

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Fine Arts- Music Academic Year 2025-26

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

No. We are still growing the program and seeing the immense benefits of our Applied Music Program and the AA-T, Transfer degree in Music. We had students accepted for transfer to UCSB, Cal Poly SLO, Northridge, Westmont, and more. All transfer students received scholarships from these schools as well.

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

We have finally divided the Theory courses by level which we have been trying to do for many years. This helps ensure success in this important course that is required in all of our degrees and programs. Before we did this separation, the professor had to teach different levels simultaneously and students were failing. If they do not pass this course, they have to drop the major. They need the undivided attention and instruction from the professor. Next, we need to further divide this course into Theory and a separate Ear Training course as is standard at all colleges. Currently the class and curriculum are combined. Recent graduates and Alumni complain that they were not prepared for their college transfer auditions and coursework because they needed more Ear Training experience and knowledge.

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

Yes. We have separated the levels of Theory for 2025-26 and are anticipating better results and higher retention in that course and in our program. Theory is required for all of our degrees and programs, so it is crucial that our students thrive in that course. Theory 1 is only offered in the fall, so if they fail it, it sets them back an entire year. I would eventually like to offer all levels of theory classes every semester. I am now working to separate Theory and Ear Training/Musicianship into 2 separate courses for the 2026-27 school year. Currently, Ear Training/Musicianship is supposed to be covered in Theory classes, but they are completely different courses and should be separated and offered as 2 different courses as they are at all colleges. Having a separate Ear Training/Musicianship course will better prepare students for auditions for colleges and jobs. Another problem is that we are only able to offer MUS 170 Applied Music during the Fall and Spring. Some students do not learn about the AA-T degree and courses until second semester and this puts them behind by an entire year. The problem of being one semester short of MUS 170 could be solved if we could offer it in the Summer, but we need funding to be able to do so.

4. Were there any staffing changes?

We did have some part-time instructor changes. We lost a new part-time instructor to teach flute and saxophone who was also qualified to teach music theory and music fundamentals. Her wife was stationed at a different Airforce base and they had to move. We hired a part-time private and class piano instructor who is qualified to teach piano lessons, class piano, Theory, Ear Training/Musicianship, and accompany our students and ensembles with a special assignment. We hired a trumpet and trombone instructor and a percussion instructor. We need to hire a replacement for our flute instructor and could use a clarinet, saxophone and string instructor as well.

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

We had 10 students receive degrees in music this year, and 9 received the CTE Sound Tech Certificate. 4 of the associate degrees were AA-T transfer degrees, 6 were AA. Our program is growing and thriving. Our performance ensembles gave many outstanding performances. They Symphonic and Jazz bands performed 2 concerts per semester to large audiences. The AHC Choir performed to nearly sold-out houses and was joined by Delta High school as part of an outreach program to the high schools. Many of these high school students plan to enroll in Music courses next fall as a result of our collaboration. UCSB and Westmont colleges brought their choirs and orchestras to AHC for performances for our students as well as the US Air Force Band. These outreach performances helped AHC student make decisions to further their education and careers after graduating from AHC. One student will be attending UCSB this fall and another is going to Westmont. This year we focused on Student Services offering extra credit to students who completed their IEP's. Students reported they felt they understood what courses they needed to take and when. We caught 4 students who were not signed up for the correct courses and were able to add them to the AA-T program through late adds to the necessary classes. This next year we are going to focus on getting them to make their counseling appointments earlier and I am meeting with the students enrolled in music courses the first week of school to make they are on track taking the correct courses and that they know about all of the Student Services.



California Community Colleges Chancellor's Office
Management Information Systems Data Mart

Home | Students | Courses | Student Services | Outcomes | Faculty & Staff

You are here : Data Mart > Outcomes > Program Awards Summary

Program Awards Summary Report - Parameter Selection Area

Select State-District-College
Collegewide Search

Select District-College
Allan Hancock

Select Academic Year
Annual 2025-2026; Annual 2024-2025

Select Award Type
All Awards

Select Program Type
1004

View Report

Program Awards Summary for Special Population/Group, please [click here.](#)

Please note: The Chancellor's Office provides access to the DataMart primarily to assist colleges for state and system accountability purposes. Statewide results for the most recent term should not be considered complete until all districts have submitted data.

