Accreditation

2016 Comprehensive Institutional Self-Evaluation Report

ALLAN HANCOCK COLLEGE

Allan Hancock College

Accreditation Comprehensive Institutional Self-Evaluation Report

Submitted by:

Allan Hancock College

800 South College Drive, Santa Maria, CA 93454

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

July 2016

Institutional Self-Evaluation Report Certification

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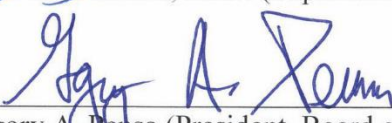Western Association of Schools and Colleges

From: Dr. Kevin Walthers
Allan Hancock College
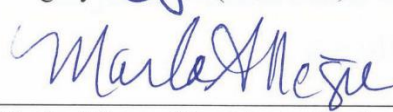800 South College Drive
Santa Maria, CA 93454

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.
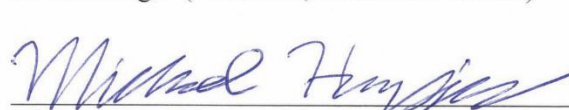
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Kevin G. Walthers, Ph.D. (Superintendent/President)

Gregory A. Pensa (President, Board of Trustees)

Marla Allegre (President, Academic Senate)

Michael Huggins (President, Associated Student Body Government)

Jessica Parker (President, Classified Senate)

Table of Contents

Introduction
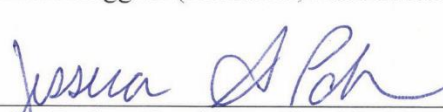
History of the College and District

For more than 95 years, Allan Hancock College (AHC) has met the educational and cultural needs of northern Santa Barbara County. The college was founded in 1920 when the Santa Maria High School District established Santa Maria Junior College. Classes took place inside high school rooms until a bond issue passed in 1937 resulted in a college wing built on the high school's campus.

Due to expanding enrollment, the college moved in 1954 to Hancock Field, home of Hancock College of Aeronautics. Later that year, the name of the college was changed from Santa Maria Junior College to Allan Hancock College in honor of Captain G. Allan Hancock, a prominent leader who owned the airfield. A few months later, the community voted to establish the Santa Maria Junior College District.

In 1963, the District annexed the Lompoc Unified and Santa Ynez Union High School Districts and became the Allan Hancock Joint Community College District. Currently, the District spans 3,000 square miles and includes all of northern Santa Barbara County, and small parts of San Luis Obispo and Ventura counties.

After moving to its current location, the college has continued to expand. The college opened the Vandenberg Air Force Base Center in 1957. Four new buildings opened on the Santa Maria campus in 1962, and more came on line over the next several years. Other facility milestones include the Performing Arts Center in 1968, the

Lompoc Valley Center in 1999, the Solvang Center in 2000, the Early Childhood Studies building in 2013, and the Public Safety Training and Industrial Technology complexes in 2014.

The Lompoc Valley and Solvang centers provide general education transfer programs, student services, and community education offerings. The Lompoc Valley Center (LVC) was opened in its current facility in 1999. The center is also home to the college's state-of-the-art Public Safety Training Complex PSTC) that opened in 2014. The PSTC is home to the law enforcement, fire, emergency medical services and environmental health and safety programs.

The Solvang Center opened in 2000 to provide general education offerings to the residents of the Santa Ynez Valley. Over the last few years, the center has become a primary provider of community education and non-credit programs. As part of a community needs assessment completed in the Solvang area, the District increased the number of general education offerings by expanding its partnership with Santa Ynez Valley High School to offer additional courses at its location. This partnership served both high school students and members of the public. The college launched a Concurrent Enrollment Program in 2015-2016 to offer college credit classes on five high school campuses, including Santa Ynez Valley High School. Students are able to earn high school and college credit by completing a class during normal high school hours. The program will expand in 2016-2017 to include eight area high schools.

The following is a list of current District campuses and centers:

Santa Maria Campus
800 S. College Drive
Santa Maria, CA 93454-6399

Lompoc Valley Center (LVC)
One Hancock Drive
Lompoc, CA 93436

Vandenberg Air Force Base Center
641 Utah Avenue
Bldg. 13640 Room 216
Vandenberg AFB, CA 93437-6312

Solvang Center
320 Alisal Road, Suite 306
Solvang, CA 93463

Figure 1: Allan Hancock College District Service Area Boundary, North Santa Barbara County and Southern San Luis Obispo County

Similar to the facilities on campus, the college's curriculum has also grown over the years to meet the community's needs. After starting in 1920 with 12 courses to parallel the University of California's lower division requirements, the college now offers more than 1,000 credit courses each fall and spring semester.

The Community Education program has offered noncredit and fee-based classes since 1973. Program areas include English as a second language, basic skills, citizenship, and short-term vocational curriculum. Courses are offered at many sites in the community, including apartment complexes, elementary schools, and churches (see the Spectrum catalog for a complete list).

Distance learning has been in place for more than 60 years at Hancock. In fact, Hancock once offered classes in the 1960s on Johnson Island, which was located 860 miles southwest of Hawaii. Distance learning has kept pace with educational technology. The college has offered instruction on television, and classes on audiocassette, video, and DVD. After introducing online classes to the curriculum in 1998, the college now offers more than 150 online courses each semester. In 2016, Hancock was recognized by AccreditedSchoolsOnline.org as one of the five best online community colleges in the nation.

A major milestone for the college happened in 2006 when district voters passed bond Measure I to upgrade the college's facilities and technology. The $180 million general obligation bond has transformed the college (www.hancockcollege.edu/measure_i), and resulted in state-of-the-art buildings, equipment and technology to better serve students.

The bond has further allowed Allan Hancock College to maintain itself as a premier educational institution serving students throughout the district. With nearly 1,300 employees, one of the largest employers in Santa Barbara County, the college's annual economic impact is more than $160 million according to the Office of the Vice President of Finance and Administration.

Major Developments since the Last Institutional Self-Evaluation

From new facilities and technology to national recognition, several significant events have occurred at the college since the last institutional self-evaluation. Many of the improvements to facilities and technology noted in the chart below were the result of bond Measure I.

Selected Highlights since the Last Team Visit
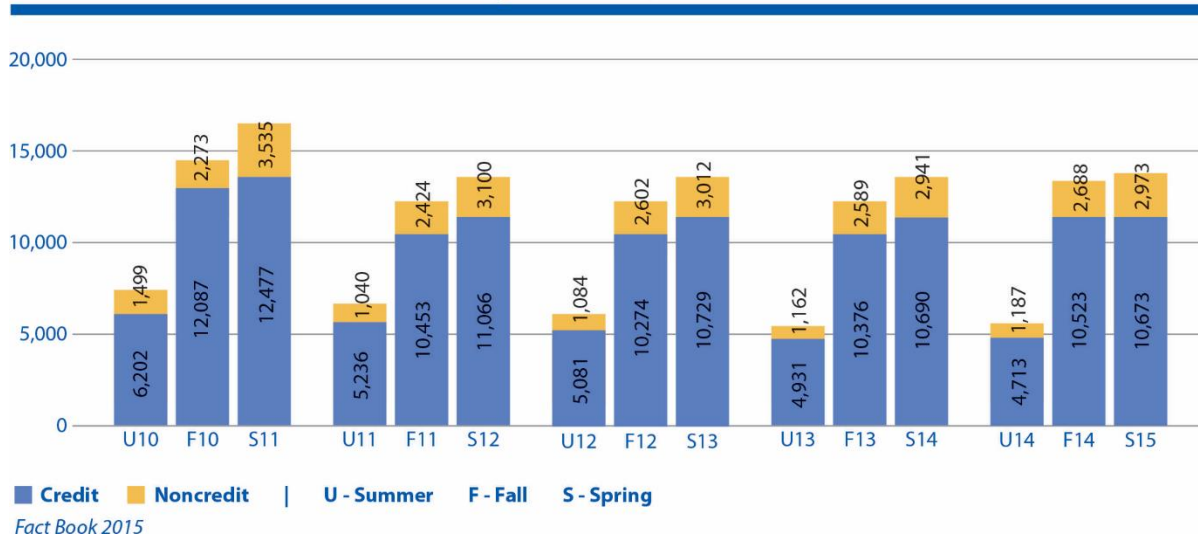
2010-2011	• The Aspen Institute for College Excellence Program ranked AHC as one of the five best community colleges in California and among the nation's top 120 community colleges.
2011-2012	• Awarded a $4.3 million federal "STEM select" grant to provide State-of-the-art science and math education. • For the 11th year in a row, named by Community College Week magazine as one of the top 100 institutions for most degrees awarded to Hispanic students.
2012-2013	• Opened the new Early Childhood Studies building, including the Children's Center Lab School and an award-winning outdoor learning lab. • Completed new outdoor athletic facilities for baseball, track and field, football, and soccer. • Renovated the Performing Arts center, including infrastructure updates, a remodeled lobby, dressing rooms, and restrooms. • Opened the new Administration building. • Received a $10.5 million bequest to the college's music program – believed to be the second largest gift in California community college history.
2013-2014	• Opened new Student Services buildings – providing a "one-stop" center with all essential student services in one location. • Opened the 68-acre $38 million Public Safety Training Complex (PSTC) at the Lompoc Valley Center that provides training for current and future emergency responders. • Awarded U.S. Department of Education: Developing Hispanic-Serving Institutions five-year grant totaling $2.4 million. • Named an Aspen Award finalist for the second time.
2014-2015	• Completed the $18 million Industrial Technology Building with high-tech classrooms and labs for a variety of disciplines. • Awarded $1.1 million grant for TRIO/Student Support Services project from the U.S. Department of Education. • Launched a Concurrent Enrollment program to offer college credit courses at District high schools. • Opened the Veteran Success Center on campus to provide additional services for student-veterans and their dependents. • Hired two associate superintendent/vice presidents. • Created and filled the position of Vice President of Institutional Effectiveness
2015-16	• Awarded $1.2 million grant from Cooperating Agencies Foster Youth. Educational Support (CAFYES) grant from the California Community Colleges Chancellor's Office. • Hosted first on-campus football game since AHC moved to existing campus in 1954. • Selected as an Aspen Award finalist for the third time. • Created and filled the position of Executive Director of College Advancement.

Technology improvements include replacement of the district's mainframe and telephone systems, implementation of new finance and student information systems, new student labs, and converting instruction space to "Smart Classrooms."

Student Enrollment

Allan Hancock College serves a student population each semester of approximately 19,000 credit and noncredit students who are enrolled on the Santa Maria campus, at the Lompoc Valley center, at other sites throughout the area, and online. Students and community members participate in semester-length classes, short courses, noncredit and community education, and a variety of public events.

Credit and Noncredit Headcount by Semester, AHC District

	Credit	Noncredit
U10	6,202	1,499
F10	12,087	2,273
S11	12,477	3,535
U11	5,236	1,040
F11	10,453	2,424
S12	11,066	3,100
U12	5,081	1,084
F12	10,274	2,602
S13	10,729	3,012
U13	4,931	1,162
F13	10,376	2,589
S14	10,690	2,941
U14	4,713	1,187
F14	10,523	2,688
S15	10,673	2,973

■ Credit ■ Noncredit | U - Summer F - Fall S - Spring

Fact Book 2015

Reported Annual Full-Time Equivalent Student (FTES)

Credit FTES values: 9,005.80 (2009-10), 9,631.60 (2010-11), 8,978.37 (2011-12), 8,707.00 (2012-13), 8,830.77 (2013-14), 9,011.00 (2014-15)

Noncredit FTES values: 1,108.97 (2009-10), 908.42 (2010-11), 872.37 (2011-12), 891.75 (2012-13), 865.62 (2013-14), 925.00 (2014-15)

■ Credit FTES   ■ Noncredit FTES

CCCCO DataMart
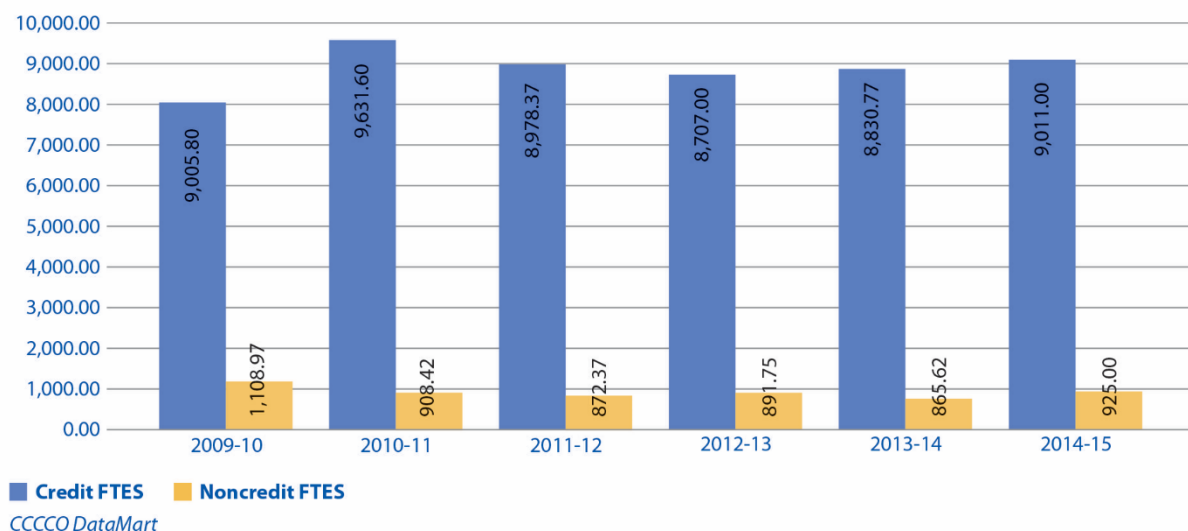
The AHC student population reflects the ethnic diversity of the District's service area. Hispanic students are now the majority of AHC's credit headcount and the fastest growing segment of online students. The District's ethnic distribution varies by location. For example, the Santa Maria Valley is 60 percent Hispanic ethnicity, in the Lompoc Valley it is 43 percent, and in the Santa Ynez Valley, 25 percent.

Comparison of Service Area and AHC Students Ethnicity

Ethnicity	Service Area (2010 Census)	Fall 2013 Students
Hispanic	47%	52%
Non-Hispanic	53%	48%
Race		
White	68%	36%
American Indian	2%	1%
Asian	3%	4%
Black	2%	2%
Other	25%	4%

[AHC 2014 Fact Book, The Community and District Profile]

AHC's strong relationship with local high schools is apparent in the enrollment statistics for local high school graduates; 38 percent from the top ten feeder high schools attended AHC during fall 2013 and/or spring 2014. Sixty-two percent of students who graduated in 2007 from the top feeder schools attended AHC within five years. [CalPassPlus.org data]

The majority of credit students are traditional college age (18-24 years) and many students from local high schools take credit classes after graduating. More than half of students in credit classes are continuing, and one-third are enrolled full-time (12 or more units).

The District offers a total of 27 associate of arts and 53 associate of science degrees, 16 degrees for transfer, 115 certificates and 221 programs of study. Top majors are liberal studies, nursing, psychology, administration of justice, fire technology, and natural life sciences. Credit enrollments are largest at Santa Maria Campus Day (42 percent) with smaller enrollments at Santa Maria Campus Evening (26 percent), Distance Learning (22 percent) and Lompoc Valley Center (9 percent).

Enrollment Status
Fall 2013
Credit Students

- First Time Student: 18%
- First Time Transfer: 8%
- Continuing: 58%
- Returning: 13%
- College Now: 2%

Unit Load
Fall 2013
Credit Students

- 0.1–2.9: 8%
- 3.0–5.9: 23%
- 6.0–8.9: 21%
- 9.0–11.9: 15%
- 12.0–14.9: 24%
- 15.0+: 9%
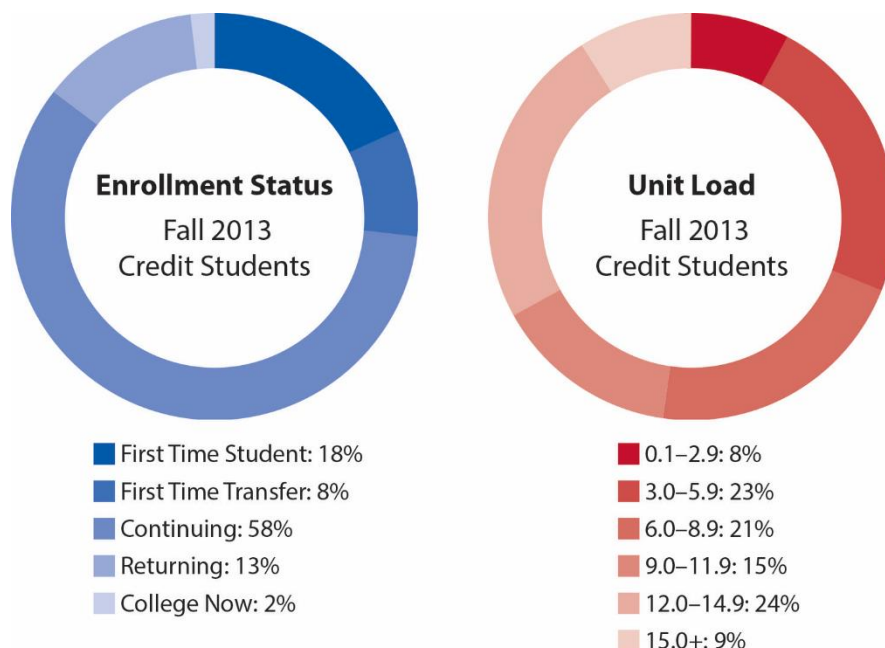
[AHC 2014 Fact Book, The Community and District Profile]

Noncredit students are primarily enrolled in either: (1) basic skills, citizenship, ESL, and vocational preparation or (2) fee-based recreational classes taken by older adults. The majority of AHC's noncredit students are over 30 years of age. Almost 20 percent of noncredit students seek to improve basic skills and most noncredit students do not report an educational goal or are undecided. Noncredit enrollment is largest at Santa Maria Campus Evening (47 percent) and Santa Maria Campus Day (40 percent) with small enrollments at Santa Ynez / Solvang Center (7 percent) and Lompoc Valley Center (6 percent).

Staff Demographics

As seen in the employee ethnicity chart, ethnic distribution at AHC varies by employee group. Overall 64 percent are white, 29 percent Hispanic, and 7 percent other. The college is aware of the disparity between student and staff demographics. As employee searches are conducted, efforts are made to attract a diverse pool of qualified applicants. In 2014-15, 39.7 percent of new hires were Hispanic [EEO Report, 2015].

AHC Employee Ethnicity

Ethnicity	Full-Time Faculty	Part-Time Faculty	Permanent Classified	Managerial
Hispanic	15%	16%	38%	16%
White	74%	77%	56%	75%
Asian	6%	3%	3%	6%
Black	2%	1%	2%	3%
Other	3%	3%	1%	

[As reported to the Board of Trustees, June 2015]

Labor Market and Socio-Economic Data

The main industries in the largely rural District include agriculture (strawberries, wine grapes broccoli and lettuce are top crops); government, including Vandenberg AFB; and medical, including Marian Regional Medical Center in Santa Maria which partners with the AHC nursing program. Several prisons in Lompoc and many other regional law enforcement and firefighting agencies hire graduates of the AHC public safety training academies.

Numerous other AHC programs are tied to occupations that are expected to be the fastest growing in Santa Barbara County through 2020. These occupations include allied health (home health aides, medical secretaries); fitness trainers; social and human services assistants; cooks and food preparation and service workers; and hairdressers/cosmetologists. [AHC Fact Book 2014, community section].

AHC's service area contains many middle or low-income households, due in part to the migrant labor population in the agriculture industry. The estimated median household income in northern Santa Barbara County is $51,620, according to the 2013 UCSB Economic Forecast. Approximately 32 percent of households have an income of less than $34,999.The majority of District residents have completed no more than a high school education; less than one fourth of the population possesses a college degree.
Looking forward and planning for the future, long-term projections predict substantial growth in the service area's population between 2010 and 2040. During this period the AHC

District population is expected to grow about 30 percent; south San Luis Obispo County is expected to grow 23 percent. Hispanic population growth is projected to continue; the white population is expected to decline. As a result, AHC outreach literature is available in English and Spanish, and extra outreach efforts are made to Hispanic students at local high schools and community events.

Service Area Population and Projection

■ AHC Distrtict   ■ South SLO County
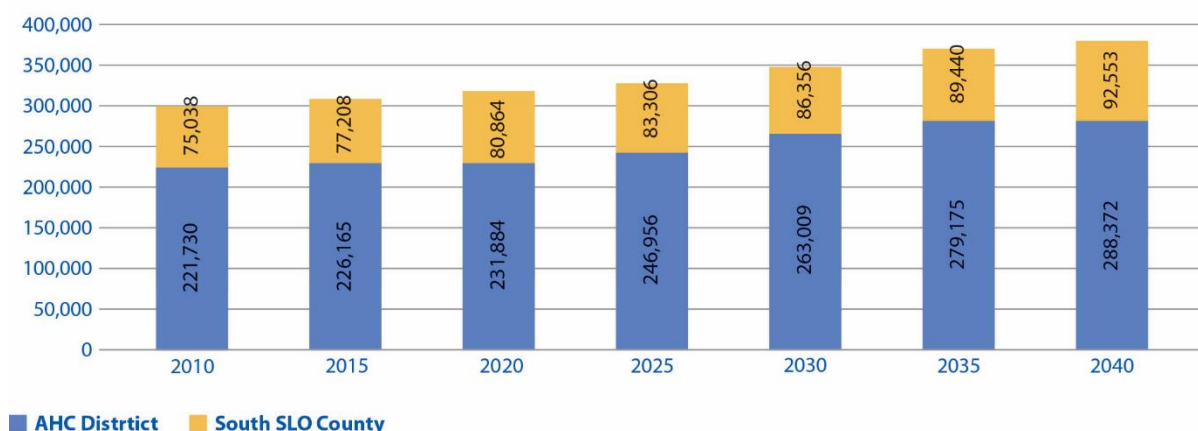
Santa Barbara County Association of Governments Regional Growth Forecast 2010-2040 (2012);
San Luis Obispo Council of Governments 2040 Regional Growth Forecast (2011)

Santa Barbara County Population Projection Ethnicity Changes

■ Hispanic   ■ White   ■ American Indian   ■ Asian   ■ Black   ■ Other
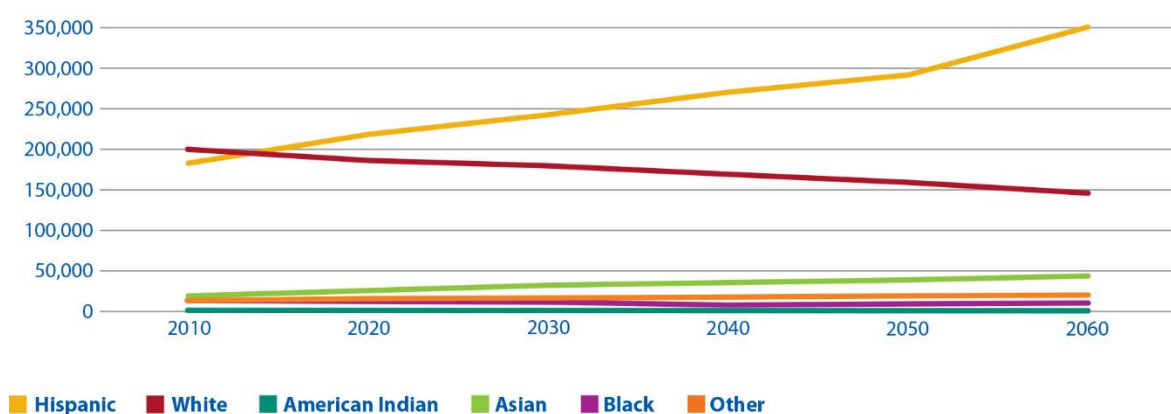
California Department of Finance, Report P-1 (Race): State and County Population Projections by Race/
Ethnicity, 2010-2060 (by decade);
www.dof.ca.gov/research/demogrphic/reports/projections/P-1/documents/P-1_Race_CAProj_2010-2060.xls

Data/Organization

The Community

Allan Hancock College serves a community that comprises primarily northern Santa Barbara County and southern San Luis Obispo County. Within the northern Santa Barbara region there is considerable geographic variation in population size, race/ethnicity, and SES. The areas of Santa Maria and Guadalupe have experienced the largest percent growth, with Santa Maria also showing the largest absolute increase in population from 2000 to 2010.

Santa Barbara County Jurisdictions, Total Population

County/City	April 1, 2000	April 1, 2010	Change	% Change
Santa Barbara County	399,347	423,895	24,548	6%
Buellton	3,828	4,828	1,000	26%
Carpinteria	14,914	13,040	-1,154	-8%
Goleta (1)	28,788	29,888	1,100	4%
Guadalupe	5,659	7,080	1,421	25%
Lompoc	41,103	42,434	1,331	3%
Santa Barbara	89,600	88,410	-1,190	-1%
Santa Maria	77,423	99,553	22,130	29%
Solvang	5,332	5,245	-87	-2%
Unincorporated	133,420	133,417	-3	0%

(1) City incorporated after 2000 Census. 2000 Census data not available, however an estimate from the City of Goleta is substituted
Source: Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

These regional trends in the service area around the college are projected to increase into the future and are projected to have a large impact on the college as the population in these areas are predominately Latino, lower income, and less likely to have experience in higher education.

Population Growth 2000–2010
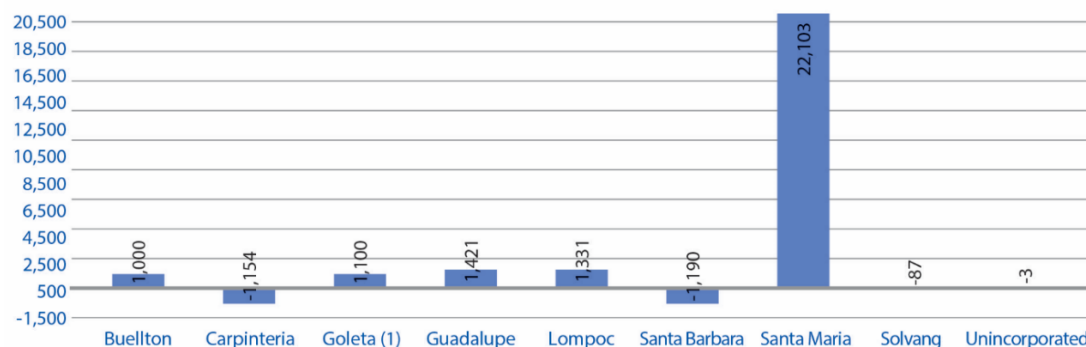
Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

Unincorporated Places Population Change from 2000 to 2010

Unincorporated Place	Total Population		Change, 2000-2010	
	2000	2010	Number	Percent
Los Alamos	1,372	1,890	518	38%
Mission Hills	3,142	3,576	434	14%
Orcutt	28,830	28,905	75	0%
Santa Ynez	4,584	4,418	(166)	-4%
Vandenberg AFB	6,151	3,338	(2,813)	-46%
Vandenberg Village	5,802	6,497	695	12%

Source: Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

The city of Santa Maria, which is the largest city within the District and service area, increased from 59% Hispanic/Latino in 2000 to 70.4% in 2010, and is projected to increase as a percent of the population.

Percentage of Hispanic Population 2000 to 2010

Jurisdiction	2010 Hispanic or Latino	2000 % of Total Pop	2010 % of Total Pop	Change
Santa Barbara County	181,687	34.0%	42.9%	9%
Lompoc	21,557	37.0%	50.8%	14%
Santa Maria	70,114	59.0%	70.4%	11%
Santa Ynez	639	9.0%	14.5%	5%
Solvang	1,530	19.0%	29.2%	10%

Source: Santa Barbara County Association of Governance: Regional Growth Forecast 2010 - 2040

The City of Santa Maria is projected to grow 9% between 2010 and 2020, and by 24% between 2020 and 2035. The unincorporated areas of Santa Maria are projected to grow very little by 2020, but to grow by 20% between 2020 and 2035. The Lompoc region is projected to grow by 14% between 2020 and 2035 with no growth anticipated between 2010 and 2020.

Population Forecast for Allan Hancock College District
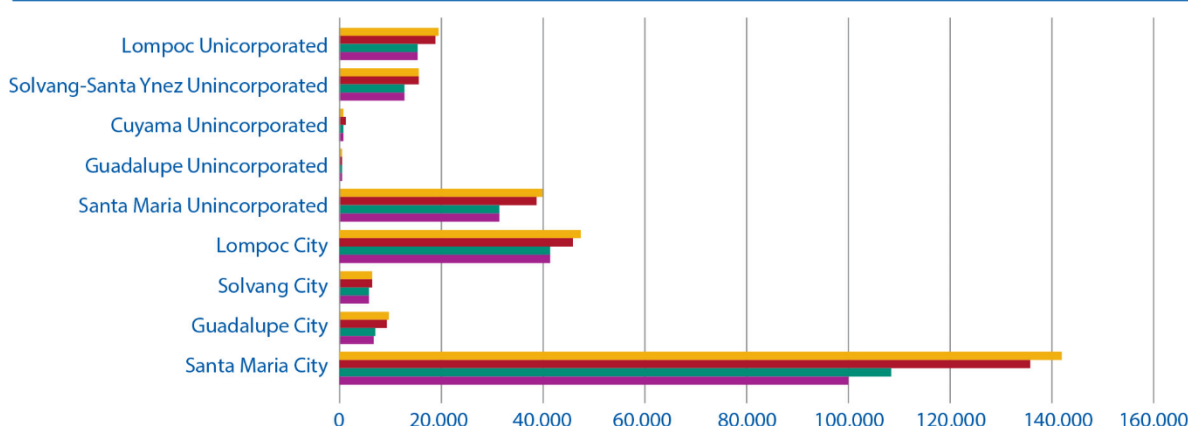
Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

Within the county of Santa Barbara, population growth of college aged residents who are Hispanic/Latino is projected to grow by more than double the other predominate ethnic group – white.

Santa Barbara County College Aged Residents by Ethnicity: 15 Year Growth Projection

http://chronicle.com/interactives/prospects#00/0-1
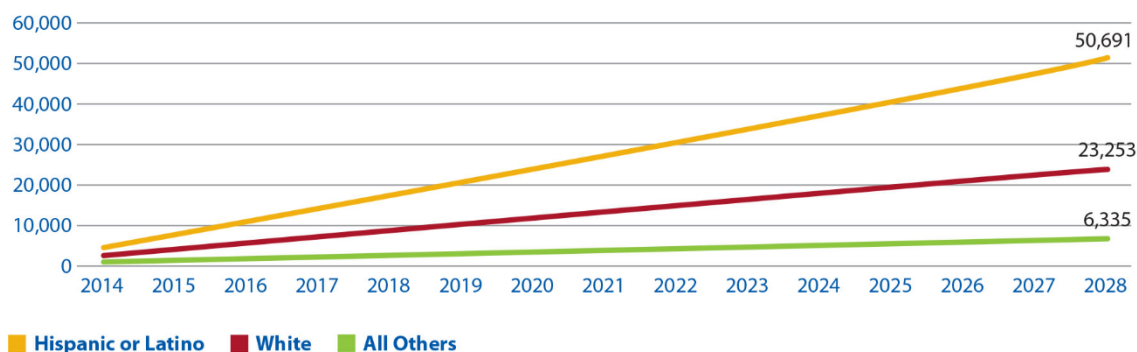
Educational attainment Santa Maria and Lompoc (the largest cities in the District) are lower than unincorporated areas, the county as a whole, and the state. These cities have a larger percentage of adults with no high school degree (41% in Santa Maria and 25% in Lompoc) and fewer than 14% with a bachelor's degree. Poverty is higher in these regions of low educational attainment as well.

Educational Attainment: Persons 25+

Legend:
- **Bachelor's degree or higher**
- **Some college or associate's degree**
- **High school graduate (includes euivalency)**
- **Less than high school graduate**

American Fact Finder, http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml
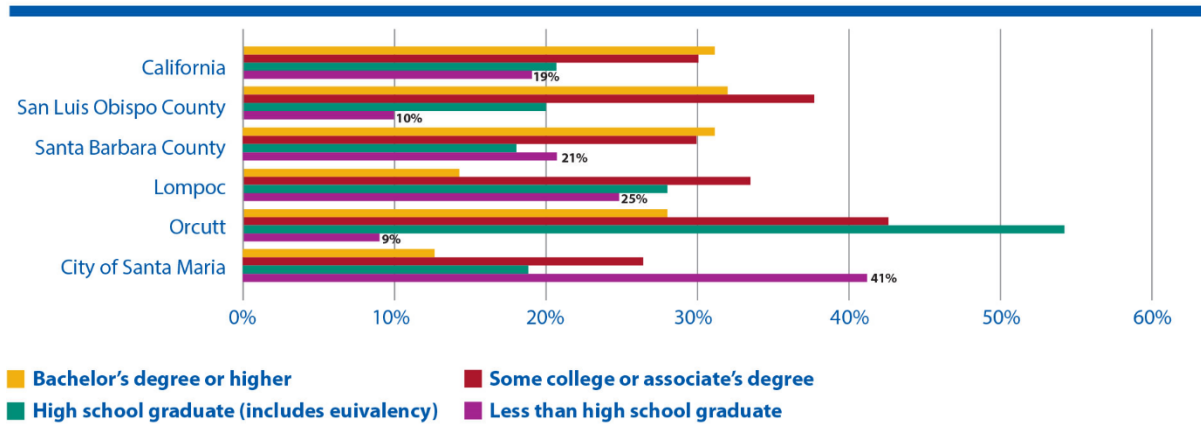
Poverty (US Census Definition)

American Fact Finder http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml
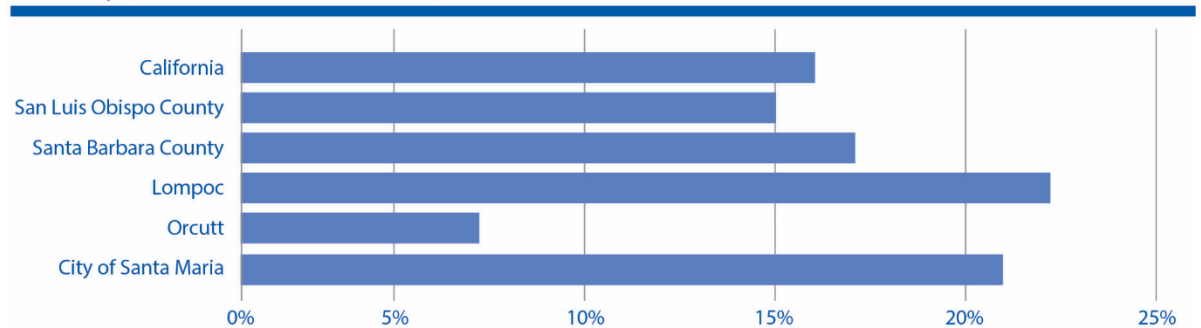
Total Households Below Real Cost Measure	Percent of Households Below Real Cost Measure	Percent of Households below Real Cost Measure Which Have at Least One Working Adult
35,086	**31%**	**94%**

2012 Annual County Income Comparison
Based on a household of 2 adults, 1 infant, and 1 school-aged child

- ■ Median Household Income
- ■ 2 Adult, 2 Child RCM Budget
- ■ Federal Poverty Line
- ■ 2 Minimum Wage Jobs
- ■ California Poverty Measure
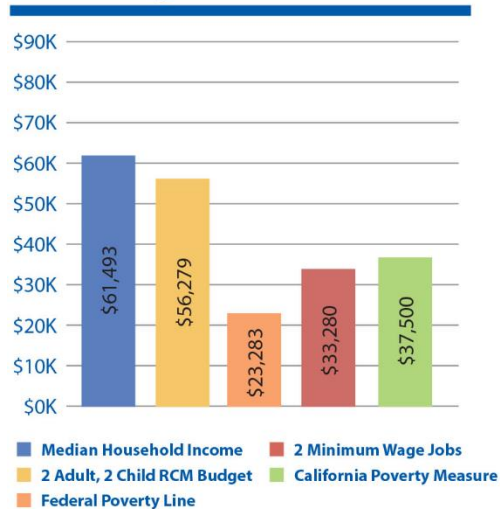
Three Real Cost Budget for the County

	1 Adult	2 Adults	2 Adults, 1 Infant, 1 school-Age Child
Housing	$12, 876	$14, 376	$16,128
Food	$2,421	$4,842	$9,347
Health Care	$1,587	$3,175	$6,350
Transportation	$4,503	$9,007	$9,007
Childcare (net)			$10,810
Miscellaneous	$2,139	$3,140	$4,083
Taxes/Credits	$1,927	$1,828	$554
Final Budget	**$25,453**	**$36,368**	**$56,279**

United Ways of California: Struggling to Get By; The Real Cost Measures in California 2015

According to a study by the United Ways of California (*Struggling to Get By: The Real Cost Measures in California 2015*), when using real cost measures for the state, 31% of households in Santa Barbara earn less than the income required to meet basic needs. When rental costs are measured against income, living in Santa Barbara County imposes a substantial burden on households.
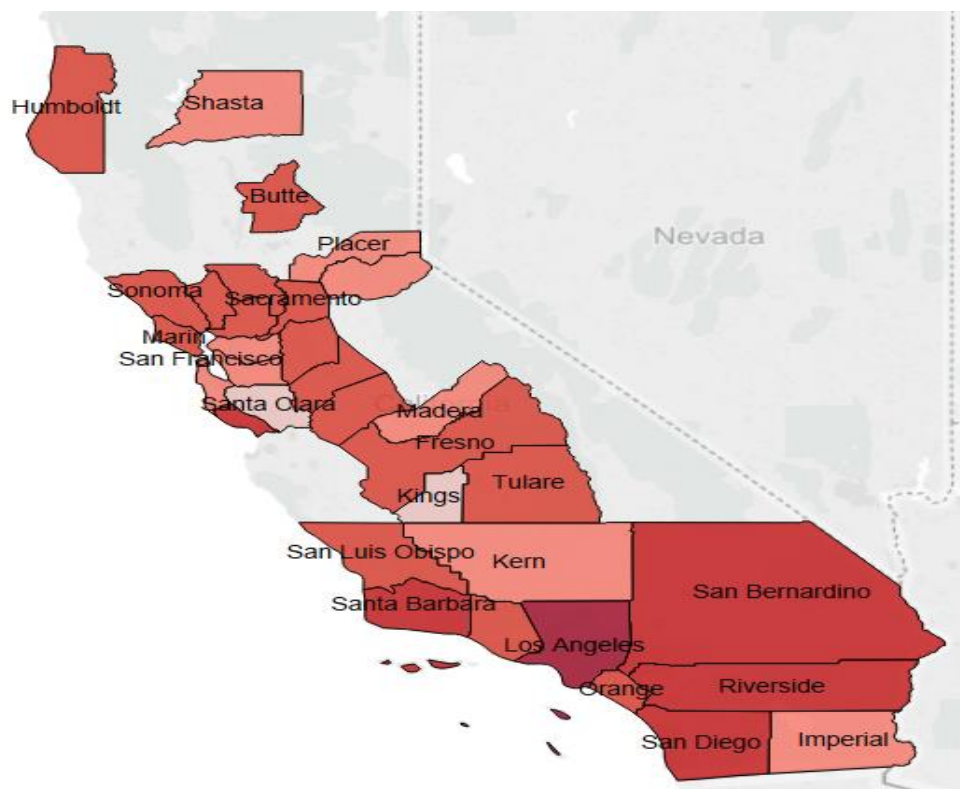
Source: United Ways of California: Struggling to Get By; The Real Cost Measures in California 2015

Access to Allan Hancock College

Allan Hancock College assesses the degree to which the student population mirrors that of the community as part of the analysis in the Student Equity Plan research. There is an enrollment gap with Latinos and males of approximately three percentage points when looking at all students; however, among first-time students, and especially high school students, Latinos are proportionately represented.

Target Population(s) *Race*	Total Enrollment Fall and Spring 2014-15	Percentage of College Enrollment	Percentage of adult population within the community served	Gain or loss in proportion (difference in percentage points)	Proportionality Index
American Indian / Alaska Native	308	1.3%	1%	0.3	1.3
Asian/ Pacific Islander/ Filipino	1,274	5.5%	4%	1.0	1.4
Black or African American	711	3.1%	2%	1.1	1.6
White	7,918	34.0%	35%	-1.0	0.97
Hispanic or Latino	12,304	52.9%	56%	-3.1	0.94
Some other race	768	3.3%	0.2%	3.1	16
More than one race	N/A	N/A	2%	N/A	
Total of 7 cells above	**23,283**	**100%**	**100%**		
Males	11,170	48.0%	51.5%	-3.5	0.93
Females	12,050	51.8%	48.5%	3.3	1.07
Unknown	63	0.3%	0%		
Total of 3 cells above	**23,283**	**100%**	**100%**		
Foster Youth	200	0.85%	N/A		
Individuals with Disabilities	611	2.6%	9.5%	-6.9	0.27
Low-Income Individuals	9,700	41.7%	19.5%	22.2	2.13
Veterans	211	0.96%	8%	-7	0.13

Source: American Fact Finder http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml. College MIS data

2014 Local High School Graduates Enrolled

High School		High School	Allan Hancock	Percentage Point Difference	Proportionality Index
Pioneer	Hispanic	89%	89%	0	100%
	White	5%	4%	-1	80%
Righetti	Hispanic	50%	57%	7	114%
	White	46%	35%	-11	76%
Santa Maria	Hispanic	94%	91%	-3	97%
	White	3%	2%	-1	67%
Lompoc	Hispanic	74%	70%	-4	95%
	White	12%	12%	0	100%
Nipomo	Hispanic	53%	57%	4	108%
	White	42%	38%	-4	90%
Arroyo Grande	Hispanic	33%	44%	11	133%
	White	59%	51%	-8	86%
Cabrillo	Hispanic	43%	46%	3	107%
	White	42%	41%	-1	98%
Santa Ynez	Hispanic	40%	47%	7	118%
	White	54%	47%	-7	87%

Source: California Department of Education and AHC Office of Institutional Effectiveness

Feeder High Schools

Top feeder high schools include schools from the Santa Maria Joint Union, Orcutt, Lompoc Unified, Lucia Mar, and Santa Ynez districts. The three districts within the legal college area (Santa Maria, Lompoc and Santa Ynez) are not projected to contribute consistent growth for the next four the five years, but rather the college is projecting cyclical variations in enrollment of high school graduates. Increased efforts in the area of outreach and partnerships with the high schools in terms of concurrent enrollment, focused and early admissions, and three components of the student success and support programs have had a positive impact on enrollment in spite of the demographic trends.

2014 AHC District K-12 Enrollment

Santa Maria | **Lompoc Unified** | **San Ynez Valley**

California Department of Education
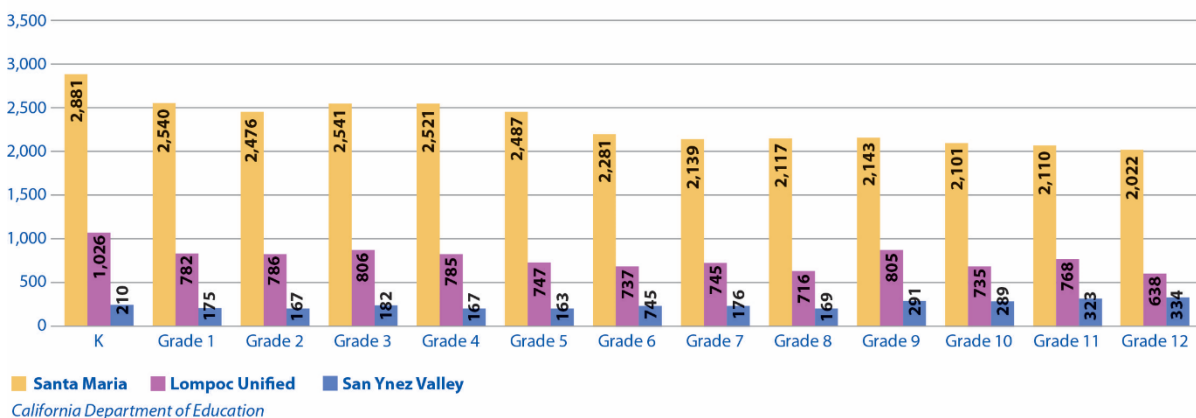
Within the first year of 12th grade enrollment, 33 to 35 percent of students in from the top feeder high schools attend AHC in the fall (this is an aggregate measure with more than 45% attending from the top feeder schools). Using CalPass Plus data and internal MIS data, AHC tracks college going rates beyond the first year; recent data show that as many as 64 percent of students from the Santa Maria Joint Union High School District and 57 percent of the Lompoc Unified District attend AHC within five years of graduation.

The Office of Institutional Effectiveness is predicting approximately 100 more students to attend in the upcoming fall term based on recent grade level progressions and going rates.

Actual and Projected Enrollment at AHC by Top Feeder High Schools

Total 12 Grade Enrollments | **Percent Enrolled at AHC**

California Department of Education and AHC Office of Institutional Effectiveness
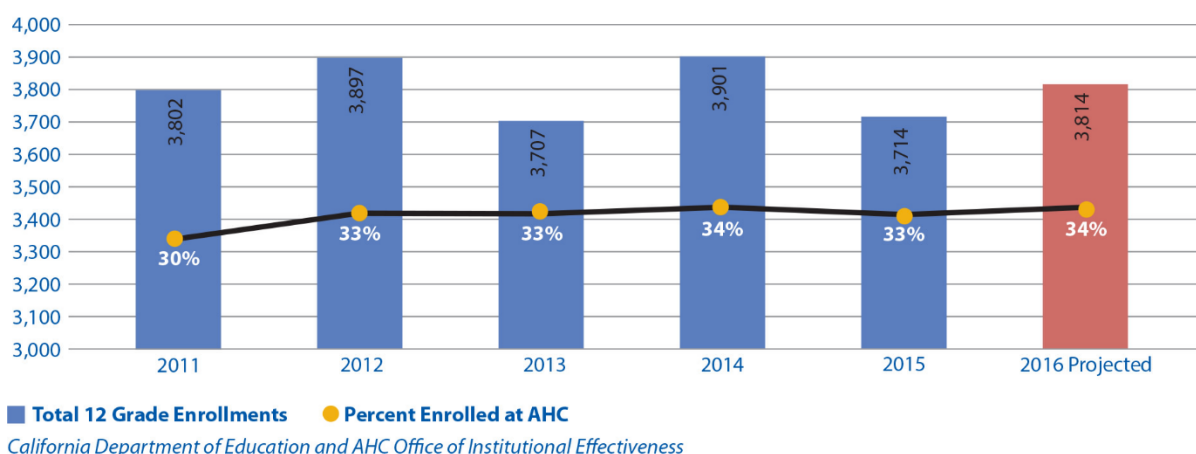
Economic Sector Growth Assumption

The job composition of Santa Barbara County region has several differences than that of the state and nation which affect the growth trends. The region has high employment in agriculture and government but below-average in professional and business services and internet-related information services.

Growth in agriculture and government is projected to be low while that in professional and business services and internet-related information services is expected to be high. Self-employment and employment in leisure and hospitality are more important locally than the rest of the nation, and expected to contribute to further economic growth.

According to the Santa Barbara County Association of Governments, "the region may experience minor recovery in the retail trade and finance, similar to that of the state and nation, but the growth will slow as online shopping and technology hinder this growth" (Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040, page 19). This report further notes that "the region is expected to show a small recovery in manufacturing employment before the long term trend of declining job levels returns in the years between 2020 and 2040."

