

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Computer Business Office Technology **Academic Year** 2024/2025

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?

Yes, and no challenges.

4. Were there any staffing changes?

No

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

K12 (old Small Business Entrepreneurship Center) classroom was re-modeled to accommodate additional students (31 max now) and new desks, chairs and a new projector was installed. A new podium is also going to be installed and a laptop cart will soon be available. Funds came from the Strong Workforce grant. The old piano room (K11) was also renovated with new carpet, desks, chairs, projector and audio visual equipment. The room is currently up and running for classes and is being scheduled for courses Fall 2025.

Due to the confusion of the room numbering in building K, a presentation was made to the facilities council to re-number the rooms (reduce the number of classrooms with the same room number) and make it easier for students to locate courses. Strong workforce funds were utilized to pay for the signs and flags to renumber all classrooms and provide directional signs on the building. All first level rooms will be 100 numbers and second story rooms will be 200 numbers.

A collaboration between Delta High School continued where students sign up for CBOT 100 (1 unit Keyboarding) and CBOT 312 (1 unit Keyboarding Speed Development). The collaboration has been successful and out of 23 students who completed CBOT 100 the fall semester, there were 9 students who continued on with CBOT 312. Spring 2025 there were 4 students who are taking CBOT 131, Microsoft Word). All 4 students are currently up to date with their homework

and doing well. At the end of the semester those students who signed up for CBOT 131 will have 5 units at Hancock. The collaboration will continue with Delta and concurrent enrollment is being explored as well.

Learning Outcomes Assessment

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

All courses were mapped to the Program Learning Outcomes (PLO's) and verified in the Strategic Planning Software (SPOL) and updated for accuracy as necessary during the last 3 years.

Program Assessment Map

Business Office Technology

Business Office Technology

Skill Level I Introduced D Developed M Mastery N Not Associated A Not Applicable Introduced, Developed, Mastery Introduced, Developed Introduced, Mastery Developed, Mastery Associated No Attainment Level

Course	Outcome	1 - CBOT1- Analyze and solve problems related to administrative operations	2 - CBOT2- Apply proper administrative operations and procedures for business	3 - CBOT3- Communicate clearly and professionally	4 - CBOT4- Demonstrate the use of software applications
CBOT100		A	A	I	I
CBOT131		A			
CBOT132		A			
CBOT302		D	D	D	I
CBOT305		D	D	A	A
CBOT312		A	A	A	D
CBOT333		A			
CBOT334					M
CBOT337		A			

Course Data was entered into SPOL from previous semesters for each course that mapped to the Program Learning Outcome. All four Program Learning Outcomes had results higher than the 70% target goal.

Business Office Technology

INFO PROGRAM REVIEW OUTCOMES ATTACHMENTS HISTORY

Outcome Type

Program Learning Outcomes (PLO)

Target	Actual Result (Score)	Difference
70.00%	81.91%	+11.91%

Program Outcomes

1 - CBOT1- Analyze and solve problems related to administrative operations.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	80.49%	+10.49%

2 - CBOT2- Apply proper administrative operations and procedures for business.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	79.17%	+9.17%

3 - CBOT3- Communicate clearly and professionally.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	87.50%	+17.50%

4 - CBOT4- Demonstrate the use of software applications.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	80.49%	+10.49%

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

The target goal of 70% was surpassed on all four PLO's by over 9% and as high as 17%. The results ensure that students are mastering the learning outcomes based on this performance.

Previously, the CBOT instructor secured grant funds and purchased 15 laptops with the full version of Office downloaded on the PC's and checks them out to students. This has helped tremendously for student success when a student has a Chromebook or Mac and cannot download the software used in the course, a PC can be loaned to the student.

Due dates for homework have been extended for students who need more time to get started in the class due to downloading the software, downloading and using data files or just becoming comfortable with how the course works. Many students are new to Canvas and Microsoft Office.

