

Accreditation

2020 Midterm
Report

STUDENT SERVICES

Directory

Allan Hancock College

Midterm Report

Submitted by:

Allan Hancock College

800 South College Drive, Santa Maria, California 93454

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

October 20, 2020

Midterm 2020 Report Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Kevin G. Walthers, Ph.D.

Allan Hancock College

800 South College Drive, Santa Maria, California 93454

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

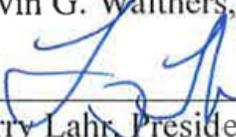
 <small>Kevin Walthers (Oct 16, 2020 14:56 PDT)</small>	10/15/2020
Kevin G. Walthers, Ph.D., Chief Executive Office	Date
 Larry Lahr, President Board of Trustees	10/15/20 Date
 <small>Robert Curry (Oct 16, 2020 15:00 PDT)</small>	10/16/20
Robert Curry, Ph.D., Chief Instructional Officer	Date
 <small>Nohemy Ornelas (Oct 16, 2020 15:21 PDT)</small>	10/16/20
Nohemy Ornelas, Ed.D., Chief Student Services Officer	Date
 <small>Paul Murphy (Oct 16, 2020 15:21 PDT)</small>	10/16/20
Paul Murphy, Ph.D., Accreditation Liaison Officer	Date

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Statement of Report Preparation

Completion of the Midterm Report utilized both the College governance processes as well as knowledge and expertise of individuals in specific functional areas. Responses to plans established in the last Institutional Self-Evaluation Report (ISER) were assigned to the appropriate areas identified in the plans, with input vetted through appropriate committees (eg, Human Resources Council, Technology Council, and Budget Council), as well as the Academic Senate. Responses to the recommendations for improvement were provided by a variety of committees and individuals. Recommendation 1 evidence was gathered by the Office of Institutional Effectiveness based on dialogue from the Learning Outcomes and Assessment Committees, Program Review Committee, program assessment plans, and plans established in program reviews. Recommendation 2 feedback was provided by the Office of Academic Affairs; the response to Recommendation 3 was based on the analysis each of the learning support programs conducted in the intervening periods between the team recommendations and this report. Input for Reflections on Improving Institutional Performance is based on examples of assessment training sessions, collegewide feedback and evaluation of assessment practices, examples of program actions and outcomes, and identified opportunities for improvement. Reflections on College student achievement data, including Institution Set Standards occurs at annual planning retreats and discussed at college meetings (Appendices: 2020 Planning Retreat Agenda; 2020-2021 IE Council Goals). Examples of strategic initiatives that improve student outcomes are provided as evidence of college dialogue and planning. Assessment of elements of the QFE was imbedded into the planning and evaluation conducted with the Institutional Effectiveness Partnership Resource Team (Appendices; PRT Summary Allan Hancock College 2019-20; IEPI PRT Plan)

Self-identified Improvement Plan

During the college’s self-evaluation process, colleges identify areas of improvement to strengthen their alignment to the Standards. This section reports on those self-identified Improvement plans. The institution should describe their progress on these plans and resulting outcomes. A chart format can be used for this section of the report as appropriate. Any plans still pending for action should be clearly identified with specific timelines for completion and should identify responsible parties.

Status of Self-Evaluation Plans for Improvement are provided in the table below.

CHANGE, IMPROVEMENT AND INNOVATION	STANDARD	COLLEGE LEADS	STATUS (Completed/Pending)	TIMELINE IF PENDING	ANTICIPATED OUTCOME
Modify program review process to include analysis of program set standards.	I.B.3 I.B.9 II.A.16	Program Review Committee Academic Senate	Program set standards were added to the annual update	The PR Committee is currently revising the comprehensive and annual updates to better integrate the processes, accommodate revisions to the SLOs assessment focus, and integrate technology to support program review.	Align assessment of student performance at the program level to college set standards where appropriate.
Institutional and programmatic student data will be clarified, and training provided to ensure effective use of data in planning and evaluation.	I.B.4 I.B.5 I.C.3	VPIE	The IE office has implemented data coaching through various onsite and remote offerings, including training for administrators, faculty undergoing program review, and as part of the Guided Pathways initiative. This project is so important that these activities will continue.		Better understanding of data definitions, location of data, and appropriate use.

<p>Implement identified strategies and best practices to improve success of students in online courses.</p>	<p>I.B.5 II.A.7 II.B.1</p>	<p>DL Committee Academic Senate SLC</p>	<p>The Distance Learning committee has taken several steps to help improve student success in online courses. The focus of the committee has been to find ways of humanizing the online course to retain and inspire students. Improving faculty initiated contact and documentation of that contact has been a priority.</p> <p>The committee has developed a best practices in online course peer review, with a focus on faculty-to-student and student-to-student contact. Members of the committee have been to several of the department that have a large number of online courses. The members provided these departments with information on peer review and its importance to student success. (I don't have this file on my laptop. I can send this to you if you need it for evidence)</p> <p>The committee also developed a form that instructors can use to document their faculty initiated contact. The committee recommended that departments that teach online courses should complete the form each semester. Several departments, which equate to close to 90% of online courses, have agreed to use this form. (I can send you this form also if you need it)</p> <p>The committee also updated the Faculty Initiated Regular and Substantive Contact policy to reflect the new language in Title 5. This was done to ensure that what was being measured in online classes was not incidental communication but substantive to the material in the course.</p> <p>The committee has recommended that training for faculty in online courses be specific and individual. Faculty members of the committee have raised the issue that training in online courses should be specific and tailored to the instructor. The distance learning department has implemented a modified professional development program that expands open office hours and opportunities for instructors to meet one-on-one with department staff to provide point-of-need training. The distance learning</p>	<p>Reduce gap in success between online students at AHC and relevant benchmarks.</p>
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CHANGE, IMPROVEMENT AND INNOVATION	STANDARD	COLLEGE LEADS	STATUS (Completed/Pending)	TIMELINE IF PENDING	ANTICIPATED OUTCOME
			department is building an online compendium to provide information resources available to faculty 24/7.		
Improve orientation and admissions services for Spanish speaking students.	II.C.2 II.C.7 I.B.7	SSC Student Services Student Equity Committee	Completed. Student Services created an orientation in Spanish for students in noncredit programs. AHC also examined enrollment services and hired six bilingual outreach/retention specialists who are liaisons to all local high schools and the community.	2015-2018	Improved orientation and admissions services for Spanish speaking students.
Evaluate evening and online services and make appropriate improvements to enhance student support.	II.A.7 II.C.2 II.C.3	SS Administrators Office of IE SSC DL Committee	In Progress. Student surveys and focus groups have been conducted. Feedback has been disseminated and reviewed across campus. Student Services has expanded evening hours including some weekends during registration periods, The Library expanded evening and weekend hours. During the 2019-2020 year, Student Services piloted an extended evening to allow students an additional hour of services on Tuesdays. Student Services Council reviewed the results of students served and sections of courses during the week. With this information, a recommendation was made to add an additional evening starting 2021-2022 to expand access to services for students. Student Services Council will examine the outcomes in the spring of 2022 to determine if this will be a permanent change.	2016-2021	Improved services for evening and online students.
Implement Common Assessment and multiple measures instrument to improve student placement Accuracy.	B.C.7	Testing Center Math, English, and ESL faculty ITS Office of IE	Completed. Implemented AB 705 placement rules and created guided self-placement tool for students who do not receive placement via CCCApply application or who need to update or correct high school transcript data. Also developed an ESL guided self-placement tool for English language learners.		Increase student success and progression through math, English, and ESL course sequence.

CHANGE, IMPROVEMENT AND INNOVATION	STANDARD	COLLEGE LEADS	STATUS (Completed/Pending)	TIMELINE IF PENDING	ANTICIPATED OUTCOME
Modify administrator evaluation process to enhance institutional effectiveness and encourage improvement in performance.	II.A.5	HR Council	A new administrator evaluation survey form that is more closely tied to institutional effectiveness has been implemented.		More meaningful and efficient process.
Update Technology Master Plan to reflect the institutionalization of technology expenditures.	II.C.2	Technology Council		With the completion of the Educational Master Plan underway, the Technology Master Plan will begin this academic period.	Integrate technology needs into institutional planning and resource allocation.
Establish district-wide computer inventory systems to manage replacement.	III.C.2	Director ITS	In Progress. ITS purchased a modern help desk and asset management system, TeamDynamix, in the late spring of 2020. We launched the help desk system in August and turned our attention to asset management in September. We are importing existing assets into TeamDynamix and setting up processes for automatic and manual additions of new assets.	1/1/2021	Improve consistency when planning for future technology needs.

CHANGE, IMPROVEMENT AND INNOVATION	STANDARD	COLLEGE LEADS	STATUS (Completed/Pending)	TIMELINE IF PENDING	ANTICIPATED OUTCOME
Initiate annual review of financial processes and internal control at the district and related entities.	III.D.5 III.D.8	V.P. Finance and Administration	<p>The Associate Superintendent/Vice President for Finance and Administration reviews processes and procedures and adequacy of internal controls on an ongoing basis. Processes and procedures are discussed at the biweekly Administrative Services Division manager’s meeting. This meeting includes, among others, the District’s Associate Superintendent of Finance and Administration, Director of Business Services, Budget Analyst, Supervisor of Auxiliary Accounting and the Managing Director of PCPA. The shared governance process is used to review overtime expenses and make recommendations on how to reduce overtime, if necessary.</p> <p>Prior to joining the District’s executive management team, the Associate Superintendent/Vice President of Finance and Administration spent six years working for the State Fiscal Crisis and Management and Assistance Team (FCMAT). During his time with FCMAT, he was responsible for identifying weaknesses in K-14 district processes and procedures and for making recommendations to improve internal controls.</p>		Improved processes, internal control, and reduction in overtime.

CHANGE, IMPROVEMENT AND INNOVATION	STANDARD	COLLEGE LEADS	STATUS (Completed/Pending)	TIMELINE IF PENDING	ANTICIPATED OUTCOME
Ensure compliance with recently enacted Federal Uniform Grant Guidelines.	III.D.10	Director Business Services	The Business Services and Intuitional Grants departments ensure on-going compliance with Federal Uniform Grant Guidelines by subscribing to appropriate listservs, attending Federal grant compliance workshops, and visiting USDE’s Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards webpage on a regular basis for updated guidance. Information is reviewed and updated in the Grant Accountant Desk Manual and the Grant Procedure Manual as needed throughout the fiscal year. Any revisions are then communicated to the grant accountants in Business Services and the staff in Institutional Grants Department to assist grant project directors and coordinators in remaining compliant with Federal Requirements in 2 CFR Part 200 (Uniform Guidance).		On-going compliance with Federal Grants.
Standardize all institutional agreements to ensure they reflect proper language in the templates and the templates are approved and administered through a document control process. Update and memorialize document flow, appropriate reviews, appropriate final approvals, and document retention need to be updated and communicated to faculty and administrators.	III.D.16	V.P. Finance and Admin./Direct or Business Services	In August 2018, the District’s Independent Contractor Agreement and Professional Services Agreement were standardized into one document that includes the proper language for each template and fill-in fields for contract specific language such as date, contractor name, agreement type, dates of performance, services to be performed, and compensation for services. Every agreement is approved by both the Associate Superintendent/Vice President of Finance and Administration and the Superintendent/President. The new agreement is administered by the Business Services department and includes a cover sheet with routing instructions and a required document attachment check list for ease of document flow. The entire agreement packet is then sent to Business Services for verification of approvals and required attachments and is then retained in Business Services for document retention purposes.		Improved internal control, reduction in liability and improved communication with community partners.

Response to Recommendations for Improvement

Recommendation 1 In order to improve effectiveness, the team recommends the College clearly demonstrate a link between SLO assessment and improvement of student learning and achievement in all courses and programs. (Standards I.B.1 I.B.4, II.A.2, II.A.3, II.A.16, III.A.6 and ER 11)

Response:

In response to this recommendation for improvement from the latest ACCJC team visit, Allan Hancock College has taken many steps to improve effectiveness and develop a stronger link between learning outcome assessment and student learning in both academic affairs and student services. These steps include streamlined data reporting and collection, surveying for best practices, and increased training opportunities.

Data reporting and collection were identified as a priority among Learning Outcomes and Assessment Committee (LOAC) members for both Academic Affairs (AA) and Student Services (SS). The difficulty of extracting digestible data from past reporting systems led to the creation of dynamic reporting through the online learning outcome dashboards. ([Academic Affairs](#), [Student Services](#): Program Review: http://bit.ly/CPR_AA, http://bit.ly/CPR_SS) With these new dashboards, stakeholders can download charts and tables and other data reports as needed. In addition to the dashboards for both academic affairs and student services, both areas have looked for better methods and storage for collecting data. Student services has created shared reporting mechanisms that enhance data collection. They have also implemented a data center that utilizes shared websites that house data dashboards and embedded applications for inputting data and writing reports. Moreover, the assessment of learning outcomes is integrated into program review and annual update reporting documenting practices of assessment leading to curriculum improvement and in turn student learning.

In 2018, the LOAC committee members acknowledged deficits in the processes and use of technology that facilitated outcomes assessment. However, in order to confirm committee member observations about the process, the committee implemented a survey that would assess the assessment processes with two outcomes in mind: identify issues with the overall feeling toward assessment practices on campus and identify pain-points in the processes. As a result, the committee began exploring other methods and developed an assessment cycle process that was more holistic and feasible without overwhelming faculty. (New handbook going through vetting: [Assessment Cycle Handbook](#), [Current Institutional Assessment Plan](#))

In addition to the survey, the LOAC committee, with the assistance of Institutional Effectiveness (IE) began facilitating regular workshops that covered basic learning outcomes assessment, including outcome writing, rubric writing, and evaluation and analysis of data. In addition to these basic workshops, IE held workshops for student services to examine outcomes and how they support college and department missions. During this workshop, the student services examined current practices and made improvements to current assessment practices that had large effects on their assessment practices. In addition to the committee work, individual departments conducted workshops and retreats every year to analyze data as a group and make recommendations. ([Workshop Results](#)) Instructional faculty regularly use student learning outcome data for improving student learning and assessment practices. For example, course improvement plans for biology and business indicated that changes to course instruction were a direct result of the assessment data and discussion with other

faculty, such as this report excerpt from a course improvement plan: “Suggestions from faculty include re-wording the embedded question slightly to make the choices clearer. Otherwise, the data indicate that the students who are successfully completing the course are developing good study skills and test taking strategies early in the semester.” Another course improvement plan example was when business wanted to “implement students starting the analysis during lab time to ensure they have a clear understanding of HOW to proceed. However, some students just didn't follow through on completing the analysis although knew how it was to be completed.” See (Appendix: SLO Improvement Plans) for detailed excerpts. While assessment has always been a part of program review, additional training and expanded data availability led to improved student learning. For example, anthropology used their outcome data “... to adopt online education resource [OER) materials to limit and in some cases eliminate textbook costs for students.” See (Appendix: SLO Program Review) for detailed excerpts. Academic Affairs has been continually using data and faculty dialog to drive improvements for student learning.

Similarly, additional training and expanded data availability enhanced assessment practices with demonstrated improvements in student learning. For example, EOPS identified that "...additional efforts need to be made in order to support/promote student understanding of program requirements/services. Here are two ideas: 1. Provide students with a check list of requirement/services to follow along during orientation ;2. Send a follow-up email to students' mid-semester to encourage students to seek CalWORKs services.” Or there have also been changes made to how assessment practices have been conducted to strengthen assessment changes. For example, Counseling added a tour to their orientations to create stronger connection between for student learning about resources available to them. They were able to conduct statistical analysis using a control group and conducting T-tests to show there was significant increase in student learning of campus resources. These examples of innovation with assessment have effects on student learning. For detailed excerpts for these reports see (Appendix: SLO Improvement Plans).

Recommendation 4 In order to improve effectiveness, the team recommends that the College complete the four program reviews that were not completed during the regular evaluation cycle. (Standard I.B.5, I.B.9, IV.A.3)

Response:

While the college is generally successful at completing regular program review for all programs, the four programs identified have struggled to do so. For two of the programs that had not been completed, a lack of any full-time discipline faculty has hampered efforts to complete the reports. However, at this time all four program reviews are either completed or in the process of being drafted:

1. Geology: completed, under review
2. Engineering: first draft completed
3. Environmental Health and Safety: first draft in progress
4. Fashion and Consumer Sciences: first draft in progress

Recommendation 5 In order to increase effectiveness, the team recommends AHC assess the availability of student support services and implement appropriate changes to assure equitable access for evening and online students. (Standard II.A.7, II.C.3)

Response:

Allan Hancock College has assessed the availability of support services and implemented appropriate changes. Below is a sample of some of the changes.

The **Academic Resource Center** has expanded services to ensure equitable access for students. The Tutorial Center and Writing Center now offer all tutoring services online, including appointment-based and drop-in tutoring. In addition, the centers have implemented services to make it easier for students to access tutoring, including, creating Canvas pages to communicate with students more efficiently, using Zoom for tutoring, and implementing a chat feature on the website which allow students (online and in-person) direct access to front desk staff for scheduling or general questions. Students can now also sign-up for tutoring online using a web form. The Tutorial Center has also expanded hours to offer Saturday tutoring. Tutoring at the Lompoc Valley Center expanded to include Writing Center services starting in Fall 2019. Because we provide online tutoring, all AHC students (including those on the LVC campus) have access to the same robust tutoring programs offered by the Academic Resource Center.

The **AHC Library** has expanded its service offerings and hours of operation significantly over the last year. The library now offers services seven days a week. In the 2019-2020 year (pre-Emergency Remote Teaching), the library opened for Sunday hours (from 9:30 am to 4:30 pm). These hours proved popular among students, with typical headcounts of more than 40 students present per hour. In 2018-2019 and 2019-2020, the library also offered expanded evening services, staying open for students till 10 pm Monday through Thursday. Saturday hours were also extended from 10 am to 2 pm. Since the move to ERT, the library has continued to offer remote services seven days a week, even expanding the hours of the chat reference service. The chat service is now available Monday-Thursday from 6 am to 12 midnight, Friday and Saturday from 8 am to 10 pm, and Sunday from 8 am to 12 midnight. Though chat has steadily become a well-regarded and utilized service, it has proven to be extremely popular with students since the school's move to remote learning in March. There have been 3,005 lifetime chat interactions between AHC students and AHC librarians, with 1,051 of those occurring just over the last six months (March-September, or the length of time the college has been in ERT mode). In August of 2020, the library also expanded its reference service by adding a "Text with a librarian" feature.

Continuing its push to provide more services for online and evening students, the library has also expanded its online holdings, adding more ebooks, audiobooks, article databases, and streaming educational film services. Over the last two years, the library has purchased lifetime access to JSTOR collections, expanded general database holdings (including subscribing to Opposing Viewpoints in Context, Proquest's Historical Newspapers, and Nexis Uni for the Paralegal, Administration of Justice, and Business programs), subscribed to a second streaming film service (Alexander's Street's AVON), and added databases for CTE disciplines. In the 2018-2019 and 2019-2020 academic years, ebooks were purchased and added to the Gale Ebooks collection. The books purchased were similar to a popular print collection at the library, the Controversial Issues collection. This purchase was undertaken as a way to provide equitable services to students taking face-to-face courses and solely online courses. Over the 2019-2020 year (and the summer of 2020), approximately \$30,000 was secured and used to purchase ebooks and e-audiobooks for the library's new subscription agreement with OverDrive. The books and audiobooks purchased included current non-fiction, fiction, and children's books. This digital purchase was made with the goal of creating more access for students who could not readily get to campus to

check out print materials from the library's Stacks, Popular Reading, and Children's collections. A significant number of the books and audiobooks added to Overdrive included novels currently being used in classes as well as other suggested course texts. In the spring the library also provided digitization services for course and research needs. The library is currently exploring and planning to purchase e-readers pre-loaded with e-book versions of Course Reserves materials, as well as subscribing to BibliU as an ebook platform for accessing Course Reserve materials.

Community Education assessed the ongoing need for extended hours via a student/community survey and reviewed services data collected via the Starfish Kiosk, and as a result of these tools, is continuing the evening hours (Monday through Thursday, 4:30-7:30pm) but also added Saturday morning hours (8am-11:30am), as the student/community survey indicated a need for services on Saturday mornings.

Beyond an assessment of the extended hours, Community Education also looked to the provision of services using innovative techniques and tools that facilitated serving students, something that was always thematic in the student survey. Besides receiving a variety of services in-person or by phone, CE will implement a chat box that provides students and community with immediate answers to their questions, and act as an added feature to ask about services and classes.

Lastly, Community Education has implemented Signal Vine, a texting communication platform that allows for an impactful two-way communication with students. Signal Vine allows CE to target students with personalized text messages, providing effective student engagement, and improving student retention and completion.

The **Math Center** offers drop-in tutoring Monday through Thursday from 5 pm to 8 pm, Saturday from 11 am to 4 pm and Sunday from noon to 4 pm. Our extended hours ensure that evening students have access to our services on evenings and weekends. Since the pandemic began, the Math Center is offering services online via Zoom to be able to better serve our students including online students. The Math Center plans to continue to offer online tutoring after the pandemic is over to serve online students and LVC students who may otherwise not be able to attend the Math Center.

MESA/STEM expanded their hours the last 5 years to ensure evening services are provided to 6 p.m. on Mondays, Tuesdays and Wednesdays. Additionally, the MESA/STEM website has been developed to ensure students have online access to STEM counseling appointments, the MESA/STEM event and activity schedule, the tutoring schedule, STEM online resources, a STEM internship toolkit, a STEM scholarship toolkit, MESA/STEM center staff and faculty contact information, the MESA application, MESA/STEM Newsletter, program announcements, and FAQs. Online students are served via email, zoom, and phone on a “as needed” basis.

During the pandemic, MESA/STEM counseling services and tutoring services are available remotely throughout the week including evening hours.

Reflection on Improving Institutional Performance

Student Learning Outcomes

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. "Reflect on the college’s assessment processes since the last comprehensive review:

•What are the strengths of the process that helps lead the college to improve teaching and learning?

Allan Hancock College assessment process is outlined in the [Institutional Assessment Plan \(IAP\)](#). As part of the Councils and Committees Pathways to Decisions, the IAP is a fluid document that is updated regularly. This allows for constant innovation and improvements to the process and the college’s needs. For example, with the focus on guided pathways, there has been a shift to the journey students take through college. Therefore, it is essential that the assessment process does a better job of evaluating those pathways through stronger focus on Program Learning Outcomes (PLO) rather than Course Learning Outcomes (CLO). In addition to changing focus, this allows for the evaluation of assessment practices. In other words, the process can change to meet the needs of the college.

