

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name BUSINESS

Discipline Name -BUSINESS DISCIPLINE (BUS) BUSINESS ADMINISTRATION (BA) DISCIPLINE

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/discipline mission or primary function in the last year.

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

There have been no new courses, degrees, certificates, or articulation 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 been no staffing changes. There are two full-time instructors who are longtime employees. Other courses are taught by Associate Faculty who also have a long history of employment within the department/discipline.

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

The business and business administration disciplines have added sections to meet scheduling needs. This is described in the "Innovative Scheduling" section of the "Area of Focus" program review provided separately.

Five instructors completed the 30-hour online training and are thereby qualified to be peer mentors. Subsequently, the instructors modified some of their existing online courses to reflect lessons learned. Next year, the new skills acquired as a result of said training will be used to modify/improve other courses.

The business discipline instructors added a "talking syllabus" to their online courses. This provides an introduction to the department, course, and instructor. It adds a personal and welcoming message to help students begin their curriculum.

All full-time business instructors, including BUS, CBOT, CBIS, ACCT participated in the Business Department Student Success team. The team also included a representative from counseling. The team regularly met throughout the year. A summary is as follows:

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 of 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.

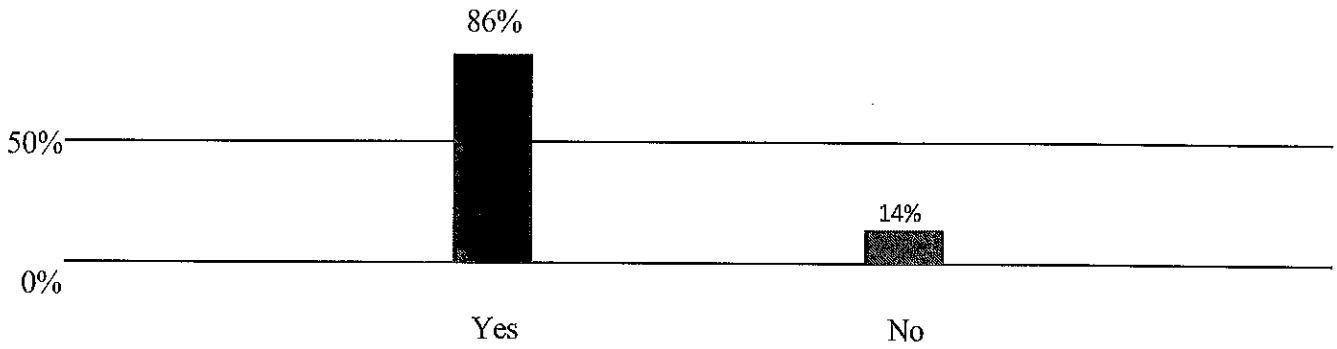
1. Do you feel Directed (you have a goal and know how to achieve it)?
2. Are you focused (you stay on track and keep your eyes on the prize)?
3. Do you feel Nurtured (feeling somebody wants to help you succeed)?
4. Are you Engaged at Hancock (you actively participate in class and extracurricular activities)?
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

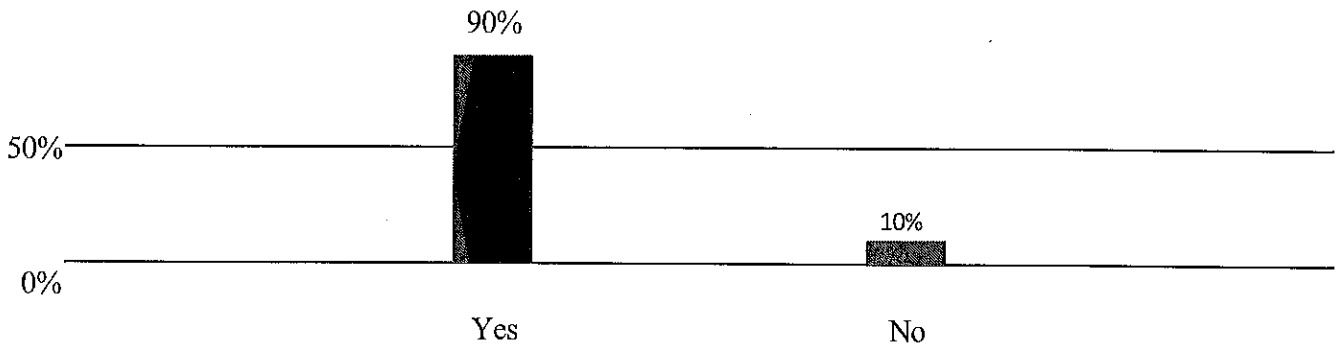
Do you feel Directed (you have a goal and know how to achieve it)?

231 Responses



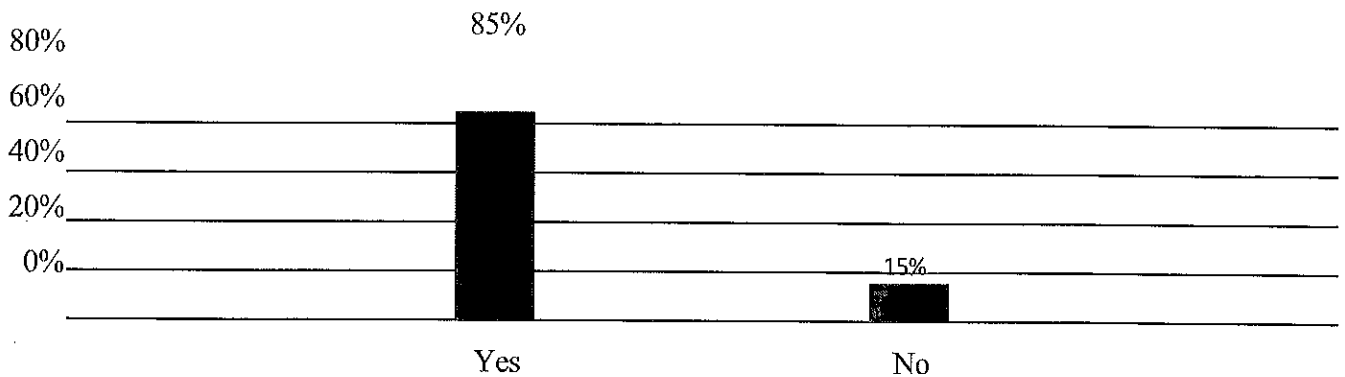
Are you focused (you stay on track and keep your eyes on the prize)?

231 Responses



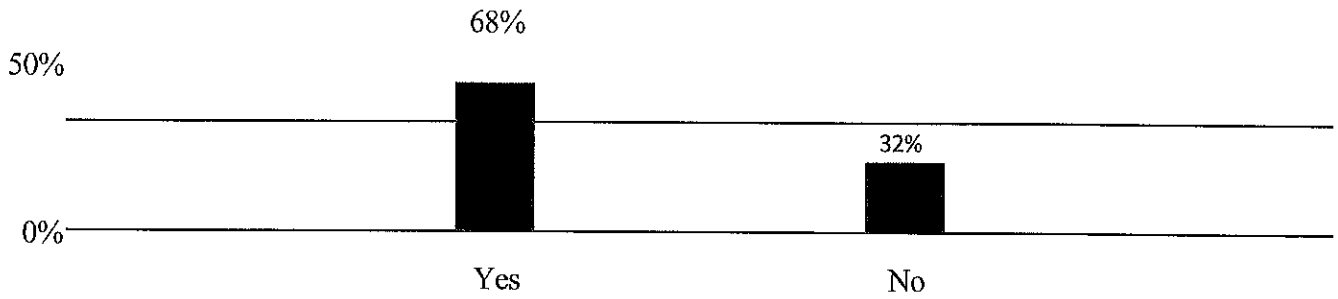
Do you feel Nurtured (feeling somebody wants to help you succeed)?

231 Responses



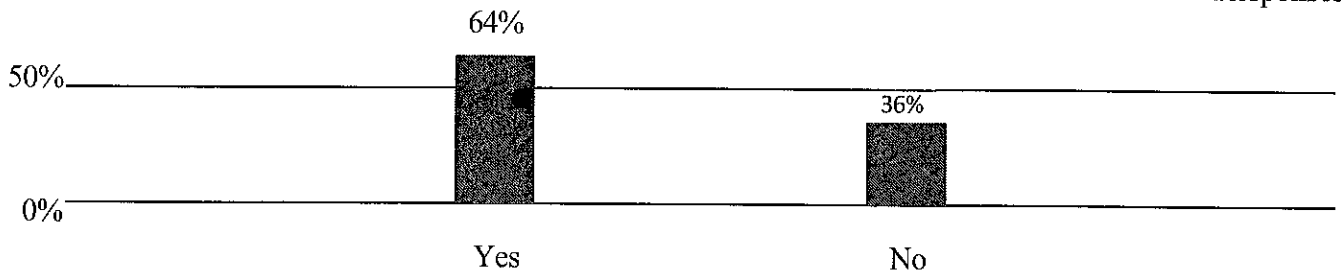
Are you Engaged at Hancock (you actively participate in class and extracurricular activities)?

230 Responses



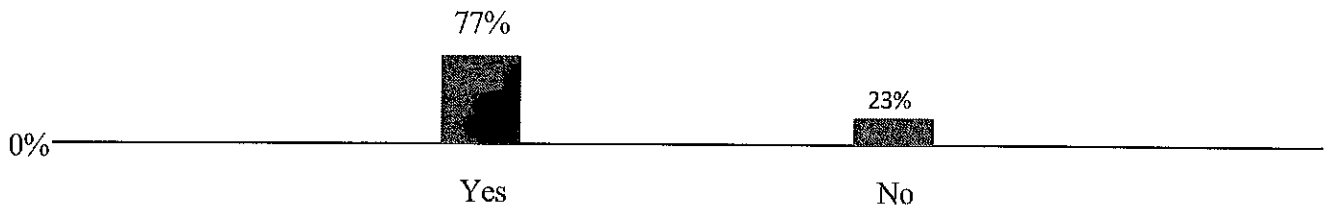
Are you Connected (feel as though you are part of the college community)?

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: See Attachment 1.

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

Learning Outcomes Assessment

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

In academic year 2023-2024, Business 103, 160, and 302 were analyzed using SPOL. The PTO evaluated was "recall significant issues, theories, and applications." The SPOL analysis resulted in a finding that all courses evaluated were successful in maintaining a 70%+ success rate, all coming in at 80%+.

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

All courses analyzed show a good success rate for the PTO evaluated for all three classes. Timely interventions and effective student-instructor contact has fostered positive success rates.

Department members will continue to utilize SPOL to analyze additional courses and outcomes.

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

The greatest accolades involved the Business Department Student Success Team activities, summarized herein, Question 5.

In addition, innovative scheduling is evidenced by the large number of courses offered on Saturdays, at 8 am at SM, the LVC, and the jail. The Business discipline faculty have a strong presence at the Lompoc Valley Center. The business discipline has a strong presence throughout the week, both day and evening classes.

Further, 5 business instructors attended the 30-hour online learning class. The instructors utilized lessons learned to modify/improve their curriculum delivery of online courses.

Discipline faculty produced a “Talking Syllabus and Orientation” and posted it online to provide students with a person, and welcoming introduction to their curriculum

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

No changes are planned.

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)?**

Two fulltime faculty and three associate faculty members completed the 30-hour online teaching class in 2024, qualifying them to be peer mentors. As such, peer reviews will occur in academic year 2024-2025.

Presently, faculty utilize a variety of methods to maintain regular and substantive interaction including video orientation, videos, links to outside sources, discussion boards, online office hours, and direct feedback to students on every assignments. Further, emails are sent and received on an ongoing basis.

- b. What were some key findings regarding RSI?

See section(a) above. NA at this time.

- Some strengths:
- Some areas of possible improvement:

- c. What is the plan for improvement? NA at this time

See section(a) above.

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

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

According to the EDD “Projections of Employment, Occupation, 2018-2028,” for Santa Barbara County, the annual job opening projections for TOP Code 050100 Business and Commerce, General and TOP Code 050600 Business Management, and

TOP Code 050500 Business Administration, indicate new jobs (from growth plus net replacement), is strong. A total of 8,500 annual job openings by occupations in these top codes total 8,590 during this period. SEE ATTACHMENT 1

According to the U.S. Department of Labor Statistics, "Occupational Employment and Wages in Santa Maria-Santa Barbara – May 2022," the mean hourly wage for manager is \$64.84 per hour. SEE ATTACHMENT 2

According to the U.S. Department of Labor Statistics, "Occupational Outlook Handbook, *Overall employment in business and financial occupations is projected to grow faster than the average for all occupations from 2022 to 2032. About 911,400 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently.*" This document presents job summaries, educational requirements, and 2023 median pay for several occupations within the Business and Financial Occupations category. SEE ATTACHMENT 3

As such, the career and technical education provided by the business disciplines provides a good vehicle to prepare students to meet this documented labor market demand.

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

The business department/disciplines focuses on preparation for careers in business and transfer to advanced training in business. This is the unique role of the AHC business department/disciplines.

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

Success Rate

In 2022-2023, the courses with the most students within the business discipline are Business 101 Introduction to Business and Business 110 Business Law. Both of these courses have success rates above the college average, namely 75% for said courses vs. 72% for the college.

The success rate of other courses in the business discipline in 2022-2023 needs improvement. The college has an overall success rate of 72% and the business discipline has an overall of 66%.

Nonetheless, the SPOL data posted from Fall 2023 shows an increase in student success rate for all three courses reviewed, thereby forecasted to be above the college rate for this period.

Faculty will meet and confer to develop a plan for improvement of success rate in individual classes that have relatively lower success rates. Most likely earlier interventions will be required. It should also be noted that the business discipline classes have very high standards, most with comprehensive writing assignments. Writing has been a challenge for many students. The department will continue to foster interventions to assist students develop the ability to express themselves in writing. This is a key skill that is needed for business, as noted by the Business Advisory Team. SEE ATTACHMENT 4

Retention Rate and Persistence

The retention rate of courses in the business discipline is good, 81%. The retention rates in the two classes with the most students, Business 101 and Business 110 have retention rates of 86% and 91% respectively. Department members will review the retention performance in other classes and develop a plan for improvement. The department will also review performance by all three PTOs to determine what the greatest area of improvement is in each course. SEE ATTACHMENT 4

The persistence rate for the business discipline for Fall 2022 in the category "First time AHC students Persistence % fall to spring, is excellent, 84% vs. the college total persistence rate of 68%. The persistence for ethnicity is 80%+ for each ethnic group and gender (except non-binary is below the college average). SEE ATTACHMENT 4

Enrollment/Headcount/FTES

Enrollment and Headcount has remained stable for the Business discipline over the period of 2018/2019 academic year through 2022/2023 academic year. FTES has increased. Specifically, enrollment in 2022-2023 was 1,936 students. Headcount for the same period was 1,227. FTES for the same period was 158.5. Enrollment for Enrollment by courses, has remained stable. Enrollment in FastTrack Saturday classes is very strong. SEE ATTACHMENT 5.

Enrollment by Modality

In 2022-2023, 49% of business courses were offered online. A total of 51% were onsite. This is comparable to 2018-2019 when online enrollment was 50% and onsite was 50%. In 2019-2020, 41% of courses were online and 59% were onsite. In 2020-2021, 53% were online and 47% were onsite. Academic year 2021-2022 saw the scheduling of hybrid courses, with 27% hybrid, 47% online, and 26% onsite. Thus, the discipline has a good mix of onsite and online course offerings. SEE ATTACHMENT 5

Awards – Completion Business and Business Administration

In 2022-2023 there were 113 Business AA, AS, and AST-1 degrees. Unduplicated degrees total 98. This is six less unduplicated degrees than the prior year. As such, the award of degrees is stable. SEE ATTACHMENT 6.

There were 17 certificates for the same period. This does not include the 41 certificates for students who enrolled in the semester-length option (vs. six Saturday courses). It appears the data does not capture the certificates earned by Business 302 and Business 303. Faculty will follow up on this discrepancy.

