

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

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

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. However, Cal Poly will soon be offering a 2+2 program which includes lower-division Allan Hancock College business discipline classes (Business 101 and Bus 110). Faculty will work in partnership with Cal Poly to ensure that students are well prepared to transfer to the Cal Poly Business 2+2 Program.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements). There have been no new courses, degrees, certificates, or articulation agreements 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?

A new business instructor was hired in July 2026. There are now three full-time instructors. 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?

Last year, the program review focused on enrollment and retention.

In 2025-2026, enrollment in business discipline courses has been comparatively stable. In addition, a successful 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.

The Retention Rate for the business discipline is 90% for 2025-2026. The Retention Rate for the business discipline was 85% for 2024-2025. The Success rate for the business discipline is 76% in 2025-2026 and 75% in 2024-2025. There is room for improvement in some courses. Instructors can utilize earlier intervention to assist low performing students. Additionally, instructor drops of low performing students (after timely support) should help improve the overall success rate. **See Attachment 2.**

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.

Additionally, Business faculty participated in supporting the new Cal Poly 2+2 program by facilitating in-class appearances of Cal Poly representatives. The annual Advisory Team met and supported the Cal Poly 2+2 program. The advisory team also reiterated the need for students to learn to follow instructions.

Business faculty are investigating opportunities to offer zero-textbook options so that students can overcome financial hurdles related to textbook costs. Further, faculty have supported the Cal Poly 2+2 program.

This year the area of focus is Curriculum and Teaching. The analysis of this area of focus is presented herein.

Learning Outcomes Assessment

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

In academic year 2025-2026, two courses were assessed regarding learning outcome #1, "Recall significant issues, theories, and applications" Specifically, Business 102 online and 106 online were assessed. The indicator was the final exam. The analysis resulted in finding that for Business 102, 88% of students were successful in meeting the learning outcome measured. for Business 106, 81% of students were successful meeting the learning outcome measured.

- 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 learning outcome evaluated. Timely interventions and effective student-instructor contact foster positive success rates.

- c. Please summarize recommendations and/or accolades that were made within the program/department. Department members will continue to utilize SPOL to analyze additional courses and outcomes.
- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning. No changes are anticipated at this time.

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)? In academic year 2025-2026, two courses underwent a DE Modality course Design Peer Review Update. Specifically, Business 102 and 106 were reviewed. **See Attachment 10.**
- b. What were some key findings regarding RSI?
- A peer review showed very good substantive interaction in the two distance learning courses evaluated this year.
 - Some strengths include use of an orientation video, comprehensive modules posted with clear directions, comprehensive syllabi offering support, use of Speed Grader, timely responses to student questions, maintenance of discussion board to encourage student interaction and timely feedback from the instructor, use of Canvas Gradebook line, and presentation of video links.
 - Some areas of possible improvement: No areas noted. However, links, modules, and the syllabus will be updated on an ongoing basis.
- c. What is the plan for improvement?

Continue to measure and monitor student feedback in the event there is opportunity for improvement. Continue to update syllabus and canvas links.

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 focuses on preparation for careers in business and transfer to advanced education in business. The program also addresses preparation for the new Cal Poly 2+2 program. 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.

Stable enrollment is an indicator of effectiveness and vitality. FTES for the business discipline had a small decrease with 60.02 FTES in Fall 2025 vs. 65.09 in Fall 2024. Similarly, Headcount had a decrease with 514 in Fall 2025 vs. 587 in Fall 2024. Enrollment had a decrease with 743 for Fall 2025 vs. 773 for Fall 2024. Business 101 remains the highest enrolled course, followed by Business 110 (Business Law). The next three highest ranking courses are Business 102 (Marketing), Business 160 (Business Communication) and Business 107 Human Relations in Business.

Employment data is presented in the CTE Review section herein.

Retention and success rates are presented in Section 5 herein. Also, see Attachment 1 and 2.

- 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, faculty have made attempts to contact low-performing students to advise them about strategies to succeed and persist.

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.** None Requested.

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only
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Title *ER Obj-2 Video Speeches for Student Learning and enhancement*
(including number:
Planning *(The academic years this will take to complete) 2021-22 to 2024-25*
years:

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	Video cameras \$400 each

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

Ready Accessibility Investigate

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	

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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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☐	

Title V

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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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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: *(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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705/1705

Student Equity ☐ Plan

Guided Pathways ☐

AB

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Employment Opp.

Facilities ☐ Plan

Strong Workforce ☐

Equal

☐ Title V

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?

Institutional Effective data was utilized to address curriculum and Teaching design, including reviewing data through an equity lens. Additionally, peer reviews and student learning outcome assessments were analyzed as follows:

AWARDS EARNED – DEGREE AND CERTIFICATE

In 2023-2024, a total of 130 unduplicated business awards (degrees and certificates) were completed. A total of 17 degrees and 113 certificates were awarded.

