YEARLY PLANNING DISCUSSION
General Questions

Program Name: Veterinary Technology Academic Year: 2023-2024

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

   No. The primary function of preparing veterinary assistants to use the Alternate Route Pathway to RVT Licensure remains the same. The veterinary technology program provides educational opportunity that can lead to new or enhanced career options for students while fulfilling the veterinary community's need for educated and licensed veterinary technicians. Students in the veterinary technology program will therefore be prepared for employment in careers which can provide upward economic mobility without the need for university-level preparation.

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

   No changes were made to the program or the certificate this year.

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

   The program map for Veterinary Technology is a two semester plan and is published on the college website. There were no challenges in maintaining the plan during this academic year.

4. Were there any staffing changes?

   No staffing changes occurred.

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

   - A collaboration between Santa Barbara County Animal Services and the Veterinary Technology students occurred in which 25% of the program students became part of the SBCAS volunteer pool. SBCAS spoke to program students during a class meeting. This collaboration gives students a chance to experience and explore shelter medicine as a potential career path.
   - Three former students shared that they had passed the Veterinary Technician National Exam (VTNE) on their first attempt since completing the AHC VT program. We don't often hear back from our students once they complete the program, so it is difficult to know how they do after they leave AHC.
   - Outreach, especially at Hancock Career Day, has increased application numbers for next year's program. 28 students were offered acceptance into the 2024-2025 Veterinary Technology Program.

Learning Outcomes Assessment

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

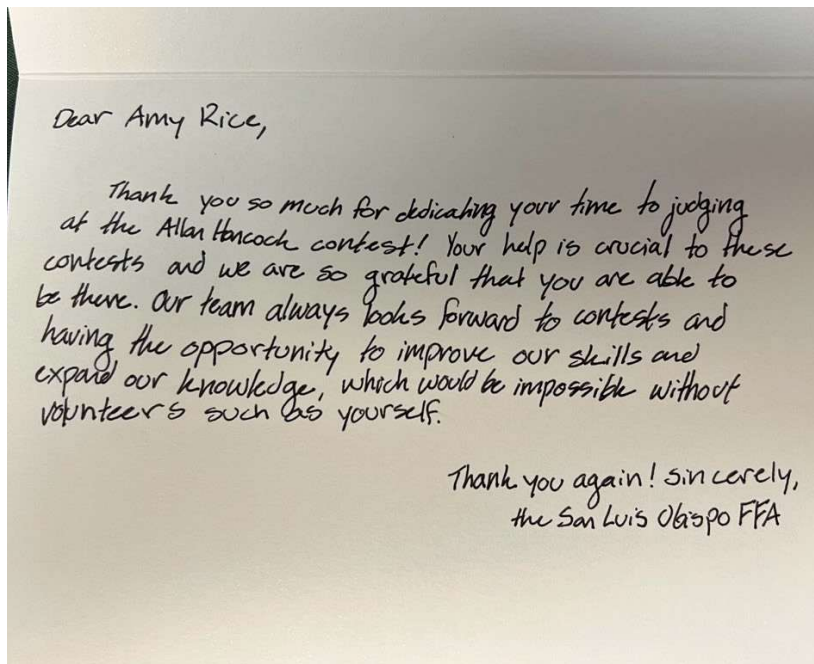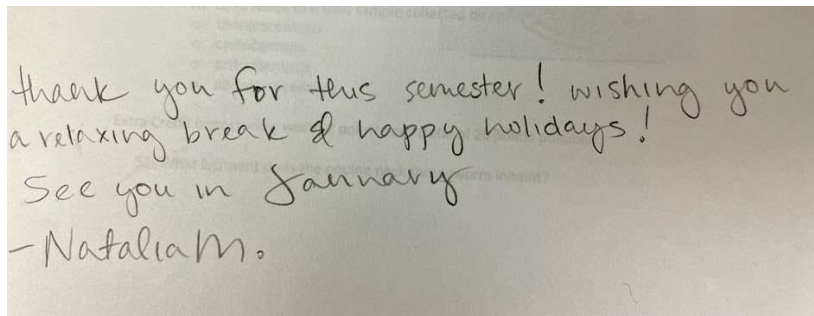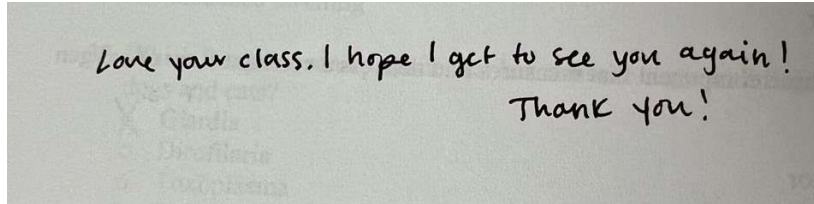The majority of students performed well (70% or better) throughout the program.