CLO and PLO assessment inform the Institutional Learning Outcomes (ILO) assessment by using the CLO data as a foundation and aligning ILOs as in figure 1. While this gives the college a big picture of ILO performance, the college looks at the ILOs in more depth by conducting indirect evidence surveys and examining the data with statistical methods. The college regularly assesses the ILOs indirectly and directly. The indirect surveys yield data that can be connected to institutional databases. This flexibility allowed for analysis using scatterplots, logarithmic regression, binary logistic regression, and more. For example, in 2019 the ILO assessment team conducted analysis on ILO 1, communication literacy and performed disproportionate impact analysis. The analysis showed that some populations may have experienced disproportionate impact. (Full ILO 1: [Communication Report](#))



Figure 1 ILO Performance

In addition to the flexibility that the assessment processes allow, the efforts of any assessment improvements are driven by faculty. Assessment decisions are a part of the Committee Councils and Pathways to Decisions (CCPD) under the Learning Outcomes and Assessment Committees (LOAC). There are two sides of assessment: academic affairs (AA) and student services (SS). Both committees are made up of representatives from each department in the college. This gives the decision-making issues to the faculty. Moreover, faculty have been highly engaged in the assessment process, especially in the last year. The LOAC committees are highly attended and have had representation from all instructional and services departments. Although this lateral decision making among stakeholders can be slow, engagement creates buy-in and ownership of the processes that are developed.

During the 2019-20 academic year LOAC analyzed past processes using an employee survey and then moved forward with a pilot of a new assessment process that focused on the program level outcome analysis and data collection. This process that the committee developed focuses more on the discussion and dialogue around outcomes' data that will drive improvements in student learning. For sample agendas and notes from committee meetings, see (Appendix: SLO Committees' Agendas and Notes).

A good example of the innovation in assessment practices is Student Services outcomes assessment. In 2018, LOAC-SS made a few issues clear about the processes. First, the software being used to house data was not intuitive and did not afford accessible customized reporting. The committee asked for other methods to be investigated to solve these issues, so committee members developed a data center where data could be input on a SharePoint site and dashboard where the reporting was dynamic with multiple ways to disaggregate the data (Public version: https://www.hancockcollege.edu/ie/student_services.php). Now that the issues with the software have been alleviated, departments can now look at outcomes more in-depth. For example, counseling recently analyzed their outcome data using statistical analysis,

running t-test on the data and establishing the differences in the control group and the test group was statistically significant, indicating that the intervention with the outcome made an impact with the students that received it. In short, the innovation and plasticity of the committee made it possible for the members to now focus on more important questions about their outcomes than facilitation and processes.

The strengths of the assessment process lie in the members that make up the LOAC committees. The faculty that populate those groups drive improvements through dialogue and action. They all share a common desire to push student learning and while the processes are not perfect, they will be led by faculty.

•What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

Growth is neither simple nor quick. The presence of challenges within a process provide opportunities to improve, but that process must first have a mechanism for change. The lateral layout of the CCPD structure allows for faculty representative input on all levels of decision making. The two committees responsible for the oversight of the assessment on campus are made of faculty representatives from each service and instructional department. In 2018, both AA and SS committees expressed frustration and cynicism with the current processes. As noted earlier, assessment committees commissioned a college wide survey to gather feedback about the process. (Survey:

<https://www.hancockcollege.edu/ie/documents/Assessment%20Climate%20Survey.pdf>) Prominently among the issues were discussion of assessment results and closing the loop due to the reliance on one-direction communication to facilitate flow of dialogue and reflection of assessment results. Also, faculty and staff expressed distress with the software used to house and input data. These results led the LOAC-AA committee to work towards a process improvement described earlier ([Survey results](#)). The committee members collaborated in the creation of a new process that addressed the issues at hand. Our Academic senate voted to refocus our assessment to Program level due to the need to have a holistic view of pathways students take and to create more meaningful dialogue, engagement, and faculty ownership across campus. While the detailed process is still being vetted by the proper CCPD channels, there has been a move on the major focuses of assessment and additional inquiry into related processes within the program review purview.

For Student Services, it was sufficient to create a new, easier data entry process. A data center was created that would use SharePoint and Tableau (Software that were familiar to faculty and not new to learn). On this site, data could be gathered, and reports created easily. Also, this allowed malleability for reporting. In other words, Student Services processes were sufficient for the assessment of their outcomes, but the means by which that process was facilitated needed more specialization and less complexity. This change has made way for student services to look at their assessment collection with more depth, now freed of the struggle of data entry, faculty and staff can focus on questions of equity and quality that previously, was difficult to accomplish due to time spent learning and relearning software. Although the group is moving forward, there are still some places for growth. Collection methods for individual student data that can be disaggregated along variables like ethnicity and gender. This will allow for better analysis such as disproportionate impact analysis of their services offered or statistical analysis of outcome interventions.

ILO assessment has been an avenue of analysis that has given the college many new ways to look at the data collected. Although this process has given interesting perspectives on disproportionately impacted populations and other analysis, we are in the process of examining how this happens. Faculty and staff have identified the current survey creation process that has been used in the indirect assessment of ILO gains as an area for growth. These surveys were developed from rubrics that faculty created in order to assess the level of gains in ILOs. The surveys are analyzed using Chronbach's alpha test of reliability and the surveys had high alphas indicating they were reliable tools. A closer look, however, indicated that each question had a high likelihood of predicting the outcome of the survey, regardless of if a question was removed or not. For example, ILO 5 is about Quantitative Knowledge, or mathematical knowledge. The questions asked about arithmetic, modeling, and other facets of mathematics. But the reliability analysis indicated that instead of asking the students specific questions about the confidence to solve certain math problems, the same results could have been gained with a single question of "Are you confident with math?" This and other issues with the ILO assessment, like noisy rolling up of CLO data to ILOs, is an area of growth. Committee chairs and research analysts have been researching other methods that might work for our college to assess the gains. Now that each outcome has been assessed with the original method, the ILO committee is exploring new methods to accomplish better data collection, including a more direct survey inventory that can be used to measure ILO outcomes.

•Provide examples where course, program, or service improvements have occurred based on outcomes assessment data. In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule. Evidence: Provide evidence to support the information and narrative described above.

There have been improvements in both the instructional and student services areas in terms of using assessment data to fuel improvements. Regarding student services, there have been improvements with departmental and assessment improvements. Departmental improvements include reassigning staff and faculty responsibilities to improve student learning. For example, noncredit counseling improved the peer-to-peer counseling by requiring the students to meet one-on-one in order to better show how to read on-line schedules. Likewise, the Career Center included the program specialist in the resume writing workshops. These examples illustrate how departments have used assessment data to make changes to employee practices to further student learning, but student services have also made improvements to their departmental processes using assessment results. Such changes include adding workshops, increasing staff training, and creating new documentations and guidelines for both employees and students to reduce confusion about procedures. For example, due to assessment results, it was clear that employees needed to attend financial aid professional development opportunities to stay current on financial aid practices to keep students in the CAN program better informed of their options. See (Appendix: SLO Improvement Plans) for more detailed excerpts.

Sometimes the assessment results do not lead to changes of departmental processes. Sometimes the changes in departmental processes lead to changes in assessment practices. These improvements can include changes to program learning outcomes, student learning outcomes, rubrics, measuring tools, and data sources. For example, LOAC-SS collaborated to create data reports from institutional databases that are shared across departments to assess the students in their individual programs. For example, EOPS and Financial Aid offices both have outcomes concerning students having knowledge of completing

financial aid applications. Both departments were using different data sources and processes to get the same lists of students. They discussed this with IT and were able to create a reporting tool that they can share to collect the student data with similar variables. LOAC did similar shared reports with many different variables. This streamlining of data collection has allowed the departments to spend more time thinking about the data and new ways to disaggregate the data to arrive at better conclusions to help student populations that struggle more than others. Furthermore, departmental reports indicate that assessment results led to improved outcomes. The Testing Center had many changes to the services they provide with the AB705 and multiple measures initiatives. This has changed the range of outcomes and they were able to narrow the focus of outcomes. In addition to outcome improvements, EOPS used their assessment data to restructure rubrics to better capture the varied levels of achievements. Student services have used their assessment data to make many improvements to their departments and the methods of collecting and analyzing data to encourage student learning. For a look at the reporting that they have done, see (Appendix: SLO Improvement Plans).

Academic Affairs has also used assessment data to drive improvements. These examples can be found in their program review reports and course improvement plans. For example, the Graphics program has used their assessment data to advise faculty to participate in the “Early Alert” system if a student is not performing to standard. The program implemented a total of 12 changes based on their assessment data as reported in their program review. Another program to use their data to make improvements for their students is the Registered Nursing program. Data in course improvement plans from faculty completing assessments indicated that the students were having trouble with Dose calculations and word problems and require remediation from the faculty and adjustments in instruction. Also, there were recommendations for tutoring for reading and writing for the nursing students. Moreover, instructional faculty have been inputting course improvement plans by term, and although there was irregularity of the reporting of all programs, improvements have been made and worked toward. There have been improvements from individual instructor instruction to holistic focuses on data points like retention and enrollment. For more details, (Appendix: SLO Program Review).

Overall, assessment completion was falling behind, especially for programs that had outdated PLOs and CLOs. The information was brought to LOAC to address this discouragement around outcome assessment. The committee decided that an assessment to the processes would help identify the issues that were slowing assessment completion. The survey that was created for this purpose indicated that there were two pain points: discussion about SLO data was not happening so any improvement to be made because of this was not happening as much as it should have been. As a result, the committee explored innovative processes to alleviate faculty burden, streamline data collection, and adjust focus to campus initiatives like guided pathways. The faculty involvement in these changes has been steady from all departments across campus and this is not only creating faculty buy-in of assessment, but also creating ownership. This has been clear with the level of engagement and commitment faculty have shown in working towards improved learning outcomes assessment.

Institution Set Standards

ACCJC Standard I. B. 3. reads: “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.” Using the most recent Annual Report, the college will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.

See the Appendix for the full Annual Report. The tables below are Institution Set Standards data as reported in the Annual Report.

College course success rates do not vary much year to year (especially when rounded). Actual course completion rates exceeded Institution Set Standards and were one percentage point below the stretch goals in each year over the time frame of the Annual Report.

Course Completion Rates			
	2016-17	2017-18	2018-19
Institution Set Standards	67%	67%	67%
Stretch Goals	73%	73%	73%
Actual Successful Course Completion Rates	72%	72%	72%

Allan Hancock College focuses on students earning certificates rather than counts of certificates. The College exceeded the Institution Set Standards in all three years of the Annual Report and exceeded Stretch Goals in 2016-17 and 2017-18.

Students Earning Certificates (Unduplicated Count)			
	2016-17	2017-18	2018-19
Institution Set Standards	968	1,021	1,069
Stretch Goals	1,067	1,162	1,207
Actual Number of Students Earning Certificates	1,187	1,171	1,183

Allan Hancock College focuses on students earning degrees rather than counts of certificates. The College exceeded Institution Set Standards in all three years and exceeded stretch goals in two of the three years.

Students Earning Associates Degrees (Unduplicated Count)			
	2016-17	2017-18	2018-19
Institution Set Standards	797	835	884
Stretch Goals	888	943	956
Actual Number of Students Earning Certificates	942	920	1,070

There are a wide variety of methods colleges use to count transfer outcomes. The California Community College Chancellor’s Office Student Success Metrics limits counts to those students who were enrolled in the year prior to or year of transfer. This measure does not suit the Allan Hancock service area as approximately 50% of transfer students delay decisions based on geographic barriers, family obligations, and cost of college attendance. The CSU and UC system offices report counts of transfers from community college originating colleges. Because many community college transfer students accumulate units at multiple colleges, the system offices of the four-year institutions must apply a rule set to determine which community college receives credit for each transfer. This approach undercounts the effort and resources community colleges provide to facilitate transfer when enrolled students accepted for transfer are not counted. Transfer data reported by Allan Hancock include students who were enrolled at the college at any time with any number of accumulated units. The College exceeded Institution Set Standards in two of three years and came closer to achieving the Stretch Goal in 2018-19 than prior years.

Transfer outcomes of Allan Hancock College students remains one of the most salient challenges facing the college. There are significant geographic barriers facing our students with transfer aspirations. The closest public four-year college is Cal Poly San Luis Obispo, with the lowest transfer acceptance rate and typically lowest transfer pool accepted in the CSU System. Even though Allan Hancock students year after year have the highest acceptance rate to Cal Poly, the size of the transfer pool accepted each year imposes barriers for our students. Looking beyond Cal Poly, Allan Hancock’s actual sister college in the CSU system is Channel Islands, 114 miles away. Geographic distance to available colleges is a barrier for our students given tight family bonds, along with high percentage of students with first-generation status, and limited financial means. While Allan Hancock College has seen strong growth in Associate Degrees for Transfer (CSU transfer degrees), transfer to four-year colleges remains a challenge. In the meantime, College staff have initiated partnerships with local private colleges and continues to pursue the possibility of offering a bachelor’s degree.

Students Transferring to the UC/CSU/In-State Private/Out of State			
	2016-17	2017-18	2018-19
Institution Set Standards	1,358	1,298	1,265
Stretch Goals	1,445	1,399	1,374
Actual Number of Students Earning Certificates	1,317	1,301	1,330

Transfer counts include any Allan Hancock College student who transferred. These counts do not match counts reported by the UC and CSU system.

Going forward, the College will reassess the methodology for establishing Institution Set Standards and Stretch Goals. Institutional Effectiveness Council established as one of its goals this year to reassess Institution Set Standards and Stretch goals. Current goals are based on formulas that update targets based on five-year rolling averages. Another area of review will be whether to continue reporting annual counts of certificates and degrees or to instead report rates based on cohort completions. Annual counts of awards are not only a function of cohort completion rates but are also a function the size of cohorts from years prior. External factors that impact college enrollments will therefor impact annual awards irrespective of any institutional input into student completions.

•What initiative(s) is the college undertaking to improve its outcomes?

1. **New Educational Master Plan focused on the student journey.** The new Educational Master Plan is built around Completion by Design, which is a framework that helps colleges align policies, programs, culture and practices to create intentional student pathways that direct students into and through college to successful completion. A focus on the student journey from connection to transition allows the college to identify and implement strategies that move students through the educational process in a deliberate and tactical way. This framework also provides a connection to key performance indicators that help assess progress towards college goals (imbedded in the KPIs are outcomes related to course success rates and awards, which are also data reported as Institution Set Standards).

<https://www.hancockcollege.edu/ie/documents/EMP%209.14.20%20Draft%201.pdf>



Leading Indicators

Metrics that show more immediate changes

- Completion of transfer level math and English in the first year
- Completion of critical student support activities by the first term
- First term and year full-time enrollment status
- First term and year to year persistence

Lagging Indicators

Metrics that take longer to influence & measure

- Degrees and certificates
- Transfers
- Labor market outcomes
- Average units earned of degree completers
- Successful course completion rates

2. **Promise Program.** Allan Hancock College implemented a new Promise Program beginning in fall 2018 that provides free education to recent high school graduates who attend full-time, enroll in math and English in their first year, develop a comprehensive education plan, and attend orientation. Students in the program show higher persistence, unit completion, and higher rate of math and English completion in their first year. Evaluation of student outcomes of first-year students does show the need to address the downward trend in first term GPA and success rates; the burden of attending full-time and enrolling in transfer level math and English requires

additional support programs. The Title V grant Allan Hancock just received will provide several high leverage supports known to be successful (see below).

A unique feature of the Allan Hancock College Promise Program is “Bulldog Bound”, which focuses on creating a college-going culture among fifth- through eighth- grade students in the college service areas; the impact of the program not only infuses a college-going culture among potential future college students, but the program also instills a positive view of college affordability for parents of grade school children. The program introduces the community to Allan Hancock College, the campus, and the programs and services available through early outreach

3. **Efforts to improve online student success.** Academic Senate has supported measures and efforts to improve student success in online courses. Since the accreditation team visit, the senate has focused on creating learning materials and professional development activities to improve online instruction. The senate has also supported joining the CVC Online Education Initiative and was integral in securing a Zero Textbook Cost (ZTC) grant.

The Online Education Initiative (OEI) led to various best practices that were implemented by our faculty: a new peer review best practice process, updates to our Regular and Substantive Instructor Initiated Contact Policy and increased professional development offerings focusing on online instruction.

Work on the ZTC grant led to an increased adoption in Open Educational Resources (OER) across all sections, and especially in online courses. The senate hosted an OER retreat for faculty to come and see what an open textbook looked like, print copies of popular OER were provided, and faculty were presented with several tips for locating and using OER in courses.

The senate nominated and confirmed a faculty member to serve as OER Liaison, who provided guidance to faculty regarding OER, set up professional development opportunities related to OER, and kept the college on track to fulfill its ZTC grant obligations. The senate also pushed for faculty librarians to provide drop-in hours and support for any faculty seeking OER material for their courses.”

4. **Enhanced focus on diversity, equity, and inclusion.** During its July meeting, the Board of Trustees passed resolution 20-34 (Black Lives Matter) and directed “the Superintendent/President to immediately convene a task force of campus stakeholders to examine programs, processes, and policies throughout the District to ensure that they are free of systemic barriers to students of color and report back no later than the end of the 2020 Fall Semester.”

In accordance with the AHC shared governance manual, *Councils and Committees Pathways to Decision* (CCPD), College Council Equity establishes the Diversity, Equity, and Inclusion (DEI) Taskforce to meet the directive of the resolution.

Purpose – Examine policies, procedures, processes, and programs and make appropriate recommendations that lead to removing the systemic barriers that inhibit the ability of underrepresented groups to fully participate in the opportunities provided by Allan Hancock College.

Vision - We envision a college community that actively practices our shared values and commits to self-reflection in the promotion of equity and belonging by denouncing systemic racism, and actively working for racial justice.

Charter - Promote diversity, equity, and inclusion (DEI) throughout every part of the college:

- Examine, review, identify barriers and recommend practices and policies in the administration of all student services (e.g., financial aid, admissions, registration, records management, ASBG, equity programs, etc.);
- Examine, review, identify barriers and recommend changes to hiring policies and practices for all employee categories;
- Examine, review, identify barriers and recommend culturally responsive strategies in curriculum development and delivery of instruction (led by Academic Senate);
- Examine, review, identify barriers and recommend practices and policies in all administrative departments (e.g., business services, auxiliary services, AHC Foundation, PCPA, campus safety, etc.);
- Recommend professional development opportunities for all campus groups.
- Examine, review, identify barriers and propose improvements of learning and service spaces for physiological and cultural inclusivity.

To support this effort, the Office of Institutional Effectiveness (IE) has enhanced the availability of disaggregated data through Tableau dashboards

<https://www.hancockcollege.edu/ie/ahcequity.php>. Staff in the IE office have also provided data coaching and training on how to interpret disaggregated data and measurements of disproportionate impact for managers and faculty (Appendices: Data Coaching Presentation; Program Review Training). Institutional Effectiveness Council also identified the integration of actions taken in the DEI taskforce with equity metrics, such as those used to integrate work of DEI and Student Equity Committee with equity metrics in the Student-Centered Funding Formula (Appendix: IE Council 2020-2021 Goals)

5. **Auto-award degree process.** Allan Hancock College implemented a new degree awarding process effective fall 2019 that automatically awards degrees upon completion of required coursework. This initiative is showing improved outcomes of Latinx and first-generation students. Because of the difficulty students of color and first-generation students face in navigating college processes, Allan Hancock undertook this complicated project to make sure all eligible students the awards for which they qualify. After one year, the auto-awarding process corresponded to a 5.7% increase in students receiving an award from 1,231 to 1,301. The auto-award process benefited Latinx students the most as 62% of the awardees through the auto-award were Latinx while this group comprised 47% of self-initiated awards and 51% of degrees overall.
6. **Guided Pathways.** Allan Hancock College is participating in a five-year grant funded program to implement locally determined best practices organized around the four pillars of Guided Pathways. Major outcomes accomplished to date include completion of academic mapping,

establishment of areas of interest (meta majors), research and design of the Guided Pathways website, planning and piloting of an imbedded success team within an area of interest, and faculty professional develop training to enhance student learning. As part of the evaluation and redesign of the program review process, the College is assessing practices that best integrate the Guided Pathways framework, especially areas of interest into dialogue around student completion.

7. **Department of Education Hispanic Serving Institutions Title V Grant.** Allan Hancock just received a Title V grant to enhance the college’s capacity to serve underrepresented students in an integrated process that leverages other initiatives. The following activities are planned in the grant:
- **Improve completion by providing embedded counseling, embedded tutors, and online counseling additions to our student support services:** AHC will institute embedded counseling, classroom visits, and schedule group counseling sessions to reach more students. Online course and career mapping tools will be promoted, and step-by-step directions added to ensure more students will receive education plans and employment pathways support.
 - **Decrease the time and units taken by creating clear education to career pathways:** By doubling the number of students with education plans tied to career choices. To do this, we will require Title V students to attend career exploration interest inventories in the Career Center and meet with a counselor at least twice a year, beginning with the first semester. Once students complete career inventories, the college will connect students to local work-based learning, employment, and internships, as well as tie educational plans to employment steps to improve their odds of building a professional network.
 - **Foster flexible and affordable pathways by developing students’ financial literacy:** Through the institution of financial aid workshops, additional Get Focused, Stay Focused career exploration courses, and add financial workbook pages into our AHC students’ Calendar. Students will be exposed to the economic ramifications of using cash versus credit, financial aid, loans, scholarships, and financial planning.
 - **Infuse Andragogy, cultural competence, and build a stronger reflection of our student population through the creation of a professional development networks:** Through faculty-to-faculty best practice workshops, the College will build a system to support culturally responsive teaching, curricular ties to employment skills, and career center support for service-learning opportunities. This professional development network will train faculty, administration, staff, and students to best meet the needs of first generation, low-income Hispanic students with the shared vision of greater access to higher education and employment goals. An adapted “College Culturally Responsive Scorecard” will be developed and implemented to guide faculty as they assess their curriculum.
- How does the college inform its constituents of this information? Evidence: Provide the most recent Annual Report used for this reflection.**
Allan Hancock discusses and shares student achievement data through college committee meetings (Appendix: IE Council 2020-2021 goals), planning retreats and hosts data on public websites: <https://www.hancockcollege.edu/ie/standard.php>. (Appendix: Planning Retreat Agenda)

Institution set standards were established during the prior planning cycle in which a formula

was established to set the threshold at 95% of a rolling three to five-year average, depending on the data type and any external considerations that may make more recent (eg. a three-year time frame) more relevant. (Appendix: Annual Report).

Report on Quality Focus Projects

The Quality Focus Essay in the Institutional Self-Evaluation Report identified quality focus projects to improve Student Learning and Achievement. The Midterm Report will report on the goals, outcomes, and data identified for each quality focus project and the changes in Student Achievement and Student Learning that resulted from the projects. Of particular interest, if appropriate, is commentary on further expansion of the projects, the potential and intent to expand those projects to other areas of the College, and the ability to replicate these projects. The institution should also identify which, if any, projects did not achieve the desired outcomes and provide information as to the factors that contributed to that outcome.

The following information is a summary of the QFE plans submitted with the College's Accreditation Self-Evaluation. All primary action steps have been implemented or are in progress. For example, the College revised the timeline and process for resource allocation to better integrate program review with resource allocation and long-range planning; this process was revised in the College governance document: Councils, Committees, Pathways to Decisions. This process also included the establishment of a Resource Allocation Committee to provide oversight and evaluation of this new process.

<https://www.hancockcollege.edu/planning/docs/CCPD%20Councils%20and%20Committees%20Manual.pdf>

The new (draft) Educational Master Plan integrates college and system goals, and embeds Institution Set Standards. <https://www.hancockcollege.edu/ie/documents/EMP%209.14.20%20Draft%201.pdf>

As part of the work to develop a new Master Plan, the College undertook a multi-year assessment of current plans and how to best ensure integrated planning. Included within the develop of a new Master Plan was a review and revision to the College Mission and Vision Statements.