When students do not turn in homework the CBOT full time instructor will send emails, or sometimes call students and offer a zoom meeting or to meet in person to help the student.

All these factors contribute to student success.

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

Last year a student success factor survey was completed through the Business and Finance Success team. Over 85% of our Business students feel Directed, Focused and Nurtured. 77% feel Valued and over 64% feel Connected and Engaged.

Here are the questions asked and the answers to each question.

1. Do you feel Directed (you have a goal and know how to achieve it)? Yes 86% No 14%
2. Are you focused (you stay on track and keep your eyes on the prize)? Yes 90% No 10%
3. Do you feel Nurtured (feeling somebody wants to help you succeed)? Yes 85% No 15%
4. Are you Engaged at Hancock (you actively participate in class and extracurricular activities)? Yes 68% No 32%
5. Are you Connected (feel as though you are part of the college community)? Yes 64% No 36%
6. Do you feel Valued (your talents, abilities, experiences are recognized, you have opportunities to contribute on campus and feel your contributions are appreciated)? Yes 77% No 23%

This semester the department is taking the question that received the lowest response, "Are you Connected" and determining what events Business students value most and would attend and promoting those events to our students and also requesting suggestions for future events. Results are being tabulated and when received will be discussed in the department and a plan will be put into place to increase student connectivity and engagement which we feel in turn will increase success.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning. None

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)?

Prior to 2025 peer review forms were developed prior to the Senate forms just released for DE Peer review. Using the previous form that the department created, there were 3 classes reviewed: CBOT 131, CBOT 132 and CBOT 333. The review forms are kept with the Administrative Assistant until the college develops a repository system for the forms.

The new peer review form was used on April 9, 2025 to complete Distance Education courses: CBOT 100, CBOT 302, CBOT 312, CBOT 334, and CBOT/CBIS 337. Those forms have also been sent to the administrative assistant for safekeeping. A sample of one of those forms is attached for CBOT/CBIS 337.

b. What were some key findings regarding RSI?

- Some strengths:
 - ✓ Instructor sends welcome message with getting started instructions before DE course starts and opens up on Canvas the Thursday before class starts.
 - ✓ Instructor gives individual feedback on discussion boards and all homework.
- Some areas of possible improvement:
 - ✓ Add a rubric for the discussion board for grading. The rubric was added.
 - ✓ Add more videos and specifically a welcome video. A welcome video was added.
 - ✓ Add more resource information. A module with resources was added and a video on JobSpeaker created by the instructor.
 - ✓ Utilize New Analytics Tool in Canvas to track and measure student progress. The New Analytics tool has been added to Canvas courses.

c. What is the plan for improvement?

Improvements were made to Canvas courses and the full-time CBOT instructor and 3 part-time CBOT faculty members also completed the Distance Education Cohort 30 hour training course. Currently, all CBOT faculty have completed DE training.

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

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

Yes.

According to the labor market data found from the site:

<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html> the data shows that several CBOT degrees and certificates lead to jobs in growing areas. Some of those growing occupations for students are Administrative Services and Facilities Managers. Typical entry level is a bachelor's degree however the CBOT program is a stepping stone to this field and there is a 9% growth estimated from 2020 - 2030. Computer Support Specialists also has an estimated 9% growth from 2020 – 2030 and entry level can be with an associates degree. The Computer Applications and Office Management would be the best A.S. degree option for students entering both of these fields.

One of the degree options for CBOT is Legal Secretarial which would be included in the career outlook for Paralegals and Legal Assistants and has a 12% estimated growth.