Attachment 3

AWARDS EARNED – DEGREES (17)

Gender: The largest number of the 17 degree earners were males, 76%. This was a significant change from 2022-2023 where unduplicated business degree earners were 53% males. Of course, 17 degrees is a comparatively small number and the increase represents 5 more degrees by males in 2023-2024 vs. 2022-2023.

Attachment 4

Ethnicity: A total of 53% of all unduplicated degrees were earned by Hispanics. A total of 24% were earned by Whites. Four other ethnic groups accounted for 6% each. **Attachment 5.**

Age: A total of 53% of all unduplicated degree earners were ages 35-54. A total of 35% were ages 20-24. A total of 12% were under age 20. **Attachment 6**

AWARDS EARNED - CERTIFICATES (113)

Gender: In 2023-2024, the percentage of males and females earning certificates was equal, 50% for males and 50% for females. **See Attachment 7**

Ethnicity: A total of 58% of certificates were earned by Hispanics. A total of 28% were earned by Whites. Other ethnic groups accounted for between 1% - 6% each. **Attachment 8.**

Age: A total of 69% of certificates were earned by those ages 35-54. A total of 17% were earned ages 20-24. A total of 9% were under age 20 and 5% were over 55+. **Attachment 9**

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?

Cost of textbooks can be a challenge. Student procrastination in finishing assignments can be a challenge for all students in all ethnic groups.

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

Review options for zero costs textbook. Early intervention to follow up with students who miss early assignments or turn in below average work can be helpful. Continue measuring and monitoring student success. Continue monitoring the business environment with feedback from the business advisory team. The new Cal Poly 2+2 program represents change and innovation.

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

Institutional data can be used to measure and monitor student success, including data about gender, ethnicity, and age. Regular feedback can be measured. Feedback from the business advisory team will help to keep the program current. Coordination between AHC faculty and Cal Poly faculty will be beneficial to measure and monitor the outcomes of this new program.

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

Use of an orientation video, comprehensive modules posted with clear directions, comprehensive syllabi offering support, use of Speed Grader, timely responses to student questions, maintenance of discussion board to encourage student interaction and timely feedback from the instructor, use of Canvas Gradebook line, and presentation of video links.

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).

There was no formal validation for the program planning process this year. Nonetheless, the Business Advisory Team provided feedback on the program review, student learning outcomes, core topics.

2. Are there specific recommendations regarding the core topic responses from the validation team? The business advisory team supported the new Cal Poly 2+2 program. The business advisory team emphasized continued need to have students develop the ability to follow instructions.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? None planned. 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.			
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EQUIPMENT NEEDS

Ready Accessibility: Investigate

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	
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New Program Planning Initiative (Objective) – Core Topic Only	
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New Program Planning Initiative (Objective) – Core Topic Only

**Title (including
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New Program Planning Initiative (Objective) – Core Topic Only

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☐ Title V

Program Review Signature Page:


Marie Comstock (Aug 4, 2026 10:23:35 PDT)

Program Review Lead

Date

Aug 4, 2026



Program Dean

Date

Aug 17, 2026



Vice President, Academic Affairs

Date

Aug 17, 2026

Attachment 1

PR Enroll by [Allan Hancock College](#)



Headcount, Enrollment, FTES

Time Period: **Fall Term** subject_: **PRIS** CCAP: **FAIN**

tableau public

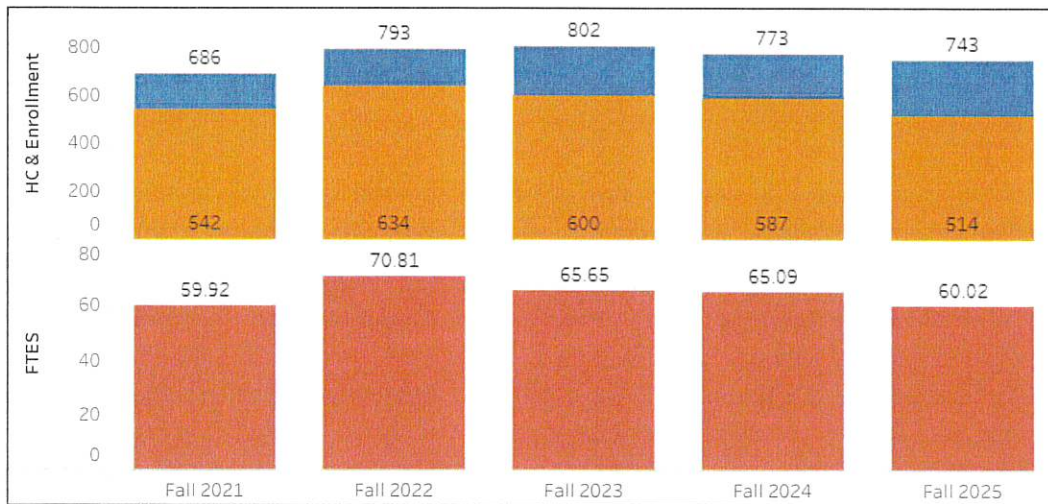
Create

Learn

Search for vizzes, author...