Program review processes were revised and updated for administrative areas and annual updates for instructional programs were modified; the instructional program review added program set standards and added emphasis on reflections of student learning outcomes. More disaggregate data (by multiple population groups) was added to the comprehensive program review process. To assess the areas of strength and weakness within the program review process, Institutional Effective Council developed a rubric and evaluated over 20 comprehensive program reviews and provided feedback to the Program Review Committee. The IE Office now provides multi-hour training sessions on how complete program review, including use and interpretation of qualitative data, student achievement data, and student outcomes data.

In order to better address equity and measures of disproportionate impact and integrate Guided Pathways, the Program Review Committee is currently revising the processes for the comprehensive program review and annual updates.

Councils and committees and the College assessed existing software as well as alternative platforms that help to integrate program planning, college planning, and resource allocation. A proposed solution is in the vetting process; a noteworthy feature of the proposed software is that it includes a budget module that allows for better tracking of resource allocation to assess impact of activities on improving student outcomes.

Improvements to student learning and achievement have been discussed earlier in the reflection on

improvements to assessment practices and program review. With a new Educational Master Plan that integrates student data more transparently into the goal setting through the Completion by Design Framework, there should be better linkages between program and College plans. Many of the action steps identified in the QFE were part of the IEPI Partnership Resource Team plan that was evaluated by an outside team that reported “In the midst of these very difficult COVID-19 closures, Allan Hancock College should be congratulated for the remarkable advancements they are making toward an improved college planning process with increased communication across all levels.” (Appendix: PRT Summary Allan Hancock College 2019-20)

Action Project: Integrated Planning and Decision Making

Anticipated Outcomes	Goals	Action Steps	Measures of Progress
<ol style="list-style-type: none"> 1. Systematic analysis and evaluation of measurable outcomes tied to major college plans 2. Integration of data such as Institution Set Standards, IEPI Goals, Strategic Planning Goals, and other metrics to inform college planning 3. Systematic evaluation and improvement of major college plans 4. Improved understanding and clarity of decision-making processes related to resource allocation as articulated in the CCPD. 5. Evidence that processes are followed and lead to institutional effectiveness tied to the College Mission. 	<ol style="list-style-type: none"> 1. Linking of AHC Mission, Vision, and Philosophy with institutional priorities. 2. Flexible system of decision making that honors AHC Core Values, Board Policies, and regulations pertaining to collegial consultation and effective participation. 3. Timeline of planning and resource allocation that promotes the college mission. 4. Demonstrated focus on student learning and achievement. 	<ol style="list-style-type: none"> 1. Evaluate and update the CCPD, including a cross-functional group to oversee the process. 2. Identify and visit colleges with solid planning processes. 3. Review Council structure and functions to ensure integrated planning and decision making. 4. Identify major college plans and evaluate integration to ensure integration of new plans. 5. Internal SWOT analysis to identify gaps in planning steps. 6. Joint council meetings to ensure cross pollination of constituency input. 7. Charrette/compressed planning meeting(s) to identify most effective budgeting and resource timelines. 6. Update new employee orientation with focus on planning and governance. 7. Build in information gathering and feedback mechanism into budgeting timeline. 8. Create budgeting dashboard to inform stakeholders of resource allocation status (in progress) 9. Build integrated data dashboard that links outcomes of major college plans (in progress). 10. Develop and maintain an integrated planning status matrix (updated twice a year). 11. Bring in IEPI Partnership Resource Team for evaluation. 	<ol style="list-style-type: none"> 1. Completion of revision of CCPD and approval at College Council. 2. Revise Administrative Policy on Integrated Planning. 3. Develop new policy on Institutional Effectiveness. 4. Integrated planning processes are evident through clear linkages to College Mission and across plans.

Action Project: Integrated Planning, Program Review, and Resource Allocation

Anticipated Outcomes	Goals	Action Steps	Measures of Progress
<ol style="list-style-type: none"> 1. Systematic evaluation and improvement of planning IB.9 resource allocation process 2. Clear integration of program review and major College Plans 3. Integration of program (unit) plans with major college plans 4. Transparent cycle of planning and resource allocation aligned to support programs and services that meet the Mission of the College. 	<ol style="list-style-type: none"> 1. Institutional priorities and strategic goals aligned with resources. 2. Transparent budgeting processes. 3. Clear connection between program planning and resource allocation that supports student learning and achievement. 	<ol style="list-style-type: none"> 1. Develop a mechanism to identify and leverage all district general and unrestricted funding sources to ensure broad based support of programs and services. 2. Revise program review templates and guidelines to ensure integration with major college plans and accreditation standards. 3. Identify and implement program review technology to streamline tracking of program goals, resource needs, and allocations. 4. Update College portal to improve communication about integrated planning and resource allocation. 5. Build in intentional analysis into program review to measure when resource allocations improve programs and services. 6. Reassess and revise processes for resource prioritization that integrates into planning timelines. 7. Identify processes and people to ensure compliance with integrated planning processes delineated in the CCPD. 8. Identify and update Board Policies that relate to integrated planning. 9. Develop evaluation component of revised resource allocation process. 10. Develop communication strategy. 	<ol style="list-style-type: none"> 1. Evaluation of Program Review Process to ensure improved linkage between program goals and resource needs. 2. Demonstrated improvement in understanding of resource allocation processes by campus constituencies. 3. Demonstrated allocation of resources through program review improves student outcomes. 4. Percentage of program reviews completed on time. 5. Demonstrated compliance of planning and resource allocation processes with new criteria and established timelines.

Fiscal Reporting

Please provide the most recent Annual Fiscal Report with your Midterm Report. If any of the areas of the most recent Annual Fiscal Report indicate that the college is not meeting its goals, such as high loan default rates, unmet liabilities, and/or projected deficits, please describe any plans for improvement. If the institution is on enhanced fiscal monitoring, please provide narrative describing progress on the institution's improvement plans. If the conditions above do not apply, narrative is not required. Nevertheless, the institution should still include a copy of the most recent Annual Fiscal Report as part of its Midterm Report.

See (Appendix: Fiscal Report)

Appendix: 2020 Planning Retreat Agenda



ANNUAL PLANNING RETREAT
Educational Master Plan
Thursday, February 20, 2020 – 12 pm-4 pm
Friday, February 21, 2020 – 9 am-3:00 pm
Location: Radisson Hotel
3455 Skyway Dr., Santa Maria Dr.



AGENDA

Thursday, February 20, 2020

- | | |
|-------|---|
| 11:45 | Pre check-in available |
| 12:00 | Check-in and lunch |
| 12:30 | Welcome and Introductions |
| 12:45 | Educational Master Plan and the Student Journey |
| 1:30 | College Services Activity and Discussion |
| 2:45 | Break |
| 3:00 | What do the data say? |
| 3:50 | Final thoughts |

Friday, February 21, 2020

- | | |
|-------|---|
| 9:00 | Check-in and breakfast |
| 9:30 | Recap of day 1 |
| 9:45 | Loss and Momentum Points – Taking Stock |
| 11:30 | Introduce afternoon activity |
| 12:00 | Lunch |
| 1:00 | Strategies to Reduce Gaps |
| 2:00 | Creating the Educational Master Plan – Next Steps |
| 2:45 | Wrap-up |

Mission Statement

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.

Appendix: IE Council 2020-2021 Goals



INSTITUTIONAL EFFECTIVENESS COUNCIL

September 22, 2020

2:30 – 4:00 pm

<https://cccconfer.zoom.us/j/95792441269>

MEMBERS

Paul Murphy
*VP, Institutional Effectiveness/
Accreditation Liaison Officer
Co-Chair*

Laurene Lee
*Academic
Senate/Faculty Co-Chair*

Eric Mason
Faculty Association

Rick Rantz
Management Association

Vacant
Supervisory/Confidential

Domenica Devine
PT Faculty Association

Erica Biely
CSEA

Yesenia Gijon
ASBG

Ex-Officio members

Kevin Walthers
Nohemy Ornelas
Bob Curry
Armando Cortez

Janet McGee
Note Taker

2020-2021 Goals

1. Summarize annual reports for distribution at College Council
2. Organize an effective Planning Retreat
3. Respond to accreditation policies and requests from the commission and completion of midterm report
4. Review correspondences with commission
 - a. Substantive change application
 - b. ACCJC annual report
5. Ensure completion of Educational Master Plan.
6. Review and evaluate comprehensive program reviews and create annual summary report.
7. Review funding formula metrics to assess interaction with DEI taskforce.
8. Review progress on Vision for Success goals.
9. Assess impact of major initiatives including AB705 and Guided Pathways.
10. Review Institutional Set Standards.

**Allan Hancock College
Partnership Resource Team (PRT) Process Summary Report
Institutional Effectiveness Partnership Initiative**

PRT Members: Joseph Moreau, Michelle Oja, Jeanine Hawk, Jacob Kevari, and Don Palm (Lead)

Areas of Focus

- A. Integrated Planning – Enrollment Management
- B. Integrated Planning – Educational Master Plan and Program Review Alignment
- C. Integrated Planning – Process Improvement

Summary by Area of Focus

A. Integrated Planning – Enrollment Management

Allan Hancock College had one overarching objective in this element of their Innovation and Effectiveness Plan:

1. Improve enrollment management.

Progress

Enrollment management is at the heart of the college's planning process revision (see B and C, below) and it also is a core part of the Pathways Initiative. The college has begun work on enrollment management, and progress is especially evident in areas such as CE where the pathways work is well underway.

In that context, the college has applied to be part of next year's SEM Academy through the CCCCCO. They are negotiating with the CCCCCO and the RP Group to make that possible (tough in the current budget environment, but this IEPI program budget may make it possible). Through the SEM Academy the college plans to develop a more concrete and comprehensive strategy for scheduling courses and sections, setting enrollment goals, and for allocating resources for the schedule.

The college has a plan b, if the SEM Academy does not work out: They will combine their pathways and enrollment management projects and hire consultants they have identified for that work.

The college is continuing to work on evaluation methods for enrollment management.

Suggestions for Sustaining Progress

- Break down the 'silos' between student services and instruction. (This was part of the discussion at each of the team's meetings with Allan Hancock.) Explore integrating student educational plans into scheduling and enrollment management. This a natural when combining pathways with enrollment management.
- Ensure that any consultants hired in this area help develop the AHC capacity for continuing to improve enrollment management long after the consultants depart.
- Follow through on joining the next available SEM Academy.

B. Integrated Planning – Educational Master Plan and Program Review Alignment

Allan Hancock College had three objectives for this area in their Innovation and Effectiveness Plan:

1. Develop new Educational Master Plan integrated with guided pathways practices, VfS, and SCFF
2. Improve program review alignment with college planning and resource allocation
3. Integrate new technology into the process with Strategic Planning Online (SPOL)

Progress

The college made significant progress in all three objectives through:

1. EMP: Held a planning retreat in February 2020; hiring market analysis researchers; and beginning the drafting process.
2. Program Review: The college has developed clear plans to work over the summer to revise program review (pulling in faculty as much as possible), as well as to work to align program review closely with other elements of the planning process (e.g., EMP). That work is integrated with work on implementing SPOL.
3. SPOL: Started training on the software; working on identifying and streamlining decision-making structures before implementing the software.

Suggestions for Sustaining Progress

- Refine and complete the EMP draft, and ensure that evaluation and improvement of the Plan are built in.

- Complete the revision of the program review process and implement the new model for the next feasible cycle.
- Finalize the streamlining process, and then follow through on implementing the software.
- Continue the conversations, and prioritize the most-needed goals since this is an ambitious area.
- With so many elements of the planning process under review and in the process of improvement, keep your eye on priorities, especially in this period of stress.

C. Integrated Planning – Process Improvement

Allan Hancock College had four objectives in their Innovation and Effectiveness Plan:

1. Improve data literacy and use of data for decision making through ongoing dialogue and data coaching
2. Provide more reports for data-informed decisions
3. Provide software training to improve use and quality of data resources
4. Implement process improvements in use of Banner tools, data reporting tools, and workflow

Progress

IE staff have attended webinars, and they are working on some great ideas to continue the learning process while everyone is working remotely.

Suggestions for Sustaining Progress

1. Use IEPI money to pay for the creation of professional development Canvas modules.
2. In order to improve engagement in training, use specific data that the leaders (faculty, staff and management) use/should be using for scheduling or program review.
3. To help address achievement gaps that were discussed during the visit, support trainings on equity and pedagogy, or equity and building tighter cooperation between instruction and student services.
4. Reinitiate work on a data coaching system as soon as it proves feasible.

Conclusion

In the midst of these very difficult COVID-19 closures, Allan Hancock College should be congratulated for the remarkable advancements they are making toward an improved college planning process with increased communication across all levels.

Appendix: IEPI PRT Plan



California Community Colleges Institutional Effectiveness

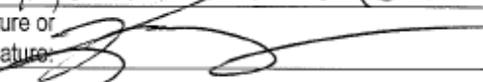
Institutional Effectiveness Partnership Initiative Partnership Resource Teams Institutional Innovation and Effectiveness Plan Date:

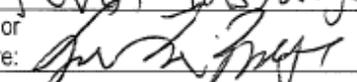
Name of Institution:

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Integrated Planning – Enrollment Management	1. Improve Enrollment Management 2. Improve program review alignment with college planning and resource allocation 3. Integrate new technology into the process with Strategic Planning Online (SPOL)	VPs Murphy, Curry, Ornelas and Deans Murphy, Butler, PR Committee, RAC Committee	Summer 2021 Summer 2021 Summer 2021	a. Participate in Strategic Enrollment Management (SEM) academy b. Revise academic program review policies and practices. c. Develop new platform in SPOL to host program review, planning goals, and resource requests d. Provide training and pilot new practices and technology	a. Integrated scheduling aligned with guided pathways b. New program review process developed and piloted c. SPOL used for new processes	a. b.
B. Integrated Planning – Educational Master Plan	1. Develop new Educational Master plan integrated with guided pathways practices, VFS, and SCFF	Cabinet	Fall 2020	a. Hire consultant b. Revise Mission, Vision, Guiding Principles c. Develop goals, objectives, and metrics d. Hold planning retreat e. Engage services of UCSB to conduct economic impact analysis f. Hire facilitator for community planning event g. Host event and collect input h. Draft new EMP	a. Consultant hired b. Draft of new planning components c. Planning retreat d. Economic impact study completed e. Community planning event facilitated f. New EMP written, vetted, and approved by BOT	a. b.
C. Integrated Planning – Process improvement	1. Improve data literacy and use of data for decision making 2. Provide more reports for data informed decisions 3. Software training to improve use and quality of data resources 4. Process improvement in use of Banner tools, data reporting tools, and workflow	IE Office Student Services staff IT Staff	Summer 2021	a. Data Coaching b. Software training on STATA, Tableau, Banner, Ellucian Live, Degree Works, FLAC	a. b.	a. b.
D.	1. 2.			a. b.	a. b.	a. b.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
Integrated Planning-Enrollment Management	SEM Academy to Improve enrollment management	Registration, travel, stipends, and assistance to complete SEM Academy	\$30,000
	Improve program review alignment with college planning and resource allocation	Travel, training, and faculty compensation	
	SPOL implementation		
Integrated Planning – Educational Master Plan	Develop new Educational Master plan integrated with guided pathways practices, VFS, and SCFF	Consultants, UCSB Economic Forecast Project contract, Faculty time, Community input	\$100,000
Integrated Planning – Process improvement	Improve data literacy and use of data for decision making	Data coaching stipends, travel, training	\$70,000
	Provide more reports for data informed decisions	Software training, travel, conference registration, faculty stipends. Assistance with Tableau, Banner, Degree Works, SuccessNet, STATA	
	Software training to improve use and quality of data resources		
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: <u>Kevin W. Myers</u>	
Signature or E-signature: 	Date: <u>12/16/19</u>

Collegial Consultation with the Academic Senate	
Academic Senate President	
<i>(As applicable: duplicate if needed for district-level I&EP)</i>	
Name: <u>Trevor Daggan</u>	
Signature or E-signature: 	Date: <u>12/16/19</u>

Appendix SLO Improvement Plans

Sample Course Improvement Plans from 2017 to 2020:			
Question- What changes have you made/do you plan to make based on the data?			
Term	Year	Program	Response
Spring	2019	MATH	I don't know what else I can do beyond what was described in the previous question to help my students be more successful on this SLO. One thing I am considering is to no longer accept all the students on my waitlist. My class started with 41 students when our class size limit is 36. I found I was unable to assist all the students when they were working in groups.
Spring	2019	ART	Based on the data, I plan on "streamlining" the material a bit. There is quite a bit of material, including reading, quizzes, essay writing, projects. Perhaps by "trimming" a bit, there will be a higher success rate because the student may find the abundance of material less overwhelming.
Spring	2019	BUS	Perhaps requirement half the Learning Logs midway through the course and explain the consequences of not turning them in (i.e., perhaps being dropped from the course).
Spring	2019	AG	I tried to identify students who weren't keeping up, but and I did address it. I will have to try another way of addressing this in the future.
Spring	2019	DANC	I made no plan to make any changes. I took into consideration my student's ability to perform adequately in class.
Fall	2018	MUS	The more open-ended, lateral thinking sort of activity such as a research paper scores less well. Many students have never done such a serious, documented, formatted, and technically demanding assignment, and the experience of watching this unfold as the semester progresses is not something that can be documented on eLumen. The students generally go from terrible to acceptable, with a few that truly shine from the beginning, and a few who throw up their hands and refuse to even do the project.
Fall	2018	ESL	In the upcoming spring semester I will begin experimenting with writing in response to readings rather than having students write personal narratives. This change is not based on SLO data, but on recommendations by the Chancellor's Office (AB 705). I will continue to work on individual grammatical and mechanical writing problems of ESL students; however, more time will be spent on reading and understanding text, and then responding to text in writing.
Fall	2018	ESL	In the upcoming spring semester I will begin experimenting with writing in response to readings rather than having students write personal narratives. This change is not based on SLO data, but on recommendations by the Chancellor's Office (AB 705). I will continue to work on individual grammatical and mechanical writing problems of ESL students; however, more time will be spent on reading and understanding text, and then responding to text in writing.
Fall	2018	MUS	I understand it is difficult, and that the course, which is meant for music majors, is often undertaken by students merely seeking gen ed. In order to equalize the playing field, I now allow students to bring in prepared notes for each exam. And, brace yourself, it doesn't make much difference in outcomes. Students that are intent on doing well, do so. Students who want to skate by with no effort, do not.
Fall	2018	MATH	In order to improve their course, teachers mentioned that they will need to remind students the differences between the sample and population symbols on the calculator. One teacher mentioned that they will require the use of a graphing calculator in future classes so that all students are working with the same type of technology.
Spring	2018	NURS	The nursing faculty continued the work on curriculum review and revision in the midst of managing the current courses and program. The faculty established a timeline of review and revision of curriculum in light of seeking approval from the Board of registered Nursing and college's curriculum approval processes.
Fall	2018	MATH	It seems as though this was a good question with solid results coming from the students assessed. The faculty who completed responses to their student results indicated that they felt their students understood the SLO and will hopefully do just as well, if not better, the next time we assess this SLO.
Fall	2018	ESL	I predict that this change in writing curriculum will be suitable for the Writing 3 students, but likely too challenging for most Writing 1 and 2 students. In Fall 2019, we will need to recommend that some students start in the noncredit program before moving to credit.
Fall	2018	MATH	The textbook does not emphasize converting the answers to decimal form so one instructor mentioned that they had not required this to be done on the previous tests. Therefore, they stated that they will need to emphasize this the next time.
Spring	2018	NURS	The full-time faculty have consulted with ATI regarding a comprehensive review and modification of the program concepts. These concepts serve as a foundation to tie in various key concepts of nursing with entry-level practice.
Fall	2018	MATH	One faculty commented that they will not change their methods of doing everything by hand. Another commented that they will take some time in class to discuss the use of the parenthesis.
Fall	2018	ESL	All basic elements of the class and lab will remain the same. I will be using "The Absolutely True Diary of a Part-Time Indian" for independent reading in spring.
Spring	2018	BIOL	There was some discussion that the embedded question may have been more difficult than the average Lecture exam 2 question.
Fall	2018	BIOL	Current re-evaluations are taking place about the effectiveness of this one instructor, with staffing changes eminent.

Spring	2018	MUS	Changes implemented have included timed due dates for components of the paper and in person library visits.
Spring	2017	MATH	In order to improve their course, teachers mentioned that they will need to work more with students and do more examples of contingency tables in class. Another teacher commented that they want to include more spiral review throughout the semester in future semesters. Others plan to assign more homework problems involving contingency tables, place more stress on SLO topics, create extra worksheets, and spend extra time covering contingency tables. One teacher even decided that they would weight quizzes and exams more heavily in their class because their students were rushing through homework to just get it done and were not spending time to actually learn the material. Additionally, some teachers stated that they would make no changes in their future classes with regards to probabilities with contingency tables.
Fall	2017	MATH	In order to improve their course, teachers mentioned that they will need to remind students how to check their answers with the calculator, change the number of questions on the final exam to allow more time on each question, go over the steps of the hypothesis test more, explain the differences between the P-value method and Rejection Region method, and stress the importance of the inequality symbol when doing the Rejection Region method. One teacher mentioned that they created extra worksheets, had students invent their own hypothesis test problems, then critique a peer's hypothesis test problem and solution. Additionally, some teachers stated that they would make no changes in their future classes with regards to probabilities with contingency tables.
Spring	2017	MT	In the last class, I did a +/- with the class. The major change I would make, based on student feedback and my experience with the class, is spending more time on the "final project", and spend more of that time at a company's site, at the "gemba". What makes that hard is working in a plant 6-9pm, which are typically lightly populated by management/engineers, getting the class there, having a conference room we can work in.
Spring	2017	GRPH	Students produce posters, package design, and illustrations for their portfolios. These portfolios help them get jobs in the field or transfer. Most of the student work is printed on one of two Epson large format printers. The one used the most is 24", is the most reliable and has the most accurate color conversions.
Spring	2017	ESL	I plan to continue using a chapter by chapter vocabulary list with words from the independent reading novel. Students chose words from this list for their vocabulary log. Additionally, I created fun discussion questions using the vocabulary from the list. Using the vocabulary list had two positive outcomes:
Spring	2017	GRPH	It appears that the current instructor has changed and complicated the curriculum to the detriment of the students who are interested in this program. Several complaints have been made directly to full-time faculty, staff, and student workers. An off-cycle evaluation was requested, but nothing happened.
Spring	2017	ESL	I will meet with students that are doing poorly earlier in the semester (~Week 4) to discuss strategies for improvement. I will enlist the assistance of Adrienne Lomp in the Language Lab to check with these students weekly to encourage follow-through with learning strategies and meeting deadlines.
Fall	2017	BIOL	Suggestions from faculty include re-wording the embedded question slightly to make the choices more clear. Otherwise, the data indicate that the students who are successfully completing the course are developing good study skills and test taking strategies early in the semester.
Spring	2017	ESL	Although students showed improvement correcting errors in specific grammar areas (e.g., subject-verb agreement, fragments, plural nouns), they need more "open-ended practice" including opportunities to correct sentences without being prompted to correct a specific subcategory.
Spring	2017	AB	The instructor will continue to stress the importance of quality tool and equipment use in the preparation and painting of a vehicle. Focus will also be placed of showing the connection of theory in the lecture portion of the class to the hands-on lab participation.
Fall	2017	BIOL	Possibly implement students starting the analysis during lab time to ensure they have a clear understanding of HOW to proceed. However, some students just didn't follow through on completing the analysis although knew how it was to be completed.
Spring	2017	ESL	I averaged the scores for each unit separately and found that Unit 11 (Adjective Clauses) was the most difficult for students. I will allow more time in the schedule and provide more practice handouts for this chapter in the future.
Spring	2017	GRPH	Students need more time to get a deeper understanding of the material taught and demonstrate best practices in design for publishing. Encourage students to enroll in the Graphics Friday Open Lab to have more time to complete projects.
Spring	2017	GRPH	Communicate with students early in the semester to determine what additional student services they might need. Recommend that students enroll in the Graphics Friday Open Lab to have more time and resources to finish their projects.
Spring	2017	GRPH	Tutorials were recommended to students to watch outside of class. Students were encouraged to enroll in the Graphics Friday Open Lab where they could be logged into faculty accounts with Lynda.com to watch training videos on Maya.
Spring	2017	GRPH	The instructor has been consulted and recommendations have been made to adhere to the lesson plans in order to stay on track with lectures and assignment deadlines. Overall, the students enjoy learning from this faculty member.
Spring	2017	ESL	The next instructor to teach the course should modify the work outside of class to provide for more opportunities to listen and discriminate between various vowel and consonant sounds by a variety of English speakers.
Fall	2017	ESL	In the future, I will require all students to read the same novel, even if they claim they have already read the "The Circuit." This will force students to stay on pace to successfully complete the Reading Journal.