Forecast 2010-2040 Employment Change by Economic Sector
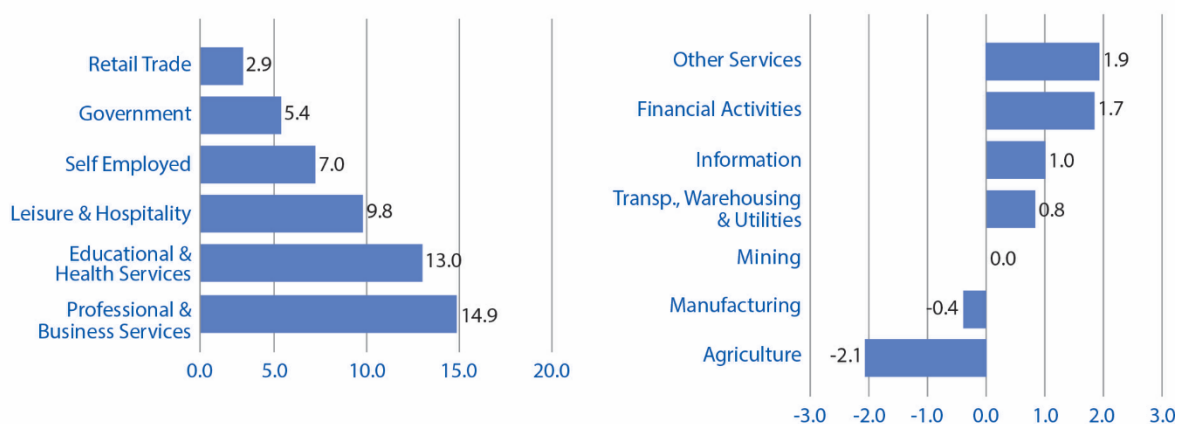
Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

Employment Forecast by Sector Santa Barbara County 2010-2040 (1,000s)

Economic Sector	2010	2015	2020	2025	2030	2035	2040
Agriculture, forestry, fishing and hunting	18.7	18.6	18.6	18.0	17.4	17.0	16.6
Mining	1.0	1.0	1.0	1.0	0.9	0.9	0.9
Construction	7.0	8.2	9.4	9.7	9.9	10.3	10.7
Manufacturing	11.2	11.5	11.8	11.5	11.2	11.0	10.8
Wholesale Trade	4.0	4.4	4.7	4.7	4.7	4.8	4.8
Retail Trade	17.9	18.9	19.9	20.0	20.1	20.5	20.8
Transp., Warehousing and Utilities	2.8	3.1	3.4	3.5	3.4	3.5	3.6
Information	3.4	3.8	4.1	4.2	4.2	4.3	4.4
Financial Activities	6.3	7.0	7.6	7.7	7.7	7.9	8.0
Professional & Business Services	21.7	25.2	28.8	30.5	32.3	34.5	36.6
Educational & Health Services	20.9	23.8	26.7	28.3	30.0	32.0	33.9
Leisure & Hospitality	22.0	24.4	26.9	28.0	29.0	30.5	31.8
Other services, except public administration	5.4	5.9	6.5	6.6	6.8	7.1	7.3
Government	38.1	38.8	39.4	40.2	41.0	42.4	43.5
Self Employed	17.0	19.1	21.2	21.8	22.4	23.3	24.1
Total Jobs	197.4	213.7	230.0	235.7	241.0	250.0	257.8

Source: Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

Allan Hancock College Student Profile

This section provides data on student demographics and student outcomes and achievement. As part of its annual cycle of data collection and analysis, the Office of Institutional Effectiveness produces annual reports on student demographics, student achievement, institution set standards, and measures of institutional effectiveness. The data presented in this section are taken primarily from these reports, along with the inclusion of data from other sources such as the Fact Book, the *Student Equity Plan,* and data for submission to the Aspen Institute as a top community college in the US.

Allan Hancock College is located in northern Santa Barbara County on California's Central Coast, serving a working-class community steeped in agriculture and light industry. Our success allows us to regularly highlight students who have overcome the odds. Just this year we had two students named to the first team of the California Community College All-Academic Team. One is a recent immigrant who spoke no English when she arrived, and the other is a young man who overcame life obstacles that would make most of us give up. We

certainly celebrate those who overcome the odds – but that is not enough. Our focus is on the larger goal of *changing the odds* for our community.

Our community supports us in changing the odds within the region. Our industry partners have invested millions of dollars to support programs that lead to well-paying jobs in health sciences, machining, law enforcement, public safety and agricultural support. Our students are able to enjoy state-of-the-art facilities and technology thanks to $180 million bond authorized by local taxpayers. The college has also received nearly $13 million in new external funding since the 2013-14 academic year.

As a public community college in California, enrollments at AHC are driven largely by economic conditions. The college attained peak headcount, duplicated enrollment, and FTES in the 2010-11 academic year before statewide reductions in funded enrollment. Fall 2014 credit headcount of 10,523 was 87% of fall 2010 headcount of 12,087. Fall noncredit headcount in 2014 (noncredit only) was 2,688, just slightly below that of 2010. Summer headcount steadily declined from 2010 to 2014 (summer is denoted as "U" in the charts).

Credit and Noncredit Headcount by Semester, AHC District
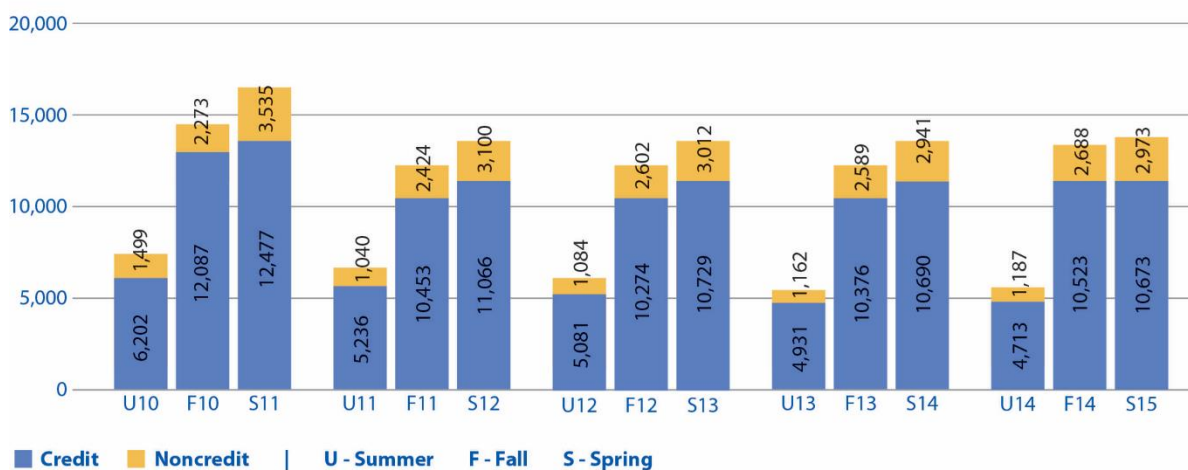
Fact Book 2015

From 2010 to 2013 spring duplicated enrollment was larger than fall; but the trend reversed in 2014.

Credit and Noncredit Duplicated Enrollment by Semester, AHC District

Credit **Noncredit** | **U - Summer** **F - Fall** **S - Spring**

Fact Book 2015
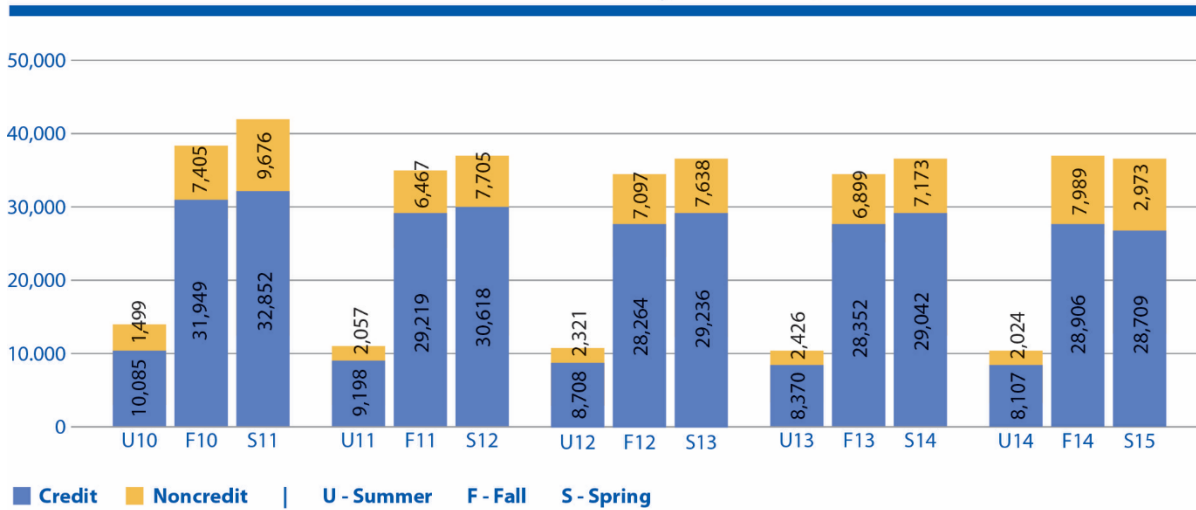
Credit and Noncredit FTES by Semester, AHC District

Credit **Noncredit** | **U - Summer** **F - Fall** **S - Spring**

Fact Book 2015
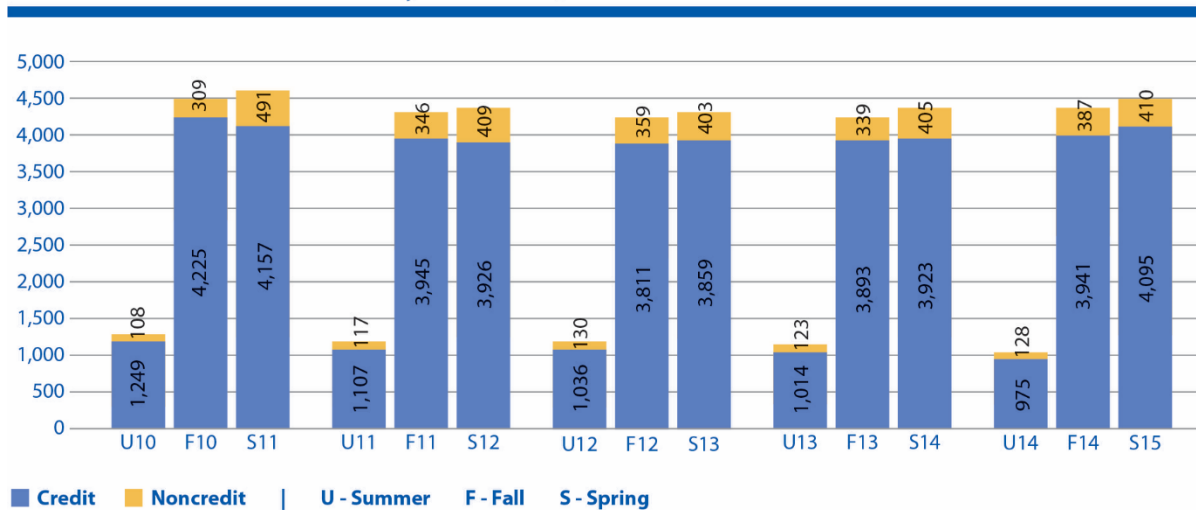
The college has responded to the post-recession mandate to grow by adding sections, yet the countercyclical demand for education has mitigated growth.

AHC Credit and Noncredit Status Sections

Credit **Noncredit**

Office of Institutional Effectiveness
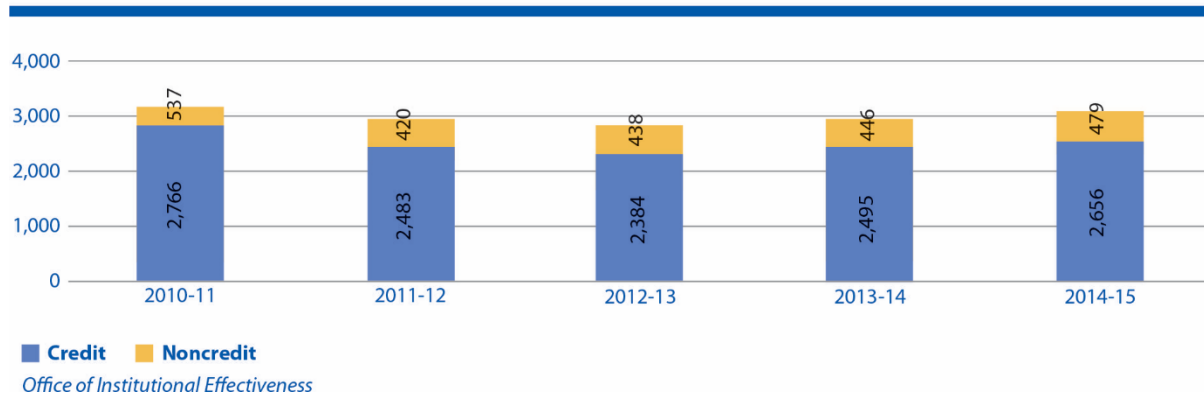
After state funded declines in sections hit a low in fall 2012, the college grew by 17% in course offerings in fall 2015. Because lecture based offerings tend to be less costly, growth in non-CTE courses has outpaced the offering of CTE courses.

Fall Credit Section Offerings and Percent CTE

Total **Percent CTE**

Office of Institutional Effectiveness

AHC Degree Applicable Sections

Credit - Degree **Credit - Non Degree**
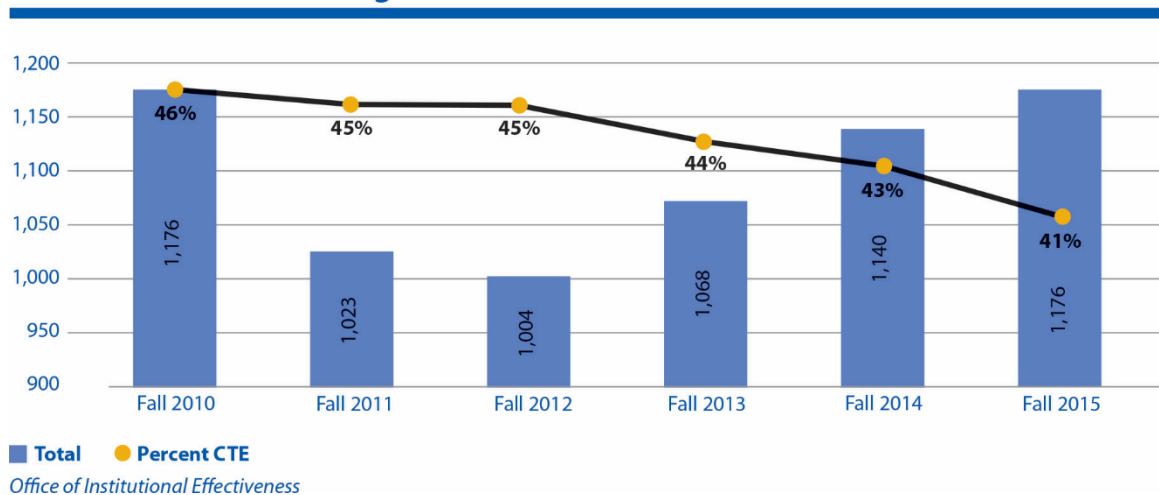
Office of Institutional Effectiveness

Degree applicable course sections have increased since 2011-12, but the number of non-degree applicable sections has not returned to pre-recession levels. Like many community colleges, AHC has put efforts in place to accelerate students through the lowest level of developmental education and shifted the emphasis on degree applicable courses.

Consistent with the comparison of degree and non-degree applicable offerings, the College has responded to the need to grow course offerings in transferable courses (UC and CSU), while non-transferable courses have increased from a low in 2012-13, but have not reached the pre-recession levels. These outcomes reflect a growing reliance on the college for students pursuing a bachelor's degree.

AHC Transfer Applicable Sections

UC/CSU **CSU** **Non**

Office of Institutional Effectiveness

The ethnic changes in credit headcount reflects that of the community both in growth and in the relative distribution of ethnic groups. Almost 90% of credit students are either Hispanic/Latino or white, and the growth in student count is among the Latino population.

AHC District Credit Headcount

Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	#	% of total	#	% of total	#	% of total	#	% of total
Asian	308	2.9%	317	3.1%	313	3.0%	302	2.9%
Black	377	3.6%	356	3.5%	379	3.7%	365	3.5%
Filipino	307	2.9%	299	2.9%	280	2.7%	307	2.9%
Nat American	170	1.6%	163	1.6%	151	1.5%	171	1.6%
Other	4	0.0%	1	0.0%	1	0.0%	4	0.0%
Pac Islander	59	0.6%	67	0.7%	67	0.6%	74	0.7%
N/A or Decline	36	0.3%	1	0.0%	1	0.0%	3	0.0%
Hispanic/Latino	4,881	46.7%	4,992	48.6%	5,222	50.3%	5,528	52.5%
White	4,311	41.2%	4,077	39.7%	3,962	38.2%	3,768	35.8%
Total	**10,453**	**100.0%**	**10,273**	**100.0%**	**10,376**	**100.0%**	**10,522**	**100.0%**

Source: Fact Book 2015

AHC District Credit Headcount – Ethnic Distribution

Fall 2011   Fall 2012   Fall 2013   Fall 2014
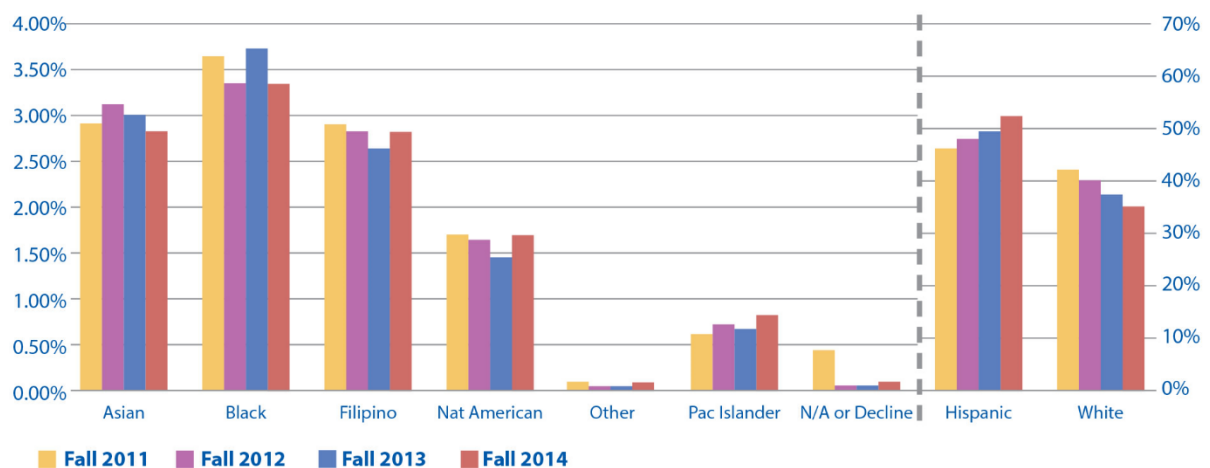
Fact Book 2015

Headcount by Ethnicity - Latino and White

Legend: ■ Latino ■ White

Chart values:
Fall 2010 — Latino: 5,186; White: 5,314
Fall 2011 — Latino: 5,092; White: 4,545
Fall 2012 — Latino: 5,239; White: 4,358
Fall 2013 — Latino: 5,433; White: 4,207
Fall 2014 — Latino: 5,768; White: 3,999
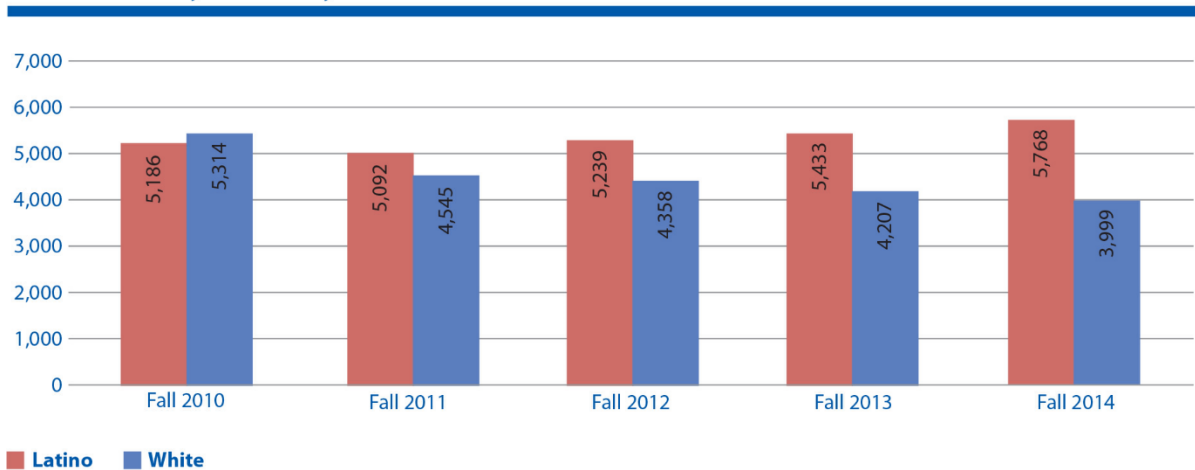
Fact Book 2015

Looking back to 2008 before the impact of the recession, the distribution of enrollment by ethnicity was considerably different with 44.4% white and 40.2% Hispanic/Latino.

Fall 2008 and 2014 Ethnic Distribution – Credit Enrollment

Ethnic Distribution Credit Enrollment Fall 2008:
- Asian: 4.8%
- Black: 2.6%
- Native American: 1.3%
- Other: 1.9%
- Pacific Islander: 0.6%
- N/A or Decline: 4.2%
- Hispanic: 40.2%
- White: 44.4%

Ethnic Distribution Credit Enrollment Fall 2014:
- Unknown: 0.03%
- Asian: 6.0%
- African American: 3.0%
- Hispanic: 53.0%
- Native American: 2.0%
- Other: 0.04%
- Pacific Islander: 0.7%
- White: 36.0%
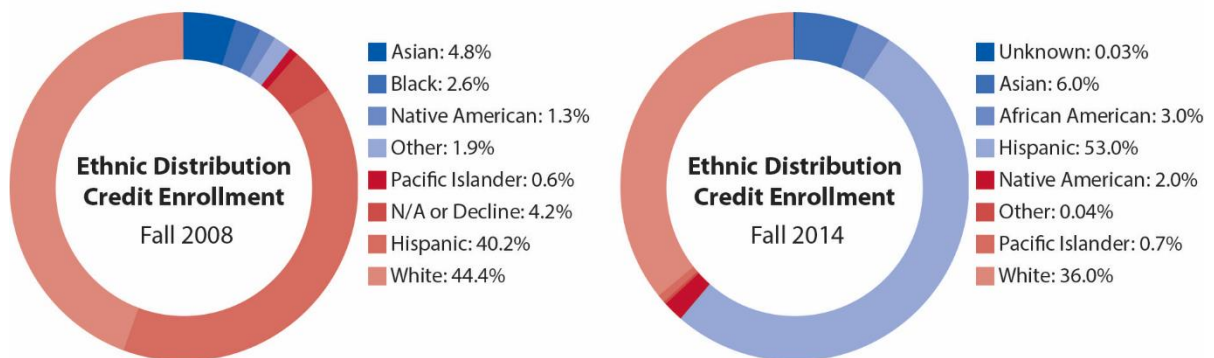
Source: Fact Book 2015

AHC District Credit Headcount — Gender Distribution

Source: Fact Book 2015
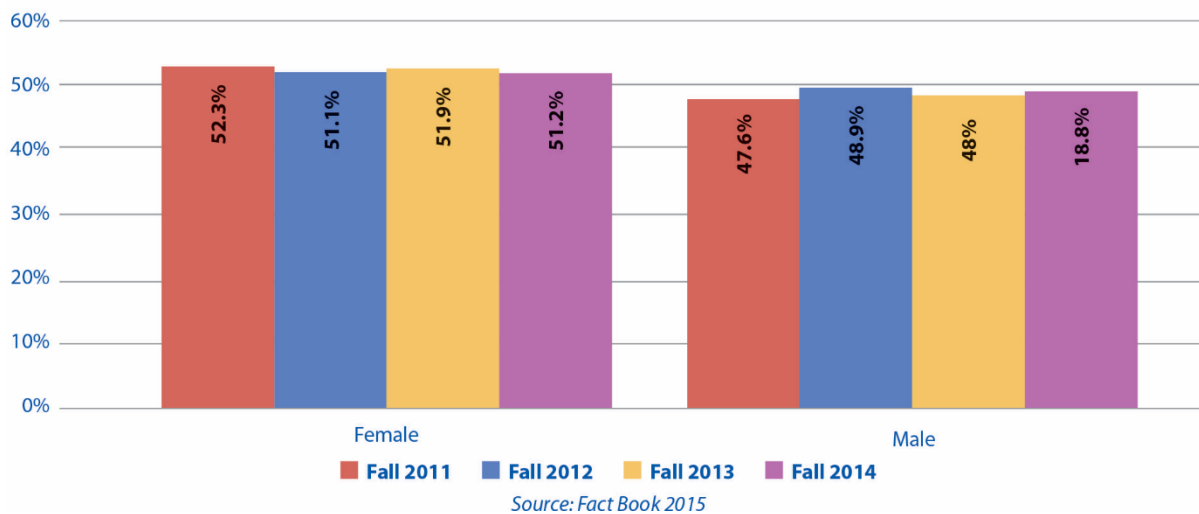
Approximately 63% of credit students are below the age of 25 in the last four fall terms. There has been a slight increase in the percent of those age 20 to 24 and a slight decrease among those age 35 to 54.

AHC DISTRICT CREDIT HEADCOUNT								
AGE	FALL 2011		FALL 2012		FALL 2013		FALL 2014	
	#	% of total	#	% of total	#	% of total	#	% of total
Under 20	2,959	28.3%	2,924	28.5%	2,929	28.2%	3,018	28.7%
20 to 24	3,537	33.8%	3,572	34.8%	3,691	35.6%	3,766	35.8%
25 to 34	2,166	20.7%	2,117	20.6%	2,078	20.0%	2,179	20.7%
35 to 54	1,522	14.6%	1,392	13.6%	1,410	13.6%	1,287	12.2%
55 and Over	269	2.6%	268	2.6%	268	2.6%	272	2.6%
Unknown	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	10,454	100.0%	10,273	100.0%	10,376	100.0%	10,522	100.0%
Average Age	26.2		26.0		25.9		24.2	

Source: Fact Book 2015

AHC District Credit Headcount— Age Distribution

Source: Fact Book 2015
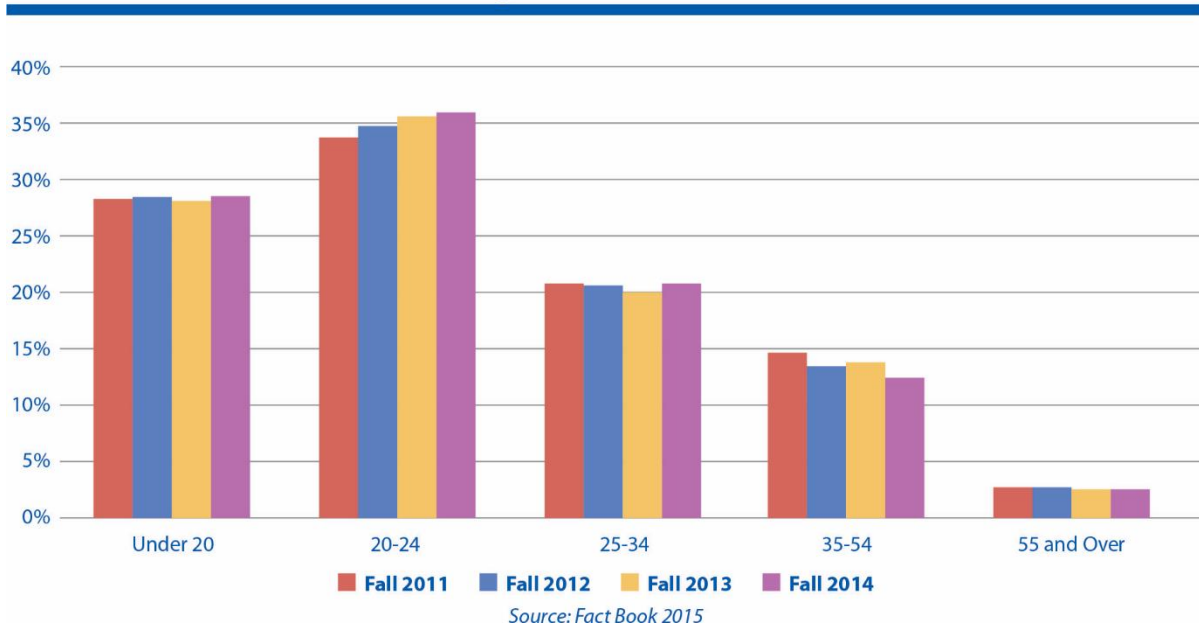
Students enroll in 8.3 units average in the fall term, with about 32% taking 12 or more units.

	AHC DISTRICT CREDIT HEADCOUNT							
UNIT LOAD	**FALL 2011**		**FALL 2012**		**FALL 2013**		**FALL 2014**	
	#	% of total	#	% of total	#	% of total	#	% of total
0.1 - 2.9	889	8.5%	925	9.0%	839	8.1%	841	8.0%
3.0 - 5.9	2,441	23.4%	2,474	24.1%	2,426	23.4%	2,449	23.3%
6.0 - 8.9	2,145	20.5%	2,107	20.5%	2,158	20.8%	2,177	20.7%
9.0 - 11.9	1,558	14.9%	1,488	14.5%	1,543	14.9%	1,698	16.1%
12.0 - 14.9	2,468	23.6%	2,407	23.4%	2,484	23.9%	2,409	22.9%
15.0 and Over	952	9.1%	872	8.5%	926	8.9%	948	9.0%
Total	10,454	100.0%	10,273	100.0%	10,376	100.0%	10,522	100.0%
Average # Units Taken	**8.3**		**8.2**		**8.3**		**8.3**	

Source: Fact Book 2015

AHC District Credit Headcount — Unit Load

Fall 2011 Fall 2012 Fall 2013 Fall 2014

Source: Fact Book 2015
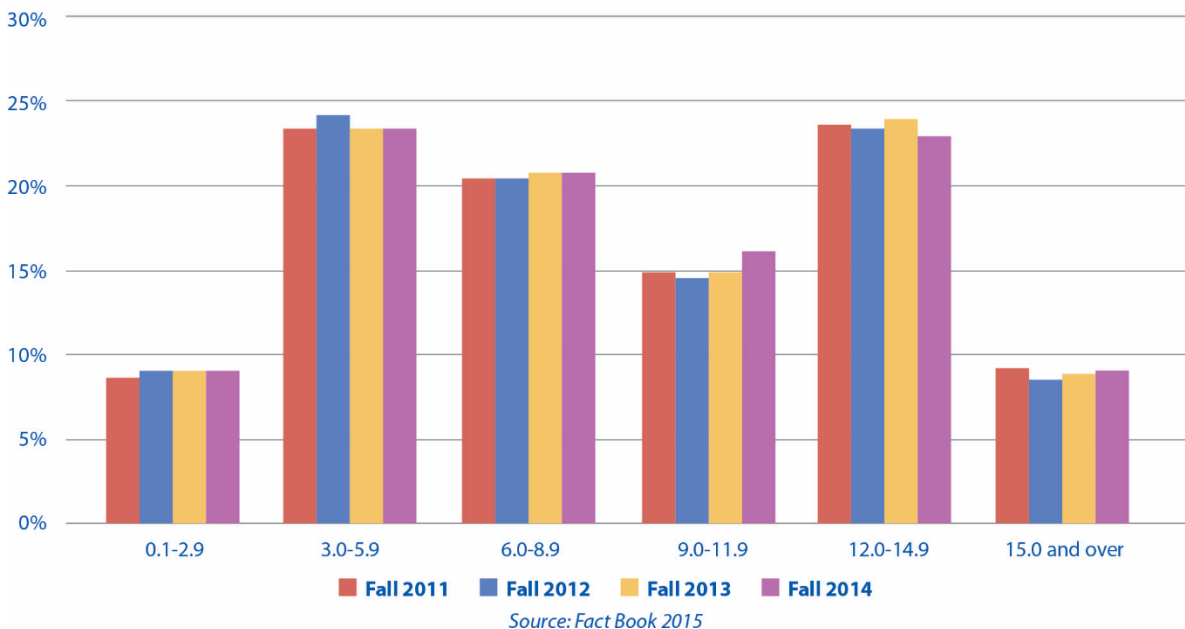
Along with the regional trend in population growth among households of lower SES status, there has been an increase at AHC in the number and percent of students who are first generation; these are students who come from households where neither parent has more than a high school education.

First Generation Status

1st Gen Status Headcount 1st Gen Status Enrollment
Percent of Headcount Percent of Enrollment

Source: Office of Institutional Effectiveness
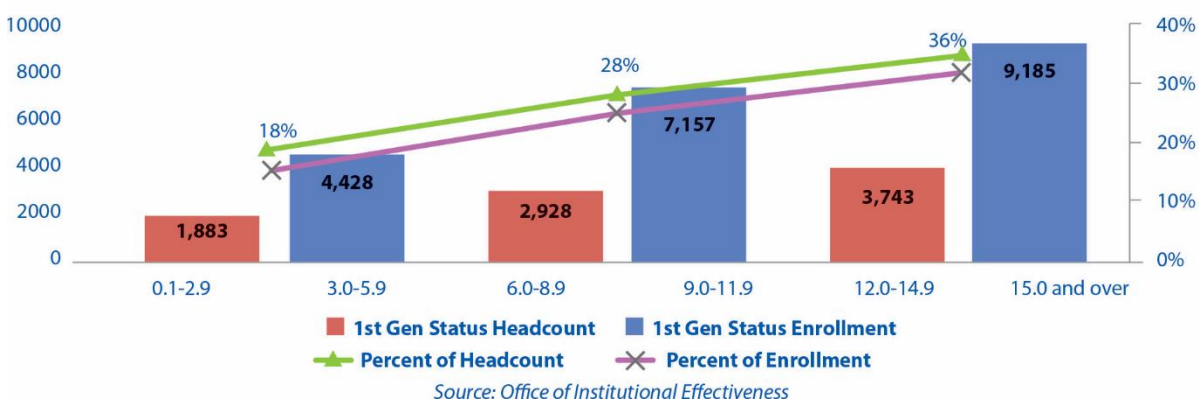
The college has continued to make aid available for students. From 2009-10 until 2013-14, total financial aid disbursements outpaced the increase in enrollment. Aid grew in 2014-15 at a rate that matched the increase in enrollment.

Financial Aid at AHC

Source: Office of Institutional Effectiveness
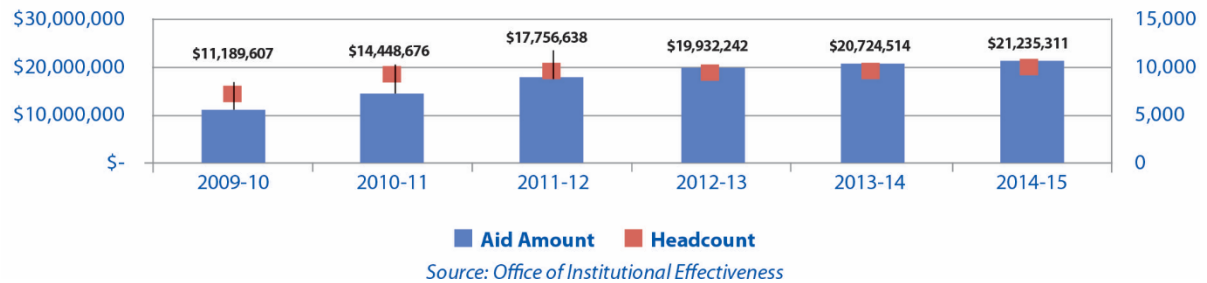
Financial Aid per student at AHC

Source: Office of Institutional Effectiveness
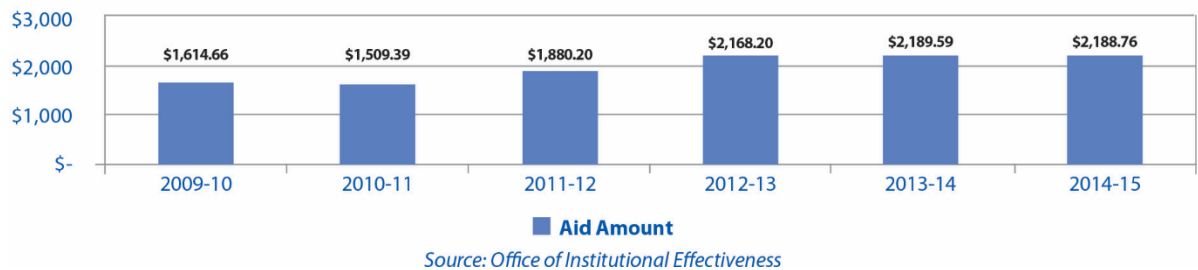
One third of the students enrolled at the College come from the city of Santa Maria, followed by Lompoc, Orcutt, and Nipomo. The fourth, fifth and six largest areas of contribution to enrollment are in south San Luis Obispo County.

Credit Student Top Ten Cities of Origin, AHC District, Fall 2014

Source: Factbook 2015

In comparison to enrollment prior to the economic downturn, Santa Maria has shown the largest percent increase in enrollment.

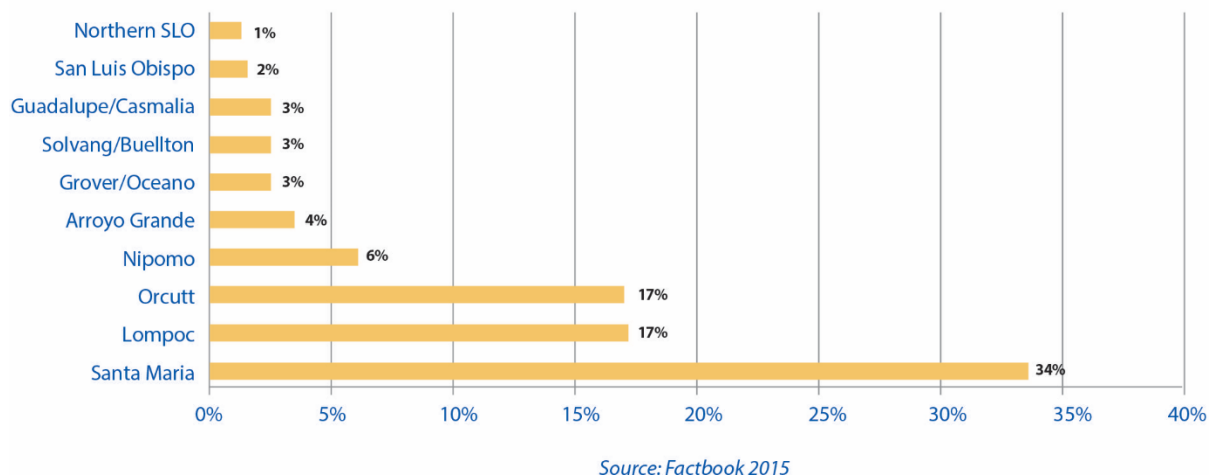| Largest Decline Since 2008		Largest Increase Since 2008	
Arroyo Grande	-1.20%	Santa Maria	4.5%
Vandenberg	-0.90%	Solvang/Buellton	0.3%
Orcutt	-0.90%	Goleta	0.2%
San Luis Obispo	-0.80%	Guadalupe/Casmalia	0.2%
Northern SLO County	-0.80%	Santa Ynez/Los Olivos	0.1%

Source: Office of Institutional Effectiveness

Almost 60% of AHC students indicate a goal of transfer, which may also include an associate degree. For those who do not intend to transfer, slightly more than 21% express a goal to earn a degree or certificate.

Fall Semester Enrollment by Educational Goals — AHC District
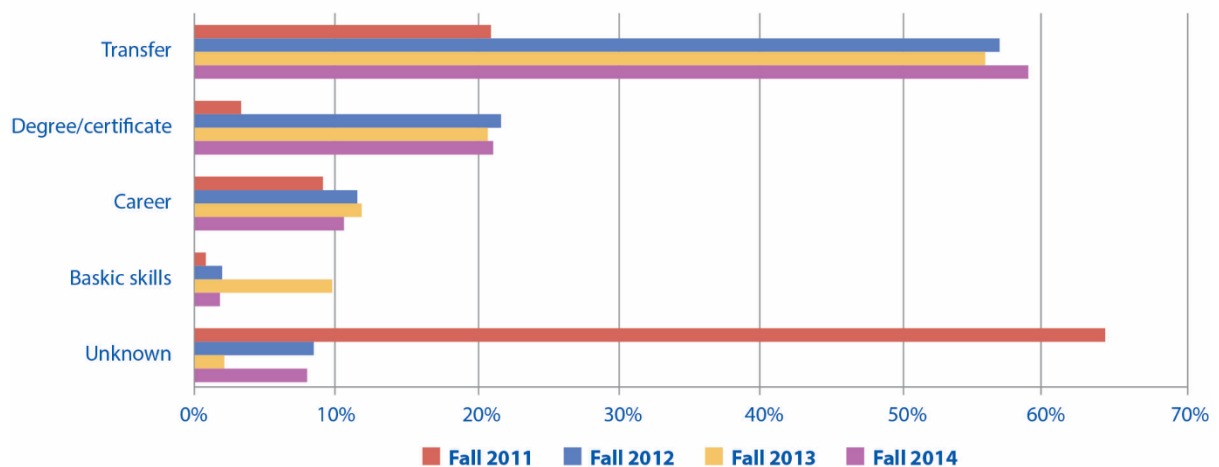
Source: Office of Institutional Effectiveness

In fall 2014, one in five credit students were first-time, while another 8% were enrolled at another college and enrolled at AHC for the first time.

Credit Student Enrollment Status — % of total

Credit Student Enrollment Status — % of total

- Continuing Student, 57.4%
- Unknown, 0.1%
- First Time Student, 19.5%
- First Time Trans Student, 8.2%
- Returning Student, 12.5%

Source: Office of Institutional Effectiveness, Fall 2014

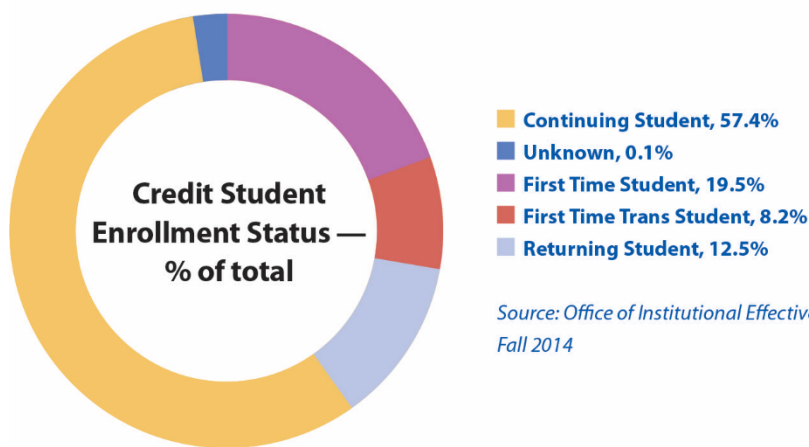Students enrolled during the day at the Santa Maria campus comprise the largest contribution in both headcount and duplicated enrollment. Until 2014, Santa Maria evening had the second largest headcount among the four areas shown below, but there were over five hundred fewer students enrolled in the evening at the main campus than in 2010. Both headcount and duplicated enrollment at the Lompoc Valley Center grew in fall 2014 with the shift of public safety to the Lompoc location. While the headcount of students enrolled online has been less than Santa Maria evening, these students have typically enrolled in more sections per student.

AHC Enrollment by Location

Source: Office of Institutional Effectiveness
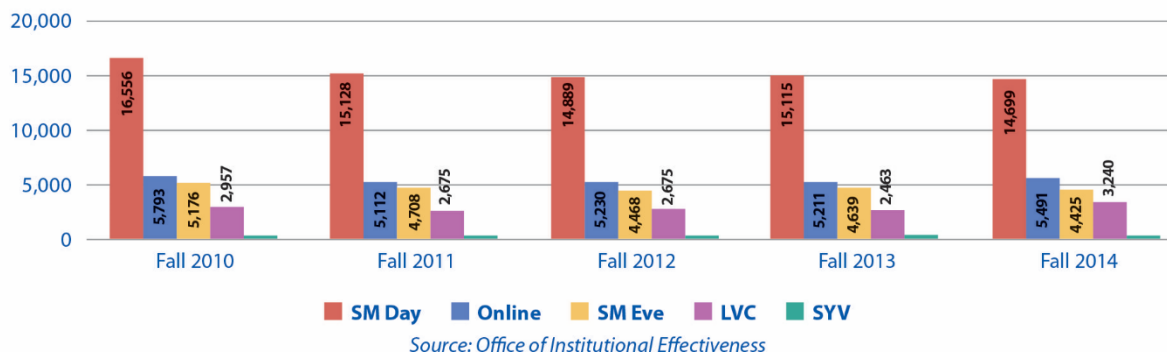
Among the various locations where credit courses are offered throughout the District (including online), students enrolled at Santa Ynez, VAFB, and LVC are most likely to enroll at only one location (93%, 62%, and 53% respectively); it is also worth noting that approximately 43% of the 6,183 credit students who enroll during the day at the main

campus also enroll in the evening at Santa Maria or one more other locations. Students who enroll in the evening at the main campus are most likely to enroll in other locations, including day time and online (DL). Slightly more than one-third of students taking distance learning class enroll exclusively online.

FALL 2014 ENROLLMENT AT MULTIPLE LOCATIONS

| | Total Headcount | Only at Location | % | AND OTHER LOCATIONS | | | | | | |
				SM Day	SM Eve	LVC	Santa Ynez	VAFB	DL	Other
SM Day	6,168	1,861	30.2%		2,099	471	7	2	1,272	73
SM Eve	3,478	824	23.7%			213	0	2	727	4
LVC	1,864	986	52.9%				5	14	382	8
Santa Ynez	177	164	92.7%					0	4	0
VAFB	50	31	62.0%						10	0
DL	2,910	1,056	36.3%							15
Other	378	362	95.8%							

Source: Fact Book 2015

In light of the fact that a full 1,056 students enroll exclusively online, the Institutional Effectiveness Council will be evaluating the enrollment trends and student outcomes of these students during the 2016 academic year. Credit section offerings have grown above the recession level lows for the LVC and online; sections at the main campus during evening and day in fall 2014 were still below the levels of 2010.

AHC Enrollment by Location
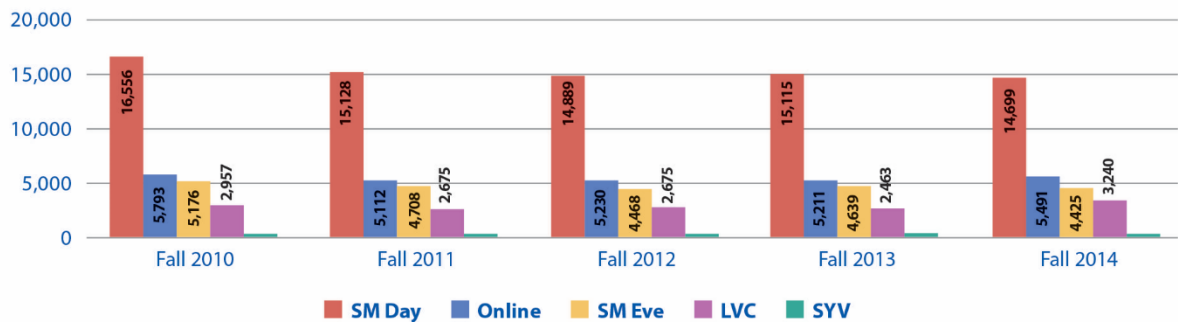
Source: Office of Institutional Effectiveness

Noncredit Student Population

In fall 2014 there were almost 3,000 noncredit students (students enrolled ONLY in noncredit) at AHC. With a strong focus in ESL and GED education, the noncredit program has a larger percentage of Latino students than the credit program.

AHC District Noncredit Headcount – Ethnic Distribution

Source: Fact Book 2015
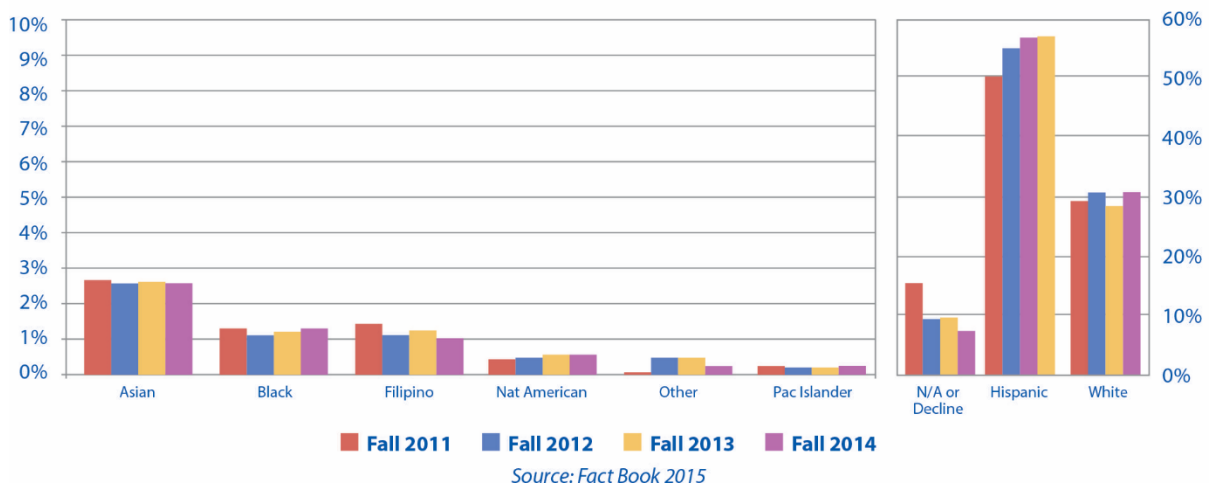
With a focus in skills building and programs for older adults, the age distribution in noncredit is older than in credit.