The last job highlighted is the Secretarial and Administrative Assistant field although on decline there are still over 3 million jobs estimated for 2020. See below:

Quick Facts: Administrative Services and Facilities Managers	
2020 Median Pay ?	\$98,890 per year \$47.54 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	Less than 5 years
On-the-job Training ?	None
Number of Jobs, 2020 ?	322,000
Job Outlook, 2020-30 ?	9% (As fast as average)
Employment Change, 2020-30 ?	28,600

<https://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm>

Quick Facts: Paralegals and Legal Assistants	
2020 Median Pay ?	\$52,920 per year \$25.44 per hour
Typical Entry-Level Education ?	Associate's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2020 ?	345,600
Job Outlook, 2020-30 ?	12% (Faster than average)
Employment Change, 2020-30 ?	41,400

<https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm>

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

The program addresses the needs not met by similar programs and does not represent an unnecessary duplication of other vocational or occupational training programs in the area. Cuesta College and Santa Barbara Business College are the closest colleges physically to Allan Hancock College. The CBOT area at Hancock has three A.S. degrees and 6 certificate options where both Cuesta College and Santa Barbara Business College have far less offerings and options for A.S. and certificates in the CBOT area.

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

The success, retention and persistence rates are given below in the table on the following page. Retention in total CBOT courses is 81% for the period 2023-2024 and is 6% lower than the AHC overall retention rate. The success rate is currently 63% which is lower than Hancock's success rate. The success rate needs improvement. Some ways to address this will be to continue to use Successnet, make phone calls to students, email students more often, and post additional announcements with due dates. Tutors and office hours will be advertised and encouraged. Individual courses will be looked at to improve success rate by course as well.

The Business department has developed a survey to ask students about involvement on campus in student activities to increase engagement and connectivity at an effort to increase this area to increase success and retention rates.

JobSpeaker is encouraged to be utilized for employment and the CBOT instructor made a video explaining the benefits and how to use JobSpeaker. The CBOT instructor in the capstone course emphasized resumes, job seeking sites online, interview questions and offers to give each student a job recommendation. The Career center is also utilized in

discussion board questions to help engage students on campus and utilize the resources available to them.

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



- 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, the course review of prerequisites and advisories have been done within the past 3 years. See below.

CBOT REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
Summary

List all courses in CBOT Discipline/Program

Course Prefix No	CURRENT Prerequisite/Coreq/Advisory/ Limitation on Enrollemnt	LEVEL OF SCRUTINY (Statistics, Content Review, UC/CSU Comparison, Student Survey – list all)	RESULT (i.e., current PCA is established, should be dropped/modified or new PCA is established)	ACTION TO BE TAKEN (None, APP- Major or Minor)
CBOT 100	None			None
CBOT 131	Advisory: CBOT 100	Student feedback and review by faculty	Keep advisory	None
CBOT 132	Advisory: CBOT 131	Student feedback and review by faculty	Keep advisory	None
CBOT 302	None			None
CBOT 305	None			None
CBOT 312	Advisory CBOT 100	Student feedback and review by faculty	Keep advisory	None
CBOT 333	None			None
CBOT 334	Advisory: CBOT 131	In class student feedback and review by faculty	Keep advisory	None
CBOT 337	None			None
CBOT 360	None			None
CBOT 361	None			None

e. Have recommendations from the previous report been addressed?

Recommendations and analysis from previous years and the current year are addressed every semester. Many times, interventions happen during the semester or at an 8 week class. Because the program is technology-based changes happen rapidly and must be addressed as soon as possible to ensure student success.

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
<p align="center">Description:</p> <p>(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.)</p> <p>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.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

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 \$600 each

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.

