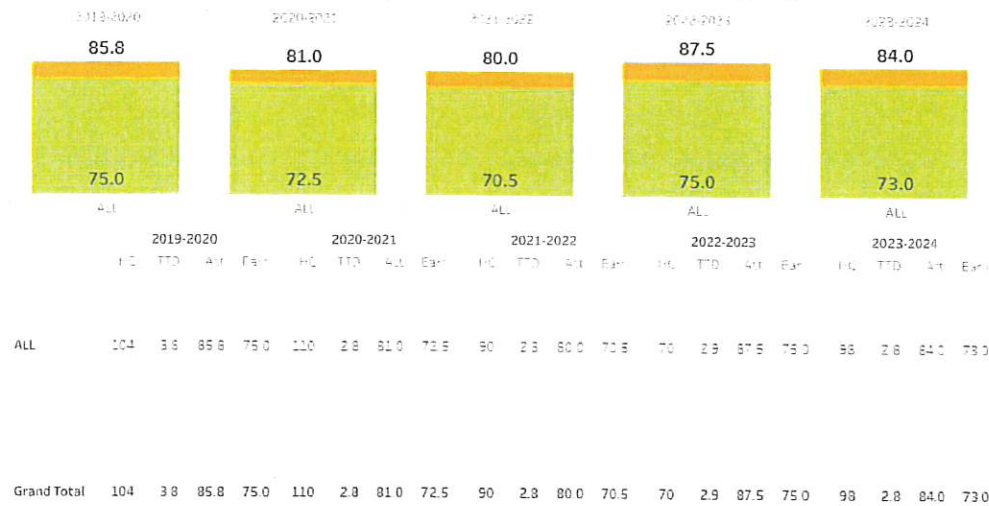
Program Review: Awards

[AWARD CROSSWALK PDF](#)

Time to Degree (TTD) in Years for FIRST Degree: Any Degree



MEDIAN Units Attempted & Earned for FIRST Degree: Any Degree



Degrees & Certificates

Award Demographics

4 Year Transfer By System

4 Year Transfer Demographics

RETURN HOME

Attachment 15



California Community Colleges Chancellor's Office Management Information Systems Division Career Technical Education (CTE) (Perkins V)

[Negotiation Reports](#) [Core Indicator Reports](#) [Documentation](#) [Contact Us](#)

You are here : [Core Indicator Reports/Summary Core Indicators by TOP Code](#)

Summary Core Indicators by TOP Code - Parameter Selection Area

Select Report Type: District Summary - Core
Select District/College: Allan Hancock District
Select Fiscal Year: 2024-2025
Select TOP Code:

Summary Core Indicators by TOP Code - Report

1 of 1 Find | Next



PERKINS V Core Indicators of Performance by Vocational TOP Code Indicators for 2024-2025 Fiscal Year Planning Summary Districtwide for ALLAN HANCOCK

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

Cohort Yr: 2021- 2022		Core 1 Postsecondary Retention & Placement	Core 2 Earned Postsecondary Credential	Core 3 Non-traditional Program Enrollment	Core 4 Employment
01	AGRICULTURE AND NATURAL RESOURCES	95.89	81.40	26.88	86.21
03	ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	85.71	100.00	31.25	85.71
05	BUSINESS AND MANAGEMENT	94.75	90.82	48.25	80.77
0501	BUSINESS AND COMMERCE, GENERAL	95.80	78.57	64.19	82.86
0502	ACCOUNTING	92.86	74.19	34.29	74.19
0505	BUSINESS ADMINISTRATION	93.15	100.00	57.65	80.00
0506	BUSINESS MANAGEMENT	100.00	100.00	72.73	90.00
0509	MARKETING AND DISTRIBUTION	100.00	100.00	100.00	100.00
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	97.14	95.83	6.12	80.95
0518	CUSTOMER SERVICE	100.00	100.00	100.00	100.00
06	MEDIA AND COMMUNICATIONS	94.29	92.86	34.38	62.50
07	INFORMATION TECHNOLOGY	94.74	100.00	38.10	76.47
08	EDUCATION	92.31	73.33	0.00	77.78
09	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	98.53	67.50	6.73	88.46
10	FINE AND APPLIED ARTS	97.44	85.29	61.70	69.23
12	HEALTH	92.03	99.27	9.36	85.88
13	FAMILY AND CONSUMER SCIENCES	97.66	87.37	8.49	83.78
14	LAW	95.00	93.75	8.33	92.31
21	PUBLIC AND PROTECTIVE SERVICES	96.95	89.59	25.17	91.79
30	COMMERCIAL SERVICES	87.18	95.35	9.64	68.18
49	INTERDISCIPLINARY STUDIES	92.59	86.67		50.00

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Core 1 - Postsecondary Retention & Placement: 92.00% Performance Goal - (2021- 2022)

Core 2 - Earned Postsecondary Credential: 89.60% Performance Goal - (2021- 2022)

Core 3 - Non-traditional Program Enrollment: Greater than 27.00% Participation - (2021- 2022)

Core 4 - Employment: 73.25% Performance Goal - (2021- 2022)

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

Page 1 of 1

Report Create Date: 02/01/2010

Annual Program Review- Business 2024-2025

Final Audit Report

2025-10-08

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