

**\*\*Use this template in years when a Core Topic is not selected\*\***

## **YEARLY PLANNING DISCUSSION TEMPLATE General Questions**

**Program Name** Academic Resource Center **Academic Year** 2023-2024

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

The ARC's primary mission has not changed in the last year. We continue to focus on providing academic support so that students can successfully complete their courses.

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

The ARC continues to offer two noncredit courses--BASK 7015, Reading and Writing Lab, and BASK 7004A, Supervised Tutoring. Enrollment in each course has steadily increased from the dip we experienced during the pandemic. The Writing Center continues its expanded online offerings, including online, weekend paper review (offered asynchronously) and Zoom tutoring to increase access for those students who cannot visit the ARC for tutoring during regular operating hours. There is still potential to increase student usage of tutoring services.

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

Two-year program maps do not apply to the ARC's services.

**4. Were there any staffing changes?**

In fall 2023, the full-time OACL/Tutorial Center Technician transferred to the part-time OACL/Tutorial Tech position at the LVC, bringing stability to the LVC tutoring program. In fall 2023, we hired a new full-time OACL/Tutorial Center Technician for the Santa Maria campus. In spring 2023, we hired a new full-time Writing Center instructional assistant, filling a position that had been vacant through the fall 2022 semester. The Santa Maria Writing Center evening lab assistant position has experienced excessive turnover, but we hired a permanent staff for the position in spring 2024. While these positions remain entry-level pay positions, it is likely we will continue to see high turnover, which impacts the quality of our services. The ARC has experienced changes to the majority of its positions in the 2023-2024 year (PT LVC OACL/Tutorial Tech, FT Tutorial/OACL technician, PT WC lab assistant, PT tutorial/OACL lab assistant). The ARC could benefit from a program-wide assessment of these positions, their pay, and duties in order to minimize staffing changes in the future and align the responsibilities to the appropriate pay rate.

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

The ARC coordinator continued to work with the Math Center, STEM Center, and Language Lab tutoring programs, as the tutoring services group, to address tutoring-related issues. This group meets monthly to collaborate on tutor training, address tutoring related issues on campus, and promote tutoring services across campus with the goal of increasing awareness of tutoring and motivating students to access support services. The group updated its one-stop tutoring website that provides students with information about all tutoring options at AHC. Students can learn about campus tutoring services, chat with tutoring staff through the website's chat feature, see campus tutoring locations on a map, and seek answers through the site's Frequently Asked Questions (FAQ) section. This group is currently focused on efforts to increase the pay rate for tutors and create a uniform pay rate across campus tutoring programs.

The ARC Coordinator continues to work in partnership with the Title V grant to train embedded tutors and faculty new to the embedded tutoring program. Title V places embedded tutors in math, English, and science courses. The impact of embedded tutoring on ARC tutoring services will need to continue to be assessed so that tutoring services complement, not compete with, existing tutoring services. The ARC coordinator participated in an embedded tutoring taskforce and furthered the recommendation that current tutoring center coordinators should oversee embedded tutoring for their respective areas once the Title V grant ends.

The ARC continues its strong partnership with the English department providing orientations to all English classes at the beginning of each semester (72 orientations for spring 2023 and fall 2023). In addition, the ARC coordinator attends every English department meeting to keep the department apprised of activities in the Writing Center and Tutorial Center and to collaborate on ways to increase student usage.

The Writing Center offered 28 workshops over the spring and fall semesters covering a wide range of writing-related topics that are most important to writing development in an English 101 course including how to write a thesis statement, MLA documentation, quoting, paraphrasing, and summarizing, paragraph writing basics, and common sentence-level errors.

Below includes brief highlights of successes in the Tutorial and Writing Centers:

- The ARC successfully implemented Successnet to use for tutoring appointments and all attendance tracking, which has made it easier to identify attendance trends, and gives us a more accurate view of tutoring usage.
- Success and retention rates for both the Writing Center and Tutorial Center are positive showing that tutoring has a positive impact on success and retention. For example, in Chemistry (CHEM 120 & 150):
  - Tutored students had higher retention and success than the general population.
  - CHEM 120 success rate improved from 54% to 68% with tutoring, a significant 14 percentage point increase success rate over non-tutored students.