Currently, one of the FastTrack certificate programs is offered each semester. This scheduling has resulted in full classes and a robust Saturday FastTrack program. Faculty can meet and confer to see if additional FastTrack certificate programs should be offered. SEE ATTACHEMT 6

AWARDS EARNED BY GENDER

Data is presented separately for the “Business Administration” discipline and “Business” discipline.

For the Business Administration in 2022-2023, there were more males earning awards. A total of 56% were males, 41% were females, and 2% were non-binary. In 2021-2022, more females earned degrees, 56% were females, 43% were males, and 1% non-binary. The percentage of males to females has bounced back and forth since 2018. SEE ATTACHMENT 7.

For the Business (only) discipline, there are 6% more females than males earning awards in 2022-2023. A total of 53% of business discipline awards were earned by females and 47% were earned by male. This has been a stable trend since 2018. SEE ATTACHMENT 7

AWARDS EARNED BY ETHNCITY

For the Business Administration degree, the largest category of award earners is Hispanic. The Hispanic ethnic group represented 62% of award earners. This is a 4% increase from previous years. The second largest ethnic group was White, with 25%. White enrollment decreased 3% from the previous year.

For the Business

SEE ATTACHMENT 8

AWARDS EARNED BY AGE

Of the 85 students, unduplicated, reported as earning a business administration award in 2022-2023, a total of 58% were age 20-24. This is an increase of 14% from the prior year. A total of 26% of students were age 35-54. This represents a decrease of 8% from the prior year. A total of 15% were under 20. This represents a decrease of 7% from prior years.

All core performance goals, except for Core 3 Persistence have been met in Top Code **050100 Business and Commerce, General**. The AHC Persistence is 87.29% vs a goal of 91%.

All performance goals except Core 1 Skill Attainment (GPA 2.0 and above) have been met in Top Code **0505 Business Administration**. However, the AHC District is above the CA State figure (69.09% for the District and 63.70% for the state). The goal is 88.42%

For Top Code **0506 Business Management**, all performance goals have been met except Persistence (69.23 vs goal 91%) and Employment (53.85% vs. goal 73.2%).

For Top Code **0509 Marketing and Distribution**, was below goal for Skill Attainment (50.0% vs goal of 88.42%) , and Employment (66.67% vs. goal 72.23%.

Faculty in the disciplines will meet and confer about this data.

See attachment 12.

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes, presently only “advisory” prerequisites are used and their use is infrequent.

e. Have recommendations from the previous report been addressed?

Yes, a “Talking Syllabus and Orientation” is now in use, as recommended in the previous report.

Discipline faculty continue to emphasize the importance of writing and following instructions, as recommended by the Business Advisory Team. Faculty provide timely feedback on all assignments as they pertain to writing and following instructions on assignments.

SPOL was utilized to continue measuring and monitoring student success in PTOs.

Discipline faculty have undergone training and are now poised to be peer mentors for DE Modality Design and Substantive Interaction.

The department continued to focus on addressing student success as evidenced by the Business Department Student Success activity for 2023-2024, described herein.

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.*

N/A. No new planning initiatives or resources requested.

Attachment 1

Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

050100 Business and Commerce, General

Geography: Santa Barbara County

Includes: Santa Barbara County

Annual Job Openings by Occupation

| SOC Code | Occupation Title (Linked to "Occupation Profile") | 2018 Employment | Annual Job Openings (1) |
|----------|--|-----------------|-------------------------|
| 113011 | Administrative Services Managers | 340 | 340 |
| 111011 | Chief Executives | 470 | 350 |
| 119021 | Construction Managers | 650 | 620 |
| 131051 | Cost Estimators | 230 | 270 |
| 111021 | General and Operations Managers | 3,130 | 3,120 |
| 113051 | Industrial Production Managers | 200 | 200 |
| 131111 | Management Analysts | 940 | 1,090 |
| 119199 | Managers, All Other | 1,410 | 1,370 |
| 112022 | Sales Managers | 720 | 740 |
| 119151 | Social and Community Service Managers | 360 | 370 |
| 113071 | Transportation, Storage, and Distribution Managers | 130 | 120 |
| | Total | 8,580 | 8,590 |

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

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Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

050600 Business Management

Geography: **Santa Barbara County**

Includes: Santa Barbara County

Annual Job Openings by Occupation

| SOC Code | Occupation Title (Linked to "Occupation Profile") | 2018 Employment | Annual Job Openings (1) |
|----------|--|-----------------|-------------------------|
| 113011 | Administrative Services Managers | 340 | 340 |
| 111011 | Chief Executives | 470 | 350 |
| 119021 | Construction Managers | 650 | 620 |
| 131051 | Cost Estimators | 230 | 270 |
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Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

050500 Business Administration

Geography: Santa Barbara County

Includes: Santa Barbara County

Annual Job Openings by Occupation

| SOC Code | Occupation Title (Linked to "Occupation Profile") | 2018 Employment | Annual Job Openings (1) |
|----------|--|-----------------|-------------------------|
| 113011 | Administrative Services Managers | 340 | 340 |
| 111011 | Chief Executives | 470 | 350 |
| 119021 | Construction Managers | 650 | 620 |
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Attachment 2

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(415) 625-2270

Occupational Employment and Wages in Santa Maria-Santa Barbara — May 2022

Workers in the Santa Maria-Santa Barbara, CA Metropolitan Statistical Area had an average (mean) hourly wage of \$31.29 in May 2022, 5 percent above the nationwide average of \$29.76, the U.S. Bureau of Labor Statistics reported today. Regional Commissioner Chris Rosenlund noted that, after testing for statistical significance, wages in the local area were higher than their respective national averages in 15 of the 22 major occupational groups, including computer and mathematical, architecture and engineering, and healthcare practitioners and technical.

When compared to the nationwide distribution, Santa Maria area employment was more highly concentrated in 8 of the 22 occupational groups, including food preparation and serving related, building and grounds cleaning and maintenance, and educational instruction and library. Twelve groups had employment shares significantly below their national representation, including transportation and material moving, office and administrative support, and production. (See [table A](#).)

Table A. Occupational employment and wages by major occupational group, United States and the Santa Maria metropolitan area, and measures of statistical significance, May 2022

| Major occupational group | Percent of total employment | | Mean hourly wage | | |
|--|-----------------------------|-------------|------------------|-------------|------------------------|
| | United States | Santa Maria | United States | Santa Maria | Percent difference (1) |
| Total, all occupations | 100.0 | 100.0 | \$29.76 | \$31.29* | 5 |
| Management | 6.7 | 6.4* | 63.08 | 64.64 | 2 |
| Business and financial operations | 6.5 | 5.6* | 41.39 | 43.24* | 4 |
| Computer and mathematical | 3.4 | 2.8* | 51.99 | 63.01* | 21 |
| Architecture and engineering | 1.7 | 1.9* | 45.52 | 54.56* | 20 |
| Life, physical, and social science | 0.9 | 1.2* | 40.21 | 42.79* | 6 |
| Community and social service | 1.6 | 1.6 | 26.81 | 30.31* | 13 |
| Legal | 0.8 | 0.5* | 59.87 | 55.76 | -7 |
| Educational instruction and library | 5.7 | 6.9* | 30.41 | 36.85* | 21 |
| Arts, design, entertainment, sports, and media | 1.4 | 1.3* | 36.78 | 38.27 | 4 |
| Healthcare practitioners and technical | 6.1 | 5.4* | 46.52 | 55.52* | 19 |
| Healthcare support | 4.6 | 4.8* | 17.10 | 18.66* | 9 |
| Protective service | 2.3 | 1.9* | 25.97 | 34.69* | 34 |

Footnotes:

(1) A positive percent difference measures how much the mean wage in the Santa Maria-Santa Barbara, CA Metropolitan Statistical Area is above the national mean wage, while a negative difference reflects a lower wage.

* The mean hourly wage or percent share of employment is significantly different from the national average of all areas at the 90-percent confidence level.

| Major occupational group | Percent of total employment | | Mean hourly wage | | |
|---|-----------------------------|-------------|------------------|-------------|------------------------|
| | United States | Santa Maria | United States | Santa Maria | Percent difference (1) |
| Food preparation and serving related | 8.5 | 10.6* | 15.45 | 17.80* | 15 |
| Building and grounds cleaning and maintenance | 2.9 | 4.2* | 17.26 | 19.31* | 12 |
| Personal care and service | 1.9 | 2.1* | 17.41 | 19.87* | 14 |
| Sales and related | 8.9 | 7.8* | 24.22 | 24.57 | 1 |
| Office and administrative support | 12.6 | 10.3* | 21.90 | 24.35* | 11 |
| Farming, fishing, and forestry | 0.3 | 6.7* | 18.21 | 17.31* | -5 |
| Construction and extraction | 4.1 | 4.1 | 28.08 | 29.74* | 6 |
| Installation, maintenance, and repair | 3.9 | 2.8* | 26.77 | 28.39* | 6 |
| Production | 5.9 | 4.5* | 21.81 | 22.03 | 1 |
| Transportation and material moving | 9.2 | 6.5* | 21.12 | 20.66* | -2 |

Footnotes:
(1) A positive percent difference measures how much the mean wage in the Santa Maria-Santa Barbara, CA Metropolitan Statistical Area is above the national mean wage, while a negative difference reflects a lower wage.
* The mean hourly wage or percent share of employment is significantly different from the national average of all areas at the 90-percent confidence level.

One occupational group—food preparation and serving related—was chosen to illustrate the diversity of data available for any of the 22 major occupational categories. Santa Maria had 21,830 jobs in food preparation and serving related, accounting for 10.6 percent of local area employment, significantly higher than the 8.5-percent share nationally. The average hourly wage for this occupational group locally was \$17.80, significantly above the national wage of \$15.45.

Some of the larger detailed occupations within the food preparation and serving related group included fast food and counter workers (4,920), waiters and waitresses (3,450), and restaurant cooks (2,240). Among the higher-paying jobs in this group were chefs and head cooks and first-line supervisors of food preparation and serving workers, with mean hourly wages of \$34.59 and \$20.83, respectively. At the lower end of the wage scale were dining room and cafeteria attendants and bartender helpers (\$15.71) and fast food cooks (\$15.96). (Detailed data for the food preparation and serving related occupations are presented in [table 1](#); for a complete listing of detailed occupations available go to www.bls.gov/oes/current/oes_42200.htm.)

Location quotients allow us to explore the occupational make-up of a metropolitan area by comparing the composition of jobs in an area relative to the national average. (See [table 1](#).) For example, a location quotient of 2.0 indicates that an occupation accounts for twice the share of employment in the area than it does nationally. In the Santa Maria area, above-average concentrations of employment were found in many of the occupations within the food preparation and serving related group. For instance, dining room and cafeteria attendants and bartender helpers were employed at 2.1 times the national rate in Santa Maria, and fast food cooks, at 1.8 times the U.S. average. Fast food and counter workers had a location quotient of 1.1 in Santa Maria, indicating that this particular occupation's local and national employment shares were similar.

These statistics are from the Occupational Employment and Wage Statistics (OEWS) survey, a federal-state cooperative program between BLS and State Workforce Agencies, in this case, the California Employment Development Department.

Changes to the Occupational Employment and Wage Statistics (OEWS) Data

The May 2022 OEWS estimates use the model-based (MB3) estimation method implemented with the May 2021 estimates release. Additional updates were made to the MB3 wage processing methodology for May 2022. For more information, see the [May 2022 Survey Methods and Reliability Statement](#).

The May 2022 estimates are the first OEWS estimates to be produced using the 2022 NAICS, which replaces the 2017 NAICS used for the May 2017-May 2021 estimates. See [North American Industry Classification System \(NAICS\) at BLS](#) for details.

Technical Note

The Occupational Employment and Wage Statistics (OEWS) survey is a semiannual survey measuring occupational employment and wage rates for wage and salary workers in nonfarm establishments in the United States. The OEWS data available from BLS include cross-industry occupational employment and wage estimates for the nation; over 580 areas, including states and the District of Columbia, metropolitan statistical areas (MSAs), nonmetropolitan areas, and territories; national industry-specific estimates at the NAICS sector, 3-digit, most 4-digit, and selected 5- and 6-digit industry levels, and national estimates by ownership across all industries and for schools and hospitals. OEWS data are available at www.bls.gov/oes/tables.htm.

The OEWS survey is a cooperative effort between BLS and the State Workforce Agencies (SWAs). BLS funds the survey and provides the procedures and technical support, while the State Workforce Agencies collect most of the data. OEWS estimates are constructed from a sample of about 1.1 million establishments. Each year, two semiannual panels of approximately 179,000 to 187,000 sampled establishments are contacted, one panel in May and the other in November. Responses are obtained by Internet or other electronic means, mail, email, telephone, or personal visit. The May 2022 estimates are based on responses from six semiannual panels collected over a 3-year period: May 2022, November 2021, May 2021, November 2020, May 2020, and November 2019. The unweighted sampled employment of 80 million across all six semiannual panels represents approximately 57 percent of total national employment. The overall national response rate for the six panels, based on the 50 states and the District of Columbia, is 65.4 percent based on establishments and 62.5 percent based on weighted sampled employment. The sample in the Santa Maria-Santa Barbara, CA Metropolitan Statistical Area included 1,985 establishments with a response rate of 60 percent. For more information about OEWS concepts and methodology, go to www.bls.gov/oes/current/oes_tec.htm.

A value that is statistically different from another does not necessarily mean that the difference has economic or practical significance. Statistical significance is concerned with the ability to make confident statements about a universe based on a sample. It is entirely possible that a large difference between two values is not significantly different statistically, while a small difference is, since both the size and heterogeneity of the sample affect the relative error of the data being tested.

Metropolitan area definitions

The substate area data published in this release reflect the standards and definitions established by the U.S. Office of Management and Budget.

The **Santa Maria-Santa Barbara, CA Metropolitan Statistical Area** includes Santa Barbara County.

For more information

Table 1. Employment and wage data for food preparation and serving related occupations, Santa Maria metropolitan area, May 2022

| Occupation (1) | Employment | | Mean wages | |
|--|------------|-----------------------|------------|------------|
| | Level (2) | Location quotient (3) | Hourly | Annual (4) |
| Food preparation and serving related occupations | 21,830 | 1.3 | \$17.80 | \$37,030 |
| Chefs and head cooks | 360 | 1.6 | 34.59 | 71,950 |
| First-line supervisors of food preparation and serving workers | 1,920 | 1.2 | 20.83 | 43,320 |
| Cooks, fast food | 1,850 | 1.8 | 15.96 | 33,200 |
| Cooks, institution and cafeteria | 310 | 0.5 | 20.82 | 43,310 |
| Cooks, restaurant | 2,240 | 1.2 | 19.85 | 41,300 |
| Cooks, short order | 190 | 1.0 | 17.75 | 36,920 |
| Food preparation workers | 1,710 | 1.4 | 17.06 | 35,480 |
| Bartenders | 1,090 | 1.3 | 16.72 | 34,780 |
| Fast food and counter workers | 4,920 | 1.1 | 16.29 | 33,880 |
| Waiters and waitresses | 3,450 | 1.2 | 18.06 | 37,570 |
| Food servers, nonrestaurant | 390 | 1.1 | 17.30 | 35,980 |
| Dining room and cafeteria attendants and bartender helpers | 1,290 | 2.1 | 15.71 | 32,690 |
| Dishwashers | 1,050 | 1.8 | 16.72 | 34,780 |
| Hosts and hostesses, restaurant, lounge, and coffee shop | 770 | 1.4 | 16.55 | 34,430 |
| Food preparation and serving related workers, all other | 250 | 2.2 | 17.46 | 36,310 |

Footnotes:

- (1) For a complete listing of all detailed occupations in the Santa Maria-Santa Barbara, CA Metropolitan Statistical Area, see www.bls.gov/oes/current/oes_42200.htm.
- (2) Estimates for detailed occupations may not sum to the totals due to rounding, and because the totals may include occupations that are not shown separately. Estimates do not include self-employed workers.
- (3) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.
- (4) Annual wages have been calculated by multiplying the hourly mean wage by a 'year-round, full-time' hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

Last Modified Date: Thursday, June 08, 2023

Attachment 3



OCCUPATIONAL OUTLOOK HANDBOOK

OOH HOME | OCCUPATION FINDER | OOH FAQ | HOW TO FIND A JOB | A-Z INDEX | OOH SITE MAP

Business and Financial Occupations



In these occupations, workers are involved in day-to-day activities of running a business or with matters related to money

Overall employment in business and financial occupations is projected to grow faster than the average for all occupations from 2022 to 2032. About 911,400 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently.