Sign Up

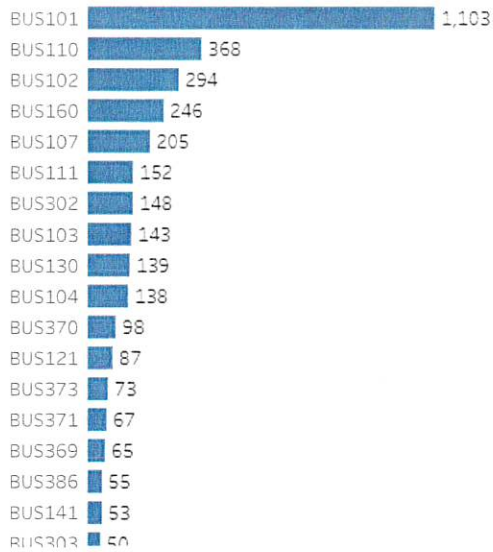
Sign In



Fall 2021 Fall 2022

ALL	542	634
Grand Total	542	634

Aggregated Enrollment



Enrollment by Course

	Fall 2021	Fall 2022	Fall 2023	Fall
BUS371	17		27	
BUS369	13		25	
BUS386			19	
BUS141	7	11	16	
BUS303		11	13	
BUS377		22		
BUS374			20	
BUS394		16		
BUS372	13		24	
BUS363		12		
BUS357		13		
BUS389		10		
BUS375				
BUS362		9		
BUS396	15			
BUS189			3	
BUS149				

Details

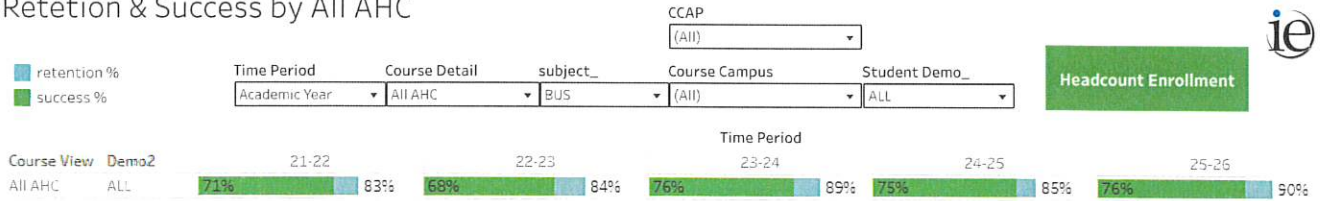
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PR Enroll

