

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name ENGINEERING Academic Year 2025-26

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

No. The mission and function remain the same.

Program Mission Statement

The educational mission of the AHC Engineering Program is as follows:

1. To prepare students to transfer to, and succeed at, a four-year undergraduate engineering program.
2. To provide courses that enable students to complete lower division engineering requirements for transfer to a four-year university, and/or to complete an Associate Degree in Engineering.

The program seeks to produce transfer-ready students who are technically competent in sophomore level engineering subjects, who can communicate and work effectively in diverse teams, and who are responsible citizens. The program also seeks to promote student interaction with faculty, industry, student organizations and professional societies.

The Engineering Program at AHC produces graduates/transfer students who:

1. will succeed academically in, and graduate from, a four-year engineering program;
2. can apply the fundamental principles of mathematics, science, and engineering to solve basic engineering and scientific problems;
3. can work effectively as individuals and in diverse teams;
4. are effective communicators;
5. conduct themselves ethically and professionally, and exhibit personal integrity and responsibility in their actions;
6. continue to engage in life-long learning, including professional, academic and personal development.

The program directly supports the AHC mission of providing “quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.”

Program Description

The associate degree in engineering provides lower-division coursework that can serve as the basis for a bachelor's degree offered by a four-year college or university. Students who intend to transfer should check the lower-division requirements in the catalog of the college or university to which they intend to transfer, create a Student Educational Plan with an academic counselor, visit www.assist.org, and consult the engineering faculty. The engineering program provides a general background suitable for a variety of engineering fields including mechanical, civil, aerospace, electrical, computer and biomedical engineering.

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

New Course

November 2024: **ENGR 122 - Programming and Problem-Solving in MATLAB**. This course articulates to Cal Poly and UC Santa Barbara, and meets the programming requirements for many engineering majors. It is scheduled to be offered in Fall 2026.

[July 2, 2026 update: Fall 26 ENGR 122 cancelled due to low enrollment (5). Have better advertising in the future].

New Certificate

The **Engineering Fundamentals - Certificate of Achievement** was created. This set of 6 courses is modeled after the first-year curriculum required of most, if not all, engineering students at a 4-year university. Engineering students will now have a stepping-stone certificate to mark and record their progress toward their associate's degree and transfer.

Course	Title	Units
MATH C2210	Calculus I: Early Transcendentals	4
MATH C2220	Calculus II: Early Transcendentals	4
ENGR 100	Introduction to Engineering	1
PHYS 161	Engineering Physics 1	5
CHEM 150	General Chemistry 1	5
ENGL C1000	Academic Reading and Writing	4
Total		23

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

Yes.

Please see <https://www.hancockcollege.edu/pathways/sciences-technologies/engineering.php>

There is a 2-year map for the local Associate of Arts degree in Engineering.

However, engineering is a high-unit major, so there is no AST/ADT degree in the state. Many engineering students require more than two years of work to complete all the STEM courses required to transfer. In addition, some must take courses such MATH 141 (Precalculus), CHEM 120 (Introductory Chemistry) and PHYS 110 (Introductory Physics), to meet the prerequisites of MATH 181 (Calculus 1), CHEM 150 (General Chemistry), and PHYS 161 (Engineering Physics 1). Thus, we (Christine Reed and Angelica Eulloqui, AHC STEM Counselors, with input from Dom Dal Bello, Engineering Professor), have created fourteen 3-year program maps for "Engineering for Transfer".

The fourteen 3-year program maps for "Engineering for Transfer" are:

1. Aerospace Engineering
2. Architectural Engineering
3. Biomedical Engineering
4. BioResource and Agricultural Engineering
5. Chemical Engineering
6. Civil Engineering
7. Computer Engineering

8. Electrical Engineering
9. Environmental Engineering
10. Industrial Engineering
11. Manufacturing Engineering
12. Materials Engineering
13. Mechanical Engineering
14. Software Engineering

4. Were there any staffing changes?

In Spring 2025, Professor Dal Bello was on sabbatical, and his Engineering courses were covered by: Part-Time Faculty Dr. Nikolas Kastor (ENGR 156); PTF Dr. Fred DePiero (ENGR 170), and Full-Time Physics Faculty Dr. Brian Youngblood (ENGR 100, ENGR 154). Dr. Kastor typically teaches two sections of ENGR 171 and ENGR 126 in spring.