Fall	2017	ESL	I would like to explore the use of a different textbook. If the same textbook must be used again, I would utilize the same audio, but provide two tests: one for beginners and one for high intermediate students.
Spring	2017	GRPH	Hopefully, the Part-Time Faculty contract will be revised to remove seniority and another faculty member can be offered this course if there is not a change made by the instructor to nurture and support students.
Spring	2017	ESL	2) Vocabulary for the log and discussion matched the chapter they should have been reading outside of class. This kept more students aware and on track with approaching journal reading deadlines.
Fall	2017	ESL	I will discuss changing the format of the "Error Correction" assessment with my colleague. If he agrees, I will use a multiple-choice format next semester and see if the results improve.
Spring	2017	ESL	Students do much better on SLO 2 when we have directed labs. I could help students individually on their journals and specific areas of need during the directed lab time.
Spring	2017	BIOL	Based on these data, I have no plans to change the format or expectations of the formal lab report. The majority of the students met the objectives of the assignment.
Spring	2017	GRPH	New technology was added to the program to help students with learning to draw and create illustrations on the computer. Students can draw with pens instead of mice.
Spring	2017	GRPH	Better communication with students who indicate they are at risk of failing. Find out whether the problem is personal, pedagogical or an issue with the technology.
Fall	2017	AB	I plan on trying to replace all the missing sockets, screwdrivers and assorted tools so that the students will be able to identify all tools used in the industry.
Fall	2017	ESL	We will have Adrienne Lomp in the Language Lab create shortened lab assignments for the evening classes that focus on reading comprehension and vocabulary.
Fall	2017	MATH	I will continue to emphasize basic vocabulary and trigonometric notation. Additional practice is needed by the students in class and outside of class.
Spring	2017	AB	I will have practice panels available for students that do not want to team up with other students to practice these techniques as an alternative.
Spring	2017	BIOL	Emphasize to students not to depend on the computer to proof read written work as computers must be "taught" to recognize science words.
Fall	2017	MATH	We need to make sure not to gloss over the "easy" material, mistakenly assuming that the students will easily understand it.
Spring	2017	MATH	We may need to rewrite the question we are using for this SLO, or omit it since the problem used was at too low a level.
Spring	2017	MATH	CSLO #1: Most people said not changes although one pointed out the importance of the "learn it, do it, teach it" model.
Spring	2017	BIOL	Continue to emphasize to students that school is a job! I also will utilize AHC's "early alert" system more often.
Spring	2017	MUS	Making as many opportunities available as possible. this is not a change; this is an ongoing responsibility.
Spring	2017	SPCH	We need to look at the textbook/ testing, etc. to see if we can help students understand the theory better.
Spring	2017	NURS	The full-time faculty have worked with ATI consultants to review and revise current nursing curriculum.
Spring	2017	GRPH	Continue to provide access to technology to ensure student learning and demonstration of objectives.

Sample Improvement Plans from 2017 to 2020:			
Question- What changes have you made/do you plan to make based on the data?			
Term	Year	Department	Response
Fall	2017	University Transfer Center	While the UTC is meeting institutional standards with the given data regarding SEP completion, the goal is to ensure that 100% of students who are seen have a completed comprehensive plan. When a student does not complete a comprehensive plan, it is usually due to the time limitation in a 30-minute appointment where multiple topics need to be covered. The data results may be an indication that longer appointments are likely necessary to complete a comprehensive SEP in each appointment. Also, the data may be skewed in that not every appointment is scheduled with the goal to complete an SEP. A student may come in for other reasons and there may not be time to complete a full SEP in the one sitting. As mentioned in the strengths section, some students may have only come in to complete their initial abbreviated SEP and thus, not have the full comprehensive completed yet. Another challenge in the UTC is the lack of counseling appointments. With more counseling hours, the UTC would have an increase in appointments and thus, help to complete more SEPs. The tracking of the data is another challenge of the program. There needs to be a more comprehensive and organized way to track student information (including SEP progress). The UTC was forced to use additional information in SARS to track the two-week period. This information should be readily available.
Spring	2018	University Transfer Center	While the students who were assessed did complete their transfer timeline with a comprehensive SEP, the data also brought to light the fact that there are limited resources (counseling hours) in the UTC. There are not enough counseling resources to provide comprehensive SEPs to the number of transfer students on the AHC campus. 70% of AHC students indicate a goal of transfer when they apply to the campus. Even with a high percentage of timeline completion, the UTC realizes that not all students come to an

			appointment ready to complete a full SEP. Some appointments are merely informational as students are gathering information about the transfer process. While this may not show a challenge of the program, it may show a challenge of the assessment method. However, it does point to a service improvement that is needed. Since time and resources are limited, the UTC is in need of better screening processes to find out the needs of the students prior to scheduling the appointment with a counselor. This assessment of SLO 5 has identified a need for allocated appointment times that would address basic transfer information to the students as a precursor to the appointment that would provide the SEP.
Fall	2019	EOPS/CARE/Cal WORKS	SLO 4: Students will be able to complete priority registration. With an increase in students served, the percentage of students utilizing priority registration has also increased. Promotion of priority registration for fall 2019 was supported by door prize incentive (donated by staff), advertising on social media, specialist availability for drop-ins, and regular contact via phone calls/emails from EOPS peer advisors. However, it is noted that the number of students utilizing priority registration is below standards. This outcome is affected by the following: increase in students served also creates challenges to meet our goals with more students to assist on day 1 priority registration. Additionally, other variables may skew the numbers such as, but not limited to, students who have dropped, completed their goal, and students who have timed out of our program. SLO 5: Students will be able to meet deadlines and requirements as contracted in EOPS. Decreased counseling hours and an increase in number of students served affected EOPS compliance rates. Of particular note is that EOPS student numbers increased by approximately 42% from spring 2019 to fall 2019.
Fall	2017	Noncredit Counseling	In the fall of 2017 Noncredit SLO4 was assessed. In SLO4 students were assessed on their ability to articulate a short and long term goal to develop a Student Education Plan (SEP and/or Semester Plan). The students that visited Noncredit Counseling during the month of October 2017 were tracked until the end of the fall semester to see how many students completed an SEP by the end of the fall semester. A total of 68 students were assessed for this student learning outcome. The results demonstrate that 57 of the 68 students whom participated in the assessment met institutional standards, 11 out of the 68 students did not meet institutional standards. As a result, 84% of the students whom came to a counseling appointment during the month of October completed an SEP or semester plan by the end of the fall 2017 semester. The results of the assessment demonstrate that noncredit follow up services are more than necessary for the retention and successful delivery of our services to the student population we serve.
Fall	2019	EOPS/CARE/Cal WORKS	SLO 4: Students will be able to complete priority registration. The number of EOPS students served has increased by approximately 42% from spring 2019 to fall 2019. SLO 5: Students will be able to meet deadlines and requirements as contracted in EOPS. Since the last assessment of SLO5, EOPS staff and faculty opted to change the rubric to a two-point scale for SLO 5, noting that a one indicates students were not compliant, and did not complete three compliance visits for the semester. In contrast, a two indicates that students completed all three compliance visits. Some changes that occurred during this time period were the following: EOPS saw an increase in the amount of students served in our program, EOPS had less counseling hours available due to the partial reassignment of one of our counselors (director vacancy), an adjunct counselor's time was split between the EOPS program and another student service program, and another counselor had a decreased load for the fall of 2019.
Spring	2018	University Transfer Center	This assessment brought to light the needs of a two-tiered counseling transfer process for students who may not be ready to develop a full comprehensive SEP. The UTC will review and make improvements to the appointment screening process; develop a brief guide to be posted on the e-SARS online scheduling system that will help educate students on which of the two options are best for them. A. The hour SEP process or B. the two-tiered process which includes a transfer basics session. Improvements will also include more extensive training for student workers and front desk support. The UTC also intends to explore the possibility of a Transfer Orientation for new and continuing students. This orientation would be focused on preparing students for their SEP appointment.
Fall	2018	EOPS/CARE/Cal WORKS	EOPS plans on developing a priority registration timeline for students and presenting this at the EOPS orientation. EOPS will continue to promote, and incentivize, students to utilize priority registration on day 1 through social media and providing priority registration events. Other forms of continued promotion include posting fliers, e-mailing, texting, and calling students. It was suggested that on day 1 priority registration, both our peer advisors and specialists be blocked to assist students in registering after they have met with counselors, and that EOPS utilize campus events the week prior to remind students of the upcoming priority registration. EOPS would like to purchase a sandwich board that students can see reminders as they walk into the office.
Spring	2018	University Transfer Center	Data showed a very high rate of completion of a personal transfer timeline to a selected university, with a 94% completion rate. This data indicates that students who are meeting with a counselor in the University Transfer Center are completing a comprehensive Student Education Plan (SEP), which indicates their personal timeline to transfer. Each SEP shows the student's last semester and indicates when they should apply to a university. The UTC adopted 1 hour appointments during the spring semester. The extension of an SEP

			appointment (from the original 30 minute timeframe) allowed for students to complete a full comprehensive plan during one appointment, thus ensuring student's leave each appointment knowing their personal transfer timeline.
Fall	2019	University Transfer Center	The results showed that 97% of students did submit their application by the given deadline. In fact, this percentage should show slightly higher results because two students indicated that they did not submit their application by the deadline of November 30th, however, one of the students who indicated they did not submit their application by the deadline had already applied during the month of August for spring 2020 admission. Therefore, there was only one student who did not submit the application by the deadline of November 30th. This could have also been a student who did in fact submit their application by the extended deadline, but answer no to question #4 because they did not submit by November 30th (the original deadline).
Fall	2019	EOPS/CARE/Cal WORKS	SLO 4: Students will be able to complete priority registration. Improvement of student utilization of AHC email (this would require further discussion, on how this may be implemented). It is recommended that EOPS priority registration dates be extended, and that our EOPS department reach out to other EOPS programs within Region 6 to see how many days of priority registration are offered to their students. SLO 5: Students will be able to meet deadlines and requirements as contracted in EOPS. It is recommended that EOPS re-visit how our rubric is structured, and possibly consider a different rating scale. It is also recommended that EOPS increase counseling hours with additional adjunct hours.
Spring	2020	Learning Assistance Program	Based on the results of the data, when evaluating SLO #4;70% of students in Fall responded Agree to being provided adaptive technology related to his/her disability. 24% of student responses were neutral (neither agree/disagree), 3% responded Disagree. The data collected for SLO #1 for Spring 2020, showed 68-87% of students respond Agree to questions regarding using a disability accommodation in a timely manner. 8-21% of students responded neutral (neither agree/disagree) and 5-13% respond Disagree. Thus, the majority of students surveyed for both SLOs (70%+) responded Agree to the use, training and distribution of adaptive technology and showed a similar response to receiving accommodations in a timely manner.
Spring	2019	CalSOAP	SLO #2 Has not changed and still strives to provide excellent service assisting with FAFSA completion at local school sites within the community. Results: include Cash for College events increased from 25 in 2017 to 36 in 2018 and 1,492 high school seniors were assisted with financial aid completion on the Central Coast. The greatest growth was at the local feeder SMJUHSD school sites. Pioneer Valley High School this year earned 6 place, at level 6 statewide award for the highest FAFSA completion for a comprehensive school site. Santa Maria High School ranked 25 and Righetti High School ranked 41th place. This was the best results in the history of the Santa Maria Joint Union High School District.
Fall	2019	Noncredit Counseling	Based on the results, we can see that over half of our noncredit ESL and GED students from different service locations do not know their log in to myHancock and less than half of students surveyed do know their username and password. Results demonstrate that not all students are able to log in to myHancock and access the tools inside. Furthermore, we continue to the next question (do you need help registering online? 358 out of 478, 75% said yes and 118 out of 478,25% said no) where we learn that 75% of our students do need help to register and in turn need help navigating the online tools available to students. Only 118 students out of 478 do not need help registering online.
Fall	2019	Noncredit Counseling	Our noncredit students are at a disadvantage when asked to fill out an online admissions applications, register to classes online, asked to visit online class search to find courses, etc. There is a need for additional personnel to support students who come in person to register and to complete other tasks such as ordering a parking permit or accessing their student email. In our programs we can continue to create useful myHancock log in workshops, continue to provide a username/password slips and explain the importance of that slip for registering for upcoming semesters, instructors can reinforce the importance of logging in to myHancock portal in class, etc.
Fall	2018	Student Activities	The data indicates the strengths of the Student Activities program include strong communication and transparency among students and staff. Students learn how to plan events, activities, and they conduct weekly Board of Director's meetings. They learn parliamentary procedures and Robert's Rules of Order. Additionally, students work in teams, learn to delegate and utilize campus resources to plan and execute events. Students participate in shared governance, hiring committees and campus committees working with staff, faculty and administration. The data demonstrates to me that over 95% of the Leadership students are successful in achieving these goals.
Spring	2018	Career Center	335 students did not see a career counselor after completing the interest inventory. However, data may have not been entered in SARS to report the appropriate career counseling activities from the two career counselors. Another possibility is that the students may have completed their Student Educational Plan with General Counseling or another program such as Learning Assistance, Athletics, or EOPS. The data does not show how the additional 335 followed up with services to ensure they found the appropriate major/career, which may lead to many of these students to undecided and could not get an appointment with a career counselor.

Fall	2017	CalSOAP	The data indicated that the total of 365 High seniors from Santa Maria, Pioneer Valley and Righetti High School attended a cash for college workshop. A total of 264 students started and submitted the FASFA application. The 264 students fell under the category 3, exceeds standards. 101 of the 365 students started but did not submit the application, indicating that they meet the expectations under the eLumen Rubric. There were no students who fell under the "1" for below standards. Based on the data, the program can improve in having all students who attended the cash for college workshops be classified as a 3 instead of a 2.
Fall	2017	University Transfer Center	Results showed that 84.14% of students, who were seen during the two week period, did complete or have completed a comprehensive SEP. This data indicates that we are meeting institutional standards. The results indicate that more often than not, students are leaving appointments with a completed comprehensive SEP. The data for this assessment did not track those that have an abbreviated SEP (one to two semesters completed). Therefore, the results may have been higher if both SEP types were tracked. The data also indicates that transfer students have a plan, which will lead to successful completion of transfer goals.
Spring	2018	CAN/TRIO	SLO 3: A challenge encountered by the CAN program is that not all students follow their SEP or semester by semester plan, which means that the semester plan which we have on file may not reflect a student's current schedule of classes. There is a need to provide more counseling availability during the times that the CAN Counselor is doing high school outreach and in fall semester during high transfer season, and when collaborating with UTC events. There is also a need to maintain the number of peer coach hires to assist with student follow-up and to encourage students to complete their SEP's.
Fall	2017	Noncredit Counseling	Follow up services to complete Student Education Plans require office support staff to coordinate, call and make appointments. Counselor availability is also required to serve students at various service locations. Currently, we have two full time counselors, one of which services Lompoc, Santa Ynez and Santa Maria locations. Additional counselors are needed to increase the number of Student Education Plans completed and students served. There is also an increased need to have additional staff members, space available, and technology needed to meet with students at all service locations.
Spring	2019	CalSOAP	Success and challenges will be shared at Cal-SOAP Governing Board meetings, Allan Hancock College retreats, Cal-SOAP staff meetings, SMJUHS meetings, CSAC commission conferences and events. The new Lacaidatabase will provide new fields and access to new technology not available in the past. The key to data will be determined by how and what it is collected at the partnership school sites. At this time, it is undetermined what student data will be released by the high school partners for 2019-2020. Once this is clarified, we can evaluate how services can be improved.
Spring	2020	Learning Assistance Program	Ideas were shared regarding additions/modifications to 3 of our student questions for next years student climate survey. Ideas were also brainstormed regarding our current questions for adaptive technology and whether to keep them on the survey for next year, or change based on the evaluation tool that formulates the climate questions. The discussion came up about surveying students for Winter/Summer sessions, but since our SLOs are evaluated based on Fall/Spring sessions, the team agreed to leave Winter/Summer session related questions off of the student climate survey.
Fall	2017	Noncredit Counseling	This is the second time that that SLO4 has been accessed. In our previous assessment, the Noncredit Counseling department determined that the length of appointments needed to be extended to an hour. Challenges that our student population face is time, transportation, childcare, access to information, etc. This modification and attention to student service contributed to the increased completion of Student Education Plans from fall 2016. The Noncredit Counseling department will continue to use the extended length of time when meeting with students.
Spring	2018	Career Center	Based on the data we plan to change how we track all students who complete a Student Educational Plan. With Degreeworks we can run a report for specific comprehensive Student Educational Plan. We also hope to have other programs who see undecided students and have utilized the interest inventories to indicate in their SARS data. However, we need to track how many students are turned away after completing the interest inventories to understand how many additional career counselors we need to support the growing need of undecided students.
Fall	2018	EOPS/CARE/Cal WORKS	EOPS needs continue further promoting, and communicating, the importance of our students utilizing priority registration. EOPS recognizes there are several variables that can affect the data when determining priority registration utilization. Some of these factors include, but are not limited to; students who withdraw from school, students who have completed their goal, and/or may utilize priority registration on day 2. EOPS has noted that data for priority registration is not easily extracted due to limitations with IT software.
Spring	2019	Student Activities	A dedicated leadership instructor, who is not a counselor, who may also teach Personal Development seems ideal. A consistent instructor for the students' success is desired. So staffing is a resource needed and requested. Students are currently participating in over 90 events for the year. There are many things that only staff can do, not students, so staff are overwhelmed with leadership, clubs, ambassadors, mentorship, food share because we care, etc. and the details each program requires.
Fall	2019	University Transfer Center	For the next assessment, the language will be changed on question #4. We will remove an exact date for the application deadline since some universities extend their deadlines beyond

			November 30th. Question #5 could also enter another option of "I am a student who already applied for spring admission". We will also remove question #3 since the SLO #5 is measuring those who attended an application workshop, not necessarily measuring those who attended an application review.
Spring	2018	EOPS/CARE/Cal WORKS	The one area that was still not as strong was student follow through. Though students are completing the application, there are new barriers to completing the process to be awarded. Among these are the new financial aid system, Campus Logic, and the added requirement of submitting "Non-Filer" forms digitally. A process to promote Campus Logic follow up as well as informing students of the "Non-Filer" requirements at the time of applying will also be implemented.
Spring	2019	EOPS/CARE/Cal WORKS	SLO 5, Students will be able to meet deadlines and requirements as contracted in EOPS: EOPS will continue to utilize a "no-show policy" as outlined in our local policies, which includes EOPS Specialists providing a case management approach in working with students. Resources needed, include additional EOPS peer support to both, schedule and remind, EOPS students of appointments. Additionally, a method for texting students reminders would be beneficial.
Spring	2019	EOPS/CARE/Cal WORKS	SLO 4, Students will be able to complete priority registration: EOPS will continue to promote incentives for priority registration through marketing, e-mail, text, calling students, utilization of social media, and special priority registration events. Resources needed, include identifying a staff member who can further utilize social media to promote priority registration, and creating a funding resource for special priority registration events.
Fall	2017	CalSOAP	Further collaboration with high school administrators and counselors have been made so that students and parents bring all the required materials to cash for college events. A roster of seniors was provided so that students can be reached to inform of the cash for college events and materials needed. We plan to increase the information that is received by parents through mail or phone calls to improve student outreach and increase FASFA Completion.
Fall	2018	University Transfer Center	When we compare the results from this assessment to the findings obtained when we assessed this same SLO in spring 2016, we have found that the methodology followed in both assessment processes may have influenced the results we received. We experienced an overall improvement but feel that consistent assessment process should be identified in future SLOs. In summary, we are pleased to see a 7.5% increase in effectiveness in meeting this SLO.
Fall	2017	Financial Aid	The assessment data collection was changed; initially the data collection tool was envisioned in a form of a pamphlet. Yet as data from pamphlets was not received, our office re-evaluated our current data collection processed and re-instituted both a) an online survey and b) a paper survey to be collected at the front-desk. This new data collection tools allowed us to successfully collect and process our SLO#1 data.
Spring	2019	Student Activities	Students learn leadership skills in the course and practice those skills by planning events, participating on shared governance councils, heading planning committees, etc. Students who lead and train others generally do well, enjoy the course and flourish. Some students choose not to get as involved but many become motivated to increase their GPA, and transfer due to the positive influence of other student leaders.
Fall	2018	CAN/TRIO	SLO 4: Program staff recommends that this SLO be reviewed for revisions as to what constitutes meeting institutional standards because a large number of students (total of 448 contacts for a population of 143 students) received financial aid support yet the way it is being reported, it looks as if a large number of students didn't. Refer to question 1 in 18-19 context improvement plan for additional information.
Spring	2018	Student Health Services	We are removing the SLOs measuring class presentation results. These remain high and no changes have been seen. Turning Point Tech. has changed their product and we will not be able to collect data very soon in the future due to not subscribing to their leasing program. We are creating new SLOs and utilizing a survey that is shared with students via text through our electronic health record system.
Fall	2018	EOPS/CARE/Cal WORKS	Out of 867 EOPS students, 49% of our students completed day 1 priority registration during the fall 2018 term for spring 2019 courses. This shows a 3% increase from fall 2017 registration for spring 2018 courses. In an effort to promote priority registration during fall 2018, EOPS held cash drawings for our students who utilized priority registration, these cash awards were donated by EOPS staff.
Spring	2019	Student Activities	The weakness is that if a student doesn't participate in the many (over 90) events and activities there isn't much we can do to motivate them extrinsically, it needs to come from within. We can't do much to change them if they don't want to get involved on campus. Unfortunately, some students may not understand how this leadership course works and how much hands-on work is involved.
Spring	2019	CalSOAP	We need updated High School senior contact lists from all the schools for continuous parent outreach to ensure that students and parents bring all require paperwork. Flyers and envelopes are needed to send information to families. Additional staff is needed to provided services to the students who attend. Added Appointment Cards and additional workshops.
Fall	2017	CAN/TRIO	SLO 4: The program requested that reports be created to track student completion of the FAFSA and unmet financial aid requirements. Additionally, CAN-TRIO integrates financial aid workshops into program events. Staff also attend financial aid professional development to ensure current financial aid and financial literacy knowledge.