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

Students that attend class, read class materials and have higher login times within Canvas typically do better on assessments. Students that have high absence rates or miss exams tend to have more difficulty on assessments. Program completion indicates attainment of the PLOs. SPOL data is still incomplete.
A small percentage of students do not enroll in the second semester of the program, but generally return in following years to complete the program.

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

Students have indicated positive response to the Veterinary Technology Program.

> Love your class. I hope I get to see you again!
>
> Thank you!

> thank you for this semester! wishing you a relaxing break & happy holidays!
> See you in January
> —Natalia M.

> Dear Amy Rice,
>
> Thank you so much for dedicating your time to judging at the Allan Hancock contest! Your help is crucial to these contests and we are so grateful that you are able to be there. Our team always looks forward to contests and having the opportunity to improve our skills and expand our knowledge, which would be impossible without volunteers such as yourself.
>
> Thank you again! sincerely,
> the San Luis Obispo FFA

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

There are no planned changes currently.

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 Course*s)

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

    VT 302 Veterinary Office Procedures (information listed is from faculty evaluation of this course)

b. What were some key findings regarding RSI?
   - Some strengths:

     Information was noted as clear and well organized, with nice interaction and engagement on the discussion boards. It was nice to see the instructor post information about employment opportunities. Grading information was clear and easy to follow. Information in modules was clearly presented, well-organized and logical. The instructor is knowledgeable, and information is presented in an engaging manner. Students were visibly engaged.

   - Some areas of possible improvement:
     Instructor information only included on the syllabus. One video link missing.

c. What is the plan for improvement?

    Instructor information will be added to the Welcome section in addition to the information presented on the syllabus. Video links will be double-checked and updated as needed.

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

    a. Does the program meet documented labor market demand?

Yes. In 2023, 306 Veterinary Technology jobs were available in San Luis Obispo and Santa Barbara counties. This job sector has a predicted growth rate of 21% through 2028, making demand for RVTs high.

Regional Breakdown

County	2023 Jobs
Santa Barbara County, CA	162
San Luis Obispo County, CA	144

Fig. 1 . 2023 RVT Job Demands. Lightcast Occupational Overview

Occupational Projections of Employment (also called "Outlook" or "Demand")						[Top]
Area	Estimated Year-Projected Year	Employment Estimated	Employment Projected	Employment Change Number	Employment Change Percent	Total Job Openings
California	2018 - 2028	9,900	12,000	2,100	21.2	10,910

Fig. 2. Occupational Outlook for RVTs in California. EDD Labor Market Outlook.

States and areas with the highest published employment, location quotients, and wages for Veterinary Technologists and Technicians are provided. For a list of all areas with employment in Veterinary Technologists and Technicians, see the Create Customized Tables function.

