2016 Annual Report
Final Submission
04/19/2016

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:	George Railey
3.	Phone number of person preparing report:	805-346-1002
4.	E-mail of person preparing report:	grailey@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/2015-16/#?page=10
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://epubs.hancockcollege.edu/catalog/2015-16/#?page=10
6.	Total unduplicated headcount enrollment:	Fall 2015: 15,741 Fall 2014: 16,490 Fall 2013: 15,608
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	9,086
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	2,940
9.	Number of courses offered via distance education:	Fall 2015: 174 Fall 2014: 171 Fall 2013: 154
10.	Number of programs which may be completed via distance education:	11
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 3,356 Fall 2014: 3,396 Fall 2013: 3,304
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
	Were all correspondence courses for which students enrolled	

| 13. | in fall 2015 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?	66%
14b.	Successful student course completion rate for the fall 2015 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?	1081
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?	726
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?	598

16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,230
16b.	Number of students who received a degree in the 2014-2015 academic year:	867
16c.	Number of students who received a certificate in the 2014-2015 academic year:	703
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?	1,458
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,560
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:	159
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	10
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	23

2013-2014 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 (%)
Registered Nursing - NCLEX	51.38	national	79 %	79 %

20.	Licensed Vocational nurses (LVN)	51.39	national	93 %	97 %
	Dental Assisting - Practical Exam	51.06	state	81 %	63 %
	Dental Assisting - Written Exam	51.06	state	95 %	100 %
	Dental Assisting - Law & Ethics	51.06	state	92 %	100 %
	Certified Nursing - Assistant (CNA) - Written Exam	51.39	state	73 %	100 %
	Certified Nursing - Assistant (CNA) - Skills Exam	51.39	state	92 %	96 %
	Cosmetology - Written	12.04	state	81 %	74 %
	Cosmetology - Practical	12.04	state	84 %	87 %
	Law Enforcement Academy	43.01	state	69 %	74 %

21.

2013-2014 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 (%)
Accounting	52.03	60 %	44 %
Administration of Justice	43.01	78 %	91 %
Administrative Medical Assisting	51.08	52 %	69 %
Automotive Technology	47.06	64 %	71 %
Business Administration	52.02	68 %	83 %
Business	52.01	64 %	74 %
Certified Nurse Assistant	51.39	78 %	89 %
Child Development/Early Care and Education	19.07	54 %	66 %
Cosmetology and Barbering	12.04	53 %	73 %
Dental Assisting	51.06	77 %	76 %
Dramatic Arts	50.05	59 %	57 %
Film Production	50.06	52 %	55 %
Fire Technology	43.02	83 %	90 %
Human Services	44.00	50 %	61 %
Licensed Vocational Nursing	51.39	75 %	70 %
Medical Assisting	51.08	67 %	84 %
Nutrition, Foods, and Culinary Arts	19.05	69 %	73 %
Office Technology/Office Computer Applications	52.04	51 %	59 %
Police Academy	43.01	80 %	100 %
Registered Nursing	51.38	85 %	93 %
Technical Theater	50.05	46 %	40 %
Viticulture, Enology, and Wine Business	01.03	63 %	50 %
Welding Technolgy	48.05	80 %	83 %

22.

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Course Completion	Students who finish a course	82%

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 (AHC) is fostering the importance of integrated planning driven by data. In order to link plans and data, we are ensuring that plans such as the Student Equity Plan tie to Institutional Effectiveness goals and institutional strategies directed to improve achievement. College outcome measures link to metrics established by attainment of equity; for example, the IE Goals of course completion and basic skills progression are set based on the standard of equitable performance rather than just a review of five year trends. Longer

term goals not only focus on equity, but also on raising the tide for all groups of students while closing the equity gap. In this manner the college can tie various instructional and student services initiatives to larger outcome measures in a more meaningful manner. Institution set standards are set and evaluated annually at the college planning retreat in order to provide clarity and distinction with regard to minimum thresholds and aspirational goals. In an effort to promote best practices, the annual AHC Student Success Summit in April will focus on acceleration and multiple measures in order to improve progression through basic skills to college work. Leaders in these areas will share their research and guide group work at the summit. The college is intentionally focusing on data

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:	1025
	b.	Number of college courses with ongoing assessment of learning outcomes	900
		Auto-calculated field: percentage of total:	87.8
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	221
	b.	Number of college programs with ongoing assessment of learning outcomes	206
		Auto-calculated field: percentage of total:	93.2
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	16
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	16
		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:	http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/results.php	
28.	Number of courses identified as part of the general education (GE) program:	163	