- Drop-in tutoring in the ARC has increased significantly. ARC usage has seen variability in usage since the initial decline due to the pandemic. Overall drop-in tutoring visits increased significantly in spring 2023 and have almost tripled from fall 2022. See the table below for a detailed look at drop-in tutoring data over the last three years. See table three for a more detailed look at these data.
- ARC orientations continue to help us spread the word about tutoring services, and we are fortunate to be able to offer the orientation to every English 101 class and many PD classes. We offered 72 class orientations over the spring and fall 2023 semesters. Additional outreach ramped up to include weekly “pop-ups” on the AHC quad area designed to make tutoring visible, which were staffed by tutors. The ARC also participated in the Santa Maria Bow-WOW, Hancock Hello, and Career Expo.
- The Writing Center Paper Review service continued to support students unable to visit the Writing Center in-person or on Zoom: 29 paper submissions in spring 2023 and 92 paper submissions in fall 2023.
- Tutor Training is a strength of our Tutorial Center program that ensures quality tutoring, mentorship, and connection to campus resources to help students minimize barriers to student success. On average, 40– 50 tutors complete 15 hours of tutor training. Once initial training is complete, returning tutors become training leaders for new tutors.

#### Learning Outcomes Assessment

- Please summarize key results from this year’s assessment.

SLOs are assessed with a student survey administered to students enrolled in the BASK 7004A Supervised Tutoring course and the BASK 7015 Reading and Writing Lab course at the end of each semester:

#### BASK 7004A Supervised Tutoring SLOs (Tutorial Center) – Fall 2023

|  |   |
|--|---|
| <b>PSLO 1:</b> <i>Students will improve their ability to effectively develop and ask appropriate subject matter questions.</i> | <b>Yes-88%</b><br><b>No-2%</b><br><b>Somewhat – 11%</b> |
| <b>PSLO 2.</b> <i>Students will improve their ability to utilize effective study skills.</i>                                   | <b>Yes-84%</b><br><b>No-2%</b><br><b>Somewhat-14%</b>   |
| <b>PSLO 3.</b> <i>Students will gain knowledge of effective time management strategies.</i>                                    | <b>Yes-79%</b><br><b>No-5%</b><br><b>Somewhat-16%</b>   |

#### BASK 7015 Reading & Writing Lab SLOs (Writing Center) – Fall 2023

|   |  |
|---|--|
| <b>PSLO 1:</b> The Writing Center will provide writing, reading, and technology instruction in an accessible, comfortable, supportive, and collaborative environment for students of all abilities and from all disciplines | <b>Yes-99%</b><br><b>No-1%</b>                         |
| <b>PSLO 2.</b> Developmental English and English as a Second Language students will demonstrate improved writing at the sentence, paragraph, and/or essay level.  | <b>Yes-80%</b><br><b>No-3%</b><br><b>Somewhat: 17%</b> |
| <b>PSLO 3.</b> Students will demonstrate improved confidence in their writing ability.  | <b>Yes-92%</b><br><b>No-8%</b>                         |
| <b>PSLO 4.</b> Students will demonstrate improved confidence in the use of technology.  | <b>Yes-83%</b><br><b>No-17%</b>                        |

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

Student evaluations from Fall 2023 show high satisfaction with the Tutorial Center, Writing Center, and OACL services. Overall, students rate the services as “excellent” or “very good.” In the Writing Center survey, we ask students if they would use the lab again while at AHC even if the lab is not required, and 99% say, yes--an important indicator that students value ARC services (Fall 2023 Writing Center Survey).

In addition to gathering student feedback about the ARC’s services, we worked closely with Institutional Effectiveness to evaluate the impact of tutoring on student success and retention. Overall, tutoring has a positive impact on student success and retention with students who receive tutoring either in the Writing Center for their English courses or in the Tutorial Center for any number of the 100+ courses offered, are more successful and more likely to complete their courses than non-tutored students.

### **WRITING CENTER FALL 2023 TUTORING IMPACT**

Table 1 below shows the Writing Center student success and retention rates broken down by the number of hours a student spent in tutoring in the Writing Center.

Students who utilize Writing Center services are more successful in English 101. Overall, students who spent *any* number of hours in the Writing Center had better outcomes in ENGL101 than students who did not access the Writing Center; Just three hours spent in tutoring in the Writing Center had a significant impact on student success and retention. Students who spent three hours in the Writing Center in fall 2023 were 18 percentage points more likely to complete the course than non-tutored students (80% vs. 98%) and were 21 percentage points more successful than non-tutored students (51% vs. 76%).

