

YEARLY PLANNING DISCUSSION TEMPLATE

Program Name. **Accounting** _____ Academic Year. **2023-2024**

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

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

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

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

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

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

4. Were there any staffing changes?

There have not been any staffing changes in full time faculty, of which there is one. We have six part time faculty members teaching the fifteen section this spring.

Two of the part time faculty members are leaving. One is retiring and the other has moved from the central coast. We have brought back one experienced faculty member who has taught for Hancock prior.

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

In the Accounting courses, we have experimented new sections on new days for the course in most demand, Financial Accounting 1. We

have offered it on Friday nights and another semester it was offered on Saturday morning. The Friday evening class has been successful. It was interesting to learn that most of the students were our full-time students. We were thinking more of the non-traditional students would find the class a good opportunity to begin or continue their work towards a degree or certificate.

The Saturday morning offering did not have enough students enrolled to offer the class, causing its cancellation. It was scheduled for the morning so that it would finish by noon. Perhaps offering it as a late morning through early afternoon would attract more students.

The Business Department Success Team, which included a counseling faculty member, put together and administered a student survey regarding the Six Student Success Factors. A copy of the team project is attached.

Again this year, Professor James Kaney of Cal Poly SLO brought accounting students to speak to our Accounting classes. Some of the Cal Poly accounting students were former Allan Hancock students. They spoke about classes at Cal Poly and career opportunities.

Also, the local chapter of CALCPA selected two CPAs to visit our accounting classes promoting a career as a Certified Public Accountant. In addition to discussing a career, each gave examples of interesting and unique assignment in their careers.

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)?

A number of Business Education faculty members have completed the 30-hour online teaching class, qualifying them to serve as peer mentors.

Seven of the fifteen sections of Accounting courses offered in the spring were distance education classes.

Financial Accounting 1 and Managerial Accounting courses were reviewed and additional email correspondence was added to the courses to strengthen the regular and substantive contact with students.

- b. What were some key findings regarding RSI?

The current courses are strong with instructional information to help student identify and study key sections in the chapters.

- c. What is the plan for improvement?

The DE accounting courses will be part of the peer review process in the coming year.

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

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

From the California Employment Development Department, jobs in Financial Activities are projected to grow by over 349,000. Our courses provide beyond entry level skills for students seeking employment right after leaving Hancock College. Those same skills also are the platform for continued learning for our transfer students.

Data from the California Employment Development Department lists fourteen financial related job titles including accountant, Budget analysts, Loan officers and financial risk specialists. All fourteen of those job titles have mean hourly wages that are greater than the 50th percentile of median wages.

The CA EDD schedules are attached.

The career and technical education provided by the Accounting courses are a good foundation to prepare students to meet the documented labor market demand and provide a good living for those employed.

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

The Accounting program along with other business disciplines focus on preparation for careers in business and transfer to advanced training in business. This is the dual role of Accounting and other business disciplines within our college.

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

There are two challenges for our recent students in Financial Accounting 1 (Acct 131). First is the demanding nature of accounting which required detailed attention throughout the course. The second challenge for our recent students is the lingering effect of the COVID-19 pandemic. There has been lack of understanding that real work is required for successful completion, replaced with an assumption of just doing something will get you a passing grade.

It is encouraging to see the retention percentage and the success percentage for that class improve in the most recent year. That course has a large discrepancy between retention and success. After that course, the courses beyond Financial Accounting 1 (Acct 131), show significantly better retention and success.

Another encouraging statistic is the increase enrollment for the 2022-2023 year. That is the first year that Accounting enrollment has increased in the last four years. It grew by 15.8% in the year, the highest it has been since 2018.

- 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. Because of the cumulative nature of accounting, the second semester of two semester courses have prerequisites. For example, Financial Accounting 1 (Acct 131) is a prerequisite for Financial Accounting 2 (Acct 132). That same situation is found in our two semester Bookkeeping courses.

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

Recommendations and analysis from the previous year and the current year are addressed each semester. Often, modifications and improvements occur during semesters to test out the effectiveness of the change.

This process was helped with the understanding gained from the Student Success Team survey during the Spring semester 2022.

A copy is attached.

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.*

There are not any resources or planning initiatives requested.

Attachments

STUDENT SUCCESS TEAM PROJECT 2023-2024

The Business Department Student Success Team, in conjunction with a representative of the Counseling Department, met Fall of 2023 to identify plans for a student success project for academic year 2023-2024.

Team members decided to measure the Six Student Success Factors presented and referenced by Dr. Walters at All-Staff meetings and other forums. The team wondered how students felt about the presence or absence the six factors at Allan Hancock College. Specifically, what are students experiencing at Allan Hancock College in relation to the six factors?

Therefore, team members decided to produce a survey and query students.

First, team members researched the source of the theoretical model. The six student success factors were defined by the Research and Planning Group for California Community Colleges (RP Group). Their research also lists suggestions on how institutions can help students be successful and identifies what can be done to foster each success factor.

Methodology

The survey was sent via email to all Business students taking courses during the Spring 2024 semester (ACCT, BUS, ENTR, CBOT, CBIS, PLGL, RE). There were 65 courses that were sent emails and additionally a few instructors put the survey on their discussion boards. Part-time faculty were sent the survey information and link and asked to encourage their students to complete it. A total of 231 responses were received. There were 183 that completed the survey during Spring 2024 and 48 completed at the very end of the fall semester (some instructors must have put the survey out right away before Spring 2024).

Survey Instructions and Questions

Please answer the 6 questions below regarding your experience at Hancock. The Business Department will be looking at the results to determine what the Business Department can do to help you succeed. Thank you for your feedback.

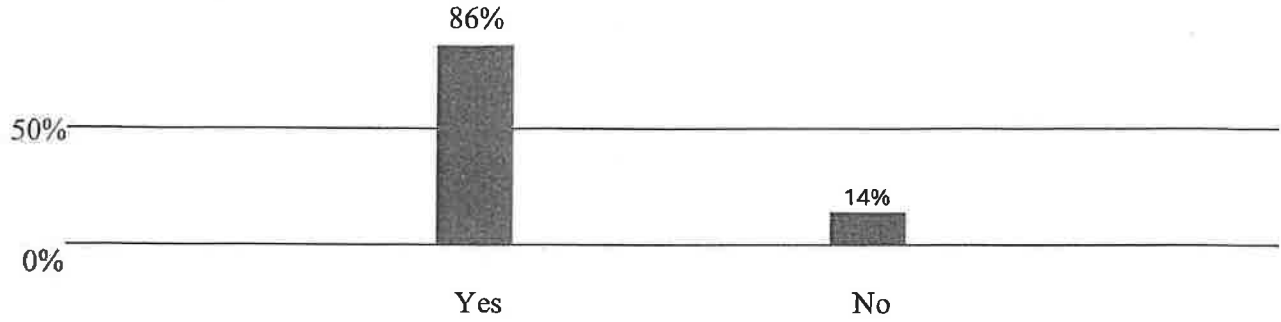
1. Do you feel Directed (you have a goal and know how to achieve it)?
2. Are you focused (you stay on track and keep your eyes on the prize)?
3. Do you feel Nurtured (feeling somebody wants to help you succeed)?
4. Are you Engaged at Hancock (you actively participate in class and extracurricular activities)?
5. Are you Connected (feel as though you are part of the college community)?
6. Do you feel Valued (your talents, abilities, experiences are recognized, you have opportunities to contribute on campus and feel your contributions are appreciated)?

Summary of Results

86% of respondents feel Directed
 90% of the respondents feel Focused
 85% of the respondents feel Nurtured.
 68% of the respondents feel Engaged at Hancock
 64% of the respondents feel Connected
 77% of the respondents feel Valued

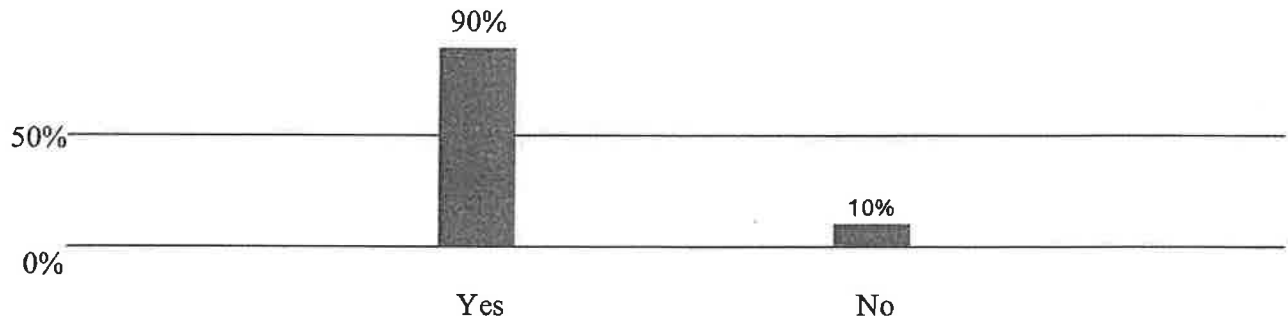
Do you feel Directed (you have a goal and know how to achieve it)?

231 Responses



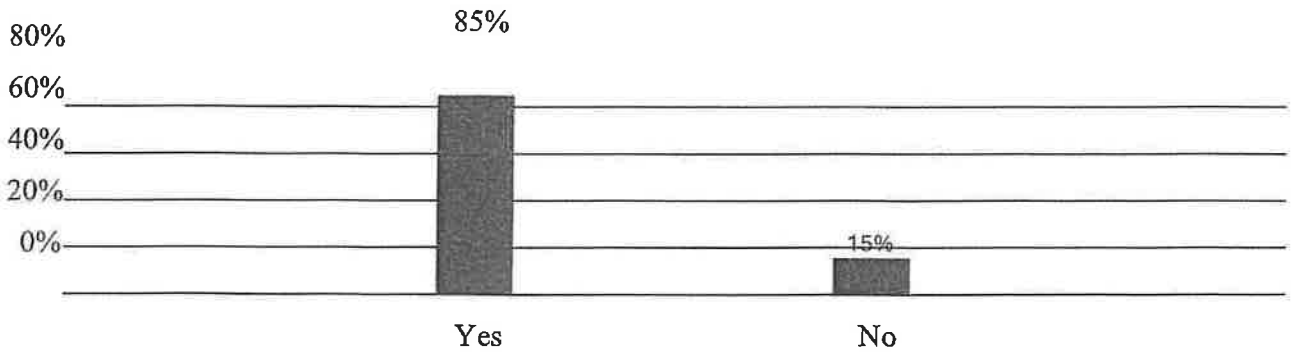
Are you focused (you stay on track and keep your eyes on the prize)?

231 Responses



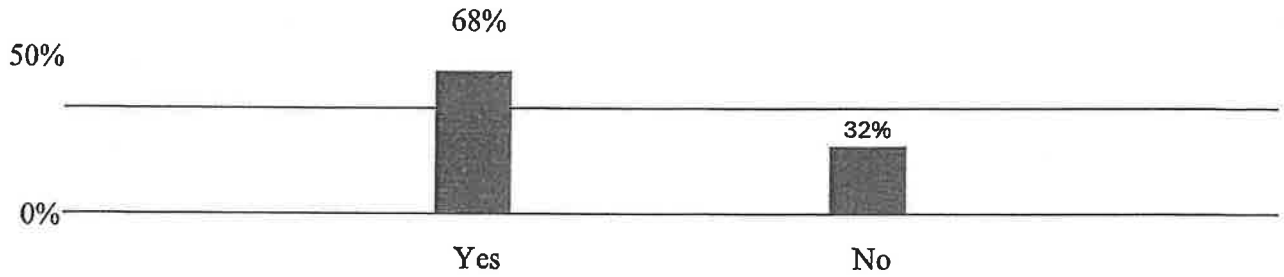
Do you feel Nurtured (feeling somebody wants to help you succeed)?

231 Responses



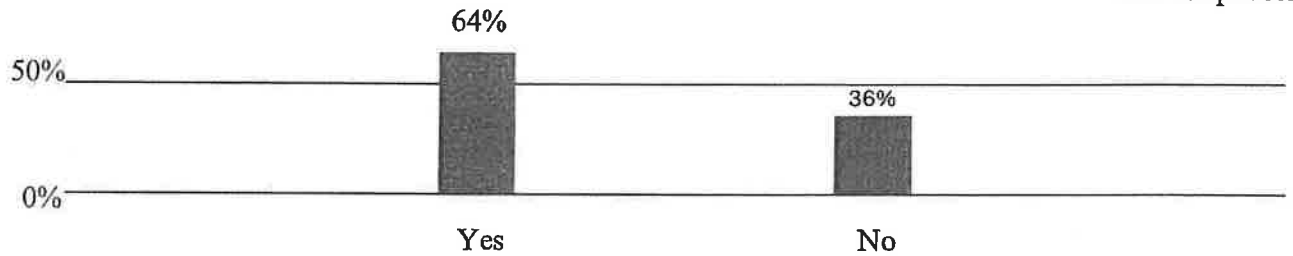
Are you Engaged at Hancock (you actively participate in class and extracurricular activities)?