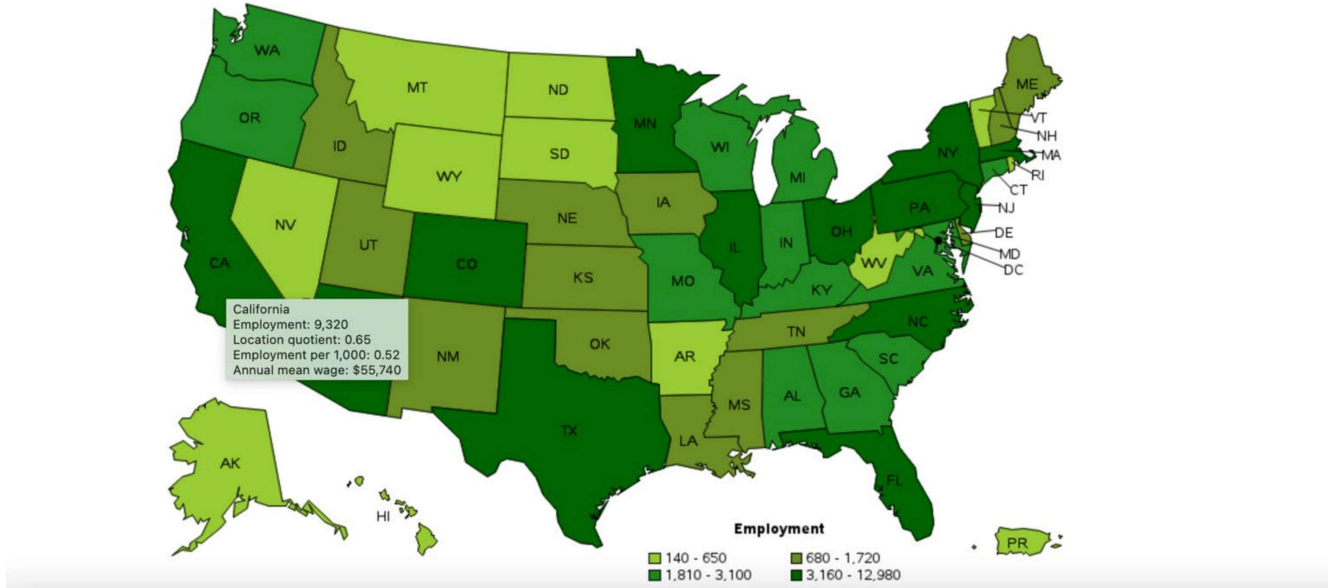Employment of veterinary technologists and technicians, by state, May 2023

California
Employment: 9,320
Location quotient: 0.65
Employment per 1,000: 0.52
Annual mean wage: $55,740

Employment
140 - 650
1,810 - 3,100
680 - 1,720
3,160 - 12,980

Fig. 3 Employment by state US Bureau of Labor Statistics OEWS

Top paying states for Veterinary Technologists and Technicians:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	140	0.20	0.24	$ 27.13	$ 56,420
California	9,320	0.52	0.65	$ 26.80	$ 55,740
New York	5,220	0.56	0.69	$ 26.70	$ 55,540
Washington	2,570	0.74	0.92	$ 26.18	$ 54,460
Virginia	2,400	0.60	0.75	$ 24.51	$ 50,980

Employment of veterinary technologists and technicians, by area, May 2023

Fig. 4 US Bureau of Labor Statistics OEWS

California is the second top paying state for veterinary technicians.

Revised 8.28.2023

States with the highest employment level in Veterinary Technologists and Technicians:

State	Employment [1]	Employment per thousand jobs	Location quotient [9]	Hourly mean wage	Annual mean wage [2]
Texas	12,980	0.96	1.19	$ 18.06	$ 37,560
Florida	10,310	1.08	1.34	$ 20.02	$ 41,640
California	9,320	0.52	0.65	$ 26.80	$ 55,740
New York	5,220	0.56	0.69	$ 26.70	$ 55,540
Pennsylvania	5,190	0.87	1.09	$ 21.27	$ 44,250

Location quotient of veterinary technologists and technicians, by state, May 2023

Fig. 5 US Bureau of Labor Statistics OEWS

California also ranks as the third highest rate of employment for veterinary technicians.