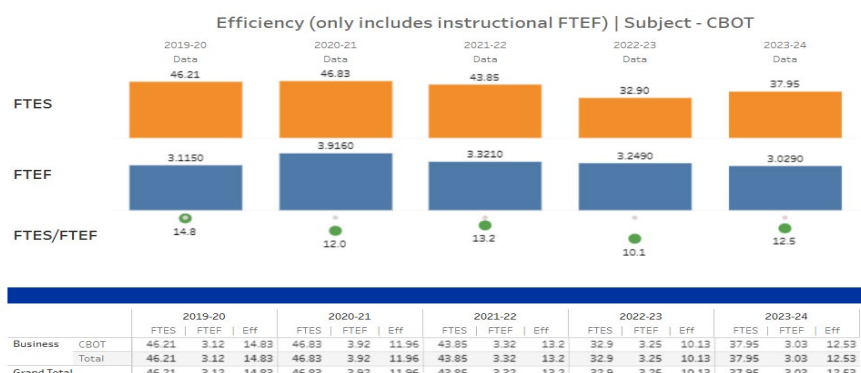
1. What data were analyzed and what were the main conclusions?

Enrollment and Efficiency - Sections, enrollment, average class size, FTE's and FTEF's were analyzed over the past 9 years. See charts below.

Since 2022, sections and enrollment are on the increase. FTES/FTEF efficiency rating is at 12.3 for 24/25 school year, which is higher than all efficiency ratings over the past 9 years with the lowest rating being 8.7 in 2016/17.

Program/Department	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Grand Total
Business Office Sections	36	35	35	24	23	30	31	24	23	27	261
Technology Max Enroll	1,621	1,457	1,064	803	804	999	1,008	797	770	910	10,233
Census Enroll	994	954	785	686	669	673	714	522	587	671	7,255
Avg Class Size	27.6	27.3	22.4	28.6	29.1	22.4	23.0	21.8	25.5	24.9	27.8
FTES_	71.4	60.2	47.2	43.0	43.9	43.2	43.8	32.9	38.0	43.1	466.8
FTEF_	6.749	6.882	5.193	3.843	3.643	4.625	3.934	3.584	3.230	3.498	45.181
FTES/FTEF_	10.6	8.7	9.1	11.2	12.1	9.3	11.1	9.2	11.7	12.3	10.3

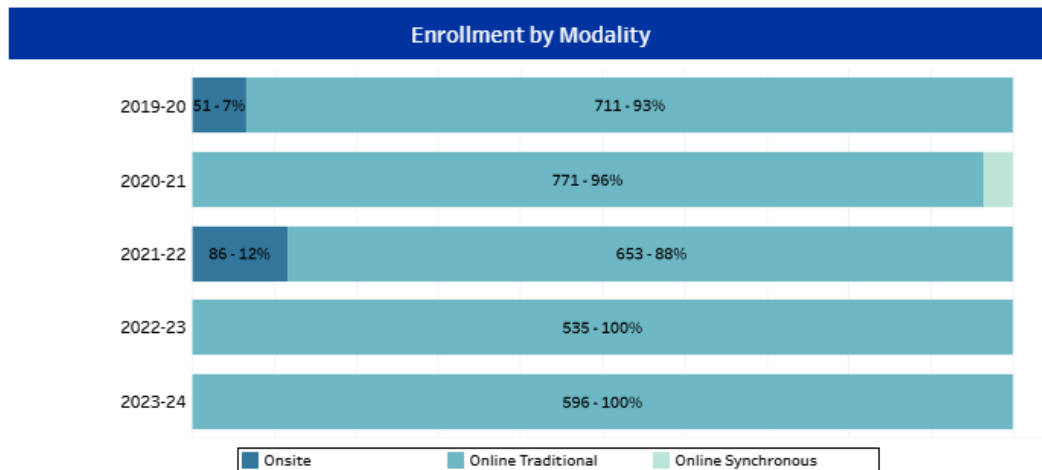
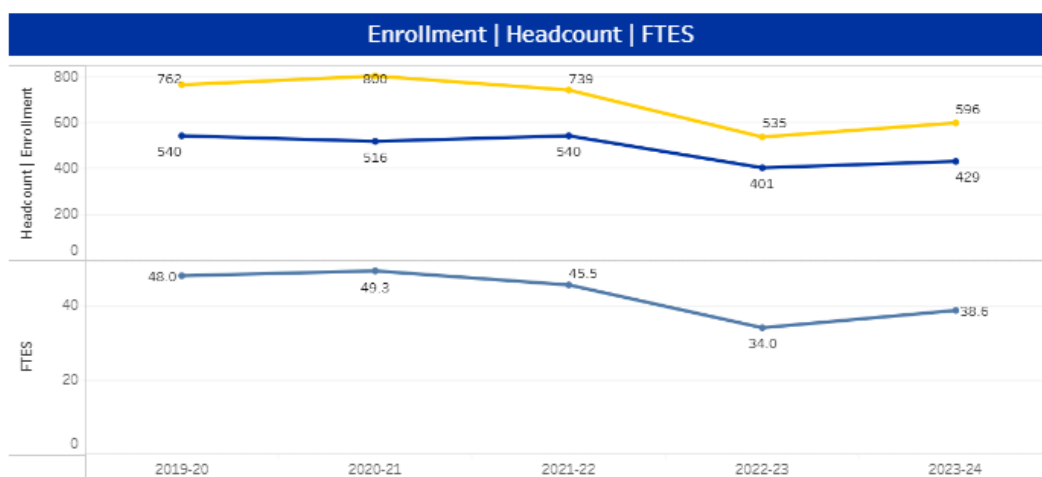
PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Enrollment, Headcount and FTEs – In all three areas they have increased over the previous year. See chart. Enrollment modality is online for the CBOT program.