Noncredit Fall Semester Enrollment by Age — AHC District

Source: Fact Book 2015
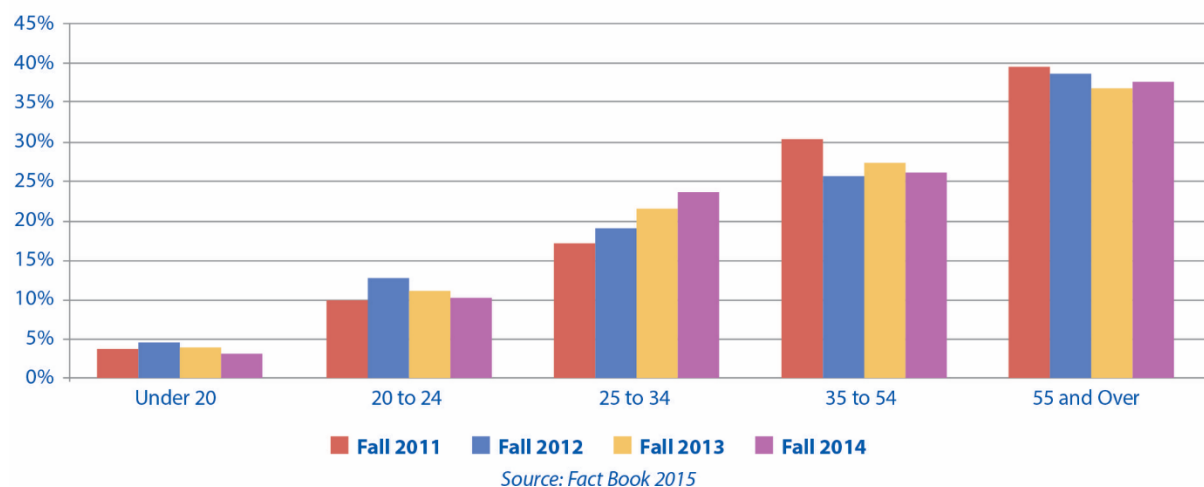
Noncredit Fall Semester Enrollment by Gender — AHC District
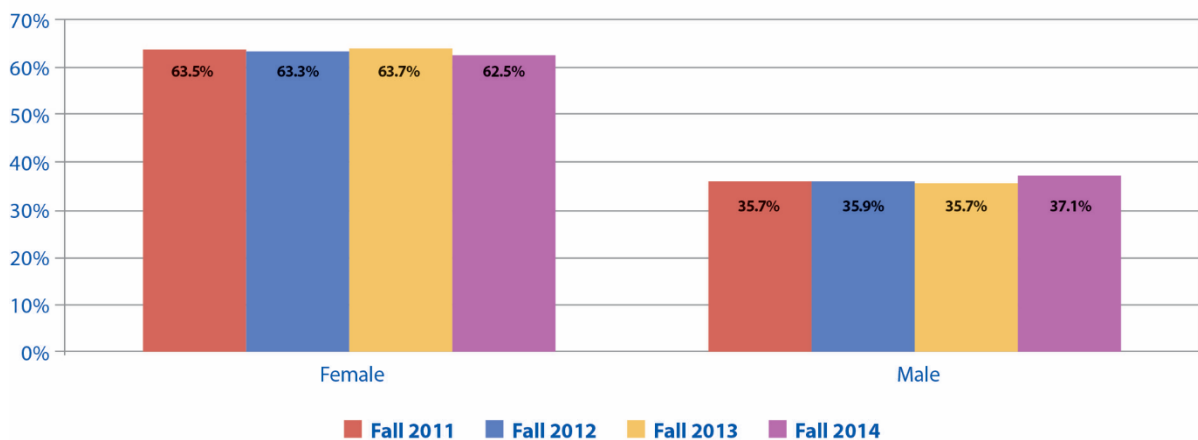
Source: Fact Book 2015

Compared to credit courses, students in noncredit are not only older, but a larger percentage are female and reside in the city of Santa Maria.

Noncredit Top Ten Cities of Origin, AHC District, Fall 2014
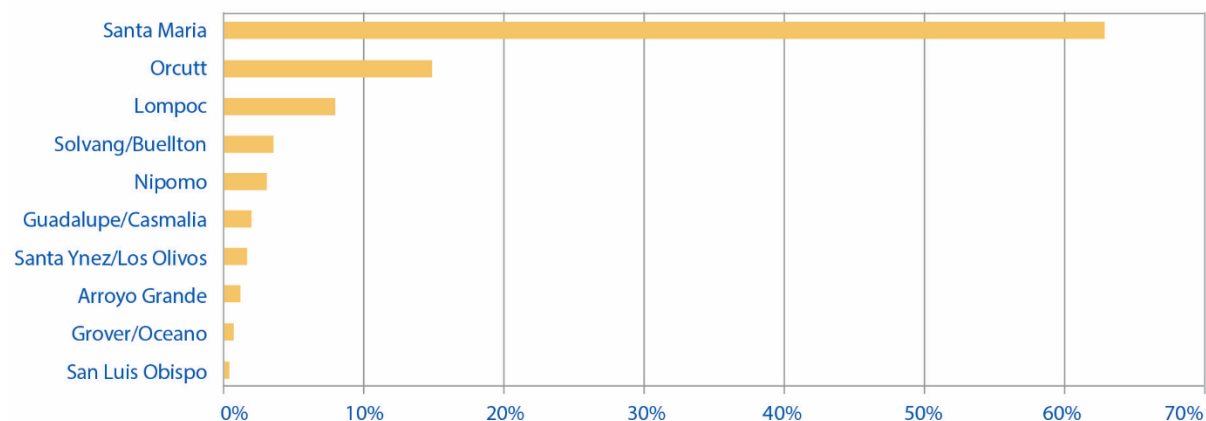
Source: Office of Institutional Effectiveness

Student Outcomes and Achievement

In 2016, Allan Hancock College was once again nominated as one of the top 10 community colleges in California and top 150 in the US by the Aspen Institute. The College's mission is to provide quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community. Through various integrated programs and services, AHC addresses student needs from a holistic approach that promotes student success by supporting six success factors identified in the

Strategic Plan: Ensure students are directed, focused, nurtured, engaged, connected, and valued.

AHC continues to offer innovative and successful student success initiatives that produce results. The college's educational pathways and career tracks are designed to take students from basic education to associate degrees, gainful employment, or transfer to earn a bachelor degree. Students are supported throughout their academic career with academic retention programs, many of which target students from underrepresented and underserved populations. During the 2014-15 academic year, Hancock College launched a Bridges to Success program to improve student equity outcomes for graduating high school seniors. Bridges to Success students had a 91 percent successful course completion rate in spring 2015.

Within the last year, the college worked with dozens of community organizations to start the Student Emergency Fund and Veteran Emergency Loan programs. Already, both programs have helped almost 80 students stay in college by assisting them during times of need with funds, services and resources. AHC opened an on-campus Veteran Success Center in 2015 to provide a centralized location for veterans and their dependents to study and receive essential services and resources. Aided by a $1.2 million state grant, the college is also ramping up a pilot program to provide more comprehensive services on- and off-campus for foster youth.

AHC is also one of three community colleges in the nation to be the lead partner in the *Bridges to the Baccalaureate* program. The federally-funded program provides comprehensive academic support and guidance partnership between AHC and California Polytechnic State University, San Luis Obispo (Cal Poly) for underrepresented students who wish to transfer to a university and pursue careers in the biomedical or behavioral sciences fields. Each student receives paid-summer research internships in biology labs with Cal Poly professors. In the last five years of the program, nearly 70 percent of Bridges students have transferred to four-year universities, such as Cal Poly, San Luis Obispo (another10 percent are completing the program). Hancock College received a five-year extension to continue the program through 2019.

Hancock College students consistently achieve high transfer acceptance rates each year. In 2014-15, more than 600 students, or approximately 67 percent of our graduates, transferred to four-year institutions. Our students in the Class of 2015 posted the highest transfer acceptance rate in the state to Cal Poly for the 15th straight year, and Hancock College's acceptance rate was three times the statewide average.

Institutional Set Standards

The college strives for success in achievement and learning outcomes of the students in various measures of student attainment. Institutional set standards are established for completion, awards and transfer based on five year averages set at 95% of the average. The methodology of all institutional set standards is reaffirmed at the college annual planning retreat.

Allan Hancock assesses both course completion and success rates as part of the Institutional Set Standards. Completion rates over the five-year span analyzed have ranged between 86 and 89%, with the low in fall 2010. Similarly, course success rates have varied by 3 percentage points between 68 and 71% with a low in fall 2010. The 2010-11 academic year happened to coincide with peak enrollments and FTES for the College as enrollments were growing in both returning and displaced workers and recent high school graduates increasingly denied access to four-year institutions out of high school. AHC reports both total degrees and certificates as well as unduplicated (headcount) counts because many students earn multiple awards; reporting unduplicated counts provides a more accurate assessment of how many students are actually successful. Trends in degrees and certificates reflect enrollment patterns as well as the addition and discontinuance of degrees available. For example, the drop in 2009-10 in degrees is accounted for by a phasing out of "Liberal Arts" degrees, later replaced by Liberal Arts – Non Transfer and Liberal Arts – Transfer. The addition of ADTs will continue to add to the completion data. As a result of section reductions and scaling back, the number of students earning a degree or certificate hit a low in 2011-12, but have grown considerably since then (by 29% in certificates and 23% in degrees). Transfer counts show an increase from the low in 2010, but given AHCs lack of proximity to a CSU (Cal Poly does not participate in transfer agreements), students are greatly impacted by cost and geography.

ACCJC Institutional Standards

Measure	AHC Data								AHC Standard*
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	
Course completion rate	87%	89%	89%	86%	87%	87%	87%	87%	82%
Successful course completion rate	70%	70%	70%	68%	69%	70%	71%	70%	66%
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
Number of degrees awarded	1009	988	891	1019	909	954	1151	1237	1001
Degrees - Unduplicated	749	760	644	717	704	718	814	867	
Number of certificates awarded	294	543	636	669	562	640	720	746	634
Certificates - Unduplicated	285	538	618	627	543	601	667	703	
AHC cohort year, 4-yr enrollment year	N/A	AHC 2007-08, 4-yr 2008-09	AHC 2008-09, 4-yr 2009-10	AHC 2009-10, 4-yr 2010-11	AHC 2010-11, 4-yr 2011-12	AHC 2011-12, 4-yr 2012-13	AHC 2012-13, 4-yr 2013-14	AHC 2013-14, 4-yr 2014-15	
Transfers to 4-yr	N/A	1577	1538	1423	1523	1544	1622	1560	1458
CSU		610	619	424	620	613	708	641	
UC		149	169	122	132	180	131	136	

*AHC standard is 95% of the most recent 5 year average
Source: Office of Institutional Effectiveness, University of California Office of the President, CSU Analytical Studies

AHC assesses outcomes of students in programs leading to licensure and employment and establishes institutional set standards based on a 95% threshold of five year averages.

Allan Hancock College Licensure Exams & Pass Rates

Allan Hancock College Licensure Exams & Pass Rates	2010/11		2011/12		2012/13		2013/14		2014/15		5 Year	Inst. Set
	N	%	N	%	N	%	N	%	N	%	Ave.	Standard
Registered Nursing - NCLEX	33	85%	37	86%	35	83%	34	79%	36	81%	83%	79%
Licensed Vocational Nurses (LVN)	32	94%	28	100%	27	100%	29	97%	33	97%	98%	93%
Dental Assisting - Practical Exam	29	96%	28	99%	24	83%	17	63%	24	86%	85%	81%
Dental Assisting - Written Exam	29	100%	28	100%	24	100%	10	100%	29	100%	100%	95%
Dental Assisting - Law & Ethics	29	100%	28	89%	24	100%	14	100%	29	94%	97%	92%
Certified Nursing Assistant (CNA) - Written Exam	57	100%	58	100%	58	100%	56	100%	55	91%	98%	93%
Certified Nursing Assistant (CNA) - Skills Exam	56	98%	58	96%	58	96%	56	96%	55	100%	97%	92%
Cosmetology - Written	9	92%	16	82%	36	82%	35	74%	50	94%	85%	81%
Cosmetology - Practical	9	92%	17	84%	41	93%	39	87%	47	85%	88%	84%
Law Enforcement Academy	31	72%	33	72%	43	69%	55	74%	43	75%	73%	69%

Source: http://www.rn.ca.gov/education/passrates.shtml; http://www.bvnpt.ca.gov/; http://www.cdph.ca.gov/certlic/occupations/Pages/AidesAnd-Techs.aspx; http://www.barbercosmo.ca.gov/schools/schls_rslts.shtml

Job Placement Rates

Program	CIP - 4 digit	2011-2012	2012-2013	2013-2014	institutional set standard*
Accounting	52.03	70.59%	73.91%	43.75%	59.6%
Administration of Justice	43.01	69.84%	84.21%	91.30%	77.7%
Administrative Medical Assisting	51.08		40.00%	69.23%	51.9%
Automotive Technology	47.06	67.74%	64.00%	71.43%	64.3%
Business Administration	52.02	60.00%	73.33%	82.61%	68.4%
Business	52.01	64.00%	65.22%	73.68%	64.3%
Certified Nurse Assistant	51.39	80.65%	76.92%	88.89%	78.0%
Child Development/Early Care and Education	19.07	50.00%	56.25%	65.52%	54.4%
Cosmetology and Barbering	12.04	50.00%	45.00%	72.73%	53.1%
Dental Assistant	51.06	83.33%	83.33%	75.86%	76.8%
Dramatic Arts	50.05	55.56%	75.00%	56.52%	59.2%
Film Production	50.06	50.00%	60.00%	54.55%	52.1%
Fire Technology	43.02	86.32%	86.76%	90.00%	83.3%
Human Services	44.00	55.56%	41.94%	60.87%	50.2%
Licensed Vocational Nursing	51.39	85.71%	80.00%	69.70%	74.5%
Medical Assisting	51.08	53.57%	72.73%	84.38%	66.7%
Nutrition, Foods, and Culinary Arts	19.05	80.00%	66.67%	72.73%	69.5%
Office Technology/Office Computer Applications	52.04	53.33%	50.00%	58.82%	51.3%
Police Academy	43.01	75.00%	76.92%	100.00%	79.8%
Registered Nursing	51.38	89.74%	84.38%	93.33%	84.7%
Technical Theater	50.05	57.14%	46.67%	40.00%	45.5%
Viticulture, Enology, and Wine Business	01.03	70.37%	80.00%	50.00%	63.5%
Welding Technology	48.05	88.89%	80.00%	82.61%	79.6%

Source: CCCCO CORE Indicator Report
*Based on 95% of three-year average

Institutional Effectiveness Partnership Initiative Goals

In addition to Institutional Set Standards, which set a minimum threshold, AHC has established aspirational goals for fall course completions and completion of outcomes for six-year cohorts (outcomes include award, transfer preparedness, and transfer).

Fall Course Success Rates

The College's Institutional Effectiveness Council recommended this year to integrate IEPI goal setting with other college planning processes; the recommended focus is towards equity in student outcomes using the metric in the Student Equity Plan (percentage point gap). Using the most recent five-year period the data are as follows:

Average Success Rate 2010 - 2015

	N	Success	% Success	Gap	Addn'l For Equity
African-American	5,300	3,294	62.1%	-7.6	402
American Indian/ Alaskan Native	1,122	766	66.6%	-3.0	34
Asian	7,427	5,616	75.4%	5.8	
Hispanic	90,910	60,379	66.1%	-3.5	3,188
Multi-Ethnicity	5,861	4,113	69.5%	-0.1	
Pacific Islander	759	496	66.0%	-3.7	28
Unknown	834	621	74.4%	4.8	
White Non-Hispanic	62,710	46,868	74.5%	4.9	
Total	174,923	122,153	69.6%	0.0	3,651
Success Rate at equity	174,923	125,804	74.5%		

Source: Office of Institutional Effectiveness

The table compares five-year fall course success rates among ethnic groups to the overall average rate, with a gap where a group fell below the overall. Success Rate at Equity is the hypothetical rate if the groups below the average came up to the average and the rest of the groups remained unchanged. Looking at these data and the following charts, IEC established a one-year goal of 71.4% and a six-year goal of 74.4%

2010 - 2015 Fall Success Rate
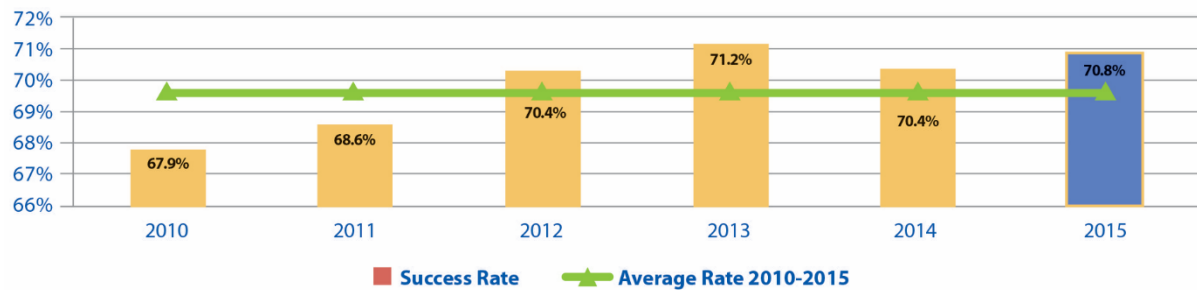
Source: Office of Institutional Effectiveness

2005 - 2015 Fall Success Rate
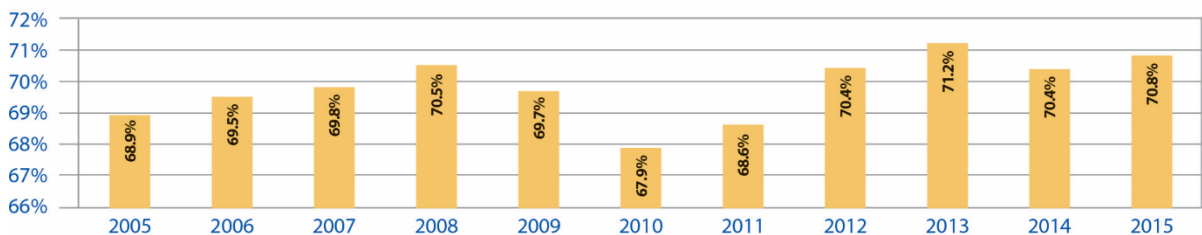
Source: Office of Institutional Effectiveness

Target Course Success Rate from 2016
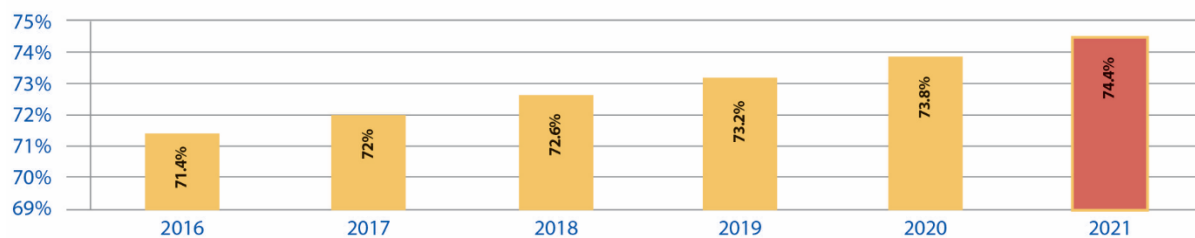
Source: Office of Institutional Effectiveness

Six-Year Cohort Success Rates

Because students who are academically unprepared and placed into developmental courses complete an outcome at a rate well below those who are prepared (64.5% for prepared and 30.7% for unprepared), IEC recommended a focus on unprepared students, again with a focus on equity.

Scorecard Success Rate — Unprepared Students
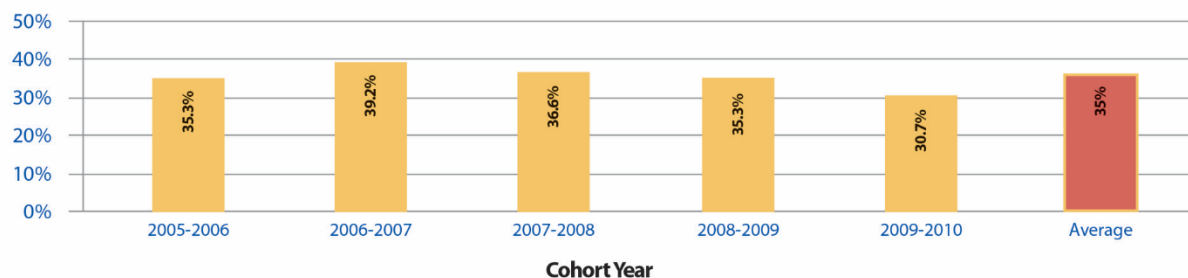
Cohort Year

Source: Office of Institutional Effectiveness

Given the substantial decline in the 2009-10 cohort year (completers in 2014-15), IEC recommended a more conservative perspective related to the five-year average completion rate with a focus on equity; the suggestion is a **one-year goal of 33%** and a **six-year goal (2015-16 cohort) of 40%.** With the effort in acceleration in math and English and use of multiple measures, there should be more students completing college level math and English, though the cohort sizes may decline with more students starting in college level courses.

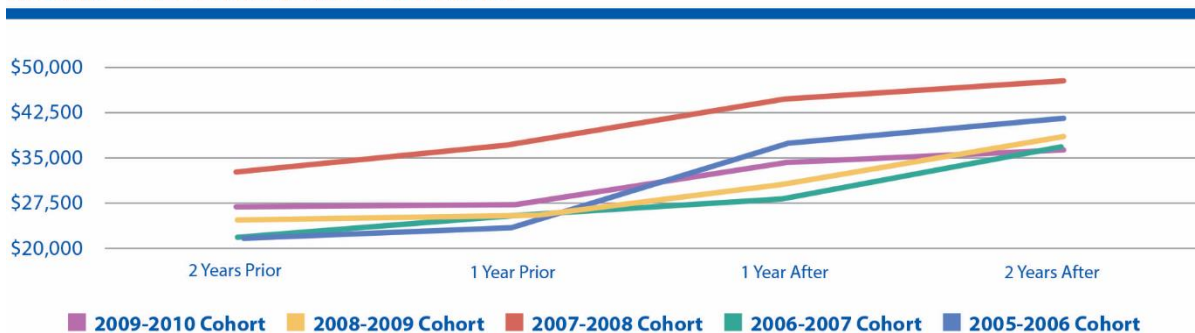| Completion Unprepared	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	865	35.3%	982	39.2%	989	36.6%	1,085	35.3%	933	30.7%
Female	479	36.7%	554	38.8%	533	37.5%	569	39.2%	500	34.4%
Male	381	32.8%	424	39.6%	451	35.5%	515	31.1%	431	26.2%
< 20 years old	667	37.3%	776	39.6%	782	39.5%	863	37.4%	716	33.8%
20 to 24 years old	101	24.8%	91	38.5%	100	29.0%	108	25.0%	89	21.3%
25 to 39 years old	64	34.4%	81	34.6%	69	21.7%	84	28.6%	96	18.8%
40+ years old	33	27.3%	Suppressed	44.1%	Suppressed	23.7%	Suppressed	30.0%	Suppressed	21.9%
African American	40	50.0%	Suppressed	57.8%	Suppressed	33.3%	36	50.0%	Suppressed	28.1%
American Indian/ Alaska Native	Suppressed	28.6%	Suppressed	23.1%	Suppressed	18.2%	Suppressed	20.0%	Suppressed	0.0%
Asian	12	41.7%	15	46.7%	24	66.7%	29	55.2%	18	27.8%
Filipino	Suppressed	32.3%	26	34.6%	22	36.4%	27	22.2%	19	47.4%
Hispanic	387	29.5%	447	33.8%	487	33.3%	565	30.4%	581	28.4%
Pacific Islander	Suppressed	44.4%	Suppressed	45.5%	Suppressed	66.7%	Suppressed	40.0%	Suppressed	50.0%
White	306	40.2%	343	43.1%	319	39.2%	326	40.2%	232	33.6%

Source: http://scorecard.cccco.edu/scorecard.aspx

Earnings Outcomes

Allan Hancock College participates in the system wide Chancellor's Office Management Information System (COMIS) database that is matched with the California Employment Development Department's (EDD) wage data. Employment and earnings data from this matching are shown below for three cohorts consisting of non-special-admit students meeting the full-term reporting criteria who received any award during specific cohort years. To be included in a cohort, these students could no longer be enrolled at AHC during the two years immediately after their awards, and they could not have transferred to a four-year institution. From the combined COMIS and EDD wage data file, the CCCCO selected students who received a single award (degree or certificate) and had greater than zero wages reported in all years. Median wages were calculated for each cohort.

**Income Before/After AHC Credential**

Legend: 2009-2010 Cohort, 2008-2009 Cohort, 2007-2008 Cohort, 2006-2007 Cohort, 2005-2006 Cohort

Source: Office of Institutional Effectiveness

Recent Improvements to Labor Market Data

Allan Hancock College is actively participating in new data system that provides more in-depth analysis of labor market outcomes. *LaunchBoard* provides data to California community colleges on the effectiveness of career and technical education (CTE) programs. *Skills-builder* tracks experienced workers who take a limited number of community college courses to maintain and add to skill-sets required for ongoing employment and career advancement.

AHC Skills-Builders
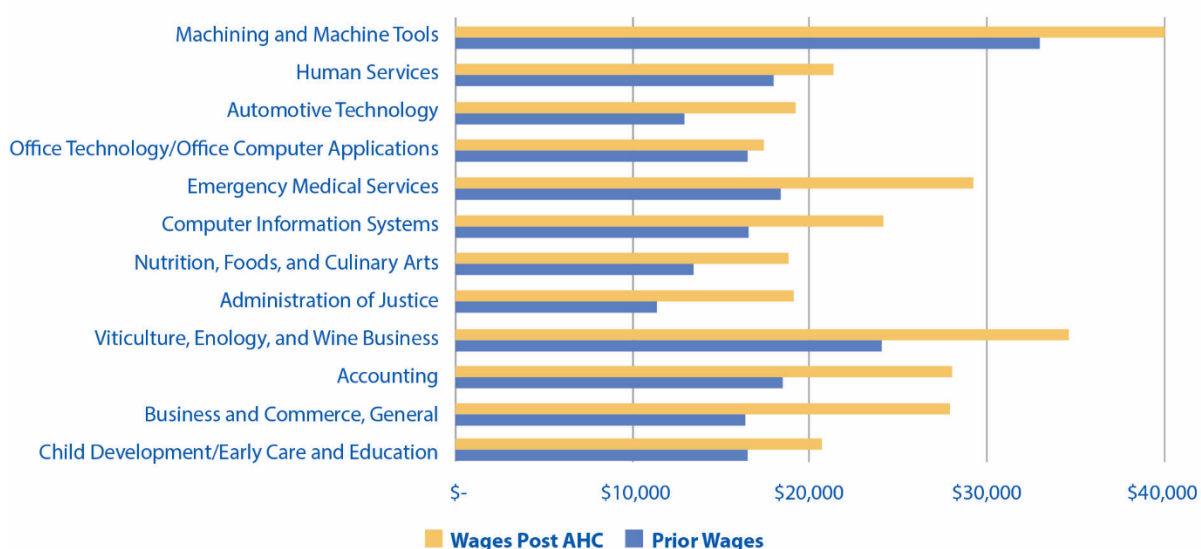
Assessment of Learning Outcomes

Allan Hancock College implemented an "Institutional Assessment Plan" (IAP) in April 2012 to "provide a structure and reference for campus-wide outcomes and assessment efforts as well as to clearly state roles, responsibilities and timelines for outcomes and assessment activities." Course level assessment at Allan Hancock College is faculty driven; faculty directly assess their students' skills, abilities and knowledge based on identified student learning outcomes which are documented in the course outline of record in CurricuNet and communicated to students in course syllabi. Data collected from course assessment are documented in eLumen, the District's assessment software, which was implemented in fall 2010. Assessment results are used to strengthen and improve curriculum and student learning. Course outcomes are mapped within eLumen to both program and institutional level outcomes so collected student data supports both program and institutional assessment.

In addition to assessing student learning outcomes at the course level, AHC also assesses program outcomes and institutional learning outcomes. The IAP establishes assessment

cycles for all learning outcomes. The college has collected results for more than 91 percent of program outcomes and has begun the second cycle of assessing the ILOs.

Institutional Learning Outcomes (ILO) Overall Results, 2010-2015

Outcome	Exceeds/Meets Expectations	Below Expectation
Communication	87%	13%
Critical Thinking & Problem Solving	89%	11%
Global Awareness & Cultural Competence	87%	13%
Information Literacy	89%	11%
Technology Literacy	88%	12%
Quantitative Literacy	79%	21%
Scientific Literacy	81%	19%
Personal Responsibility & Development	81%	19%

■ **Exceeds/Meets Expectations** ■ **Below Expectation**

Source: Office of Institutional Effectiveness

Scorecard Data

All Scorecard Outcomes by Cohort Year								
Cohort Year	2004	2005	2006	2007	2008	Recent Statewide Average	Peer Group*	Trend
Completion Rate (overall)	47.9%	44.7%	48.8%	45.4%	44.5%	46.8%	44.5% (30.7%, 54.3%)	
Prepared	65.2%	59.6%	64.8%	61.2%	61.4%	69.7%		
Unprepared	39.8%	35.3%	39%	36.6%	35.1%	39.2%		
Persistence Rate (overall)	68.2%	67.6%	69.8%	68.9%	71.3%	71.7%		
Prepared	67.4%	69.5%	69.3%	70.4%	70.5%	72.8%		
Unprepared	68.6%	66.5%	70.10%	68%	71.8%	71.3%		
Percent of students who earned at least 30 units (overall)	65%	64.2%	66.3%	66%	64.1%	66.5%		
Prepared	68.6%	68.4%	71%	72.4%	66.7%	71.1%		
Unprepared	63.4%	61.5%	63.5%	62.4%	62.7%	65%		
Basic Skills English Progress Rate	40.3%	37.2%	41%	40.9%	41.7%	43.4%		
Basic Skills Math Progress Rate	26.7%	26.2%	30.6%	31%	29.3%	31%		
Basic Skills ESL Progress Rate	8.3%	9.2%	9.8%	11.5%	12.9%	28.4%		
Career Technical Education Progress and Attainment Rate	51.9%	49.2%	61.6%	47.8%	49.9%	49.9%		

*Peer groups are identified through use of cluster analysis using factors not influence by the college: API, %BA, %Age > 25

Source: http://scorecard.cccco.edu/scorecard.aspx

Every year the Board of Trustees receives a report on student performance with regard to California Community College Score Card Reports. The table above provides a five-year analysis of performance the data presented to the Board. The data are presented alongside that of a comparison group and statewide rates. Some of the declines in the most recent cohort year are attributable to cuts in services and sections in the economic downturn during the primary years of completion for the cohort.

Equity Analysis

The percentage of Latino students at AHC has increased from 41% in 2010 to 52% in 2014, mirroring the regional and statewide trends. Data show that this group tends to start academically disadvantaged from entrance. Latino students place disproportionately in developmental math, English or ESL compared to white students (together these groups comprise 90% of enrollment).

	Prepared			Underprepared			Overall	
Ethnicity	**N**	**% Prepared**	**%Cohort**	**N**	**% Underprepared**	**% Cohort**	**N**	**%**
African American	15	2.8%	29.4%	36	3.7%	70.6%	51	3.3%
Asian	20	3.7%	40.8%	29	3%	59.2%	49	3.2%
Filipino	24	4.4%	47.1%	27	2.8%	52.9%	51	3.3%
Hispanic	212	39%	27.4%	563	57.4%	72.6%	775	50.8%
White	273	50.2%	45.6%	326	33.2%	54.4%	599	39.3%
Total	**544**		**35.7%**	**981**		**64.3%**	**1,525**	

Overall Completion Rates for Allan Hancock College by Cohort Year

Cohort Year	2004	2005	2006	2007	2008	Trend
Female	50.8%	47%	48.9%	46.5%	48.1%	
Male	44%	41.7%	48.5%	44.1%	40.5%	
< 20 years old	51.9%	48.2%	49.7%	48.5%	46.8%	
20 to 24 years old	42.7%	26.4%	45.8%	33.6%	32.1%	
25 to 39 years old	28.8%	35.2%	40.2%	25.3%	33.7%	
40+ years old	23.1%	27.9%	47.6%	25%	27.3%	
African American	46.8%	48.1%	59.3%	37.3%	51%	
American Indian/Alaska Native	50%	42.9%	47.4%	37.5%	25%	
Asian	54.5%	62.2%	61.3%	64.1%	65.3%	
Filipino	39%	35.9%	51.2%	35%	29.4%	
Hispanic/Latino	43.4%	34.7%	40.7%	39.8%	37.3%	
Pacific Islander	50%	46.2%	53.3%	63.6%	46.2%	
White	50.7%	51.6%	52.6%	50.5%	52.3%	
Overall	47.9%	44.7%	48.8%	45.4%	44.5%	

Completion Rate is defined as the percentage of first-time students with minimum of 6 units earned who attempted and Math or English in the first three years that achieved a degree/certificate, transferred to a four-year, or achieved "Transfer Prepared" status (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0.

Source: http://scorecard.cccco.edu/scorecard.aspx

When looking at outcomes overall, there is a clear gap between the two largest ethnic groups as the table above shows. But as the table below shows, the outcome of persistence to 30 units has a considerably smaller gap when one exists.

Overall Persistance Rates for Allan Hancock College by Cohort Year						
Cohort Year	2004	2005	2006	2007	2008	Trend
Female	69.3%	68.4%	70%	69.4%	72.9%	
Male	66.8%	66.6%	69.5%	68.3%	69.6%	
< 20 years old	72%	69.9%	70.7%	71.4%	72.5%	
20 to 24 years old	54%	52.7%	59.3%	54.7%	60.3%	
25 to 39 years old	51.9%	60.4%	69.1%	50.6%	66.3%	
40+ years old	61.5%	67.4%	73.8%	68.2%	78.8%	
African American	63.8%	61.5%	66.7%	58.8%	70.6%	
American Indian/Alaska Native	64.3%	78.6%	78.9%	62.5%v	58.3%	
Asian	63.6%	83.8%	71%	87.2%	61.2%	
Filipino	70.7%	76.9%	61%	72.5%	74.5%	
Hispanic/Latino	70.9%	65.3%	70.4%	69.9%	73%	
Pacific Islander	50%	53.8%	80%	81.8%	69.2%	
White	67.7%	69.2%	68.8%	66.6%	70.6%	
Overall	68.2%	67.6%	69.8%	68.9%	71.3%	

Source: http://scorecard.cccco.edu/scorecard.aspx

Completing 30 units and completing an outcome such as transfer are very different. Using data from the statewide basic skills cohort tracker, students who start one or more levels below transfer are at a considerable disadvantage in terms of completing college level coursework.

Completion of Transfer-Level Courses in Three Years

MATH

ENGLISH

	One level below	Two levels below	Three levels below
State	35%	15%	6%
AHC	38%	6%	4%

	One level below	Two levels below
State	48%	34%
AHC	53%	34%

■ State ■ AHC

http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx:
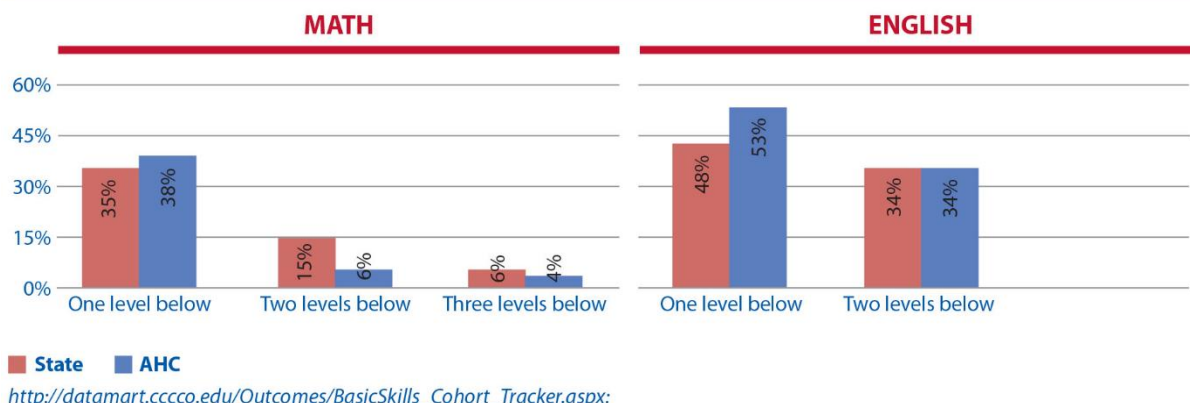
The gap in percentage terms between prepared and unprepared students who successfully complete an award, become transfer ready or transfer is comparable for white and Hispanic/Latino students though there is an equity gap between the two groups within prepared status.

Six-Year Cohort Overall Completion
Includes degrees, certificates, transfer readiness, transfer

Hispanic/Latino Prepared	White Prepared	Hispanic/Latino Underprepared	White Underprepared
56%	67%	30%	40%

http://scorecard.cccco.edu/scorecard.aspx
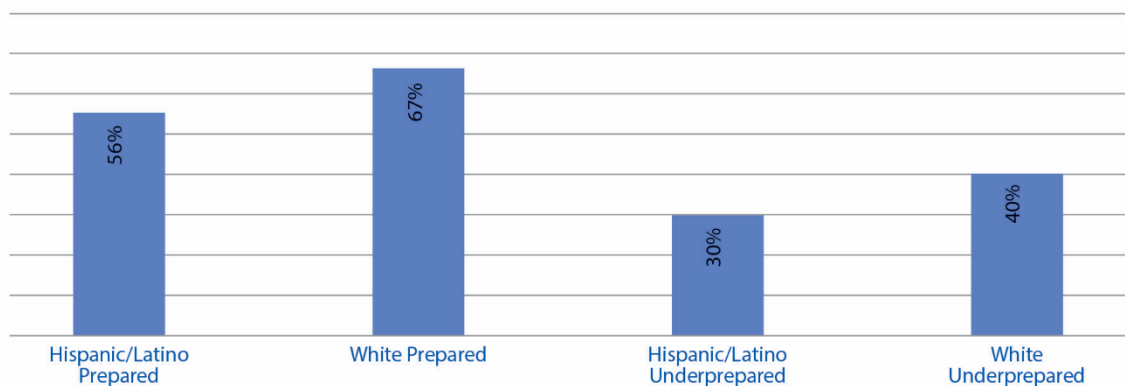
The chart below shows that the gap between Latino and white students is most pronounced in the transfer outcome (among those students showing intent to transfer). This result is exacerbated by the overrepresentation of Latino students in developmental courses, resulting increased time to completion when time becomes the enemy. Thus the primary gap in completion of an award, transfer readiness, or transfer is largely driven by the transfer outcome, which has significant SES implications given the lack of a close CSU within commuting distance.

Six-Year Cohort Achievement

Chart legend: ■ Hispanic/Latino ■ White

Values shown:
- Earn at least 30 units: 62% (Hispanic/Latino), 67% (White)
- Earn degree/certificate: 16% (Hispanic/Latino), 19% (White)
- Transfer: 20% (Hispanic/Latino)

http://scorecard.cccco.edu/scorecard.aspx
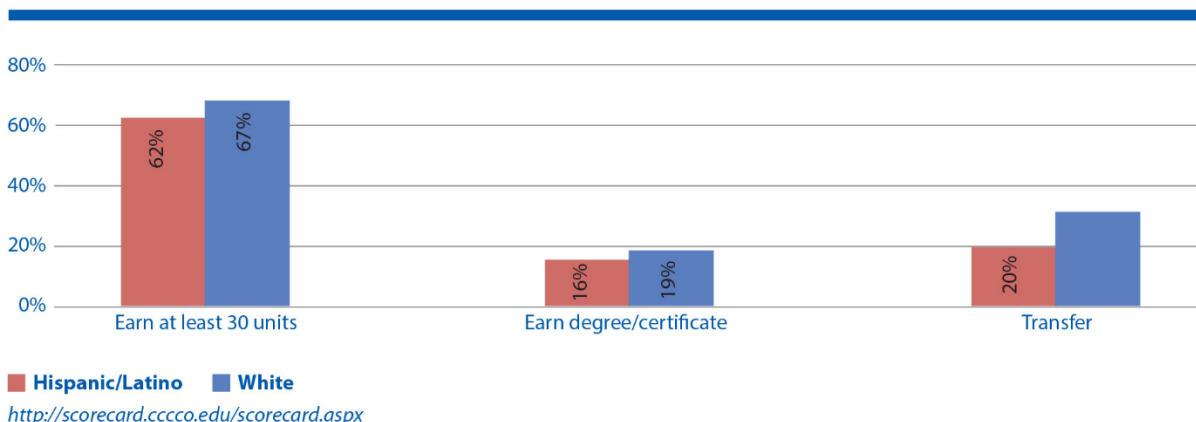
Innovations

Data are widely utilized at the administrative, departmental, and programmatic levels to inform and assess the effectiveness of the College in meeting the needs of students and the community it serves. For example, the Enrollment Management Committee regularly reviews enrollment reports, including wait lists, when recommending classes be added or canceled. Data are also used to drive continuous improvement efforts and to identify performance gaps and resource needs. At the AHC Annual Student Success Summit in spring 2015, data were presented on the gap in distance learning success compared to onsite success. Similarly, data are utilized by the Academic Senate, councils, and committees across the College to gage institutional effectiveness.

Student Success Summits were convened in 2014, 2015, and 2016 to share data on student outcomes and high impact practices aimed at improvements in student outcomes; the third annual summit was held in April 2016 and featured Katie Hern, a founder of the California Acceleration Project. AHC faculty shared successful high impact practices, including Summer Bridge programs in math and English. The Bridge programs accelerate student progression through developmental courses and multiple measures assessment using high school coursework. The faculty in math and English responded to data showing the low percentage of students who complete college level work when placed into developmental courses.

For example, the math department is now offering a course for non-STEM students that will allow students to complete Algebra I and Algebra II in one semester. In response to results from national studies on multiple measures in placement, the math department began moving more students into higher placement levels by using high school course work in Algebra I and II, which resulted in an increase in students enrolling in and completing statistics.

Growth in Transfer Level Math - Statistics

College Headcount ● Statistics Headcount
Office of Institutional Effectiveness
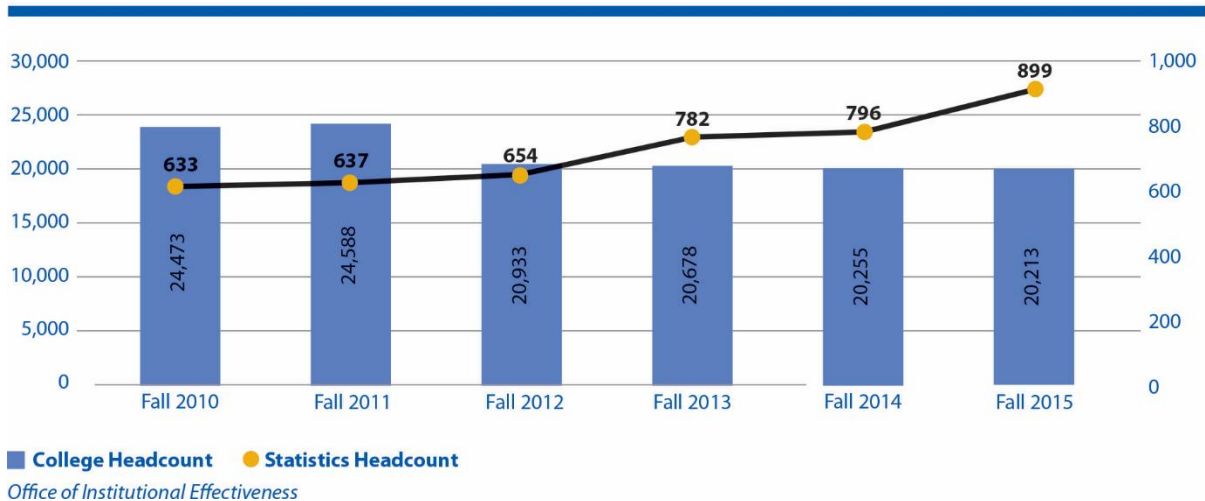
Data submitted during the Aspen Award Submission included outcomes of College innovations and efforts. The chart below shows the impact of the College's HSI STEM and Articulation Grant, awarded in 2010. With increased outreach, success initiatives, and added STEM course offerings, degrees increased by three-fold since the grant was implemented.

STEM/STEM related Degrees

Office of Institutional Effectiveness
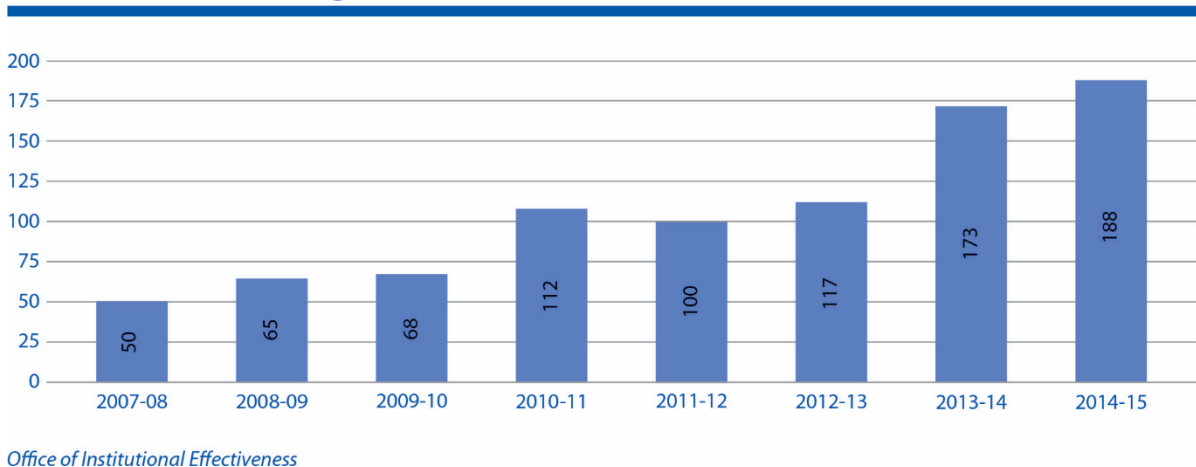
Academic Standing

With an increased focus on students completing student education plans, assessment, and orientations, the college will be assessing the degree to which completion of those services reduces the percent of students in poor academic standing. The chart below shows that overall, about 82% or more of AHC students remain in good standing at the end of the fall term.

Academic Standing at End of Term
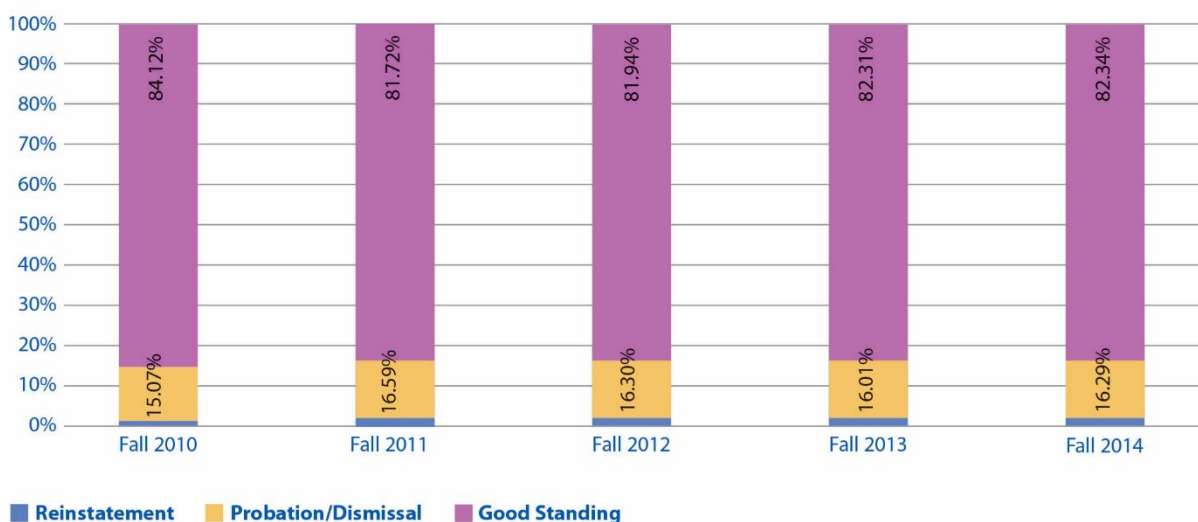
Office of Institutional Effectiveness

Distance Learning Outcomes

Allan Hancock College offers approximately 200 online sections with 3,000 students enrolling each fall. Disaggregated data are evaluated at the program and institution level with comparisons between online and onsite courses at AHC (for those only offered online) and to systemwide online outcomes.