Annual mean wage of veterinary technologists and technicians, by state, May 2023

Blank areas indicate data not available.
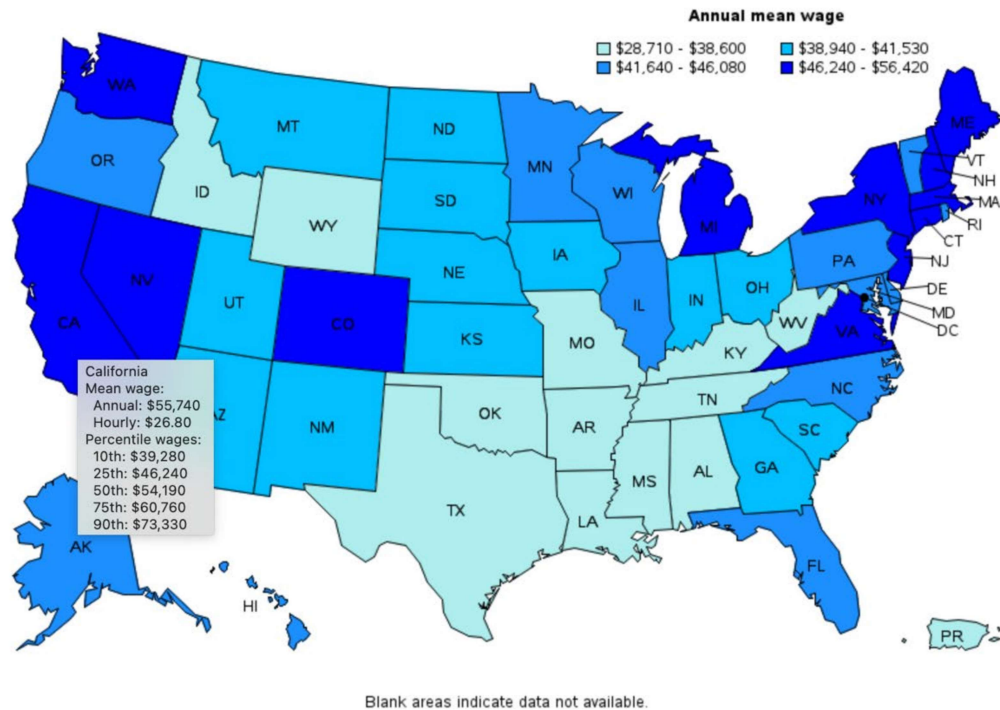
Fig. 6 US Bureau of Labor Statistics OEWS

Wages for veterinary technicians can easily surpass $70,000/year in some areas of California. The program coordinator has seen ads for credentialed veterinary technicians in the last year offering $90,000/year, though that is admittedly not the norm. It does, however, indicate that well-educated and well-trained technicians can make a livable wage.

Revised 8.28.2023

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

The Allan Hancock College Veterinary Technology Program is the only local veterinary technology program preparing students to sit for licensure through the California Alternate Route Pathway to RVT Licensure. Current course offerings prepare students for both the national licensing examination and to function as competent entry level veterinary technicians.

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

Yes. Occupational demand and wage trends are continually increasing in the veterinary technology field. According to our industry collaborators, increased business due to the Covid-19 pandemic and consequent attrition of the workforce due to the pandemic after-effects continues to lead to a significant increase in work load at veterinary clinics, and there is a statewide shortage of qualified RVT and veterinary assistants to fill the employment gaps. Students completing the program continue to have little difficulty finding employment in our area.

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, and all are appropriate.

e. Have recommendations from the previous report been addressed?

A dedicated instructional space is still urgently needed, though progress may be occurring on the facilities' end.

Grant monies have been obtained to update training manikins and equipment.

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.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

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.)   The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):
☐ Ed Master Plan   ☐ Student Equity Plan   ☐ Guided Pathways   ☐ AB 705   ☐ Technology Plan [X]   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.

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	Dosimetry badges
Planning years:	*2024-2025 and ongoing*

Description:

Dosimetry badges for students in Spring semester, necessary in order to use dental X-ray machine the program currently owns.

**Program Coordinator to research when training manikins arrives. Cost for dosimetry badges is minimal, per discussion with the Dental Assisting Program.