230 Responses



Are you Connected (feel as though you are part of the college community)?

231 Responses



Do you feel Valued (your talents, abilities, experiences are recognized, you have opportunities to contribute on campus and feel your contributions are appreciated)?

230 Responses



Written Comments By Students

Note: Grammar is left unedited

I am a Hancock College student pursuing a degree in accounting. I am a hard worker. I have been studying and working hard in order to achieve my goal. I work in a packing cooler in the morning, and I study in the evening. It is hard for me to get an accounting tutor at this moment. I hope I can have assistance in the evening during my free time. Thank you very much for your time and consideration. Have a great day.

I am just someone who goes to class and comes back home. I don't really socialize so that's not really on you guys. Maybe my only thing is to not have teachers who are just very by the book. Like relax and chill out. It is a minor nit pick.

I am an online student while working part time I am trying to achieve my goal. Some of the questions are not answerable as they don't describe me.

It's okay.

I haven't had much to complain about to be honest. The instructor has been so great to work with. I mainly take online classes as I live in SLO and haven't felt it necessary to have to drive to Santa Maria for an in-person class. One exception for me is personal needs in certain areas of academia like math. I'm just not a math person.

I do think the more in-depth classes that require a lot of material to be learned should have a hybrid option. I know I would prefer it.

Thank you for all your time and everything you do!

Everyone is so nice on campus to help guide my way.

At this point i'm currently just starting here at college this is my first time attending college and taking classes, so i'm looking forward to learning new things and hopefully finding some type of direction.

For most of the answers i have not really done anything yet to have a solid reply so with time im sure ill be able to answer these questions more dilligently.

This is my first time at Hancock and hope to engage more soon!

I'm taking classes at the Lompoc campus and the instructor is excellent.

I don't recall

I love Hancock. The school is awesome. I have received a tremendous of support from all staff members. Including my LEP, EOPS and university transfer center counselors. I also want to think the staff at the writing center, math center and the tutoring center. All of my success could not have been achieved without their help.

I am an older student. I have only taken online courses for the most part. I am not heavily involved in the school. I have a four year degree, I work as a substitute teacher and am getting business to improve myself and I am taking the Spanish as it is so helpful for me to help our student population. I don't really feel I am at the same life stage as many of my peers. I feel that I connect with my professors more. They have been wonderful.

Honestly I feel like the community isn't really meant for me. This is not a bad thing. I haven't made the effort to really see what things are available, and most stuff is geared towards the younger students, and this is perfectly fine. From what I have seen the campus has so many amazing resources and is a wonderful junior college. I feel that Allan Hancock is a wonderful institution. The lack of connection here is really my fault more than anything. I just don't feel like it my space.

Business department employees are encouraging and helpful. Mr. Bryant and Dr. Murray are encouraging/helpful..

The last three are listed as no simply because I do not actually attend any college classes on campus so I couldn't feel engaged, connected, or valued on campus.

I'm currently taking online classes so I haven't had much interaction with other students. Although I've had a great experience with the basic needs center and the counseling department.

I feel I keep myself out of the community type feeling of the school but you can tell there is effort to make people feel connected which is nice.

I am trying to get connected, I have not been in any credit classes in over 20 years and feel somewhat disconnected due to the technology in use now vs what was in use then for communication purposes.

I work full-time so I don't have time to participate in extracurricular activities. Otherwise I would.

Instructor experience has been great. The outreach programs are rude and show no willingness to help. The staff who work in the offices seem miserable and unhappy. My personal experience, not just once about 7 different occasions. I feel extremely lost, confused and now reluctant to ask for help.

I am just very excited to go to college and learn more about my major.

There are many resources here at Hancock that support students in achieving success.

I'm engaged in my classes, but I'm not interested in the fluff and frivolity of extracurricular activities.

A lot of adults and teachers here at Delta have helped me and one in specific has told me that i would be a good teacher/ counselor. With my kind heart and understanding mind.

I feel awesome knowing that I am accepted and can complete my goals at this age.

Thank you for having amazing business professors who love their students.

I'm unable to dedicate my time because of my hectic schedule between life and work.

I'm learning and trying to be a better student but it's really hard. I'm trying to connect more so I can be successful.

Recently I have been feeling a better experience for myself and the college.

I am sometimes focus

My time back at AHC has been pleasant, all of the professors are great.

I do feel that the school wants to help me succeed. They help me in all my problems and I appreciate that.

I don't understand why we are getting asked these questions.

Thank you so much for this amazing opportunity. I will looking forward to be success in this upcoming future.

I am only taking classes to hone my computer skills not to further my education per se.

The only reason I answered no to the last question is because I am only taking online classes.

I chose "NO" for the last two questions because, "Not Applicable" was not an option. I am an online student only, so due to the limited interaction with other students, I don't feel these questions are applicable.

none

Due to the fact I do not really attend in-person classes since I am still a high school students, I don't really get to be involved in certain aspects of Hancock. Nonetheless, I think it's a wonderful school with much to offer.

Me as a College student I do feel confident in the beginning of each semester, which I always try in giving the best of me in all my classes. Hopefully I could stay focus in all the semester from January

until June.

I actively participate in class, but do not participate in extracurricular activities.

There was a lot people that help and encourage me when I needed it. they all give me that scent being able and belonging

I enjoyed my first semester back. I couldn't have picked better coursed and professors to start going back to school.

I am an online student so I do not feel engaged at no fault of the school its self.

I have been at Hancock even since I graduated college and have never felt more welcome. I have had nothing but great experiences and great communication with all my professors and any body who represents the college.

The Bus Dep is good as it is.

I would appreciate having more professors caring about our educational goals. Also, for them to educate us on different paths available in our education. Professor Robert Bryant and Dr. Muray are excellent examples of instructors who encourage, and inform students.

When reaching out for help, there is always someone to help me.

I wasn't able to give an evaluation on a business class I took this semester. How often are you allowing students to give an evaluation?

-thank you

I am excited about what my degree can do for me in the future.

I said yes to all because even though I didn't know to much about computer I had received alot of help from people to pass my class

I said yes to all because even I don't know to much i did get alot of help and got as much as I could done

My experience with Allan Hancock has been exceptional.

For the fourth question, I have neither the time nor the energy to participate in extracurricular activities.

I do actively participate in class activities.

Next Steps

The Business Department Student Success Team will meet in the Fall of 2024 to discuss how to apply lessons learned from this survey. Most likely areas to address are strategies to increase the number of students who feel Engaged at Hancock and the number of students who feel Connected at Hancock.

68% of the respondents feel Engaged at Hancock

64% of the respondents feel Connected

Table 2.1 Employment by major industry sector (Employment in thousands of jobs)

Industry Sector	2022 NAICS	Employment, 2012	Employment, 2022	Employment, 2032	Employment change, 2012-22	Employment change, 2022-32	Percent distribution, 2012	Percent distribution, 2022	Percent distribution, 2032	Compound annual rate of change, 2012-22	Compound annual rate of change, 2022-32
All industries ⁽¹⁾	NA	145,662.0	184,482.8	185,148.1	18,820.6	4,665.3	100.0	100.0	100.0	1.2	0.3
Nonagriculture wage and salary ⁽²⁾	NA	134,844.2	157,185.5	157,779.4	18,341.3	4,593.9	92.6	93.1	93.3	1.3	0.3
Goods-producing excluding agriculture	21, 23, 31-33	18,370.1	21,133.6	21,120.6	2,763.5	-13.0	12.8	12.8	12.5	1.4	0.0
Mining	21	797.2	559.9	-237.3	-237.3	-14.5	0.5	0.3	0.3	-3.5	-0.3
Construction	23	5,846.0	7,748.0	7,862.8	2,102.0	114.8	3.9	4.7	4.6	3.2	0.1
Manufacturing	31-33	11,926.9	12,625.7	12,712.3	898.8	-113.4	8.2	7.8	7.5	0.7	-0.1
Service-providing excluding special industries	NA	116,474.1	132,051.9	136,658.8	15,577.8	4,605.9	80.0	80.3	80.8	1.3	0.3
Utilities	22	532.6	539.2	539.2	6.6	-14.4	0.4	0.3	0.3	0.0	-0.3
Wholesale trade	42	5,982.2	5,962.6	5,877.8	387.4	-84.8	3.6	3.6	3.5	0.6	-0.1
Retail trade	44-45	14,800.9	15,475.4	14,946.3	674.5	-529.1	10.2	9.4	8.8	0.4	-0.3
Transportation and warehousing	46, 482, 493	4,403.8	6,651.1	7,221.0	2,247.3	569.9	3.0	4.0	4.3	4.2	0.8
Information	51	2,676.0	3,074.4	3,275.9	398.4	201.5	1.8	1.9	1.9	1.4	0.6
Financial activities	52, 53	7,783.4	9,044.9	8,393.8	1,261.1	348.3	5.3	5.5	5.6	1.5	0.4
Professional and business services	54, 55, 56	18,037.0	22,571.5	23,991.7	4,534.5	1,420.2	12.4	13.7	14.2	2.3	0.6
Education services	81	3,341.0	3,794.7	3,924.3	453.7	129.6	2.3	2.3	2.3	1.3	0.3
Health care and social assistance	82	17,428.0	20,555.0	22,647.0	3,127.0	2,092.0	12.0	12.5	13.4	1.7	1.0
Leisure and hospitality	71, 72	13,768.2	15,835.2	18,185.8	2,067.0	350.6	9.5	9.6	9.6	1.4	0.2
Other services	81	6,167.7	6,362.7	6,463.5	195.0	100.8	4.2	3.9	3.8	0.3	0.2
Federal government	NA	2,820.5	2,865.4	2,825.5	48.9	-43.9	1.9	1.7	1.7	0.2	-0.2
State and local government	NA	19,098.6	19,301.8	19,367.1	202.2	85.3	13.1	11.7	11.4	0.1	0.0
Agriculture, forestry, fishing, and hunting ⁽³⁾	11	2,084.3	2,184.4	2,126.9	100.1	-57.6	1.4	1.3	1.3	0.5	-0.3
Agriculture, forestry, fishing, and hunting wage and salary	11	1,307.3	1,441.6	1,454.2	134.3	12.6	0.9	0.9	0.9	1.0	0.1
Agriculture, forestry, fishing, and hunting self-employed	11	777.0	742.8	672.8	-34.2	-70.2	0.5	0.4	0.4	-0.4	-1.0
Nonagriculture self-employed	NA	8,733.5	9,112.5	9,241.8	379.1	128.2	6.0	5.5	5.5	0.4	0.1

Footnotes:

- (1) Employment data for wage and salary workers are from the BLS Current Employment Statistics survey, which counts jobs, whereas self-employed and agriculture, forestry, fishing, and hunting are from the Current Population Survey (household survey), which counts workers.
- (2) Includes wage and salary data from the Current Employment Statistics survey, except private households, which is from the Current Populations Survey. Logging workers are excluded.
- (3) Includes agriculture, forestry, fishing, and hunting data from the Current Population Survey, except logging, which is from Current Employment Statistics survey. Government-wage and salary workers are excluded.