**TABLE 1: Writing Center Success and Retention Per Student Tutoring Hours**

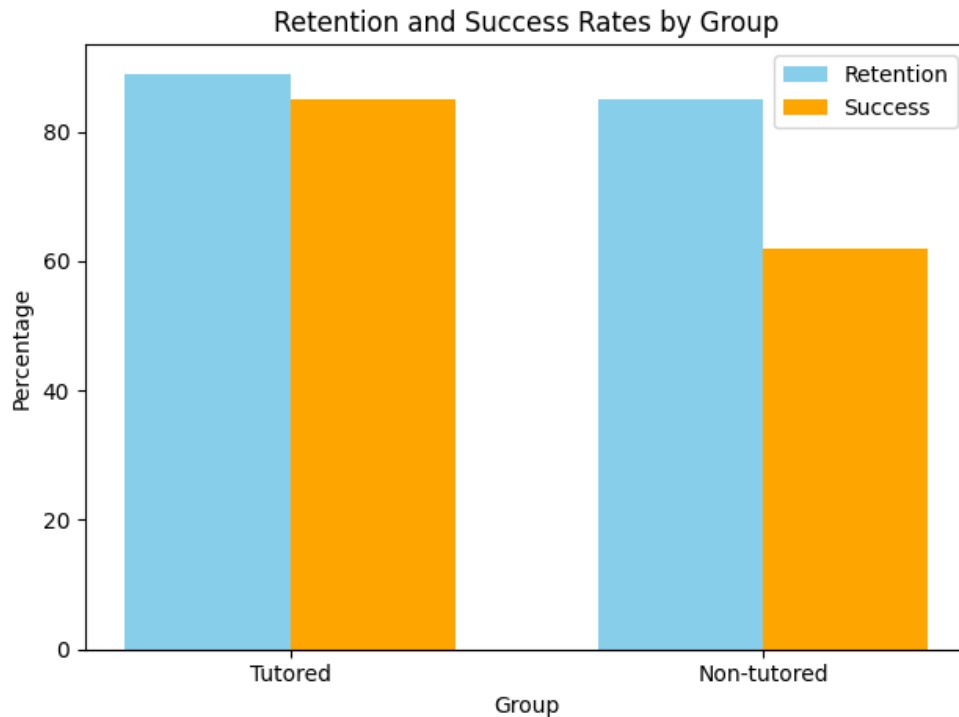
|             | N    | WC / WC Hour Group (copy) |         |         |         |         |         |         |         |         |          |       |
|-------------|------|---------------------------|---------|---------|---------|---------|---------|---------|---------|---------|----------|-------|
|             | Null | 0.1-1.0                   | 1.1-2.0 | 2.1-3.0 | 3.1-4.0 | 4.1-5.0 | 5.1-6.0 | 6.1-7.0 | 7.1-8.0 | 8.1-9.0 | 9.1-10.0 | 10+   |
| Count of ID | 996  | 85                        | 95      | 46      | 31      | 19      | 22      | 15      | 13      | 6       | 6        | 56    |
| Total Hours |      | 40                        | 129     | 117     | 107     | 87      | 121     | 98      | 96      | 52      | 57       | 1,318 |
| retained %  | 80%  | 92%                       | 93%     | 98%     | 84%     | 84%     | 82%     | 100%    | 85%     | 100%    | 100%     | 91%   |
| success %   | 51%  | 61%                       | 59%     | 76%     | 61%     | 58%     | 73%     | 80%     | 62%     | 100%    | 67%      | 70%   |

**FALL 2023 TUTORING IMPACT SUMMARY**

Data from Institutional Effectiveness regarding the impact of the Tutorial Center on student success and retention also showed positive results. Students who access tutoring show higher success and completion rates than non-tutored students. The success rates are particularly striking. Students who accessed appointment tutoring in the Tutorial Center were a significant 23 percentage points more successful than those who did not access tutoring (See table and graph below) while retention rates were slightly higher for tutored students (89% vs. 85%).

**Table 2: Retention and success rates for tutored and non-tutored students in the Tutorial Center**

| Group              | Retention  | Success    |
|--------------------|------------|------------|
| <b>Tutored</b>     | <b>89%</b> | <b>85%</b> |
| <b>Non-tutored</b> | 85%        | 62%        |



### **LVC TUTORING IMPACT**

Although we distributed the survey to students who accessed tutoring services at the LVC, we did not receive any responses. The recent addition of a permanent part-time staff will now allow us to gather student feedback about tutoring at the LVC. To expand and improve tutoring at LVC, a full-time staff member is needed to manage scheduling, outreach, and campus engagement, advertise, collaborate with campus programs, and provide class orientations.

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

#### **Recommendations:**

- Create more quiet study spaces. Student feedback notes the need for more quiet study spaces while staff and faculty have also noted an increased noise level during peak times. We will consider how we can update the ARC's interior to create more quiet areas, such as adding doors to the alcove areas, installing portable study pods, or renovating the space to create sound barriers of more create quiet study rooms.
- Identify a software program for the Writing Center's paper review service. Usage of the Writing Center's paper review service has increased as students are interested in the convenience of asynchronous online feedback. We need to consider avenues for permanent funding to support this service and to purchase a program that is designed for receiving online submissions. The Writing Center currently uses a home-grown Google Forms program to manage this service, which is not efficient.
- Hire a full-time LVC staff position to support tutoring operations, which is needed to

increase the program's quality and visibility.