AHC Onsite and Online Success Rates in Comparable Courses

Onsite Success figures by year:
2010-11: 62%, 2011-12: 68%, 2012-13: 69%, 2013-14: 69%, 2014-15: 70%

Online Success figures by year:
2010-11: 51%, 2011-12: 53%, 2012-13: 57%, 2013-14: 57%, 2014-15: 58%
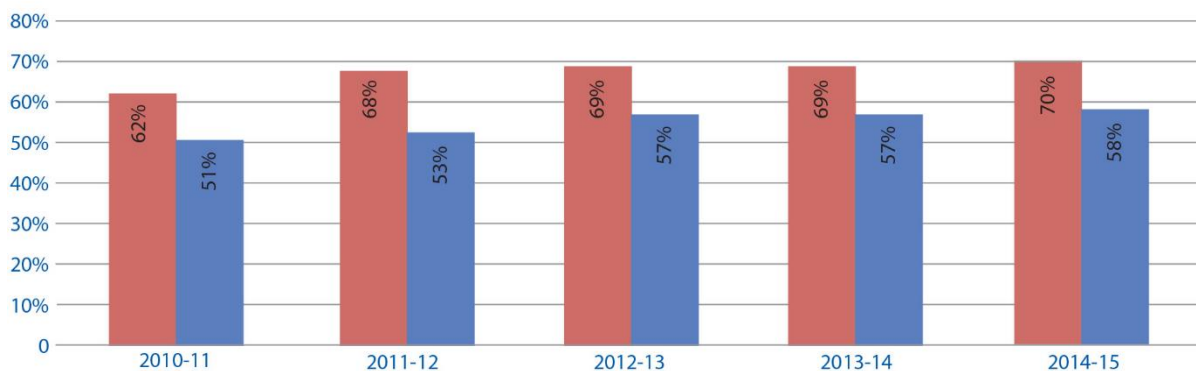
■ Onsite Success   ■ Online Success

Office of Institutional Effectiveness

The chart above shows that in the 2014-15 academic year, students enrolled in onsite courses that were also offered online had success rates of 70% compared to 58% students enrolled in those same courses online. Often data are compared in the aggregate between online and onsite without taking into consideration the differences in course offerings. These data also show that among courses offered in both modalities, there has been an increase in success rates among students in each type of course.

The Distance Learning Committee has examined various types of disaggregated data for onsite/online comparisons, and they are recommending that programs not only compare outcomes within a program at AHC, but that they also compare program outcomes in online courses offered at AHC to online data statewide.

Fall 2015 Online Course Outcomes Comparison
(Comparison only to programs with online offerings)

Subject	TOPCODE	AHC					System		
		Enrollment	Retention %	Difference from System	Success %	Difference from System	Enrollment	Retention %	Success %
AG	010400	31	81%	0.0%	52%	0.0%	31	81%	52%
ENVT	030300	21	100%	14.5%	100%	28.9%	166	86%	71%
BIOL	040100	66	91%	9.0%	74%	9.7%	5858	82%	65%
BUS	050100	343	73%	-6.9%	48%	-13.7%	10,004	80%	61%
ACCT	050200	137	86%	6.3%	65%	-0.5%	14,799	80%	65%
CBOT	051400	254	84%	4.3%	62%	0.3%	11,213	80%	62%
FILM	061220	124	84%	0.8%	63%	2.1%	260	83%	61%
CBIS	070200	145	65%	-10.6%	46%	-10.5%	3,311	75%	57%
CS	070600	150	90%	11.6%	66%	9.1%	1,008	78%	57%
HED	083700	202	85%	0.8%	59%	-4.5%	15,283	84%	64%
MT	095630	13	92%	3.6%	92%	8.4%	62	89%	84%
ART	100100	107	93%	10.4%	79%	13.3%	7,053	83%	65%
MUS	100400	39	67%	-16.1%	33%	-31.4%	11,337	83%	65%
SPAN	110500	258	78%	-2.9%	57%	-6.8%	4,418	81%	64%
EMS	125000	38	87%	-1.0%	71%	-9.7%	239	88%	81%
*	130500	95	74%	-8.9%	59%	-5.8%	13,954	83%	65%
**	130600	139	89%	7.4%	73%	7.8%	7,309	82%	65%
ENGL	150100	1,050	80%	2.4%	62%	2.9%	28,606	77%	59%
SPCH	150600	73	93%	9.1%	81%	12.5%	6,282	84%	68%
PHIL	150900	123	77%	-0.9%	57%	-3.9%	8,791	78%	61%
MATH	170100	209	70%	-4.4%	40%	-7.2%	25,591	74%	47%
CHEM	190500	30	93%	13.0%	70%	4.3%	773	80%	66%
PSY	200100	368	86%	3.4%	53%	-8.7%	25,049	82%	62%
***	210400	69	75%	-6.8%	55%	-3.2%	607	82%	58%
FT	213300	820	86%	1.1%	70%	6.6%	2,863	85%	63%
ANTH	220200	147	71%	-9.8%	48%	-13.6%	10,991	81%	62%
****	220400	232	81%	-1.5%	63%	-3.5%	12,029	83%	66%
*****	220500	416	85%	5.8%	64%	4.9%	23,274	79%	59%
GEOG	220600	122	82%	1.0%	66%	3.9%	4,593	81%	62%
POLS	220700	148	80%	-0.1%	66%	4.7%	13,134	80%	61%
SOC	220800	225	73%	-8.2%	56%	-6.0%	17,631	82%	62%
PD	493010	102	72%	-11.1%	53%	-8.4%	6,533	83%	61%
LS	493032	11	82%	-13.3%	64%	-4.2%	143	95%	68%
CWE	493200	80	95%	15.0%	93%	31.1%	145	80%	61%
Total	**Total**	**6,387**	**81%**	**1.0%**	**61%**	**0.2%**	**293,340**	**80%**	**61%**

Source: CCCCO Data mart | *130500 = ECS EDUC | **130600= CA FCS FSN | ***210400=ANTH ENGL HUSV PSY
****220400=BUS ECON FCS GBST | *****220500=CWE HIST HUM

Organization for the Self-Evaluation Process

The self-evaluation process at Allan Hancock College (AHC) began with the shared governance Institutional Effectiveness Council (IEC), [CCPD March 2014, pg. 43] which is the designated steering committee for accreditation activities. The IEC began a dialog in the spring of 2014, which included recommending administrative and faculty co-chairs for standards as well as focusing on the self-evaluation process for the all-staff convocation in August 2014. All college constituents were invited to join standard teams, including students and board of trustee members. During this time, the accreditation liaison officer (ALO) tracked the approval process for the revised 2014 eligibility requirements and standards, and widely distributed the new versions after July 2014.

At the same time, AHC was drafting new long-term planning documents, including the Strategic Plan and the Educational Master Plan. Part of the process for these activities included surveys and forums; therefore, it was decided that additional surveys would not be conducted as part of the self-evaluation, and that the focus would be data-driven.

In late spring 2014, a kick-off luncheon for IEC and standard team members laid the ground for teams to begin writing drafts in early fall 2014. A theme for the self-evaluation was selected, "Accreditation Team 2016." In keeping with the team concept, baseball-style jerseys with a team logo were distributed to standard team members, and they were worn to August 2014 all-staff convocation.

Figure 1 Left to Right: Leslie Mosson, Ann Cardona, Nohemy Ornelas, Kevin Walthers, Kathy Headtke, Marla Allegre, Nancy Meddings, Michael Black, Margaret Tillery, Kelly Underwood.

An Accreditation Team 2016 area was created on the myHancock portal as a collaborative tool for writing activities. A "Request for Accreditation Evidence" form was developed by the institutional researcher, and a style sheet was posted by the self-evaluation general editor. The ALO kept the campus community informed through regular accreditation updates in the electronic campus newsletter "News to Know", and the superintendent/president highlighted accreditation activities in his online newsletter "Thinking Out Loud".

Each standard team received training, and then met regularly according to schedules set by the team co-chairs. The co-chairs met regularly as a group to share information and discuss progress.

Drafts were first sent to the ALO, who tracked them and did some initial formatting and editing.

The self-evaluation draft was submitted to the general editor, who did additional editing, style corrections, and evidence notes. The drafts then went to a proofreader, and then finally were posted on a non-public webpage for all constituencies to review.

The timetable called for a first draft by the end of spring semester 2015, and a second near-final draft by the end of fall 2015. Challenges included some key staff changes, including the vice-president of academic affairs, director of human resources, and the institutional researcher.

Subsequent reviews of the draft were conducted during fall 2015 and the resulting document was posted on the college website for campus review and comment. February through April 2016 campus constituency groups and governance councils such as the Academic Senate, Student Learning Council, Institutional Effectiveness Council, Administrative Team, College Council, and President's Cabinet, conducted additional reviews of the draft and submitted input for inclusion in the draft self-evaluation report. An additional editorial review of the document was conducted by the editor during the last week of April and early May 2016.

The Academic Senate conducted first reading of the self-evaluation draft on February 23, 2016 and approved the report at its second reading May 17, 2016. The final draft of self-evaluation document was submitted to the Board for first reading at its May 10, 2016 meeting, and for a second reading and approval at the Board's meeting on July 12, 2016.

The following lists writing team chairs and members, and other contributors to the planning, writing, evidence gathering, editing, and review of the self-evaluation report:

College President: Dr. Kevin Walthers
Accreditation Liaison Officer/Vice President
Academic Affairs: Dr. George Railey
Accreditation Faculty Editors: Jacki
Belknap/Leslie Mosson
Reader: Holly Costello
Design: Andrew Masuda & Team

Accreditation Steering Committee
Institutional Effectiveness Council

Standard I. Mission and Effectiveness
Chair: Paul Murphy
Rebecca Alarcio
Laurie Pemberton
Rick Rantz
Andrew Masuda

**Standard II. Student Learning Programs
and Services**

Standard II.A. Instructional Programs
Co-Chair: George Railey
(Standard IIA)
Faculty Co-Chair: Marla Allegre
(Standard IIA)
Ardis Neilsen
Jennie Robertson
Sofia Ramirez-Gelpi
Student Learning Council

Standard II.B. Library/Learning Support
Co-Chair: Nancy Meddings
Faculty Co-Chair: Kathy Headtke
Ann Cardona
Anna Rice
Trevor Passage (part-time faculty)

Standard II.C. Student Support Services

Co-Chair: Nohemy Ornelas
Faculty Co-Chair: Margaret Tillery
Marian Quaid-Maltagliati
Will Bruce
Brooke Souza
Espie Valenzuela
Student Services Council

Standard III. Resources

Standard III.A. Human Resources
Chair: Kelly Underwood
Holly Nolan-Chavez
Human Resources Council

Standard III.B. Physical Resources
Chair: Felix Hernandez
Matt Meddings
Facilities Council

III.C. Technology Resources
Chair: Carol Moore
Janet Ford
Nancy Meddings
Anna Rice
Dyanna Credelich
Technology Council

III.D. Financial Resources
Chairs: Michael Black/Betty Miller
Linda Reed
Marlyn Cox
Richard Carmody
Budget Council

IV. Governance

Co-Chair: Kevin Walthers
Faculty Co-Chair: Glenn Owen
Danielle Blanchard
Jody Derry
Brian Dill
Kim Ensing
Kimberley Kallie (student)
Greg Pensa

District Organization

BOARD OF TRUSTEES

SUPERINTENDENT/PRESIDENT
Kevin G. Walthers

Institutional Effectiveness
VICE PRESIDENT
Paul Murphy

Facilities & Operations
VICE PRESIDENT
Felix Hernandez Jr.

Student Services
ASSOC. SUPERINTENDENT/ VICE PRESIDENT
Nohemy Ornelas

Academic Affairs
ASSOC. SUPERINTENDENT/ VICE PRESIDENT
George Railey

Administrative Services
ASSOC. SUPERINTENDENT/ VICE PRESIDENT
Michael Black

Information Technology
DIRECTOR
Carol Moore

College Advancement
EXECUTIVE DIRECTOR
Susan Houghton

Human Resources
DIRECTOR
Kelly Underwood

Public Affairs & Publications
INTERIM DIRECTOR
Andrew Masuda

Academic Affairs

ACADEMIC AFFAIRS
ASSOCIATE SUPERINTENDENT/VICE PRESIDENT
George Railey

DEAN
(Mahon)

- Life & Physical Sciences
- Mathematical Sciences
- MESA
- STEM Grant
- Cooperative Work Experience
- Social and Behavioral Sciences

DEAN
(Lau)

- Fine Arts
- Health Sciences
- Industrial Technology
- South Central Regional Consortium
- Apprenticeships

DEAN
(Ramirez-Gelpi)

- Applied Behavioral Sciences
- Child Care Center
- Foster Care/Kinship Program Center
- Community Ed.
- Languages & Communication

DEAN
(Meddings)

- Academic Resource Center
- Library & Learning Resources
- AIM Grant
- Business
- English

DEAN
(Rantz)

- Public Safety INTERIM ASSOCIATE DEAN **(Doug Dickson)**
- Extended Campus Credit Programs
- Workforce Investment Board
- Contract Education
- Cosmetology

Kinesiology, Health Ed., Athletics
ASSOCIATE DEAN
(Ensing)

- Athletic Director
- Athletic Programs
- Kinesiology, Health Education, Athletics

Pacific Conservatory of Performing Arts
ASSOCIATE DEAN
(Booher)

Concurrent Enrollment

Articulation Officer

CTEA

Student Services

Student Services
ASSOCIATE SUPERINTENDENT/VICE PRESIDENT
Nohemy Ornelas

ADMINISTRATIVE SECRETARY
Espie Valenzuela

Student Services
DEAN
Robert Parisi

Student Activities
COORDINATOR
Stephanie Robb

Student Services
DEAN
Yvonne Teniente-Cuello

Admissions & Records
DIRECTOR
Marian Quaid-Maltagliati

Student Health Services
COORDINATOR
Alex Bell

**Counseling & Matriculation
(Credit / Noncredit)**

Financial Aid
COORDINATOR
Lori Doty

TRIO/CAN
DIRECTOR
Petra Gomez

Job Placement Center

Student Discipline

CalSOAP Consortium
DIRECTOR
Diana Perez

EOPS, CARE,
CAFYES & CalWorks
DIRECTOR
Will Bruce

Learning Assistance Program

Mini Corps
COORDINATOR
Jessica Duarte

University Transfer/ Career Center

Veterans Success Center

Student Rights & Grievances

Testing Center
COORDINATOR
Sharon Alldredge

Administrative Services

Administrative Services
ASSOCIATE SUPERINTENDENT/
VICE PRESIDENT
Michael Black

BUDGET ANALYST
Shelly Allen

EXECUTIVE SECRETARY
Linda Reed

Business Services
DIRECTOR
Jessica Blazer

- Accounts Payable
- Accounts Receivable
- Benefits
- Cashiering
- Grants & Special Projects
- Payroll
- Public Bids & Contracts
- Purchasing

PCPA
MANAGING DIRECTOR PCPA/
DIRECTOR AUXILIARY
ACCOUNTING
Jennifer Schwartz

- Finance & Accounting
- Human Resources/Payroll
- Marketing

Auxiliary Accounting

- AHC Foundation
- AHC Viticulture and Enology
- Associated Student Body Government
- Athletics

Facilities & Operations

Facilities and Operations
VICE PRESIDENT
Felix Hernandez Jr.

INTERIM SECRETARY
Aimee Evans

Police Department
INTERIM DIRECTOR
PUBLIC SAFETY/
CHIEF OF POLICE
Christopher Nartatez

Plant Services
DIRECTOR
Rex Van Den Berg

COORDINATOR
Debbie O'Campo

SECRETARY
Helen Payne

Custodial Services (Day)
DAY SUPERVISOR
Kevin Raine

- 2 Leads
- 4 Custodians

Mail

- 1 Courier

Shipping & Receiving

- 1 Clerk

Hazardous Materials

Custodial Services (Evening)
EVENING SUPERVISOR
Joe Raiti

- 1 Lead
- 9 Custodians

Maintenance Services
SUPERVISOR
Jim Harvey

- 1 Electrician
- 2 Carpenters
- 1 Painter
- 1 HVAC Mechanic
- 1 HVAC Controls Tech
- Locksmith
- Plumber

Transportation

- 2 Mechanics

Groundskeeping
LANDSCAPING
SUPERVISOR
GROUNDSKEEPING
LEAD WORKER
Todd Heaney

- 2 Lead SM/LV
- 5 Groundskeepers

Institutional Effectiveness

VICE PRESIDENT
Paul Murphy, Ph.D.

ADMINISTRATIVE SECRETARY
Holly Costello

LEARNING OUTCOMES ANALYST
Jennie Robertson

SENIOR RESEARCH
& PLANNING ANALYST
Erica Biely

SENIOR RESEARCH
& PLANNING ANALYST
Armando Cortez

Human Resources

Human Resources
DIRECTOR
Kelly Underwood

**Compensation/
Classification
& Leave of Absence**
COORDINATOR
Sharan Kelly

**Collective Bargaining
and Diversity**
COORDINATOR
Holly Barrett

Recruitment Services
COORDINATOR
Lizabeth Phillips

BENEFITS TECHNICIAN
Pam Blanchard

HUMAN RESOURCES ASSISTANT
Terilyn Hall

HUMAN RESOURCES ASSISTANT
Stefanie Aye

College Advancement

```
                        EXECUTIVE DIRECTOR
                          Susan Houghton

        ┌──────────────────────┼──────────────────────┐
     Foundation              Grants              Public Affairs

Scholarship Program        DIRECTOR            INTERIM DIRECTOR
   COORDINATOR          Suzanne Valery,          Andrew Masuda
   Toni McCracken            Ed.D.                                        Campus Graphics

      Fiscal              ASSISTANT             WEB CONTENT
    TECHNICIAN            DIRECTOR              COORDINATOR        CAMPUS GRAPHICS        GRAPHIC DESIGNER
    Marlyn Cox         Holly Nolan-Chavez        Phil Hamer         COORDINATOR         Matt MacPherson
                                                                   Gordon Rivera

  ADVANCEMENT            OFFICE                COORDINATOR
   SPECIALIST          TECHNICIAN            Vicki Hernandez        PRODUCTION         DESIGN SPECIALIST
  Natalie Rucobo       Corrin Suchan                                SPECIALIST        Shauna Hernandez
                                                                  Robert Nourse

  ADMINISTRATIVE                                TECHNICIAN
    ASSISTANT                                  Gina Herlihy      EVENING COPY          COPY SERVICE
     Vacant                                                     CENTER TECHNICIAN       TECHNICIAN
                                                                  (PART TIME)          Josue Santos
                                                                     Vacant
```

Information Technology Services

Information Technology Services
DIRECTOR
Carol Moore

ASSISTANT DIRECTOR
Janet Ford

Enterprise Systems

Web Services

Network Administration

Server Administration

Technical Services

SYSTEMS ANALYST
Steve Reed

SPECIALIST II
Vacant

NETWORK ADMINISTRATOR
Daniel Baumann

SERVER ADMINISTRATOR
David Hughes

SYSTEMS ANALYST
Vacant

SPECIALIST I
Vacant

Technical Support SPECIALIST II
Jeremy Ramsey

Technical Support COORDINATOR
Patrick Halpin

SYSTEMS ANALYST
Andy Specht

Web Content COORDINATOR
Phil Hamer

Technical Support SPECIALIST II
Christopher Fredericks

Helpdesk TECHNICIAN
Judy Gabriel

Software Dev/System SUPPORT SPECIALIST
Luis Flores-Gallardo

Technical Support SPECIALIST I
David Alvernaz

Telecom Tech SUPPORT SPECIALIST
Alan Myjak

Auxiliary Operations

Board of Trustees

Superintendent/President

Independent Support Groups

Viticulture/Enology Foundation

Allan Hancock Foundation

Auxiliary Programs Corporation

PCPA Foundation

AHC Boosters

Pacific Conservatory of the Performing Arts

Associated Student Body

Student Clubs

Associated Student Body Government

Athletics

Certifications

Certification of Continued Compliance with Eligibility Requirements

Authority

1. **The institution is authorized to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.**

Evidence:

ER.1   Board Policy 2010, Board Membership

Allan Hancock College was founded in 1920 when the Santa Maria School District established Santa Maria Junior College, and officially became the Allan Hancock Joint Community College District in September, 1963. Allan Hancock College is a two-year public community college authorized by the California Education Code and the California Community Colleges under the jurisdiction of the Board of Governors to operate as an educational institution and to award degrees. It is governed by a locally elected, five-member board of trustees (ER.1) Allan Hancock College has the authority to operate as a degree-granting institution based on its continuous accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education.

Operational Status

2. **The institution is operational with students actively pursuing its degree programs.**

Evidence:

ER.2   *Fact Book 2015*, Enrollment—Total Historical
ER.3   *Fact Book 2015*, The Community
ER.4   *Fact Book 2015*, Student Achievement Data

Allan Hancock College currently enrolls approximately 13,375 credit students and 2,779 noncredit students each semester (ER.2). Students are actively pursuing transfer and occupational degree programs: 55.8 percent of credit students are planning to transfer to a four-year institution, whereas 20.7 percent are seeking an associate's degree or vocational degrees and certificates (ER.3, ER.4). In the fall 2015, Allan Hancock College had 3,122 participating in distance education courses. Degree and certificate programs are offered both onsite and, in some cases, completely online. The institution is fully operational with fall, spring, and summer semester course offerings designed to meet the educational needs of the diverse student body.

Degrees

3. **A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.**

Evidence:

ER.5   *Allan Hancock College Catalog 2015-2016*, Degree and Certificates
ER.6   *Allan Hancock College Catalog Addendum 2015-2016*, Degree and Certificates
ER.7   *Allan Hancock College Catalog 2015-2016*, Degree Learning Outcomes
ER.8   *Fact Book 2015*, Key Performance Indicators

In accordance with the California Community College Chancellor's Office curriculum guidelines, educational programs by definition are organized sequences of courses leading to a degree, a certificate, a diploma, a license, or transfer to another post-secondary institution. AHC offers many two-year degree and certificate programs of varying lengths including 27 associate of arts degrees, 53 associate of science degrees, 112 certificates, and 16 associate's degrees for transfer (ER.5; ER.6). The Academic Policy and Planning Committee (AP&P) assist in the development of educational programs and courses in accordance with the philosophy, policies, and objectives of the college. Degree and certificate program learning outcomes are published in the AHC Catalog (ER.7). In May 2014, 324 associate in arts,

246 associate in science, and 341 certificates were awarded (ER.8).

Chief Executive Officer

4. **The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.**

Evidence:

ER.9   AHC Board of Trustees Board Minutes
ER.10   Administrative Procedure 2010, Superintendent/President
ER.11   Board Policy 2430, Delegation of Authority to the Superintendent/President

The five member Allan Hancock College Board of Trustees elects and appoints the superintendent/president of the District. ACCJC was promptly informed when Dr. Kevin G. Walthers was appointed chief executive officer by the governing board in July 2013 (ER.9). The college is the superintendent/president's full-time responsibility. Dr. Walthers provides leadership in planning, establishing priorities for the institution, managing resources, setting a process for budget priorities, and ensuring the implementation of statutes, regulations, and board policies (ER.10). He has delegated authority from

the governing board, but is not a member of it (ER.11).

Financial Accountability

5.   **The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.**

Evidence:

ER.12 Board Policy 6400, Audits
ER.13 Budget Council Meeting Minutes
ER.14 Board of Trustees Board Minutes

As shown in the district's annual financial and budget report and the annual independent audit report, the District is in compliance with all federal, state and local mandated reporting and expenditure requirements. The audit includes compliance with federal financial aid requirements. The College sends out an RFP to qualified auditing firms every three years for the next three-year cycle, in accordance with Board Policy 6400 and the accompanying administrative policy (ER.12). The superintendent/president assures that a certified public accountant annually conducts and makes available an external audit report prior to December 31 of each year. This audit report is reviewed and accepted by the board of trustees annually at the January meeting (ER.13, ER.14).

Certification of Continued Institutional Compliance with Commission Policies

Policy on the Rights and Responsibilities of the Commission and Member Institutions

Evidence:

P.1.1   ACCJC Statement of Accredited Status

P.1.2   Accreditation Steering Committee

P.1.3   Accreditation Standard Chairs List

P.1.4   President's Cabinet Agenda for Dates Accreditation Report reviewed

P.1.5   Academic Senate Accreditation Self-study Review dates

P.1.6   Institutional Effectiveness Council Review of Self-study Agenda

P.1.7   Student Learning Council Review of Self-study Agenda

P.1.8   Discussion of Accreditation Report, College Council Agendas

P.1.9   Academic Senate First and Second Reading of Self-study Agendas

P.1.10   Screen shot of college web page

P.1.11   Screen shot of accreditation webpage

Allan Hancock College was granted candidacy and accredited in 1952. The college is a voluntary member of the Accrediting Commission for Community and Junior Colleges P.1.1). As an accredited institution, the college has been found to meet or exceed stated criteria of educational quality and reaffirms its commitment to nongovernmental accreditation that is focused on self-regulation, quality assurance to the public, and continuous institutional improvement.

All Allan Hancock College accreditation activities are coordinated by the Office of the Associate Superintendent/Vice President of Academic Affairs (P.1.2). The development of the Institutional Self Evaluation Report took place over a two-year period and reflects the input/participation from students, faculty, staff and administration (P.1.3). The initial draft of the Self Evaluation Report was posted to the college's website in fall 2015 for constituent review. In spring 2016, the draft report was reviewed by President's Cabinet (P.1.4), Academic Senate (P.1.5), Institutional Effectiveness Council (P.1.6), and Student Learning Council, (P.1.7). Accreditation is a standing item on College Council and discussions and review of accreditation was held on number of dates as represented by the sample evidence provided (P.1.8) The Academic Senate conducted its first reading of the report on February 23, 2016 and approved the report at its May 17, 2016 meeting (P.1.9).

The Allan Hancock Board of Trustees was presented the draft report for its first reading at its meeting on May 10, 2016. The Board's second reading and approval took place during its July 12, 2016 Board meeting.

Allan Hancock College maintains all ACCJC correspondence and records on the accreditation history of the institution. An accreditation link is included on the College's homepage where access to the

accreditation webpage is one click away. The accreditation website includes Allan Hancock's Accredited Status statement as well as its accreditation history, College Mission and Values statements, Strategic Plan, Accreditation Annual Reports, Commission Action Letters, Substantive Changes Approvals, and the current 2016 Self Evaluation Report (P.1.10), (P.1.11).

Policy on Institutional Degrees and Credits

Evidence:

P.2.1   Title 5, Section 55063 of the California Code of Regulations

P.2.2   AHC 2015-2016 Catalog, Maxim Time Length for AHC Programs, page 25

P.2.3   Title 5, Section 55002.5

P.2.4   AHC 2015-2016 Catalog, Academic Credit, page 40-41

Allan Hancock College adheres to the 60 semester unity requirement set for the in Title 5, Section 55063 of the California Code of Regulations, (P.2.1) and this requirement is included in the Allan Hancock College 2014-2015 Catalog. (P.2.2). All degrees consist of units required for the major or area of emphasis, general education and degree applicable elective units to reach the 60 unit minimum requirement.

The college awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 (P.2.3). Credit hour is

defined as one hour of lecture or recitation per week for one semester. In laboratory, physical education and some other courses, additional hours are required for each unit. Each unit of work in academic subjects presupposes two hours of outside preparation (P.2.4).

Policy on Transfer Credit

Evidence:

P.3.1   BP & AP 4100 Transfer Credit and Course Waiver

P.3.2   AHC 2015-2016 Catalog, page 41 screen shot

P.3.3   ACH 2015-2016 Catalog, LVN to RN page 112

P.3.4   AHC 2015-2016 Catalog, page 14, Credit for Military Service Training

P.3.5   AHC Catalog, page 14, Credit for Law Enforcement Training

P.3.6   AHC 2015-2016 Catalog, page 45, Limits on units of credit by special examination

P.3.7   AP 4235, Credit by Examination

P.3.8   BP & AP 5015, Residence Determination

P.3.9   AHC 2015-2016 Catalog, page 47, Grades

P.3.10   Education Code 76224, Grades

Allan Hancock College will waive certain course requirements to allow student to substitute required Allan Hancock College courses, providing that Allan Hancock College does not offer the course on a regular basis, the college offers a comparable course or if the student has

completed a comparable course at another accredited college.

The College cannot grant a course waiver or course substitution that is inconsistent with Title 5 regulations nor can the college ensure that another college or university will accept a waiver or substitution granted by Allan Hancock College.

The process for requesting a substitution of courses for completion of an associates of arts or associate in science degree or program certificate is described in Board Policy and Administrative Procedure 4100. (P.3.1). Additional detail regarding policy on transfer of credit is located in the ACH 2015-2016 Catalog (P.3.2).

Credit for Courses Completed at Non-Accredited Institutions

External courses, grades, and units used to meet requirements for the associate degree must be from an accredited college/university. Official copies of all transcripts from other colleges attended must be on file in the Allan Hancock College Admissions and Records office before an application can be evaluated.

The college will grant lower-division credit for degree-applicable coursework from regionally accredited colleges and universities listed in the American Council on Education (ACE) book.

Students from foreign institutions must have their transcripts translated and evaluated by a qualified translation and evaluation agency. Completed coursework will be considered for lower-division unit credit only if the foreign institution is listed in the

American Council on Education (ACE) book. Courses must be completed with a C grade or better (P.3.1).

Credit for Graduates of Diploma Schools of Nursing

The registered nursing program, fully accredited by the California Board of Registered Nursing, is a two-semester program offered every year starting spring semester. California licensed vocational nurses and students are eligible to apply after completion of an accredited vocational nursing program and program prerequisites. The LVN-to-RN program is specifically designed to provide the LVN with an opportunity for career advancement and prepares the licensed vocational nurse for the additional responsibilities required of the registered nurse. In addition, the program has a 30-unit certificate option, completion of which qualifies the successful graduate to take the NCLEX RN licensing examination. The student choosing this option is NOT considered a graduate of the Allan Hancock Nursing program for college. Applicants to this curriculum alternative must meet with the program director for advisement (P.3.3).

Credit for Military Service Training

To receive college credit for basic military training and active duty, all veterans and active duty military personnel must request a military transcript. Request forms are available in Financial Aid and Counseling offices. Credit for basic training will be awarded according to the ACE Guide recommendation.

In addition, a veteran may receive credit for special courses taken while in the service if

those courses have been approved by the American Council on Education's publication, "Guide to the Evaluation of Experiences in the Armed Services," and if official notices of completion of such courses are submitted for evaluation, or if the courses are posted on the discharge paper. The institution will conduct an evaluation of previous education and training, grant appropriate credit, shorten the veteran or eligible person's duration of the course proportionately and notify the VA and student accordingly. Individual course evaluation by the appropriate department chair is required if the previous service school training is to be applied toward satisfying part of the general education graduation requirements or part of the student's major (P.3.4).

Credit for Law Enforcement Academy Training

Students who are not sponsored by a law enforcement agency must complete the 18 hour Pre Academy evaluation and preparation course, LE 310, to ensure that they are physically capable of safely meeting the rigorous State of California physical fitness requirements. Prior to enrollment, students must also complete an academy application packet and submit Livescan fingerprints to the California Department of Justice to verify that they can legally be issued and possess a firearm. Students must place into ENGL 514 or higher on the START Test. Students must submit a completed California POST approved Medical History/Clearance form signed by their physician after medical examination. Additionally, students must be

approved by the Law Enforcement Training Division of the Public Safety Department prior to enrolling.

This course is designed to satisfy the State of California Commission on Peace Officers Standards and Training (POST) requirements for basic police recruit training. It is presented in an environment of serious study, rigorous physical training, and strict law enforcement disciplinary procedures. The course is open to newly hired peace officers and other qualified students interested in employment as a law enforcement officer/deputy. Students who successfully complete the academy are awarded a certificate that qualifies them to be employed as police officer trainees or deputy sheriff trainees by any California POST certified law enforcement agency (P.3.5)

Credit by Examination

Credit by examination enables a student to receive academic credit by demonstrating mastery of subject matter or skills equivalent to a specific Allan Hancock College course. Each academic department determines which courses may be challenged and is responsible for developing and administering an appropriate comprehensive examination. Students may not be currently enrolled in a course equal to or more advanced than the course to be challenged, nor may they have received previous high school or college credit for such a course. To apply for credit by examination, a student must be enrolled in the current semester, be in good standing and must have completed a minimum of 12 units at Allan

Hancock College. Students must apply within the first week of instruction for summer session and within the first three weeks of instruction for fall and spring semesters – there are no exceptions. Units earned by credit by examination are not considered to be part of the student's official program and will not be used for reports to Financial Aid, Veterans Administration or similar agencies. There may be fees assessed for credit by examination. The grade received for the exam will be the grade earned for the class – there are no exceptions. The final grade will appear on the student's official transcript and academic history. A maximum of 12 units of credit may be allowed by special examination. Petitions for credit by examination are available in the Admissions and Records office. All petitions must be approved by the director, admissions and records; the instructor administering the exam; the department chair; and the dean, academic affairs. Students petitioning for Credit by Examination must provide transcripts from all previously attended U.S. high schools and/or colleges (unofficial copies accepted) for verification that the student has not completed the course, its equivalent or a higher course at another educational institution (P.3.6).

Limitation on Petitioning for Examination

Each academic department determines which courses may be challenged and is responsible for developing and administering an appropriate comprehensive examination. Students may not be currently enrolled in a course equal to or more advanced than the course to be challenged, nor may they have received previous high school or college credit for such a course. To apply for credit by examination, a student must be enrolled in the current semester, be in good standing and must have completed a minimum of 12 units at Allan Hancock College (P.3.7).

Maximum Units Allowable

A maximum of 12 units of credit may be allowed by special examination. Petitions for credit by examination are available in the Admissions and Records office. All petitions must be approved by the director, admissions and records; the instructor administering the exam; the department chair; and the dean, academic affairs (P.3.7).

Acceptance Towards Residence

California state law requires that each student enrolled in or applying for admission to a California community college provide information and evidence as deemed necessary by the Board of Trustees of the Allan Hancock Joint Community College District to determine his/her residence classification. Allan Hancock College District Board Policy and Administrative Procedure 5015 provide guidance for residency determination. Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree (P.3.8).

Recording of Grades

Units earned by credit by examination are not considered to be part of the student's official program and will not be used for reports to Financial Aid, Veterans Administration or similar agencies. The grade received for the exam will be the grade earned for the class – there are no exceptions. The final grade will appear on the student's official transcript and academic history (P.3.9; P.3.10).

Limitations on Examinations

A maximum of 12 units of credit may be allowed by special examination. The grade received for the exam will be the grade earned for the class – there are no exceptions (P.3.7).

Policy on Distance Education and on Correspondence Education

Evidence:

P.4.1   Board Policy, 4020, Curriculum Development
P.4.2   Board Policy 4105, Distance Education

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Instruction in such a course or course section is designed to be regularly provided through distance education in lieu of face-to-face interaction.

Correspondence education means education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

Student Authentication: The Vice President, Academic Affairs shall utilize one or more of these methods to authenticate or verify the student's identity:

• Secure credentialing/login and password;

• Proctored examinations; or

• New or other technologies and practices that are effective in verifying student identification.

The Vice President, Academic Affairs shall establish procedures for providing a statement of the process to protect student privacy and estimated additional student charges, if any, to each student at the time of registration.

Course Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020, Program and Curriculum Development (P.4.1). Distance

education courses shall be approved under the same conditions and criteria as all other courses. Separate approval of a DE course is required if any portion of the instruction in a course or course section is designed to be regularly provided through DE in lieu of face-to-face interaction. Courses that are less than 51% DE, but are designed to include a certain number of contact hours offered through DE, still must undergo a separate approval process. The college has submitted to ACCJC and received approval for all programs in which 51% or more of the program can be completed online. The occasional online assignment does not necessitate separate approval.

Certification: When approving distance education courses, the Curriculum Committee (AP&P) will certify Course Quality Standards. The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee (AP&P) approval procedures. Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students. There must be documentation of "regular substantive contact" consistent with local policy in courses with any portion of a course section regularly provided through DE in lieu of face-to-face instruction. Duration of Approval All distance education courses approved under this procedure will continue to be in effect unless there are

substantive changes of the course outline. In accordance with BP 4105, "The Superintendent/President will ensure that procedures are in place to meet the accreditation requirements regarding Distance Education, as well as those of State and Federal statutes," (P.4.2).

Policy on Representation of Accredited Status

Evidence:

P.5.1   Allan Hancock College Homepage Screenshot www.accjc.org

P.5.2   Allan Hancock College Catalog, Page 8 screen shot

Allan Hancock College has an accreditation link on its homepage. The link directs the viewer to the College's accreditation webpage (P.5.1), which is one click from the homepage and displays the following statement: Allan Hancock College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org. The college's accredited status is also included in the college catalog (P.5.2).

Additionally, AHC's Accreditation website provides links to the institution's comprehensive evaluations, mid-term reports, related site visit materials, follow-up reports, site visiting team reports, Commission action letters, and ACCJC substantive change proposal approval notifications. There is also a general correspondence section for letters not directly related to or following up on a comprehensive self evaluation of educational quality and institutional effectiveness.

Policy on Student and Public Complaints against Institution

Evidence

P.6.1   Allan Hancock College Catalog page 34, Student Rights and Grievances

P.6.2   BP & AP 3410, Nondiscrimination

P.6.3   BP 3430, Prohibition of Harassment

P.6.4   BP & AP 5330, Student Rights and Grievances ACH Catalog pages 33-50

Allan Hancock College provides access to its policies and procedures via the College catalog, Board Policy, and administrative procedures. The College's nondiscrimination statement is located on page 34 of its 2015-2016 Catalog (P.6.1). The statement reads: *"The Board of Trustees of the Allan Hancock Joint Community College District recognizes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and creativity while providing positive images for all students.*

The District is committed to the active promotion of campus diversity, including recruitment of and opportunities for qualified members of underrepresented/ protected groups, as well as the provision of a work and learning environment conducive to open discussion and free of intimidation, harassment and unlawful discrimination. The board commits the District to vigorous staff diversity/equal employment opportunity for qualified persons in all aspects of its employment program including selection, assignment, promotion and transfer, and with respect to all necessary classifications."

The Board also assures that all employees and applicants for employment will enjoy equal opportunity regardless of race, color, ancestry, religion, gender, national origin, age, physical/ mental disability, medical condition, status as a Vietnam-era veteran, marital status or sexual orientation. Board policy, including BP and AP 3410, Nondiscrimination, and BP 3430, Prohibition of Harassment, can be accessed at tinyurl.com/gwgvqwq (P.6.2), (P.6.3).

Board Policy and Administrative Procedure 5530, Student Rights, outlines the requirements for compliance with District policy in the matter and the procedure to provide prompt and equitable means of resolving student grievances (P.6.4).

Information including, but not limited to, student rights and grievances and procedures, discrimination complaint procedures, student conduct, alcohol/drug free workplace, smoking policy, open class policy, personal security for distance learning students, cancelled classes,

workload for normal program, participation in distance learning and TBA program, apprenticeship training, attendance, authority of instructors, academic honesty, change of program, final examinations, withdrawal from college, and academic credit are delineated in the 2015-2016 Catalog Policies & Procedures section pages 33 through 50 (P.6.4).

Additionally, the AHC website at http://tinyurl.com/jtlepv8 provides College information regarding the following policies: Student Records-Family, Educational Rights and Privacy Act (FERPA), Student Complaints, Student Conduct, Academic Honesty, Academic Probation, Student Success Scorecard, Student Success Facts, Copyright Regulations, Smoking Policy, Drug Free Policy, Photo and Videotape Policy, Field Trips, USA Patriot Act, and Statement of Nondiscrimination.

The following web links provide students and the public with access to process information to submit complaints, http://tinyurl.com/jgjh2es, Student complaint form, http://tinyurl.com/gn7nu3d and student grade review procedure, http://tinyurl.com/johmd9b

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

Evidence:

P.7.1   BP 1100, the Allan Hancock Joint Community College District
P.7.2   BP & AP 5010, Admissions
P.7.3   Allan Hancock College Catalog, Page 12-22, Admissions procedures
P.7.4   Allan Hancock College Catalog, page 8, Statement of Accredited Status
P.7.5   Allan Hancock College Name and address, http://tinyurl.com/hmrb58p

The Allan Hancock College District's Board Policy 1100 stipulates that the name is the property of the District. "No person shall, without the permission of the Board of Trustees, use the name of the college or other facilities of the District, or any abbreviation of them, to imply, indicate or otherwise suggest that an organization, product, or service is connected or affiliated with, or is endorsed, favored, supported, or opposed by, the District" (P.7.1).

Allan Hancock College's mission and vision statements are located on page 8 of the 2015-2016 Catalog along with its statement of accreditation, student assessment and learning outcomes statement, institutional outcomes, college foundation, and auxiliary program corporation descriptions.

In accordance with Board Policy and Administrative Procedure 5010, Admissions, The District shall admit students who meet one of the following requirements and who are capable of

profiting from the instruction offered: *Any person over the age of 18 and possessing a high school diploma or its equivalent. Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester* (P.7.2). *Persons who are apprentices as defined in Labor Code Section 3077. Admissions procedures are described in the college catalog on pages 12-22* (P.7.3).

The college statement of its accredited status is presented on page 8 of the college catalog, and the college website one click away from the home page at, (P.7.4) http://tinyurl.com/gwv2hf2 .

The College catalog accurately reports the official college name, address, telephone numbers and web links to its main and off campus locations at the front cover of its catalog and in Board Policy 1100, The Allan Hancock Joint Union College District. The same information including campus location maps is provided on the college website at http://tinyurl.com/hmrb58p (P.7.5).

Policy on Contractual Relationship with Non-Regionally Accredited Organizations

Evidence:

P.8.1   Cosmetology Program web page
P.8.2   Allan Hancock College Catalog Cosmetology program page 83

The College contracts with many different organizations to deliver quality internship and clinical experiences to students. The College provides the curriculum and certified instructors for the course. For example, the College contracts with an external agency to provide instruction for a Cosmetology program. Information regarding the program is located on the college website and the college catalog (P.8.1), (P.8.2).

Policy on Institutional Compliance with Title IV

Evidence:

P.9.1   Board Agenda Item 14.I, pages 211-222, September 8, 2015
P.9.2   CCFS-311, Annual Financial and Budget Report, Actual 2014-2015 Budget 2015-2016
P.9.3   BP & AP 3280, Grant Funded Programs
P.9.4   Board of Trustees Action Item 12.A, September 9, 2014
P.9.5   Grant Compliance Reporting
P.9.6   Student Equity Expenditure Report 2014-2015
P.9.7   Board of Trustees Item 13.C, pages 143-146, March 9, 2016

P.9.8   Letter from USDE 2013 Financial Aid Default Rate Report

P.9.9   Vavrinek, Trine, Day & Co., LLP Independent Auditor's Report on State Compliance

Effective Oversight of Finances

The AHC Department of Administrative Services and the Department of Business Services provide financial oversight for District operations, including financial aid, grants, externally funded programs, and contractual relationships. These offices also oversee the management of District assets and investments.

The AHC Board of Trustees receives monthly financial reporting on District unrestricted and restricted, auxiliary, AHC Foundation, and special fund activity. This monthly review allows for discussion of progress against budgets, institutional plans, or any anomalies in the financial statements (P.9.1). To meet state budget reporting requirements, the Administrative Services office prepares the CCFS-311, an annual financial and budget report which is submitted to the California Community Colleges Chancellor's Office (P.9.2)

Grants, External Funding, and Contracts

The Business Services and Institutional Grants departments follow District policies and procedures for contract and grant applications (P.9.3). Grant applications require board review for submission and require approval to receive funding prior to acceptance (P.9.4). Grants specialists in Business Services and the staff in Institutional Grants assist grant coordinators to develop and monitor grant budgets. The

grants specialists check to ensure expenditures are in compliance with applicable grant regulations and within annual budgets prior to approving expenditures in the ONESolution purchasing system. Compliance reporting is provided to the appropriate state or federal agency as required by the grant guidelines (P.9.5).

Restricted funds originating from the state or federal government are managed by the Business Services department. The grants specialists work with the various categorical, Student Success and Support, and Student Equity program administrators to develop annual budgets. The grants specialists check to ensure expenditures are in compliance with applicable program regulations and within annual budgets prior to approving expenditures in the ONESolution purchasing system. Compliance reporting is provided to the appropriate state or federal agency as required (P.9.6). AHC has not been audited by state or federal auditors between FY 2009–2010 and FY 2014–2015.

The AHC Board of Trustees provides authorization to specific employees who may act as agents of the institution for contract approval. This authorization in updated by the AHC Board of Trustees annually (P.9.7). This authorization is in conformance with Section 81655 of the California Education Code.

Financial Aid

Allan Hancock's Financial Aid program has not required review by the U.S. Department of Education because of ongoing compliance with Title IV. The District was notified by ACCJC that it was being assigned a category R (referred) and would

undergo a more comprehensive analysis of AHC's financial condition by ACCJC's Financial Reviewers. One of the reasons cited for the review was "excessive Federal Student Loan default rates." Following the review, it was determined that no additional action or reporting was required by the District. In a February 29, 2016 letter from the U.S. Department of Education, the District was notified that the 2013 three-year default rate had dropped to 17.9% (P.9.8).

In its Independent Auditor's Report on State Compliance for the year ended Jun 30, 2015, the college received an Unmodified Opinion for each of the audited programs (P.9.9).

Contractual Relationships, Educational, Library, and Support Services

Allan Hancock's contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
Allan Hancock College has third party contracts with the following service providers in support of student success and institutional effectiveness:

P.10.1	Canvas
P.10.2	Blackboard (Blackboard ends 4/17)
P.10.3	Smarthinking and Net Tutor Online Tutoring (Net Tutor currently a pilot)
P.10.4	TutorTrac Scheduling System
P.10.5	Library Electronic Databases (through CCLC Consortium)
P.10.6	Turnitin Plagiarism Detection
P.10.7	Credential Solutions (transcripts)
P.10.8	TouchNet
P.10.9	Higher One
P.10.10	National Student Clearinghouse
P.10.11	Inceptia (performs grace counseling outreach)
P.10.12	Library Catalog Maintenance (Polaris)

Standard I:
Mission, Academic Quality and Institutional Effectiveness, and Integrity

STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff and governing board members act honestly, ethically and fairly in performance of their duties.

I.A   Mission

I.A.1   The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Eligibility Requirement 6 – Mission
The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1; see Standard I.A.4 for adoption and publishing aspects)

Evidence of Meeting the Standard

Allan Hancock College demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, Allan Hancock College continuously and systematically evaluates, plans, implements and improves the quality of its educational programs and services.

I.A.1-1   Board of Trustees Agenda, October 20, 2009 Item 6.R, page 111 "Mission, Vision, and Values Statement"

I.A.1-2   Allan Hancock College Catalog, 2015-2016, page 8

I.A.1-3   California Education Code section 66010.4(a)

I.A.1-4   Mission Vision Values presentation, Planning Retreat 2013-14

I.A.1-5   Board of Trustees Agenda, January 17, 2014   Item 3.C, page 11 "Mission, Vision, and Values Statement"

I.A.1-6   Sample Board Agenda
I.A.1-7   Council Meeting Agendas
I.A.1-8   Strategic Plan 2014-2020, page 2

Analysis and Evaluation

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Since its inception, the mission of Allan Hancock College (AHC) has centered on providing quality education to our community. The College commitment is embodied in credit and noncredit instructional programs both onsite and online, student services, and co-curricular activities that support learning. AHC's intended student population is all students within the diverse District service area. One example of diversity is data showing higher credit enrollments in the day, more noncredit students in the evening, and students in their twenties and thirties taking the online courses. To meet the needs of our community, the College provides basic skills education, career and technical training, and transfer-level programs, onsite and online, preparing students for upper-level courses at universities. AHC offers associate degrees, associate for transfer degrees, and certificate programs.

The current mission, vision, and values of Allan Hancock College were adopted by the Board of Trustees in 2009-2010, and reaffirmed and updated in 2014 (I.A.1-1). They are stated in every annual catalog (I.A.1-2):

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

Vision Statement
Allan Hancock College will be the recognized leader in student success through excellence in teaching, learning, and services in an environment of mutual respect.

> Student Success
> Diversity
> Innovation
> Academic Freedom
> Mutual Respect
> Shared Governance
> Lifelong Learning
> Excellence

Shared Values
We at Allan Hancock College express our values in all that we do. Our commitment is to find innovative ways to enhance student achievement and to always put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning, and services through open and honest communication.

The mission and functions of Allan Hancock College fulfill the state-legislated requirements of California Community Colleges as stated in California Education Code section 66010.4(a) (I.A.1-3).

Allan Hancock College has regularly reviewed its mission statement at the annual strategic planning retreat, which is attended by representatives of all constituencies, including students, as part of its planning processes. At its annual strategic planning retreat in 2013, the District revisited the purpose and intent of its mission, vision, and values (I.A.1-4). The Board of Trustees reviews the mission annually (I.A.1-5), and it is widely disseminated and promoted; for example, the mission is found on Board agendas (I.A.1-6) and council meeting agendas (I.A.1-7).

The AHC mission is defined, published, and reviewed regularly by the Board of Trustees and representatives of all campus groups as part of strategic planning (I.A.1-8). It states the college commitment to student learning and achievement and is broadly disseminated to the college community as well as the public. The mission statement drives all planning and governance activities, including strategic directions.

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.A.2   **The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the education needs of students.**

Evidence of Meeting the Standard

Allan Hancock College has many internal and external data sources that are analyzed in planning goals and directions to support the College mission. The mission is the foundation for all planning documents and directs resource allocation priorities to meet the needs of students.