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

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

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

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	"Emily" positioning manikin
Planning years:	*2024-2025*

Description:

The Emily positioning manikin provides a more realistic opportunity for students learning to place animals in position for veterinary radiographs. The ability for students to practice skills on training manikins is essential to their workplace success. There are limited opportunities for students to practice and fully develop confidence and competence in performing the skills outside of a veterinary hospital.

Program coordinator can get quote for this item.

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 X ☐ Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only
Title (including number: Canine Breath/Heart Sound simulator
Planning years: 2024-2025

Description:

A Canine Breath/Heart Sound simulator can be used with our current training manikins to reproduce different sounds heard through auscultation. Students will learn to identify these sounds and what interventions may be needed.

Program coordinator can get quote for this item.

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 X☐ Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only
Title (including number:
Planning years: *(The academic years this will take to complete)*

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.)

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

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

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

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*

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.)

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

Dept	Program	Source
English	English Rhetoric	Yearly Planning and Core Topic
Life & Physical Sciences	Veterinary Technology	Yearly Planning Only

Year	Initiative (Objective) Reference	Resource Need
2022-2023	ER OBJ.- 3	Facilities
2024-2025		Facilities

Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority
Need air conditioning	One-time	1 = High
dedicated room & furnishings for VT program and training	One-time	1 = High

	TOTAL	TOTAL

Estimated Equipment Cost	Estimated Instructional/Restricted Lottery Cost
$ 400.00	
unknown	unknown

	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

	$ -
	$ -
	$ -

$ 400.00	$ -

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?

   The data analyzed were the use of the following services by Veterinary Technology Program students:

   EOPS/CARE/NextUp/CalWORKs/Guardian Scholars
   AHC Library
   General Counseling
   CAN-Trio
   Career Center
   LAP
   Tutoring
   Cal-SOAP
   AHC Bookstore; textbooks & materials
   Basic Needs
   Aim To Dream
   Financial Aid
   Admission and Records

   Veterinary Technology Program students were surveyed, and the results are as follows:

How satisfied were you with EOPS/CARE/NextUP/CalWORKs/
Guardian Scholars services?

I did not use any of these services	14 respondents	93 %	
Very satisfied	1 respondent	7 %	
Not satisfied		0 %	

How satisfied were you with AHC Library services?

Neutral	5 respondents	33 %	
Very satisfied	4 respondents	27 %	
I did not use the library	6 respondents	40 %	
Not satisfied		0 %	

How satisfied were you with general counseling services?

I did not use counseling services	8 respondents	53 %	
Very satisfied	6 respondents	40 %	
Not satisfied		0 %	
	2 respondents	13 %	

How satisfied were you with CAN-TRIO services?

Not satisfied		0 %	
Very satisfied	1 respondent	7 %	
I did not use any of the CAN-TRIO services	14 respondents	93 %	
	1 respondent	7 %	

The Career Center offers job searches, career information; career assessment tests, resumes support, and career workshops. How satisfied were you with the Career Center?

Not satisfied		0 %	
I did not use the Career Center services	12 respondents	80 %	
	1 respondent	7 %	
Very satisfied	3 respondents	20 %	

Tutoring services are provided at the Academic Resource Center (ARC), Tutoring Center, Math Lab, and Writing Center. Did you request tutoring help this semester?

Yes		0 %	
No	15 respondents	100 %	
yes, but they were not able to help me		0 %	

If you have used LAP services, were you satisfied?

Yes	5 respondents	33 %	
I did not use LAP services	10 respondents	67 %	
No		0 %	

How satisfied were you with Cal-SOAP services?

Not satisfied		0 %	
I did not use CAL SOAP services	13 respondents	87 %	
Very satisfied	2 respondents	13 %	

How satisfied were you with the AHC Bookstore services?

Not satisfied	1 respondent	7 %	
I did not use the AHC Bookstore	4 respondents	27 %	
Very satisfied	10 respondents	67 %	

Did you end up using the textbook(s) and/or materials you were required to purchase for your class?