- Hire a part-time OACL computer support staff person that can help with technology questions, OneDrive, Office 365, and Canvas instruction. Students regularly seek general computer support, and support with Office software and Canvas. While we often have tutors who can help, we cannot rely solely on tutors to meet this demand as recruiting and hiring tutors with these skills varies. We also have limited funding for tutoring outside of our appointment and drop-in tutoring. The demand is consistent, and students have come to expect computer and software support in the ARC. Until this need is filled elsewhere on campus, we need additional ARC staff to support the demand.
- Evaluate the impact of embedded tutoring on the ARC's services and identify ways that embedded tutoring services can complement the ARC's tutoring services and not compete with them. Recruiting and retaining tutors can be a challenge, which may be exacerbated by adding another campus tutoring program.
- Once an increased pay rate is established for tutors (pending), pursue priority registration dates for tutors.
- Revise Supervised Tutoring and Reading and Writing Lab SLOs and ARC PLOs to gather feedback that would offer relevant input on services, including input from faculty and staff.
- Identify additional tutoring resources, including equipment, and materials for tutoring, i.e., biology mannequins, smart TV for tutoring room and study rooms, and textbooks for tutoring.
- Explore how the Tutorial Center can use SuccessNet to offer online self-booking for tutoring appointments.
- Explore options for collecting apportionment for drop-in tutoring that aligns with the new supervised tutoring apportionment guidelines.

#### Accolades:

- The ARC successfully implemented Successnet to use for tutoring appointments and all attendance tracking, which has made it easier to identify attendance trends, and gives us a more accurate view of tutoring usage.
- Success and retention rates for both the Writing Center and Tutorial Center are positive, showing that tutoring has a positive impact on success and retention (Table 1 and 2). For example, in Chemistry (CHEM 120 & 150):
  - Tutored students had **higher retention and success** than the general student population.
  - CHEM 120 success rate improved from **54% to 68%** with tutoring.
- Drop-in tutoring in the ARC has increased significantly. ARC usage has seen some variability in usage since the initial decline due to the pandemic. Overall, drop-in tutoring visits increased significantly in spring 2023 and have almost tripled from fall 2022. See table 3 for a detailed look at drop-in tutoring data over the last three years.

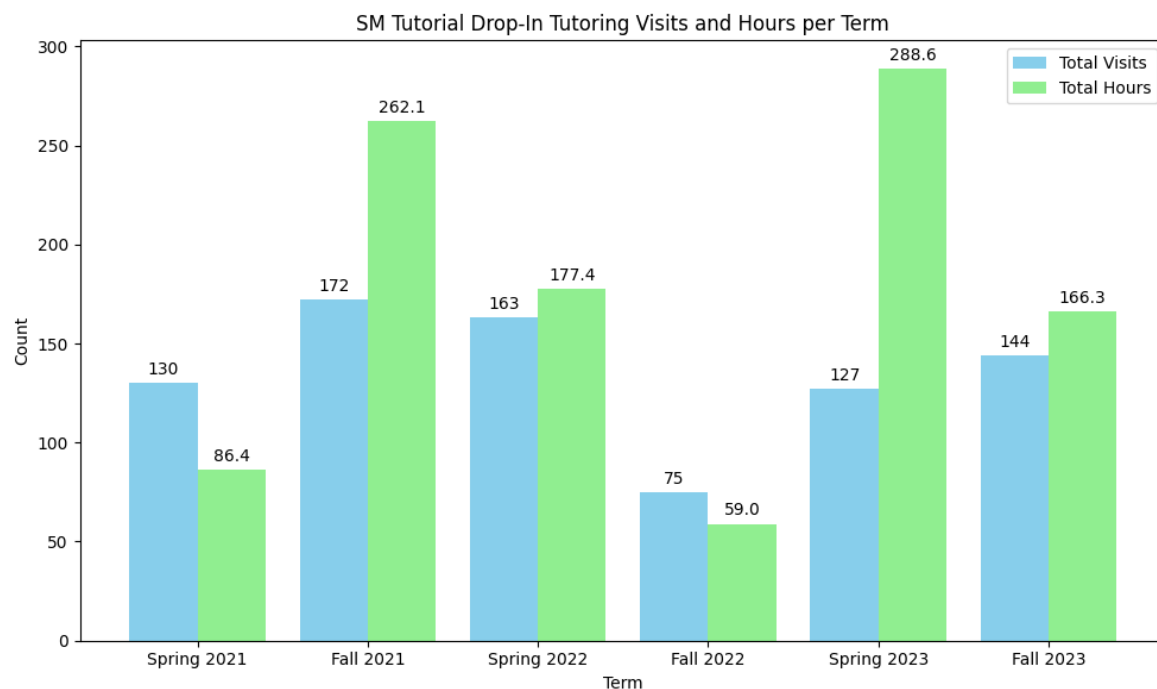
- ARC orientations continue to be popular, and we offered 72 class orientations over the spring and fall 2023 semesters. Additional outreach ramped up to include weekly “pop-ups” on the AHC quad area designed to make tutoring visible, which were staffed by tutors. The ARC also participated in the Santa Maria Bow-WOW, Hancock Hello, and Career Expo.
- The Writing Center Paper Review service continued to serve students during the weekends who requested feedback on their essays but who were unable to visit the Writing Center in-person or on Zoom during our open hours: 29 paper submissions in spring 2023 and 92 paper submissions in fall 2023.
- Tutor Training is a strength of our Tutorial Center program that ensures that our tutors are provided quality tutoring, mentoring students, and bridging the gap to campus resources to help students minimize barriers to student success. On average, 40– 50 tutors complete 15 hours of tutor training.