Export To -> ☒ CSV ☐ Excel ☐ Text

Records Per Page: 10

☒ Simple Layout ☐ Advanced Layout

Program Awards Summary Report - Data & Format Area

Report Area

Program Awards Summary		
	Annual 2023-2024 Award Count	Annual 2024-2025 Award Count
☐ Allan Hancock Total	7	10
Associate in Arts for Transfer (A.A.-T) Degree	2	4
Associate of Arts (A.A.) degree	5	6

Report Format Selection Area - Check field to include in the report

☐ District Name
☒ College Name

Row Options
☒ Award Type
☐ Program CDCP Status
☐ Program Type - Two Digits TOP
☐ Program Type - Four Digits TOP
☐ Program Type - Six Digits TOP

Update Report

Learning Outcomes Assessment

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

The music program enrollment average is higher than the college, in general, and still continues to increase. We are still growing the program and seeing the immense benefits of our Applied Music Program and the AA-T, Transfer degree in music. We had students accepted for transfer to UCSB, Cal Poly SLO, Northridge, Westmont, Fullerton, and more. We had 10 associate degrees awarded, 4 transfer degrees. 9 certificates were awarded in Sound Technology. Courses are fulfilling and achieving all of the SLO's as evidenced by student success, retention in our courses, and the success of the public performances by the music majors and large ensembles including Choir, Jazz Band, Symphonic Band, Voice Class, Guitar Class and Piano Class. Students are more knowledgeable about what they need to complete to earn their degrees on time, but a constant effort needs to be made by counselling and instructional faculty each semester to make sure this happens.

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

We are extremely proud of our students and our successful and growing program. 4-year colleges are now contacting us directly to recruit for their programs. We are now known for our high level of instruction and the high quality and professionalism of our programs and students. Part of our success is in educating students about our degrees and programs and how to complete them. We need to make a constant concerted effort in coordination with Student Services and Counselling to educate students about our degrees and certificates and the requirements.

We have had a number of students dealing with mental health issues this past year, I personally walked two distraught students to our Student Health Center to get emergency appointments for mental health services and referred 2 others. All four were able to get help and come back to class and successfully complete their work for the semester. I check in with them often and they are doing well and plan to continue if our courses and programs in the Fall. Professors are not academic or mental health counsellors, but we can make sure that students receive the help they need. It is important to follow up after referrals to all Student Services to make sure the students are continuing to work with the professionals who can help them and for them to know that their professor genuinely care about their health, progress, and success. I educate my classes on all services available and offer extra credit to students when they utilize these services. I have Student Health come give presentations in my classes every semester.

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

We had 10 students receive degrees in music this year, and 9 received the CTE Sound Tech Certificate. 4 of the associate degrees were AA-T transfer degrees. We had more associate degrees earned this year than last year, or any other year. Our program is growing and thriving. Our performance ensembles gave many outstanding performances. The Symphonic and Jazz bands performed 2 concerts per semester to large audiences. The AHC Choir performed to near sold-out crowds. Many of our students received AHC Scholarships and our graduating Majors

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

N/A

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

a. Which courses were reviewed for regular and substantive interactions (RSI)?

We had MUS 100 and 104 reviewed (see attachments).

b. What were some key findings regarding RSI?

The reviewer found that there was regular and substantive interactions. Findings and evaluations are attached.

- Some strengths:

There are regular, substantive interactions between the professor and students for both classes. Students engage in weekly discussions and quizzes and participate in group projects. The professor participates in the discussions and projects and gives individualized feedback to students on all assignments and projects and promptly answers all email, Canvas messaging, phone calls and meets with students via Zoom if they need additional help.

- Some areas of possible improvement:

We need to have 106 reviewed for the same RSI. It will be reviewed Fall 2026

c. What is the plan for improvement?

We plan to have MUS 106 evaluated in Fall 2026 when the part-time instructor will have adequate notice.

Distance Education Course Peer Review Process

Both Federal and State regulations require that educational institutions have processes in place to ensure that courses conducted through distance education include regular and substantive interaction between the instructor(s) and students, and among students where applicable.

Title 5 also recognizes that “regular and substantive contact” is an academic and professional matter, and therefore, within the purview of local academic senates.

Allan Hancock College Academic Senate, in collegial consultation with the administration, has developed a Distance Education Course Peer Review Process, which includes the use of the attached rubric to regularly assess distance education courses within programs, and to ensure that the federal and state criteria for regular and substantive interaction are being met.

All distance education courses within a program should be assessed at least once within the six-year program review cycle. Ideally, a relevant sample of every course should be assessed during this cycle. This assessment should be done using the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses* (attached).

The results of this assessment should be maintained by programs and/or departments so that they can be accessed by faculty when conducting program review.