I.A.2-1	Strategic Plan 2014-2020
I.A.2-2	Strategic Plan 2014-2020, pages 16-17
I.A.2-3	Educational Master Plan 2014-2020
I.A.2-4	Facilities Master Plan 2014-2024
I.A.2-5	Technology Master Plan 2014-2020
I.A.2-6	Credit Student Success and Support Program Plan 2015-2016 and Noncredit Student Success and Support Program Plan 2015-2016
I.A.2-7	Student Equity Plan 2014-2017
I.A.2-8	Academic Senate
I.A.2-9	Councils and Committees Pathways to Decisions
I.A.2-10	2014 Planning Retreat Agenda
I.A.2.11	2015 Planning Retreat Agenda
I.A.2.12	EEO Report to the Chancellor's Office
I.A.2-13	Fact Book 2013
I.A.2-14	Fact Book 2014
I.A.2-15	Tableau
I.A.2-16	eLumen

I.A.2-17	National Student Clearinghouse
I.A.2-18	Labor Market Information: State of California Employment Development Department
I.A.2-19	LaunchBoard
I.A.2-20	Santa Barbara County Workforce Investment Board
I.A.2-21	San Luis Obispo County Workforce Investment Board
I.A.2-22	Ventura County Workforce Investment Board
I.A.2-23	U.S. Department of Labor, Bureau of Labor Statistics
I.A.2-24	Auto Body Technology
I.A.2-25	Agribusiness
I.A.2-26	Instructional Equipment Request Form
I.A.2-27	Distance Learning Profile
I.A.2-28	Summer School Survey and Results

Analysis and Evaluation

External and internal data are utilized to determine how effectively Allan Hancock College is accomplishing its mission and whether the District follows institutional priorities in meeting the educational needs of students. These data serve to drive the planning process of the College and were foundational in developing the *Strategic Plan 2014-2020* at the annual planning retreat (I.A.2-1). Global, national, state, and regional/local data were analyzed from a number of sources to identify those factors that are impacting the College or are likely to impact or influence the College's future; analysis resulted in the development of strategic directions. The strategic directions are directly connected to the mission; for example, strategic direction two "student learning and success" connects with the mission in that it "provides quality educational opportunities that enhance student learning." Strategic direction five "integration," partner with workforce and industry, connects to the mission of enhancing "the economic vitality of our diverse community" (I.A.2-2).

The *Strategic Plan 2014-2020* serves as the cornerstone of AHC's planning process, and all other plans are in alignment with this plan, including the Educational Master Plan, Facilities Master Plan, Technology Master Plan, Student Success and Support Program Plans, and Student Equity Plan (I.A.2-3; I.A.2-4; I.A.2-5; I.A.2-6; I.A.2-7). As with the *Strategic Plan 2014-2020*, data served to inform the development of each of these plans; the result of analysis was the development of goals or directions in each plan, which align with the mission and the strategic plan directions.

Data are widely utilized at the administrative, department, and programmatic levels to inform and assess the effectiveness of the College in meeting the needs of students and the community it serves. For example, the Enrollment Management Committee regularly reviews enrollment reports, including wait lists, when recommending classes be added or canceled. Data are also used to drive continuous improvement efforts and to identify performance gaps and resource needs. At the AHC Annual Student Success Summit in spring 2015, data were presented on the gap in distance learning success compared to onsite success. Similarly, data are utilized by the Academic Senate, councils, and committees across the College to gage effectiveness in support of students and the College's mission (I.A.2-8; I.A.2-9).

To ensure a broad based institutional focus on data, student learning and achievement data are shared and discussed at the annual planning retreat (I.A.2-10, I.A.2.11). For example, the 2015 planning retreat focused attention on data used for Institution Set Standards and for the Institutional Effectiveness Partnership Initiative to clarify data definitions and differences in criteria, as well as establishment of thresholds.

Various offices on campus provide institutional data. For example, Human Resources submits an Equal Employment Opportunity Report (I.A.2.12) and the Office of Institutional Effectiveness (formerly the Office of Research and Planning) publishes an annual Fact Book

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

that is utilized across the District (I.A.2-13; I.A.2-14). Additionally, several online research tools are readily available to collect data to inform institutional planning and effectiveness, including the software program Tableau (I.A.2-15). Tableau Dashboard was acquired in late 2014 in order to improve access to data for all programs and better allow disaggregation for analysis, including comparison of onsite and online outcomes. Institutional Learning Outcomes, Program Learning Outcomes, and Student Learning Outcomes are regularly assessed, and data relative to these are readily available within eLumen (I.A.2-16).

Comprehensive and annual program reviews provide analysis of data that reflect national, state, and regional/local trends. Sources include the National Student Clearinghouse, Labor Market Information supplied from the State of California Employment Development Department, the *Doing What Matters for Jobs and the Economy* initiative of the California Community Colleges Chancellor's Office via LaunchBoard, and Workforce Investment Boards throughout the region. U.S. Department of Labor, Bureau of Labor Statistics data are available to career technical education students and others on program specific web pages, including annual salary estimates (I.A.2-17; I.A.2-18; I.A.2-19; I.A.2-20; I.A.2-21; I.A.2-22; I.A.2-23; I.A.2-24; I.A.2-25).

Data analysis leads to resource requests in the program reviews, which lead to improvements in carrying out the College mission. For example, instructional equipment requests are derived from program reviews, and they are prioritized primarily on how critical they are to achieving student learning and success and are funded based on the priority order (I.A.2-26).

The College uses data at all levels of aggregation from program to institutional to assess accomplishments of program and College missions. Because of the large array of data available for institutional assessment, the Office of Institutional Effectiveness began to centralize critical data elements into a more centralized dashboard; this effort will also help in integrating plans across the College as common outcomes and data metrics are developed.

Additionally, the AHC 2015 Fact Book Distance Education Profile and the Summer School survey provide examples of how the college utilizes data to inform institutional decision making (I.A.2-27; I.A.2-28).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.A.3   **The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

Evidence of Meeting the Standard

As stated in its mission, the College *"provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community."* The mission is demonstrated through the various programs and activities described below which contribute to the District's high success rates for student learning and achievement.

I.A.3-1	Agenda of the 2014 Planning Retreat
I.A.3-2	Agenda of the 2015 Planning Retreat
I.A.3-3	Strategic Plan 2014-2020, pg. 3
I.A.3-4	Program Review Forms
I.A.3-5	Prioritization Forms for faculty, staff and equipment
I.A.3-6	Allan Hancock College Catalog 2015-2016 list of programs
I.A.3-7	Contract Education Website
I.A.3-8	Pacific Conservatory of the Performing Arts
I.A.3-9	The San Patricios
I.A.3-10	College Outreach Posters
I.A.3-11	Career Technical Education
I.A.3-12	Economic and Workforce Development
I.A.3-13	Santa Barbara County Workforce Development Board
I.A.3-14	South Central Coast Regional Consortium

I.A.3-15	California Community Colleges Doing What Matters for Jobs and the Economy
I.A.3-16	Agriculture, Water & Environmental Technologies Environmental Training Center
I.A.3-17	City of Lompoc, Economic Development Committee
I.A.3-18	Apprenticeship Training
I.A.3-19	Degree and Certificate Sequencing: Federal Prisons
I.A.3-20	The Extended Campus
I.A.3-21	California Corporate College
I.A.3-22	Petroleum Education Council
I.A.3-23	Citizenship Classes
I.A.3-24	Credit English as a Second Language Classes
I.A.3-25	Noncredit English as a Second Language Classes

Analysis and Evaluation

The mission of Allan Hancock College is deliberately broad, as AHC strives to serve the diverse needs of our 3,000 square mile District. The mission guides institutional goals for student learning and achievement, institutional decision making and planning, and resource allocation. The mission statement has been reviewed regularly at the 2013, 2014, and 2015 annual planning retreats that include participation of all constituents (I.A.3-1; I.A.3-2). College programs and services align with the adopted mission and, in addition, support the mission of the California Community Colleges (I.A.3-3).

The AHC mission is at the center of College programs and offerings in all locations and in all modalities. It is at the front of the shared governance *Councils and Committees Pathways to Decisions* manual, at the bottom of meeting agendas and notes, and on posters throughout the campus. All programs must include a mission statement in their program review and demonstrate how the program mission aligns with the College mission (I.A.3-4). The mission statement drives the District strategic plan directions; all resource requests through program review, faculty and classified staff prioritization, and equipment prioritization processes must link to those directions (I.A.3-5). To further inculcate the mission into College priorities, Strategic Directions from the Strategic Plan are noted in each Board agenda item.

District programs supporting the mission include a broad array of transfer programs, career technical education programs, basic skills courses, and student support services. An average of 175 course sections are offered online every spring and fall and 12 degrees and certificates are available 100% online. AHC currently offers 112 certificates, 80 Associate Degrees (AA and AS: Associate of Arts and Associate of Science), and 16 Associate Degrees for Transfer (ADTs: AA-T and AS-T) (I.A.3-6). In addition to credit programs, the District's robust Community Education division offers a variety of not-for-credit, noncredit, and fee-based opportunities that provide community members with lifelong learning, career preparation, and personal enrichment. The College also offers custom, specialized training to industry and agencies across the region and beyond

(I.A.3-7). As noted in the mission, these "quality educational opportunities" are all designed to "enhance student learning."

Opportunities across the District enhance the "creative, intellectual, cultural, and economic vitality of our diverse community." AHC's Pacific Conservatory of the Performing Arts (PCPA) is a professional conservatory theatre that embraces the community's diversity through education and outreach efforts, such as *The San Patricios*–a production that brought history to life for Chicano/Latino Studies students at Santa Maria High School and PCPA patrons (I.A.3-8; I.A.3-9). Examples of other outreach activities that integrate with the College mission and programs include Friday Night Science, Dance Spectrum Dimensions in Dance, Folklorico, Choir, and Jazz Band (I.A.3-10).

Examples of support for the "economic vitality" of the College's "diverse community" include career technical education programs and economic and workforce development initiatives (I.A.3-11; I.A.3-12). AHC is a member of the Santa Barbara County Workforce Development Board and the South Central Coast Regional Consortium (I.A.3-13; I.A.3-14) – an organization including career technical education deans and others from eight community Colleges within Region 6—San Luis Obispo, Santa Barbara, Ventura, and Northern Los Angeles Counties. The *Doing What Matters for Jobs and the Economy* framework of the Economic Development Department of California Community Colleges Chancellor's Office (I.A.3-15) supports the consortium. The regional Environmental Training Center at the

Lompoc Valley Center also operates under this framework (I.A.3-16) and focuses on agriculture, water, and environmental technologies. Additionally, AHC supports the City of Lompoc in its economic development initiatives; two College managers serve on the Economic Development Committee (I.A.3-17). Career technical education also includes apprenticeship opportunities for three careers: electricians, plumbers (pipe trades), and operating engineers (heavy equipment) (I.A.3-18). The District offers courses at the U.S. Penitentiary in Lompoc, offered in a partnership effort to reduce recidivism (I.A.3-19). Contract education, a unit within the Extended Campus, supports the specialized and custom needs of industry and public agencies (I.A.3-7; I.A.3-20), providing the training needs of corporations and agencies across the District. AHC is a member of the California Corporate College (I.A.3-21) and has provided training for initiatives such as the Affordable Care Act and the Pacific Gas and Electric's Solar System Training Program. The College is the only California community College authorized by the Petroleum Education Council to offer the SafeLandUSA, SafeGulf, Core Compliance, and Core Compliance Refresher certifications and is the exclusive provider of ExxonMobil's CalOps Site Orientation I.A.3-22).

The District supports northern Santa Barbara's "diverse community" in a variety of ways. The Community Education division offers free classes to prepare students for the citizenship test (I.A.3-23) as well as courses to prepare for the GED and noncredit ESL classes. The credit English as a Second Language (ESL) program prepares non-native speakers of English for academic study (I.A.3-24; I.A.3-25) and includes courses in reading, writing, grammar, and listening/speaking skills at four levels from beginning to advanced. AHC also provides student support programs through the 3SP Plan that supports elementary and secondary education, basic skills, ESL, short-term vocational, and workforce preparation.

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.A.4   The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Eligibility Requirement 6 – Mission
The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

Evidence of Meeting the Standard

Allan Hancock College widely publicizes its mission statement approved by the governing board. The mission statement reflects the College commitment to learning and serving the diverse community of northern Santa Barbara County (I.A.4-1). The mission statement can be found online, on posters around campus, on the back of staff and faculty business cards, in planning documents, and in other District publications.

I.A.4-1	Board Policy 1200, Mission
I.A.4-2	Board Minutes 1-20-09, item 8F
I.A.4-3	Mission and Values
I.A.4-4	Allan Hancock College Catalog 2015-2016, page 8
I.A.4-5	Sample Council Agendas
I.A.4-6	Human Resources Reception Screen – Screen Shot
I.A.4-7	New hire packet from Human Resources
I.A.4-8	Strategic Plan 2014-2020, page 2
I.A.4-9	Educational Master Plan 2014-202*0*, page 5
I.A.4-10	Planning Retreat 2011, (slides 13-15); Planning Retreat 2012,;

I.A.4-11	Mission Vision Values, Planning Retreat 2013-14, Mission, Vision, Values Feedback, AHC's Planning Retreat 2013, (slides 2-5)
I.A.4-12	Minutes of ASBG Executive Council, February 26, 2014, new business item 2
I.A.4-13	Minutes from College Council
I.A.4-14	Board Agenda January 17, 2014, Item 3.C; minutes

Analysis and Evaluation

Allan Hancock College's mission statement is reviewed annually to ensure the District's commitment to serving all students, regardless of their location or the modality used to deliver learning opportunities. Acknowledging the diverse needs of the community in the semi-rural 3,000 square mile District while aligning with the mission of the California Community Colleges drives the structure of the mission. AHC's Board of Trustees first approved the current mission statement on January 20, 2009 when it was revised to provide a description of the College's purpose and to focus on student learning (I.A.4-2):

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

The Board approved the mission statement most recently in January 2014 as part of the strategic planning process. AHC's mission, vision, and values are widely published on the website, College catalog, publications and brochures, posters throughout campus buildings, and in the Board Agenda (I.A.4-3; I.A.4-4). The mission statement appears on agendas for many groups, including College Council, Institutional Effectiveness Council, Technology Council, Cabinet, Administrative Team, and the Bond Measure I Citizens Oversight Committee (I.A.4-5). A screen in the Human Resources reception area displays information regarding College employment, including the mission, values, and goals of AHC (I.A.4-6). As part of new employee orientations, the mission, vision, and values are on the first page of the new hire packets (I.A.4-7). AHC's mission, vision, and values drive its planning processes. The Strategic Plan

begins with these cornerstones (I.A.4-8), as does the Educational Master Plan (I.A.4-9). The mission is reviewed at the start of each annual strategic planning initiative as part of the planning retreats (I.A.4-10).

The mission review process is conducted in a manner that ensures all campus interests are represented. During the 2013 Planning Retreat, focused feedback was obtained from attendees representing all employee groups (I.A.4-11). After the 2013 planning retreat, the superintendent/president met with the Associated Student Body Government and leadership class students and gave a presentation on the mission statement (I.A.4-12). The mission, vision, and values were also discussed at College Council, whose members include shared governance representatives of full-time faculty, part-time faculty, administration, classified staff, supervisory/confidential staff, and students (I.A.4-13). The Board of Trustees revisited the mission, vision, and values at its January 17, 2014 meeting (I.A.4-14).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.B Assuring Academic Quality and Institutional Effectiveness

I.B.1 **The institution demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

Allan Hancock College has established policies and processes that ensure a sustained District-wide dialogue on student outcomes and equity, academic quality, institutional effectiveness, and continuous quality improvement. Through review of the mission, planning processes, committee and council meetings, all-staff convocations, and retreats, student learning and achievement remain at center of discussions.

I.B.1-1	Councils and Committees Pathways to Decisions
I.B.1-2	ASL Program Review
I.B.1-3	CBIS Annual Update
I.B.1-4	Sample Student Outcomes Report – Library
I.B.1-5	Sample Student Program Review Data - Biology
I.B.1-6	Sample Program Review Survey
I.B.1-7	LOAC Retreat Minutes January 14, 2015
I.B.1-8	Institutional Assessment Plan
I.B.1-9	Student Equity Plan 2014-2017
I.B.1-10	Student Equity Plan 2015-2018
I.B.1-11	Student Equity Focus Group Evidence, page 8
I.B.1-12	2015 Planning Retreat Student Equity Plan Presentation

I.B.1-13	2015 Planning Retreat Equity and Preparedness Presentation
I.B.1-14	Program Review Matrix
I.B.1-15	Vice President Prioritization Lists
I.B.1-16	Calendar Committee Agenda and Notes Regarding Winter Intersession
I.B.1-17	Student Learning Council Agenda and Notes Regarding Short-term courses 10-22-14
I.B.1-18	Academic Senate Agenda and Minutes Discussion on Winter Intersession
I.B.1-19	Distance Learning Committee Notes 10-21-2014
I.B.1-20	Distance Learning Committee Notes 9-15-2015
I.B.1-21	Academic Senate Minutes 11-3-15
I.B.1-22	CCPD Council Descriptions of IEC, SLC, and SSC
I.B.1-23	IEC Agendas and Notes Various Meetings (including recommendation to College Council to form a council co-chair meeting
I.B.1-24	College Co-Chair Meeting Agenda and Notes
I.B.1-25	2014, 2015 and 2016 Student Success Summit Agendas

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Analysis and Evaluation

Dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous quality improvement takes place in a number of forums across the District. As noted in the *Councils and Committees: Pathway to Decisions (CCPD)*, the College's councils and committees and Academic Senate are venues through which substantive dialogue occurs (I.B.1-1)

Student Outcomes

Ongoing dialogue about outcomes occurs at the department and program level (I.B.1-2; I.B.1-3). These examples of program review show how data on student outcomes result in programmatic dialogue about improvements. The Office of Institutional Effectiveness provides each instructional program data on student outcomes (I.B.1-4) and student achievement (I.B.1-5). Institutional Effectiveness also provides instructional and student services programs with survey support (I.B.1-6) that are used to complete program reviews and facilitate dialogue among faculty and staff in programs.

Dialogue about Student Learning Outcomes (SLOs) also occurs within campus committees. The Learning Outcomes and Assessment Committee (LOAC) meets regularly to discuss assessment regarding topics such as Institutional Learning Outcomes (ILO) results, professional development, mapping course and ILO outcomes, the process for writing course improvement plans, and assessment of basic skills and transfer level courses (I.B.1-7) The College Institutional Assessment Plan guides assessment of teaching and learning. It documents the College's assessment policy; provides a structure and reference resource for campus-wide outcomes and assessment efforts; and clearly states roles, responsibilities, and timelines for outcomes and assessment activities (I.B.1-8). In addition, the plan outlines assessment roles and responsibilities of the Academic Senate, faculty, staff, and students as well as department chairs, deans, directors, coordinators, the vice president of Academic Cffairs and the vice president of Student Services (I.B.1-8, pages 4-6 and 8-9).

Student Equity

Alan Hancock College's (AHC) mission statement and its strategic direction guided development of the Student Equity Plan 2014-2017 (I.B.1-9) and the new plan for 2015-2018 (I.B.1-10). The College's strategic direction of "student learning and success" focuses on providing educational programs and comprehensive support services to promote student success, defined by student achievement of their educational goals, and respond to the qualitative and quantitative assessment of learning. The Student Equity Plan outlines the District's plan to improve outcomes on five student success indicators for students regardless of race and ethnicity, gender, age, disability, economic circumstances, veteran, or foster youth status. There are five student success indicators: access, course completion, ESL and basic skills completion, degree and certificate

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

completion, and transfer (I.B.1-9; I.B.1-10). Data on student outcomes used in the plan were shared and discussed at various focus groups, where AHC faculty and staff could discuss the implications of the data and possible actions for improvement (I.B.1-11)

Student equity data are shared and discussed at various venues. Data from the 2015 Student Equity Plan and Student Preparedness, with a focus on equity, were part of the dialogue at the 2015 annual planning retreat (I.B.1-12; I.B.1-13).

Academic Quality
Conversations about academic quality form the foundation of the program review process that occurs every six years for instructional and student services programs. (I.B.1-14). Comprehensive program reviews and annual updates assess and document resource needs associated with student outcomes, student equity, and student achievement. These needs are prioritized by departments, deans, and cabinet-level administrators, and are then reviewed by Academic Senate and College Council as part of the planning and resource allocation process (I.B.1-15).

Discussions of academic quality occur in various College councils and committees and at Academic Senate meetings. For example, when the Calendar Committee proposed a four-week winter intersession (I.B.1-16), Student Learning Council discussed the merits and best practices associated with short-term instruction (I.B.1-17). The Academic Senate further discussed the merits of a short-term winter and voted in favor after considerable dialogue (I.B.1-18). Emphasis on

academic quality with regard to distance learning has been a focus for the College over the last few years. The Distance Learning Committee has provided ongoing dialogue on topics such as effective contact, student success and retention, the distance learning success gap, and adoption of a new course management platform (Canvas) (I.B.1-19; I.B.1-20; I.B.1-21).

Institutional Effectiveness
Collective dialogue around institutional effectiveness takes place within venues such as the Institutional Effectiveness Council (IEC), the Student Learning Council, and the Student Services Council (I.B.1-22). The IEC organizes the annual AHC planning retreat, conducts a periodic council and governance survey, reviews annual reports from all other councils, and is charged with recommending improved institutional practices (I.B.1-23). Recommendations from IEC to College Council from surveys and annual reports led to the formation of a council co-chair meeting to make improvements to communication and organization of Council meetings (I.B.1-23; I.B.1-24). The Student Learning Council develops and recommends strategies to support and improve student learning programs across the District and seeks to advance and encourage innovation in teaching and learning to meet changing student needs both onsite and online. Among other things, the Student Services Council is a resource and recommending body on issues related to student services and the improvement of student services programs. In an effort to promote and support innovative best practices, these two councils organized Student Success

Summits in 2014, 2015, and 2016 (I.B.1-25).

Continuous Quality Improvement of Student Learning and Achievement
The aforementioned examples of dialogue in various College settings support student learning and achievement. The College provides ample opportunity for dialogue about student learning and achievement not only through the program review process where student outcomes and achievement data are discussed at the program level but also through councils and committees, where an institutional focus is provided for discussion of such topics as institution-set standards and scaling up innovative, successful practices. For example, the focus of the second Student Success Summit, planned by the Student Learning and Student Services Councils, was exploring ways to expand successful our successful summer bridge and acceleration programs (I.B.1-25).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.B.2   **The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.**

Eligibility Requirement 11 – Student Learning and Student Achievement:
The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Evidence of Meeting the Standard

Allan Hancock College defines and assesses student learning outcomes on a sustained and continuous process of six-year comprehensive program reviews and annual updates in all instructional programs and student support services. Regular and systematic assessment is part of the program review process. Course outcomes are identified in the course outlines of record and are the same regardless of location or modality. Course outcomes are mapped to program outcomes, which are publicized in the catalog online and in print.

I.B.2-1   Allan Hancock College Catalog 2015-2016; Institutional Learning Outcomes pages 8-10

I.B.2-2   Institutional Learning Outcomes Website

I.B.2-3   Allan Hancock College Institutional Assessment Plan, March 2014

I.B.2-4   Learning Outcomes and Assessment Committee Charge

I.B.2-5   Assessment Professional Development Schedule and Attendance

I.B.2-6   Allan Hancock College Catalog 2015-2016, Degrees & Certificates listings pages 64-125

I.B.2-7   Student Services Outcomes Website

I.B.2-8   Administrative Service Area Outcomes Website

I.B.2-9   Program Review Matrix Website

I.B.2-10   Technology Information ILO Report

I.B.2-11   Critical Thinking ILO Report

I.A.2-12   ACCJC Annual Report

I.B.2-13   Allan Hancock College Institutional Assessment Plan, Roles and Responsibilities Faculty page 5

I.B.2-14   LOAC Annual Report of Accomplishments

I.B.2-15   Program SLO Report Sample - Graphics

I.B.2-16   ILO Assessment Report Final

Analysis and Evaluation

Allan Hancock College (AHC) has defined program and institutional learning outcomes and communicates them through the printed and online catalogs (I.B.2-1), the online Institutional Research and Planning learning outcomes web page (I.B.2-2), and the "Institutional Assessment Plan" (IAP) (I.B.2-3, pages 20-21). Course level outcomes appear on all syllabi and are mapped to program outcomes as part of the program review cycle. Guidance and training for the process of assessment is provided through Learning Outcomes Assessment Committee (LOAC) (I.B.2-4), the Institutional Assessment Plan (I.B.2-3), and through ongoing professional development (I.B.2-5).

Courses and programs offered online follow the identical processes as onsite courses for defining and assessing student learning outcomes. Course outlines of record in CurricUNET apply to all courses, and student learning outcomes do not change based on modality. Therefore, all courses and programs in any modality are included in the established program review processes.

Since 2009, Allan Hancock College has clearly defined and published learning outcomes for all instructional programs in the printed and online catalogs (I.B.2-6). Learning outcomes to support student services are also identified and are posted online in both the individual student services web pages and the Institutional Research and Planning learning outcomes page (I.B.2-7). Administrative areas have defined service area outcomes, which are posted online through the Institutional Research and Planning learning outcomes page (I.B.2-8).

Allan Hancock College evidence teams completed initial assessments of each of its institutional learning outcomes during 2011-2013. AHC regards the purpose of learning outcomes assessment to be the improvement of teaching and learning. Reports by each team are available internally to faculty and staff, and the evidence teams held meetings to present and discuss their findings (I.B.2-9). The four steps listed are in the IAP and shown below for regular ongoing assessment of the institutional learning outcomes are clear and concise, showing this is an easily sustainable practice.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Quality

STEP D:
Reflect and Revise
- Discuss areas of instruction or processes that can be changed to improve outcomes
- Implement changes

STEP A:
Plan for Learning
- Establish course, program or department goals

STEP C:
Assess Learning
- Assess outomes per assessment plan
- Evaluate assessment results
- Decide if outcomes met established goals

STEP B:
Identify Learning
- Design outcomes that specify what students learn or the service customers receive
- Determine methods to assess outcomes
- Establish desired outcome levels

AHC expects that every learning outcome will be assessed at least once within a six-year period, including institutional, program, course, student services, learning support services, and administrative services outcomes. Many areas assess every learning outcome every year, gathering comprehensive and longitudinal data for analysis and improvement plans (I.B.2-9).

AHC's comprehensive program review and annual update processes include measures and reports of student achievement data (I.B.2-10; I.B.2-11). Since learning outcomes assessment is incorporated in AHC's program review and annual updates processes, programs have done assessment of program learning outcomes if they are current in their program reviews. As of fall 2014, all instructional programs have ongoing assessment of program learning outcomes. Our student learning and support areas have shown consistent, ongoing

assessment of 100% of learning outcomes since 2013 (I.A.2-12).

Additionally, all course outcomes and student and learning support services outcomes map to program level outcomes and institutional level outcomes, so data collected from direct student level assessments also assists in program assessment and is documented in program reviews. Faculty members use the results of assessment data to strengthen and improve the curriculum, textbooks, and pedagogy and thus improve student learning (I.B.2-13).

LOAC evaluates the committee accomplishments and status of assessments through an annual report (I.B.2-14), program summary reports (for example, Nursing, BIS, and Graphics) (I.B.2-15), as well as summary reports of ILOs (I.B.2-16).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.B.3   **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.**

Eligibility Requirement 11 – Student Learning and Student Achievement
The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3; See Standard II.A.1 for program level standards.)

Evidence of Meeting the Standard

Institutional standards represent minimum levels that the District expects to meet, and below which it is expected to initiate intentional action for improvement. Student achievement data are published and available publicly through the Office of Institutional Effectiveness that are evaluated at various College venues. The institutional standards are being met and evaluation will continue annually.

I.B.3-1   AHC Institution Set Standards
I.B.3-2   Institutional Effectiveness Accreditation Measures
I.B.3-3   ACCJC Annual Report, 2015
I.B.3-4   California Community Colleges Student Success Scorecard
I.B.3-5   Fact Book 2014
I.B.3-6   Tableau Dashboards
I.B.3-7   Institutional Effectiveness State Student Success Scorecard l

I.B.3-8   Institutional Effectiveness Council Agenda and Notes
I.B.3-9   Annual Planning Retreat Agendas 2014 and 2015
I.B.3-10   Institutional Effectiveness Council Agenda and Notes April 13, 2015

Analysis and Evaluation

Allan Hancock College (AHC) has established institution set standards in the areas of course completion (percentage of students completing a course), successful course completion (percentage of student passing a course with a "C" or better), degrees (duplicated and unduplicated), certificates (duplicated and unduplicated), and transfer (to CSU, UC, private, and out of state) (I.B.3-1). AHC has established institution set standards for CTE programs with regards to licensure pass rates and employment. At the 2014 and 2015 Planning Retreats, there was dialogue about the definition of the standards as a minimum threshold (floor), and the criteria used to set the floor was discussed. Prior

to the retreat, there were numerous discussions about appropriate measures and standards at various College meetings including the Student Learning Council and Academic Senate (I.B.3-2). The College standard for all outcomes is based on setting a threshold at 95% of a 3 to 5 year average. Data on AHC's performance compared to its institution-set standards are reported in the Annual Report to ACCJC (I.B.3-3).

In addition to these measures, the California Chancellor's Office developed a scorecard tool which provides data on defined measures related to student achievement. This information is available to the public (I.B.3-4). AHC also makes these data available internally to faculty and staff in an annual Fact Book (I.B.3-5).

To ensure regular and systematic assessment, AHC's Office of Institutional Effectiveness purchased licenses for the Tableau visual analytics tool. Dashboards are made available internally to faculty and staff that utilize data related to student achievement (I.B.3-6). Program and institutional outcomes data are readily available to all College employees; the dashboards also allow the end user to disaggregate data by student groups.

The Office of Institutional Effectiveness updates AHC's Fact Book every year and makes this information available both internally and externally (I.B.3-7). The Fact Book includes state-wide performance indicators for comparison and detailed student demographic

information as well as additional student outcomes data beyond those used in the Institution Set Standards.

Colleges are required to establish goals for as part of the Institutional Effectiveness Partnership Initiative (IEPI) (I.B.3-8). Although similar to institution set standards, which are minimum thresholds, IEPI goals are aspirational. The IEPI data measures are also prescribed to institutions. These distinctions and data definitions were discussed at the 2015 Planning Retreat (I.B.3-9) and IEC meeting in 2015 (I.B.3-10) shortly after the data measures were made available to Colleges.

The College establishes, measures, and publishes institution set standards. Student achievement data are evaluated at the institution and programmatic level. Evidence of institutional achievement includes the recent recognition by the Aspen Institute once again as one of the nation's top 150 community colleges. AHC establishes institution set standards for college outcomes and CTE program licensure and employment achievement.

Dialogue about student achievement at the program level is fostered through the program review process, where faculty discuss disaggregated student achievement data including course success and retention for online and onsite courses, as well as certificate and degree outcomes. In order to improve the use of institution set standards, the program review committee plans to revise the prompts in the program

review guideline to align assessment of student performance at the program level to College set standards where appropriate.

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.B.4   **The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

Evidence of Meeting the Standard

Allan Hancock College (AHC) uses assessment data to improve institutional effectiveness through integrated processes that support student learning and student achievement. The College has established organized processes that support wide-scale dialogue about student learning and student achievement through committees, institutional planning, and comprehensive program review.

I.B.4-1	Strategic Plan Strategic Direction: Support Student Learning and Success
I.B.4-2	Comprehensive Program Review Guide
I.B.4-3	Annual Program Review Guide
I.B.4-4	Learning Outcomes and Assessment Committees Functions
I.B.4-5	LOAC Sample Minutes
I.B.4-6	ILO Assessment Results Chart
I.B.4-7	Information and Technology Literacy Planning Retreat Presentation
I.B.4-8	SLO Assessment Professional Development Fall 2010 - Present
I.B.4-9	Annual Planning Retreat Agendas 2013, 2014, 2015
I.B.4-10	2015 Planning Retreat Student Equity Presentation
I.B.4-11	2015 Planning Retreat IEPI Data
I.B.4-12	2015 Planning Retreat Institution Set Standards Data
I.B.4-13	Distance Learning Committee meeting notes 10/21/14
I.B.4-14	Student Success Summit Agendas 2014 and 2015

Evaluation and Analysis

Assessment of student learning and achievement is a primary focus of AHC as it is one of the Strategic Plan Strategic Directions: Support Student Learning and Success (I.B.4-1). This strategic direction includes two goals:

Goal SLS1
To ensure continuous improvement based on Student Learning Outcomes assessment data.

Goal SLS2
To support student access, achievement, and success.

Assessment of student learning occurs through various processes at AHC. Program and course assessment data are integrated into six-year comprehensive and annual program reviews (I.B.4-2; I.B.4-3). The program review guides require that faculty tie program improvement plans and resource requests (e.g., equipment and faculty) to evaluation of student learning and achievement.

AHC analyzes Institutional Learning Outcomes (ILOs) through various processes. Course Student Learning Objectives (SLOs) are tied to Institutional Learning Outcomes so that as a result of

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

course assessment, ILOs are assessed and reviewed by the Learning Outcomes and Assessment Committees (LOAC) (I.B.4-4). The LOACs regularly meet to discuss assessment results (I.B.4-5). Results from ILO assessment are summarized for annual comparison of student performance (I.B.4-6). LOACs also organize faculty inquiry groups to gather artifacts to evaluate one ILO each year. Results of those assessments are shared and discussed; for example, assessment results for the ILO *Information Technology and Literacy* were presented at the fall 2015 Planning Retreat (I.B.4-7). ILOs have been discussed across the campus over time in various venues as summarized in the following list from December 17, 2015:

Institutional Learning Outcomes
Assessment and Information Sessions

Date	Topics	Participants
8/16/2012	ASSESSMENT DAY: Overview of Assessment, Historical Perspective on ILOs, **ILO Communication Team Results,** Evidence Team Leader Introductions & Overview on Assessment of ILOs, L&PS SLO Retreat Model, and where do we go from here?	65
9/18/2012	**Critical Thinking & Problem Solving ILO Session/Results**	18
10/19/2012	**Personal Responsibility & Develoment ILO Session/Results**	11
1/17/2013	ASSESSMENT DAY: "Where we are with Assessment-Making Your Life Easier," and Breakouts on Global Awareness ILO, eLumen and Closing the Loop	33
2/22/2013	**Quantitative & Scientific Literacy ILO Session/Results**	7
3/1/2013	**Information & Technology Literacy Session/Results**	16
1/17/2014	**Global Awareness & Cultural Competence ILO Session/Results**	17
8/14/2014	ILO Forum: Information & Technology Literacy - Discuss Split	11
9/3/2014	LOAC-SS Mtg / Shared ILO Update on Info & Tech Literacy	
9/5/2014	Fine Arts Dept / Shared ILO Update on Info & Tech Literacy	10
9/5/2014	Mathematical Sciences Dept / Shared ILO Update on Info & Tech Literacy	12
9/9/2014	Business Dept / Shared ILO Update on Info & Tech Literacy	7
9/18/2014	Kinesiology, Rec & Athletics Dept / Shared ILO Update on Info & Tech Literacy	6
9/19/2014	Industrial Technology Dept / Shared ILO Update on Info & Tech Literacy	6
9/19/2014	Life & Physical Sciences Dept / Shared ILO Update on Info & Tech Literacy	11
9/23/2014	Social & Behavorial Sciences Dept / Shared ILO Update on Info & Tech Literacy	6
9/24/2014	Languages & Comm Dept / Shared ILO Update on Info & Tech Literacy	7
10/2/2014	Health Sciences Dept / Shared ILO Update on Info & Tech Literacy	8
10/8/2014	Applied Behavioral Sciences Dept / Shared ILO Update on Info & Tech Literacy	9
10/8/2014	Public Safety Dept / Shared ILO Update on Info & Tech Literacy	2
10/16/2014	Counseling Dept / Shared ILO Update on Info & Tech Literacy	28
11/19/2014	English Dept / Shared ILO Update on Info & Tech Literacy	9
9/15/2015	**ILO Dialog: Information & Technology Literacy Session/Results**	9
11/12/2015	AHC Planning Retreat: ILO Presentation on Information & Technology Literacy Results	40

In order to ensure effective processes to support assessment of student learning, professional development activities are provided throughout the year for faculty to learn about assessment as well as to learn how assessment data are entered into the assessment database, eLumen (I.B.4-8).

Institutional processes to support student learning include the annual Planning

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Retreat; Student Success Summit; efforts in committees, such as the Distance Learning Committee, Basic Skills Committee; and grant funded initiatives. Data on student outcomes are regularly shared and discussed at the College Planning Retreat (I.B.4-9). At the most recent retreat, approximately 60 College faculty, staff, and administrators reviewed and discussed data on Student Equity, Institutional Effectiveness Indicators, and Institution-Set Standards (I.B.4-10; I.B.4-11; I.B.4-12). A result of this dialogue led to establishing an additional Institutional Effectiveness outcome regarding basic skills progression.

Student learning and achievement are supported through various processes, including program review. The program review process requires a comprehensive analysis of program contribution to the institution mission every six years, with an annual update each year. The process includes evaluation of disaggregated data on student success in courses, degrees/certificates, and, where appropriate, labor market outcomes. At the institution level as part of the review of institution-set standards, transfer is also evaluated. In conjunction with review of student performance online compared to onsite that took place in the Distance Learning Committee (I.B.4-13), program evaluation now explicitly requires an analysis of student performance in online versus onsite courses.

Through dialogue at the Student Learning Council and Student Services Council, Student Success Summits were convened in 2014 and 2015 to share data on student outcomes and best practices aimed at improvements in student outcomes. Topics discussed included initiatives AHC faculty have undertaken, including summer bridge programs in math and English to accelerate student progression through developmental courses and multiple measures assessment using high school coursework (I.B.4-14). The faculty in math and English, in response to data on student progression through developmental courses, have revised curriculum to improve student outcomes. For example, the math department is now offering a course for non-STEM students that will allow students to complete Algebra I and Algebra II in one semester.

The College uses a variety of student learning and achievement data to inform improvements and has provided an organizational structure to support assessment of student data through program, committee, and institutional dialogue. The College is committed to improving continuously in this area by linking assessment Student Learning Outcomes and achievement data to improvements in student outcomes.

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.B.5 **The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

Allan Hancock College assesses its mission through program review and evaluation of goals and objectives. The College analyzes disaggregated quantitative and qualitative data for programs.

I.B.5-1	Institutional Assessment Plan
I.B.5-2	Library Program Review SLO Data 2016
I.B.5-3	ILO Team Report 2012
I.B.5-4	Accounting Program Review data (DL comparison)
I.B.5-5	Tableau Dashboard
I.B.5-6	2013 Planning Retreat
I.B.5-7	2014 Planning Retreat
I.B.5-8	Program Review Annual Update – Accounting
I.B.5-9	Program Review Annual Update – RN
I.B.5-10	Program Review Matrix
I.B.5-11	Lists of faculty, staff, and equipment requested

Analysis and Evaluation

Allan Hancock College assesses the accomplishment of its mission through program review and evaluating goals and objectives, Student Learning Outcomes, and student achievement. An Institutional Assessment Plan, developed by a faculty-led committee and approved through the Councils and Committee structure, is used widely across the College to guide both instructional and student services

assessments (I.B.5-1). The plan's purpose is to document assessment policy; provide a structure and reference for campus wide outcomes and assessment efforts; and clearly state roles, responsibilities, and timelines for outcomes and assessment activities.

The College has three interrelated levels of assessment:

1. *Course level*—assessment provides evidence of student learning using both direct and indirect measures. Faculty, as discipline experts, lead the effort and are responsible for developing and assessing course Student Learning Outcomes (SLOs). These course outcomes are mapped to both program and institutional outcomes (I.B.5-2).

2. *Program level*—outcomes are identified in academic, student support, and administrative units. Academic program outcomes are mapped to course level outcomes and are assessed using course level assessments along with annual program review reports.

3. *Institutional level*—Institutional Learning Outcomes (ILOs) are linked to course and program outcomes and are integrated as knowledge, skills, abilities, and attitudes into a variety of courses and student services (I.B.5-1, pages

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

9-10). General education courses that are not part of a defined program can be mapped directly to ILOs. A six-year assessment cycle ensures all ILOs are assessed at least once every six years. ILO assessment was completed using an evidence-team model; multidisciplinary faculty used an institutional level rubric to score student artifacts (I.B.5-3).

Assessment data are collected and recorded either at the student level or in aggregated format and are housed in eLumen assessment software. The minimum data collected for each SLO is aggregated data.

Student achievement data disaggregated by course, program, and modality (online versus onsite) are made available for instructional programs in PDF form (I.B.5-4). For faculty who want to disaggregate more thoroughly than required, they can query program and College data through the Tableau Dashboard (I.B.5-5). Tableau and the annual college Fact Book both have data on distance learning that can be retrieved by faculty for assessment. The Tableau Dashboard allows faculty to disaggregate the data to determine if there are disproportionate impacts on student learning for different groups of students, such as by gender, ethnicity, age, previous College work, and more. The Office of Institutional Effectiveness has developed new student outcomes reporting capabilities in eLumen that will give programs disaggregated student data by age, ethnicity, gender, foster youth status, economically disadvantaged status, veteran's status, individuals with disabilities, first generation , EOPS/CARE

& CalWORKs, and MESA; these data will be available beginning spring 2016.

In support of the College's mission, program reviews and annual updates guide institutional decision-making, planning, and resource allocation (I.B.5-6; I.B.5-7). AHC evaluates program quality through these comprehensive program reviews conducted on a six-year cycle (two years for some vocational programs) and reinforced with annual updates (I.B.5-8; I.B.5-9; I.B.5-10). The findings and conclusions are fundamental to program and course improvement. Resource needs documented in program reviews are prioritized by departments and divisions and forwarded to the appropriate vice president for consideration. In addition, program reviews and annual updates are pivotal in determining full-time faculty and classified staff hiring prioritization as well as equipment prioritization (I.B.5-11)

While there is evidence that the College integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.B.6   The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Allan Hancock College has a number of systems, plans, and practices for disaggregating data to examine performance gaps. When gaps are noted, the College develops strategies and actions for improving teaching and services that may include allocation or reallocation of resources.

I.B.6-1	Fact Book 2014
I.B.6-2	eLumen
I.B.6-3	Tableau
I.B.6-4	Spanish Program Review
I.B.6-5	Library Program Review
I.B.6-6	EOPS/CARE & CalWORKs Program Review
I.B.6-7	Distance Learning Committee Notes 10/21/14
I.B.6-8	Educational Master Plan 2014-2020, pages 8-9
I.B.6-9	Student Equity Plan, 2014-2017

Analysis and Evaluation

At Allan Hancock College, collecting data, analyzing learning outcomes, and measuring student success is accomplished in a variety of ways. The Office of Institutional Effectiveness guides and manages much of the data gathering. Data are publicly available online in the college Fact Book (I.B.6-1), with completion indicators and outcomes by subject/section.

District-wide Student Learning Outcomes (SLOs) data are compiled in the eLumen system; results are analyzed and reviewed regularly by faculty, staff, and administrators as part of the annual or comprehensive program review process (I.B.6-2). The Tableau data dashboard provides retention and success analytics by course, term, delivery method, ethnicity, gender, age, enrollment status, and other subsets (I.B.6-3). Both eLumen and Tableau assist with disaggregation of data for program review and improvement, grant proposals and reports, and other purposes (I.B.6-4).

Spanish faculty noted that assessment results in Spanish 101 were skewed by the number of enrolled native Spanish speakers. AHC is a Hispanic-serving institution with a substantial number of native speakers enrolled in Spanish courses. An improvement suggestion documented in eLumen is to develop a placement test designed specifically for native Spanish speakers (I.B.6-4). Other examples of programs responding to data are found in the Library, art, and EOPS/CARE & CalWORKs program reviews (I.B.6-5; I.B.6-6).

Tableau enables the College to recognize the gap in student retention and success easily between onsite and online students. The illustration below shows overall retention and success over several semesters for onsite and distance

learning students. The clear gap became a discussion topic for the Distance Learning Committee in 2014-2015. Several improvement approaches were initiated, including tutorial modules for online-instructor training (I.B.6-7).

Retention and Success for all AHC

	Spring 2013		Summer 2013		Fall 2013		Spring 2014		Summer 2014		Fall 2014	
Face to Face Course	74%	88%	85%	93%	74%	89%	74%	87%	85%	93%	73%	88%
Online Course	59%	80%	70%	85%	59%	80%	59%	78%	69%	85%	57%	81%
Grand Total	70%	86%	77%	89%	71%	87%	70%	85%	78%	89%	70%	87%

	Section	Enrollment	FTES	Section	Enrollment	FTES	Section	Enrollment	FTES	Section	Enrollment	FTES	Section	Enrollment	FTES	Section	Enrollment	FTES
Face to Face Course	890	22,791	3,138	180	4,413	570	888	22,716	3,245	941	22,716	3,214	200	4,441	564	943	22,904	3,260
Online Course	197	6,818	675	105	4,042	409	181	5,925	608	200	6,653	655	106	3,727	380	198	6,249	640
Grand Total	1,087	29,609	3,813	285	8,455	978	1,069	28,612	3,852	1,141	29,369	3,868	306	8,168	944	1,141	29,153	3,900

■ Success ■ Retention

The *Educational Master Plan 2014-2020* (EMP) demonstrates that AHC embeds the analysis and use of data in enrollment management, educational directions and initiatives, and integrated planning. After discussion of data, listed in EMP appendices, at forums and various council meetings, initiatives were developed that are listed on page 11 of the EMP. Some of these initiatives were endorsed at the annual Student Success Summit in April 2015, and initial actions from EMP Initiative One included expanding summer bridge programs in summer 2015 and launching an online student orientation in English (I.B.6-8).

The AHC *Student Equity Plan 2014-2017* provides another example of using disaggregated data for improvement planning (I.B.6-9). Campus-based student-population data were disaggregated by race and ethnicity, gender, age, economically disadvantaged, disability, Veterans, and foster youth to examine the five student success indicators. As goals and activities were developed, each of these student populations were considered; however, through the review of campus data on the five student success indicators, specific attention was given to the target student groups of individuals with disabilities, males, Latinos, economically disadvantaged, African Americans, Veterans, and foster youth. Improvements based on data included the creation of a Student Ambassador Program and counseling support for Veterans and foster youth.
.
Disaggregated achievement data are readily available and analyzed as part of program review. The Office of Institutional Effectiveness has developed new student outcomes reporting capabilities in eLumen that will give programs disaggregated student data by age, ethnicity, gender, foster youth status, economically disadvantaged status, veteran's status, DSPS, First Generation , EOPS & CARE, CalWORKs, and MESA; these data will be available beginning spring 2016.

The College uses data at all levels of aggregation from program to institutional to assess accomplishments of program and College missions. Because of the large array of data available for institutional assessment, the Office of Institutional Effectiveness began to centralize critical data elements into a more centralized dashboard; this effort will also help in integrating plans across the College as common outcomes and data metrics are developed.

The College meets the standard.

I.B.7 **The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

Allan Hancock College evaluates its policies and procedures across all areas of the institution to assure effective support of academic quality and accomplishment of mission. The instructional programs, student and learning support services, resource management, and governance process are evaluated through a variety of mechanisms.

I.B.7-1	Curriculum Development Handbook
I.B.7-2	Student Learning Council Minutes 10/08/14, Winter Intersession
I.B.7-3	Annual Program Review Update Template (2015-2016)
I.B.7-4	Sample Program Review Data, Chemistry
I.B.7-5	RN Annual Update (2015-2016)
I.B.7-6	Program Review Feedback Form
I.B.7-7	Academic Senate Program Review Committee Charge
I.B.7-8	2014-15 Comprehensive Program Review Draft with changes
I.B.7-9	Program Review Committee Minutes 10/26/15 and 10/9/15
I.B.7-10	2016 LOAC Retreat Agenda
I.B.7-11	CCPD Survey Results
I.B.7-12	College Council Meeting Notes on CCPD
I.B.7-13	College Council Notes 2/01/2016
I.B.7-14	Policy Updates, Board Book, 04/14/14
I.B.7-15	Board Policy and Procedures Presentation

Analysis and Evaluation

Allan Hancock College regularly evaluates its policies and procedures for all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes.

The quality and currency of new courses and programs is monitored through the Academic Policy and Planning Committee (AP&P), a subcommittee of Academic Senate. All new courses and programs, along with modifications to courses and programs, undergo a rigorous approval process overseen by AP&P, including separate review of distance learning courses to ensure compliance with federal and state standards (I.B.7-1). Prior to submission to AP&P, course and program modifications are thoroughly discussed by discipline faculty within each department.

The council and committee process through entities such as the Distance Learning Committee, Student Learning Council, and Student Services Council provides opportunity for dialogue about best practices and institutional improvement in onsite and online

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

instructional and student learning programs. For example, when the Calendar Committee proposed reinstatement of a four-week winter intersession, Student Learning Council assessed best practices in the area of instruction in short terms and contributed recommendations to the Academic Senate as part of the determination whether to move forward with the term (I.B.7-2).