The median annual wage for this group was \$79,050 in May 2023, which was higher than the median annual wage for all occupations of \$48,060.

BLS employment projections, wage, and other data for related occupations not shown in the following table are available on the [Data for Occupations Not Covered in Detail](#) page. Information highlighting physical demands, cognitive and mental requirements, and other qualifications for workers in this group are available in a BLS [Occupational Requirements Survey](#) (ORS) profile.

| |
|--|
| <p>Image:</p> <p>Accountants and Auditors</p> <p>Job Summary: Accountants and auditors prepare and examine financial records.</p> <p>Entry-Level Education: Bachelor's degree</p> <p>2023 Median Pay: \$79,880</p> |
| <p>Image:</p> <p>Budget Analysts</p> <p>Job Summary: Budget analysts help public and private organizations plan their finances.</p> <p>Entry-Level Education: Bachelor's degree</p> <p>2023 Median Pay: \$84,940</p> |
| <p>Image:</p> <p>Claims Adjusters, Appraisers, Examiners, and Investigators</p> <p>Job Summary: Claims adjusters, appraisers, examiners, and investigators evaluate insurance claims.</p> <p>Entry-Level Education: See How to Become One</p> <p>2023 Median Pay: \$75,020</p> |
| <p>Image:</p> <p>Compensation, Benefits, and Job Analysis Specialists</p> <p>Job Summary: Compensation, benefits, and job analysis specialists oversee wage and nonwage programs that an organization provides to its employees in return for their work. They also evaluate position descriptions to determine details such as classification and salary.</p> <p>Entry-Level Education: Bachelor's degree</p> <p>2023 Median Pay: \$74,530</p> |
| <p>Image:</p> <p>Cost Estimators</p> <p>Job Summary: Cost estimators collect and analyze data in order to assess the time, money, materials, and labor required to make a product or provide a service.</p> <p>Entry-Level Education: Bachelor's degree</p> <p>2023 Median Pay: \$74,740</p> |
| <p>Image:</p> <p>Financial Analysts</p> <p>Job Summary: Financial analysts guide businesses and individuals in decisions about expending money to attain profit.</p> |

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$99,890

Image:**Financial Examiners****Job Summary:**

Financial examiners ensure compliance with laws that govern institutions handling monetary transactions.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$84,300

Image:**Fundraisers****Job Summary:**

Fundraisers organize events and campaigns to raise money and other kinds of donations for an organization.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$64,160

Image:**Human Resources Specialists****Job Summary:**

Human resources specialists recruit, screen, and interview job applicants and place newly hired workers in jobs. They also may handle compensation and benefits, training, and employee relations.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$67,650

Image:**Insurance Underwriters****Job Summary:**

Insurance underwriters evaluate insurance applications and decide whether to approve them.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$77,860

Image:**Labor Relations Specialists****Job Summary:**

Labor relations specialists resolve employee-management disputes and negotiate labor contracts.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$89,980

Image:**Loan Officers****Job Summary:**

Loan officers evaluate, authorize, or recommend approval of loan applications.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$69,990

Image:**Logisticians****Job Summary:**

Logisticians analyze and coordinate an organization's supply chain.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$79,400

Image:**Management Analysts****Job Summary:**

Management analysts recommend ways to improve an organization's efficiency.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$99,410

Image:

Market Research Analysts

Job Summary:

Market research analysts study consumer preferences, business conditions, and other factors to assess potential sales of a product or service.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$74,680

Image:

Meeting, Convention, and Event Planners

Job Summary:

Meeting, convention, and event planners arrange all aspects of events and professional gatherings.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$56,920

Image:

Personal Financial Advisors

Job Summary:

Personal financial advisors provide advice to help individuals manage their money and plan for their financial future.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$99,580

Image:

Project Management Specialists

Job Summary:

Project management specialists coordinate the budget, schedule, staffing, and other details of a project.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$98,580

Image:

Property Appraisers and Assessors

Job Summary:

Property appraisers and assessors provide a value estimate on real estate and on tangible personal and business property.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$61,630

Image:

Purchasing Managers, Buyers, and Purchasing Agents

Job Summary:

Buyers and purchasing agents buy products and services for organizations. Purchasing managers oversee the work of buyers and purchasing agents.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$77,180

Image:

Tax Examiners and Collectors, and Revenue Agents

Job Summary:

Tax examiners and collectors, and revenue agents determine how much is owed in taxes and collect tax from individuals and businesses on behalf of the government.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$58,530

Image:

Training and Development Specialists

Job Summary:

Training and development specialists plan and administer programs that improve the skills and knowledge of their employees.

Entry-Level Education:

Bachelor's degree

2023 Median Pay:

\$64,340

U.S. BUREAU OF LABOR STATISTICS Office of Occupational Statistics and Employment Projections PSB Suite 2135 2 Massachusetts Avenue NE Washington, DC 20212-0001

Telephone: 1-202-691-5700, www.bls.gov/ooeh [Contact OOH](#)

Attachment 4

Retention
By
Course

Program Review: Success, Retention, Persistence

Success & Retention ■ Success % ■ Retention %



| | | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|-------------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
| AHE | ALL | 76% | 88% | 72% | 82% | 74% | 88% | 71% | 86% | 72% | 87% |
| Grand Total | | 66% | 87% | 72% | 84% | 69% | 87% | 66% | 77% | 66% | 81% |
| BUS101 | ALL | 88% | 91% | 85% | 85% | 76% | 91% | 73% | 82% | 75% | 86% |
| BUS102 | ALL | 54% | 85% | 51% | 79% | 66% | 85% | 65% | 79% | 60% | 78% |
| BUS103 | ALL | 39% | 84% | 37% | 73% | 77% | 90% | 58% | 58% | 60% | 63% |
| BUS104 | ALL | 49% | 66% | 62% | 70% | 53% | 73% | 43% | 69% | 54% | 66% |
| BUS106 | ALL | 82% | 84% | 60% | 73% | 73% | 87% | 68% | 66% | 69% | 67% |
| BUS107 | ALL | 45% | 56% | 62% | 69% | 63% | 75% | 43% | 66% | 41% | 60% |
| BUS110 | ALL | 75% | 90% | 76% | 81% | 75% | 91% | 76% | 96% | 75% | 91% |
| BUS111 | ALL | | | | | | | 74% | 90% | 55% | 77% |
| BUS121 | ALL | 72% | 83% | 62% | 71% | 58% | 76% | 66% | 89% | 74% | 91% |
| BUS130 | ALL | 80% | 91% | 64% | 86% | 83% | 89% | 79% | 91% | 76% | 94% |
| BUS140 | ALL | | | | | | | | | 78% | 78% |
| BUS141 | ALL | 50% | 83% | 59% | 70% | 57% | 79% | 44% | 83% | 70% | 86% |
| BUS160 | ALL | 72% | 92% | 64% | 70% | 64% | 79% | 60% | 79% | 59% | 70% |
| BUS169 | ALL | | | | | | | | | 63% | 88% |
| BUS302 | ALL | 53% | 61% | 54% | 80% | 57% | 72% | 41% | 69% | 47% | 67% |
| BUS303 | ALL | 41% | 66% | 48% | 45% | | | | | 45% | 46% |
| BUS355 | ALL | | | | | 64% | 91% | | | | |
| BUS356 | ALL | 85% | 95% | | | 80% | 88% | | | 82% | 85% |
| TOTAL | ALL | 66% | 87% | 72% | 84% | 69% | 87% | 66% | 77% | 66% | 81% |

Years or Terms
Academic Year

Subject

Course
(All)

Data Group
ALL

Group Detail
 (All)
 All

Retention
at or below
100%

Success
at or below
100%

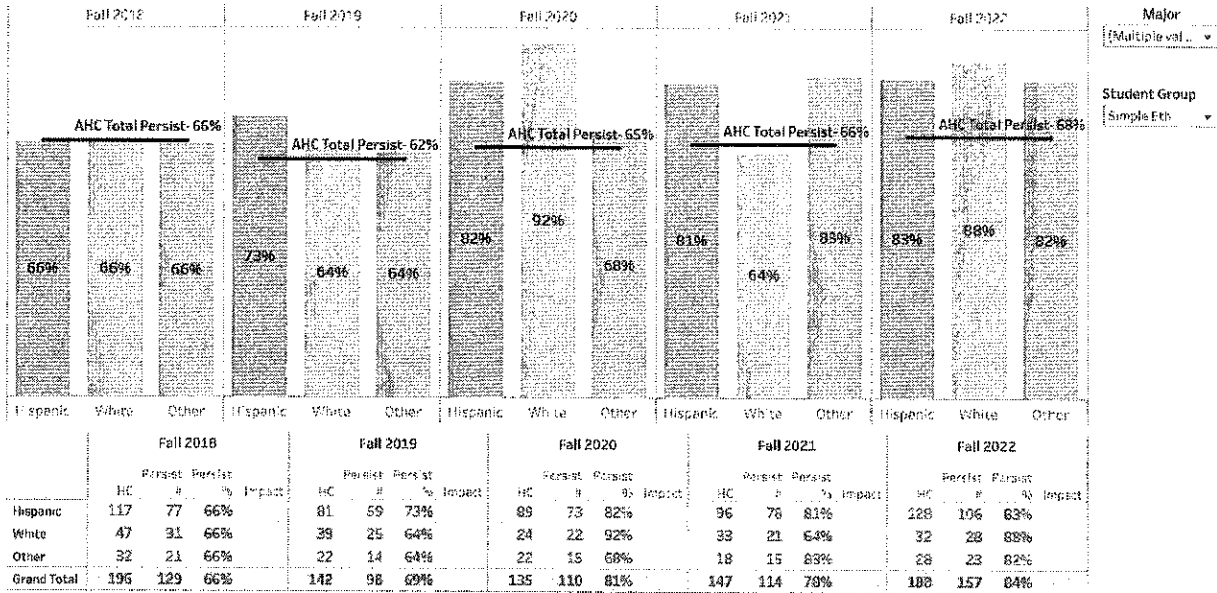
If DI detected:
Purple for Retention
Red for Success

Persistence
By Major

RETURN HOME

Program Review: Success, Retention, Persistence

First time AHC students
Persistence % fall to spring



Major
Multiple val ...

Student Group
Simple Eth ...

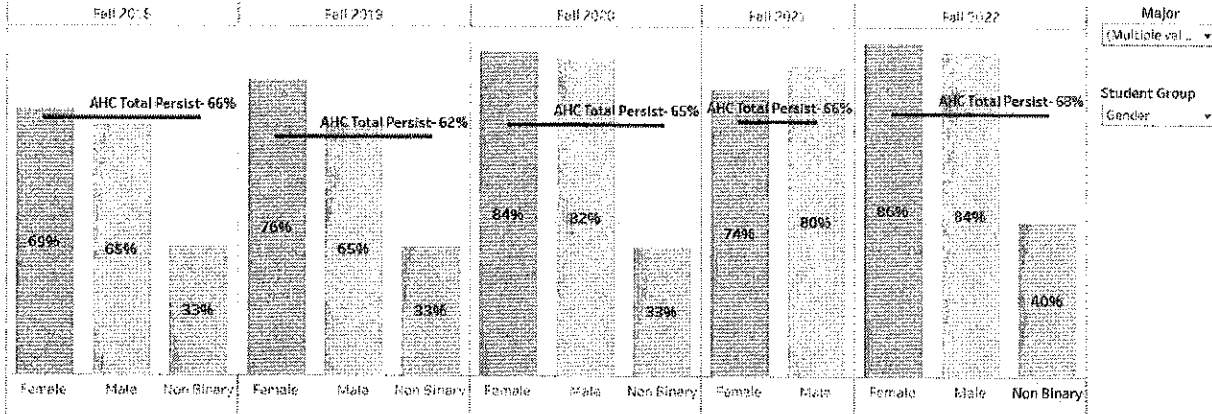
if DI detected
Red text for Persistence

Success & Retention

RETURN HOME

Program Review: Success, Retention, Persistence

First time AHC students
Persistence % fall to spring



Major
(Multiple val...)

Student Group
Gender

| | Fall 2018 | | | | Fall 2019 | | | | Fall 2020 | | | | Fall 2021 | | | | Fall 2022 | | | |
|-------------|-----------|-----|-----|--------|-----------|----|-----|--------|-----------|-----|-----|--------|-----------|-----|-----|--------|-----------|-----|-----|--------|
| | HC | # | % | Impact | HC | # | % | Impact | HC | # | % | Impact | HC | # | % | Impact | HC | # | % | Impact |
| Female | 80 | 55 | 69% | | 59 | 45 | 76% | | 55 | 46 | 84% | | 62 | 46 | 74% | | 79 | 58 | 86% | |
| Male | 113 | 79 | 65% | | 80 | 52 | 65% | | 77 | 63 | 82% | | 85 | 68 | 80% | | 104 | 87 | 84% | |
| Non Binary | 3 | 1 | 33% | | 3 | 1 | 33% | | 3 | 1 | 33% | | | | | | 5 | 2 | 40% | |
| Grand Total | 196 | 129 | 66% | | 142 | 98 | 69% | | 135 | 110 | 81% | | 147 | 114 | 78% | | 188 | 157 | 84% | |

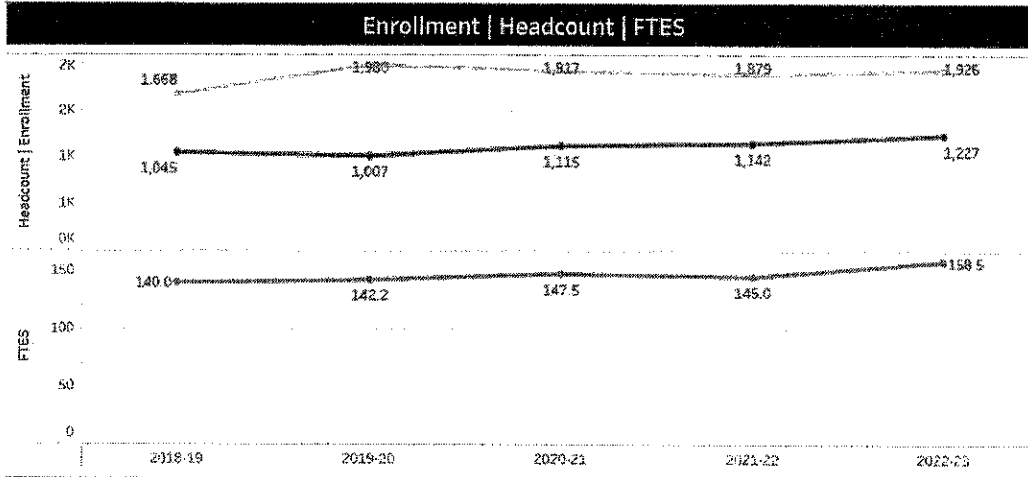
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Red text for Persistence

Success & Retention

RETURN HOME

Attachment 5

Program Review: Enrollment & Headcount



Years or Terms

Academic year

CR/NC

(All)

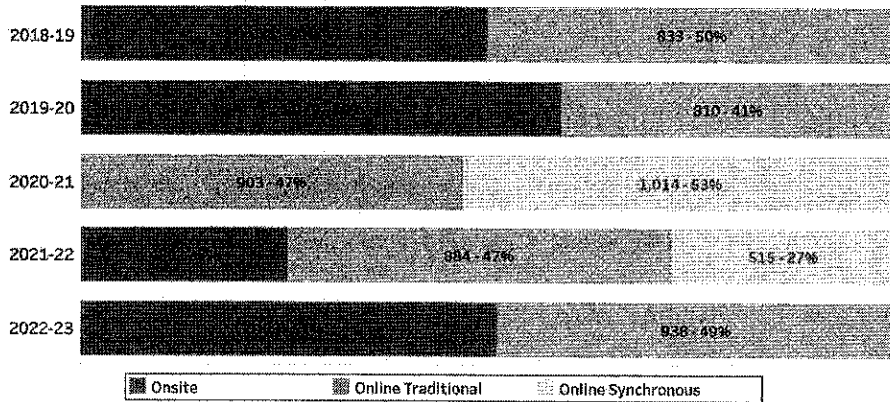
Subject

BUS

- (All)
- AB
- ACCT
- AG
- AJ
- ANTH
- APRN
- ARCH
- ART
- ASL
- ASTR
- AT
- ATH
- BASK
- BIOL
- BUS
- CA
- CBIS
- CBOT
- CHEM
- CITZ
- CNA
- COS
- CS
- CWE
- DA
- DANC
- DISA