## **SANTA MARIA TUTORIAL CENTER DROP-IN TUTORING USAGE**

**TABLE 3**

| <b>Term</b> | <b>Total Visits</b> | <b>Total Hours</b> |
|-------------|---------------------|--------------------|
| Spring 2021 | 130                 | 86.4               |
| Fall 2021   | 172                 | 262.1              |
| Spring 2022 | 163                 | 177.4              |
| Fall 2022   | 75                  | 59.0               |
| Spring 2023 | 127                 | 288.6              |
| Fall 2023   | 144                 | 166.3              |





After a decline in drop-in tutoring in fall 2022, drop-in tutoring visits showed a steady increase in spring 2023. During spring 2023, we placed a computer kiosk directly in the drop-in tutoring area, which we believe had a direct impact on attendance hours. Students were more likely to sign in when they met with a drop-in tutor because the process was more convenient. We also increased the number of drop-in tutors. Fall 2023 visits increased sharply over fall 2022, suggesting that we are back on track to more effectively capture all student drop-in tutoring visits.

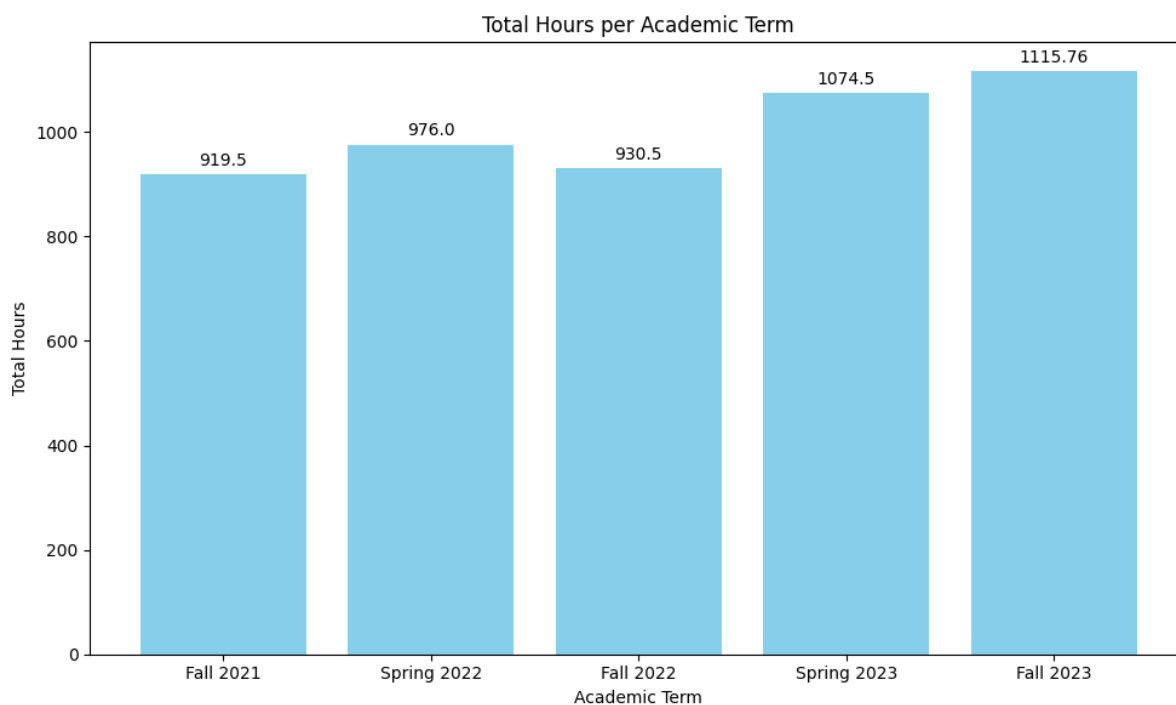
#### **SM OPEN ACCESS COMPUTER LAB (OACL) Visits**