Never		0 %	
All the time	10 respondents	67 %	
Some of the time	2 respondents	13 %	
Most of the time	3 respondents	20 %	

How satisfied are you with the Basic Needs center services?

I did not use any Basic Needs services	12 respondents	80 %	
Not satisfied		0 %	
Very satisfied	3 respondents	20 %	

How satisfied are you with the Aim to Dream Center services?

Very satisfied	1 respondent	7 %	
Not satisfied		0 %	
I did not use Aim to Dream services	14 respondents	93 %	

Admissions and Records helps with tasks such as adding and dropping classes, verifying enrollment, issuing ID cards, reviewing graduation petitions and processing transcripts. How satisfied are you with Admissions & Records services?

Not satisfied		0 %	
Satisfied	7 respondents	47 %	
Very satisfied	8 respondents	53 %	

It is easy to schedule an appointment with a counselor when I need assistance.

Strongly disagree	1 respondent	7 %	
Disagree		0 %	
Strongly agree	3 respondents	20 %	
Agree	5 respondents	33 %	
neutral	6 respondents	40 %	

How satisfied were you with Financial Aid Services?

Very satisfied	5 respondents	33 %	
Not satisfied	3 respondents	20 %	
I did not use Financial Aid services	7 respondents	47 %	

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?

One student in each of the past two cohorts have asked if tutoring is available. Each of these students were ESL (one native Mandarin and one native Spanish speaking). Challenges with tutoring service occur because our program has a narrow area of focus, and there are not currently tutors with veterinary medical knowledge available in the tutoring pool. Fortunately, this cohort has done extremely well in their coursework and lack of tutoring assistance did not inhibit their completion.

It appears that some of the program students had issues with Financial Aid, Counseling and Bookstore Services that may have added stress to their time within the program.

The majority of the other services examined either satisfied the students' needs or were not utilized by the students.

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

Efforts have been made to recruit former and/or current students as tutors when needed. These efforts will continue.

Counseling services play an integral role in our Student Success teams, and personal contacts will be made if students have trouble making appointments.

I have spoken to the library about having updated course textbooks available.

I would like to see more students utilizing the Career Center. Students enrolled in work experience may see more opportunities than those that do not. When questioned by students asking about job placements or openings, I encourage them to explore the Career Center.

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

Increased satisfaction with bookstore and financial aid will be noted, and the use of a qualified tutor, if needed.

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)

   Guided Pathway Success Team members and related faculty validated these findings.

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

   Counseling services have been included in the Health Sciences Success Team meetings to address specific ways in which they can assist the program's students. The lack of

tutoring services specific to veterinary technology will likely only be addressed by attempting to recruit former or current students as tutors. The program coordinator has had conversation with both Library Services and the bookstore to make sure that copies of textbooks are available to students to address a late-arriving textbook for one student at the beginning of the program.

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.***

*** **No new program planning initiatives requested related to this core topic.**

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
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	Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
12	English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ.- 2	Equipment	Video cameras $600 each

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*

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☐ Title V

Program Review Signature Page:

Amy Rice

_____Amy Rice_____ _____5/20/24_____
Program Review Lead   Date

_____   _____
Program Dean   Date

_____   _____
Vice President, Academic Affairs   Date

Veterinary Technology Academic Services and Support 2023-24

Final Audit Report   2024-06-12

Created:	2024-06-12
By:	Christy Lopez (clopez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAGwuQn8GApR2olwwWG5h0Wow59ajAnQz-

"Veterinary Technology Academic Services and Support 2023-24" History

📄 Document created by Christy Lopez (clopez@hancockcollege.edu)
   2024-06-12 - 10:21:42 PM GMT- IP address: 209.129.94.61

✉ Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
   2024-06-12 - 10:22:46 PM GMT

📄 Email viewed by Robert Curry (rcurry@hancockcollege.edu)
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✍ Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
   Signature Date: 2024-06-12 - 10:59:30 PM GMT - Time Source: server- IP address: 209.129.94.61

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   2024-06-12 - 10:59:30 PM GMT