Cancel Apply

Enrollment by Modality



Program Review: Enrollment & Headcount

5-Year Enrollment by Course



5-Year Aggregate Enrollment Data

| | |
|--------|-------|
| BUS101 | 2,243 |
| BUS110 | 1,293 |
| BUS102 | 740 |
| BUS107 | 534 |
| BUS160 | 524 |
| BUS106 | 308 |
| BUS104 | 294 |
| BUS130 | 212 |
| BUS121 | 202 |
| BUS370 | 201 |
| BUS302 | 197 |
| BUS369 | 182 |
| BUS373 | 152 |
| BUS103 | 148 |
| BUS371 | 147 |
| BUS362 | 142 |
| BUS363 | 135 |
| BUS141 | 109 |
| BUS275 | 99 |
| BUS374 | 96 |
| BUS367 | 91 |
| BUS361 | 89 |
| BUS377 | 82 |
| BUS397 | 81 |
| BUS111 | 78 |
| BUS376 | 77 |
| BUS366 | 75 |
| BUS357 | 74 |
| BUS303 | 73 |
| BUS372 | 70 |
| BUS366 | 65 |
| BUS386 | 62 |
| BUS380 | 58 |
| BUS396 | 51 |
| BUS389 | 48 |
| BUS378 | 47 |

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------|---------|---------|---------|---------|---------|
| BUS101 | 405 | 397 | 452 | 461 | 528 |
| BUS110 | 238 | 222 | 288 | 272 | 272 |
| BUS102 | 148 | 163 | 151 | 140 | 138 |
| BUS107 | 125 | 121 | 119 | 167 | 122 |
| BUS160 | 115 | 74 | 107 | 116 | 112 |
| BUS106 | 64 | 63 | 52 | 66 | 64 |
| BUS104 | 59 | 63 | 60 | 64 | 58 |
| BUS130 | 45 | 44 | 47 | 43 | 33 |
| BUS121 | 46 | 42 | 45 | 35 | 34 |
| BUS370 | | 122 | 16 | 46 | 17 |
| BUS302 | 49 | 35 | 54 | 29 | 30 |
| BUS369 | 28 | 110 | | 52 | |
| BUS373 | | 100 | 23 | 29 | |
| BUS103 | 32 | 30 | 31 | 31 | 24 |
| BUS371 | | 98 | | 49 | |
| BUS362 | 38 | | 48 | 26 | 30 |
| BUS363 | | 35 | 22 | 55 | 23 |
| BUS141 | 18 | 33 | 19 | 18 | 21 |
| BUS375 | | 99 | | | |
| BUS374 | | 96 | | | |
| BUS367 | 33 | | 22 | 21 | 15 |
| BUS361 | 40 | | 27 | | 22 |
| BUS377 | 18 | | 19 | 23 | 22 |
| BUS397 | 39 | | 29 | | 13 |
| BUS111 | | | | 31 | 47 |
| BUS376 | 35 | | 27 | | 15 |
| BUS366 | 37 | | 25 | | 13 |
| BUS357 | | | 44 | | 30 |
| BUS303 | 29 | 33 | | | 11 |
| BUS372 | 16 | | | 64 | |
| BUS366 | | | 38 | | 27 |
| BUS386 | 13 | | 14 | 16 | 13 |
| BUS380 | | | 29 | | 29 |
| BUS396 | | | | 51 | |
| BUS389 | | | | | 48 |
| BUS378 | | | 24 | | 25 |

Enrollment OR Headcount

Enrollment

Years or Terms

Academic Year

CR/NC

(All)

Subject

BUS

(All)

AB

ACCT

AG

AJ

ANTH

APRN

ARCH

ART

ASL

ASTR

AT

ATH

BASK

BIOL

BUS

CA

CBIS

CBOT

CHEM

Original Apply

Efficiency

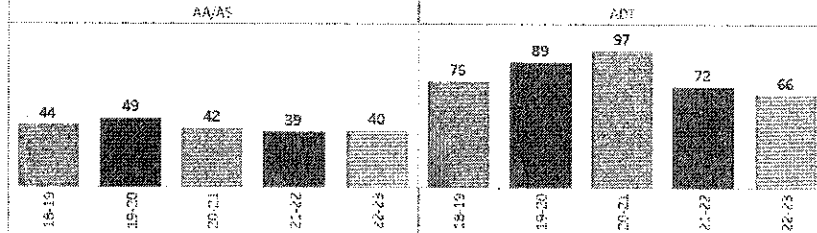
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Attachment 6

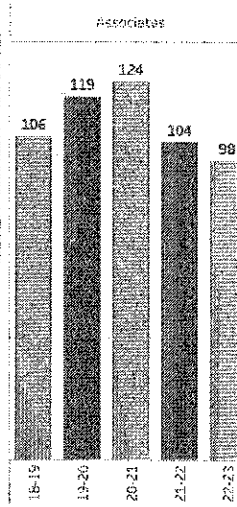
Program Review: Awards

AWARD_CROSSWALK_PDF

Program: Business & Business Administration | Degree Summary - Unduplicated



Degrees Total



AA/ADT Degree Type
 Summary
 Type Detail

Award Count Type
 Unduplicated
 Duplicated

Program
 (Multiple values)

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

Degree Major Desc
 (All)

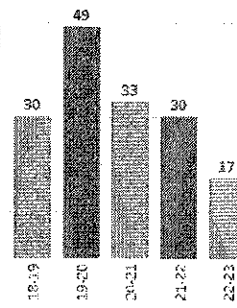
Degree Description Detail

| | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|-------------------------------------|-------|-------|-------|-------|-------|
| AA Business Administration | 28 | 34 | 30 | 28 | 26 |
| AS Management | 15 | 14 | 14 | 12 | 14 |
| AS Marketing | 11 | 7 | 8 | 4 | 4 |
| AS-T Business Admin 2.0 for Trf CSU | | | | | 16 |
| Business Admin 2.0 for Trf UC | | | | | 10 |
| Business Admin for Trnsfr CSU | 75 | 89 | 91 | 62 | 34 |
| Business Admin for Trnsfr UC | | | 33 | 19 | 9 |

Program: Business & Business Administration | Certificate Description Detail - Unduplicated

| | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|--|-----------|-----------|-----------|-----------|-----------|
| C2 Certificate 16-Bisemester unit Business | 3 | 3 | 4 | 2 | 3 |
| CT Other Credit Award -6sem. unit Business Law | | 42 | 3 | 5 | 1 |
| Customer Service | | 1 | 8 | 2 | 4 |
| Executive Leadership | 12 | | 9 | 1 | 4 |
| Human Resource Mgmt | | 2 | 1 | 14 | 3 |
| Sales and Marketing | 5 | 1 | 13 | 2 | 2 |
| Supervisory Management | 13 | 4 | 8 | 10 | 5 |
| Grand Total | 30 | 49 | 33 | 30 | 17 |

Certificate Total



Award Demographics

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

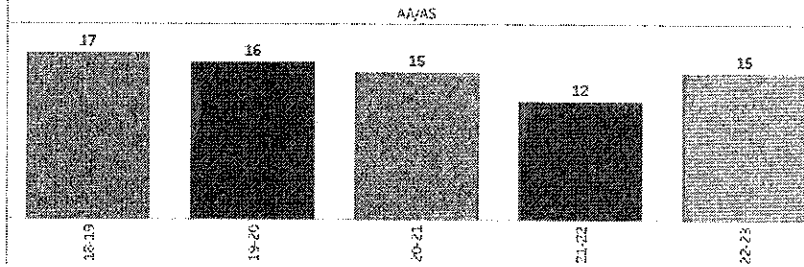
RETURN HOME

BOS only 10

Program Review: Awards

AWARD_CROSSWALK.PDF

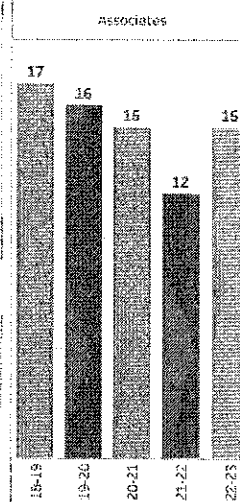
Program: Business | Degree Summary - Unduplicated



Degree Description Detail

| | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| AS Management | 15 | 14 | 14 | 12 | 14 |
| Marketing | 11 | 7 | 8 | 4 | 4 |
| Grand Total | 17 | 16 | 15 | 12 | 15 |

Degrees Total



AA/ADT Degree Type

- Summary
- Type Detail

Award Count Type

- Unduplicated
- Duplicated

Program **Business**

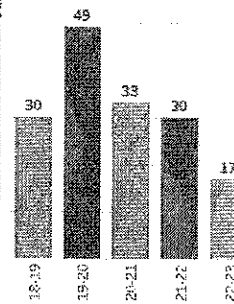
To select multiple degree majors across program titles use 'Degree Major Desc' filter below. Will not change cert data!

Degree Major Desc **(All)**

Program: Business | Certificate Description Detail - Unduplicated

| | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|-----------|-----------|-----------|-----------|-----------|
| C2 Certificate 18-30semester unit Business | 3 | 3 | 4 | 2 | 3 |
| CT Other Credit Award <6sem Unit Business Law | | 42 | 3 | 5 | 1 |
| Customer Service | | 1 | 8 | 2 | 4 |
| Executive Leadership | 12 | | 9 | 1 | 4 |
| Human Resource Mgmt | | 2 | 1 | 14 | 3 |
| Sales and Marketing | 5 | 1 | 13 | 2 | 2 |
| Supervisory Management | 13 | 4 | 8 | 10 | 6 |
| Grand Total | 30 | 45 | 33 | 30 | 17 |

Certificate Total

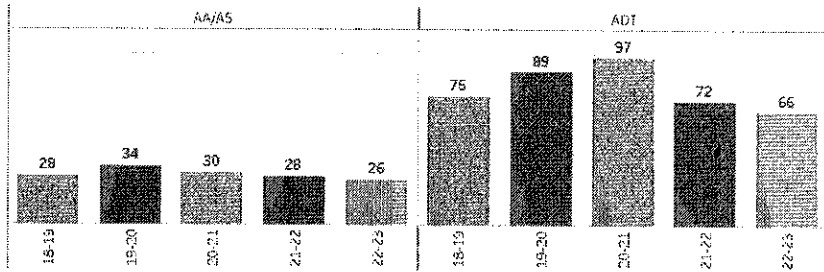


- Award Demographics
- 4 Year Transfer By System
- 4 Year Transfer Demographics
- Time to Degree Median Units
- RETURN HOME

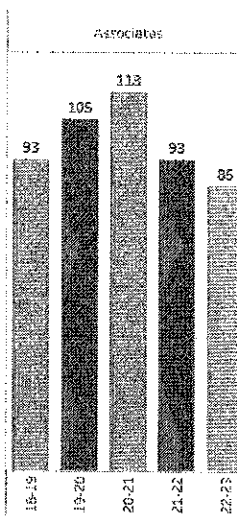
Program Review: Awards

AWARD_CROSSWALK.PDF

Program: Business Administration | Degree Summary - Unduplicated



Degrees Total



AA/ADT Degree Type

- Summary
- Type Detail

Award Count Type

- Unduplicated
- Duplicated

Program

Business Administr...

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

Degree Major Desc

(All)

Degree Description Detail

| | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|-------------------------------------|-----------|------------|------------|-----------|-----------|
| AA Business Administration | 28 | 34 | 30 | 28 | 26 |
| AS-T Business Admin 2.0 for Trf CSU | | | | | 36 |
| Business Admin 2.0 for Trf UC | | | | | 10 |
| Business Admin for Transfer CSU | 75 | 89 | 51 | 62 | 54 |
| Business Admin for Transfer UC | | | 33 | 19 | 9 |
| Grand Total | 93 | 105 | 113 | 93 | 85 |

Program: Business Administration | Certificate Description Detail - Unduplicated

Certificate Total

- Award Demographics
- 4 Year Transfer By System
- 4 Year Transfer Demographics
- Time to Degree Median Units
- RETURN HOME

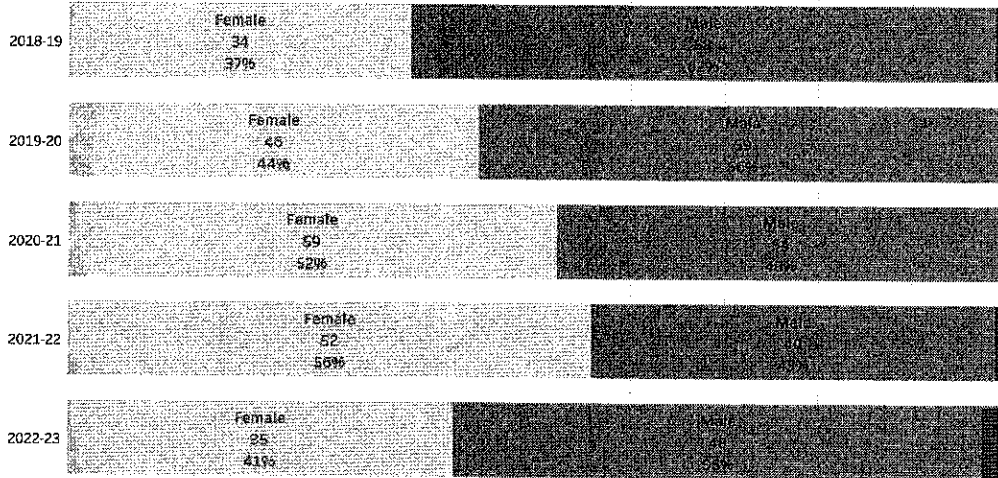
Attachment 7

Cond. BusAdmin
only
7

Program Review: Awards

AWARD_CROSSWALK.PDF

Degree Unduplicated - Gender



-
- Award Count Type
 - Unduplicated
 - Duplicated
- Demographic
 - Gender
 - Ethnicity
 - Age Group
- Awards
 - ALL
 - Degree
 - Certificate
- Program
 - Business Admin...