Source: Employment Projections program, U.S. Bureau of Labor Statistics

Geography: California Statewide

Accountants

MSA Code	Geographic Area Name	SOC Code	Occupational Title	May 2022 Employment Estimates	Mean Hourly Wage	Mean Annual Wage	Mean Relative Standard Error (1)	25th Percentile Hourly Wage	50th Percentile (Median) Hourly Wage	75th Percentile Hourly Wage
000006	California	00-0000	Total all occupations	17,635,840	\$36.41	\$75,737	0.2	\$17.98	\$24.73	\$41.95
000006	California	11-0000	Management Occupations	1,273,760	\$76.06	\$158,200	0.9	\$41.23	\$63.90	\$93.38
000006	California	13-0000	Business and Financial Operations Occupations	1,190,630	\$46.19	\$96,080	0.4	\$30.19	\$39.64	\$53.93
000006	California	13-1161	Market Research Analysis and Marketing Specialists	104,790	\$43.19	\$89,849	1.1	\$28.84	\$37.38	\$51.79
000006	California	13-1199	Business Operations Specialists, All Other	176,580	\$42.27	\$87,932	0.9	\$25.47	\$36.99	\$51.07
000006	California	13-2011	Accountants and Auditors	157,080	\$47.17	\$98,120	0.7	\$32.58	\$41.01	\$52.50
000006	California	13-2020	Property Appraisers and Assessors	4,970	\$43.09	\$89,625	1.7	\$31.35	\$40.51	\$50.57
000006	California	13-2031	Budget Analysts	5,520	\$48.89	\$101,700	0.9	\$37.49	\$47.69	\$59.25
000006	California	13-2041	Credit Analysts	7,980	\$48.04	\$99,915	1.9	\$30.91	\$39.48	\$52.34
000006	California	13-2051	Financial and Investment Analysis	30,210	\$57.11	\$118,793	1.7	\$40.45	\$50.48	\$65.29
000006	California	13-2052	Personal Financial Advisors	32,670	\$67.79	\$141,005	3.0	\$34.75	\$50.15	\$81.52
000006	California	13-2053	Insurance Underwriters	7,080	\$47.58	\$98,956	2.3	\$34.99	\$45.35	\$58.87
000006	California	13-2054	Financial Risk Specialists	4,580	\$60.60	\$128,044	1.8	\$39.36	\$51.12	\$66.31
000006	California	13-2061	Financial Examiners	4,280	\$50.69	\$105,422	3.0	\$36.25	\$46.93	\$61.97
000006	California	13-2071	Credit Counselors	1,930	\$29.23	\$60,794	4.0	\$21.27	\$28.64	\$33.53
000006	California	13-2072	Loan Officers	38,380	\$41.31	\$85,923	2.7	\$22.42	\$31.01	\$48.42
000006	California	13-2081	Tax Examiners and Collectors, and Revenue Agents	8,100	\$36.09	\$75,061	N/A	\$25.41	\$32.97	\$43.72
000006	California	13-2082	Tax Preparers	12,610	\$29.48	\$61,324	4.0	\$17.69	\$24.61	\$37.91
000006	California	13-2099	Financial Specialists, All Other	17,050	\$44.50	\$92,552	4.4	\$28.48	\$37.33	\$51.65

Success & Retention

Success % Retention %



Years or Terms
Academic Year

Subject
ACCT

Course
All

Data Group
All

Group Detail
All

Retention
at or below
100%

Success
at or below
100%

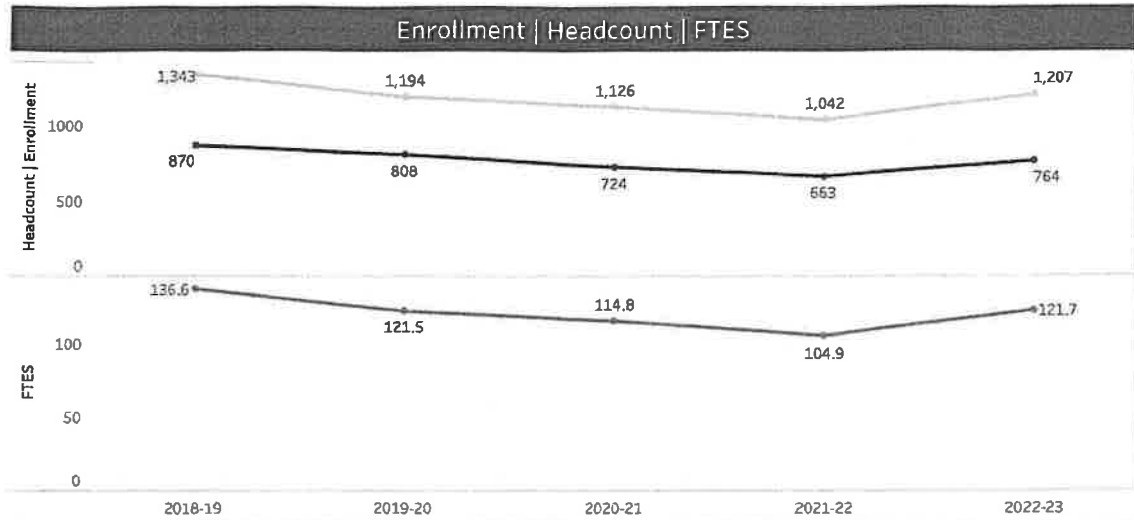
If DI detected:
[Purple for Retention](#)

[Red for Success](#)

Persistence
By Major

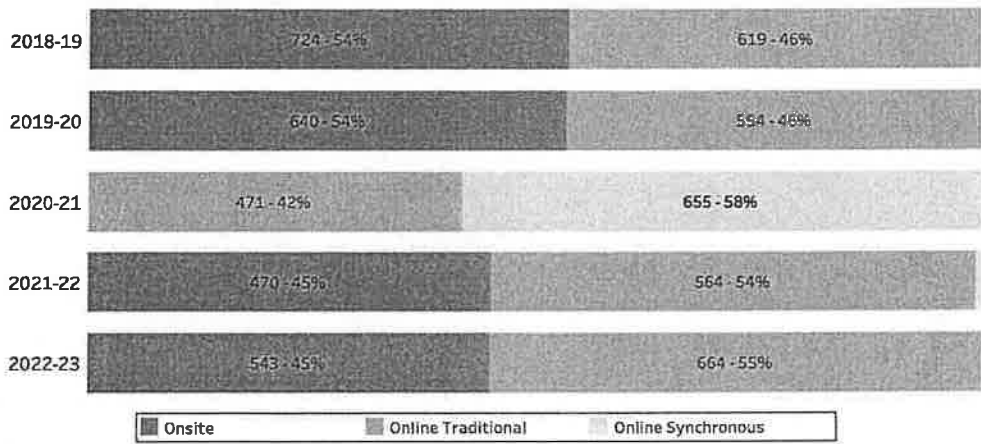
RETURN
HOME

		2018-19		2019-20		2020-21		2021-22		2022-23	
AHC	ALL	73%	86%	72%	82%	74%	88%	71%	86%	72%	87%
Grand Total		62%	79%	59%	73%	68%	81%	58%	76%	57%	78%
ACCT100	ALL	83%	93%	71%	76%						
ACCT105	ALL					66%	78%	75%	88%	57%	70%
ACCT130	ALL	46%	70%	50%	68%	61%	77%				
ACCT131	ALL					58%	74%	38%	64%	42%	73%
ACCT132	ALL					77%	91%	76%	88%	84%	88%
ACCT140	ALL	79%	91%	72%	86%	74%	87%	65%	85%	68%	82%
ACCT150	ALL	88%	92%	91%	91%	76%	82%	74%	77%	69%	83%
ACCT160	ALL	60%	72%	62%	73%	75%	88%	87%	94%	59%	91%
ACCT170	ALL	74%	87%	59%	67%	75%	91%	65%	90%	52%	77%
ACCT317	ALL	72%	76%	63%	70%	83%	83%	68%	68%	82%	82%
ACCT318	ALL	84%	95%	85%	85%	92%	100%	100%	100%	92%	92%
ACCT327	ALL	76%	84%	45%	52%	66%	78%	100%	100%		
TOTAL ALL		62%	79%	59%	73%	68%	81%	58%	76%	57%	78%



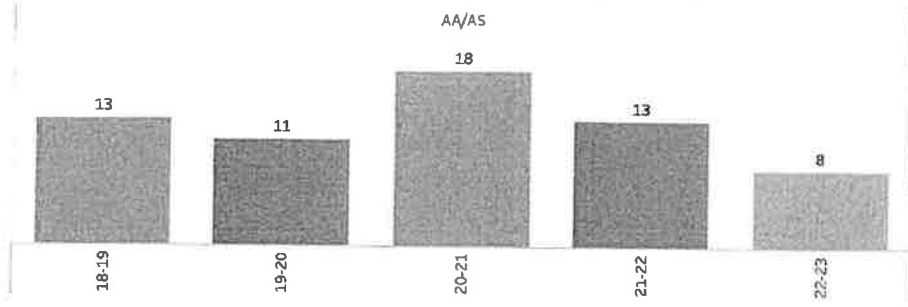
- Years or Terms
- Academic Year
- CR/NC
- Credit
- Subject
- ACCT
- Course
- All

Enrollment by Modality



- Enrollment & HC By Course
- Headcount Demographics
- Fill Rate & Efficiency
- RETURN HOME

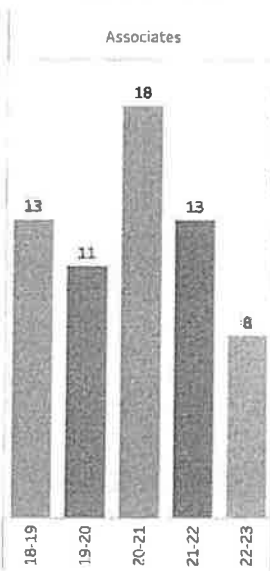
Program: Accounting | Degree Summary - Unduplicated



Degree Description Detail

	18-19	19-20	20-21	21-22	22-23
AS Accounting	13	11	18	13	8
Grand Total	13	11	18	13	8

Degrees Total



AA/ADT Degree Type
 Summary
 Type Detail

Award Count Type
 Unduplicated
 Duplicated

Program
 Accounting

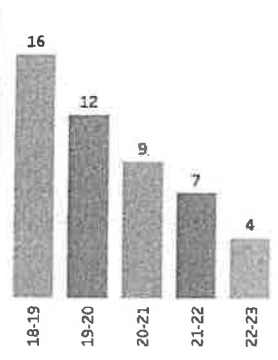
To select multiple degree majors across program titles use 'Degree Major Desc' filter below. Will not change cert data!

Degree Major Desc
 All

Program: Accounting | Certificate Description Detail - Unduplicated

	18-19	19-20	20-21	21-22	22-23
C1NA Certificate 6-18 Units Not Approved	Accounting: 5	Bookkeeping: 5	4	2	1
C2 Certificate 18-30semester unit	Accounting: 3				
C5 Cert 16 to <30 units			Accounting: 3	Bookkeeping: 3	2
Grand Total	16	12	9	7	4

Certificate Total



Award Demographics

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

RETURN HOME

Section Heat Map (data as of 8/20/23)

grouped by hour of section begin time

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

Term Spring 2024|Campus All|Department Business|Discipline Accounting|
Course Attribute All | Part of Term All

1. Term
Spring 2024

2. Campus
All

3. Building
All

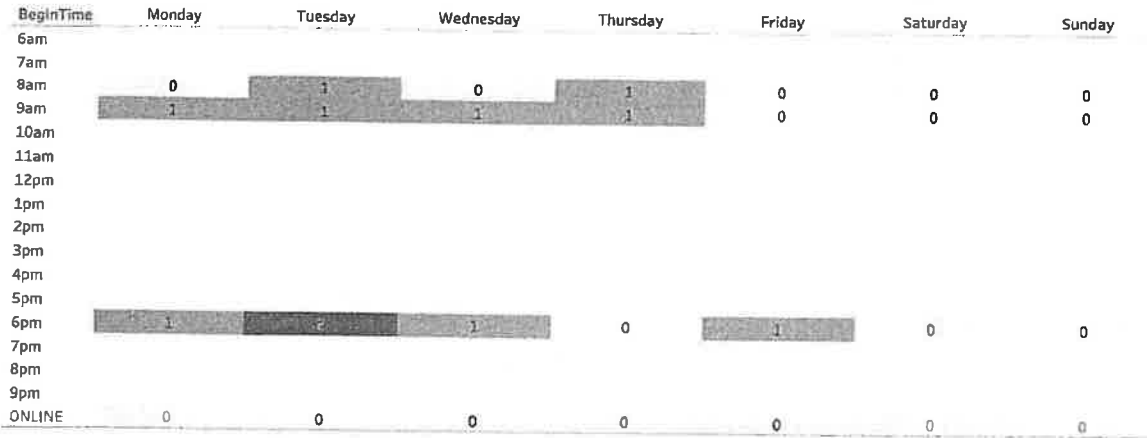
4. Room
All

5. Department
Business

6. Discipline
Accounting

7. Course Attribute
All

8. Part of Term
All



Day All|Time All

Non Online
Sections

8

Online Sections

6

Course Includes Day
All

Status_	Department_	Discipline_	course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime_	Days Comb	Census Enroll	FTES_
Credit	Business	Accounting	ACCT105	40801	Online	Null	Full Term	ONLINE	Null	0	0
			ACCT131	40802	Santa Maria	K12	Full Term	630pm	T	0	0
			40803	40803	Online	Null	Full Term	ONLINE	Null	0	0
			40804	40804	Santa Maria	K22	Full Term	930am	MW	0	0
			40805	40805	Santa Maria	K22	Full Term	930am	TR	0	0
			41020	41020	Santa Maria	K11B	Full Term	600pm	F	0	0
			ACCT132	40806	Online	Null	Full Term	ONLINE	Null	0	0
			40807	40807	Santa Maria	K22	Full Term	800am	TR	0	0
			41022	41022	Lompoc Valley ..	LVC211B	Full Term	645pm	W	0	0
			ACCT140	40034	Online	Null	Full Term	ONLINE	Null	0	0
			40035	40035	Santa Maria	K22	Full Term	630pm	M	0	0
			ACCT150	40902	Online	Null	Full Term	ONLINE	Null	0	0