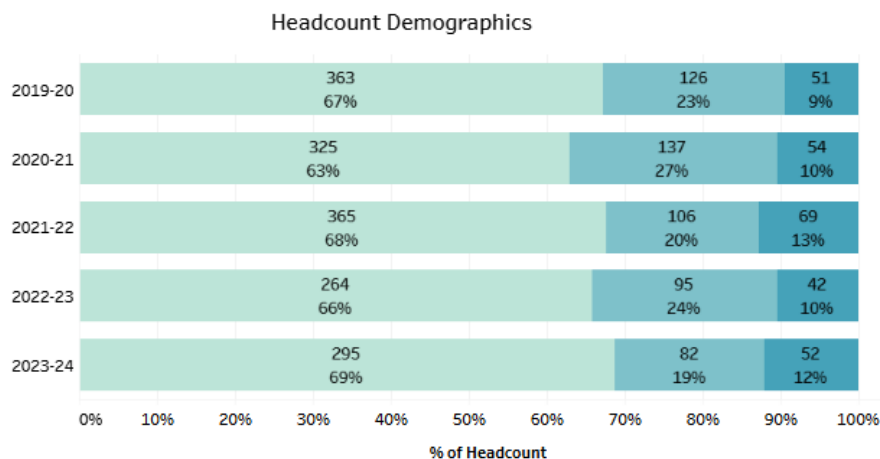
It should be noted that Fraud in online courses is on the rise again. Fake students will sign up for the class, be dropped and then sign up again to max out the class. Real students then are unable to add the course because it is full. CBOT full time instructor works closely with the admissions and records staff to notify them of fraud. Discussions have also been brought up at department chairs meetings and with the dean on how to put measures in place to address the fraud issues. Our IT department is also working with admissions and records to address the problem.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Headcount and Demographics – 69% of the students in CBOT are Hispanic, with 19% White and other demographic groups representing the rest which is 12%. The number of Hispanic students have increased over the previous year and number of white students have decreased. See chart below.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



	2019-20		2020-21		2021-22		2022-23		2023-24	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian	4.0	1%	11.0	2%	8.0	1%	4.0	1%	2.0	0%
Black	13.0	2%	8.0	2%	8.0	1%	12.0	3%	18.0	4%
Filipino	11.0	2%	10.0	2%	14.0	3%	8.0	2%	4.0	1%
Hispanic	363.0	67%	325.0	63%	365.0	68%	264.0	66%	295.0	69%
Native Am	4.0	1%	6.0	1%	1.0	0%	3.0	1%	4.0	1%
Pac Isl	2.0	0%	1.0	0%	2.0	0%	2.0	0%	1.0	0%
Two or More	14.0	3%	14.0	3%	20.0	4%	8.0	2%	18.0	4%
Unknown	3.0	1%	4.0	1%	16.0	3%	5.0	1%	5.0	1%
White	126.0	23%	137.0	27%	106.0	20%	95.0	24%	82.0	19%
Grand Total	540.0	100%	516.0	100%	540.0	100%	401.0	100%	429.0	100%

- 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?