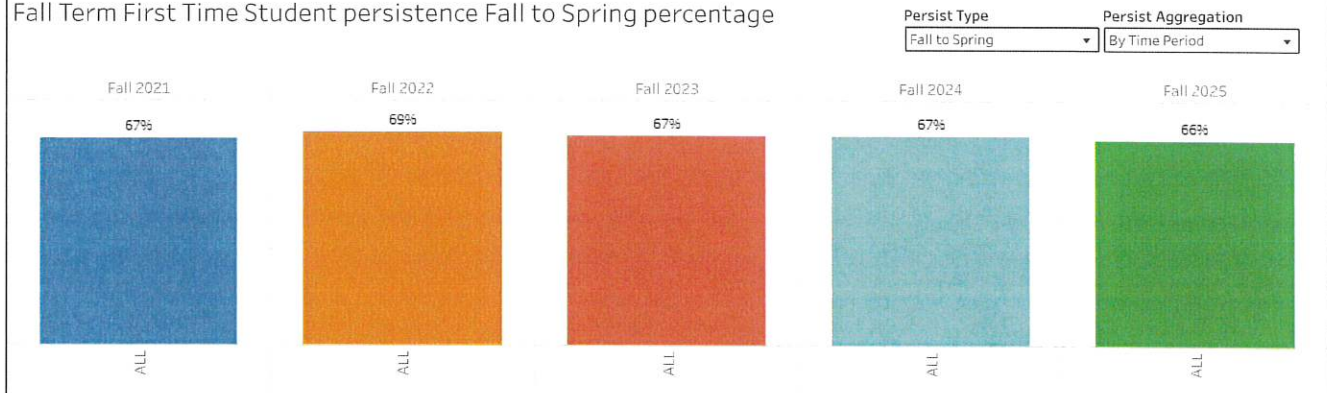
Attachment 2

Enrollment

Retention & Success by All AHC



Fall Term First Time Student persistence Fall to Spring percentage

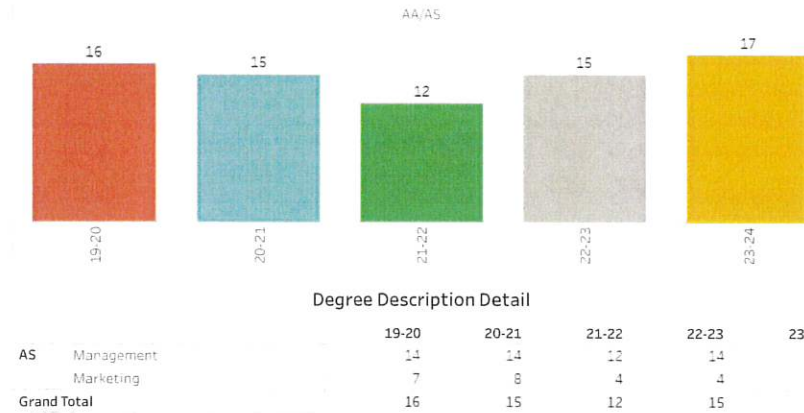


Attachment 3

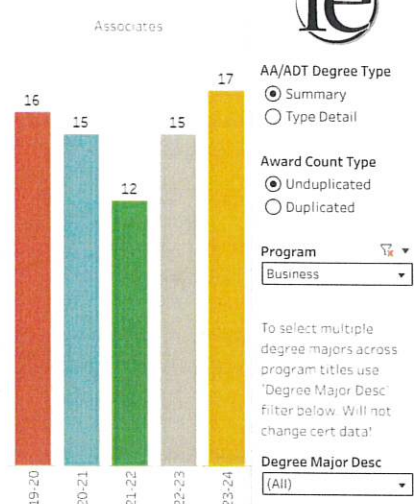
Program Review: Awards

[AWARD CROSSWALK PDF](#)

Program: Business | Degree Summary - Unduplicated



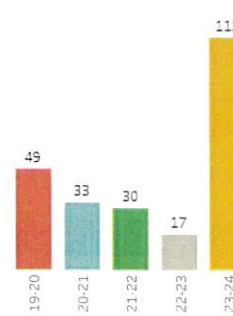
Degrees Total



Program: Business | Certificate Description Detail - Unduplicated

			19-20	20-21	21-22	22-23	23-24
C2	Certificate 18-30 semester unit	Business	3	4	2	3	17
CT	Other Credit Award - 6 sem. unit	Business Law	42	3	5	1	17
		Customer Service	1	8	2	4	8
		Executive Leadership		9	1	4	4
		Human Resource Mgmt	2	1	14	3	19
		Sales and Marketing	1	13	2	2	28
		Supervisory Management	4	8	10	6	58
Grand Total			49	33	30	17	113

Certificate Total



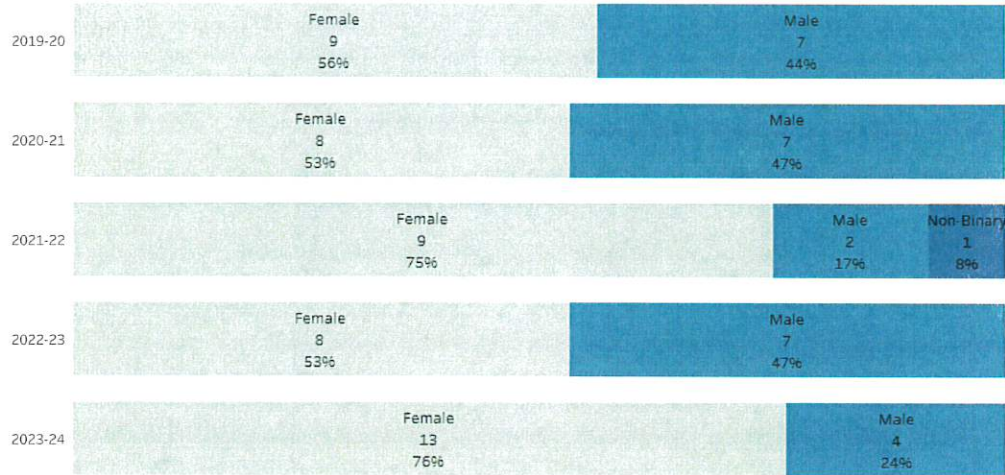
- [Award Demographics](#)
- [4 Year Transfer By System](#)
- [4 Year Transfer Demographics](#)
- [Time to Degree Median Units](#)
- [RETURN HOME](#)

Attachment 4

Program Review: Awards

[AWARD CROSSWALK PDF](#)

Degree 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	9.00	56%	8.00	53%	9.00	75%	8.00	53%	13.00	76%
Male	7.00	44%	7.00	47%	2.00	17%	7.00	47%	4.00	24%
Non-Binary					1.00	8%				
Grand Total	16.00	100%	15.00	100%	12.00	100%	15.00	100%	17.00	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