All instructional and student learning programs undergo a comprehensive review every six years as well as annual review. Established in 2010-2011 in response to an evaluation of program review, the annual update revisits the plan of action established at the end of the most current comprehensive program, asks programs to assess continued relevance and progress toward identified goals, and updates enrollment and labor market trends, as well as student learning outcomes assessment data (I.B.7-3). The Office of Institutional Effectiveness, formally Institutional Research and Planning, provides common data sets, including student achievement data disaggregated by modality and student demographics (I.B.7-4). The comprehensive six-year program review requires programs to establish a six-year calendar of assessment of SLOs and to incorporate recommendations to improve learning outcomes and student performance into the final plan of action. The annual update asks for reports on assessments conducted and resulting changes and recommendations (I.B.7-5).

Program review processes are subject to evaluation on an ongoing basis to ensure program review leads to programmatic improvements. In 2010, a major revision

to program review was undertaken, and since that time, input into the evaluation of the program review process has been through feedback from faculty and staff who completed a program review each year (I.B.7-6). In order to ensure a more systematic process of program review evaluation and improvements, the Academic Senate created a program review committee in 2014 that meets regularly to review processes and policies and make recommendations for improvement to the academic senate (I.B.7-7). In the 2014-2015 academic year, the committee made changes to the instructional program review to add data elements, including disaggregated distance learning data and prompts in the Guide asking for analysis of the data (I.B.7-8). In fall 2015, modifications were made to the student services program review to align it more with the instructional program review. During this same time, the committee also addressed the need for CTE programs to evaluate labor market trends more rigorously, and the guidelines now provide more direction with regard to the availability of, and analysis of labor market data. The Program Review also asks for a more focused assessment of how the program mission ties to the College mission (I.B.7-9)

In addition to ensuring that SLOs are integrated into program review and that programs establish a cycle and six-year assessment plan, the College Institutional Assessment Plan forms the basis for everyone's roles and responsibilities in the assessment process. As noted in the plan, The purpose of this document is to

- Document the assessment policy for Allan Hancock College;

- Provide a structure and reference for campus wide outcomes and assessment efforts;
- Clearly state roles, responsibilities and timelines for outcomes and assessment activities.

Since the policy and practices of assessment are integral to effective use of student outcomes data, the plan is periodically reviewed by the Learning Outcomes Assessment Committee (LOAC), with the most recent review and revision occurring in spring 2016 (I.B.7-10). The Assessment Plan states that, "All constituencies have a role in assessment and learning and the reporting structure is defined by the Council and Committee Pathways to Decisions (CCPD)." The Plan indicates roles and responsibilities through the governance process of faculty, staff, administrators, students, and committees and councils in the assessment of student learning. After review and draft revisions of the Assessment Plan are finalized, LOAC will forward the recommendations to Student Learning Council, Student Services Council and to constituencies such as the Academic Senate for review and approval.

Governance and resource processes are identified in the CCPD. The document, as well as institutional processes, is evaluated by the Institutional Effectiveness Council (IEC) through a bi-annual evaluation (I.B.7-11). In 2013, the College Council created a task force to develop language that more clearly articulates the planning and resource allocation process. New language was included on pages of the CCPD that shows in a flow chart the processes for various types of resource allocation needs (I.B.7-12). As part of the ongoing assessment of the planning and resource process, and in light of additional improvements, a new task force was convened in 2014-2015 to provide a complete review of the CCPD for clarity to ensure understanding of both governance and resource allocation processes. The task force made clarifying edits to sections of the CCPD that dealt with governance and decision making, as well as a recommendation to College Council that IEC continue to refine the documentation related to planning and resource allocation. In light of the comprehensive scope of planning and resource allocation processes, IEC recommended to College Council that this task be one area of the Quality Focus Essay (I.B.7-13).

Allan Hancock College evaluates its policies and procedures across all areas of the institution to assure effective support of academic quality and accomplishment of mission. The Board of Trustees ensures all board policies are accurate, relevant to the institution and in line with new laws (I.B.7-14; I.B.7-15).

While there is evidence that the College integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated

evaluation, planning, and resource allocation to improve student learning and achievement.

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.B.8 **The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

Evidence of Meeting the Standard

Allan Hancock College maintains an ongoing dialogue regarding assessment and evaluation through committees, including the learning outcomes committees, and activities such as assessment days.

I.B.8-1	Learning Outcomes and Assessment Committees Website
I.B.8-2	Learning Outcomes and Assessment Committee Notes
I.B.8-3	ILO Information Sessions 2012 to Present
I.B.8-4	Program Review Matrix
I.B.8-5	Council/Committee Responsibilities, Councils and Committees Pathways to Decisions, pages 29-30
I.B.8-6	Accomplishments of AHC's Councils
I.B.8-7	AHC District Accomplishments, Board of Trustees 10/21/14, pgs. 136-141
I.B.8-8	Student Equity Information Session Flyer
I.B.8-9	Student Equity Focus Group Flyer
I.B.8-10	Student Success Summit Agendas 2014 and 2015
I.B.8-11	Superintendent Roundtable Agendas

Analysis and Evaluation

Results of assessment and evaluation activities are communicated so that the College has a shared understanding of its strengths and weaknesses and sets appropriate priorities. Key to this communication are two Learning Outcomes Assessment Committees (LOACs) – one focused on academic affairs and the other focused on student services (I.B.8-1). Both committees have liaisons from the different campus departments. During meetings, liaisons communicate what their areas are doing in regards to learning outcomes assessment and share information, concerns, problems, and progress (I.B.8-2).

In addition, information sessions and special assessment days are held throughout the academic year to engage all faculty and staff in dialogue and sharing about assessment activities and results (I.B.8-3). Tips and ideas for defining student learning outcomes, developing appropriate methods to measure and gather data, and analyzing and preparing improvement plans are shared and discussed.

Instructional, student services, and administrative programs regularly evaluate strengths and weaknesses through program review. Areas in which students are not performing as well as expected become priorities for improvement. Administrative units also assess the degree to which they support the teaching and

learning environment. To facilitate sharing of information, the most recent program review and annual update for each area are available through an internal electronic archive (I.B.8-4).

Assessment and evaluation occurs in all areas of the campus through the shared governance process. At the beginning of each academic year, all councils and committees review their purpose and set goals for the coming year (I.B.8-5). The groups continually review their goals and monitor progress. At the end of each academic year, all councils and committees evaluate and report on their accomplishments as well as challenges and suggestions for improvement (I.B.8-6). The Institutional Effectiveness Council (IEC) aggregates the findings and makes recommendations to College Council. The superintendent/president annually provides a progress report on accomplishments to the campus community and Board of Trustees (I.B.8-7).

During development of the 2015 Student Equity Plan, Information Sessions (I.B.8-8) and Focus Groups (I.B.8-9) were held to discuss areas of strengths and weaknesses to help prioritize action items. An additional example of communication are the Student Success Summits in 2014 and 2015 (I.B.8-10).

Student performance is shared with local high school officials at the annual Superintendent's Roundtable (I.B.8-11). This setting provides an opportunity for College and high school faculty and administrators to identify solutions that will improve the success of incoming students.

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.B.9   **The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.**

Eligibility Requirement 19 – Institutional Planning and Evaluation
The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Evidence of Meeting the Standard

Allan Hancock College has an integrated planning process that links program review to resource allocation. Systematic evaluation and planning occurs annually at the department/program levels leading to comprehensive program review every six years. Short and long-range needs for educational programs and services are identified for human, physical, technology, and financial resources.

I.B.9-1	Board Policy 3255, Program Review
I.B.9-2	Comprehensive Program Review Guide
I.B.9-3	Annual Program Review Update
I.B.9-4	ASL Program Review
I.B.9-5	CBIS Program Review
I.B.9-6	Art Program Review
I.B.9-7	Library Program Review
I.B.9-8	EOPS/CARE & CalWORKs Program Review

I.B.9-9	CCPD Overview of Planning
I.B.9-10	Faculty Prioritization Process
I.B.9-11	Staff Prioritization Lists
I.B.9-12	Facilities Prioritization Lists
I.B.9-13	Instructional Equipment Request Form
I.B.9-14	Council Co-Chairs Meeting Agenda and Notes

Analysis and Evaluation

All instructional, student services, and administrative programs participate in the program review process (I.B.9-1).

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

As stated in the Board Policy,
The primary purpose of program review is to determine program effectiveness; its processes are designed to recognize good performance and to identify and assist programs needing improvement. Program review also drives the institution's annual planning and resource allocation processes. All educational programs, student support services, and administrative departments of Allan Hancock College will be reviewed at least once every six years in accordance with the procedures. Based on findings and recommendations, such reviews may result in expansion or modification of programs, services, or departments, or a recommendation of further review to assess vitality and feasibility.

As part of the program review process, units evaluate data relevant to the evaluation of the program, define plans of action, and identify necessary resources to accomplish programmatic goals for all onsite and online programs. Long-range planning is conducted in the comprehensive program reviews for academic and student service programs, where short-term plans are made through annual updates. Programs must ensure integration into the College institutional mission and priorities by identifying a program specific mission and explicating the relationship of the program to the institution (I.B.9-2; I.B.9-3). Recent examples of program review leading to improvement include, ASL, CBIS, art, library, and EOPS/CARE & CalWORKs (I.B.9-4 ; I.B.9-5; I.B.9-6; I.B.9-7; I.B.9-8). The ASL program review demonstrates a need for a full-time faculty member, art identified the need for course advisories, the library made improvements to its

assessment instrument, and EOPS worked towards improving integration with other support programs on campus to improve transfer among their students.

The program review process requires that resource requests be tied to institutional planning. Likewise, resource requests at any District location or in any modality are required to have program review documentation supporting the request, including requests for faculty, support staff, facilities, and technology. The outline of planning and resource allocation is described in the Councils and Committees Pathway to Decisions (CCPD) (I.B.9-9), in which allocation processes for human, physical, technology, and financial resources are described.

Faculty Prioritization (I.B.9-10)
The process to determine which full-time faculty positions to fund has evolved over time after reviewing different types of quantitative and qualitative objective and subjective data to rank requested positions. The current process requires identification of need in program review and linkages to institutional mission and priorities. Currently proposed positions are prioritized by deans, department chairs, and Academic Senate Exec and ranked separately by vice presidents; these rankings are forwarded to College Council for a recommendation to the superintendent/president.

Staff Prioritization (I.B.9-11)
Staffing requests are forwarded through the program review process to vice presidents where positions are prioritized based on institutional needs.

Facilities Prioritization (I.B.9-12)
Similar to staffing requests, vice presidents receive facilities needs from program reviews. They prioritize the facilities needs based on institutional needs and forward their respective needs to the Facilities Council for further consideration.

Equipment Prioritization (I.B.9-13)
The instructional equipment prioritization process starts with program review. After funds are determined for the annual distribution for instructional equipment, deans allocate funds towards programs with greatest impact and need. Funds from state allocations as well as technology funding from Bond Measure I and CTEA funds are jointly considered to integrate the allocation mechanism.

In 2013 a revision to the CCPD Institutional Planning processes was made to update the document with recent institutional changes. However, in the time since then, the College has modified and adopted processes that are not reflected in the document. It further became evident that processes did not consistently involve all appropriate stakeholders or follow

identified timelines. In order to articulate the linkage of planning and resource allocation more effectively, a taskforce of council co-chairs began to review documentation in the CCPD and elsewhere across the institution where planning and resources are addressed (I.B.9-14). The taskforce found that an institutional-focused effort needs to be put into a thorough inventory of all related processes so that greater clarity can be made to the cycle of program review, planning, and resource allocation.

While there is evidence that the College integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Standard I.C Institutional Integrity

I.C.1 **The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.**

Eligibility Requirement 20-Integrity in Communication with the Public (I.C.1-1 see below). The institution provides a print or electronic catalog for its constituencies with precise, accurate and current information concerning the following:

General Information
- *Official name, addresses, telephone numbers, and website address of the Institution (Catalog, inside front cover)*
- *Educational mission (Catalog, page 8)*
- *Representation of accredited status with ACCJC and with programmatic accreditors, if any (Catalog, page 8)*
- *Course, program and degree offerings (Catalog, page 64-125; Catalog Addendum, pages 7-12)*
- *Student learning outcomes for programs and degrees (Catalog, page 64-125; Catalog Addendum, pages 7-12)*
- *Academic Calendar and program length (Catalog, back cover)*
- *Academic freedom statement (Catalog Addendum, page 4)*
- *Available student financial aid (Catalog, page 23)*
- *Available learning resources (Catalog, page 28)*
- *Names of governing board members (Catalog, pages 227-231)*

Requirements
- *Admissions (Catalog, page 12)*
- *Student fees and other financial obligations (Catalog, page 18)*
- *Degrees, certificates, graduation and transfer (Catalog, pages 52-62)*

Major Policies Affecting Students
- *Academic regulations, including academic honesty (Catalog, pages 34-41)*
- *NONDISCRIMINATION (Catalog, page 34)*
- *Acceptance and transfer of credits (Catalog, page 41)*
- *Transcripts (Catalog, page 48)*
- *Grievance and complaint procedures (Catalog, pages 34-38)*
- *Sexual harassment (Catalog, pages 34-35)*

- *Refund of fees (Catalog, pages 19-20)*
- *Locations or publications where other policies may be found*
(Standard 1.C.2; Note: See 1.C.2 for complete analysis of ER 20)

Evidence of Meeting the Standard

In all the District's various communication channels including the public website, the myHancock portal, and print publications including the catalog, Allan Hancock College ensures the integrity, clarity, currency, and accuracy of the information the College presents to all its constituencies, to prospective students, and to the public.

I.C.1-1	*Allan Hancock College Catalog 2015-16 and Allan Hancock College Catalog Addendum 2015-2016* (various pages as indicated in ER 20 above)
I.C.1-2	Allan Hancock College Website
I.C.1-3	Web Services Committee agendas and notes
I.C.1-4	*Allan Hancock College Catalog 2015-2016*
I.C.1-5	*Allan Hancock College Catalog 2015-2016*, page 32
I.C.1-6	*Schedule at a Glance* samples
I.C.1-7	*Spectrum*
I.C.1-8	Sample brochures

Analysis and Evaluation

Allan Hancock College (AHC) assures the clarity, accuracy, and integrity of information when it communicates its mission, learning outcomes, educational programs, student support services, and accreditation status to students,

prospective students, College personnel, the public, and other organizations (I.C.1-1). Since 2010, AHC has relied primarily on web-based content to provide clear, accurate, and complete information (I.C.1-2). The website is an effective way to communicate throughout the 3,000-square mile District and provide services to distance learning students, especially the distance learning webpages. In order to ensure accuracy in new web content, the AHC Web Committee meets twice monthly to review potential new content or pages for the website, to study usage analytics to ensure content is easily accessible, and to make changes as needed (I.C.1-3). In addition, new web content is vetted through the web content coordinator who relays substantial new content to the Office of Public Affairs and Publications before it is published.

The mission statement and current information about the College's accreditation status are accessible online through the About Hancock link on the College homepage. The College catalog, both in print and online, includes the mission statement; learning outcomes; a complete list of degrees and certificates; course descriptions, content, and requirements; as well as information about each student support program and student policies (I.C.1-4).

In coordination with the Office of the vice president of student services, academic affairs coordinate the review and updates the catalog in the spring each year. All of

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

the catalog elements listed in Eligibility Requirement 20 are checked for accuracy at that time. The entire campus community is asked to review, update, and revise information related to their areas. The Office of Public Affairs and Publications then edits the catalog for consistency, style, grammar, and formatting and prints and distributes the print and online catalog.

Learning outcomes are updated in the eLumen system by faculty and the learning outcomes analyst. The learning outcomes analyst annually compares outcomes in eLumen with ones in the catalog to ensure they are accurate and identical. Outcomes listed in the online curriculum system CurricUNET are also cross-checked with the catalog by the academic services coordinator (I.C.1-5).

In the past, AHC sent a printed credit class schedule, *Schedule at a Glance,* to students, prospective students, and the public (I.C.1-6). These newsprint documents contained basic information about classes and referred users to the online class schedules for details. To ensure accuracy, the list of courses was downloaded directly from the Banner student information system and was reviewed by several offices, including Admissions and Records. In spring 2015, the *Schedule at a Glance* was changed to a mailer that contains a brief list of courses with directions to check online for complete information. This is mailed to all District residents and out-of-district current students.

Distance learning students can limit a class schedule search only to those available online. The distance learning webpages list all the programs that can be completed 100 percent online. The student services webpage is a comprehensive list of all academic and student support services, with links to many online services.

All District noncredit and community education classes are listed online, 24 hours a day, through "class search." The College also prints a separate community education schedule, *Spectrum*, which is mailed to 77,000 homes district-wide and currently-enrolled, out-of-district community education students; it is also distributed to public libraries and other relevant community locations (I.C.1-7). The content for *Spectrum* is developed and reviewed for accuracy by the community education department with course downloads from Banner.

In addition to the catalogs, the College publishes online information and numerous printed brochures about its educational and student support programs. The Office of Public Affairs and Publications reviews all content for accuracy and clarity and consults frequently with departments to confirm content (I.C.1-8).

Through ongoing review and revision, as well as monitoring current content, the College demonstrates integrity in all its efforts to ensure information is clear and accurate.

The College meets the standard

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.2 **The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote).**

Eligibility Requirement 20: Integrity in Communication with the Public
(See complete bulleted list in I.C.1 for ER 20)

Evidence of Meeting the Standard

The Allan Hancock College catalog is available both in print and online versions. The catalog is kept current through an established timeline and contains all the required elements for integrity in communication with students, prospective students and the public.

I.C.2-1 *Allan Hancock College Catalog 2014-2015*
I.C.2-2 *Allan Hancock College Catalog 2015-2016*
I.C.2-3 *Allan Hancock College Catalog Addendum 2015-2016*
I.C.2-4 Allan Hancock College Website
I.C.2-5 Catalog Production Timeline
I.C.2-6 Academic Policy and Planning Committee (AP&P) Curriculum Summary to Board of Trustees

Analysis and Evaluation

Allan Hancock College provides print and online catalogs for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures. Required information regarding its mission statement, admission requirements and procedures, campus rules, academic programs and courses, services available to students, and other important information is available on the District's website and catalogs (I.C.2-1; I.C.2-2; I.C.2-3; I.C.2-4). The District catalog is published annually and produced by a team from Student Services, Academic Affairs, and Public Affairs and Publications, with significant input and content provided by deans and faculty. All College policies and procedures in the catalog are completely reviewed following an established production timeline that starts with the completed curriculum and program work of the Academic Policy and Planning committee (AP&P) (I.C.2-5; I.C.2-6).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.3 **The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.**

Eligibility Requirement 19 – Institutional Planning and Evaluation
The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Evidence of Meeting the Standard

Allan Hancock College has a number of methods to measure and document student learning and achievement. The College publicizes measures of academic quality to all appropriate constituencies. Allocations support instruction and priorities established through program review.

I.C.3-1	*Fact Book 2014* Completion Indicators (pages 11-2 through 11-11)
I.C.3-2	Allan Hancock College Homepage
I.C.3-3	Allan Hancock College Institutional Planning Webpage
I.C.3-4	Educational Master Plan *2014-2020*
I.C.3-5	Tableau Dashboards
I.C.3-6	Program Achievement Data, November 2014
I.C.3-7	Six-year assessment cycle for Institutional Learning Outcomes, Institutional Assessment Plan, page 12

I.C.3-8	Assessment of Institutional Learning Outcomes
I.C.3-9	Institutional Learning Outcomes Assessment Reports
I.C.3-10	Allan Hancock College Adopted Budget 2015-2016
I.C.3-11	Instructional Equipment prioritization spreadsheet 2015
I.C.3-12	CTEA Spreadsheet 2015
I.C.3-13	Presentation to the Board of Trustees
I.C.3-14	*Community News*, Fall 2015
I.C.3-15	*Community News*, January 2016
I.C.3-16	The Annual Report inside the Community News, January 2016, pages 4-5
I.C.3-17	*Inside Hancock*, April 2015
I.C.3-18	Keynote address to Lompoc Chamber of Commerce
I.C.3-19	Editorial published by the *Santa Barbara Independent*

Analysis and Evaluation

The College documents assessment of student learning and evaluation of student achievement to inform the appropriate

constituencies, current and prospective students, and public.

Student achievement data, including retention and success rates, fall to spring persistence, degrees and certificates, and retention and success rates by subject, are made public through the AHC Fact Book, which is updated annually and posted on the public website (I.C.3-1). The statewide *Student Success Scorecard* has a link on the AHC home page. On the home page, under "About AHC—You Should Know" there is a section on Student Success Facts (I.C.3-2). The public also has access to the major planning documents of the College through the public institutional planning page (I.C.3-3). The *Educational Master Plan 2014-2020* in particular has a great deal of information on student performance, as well as planning goals (I.C.3-4).

Through the Office of Institutional Effectiveness and the Tableau system, faculty and staff access information, for example, enrollment, student success, and degree and certificate completion, to use in program and course review, enrollment management, and other purposes (I.C.3-5).

At Allan Hancock College, Student Learning Outcomes (SLOs) are assessed at the course, program, and institutional level for both academic programs and student services. Every SLO is assessed at least once every six years and, in some cases, such as Spanish, assessment occurs every academic year or even every semester (I.C.3-6).

Institutional Learning Outcomes (ILOs) are assessed on a six-year schedule (I.C.3-

7). Results are documented and are available to the campus, prospective students, and the public in an institutional assessment report (I.C.3-8). All seven ILOs were assessed by interdisciplinary evidence teams during 2011-13 (I.C.3-9).

The annual *Adopted Budget* (Budget Book) is available to the public and students through the public website. The largest part of the unrestricted budget goes to academic salaries, evidence that the District is placing a high priority on instruction (I.C.3-10).

Student Learning Outcomes are assessed by faculty and resource requests for program improvements go into program reviews or annual program review updates. For example, in the 2014-2015 academic year, over $200,000 of instructional equipment funds and $440,000 of CTEA/Perkins funds went to improvements identified in program review based on SLOs. In both cases, funds were allocated through a committee process, deans' council and shared governance CTE taskforce (I.C.3-11; I.C.3-12).

The superintendent/president and vice presidents regularly present measures of student achievement and evaluations to the Board of Trustees during the annual retreat and at the board meetings (I.C.3-13). The goal is to keep the trustees as informed as possible.

The Public Affairs and Publications office also produces biannual publications to share stories and measures of success and student learning outcomes with the general public. *Community News* is mailed to every household in the District in January

and in July (I.C.3-14; I.C.3-15) to increase awareness in the community. The January issue includes the Annual Report with a message from the superintendent/president and highlights from various departments and programs (I.C.3-16).

Public Affairs and Publications also produces *Inside Hancock,* a four-page publication distributed to new and prospective students during community outreach events and at high schools (I.C.3-17). Both publications include measures of academic quality and academic success.

The superintendent/president makes several presentations throughout the year in the community to educate constituents about the state of the College and programs. For example, during the 2014-2015 year, the superintendent/president was the keynote speaker at a Lompoc Chamber of Commerce event (I.C.3-18) and wrote an editorial about the state of the College that was published in local newspapers (I.C.3-19).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.4 **The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

Evidence of Meeting the Standard

The annual College catalog contains a comprehensive description for every certificate and degree offered at Allan Hancock College, including the purpose, content, course requirements, and learning outcomes.

I.C.4-1   *Allan Hancock College Catalog 2015-2016*, pages 64-125

I.C.4-2   *Allan Hancock College Catalog Addendum 2015-2016*, pages 7-9

I.C.4-3   *Allan Hancock College Catalog 2015-2016*, page 99, Fashion Design Program

I.C.4-4   *Allan Hancock College Catalog 2015-2016*, page 93, Engineering

I.C.4-5   Image of Program Brochures at the Counseling Department

I.C.4-6   Sample Program Brochures

Analysis and Evaluation

All degrees and certificates offered through Allan Hancock College are described completely in the annual catalog (I.C.4-1; I.C.4-2). The catalog is available on the College homepage and also in a print version.

In the section on each certificate or degree, there are four consistent characteristics;

- A statement of purpose or what type of student the program will serve. For example, for the fashion merchandising certificate the catalog states: "The certificate program in fashion merchandising prepares students for immediate employment and to transfer to universities and technical schools of fashion and costume design." (I.C.4-3).

- A general description of the content. For an Engineering A.A., the catalog states: "The engineering program provides a general background suitable for a variety of engineering fields including mechanical, civil, aerospace, electrical, computer, and biomedical engineering." (I.C.4-4, page 93)

- A list of course requirements, including the units required, course numbers, and course titles.

- Learning outcomes listed as bullet points under the general description for each degree or certificate.

Program information can also be found in the Counseling Office (I.C.4-5) where brochures describing programs and contact information are available for students (I.C.4-6). Distance learning students can find information on online programs through the distance learning webpages.

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.5 **The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

Evidence of Meeting the Standard

Allan Hancock College has several layers of institutional review to assure integrity in all representations of its mission, programs, and services.

I.C.5-1	Graphic Standards
I.C.5-2	Publication Guidelines & Stylebook, December 2015
I.C.5-3	Public Affairs Review Matrix
I.C.5-4	Priority Registration Brochure (English)
I.C.5-5	Priority Registration Brochure (Spanish)
I.C.5-6	Allan Hancock College website
I.C.5-7	Planning Retreat Materials
I.C.5-8	Board Agenda January 17, 2014, Item 3.C; minutes
I.C.5-9	Board Policies
I.C.5-10	*Allan Hancock College Catalog 2015-2016*
I.C.5-11	College Catalog Timeline

Analysis and Evaluation

The College has systems in place to review its policies, procedures and publications regularly to assure integrity in all representations of its mission, programs, and services. The mission is reviewed annually as part of strategic planning, and academic programs and all student services participate in annual program review updates. All departments update catalog information annually and course schedules each semester on a timeline set by Academic Affairs. After

these processes, information conveyed both internally and externally is examined again through the Office of Public Affairs and Publications.

The Office of Public Affairs and Publications is responsible for quality control of AHC publications across all programs and adds a layer of review to ensure accuracy. The College graphic standards ensure publications maintain a consistent presentation, and an internal style guide assists individual departments in content development (I.C.5-1; I.C.5-2). All printed flyers, brochures, and other documents designed for the public are expected to go through a review process (I.C.5-3). If the Office of Public Affairs and Publications develops a new flyer or brochure, the information is evaluated and confirmed by content experts in the areas involved. For example, when the vice president of Student Services requested a new brochure be made to explain how new students could receive priority registration, the Office of Public Affairs and Publications worked with faculty and staff in the counseling department and with members of the outreach committee to ensure the accuracy and simplicity of the brochure (I.C.5-4). The Office of Public Affairs and Publications and the Counseling Department oversaw the production of the brochure, as well as its Spanish translation to better serve the community (I.C.5-5.

AHC website content is also reviewed by the Office of Public Affairs and

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Publications and then uploaded directly by departments or by the web content coordinator (I.C.5-6). The information on the website stays current because departments are able to make minor changes to their own webpages in real time, maintaining accuracy and currency while eliminating bottlenecks. The web content coordinator has a high-level view of the site to make sure all pages stay consistent.

The College mission is reviewed every year at the annual planning retreat as discussed in Standard I.A.4 then presented to the Board of Trustees for review and approval, either in its new form or for reaffirmation (I.C.5-7; I.C.5-8). This process ensures integrity in all representations of the mission and makes it available for public review.

As discussed in Standard I.B.7, AHC reviews its board policies and administrative procedures periodically, with the dates of review and revisions listed at the bottom of each policy. Consistency is also checked across policies and procedures by careful attention of council and committee members and the various constituencies. A major review project took place in 2014-2015 in order to bring AHC board policies in alignment with the recommended League for California Community Colleges language and numbering system (I.C.5-9). The process involved the AHC Board of Trustees, the superintendent/president's office, College councils and committees, and constituency groups collaborating on the realignment.

Allan Hancock College provides print and online catalogs for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures (I.C.5-10). Required information regarding its mission statement, admission requirements and procedures, campus rules, academic programs and courses, services available to students, and other important information is available to students in the printed and online catalog. The process to update the catalog takes more than three months and involves staff across disciplines and service areas. The process has built-in review redundancy in an effort to avoid any inaccuracies and to ensure all pertinent information is included (I.C.5-11). All College policies and procedures in the catalog are completely reviewed and revised each year, coordinated by the academic affairs curriculum specialist and the student services administrative assistant. Further input comes from deans, department chairs, articulation coordinator, and learning outcomes analyst. The superintendent/president is also consulted in the final review rounds.

All College policies and procedures in the catalog are completely reviewed following an established production timeline that starts with the completed curriculum and program work of the Academic Policy and Planning committee (AP&P) (I.C.5-8; I.C.5-9).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.6 **The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

Evidence of Meeting the Standard

Allan Hancock College informs current and prospective students on the total cost of education at the College through multiple information channels, including the College website, myHancock student portal, community presentations and workshops, and outreach materials.

I.C.6-1	*Allan Hancock College Catalog 2015-2016*, pages 18-20
I.C.6-2	CCCCO Net Price Calculator
I.C.6-3	Cashier Services – Cost to Attend
I.C.6-4	AHC Bookstore
I.C.6-5	AHC Class Search
I.C.6-6	Apply and Register
I.C.6-7	Schedule of Financial Aid presentations and workshops
I.C.6-8	Financial Aid presentation slides (English)
I.C.6-9	Financial Aid presentation slides (Spanish)
I.C.6-10	Financial Aid advertisement placed in Righetti High School newspaper
I.C.6-11	*Inside Hancock* publication, April 2015 and February 2016

Analysis and Evaluation

Allan Hancock College accurately informs and publicizes the costs related with classes, including tuition, fees, books, and other instructional materials primarily through the AHC online and print catalog, bookstore website, and outreach materials (I.C.6-1).

The College estimates the total coast of attendance for students through the Net Price Calculator provided by the California Community College Chancellor's Office (I.C.6-2). The total cost is estimated using actual tuition and fees at Allan Hancock College, and the California Student Aid Commission's annual student expense budget that factors in room, board, transportation, and personal miscellaneous components. Total cost information is available through the "Financial Aid" tab in the myHancock student portal (I.C.6-3).

The online bookstore site provides rental, new, and used texts for College classes. The Bookstore also makes public the costs of instructional materials, such as supplies for art classes (I.C.6-4).

In addition, through the College class schedule available online, students are able to select a link on the schedule to view required materials and book costs associated with each class. Students may also link to materials and book costs from the registration module when signing up for classes as shown below (I.C.6-5).

Tuition costs are listed in a number of places on the main AHC website, under links with labels like "Future Students," "Apply & Register," and "Cashier Services" (I.C.6-6). Tuition costs are broken down into various categories like enrollment fees, health fees, parking, and materials fees. Tuition costs are also identified and itemized when a student registers and receives a print out of courses and fees.

The financial aid and counseling departments have taken a proactive approach to educate new and prospective students, as well as their parents, about the costs associated with attending the College. Faculty and staff hold parent and student presentations throughout the District to explain the cost of education, as well as the available scholarships and financial aid (I.C.6-7). The workshops and

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

presentations take place in the afternoon and evenings, as well as in English and in Spanish to serve the District better (I.C.6-8; I.C.6-9).

The Public Affairs and Publications office also places advertisements in high school newspapers, parent newsletters, and magazines about the costs associated with attending the College (I.C.6-10). Information is also included in a biannual

publication *Inside Hancock* that is distributed to prospective students during outreach events at the high schools and throughout the District (I.C.6-11). Public Affairs and Publications staff uses the Net Price Calculator for all data included in the materials (I.C.6-2).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.7   **In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.**

Eligibility Requirement 13 – Academic Freedom
The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

Evidence of Meeting the Standard

The AHC Board of Trustees, the Academic Senate, and the Associated Student Body Government adhere to clearly stated and published policies that support an atmosphere of freedom for all constituencies in the pursuit and dissemination of knowledge throughout the Allan Hancock College District.

I.C.7-1   Board Policy/Administrative Procedure 4030, Academic Freedom and Responsibility
I.C.7.2   *Allan Hancock College Catalog Addendum 2015-2016*, page 4
I.C.7-3   Academic Senate Articles of Agreement, Senate Webpage 12/18/14
I.C.7-4   Academic Integrity Committee Functions (Academic Senate)
I.C.7-5   CCPD, Allan Hancock College Values, page 2
I.C.7-6   Associated Student Body Code of Ethics, Part 1
I.C.7-7   Standards of Student Conduct

I.C.7-8   Student Pledge of Honor Image in Student Center

Analysis and Evaluation

Allan Hancock College Board Policy and Administrative Procedure 4030 clearly states the District's commitment to academic freedom and responsibility as "essential to the free search for truth and knowledge and their free exposition" (I.C.7-1). In addition, the administrative procedure provides guidelines for filing a complaint if a faculty member believes academic freedom has been violated. Academic freedom is one of the eight shared values frequently published with the College mission statement and vision (I.C.7.2).

The AHC Academic Senate reflects and restates the faculty commitment to academic freedom in their articles of agreement that state in part "…we uphold a philosophy of shared governance through open communication and collaboration and of academic freedom and integrity" (I.C.7-3). The Academic Senate standing committee "Academic

Integrity Committee" has two functions that demonstrate commitment to academic responsibility and integrity:

1. Promote campus-wide efforts to educate students, staff, faculty, and administrators in the pursuit of academic honesty.

2. Review institutional academic integrity policies and processes and recommend changes as needed to align with best practices and regulatory mandates (I.C.7-4).

Allan Hancock College also publishes a list of shared values that include academic freedom (I.C.7-5).

Students echo the importance of academic freedom through the AHC Associated Student Body code of ethics, which includes "…being a member of this organization involves participating in an environment by which freedom of expression is of paramount importance to ensure total student input on the policy depictions and the free exchange of ideas" (I.C.7-6).

In the Standards of Student Conduct established by the AHC Board of Trustees and published in the catalog, the first sentence is "A student enrolling in Allan Hancock College may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn" (I.C.7-7); this commitment is further enhanced by the student *Pledge of Honor* found in the Student Center (I.C.7-8)

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.8 **The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.**

Evidence of Meeting the Standard

Allan Hancock College has established policies and procedures promoting honesty, responsibility, and integrity with processes in place for violations that occur. These policies are published and include guidelines for student conduct and an academic honesty policy.

I.C.8-1	Board Policy 3050, Institutional Code of Ethics
I.C.8-2	Board Policy 2715, Code of Ethics/Standards of Practice
I.C.8-3	Board Policy 4030, Academic Freedom and Responsibility
I.C.8-4	Academic Senate Academic Integrity Committee
I.C.8-5	Allan Hancock College Catalog 2015-2016 Academic Honesty, page 40
I.C.8-6	Allan Hancock College Catalog 2015-2016 Guidelines for Student Conduct, pages 38-39
I.C.8-7	Associated Student Body Government, Code of Ethics
I.C.8-8	ASBG Honor Pledge
I.C.8-9	Sample Syllabi with Academic Honesty Guidelines

Analysis and Evaluation

All constituencies at Allan Hancock College are expected to promote academic honesty and integrity. A core document is the Institutional Code of Ethics which states "employees of the Allan Hancock Joint Community College District are committed to the ethical values of honesty" (I.C.8-1). The Board of Trustees follows a specific Code of Ethics as defined in board policy (I.C.8-2). Integrity and responsibility are also part of the Board Policy on Academic Freedom and Responsibility, which is particularly applicable to faculty (I.C.8-3). The Academic Senate has a standing committee, the Academic Integrity Committee, that meets regularly and currently consists of three faculty members, a student, a staff member, the vice presidents of Academic Affairs and Student Services. This committee will recommend to the Senate in spring 2016 that faculty include the Academic Integrity policy in their syllabi, and will recommend specific penalties for violations of academic integrity in order to maintain consistency in application of them. Though the committee believes specifically outlined penalties can deter cheating and plagiarism, its primary role is to "educate students, staff, faculty, and administrators in pursuit of academic honesty" (I.C.8-4). The faculty distance education specialist includes academic honesty and student verification in the

required training for all first-time online instructors.

Students are made aware of academic honesty through the College catalog, which is available both in print and on the AHC website in an Academic Honesty section that includes the consequences of dishonesty (I.C.8-5). As spelled out in the catalog, the first consequence of academic dishonesty is a failing grade on an assignment that is plagiarized or otherwise fraudulent; however, the instructor may take other measures that are "reasonable and appropriate." There are also separate guidelines for student conduct and the Code of Ethics for the Associated Student Body Government (ASBG) (I.C.8-6 ; I.C.8-7). ASBG has also adopted an Allan Hancock College Honor Pledge (I.C.8-8). In addition, many faculty include academic honesty guidelines in their syllabus and course content (I.C.8-9).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The District has policies in place to ensure faculty and other employees act in a fair, objective, and ethical manner.

I.C.9-1   Board Policy 4030, Academic Freedom and Responsibility
I.C.9-2   Full-Time Faculty Evaluation Form
I.C.9-3   Board Policy 3050, Institutional Code of Ethics

Analysis and Evaluation

Faculty standards for professional integrity at Allan Hancock College are described in Board Policy 4030, Academic Freedom and Responsibility: "A member of the faculty has freedom and an obligation, in the classroom or in research, to discuss and pursue the faculty member's subject with candor, integrity, and objectivity even when the subject requires consideration of topics which may be politically, socially, or scientifically controversial." Moreover, the faculty member "…should not purport to be an institutional spokesperson, should show respect for the rights of others to express their opinions, and has the responsibility to present the subject matter of his/her course as announced to students and as approved by the faculty in their collective responsibility for the curriculum" (I.C.9-1).

Faculty evaluations take into account the following criteria: "acknowledging and defending the free inquiry of their associates in the exchange of ideas", "acknowledging academic debts (crediting sources to avoid plagiarism)", and "acting in accordance with the ethics of the profession and with a sense of personal integrity" (I.C.9-2).

In addition, all employees of the College, including faculty, are subject to Board Policy 3050, the Institutional Code of Ethics, which states employees are "fair, honest, straightforward, trustworthy, and unprejudiced" (I.C.9-3).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.10   **Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

Evidence of Meeting the Standard

Allan Hancock College is a public institution that is open to all students regardless of race or religion. The College does not require conformity to specific codes of conduct, nor does it seek to instill specific beliefs or world views.

I.C.10-1   Allan Hancock College Catalog 2015-2016, page 8

Analysis and Evaluation

The Allan Hancock College mission, vision, and values are widely published and do not contain language requiring conformity to specific codes of conduct and do not seek to instill specific beliefs or worldviews. All constituencies at Allan Hancock College campuses frequently see the mission, vision, and values on framed posters throughout the buildings. Both the vision and value statements encompass "mutual respect" as part of the culture. The mission, vision, and values are also on the public website and in the print catalog (I.C.10-1).

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.11 **Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

This standard does not apply to
Allan Hancock College.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.12   **The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.**

Eligibility Requirement 21. Integrity in Relations with the Accrediting Commission
The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (I.C.12, I.C.13)

Evidence of Meeting the Standard

Allan Hancock College (AHC) has complied with all Commission requirements since it became accredited and continues to act as directed to within identified time frames. The superintendent/president and accreditation liaison officer (ALO) work together to keep the Board of Trustees and the entire College community informed and responsive in staying in compliance with the Commission.

I.C.12-1   Allan Hancock College Website, Accreditation Page
I.C.12-2   *News2Know* Accreditation updates
I.C.12-3   Institutional Effectiveness meeting notes, 01/25/16 and 04/11/16

Analysis and Evaluation

AHC complies with all ACCJC standards, requirements, policies, and guidelines. The District maintains an accreditation webpage one mouse click away from the homepage, as directed by the Commission. The public accreditation web page contains all reports, communications, substantive changes, and other documents necessary for complete and honest disclosure (I.C.12-1).

All annual reports and other required documents for institutional reporting are submitted to the Commission as directed and in a timely manner. An archive of past self-evaluation reports and other accreditation documents is housed in the Santa Maria campus library in building L.

Changes in reporting requirements, standards, and policies are shared widely in the campus community by the superintendent/president and ALO through newsletters (I.C.12-2) and at council and committee meetings (I.C.12-3). Accreditation at AHC is an ongoing process, and the College makes every effort to keep current with accreditation requirements.

The College meets the standard.

STANDARD I:
Mission, Academic Quality and
Institutional Effectiveness, and Integrity

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

I.C.13 **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.**

ER 21: Integrity in Relations with the Accrediting Commission
The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)

Evidence of Meeting the Standard

External program accreditation is addressed by Board Policy and Administrative Procedure 3200, External Program Accreditation, and Board Policy and Administrative Procedure 4102, Advisory Committees for Instructional Programs (I.C.13-1; I.C.13-2). External agency review and program licensure or certification occur per agency requirements.

I.C.13-1   Board Policy/Administrative Procedure 3200, External Program Accreditation
I.C.13-2   Board Policy/Administrative Procedure 4102, Advisory Committees for Instructional Programs
I.C.13-3   Accreditation website link to last Accreditation Report
I.C.13-4   Programs which require external licensing

I.C.13-5   U.S. Department of Education Letter dated 05/23/11
I.C.13-6   California Student Aid Commission Letter – Cal Grants dated 03/23/16
I.C.13-7   Allan Hancock College Student-Athlete Forms to Align with California Community College Athletic Association Guidelines

Analysis and Evaluation

Allan Hancock College (AHC) is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The College has been continuously accredited since 1952, and the latest accreditation report is available for review on the Allan Hancock College website (I.C.13-3).

AHC currently offers 16 programs that require outside accreditation or certification. It maintains relations with various agencies including California Veterinary Medical Board (CAVMB), Dental Board of California, California Department of Public Health, Board of Registered Nurses (BRN), and California Certifying Board for Medical Assistants (complete list of programs licensing and certifying agencies (I.C.13-4).

Allan Hancock College's Financial Aid Office cooperates with the U. S. Department of Education on a regular basis in order to comply with federal Title IV regulations affecting the administration of financial aid programs. This is verified by the College being recertified to continue with the U.S. Department of Education federal financial aid program (I.C.13-5). The College maintains relationships with the California Student Aid Commission for students to obtain Cal Grants (I.C.13-6). The College maintains a relationships with the California Community College Athletic Association (CCCAA) and complies with its rules and regulations affecting the College's athletic program. In order to become eligible, every student-athlete must sign forms to adhere to CCCAA rules and regulations (I.C.13-7).

The College meets the standard.

I.C.14   **The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

Evidence of Meeting the Standard

Allan Hancock College (AHC) demonstrates commitment to high quality education, student achievement, and student learning through its mission, vision, and values; through integrated planning focused on student learning; through high quality student support services; through faculty professional development; and through themes the superintendent/president has introduced that have been widely adopted through the College.

I.C.14-1	Allan Hancock College Mission, Vision, and Values
I.C.14-2	*Strategic Plan 2014-2020*, pages 16-17
I.C.14-3	*Educational Master Plan 2014-2020*, pages 10-11
I.C.14-4	Aspen Prize Nomination - Applications/Notifications
I.C.14-5	Student Services Webpage
I.C.14-6	Professional Development Schedules
I.C.14-7	*Adopted Budget 2015-2016*
I.C.14-8	Measure I Bond Oversight Committee Reports
I.C.14-9	Measure I Bond Updates to the Board of Trustees

Analysis and Evaluation

The mission statement of the District begins: "Allan Hancock College

provides quality educational opportunities that enhance student learning" (I.C.14-1). All of the College's integrated plans start with this mission, and the largest and most significant direction in the AHC Strategic Plan is "Student Learning and Success" (I.C.14-2). The first direction in the AHC *Educational Master Plan 2014-2020* is "Student Success" (I.C.14-3). In recognition of AHC's commitment to high quality education, the College has been nominated for the Aspen Prize three times, in 2011, 2014, and 2016 (I.C.14-4).

The motto of the AHC Extended Opportunities Programs and Services (EOPS) program is "Above and Beyond", and that summarizes the philosophy of student services at the College. The extensive list of student support services available in various modalities reflects the District's commitment to student achievement and learning (I.C.14-5).

High quality education begins with dedicated, highly trained faculty. AHC provides a substantial list of professional development opportunities to faculty every academic year. In addition, many faculty choose to attend conferences in their discipline areas, at least partially funded by the College (I.C.14-6).

As a public institution and single College District, AHC does not contribute to a parent organization. The annual District budget shows the largest allocation of resources goes to support instruction (I.C.14-7). The Measure I Bond from 2006-2016 has been carefully monitored by the AHC Board of Trustees and a Citizens' Oversight Committee to ensure projects followed priorities and stayed within allocated funding amounts (I.C.14-8; I.C.14-9).

The College meets the standard.

Standard II:
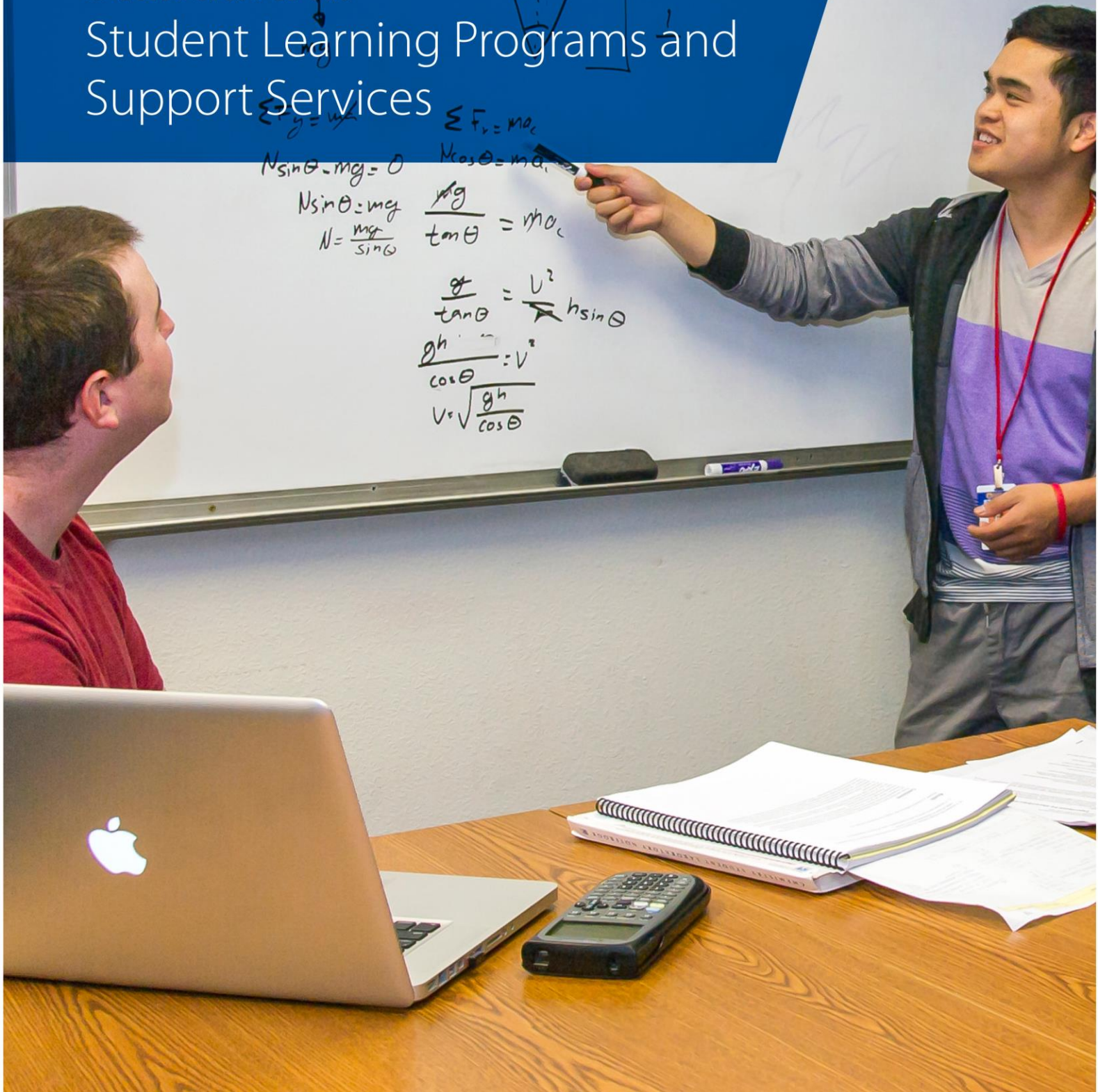Student Learning Programs and
Support Services

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A	Instructional Programs

II.A.1 **All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.**

ER 9. Educational Programs
The institution's principal degree programs are congruent with its mission, are based on recognize higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes.

ER 11. Student Learning and Achievement
The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.