Furthermore, the goal of this course peer review process and accompanying rubric goes beyond ensuring compliance with federal and state regulations. It is also an opportunity for programs to share ideas and best practices that can be used to improve other distance education sections of that course, other courses within the program, as well as other courses in related/applicable programs within the department.

Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses

Course: MUS 100 & 104

Semester: Spring 2026

Reviewer: Sydney Sorenson

Part I: Regular and substantive interaction –Instructor Contact

Substantive interaction:

- | | |
|--|--|
| ☐ The course doesn't show clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion. | ☒ The course shows clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion. |
|--|--|

Explanation and/or examples:

1. Students engage through an interactive assignment where they build a composition and make an instrument they can play.
2. Clear feedback is shared to guide them through the assignment.
- 3.

In addition, the course shows evidence of at least two of the following:

1. Direct instruction:

- | | |
|---|---|
| ☐ The course doesn't provide direct instruction. | ☒ The course provides direct instruction. |
|---|---|

Explanation and/or examples:

1. Videos are included each week for lecture and instructions on how to complete projects.
- 2.
- 3.

2. Assessing or providing feedback on a student's coursework.

- | | |
|---|---|
| ☐ The course doesn't show clear evidence of assessment and feedback on students' coursework. | ☒ The course shows clear evidence of assessment and feedback on students' coursework. |
|---|---|

Explanation and/or examples:

1. Provides feedback in comments on the discussion posts and individually on assignments.
- 2.
- 3.

3. Providing information or responding to questions about course content/competency.

☐ The course doesn't show clear evidence of responses to student questions about the course.

☒ The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples:

1. Response to student questions appear in comments on assignments.
2. Instructor responds to questions in Canvas inbox and sends an announcement to clarify.
- 3.

4. Facilitating group discussion regarding course content/competency.

☐ The course doesn't show clear evidence of facilitating group discussions regarding course content or competencies.

☒ The course shows clear evidence of facilitating group discussions regarding course content or competencies.

Explanation and/or examples:

1. Discussion boards are interactive and requires students to communicate on each topic.
- 2.
- 3.

5. Other instructional activities **approved by the college** or accrediting agency.

☐ The course doesn't show any other evidence of instructional activities.

☒ The course shows other evidence of instructional activities (as described below).

Explanation and/or examples:

1. The students submit compositions by video to show completion and evidence of instruction.
2. Students are required to see a performance and write a review.
- 3.

Regular interaction:

1. Opportunities for substantive interaction **on a predictable and scheduled basis**

☐ The course doesn't provide opportunities for substantive interaction on a predictable and scheduled way.

☒ The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples:

1. Weekly discussions and assignments on which instructor comments and gives feedback.
- 2.
- 3.

2. Monitoring student academic engagement and success and promptly and proactively engaging in interaction based on such monitoring or upon request by students.

☐ The course doesn't monitor student engagement and success nor engages in interaction based on that monitoring or upon request by students.

☒ The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students.

Explanation and/or examples:

1. Instructor reaches out if there is no engagement to encourage participation.
- 2.
- 3.

Part II. Regular and substantive interaction –Student-to-Student Contact

1. Giving students opportunities to initiate interaction with other students.

☐ The course doesn't provide opportunities for students to initiate interaction with other students.

☒ The course provides opportunities for students to initiate interaction with other students.

Explanation and/or examples:

1. Students are asked to respond to at least two classmates each week on the discussion boards.
2. Students reply in a comment on videos with questions.
- 3.

2. Giving opportunities to engage in regular and substantive interaction with other students.

☐ The course doesn't provide opportunities for students to engage in regular and substantive interaction with other students.

☒ The course provides opportunities for students to engage in regular and substantive interaction with other students.

Explanation and/or examples:

1. Students teach on their topic and present a video presentation to the class.
2. Classmates can comment on the videos to interact with peers.
- 3.

3. Providing guidelines explaining levels of participation and how participation will be evaluated.

☐ The course doesn't explain the levels of interaction between students expected from each student nor how such interaction will be evaluated.

☒ The course explains the levels of interaction between students expected from each student and how such interaction will be evaluated.

