2015 Annual Report
Final Submission
03/30/2015

Allan Hancock College
800 South College Drive
Santa Maria, CA 93454-6399

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Nancy Meddings
3.	Phone number of person preparing report:	805-922-6966 ext. 3475
4.	E-mail of person preparing report:	nmeddings@hancockcollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://epubs.hancockcollege.edu/catalog/2014-15/#?page=10
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.hancockcollege.edu/public_affairs/accreditation.php
6.	Total unduplicated headcount enrollment:	Fall 2014: 16,490 Fall 2013: 15,608 Fall 2012: 15,723
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	10,637
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,639
9.	Number of courses offered via distance education:	Fall 2014: 171 Fall 2013: 154 Fall 2012: 146
10.	Number of programs which	10

	may be completed via distance education:	
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 3,978 Fall 2013: 3,839 Fall 2012: 3,793
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	67%
14b.	Successful student course completion rate for the fall 2014 semester:	70%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once. a. If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? — N/A b. If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? — 880 c. If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? — 545	
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,964
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,186
16c.	Number of students who received a certificate in the 2013-2014 academic year:	778

17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,500
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,547
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	Transfer Studies
19a.	Number of career-technical education (CTE) certificates and degrees:	149
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	149
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	n/a
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	n/a

20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	**CIP Code 4 digits (##.##)**	**Examination**	**Institution set standard (%)**	**Pass Rate (%)**
	Nursing, LVN	51.39	national	0 %	100 %
	Nursing, RN	51.38	national	0 %	79.41 %
	Law Enforcement Academy	43.01	state	0 %	100 %
	Fire Technology Academy	43.02	state	0 %	100 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
	Program	**CIP Code 4 digits (##.##)**	**Institution set standard (%)**	Job Placement Rate (%)
	n/a		0 %	0 %

22.	Please list any other instituion set standards at your college:		
	Criteria Measured (i.e. persistence, starting salary, etc.)	**Definition**	**Institution set standard**
	n/a		

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened

in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

Allan Hancock College has a Student Success Summit every spring. The Summit focus includes reviewing student outcomes data, including institution-set standards, and discussing high-impact practices for improvement. The original standards were based on a limited amount of data (the Banner system had only been operational for 5 semesters). AHC is currently assessing and revising the standards through our shared governance council/committee process, based on 5 years\' worth of data. Regular review annually at the Student Success Summit and periodic assessment/revision ensures realistic self-set institutional standards. The next Summit is scheduled for April 3rd, 2015.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	991
	b.	Number of college courses with ongoing assessment of learning outcomes	918
		Auto-calculated field: percentage of total:	92.6
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	217
	b.	Number of college programs with ongoing assessment of learning outcomes	214
		Auto-calculated field: percentage of total:	98.6
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	13
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	13
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:		n/a
28.	Number of courses identified as part of the general education (GE) program:		157

29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	96%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	156
32.	Number of Institutional Student Learning Outcomes defined:	7
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	96%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%

35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).
	At Allan Hancock College, ILOs are assessed and reported on by teams that utilize rubrics to measure effectiveness. For the most part, results have shown student achievement to be satisfactory or higher. An exception was the Information and Technology Literacy ILO. The team felt it was difficult to measure artifacts and performance because these are two separate skill sets. Based on the assessment results, the team recommended that this particular ILO be split into two separate ILOs for more valid and accurate measureme nt. After discussion in the appropriate committees and councils, this ILO has been split into two parts with new rubrics in development.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).
	Basic skills course outcomes have been the center of much discussion on alignment at AHC in the 2014-15 academic year. Ongoing dialogs occur primarily in the Learning Outcomes and Assessment Committee (LOAC) for Academic Affairs, and at the Student Learning Council. Courses and programs that map to ILOs have \"mastery\" or \"proficiency\" as the desired outcomes, and graduating students are expected to have demonstrated proficiency in the ILOs. In remedial courses, this level is not an expectation; demonstrated progression through levels is a more valid indicator of student learning and achievement, and noncredit programs at many colleges have adopted progression rather then proficiency as the basic skills standard. As of spring 2015, discussion is continuing on how basic skills courses relate to the ILOs, and whether there should be an ILO just for those courses.

37.	Describe the various communication strategies at your college to share SLO assessment results

	for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).
	For years, AHC has set aside interdisciplinary \"Assessment Days\" for faculty (internal audience) to focus on assessment results and improvement plans. This is in addition to department retreats to discuss SLOs, and the regular meetings of the two Lea rning Outcomes and Assessment Committees (one for Academic Affairs, one for Student Services). SLOs and assessment have also been the focus of several recent all-staff convocations. For students and the community (external audience),comprehensive learning outcomes pages are maintained by Institutional Research and Planning on the AHC public website at: http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/index.php
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).
	Dialog on SLOs at Allan Hancock College is primarily driven by the two Learning Outcomes and Assessment Committees, who report through the shared governance process to the Student Learning and Student Services Councils, who report in turn to the Academic Senate and College Council. College Council shares information and makes recommendations to the superintendent/president and the board of trustees. A well-attended interdisciplinary dialog occurred during an excellent professional de velopment presentation by Spanish faculty in January 2015, entitled \"Making It Matter: Using SLO Data Effectively to Drive Decisions About Resource Allocation and Curriculum Modification\".
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).
	Allan Hancock College has many success stories, and is a two-time nominee for the Aspen Institute Award (2011 and 2014). Individual achievements include the ESL student who succeeded through various remedial levels, and was ultimately accepted to UC Berkeley as an English major (he wants to come back and join our English faculty); and the dental assisting graduate who was accepted into a prestigious dental sc hool in New England after completing the rigorous program at AHC. At the course level, a biology faculty member teamed with faculty librarians to assist students in writing better research papers (see the Biology Libguide at http://libguides.hancockcollege.edu/cat.php?cid=17980). In 2013-14, AHC exceeded institution-set standards for certificates awarded by 43% due in part to the efforts of one counselor. He went into classrooms and met personally with vocational students who did not realize how close to certificate completion they were, and helped them to fill out the petition to receive their certificates.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer

40.	Number of submitted substantive change requests:	2013-14: 2 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	There are new programs in two areas, agriculture and sports medicine. There are some programs that are now more than 50% online.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Lompoc Valley Center and online through Blackboard
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.
Sincerely,
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