Evidence of Meeting the Standard

II.A.1-1   Allan Hancock College Catalog, 2015-2016, pages 64-125
II.A.1-2   Allan Hancock College Catalog Addendum 2015-2016
II.A.1-3   Career Development Noncredit Certificates Website
II.A.1-4   Distance Learning Report Form ENGL 108/Course Outline English 108
II.A.1-5   Board Policy 4105, Distance Education
II.A.1-6   Degrees and certificates 100% Distance Learning

II.A.1-7   Program Review Resource Guide, Six-Year Review Academic and Vocational Programs
II.A.1-8   Academic Affairs Program Review Annual Update
II.A.1-9   Art Six-year Program Review
II.A.1-10   Accounting Annual Update
II.A.1-11   AP&P Course and Program Approval
II.A.1-12   Allan Hancock College Catalog, 2015-2016, page 75. Auto Technology and Biology program SLOs
II.A.1-13   AP&P Website
II.A.1-14   ASSIST (AHC 14-15 Transfer Course Agreements in ASSIST)

II.A.1-15	Registered Veterinary Technology (RVT) Program Application
II.A.1-16	Units and Hours
II.A.1-17	Demystifying Hours and Units
II.A.1-18	Institutional Report on Student Learning Outcomes
II.A.1-19	ACCJC Annual Report Chart by Year
II.A.1-20	CTE Institution Set Standards
II.A.1-21	ACCJC Institution Set Standards

Analysis and Evaluation

All Allan Hancock College's (AHC) instructional programs are offered in fields of study consistent with the college mission to provide quality educational opportunities that enhance student learning and the economic vitality of the community. AHC currently offers 112 certificates, 80 Associate Degrees (AA and AS: Associate of Arts and Associate of Science), and 16 Associate Degrees for Transfer (ADTs: AA-T and AS-T) (II.A.1-1; II.A.1-2). These credit certificate and degrees provide opportunities to gain employment through exemplary programs that reflect the strong employment areas in the region, such as automotive technology, nursing, and winemaking. Two-year degrees provide pathways for students into career fields and on to four-year universities. Strong academic two-year transfer programs that have been enhanced by a Department of Education STEM Grant include engineering, biology, computer science, and math.

Additionally, AHC offers noncredit courses in areas such as ESL, Adult Basic Education, and community education,

providing lifelong learning opportunities for the service area. Currently, eight noncredit certificate programs are offered (II.A.1-3). Regardless of where courses are offered, they all are subject to the same approval process with programmatic oversight and evaluation from lead faculty in the program areas.

Many courses are offered online; approximately 12% of fall 2015 credit sections were distance learning courses. All general education is available online to increase student access and completion of degrees. The vast majority of online courses are at the 100 transfer level due to concerns that technology may add another barrier for remedial students. Courses that faculty request to be offered online are subject to an additional approval process in the college curriculum committee, Academic Policy and Planning (AP&P) (II.A.1-4). The college recently revised Board Policy 4105, Distance Education, which ensures compliance with Department of Education guidelines regarding student authentication and documentation of regular substantive contact; the policy also distinguishes between distance and correspondence education although the college currently does not offer correspondence education (II.A.1-5). The college offers five AA degrees, six AS degrees and two certificates programs that can be completed entirely online (II.A.1-6).

Curriculum and program review processes ensure all curriculum offerings align with the mission (II.A.1-1; II.A.1-2; II.A.1-7; II.A.1-8). In both the annual and six-year instructional program review, faculty in the programs demonstrate how their mission aligns with the college mission.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Some program mission statements, such as art, are comprehensive and demonstrate the breadth and depth of the intended program outcomes that often include general education and Career Technical Education (CTE) aspects (II.A.1-9). Annual program updates require programs to verify that their program continues to align with the college mission, assess labor market trends for CTE programs, and provide assessment on progress towards program goals and a status on program and course student learning outcomes (SLOs) (II.A.1-10).

The Academic Policy and Planning Committee, which approves all curriculum, reviews all course outlines to ensure the courses meet the college mission at the time of submission for approval and have program and course student learning outcomes (II.A.1-11). All Associate Degrees (AA, AS, AS-T, and AA-T) are a minimum of 60 units, two-years. The program approval process also requires that each program develop and make public program level outcomes, which are provided in the college catalog; both CTE and academic programs publicize their program learning outcomes (II.A.1-12).

All new programs are reviewed by AP&P and evaluated for mission alignment, student demand and need, UC/CSU transferability and articulation, industry and business needs, and appropriate academic rigor, following the guidelines detailed in the State Chancellor's Office Program and Course Approval Handbook (PCAH) at the AP&P website (II.A.1-13). Courses that are intended to transfer are vetted through ASSIST (II.A.1-14). CTE program approval requires extensive analysis of labor market need, identification of intended program outcomes, anticipated enrollments, and an identified sequence of courses leading to a certificate or degree (II.A.1-15). Faculty who create new curriculum are also given professional development training and guidance regarding higher education standards related to units and hours (II.A.1-16; II.A.1-17).

Instructional programs lead to attainment of student learning outcomes at AHC. Course SLO assessment is conducted by discipline faculty on a schedule created in conjunction with a six-year plan developed in comprehensive program review (II.A.1-7; II.A.1-8; II.A.1-9). Assessments, sampling methodology, results, and improvements are documented in assessment reports (II.A.1-18; II.A.1-19). Programs lead to certificates, degrees, employment, and transfer (II.A.1-20; II.A.1-21).

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A.2 **Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

Evidence of Meeting the Standard

Faculty are responsible for the institution's curriculum development and approval processes, which in turn ensure that course and programs are designed to meet academic and professional standards. Courses and programs, including service programs, are regularly reviewed by discipline faculty as part of the program review process for quality, rigor, currency, and effectiveness in achieving learning outcomes. Results of such reviews contribute to a robust dialogue about strategies to improve student success.

II.A.2-1	Board Policy 4020, Curriculum Development
II.A.2-2	2014-2015 Academic Policy and Planning (AP&P) Committee List
II.A.2-3	AP&P Minutes 09/09/11, MMAC 112 and 114 Recommendations
II.A.2-4	AP&P Minutes 10/24/13, AG 158 Recommendation
II.A.2-5	Curriculum Proposal Connecting Assessment Data and Curriculum Modifications to Improve Learning
II.A.2-6	CurricUNET Curriculum Proposal Review Process
II.A.2-7	CurricUNET Review: Comments for Art Course Proposals

II.A.2-8	AP&P Minutes September 12, 2013, ECS 111 Recommendations
II.A.2-9	Distance Learning Course Proposal Screen shots – CurricUNET Meta
II.A.2-10	Distance Learning Course Proposal and Approval – ENGL 108
II.A.2-11	AP&P Best Practices for Curriculum Development
II.A.2-12	New Program Proposal Notes
II.A.2-13	*Curriculum Development Handbook*, page 25
II.A.2-14	AP&P Spring 2012 Retreat Minutes
II.A.2-15	Repeatability Standards 1st Draft
II.A.2-16	AP&P Minutes, October 3, 2013, DANC 183 Recommendations
II.A.2-17	Modification of Drama to Theatre Courses
II.A.2-18	UC Approval of Theater Courses
II.A.2-19	AP&P Retreats Spring and Fall 2015
II.A.2-20	AP&P Committee Goals 2014-2015
II.A.2-21	Program Review Matrix
II.A.2-22	Course Review Resource Guide
II.A.2-23	Aligning course syllabi and course outline of record
II.A.2-24	Instructional Program Review Master Calendar

II.A.2-25   CurricUNET 6-Year Course Review Report

II.A.2-26   Auto Technology Course Statistics and Evidence Report/Improvement Plan

II.A.2-27   IRP 2014 Annual Program Review Update

II.A.2-28   Medical Assisting 2015 Comprehensive Program Review, pages 53-61

Analysis and Evaluation

Allan Hancock College faculty have primary responsibility for development of new courses, new programs, program outcomes, assessment of outcomes, and modifications to courses and programs. The review and recommending body who has delegated authority to approve curriculum is the Academic Policy and Planning Committee (AP&P) (II.A.2-1). The AP&P Committee is a subcommittee of the local Academic Senate and is comprised of faculty members, representative of each academic department, including a member of the student body government. To ensure vital information is at hand at meetings and that curriculum decisions and curriculum related information is communicated across campus, the committee also includes non-voting representatives from student services, administration, and part-time faculty (II.A.2-2).

All courses and programs are held to the same standard of review that ensures compliance with required standards and criteria, currency, quality, rigor, and integration of course objectives between content, methods of instruction, assignments, and methods of evaluation (II.A.2-3; II.A.2-4). To maintain quality courses and programs that deliver expected outcomes, courses with learning outcomes mapped to program outcomes are regularly assessed to ensure effective teaching and achievement of learning outcomes. Where an analysis of the assessment data indicate expectations are not being met, course improvement plans are created in eLumen, the college assessment data management system, to address identified gaps in teaching methods, and/or strategies that will enhance students' achievement of learning outcomes. If a modification to the content of the course will result in desired outcomes, a proposal to modify the course outline of record or program is submitted to the AP&P Committee to review the changes and ensure that the course meets the established criteria (II.A.2-5).

Proposals are submitted in CurricUNET's workflow system and are reviewed by faculty, including part-time faculty, librarians, articulation officer, academic dean, learning resources dean, and curriculum specialist. This established process allows reviewers to conduct a technical review of the proposal based on their role and expertise in their field (II.A.2-6). Recommendations made by reviewers for proposed curriculum are documented in CurricUNET, and recommendations from the committee are documented in committee meeting minutes (II.A.2-7). Methods of instruction appropriate to course content are reviewed by the committee, and recommendations are made to modify when necessary (II.A.2-8). Courses proposed to be offered as distance learning undergo a separate approval process which includes designation as either distance or correspondence education and methods for

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

ensuring regular substantive contact with students (II.A.2-9).

Initiators of distance learning proposals must meet with learning assistance staff to ensure that delivery methods are accessible for all students. A distance learning proposal is also reviewed by the learning resources dean in consultation with the distance learning coordinator to ensure that training has been completed in the college's course management system (II.A.2-10).

To reinforce established processes and maintain the quality of curriculum, the AP&P Committee adopted Best Practices for Curriculum Development. The Best Practices serves as a checklist in support of the procedures for the development of new curriculum (II.A.2-11). Collaboration with appropriate college staff in key roles and supporting documentation for new curriculum proposals are primary considerations for the committee in recommending adoption of new curriculum (II.A.2-12; II.A.2-13). AP&P recommends new courses and programs for adoption to the Academic Senate and to the Board of Trustees for approval per Board Policy 4020, Curriculum Development (II.A.2-1) (this board policy is currently being revised and will be renamed Program and Curriculum Development).

To keep abreast of new regulations, professional development activities are scheduled and the AP&P committee regularly participates in curriculum related professional development activities and modifies processes accordingly (II.A.2-14; II.A.2-15; II.A.2-16). When new regulations limiting course repeatability went into effect, AP&P identified groups of courses with limited repeats and approved the leveling of existing fine arts courses, appropriately. For example, approval of the new Drama courses as UC transferrable courses, now prefixed as Theater, is evidence that content and methods of instruction meet generally accepted academic and professional standards and expectations (II.A.2-17; II.A.2-18). Planning retreats for AP&P committee members are held at the beginning of each semester, and work is ongoing in the committee's efforts to maintain the quality of courses and programs (II.A.2-19; II.A.2-20).

Discipline faculty conduct regular reviews of instructional programs and courses, and related services are scheduled regularly every six years and annually in between. The schedule of reviews is tracked on the Program Review Matrix and is maintained by the Office of Institutional Effectiveness (II.A.2-21). Each of these processes, six-year comprehensive review, course review, and annual update, which encompasses the two-year CTE program review, provides avenues for an ongoing collection and review of data for purposes of maintaining currency of curriculum, identifying areas of improvement in teaching, and identifying needed resources for budget and planning.

Course reviews are scheduled the year prior to the six-year comprehensive program review. During course review, discipline faculty review course outlines of record for currency and to re-establish prerequisites, corequisites, advisories, general education status, and/or articulation status (II.A.2-22). Course syllabi and materials are examined to

ensure that instruction is appropriately rigorous and aligned with the standards in the course outlines (II.A.2-23). The tracking of course review completion is aligned with the Instructional Program Review Master Calendar (II.A.2-24). In fall 2014, the college implemented an automated curriculum course and program proposal process, CurricUNET, which has the capability of tracking courses which are not current (II.A.2-25). The use of CurricUNET is in its third semester of implementation, and refinements in the processes and use of reports will be ongoing as the college is currently upgrading to CurricUNET's new Meta version.

The six-year comprehensive program review and annual update include analysis of assessment of course and program learning outcomes data (II.A.2-26). If students are not achieving the desired outcomes, faculty use these results to plan improvements and design modifications to programs and services in order to promote student achievement and success (II.A.2-27; II.A.2-28). These processes ensure systematic evaluation and dialogue that drive continuous improvement.

See II.A.2-22 for a detailed description of the program review process.

While there is evidence that the college integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The need for improvements is based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

This improvement process will be informed by the college's process for faculty review of courses and programs for quality, rigor, currency, and effectiveness in achieving learning outcomes. The results of such reviews contribute to a robust dialogue about strategies to improve student success.

The College meets the standard.

II.A.3 **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of meeting the Standard

Learning outcomes at Allan Hancock College are listed on syllabi, on the course outline of record in the CurricUNET system, and in the eLumen learning outcomes system. Faculty systematically assess outcomes for continuous quality improvement.

II.A.3-1	Institutional Assessment Plan, Purpose, page 3
II.A.3-2	Spanish Six-Year Assessment Schedule
II.A.3-3	Samples of good, robust course improvement plans across disciplines (MA 305, ESL 537, MATH 181)
II.A.3-4	Language Lab Schedule Fall 2015
II.A.3-5	Program Review Resource Guide, Six-Year Review Academic and Vocational Programs
II.A.3-6	2014-2015 Program Review Email and Memo, 09/29/14
II.A.3-7	Program Review Matrix
II.A.3-8	English Program Review Annual Update, Spring 2014, page 9
II.A.3-9	SLOs Implementation, LOAC_Minutes 02/26/13
II.A.3-10	How to change a SLO, November 2015
II.A.3-11	College Council Minutes, June 2014

Analysis and Evaluation

Allan Hancock College implemented an "Institutional Assessment Plan" (IAP) in April 2014 to "provide a structure and reference for campus wide outcomes and assessment efforts as well as to clearly state roles, responsibilities and timelines for outcomes and assessment activities" (II.A.3-1).

Course level assessment at Allan Hancock College is faculty driven; faculty directly assess their students' skills, abilities, and knowledge based on identified student learning outcomes which are documented in the course outline of record in CurricUNET and communicated to students in course syllabi. Data collected from course assessment are documented in eLumen, the District's assessment software, which was implemented in fall 2010. Assessment results are used to strengthen and improve curriculum and student learning. For example, the Art program identified in their 2014-2015 program review four areas for improvement based on assessment data. These areas include rewriting their program outcomes, adding an English/reading advisory to six art courses, adding online quizzes to lecture courses, and finally adding a new SLO to all studio courses to assess craft.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Course outcomes are mapped within eLumen to both program and institutional level outcomes, so collected student data supports both program and institutional assessment. Faculty assess at least one outcome per course, per term, based on their six-year assessment cycles and enter the data into eLumen using an institutional set rubric of "3-exceeds standard; 2-meets standard; and 1-below standard" (II.A.3-2). Along with the data, faculty provide a narrative response to the data by completing a section or course improvement plan. One example taken from a fall 2013 course improvement plan for ESL 537 is "night students do not spend as many hours in the Language Lab as the day students. This is likely due to the fact that night students have less free time and less access to the lab..." Needed resources identified by this instructor include "Funds … to continue to have the lab open before and after evening classes" (II.A.3-3). In response to this assessment and previous program reviews, ESL was able to hire a full-time Lab Coordinator and dramatically improve the lab hours offered to ESL students in fall 2015, including the addition of evening lab hours four nights a week (II.A.3-4).

Both the comprehensive program review and annual update processes at the college provide and document program level assessment. As stated in the Academic Program Review Resource Guide Purpose and Goals on page 3, developed by faculty, "Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively." Also stated in the guide, "A well-developed program review

process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values" (II.A.3-5).

Comprehensive program reviews and annual updates are scheduled on a cycle documented and communicated by the vice president of Academic Affairs' office (II.A.3-6). The Office of Institutional Effectiveness posts and maintains an online matrix of current and previous reviews available to all faculty and staff through myHancock (II.A.3-7). Program reviews document evaluation of the past six years' assessment and results data; annual updates ensure evaluation is ongoing.

During the program review process, faculty collaborate to improve courses by documenting modifications made to their outcomes and methods of assessment, as the English Department did in spring 2014 when they reduced their course SLOs overall from 72 to 52 and changed their assessments. "With fewer SLOs, the department believes that it will be more effective in its measurement of SLOs." Also noted: "Despite the robust results, the English Department will now look at the recommendations in the Course Improvement Plans and work toward evaluating the effectiveness of the types of assessments used and whether any SLOs need to be further revised to reflect course content" (II.A.3-8).

To assist faculty in changing their SLOs after evaluation and collaboration "and keeping them consistent across the levels (syllabi, COR, CurricUNET, eLumen),"

the Learning Outcomes and Assessment Committee for Academic Affairs developed and vetted a detailed process on how to change course, program, institutional, and student service SLOs (II.A.3-9; II.A.3-10). This was approved by College Council in June 2014, was implemented in the fall 2014 semester, and revised again in November 2015 in response to fully implementing the CurricUNET system (II.A.3-11). This "How to Change a SLO" process clarifies the specific steps needed to follow when a change is needed and clearly documents

for all staff and faculty where the official source of information is, who must approve the change, and who must be informed of the change.

The college will follow-up on SLO development, modification, and evaluation process to assess improvements in process and SLO quality.

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A.4   **If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

II.A.4-1	Allan Hancock College Catalog 2015-2016, Remedial Course Limit, page 47
II.A.4-2	*Spectrum*
II.A.4-3	Board Policy/Administrative Procedure 4222, Remedial Course Work
II.A.4-4	Allan Hancock College Catalog 2015-2016, Course Information page 127
II.A.4-5	Curriculum Development Handbook, page 47
II.A.4-6	Developmental English Course Outlines 511, 512, 513, 514, CurricUNET
II.A.4-7	"Exponential Attrition and the Promise of Acceleration in Developmental English and Math", Katie Hern, 2010
II.A.4-8	English Boot Camp and Acceleration, BSI Outcomes Report Summer 2014
II.A.4-9	Math Skills Refresher Course 2009
II.A.4-10	Math Skills Refresher Course Summaries 2013, 2014
II.A.4-11	AHC 2014-2015 Student Support and Success Program Plan Draft #3
II.A.4-12	Learning Resources Program Review
II.A.4-13	Math Center Program Review Fall 2008-Spring 2014
II.A.4-14	Title V AIM Summary
II.A.4-15	EOPS website
II.A.4-16	LAP website
II.A.4-17	CAN website

Analysis and Evaluation

AHC's mission commits the college to serving a diverse community and student population. Central to that mission is our service to remedial students or students who are unprepared for college-level work. Basic skills courses are offered as both noncredit and credit courses (II.A.4-1; II.A.4-2). Online courses are primarily offered at the transfer level, although some basic skills math, English, and noncredit ESL courses were being developed in 2015-2016 in various online and hybrid formats as part of a Title V Hispanic Serving Institutions grant.

Board Policy and Administrative Procedures 4222 define remedial, or pre-collegiate level, curriculum as "credit courses in reading, writing, math, English, learning skills, study skills, and English as a Second Language, which have been designated as non-degree applicable courses designed to assist the underprepared student to develop the academic skills necessary for college level work" (II.A.4-3). Distinguished by their 500-level designation, the catalog describes these courses to students: "Courses numbered 500-599 are college preparatory in nature and are not applicable to the associate degree

programs and do not transfer to four year institutions" (II.A.4-4).

Students are limited to 30 semester units of remedial course work, with certain exceptions for ESL or students with disabilities and subject to appeal as described in board policy. To support student success, the remedial course approval process requires that the course outline of record include entry-level skills which a student needs to succeed in the course (II.A.4-5). The Banner registration system enforces completion of required prerequisite courses before enrollment in higher levels.

The chart below reflects the college's enrollment in basic skills (pre-collegiate) math, English, and ESL (credit) since 2010:

Basic Skills Enrollment

AHC Institutional Effectiveness Research data
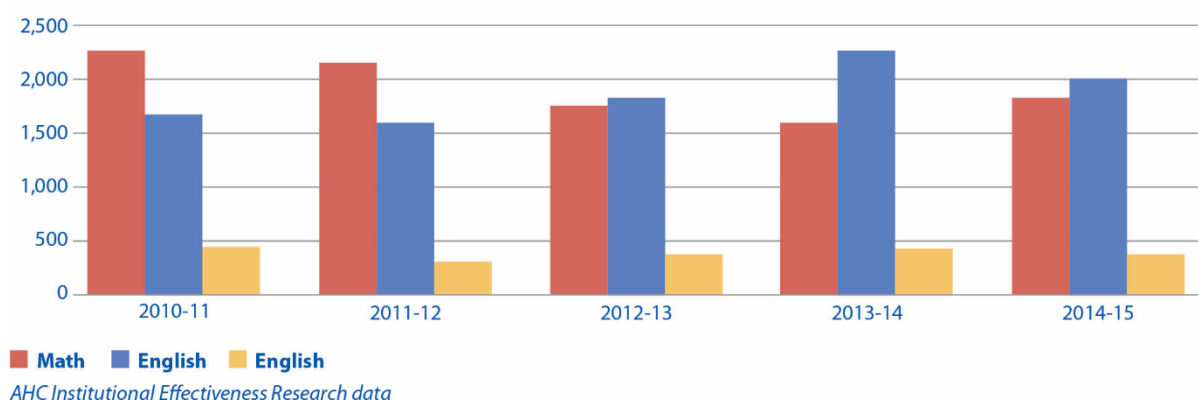
The chart below shows the number of basic skills courses offered in ESL, English, and math per term from 2010 to 2015:

Basic Skills Sections

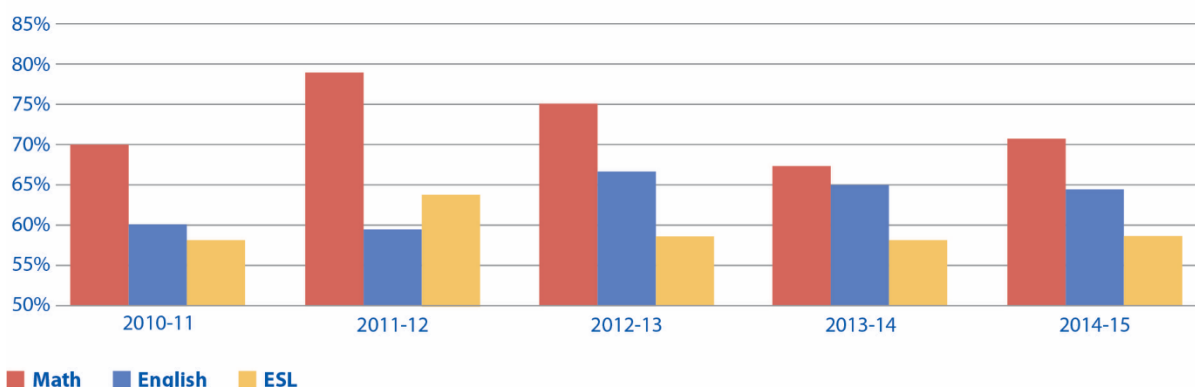*AHC Institutional Effectiveness Research data*
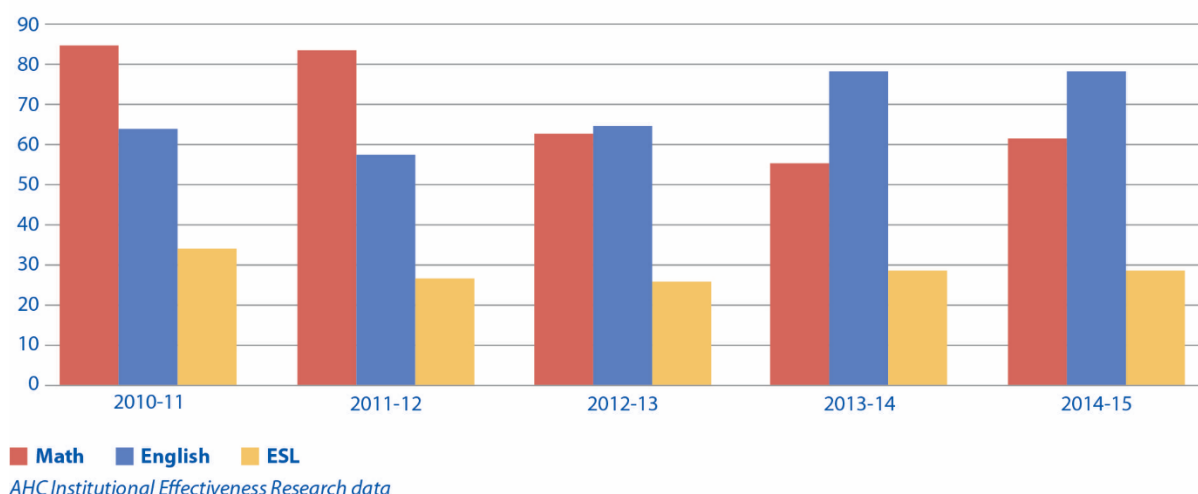
Basic Skills Success

In order to identify ways to increase student success, the District monitors success data in basic skills programs and courses (see Basic Skills Success Rates chart). English has seen an increase in success rates in the last two years. During 2010, the department overhauled its entire developmental curriculum to align better with state coding of pre-

collegiate coursework and competencies. The improvement in success rates since 2010 coincides with the implementation of the new curriculum sequence (II.A.4-6).

The chart below shows student success rates in basic skills ESL, English, and math from 2010 to 2015:

Basic Skills Success Rate

Math ● English ● ESL

Source: AHC Institutional Effectiveness Research data; Pass/C or better.

The more levels of remediation required, the less likely a student will make it to college–level courses (II.A.4-7). With this in mind and to improve students' odds of making it to college-level coursework, AHC's English Department is participating in California Community Colleges Success Network (3CSN), California Acceleration Project, piloting accelerated pathways to move students more quickly and effectively through remedial curriculum. The Summer Boot Camp, first offered in summer 2014, is part of a California Academic Partnership Project with Ernest Righetti High School. The two-week workshop is designed to accelerate the placement of entering students who had placed at least

one level below transfer in English. At the end, all had improved significantly: of 31, fifteen successfully entered college-level English, one stayed in English 514 (one level below), and the rest entered an accelerated section of 514 (II.A.4-8).

The Math Department has offered a summer skills refresher for incoming students for the last five years. These short courses provide students an intense review and enable them to re-take the placement test, demonstrate their readiness for the next level, and avoid repeating a course they have already taken. Generally, over half of enrolled students improved their placement, and

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

most other students improved their skills and likelihood of succeeding in their next math class (II.A.4-9; II.A.4-10).

Students who are enrolled in basic skills coursework are a segment of the target audience for at-risk follow-up counseling services. The available services include individual counseling appointments with emphasis on developing a comprehensive student educational plan, including recommendations for Personal Development coursework such as "Success in College" when appropriate, referrals to additional support services both on and off campus, and group workshops addressing study skills and how to identify educational and career goals (II.A.4-11).

Other services that are provided support students in advancing and succeeding – referrals may be made to the following programs where basic skills students are often disproportionately represented:

The Writing Center is dedicated to providing one-to-one instructional assistance for students in all levels of reading and writing, with particular emphasis on the success of basic skills English and ESL students. In annual student surveys since fall 2007, greater than 84% of students indicate that they believe that their time in the lab improved their academic skills (II.A.4-12).

The Math Center serves as a supplementary lab for students at all levels who need additional practice to complete math coursework successfully. Student-use hours increased 70% between spring 2009 and spring 2014, from 9,046 to 15,359. In general, data show a positive correlation between the number of hours a student spends in the Math Center and grades. During the 2012, 2013, and 2014 summer sessions and in fall 2013, data were collected on students who spent 10 hours or more in the Math Center. In comparison with all math students who received a grade in a math class, the data showed three conclusions (II.A.4-13):

1. Increased percent of Success (C or better)
2. Increased percent of A grades
3. Increased GPA

AHC provides many support services to aid students in advancing to college level courses and has piloted several innovative and successful programs and initiatives to support basic skills students. The college hopes to expand and scale these efforts through leveraging current grants and initiatives, including the recent award of its third Title V federal grant. This Hispanic-Serving Institutions grant began on October 1, 2014 and has one activity focused entirely on improving outcomes for basic skills and credit/noncredit ESL students (II.A.4-14).

Extended Opportunity Programs and Services (EOPS) is a state-funded program established to increase the number and percentage of educationally and economically disadvantaged students enrolled in community colleges (II.A.4-15). EOPS provides peer advising; registration assistance; additional tutoring hours; career, academic, and personal counseling; specialized workshops; annual activities; and assistance with the completion of financial aid applications.

Learning Assistance Program (LAP) provides disabled students with

specialized support and advocacy including reasonable academic accommodations, instruction, assessment, and counseling (II.A.4-16).

College Achievement Now (CAN) provides underrepresented students with academic tutoring, mentoring, counseling,

career exploration, and scholarship assistance (II.A.4-17).

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

**ALLAN
HANCOCK
COLLEGE**
Start here. Go anywhere.

II.A.5 **The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.**

Evidence of Meeting the Standard

Allan Hancock College ensures degrees and programs conform with appropriate practices in American higher education through policies and processes guided by board policy, the Academic Senate through the curriculum committee (AP&P committee), and state regulations and guidelines.

II.A.5-1	Allan Hancock College Catalog 2015-2016, pages 58-62
II.A.5-2	Board Policy/Administrative Procedure 4020, Curriculum Development
II.A.5-3	Curriculum Development Handbook, page 78
II.A.5-4	AP&P Retreat Agendas
II.A.5-5	Sports Medicine Associate in Science Program Proposal and Approval Letter
II.A.5-6	ASSIST Transfer Course Agreements 2015-2016
II.A.5-7	General Education Criteria

Analysis and Evaluation

Development, evaluation, and revision of Allan Hancock College instructional programs and curriculum follow practices common in American higher education. Allan Hancock College ensures that the minimum degree requirements are 60 semester credits, as explained in the 2015-

2016 college catalog: "An associate degree will be awarded when a minimum of 60 units have been completed satisfactorily" (II.A.5-1).

As Board Policy 4020 outlines, "Curriculum development is the responsibility of the faculty under the guidance and leadership of the Vice President, Academic Affairs… The chief agency for the coordination of curriculum changes is the Academic policy and Planning Committee" (II.A.5-2). The AHC Academic Senate oversees the college's curriculum committee, Academic Policy and Planning (AP&P). The committee relies on faculty expertise to review and approve development and revision of instructional programs, ensuring appropriateness to the college mission and the breadth, depth, rigor, appropriate length, and time to completion.

The AP&P committee's procedures for reviewing and approving new and modified instructional programs can be found in Section 5 of the AP&P Curriculum Development Handbook, page 78 (II.A.5-3). Committee review and approval ensures that all proposal elements are in accordance with best practices and compliance. To keep abreast of changes in curriculum related topics, AP&P committee members participate in professional development activities each fall and spring semesters (II.A.5-4). In

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

addition, the committee utilizes resource materials that are widely used and which follow review and approval practices common in American higher education: Chancellor's Office "Program and Course Approval Handbook" and the Academic Senate for California Community Colleges' "The Course Outline of Record: A Curriculum Reference Guide." The use of these resource materials ensures strict adherence to policies and practices for developing sound instructional programs. In spring 2015, a new program proposal was submitted for a Sports Medicine associate degree program. The proposal included all of the required components and was approved at the local, regional, and state levels (II.A.5-5).

Allan Hancock College offers two year degrees and has articulation agreements with the University of California (UC), California State University (CSU), and numerous independent universities for transfer-level instructional programs (including the associate degrees for transfer -- ADTs) that satisfy the breadth, depth, and rigor for baccalaureate degrees. Articulation ensures that AHC course and program sequences are appropriate for the lower-division bachelor degree requirements. In 2015-2016, the college had 781 UC and 1,505 CSU course by-major articulation agreements (II.A.5-6).

Allan Hancock College degree programs include an area of emphasis or study, program outcomes, and a selection of general education courses which can be completed onsite or online. The AP&P committee reviews courses for inclusion in the general education categories through a set of criteria and objectives designed to develop in students a breadth of knowledge and allow students to gain a command of subject areas and methods of inquiry that characterize the liberally educated person (II.A.5-7). Through general education, students expand their understanding of the physical world and the complex interrelationships of individuals and groups within their social environments; understand the modes of inquiry of the major disciplines; deepen appreciation of their artistic and cultural heritage; become aware of other cultures and times; strengthen their ability to communicate, reason, and evaluate information critically both orally and in writing; acquire a positive attitude toward learning; and develop self-understanding. As a result, they are better able to recognize, understand, and act upon the complex personal, social, scientific, and political issues which confront them.

The College meets the standard.

II.A.6   **The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.**

Eligibility Requirement 9 Educational Programs
The Institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (II.A.1, II.A.6)

Evidence of Meeting the Standard

By using a variety of methods, Allan Hancock College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations. Rubrics and charts have been developed to schedule courses efficiently and in alignment with program sequences. Program sequencing information published in the college catalog provides timelines for degree or certificate completion.

II.A.6-1	Academic Policy and Planning Committee Website
II.A.6-2	Allan Hancock College Catalog 2015-2016
II.A.6-3	Business Department Spreadsheet for Two-Year Offering
II.A.6-4	Rubric/Tracking Chart for Spanish Course Offerings
II.A.6-5	Discussion at Dean's Meeting for Two-Year Offering Scheduling
II.A.6-6	Wait Listed Courses Report
II.A.6-7	Final Argos wait list report, spring semester 2015
II.A.6-8	Required Courses for Degrees and Certificates

II.A.6-9	Lompoc Valley Center Degree Plans
II.A.6-10	VAFB CCAF Degree Plan
II.A.6-11	FCC CAMP Human Services Certificate Plan
II.A.6-12	FCI USP Degree Plan for Social Science, Liberal Arts, and Social Behavioral Sciences
II.A.6-13	DegreeWorks sample

Analysis and Evaluation

Allan Hancock College faculty are responsible for developing degree and certificate programs before they are submitted to the Academic Senate and the curriculum committee, known as the Academic Policy and Planning (AP&P) Committee. Quality, rigor, and other requirements are identified on the AP&P web page (II.A.6-1). Once programs are developed and approved at the local and state levels, they are added to the catalog and schedule. Each program description in the degrees and certificates section of the online and print catalog includes the student learning outcomes (II.A.6-2).

By using a variety of methods and software, AHC schedules courses in a manner that allows students to complete certificate and degree programs within a

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

period of time consistent with established expectations. Scheduling is primarily prepared by department chairs and deans, with most associate degrees awarded at 60 successfully completed credit units, including a general education component. For most other degrees, the expectation is that every course needed to complete the degree is offered within a two-year sequence, and prerequisite courses are available early in that sequence (II.A.6-3).

Department chairs and academic deans use rubrics and charts for course scheduling, as well as program sequence (II.A.6-3; II.A.6-4; II.A.6-5). Comprehensive six-year program review/ annual updates are used to review two-year course offering sequence flowcharts. These charts show the courses needed for several degrees and certificates, options for offering courses so that students complete the degree or certificate in a timely manner, and track the frequency of offering courses.

Another tool used to schedule courses efficiently, as well as to meet student demand, is to look at courses that have students on waiting lists ("wait-listed courses"). The wait-listed course reports allow department chairs and academic deans to offer more sections of these courses in the subsequent semester or in an eight-week session (terms 2 and 4) within the longer fall and spring semesters (II.A.6-6). In spring 2015, the final wait

list was only 735 students out of a capacity of 21,378 or about 3.5% that were not able to enroll in courses they wanted (II.A.6-7). The wait-listed reports, correlated with program sequence flowcharts, inform course scheduling so that students can earn degrees or certificates in a timely manner.

The AHC website provides students with information on the courses needed to complete degrees and certificates, whether courses are taken onsite or online (II.A.6-8). The information is now provided to students throughout the District, including the Lompoc Valley Center, Vandenberg Air Force Base, and the Lompoc penitentiary sites (II.A.6-9; II.A.6-10; II.A.6-11; II.A.6-12).

Students may independently explore certificate and degree pathways online through a software program called DegreeWorks (II.A.6-13). DegreeWorks is a web-based, degree-auditing and tracking tool which enables students and counselors to evaluate academic progress towards graduation. This tool supports real time delivery of progress towards degree completion, is accessible, and allows students to determine what courses are required to complete a degree.

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A.7 **The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

Evidence of Meeting the Standard

The mission of Allan Hancock College is to serve a diverse community, which is reflected in a variety of teaching methods and delivery modes. In the geographically large District, student access is a consideration as courses and programs are proposed and developed. Learning and student support services use various delivery modes to align with and to support instruction.

II.A.7-1   Credit and noncredit class schedules, Spectrum
II.A.7-2   Distance Learning website
II.A.7-3   Tableau Dashboard Distance Learning Comparison Tables
II.A.7-4   Assessment and improvement plan, Spanish 103, Fall 2014
II.A.7-5   Fact Book 2014, Distance Learning Profile, pgs. 2.9, 2.10
II.A.7-6   Sample of CORs-credit, transfer, CTE, non-credit).
II.A.7-7   Professional Development schedules (Flex calendars)
II.A.7-8   AHC Student Equity Plan 2015
II.A.7-9   DE Disaggregated Data for Disciplines Compared to State Averages
II.A.7-10   DE Guidelines and Policies from Online Modules
II.A.7-11   Online Education Initiative (OEI)

Analysis and Evaluation

Allan Hancock College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

To address both the learning styles and real-world constraints, such as jobs and family obligations that our students face, Allan Hancock College offers courses in a variety of modes and formats. These include credit, noncredit, fee based, face-to-face, hybrid, and weekend workshops courses offered at various sites (II.A.7-1). Courses are offered in a varying number of weekly formats to provide students flexibility in balancing their work and personal lives as they pursue their academic goals.

The District's large geographic area (3,000 square miles) and lack of public transportation can make it difficult for some students to attend classes. The distance education program provides these students the access, flexibility, and convenience to pursue their educational goals. The College delivers more than 150 online course sections per semester, and all general education courses can be completed online (II.A.7-1; II.A.7-2).

While there continues to be a gap in student success and retention between online and on-ground courses, as is the case throughout-the state and nation, by disaggregating Chancellor's Office data by

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

discipline the college found that success and retention in AHC online courses is, on average, slightly better than in similar online courses statewide (II.A.7-3). Evidence is also found in recently completed program reviews. The Academic Senate Program Review Committee recommended changes to program to include comparisons between online and on-ground courses, especially in support of equity goals; these revisions were implemented in fall 2014. The Academic Senate also reviewed and updated the Regular and Substantial Contact Policy for distance learning in spring 2016. The dialogue on improvement continues at the department level, in the Distance Learning Committee, and in the Student Learning Council. For example, the Spanish 103 assessment and improvement plan from fall 2014 found "the artifacts that were chosen in a face-to-face course may not work as well in a DL Course" (II.A.7-4).

Late afternoon and night classes, at both the Santa Maria and Lompoc campuses, support the students who cannot attend classes during the day. The Hispanic student population is increasing rapidly, from 40.2% of enrollment in fall 2010 to 51.5% in fall 2013. These students comprise the largest group in the evening, and much of the noncredit ESL program is offered at night to serve them better (II.A.7-1). Evening courses have the second largest overall enrollment after onsite day courses (II.A.7-5).

Teaching methodologies at AHC are designed to facilitate effective learning and meet the diverse needs and learning styles of students. A variety of instructional methodologies are employed,

including lecture, discussion, small group work, labs, activities, clinical experience, field trips, work experience, internships, apprenticeships, and the academy model. AHC faculty are cognizant of the benefits to all student populations of using a diversity of instructional methodologies and therefore employ a variety of teaching methods. Some examples are listed in CurricUNET in the course outlines of record (II.A.7-6). Modes and methodologies are carefully considered at the time of course development and approval, and are regularly revisited during program review. Learning styles and methods are part of the training all online faculty receive from the distance education specialist when they first teach online (II.A.7-7). In addition, students who enroll in online courses are able to take a variety of self-assessments from the Student Resources area of the Distance Learning webpages to determine their readiness to succeed online.

Tutoring support for targeted groups was identified in the AHC Student Equity Plan 2015-2018 by gender, veterans, ethnicity, foster youth, and basic skills students (II.A.7-8). Increasing tutoring services will support students with the difficult transfer subject areas, increasing GPAs of Hispanic/Latino and economically disadvantaged students and leading to higher transfer rates at universities. Activities developed in the Student Equity Plan support increasing transfer rates for students identified in the plan (II.A.7-9). Tutoring support for online students has been funded to date primarily through state Basic Skills monies, using Smarthinking; faculty are piloting NetTutor, a less expensive component of the new learning management system

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Canvas, to supplement or replace that service, as it would be available for all online students.

Learning support services use delivery modes and methodologies, including onsite at various locations, online, via telephone and email, to maximize student access. In an effort to address the diverse educational needs of specific populations, the College offers student learning support to instructional programs ranging from MESA to non-credit ESL, adult basic skills, and GED preparation. Academic services such as the library offer online as well as onsite support. Student Services, including EOPS/CARE and CalWORKS, provide services, such as peer mentoring, book loans, and extra hours of tutoring for disadvantaged and historically underrepresented students. The special needs of students with disabilities are met through the Learning Assistance Program (LAP). For example, to provide increased mobility to access information and instruction, LAP is using mobile technology (iPads) as an assistive technology.

Standard II.B.1 contains a complete description of academic support services and delivery modes, and Standards II.C.1 and II.C.3 contain a complete description of student support services.

The Distance Learning Committee is discussing the achievement gaps between face-to-face and online learning with the intent to make recommendations for institutional strategies for improvements.

Additionally, the Distance learning Committee has recommended a more robust faculty training program that encompasses technical as well as pedagogical online teaching skills. Online modules are in development by the Distance Learning Specialist, including a module on DE guidelines and policies (II.A.7-10). In spring 2016 the Academic Senate also adopted the state Online Education Initiative course design rubric as a reference to current best practices in distance education courses (II.A.7-11).

While there is evidence that the College regularly evaluates the quality of programs to improve student learning, with the growth in distance learning and the emergence of new technologies, there are opportunities for improvement in evening and online services. The College will draft a Quality Focus Essay in order to strengthen the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement. In order to support continuous improvement, the College will evaluate the effectiveness of evening and online services and implement appropriate changes to enhance access and success for those populations as well as to support equity goals.

The College meets the standard.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Allan Hancock College uses only a limited number of department-wide course or program examinations. The following documents provide evidence that these examinations are validated and that processes are used to reduce test bias and enhance reliability.

II.A.8-1   Spanish Common Final Exam
II.A.8-2   Spanish Common Final Exam Rubric
II.A.8-3   Holistic Scoring Guide – Mathematical Equations
II.A.8-4   Math Common Final Exam
II.A.8-5   Allan Hancock College Algebra I and Algebra II Final Exams: Learning Outcomes Study
II.A.8-6   Math Department Retreat Notes

Analysis and Evaluation

Allan Hancock College uses a limited number of department-wide course or program examinations. Math and Spanish programs employ common finals with normed rubrics; faculty dialogue about the instruments and exam results are evidence of efforts to establish validity and reliability.

The Spanish program's common final examination was developed by the teaching faculty who established a rubric and agreed upon answers (II.A.8-1; II.A.8-2). The rubric, titled "Rubric for the Cultural Component – Common Final Exams," establishes three levels of performance – outstanding, competent, and minimal. "Outstanding" performance is defined as "The student excels at reflecting on their cultural awareness and demonstrates appreciation for the cultural diversity of the Spanish-speaking world." Explanations in the rubric are detailed and provide clear examples.

The math program uses common finals for Algebra I and Algebra II. To establish student learning outcomes assessment data, both full and part-time faculty participate in norming and grading the common finals (II.A.8-3, II.A.8-4). The rubric, "Holistic Scoring Guide – Mathematical Equations," includes four performance levels. The highest level criteria "Shows full understanding of mathematical concepts with no computational errors; executes algorithms for equations completely and correctly." The lowest performance level is described as "Shows very little, if not limited, understanding of concepts with major computational errors; failure to execute algorithms." After selecting the examination questions, the faculty commissioned a research study in the college's Office of Institutional Effectiveness, formerly Office of Institutional Research and Planning, to assess the validity and reliability of test scores – thereby analyzing the degree to

which the exams are sound measures of algebra skills (II.A.8-5). The department continues to assess test results and makes necessary changes as needed.

In a number of career and technical education programs, such as nursing, auto technology, and public safety, prior learning of perishable skills is often assessed. A number of programs, including public safety, nursing, and cosmetology, have standardized state licensure or certification exams. The nursing program uses the NCLEX-PN exam as part of a multiple measures, merit-based scoring criteria for admission into the RN program.

The math and English programs use the College Board Accuplacer test instrument. This assessment provides placement scores that have predictive validity and are shown to be reliable indicators of success when combined with multiple measures. The Office of Institutional Effectiveness periodically assists the programs with validation of the placement instrument, as well as assesses results for disproportionate impact. Counselors use multiple measures for placement. The

assessment process includes interviews by a counselor to gather information about a student's study skills, learning and career goals, computational skills, English language proficiency, educational and employment histories, academic performance, and need for special services. The counselor may utilize personal interviews, career aptitude and interest inventories, high school or postsecondary transcripts, or other measures of performance, for example specialized licenses or military training, to aid in the assessment process for course placement. This process ensures more than one measure is used in the assessment process for course placement. The English and Math Departments meet with counselors to discuss multiple measures (II.A.8-6). A counselor also sits on the District's Academic Policy and Planning committee and is instrumental in the curriculum review process when new English and math courses are created or modified.

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A.9   **The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.**

Eligibility Requirement 10. Academic Credit
The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Evidence of Meeting the Standard

Allan Hancock College's policies on the awarding of units of credit are based on generally accepted practices in degree-granting institutions in higher education. These policies and practices delineate consistent parameters for awarding units of credit and in compliance with state and federal regulations. Information and resource materials are published in the college catalog and the Academic Policy and Planning Curriculum Development Guide.

II.A.9-1   Board Policy/Administrative Procedure 4100, Transfer of Credit and Course Waiver

II.A.9-2   Board Policy/Administrative Procedure 4020, Curriculum Development

II.A.9-3   Allan Hancock College Academic Policy and Planning Committee (AP&P) curriculum development website

II.A.9-4   California Community College Chancellor's Office

Program and Course Approval Handbook, 5th edition, pages 80-81

II.A.9-5   Chancellor's Office Hours to Units Memo and Guidelines

II.A.9-6   Curriculum Development Handbook, pages 46-50 and 55

II.A.9-7   Instructions for the COR, pages 46-50

II.A.9-8   Course Outline of Record - LE 320

II.A.9-9   Course Outline of Record - CWE 149

II.A.9-10   Noncredit Course Outline of Record

II.A.9-11   *Allan Hancock College Catalog 2015-2016*, pages 40-41 and 58-61

Analysis and Evaluation

Allan Hancock College awards course credits, degrees, and certificates based on students' attainment of student learning outcomes (SLOs), as determined by faculty. Students must maintain a 2.0 grade point average to earn a degree or certificate. These procedures and policies

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

apply equally to credits and degrees earned onsite or online.

AHC awards units of credit consistent with institutional policies, for example Board Policy/Administrative Procedures 4100 and 4020, that follow generally accepted norms or equivalencies in higher education (II.A.9-1; II.A.9-2). The District's policies base the definition of credit hour on federal regulations that comply with financial aid eligibility.

Resource materials on the AHC Academic Policy and Planning Committee (AP&P) curriculum development website are evidence that the college adheres to state and federal guidelines (II.A.9-3). In establishing units of credit, courses at

AHC are in compliance with regulations and the parameters established by the California Community College Chancellor's Office for colleges operating on the semester system (II.A.9-4).

Calculations are based on the total number of learning hours, including lecture hours, lab hours or activity hours, and expected hours of study outside of class, in a semester expressed as a minimum of 48 hours to a maximum of 54 hours for 1 unit of credit. As a matter of standard practice in higher education, one hour of lecture requires two hours of outside study (II.A.9-5). The table below represents ratios of in-class and outside-of-class hours used at AHC (II.A.9-6).

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

The *Curriculum Development Handbook* and the Instructions for the Course Outline of Record are in place to assist faculty in applying an appropriate number of hours and assignments when developing new curriculum (II.A.9-6; II.A.9-7). To ensure accuracy and consistency in calculations across instructional categories and modalities using the established relationship of hours to units, automated formulas are in place in the college's curriculum management software, CurricUNET. To accommodate other classifications of courses not following the standard for credit hour calculations, AHC's CurricUNET design includes an

override feature that allows appropriate entries of hours/units for noncredit, clock hour, and/or cooperative work experience courses (II.A.9-8; II.A.9-9; II.A.9-10).

The College catalog provides the information to students on the awarding of academic credit for degrees and certificates including transfer of credit from other colleges and course substitutions as allowed per Board Policy 4100, Transfer of Credit and Course Waiver (II.A.9-11).

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A.10 **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

ER 10 Academic Credit
The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit.

Evidence of Meeting the Standard

Allan Hancock College makes transfer-of-credit policies clearly accessible through its catalog and website. District counselors work with students to facilitate mobility and ease transfer. Articulation agreements exist as part of the AHC mission to serve our diverse community.