Explanation and/or examples:

1. Lecture video explains how much interaction is required between students.
2. Listed on the syllabus.
- 3.

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

- This will be completed and submitted separately by Dr. Chris Diaz who runs the Sound Technology program
- a. Does the program meet documented labor market demand?
- b. How does the program address needs that are not met by similar programs?
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- d. Has the program met the Title 5 requirements to review course prerequisites and advisories within the prescribed cycle of every 2 years for CTE programs and every 5 years for all others?
- e. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Piano Accompanist
Planning years:	<i>(The academic years this will take to complete)</i> ASAP - 2026/27
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> We are still in desperate need of a Piano Accompanist Position to support Choir, Voice Class, MUS 170 Applied Music, and for any public performances the college or Foundation may request. Our Dean, Dr. Monica Millard, has been working on getting the position approved.	
What college plans are associated with this Objective? (Please select from the list below):	
☐ Ed Master Plan ☐ Student Equity Plan ☒ Guided Pathways ☐ AB 705/1705	
☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.	
☐ Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Enter staffing requests below. Staffing requests are defined as (Document last modified: Just now) and support staff.

STAFFING NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s)	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ. - 1	Staffing	Hire FT faculty	Ongoing	1 = High	\$ 100,000.00
Fine Arts	Music	Yearly Planning and Core Topic	2026-2027		Staffing	FT Piano Accompanist. We desperately need a piano accompanist for 3 of our courses: Choir, Applied Music, Voice Class to keep the Music Program running	Ongoing	1 = High	\$ 50,000.00
Fine Arts	Music	Yearly Planning and Core Topic	2026-2027		Staffing	funding for part time piano accompanists until we can get the FT position	Ongoing	1 = High	\$ 36,000.00
Fine Arts	Music	Yearly Planning and Core Topic	2026-2027		Staffing	we need funds to increase the enrollment limit in MUS 170 Applied Music so that we can enable students to get the A&T. We are currently limited to 20. I have to turn down 7 students this fall 2026 semester	Ongoing	1 = High	?

Enter miscellaneous requests below. Miscellaneous can consist of requests for faculty stipends, extra assignments, travel expense, etc...

MISCELLANEOUS NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning Only	2022-2023	ER OBJ. - 2	Misc.	Faculty stipends for 5 hour video series	One-time	1 = High	\$ 450.00
Social & Beh. Sciences	Latino/a Studies	Yearly Planning and Core Topic	2025-2026		Misc.	No resource program needs			
Fine Arts	Music	Yearly Planning and Core Topic	2026-2027			Choir tour/field trip for our AHC students to perform at Carnegie Hall! (We have been invited)	One-time	2 = Medium	\$ 175,000.00

Area of Focus Discussion Template
ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

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

I collaborated with Ben Britten to encourage students to schedule appointments to complete their Student Educational Plans (SEPs) and Comprehensive Student Educational Plans (CSEPs). To support this effort, I offered extra credit in all music courses for students who provided evidence that they had completed their plans.

Through this initiative, we identified a number of students who were not enrolled in required courses for their degrees. We worked with Admissions to obtain approval for late adds when necessary. In addition, Ben Britten held appointment hours in the Fine Arts building, which improved student access and engagement.

As a result of these efforts, the number of completed SEPs and CSEPs increased. While exact figures are forthcoming, faculty discussions indicate an approximate 20% increase. Despite this progress, there is still room for improvement. The college is also moving toward requiring these plans for enrollment, which should further support student success.

Additionally, as a member of the Fine Arts Success Team with Rick Rantz for three years, we examined these issues in depth. We determined that a key challenge is timing: students are often not reached early enough to complete their plans before enrollment. If students are only advised once the fall semester begins, it may be too late to correct enrollment issues, which can delay their academic progress by an entire year.

For example, the MUS 170 Applied Music course requires four consecutive semesters for completion of the AA-T degree. If a student misses enrollment in their first fall semester, they cannot complete the sequence on time and must extend their studies by an additional year. Similarly, the four-semester Music Theory sequence presents the same challenge if students do not begin on time.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

A primary challenge is ensuring that students receive accurate degree and program requirement information before the fall semester begins—ideally in the spring or summer. Without early access to this information, students may enroll in incorrect or incomplete course sequences, which disproportionately impacts their ability to complete degrees on time.

Addressing this challenge requires coordinated efforts from Counseling, with support from teaching faculty, to ensure students are informed and prepared prior to enrollment.

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

Through my work with the Creative Arts Success Team, we developed several strategies to better support student engagement and planning. One key initiative has been the implementation of Fine Arts Workshops over the past two years.

These workshops provided students with information about program requirements and pathways, as well as guidance on:

- Applying to transfer institutions
- Preparing for auditions and arts-related employment
- Developing résumés and portfolios

These outreach efforts help bridge the gap between academic counseling and discipline-specific guidance. Moving forward, I believe it is essential to expand faculty outreach and develop methods to directly contact prospective and incoming students. Early communication will help ensure students understand program expectations and are prepared to enroll in the appropriate courses from the outset.