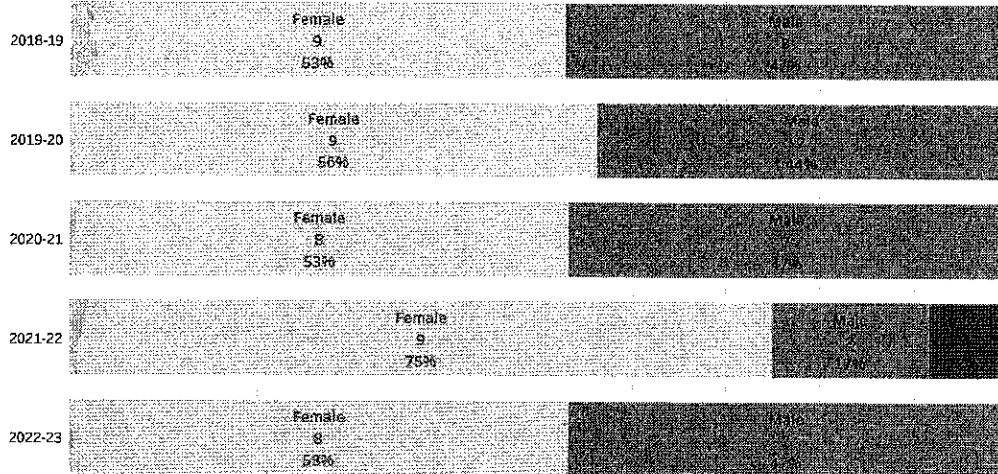
| | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|-------------|-------------|---------|-------------|---------|-------------|---------|-------------|---------|-------------|---------|
| | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total |
| Female | 34.0 | 37% | 46.0 | 44% | 59.0 | 52% | 52.0 | 56% | 85.0 | 41% |
| Male | 58.0 | 62% | 59.0 | 56% | 54.0 | 48% | 40.0 | 43% | 48.0 | 56% |
| Non-Binary | 1.0 | 1% | | | | | 1.0 | 1% | 2.0 | 2% |
| Grand Total | 93.0 | 100% | 105.0 | 100% | 113.0 | 100% | 93.0 | 100% | 85.0 | 100% |

- Degrees & Certificates
- 4 Year Transfer By System
- 4 Year Transfer Demographics
- Time to Degree Median Units
- RETURN HOME

Program Review: Awards

[AWARD CROSSWALK PDF](#)

Degree Unduplicated - Gender



ie

Award Count Type
 Unduplicated
 Duplicated

Demographic
 Gender
 Ethnicity
 Age Group

Awards
 All
 Degree
 Certificate

Program

| | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|--------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total |
| Female | 9.00 | 53% | 9.00 | 56% | 8.00 | 53% | 9.00 | 75% | 8.00 | 53% |
| Male | 8.00 | 47% | 7.00 | 44% | 7.00 | 47% | 2.00 | 17% | 7.00 | 47% |
| Non-Binary | 0.00 | 0% | 0.00 | 0% | 0.00 | 0% | 1.00 | 8% | 0.00 | 0% |
| Grand Total | 17.00 | 100% | 16.00 | 100% | 15.00 | 100% | 12.00 | 100% | 15.00 | 100% |

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

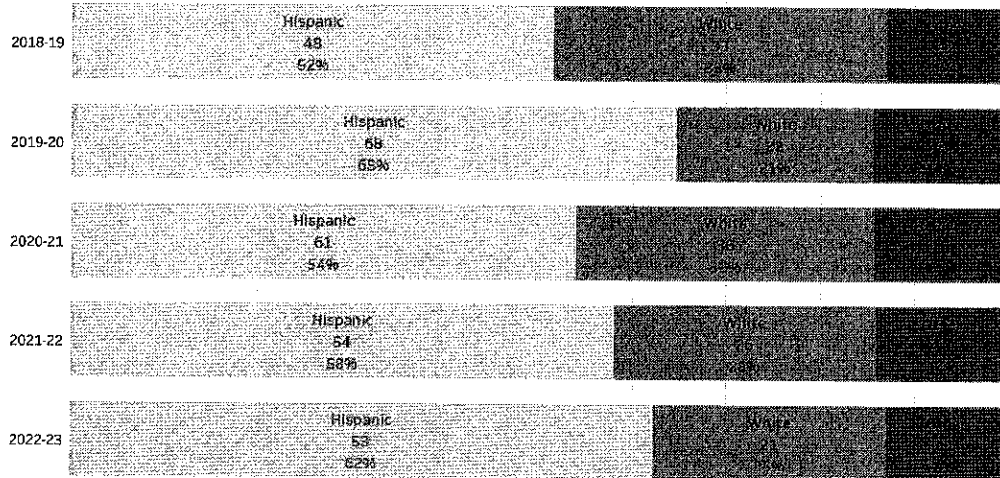
RETURN HOME

Attachment 8

Program Review: Awards

AWARD_CROSSWALK.PDF

Degree Unduplicated - Ethnicity



Award Count Type
 Unduplicated
 Duplicated

Demographic
 Gender
 Ethnicity
 Age Group

Awards
 ALL
 Degree
 Certificate

Program
 Business Admin...

| | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|--------------------|-------------|-------------|--------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|
| | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total |
| Asian | 2.0 | 2% | 6.0 | 6% | 2.0 | 2% | 4.0 | 4% | 2.0 | 2% |
| Black | | | 1.0 | 1% | 2.0 | 2% | 2.0 | 2% | | |
| Filipino | 6.0 | 6% | | | 5.0 | 4% | 3.0 | 3% | 3.0 | 4% |
| Hispanic | 48.0 | 52% | 68.0 | 65% | 61.0 | 54% | 54.0 | 58% | 53.0 | 62% |
| NativeAm | | | 2.0 | 2% | | | | | | |
| Pac Isl | | | 1.0 | 1% | | | | | | |
| Two or More | 4.0 | 4% | 5.0 | 5% | 5.0 | 4% | 3.0 | 3% | 6.0 | 7% |
| Unknown | | | | | 1.0 | 2% | 1.0 | 1% | | |
| White | 33.0 | 35% | 22.0 | 21% | 36.0 | 32% | 26.0 | 28% | 21.0 | 25% |
| Grand Total | 93.0 | 100% | 105.0 | 100% | 113.0 | 100% | 93.0 | 100% | 85.0 | 100% |

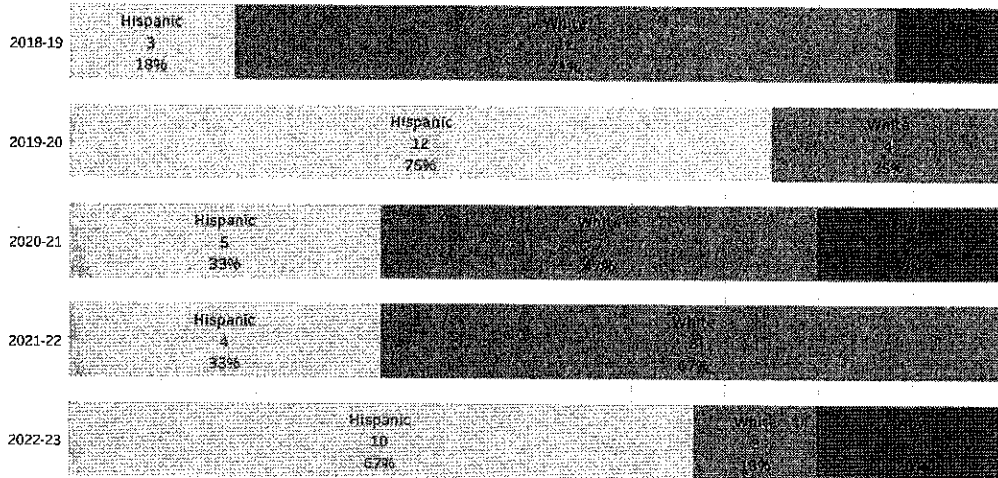
- [Degrees & Certificates](#)
- [4 Year Transfer By System](#)
- [4 Year Transfer Demographics](#)
- [Time to Degree Median Units](#)
- [RETURN HOME](#)

Program Review: Awards

[AWARD_CROSSWALK.PDF](#)

1000001
ER
8

Degree Unduplicated - Ethnicity



ie

Award Count Type
 Unduplicated
 Duplicated

Demographic
 Gender
 Ethnicity
 Age Group

Awards
 ALL
 Degree
 Certificate

Program
 Business

| | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|--------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total |
| Filipino | | | | | 1.00 | 7% | | | 1.00 | 7% |
| Hispanic | 3.00 | 18% | 12.00 | 75% | 5.00 | 33% | 4.00 | 33% | 10.00 | 67% |
| NativeAm | 1.00 | 6% | | | | | | | | |
| Pac Isl | | | | | | | | | 1.00 | 7% |
| Two or More | 1.00 | 6% | | | 1.00 | 7% | | | 1.00 | 7% |
| Unknown | | | | | 1.00 | 7% | | | | |
| White | 12.00 | 71% | 4.00 | 25% | 7.00 | 47% | 8.00 | 67% | 2.00 | 13% |
| Grand Total | 17.00 | 100% | 16.00 | 100% | 15.00 | 100% | 12.00 | 100% | 15.00 | 100% |

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

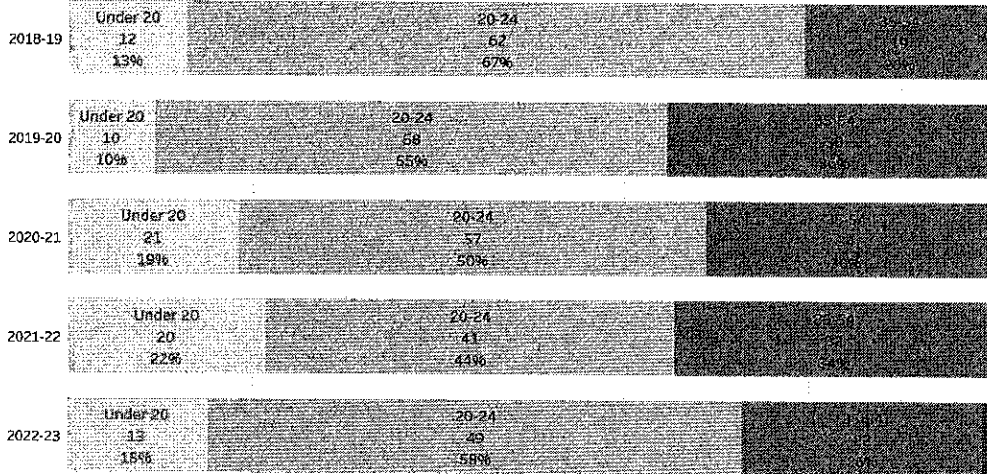
RETURN HOME

Attachment 9

Program Review: Awards

AWARD CROSSWALK.PDF

Degree Unduplicated - Age Group



ie

Award Count Type
 Unduplicated
 Duplicated

Demographic
 Gender
 Ethnicity
 Age Group

Awards
 ALL
 Degree
 Certificate

Program
 Business Admin...

| | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|--------------------|-------------|-------------|--------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|
| | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total |
| Under 20 | 12.0 | 13% | 10.0 | 10% | 21.0 | 19% | 20.0 | 22% | 13.0 | 15% |
| 20-24 | 62.0 | 67% | 58.0 | 55% | 57.0 | 50% | 41.0 | 44% | 49.0 | 58% |
| 35-54 | 19.0 | 20% | 38.0 | 36% | 34.0 | 30% | 32.0 | 34% | 22.0 | 26% |
| 55+ | | | | | 1.0 | 1% | 1.0 | 1% | 1.0 | 1% |
| Grand Total | 93.0 | 100% | 105.0 | 100% | 113.0 | 100% | 93.0 | 100% | 85.0 | 100% |

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

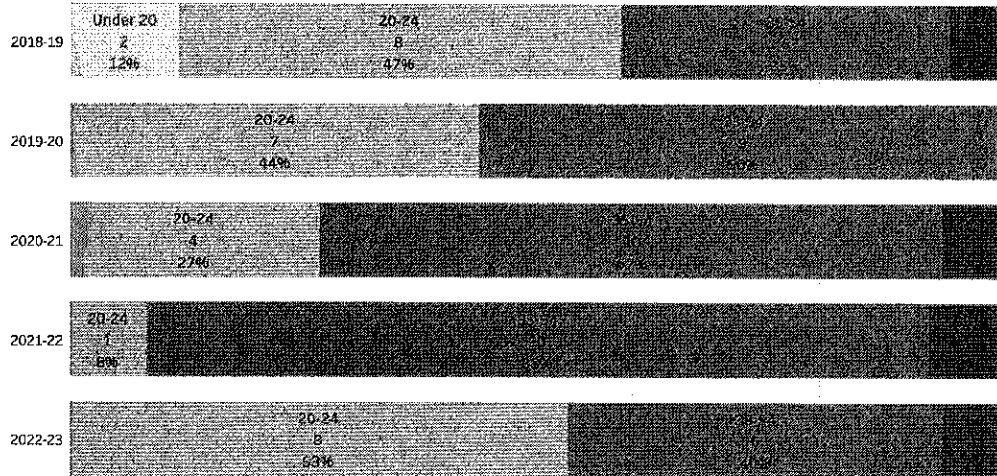
RETURN HOME

Bus Only Age 8

Program Review: Awards

[AWARD CROSSWALK.PDF](#)

Degree Unduplicated - Age Group



ie

Award Count Type
 Unduplicated
 Duplicated

Demographic
 Gender
 Ethnicity
 Age Group

Awards
 ALL
 Degree
 Certificate

Program ▼
 Business

| | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|--------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total | Award Count | % Total |
| Under 20 | 2.00 | 12% | | | | | | | | |
| 20-24 | 8.00 | 47% | 7.00 | 44% | 4.00 | 27% | 1.00 | 8% | 8.00 | 53% |
| 35-54 | 6.00 | 35% | 9.00 | 56% | 10.00 | 67% | 10.00 | 83% | 6.00 | 40% |
| 55+ | 1.00 | 6% | | | 1.00 | 7% | 1.00 | 8% | 1.00 | 7% |
| Grand Total | 17.00 | 100% | 16.00 | 100% | 15.00 | 100% | 12.00 | 100% | 15.00 | 100% |

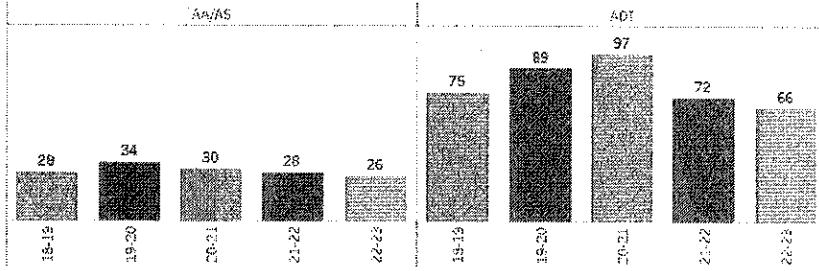
- [Degrees & Certificates](#)
- [4 Year Transfer By System](#)
- [4 Year Transfer Demographics](#)
- [Time to Degree Median Units](#)
- [RETURN HOME](#)

Attachment 10

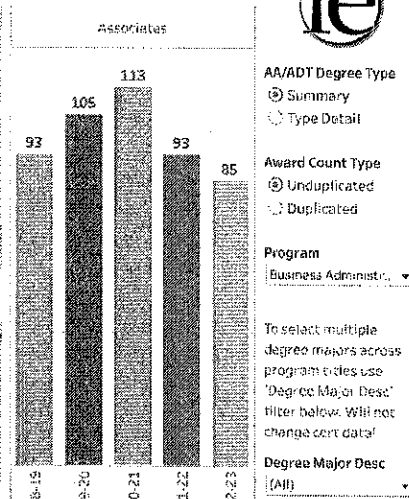
Program Review: Awards

[AWARD_CROSSWALK.PDF](#)

Program: Business Administration | Degree Summary - Unduplicated



Degrees Total



Degree Description Detail

| | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|-------------------------------------|-----------|------------|------------|-----------|-----------|
| AA Business Administration | 28 | 34 | 30 | 28 | 26 |
| AS-T Business Admin 2.0 for Trf CSU | | | | | 16 |
| Business Admin 2.0 for Trf UC | | | | | 10 |
| Business Admin for Trnsfr CSU | 75 | 89 | 91 | 62 | 34 |
| Business Admin for Trnsfr UC | | | 33 | 19 | 9 |
| Grand Total | 93 | 105 | 113 | 93 | 85 |



AA/ADT Degree Type
 Summary
 Type Detail

Award Count Type
 Unduplicated
 Duplicated

Program
 Business Admin...