Section Heat Map (data as of 8/20/23)

grouped by hour of section begin time

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

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

1. Term
Fall 2023

2. Campus
All

3. Buidling
All

4. Room
All

5. Department
Business

6. Discipline
Accounting

7. Course Attribute
All

8. Part of Term
All

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

Day All|Time All

Non Online
Sections

10

Online Sections

5

Course Includes Day
All

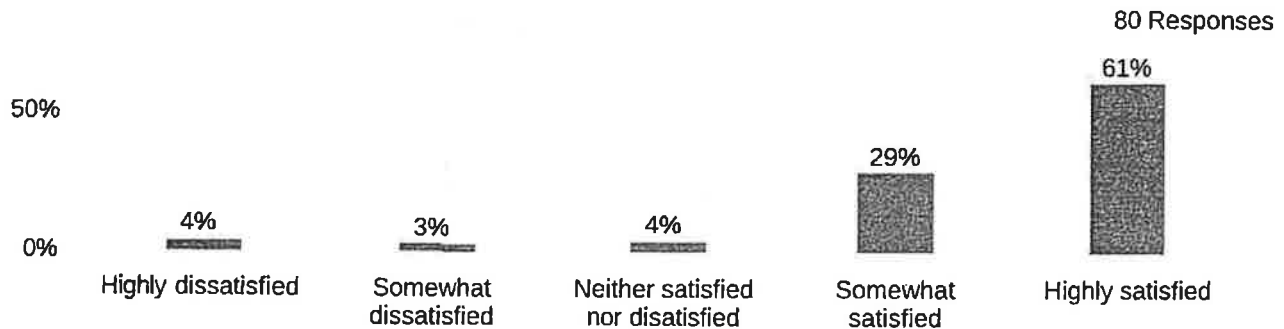
Status_	Department_	Discipline_	course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime_	Days Comb	Census Enroll	FTES_
Credit	Business	Accounting	ACCT105	20751	Online	Null	Full Term	ONLINE	Null	32	3.11
			ACCT131	20752	Online	Null	Full Term	ONLINE	Null	39	3.79
				20753	Santa Maria	K22	Full Term	930am	TR	39	4.04
				20754	Santa Maria	K22	Full Term	930am	MW	37	3.83
				20755	Santa Maria	K22	Full Term	630pm	M	37	3.95
				20936	Lompoc Valley ..	LVC2121	Full Term	645pm	W	30	3.21
			ACCT132	20756	Santa Maria	K11B	Full Term	630pm	T	19	2.03
				20757	Online	Null	Full Term	ONLINE	Null	30	2.91
				21089	Santa Maria	K22	Full Term	800am	MW	25	2.59
			ACCT140	20135	Online	Null	Full Term	ONLINE	Null	36	3.50
				21415	Santa Maria	K22	Full Term	800am	TR	23	2.38
			ACCT150	20458	Online	Null	Full Term	ONLINE	Null	35	3.75

**Accounting Program
Student Data
Fall 2021**

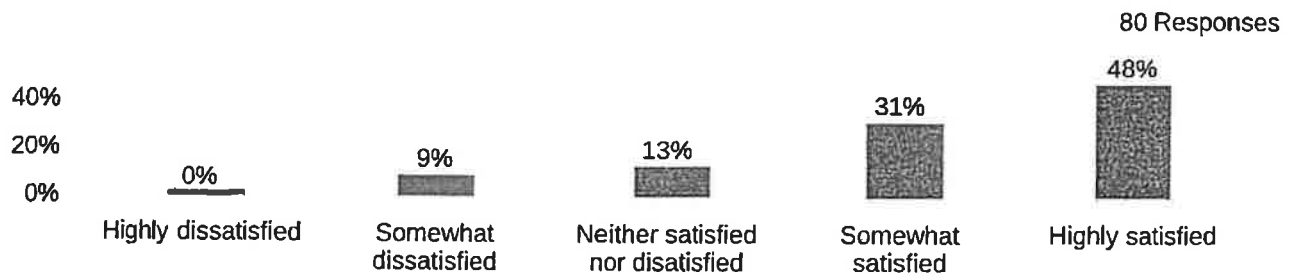
Total responses: 80

Please answer the following questions as they pertain to your experience in this course and all other courses in the Accounting program at Allan Hancock College.

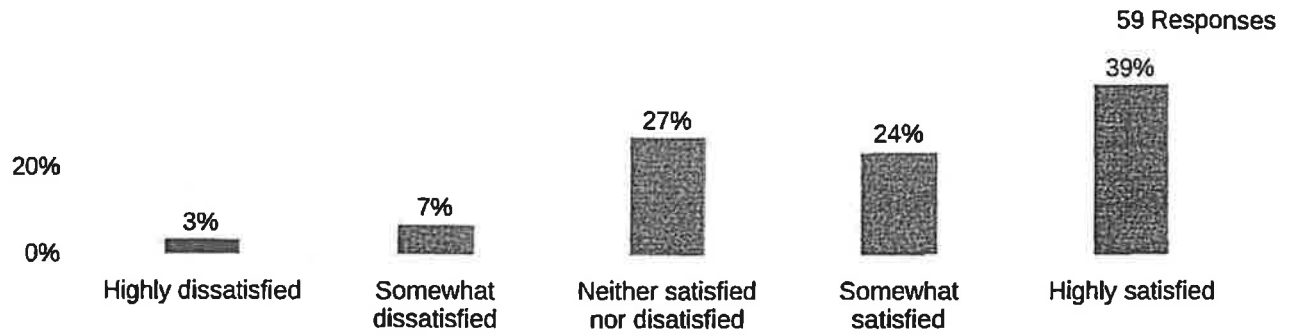
Q2_1 - Quality of instruction within the program



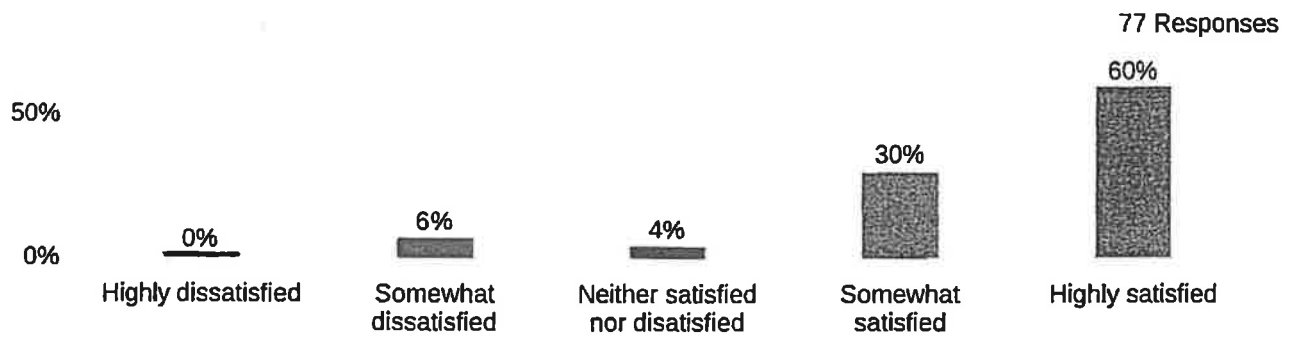
Q2_2 - The way textbooks and other materials used in courses within the program help me learn



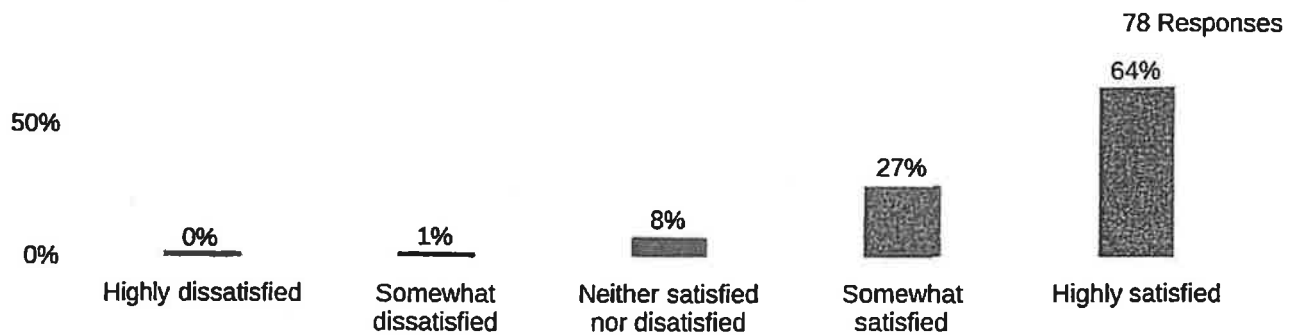
Q2_3 - Advice about the program from counselors



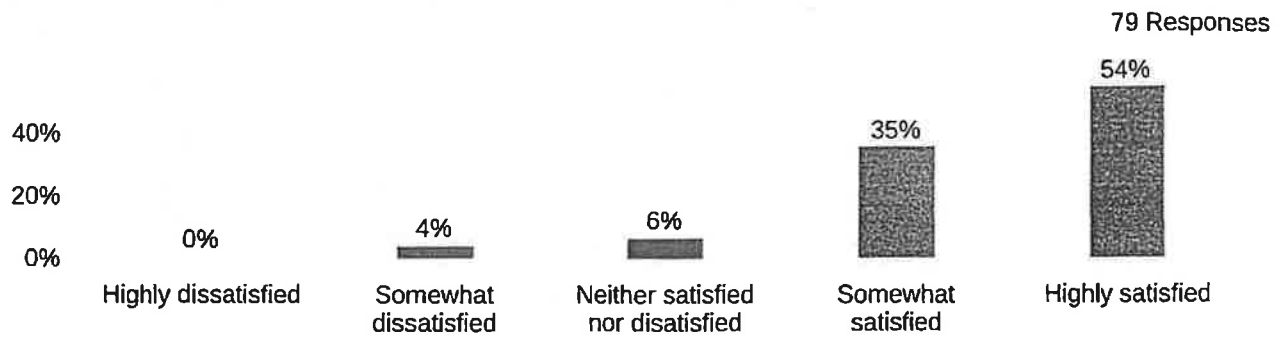
Q2_4 - The way this program meets your educational goals



Q2_5 - Contribution towards your intellectual growth



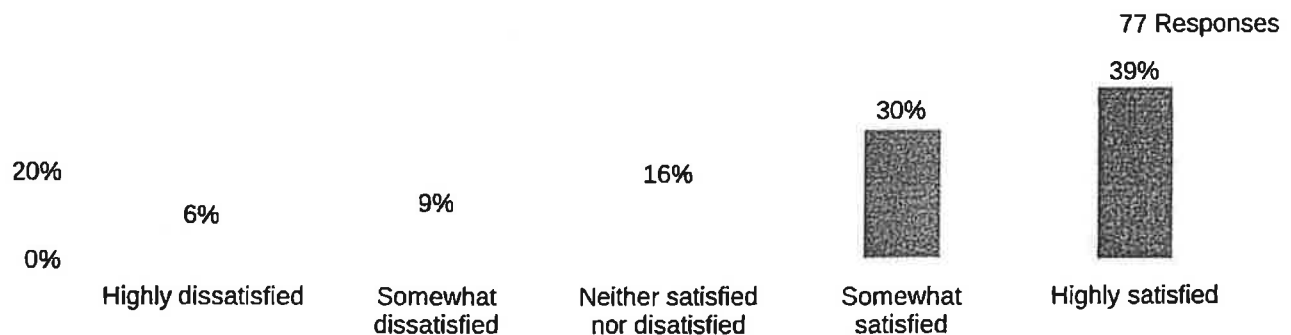
Q2_6 - Clarity of course goals and learning objectives