Spring	2020	Student Health Services	Although, we did not meet the 70% minimum for this SLO, the students who did not access Student Health Services had a 57% success rate and the overall student body had a 58%. There was an error in the survey link that was sent to students throughout the year. There is no data collected for questions 3, 4, and 5.
Spring	2018	EOPS/CARE/Cal WORKS	SLO 4: Find out the spring to fall retention for future assessments, and ensure that the program is assessing “eligible” students only (excluding those who are not returning the following semester and eligible for day 1 PR). The EOPS program staff/faculty would like to implement priority registration events again.
Fall	2017	EOPS/CARE/Cal WORKS	The challenge that the program faces is not having enough staff and/or technology to track the reasons why some of the students are not utilizing priority. Being that it is possible to lose priority, tracking and early intervention may help raise the number of students utilizing the service.
Spring	2018	CAN/TRIO	SLO 3: The program continues to have a full-time Counselor, full-time Specialist, full-time Director, and peer coaches that assist with advising and counseling referrals. Having this level of staff has allowed us to continue providing holistic advising/counseling and follow-up services.
Spring	2018	EOPS/CARE/Cal WORKS	95% of continuing CalWORKs students completed the FAFSA by the end of the spring semester. This demonstrates that CalWORKs students are aware of timelines for the financial aid process. The high percentage is also due to the accuracy of the data collection process.
Spring	2019	EOPS/CARE/Cal WORKS	SLO 4, Students will be able to complete priority registration: There are limitations in disaggregating the data. Examples of this include, and may not be limited to, students who are non-returning, students who transferred, and students who completed degrees.
Spring	2018	EOPS/CARE/Cal WORKS	SLO 5: The EOPS program needs to address student no-shows. This data coincides with the lack of staffing we experienced during the spring of 2018. The e-mail software was also been upgrading at this time, and the transition effected communication with students.
Spring	2019	Student Activities	The students who do take a lead role and participate in and plan events keep adding events and activities. Therefore, there is a need for more people to help facilitate all of the workload. Clerical help in the office with Banner expenditures is most desired.
Fall	2018	University Transfer Center	In fall of 2018, we used PD classes to deliver the intervention and to measure the effectiveness of this SLO. The results may have been swayed by students who chose not to engage in the subject as some students were clearly not interested in transferring.
Fall	2017	EOPS/CARE/Cal WORKS	A dedicated CalWORKs technician would help with tracking priority as well as other important factors related to some of our other SLOs. It would also be instrumental for this position to have access to a variety of reports in order to best track the data.
Fall	2017	EOPS/CARE/Cal WORKS	The data indicates that students are aware of the fact that they are able to use priority registration. This is a service that is talked about with students during their intake appointments every semester and during Orientation every semester as well.
Spring	2018	EOPS/CARE/Cal WORKS	The data collection process, while accurate, was too cumbersome and required a significant portion of staff’s time. We need this level of accuracy in a more expedient way. This will need to be done through collaboration with other college entities.
Spring	2018	EOPS/CARE/Cal WORKS	SLO 5: EOPS staffing is in the process of being restored. The EOPS staff would like to include instruction to students regarding on-line scheduling and utilization of e-mails. (This may be done at orientation and/or a potential workshop setting).
Spring	2018	Testing Center	Our goal was to exceed this 70%. 29% of our students are unaware of the services and we offer and we believe that this could be improved. Our assessment didn't take into account staff and community members who are also able to use our services.
Fall	2018	Student Activities	Based on the data showing that 9.5% and 23.8% of students don't meet the standard, I would like to survey the students and ask why they are not getting involved. It could be due to class schedules or other issues, etc. we will survey to find out.
Fall	2017	University Transfer Center	The use of Degree Works and one-hour appointments would help to aid in more SEP completions. It would also be helpful to utilize banner to track completion of SEPs. An organized tracking system is needed to track all transfer student progress.
Spring	2019	Financial Aid	None yet, we wanted to see if the data was consistent from semester to semester. The data clearly indicates the need for a step by step document to educate students and staff on how to create online documents, scan and uploading process.
Fall	2018	EOPS/CARE/Cal WORKS	EOPS students are not 100% compliant, and other variables may affect the compliance numbers such as; students withdrawing, students who are distance learners only, students who withdraw from courses and students who complete their goals.
Fall	2017	Financial Aid	The small amount of responses (18) indicated that utilizing a pamphlet for data collection was indeed not the best method. We have learned that online data collection and face to face data collection works best for our VA students.
Spring	2018	Testing Center	We are going to move from a two cycle per year process to a single cycle per year. This will allow us to gather more data and our services are not bound the term cycle. We will be deactivating SLO2 since AB 705 has been implemented.
Spring	2019	Testing Center	We want to start earlier in spring assessing students, faculty, and staff with the survey. In addition, we also want to reach a more diverse population. One way we can do this is by having the survey available in Spanish.

Spring	2018	EOPS/CARE/Cal WORKS	SLO 5: Implement utilization of peer advisors to contact students for compliance. Review how often students are called by peer advisors. Place an emphasis on students utilizing their e-mail during orientation sessions.
Fall	2017	EOPS/CARE/Cal WORKS	This is the first time we assess this service in our program. The plan moving forward is to identify and intervene, where possible, by assessing students' loss of priority and help with appeals when appropriate.
Spring	2018	Student Health Services	The assessments of class presentations continues to provide the same information, that students learn new information after a presentation. No new information is found and data remains consistently high.
Spring	2019	EOPS/CARE/Cal WORKS	SLO 5, Students will be able to meet deadlines and requirements as contracted in EOPS: EOPS did not have full staffing during the spring of 2019, which may have been an indicator in compliance rates.

Appendix SLO Program Review

Program Review Samples of SLO Evidence

Questions:

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

Using the information already gathered in the Annual Updates (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review.

ANTH

Over the past six years many of the goals identified in the PLAN OF ACTION - POSTVALIDATION from 20LZ have been achieved or are ongoing. The Anthropology faculty continuously modify/update their assessments to encourage student success and to align their teaching with the SLOs, PSLOs, and ILOs. The Anthropology faculty continue to work with the LRC and STEM Center to offer tutorial services for our students. The Anthropology faculty are also beginning to adopt online education resource [OER) materials to limit and in some cases eliminate textbook costs for students. Efforts to expose AHC Anthropology students to educational experiences within the community and at local universities is ongoing. Lastly, the resources needed to maintain the program continue to be teaching materials, travel funds for faculty, and maintaining/hiring part-time faculty as needed.

What did the assessment data indicate about the strengths and weaknesses of your program?

Collectively, the data shows that 46.10% of the students exceed institutional standards, 30.21% of the students meet institutional standards, and 23.68 of the students are below institutional standards.

Overall, 76.32% of the students exceeded or met the PSLO standards between fall 2011 and spring 2017. This demonstrates that the Anthropology Program is presently meeting the ISLOs/PSLOs in the core courses. Describe changes you have made to courses or the program based on these data. Over the past six years the Anthropology faculty have attempted to use program and course SLO data to improve instruction.

Such changes include the adoption of new textbooks the development of new assignments the modification of exams.

GRPH

Assessments: Each of the program SLO's and all of the course SLO's have been assessed. One program SLO has been modified to serve the program better. There have been several changes made as a result of the assessments. Recommendations Based on Assessment Plans of Action: 1. The faculty are advised to participate in the "early alert" system if student's attendance drops off. Individually, most faculty contact students to promote support services, attending office hours, and encourage enrollment in the Open Lab course so that students can have the support necessary to complete required projects and tutorials. 2. Earlier intervention: As faculty are made aware of issues with student success, intervention is imperative through tracking student progress more closely and examination of curriculum for improvements and modifications when necessary to support more profound levels of student learning. 3. Efforts are made to ensure that required program technology is serviced, replaced or purchased to guarantee opportunities for learning and building skills for workforce development. 4. Facilities have been improved for OSHA and ADA compliance.

175. Consistent, reliable access to the network is vital to student success and has been improved. 6. The ability to have flexibility in assigning part-time faculty to courses that best fit their skill set and expertise

is vital to ensuring the best dynamic for student success.7.SEP's discussed: Student education plans should be discussed at the beginning of the semester in each course. By distributing the Graphics Program Suggested Sequence of Courses document will help them develop plans to reach their educational goals.8.Budget augmentation to increase funding for student workers as teaching assistants in the computer lab is necessary to support student success.9.Continued advocacy for Open Lab opportunities for students and the acquisition of loaner laptops has helped our economically disadvantaged students.10.Students would be served by access to course-specific training videos such as Lynda.com and custom training videos that are posted on Canvas or a private YouTube Channel.11.Faculty training for Canvas is necessary.12.Software updates: Design software needs to be updated often and regularly so that everyone in the class is using the same version of the software Evaluation of newly implemented program student learning outcomes for relevancy and potential revision. Target: Spring 2018. Resources: Faculty time

Strength: Data indicate students in the program have shown improvements in identifying factors that contribute to a healthy lifestyle, personal wellness and longevity. They acquired an appreciation with which they will be able to better analyze and communicate with the ever revolving atmosphere in life.

• Weakness: 29% of the students in the program have a) not been exposed to the assessment or b) did not show improvement in the ability to identify CSLO's. Future Changes

• Create a consistent method of administering the assessments, each semester

• Increase & improve communication amongst colleagues in efforts of improving PSLOs

• Discipline faculty will meet annually in order to input appropriate SLO data

Law Enforcement 18-19

There are established student learning outcomes for all Law Enforcement Program course and they are assessed annually, either through eLumen or through the course evaluation process. Based on the data received, our courses meet or exceed POST and STC standards, along with, the academic goals of Allan Hancock College. We have not had to modify the content of the, courses (which most are regulated by POST or STC regulation), but we do make modifications to the presentation of the material to best meet the needs of the students. Based on the 2016; report, over ninety-five percent assessed met or exceeded standard.

Nursing CNA 15-16

The CNA program student learning outcomes (PSLOs) are based on the program objectives and are reviewed for updates and revision annually by the nursing faculty. The State Board Exam pass rate provides a benchmark for the student learning outcomes for the CNA/Acute Care Program, and the class final is the standardized scale used for the Home Health Aide and EKG classes. Successful completion of the CNA program requires achievement of 74% or better on every theory examination (CNA course syllabus). Students must also demonstrate proficiency in clinical skills through return demonstration, skills check-off, clinical observation and evaluation. At the completion of the CAN portion of the program, each student takes the NNAAP exam. This report provides an analysis and overall class performance score by individual topics (Topics: Activities of Daily Living, Basic Nursing Skills, Restorative Skills, Emotional and Mental Health, Spiritual and Cultural Needs, Communication Needs, Client Rights, Legal and Ethical Behavior and Member of the Health Care Team). Faculty can use this data to support changes in course content. The CNA program has maintained an excellent national exam pass rate for the NNAAP exam with an average 97%.The current national first time pass rate is86%.To date, there have been no findings in the program SLOs that would indicate a weakness in the program. The data demonstrates that the SLOs are being met, and instructional standards are high and the concepts that are being taught meet and exceed the state averages. To stay current with industry trends and maintain a successful program, the SLO data will continue to be monitored for student success

Nursing RN 17-18

According to the 2017 Annual Update, ATI content mastery scores used as an assessment measure to evaluate the course SLOs indicate students are meeting the college 70% benchmark as well as nationally normed benchmarks .Faculty have discussed ongoing adjustments to instruction to meet identified student and industry needs. Analysis of curriculum changes is documented in nursing faculty meeting minutes. No curriculum changes have been made at this time. Curriculum is updated each semester to

reflect the current practice in the registered nursing role.

All course student learning outcomes (CSLOs) are assessed annually. All CSLOs are mapped to the program learning outcomes (PLO's). All PLOs meet the 70%o college-benchmark for meeting the standards. To assess the CSLOs, the nursing faculty used a variety of measures that included standard testing (Assessment Technology Institute NCLEX-RN test plan based content mastery), clinical evaluation tools, written assignments, midterms and final examinations, and specific test items questions. More specifically, based on the standardized ATI RN predictor tests, the AHC nursing students meet the national benchmark. Graduates of the program, as a group, scored similarly to the students from comparable nursing programs across the United States. In 2013, the assessment tool used for Nursing 109 (Medical Surgical Nursing 2) was changed to better reflect course learning. This resulted in a change in the trend of the data obtained. All faculty have identified declining trends in student academic preparedness in math and English (reading, writing, and comprehension). Recommendations for tutoring and help for remediation were repeatedly identified in multiple course improvement plans. There continues to be minimal adjustments in the course content since nursing content is approved by the California BRN as well as aligned with the national licensure test plan. Meanwhile, the nursing faculty continue to innovate strategies to promote student learning. Dose calculations and medication word problems continue to be ongoing problem areas that warrant tutoring, remediating, and overall support

Appendix: SLO Committees' Agendas and Notes



LEARNING OUTCOMES & ASSESMENT COMMITTEE

Tuesday, September 1, 2020

2:30 – 4:00 pm

<https://cccconfer.zoom.us/j/97900543231>



MEMBERS

Liz West - *Chair*

Ron Lovell
Applied Behavior Sciences

Carmen Montanez-Rodriguez
Business

Julia Raybould-Rodgers
English

Ken Cope
Fine Arts

Bethany Conner
Health Sciences

Saad Sadig
Industrial Technology

Jenny Schroeder
*Languages & Communication/
Community Ed*

Kathy Headtke
Library

Brian Youngblood
Life & Physical Sciences

Lynn Becerra-Valencia
Leadership/Personal Dev.

Anna Kopcrak
Math

Scia Maumausolo
PE/Athletics

Chuck Rylant & Kristy Treur
Public Safety

Chris Straub
Social & Behavioral Sciences

Juanita Tuan & Mayra Morales
LOAC-SS

-Vacant-
ASBG

Invitees

VP – Student Service, Academic
Affairs, Institution Effectiveness

PT Faculty
Senate Exec

Faculty Association
Deans
AP&P

Program Review Committee
Steven Butler

Janet McGee - *Note Taker*

AGENDA

Current/Action Items

1. Review May 5, 2020 meeting notes (LW)
2. Review LOAC-AA Charge (CCPD)
3. Review Liaison Role (IAP pages 12-13)
4. Ideas for 2020-2021 Goals
5. Update moving the new process through shared governance (LW)
 - Status at AS

Information

6. ILO Team for 2019-2020 and 2020-2021
7. Conferences
8. Reports (AS/SLC/PRC/Various Dept.)

Pending/Future Items

Next meeting – Oct 6th, 2020

Fall 2020 meeting dates:

Oct 6

Nov 3

Dec 1

- ✓ Revise the outcomes assessment process at AHC to:
 - Work with Academic Senate, Student Learning Council and Student Services Council.
 - Provide documents for faculty to use at each part of the outcomes assessment process.
 - Facilitate discussions and training regarding the outcomes assessment process.
 - Talk with departments to determine how they will store their files and how their areas will manage outcomes assessment.
 - Engage Program Review Committee to incorporate any changes into their documentation.
- ✓ Continue to support the ILO team.
- ✓ Plan to review and update the IAP in the following year.

Mission Statement

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.

Learning Outcomes & Assessment Committee Notes		Date and Time	September 1, 2020 2:30 – 4:00 p.m.
		Meeting Place	Zoom Meeting
Called to order:	2:35	Chair:	Steven Butler & Liz West
		Note Taker:	Janet McGee
Committee Members Present:	Beth Conner, Carmen Montanez-Rodriguez, Kathy Headtke, Ron Lovell, Julia Raybould-Rodgers, Liz West, Saad Sadig, Anna Kopcrak, Chris Straub, Brian Youngblood, Jenny Schroeder, Saad Sadig, Ken Cope		
Committee Members Absent:	Scia Maumausolo, Chuck Rylant, Juanita Tuan, Mayra Morales, Kristy Truer, Lynn Becerra-Valencia		
Invitees Present:	Steven Butler, Bob Curry, Mary Patrick		
Agenda No. 1	Review 5/5/2020 notes		
Discussion:	Notes approved		
Action:			
Agenda No. 2	Review LOAC-AA Charge (CCPD)		
Discussion:	<ul style="list-style-type: none"> Reviewed list of committee functions from CCPD – may revisit after finished with assessment piece. 		
Action:			
Agenda No. 3	Review Liaison Role (IAP pages 12-13)		
Discussion:	<ul style="list-style-type: none"> Reviewed duties of the committee as outlined in CCPD going over liaison role in more detail. 		
Action:			
Agenda No. 4	Ideas for 2020-2021 Goals		
Discussion:	<ul style="list-style-type: none"> Continue to support ILO team Address IAP – review and update Work within departments to assist programs on first round of program level assessment <ul style="list-style-type: none"> Communicate timeline to departments. Help with revision of PLOs. Assist with creating assessment cycle. Provide training on rubric writing. Coordinate with Program Review and AP&P committee to address conflicts in processes. Facilitate departments with dialogue piece of process. 		
Action:	Liz will spruce up wording		
Agenda No. 5	Update moving the new process through governance (LW)		
Discussion:	<ul style="list-style-type: none"> Status at AS – met over summer, Liz Paul Steven and then Trevor. <ul style="list-style-type: none"> AS is on board with moving forward with assessment this year. Everyone is piloting this year because there has been no vote on a process. Would like feedback, if program wants different cycle just let Liz and Steven know. Process elements have not been decided on yet. Senate approved focus on PLOs instead of CLOs. Pilot will provide grounds to narrow in on the best processes. 		

	<ul style="list-style-type: none"> ○ Goal to end up with measurable learning outcomes and assess at least one learning outcome this year. ○ Use of previous tools okay, but all will need to point to and measure the program learning outcome – very directed and focused – looking at one aspect of your program, sampling sections that will assess the selected outcome. ○ Okay to have multiple assessment tools for one outcome. Rubric will be useful to be able to score multiple tools. Faculty will need to agree on rubric, okay to try out different rubrics during this process. ○ Schedule is for the next three years. After that, process will be refined. ○ Dialogue questions will hopefully be written by spring. ○ Direct faculty to Assessment Cycle Dashboard – Steven reviewed dashboard ○ All outcome changes need to go to AP&P but it is okay to test assessing outcomes before permanent changes are made.
Action:	
Information: Agenda No. 6	ILO Team for 2019-2020 and 2020-2021
Discussion:	<ul style="list-style-type: none"> • Not discussed
Action:	
Agenda No. 7	Conferences
	<ul style="list-style-type: none"> • Not discussed
Agenda No 8.	Reports (AS/SLC/PRC/Various Dept.)
	<ul style="list-style-type: none"> • Not discussed
Pending/Future Agenda Items: (Liz requested suggestions to focus on in upcoming meetings)	
	<ul style="list-style-type: none"> • Program learning outcome review <ul style="list-style-type: none"> ○ Involve employers in assessment – Saad Sadig • How do we assess observable outcomes – Ron Lovell • Create a rubric to assess PLOs – possible questions for departments to ask when drawing up a rubric for their area. <ul style="list-style-type: none"> ○ Use rubric Liz and Steven created to look at outcomes from departments ○ Culinary Arts, Speech, Math, and Physics – will send current outcomes to Liz

Adjourned: 3:55pm
Next meeting: October 6, 2020

Fall 2020 meeting dates:
Sept. 1
Oct. 6
Nov. 3
Dec. 1



MEMBERS

Liz West - *Chair*

Ron Lovell
Applied Behavior Sciences

Carmen Montanez-Rodriguez
Business

Julia Raybould-Rodgers
English

Amiko Matsuo
Fine Arts

Jill Cralley
Health Sciences

Saad Sadig
Industrial Technology

Jenny Schroder
*Languages & Communication/
Community Ed*

Kathy Headke
Library

Brian Youngblood
Life & Physical Sciences

Lynn Becerra-Valencia
Leadership/Personal Dev.

Derek Mitchem
Math

Scia Maumausolo
PE/Athletics

Suz Roehl
Public Safety

Chris Straub
Social & Behavioral Sciences

Juanita Tuan & Mayra Morales
LOAC-SS

-vacant-
ASBG

Invitees
Larry Manalo, AP&P
Nohemy Ornelas, VPSS
Paul Murphy, VPIE
Bob Curry, VPAA
Jeff Stein/PT Faculty
Senate Exec
Deans
Rebecca Andres
Steven Butler
Thomas Lamica

Janet McGee - *Note Taker*

AGENDA

Current/Action Items

1. Review Oct 1, 2019 meeting notes (LW)
2. The New Process
 - Practice Step 0 activity
 - Review documentation for Phase A
 - Step 1
 - Step 2
 - When do we want to have these from faculty?
3. PD plans
 - Department retreats
 - Sessions to offer to the campus.

Information

4. ILO Team for 2019-2020
5. Conferences
 - 7th Annual SLO Symposium, Monterrey Peninsula College, 2/7/20.
6. Reports (AS/SLC/PRC/Various Dept.)

Pending/Future Items

Next meeting – December 3, 2019

Fall 2019 meeting dates:
December 3

- ✓ Revise the outcomes assessment process at AHC to:
 - Work with Academic Senate, Student Learning Council and Student Services Council.
 - Provide documents for faculty to use at each part of the outcomes assessment process.
 - Facilitate discussions and training regarding the outcomes assessment process.
 - Talk with departments to determine how they will store their files and how their areas will manage outcomes assessment.
 - Engage Program Review Committee to incorporate any changes into their documentation.
- ✓ Continue to support the ILO team.
- ✓ Plan to review and update the IAP in the following year.

Mission Statement

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.