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

Degree Major Desc
 (All)

Program: Business Administration | Certificate Description Detail - Unduplicated

Certificate Total

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

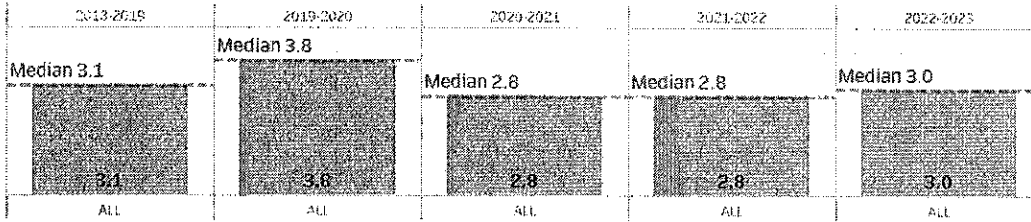
Attachment 11

BUS ADMIN
Time For Completion
11

Program Review: Awards

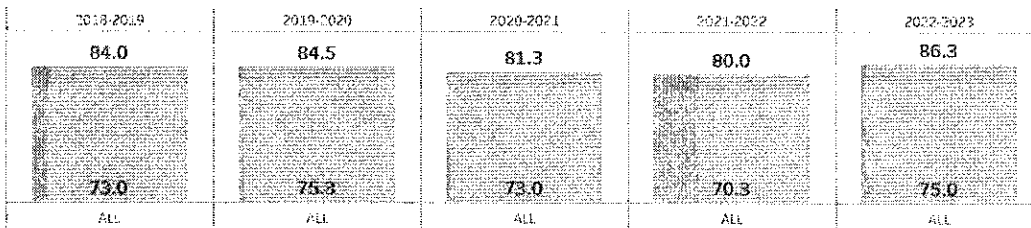
[AWARD CROSSWALK PDF](#)

Time to Degree (TTD) in Years for FIRST Degree: Any Degree



- Degree Type**
- Any Degree
 - AA/AS
 - ADT
- Demographic**
- ALL
 - Gender
 - Ethnicity

MEDIAN Units Attempted & Earned for FIRST Degree: Any Degree



Major
(Multiple values)

| | 2018-2019 | | | | 2019-2020 | | | | 2020-2021 | | | | 2021-2022 | | | | 2022-2023 | | | |
|-------------|-----------|-----|------|------|-----------|-----|------|------|-----------|-----|------|------|-----------|-----|------|------|-----------|-----|------|------|
| | HC | TTD | Att | Earn | HC | TTD | Att | Earn | HC | TTD | Att | Earn | HC | TTD | Att | Earn | HC | TTD | Att | Earn |
| ALL | 82 | 3.1 | 84.0 | 73.0 | 102 | 3.8 | 84.5 | 75.3 | 115 | 2.8 | 81.3 | 73.0 | 91 | 2.8 | 80.0 | 70.3 | 75 | 3.0 | 86.3 | 75.0 |
| Grand Total | 82 | 3.1 | 84.0 | 73.0 | 102 | 3.8 | 84.5 | 75.3 | 115 | 2.8 | 81.3 | 73.0 | 91 | 2.8 | 80.0 | 70.3 | 75 | 3.0 | 86.3 | 75.0 |

- Degrees & Certificates
- Award Demographics
- 4 Year Transfer By System
- 4 Year Transfer Demographics
- RETURN HOME

Attachment 12



California Community Colleges Chancellor's Office
Management Information Systems Division
Career Technical Education (CTE) (Perkins IV)

Negotiation Reports Core Indicator Reports Documentation Contact Us

You are here : Core Indicator Reports/Summary Core Indicators by TOP Code

Summary Core Indicators by TOP Code - Parameter Selection Area

Select Report Type 6 Digit TOP Codes - Sur
 Select District/College Allan Hancock College
 Select Fiscal Year 2020-2021
 Select TOP Code 050100 Business and

Summary Core Indicators by TOP Code - Report

1 of 1 Find | Next



PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code
Summary Detail Report for 2020-2021 Fiscal Year Planning

ALLAN HANCOCK COLLEGE

050100 Business and Commerce, General

| | Core 1 Skill Attainment | | | Core 2 Completions | | | Core 3 Persistence | | |
|-----------------------------|-------------------------|--------|--------|--------------------|--------|--------|--------------------|--------|--------|
| | Percent | Count | Total | Percent | Count | Total | Percent | Count | Total |
| Program Area Total | 91.53 | 108 | 118 | 90.48 | 38 | 42 | 87.29 | 103 | 118 |
| Female | 90.91 | 60 | 66 | 91.30 | 21 | 23 | 89.39 | 59 | 66 |
| Male | 92.31 | 48 | 52 | 89.47 | 17 | 19 | 84.62 | 44 | 52 |
| Non-traditional | 90.91 | 60 | 66 | 91.30 | 21 | 23 | 89.39 | 59 | 66 |
| Displaced Homemaker | 100.00 | 2 | 2 | 100.00 | 1 | 1 | 100.00 | 2 | 2 |
| Economically Disadvantaged | 90.53 | 86 | 95 | 91.67 | 33 | 36 | 89.47 | 85 | 95 |
| Limited English Proficiency | 100.00 | 2 | 2 | 100.00 | 1 | 1 | 100.00 | 2 | 2 |
| Single Parent | 90.00 | 9 | 10 | 100.00 | 2 | 2 | 100.00 | 10 | 10 |
| Students with Disabilities | 100.00 | 7 | 7 | 100.00 | 2 | 2 | 100.00 | 7 | 7 |
| Technical Preparation | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| District | 91.53 | 108 | 118 | 90.48 | 38 | 42 | 87.29 | 103 | 118 |
| State | 80.71 | 19,990 | 24,769 | 94.50 | 12,261 | 12,974 | 89.30 | 21,772 | 24,381 |

| | Core 4 Employment | | | Core 5a NT Participation | | | Core 5b NT Completion | | |
|-----------------------------|-------------------|-------|-------|--------------------------|--------|--------|-----------------------|-------|--------|
| | Percent | Count | Total | Percent | Count | Total | Percent | Count | Total |
| Program Area Total | 75.00 | 18 | 24 | 55.93 | 66 | 118 | 52.94 | 27 | 51 |
| Female | 84.62 | 11 | 13 | 100.00 | 66 | 66 | 100.00 | 27 | 27 |
| Male | 63.64 | 7 | 11 | 0.00 | 0 | 52 | 0.00 | 0 | 24 |
| Non-traditional | 84.62 | 11 | 13 | 55.93 | 66 | 118 | 52.94 | 27 | 51 |
| Displaced Homemaker | | 0 | 0 | 100.00 | 2 | 2 | 100.00 | 1 | 1 |
| Economically Disadvantaged | 68.42 | 13 | 19 | 58.95 | 56 | 95 | 59.52 | 25 | 42 |
| Limited English Proficiency | | 0 | 0 | 50.00 | 1 | 2 | 100.00 | 1 | 1 |
| Single Parent | 100.00 | 1 | 1 | 90.00 | 9 | 10 | 100.00 | 3 | 3 |
| Students with Disabilities | | 0 | 0 | 57.14 | 4 | 7 | 50.00 | 1 | 2 |
| Technical Preparation | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| District | 75.00 | 18 | 24 | 55.93 | 66 | 118 | 52.94 | 27 | 51 |
| State | 75.02 | 5,759 | 7,677 | 50.28 | 14,302 | 28,447 | 52.75 | 8,519 | 16,150 |

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 88.42% Performance Goal - (2017- 2018)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - (2017- 2018)
 Core 3 - Persistence in Higher Education: 91.00% Performance Goal - (2017- 2018)
 Core 4 - Employment: 73.23% Performance Goal - (2017- 2018)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 19.93% Participation & 23.97% Completion - (2017- 2018)



California Community Colleges Chancellor's Office
Management Information Systems Division
Career Technical Education (CTE) (Perkins IV)

Negotiation Reports Core Indicator Reports Documentation Contact Us

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Summary Core Indicators by TOP Code - Parameter Selection Area

Select Report Type:
 Select District/College:
 Select Fiscal Year:
 Select TOP Code:

Summary Core Indicators by TOP Code - Report

1 of 1 Find | Next



PERKINS IV Core Indicators of Performance by 4-digit Vocational TOP Code
Summary Detail Report for 2020-2021 Fiscal Year Planning

ALLAN HANCOCK COLLEGE

0505 Business Administration

| | Core 1 Skill Attainment | | | Core 2 Completions | | | Core 3 Persistence | | |
|-----------------------------|-------------------------|--------|---------|--------------------|---------|---------|--------------------|---------|---------|
| | Percent | Count | Total | Percent | Count | Total | Percent | Count | Total |
| Program Area Total | 69.09 | 38 | 55 | 100.00 | 55 | 55 | 96.23 | 51 | 53 |
| Female | 70.00 | 14 | 20 | 100.00 | 20 | 20 | 94.74 | 18 | 19 |
| Male | 68.57 | 24 | 35 | 100.00 | 35 | 35 | 97.06 | 33 | 34 |
| Non-traditional | 70.00 | 14 | 20 | 100.00 | 20 | 20 | 94.74 | 18 | 19 |
| Displaced Homemaker | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Economically Disadvantaged | 78.05 | 32 | 41 | 100.00 | 41 | 41 | 95.00 | 38 | 40 |
| Limited English Proficiency | 100.00 | 1 | 1 | 100.00 | 1 | 1 | 100.00 | 1 | 1 |
| Single Parent | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Students with Disabilities | 33.33 | 1 | 3 | 100.00 | 3 | 3 | 100.00 | 3 | 3 |
| Technical Preparation | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| District | 69.09 | 38 | 55 | 100.00 | 55 | 55 | 96.23 | 51 | 53 |
| State | 63.70 | 76,547 | 120,162 | 98.73 | 107,531 | 108,910 | 92.39 | 109,726 | 118,763 |

| | Core 4 Employment | | | Core 5a NT Participation | | | Core 5b NT Completion | | |
|-----------------------------|-------------------|--------|--------|--------------------------|--------|---------|-----------------------|--------|---------|
| | Percent | Count | Total | Percent | Count | Total | Percent | Count | Total |
| Program Area Total | 81.82 | 27 | 33 | 36.36 | 20 | 55 | 36.36 | 20 | 55 |
| Female | 90.91 | 10 | 11 | 100.00 | 20 | 20 | 100.00 | 20 | 20 |
| Male | 77.27 | 17 | 22 | 0.00 | 0 | 35 | 0.00 | 0 | 35 |
| Non-traditional | 90.91 | 10 | 11 | 36.36 | 20 | 55 | 36.36 | 20 | 55 |
| Displaced Homemaker | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Economically Disadvantaged | 80.95 | 17 | 21 | 31.71 | 13 | 41 | 31.71 | 13 | 41 |
| Limited English Proficiency | 100.00 | 1 | 1 | 0.00 | 0 | 1 | 0.00 | 0 | 1 |
| Single Parent | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Students with Disabilities | 50.00 | 1 | 2 | 100.00 | 3 | 3 | 100.00 | 3 | 3 |
| Technical Preparation | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| District | 81.82 | 27 | 33 | 36.36 | 20 | 55 | 36.36 | 20 | 55 |
| State | 73.77 | 46,212 | 62,641 | 48.90 | 67,837 | 138,722 | 48.44 | 62,039 | 128,072 |

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 88.42% Performance Goal - (2017- 2018)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - (2017- 2018)
 Core 3 - Persistence in Higher Education: 91.00% Performance Goal - (2017- 2018)
 Core 4 - Employment: 73.23% Performance Goal - (2017- 2018)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 19.93% Participation & 23.97% Completion - (2017- 2018)



California Community Colleges Chancellor's Office
Management Information Systems Division
Career Technical Education (CTE) (Perkins IV)

Negotiation Reports Core Indicator Reports Documentation Contact Us

You are here : Core Indicator Reports/Summary Core Indicators by TOP Code

Summary Core Indicators by TOP Code - Parameter Selection Area

Select Report Type:
 Select District/College:
 Select Fiscal Year:
 Select TOP Code:

Summary Core Indicators by TOP Code - Report

1 of 1 Find | Next



PERKINS IV Core Indicators of Performance by 4-digit Vocational TOP Code
Summary Detail Report for 2020-2021 Fiscal Year Planning

ALLAN HANCOCK COLLEGE

0506 Business Management

| | Core 1 Skill Attainment | | | Core 2 Completions | | | Core 3 Persistence | | |
|-----------------------------|-------------------------|--------|--------|--------------------|--------|--------|--------------------|--------|--------|
| | Percent | Count | Total | Percent | Count | Total | Percent | Count | Total |
| Program Area Total | 92.86 | 13 | 14 | 100.00 | 14 | 14 | 69.23 | 9 | 13 |
| Female | 90.00 | 9 | 10 | 100.00 | 10 | 10 | 66.67 | 6 | 9 |
| Male | 100.00 | 4 | 4 | 100.00 | 4 | 4 | 75.00 | 3 | 4 |
| Non-traditional | 88.89 | 8 | 9 | 100.00 | 9 | 9 | 62.50 | 5 | 8 |
| Displaced Homemaker | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Economically Disadvantaged | 100.00 | 12 | 12 | 100.00 | 12 | 12 | 72.73 | 8 | 11 |
| Limited English Proficiency | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Single Parent | 100.00 | 3 | 3 | 100.00 | 3 | 3 | 100.00 | 3 | 3 |
| Students with Disabilities | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Technical Preparation | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| District | 92.86 | 13 | 14 | 100.00 | 14 | 14 | 69.23 | 9 | 13 |
| State | 84.04 | 44,238 | 52,641 | 89.69 | 25,166 | 28,059 | 84.70 | 43,725 | 51,626 |

| | Core 4 Employment | | | Core 5a NT Participation | | | Core 5b NT Completion | | |
|-----------------------------|-------------------|--------|--------|--------------------------|--------|--------|-----------------------|--------|--------|
| | Percent | Count | Total | Percent | Count | Total | Percent | Count | Total |
| Program Area Total | 53.85 | 7 | 13 | 69.23 | 9 | 13 | 69.23 | 9 | 13 |
| Female | 50.00 | 5 | 10 | 100.00 | 9 | 9 | 100.00 | 9 | 9 |
| Male | 66.67 | 2 | 3 | 0.00 | 0 | 4 | 0.00 | 0 | 4 |
| Non-traditional | 44.44 | 4 | 9 | 69.23 | 9 | 13 | 69.23 | 9 | 13 |
| Displaced Homemaker | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Economically Disadvantaged | 54.55 | 6 | 11 | 63.64 | 7 | 11 | 63.64 | 7 | 11 |
| Limited English Proficiency | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Single Parent | 50.00 | 1 | 2 | 50.00 | 1 | 2 | 50.00 | 1 | 2 |
| Students with Disabilities | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Technical Preparation | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| District | 53.85 | 7 | 13 | 69.23 | 9 | 13 | 69.23 | 9 | 13 |
| State | 71.16 | 13,011 | 18,284 | 56.74 | 26,747 | 47,143 | 55.97 | 13,649 | 24,385 |

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 88.42% Performance Goal - (2017- 2018)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - (2017- 2018)
 Core 3 - Persistence in Higher Education: 91.00% Performance Goal - (2017- 2018)
 Core 4 - Employment: 73.23% Performance Goal - (2017- 2018)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 19.93% Participation & 23.97% Completion - (2017- 2018)



California Community Colleges Chancellor's Office
 Management Information Systems Division
 Career Technical Education (CTE) (Perkins IV)

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Negotiation Reports Core Indicator Reports Documentation Contact Us

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Summary Core Indicators by TOP Code - Parameter Selection Area

Select Report Type:
 Select District/College:
 Select Fiscal Year:
 Select TOP Code:

Summary Core Indicators by TOP Code - Report

1 of 1 Find | Next



PERKINS IV Core Indicators of Performance by 4-digit Vocational TOP Code
 Summary Detail Report for 2020-2021 Fiscal Year Planning

ALLAN HANCOCK COLLEGE

0509 Marketing and Distribution

| | Core 1 Skill Attainment | | | Core 2 Completions | | | Core 3 Persistence | | |
|-----------------------------|-------------------------|--------|--------|--------------------|-------|-------|--------------------|--------|--------|
| | Percent | Count | Total | Percent | Count | Total | Percent | Count | Total |
| Program Area Total | 50.00 | 5 | 10 | 100.00 | 10 | 10 | 100.00 | 10 | 10 |
| Female | 50.00 | 3 | 6 | 100.00 | 6 | 6 | 100.00 | 6 | 6 |
| Male | 50.00 | 2 | 4 | 100.00 | 4 | 4 | 100.00 | 4 | 4 |
| Non-traditional | 0.00 | 0 | 3 | 100.00 | 3 | 3 | 100.00 | 3 | 3 |
| Displaced Homemaker | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Economically Disadvantaged | 66.67 | 4 | 6 | 100.00 | 6 | 6 | 100.00 | 6 | 6 |
| Limited English Proficiency | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Single Parent | 100.00 | 1 | 1 | 100.00 | 1 | 1 | 100.00 | 1 | 1 |
| Students with Disabilities | 0.00 | 0 | 2 | 100.00 | 2 | 2 | 100.00 | 2 | 2 |
| Technical Preparation | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| District | 50.00 | 5 | 10 | 100.00 | 10 | 10 | 100.00 | 10 | 10 |
| State | 86.03 | 12,476 | 14,502 | 82.58 | 6,035 | 7,308 | 85.30 | 12,273 | 14,388 |

| | Core 4 Employment | | | Core 5a NT Participation | | | Core 5b NT Completion | | |
|-----------------------------|-------------------|-------|-------|--------------------------|-------|-------|-----------------------|-------|-------|
| | Percent | Count | Total | Percent | Count | Total | Percent | Count | Total |
| Program Area Total | 66.67 | 6 | 9 | 50.00 | 3 | 6 | 50.00 | 3 | 6 |
| Female | 60.00 | 3 | 5 | 100.00 | 3 | 3 | 100.00 | 3 | 3 |
| Male | 75.00 | 3 | 4 | 0.00 | 0 | 3 | 0.00 | 0 | 3 |
| Non-traditional | 33.33 | 1 | 3 | 50.00 | 3 | 6 | 50.00 | 3 | 6 |
| Displaced Homemaker | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Economically Disadvantaged | 60.00 | 3 | 5 | 33.33 | 1 | 3 | 33.33 | 1 | 3 |
| Limited English Proficiency | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Single Parent | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Students with Disabilities | 50.00 | 1 | 2 | 50.00 | 1 | 2 | 50.00 | 1 | 2 |
| Technical Preparation | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| District | 66.67 | 6 | 9 | 50.00 | 3 | 6 | 50.00 | 3 | 6 |
| State | 71.49 | 2,966 | 4,149 | 69.44 | 409 | 589 | 71.17 | 195 | 274 |

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 88.42% Performance Goal - (2017- 2018)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - (2017- 2018)
 Core 3 - Persistence in Higher Education: 91.00% Performance Goal - (2017- 2018)
 Core 4 - Employment: 73.23% Performance Goal - (2017- 2018)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 19.93% Participation & 23.97% Completion - (2017- 2018)

Area of Focus

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.
-
- **What data were analyzed and what were the main conclusions?**
- Reviewed enrollment patterns and degrees and certificates earned in Business discipline.