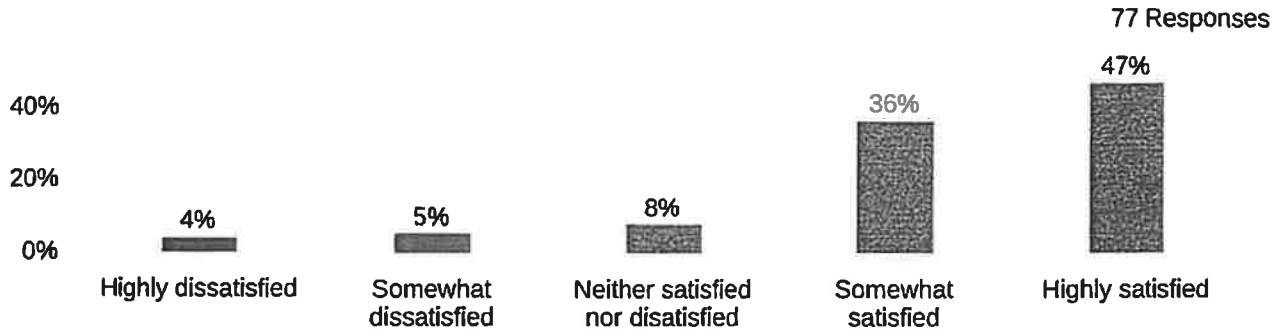
Q2_7 - Feedback and assessment of progress towards learning objectives



Q2_8 - The availability of courses offered in the Accounting program



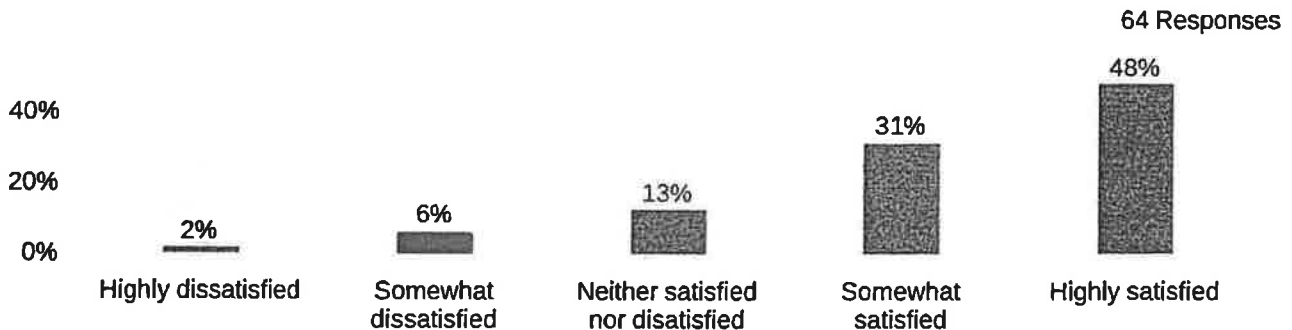
Q2_9 - The content of courses offered in the Accounting program



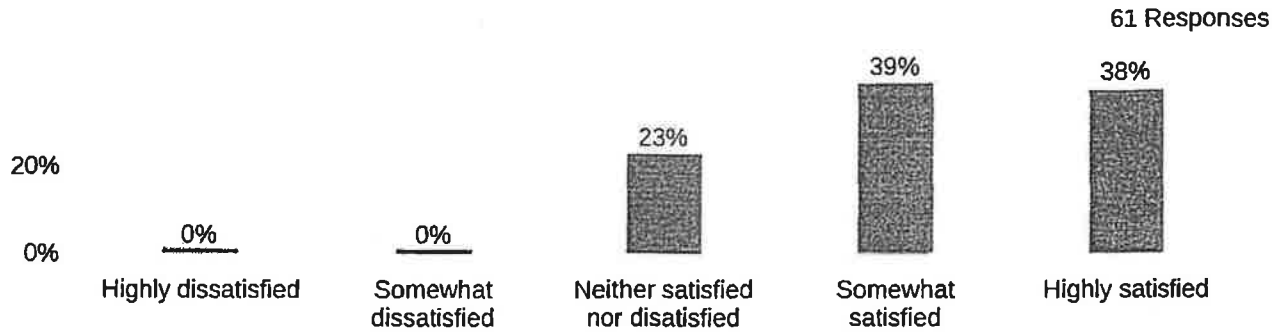
Q2_10 - The coordination of courses offered in the Accounting program and courses offered in other departments that may be required for your major



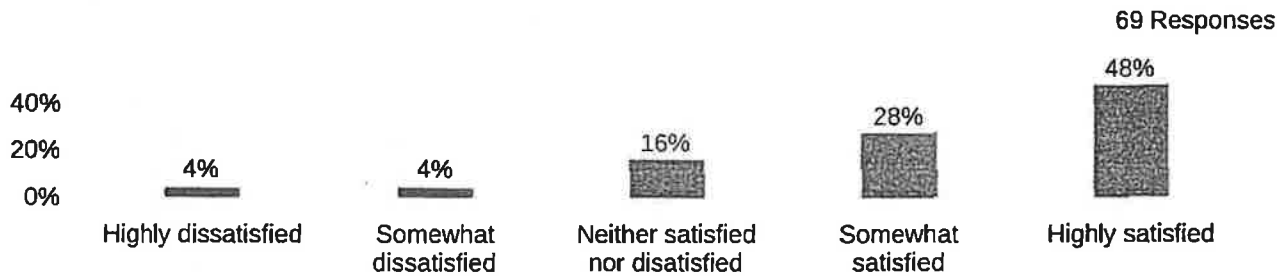
Q2_11 - The physical facilities and space (e.g., classrooms, labs)



Q2_12 - Instructional equipment (e.g., computers, lab equipment)



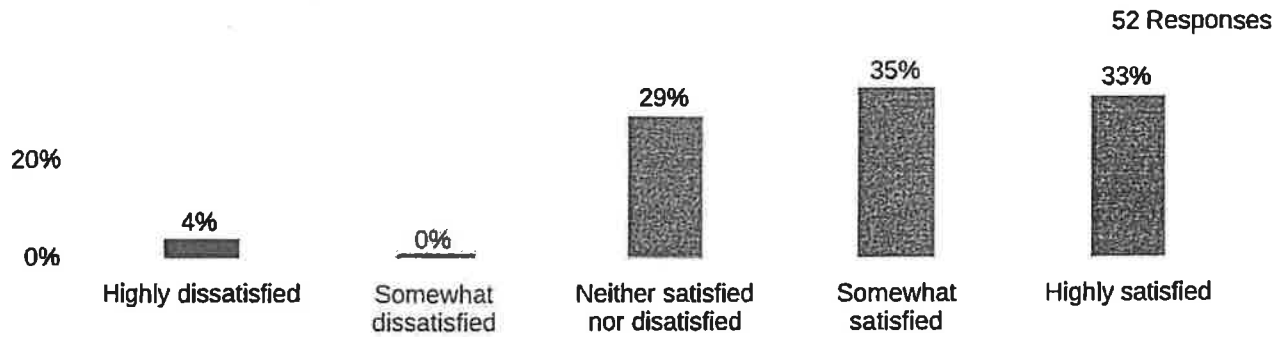
Q2_13 - Presentation of classes via the college's Canvas course management system



Q2_14 - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)

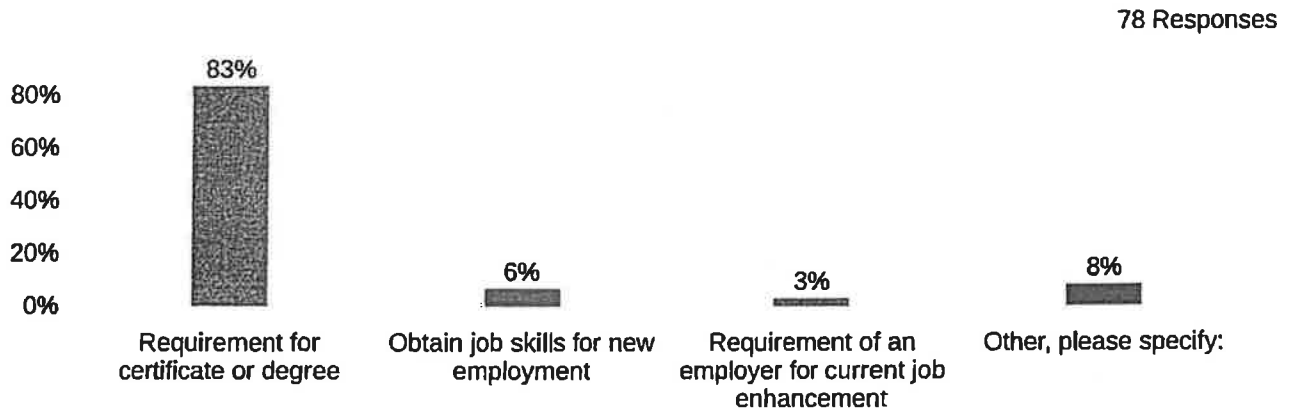


Q2_15 - Availability of appropriate resources in the libraries

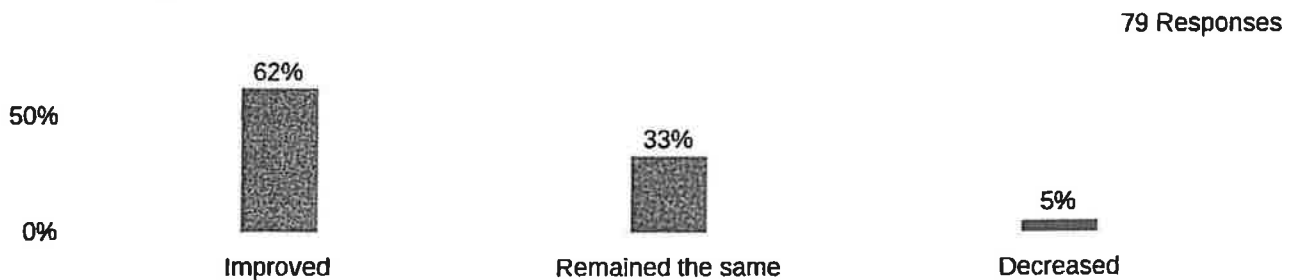


Part II. Please answer the following questions about the Accounting program.

Q4 - Which of the following best describes your reason for taking this and other courses in Accounting? - Selected Choice

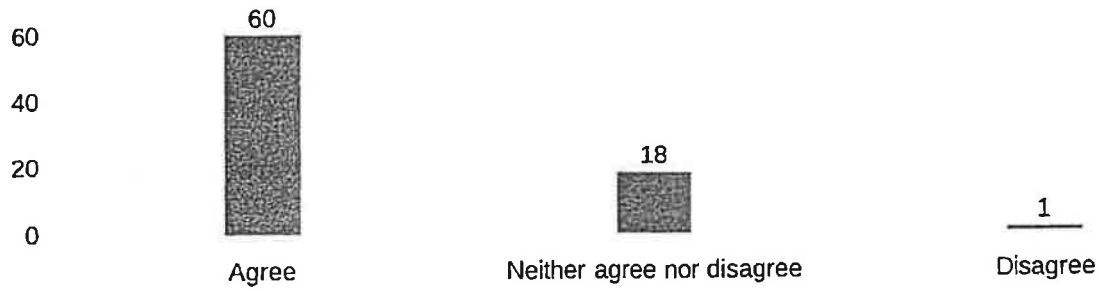


Q5 - Compared to the beginning of the semester, your attitude about Accounting has...



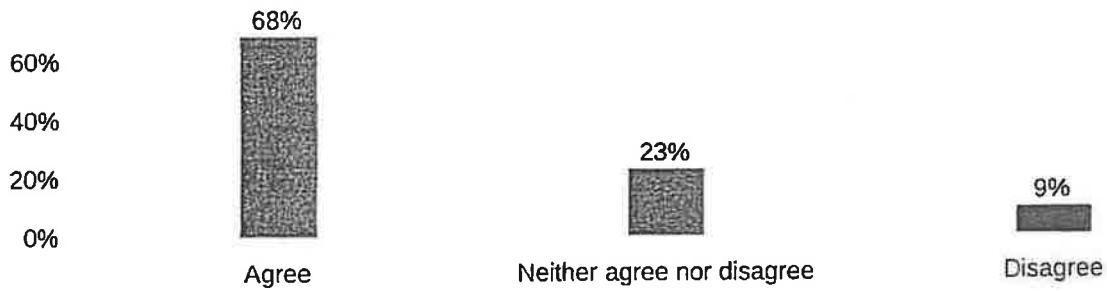
Q6_1 - I would recommend taking courses in Accounting.