In Fall 2025, the normal loads were taught: Prof. Dal Bello taught ENGR 152, 161 and ENGR 100 (2 sections), Dr. Kastor taught ENGR 162 (2 sections).

In Spring 2026, Prof. Dal Bello taught ENGR 154, 156 and ENGR 100 (2); Dr. Kastor taught ENGR 171 (2) and ENGR 126; Dr. DePiero taught ENGR 170. Typically, Prof. Dal Bello teaches ENGR 170.

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

2024-25 Focus: Innovative Scheduling

From last year's focus:

Engr 100

- *Reduce size of homework (HW) sets.*
 - This was started in Fall 2024 and continues. As Engr 100 is part personnel development, and homework focuses on student self-reflection, time-management, planning and continuous growth,
- *To start to develop weekly HW habits, send out HW reminders at the end of Week 1 and 2 (in addition to the deadline listed in the syllabus and on Canvas).*
 - Such emails were sent to students in ENGR 100 (Intro) and the sophomore level courses (ENGR 152, 161, 154, 156, 161) in 2025-2026.
- *Reach out to students early on via email/Canvas if they do not turn in HW #1/#2 so they get into a habit of doing turning in HW each week/starting early, and to ensure they have access to computers/internet/Canvas.*
 - Completed. However, too many ENGR 100 students in Spring 2026's did not engage/respond.

Female Engineering Students

- *Continue to support Women in Engineering Club/program.*
 - This is happening.

- *Continue to invite female engineers as speakers to Engr 100.*
 - At least 50% of guest speakers are female.
- *Increase number of hands-on in-class and out-of-class projects.*
 - This has been difficult to do, as getting through the content has superseded activities. This year's class did not get through the material as quickly as some previous classes. Regardless, a new in-class hands-on activity was introduced in ENGR 152 (in addition to the out-of-class group truss bridge project); and ENGR 156 continues to have an in-class beam experiment; and ENGR 161 has an in-class corrosion experiment (not demo, and not within the lab component).
- *Connect female student with mentors.*
 - In March 2026, AHC was awarded a National Science Foundation S-STEM. This project will provide scholarships and mentorships to students of all genders. However, there is a
 - Female ENGR 100 guest speakers connect well with female students and share contact info for more discussion. However, there is no tracking of post-class interaction.
- *Hire female students as Embedded Tutors.*
 - In 2025-26, the primary Embedded Tutor for ENGR 170/171 was female.

Change in Enrollment

From Fall 2024 Fall 2025, female enrollment in engineering increased by 75%, twice the rate of overall engineering growth. Female students made up 14% of engineering enrollment in Fall 2024, and 18% in Fall 2025. This is still under the national average of about 24% (<https://swe.org/magazine/data-higher-education-enrollments-fall-2021/>).

	Fall 2024	Fall 2025	Change
Female	12	21	+9 (+75%)
Male	82	93	+9 (+11%)
Other	1	2	+1 (+100%)
Total	85	116	+31 (+36%)

Source: AHC Institutional Effectiveness Enrollment Dashboard, accessed May 24, 2026.

Learning Outcomes Assessment

The PLOs for Engineering were modelled after the Outcomes for the Accreditation Board for Engineering and Technology (ABET). The AHC ENGR PLOs

- ENGR1- Apply fundamental concepts of mathematics (through calculus), science and engineering.
- ENGR2- Communicate effectively both orally and in writing, using symbols, graphics and numbers.
- ENGR3- Conduct experiments and analyze and interpret data.
- ENGR4- Function professionally and ethically as an individual and within diverse teams.
- ENGR5- Identify, formulate and solve basic engineering problems.
- ENGR6- Make basic design decisions concerning appropriate-level engineering problems.
- ENGR7- Recognize the need for, and an ability to engage in, lifelong learning.