**TABLE 4**

| Term        | Total Visits | Total Hours |
|-------------|--------------|-------------|
| Fall 2021   | 1419         | 2081.6      |
| Spring 2022 | 651          | 729.4       |
| Fall 2022   | 739          | 883.2       |
| Spring 2023 | -            | -           |
| Fall 2023   | 1,657        | 1,904       |

Although much of our work in the ARC is focused on tutoring, many students visit the ARC for other reasons: printing, quiet study rooms, group study, computer use, etc. This table shows the number of visits to the Open Access Computer Lab where students chose a reason *other* than tutoring for their visit. The kiosk was not accurately tracking data in spring 2023, so that data is not shown here.

### **SANTA MARIA TUTORIAL CENTER TOTAL APPOINTMENT HOURS (BASK 7004A, SUPERVISED TUTORING)**

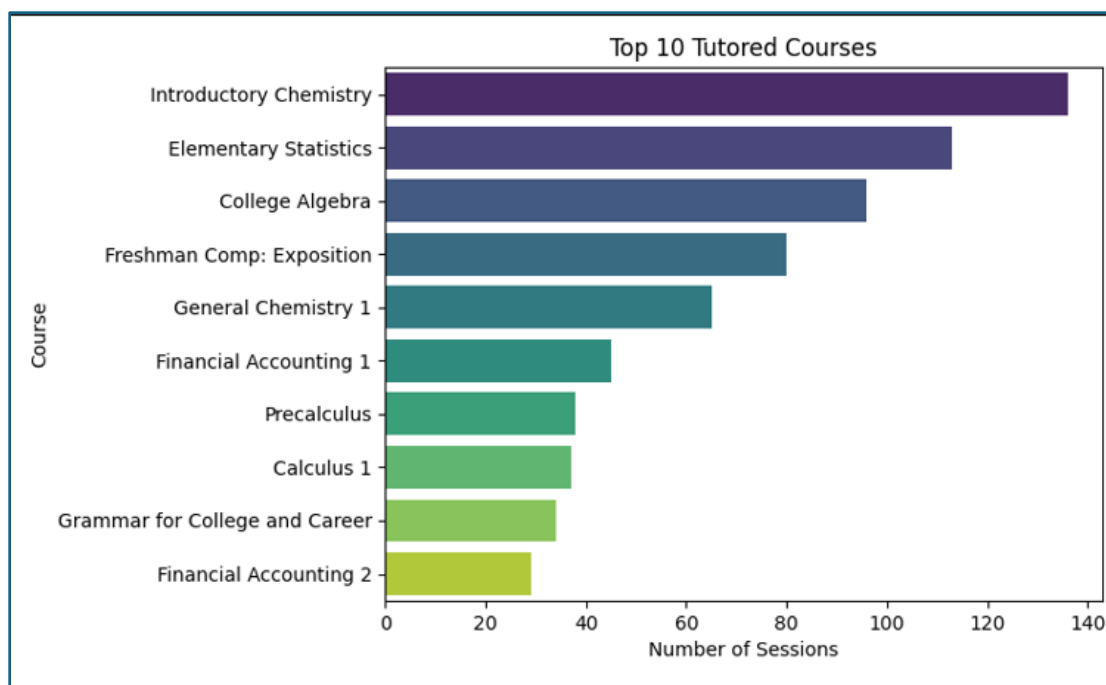


Overall, total tutoring appointment hours have increased over time with the highest usage in fall 2023. Usage fluctuates between the spring and fall terms with spring tending to show slight increased usage; however, fall 2023 breaks this pattern by exceeding all prior fall and spring terms. It's likely attendance is higher in spring because students have had a greater opportunity to learn about tutoring services, and we generally have a more robust course tutoring list in spring as returning tutors add more subjects, and we hire additional tutors. The largest increase in tutoring hours occurred between fall 2022 and fall 2023. The addition of English embedded tutors to the ARC also may have encouraged more students to visit the ARC, as it increases student awareness of all tutoring services, not just English tutoring.

The chart below shows the top 10 tutored subjects for fall 2023; STEM courses are the most sought after for tutoring with English and financial accounting close behind. These data assure us that recruiting enough STEM tutors is essential to serving student needs. It also reminds us that although STEM tutoring is offered elsewhere on campus, appointment-based tutoring for STEM subjects is in demand.