79 Responses



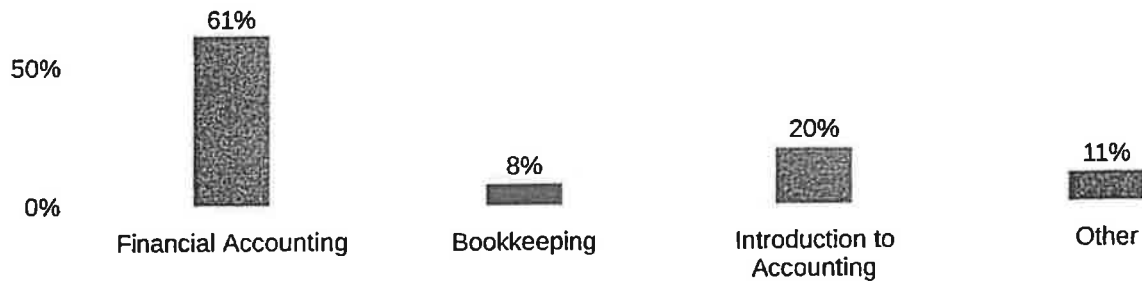
Q6_2 - I plan on taking additional courses in Accounting.

79 Responses



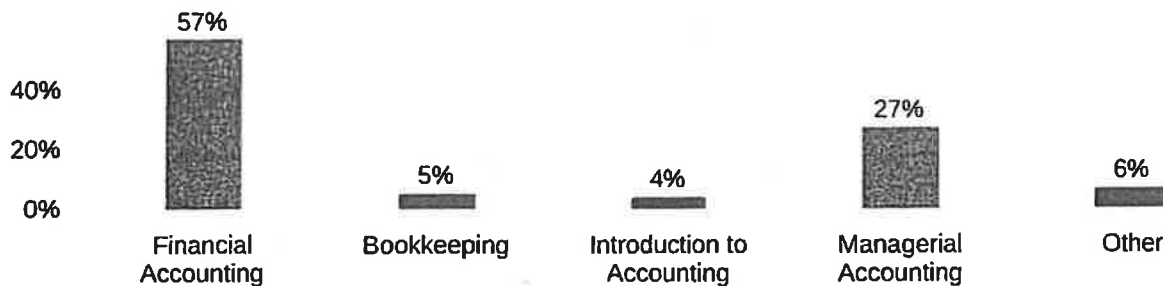
Q7 - Which of the following courses have you taken in Accounting?

76 Responses



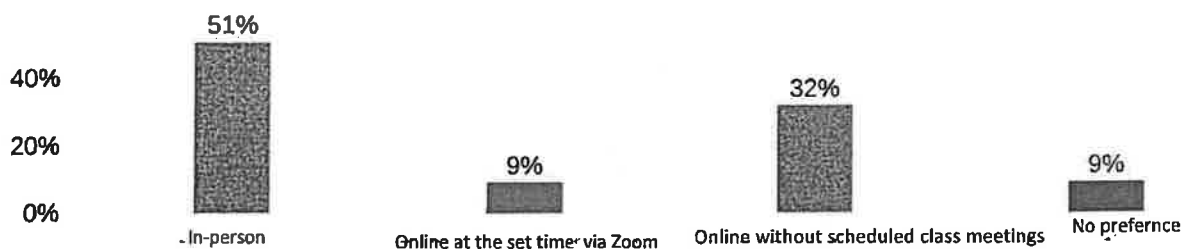
Q8 - Which courses are you taking this semester in Accounting?

77 Responses



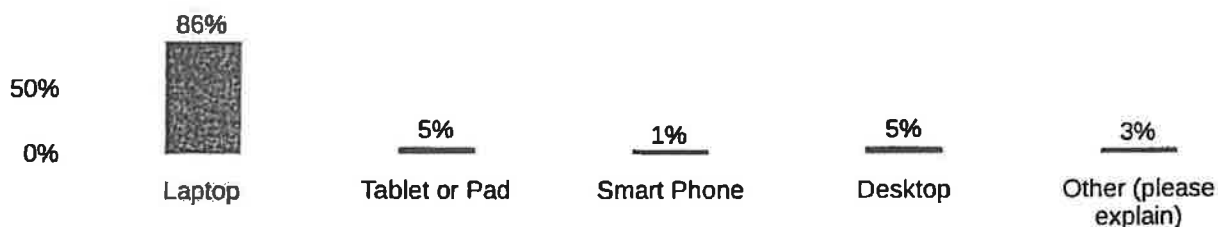
Q13 - Which type of course format do you prefer for Accounting classes?

79 Responses



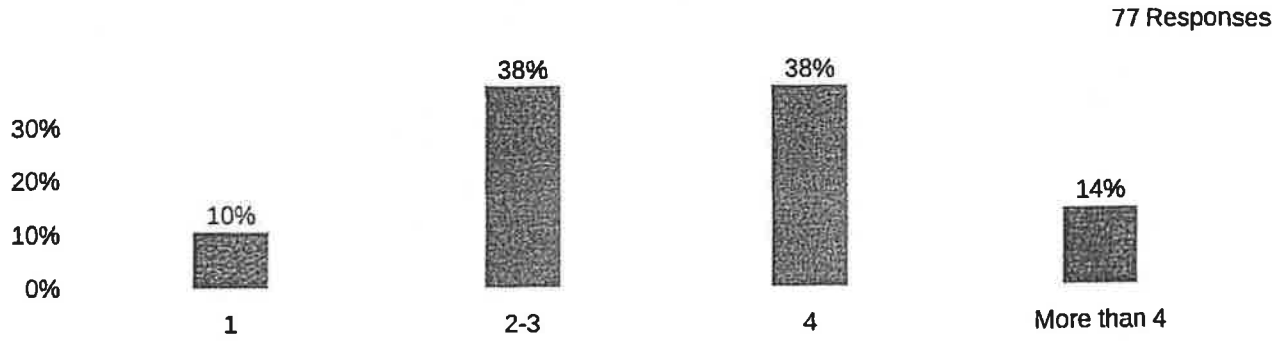
Q14 - What type of equipment are you primarily using for the course? - Selected Choice

79 Responses

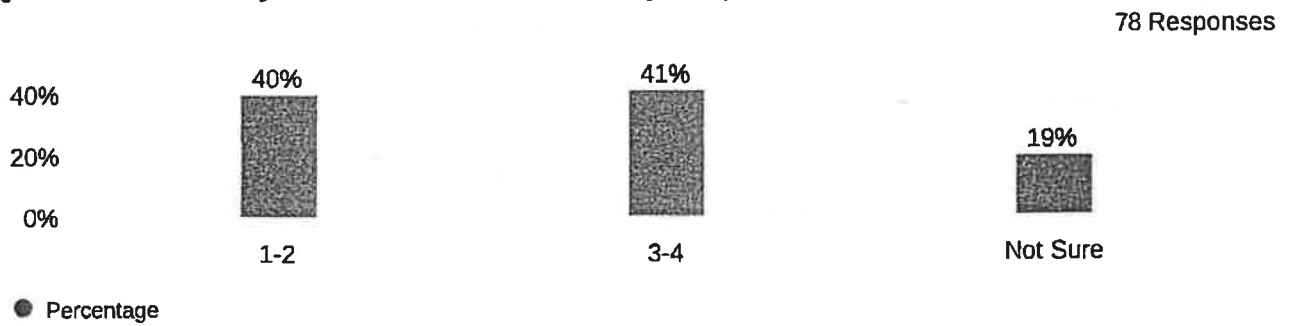


Part III. Background questions.

Q10 - How many classes are you taking this semester?

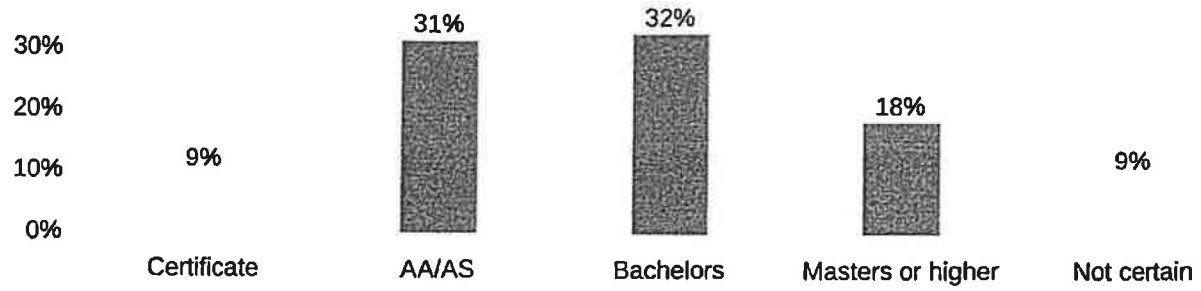


Q11 - How many more semesters do you plan to attend at Hancock?



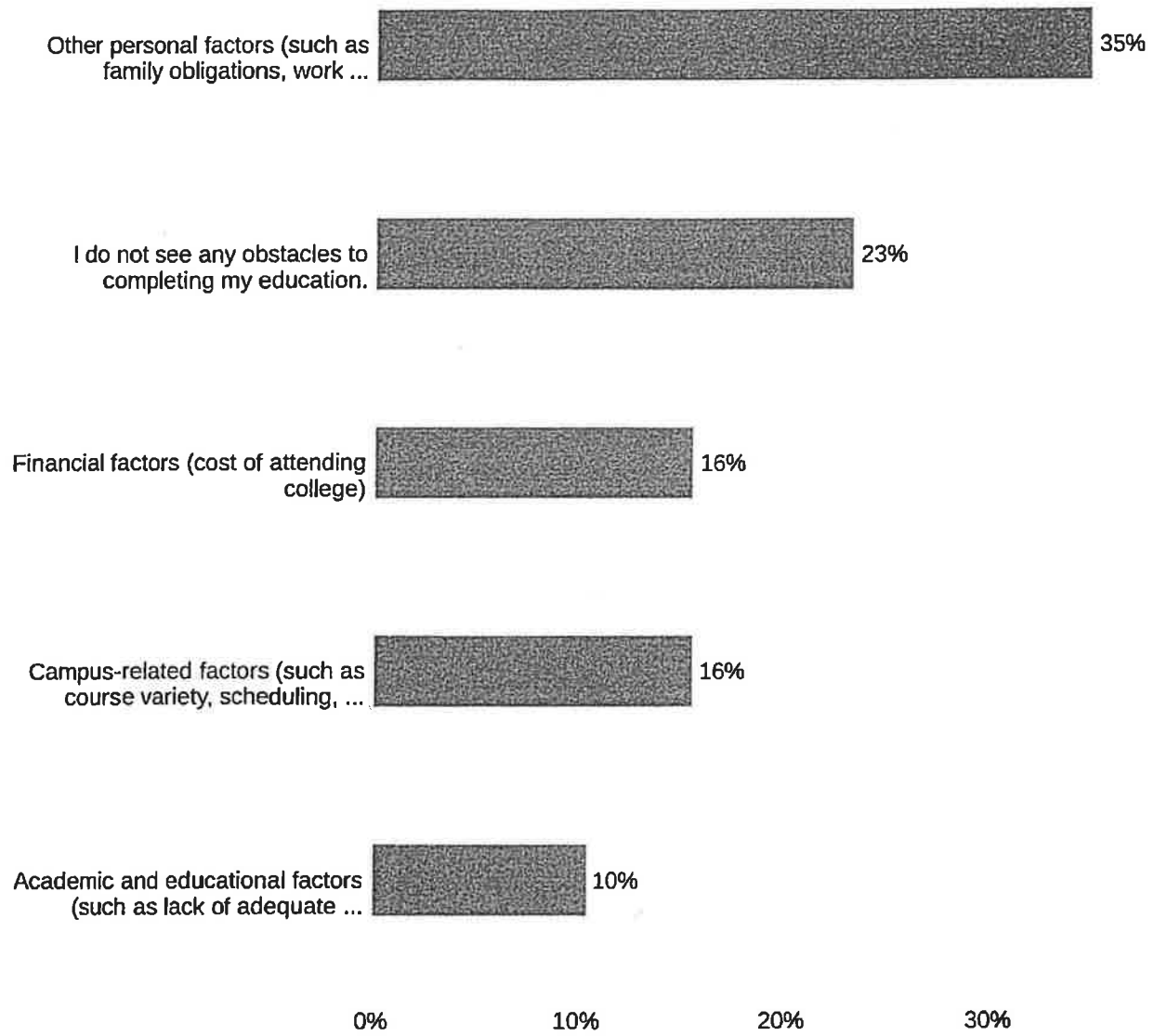
Q12 - What is your final academic goal?