Learning Outcomes & Assessment Committee Notes		Date and Time	November 5, 2019 2:30 – 4:00 p.m.
		Meeting Place	Skyroom, A-204
Called to order:	2:33	Chair:	Steven Butler & Liz West
		Note Taker:	Janet McGee
Committee Members Present:	Amiko Matsuo, Chris Straub, Kathy Headtke, Jenny Schroeder, Ron Lovell, Julia Raybould-Rodgers, Liz West, Saad Sadig, Carmen Montanez Rodrigues, Brian Youngblood		
Committee Members Absent:	Jill Cralley, Lynn Bercerra-Valencia, Ken George, Juanita Tuan, Mayra Morales, Derek Mitchem, Scia Maumausolo, Suz Roehl		
Invitees Present:	Bob Curry, Larry Manalo, Steven Butler		
Agenda No. 1	Review 10/1/19 notes		
Discussion:	Notes approved 8-0-0 with date change		
Action:			
Agenda No. 2	The New Process		
Discussion:	<ul style="list-style-type: none"> • Program definition – An academic program which is ‘an organized sequence of courses leading to defined objectives, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education’. • PLO or PSLO – committee decided on option #1 ILO, PLO, CLO <ul style="list-style-type: none"> ○ Motion made by Larry, seconded by Jenny, approved 10-0-1. • Practice Step 0 activity <ul style="list-style-type: none"> ○ Committee paired up for activity. ○ Liz explained activity and how it would work in the departments. The goal is to get everyone onboard. Jenny asked what is the process, is it required? Answer is no but if we go to the new process they will have to do this exercise. It was pointed out that this will replace previous process not add to it. • Review documentation for Step 0 (IDM definition, etc.) <ul style="list-style-type: none"> ○ Phase A: steps 0, 1 & 2 Departments should be discussing the new process during the one semester pause granted by Academic Senate. ○ Bob commented that we are not getting any value out of our current process. ○ Larry concerned that we get people to look at the whole picture of where the program is going and do all the pieces fit. ○ Liz inserted that the conversations will help with buy-in as people understand the goal of the program. ○ Liz invited suggestions and changes to the process presented are welcome. ○ Moving away from 6 year cycle to 3 year cycle, yearly not semester, willing not to have one size fits all. ○ What is the annual plan versus initial plan? <ul style="list-style-type: none"> ▪ Initial plan – starts a new program cycle and next round of assessment. ▪ Annual plan – choosing an outcome for that cycle, writing a rubric and determining which classes will be sampled for assessment. ○ Underlying goal – this process will be part of program review and annual update. and we need as process to take forward to Program Review Committee and Academic Senate. ○ Quick feedback include <ul style="list-style-type: none"> ▪ Julia suggested a rationale at the beginning of the document (benefits), and add page numbers. ▪ Carmen suggested we show how it ties in with the other campus initiatives, a “why” page. 		

	<ul style="list-style-type: none"> ▪ Brian brought up stating the frequency of the cycle. ▪ Liz stated that we do not want to dictate to faculty the cycle schedule. ▪ Larry suggested that they may need separate instructions for CTE versus academic because they are off cycle. ○ Bob reported that ACCJC commented that changing things mid cycle is part of assessment because we want to do best for students. ○ Definitions – I, D, M <ul style="list-style-type: none"> ▪ I – Introduced: Concept or skill is taught at a rudimentary level intended to introduce basic knowledge that supports the learning outcome. Students will be able to identify the concept or skill but will likely need guidance in its application. ▪ D – Developed: Concept or skill is reinforced throughout the course, and /or from previous courses, to provide students with a thorough understanding of the learning outcome. Students are expected to have practical understanding but may still need guidance in its application. ▪ M – Mastered: Concept or skill is fully developed to the depth appropriate to the course level. This involves the integration of all knowledge, skills, and attitudes necessary for the complete accomplishment of the outcome. Students are expected to have a full understanding of the material and can apply it independently. • Process and documentation for Step 1 – Annual Planning Document is done every year. <ul style="list-style-type: none"> ○ Discuss courses to be assessed, how they will be assessed, pick the sample, decide on the tool to use. ○ Purpose is to get people together to talk about their outcomes and the results of assessment all of which would roll up to program review. ○ Rubric – faculty will have freedom to choose the scale they will use, 2-point, 4-point etc. ○ Jenny suggested a change to the comment on rubric • Process and documentation for Step 2 – Assess score and save, done every year. <ul style="list-style-type: none"> ○ Use different ways – Excel or SPOL ○ Steven showed example page from website – one-stop shop to get to all the pieces in one place. <ul style="list-style-type: none"> ▪ Carmen suggested color coding for clarification on the landing page. • This would replace course data in program review. Instead of using course data to assess programs, we will use program data to assess our courses.
Action:	Liz asked the committee to read documentation and have notes for final revisions by the next meeting for the final draft to send forward to Academic Senate.
Agenda No. 3	PD plans
Discussion:	<ul style="list-style-type: none"> • Department retreats – no discussion • Sessions to offer to the campus – no discussion
Action	
Agenda No. 4	ILO Team for 2019-2020
Discussion:	<ul style="list-style-type: none"> • Not discussed
Action:	
Agenda No. 5	Conferences
Discussion:	<ul style="list-style-type: none"> • 7th annual SLO Symposium 2/7/20, Monterey Peninsula

Agenda No. 6 Reports (AS/SLC/PRC/Various Dept.)	
Discussion:	
Action:	
Pending/Future Agenda Items:	
<ul style="list-style-type: none"> • Revise the outcomes assessment process at AHC to: <ul style="list-style-type: none"> ○ Work with Academic Senate, Student Learning Council and Student Services Council. ○ Provide documents for faculty to use at each part of the outcomes assessment process. ○ Facilitate discussions and training regarding the outcomes assessment process. ○ Facilitate discussions and training regarding the outcomes assessment process. ○ Talk with departments to determine how they will store their files and how their areas will manage outcome assessment. ○ Engage Program Review Committee to incorporate any changes into their documentation. • Continue to support the ILO team. • Plan to review and update the IAP in the following year. 	

Adjourned: 4:09pm

Next meeting: December 3, 2019

Fall 2019 meeting dates:

December 3, 2019



MEMBERS

Liz West - *Chair*

Ron Lovell

Applied Behavior Sciences

Carmen Montanez-Rodriguez

Business

Julia Raybould-Rodgers

English

Amiko Matsuo

Fine Arts

Jill Cralley

Health Sciences

Saad Sadig

Industrial Technology

Jenny Schroder

*Languages & Communication/
Community Ed*

Kathy Headtke

Library

-Vacant-

Life & Physical Sciences

Lynn Becerra-Valencia

Leadership/Personal Dev.

Derek Mitchem

Math

Seia Maumausolo

PE/Athletics

Ken George

Public Safety

Chris Straub

Social & Behavioral Sciences

Juanita Tuan & Mayra Morales

LOAC-SS

-Vacant-

ASBG

Invitees

Larry Manalo, AP&P

Nohemy Ornelas, VPSS

Paul Murphy, VPIE

Bob Curry, VPAA

Jeff Stein/PT Faculty

Senate Exec

Deans

Rebecca Andres

Steven Butler

Thomas Lamica

Janet McGee - *Note Taker*

AGENDA

Current/Action Items

1. Review May 7, 2019 & August 14, 2019 (retreat) meeting notes (LW)
2. Review LOAC-AA Charge (CCPD)
3. Review Liaison Role (IAP pages 12-13)
4. Ideas for 2019-2020 Goals
5. The New Process
6. PD plans
 - Department retreats
 - Sessions to offer to the campus.

Information

7. Results from ILO team for 2018-2019
8. ILO Team for 2019-2020
9. Conferences
 - 7th Annual SLO Symposium, Monterrey Peninsula College, 2/7/20.
10. Reports (AS/SLC/PRC/Various Dept.)

Pending/Future Items

Next meeting – October 1, 2019

Fall 2019 meeting dates:

- September 3
- October 1
- November 5
- December 3

✓

Mission Statement

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.

Learning Outcomes & Assessment Committee Notes		Date and Time	September 3, 2019 2:30 – 4:00 p.m.
		Meeting Place	Skyroom, A-204
Called to order:	2:33	Chair:	Steven Butler & Liz West
		Note Taker:	Janet McGee
Committee Members Present:	Liz West, Brian Youngblood, Kathy Headtke, Scia Maumausolo, Julia Raybould-Rodgers, Ron Lovell, Amiko Matsuo, Jenny Schroeder, Carmen Montanez-Rodriguez, Saad Sadig, Chris Straub, Derek Mitchem		
Committee Members Absent:	Jill Cralley, Lynn Becerra-Valencia, Ken George, Juanita Tuan, Mayra Morales		
Invitees Present:	Paul Murphy, Steven Butler,		
Agenda No. 1	Review 9/3/19 notes		
Discussion:	Notes approved 10-0-1, no edits.		
Action:			
Agenda No. 2	Finalize 2019-2020 Goals		
Discussion:	Bullet 2 each “part” instead of step, added “learning outcomes assessment” to identify process, goals edited in the meeting with input from all		
Action:	Goals approved 12-0		
Agenda No. 3	Vote to adopt new process		
Discussion:	<ul style="list-style-type: none"> • Liz and Steven presented to 2 departments (PE/Athletics & Fine Arts) and Senate and was requested by Senate to provide concrete documentation for vote. Liz would like the purpose of the vote to be about allowing the committee to explore new forms of assessment through the pilot. <ul style="list-style-type: none"> ○ Discussion regarding challenges to get support for a new process. <ul style="list-style-type: none"> ▪ Issue 1 – technology change ▪ Issue 2 – policy change. ○ Paul suggested there was some confusion over what the software was for, i.e. program review not including assessment. <ul style="list-style-type: none"> ▪ eLumen will be extended for another year. ○ Discussion about the best way to move forward with gaining Senate’s vote of confidence. <ul style="list-style-type: none"> ▪ Wording suggested, “Vote to show support of piloting a new assessment methodology.” Add “talk with your departments about how assessment will work in your department, don’t worry about assessing or eLumen this semester”. ▪ Amiko shared experience of working on revising outcomes that had been the same for decades (70’s). She noted it was a very good experience and the process was not time consuming. ▪ Departments are not required to make program learning outcome changes. ▪ Committee members all discussed the new process with their departments. ▪ Timeline for changing PSLOs was discussed. ▪ Derek Mitchem made a motion to reaffirm support for, “the pilot of a revised assessment process focused on higher order view program learning outcomes and dialogue as opposed to course outcomes and data entry only”. Derek’s motion was approved 11-0-1 		

	<ul style="list-style-type: none"> ▪ Liz will emphasize that the revised process will get rid of meaningless work and not add to the workload and offer apology on committee's behalf.
Action	Derek will confirm timeline for submitting new outcomes to AP&P Liz will get a vote from Academic Senate
Agenda No. 4	The New Process
Discussion:	<ul style="list-style-type: none"> • How are we doing with part 0-preplanning <ul style="list-style-type: none"> ○ Went through document with modifications that were made with feedback from Carmen and Saad. ○ Feedback: Amiko posed questions on how to determine if a student has "mastered" a skill. Liz reinforced it's not a problem to not have an "M" on a course, may be just introduced. Disciplines should decide the definition of I (introduced), R (reinforced) and M (mastered) for their programs. Rubrics can always be re-evaluated. This helps with program review and sequencing of classes. It was suggested to change the "M" to "P" for proficient, Jenny suggested we add definitions for whatever is decided so everyone is on the same page ○ PSLO definition – Program needs to be clearly defined, PSLO -at the end of the sequence what are the observable knowledge skill and abilities that the student has achieved. Liz will look in the IAP for official definition. • Work on documentation for Part 1-rubrics and sampling <ul style="list-style-type: none"> ○ Annual Planning workshop – Liz went over planning workshop handout, discussed the desired outcomes of the workshop ○ Discussed change in the rubric form to a three to a 2 or 4 step rubric – eliminating middle ground, examples were provided for discussion. <ul style="list-style-type: none"> ▪ Brief overview with feedback suggestions to be discussed at the next meeting. ▪ Section sampler chart and example were provided by Steven for guidance on sampling numbers. It was suggested to add instructions on how to use the chart. ▪ Each discipline can use different rubrics for their program. (whatever works for the department)
Action:	Liz will check IAP for official PSLO definition, Jenny and Julia will work on definitions for I, R, M/P Steven will update the sampling chart
Agenda No. 5	PD plans – not discussed
Discussion:	<ul style="list-style-type: none"> • Department retreats • Sessions to offer the campus
Agenda No. 6	ILO team for 2019-2020 – not discussed
Discussion:	
Action:	
Agenda No. 7	Conferences – not discussed
Discussion:	<ul style="list-style-type: none"> • 7th Annual SLO Symposium, Monterey Peninsula College, 2/7/20
Agenda No. 8	Reports (AS/SLC/PRC/Various Dept.) – not discussed
Discussion:	
Action:	
Pending/Future Agenda Items:	
<ul style="list-style-type: none"> • 	

Learning Outcomes & Assessment Committee Notes		Date and Time	September 4, 2018 2:30 – 4:00 p.m.
		Meeting Place	Skyroom, A-204
Called to order:	2:33 pm	Chair:	Liz West
		Note Taker:	Holly Costello
Committee Members Present:	Liz West, Ron Lovell, Carmen Montanez-Rodriguez, Julia Raybould-Rodgers, Holly Stromberg, Saad Sadig, Andria Keiser, Kathy Headtke, Lynn Becerra-Valencia, Derek Mitchem, Chris Straub, Juanita Tuan		
Committee Members Absent:	Amiko Matuso, Rob Meyer, Scia Maumausolo, Ken George, Mayra Morales		
Invitees Present:	Paul Murphy, Bob Curry, Steven Butler		
Agenda No. 1	Review 5/16/18 notes		
Discussion:	Meeting notes were tabled until next meeting		
Agenda No. 2	LOAC-AA Charge (CCPD)		
	<ul style="list-style-type: none"> Liaison Role (IAP pg. 12-13) 		
Discussion:	<p>Reviewed the functions and charge of the committee from the CCPD Also reviewed the IAP description of the liaisons role. Liaisons to interact with their department more. We need to edit the CCPD functions to match what is in the IAP.</p> <p>Steven and Liz are planning to attend department meetings to introduce Steven. Steven and Liz would be happy to come to department meetings for training especially because they want to help smaller groups since to departments to help because every department does things differently.</p> <p>We need to capture faculty where they are; especially PT faculty and concurrent enrollment faculty.</p> <p>In IAP, need to change Learning Outcomes Analyst to “designated research analyst”</p>		
Action:	Send revisions to CCPD to Melinda M.		
Deadline:	10/2	Responsibility:	Holly, Liz
Agenda No. 3	2018-2019 goals		
Discussion:	<p>Reviewed last year’s goals Goals for this year:</p> <ul style="list-style-type: none"> How to use eLumen training materials/cheat sheets/guides Recommendation on technology for assessments; examining other technology Training and increased support for noncredit assessment efforts Support the ILO teams Professional development including closing the loop as well as basics Work with concurrent enrollment faculty on assessment Review and update the IAP <p>We are currently looking at SPOL; some have seen the demo and sandbox. Can send the demo videos to all to view as well as the sandbox so everyone can login and try it out. Liaisons should present to their departments to introduce the idea of changing software programs before we can make a recommendation. LOAC-SS supports moving to new technology. Two LOAC committees would send recommendation to their appropriate council who would then make the recommendation to College Council. Program Review committee and IEC have also looked at SPOL and are in favor.</p>		

	<p>Value of assessments; We need to change the message to faculty. “Pro SLO” campaign. Highlight how faculty use their SLOs to improve students’ success. Liaisons share what is happening in departments. We need evidence when accreditation comes around so we need to start keeping documents now.</p>
Agenda No. 4	PD plan
<i>Discussion:</i>	<p>Rubrics writing workshop – Trevor/Library faculty Writing SLOs and assessments tools – Steven & Lynn & Bob; workshop style Reading and using data – Liz & Bob; hold at a dept. chairs meeting Positive SLO; showcase; relevancy; - spring 2019</p> <p>Stress that SLOs are easy People taking the lead on each workshop will set the schedule.</p>
Agenda No. 5	Results and comments for ILO Team 2017-18 Quantitative Literacy
<i>Discussion:</i>	<p>74% success These groups were listed as disproportionately impacted</p> <ul style="list-style-type: none"> • DSPS 67% • Over 55 70% • Hispanic 70.5% • Pacific Islander 69% • 1st generation 68.5% <p>We have a way to read data for program review; remember the 3% rule.</p>
Agenda No. 6	ILO Team for 2018-2019: Communication
<i>Discussion:</i>	<p>5 member team; Liz is the chair. If interested in serving on this year’s ILO team, please let Liz know. We would like to encourage Languages & Communication and Fine Arts to participate as they have many SLOs linked to this ILO.</p>
Agenda No. 7	Reports (AS/SLC/PRC/Various Depts.)
<i>Discussion:</i>	<p>LOAC-SS (JT) – had their retreat before the semester; all set to go to look at new technology/software; also goal to use the data to improve our assessments</p> <p>Program Review Committee (HS) – revision to the comp. PR. Even though we are heading towards an electronic version, that’s a ways out so we still have a paper version. Revised version has more direct questions. Paul is reviewing to ensure the data pieces are doable. Then it will go to Senate for approval.</p>
Future Agenda Items:	
<ul style="list-style-type: none"> • Basic Skills 	

Adjourned: 4:00 pm

Next meeting: October 2, 2018



Learning Outcomes & Assessment Committee Student Services

AGENDA

Wednesday, May 13, 2020

9:00 a.m.

[Zoom https://cccconfer.zoom.us/j/91527825130](https://cccconfer.zoom.us/j/91527825130)

CHAIR

*Mayra Morales
Juanita Tuan
Student Services*

MEMBERS

*Josie Cabanas
Admissions & Records*

*Diana Perez
Cal-SOAP*

*Edwin Hodges
CalWORKs*

*David Hernandez
Career & Job Placement*

*Jose Millan
College Achievement Now*

*Carissa Perales/Ben Britten
Counseling*

*Kiri Villa
EOPS/CARE/CAFYES*

*Raul Aldama/Greg Deleon
Financial Aid*

*Alex de Jounge
Health Services*

*Lisa Marsalek
Learning Assistance Program*

*Liz West
LOAC-AA*

*Dayana Zepeda
Noncredit Counseling*

*Stephanie Robb
Student Activities*

*Monique Fernandez
Testing Center*

*Ashley Brackett/Maria Arvizu
Rodriguez
University Transfer Center*

Invitees

Nohemy Ornelas, Mary
Dominquez, Yvonne
Teniente, Steven Butler

Note Taker

Mayra Morales

Current/Action Items

- | | |
|--|-----------|
| 1. Approval of notes from 3/4/20 (All) | (5 mins) |
| 2. Annual accomplishment report (All) | (15 mins) |

Information

- | | |
|--|-----------|
| 3. 19-20 assessment closing the loop (MM) | (10 mins) |
| 4. Link between program review and SLOs | (10 mins) |
| 5. Report/Info to Student Service Council (MM) | (5 mins) |
| 6. Challenges and support (JT) | (5 mins) |

Fall Meetings: Sept, Oct, Nov, Dec

Mission Statement

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.



Learning Outcomes & Assessment Committee Student Services Notes			Date and Time	May 13, 2020 9:00 a.m.-10:30 a.m.
			Meeting Place	Zoom
Called to order:	9:05 a.m.	Co-Chairs:	Juanita Tuan (JT) Mayra Morales (MM)	Note Taker: Mayra Morales (MM)
Members Present:	Mayra Morales (MM), Juanita Tuan (JT), Edwin Hodges (EH), Jose Millan (JM), Carissa Perales (CP), Raul Aldama (RA), Gregory Deleon (GD), Steven Butler (SB)			
Members not Present:	Josie Cabanas (JC), Diana Perez (DP), David Hernandez (DH), Petra Gomez (PG), Ben Britten (BB), Kiri Villa (KV), Alex de Jounge (AD), Lisa Marsalek (LM), Monique Fernandez (MF), Ashley Brackett (AB), Maria Arvizu-Rodriguez (MA), Mary Dominguez (MD), Liz West (LW), Dayana Zepeda (DZ), Stephanie Robb (SR), Kellye Cohn (KC)			
Ex-officio Members Present:				
Ex-officio Members not Present:				
Guests/Standing Invitees:	Nohemy Ornelas (NO), Yvonne Teniente (YT), Mary Dominguez (MD), Stephanie Crosby (SC), Vanessa Dominguez (VD), Marian Quaid-Maltagliati (MQM)			
Resource document(s) email attachments, handouts, or myHancock/myGroups:				
CURRENT/ACTION ITEMS:				
Agenda No. 1	Approval of notes from 3/4/20 (All)			
Discussion:	<ul style="list-style-type: none"> Notes approved 			
Action:	<ul style="list-style-type: none"> 			
Agenda No. 2	Annual accomplishment report (All)			
Discussion:	<ul style="list-style-type: none"> Discussed 2019-2020 goals and challenges. MAR- Need a place where we can chat to maintain/sustain/continue SLO's committee work. SB and MM will work on a guide on how to access SLO's SS SharePoint to input data. Came up with some task/goals for 2020-2021: <ol style="list-style-type: none"> Attend SS Admin meeting with Steven to share SLO Sharpoint site and get feedback. Identify data points for outcomes Identify/create common assessment and data access Better align data for SLOs and Program Review and Annual Update. Improved connection, cohesion, and fun in outcomes and assessment. 			
Action:	<ul style="list-style-type: none"> 			
INFORMATION				
Agenda No. 3	19-20 assessment closing the loop (MM)			
Discussion:	<ul style="list-style-type: none"> LAP is up to date with data. All other departments need to input data and/or context improvement plan. MM has reached out to all departments offering assistance. 			
Action:	<ul style="list-style-type: none"> 			
Agenda No. 4	Link between program review and SLOs			
Discussion:	<ul style="list-style-type: none"> Update context improvement plan questions to mirror program review so it's easier to transfer the information. 			



Action:	•
Agenda No. 5	Report/Info to Student Service Council (MM)
Discussion:	<ul style="list-style-type: none"> • Changing LOAC-SS meeting day and time to make sure administration is able to attend the meetings. • Administrators should know how to use SharePoint site.
Action:	•
Agenda No. 6	Challenges and support (JT)
Discussion:	<ul style="list-style-type: none"> • Email to JT/MM
Action:	•

- Meeting adjourned at 10:05 a.m. not sure what time we finished????
- Next meeting-Fall Meetings: Sept, Oct, Nov, Dec



Learning Outcomes & Assessment Committee Student Services

AGENDA

Wednesday, Sept 4, 2019

9:15 a.m.