ENGR8- Use techniques, skills and modern engineering tools necessary in engineering education and practice.

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

None.

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

N/A

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

N/A

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

N/A

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*)

N/A – Engineering has no DE offerings.

- a. Which courses were reviewed for regular and substantive interactions (RSI)?
b. What were some key findings regarding RSI?
 - Some strengths:
 - Some areas of possible improvement:

c. What is the plan for improvement?

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

N/A – Engineering is not a CTE program.

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

- b. How does the program address needs that are not met by similar programs?
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- 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?
- e. Have recommendations from the previous report been addressed?

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.*

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	1. MATLAB ONLINE Licenses
Planning years:	2026-2027, 1 year, ongoing funding needed
Description: Ongoing request. ENGR 126 MATLAB for Science and Engineering, uses MATLAB, by the MathWorks (mathworks.com). The campus uses MATLAB Online licenses, 60 seats. Current is 40 seats. Estimated cost for 60 seats @\$50/seats per year: \$3,000/yr, ongoing. Ed Master Plan: E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce. C.5 Ensure existing classroom and campus spaces encourage student engagement and reflects multicultural and multi-ethnic backgrounds. What college plans are associated with this Objective? (Please select from the list below): ☒ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705 ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	2. Grips for wide tensile specimen
Planning years:	2026-27, 1 year, one-time funding

The Instron Tensile tester in the Engineering Lab has grips that can clamp thin specimens, but not wide specimens. It is desirable to test wide specimens to study the effects of larger areas, as well as the failure mechanisms of bolted joints. These cannot currently be studied with the equipment on hand.

Estimated cost ~ \$42,000

Ed Master Plan:

E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.

C.5 Ensure existing classroom and campus spaces encourage student engagement and reflects multicultural and multi-ethnic backgrounds.

What college plans are associated with this Objective? (Please select from the list below):

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

Area of Focus Discussion Template

EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student Centered Funding Formula and CCCCO Vision for Success.

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

- a. **Collaborations, Internal and External**
- b. **Transfers**
- c. **C-ID and ADT**

a. Collaborations

Primary Internal Collaborations

- MESA/STEM
 - The Engineering Program works very well with the MESA/STEM Academic Success Center and MESA Program.
 - The Engineering professor is the primary academic advisor for the MESA Program and visits the MESA/STEM Center at least twice per day.
- Physics Program; Life and Physical Sciences Department
 - There is a long-term schedule on how the PHYS 161/162/163 and ENGR courses are scheduled to ensure courses typically taken by students during the same term do not overlap.
 - Faculty in Physics and Engineering regularly discuss course material and how to ensure smoother transition from Physics to Engineering courses.
 - The Engineering Professor finds out when Physics 162/163 exams are scheduled to ensure engineering students do not have two exams on one day.
 - General Chemistry 2 (CHEM 151) and Organic Chemistry (CHEM 180/181) can overlap with some engineering courses (for example Bioengineering, Biomedical Engineering and Chemical Engineering majors may need O-Chem

and Engineering's Materials Science and/or Statics in the same term).
Scheduling conflicts with Chemistry is an area to work on.

- **Mathematics Program**
 - Calculus courses and engineering courses are scheduled so that students who need both are not blocked.
 - This past year, more discussions/collaboration with math faculty concerning math course content have been had.
- **Computer Networking and Electronic Technology (CNET, aka Electronics Program)**
 - Engineering's Circuits Lab is used by the ENGR 171 Electric Circuits Lab.
 - The Engineering Instructional Assistant also supports Electronics courses.
 - The Engineering Program supports student participation in the Robotics Club, which is sponsored by the CNET faculty member.
- **Institutional Effectiveness**
 - The Engineering program works well with I.E. to get and analyze relevant data.
 - Engineering and I.E. are currently developing an alumni survey.
- **Institutional Grants**
 - The Engineering program works well with I.G. to apply for, win, and administer grants.