29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	97.5%
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*:	159
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).	97%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
	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).
35.	ILO assessment happens systematically at Allan Hancock College. A six-year ILO assessment cycle was developed and lives in the college's Institutional Assessment Plan. Interdisciplinary faculty from academics and student services review initial assessments when reviewing the ILO in any given year. For the most part, results have shown student achievement to be satisfactory or higher. Results from the spring 2012 Scientific Literacy ILO assessment indicated the use of assessment results to make changes in assessment tools, curricula, and identify equipment needs. The 2016 Scientific Literacy team reviews prior assessments, and then implements recommendation including revising the institutional rubric and plans to look at disaggregated data from eLumen by the end of the term, to further identify any gaps. This semester, the academic SLO Coordinator presented SLO and ILOs information, including what they mean to students, to the Associated Student body Government Leadership class. Last year's ILO team on Information & Technology Literacy shared their assessment results at the annual Strategic Planning Retreat that is attended by all constituencies of the college (Trustees, Cabinet members, administrators, faculty, classified and students).http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/index.p

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.

	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).
36.	The Allan Hancock College Institutional Assessment Plan assists faculty and staff in alignment of outcomes, as well as analysis of assessments and how to revise outcomes. The final step of the four step SLOs assessment process at AHC is reflection and revision. Following this process, faculty have made changes and improvement plans; for example, after reflecting as a group, the Spanish department changed all their course level SLOs to better align with program level SLOs. At AHC, SLOs are reviewed every year either through the comprehensive (every six years) program review or annual program review update. This allows an opportunity for curriculum and resource needs to be revised frequently. For example, a geology instructor realized the need for more mineral identification resources and field trips after assessing course-level SLOs. This need was then reflected in his program review, and if funded would also lead to a revision in the course outline of record.

	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).
37.	At Allan Hancock College, faculty SLO liaisons and SLO coordinators, the faculty chairs of the Learning Outcomes and Assessment Committees (LOAC) communicate and promote dialog on SLOs assessment in their departments. There are two LOAC committees, one for academics and one for student services and each chair sits on the other committee to assist with communication across the institution. Campus wide SLOs assessment dialog and information happens primarily at department retreats each semester. One example is the Mathematics department who hold a retreat to identify which SLOs will be assessed that term, create common questions to share across sections, and discuss their results from the previous term as a group to make needed improvements. In addition to retreats, professional development opportunities are scheduled each term related to assessment and to share "best practices", and LOAC's ongoing assessment series "Making it Matter" solicit faculty to share their successes and have presented on topics such as "Developing CTE Student Learning Outcomes and Assessments" to "Using Data Effectively" and disaggregating data for program review. These sessions are open to all staff and faculty and since are presented by Hancock faculty, elicit dialog across disciplines and get faculty collaborating.

	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).
38.	SLO dialog and reporting of assessment results occurs at each department, professional development activities, at the LOAC committees and the annual planning retreat at Allan Hancock College. In addition, there have been presentations on SLOs assessment at all-staff convocation days and in campus newsletters. SLOs assessment results and resource requests are documented in comprehensive program review and annual updates which then are forwarded to cabinet-level administrators, who then prioritize the requests. The highest priority needs guide annual planning directions, as well as suggesting possible funding

	sources such as district, grant, categorical and/or foundations.
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). One enlightening demonstration of SLOs assessment at Allan Hancock College was presented at the "Making it Matter: Using SLO Data Effectively to Drive Decisions about Resource Allocation and Curriculum Modification" in which the Spanish faculty, by disaggregating the data for her program review by course identified a huge gap with students to Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. Program changes for a strong cultural component would reflect integrating new activities at the course level. Activities proposed include field trips and attending on-campus cultural events. Another example includes an assessment the Library completed in fall 2014 for English 101 students that came for orientation versus those that did not. Those who attended orientation showed a 10 percent higher success/retention rate. Orientations were held at both campuses and served more than 150 students. These are not isolated instances of how assessments are improving programs and instruction. They are fairly typical for our faculty who are always willing to explore innovative ways to impact student success.

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:	2014-2015: 1 2013-2014: 2 2012-2013: 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)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	New Agricultural Sciences AS and Certificate of Achievement

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 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:	Allan Hancock College Lompoc Valley Center
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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