Goal #1: Determine trends in enrollment and degrees in the business discipline and analyze the data to come up with suggestions on how to increase enrollment, degrees, and certificates in the business discipline (only).

Enrollment Patterns and Degrees and Certificates Awarded

For the business discipline (only) a Heat Map was analyzed. **See Attachment 1**

The Heatmap shows that courses are offered day, night, and Saturdays. Courses are offered in Santa Maria, Lompoc Valley Center and at the jail. Also, classes are offered every other Saturday. Presently, there is an excellent mix. Recent modifications in the schedule are described herein under “Goal #2”.

The Saturday Fast Track Program is innovative because Saturday classes offer convenient short-term training every other Saturday so students can prepare to enter the job market and/or improve their skills for advancement. When students complete six Saturdays, they earn a Certificate. Further, students have the option of taking one three-unit course in a semester length format (vs. six Saturday classes) to earn a certificate in Management or a certificate in Sales/Marketing.

A total of 30 business discipline courses were offered in Fall 2023, with 18 online and 12 non online. In Winter 2024, four online courses were offered. In Spring 2024, a total of 29 courses were offered, 13 online and 16 non online. A total of 12 FastTrack classes are offered each year.

Enrollment and Headcount has remained stable for the Business discipline over the period of 2018/2019 academic year – 2022/2023 academic year. FTES has increased. Specifically, enrollment in 2022-2023 was 1,936 students. Headcount for the same period was 1,227. FTES for the same period was 158.5.

In 2022-2023 there were 113 Business AA, AS, and AST-1 degrees. Unduplicated degrees total 98. This is six less unduplicated degrees than the prior year. As such, the award of degrees is stable.

There were 17 certificates for the same period. However, it appears the semester-length, Business 302 and Bus 303 certificate earners have not been captured in the data, although each of them they qualify students for a certificate. There are approximately 43 more students eligible for a certificate in 2022-2023 when Business 302 and Business 303 are correctly added. Thus, certificates total 60.

The business discipline annual review has detailed charts displaying awards earned and a multitude of other data.

Goal #2: For the business discipline (only): Adjust scheduling, when possible, to allow students to enroll in more courses and complete their degrees and certificates in less time.

Completed Adjustments to Schedule

- Adjusted Business 101, 110, and 160 class times at the Lompoc campus from 6:30 -9:30 pm start time to 6:45 – 9:50 start time to better accommodate working students.
- Offered a business program that can be completed at the Lompoc Valley Center.
- Added a section of Business 101 onsite from 8 am to 9:20 am to accommodate morning students.
- Scheduled Saturday FastTrack classes to help working students obtain possible promotions and increases in salary. This is a highly successful program.
- Scheduled a Resume Writing class on 2 Saturdays Spring 2024 term to help students prepare for applying for employment

- Offered courses at the jail

BUSINESS PROGRAM ANALYSIS

Note that each discipline in the Business Department produced an individual analysis of innovative scheduling.

Nonetheless, for purposes here, an analysis of the Business Department as a whole is presented below. The Business Program, includes all disciplines including Accounting, Business, CBOT, CBIS, Entrepreneurship, Paralegal and Real Estate

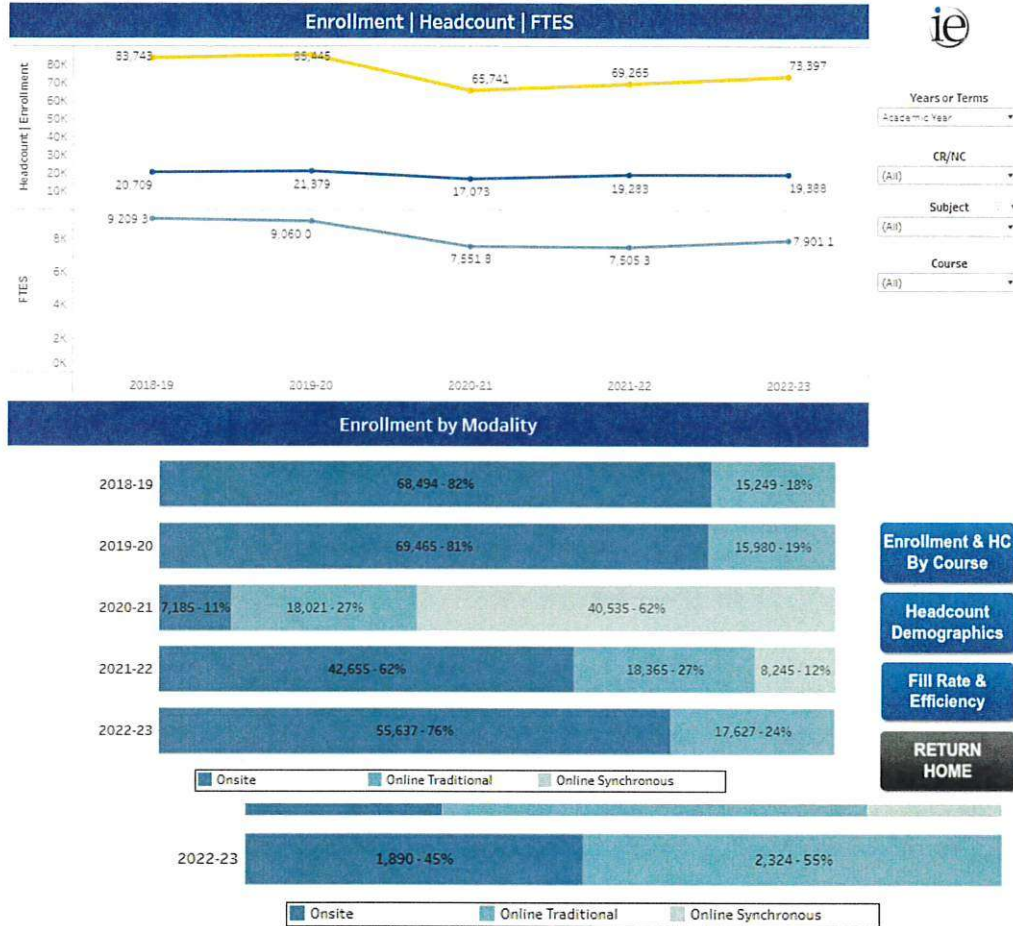
Goal: For the Business Program, **All disciplines**: Review enrollment patterns and degrees and certificates earned and determine trends in enrollment and degrees and analyze the data to come up with suggestions on how to increase enrollment, degrees, and certificates.

Here, all disciplines are combined and the findings are as follows:

Enrollment Patterns

In Business (all disciplines) enrollment, headcount and FTES are steady and saw a slight increase over the five-year period 2018- 2023. In 2018-19 Business Enrollment (all disciplines) was 4,141 and increased to 4,214 in 2022-23. For Hancock, the total enrollment in 2018-2019 was 63,319 and then decreased to 57,380. The Business department's (all disciplines) enrollment numbers have increased by about 2% while during the same period Hancock's credit enrollment decreased about 9%. Comparing Business courses online modality for the same period, it has remained relatively the same, 54% in 2018-2019 and 55% for 2022-2023. Business (all disciplines) had 2,075 headcount/students and Business contributed 362 FTES in 2022-23. See chart below.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Awards, Degrees and Certificates

Data shows that Degrees and Certificates have been down over the last five years for Business, all disciplines, mirroring the college performance. The number varies by individual discipline and is analyzed in each discipline’s individual annual review. See individual discipline-specific annual reviews. See chart below.

PROGRAM REVIEW: AWARDS

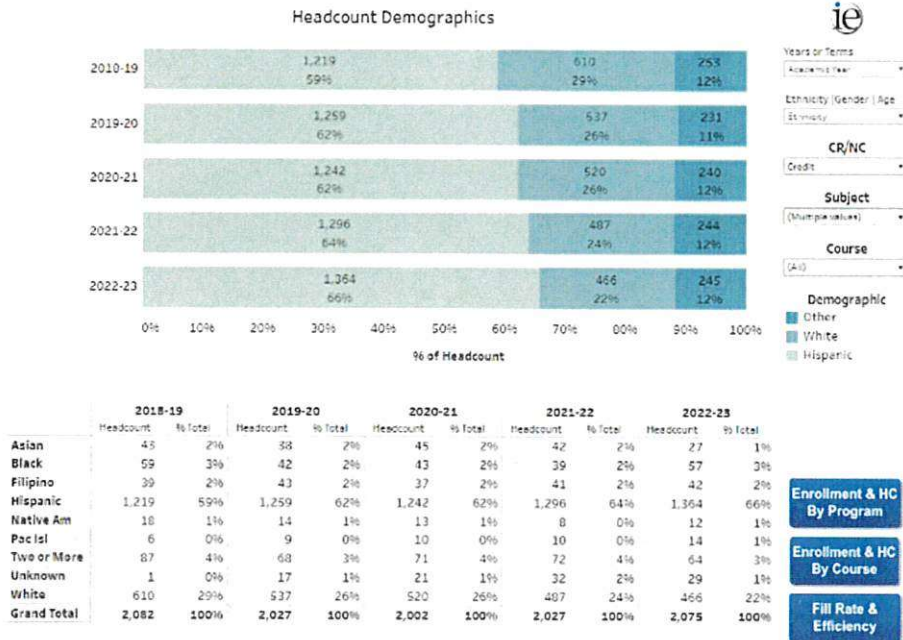
[AWARD_CROSSWALK.PDF](#)



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?

- The ethnicity of the Business student has increased in the category of Hispanic students from 59% to 66% over the last five years and White students decreased from 29% to 22% during the same period. During this same time, student success and retention did decrease. See chart below.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



The Business Success team conducted a Student Success Factor survey December 2023 and Spring 2024. The survey found over 85% of our Business students feel Directed, Focused and Nurtured. 77% feel Valued and over 64% feel Connected and Engaged. This data is one indication that scheduling is meeting student needs. Further measuring and monitoring student success factors will continue to be the focus of the Business Success Team. The Student Success Factor Survey is presented in the Business Discipline Annual Review. It is not replicated here.

What are your plans for change or innovation?

- Increase awareness of Degrees and Certificates
 - ✓ Advertise Student Educational Plans, in person and online.
 - ✓ Develop flyers and marketing tools to promote our courses and degree and certificate programs
- Continue to use data to schedule courses
 - ✓ Look at Heatmap data for scheduling
 - ✓ Review Guided pathway on website to ensure the course sequence is correct
 - ✓ Check the required courses for certificates and degrees to ensure students do not have scheduling conflicts to complete their degree and certificate
- Monitor the change in ethnicity and discuss any relevant implications.
- Student success factors will continue to be the focus of the Business Success Team.
- In CBOT & CBIS, 8 week courses are scheduled to enable students to complete degrees and certificates more quickly.
- In the BUS discipline there are Saturday courses offered in person to give students more options for short term courses.
- In the BUS discipline additional 8 am classes have been offered in person.
- In BUS discipline the starting time of classes at LVC has shifted to 6:45 pm to allow working adults the opportunity to get to campus.
- In BUS (all disciplines) the sequence of courses allows students to start a program in Fall and Spring.

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

- Degrees and certificates can be calculated based on the number of certificates and degrees award using Allan Hancock data
- Number of Student Education plans can be measured through Counseling office
- Flyers, emails and other methods of advertising can be produced
- Course sequence on the website for guided pathways degrees and certificates will be up to date and monitored regularly
- Student Success and Retention can be evaluated by data from Hancock College

Scheduling (Core Topic)
Business Discipline Review
Business Department Review


Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
 - The Business Success Team has validated the findings
 - Data taken from Hancock College Heatmaps, Enrollment, Headcount, FTEF and Ethnicity Reports has been evaluated.
 - Advisory team meetings are held each year for every discipline in Business and give input on the classes offered and the needs of the community
2. Are there specific recommendations regarding the core topic responses from the validation team?
 - Advisory teams are in support of advertising degrees and certificates and validate the courses offerings and recommend new courses and changes based on business community needs.
 - The BUS discipline advisory team validated the new degree in Professional Studies and reviewed the proposed Bachelor's Program in Professional Studies.
 - The business discipline advisory team recommended measuring and monitoring writing skills and the ability to follow instructions.

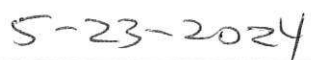
Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

There are no new planning initiatives or resources requested.