**Chemistry (CHEM 120 & 150):**

- Tutored students had **higher retention and success** than the general population.
- Example: CHEM 120 success rate improved from **54% to 68%** with tutoring.



**SANTA MARIA WRITING CENTER USAGE (BASK 7015, READING & WRITING LAB)**

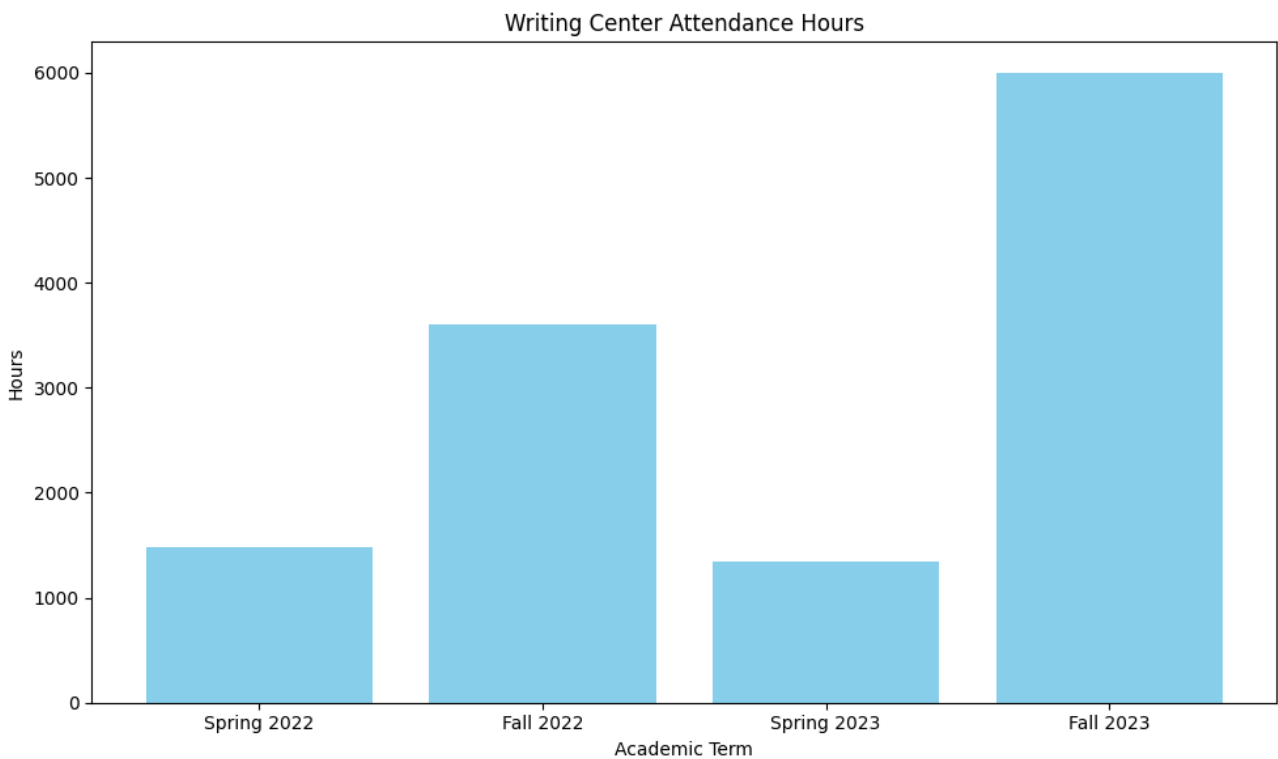
- **Fall semesters** show significantly higher attendance than **spring semesters**, which aligns with larger English course enrollment in fall semesters.
- Although it appears the **largest increase** occurred from **Spring 2023 to Fall 2023**, we attribute part of this increase to a glitch in our kiosk that attributed all ARC visits to the Writing Center for a portion of the semester.

## Writing Center Attendance Hours

TABLE 5

| Term        | Attendance Hours |
|-------------|------------------|
| Spring 2022 | 1,487            |
| Fall 2022   | 3,602            |
| Spring 2023 | 1,342            |
| Fall 2023   | 5,994*           |

\*Kiosk tracking error contributed to higher-than-expected attendance hours



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

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

DOES NOT APPLY.

Although the DE modality does not apply to the noncredit courses associated with the ARC, because we have added remote service options for students, we will be evaluating student usage of these services moving forward.