Building A-Skyroom

CHAIR

Mayra Morales

Juanita Tuan

Student Services

MEMBERS

Josie Cabanas

Admissions & Records

Diana Perez

Cal-SOAP

Edwin Hodges

CalWORKs

David Hernandez

Career & Job Placement

Jose Millan/Petra Gomez

College Achievement Now

Carissa Perales/Ben Britten

Counseling

Kiri Villa

EOPS/CARE/CAFYES

Raul Aldama/Greg Deleon

Financial Aid

Alex de Joung

Health Services

Lisa Marsalek

Learning Assistance Program

Liz West

LOAC-AA

Dayana Zepeda

Noncredit Counseling

Stephanie Robb

Student Activities

Monique Fernandez

Testing Center

Ashley Brackett/Maria Arvizu

Rodriguez

University Transfer Center

Invitees

Nohemy Ornelas, Mary

Dominquez, Yvonne

Teniente, Steven Butler

Note Taker

Holly Castillo

Current/Action Items

- | | |
|--|-----------|
| 1. Approval of notes from 05/01/19 (All) | (5 mins) |
| 2. Committee function review (JT) | (5 mins) |
| 3. 2018-2019 cycle update (MM/SB) | (5 mins) |
| 4. Goals for 2019-2020 (All) | (10 mins) |

Information

- | | |
|--|-----------|
| 5. Discussion on SPOL and assessment changes (SB) | (10 mins) |
| 6. Preview SEP & Financial Aid outcomes & assessment data (JT) | (10 mins) |
| 7. Program Review Support | (5 mins) |
| -Personal Development | |
| -Student Activities (Leadership) | |
| 8. Report/Info to Student Service Council (JT/MM) | (5 mins) |
| -SPOL | |
| 9. Challenges and support (JT) | (5 mins) |

Next Meeting: Sept 4, October 2, Dec 4

Mission Statement

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Learning Outcomes & Assessment Committee Student Services Notes			Date and Time	September 4, 2019 9:15 a.m.-10:30 a.m.	
			Meeting Place	Building A- Skyroom	
Called to order:	9:20 a.m.	Co-Chairs:	Juanita Tuan (JT) Mayra Morales (MM)	Note Taker:	Mayra Morales (MM)
Members Present:	Juanita Tuan (JT), Mayra Morales (MM), Jose Millan (JM), Carissa Perales (CP), Ben Britten (BB), Kiri Villa (KV), Raul Aldama (RA), Gregory Deleon (GD), Lisa Marsalek (LM), Dayana Zepeda (DZ), Stephanie Robb (SR), Ashley Brackett (AB), Maria Arvizu-Rodriguez (MA), Steven Butler (SB).				
Members not Present:	Josie Cabanas (JC), Diana Perez (DP), Edwin Hodges (EH), David Hernandez (DH), Petra Gomez (PG), Alex de Jounge (AD), Liz West (LW), Monique Fernandez (MF), Kellye Cohn (KC).				
Ex-officio Members Present:					
Ex-officio Members not Present:					
Guests/Standing Invitees:	Nohemy Ornelas (NO), Mary Dominguez (MD), Yvonne Teniente (YT)				
Resource document(s) email attachments, handouts, or myHancock/myGroups:					
CURRENT/ACTION ITEMS:					
Agenda No. 1	Approval of notes from 05/01/19 (ALL)				
Discussion:	<ul style="list-style-type: none"> Notes approved. 				
Action:	<ul style="list-style-type: none"> 				
Agenda No. 2	Committee function review (JT)				
Discussion:	<ul style="list-style-type: none"> Reviewed committee functions. No changes made. 				
Action:	<ul style="list-style-type: none"> 				
Agenda No. 3	2018-2019 cycle update (MM/SB)				
Discussion:	<ul style="list-style-type: none"> Last day eLumen will be available is Oct. 17. All previous data must be entered by the end of September. Email SB if you need assistance of if you have data that is there but it is not showing up on the report. 				
Action:	<ul style="list-style-type: none"> MM & SB will email departments, with missing data, to assist and make sure the program is up-to-date. 				
Agenda No. 4	Goals for 2019-2020 (All)				
Discussion:	<ul style="list-style-type: none"> Learn SPOL or the new way of inputting data. Use technology that supports assessment cycle/data collection. Explore a student exit survey (offer it when student requests transcripts or when they petition for a degree). Collaborate with other departments with similar SLO's to collect data. Implement new data report in ARGOS (related to SEP SLO's data collection). 				
Action:	<ul style="list-style-type: none"> 				
INFORMATION					
Agenda No. 5	Discussion on SPOL and assessment changes (SB)				

Discussion:	<ul style="list-style-type: none"> Academic Affairs (AA) is redesigning the way they assess SLO's. AA is changing their scale system from 1-3 to 1-4 and 1 or 2 for either meets or does not meet. AA will have a black data hole in fall 2019. SB- does SS want to eliminate course SLO's and keep program SLO's or vice versa? JT- sometimes we are assessing course SLO's and program SLO's at the same time. RA- AA and SS are like apple and oranges- we cannot really compare how they assess to how we assess. JT- do we want benchmark or scale? Or can we have both depending on the SLO? SB- you can have both. SB- As a group come up with three ways to assess and he will put it in SPOL. SB- AA wants less interaction with technology. Therefore, an excel sheet was created to fill out by anyone inputting data. This excel sheet is sent to SB and he inputs into SPOL. This excel sheet includes context improvement plan. SB- went through and explained the excel sheet. JT- all liaisons go back to their departments to report on these changes and what is happening and next SLO meeting we can decide what we want to use to input data. SB- willing to meet with departments to come up with program SLO's or anything related to SLO's. He can go to your staff retreats.
Action:	•
Agenda No. 6	Preview SEP & Financial Aid outcomes & assessment data (JT)
Discussion:	<ul style="list-style-type: none"> JT- met during the summer with Andy from IT. Both were able to come up with the now available ARGOS report. Email Andy to obtain access to this report. MAR- can we add program of study/major to the report? JT- yes, we can. Will let Andy know. SB- make sure it's the right report from major since there are two- the original reported major and one if they change their major.
Action:	•
Agenda No. 7	Program Review Support (JT) -Personal Development - Student Activities (Leadership)
Discussion:	<ul style="list-style-type: none"> JT- PD and Student Activities let us know if you need any help. You do not have to do annual update since you are going through program review.
Action:	•
Agenda No. 8	Report/Info to Student Service Council (JT/MM) -SPOL
Discussion:	<ul style="list-style-type: none"> JT will report on SPOL, a few goals, and SEP ARGOS report.
Action:	•
Agenda No. 9	Challenges and Support (JT)
Discussion:	<ul style="list-style-type: none"> Liaisons let us know if you need any help with anything. Feel free to email or call us. SLO symposium early February in Monterey Peninsula College. Encourage all who can attend to go. JT will send out information once it is available.
Action:	•

- Meeting adjourned at 10:22 a.m.
- Next meeting: October 2, Dec. 4



Learning Outcomes & Assessment Committee Student Services

AGENDA

Wednesday, January 17, 2018

9:00 a.m.

Building A-403

CHAIR

Mayra Morales

Juanita Tuan

Student Services

MEMBERS

Josie Cabanas

Admissions & Records

Diana Perez

Cal-SOAP

Luis Ayala

CalWORKs

David Hernandez

Career & Job Placement

Jose Millan

College Achievement Now

Julie Vasques/ Carissa Perales

Counseling

Kiri Villa

EOPS/CARE/CAFYES

Raul Aldama/Greg Deleon

Financial Aid

Alex de Jounge

Health Services

Lisa Marsalek

Learning Assistance Program

Liz West

LOAC-AA

Dayana Zepeda

Noncredit Counseling

Stephanie Robb

Student Activities

Sharon Alldredge/Monique

Fernandez

Testing Center

Ashley Brackett

University Transfer Center

Invitees

Nohemy Ornelas, Rob Parisi,

Yvonne Teniente, Armando

Cortez, Erica Biely

Note Taker

Mayra Morales

Current/Action Items

1. Approval of notes (ALL) (5 mins)
2. eLumen support update (JT) (10 mins)
3. 2016-2017 Data & Improvement Plan status (MM) (5 mins)
4. 2017-2018 Data & Dept Retreat update (JT) (20 mins)

Information

5. ILO 2& 7 closing the loop: Brainstorm (JT) (40 mins)
6. Dept. showcase (Counseling & Noncredit Counseling) (30 mins)
7. Upcoming events (10 mins)
 - SLO Symposium 2/9/18
 - College planning retreat 2/9/18
 - Student Success Summit 4/13/18
 - Completing your Annual Update Workshop
2/26 (1 pm-2 pm) & 3/20 (11 am-12 pm)
8. Info items/update for Student Services Council (5 mins)
9. Hands on: enter eLumen data & improvement plan (20 mins)

Next Meeting: March 14, 2018

Mission Statement

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.



Learning Outcomes & Assessment Committee (LOAC-SS) Retreat Notes			Date and Time	January 17, 2018 9:00 a.m.-11:30 a.m.
			Meeting Place	Building A, Skyroom
Called to order:	9:06 a.m.	Co-Chairs:	Juanita Tuan (JT) Mayra Morales (MM)	Note Taker: Mayra Morales
Members Present:	Juanita Tuan (JT), Mayra Morales (MM), Diana Perez (DP), David Hernandez (DH), Jose Millan (JM), Carissa Perales (CP), Kiri Villa (KV), Raul Aldama (RA), Gregory Deleon (GD), Lisa Marsalek (LM), Liz West (LW), Dayana Zepeda (DZ), Stephanie Robb (SR), Sharon Alldredge(SA), Ashley Brackett (AB), Erica Biely (EB).			
Members not Present:	Josie Cabanas (JC), Luis Ayala (LA), Alex de Jounge (AD), Monique Fernandez (MF), Maria Arvizu-Rodriguez (MA).			
Ex-officio Members Present:				
Ex-officio Members not Present:				
Guests/Standing Invitees:	Nohemy Ornelas (NO), Rob Parisi (RP), Yvonne Teniente (YT), Armando Cortez (AC), Erica Biely (EB).			
Resource document(s) email attachments, handouts, or myHancock/myGroups:				
CURRENT/ACTION ITEMS:				
Agenda No. 1	Approval of Notes (ALL)			
Discussion:	•			
Action:	• Approved minutes from the last two meetings with a minor change (capitalize Testing Center).			
Agenda No. 2	eLumen support update (JT)			
Discussion:	<ul style="list-style-type: none"> Jennie Robertson is no longer assisting with eLumen. If you need help with eLumen contact the office of Institutional Research (IR) or contact Holly Costello in Institutional Research. Holly Costello and Armando Cortez are helping with reports. JT & MM can help a little bit with eLumen. Jennie's step by step guide is very helpful. 			
Action:	• JT will send out Jennie's step by step guide to all SLO liaisons via drop box.			
Agenda No. 3	2016-2017 Data & Improvement Plan Status (MM)			
Discussion:	<ul style="list-style-type: none"> Don't have a current snapshot of the current status. For 17-18 the default for the improvement plan will be one for the entire year. If you want an improvement plan semester by semester (excluding summer) please let JT know. Currently semester by semester plans will be used by NC, UTC, FA, and CAN. 			
Action:	<ul style="list-style-type: none"> JT contacted Paul in IR to get an updated data and improvement plan report. JT will contact IR to distribute context improvement plans. 			
Agenda No. 4	2017-2018 Data & Dept. Retreat update (JT)			
Discussion:	Fall 2017 department retreats: <ul style="list-style-type: none"> NC counseling- Retreat notes have been turned in. Testing Center- Retreat notes have been turned in. FA- Retreat notes have not been turned in. Discussed program review strengths and challenges during the retreat. CAN- Retreat notes have not been turned in. Discussed how to work as a team to do SLO's. It was a productive meeting where they had the chance to also input eLumen data. 			

	<ul style="list-style-type: none"> EOPS- Retreat notes have not been turned in. Discussed 16-17 data. Will meet again in spring 2018 to discuss 17-18 SLO's. Counseling- Retreat notes have not been turned in. <p>Reminder – Allowance of \$20.00 per person.</p> <ul style="list-style-type: none"> If the department is small (2-3 staff) peers can be included in the retreat if they are actively involved with SLO's.
Action:	<ul style="list-style-type: none"> JT will post SLO related documents on drop box. JT will add SLO liaisons to drop box
INFORMATION:	
Agenda No. 5	ILO 2 & 7 closing the loop: Brainstorm (JT)
Discussion:	<ul style="list-style-type: none"> Broke up into groups to discuss ILO #7 report. Groups discussed- What was the SLO, what the assessment method was, what the findings were, and what the recommendations were. <p>JT- What can SS do now after discussing the results-</p> <ul style="list-style-type: none"> LW-Offer time management workshop, hold a classroom available at all times to hold workshops JM- Offer certificates of completion that can be included in a resume or when applying to universities. DP- Need to promote the events all over campus and in the community like they promote Cash for College (send a letter, make phone calls, etc.). JT- Time management workshop ties in with priority registration.
Agenda No. 6	Dept. showcase (Counseling & Noncredit Counseling)
Discussion:	<p>Noncredit counseling</p> <ul style="list-style-type: none"> Assessed SLO #4 in Fall 2016 – Student will be able to articulate a short and/or long term goal(s) to develop their Student Educational Plan (SEP/Sem. Plan). The cohort included 69 students. 23 of the 69 completed SEP's. Discussed results during the retreat and came up with solutions to assist students with a higher rate of completing SEP's. The solution was to have one hour appointments when students needed an SEP. Assessed SLO #4 again fall 2017 to compare results with fall 2016 and to see if the solution implemented after fall 2016 yielded higher student learning results. The cohort included 57 students. Data Results: In the fall of 2017 Noncredit SLO4 was assessed. In SLO4 students were assessed on their ability to articulate a short and long term goal to develop a Student Education Plan (SEP and/or Semester Plan). The students that visited Noncredit Counseling during the month of October 2017 were tracked until the end of the fall semester to see how many students completed an SEP by the end of the fall semester. A total of 68 students were assessed for this student learning outcome. The results demonstrate that 57 of the 68 students whom participated in the assessment met institutional standards, 11 out of the 68 students did not meet institutional standards. As a result, 84% of the students whom came to a counseling appointment during the month of October completed an SEP or semester plan by the end of the fall 2017 semester. The results of the assessment demonstrate that noncredit follow up services are more than necessary for the retention and successful delivery of our services to the student population we serve. <p>Counseling</p> <ul style="list-style-type: none"> Assessed SLO #4- SEP or semester by semester plan completion in fall 2017. Data results were low. Need to assess again using the correct data.

	<ul style="list-style-type: none"> • Cohort consisted of students seen in the counseling office during a two week period. • Looked for SEP or semester by semester plan completion during those two weeks. • After reviewing the data the department considered running the data differently. Not at the end of the two week period but instead at the end of the semester or at the end of the year. • Plans to assess the same SLO next year and compare results using the planned intervention. • Julie Vasques is no longer a SLO liaison for counseling. <p>Discussion:</p> <ul style="list-style-type: none"> • JM- shared what they do in CAN. They use peers to schedule follow-up appointments to develop SEP's or to update them. Counselors don't have the time to make those phone calls and need the support staff to do so. • EB- suggested we do a cohort using the following model: treatment group vs a controlled group to show results when a group is supported vs not having any support from staff to follow-up. • EB- The students who took the student survey (ILO 2 & 7) are asking for text alerts for groups of students. • SR- Calls and reminders can be done by student ambassadors. Let her know in advance and she can schedule them in your department. • SR- There's an app for text alerts. • LW- it is important to use support appropriately (i.e. students and ambassadors). She gave an example of using tutors in her classroom. • JM- pre-registration workshops were successful. Students were able to check for holds on their account, get counseling assistance and plan for classes. Need more counselors to help out, maybe PD instructors can walk their students over. Counselor Lainey walked athletes over to the registration workshop. • Currently there are no campus wide alerts, notices, banners to let students know when registration begins. • Student Services knows but what about the rest of the campus. • Maybe registration dates can be posted on the back of the SEP's, or have banners and handouts around campus. • DZ shared that in noncredit, NC counseling and Community Education instructors communicate to help get classes filled.
Action:	<ul style="list-style-type: none"> • EB will check with I.R. and Andrew Masuda regarding the text app. It is important to have an app where students can opt out. • Department showcase in March – EOPS, FA, UTC, LAP. • Department showcase in May- CAN, A&R, Student Activities, Cal SOAP, CJPC.
Agenda No. 7	Upcoming events (JT)
Discussion:	<ul style="list-style-type: none"> • SLO Symposium 2/9/18- if anybody is interested in attending contact JT. • College planning retreat 2/9/18- Will discuss Guided Pathways, Promise, and other campus wide initiatives. Retreat will be at the country club. • Student Success Summit 4/13/18- Student services and student learning council put it together. This year the theme is student voices. They will have various focus groups and a student panel. • Completing your Annual Update Workshop 2/26/18 (1 pm- 2pm) & 3/20 (11 am- 12pm)-We will share and discuss best practices, templates, and what to include to make it more effective.



Action:	•
Agenda No. 8	Info items/update for Student Services Council (JT)
Discussion:	There's a priority registration gap- <ul style="list-style-type: none"> • Needs campus wide effort to support with texting or a mobile app. • A&R can send reminders to instructors. • Public Affairs can put up banners, commercials on the radio and TV.
Action:	• JT will share this information at the next student services council meeting.

- Meeting adjourned at 10:20a.m.
- Next meeting date: March 14, 2018

Appendix: Data Coaching Presentation

 ALLAN HANCOCK COLLEGE

Data Coaching 101

Paul Murphy and Erica Blety,
Office of Institutional
Effectiveness

Warm-up Activity

Let's start with a basic question we are asked a lot.

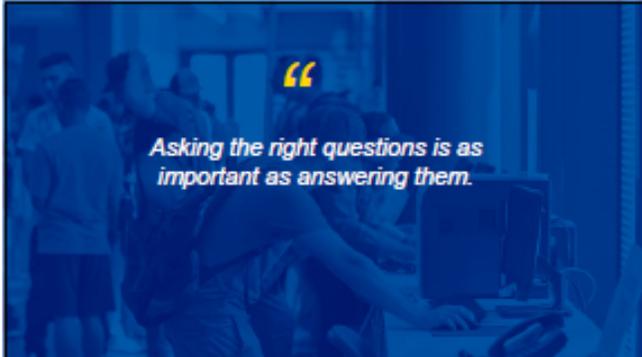
Poll 1: Last year, about how many students attended AHC?

What is data coaching?

....and why are we doing it at AHC

“

Asking the right questions is as important as answering them.



DATA COACHING

Data Coaching

- Provide direct support to key college personnel
- Build capacity to access and use data for informed decision-making
- Help connect people to resources
- Provide one-on-one and group training opportunities



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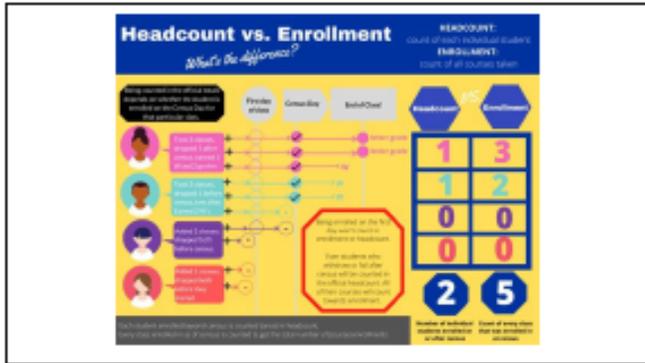
VOCABULARY

Vocabulary: We all need to speak the same language



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"I think I speak for all of us when I say what in God's name are you talking about?"

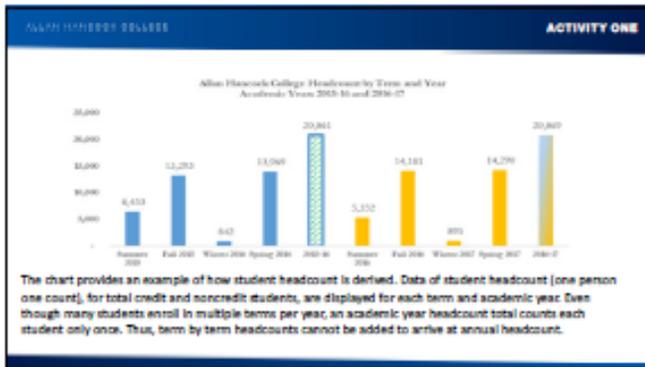


ACTIVITY ONE

Other things to consider...

- Annual vs. Semester
- Academic year vs. Fiscal year
- All students vs. Special population
- Same point in time

To ask the right question is already half the solution of a problem.



VOCABULARY

FTES

Full time equivalent students

For apportionment, each FTES equals 525 contact hours, whether taken by one or several students. So total FTES for a district or department equals all contact hours divided by 525. There are other definitions (eg., IPEDS)

FTEF

Full time equivalent faculty

Each "FTEF" equals fifteen units of instructional loading (lecture), regardless of whether they are taught by full- or part-time faculty. It is a common expression of the size of the faculty as a whole, but not of their number.

FTES/FTEF - Efficiency/Productivity

This shows the number of FTES generated per faculty.

Higher values indicate lower cost classes or programs, and lower values indicate higher cost classes or programs. A value of 15 is considered average (statewide). Efficiency values can be viewed over time within a department and compared with other departments to aid interpretation.



VOCABULARY

Retention

Earning a grade in a course other than a W.

Retention Rate

The number of students completing a course with a grade other than a W divided by the number of students that were enrolled at census.

Success

Earning a grade in a course of A, B, C, or CR/P.

Success Rate

The number of students that had success in a course divided by the number of students that were enrolled in a course at census.

ALLAN HANCOCK COLLEGE VOCABULARY

Persistence
 The percentage of students who enroll in the next term out of the students enrolled in a first term. Can be computed fall-to-spring, spring-to-fall, or sometimes fall-to-fall.



ALLAN HANCOCK COLLEGE DATA

Pre-training survey results

Slightly or not at all knowledge in these areas

Calculating early plan	50%
Data for new course or program	40%
Student achievement data	30%
Letter reader data	20%
First course/program enrollment data	15%
Program effectiveness	15%
Coursework requiring quantitative skills	10%
Quantitative data	10%
Assessment/evaluation qualitative data	10%

Most frequently used data



Data Literacy Score (0-10)

6



Have a questions?

For more data definitions
 IE Website: Data Definitions and Explanations
<https://www.hancockcollege.edu/ie/Data%20Explained.php>

ALLAN HANCOCK COLLEGE DATA

Questions from the survey...

- Descriptions of where to find certain types of data (Argos, Tableau, etc)
- MIS to IPEDS
- How has auto awarding impacted completion of degrees
- How the data is collected

ALLAN HANCOCK COLLEGE DATA

Why does IE provide data visualizations?

- Efficient
- Democratic
- Improves data literacy
- Promotes data informed culture



ALLAN HANCOCK COLLEGE DATA

Data-Driven vs. Data-Informed



Credit: Al Seaman
<https://www.computationallearning.org/2018/04/04/data-driven-vs-data-informed/>

ALLAN HANCOCK COLLEGE DATA

Data-Driven Decision-Making

The student success rate across all English courses at the college is 50%. Invest in supplemental instruction.



Data-Informed Decision-Making

English success rates are low, but further investigation shows Pell recipients and other students from resource-poor backgrounds are struggling the most. Should the campus continue to focus on students as the problem? Is our standard and expensive tutoring strategy the best option to remedy these achievement gaps? Are there policies and practices that are hindering equity and student success?

ALLAN HANCOCK COLLEGE DATA

Introduction to Disproportionate Impact

Some Nomenclature

- Achievement Gap** – focuses on lack of achievement by some groups; implies inherent differences in ability to achieve outcomes.
- Equity Gap** – focuses on the gaps in achievement between groups that have historically been underrepresented and underserved relative to those groups that have enjoyed privilege or relative privilege.
- Opportunity Gap** – focuses on differences in access to resources and opportunity among groups as central to the existence of gaps in outcomes or performance metrics; emphasizes role of implicit bias.

What about you?

- How have you promoted data informed culture in your program/department?
- What are some of the challenges?
- What are some of the strategies you use?

DI Discussion for One Academic Program: Course Success Data

Cohort Name	Cohort Count	Outcome Count	Percent (Cohort)	Percent (Outcome)	Success Rate (SR)	Point Gap (Index (Raw/Std))	MCIP	PI Index	95% Index
Asian	30	21	3.36%	3.77%	70.00%	7.86	-17.33	1.12	64.00
Black	29	18	3.25%	3.22%	62.10%	-0.31	-17.33	1.00	74.86
Pilipino	30	25	3.36%	4.48%	83.33%	21.63	-17.33	1.33	100.00
Latino	406	232	45.35%	41.65%	57.30%	-9.23	-4.72	0.82	69.79
Native Am	14	10	1.57%	1.79%	71.43%	8.14	25.37	1.14	65.71
Pac Is	8	0	0.56%	0.00%	0.00%	-63.78	-42.46	0.00	0.00
White	386	251	42.50%	45.03%	66.12%	6.44	-4.87	1.06	79.30
Total	592	357	100%	100%	62.40%			1.00	

For this program (real data):

- PPG identifies one group as DI,
- PI Index identifies no groups, and
- 95% identifies five groups as DI.