Primary External Collaborations

- **Cal Poly**
 - AHC Engineering Cal Poly Engineering faculty, especially in Mechanical Engineering (AHC successfully gained and completed NSF and California Education Learning Lab grants in collaboration with CP). Material Engineering (AHC supported successful NSF grant for a scanning electron microscope).
- **Cal Poly and Cuesta College.**
 - A collaborative NSF S-STEM grant (C-ENGAGE) starting March 2026 to provide scholarships and mentorships for academically talented and financially challenged Engineering and Computer Science students.
 - This is the second such grant collaboration.
- **C6-LSAMP (California Central Coast Community College Collaborative, C6, C6-LSAMP), with partner schools: AHC, Cabrillo, Cuesta, Monterey Peninsula, Moorpark, Oxnard Santa Barbara, Ventura. This is/was a NSF/Louis Stokes Alliances for Minority Participation grant.**
 - AHC served/serves as project lead (Dom Dal Bello, Co-PI, and Christine Reed, Project Director).
 - C6 funding was cut in May 2025. However, C6 leaders continued to meet via zoom monthly during 2025-26 academic year, and plan to continue in the future.
 - C6 collaborates with Cal Poly's Office of Undergraduate Research to bring 150-250 community college STEM students to Cal Poly each October for a

research symposium and campus tours. Over 30 C6 (community college) students present posters each year alongside CP undergraduate researchers.

- CAMP – University of California LSAMP project (which is still NSF funded).
 - C6 (even though it is now unfunded by NSF) serves as the community college alliance partner for the UC project, with Prof. Dal Bello as the lead.

Organizations and Societies

- California Engineering Liaison Council (CAELC, ELC, www.CAELC.org)
 - Composed of engineering educators and administrators from California Community Colleges, California State Universities, Universities of California , and private institutions. This organization meets each semester and is currently in the process of becoming a 501(c)(3).
 - Prof. Dal Bello and MESA Director Christine Reed regularly attend CAELC meetings. Other AHC faculty and staff have attended in the past (Niko Kastor, David Beil).
 - Prof. Dom Dal Bello is the currently the Chair of the CAELC.
- American Society for Engineering Education (ASEE, www.asee.org)
 - AHC is one of about 12 two-year college institutional members of ASEE.
 - Prof. Dal Bello is active in ASEE and attends national and regional conferences each year and serves as a conference paper reviewer.
 - Prof. Dal Bello is:
 - Chair of ASEE's Transfer and Pathways Council and holds a position on the ASEE's Board of Directors.
 - Past Chair of the Two-Year College Division.
 - Vice Chair – Community Colleges, Pacific Southwest Section, ASEE.
- American Society of Mechanical Engineers (ASME, www.asme.org)
 - AHC is member of ASME's Community College Engineering Pathways Program.
 - This program provides students with free ASME memberships, and professional development opportunities.

Industry Partners

- Alumni
 - During spring 2025, Professor Dal Bello visited 26 engineering alumni and reconnected with many others (primarily via LinkedIn). These connections will hopefully provide fieldtrip opportunities, mentorships, internships, donations (for program needs and scholarships), etc.
 - Prof. Dal Bello has a list of over 600 past students.
 - This initiative is difficult to quantify at present.
 - Most guest speakers in *ENGR 100 Introduction to Engineering* are AHC Engineering alumni.