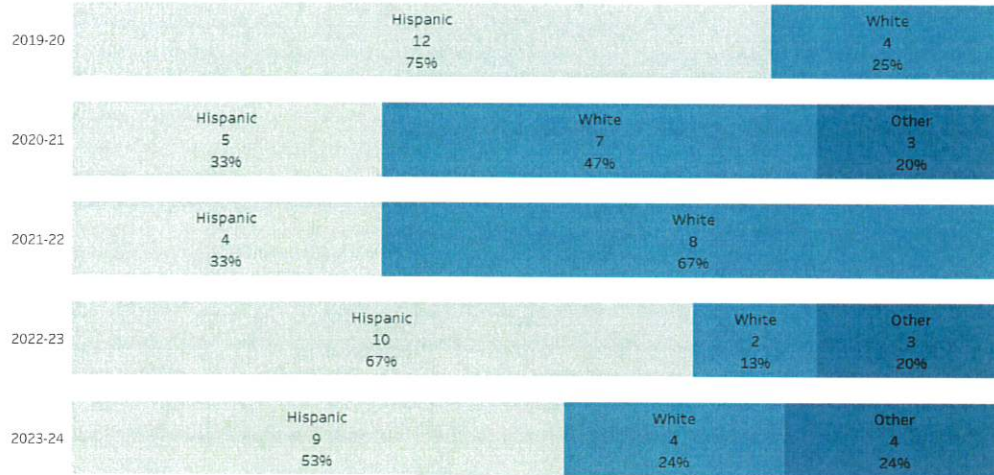
RETURN HOME

Attachment 5

Program Review: Awards

[AWARD CROSSWALK PDF](#)

Degree 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									1.00	6%
Black									1.00	6%
Filipino			1.00	7%			1.00	7%	1.00	6%
Hispanic	12.00	75%	5.00	33%	4.00	33%	10.00	67%	9.00	53%
Pac Isl							1.00	7%		
Two or More			1.00	7%			1.00	7%	1.00	6%
Unknown			1.00	7%						
White	4.00	25%	7.00	47%	8.00	67%	2.00	13%	4.00	24%
Grand Total	16.00	100%	15.00	100%	12.00	100%	15.00	100%	17.00	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

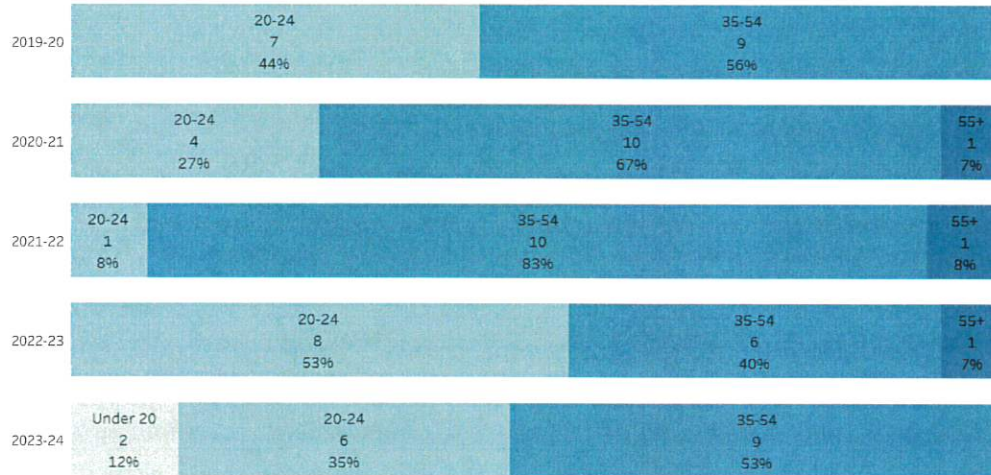
RETURN HOME

Attachment 6

Program Review: Awards

[AWARD CROSSWALK PDF](#)

Degree Unduplicated - Age Group



ie

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									2.00	12%
20-24	7.00	44%	4.00	27%	1.00	8%	8.00	53%	6.00	35%
35-54	9.00	56%	10.00	67%	10.00	83%	6.00	40%	9.00	53%
55+			1.00	7%	1.00	8%	1.00	7%		
Grand Total	16.00	100%	15.00	100%	12.00	100%	15.00	100%	17.00	100%