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**

**DOES NOT APPLY**

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   |   |
|--|---|
| <b>Title (including number):</b>   | OBJ 1 Hire a full-time Tutorial Center Technician at the Lompoc Valley Center |
| <b>Planning years:</b>   | (The academic years this will take to complete) 2023-2026                     |
| <p style="text-align: center;"><b>Description:</b></p> <p><i>The LVC Tutorial Center staffing consists of one part-time technician position (19 hours/week). Due to limited staffing, the library staff often helps field Tutorial Center questions. Due to the lack of full-time staff, it has been difficult to establish a Tutorial Center presence on campus that should include comprehensive marketing and outreach to LVC faculty and students, orientations for LVC classes, tutor training, and support of LVC tutors. To build a successful tutoring program at the LVC, the college needs to invest in a full-time LVC Tutorial staff position.</i></p> |   |
| <p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan              <input checked="" type="checkbox"/> Student Equity Plan              <input type="checkbox"/> Guided Pathways              <input type="checkbox"/> AB 705/1705<br/> <input type="checkbox"/> Technology Plan    <input type="checkbox"/> Facilities Plan    <input type="checkbox"/> Strong Workforce    <input type="checkbox"/> Equal Employment Opp.<br/> <input checked="" type="checkbox"/> Title V         </p>  |   |

| New Program Planning Initiative (Objective) – Yearly Planning Only   |  |
|--|--|
| <b>Title (including number):</b>   | OBJ 2 Enhance student success and tutoring quality with additional instructional equipment and materials for tutoring: anatomy models, smart TV for the tutoring room and study rooms, and textbooks for tutoring. |
| <b>Planning years:</b>   | (The academic years this will take to complete) 2023-2025  |
| <p align="center"><b>Description:</b></p> <p><i>To effectively serve students, the Tutorial Center needs to enhance its resources, equipment, and materials to support students. Specifically, the Tutorial Center needs anatomy models to effectively support tutoring for BIO 124, textbooks for high-demand tutoring courses, and equipment to outfit at least one study room with a Smart TV for workshops, tutor study sessions, group study, and student presentations.</i></p>  |  |
| <p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan    <input checked="" type="checkbox"/> Student Equity Plan    <input type="checkbox"/> Guided Pathways    <input checked="" type="checkbox"/> AB 705/1705<br/> <input type="checkbox"/> Technology Plan    <input type="checkbox"/> Facilities Plan    <input type="checkbox"/> Strong Workforce    <input type="checkbox"/> Equal Employment Opp.<br/> <input checked="" type="checkbox"/> Title V </p> |  |

| New Program Planning Initiative (Objective) – Yearly Planning Only   |  |
|--|--|
| <b>Title (including number):</b>   | OBJ 2 and 3 Quiet study space and noise canceling headphones |
| <b>Planning years:</b>   | (The academic years this will take to complete) 2023-2026    |
| <p align="center"><b>Description:</b></p> <p><i>Student surveys show the need for additional quiet study spaces with student surveys often noting the raised noise level in the ARC. In the next year, we plan to work with facilities to examine options for renovating the space to reduce noise and establish additional quiet study areas. More immediately, noise canceling headphones will help us address the issue. At approximately \$100 each, we would purchase six pairs of noise cancelling headphones.</i></p> |  |

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

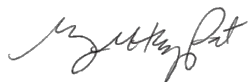
Program Review Signature Page:

  
Elaine Healy (Oct 23, 2025 20:16:56 PDT)

Program Review Lead

Oct 23, 2025

Date



Program Dean

Oct 24, 2025

Date



Vice President, Academic Affairs

Nov 4, 2025

Date



Enter staffing requests below. Staffing requests are defined as full-time or part-time faculty and support staff.

## STAFFING NEEDS

[illegible]

[illegible]

Enter Instructional and operational supplies requests below. Supplies are defined as general operational or classroom supplies **less than** \$200 including tax.

## SUPPLY NEEDS

[illegible]

[illegible]

|   |
|---|
| Building maintenance, furniture requests, repairs |
|---|

## FACILITIES

[illegible]












# ARC 23-24 Yearly Planning Update

Final Audit Report

2025-11-04

|                 |  |
|-----------------|--|
| Created:        | 2025-10-22                                   |
| By:             | Lilian Ojeda (lojeda@hancockcollege.edu)     |
| Status:         | Signed                                       |
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## "ARC 23-24 Yearly Planning Update" History

-  Document created by Lilian Ojeda (lojeda@hancockcollege.edu)  
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-  Document emailed to Elaine Healy (ehealy@hancockcollege.edu) for signature  
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2025-11-04 - 7:35:10 PM GMT- IP address: 209.129.94.61
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Document e-signed by Robert Curry (rcurry@hancockcollege.edu)

Signature Date: 2025-11-04 - 7:42:27 PM GMT - Time Source: server- IP address: 209.129.94.61



Agreement completed.

2025-11-04 - 7:42:27 PM GMT