Increasing Student Success - Last year a student success factors survey was completed through the Business and Finance Success team. Over 85% of our business students feel Directed, Focused and Nurtured. 77% feel Valued and over 64% feel Connected and Engaged.

Engagement and connectivity scored lower than the other areas and was taken on as a project by the Business department as a challenge to increase that number. This year the business

department sent out a survey to business students. There were 32 responses and the survey is attached. The survey asked students which activities they had attended on campus and which activities they would like more information about. Those activities and the answers were discussed at the department meeting to develop a plan to increase student engagement and connectivity for business students. Research has been done by the Research and Planning Group for Community Colleges and the research demonstrated that students are more likely to succeed when they are directed, focused, nurtured, engaged, connected, and valued. See below.

Success Factors Framework (Six Success Factors)

Research indicates that student support must be (1) integrated into students' daily experience, and (2) included in the overall curriculum. This research also demonstrates that students are more likely to succeed when they are directed, focused, nurtured, engaged, connected, and valued.

The RP Group established this framework, to serve as the foundation for our exploration of what California community college students say they need to succeed.

Six Success Factors Definitions

- **Directed:** students have a goal and know how to achieve it
- **Focused:** students stay on track — keeping their eyes on the prize
- **Nurtured:** students feel somebody wants and helps them to succeed
- **Engaged:** students actively participate in class and extracurricular activities
- **Connected:** students feel like they are part of the college community
- **Valued:** students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated



Success Factors Citation

Use the following citation when referencing the Student Support (Re)defined success factors framework:

The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the Student Support (Re)defined study.

Student Success Survey

A summary of the Student Success Survey including the methodology, results and recommendations are below:

Introduction

The Business Department Student Success Team met throughout the 2024-2025 semester. 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 that 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, gardening club, career day for AHC students only, and job hiring/career fair.

The responses presented by each event are attached to the report.

Recommendations

Team members reviewed the results in a team meeting. Although the response rate was small, team members decided one intervention is appropriate at this time. Specifically, team members decided to post a list of events/activities (which 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.

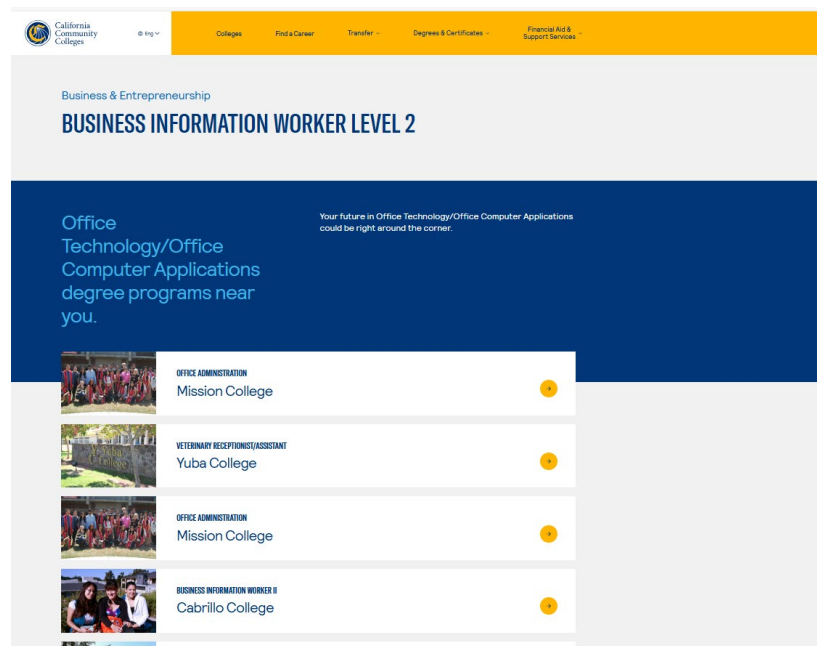
3. What are your plans for change or *innovation*?