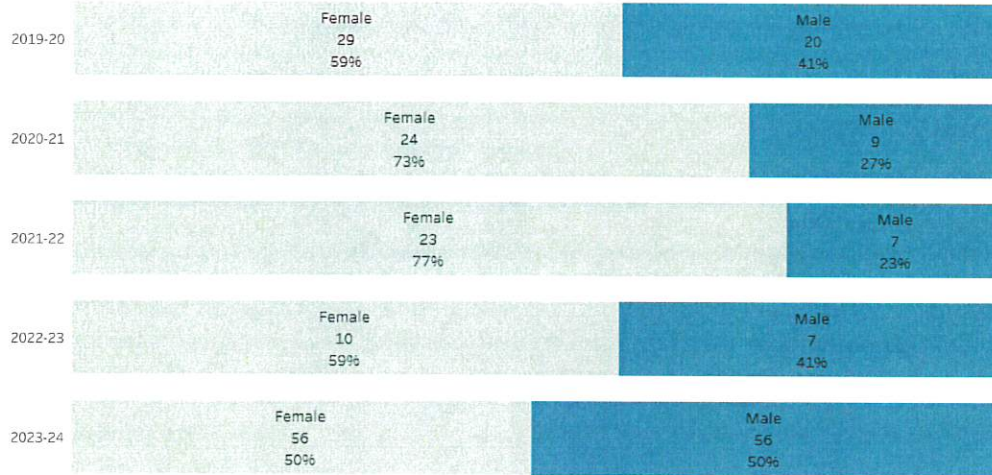
- [Degrees & Certificates](#)
- [4 Year Transfer By System](#)
- [4 Year Transfer Demographics](#)
- [Time to Degree Median Units](#)
- [RETURN HOME](#)

Attachment 7

Program Review: Awards

[AWARD CROSSWALK PDF](#)

Certificate 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	29.0	59%	24.0	73%	23.0	77%	10.0	59%	56.0	50%
Male	20.0	41%	9.0	27%	7.0	23%	7.0	41%	56.0	50%
Non-Binary									1.0	1%
Grand Total	49.0	100%	33.0	100%	30.0	100%	17.0	100%	113.0	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

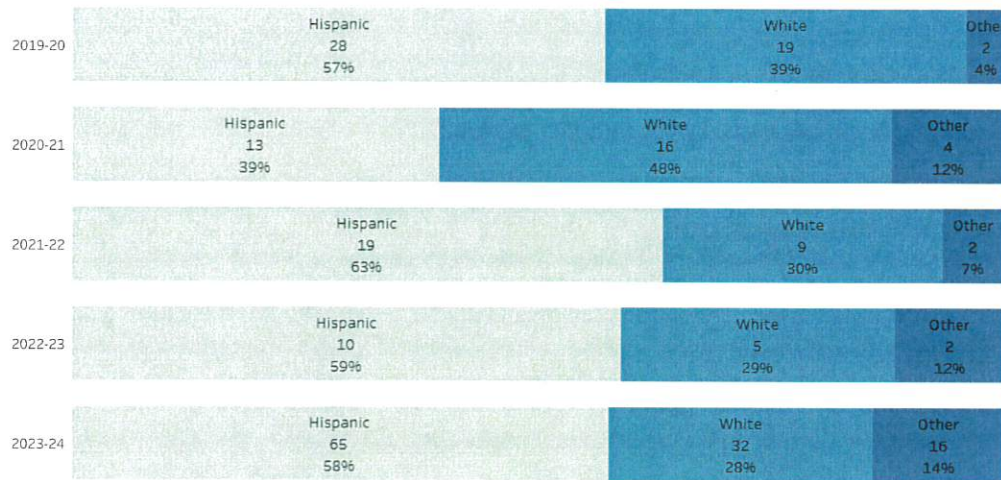
RETURN HOME

Attachment 8

Program Review: Awards

[AWARD CROSSWALK PDF](#)

Certificate 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	3%						
Black					1.0	3%	1.0	6%	5.0	4%
Filipino			1.0	3%					1.0	1%
Hispanic	28.0	57%	13.0	39%	19.0	63%	10.0	59%	65.0	58%
NativeAm	1.0	2%							1.0	1%
Pac Isl									1.0	1%
Two or More	1.0	2%	2.0	6%	1.0	3%	1.0	6%	7.0	6%
Unknown									1.0	1%
White	19.0	39%	16.0	48%	9.0	30%	5.0	29%	32.0	28%
Grand Total	49.0	100%	33.0	100%	30.0	100%	17.0	100%	113.0	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