- AHC Engineering is working with AHC IE to create an Engineering Alumni Survey to better understand the student-transfer-industry experience, and to strengthen contacts with students (field trips, mentor, internships, funding).
- AHC Engineering will be working with the AHC Foundation to coordinate financial contributions for scholarships and program activities and equipment.
- Local Industry
 - AHC Engineering focuses on transferring to university, however, placing students into local internship opportunities is increasing.
 - Partners include: Melford Borzall, Space Information Labs, Bethel Engineering, Zone 5, Atlas Copco, Martinez and Associates, REACH and Space Vandenberg, etc.

b. Transfers

General transfer numbers and acceptance rates for AHC to Cal Poly are solid.

Cal Poly first-time transfers to Cal Poly College of Engineering from AHC (includes Computer Science majors), from Cal Poly's portal.

Year	Total Transfers to CP College of Engineering
2021	23
2022	17
2023	17
2024	26
2025	47

<https://app.powerbi.com/view?r=eyJrIjoieMWE0YmMyOWMtZDAyNS00MWVmLWI0ZGQY2VhYTM2ZGM0NGYyIiwidCI6IjFiMGQwMmRiLWZjOWUtNDQ5NS05NTM3LTFlkMzc5Y2NhMmFlNyIsImMiOjZ9>

I cannot explain the sudden jump to 47 in Fall 2025. It is Cal Poly data. Perhaps some Concurrent Enrollment students with a lot of AHC units have been counted by Cal Poly as First-Time transfers.

c. CI-ID and ADT

Seven AHC engineering courses currently have C-ID approval:

C-ID	C-ID Name	AHC ENGR	Course Title
ENGR 130	Statics	ENGR 152	Statics
ENGR 140 B	Materials Science and Engineering	ENGR 161 ENGR 162	Materials Science Materials Science Lab
ENGR 230	Dynamics	ENGR 154	Dynamics
ENGR 240	Strength of Materials	ENGR 156	Strength of Materials
ENGR 260	Circuit Analysis	ENGR 170	Electric Circuit Analysis
ENGR 260 L	Circuit Analysis Lab	ENGR 171	Electric Circuit Lab

All sophomore-level engineering courses and associated labs have C-ID approval. *ENGR 122 Programming and Problem-Solving in MATLAB* has been submitted (I believe) and is in the process of C-ID approval.

AHC's *ENGR 100 Introduction to Engineering* is a 1-unit course. However, the C-ID descriptor (C-ID ENGR 110) is a 2-unit course, so AHC's *Introduction to Engineering* is NOT C-ID approved. A 2-unit AHC course (and/or a 1-unit course *Introduction to Engineering Design*) is therefore needed.

Likewise, *C-ID ENGR 150 Engineering Graphics* (3 units) is not available at AHC. An equivalent course at AHC is also planned.

Addition of *C-ID ENGR 110* and *C-ID ENGR 150*, along with the implementation of AHC's *ENGR 122 (C-ID ENGR 220)* would justify a need for second full-time faculty member in Engineering.

C-ID	AHC ENGR	Term	Total Annual Contact Hours
ENGR 130	ENGR 152	Fall	4
ENGR 140 B	ENGR 161 ENGR 162	Fall	10 (1 lecture + 2 labs)
ENGR 230	ENGR 154	Spring	3
ENGR 240	ENGR 156	Spring	4
ENGR 260	ENGR 170	Spring	3
ENGR 260 L	ENGR 171	Spring	6 (2 labs)
ENGR 110	ENGR 100+ New hands-on course	Fall, Spring	16 (4 sections; 4 contact hours each)
ENGR 220	ENGR 122	Fall?	5
ENGR 150	New Course	Fall/Spring?	5
	TOTAL		56

Demand for Engineering seems to be increasing in the past few years (two *Statics* sections were offered in Fall 2026, one more than traditionally offered; *Circuits* classes have been filled). Demand, paired with the challenging nature of the courses, suggest adding sections during the year, requiring an additional 10 contact hours. In particular:

- ENGR 152 *Statics*: one section in Spring (4 contact hours)
- ENGR 170/171 *Circuits*, lecture + one lab (3 lecture + 3 lab hours, 6 total contact hours)

ADT

Currently, there is no Associate's Degree for Transfer for Engineering. A statewide group working on one, but the problem remains the same – Engineering is a high unit major. Model engineering transfer curricula not only exceed the standard ADT of 60 units, but the recently approved high-unit major allowance of 66 units. In other words, Engineering model curricula are over 70 units.