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

Success will be measured through:

- The number of declared majors
- Degree completion rates, particularly completion within expected timeframes
- Comparisons with prior years' data
- SEP and CSEP completion rates
- Pre- and post-implementation data to evaluate the impact of these interventions

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

6. 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)

As part of the validation process, our findings were reviewed through ongoing collaboration within the Creative Arts Success Team. Over multiple years, we engaged in research, consulted guest experts, analyzed institutional data, and implemented various outreach strategies, including those described in this report.

Through this iterative process, we were able to refine our understanding of the factors influencing student success and degree completion.

Validation of these findings was conducted in collaboration with Rick Rantz and the Fine Arts Success Team, which included Sydney Sorenson, Adrenne Allabe, and myself. (The success teams are no longer funded as of this past year but we are voluntarily carrying on the work we determined to be critical and helpful.)

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

Based on our collective work, we determined that consistent and early communication with students regarding degree requirements and program pathways is essential to supporting student success and timely degree completion. Our findings consistently indicate that proactive outreach—particularly prior to the start of the fall semester—plays a critical role in ensuring students are enrolled in the correct course sequences and remain on track to achieve their academic goals.

Based on the narratives for the prompts above, what are some program planning initiatives (objectives) and resources needed for the upcoming years? Use the tables below to fill in **NEW** planning initiatives.

This section is only used if there are new planning initiatives that pertain to the Core Topic only.

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Early outreach to students and potential students regarding program and degree requirements.
Planning years:	2026-2028

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

This initiative focuses on establishing consistent and early outreach to current and prospective students regarding program pathways and degree requirements in the Fine Arts, particularly within music. Based on analysis of student enrollment patterns and SEP/CSEP completion data, students who do not receive timely guidance often enroll in incorrect or incomplete course sequences, which can delay degree completion by one or more years—especially in programs with sequential course requirements.

This initiative is needed to address gaps in communication and timing that currently prevent students from enrolling in the appropriate foundational courses during their first semester. Without early intervention, students may miss critical entry points in required course sequences (e.g., applied music and music theory), significantly impacting their ability to complete degrees and transfer on time.

Responsibility for this initiative will be shared among faculty within the Fine Arts, Academic Counseling. Alongside Counsellors, Faculty will play a key role in discipline-specific outreach and communication, while counselors will support students in developing and completing their SEP and CSEP plans.

Key actions include:

- Developing methods for direct outreach to prospective and incoming students prior to the start of the fall semester
- Expanding Fine Arts workshops and program information sessions to include earlier touchpoints (spring and summer)
- Increasing collaboration between faculty and counseling to ensure students receive accurate and timely guidance
- Encouraging and facilitating early completion of SEP and CSEP plans
- Exploring strategies to identify and contact students who express interest in Fine Arts programs before enrollment

Through these coordinated efforts, the initiative aims to ensure that students begin their academic programs on the correct pathway, improving retention, supporting equity in access to information, and increasing timely degree completion.

☐ Ed Master Plan
 ☒ Student Equity Plan
 ☐ Guided Pathways
 ☐ AB 705/1705

☐ Technology Plan
 ☐ Facilities Plan
 ☐ Strong Workforce
 ☐ Equal Employment Opp.

☐ Title V

This initiative aligns closely with existing institutional frameworks, including the Student Equity Plan and Guided Pathways, as it directly supports efforts to improve student access, retention, and timely degree completion through intentional and early engagement.

To effectively implement this initiative, additional resources will be required. These include funding to support faculty participation beyond their assigned workloads, as outreach efforts will extend into spring and summer periods prior to enrollment. Resources are also needed to facilitate travel to local high schools and community events to connect with prospective students, develop and distribute informational materials about program pathways and degree requirements, and provide supplies for outreach events and workshops.

Investment in these areas will enable more consistent and meaningful engagement with students at critical decision points, ultimately supporting equitable access to information and improving overall student success outcomes.

Program Review Signature Page:


Nichole Dechaine (Aug 24, 2026 13:11:55 PDT)

Aug 24, 2026

Program Review Lead

Date


Monica Millard (Aug 24, 2026 13:08:17 PDT)

Aug 24, 2026

Program Dean Date



Aug 24, 2026

Vice President, Academic Affairs

Date

Academic Services and Support_MUSIC_2025-26 (002)

Final Audit Report

2026-08-24

Created:	2026-08-24
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