

## ACCJC Narrative Responses 2014-15 Report

### **23. Effective Practices for Institution-Set Standards**

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

### **35. Effective/Innovative ILOs**

At Allan Hancock College, ILOs are assessed and reported on by teams that use rubrics to measure effectiveness. For the most part, the results have shown student achievement to be satisfactory or higher. An exception was the Information & Technology Literacy ILO—the team felt it was difficult to measure artifacts and performance because these are two separate skill sets. Based on assessment results, the ILO team recommended that this ILO be split into 2 separate ILOs for more valid and accurate measurement. After discussion in the appropriate committees, the ILO has been split into two and new rubrics have been developed.

### **36. Alignment of SLOs (mapping different levels)**

Basic skills courses have been at the center of SLOs alignment discussions at AHC in 2014-15. Dialog occurs primarily in the learning outcomes and assessment committee (LOAC) for academic affairs. Since the rubrics used to assess SLOs include “mastery” of courses and programs, the focus has been how to include remedial courses where mastery of content is not an expectation; progression through levels is a more valid indicator of student learning and achievement, and is commonly used for noncredit courses such as ESL. As of January 2015, the plan is to revise the mapping and rubrics of basic skills courses.

### **37. Communication Strategies to Share SLO Assessment Results**

For years, AHC has set aside interdisciplinary “Assessment Days” to focus on assessment results and improvement plans. This is in addition to individual department retreats to discuss SLOs, and the regular meetings of the two learning outcomes committees (academic affairs and student services). SLOs and assessment have been the focus of several all staff convocations.

Comprehensive learning outcomes pages on the AHC public website are maintained by institutional research and planning at:

[http://www.hancockcollege.edu/institutional\\_research\\_planning/learning\\_outcomes/index.php](http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/index.php)

### **38. Dialog and Reporting of SLO Assessment Results at Departmental and Institutional Levels**

Dialog on SLOs at Allan Hancock College is driven by the learning outcomes and assessment committees; there are two that meet regularly, one for academic affairs and one for student services. These committees make recommendations related to SLOs through the shared governance process to Academic Senate and ultimately to College Council, which recommends actions to the superintendent/president and the board of trustees. A well-attended interdisciplinary dialog was held during the excellent professional development presentation in January 2015 by Spanish department faculty “Making It Matter: Using SLO Data Effectively to Drive Decisions about Resource Allocation and Curriculum Modification”.

### **39. Success Stories Regarding Student Learning, Achievement and Institutional Effectiveness**

Allan Hancock College has many success stories, and has been a finalist for the Aspen Award twice (2011 and 2014). Individual achievements include the ESL student accepted at Berkley as an English major, and the dental assisting graduate who was accepted into a prestigious dental school in New England after completing the rigorous program at AHC. At the course level was the biology professor who improved outcomes by teaming with the AHC library 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 the number of certificates awarded by 43% largely due to the efforts of one counselor. He met with vocational students who did not realize how near they were to certificate completion, and assisted them with filing the petition to receive their certificates.