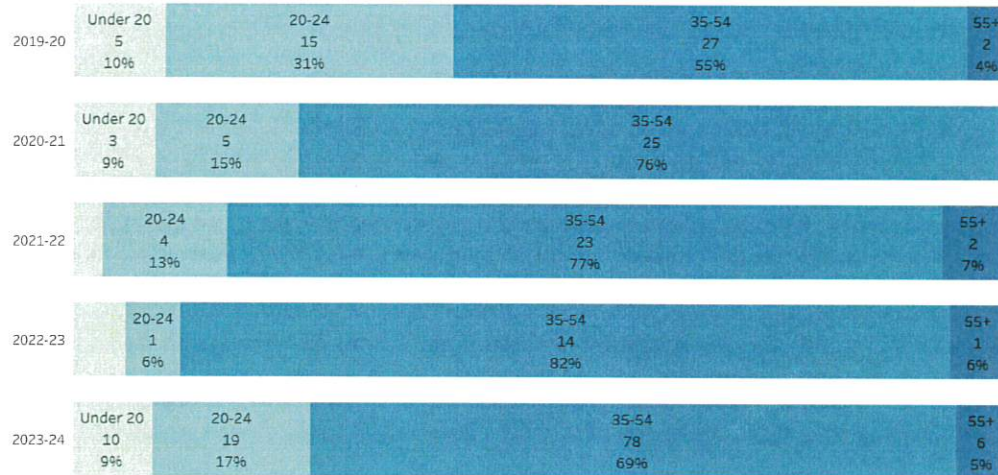
RETURN HOME

Attachment 9

Program Review: Awards

[AWARD CROSSWALK PDF](#)

Certificate 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	10%	3.0	9%	1.0	3%	1.0	6%	10.0	9%
20-24	15.0	31%	5.0	15%	4.0	13%	1.0	6%	19.0	17%
35-54	27.0	55%	25.0	76%	23.0	77%	14.0	82%	78.0	69%
55+	2.0	4%	0	0%	2.0	7%	1.0	6%	6.0	5%
Grand Total	49.0	100%	33.0	100%	30.0	100%	17.0	100%	113.0	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

RETURN HOME

Attachment 10

Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses

Distance Education Course Peer Review

Purpose/Rational:

Course: BUS 102 Marketing (i.e. ACCT 110)

Semester: Spring 2026

Reviewer: Marie Comstock (Course reviewed with Bob Bryant on April 21, 2026)

Department: Business



References:

Rubric Information and Guidance
AHC Regular and Substantive Contact Policy
AHC Administrative Procedure (AP) 4105 - Distance Education

Course Design Rubric - UnabridgedCourse Design Rubric - Section B only (Regular and Substantive Contact)

Part I: Regular and substantive interaction – Instructor Contact

A. Substantive Interaction

The course shows clear evidence of engaging ☒ The course doesn't show clear evidence of students in teaching, learning, and assessment ☐ engaging students in teaching, learning, and that is consistent with the content under ☐ assessment that is consistent with the content discussion. ☐ under discussion.

The course shows evidence of at least two of the following:

1. Direct Instruction:

☒ Yes ☐ No The course provides direct instruction.

Explanation and/or examples: Modules on Canvas, module assignment sheets included in the syllabus announcements and feedback on student work are all used for instruction.

2. Assessing or providing feedback on a student's coursework.

☒ Yes ☐ No The course shows clear evidence of assessment and feedback on students' coursework.

Explanation and/or examples: Speed grader is utilized for feedback on discussion boards and a rubric is used for grading purposes.

3. Providing information or responding to questions about course content/competency.

☒ Yes ☐ No The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples: Students use Canvas email, direct email, discussion boards, speed grader, phone calls, in person office hours, and zoom meetings and all questions are answered.

4. Facilitating group discussion regarding course content/competency

- ☒ The course shows clear evidence of facilitating group discussions regarding course content or competencies.
- ☐ Yes content or competencies.

Explanation and/or examples: All discussion boards require 2 replies to other students.

5. Other instructional activities approved by the college or accrediting agency.

- ☒ The course shows clear evidence of facilitating group discussions regarding course content or competencies.
- ☐ Yes content or competencies.

Explanation and/or examples: Students are asked to comment on student discussion boards regarding their own experiences relating to the course objectives.

B. Regular Interaction**1. Opportunities for substantive interaction on a predictable and scheduled basis.**

- ☒ Yes ☐ No The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples: Instructor contacts students during the semester through required discussion boards, feedback on homework, announcements and emails.

2. Monitoring student academic engagement and success and promptly and proactively engaging in interaction based on such monitoring or upon request by students.

- ☒ Yes ☐ No The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students.

Explanation and/or examples: Students receive individual feedback through speed grader. New Analytics tool in Canvas is utilized for missing homework and grades. Student emails are answered promptly.

Part II: Regular and substantive interaction (Student-to-Student)

1. Giving students opportunities to initiate interaction with other students.

☒ Yes ☐ No The course provides opportunities for students to initiate interaction with other students.

Explanation and/or examples: Discussion boards require a minimum of 2 replies to other students on each discussion board. Course syllabus indicates at least 2 hours of development/analytical thought for each post.

2. Giving opportunities to engage in regular and substantive interaction with other students.

☒ Yes ☐ No The course provides opportunities for students to engage in regular and substantive interaction with other students.

Explanation and/or examples: Discussion board requirements are clearly stated in the syllabus and 2 replies to other students is required and included in the grading rubric.

3. Providing guidelines explaining levels of participation and how participation will be evaluated

☒ Yes ☐ No The course provides guidelines explaining levels of participation and how participation will be evaluated.