77 Responses



Q15 - Which one of the following presents the greatest obstacle to reaching your educational goals?

77 Responses



Accounting Program Review 2023 – 2024

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

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

The heatmap for Fall 2024 and Spring 2024 were reviewed for time distributions and new time offerings.

We are seeking to make the Accounting and Bookkeeping courses available to non-traditional students during the evening or online sections.

We have also offered the most demanded Accounting course on Friday nights and Saturday mornings.

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?

There has been a study increase of Hispanic students during the last five years to 66%. The accounting offerings need to match the needs of our working students and our students with family responsibilities, either their children or siblings.

The Business and Finance Success team conducted a Student Success Factor survey starting in December 2023. A copy of the results is attached. More than 85% of the Business students feel Directed, Focused and Nurtured. These percentages remain high when moving to the higher lever factors. 77% of the business students report they feel Valued and more than 64% fell Connected and Engaged.

The student success factor will be a guiding principle in our scheduling and other operations in the coming year.

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

The Friday evening and Saturday classes need to be examined and continued. The Friday evening class has been successful. It was interesting to learn that most of the students were our full-time students. We were thinking more of the non-traditional students would find the class a good opportunity to begin or continue their work towards a degree or certificate.

The Saturday morning offering did not have enough student enrolled to offer the class, causing its cancellation. It was scheduled for the morning so that it would finish by noon. Perhaps offering it as a late morning through early afternoon would attract more students.

The Guided Pathway on the website needs to be review at regular intervals to verify program maps are up to date.

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

Objective measurements would include numbers of degrees and certificates awarded to students. The number of student education plans with accounting courses should also provide useful information.

Feedback from counselors can be a valuable source of insight to student planning of their enrollment. Class surveys will be used also. Data from the Institutional Effective department will also be used in the evaluation.

- a. 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)

Student enrollment and class offering have been and will continue to be reviewed by the Accounting Advisory Team.

Also, scheduling of new course or new days for course is discussed at Student Success Team meeting and the Business Education department meetings.

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

The Accounting Advisory team supports the Friday and Saturday offerings to broaden the interest in Accounting, given the current shortage of Accounting trained candidates for work.

Program Review Signature Page:

Burt W. Daewin

Program Review Lead

5-28-2024

Date

Rick Faut

Program Dean

May 30, 2024

Date

[Signature]

Vice President, Academic Affairs

Jun 17, 2024

Date

Accounting Program Review 2023 – 2024

**Area of Focus Discussion Template
INNOVATIVE SCHEDULING**

ATTACHMENTS

Section Heat Map (data as of 8/20/23)

grouped by hour of section begin time

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

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

1. Term
Fall 2023

2. Campus
All

3. Building
All

4. Room
All

5. Department
Business

6. Discipline
Accounting

7. Course Attribute
All

8. Part of Term
All

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

Day All|Time All

Non Online
Sections

10

Online Sections

5

Course Includes Day
All

Status_	Department_	Discipline_	course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime_	Days Comb	Census Enroll	FTES_
Credit	Business	Accounting	ACCT105	20751	Online	Null	Full Term	ONLINE	Null	32	3.11
			ACCT131	20752	Online	Null	Full Term	ONLINE	Null	39	3.79
				20753	Santa Maria	K22	Full Term	930am	TR	39	4.04
				20754	Santa Maria	K22	Full Term	930am	MW	37	3.83
				20755	Santa Maria	K22	Full Term	630pm	M	37	3.95
				20936	Lompoc Valley...	LVC2121	Full Term	645pm	W	30	3.21
			ACCT132	20756	Santa Maria	K11B	Full Term	630pm	T	19	2.03
				20757	Online	Null	Full Term	ONLINE	Null	30	2.91
				21089	Santa Maria	K22	Full Term	800am	MW	25	2.59
			ACCT140	20135	Online	Null	Full Term	ONLINE	Null	36	3.50
				21415	Santa Maria	K22	Full Term	800am	TR	23	2.38
			ACCT150	20459	Online	Null	Full Term	ONLINE	Null	34	3.22

Section Heat Map (data as of 8/20/23)

grouped by hour of section begin time

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

Term Spring 2024 | Campus All | Department Business | Discipline Accounting |
 Course Attribute All | Part of Term All

1. Term
Spring 2024

2. Campus
All

3. Building
All

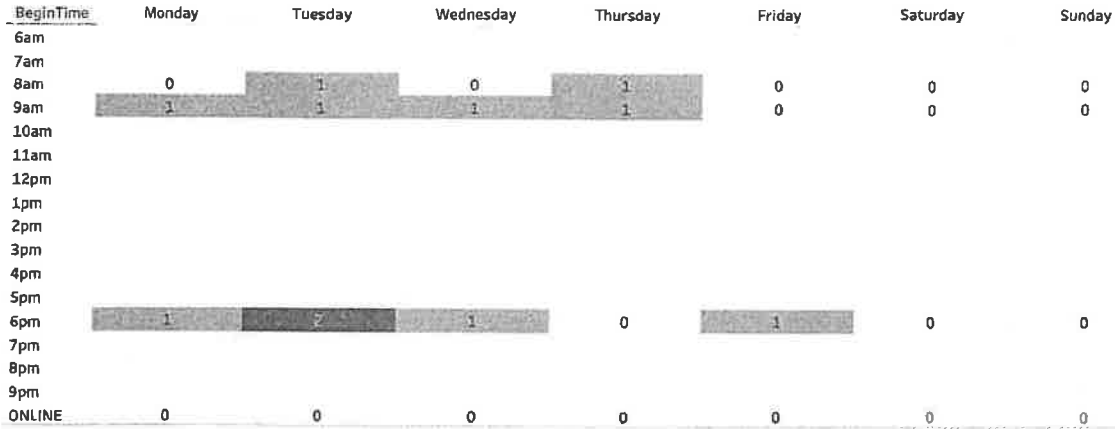
4. Room
All

5. Department
Business

6. Discipline
Accounting

7. Course Attribute
All

8. Part of Term
All



Day All | Time All

Status_	Department_	Discipline_	course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime_	Days Comb	Census Enroll	FTES_
Credit	Business	Accounting	ACCT105	40801	Online	Null	Full Term	ONLINE	Null	0	0
			ACCT131	40802	Santa Maria	K12	Full Term	630pm	T	0	0
			40803	Online	Null	Full Term	ONLINE	Null	Null	0	0
			40804	Santa Maria	K22	Full Term	ONLINE	930am	MW	0	0
			40805	Santa Maria	K22	Full Term	ONLINE	930am	TR	0	0
			41020	Santa Maria	K11B	Full Term	ONLINE	600pm	F	0	0
			ACCT132	40806	Online	Null	Full Term	ONLINE	Null	0	0
			40807	Santa Maria	K22	Full Term	ONLINE	800am	TR	0	0
			41022	Lompoc Valley ..	LVC2118	Full Term	ONLINE	645pm	W	0	0
			ACCT140	40034	Online	Null	Full Term	ONLINE	Null	0	0
			40035	Santa Maria	K22	Full Term	ONLINE	630pm	M	0	0
			ACCT140	40968	Online	Null	Full Term	ONLINE	Null	0	0

Non Online Sections

8

Online Sections

6

Course Includes Day All

STUDENT SUCCESS TEAM PROJECT 2023-2024

The Business Department Student Success Team, in conjunction with a representative of the Counseling Department, met Fall of 2023 to identify plans for a student success project for academic year 2023-2024.

Team members decided to measure the Six Student Success Factors presented and referenced by Dr. Walters at All-Staff meetings and other forums. The team wondered how students felt about the presence or absence the six factors at Allan Hancock College. Specifically, what are students experiencing at Allan Hancock College in relation to the six factors?

Therefore, team members decided to produce a survey and query students.

First, team members researched the source of the theoretical model. The six student success factors were defined by the Research and Planning Group for California Community Colleges (RP Group). Their research also lists suggestions on how institutions can help students be successful and identifies what can be done to foster each success factor.

Methodology

The survey was sent via email to all Business students taking courses during the Spring 2024 semester (ACCT, BUS, ENTR, CBOT, CBIS, PLGL, RE). There were 65 courses that were sent emails and additionally a few instructors put the survey on their discussion boards. Part-time faculty were sent the survey information and link and asked to encourage their students to complete it. A total of 231 responses were received. There were 183 that completed the survey during Spring 2024 and 48 completed at the very end of the fall semester (some instructors must have put the survey out right away before Spring 2024).

Survey Instructions and Questions

Please answer the 6 questions below regarding your experience at Hancock. The Business Department will be looking at the results to determine what the Business Department can do to help you succeed. Thank you for your feedback.

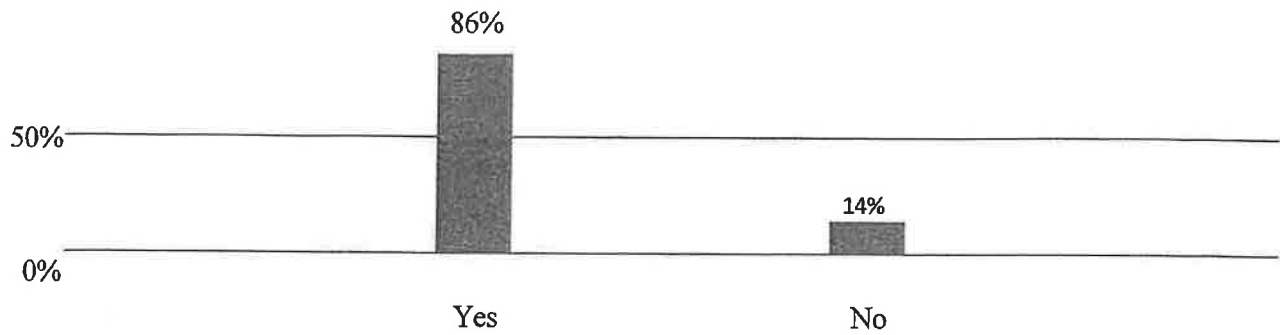
1. Do you feel Directed (you have a goal and know how to achieve it)?
2. Are you focused (you stay on track and keep your eyes on the prize)?
3. Do you feel Nurtured (feeling somebody wants to help you succeed)?
4. Are you Engaged at Hancock (you actively participate in class and extracurricular activities)?
5. Are you Connected (feel as though you are part of the college community)?
6. Do you feel Valued (your talents, abilities, experiences are recognized, you have opportunities to contribute on campus and feel your contributions are appreciated)?

Summary of Results

86% of respondents feel Directed
 90% of the respondents feel Focused
 85% of the respondents feel Nurtured.
 68% of the respondents feel Engaged at Hancock
 64% of the respondents feel Connected
 77% of the respondents feel Valued

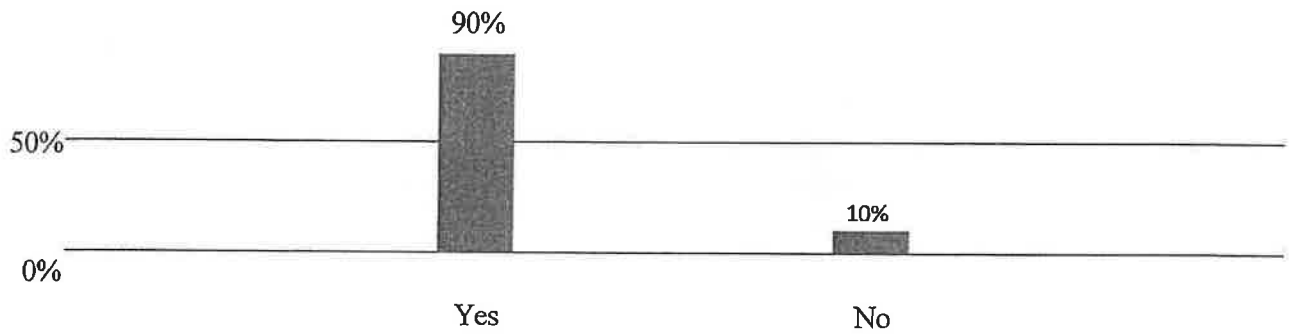
Do you feel Directed (you have a goal and know how to achieve it)?