Through his work with CAELC, Prof. Dal Bello has been involved with attempting to work on an ADT.

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?
- Challenges connecting students with internships and external activities.
 - Challenges connecting students with mentors.
 - Increasing enrollment and challenging classes, but sophomore level classes are only offered once per year.
 - STEM courses offering may conflict, unintentionally blocking students from transferring in timely manner.
 - More AHC Engineering courses could be C-ID approved.
-
3. What are your plans for change or *innovation*?
- Enroll students in ASME (free due to AHC's participation in ASME's Community College Education Pathways program (CCEP)).
 - Connect more with MESA Industry Coach Marc Carson to make more connections with local industry.
 - Continue to encourage students to look at bigger picture and apply to internships, locally and outside of the central coast. Hold application workshops.
 - Consider offering ENGR 152 and 170/171 all year (Fall and Spring).
 - Develop courses that match *C-ID ENGR 110* and *C-ID ENGR 150*.
 - Work with AHC IE to administer an Engineering Alumni Survey to better understand the student-transfer-industry experience, and to strengthen contacts with students (field trips, mentorships, internships, funding).
 - Work with the AHC Foundation to coordinate financial contributions for scholarships and program activities and equipment.
 - Continue to work with Math and LP&S to reduce conflict in student schedule.
-
4. How will you *measure* the results of your plans to determine if they are successful?
- Increased student enrollment and participation in ASME online activities.
 - Increase number of students applying for and gaining internships.
 - Increased section offerings, as appropriate.
 - Increased number of Engineering courses.
 - Increased number of potential guest speakers, field trips, internship opportunities, and mentorship opportunities.
 - Increased donations to AHC Engineering account
 - Reduce number of student schedule conflicts.

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

No validation team has been identified.

Resource Requests

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.***

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	1. Full-time faculty.
Planning years:	1 year, 2027-2028
Description: Increased engineering offerings and enrollment will require a second full-time engineering faculty (who perhaps could also teach in Physics, Mathematics, Electronics Technology, Engineering Technology, and/or Drafting). An engineering program is challenging to administer with one full-time faculty member. Additional faculty will allow for increased and better connection with local industry and university partners. In addition, program continuity would increase in the eventual retirement of the current sole faculty in the program. Estimate Cost: Up to \$95,851 per academic year + ~22% benefits = \$116,938 Ed. Master Plan: A.5 Build a more vibrant college-going culture through a broad and engaging community presence. B.8 Develop new degree programs that lead to an associate degree in transfer and implement an Associate Degree for Transfer (ADT) informational campaign to students to promote transfer opportunities. C.4 Emphasize culturally responsive instruction that supports diversity, equity, inclusion, and student success by expanding opportunities for faculty to implement high impact practices. C.6 Student Focus Group Recommendation 9: Re-examine course availability and scheduling options, especially with respect to key courses required for transfer, and make adjustments to better balance the supply of courses with student demand. D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students. D.6 Implement college wide comprehensive curriculum evaluation, design, and redesign to ensure viable degree and certificate programs that are responsive to labor market needs and workforce demand. What college plans are associated with this Objective? (Please select from the list below): ☒ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705 ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

Program Review Signature Page:



Program Review Lead

Jul 3, 2026

Date



[Sean Abel \(Jul 6, 2026 08:24:57 PDT\)](#)

Jul 6, 2026

Date

Program Dean



Jul 9, 2026

Date

Vice President, Academic Affairs

ENGR - Education and Industry Partnerships Discussion and Yearly Planning Update 2025-2026_ENGINEERING

Final Audit Report

2026-07-09

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