Changes and Innovations to the certificate and degree:

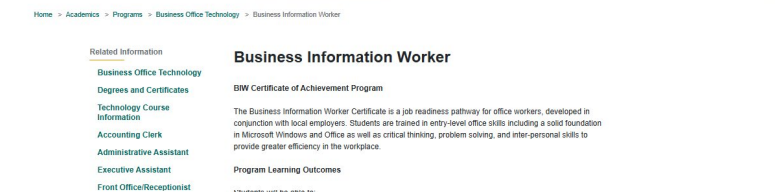
It is recommended to look at changes and trends in Office Technology and introduce additional classes that can be added to the certificate and degree. This is a continual process. Some courses may need to be removed, and others added.

One area that should be researched is the Business Information Worker degrees and certificates at other colleges. This area is similar to Hancock's CBOT program.

The California Community Website has a link to other colleges, including Hancock's for this area. The link is [here](https://icangotocollege.com/college-courses/38232-business-information-worker-level-2). <https://icangotocollege.com/college-courses/38232-business-information-worker-level-2> A screenshot of the website is below.



Additional notable community colleges with Business Information Worker programs are [Grossmont College](#) and [Butte College](#). See below. It may be beneficial to name the certificate and degree Business Information Worker or a decided name to make it easier to align with common course numbering and naming conventions at other colleges. This can be explored.



It should be noted that it was presented to the dean and vice president to have a coordinator for the CBOT area and my recommendation is to have that coordinator research and possibly make changes to the certificate and degree based on findings.

Collaboration with Community for final projects:

In the CBOT degree and certificate program, many courses have final projects or activities that are used in business. Students interview businesses and create presentations, newsletters, brochures, and flyers for businesses in our community. The students can choose which business they would like to work with.

At the recent Pathways to Success event, the Recreation supervisor at the city parks and recreation department for the city of Santa Maria saw the display of projects created at our student showcase and requested we collaborate with them for our Business Desktop publishing course and create a brochure they can use for the city. This would create an opportunity for the student to complete a very much needed real-word project and foster collaboration with the community.

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

A plan to improve business students' engagement and connectivity on campus will be developed. Certificate and A.S. degrees will be reviewed and possibly updated. Collaboration with the community for final projects in CBOT will continue and the City of Santa Maria will be added to the organizations that students will collaborate with when completing projects.

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)

Department and one-on-one meetings with business faculty are used to discuss findings and collaborate within the department. A team approach is used to address issues facing the department. Advisory meetings are held yearly to discuss concerns and findings.

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

Business and Finance Success Team Survey Recommendations:

Team members reviewed the results in a team meeting. Although the response rate was small, team members decided one intervention is appropriate at this time. Specifically, team members decided to post a list of events/activities (which 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.

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
Planning years:	(The academic years this will take to complete) 2021-22 to 2024-25
<p align="center">Description:</p> <p>(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.)</p> <p>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.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

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 \$600 each

Program Review Signature Page:

Jody Derry

5/05/2025

Program Review Lead

Date

[Signature]

05/06/2025

Program Dean

Date

[Signature]

07/21/2025

Vice President, Academic Affairs

Date









CBOT Enrollment Trends and Efficiency Program Review and Yearly Update 2024-2025

Final Audit Report

2025-07-21

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