Explanation and/or examples: Rubrics are used within the course and all requirements are listed on the detailed syllabus and scores are promptly entered into Canvas gradebook.

Follow Up: Conversation

Exceptional techniques, methods reviewed of course design, delivery that attribute to improved RSI.

Course syllabus is written in a very detail manner to clarify instructions and increase student success.

Possible changes discussed that may improve RSI

Video links have been updated to provide current examples and confirm concepts.

Methods, techniques, adoptions that will be employed to improve RSI

Changes in course syllabus based on student success on the Discussion Board assignments to monitor evidence of Student Learning Outcomes.

Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses

Distance Education Course Peer Review

Purpose/Rational:

Course: BUS 106 Small Business Management (i.e. ACCT 110)

Semester: Spring 2026

Reviewer: Marie Comstock (Course reviewed with Bob Bryant on April 21, 2026)

Department: Business

References:

Rubric Information and Guidance
AHC Regular and Substantive Contact Policy
AHC Administrative Procedure (AP) 4105 - Distance Education

Course Design Rubric - UnabridgedCourse Design Rubric - Section B only (Regular and Substantive Contact)

Part I: Regular and substantive interaction – Instructor Contact

A. Substantive Interaction

The course shows clear evidence of engaging ☒ The course doesn't show clear evidence of students in teaching, learning, and assessment ☐ engaging students in teaching, learning, and that is consistent with the content under ☐ assessment that is consistent with the content discussion. ☐ under discussion.

The course shows evidence of at least two of the following:

1. Direct Instruction:

☒ Yes ☐ No The course provides direct instruction.

Explanation and/or examples: Modules on Canvas, module assignment sheets included in the syllabus announcements and feedback on student work are all used for instruction.

2. Assessing or providing feedback on a student's coursework.

☒ Yes ☐ No The course shows clear evidence of assessment and feedback on students' coursework.

Explanation and/or examples: Speed grader is utilized for feedback on discussion boards and a rubric is used for grading purposes.

3. Providing information or responding to questions about course content/competency.

☒ Yes ☐ No The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples: Students use Canvas email, direct email, discussion boards, speed grader, phone calls, in person office hours, and zoom meetings and all questions are answered.

4. Facilitating group discussion regarding course content/competency

- ☒ The course shows clear evidence of facilitating group discussions regarding course content/competencies.
- ☐ Yes content or competencies.

Explanation and/or examples: All discussion boards require 2 replies to other students.

5. Other instructional activities approved by the college or accrediting agency.

- ☒ The course shows clear evidence of facilitating group discussions regarding course content/competencies.
- ☐ Yes content or competencies.

Explanation and/or examples: Students are asked to comment on student discussion boards regarding their own experiences relating to the course objectives.

B. Regular Interaction**1. Opportunities for substantive interaction on a predictable and scheduled basis.**

- ☒ Yes ☐ No The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples: Instructor contacts students during the semester through required discussion boards, feedback on homework, announcements and emails.

2. Monitoring student academic engagement and success and promptly and proactively engaging in interaction based on such monitoring or upon request by students.

- ☒ Yes ☐ No The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students.

Explanation and/or examples: Students receive individual feedback through speed grader. New Analytics tool in Canvas is utilized for missing homework and grades. Student emails are answered promptly.

Part II: Regular and substantive interaction (Student-to-Student)

1. Giving students opportunities to initiate interaction with other students.

☒ Yes ☐ No The course provides opportunities for students to initiate interaction with other students.

Explanation and/or examples: Discussion boards require a minimum of 2 replies to other students on each discussion board. Course syllabus indicates at least 2 hours of development/analytical thought for each post.

2. Giving opportunities to engage in regular and substantive interaction with other students.

☒ Yes ☐ No The course provides opportunities for students to engage in regular and substantive interaction with other students.

Explanation and/or examples: Discussion board requirements are clearly stated in the syllabus and 2 replies to other students is required and included in the grading rubric.

3. Providing guidelines explaining levels of participation and how participation will be evaluated

☒ Yes ☐ No The course provides guidelines explaining levels of participation and how participation will be evaluated.

Explanation and/or examples: Rubrics are used within the course and all requirements are listed on the detailed syllabus and scores are promptly entered into Canvas gradebook.

Follow Up: Conversation

Exceptional techniques, methods reviewed of course design, delivery that attribute to improved RSI.

Course syllabus is written in a very detail manner to clarify instructions and increase student success.

Possible changes discussed that may improve RSI

Video links have been updated to provide current examples and confirm concepts.

Methods, techniques, adoptions that will be employed to improve RSI

Changes in course syllabus based on student success on the Discussion Board assignments to monitor evidence of Student Learning Outcomes.

BUS 25.26 Program Review - Curriculum and Teaching Design

Final Audit Report

2026-08-17

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By:	Lilian Ojeda (lojeda@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAFsaleCbo3s_OgOjD943dhhtLVW5sqO-M

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