Program Review Signature Page:



Program Review Lead



Date



Program Dean

May 29, 2024

Date



Vice President, Academic Affairs

Date

Attachment 1

Heatmap Course

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 Business |
Course Attribute All | Part of Term All

- 1. Term
- 2. Campus
- 3. Buidling
- 4. Room
- 5. Department
- 6. Discipline
- 7. Course Attribute
- 8. Part of Term

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

Day All | Time All

| Status_ | Department_ | Discipline_ | course | CRN | Campus Desc | BldgRoom | Part of Term Desc | BeginTime_ | Days Comb | Census Enroll | FTES_ |
|---------|-------------|-------------|--------|-------|------------------|----------|-------------------|------------|-----------|---------------|-------|
| Credit | Business | Business | BUS101 | 20139 | Santa Maria | K22 | Full Term | 630pm | R | 36 | 3.85 |
| | | | | 20758 | Online | Null | Full Term | ONLINE | Null | 30 | 2.51 |
| | | | | 20908 | Santa Maria | K12 | Full Term | 800am | MW | 29 | 3.00 |
| | | | | 20937 | Lompoc Valley .. | LVC2104 | Full Term | 645pm | M | 32 | 3.42 |
| | | | | 21090 | Lompoc Valley .. | LVC2102 | Full Term | 930am | TR | 33 | 3.42 |
| | | | | 21145 | Santa Maria | K22 | Full Term | 12pm | TR | 35 | 3.63 |
| | | | | 21824 | Off Campus | PVHS435 | Pioneer Val.. | 1135am | TWRF | 0 | 0.00 |
| | | | | 21825 | Off Campus | PVHS435 | Pioneer Val.. | 105pm | TWRF | 0 | 0.00 |
| | | | | 21846 | Off Campus | SMHS230 | Santa Mari.. | 1035am | TWRF | 0 | 0.00 |
| | | | BUS102 | 20141 | Online | Null | Full Term | ONLINE | Null | 32 | 3.11 |
| | | | | 20371 | Santa Maria | K22 | Full Term | 12pm | MW | 36 | 3.73 |

Non Online Sections
18

Online Sections
12

Course Includes Day

Heatmap Course

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 Business|
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
Business
- 7. Course Attribute
(All)
- 8. Part of Term
(All)

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

Day All|Time All

| Status_ | Department_ | Discipline_ | course | CRN | Campus Desc | BldgRoom | Part of Term Desc | BeginTime_ | Days Comb | Census Enroll | FTES_ |
|---------|-------------|-------------|--------|-------|-------------|----------|-------------------|------------|-----------|---------------|-------|
| | | | | 20371 | Santa Maria | K22 | Full Term | 12pm | MW | 36 | 3.73 |
| | | | BUS103 | 20436 | Online | Null | Full Term | ONLINE | Null | 35 | 3.40 |
| | | | BUS104 | 20142 | Online | Null | Full Term | ONLINE | Null | 31 | 3.01 |
| | | | BUS107 | 20143 | Online | Null | Full Term | ONLINE | Null | 31 | 3.01 |
| | | | BUS110 | 20144 | Online | Null | Full Term | ONLINE | Null | 33 | 3.21 |
| | | | | 21146 | Santa Maria | K22 | Full Term | 630pm | T | 35 | 3.74 |
| | | | BUS111 | 20759 | Online | Null | Term 2 8-w. | ONLINE | Null | 33 | 3.21 |
| | | | BUS121 | 20145 | Online | Null | Full Term | ONLINE | Null | 27 | 2.62 |
| | | | BUS130 | 20146 | Online | Null | Full Term | ONLINE | Null | 27 | 2.62 |
| | | | BUS141 | 20322 | Online | Null | Term 2 8-w. | ONLINE | Null | 21 | 2.04 |
| | | | BUS160 | 20760 | Online | Null | Full Term | ONLINE | Null | 33 | 3.21 |
| | | | BUS222 | 20147 | Online | Null | Full Term | ONLINE | Null | 33 | 3.21 |

- Non Online Sections
18
- Online Sections
12
- Course Includes Day
All

Heatmap Course

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 Business|

Course Attribute All | Part of Term All

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

- 1. Term
Fall 2023
- 2. Campus
(All)
- 3. Building
(All)
- 4. Room
(All)
- 5. Department
Business
- 6. Discipline
Business
- 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_ |
|---------|-------------|-------------|--------|-------|-----------------|----------|-------------------|------------|-----------|---------------|-------|
| BUS302 | BUS302 | Business | BUS302 | 20147 | Online | Null | Full Term | ONLINE | Null | 33 | 3.21 |
| BUS303 | BUS303 | Business | BUS303 | 21418 | North County .. | NCJ1 | Term 1 8-w.. | 830am | TF | 11 | 1.17 |
| BUS369 | BUS369 | Business | BUS369 | 21420 | Santa Maria | K22 | Other | 830am | S | 30 | 0.00 |
| BUS370 | BUS370 | Business | BUS370 | 21421 | Santa Maria | K22 | Other | 830am | S | 24 | 0.00 |
| BUS371 | BUS371 | Business | BUS371 | 21422 | Santa Maria | K22 | Other | 830am | S | 30 | 0.00 |
| BUS372 | BUS372 | Business | BUS372 | 21423 | Santa Maria | K22 | Other | 830am | S | 30 | 0.00 |

- Non Online Sections
18
- Online Sections
12
- Course Includes Day
All

Heatmap Course

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 Business|
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
Business
- 7. Course Attribute
(All)
- 8. Part of Term
(All)

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

Day All|Time All

| Status_ | Department_ | Discipline_ | course | CRN | Campus Desc | BldgRoom | Part of Term Desc | BeginTime_ | Days Comb | Census Enroll | FTES_ |
|---------|-------------|-------------|--------|-------|-------------|----------|-------------------|------------|-----------|---------------|-------|
| | | | BUS370 | 21421 | Santa Maria | K22 | Other | 100pm | S | 30 | 0.00 |
| | | | BUS371 | 21422 | Santa Maria | K22 | Other | 830am | S | 24 | 0.00 |
| | | | BUS371 | 21422 | Santa Maria | K22 | Other | 100pm | S | 30 | 0.00 |
| | | | BUS372 | 21423 | Santa Maria | K22 | Other | 830am | S | 30 | 0.00 |
| | | | BUS372 | 21423 | Santa Maria | K22 | Other | 100pm | S | 30 | 0.00 |
| | | | BUS373 | 21424 | Santa Maria | K22 | Other | 830am | S | 30 | 0.00 |
| | | | BUS373 | 21424 | Santa Maria | K22 | Other | 100pm | S | 30 | 0.00 |
| | | | BUS374 | 21425 | Santa Maria | K22 | Other | 830am | S | 30 | 0.00 |
| | | | BUS374 | 21425 | Santa Maria | K22 | Other | 100pm | S | 30 | 0.00 |

- Non Online Sections
18
- Online Sections
12
- Course Includes Day
All

Heatmap Course

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

- 1. Term
- 2. Campus
- 3. Building
- 4. Room
- 5. Department
- 6. Discipline
- 7. Course Attribute
- 8. Part of Term

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

Day All | Time ONLINE

| Status_ | Department_ | Discipline_ | course | CRN | Campus Desc | BldgRoom | Part of Term Desc | BeginTime_ | Days Comb | Census Enroll | FTES_ |
|---------|-------------|-------------|--------|-------|-------------|----------|-------------------|------------|-----------|---------------|-------|
| Credit | Business | Business | BUS101 | 30039 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS106 | 30003 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS107 | 30004 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS110 | 30040 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |

Non Online Sections

Online Sections

4

Course Includes Day

Heatmap Course

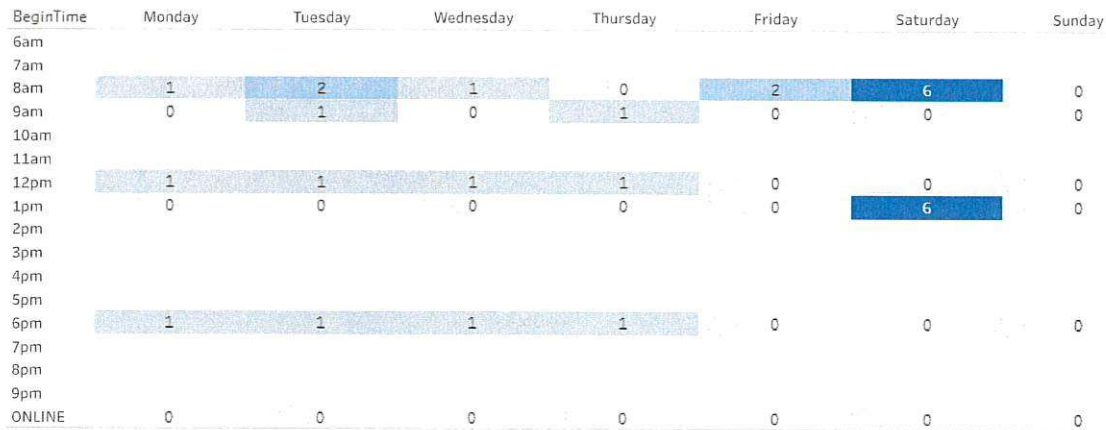
Section Heat Map (data as of 8/20/23)

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 Business|

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
Business
- 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 | Business | BUS101 | 40028 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | | 40029 | Santa Maria | K22 | Full Term | 12pm | TR | 0 | 0 |
| | | | | 40030 | Lompoc Valley .. | LVC2205 | Full Term | 645pm | M | 0 | 0 |
| | | | | 40031 | Santa Maria | K22 | Full Term | 630pm | R | 0 | 0 |
| | | | | 40633 | Lompoc Valley .. | LVC2102 | Full Term | 930am | TR | 0 | 0 |
| | | | | 40809 | Santa Maria | K22 | Full Term | 800am | MW | 0 | 0 |
| | | | BUS102 | 40156 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | | 40157 | Santa Maria | K22 | Full Term | 12pm | MW | 0 | 0 |
| | | | BUS104 | 40158 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS106 | 40276 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS107 | 40159 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS110 | 40160 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |

- Non Online Sections
16
- Online Sections
13
- Course Includes Day
All

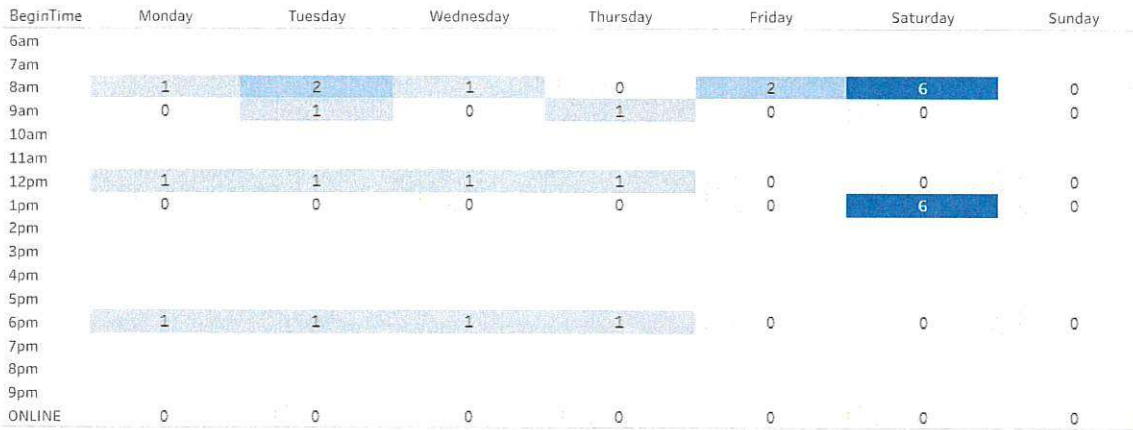
Heatmap Course

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 Business |
Course Attribute All | Part of Term All



- 1. Term
- 2. Campus
- 3. Buidling
- 4. Room
- 5. Department
- 6. Discipline
- 7. Course Attribute
- 8. Part of Term

Day All | Time All

| Status_ | Department_ | Discipline_ | course | CRN | Campus Desc | BldgRoom | Part of Term Desc | BeginTime_ | Days Comb | Census Enroll | FTES_ |
|---------|-------------|-------------|--------|-------|------------------|----------|-------------------|------------|-----------|---------------|-------|
| | | | BUS107 | 40159 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS110 | 40160 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | | 40412 | Santa Maria | K22 | Full Term | 630pm | T | 0 | 0 |
| | | | | 40634 | Lompoc Valley .. | LVC2104 | Full Term | 645pm | W | 0 | 0 |
| | | | | 40810 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS111 | 41193 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS121 | 40161 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS130 | 40162 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS140 | 41023 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS141 | 40650 | Online | Null | Term 4 8-w.. | ONLINE | Null | 0 | 0 |
| | | | BUS160 | 40354 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS167 | 41035 | Santa Maria | K22 | Full Term | 630pm | T | 0 | 0 |

- Non Online Sections
16
- Online Sections
13
- Course Includes Day

Heatmap Course

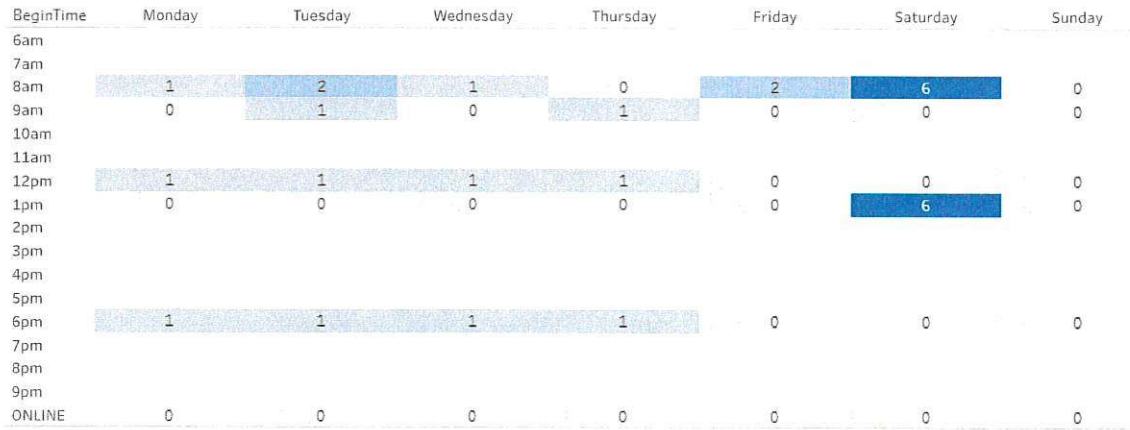
Section Heat Map (data as of 8/20/23)

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 Business

Course Attribute All | Part of Term All



- 1. Term
- 2. Campus
- 3. Building
- 4. Room
- 5. Department
- 6. Discipline
- 7. Course Attribute
- 8. Part of Term

Day All | Time All

| Status_ | Department_ | Discipline_ | course | CRN # | Campus Desc | BldgRoom | Part of Term Desc | BeginTime_ | Days Comb | Census Enroll | FTES_ |
|---------|-------------|-------------|--------|-------|-------------|----------|-------------------|------------|-----------|---------------|-------|
| | | | BUS160 | 40354 | Online | Null | Full Term | ONLINE | Null | 0 | 0 |
| | | | BUS357 | 41025 | Santa Maria | K22 | Other | 830am | S | 0 | |
| | | | | | | | | 100pm | S | 0 | |
| | | | BUS366 | 41026 | Santa Maria | K22 | Other | 830am | S | 0 | |
| | | | | | | | | 100pm | S | 0 | |
| | | | BUS378 | 41027 | Santa Maria | K22 | Other | 830am | S | 0 | |
| | | | | | | | | 100pm | S | 0 | |
| | | | BUS380 | 41028 | Santa Maria | K22 | Other | 830am | S | 0 | |
| | | | | | | | | 100pm | S | 0 | |
| | | | BUS381 | 41029 | Santa Maria | K22 | Other | 830am | S | 0 | |
| | | | | | | | | 100pm | S | 0 | |
| | | | BUS382 | 41028 | Santa Maria | K22 | Other | 830am | S | 0 | |
| | | | | | | | | 100pm | S | 0 | |

- Non Online Sections
16
- Online Sections
13
- Course Includes Day

Heatmap Course

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 Business |

Course Attribute All | Part of Term All

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

- 1. Term
- 2. Campus
- 3. Building
- 4. Room
- 5. Department
- 6. Discipline
- 7. Course Attribute
- 8. Part of Term

Day All | Time All

| Status_ | Department_ | Discipline_ | course | CRN | Campus Desc | BldgRoom | Part of Term Desc | BeginTime_ | Days Comb | Census Enroll | FTES_ |
|---------|-------------|-------------|--------|-------|-----------------|----------|-------------------|------------|-----------|---------------|-------|
| | | | | | | | | 8:30pm | S | 0 | |
| | | | BUS378 | 41027 | Santa Maria | K22 | Other | 8:30am | S | 0 | |
| | | | BUS380 | 41028 | Santa Maria | K22 | Other | 100pm | S | 0 | |
| | | | BUS381 | 41029 | Santa Maria | K22 | Other | 8:30am | S | 0 | |
| | | | BUS382 | 41030 | Santa Maria | K22 | Other | 100pm | S | 0 | |
| | | | BUS389 | 41203 | North County .. | NCJ1 | Term 3 8-w.. | 8:30am | TF | 0 | 0 |
| | | | | 41207 | North County .. | NCJ1 | Term 4 8-w.. | 8:30am | TF | 0 | 0 |

- Non Online Sections **16**
- Online Sections **13**
- Course Includes Day






Business Innovative Scheduling 2023-24

Final Audit Report

2024-06-17

| | |
|-----------------|--|
| Created: | 2024-06-14 |
| By: | Christy Lopez (clopez@hancockcollege.edu) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAAJq0BoYIHpvS_2FQ7I8IPNOk_KD_nXaRc |

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