231 Responses



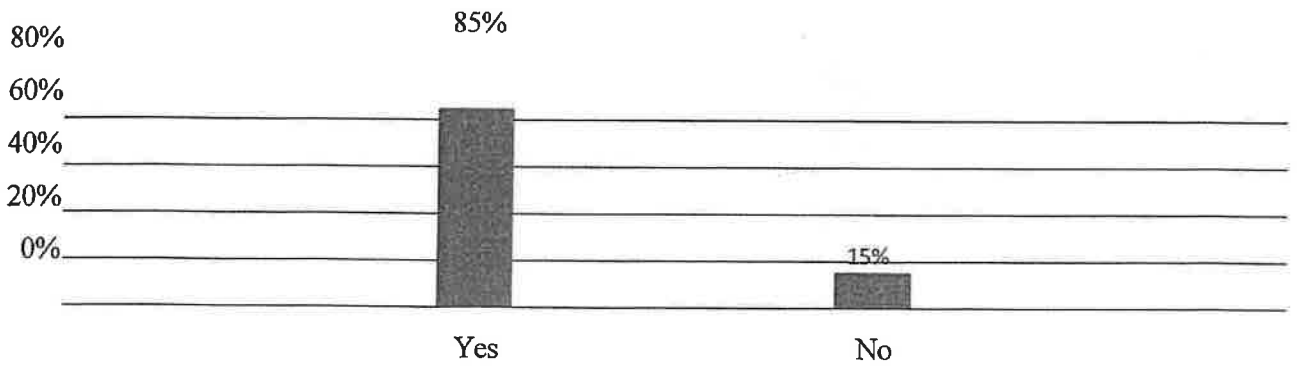
Are you focused (you stay on track and keep your eyes on the prize)?

231 Responses



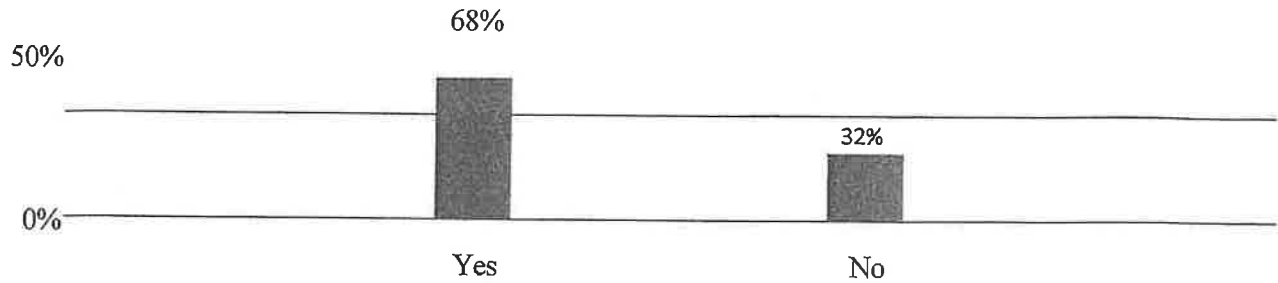
Do you feel Nurtured (feeling somebody wants to help you succeed)?

231 Responses



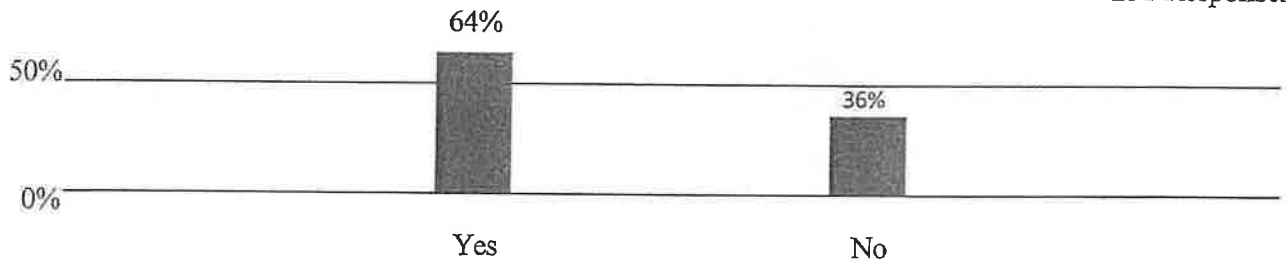
Are you Engaged at Hancock (you actively participate in class and extracurricular activities)?

230 Responses



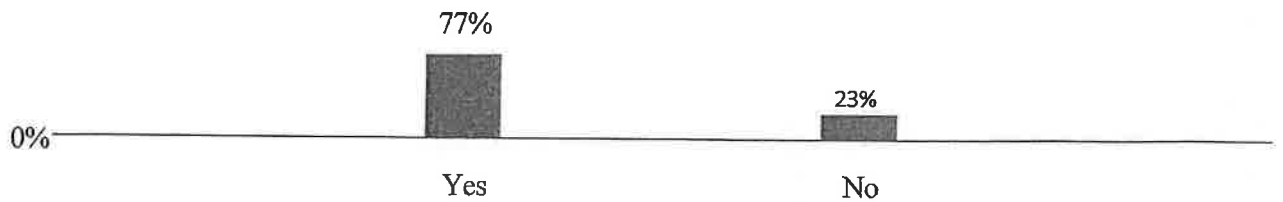
Are you Connected (feel as though you are part of the college community)?

231 Responses



Do you feel Valued (your talents, abilities, experiences are recognized, you have opportunities to contribute on campus and feel your contributions are appreciated)?

230 Responses



Written Comments By Students

Note: Grammar is left unedited

I am a Hancock College student pursuing a degree in accounting. I am a hard worker. I have been studying and working hard in order to achieve my goal. I work in a packing cooler in the morning, and I study in the evening. It is hard for me to get an accounting tutor at this moment. I hope I can have assistance in the evening during my free time. Thank you very much for your time and consideration. Have a great day.

I am just someone who goes to class and comes back home. I don't really socialize so that's not really on you guys. Maybe my only thing is to not have teachers who are just very by the book. Like relax and chill out. It is a minor nit pick.

I am an online student while working part time I am trying to achieve my goal. Some of the questions are not answerable as they don't describe me.

It's okay.

I haven't had much to complain about to be honest. The instructor has been so great to work with. I mainly take online classes as I live in SLO and haven't felt it necessary to have to drive to Santa Maria for an in-person class. One exception for me is personal needs in certain areas of academia like math. I'm just not a math person.

I do think the more in-depth classes that require a lot of material to be learned should have a hybrid option. I know I would prefer it.

Thank you for all your time and everything you do!

Everyone is so nice on campus to help guide my way.

At this point i'm currently just starting here at college this is my first time attending college and taking classes, so i'm looking forward to learning new things and hopefully finding some type of direction.

For most of the answers i have not really done anything yet to have a solid reply so with time im sure ill be able to answer these questions more dilligently.

This is my first time at Hancock and hope to engage more soon!

I'm taking classes at the Lompoc campus and the instructor is excellent.

I don't recall

I love Hancock. The school is awesome. I have received a tremendous amount of support from all staff members. Including my LEP, EOPS and university transfer center counselors. I also want to thank the staff at the writing center, math center and the tutoring center. All of my success could not have been achieved without their help.

I am an older student. I have only taken online courses for the most part. I am not heavily involved in the school. I have a four year degree, I work as a substitute teacher and am getting business to improve myself and I am taking the Spanish as it is so helpful for me to help our student population. I don't really feel I am at the same life stage as many of my peers. I feel that I connect with my professors more. They have been wonderful.

Honestly I feel like the community isn't really meant for me. This is not a bad thing. I haven't made the effort to really see what things are available, and most stuff is geared towards the younger students, and this is perfectly fine. From what I have seen the campus has so many amazing resources and is a wonderful junior college. I feel that Allan Hancock is a wonderful institution. The lack of connection here is really my fault more than anything. I just don't feel like it my space.

Business department employees are encouraging and helpful. Mr. Bryant and Dr. Murray are encouraging/helpful..

The last three are listed as no simply because I do not actually attend any college classes on campus so I couldn't feel engaged, connected, or valued on campus.

I'm currently taking online classes so I haven't had much interaction with other students. Although I've had a great experience with the basic needs center and the counseling department.

I feel I keep myself out of the community type feeling of the school but you can tell there is effort to make people feel connected which is nice.

I am trying to get connected, I have not been in any credit classes in over 20 years and feel somewhat disconnected due to the technology in use now vs what was in use then for communication purposes.

I work full-time so I don't have time to participate in extracurricular activities. Otherwise I would.

Instructor experience has been great. The outreach programs are rude and show no willingness to help. The staff who work in the offices seem miserable and unhappy. My personal experience, not just once about 7 different occasions. I feel extremely lost, confused and now reluctant to ask for help.

I am just very excited to go to college and learn more about my major.

There are many resources here at Hancock that support students in achieving success.

I'm engaged in my classes, but I'm not interested in the fluff and frivolity of extracurricular activities.

A lot of adults and teachers here at Delta have helped me and one in specific has told me that i would be a good teacher/ counselor. With my kind heart and understanding mind.

I feel awesome knowing that I am accepted and can complete my goals at this age.

Thank you for having amazing business professors who love their students.

I'm unable to dedicate my time because of my hectic schedule between life and work.

I'm learning and trying to be a better student but it's really hard. I'm trying to connect more so I can be successful.

Recently I have been feeling a better experience for myself and the college.

I am sometimes focus

My time back at AHC has been pleasant, all of the professors are great.

I do feel that the school wants to help me succeed. They help me in all my problems and I appreciate that.

I don't understand why we are getting asked these questions.

Thank you so much for this amazing opportunity. I will looking forward to be success in this upcoming future.

I am only taking classes to hone my computer skills not to further my education per se.

The only reason I answered no to the last question is because I am only taking online classes.

I chose "NO" for the last two questions because, "Not Applicable" was not an option. I am an online student only, so due to the limited interaction with other students, I don't feel these questions are applicable.

none

Due to the fact I do not really attend in-person classes since I am still a high school students, I don't really get to be involved in certain aspects of Hancock. Nonetheless, I think it's a wonderful school with much to offer.

Me as a College student I do feel confident in the beginning of each semester, which I always try in

giving the best of me in all my classes. Hopefully I could stay focus in all the semester from January until June.

I actively participate in class, but do not participate in extracurricular activities.

There was a lot people that help and encourage me when I needed it. they all give me that scent being able and belonging

I enjoyed my first semester back. I couldn't have picked better coursed and professors to start going back to school.

I am an online student so I do not feel engaged at no fault of the school its self.

I have been at Hancock even since I graduated college and have never felt more welcome. I have had nothing but great experiences and great communication with all my professors and any body who represents the college.

The Bus Dep is good as it is.

I would appreciate having more professors caring about our educational goals. Also, for them to educate us on different paths available in our education. Professor Robert Bryant and Dr. Muray are excellent examples of instructors who encourage, and inform students.

When reaching out for help, there is always someone to help me.

I wasn't able to give an evaluation on a business class I took this semester. How often are you allowing students to give an evaluation?

-thank you

I am excited about what my degree can do for me in the future.

I said yes to all because even though I didn't know to much about computer I had received alot of help from people to pass my class

I said yes to all because even I don't know to much i did get alot of help and got as much as I could done

My experience with Allan Hancock has been exceptional.

For the fourth question, I have neither the time nor the energy to participate in extracurricular activities. I do actively participate in class activities.

Next Steps

The Business Department Student Success Team will meet in the Fall of 2024 to discuss how to apply lessons learned from this survey. Most likely areas to address are strategies to increase the number of students who feel Engaged at Hancock and the number of students who feel Connected at Hancock.

68% of the respondents feel Engaged at Hancock

64% of the respondents feel Connected

Accounting Innovative Scheduling






2023-24_5.30.24

Final Audit Report

2024-06-17

Created:	2024-06-17
By:	Maryfrances Marecic (mmarecic@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAmZ7931C6wf0pzfj9sZXg4QFlpdUYCg7O

"Accounting Innovative Scheduling 2023-24_5.30.24" History

-  Document created by Maryfrances Marecic (mmarecic@hancockcollege.edu)
2024-06-17 - 10:25:24 PM GMT- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2024-06-17 - 10:26:08 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2024-06-17 - 11:29:18 PM GMT- IP address: 104.47.55.126
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2024-06-17 - 11:32:21 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.
2024-06-17 - 11:32:21 PM GMT