*Margin of Error

Margin of Error Formula for a 95% Confidence Interval and sample proportion of 36:

$$z = 1.96 \sqrt{\frac{p(1-p)}{n}}$$

ALLAN HANCOCK COLLEGE DATA

Data Sources

Look for a graphic that shows data flow

- MIS
- Banner
- DegreeWorks
- SuccessNet

Data Reports/Viz

- IE Data Visualizations/Tableau
- Reports
- Argos

INSTITUTIONAL EFFECTIVENESS

The office of institutional effectiveness (IE) supports the data-driven strategic planning and continuous quality improvement. Institutional effectiveness is the systematic, regular and ongoing process of planning and data groups to share decision-making throughout the college mission.

The goal of the Office of Institutional Effectiveness is to assist in the realization of the planning, evaluation and resource allocation processes that enhance ongoing and comprehensive college-wide strategic initiatives.



<https://www.hancockcollege.edu/ie/index.php>

Activity: Equity Dashboard

AHC EQUITY

Allan Hancock College Equity Dashboard

Discover an equity outcomes on the right side. Each outcome has over 30 demographic groups that can be used for disaggregation of the data.

This dashboard uses the percentage point gap index method to calculate equity. Percentage point gap index is a metric to show the gap in outcomes and the magnitude of the gap. It is a measure of the magnitude and direction of the difference between two groups.

Return to the top of the screen when you want to provide a different report outcome to investigate.

GET STARTED

CECCO Percentage Point Gap Methodology

Comparison: Hancock College Equity Dashboard

<https://www.hancockcollege.edu/ie/ahcequity.php>

EQUITY OUTCOMES

- Retention & Success
- Transfer to Transfer North
- Transfer to Transfer English
- Transfer to Transfer English
- Transfer to Degree
- Transfer to Transfer
- Transfer to Degree
- Transfer to Degree



A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines.

"Unpacking Program Enrollments and Completions With Equity in Mind". Community College Research Center

Whether you are a newbie or a data ninja – we hope you feel empowered to:

- Advance institutional improvement efforts
- Support efforts to close equity gaps
- Empower to make data-informed decisions
- Understand how to tell a story with data
- Lead and effect cultural and institutional transformation
- Build your own inclusive data team
- Access and analyze data
- Facilitate data dialog for action
- Help sustain data-informed change



Activity: Specific Programs

For three types of programs listed below, consider the following questions in the context of program review/evaluation through an equity lens:

- Who are the students? Is enrollment across programs proportionate?
- What are outcomes to measure? Are outcomes assessed on longitudinal basis (number of awards) or a cohort (eg. percent completion of a group completing)?
- How should data be disaggregated?

1. CTE / "Transfer" Programs
2. Academic support program (e.g., tutoring)
3. Student services program (e.g., EOPS, Can/Trio)

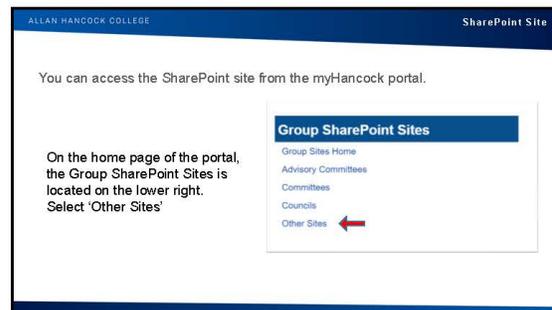
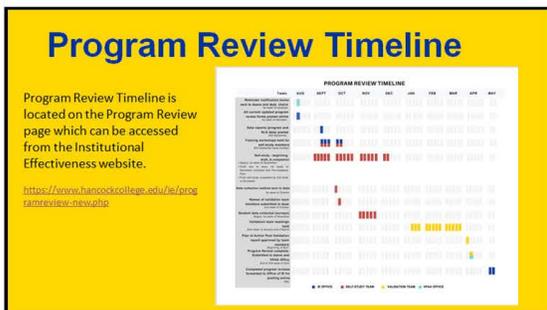
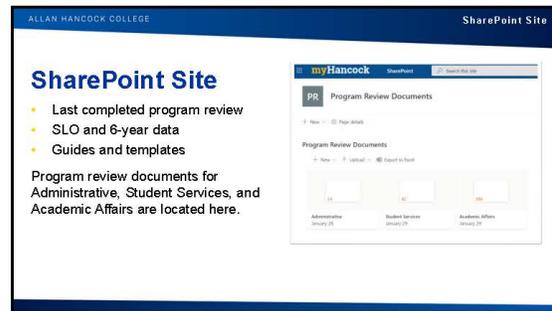
Deep Dive – What data do you need?

- What kinds of data do you need?
- Do you know how to define your student population and comparison groups?
- Do you have specific metrics or outcomes to measure?
- Do you have reporting requirements on a regular basis for which you need data?
- How do you measure success?
- We need to know what your needs are.

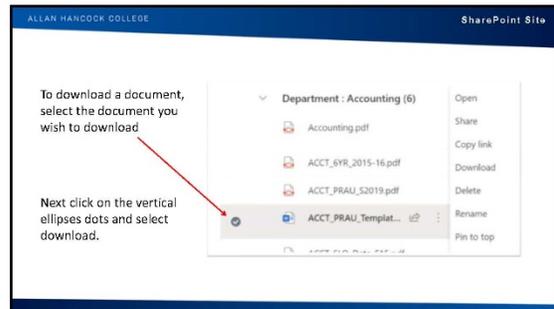
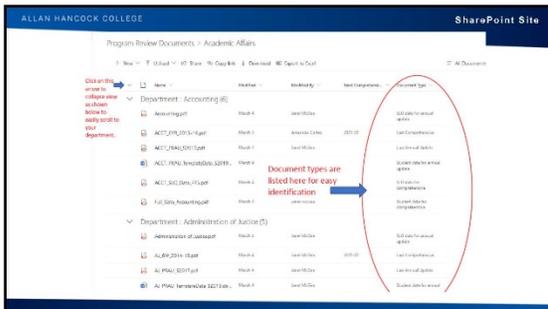
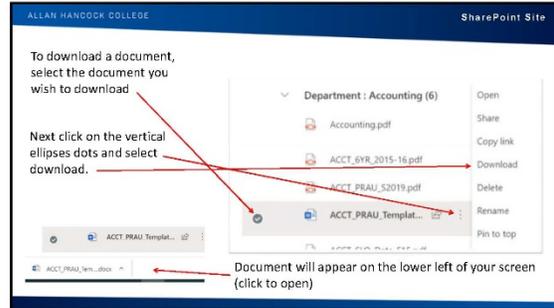
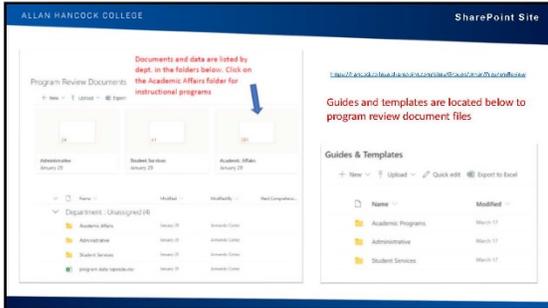
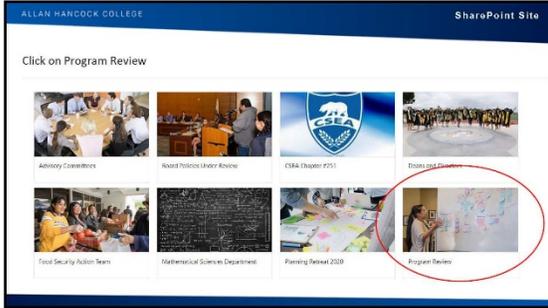


Appendix: Program Review Training

Program Review Training – 9/25/2020



Program Review Training – 9/25/2020



Student Surveys

How to get there and How-to examples

ALLAN HANCOCK COLLEGE Student Surveys

Please answer the following questions as they pertain to your experience in this course and all other courses in the "PROGRAM" at Allan Hancock College.

Part I. Please indicate how satisfied you are, in general, with the following aspects of the "PROGRAM":

Statement	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Quality of instruction received in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of campus life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of career services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student contribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student contribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 1 is required

ALLAN HANCOCK COLLEGE Student Surveys



Aim for November for program review surveys.

Plan to keep them open for two weeks.

ALLAN HANCOCK COLLEGE Student Surveys

Please answer the following questions about the "PROGRAM":

Part II. Please indicate how satisfied you are, in general, with the following aspects of the "PROGRAM":

Part III. Background questions.

How many units have you completed prior to this semester?

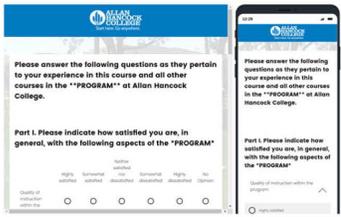
How many units are you currently enrolled?

What is your first academic goal?

Part 2 and 3 is optional

And you can add questions!

ALLAN HANCOCK COLLEGE Student Surveys



Program Review Surveys have gone online!

ALLAN HANCOCK COLLEGE Student Surveys



URL and QR codes

Aim your phone at the QR code or click [here](#) to try it out.

Student Learning Outcome Data

How to get there and How to examples

ALLAN HANCOCK COLLEGE Student Learning Outcome Data

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

VII. Trend Analysis/Outlook

Using the information already gathered in the Annual Updates (e.g., enrollment and achievement data, student learning outcomes [SLOs]) and analysis input by advisory boards, existing articulation agreements, labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plans should cover five-year period and include target dates and resources needed.)

IV. Describe assessment processes and progress.

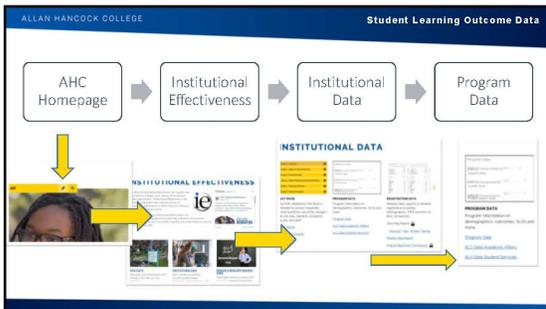
- Course Improvement plans
- Annual updates
- Meeting notes

VII. Describe any data patterns

- Outcome Performance: Courses, PLOs, or CLOs that have scored below or consistently above benchmark
- Courses and Outcomes that have been assessed more than others

VIII. How might these trends inform goals

- Future focus of assessment and processes



ALLAN HANCOCK COLLEGE Student Learning Outcome Data

Possible Data Sources

- Data packet used in conjunction with department discussion (Dashboard, and Program review SharePoint)
- Meeting notes from relevant dept. meetings (Dept records)
- Past annual updates have questions about year to year assessment changes. (Program review SharePoint)
- 6 Year assessment plan (Program review SharePoint)
- Any newer documents from switching to a PLO focus on analysis (LOAC-AA representative)

Writing tips

- Ask for help
 - Steven.butler1@hancockcollege.edu
 - Concision more than length
 - We give a lot of data, and it is all not needed
- Snipping tool is your friend
- Get input from other faculty

Snipping Tool

Having conducted a comprehensive analysis of student success in this area a wide range of sources were consulted that the likely answer is to now we need to identify the question

ALLAN HANCOCK COLLEGE Student Learning Outcome Data

Dashboard Contents

PLO, CLO, ILO, & Course Performance charts and tables

- PLO performance by demographics
- If met and not met standards
- % met and not met standards
- Charts disaggregated by term and tables aggregated past 6 years

Outcome Associations

- CLO to PLO & ILO
- PLO to ILO
- Course to ILO

Course Improvement Plans

- Reports for each course by term

CLO & PLO lists

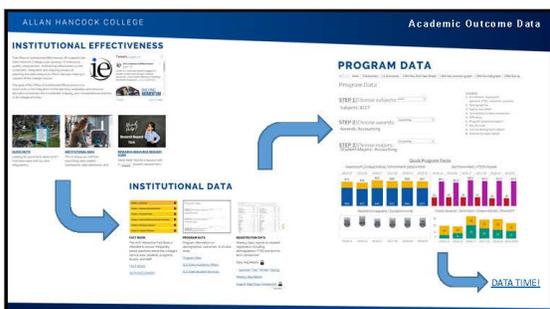
ALLAN HANCOCK COLLEGE Student Learning Outcome Data

Sample Excerpt

All course student learning outcomes (CSLOs) are assessed annually. All CSLOs are mapped to the program learning outcomes (PLOs). All PLOs meet the 70% college-benchmark for meeting the standards. To assess the CSLOs, the nursing faculty used a variety of measures that included standard testing (Assessment Technology Institute NCLIX-RN test plan based content mastery), clinical evaluation tools, written assignments, midterms and final examinations, and specific test items questions. More specifically, based on the standardized ATI RN predictor tests, the AHC nursing students meet the national benchmark. Graduates of the program, as a group, scored similarly to the students from comparable nursing programs across the United States. In 2018, the assessment tool used for Nursing 109 (Medical Surgical Nursing 2) was changed to better reflect course learning. This resulted in a change in the trend of the data obtained. All faculty have identified declining trends in student academic preparedness in math and English (reading, writing, and comprehension). Recommendations for tutoring and help for remediation were repeatedly identified in multiple course improvement plans. There continues to be minimal adjustments in the course content since nursing content is approved by the California BRN as well as aligned with the national licensure test plan. Meanwhile, the nursing faculty continue to innovate strategies to promote student learning. Dose calculations and medication word problems continue to be ongoing problem areas that warrant tutoring, remediating, and overall support

Academic Outcome Data

FTES, Enrollment/Headcount, Retention, Success, etc...



Other Resources for Program Review Data

- Other iE Tableau Dashboards**
 - Factbook (Historical AHC data)
 - Scheduling (Course offerings, FTEF, FTES/FTEF)
 - High School & Concurrent (Incoming student data)
 - Cohort (first time students by program) *soon*
- External Data**
 - Data Mart (MIS data for AHC)
 - CTE Perkins IV
 - CCCCO Launchboard (Multiple dashboards)
 - Bureau of Labor Statistics

If all else fails...

RESEARCH RESOURCE REQUEST FORM
Need data? Submit a request with our online research request form.

Appendix: Annual Report



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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2020 Annual Report
Final Submission
05/13/2020

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:	Paul Murphy
3.	Phone number of person preparing report:	(805) 922-6966
4.	E-mail of person preparing report:	pmurphy@hancockcollege.edu
5.	Type of Institution	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2016-17: 20,869 2017-18: 20,929 2018-19: 19,979
6a.	Percent Change 2016-17 to 2017-18: (calculated)	0 %

	Percent Change 2017-18 to 2018-19: (calculated)		-5 %
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2016-17:	15,890
		2017-18:	16,110
		2018-19:	14,872
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. N/A		

Distance Education and Correspondence Education

#	Question	Answer	
8.	Total unduplicated headcount enrollment in distance education in last three years:	2016-17	7,117
		2017-18	7,370
		2018-19	7,122
8a.	Percent Change 2016-17 to 2017-18: (calculated)		4 %
	Percent Change 2017-18 to 2018-19: (calculated)		-3 %
9.	Do you offer Correspondence Education?	No	

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	25 %
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	College established dashboard
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.hancockcollege.edu/ie/standard.php

Institution Set Standards for Student Achievement

#	Question	Answer
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Course Completion Rates				
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2016-17 67 %	2017-18 67 %	2018-19 67 %
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2016-17 73 %	2017-18 73 %	2018-19 73 %
13b.	List the actual successful student course completion rate:	2016-17 72 %	2017-18 72 %	2018-19 72 %
Certificates				
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number-Other		
	If Number-Other or Percent-other, please describe:	Students earning certificates (unduplicated)		
14a.	List your Institution-Set Standard (floor) for certificates:	2016-17 968	2017-18 1,021	2018-19 1,069
14b.	List your stretch goal (aspirational) for certificates:	2016-17 1,067	2017-18 1,162	2018-19 1,207
14c.	List actual number or percentage of certificates:	2016-17 1,187	2017-18 1,171	2018-19 1,219
Associate Degree (A.A./A.S.)				
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number-Other		
	If Number-Other or Percent-other, please describe:	Students earning degrees (unduplicated)		
15a.	List your Institution-Set Standard (floor) for degrees:	2016-17 797	2017-18 835	2018-19 884
15b.	List your stretch goal (aspirational) for degrees:	2016-17 888	2017-18 943	2018-19 956

15c.	List actual number or percentage of degrees:	2016-17	2017-18	2018-19		
		942	920	1,070		
Bachelor's Degree (B.A./B.S.)						
16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No				
Transfer						
17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	Number of transfers				
	If Number-Other or Percent-other, please describe:	UC, CSU, In-state Private, OOS. Includes any student to UC or CSU who enrolled at AHC				
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19		
		1,358	1,298	1,265		
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19		
		1,445	1,399	1,374		
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19		
		1,317	1,301	1,330		
Licensure Examination Pass Rates						
18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:					
	Program	Examination	Institution set standard	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate
	RN	national	82 %	79 %	97 %	89 %
	LVN	national	93 %	100 %	100 %	100 %
	CNA -- written	state	93 %	99 %	100 %	100 %
	CNA -- skills	state	94 %	99 %	100 %	97 %
	Dental assisting -- practical	state	67 %	57 %	87 %	n/a %
	Dental Assisting -- written	state	92 %	100 %	99 %	n/a %
	Dental Assisting -- Law & Ethnics	state	86 %	79 %	92 %	95 %
	Dental Assisting -- Law & Ethnics Pls Written	state	n/a %	n/a %	n/a %	80 %
	CNA -- Written	state	93 %	99 %	100 %	100 %

	Welding	86 %	88 %	89 %	81 %
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Other Information

20.	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit). <input type="text"/>
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The data included in this report are certified as a complete and accurate representation of the reporting institution.

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Appendix: Fiscal Report



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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Annual Fiscal Report
California Community College
Reporting Year: 2018-2019
REVIEW

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

General Information

#	Question	Answer
1.	Confirm the correct college's report	Confirmed
2.	District Name:	Allan Hancock Joint Community College District
3.	a. Name of College Chief Business Officer (CBO)	Eric D. Smith
	b. Title of College CBO	Associate Superintendent/VP Finance and Administration
	c. Phone number of College CBO	805-922-6966
	d. E-mail of College CBO	ericd.smith@hancockcollege.edu
	e. Name of District CBO	Eric D. Smith
	f. Title of District CBO	Associate Superintendent/VP Finance and Administration
	g. Phone number of District CBO	805-922-6966
	h. E-mail of District CBO	ericd.smith@hancockcollege.edu

District Data (including single college organizations) Revenue

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
	FY 16/17	FY 17/18	FY 18/19	
4.				
a.	Total Unrestricted General Fund Revenues	\$ 61,348,035	\$ 65,081,979	\$ 69,081,362
b.	Other Unrestricted Financing Sources (Account 8900)	\$ 148,300	\$ 309,432	\$ 554,500
(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
	FY 16/17	FY 17/18	FY 18/19	
5.				
a.	Net (Adjusted) Unrestricted General Fund Beginning Balance	\$ 8,698,135	\$ 10,613,176	\$ 12,301,500
b.	Net Unrestricted General Fund Ending Balance, including transfers in/out	\$ 10,613,176	\$ 12,301,500	\$ 14,843,331

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
	FY 16/17	FY 17/18	FY 18/19	
6.				
a.	Total Unrestricted General Fund Expenditures (including account 7000)	\$ 59,581,294	\$ 63,703,087	\$ 67,094,031
b.	Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 47,954,982	\$ 50,423,382	\$ 51,943,127
c.	Other Unrestricted General Fund Outgo (6a - 6b)	\$ 11,626,312	\$ 13,279,705	\$ 15,150,904
d.	Unrestricted General Fund Ending Balance	\$ 10,613,176	\$ 12,301,500	\$ 14,843,331

Liabilities

7.	Did the District borrow funds for cash flow purposes?	FY 16/17	FY 17/18	FY 18/19
		No	No	No
8.	Total Borrowing	FY 16/17	FY 17/18	FY 18/19
a.	Short-Term Borrowing (TRANS, etc)	\$ 0	\$ 0	\$ 0
b.	Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	\$ 0	\$ 0	\$ 0
9.	Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	FY 16/17	FY 17/18	FY 18/19
a.		No	No	No
b.	What type(s)			
c.	Total amount	\$ 0	\$ 0	\$ 0
10.	Debt Service Payments (General Fund/Operations)	FY 16/17	FY 17/18	FY 18/19
		\$ 3,227,568	\$ 5,688,871	\$ 6,909,887

Other Post Employment Benefits (OPEBs)

(Source: Most recent GASB 74/75 OPEB Actuarial Report)		FY 18/19		
11.	a. Total OPEB Liability (TOL) for OPEB	\$ 7,883,452		
	b. Net OPEB Liability (NOL) for OPEB	\$ -1,231,237		
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	115.62 %		
	d. NOL as Percentage of OPEB Payroll	3.36 %		
	e. Service Cost (SC)	\$ 182,047		
	f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	\$ 187,658		
12.	Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date (mm/dd/yyyy)	06/30/2018		
13.	a. Has an irrevocable trust been established for OPEB liabilities?	Yes		
	b. Amount deposited into OPEB Irrevocable Reserve/Trust	FY 16/17	FY 17/18	FY 18/19
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	\$ 153,167	\$ 959,297	\$ 182,312
	d. OPEB Irrevocable Trust Balance as of fiscal year end	\$ 8,998,203	\$ 9,114,689	\$ 9,524,093

Cash Position

14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined Balance Sheet Total accounts 9100 through 9115)	FY 16/17	FY 17/18	FY 18/19
		\$ 12,077,822	\$ 18,538,885	\$ 17,051,625
15.	Does the district prepare cash flow projections during the year?	Yes		

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	12/11/2019
NOTE: Audited financial statements are due to the ACCJC no later than 4/3/2020. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.		
17.	Summarize Material Weaknesses and Significant Deficiencies from the annual audit report (enter n/a if not applicable):	
	FY 16/17	N/A
	FY 17/18	N/A
	FY 18/19	N/A

Other District Information

		FY 16/17	FY 17/18	FY 18/19
18.	a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)	10,000	10,021	10,000
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	10,022	8,554	9,553
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	382	1,079	890
20.	a. During the reporting period, did the district settle any contracts with employee bargaining units?	No		
	b. Did any negotiations remain open?	No		
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	N/A		

College Data

NOTE: For a single college district the information is the same that was entered into the District section of the report.				
		FY 16/17	FY 17/18	FY 18/19
21.	a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)	10,000	10,022	10,000
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	10,022	8,554	9,553
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	\$ 61,348,035	\$ 65,081,979	\$ 69,081,362
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	\$ 59,581,294	\$ 63,703,087	\$ 67,094,031
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	\$ 10,613,176	\$ 12,301,500	\$ 14,843,331
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	100 %	100 %	100 %
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 2014 20 %	Cohort Year 2015 23 %	Cohort Year 2016 13 %
27.	Were there any executive or senior administration leadership changes at the College during the fiscal year, including June 30? List for the College or for Single College District	No		
	Please describe the leadership change(s)			