II.A.10-1 Board Policy/Administrative Procedure 4100, Transfer of Credit and Course Waiver

II.A.10-2 *Allan Hancock College Catalog 2015-2016*, Transfer of Credit and Course Waiver Catalog statement, page 41

II.A.10-3 *Allan Hancock College Catalog 2015-2016*, Associate Degree transfer of credit policy, page 61 #4 under the "Petitioning Procedures for the Associate Degree" section

II.A.10-4 AHC Counseling Course Substitution and/or Waiver Form

II.A.10-5 *Allan Hancock College Catalog 2015-2016*, CSU GE Pass Along Statement, page 55

II.A.10-6 *Allan Hancock College Catalog 2015-2016*, IGETC Pass Along Statement, page 53-54

II.A.10-7 Pass Along Forms and Counseling Grid

II.A.10-8 *Allan Hancock College Catalog 2015-2016*, AP, CLEP & IB statements, page 40-41

II.A.10-9 *Allan Hancock College Catalog 2015-2016*, AHC AP, CLEP & IB Equivalency List, page 42-43

II.A.10-10 AHC Course Outline High School Comparison Examples

II.A.10-11 ASSIST (AHC 2015-2016 Transfer Course Agreements in ASSIST)

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Analysis and Evaluation

Allan Hancock College has clearly stated policies and procedures for the transfer-of-credit from other institutions. Board Policy 4100, Transfer of Credit and Course Waiver, addresses credit transfer from other institutions (II.A.10-1). Transfer-of-credit information is also in the "Transfer of Credit and Course Waiver" section of the college catalog (II.A.10-2; II.A.10-3).

District processes and procedures facilitate transfer of credit and ensure comparable rigor. Students request credit for coursework taken at other institutions through the Counseling Department, which uses the Course Substitution and/or Waiver form to aid faculty in evaluating course syllabi and/or course outlines of record (II.A.10-4). Criteria do not include whether coursework was completed onsite or online. Students with foreign transcripts must have them translated and evaluated by a US-qualified agency prior to AHC faculty review.

A similar procedure is in place to petition that credits transferred from other institutions are applied to the District's transfer general education patterns, California State University General Education Breadth (CSU GE), and Intersegmental General Education Transfer Curriculum (IGETC). The policies and procedures are stated in the transfer information section of the catalog and are supported by the Counseling Department CSU, GE and IGETC Pass Along forms which are reviewed by the articulation officer (II.A.10-5; II.A.10-6; II.A.10-7).

In addition to coursework transfer-of-credit policies and procedures, course subject and unit credit equivalency lists are in the AHC catalog for external examinations that include Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) (II.A.10-8; II.A.10-9). These aid students in receiving credit for courses that primarily satisfy GE requirements.

Articulation agreements have been in place with local high schools for over 25 years; the AHC catalog describes the high school course articulation policy (II.A.10-2). Allan Hancock College's instructional departments are responsible for identifying high school courses that are deemed equivalent to specific Allan Hancock College courses. Once a student has successfully completed a more advanced course in the discipline at the college, the student will receive college credit. The articulated course will appear on the student's transcript as a high school articulated course. During 2014-2015, a new procedure for establishing high school articulation was instituted. In addition to submitting their course material and examinations for Allan Hancock College faculty review, high school instructors now identify how their courses address the college's course outline of record, including Student Learning Outcomes. AHC Course Outline High School Comparison forms were developed for this procedure (II.A.10-10).

Articulation agreements between the District and both California State University (CSU) and the University of California (UC) are listed in the official state articulation repository ASSIST.

During the 2015-2016 academic year, the college had 1,505 By-Major and 1,216 By-Department course articulation agreements with CSU, and 781 By-Major and 380 By-Department course articulation agreements with the UC system (II.A.10-11).

During the last three years, AHC's articulation efforts focused on developing or revising courses to match the Course Identification (C-ID) course descriptors, a California initiative to identify a common course numbering system. This effort addresses SB 1400 and SB 440 laws that require Associate Degrees for Transfer (ADT) based on C-ID course descriptors. In addition to the C-ID effort, the college's articulation officer is constantly reviewing course articulation with individual CSU and UC campuses, as well as with system-wide articulation entities such as the CSU GE and IGETC review committees.

The College meets the standard.

II.A.11   **The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

Evidence of meeting the Standard

The following documents provide evidence that Allan Hancock College, in all its programs, includes student learning outcomes appropriate to the program level.

II.A.11-1   Institutional Learning Outcomes

II.A.11-2   *Allan Hancock College Catalog 2015-2016*, Institutional Learning Outcomes, pages 8-9

II.A.11-3   SLO Achievement Report: ISLOs/PSLOs Overall for Courses, November 07, 2014

II.A.11-4   Information & Technology Literacy ILO Assessment Report, Ratings Percentages by ILO Dimension, page 51

II.A.11-5   Information & Technology Literacy ILO Assessment Report, Recommendations

II.A.11-6   ILO Six-Year Assessment Plan

II.A.11-7   Learning Outcomes & Assessment Committee – Academic Affairs Retreat Minutes, October 3, 2014

II.A.11-8   Learning Outcomes & Assessment Committee – Academic Affairs Retreat Minutes, August 13, 2014

II.A.11-9   ISLO Summary Map by Course – 100 Level Courses, October 03, 2014

II.A.11-10   ISLO Summary Map by Course – 300 Level Courses, October 03, 2014

II.A.11-11   Academic Senate Minutes 02/16/16

Analysis and Evaluation

Allan Hancock College includes student learning outcomes, appropriate to the program's level, in all programs. The outcomes are listed in the AHC catalog description for each program. All courses, including general education courses, link to the institutional learning outcomes (ILOs). Discipline faculty determines which ILOs are encompassed in their program by mapping courses in the program to ILOs, as well as developing additional program-specific outcomes.

The College has defined ILOs as communication, critical thinking and problem solving, global awareness and cultural competence, information and technology literacy, quantitative literacy, scientific literacy, and personal responsibility and development (II.A.11-1). "Upon receiving an associate's degree from Allan Hancock College, students will have achieved proficiency in these areas" (II.A.11-2).

To measure student proficiency of ILOs, faculty and staff mapped each course and service-area outcome to one ILO and one program-level outcome and, with data

collected since fall 2010, show students are meeting and exceeding ILO standards consistently each term (II.A.11-3). Overall, 39% of students are exceeding standards, 47% of students are meeting standards and only 14% of students are below the standard. Prior to using an abundance of eLumen data, assessment

data were collected and analyzed using rubrics in 2011-2013 for each ILO by an interdisciplinary Evidence Team (II.A.11-4). The Information and Technology Literacy Team was the one team that showed less than expected results.

Information & Technology Literacy Rating Percentages by ILO Dimension
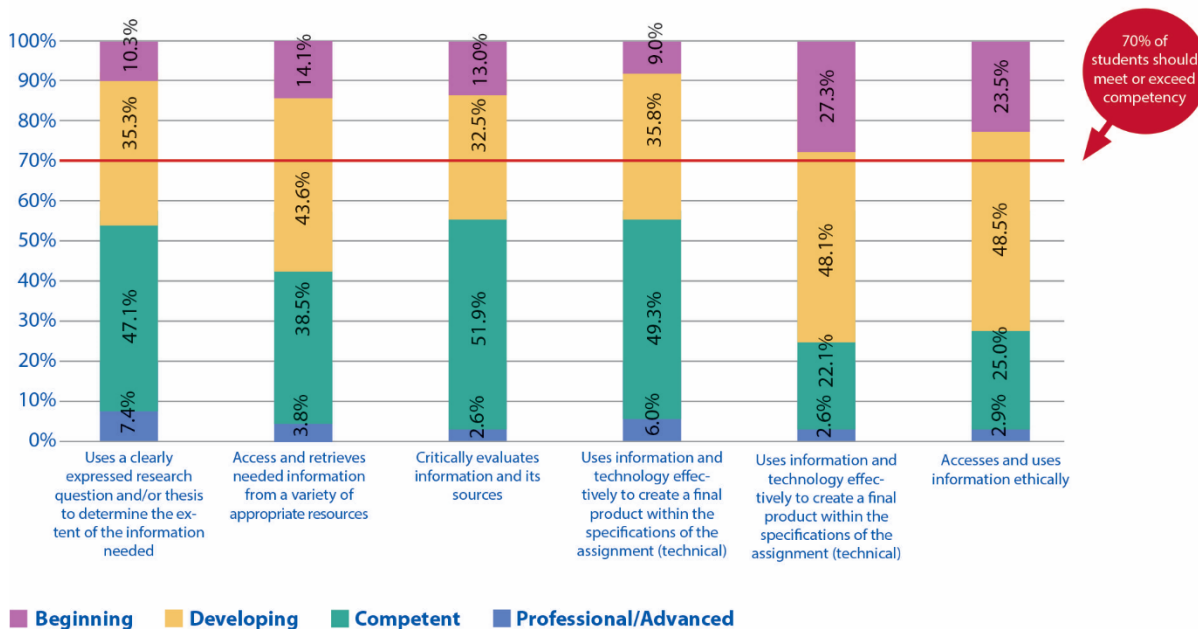
The evidence team stated in their recommendation that "the institution should consider the relationship between technology and information literacy – are they separate outcomes?" Team noted the growth in importance of our use of technology seems to be an applicable outcome across all ILOs – not just this one. The evidence team recommended that the information and technology ILO be split into two ILOs" (II.A.11-5). Based on this assessment recommendation and the ILO Six-Year Assessment Plan, additional campus-wide feedback was solicited through department meetings in fall 2014

to educate the faculty on the recommendation and discuss splitting the ILO (II.A.11-6; II.A.11-7). A new ILO team convened in spring 2015 to implement changes, work with faculty to remap their courses, and run and review reports.

Significant conversation has occurred regarding courses that were originally mapped to the ILOs. In fall 2014, the Learning Outcomes and Assessment Committee – Academic Affairs (LOAC-AA) approved this item as one of their goals for 2014-2015 to review and remove

the basic skills and remedial courses (300, 400 and 500 levels), so they can more accurately measure this proficiency (II.A.11-8; II.A.11-9; II.A.11-10). This conversation continues as Academic Senate has referred the item to basic skills department for discussion and recommendations (II.A.11-11).

The College meets the standard.

II.A.12 **The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.**

Eligibility Requirement 12. General Education
The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (II.A.12, II.A.5)

Evidence of Meeting the Standard

Allan Hancock College requires a component of general education for each degree based on a philosophy stated in the college catalog and the AHC Curriculum Development Handbook. This philosophy takes into account principles designed to assist faculty in reviewing GE courses. The courses selected for general education clearly articulate such GE principles in their course outlines of record.

II.A.12-1   *Allan Hancock College Catalog 2015-2016*, pages 57-58
II.A.12-2   GE Worksheets used by AP&P Committee
II.A.12-3   GE category map to ILOs

II.A.12-4   Guiding Notes for General Education Course Reviewers, published by the CSU/UC, January 2012
II.A.12-5   AHC *Curriculum Development Handbook* (CDH)), pages 69, 70, and 78

Analysis and Evaluation

Allan Hancock College requires a component of general education for each degree that is based on a carefully considered philosophy for both associate and baccalaureate degrees (II.A.12-1). The college catalog states that "general education is a pattern of courses designed to develop in students a breadth of knowledge and allow students to gain

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

command of subject areas and methods of inquiry that characterize the liberally educated person" (II.A.12-1).

The Academic Policy and Planning Committee (AP&P) relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based upon learning outcomes and competencies appropriate to the degree level. Faculty also propose conversion of GE courses to the online modality through the AP&P process. In order to provide better access in the large semi-rural District, all GE is available online. A list of online GE courses is available through the Student Resources area of the Distance Learning webpages.

These learning outcomes and competencies are reflected in GE worksheets that faculty must complete and submit to AP&P for review and approval at the local level (II.A.12-2).

The five general education categories on the GE Worksheets are:
- Natural Sciences
- Human Institutions
- Humanities
- Language and Rationality (which addresses written composition, communication, and analytical thinking)
- Living Skills (which addresses a

student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning, and application of learning).

The five general education categories are mapped to the seven AHC institutional learning outcomes (II.A.12-3).

The AP&P Committee examines the course outline of record for evidence to approve the course's inclusion in these categories. Using Guiding Notes for General Education Reviewers and the AHC *Curriculum Development Handbook*, committee members are trained to review the course outline of record for course content, instructional objectives, evaluation methods, assigned homework, and student learning outcomes (II.A.12-4; II.A.12-5). They also assess the level, scope, integrity, generality, critical thinking, continuing study, and cultural diversity in the course of record.

Overall, courses meeting GE criteria provide students with a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A.13 **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.**

Evidence of Meeting the Standard

Allan Hancock College offers degrees that focus on one area of inquiry or an interdisciplinary core. All courses have established student learning outcomes and assessment. Through outcomes assessment, faculty measure student mastery of key theories and practices within degree areas.

II.A.13-1   New Program Proposal, *Curriculum Development Handbook*
II.A.13-2   *Allan Hancock College Catalog 2015-2016*, Associate Degree for Transfer Program Requirements, pages 58-61
II.A.13-3   Chancellor's Office Program Awards Summary
II.A.13-4   *Allan Hancock College Catalog 2015-2016*, Degrees and Certificates, pages 64-65
II.A.13-5   SLO Achievement Report 11/24/14

Analysis and Evaluation

Allan Hancock College offers four types of associate degrees: the associate in arts (AA), the associate in science (AS), and as of fall 2011, the associate in arts for transfer (AA-T) and associate in science for transfer (AS-T).

The associate in arts degree offers lower-division preparation for a student planning to transfer to a four-year public or private university or college. The associate in science degree provides training for students focusing on a specific occupational area. Students obtaining these degrees must complete all AHC graduation requirements. The faculty determine the amount of focused study in each program, based on learning outcomes that demonstrate mastery of competencies, theories, and practices (II.A.13-1). Units of study that are required in the major vary, for example from 21 in English to 25 in business administration for an AA.; and from 21 in recreation management to 42 units in early childhood studies for an AS degree.

AA-T and AS-T degrees are designed for students wishing to earn a degree at a California State University (CSU) in the same or similar field. Students who successfully complete an AA-T or AS-T degree are guaranteed admission to a CSU campus, although not necessarily the campus of their choice, to finish a four-year degree. These students are exempt from some AHC graduation requirements but must satisfy the CSU general-education pattern (II.A.13-2).

Chancellor's Office Data Mart
Allan Hancock College Associate Degree for Transfer Program Awards

ADT PROGRAM AWARDS	2011/2012	2012/2013	2013/2014	2014/2015
Associate in Science for Transfer (AS-T) Degree	1	3	38	98
Associate in Arts for Transfer (AA-T) Degree	4	3	13	42

AHC currently offers 27 AA, 53 AS, 10 AA-T, and 6 AS-T degrees. Each degree requires completion of at least 18 units within the major, a minimum of 60 total units, and a grade of a C or better in each major course. A minimum of 25 percent of required units in the major must be completed at AHC (II.A.13-3).

The District's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. All degree programs have program-level student learning outcomes that are printed in the college catalog (II.A.13-4). Courses are mapped to degree program outcomes and institutional level outcomes to measure mastery, and assessment data are entered by faculty and stored in eLumen. As of fall 2014, 86 percent of students show mastery by meeting or exceeding standards at the institutional level while only 14 percent fall below the standard as assessed by faculty (II.A.13-5).

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A.14 **Graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

Evidence of Meeting the Standard

Allan Hancock College graduates completing Career Technical Education (CTE) certificates and degrees demonstrate technical and professional competencies through a variety of methods. This evidence indicates that graduates completing AHC career technical certificates and degrees demonstrate the competencies that meet employment and other applicable standards and that they are prepared for external licensure and certification.

II.A.14-1   *Allan Hancock College Catalog 2015-2016*, pages 64-125
II.A.14-2   *Allan Hancock College Catalog Addendum 2015-2016*
II.A.14-3   Allan Hancock College Career Technical Education website
II.A.14-4   AHC Statistical Picture 2013-2014
II.A.14-5   eLumen data showing CTE Program Outcomes and achievement data
II.A.14-6   Pass rates for various CTE-related licensing exams (Nursing, Medical Assisting)
II.A.14-7   *Fact Book 2014,* pages 7-10
II.A.14-8   Board Policy/Administrative Procedure 4102, Advisory Committees for Instructional Programs

II.A.14-9   Core indicator information from the Chancellor's website on AHC CTE Programs
II.A.14-10 Administrative Procedure 3255, Program Review, Educational Program Review
II.A.14-11 CWE Education Plan, Board Agenda Item 13.B, April 12, 2016

Analysis and Evaluation

Allan Hancock College offers 107 CTE certificates, 54 CTE associate degrees and five CTE associate degrees for transfer. Degrees and certifications are listed in the college catalog, the college CTE website, and through various brochures and advertising publications such as the Statistical Picture 2013-2014 brochure (II.A.14-1; II.A.14-2; II.A.14-3; II.A.14-4).

AHC graduates completing CTE certificates and degrees demonstrate technical and professional competencies through a variety of methods. CTE programs in the college catalog list student learning outcomes (SLOs), which are measurable through mapped course-level outcomes. Assessment, evaluation, analysis, and collection of SLOs are housed in the eLumen system (II.A.14-5). Program outcomes indicate that students meet or exceed program-level outcomes,

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

as well as course-level outcomes ([II.A.14-5](#)).

Many CTE programs have licensing requirements. The high pass rate of CTE graduates demonstrates attainment of course and program outcomes and acquisition of professional competencies that meet employment demand ([II.A.14-6](#)).

The following programs have external licensure or certification testing and follow the instructional standards and staffing prescribed by the appropriate licensing board or agency: registered nursing, licensed vocational nursing, dental, cosmetology, fire, emergency medical services, law enforcement, real estate, early childhood studies, auto, welding, and human services.

The Office of Institutional Effectiveness tracks all academic programs through annual discipline summary reports published in the *Fact Book 2014* ([II.A.14-7](#)). Key performance indicators for CTE and transfer are compared in Section 11.

CTE programs without external licensure—for example, film and video production, computer business office, applied design/media and machine technology—are compliant with CTE reporting requirements, and faculty meet regularly with advisory committees and/or industry partners. The College Advisory Committees, listed on the college's CTE webpage, meet a minimum of once a year and twice a year for those receiving grant funding and are relied upon for updating coursework, recommending new technology, and keeping faculty current on emerging trends ([II.A.14-8](#)). Faculty revises curriculum and program

requirements to meet changing industry needs that they identify or that are recommended by advisory committees and industry partners.

By keeping CTE programs current as industries change, the college prepares students for employment. Core indicator reports on Skills Attainment show that the programs are meeting expected goals ([II.A.14-9](#)). Faculty use core indicator information from the Chancellor's Office website to help analyze progress in meeting program goals. A comprehensive program review is conducted every six-years and CTE programs are required to complete the annual update which replaces the two-year program review ([II.A.14-10](#)). The annual update for vocational programs addresses, in addition to the other components, whether the program: (a) meets a documented labor market demand; (b) does not represent unnecessary duplication of other manpower training programs in the area; and (c) is of demonstrated effectiveness as measured by the employment and completion success of its students. Updated faculty skills and innovative programs result from a well-established process of grant application, implementation, assessment, and reporting as well as regular participation in program review.

To increase both student employment and collaboration with area industry partners, the college prioritized two full-time, permanent Career counselors during fall 2014. The career counselor positions provide vocational, academic, and personal guidance to prospective, new, and returning AHC students. They also provide leadership in the campus Career Center and act as liaisons with area

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

employers, high school and college CTE faculty and programs, and participate in outreach and professional development activities. This deliberate goal of increased career counselor funding aligns with national and state labor initiatives to increase employment and improve student vocational skill attainment.

The AHC College Work Experience (CWE) program was reviewed and revitalized. A program director was assigned to oversee the CWE program plan development through a campus-wide constituent review process that culminated in board approval of the revised plan on April 12, 2016 (II.A.14-9).

The AHC Apprenticeship Training program is composed of three separate vocational training programs: Operating Engineers (Heavy Equipment) Apprenticeship, Electricians Apprenticeship, and Plumbers (Pipe Trades) Apprenticeship. Each program provides related and supplemental instruction to apprentices that are regulated by the California Division of Apprenticeship Standards (DAS) and the Chancellor of the California Community Colleges (CCCCO).

On-the-job training is coordinated by the program sponsor and related and supplemental instruction is supported through Allan Hancock College for all three vocational training programs.

The District's CTE federal funding decreased from over $1 million in 2008-2009 to $511,787 in 2014-2015. Despite reduced funding, all CTE core indicators continue to be met, and enrollment in the programs has not substantially decreased (II.A.14-11). The major impact has been a reduction in CTE degrees and certificates awarded due to decreased class offerings beginning in 2010. The result was a 50 percent drop in AS degrees awarded, from 226 in 2012-2013 to 98 in 2013-2014 (II.A.14-7). The number of awarded certificates declined from 494 in 2012-2013 to 248 in 2013-2014 (II.A.14-7). Now, as state educational budgets are restored, this trend should reverse as class sections are increased.

While there is evidence that the college integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. Current and proposed changes to funding for CTE programs and statewide CTE career pathway initiatives make it all the more critical that program outcomes, program review, and integrated planning be central to improvement plans for CTE programs. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A.15   **When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

Evidence of Meeting the Standard

Allan Hancock College Board Policy 4021, Program Vitality, stipulates the conditions under which a program will be discontinued, which also requires a phasing out plan to ensure students complete selected program with a minimum of disruption to their educational goals. Administrative Procedure 4021 stipulates the formation of an evaluation committee, comprised of faculty discipline experts, a student, dean, classified staff from the affected program, an advisory committee member, and institutional research staff to review and recommend the potential discontinuance of a program properly. Per the administrative procedure, the evaluation committee is charged with making a formal recommendation to the Academic Policy and Planning (AP&P) Committee regarding the status of a program under review.

II.A.15-1   Board Policy/Administrative Procedure 4021, Program Vitality, Adopted May 17, 2011; Revised April 21, 2015

II.A.15-2   Initial Discontinuance Considerations Discussion: ENVT and Drama Tech Programs on September 13, 2012

II.A.15-3   Environmental Technology Program Evaluation Committee Program Discontinuance Evaluation Report, April 2012

II.A.15-4   Program Discontinuance Report Drama – Technical Theatre

II.A.15-5   Environmental Technology Program Discontinuance Meeting Minutes

II.A.15-6   Academic Policy and Planning Committee Description

II.A.15-7   Memo to College Council dated 10/29/14 with revised Board Policy 4021

II.A.15-8   Academic Planning and Policy Committee Goals: Development of the Program Vitality Resource Guide

II.A.15-9   Academic Planning and Policy Committee: Developing Sub Groups and Timelines

Analysis and Evaluation

Allan Hancock College adopted Board Policy and Administrative Procedure 4021 on May 17, 2011 to address program discontinuance and establish processes for such (II.A.15-1). Administrative Procedure 4021 notes that quantitative and qualitative data must be used to assess a program's academic relevance and vitality, including the program's alignment with the college's mission. The conditions for discontinuance of a program are clearly stated in this procedure (II.A.15-1).

Programs under Board Policy and Administrative Procedure 4021 are

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

identified via a process that starts with Academic Affairs every fall (II.A.15-1). A formal list of programs identified under Board Policy and Administrative Procedure 4021 is provided to Academic Senate along with the supporting data. Program review data are identified as one of the components to be analyzed when comprising the data to identify programs under this policy and procedure (II.A.15-1). Academic Senate then calls for the formation of evaluation committees, and the vitality reports submitted by these evaluation committees are submitted to Academic Affairs and Academic Senate. It is Academic Senate that forwards the evaluation reports to the Academic Policy and Planning (AP&P) Committee, which then sets the timelines for review and recommendations which are not to exceed 120 days, exclusive of summer and winter breaks (II.A.15-1).

AP&P is a standing sub-committee of Academic Senate charged with curriculum development. This committee includes, among others, representatives from Counseling and Admissions & Records, ensuring that when the recommendation is to discontinue a program, faculty will provide students with adequate notification or changes to program requirements or elimination of the program via college catalog, schedule of classes, program website, and counselors, and student education plans and academic records will be considered in the phase-out process.

The discontinuance procedure requires the formation of an evaluation committee, and this policy clearly delineates the make up for such a committee (II.A.15-1). The qualitative factors to be considered are listed in this procedure (II.A.15-1). These qualitative factors are aligned with the college mission, values, and goals, including equity of access for all students. Quantitative factors and data are provided by the Office of Institutional Effectiveness and include such factors as a sustained downward trend in FTES generated, sustained increase in expense or annual cost/FTES, changes in industry that lead to program obsolesce, enrollment trends, and others (II.A.15-1). The evaluation committee then produces a report, the Vitality Report, in which the committee presents its findings and recommendations, including implementation timelines (II.A.15-1). The evaluation committee can make one of three determinations upon review of all data and appropriate analysis: (1) continue program, (2) continue program with qualifications, or (3) discontinue program. The procedure states that when discontinuance is recommended, "the recommendation must provide either a way for currently enrolled students to continue their programs of study or a plan for them to meet their educational objectives through alternative means" (II.A.15-1). If a program is recommended for discontinuance, the report must include a detailed plan and timelines for the phasing out of the program to ensure the least amount of impact on the students (II.A.15-1).

Under this policy and procedure adopted in 2011, two programs were subsequently recommended for consideration of discontinuance, Environmental Technology and Drama: Design/Technical Theatre. It is important to explain that the evaluation committees for each program did not recommend discontinuance in each

case (II.A.15-2). Examples of Vitality Report are the final report of the Environmental Technology Program Evaluation Committee and the Drama: Design/Technical Theatre (II.A.15-3; II.A.15-4). The Environmental Technology Program Evaluation Committee, for example, met on three occasions and reviewed labor market and program review data; the committee also discussed shortcomings in the original Board Policy and Administrative Procedure (II.A.15-5). With regard to the Drama: Design/Technical Theatre Evaluation Committee, their report indicated that qualifications were needed (II.A.15-4). When a program is recommended to continue with qualifications, the program modifications are routed to the Academic Policy and Planning Committee (II.A.15-6).

As a result of unintended gaps in the original Board Policy and Administrative Procedure, a revised policy and procedure was drafted and forwarded to College Council on October 2014 for final vetting through the college governance processes (II.A.15-7). The policy was renamed Program Vitality and additional clarification was included regarding committee roles and responsibilities. The procedure maintains the same language regarding impact on students and need to ensure that students meet their educational needs. Further, the Academic Policy and Planning (AP&P) Committee has been tasked with the development of a Program Vitality Resource Guide that would delineate the items required by this committee to review programs properly under potential discontinuance, including templates for potential phasing-out timelines (II.A.15-8; II.A.15-9).

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A.16   **The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

Evidence of Meeting the Standard

Substantial evidence demonstrates the institution's efforts to provide quality educational programs in all modalities and in all service locations. The quality and currency of new programs as well as modifications to existing curriculum are reviewed through by the Academic Policy and Planning Committee, a subcommittee of the Academic Senate, and then are approved by the Board of Trustees. Board Policy and Administrative Procedures 3255 outline the process for the review of all educational programs and services on a six-year cycle, with annual updates, including assessment of student learning and achievement outcomes. These processes ensure continuous review and improvement of courses and programs at all levels.

II.A.16-1	*Curriculum Development Handbook*
II.A.16-2	CNET (CurricUNET) Curriculum Proposal Review Process
II.A.16-3	Meeting minutes from DL Committee
II.A.16-4	*Councils and Committees Pathways to Decisions* (CCPD), page 22
II.A.16-5	Board Policy and Administrative Procedures 3255, Program Review
II.A.16-6	*Program Review Resource Guide: Course Review and Student Data Collection*
II.A.16-7	2014-2015 VPAA Program Review Memo
II.A.16-8	Program Review Matrix
II.A.16-9	Program Review Training PowerPoint October 7, 2014
II.A.16-10	Sign-In Sheets September 12, 2012
II.A.16-11	Program Review Resource Guide: Academic and Vocational Programs
II.A.16-12	Nursing-RN Program Review 2011-2012
II.A.16-13	Annual Update Sample
II.A.16-14	Art 2014 SLOs Data and Improvement Plans
II.A.16-15	Noncredit Faculty Evaluation Sample
II.A.16-16	Community Education Program Review spring 2016
II.A.16-17	Email, November 26, 2014, Elaine Healy, Coordinator, Community Education
II.A.16-18	Noncredit Student Evaluation of Instruction Form
II.A.16-19	Program Review Committee Description, Academic Senate Website
II.A.16-20	Academic Senate minutes

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.A.16-21   Memo to Institutional
              Research from Program
              Review Committee
II.A.16-22   Comprehensive Program
              Review Self Study
              Revisions 2015
II.A.16-23   Program Review
              Committee Minutes

Analysis and Evaluation

The quality and currency of new courses
and programs is reviewed through the
Academic Policy and Planning
Committee (AP&P), a subcommittee of
Academic Senate. All credit courses and
programs, including collegiate and pre-
collegiate, undergo a rigorous approval
process. Modifications designed to
improve existing courses and programs
must also be submitted for review and
approval. Prior to submission to AP&P,
course and program development and
modification are subject to extensive
dialogue at the discipline, department,
and administrative levels. Courses to be
offered in distance modalities undergo
additional scrutiny to ensure that these
courses conform to the technical and
pedagogical standards established by the
college (II.A.16-1; II.A.16-2). Other
venues, including the Distance Learning
Committee, Student Learning Council,
and Academic Senate, contribute to
quality assurance through examination of
issues pertinent to instruction, such as
defining substantive effective contact
(II.A.16-3).

All credit educational programs and
services undergo a comprehensive review
at least every six years as well as an
annual review (II.A.16-4; II.A.16-5).

The six-year comprehensive review is
preceded by a course review during the
year prior to the program review. In
course review, discipline faculty review
course outlines of record for currency,
appropriateness and to re-establish
prerequisites, corequisites, advisories, and
general education status. A course review
verification form reports those course
outlines that will be submitted for
modification to the AP&P Committee
(II.A.16-6).

By April 1 each year, the vice president of
Academic Affairs distributes the program
and course review schedule for the
upcoming fiscal year via memo. This
notification identifies programs scheduled
for a six-year comprehensive review and
disciplines scheduled for a six-year course
review (II.A.16-7). All other instructional
programs not scheduled for the six-year
comprehensive or course review are
required to complete an annual program
review update. Each of these processes—
six-year review, course review, and annual
update—provides avenues for an ongoing
collection and review of data for purposes
of identifying teaching and learning
strategies for student success, maintaining
currency and appropriateness of
curriculum, and identifying needed
resources for budget and planning
purposes.

The Office of Institutional Effectiveness
provides common data sets, training in the
uses of data, and additional technical
assistance as needed. Data include student
achievement data, such as retention and
course and program completion, as well as
student learning outcomes and assessment
data as recorded by faculty and entered
into eLumen (II.A.16-8). Academic

Affairs staff provide additional assistance and training to faculty (II.A.16-9; II.A.16-10). Program reviews conclude with an external review by a validation team (II.A.16-5; II.A.16-11). All instructional sites and modalities are included in the established review processes and standards.

Established in 2010-2011, the annual update revisits the plan of action established at the end of the last comprehensive program review, assesses its continued relevance and progress toward identified goals; updates enrollment trends, labor market information, and assessment data; and links program review to the annual resource allocation process (II.A.16-11). CTE programs are required to complete the annual update, with additional components, which replaces the two-year program review (II.A.16-5).

Both the comprehensive and annual review processes incorporate assessment of learning outcomes and student achievement. The comprehensive six-year program review requires programs to establish a six-year calendar for assessment of student learning outcomes and to incorporate recommendations to improve learning outcomes and student performance in the final plan of action. The annual update asks for reports on assessments conducted and resulting changes and recommendations (II.A.16-11; II.A.16-12; II.A.16-13; II.A.16-14).

The Community Education program offers approximately 200 sections of noncredit classes each semester and 50 fee-based, continuing services classes. Noncredit courses are evaluated by a student

evaluation survey the first time the course is offered with a new instructor and subsequently once every three years (II.A.16-15). In spring 2016, Community Education completed a comprehensive program review that included a survey of 500 students to assess their satisfaction and needs and to better understand the program's student population (II.A.16-16). Survey results show high student satisfaction and the need for additional vocational programs and a greater variety of course offerings. In 2010-2011, all noncredit course outlines were updated, and student learning outcomes were incorporated. The program operated solely with part-time faculty until 2015 when the college hired its first full-time noncredit instructor in ESL, and as a result there have been limited resources to review, update, and develop new curriculum regularly. Fee-based classes are developed based on student demand, and these courses are evaluated by students every time they are offered (II.A.16-17; II.A.16-18).

In spring 2014, the Academic Senate created the Program Review Committee, whose charge is to accomplish four tasks (II.A.16-19):

1. Annually review and recommend to Academic Senate changes to the AHC Program Review Resource Guide (PRG).

2. Annually review and recommend to Academic Senate changes to Program Review Board Policy 3255 and related Administrative Procedures.

3. Review the Program Review Inventory report of annual

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

updates and program reviews each semester which lists each program/discipline, a link to its most recent program review and annual update, and the date of its next program review. Provide a copy to Academic Senate.

4. Annually prepare and deliver a report of accomplishments, challenges, and recommendations for improvement to Academic Senate at its first meeting in May.

The committee, which began meeting in fall 2014, reviewed and recommended changes to the data elements provided to academic programs. In spring 2015, the committee recommended modifications to the academic program review self-study and format. In addition, the committee reports to the Academic Senate on programs that have not completed course and program reviews or annual updates, often due to a lack of full-time faculty in single-person disciplines (II.A.16-20; II.A.16-7; II.A.16-8).

The committee has requested that the Office of Institutional Effectiveness routinely provide disaggregated data on distance learning retention and success and a comparison to face-to-face courses for programs that offer online courses (II.A.16-21). In spring 2015, the committee modified the comprehensive

academic program review self-study to include questions that specifically address distance learning—including retention and success as well as regular substantive contact and student equity outcomes. These recommendations were approved by the Academic Senate in spring 2015 and implemented in 2015-2016 (II.A.16-22). In October 2015, modifications were made to the Student Services program review to align it with the instructional program review process. In Spring 2016, the Program Review Committee began review of recommendations to update the annual update process and to establish program-set standards (II.A.16-23).

Systems and processes are in place for the effective evaluation and improvement of instructional and service programs, but inconsistent availability of data and faculty in areas without a full-time instructor to perform the reviews has occasionally hindered these processes. To address these issues, the institution may need to make resources available on a regular basis to allow associate faculty to perform the reviews when full-time faculty are not available. In addition, an electronic program review template with preloaded data and preliminary analysis noted would enable faculty to focus on deeper analysis and developing strategies to improve student learning outcomes and achievement.

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.B   Library and Learning Support Services

II.B.1   The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Eligibility Requirement 17. Information and Learning Support Services
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4).

Evidence of Meeting the Standard

Allan Hancock College supports student learning and achievement by providing on-campus and online library and learning support services to basic skills, transfer, and career technical students as well as faculty and staff. The library and the learning resources programs support all college instructional programs and include the library, Tutorial, Writing Center, distance learning, and Multimedia Services as well as Open Access Computer Labs. There are additional computer labs specific to disciplines and community partnerships.

II.B.1-1	Library Web page
II.B.1-2	Educational Master Plan 2014-2020, pages 10-11
II.B.1-3	Library Comprehensive Program Review 2013-2014
II.B.1-4	Academic Search Premier Database Usage Report
II.B.1-5	AHC Technology Master Plan 2014-2020 Goals, pages 2-25
II.B.1-6	Library Annual Statistics Report 2014-2015
II.B.1-7	Friends of the AHC Library Meeting Minutes
II.B.1-8	Friends of the AHC Library event and program flyers
II.B.1-9	Distance Learning Professional Development Schedule
II.B.1-10	CCPD Distance Learning Committee Description, 2015-2016 ed., page 59
II.B.1-11	AHC Technology Master Plan 2014-2020, Goal 8, page 13
II.B.1-12	Sample agendas/notes from Distance Learning Committee meetings
II.B.1-13	Smarthinking Usage Reports, through 2015
II.B.1-14	Learning Resources Program Review 2013-2014

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Analysis and Evaluation

The library and all learning resources support the Allan Hancock College mission to provide "quality educational opportunities that enhance student learning." At AHC, the library has its own program review. Learning resources has a separate program review that encompasses distance learning, the Teacher Learning Center, Multimedia Services, the Open Access Computer Lab, Tutorial Services, and the Writing Center.

The Library

The Library Department mission statement aligns with the AHC mission:

> … to support all Allan Hancock College students and staff with both immediate research needs and the development of information literacy skills, to enhance lifelong learning. In addition, the library is the campus "center of learning," with a welcoming atmosphere conducive to studying and learning. (II.B.1-1)

Collections shared between the Santa Maria campus (SM) and Lompoc Valley Center (LVC) constitute the AHC library, which provide services pertaining to "information and technology literacy" and "ability to acquire knowledge for life-long learning through a variety of means" as identified in the Educational Master Plan (II.B.1-2). The Jacoby Learning Resources Center at the LVC includes tutorial services space and an open access computer lab. The Vandenberg Air Force Base and Solvang sites rely primarily on online library resources and services, materials from campus libraries are

delivered to these offsite locations upon request and free of charge.

Materials provided to support student and staff research, both onsite and online, include books, magazines, journals, newspapers, reference materials, and audio and video materials. An assortment of physical items such as anatomical models and reserve textbooks are available within the libraries. The holdings owned by the AHC libraries in September 2014 number 90,821 physical items (II.B.1-3). Students, staff, and faculty have access to a full array of library and research resources available around the clock through the college library webpage (II.B.1-1). Online services and resources accessible on and off campus include the online library catalog, which has one searchable interface that integrates books, electronic books, DVDs, audio books, and streaming videos. There are electronic reference services, phone reference, and multiple collections of electronic books. In addition, the library provides online discipline-specific research guides, Libguides, to assist students with their research projects. Faculty librarians and instructional faculty work together to create Libguides based on specific research assignments (II.B.1-1).

To serve students online and onsite better, the library is focused on maximizing 24/7 access to research materials. For example, the libraries subscribed to 300 print magazine and journal titles six years ago and now subscribe to 156 but added online periodical databases and reference books to meet the changing needs of students. Assessments done in the decision-making process included webpage analytics and usage counts of both print and online

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

materials. In 2014, over 40,000 journal articles were accessed by AHC users in one database alone (II.B.1-4). Due to demand for remote access, the number of databases has grown from 15 general and specialized databases to over 30. This serves both on campus users and the distance learning students and meets AHC Technology Master Plan goals of flexibility of support services and contributing to digital fluency (II.B.1-5).

Students have access to 42 computer stations in the Santa Maria campus library and 47 stations in the LVC Jacoby Learning Resources Center and may check out laptops at both locations. Both locations have accessible stations with adaptive software. Other collections include geology specimens and anatomical models. Library services include wireless access, photocopiers, DVD viewing stations, computer stations with adaptive software for students with disabilities, and interlibrary loan services. Students have access to two group-study rooms at each campus library, one with laptop access and a large screen. Electronic devices available for faculty to check out of the library include laptops, iPads, and student response "clicker" systems.

Library and information literacy instruction is primarily delivered through a two-unit credit online library skills course and library orientations for classes with outcomes assessments detailed in the Library Program Review. Librarians provide over 100 class orientations per semester and more than 190,000 library users were counted in school year 2014-2015 (II.B.1-6). The "How Can I?" section on the library webpage offers links to get help, and users can complete an online reference question form. Additional reference services and library instruction are provided by faculty librarians during all open hours and include one-on-one assistance, telephone service, and electronic reference; a new chat service will launch in 2016.

The Friends of the AHC Library offers enhanced cultural and aesthetic programming. In the last six years, the Friends have sponsored events including the Maddux Children's Book Art Exhibit, prizes for Constitution Day contests, "Xtreme" research competitions, lectures with local and visiting faculty, Community Reads programs in collaboration with local public libraries, and various fundraisers to support both campus and community library events and services (II.B.1-7; II.B.1-8).

Learning Resources
The following five services are co-located in the Academic Resources Center at the SM Campus and, where applicable, the Jacoby Learning Resources Center at LVC.

Distance Learning
A faculty specialist and two technical support staff support the Distance Learning (DL) program and manage Blackboard, the current District course management system (CMS). The CMS is used by approximately 600 class sections each semester, from fully online classes to onsite classes that use features such as the gradebook. Instructors incorporate learning resources, such as embedded links to online library books, articles, and streaming media into their instruction. Technology training for faculty and staff are provided by the DL staff each semester

during scheduled staff development training and by appointment (II.B.1-9).

The Distance Learning Committee is chaired by the faculty DL specialist and reports to the Student Learning Council (II.B.1-10). Distance learning does not have a separate plan but is one of the twelve major goals in the AHC *Technology Master Plan 2014-2020*: "Enhance distance learning activities and support for online student success" (II.B.1-11). The DL Committee makes recommendations on DL policies, practices, and mandates from the state and federal levels (II.B.1-12).

Multimedia
Multimedia staff manages instructional support and learning technology at all District sites in over 100 classrooms and facilitate instruction across disciplines with services from equipment delivery to instructional design, primarily for classroom support. At all centers, they maintain classroom equipment such as projectors and document cameras, provide photographic and video support, and train faculty in a wide range of instructional technology applications for both onsite courses and distance learning. Staff streams live events such as graduations.

The Teacher Learning Center (TLC) is located on the 2nd floor of the Academic Resource Center. Featuring state of the art equipment, the TLC is managed through the Multimedia Services Department and used primarily by DL staff and the coordinator of instructional technology for training faculty. It is also used for external webinars, online

meetings, and other technology-based applications.

Open Access Labs
Open Access Computer Labs (OACL) are located on the SM and LVC campuses. They are multi-purpose computer labs, accessible to all students regardless of major. They provide students, staff, and faculty with a wide range of computer applications, low-cost printing, and lab staff assistance. The OACLs have adaptive workstations that accommodate students with physical or learning disabilities.

Tutorial
The Tutorial Centers at the SM and LVC sites provide peer tutoring across the curriculum in drop in, one-on-one, and group modalities, with an emphasis on math and English. Distance learning students have access to Smarthinking, an online tutoring service delivered by tutors who have a bachelor's degree or higher (II.B.1-13). Peer onsite tutors are trained at the start of each semester and must be recommended by their instructors as well as having earned a grade of "B" or higher in the courses they tutor.

Writing Center
The Writing Center provides resources to support students with lab components linked with English/ESL classes. Faculty and staff offer one-on-one assistance to the 700-900 students visiting weekly with writing and reading. There are interdisciplinary courses, ENGL 306 and ENGL 307, to assist students with writing across the curriculum. Online writing assistance is provided through the essay center feature of Smarthinking.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Learning outcomes are assessed each semester in eLumen, revised regularly, and documented in program review (II.B.1-14).

Additional Learning Support Services Most of these services are not included in the learning resources program review, as they are primarily managed through individual disciplines. They are listed here to document other services located on and off campus provided in a variety of areas, including the Atkinson Lifelong Learning Center, a community partnership with the City of Santa Maria, and the Workforce Resource Center, in partnership with Santa Barbara County.

AHC Instructional Labs

Name	Location	# of stations	Hours (Spring/Fall)	PC or Mac
AIM (Basic Skills) Virtual	Virtual	Virtual	24/7	
Computer Resources Center	Santa Maria	54 and 6 other stations (a/v)	MTWR 9a.m.-7:45p.m. Fri 9a.m.-1:45p.m.	PC and Mac
Language Lab	Santa Maria	24	MTWR 9a.m.-8p.m. Fri 9a.m.-3p.m.	PC
Math Center	Santa Maria	14 and 2 other stations (a/v)	MTWR 9a.m.-6:30p.m. Fri 9a.m.-2p.m.	PC
MESA	Santa Maria	7	MTW 9a.m.-6p.m. Thurs 9a.m.-5p.m. Fri 9a.m.-2p.m.	PC
Open Access Computer Lab**	Santa Maria	58 and 1 other station (a/v)	MTWR 8a.m.-8p.m. Fri 8a.m.-3 p.m. Sat 9a.m.-1p.m.	PC
STEM Center	Santa Maria	6	MTWR 9a.m.-6p.m. Fri 9a.m.-2p.m.	PC
Writing Center**	Santa Maria	47	MTWR 8a.m.-8p.m. Fri 8a.m.-3p.m. Sat 9a.m.-1p.m.	PC
Graphics Lab Film Lab Photography Lab	Santa Maria	29	MTWR 8a.m.-8p.m. Fri 8a.m.-3p.m.	PC and Mac
Computer Resources Center	Lompoc Valley Center (LVC)	36 (34 PC and 2 Mac)	MTWR 9a.m.-2p.m. & 5:30p.m.-8:30p.m. Fri 9a.m.-12p.m. Sat 9a.m.-1p.m.	PC and Mac
Open Access Computer Lab**	Lompoc Valley Center (LVC)	47 and 1 cctv magnifier for visually impaired	MTWR 8a.m.-8p.m. Fri 8a.m.-3p.m.	PC
Atkinson Lifelong Learning Center	Santa Maria off-site location	30 and 2 other stations (a/v)	MTWR 9a.m.-10p.m.	PC
Workforce Resource Center	Santa Maria off-site location	20 and 1 other stations (a/v)	M 8a.m.-12:30p.m. TWR 8a.m.-10p.m.	PC

** Indicates learning resources included in the 2013-2014 learning resources program review.

Improvements to support student achievement in 2016 include library laptops for student check-out and online chat with librarians. Tutorial services have been hindered by staffing vacancies at both sites since 2011-2012; still, NetTutor is being piloted in spring 2016 alongside Smarthinking for distance learners and other remote users. All computers in the Tutorial Center and Writing Center are being updated in summer 2016. Distance learning staff is guiding the faculty training and transition from Blackboard to the Canvas CMS, which will be completed by the start of the spring 2017 semester.

The College meets the standard

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.B.2 **Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

Evidence of Meeting the Standard

Library and learning resources at Allan Hancock College follow established board policies and selection processes to achieve the mission and meet the standard. Instructional faculty expertise is demonstrated through curriculum development and program review, together with faculty librarians' professional judgment to select equipment and materials that achieve high student satisfaction and support learning.

II.B.2-1	Board Policy/Administrative Procedure 4040
II.B.2-2	Faculty purchase suggestion form, library website
II.B.2-3	Curriculum proposal files, housed in SM Campus library reference area
II.B.2-4	Friends of the AHC Library Libguide, library website
II.B.2-5	Library Program Review 2013-2014, page 7
II.B.2-6	Descriptions of Professional Development Activities
II.B.2-7	Sample Agendas and Notes from Senate Library Advisory Committee
II.B.2-8	Library Material Discards Donations Purchases.pdf
II.B.2-9	Student responses regarding services, Strategic Planning Survey 2013, (IRP)
II.B.2-10	Sample CTEA/TAC Request for Lab Computers

II.B.2-11	Learning Resources Program Review 2013-2014, Exhibit E3, page 140
II.B.2-12	District Standards for Multimedia Equipment 2016
II.B.2-13	Specification as Proprietary Item for Construction, Board Item 13.A, page 115, November 10, 2015
II.B.2-14	Academic Senate Minutes, 11/3/15, Item 6 Canvas

Analysis and Evaluation

Evidence demonstrates that library and learning support services faculty and staff, with input from instructional faculty, follow collection development processes and equipment prioritization to support student needs in accordance with the college mission and Board Policy and Administrative Procedure 4040 (II.B.2-1).

Library and learning resources faculty sit on both the Academic Senate and the curriculum committee, where they work closely with instructional faculty. Librarians outreach to subject-specific faculty for guidance and expertise on appropriate purchases in their areas, and provide a form online for materials requests (II.B.2-2). For example, anatomical models were purchased in 2013-2014, and biological sciences faculty were instrumental in selecting the best models for student use. Library faculty also dialogue with individual instructors, attend department meetings to solicit

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

feedback, and offer staff development workshops to promote innovative new sources. The Academic Senate Library Advisory Committee, which is composed of instructional faculty as well as library staff, reviews new electronic databases and resources such as Films on Demand video clips.

The Academic Policy and Planning curriculum committee (AP&P) tracks instructional materials that are required and suggested for classes in course outlines of record. Both full-time and part-time librarians regularly review and track curriculum proposals, identifying potential purchases according to quality and reviews in credible publications such as *Library Journal* or the *New York Times Book Review* (II.B.2-3). Recommended purchases to support curriculum are kept on file at the reference desk and added periodically. The District budget has been augmented with funding from two U.S. Department of Education Title V grants and California Basic Skills Initiative funding. The library also receives instructional equipment funding to support the online databases. Donations are integrated into the collection after faculty librarians review them. The AHC libraries have been fortunate to have the strong support of a donor that established a library endowment in 2013, as well as the active Friends of the Library group that maintains several funds to enhance areas of the library collections (II.B.2-4).

Faculty librarians confer often with library support staff to review circulation trends which are monitored and documented in library program review. Faculty librarians also utilize program review needs and confer with instructional technology

specialists, distance learning staff, department faculty, and learning assistance, also known as Disabled Students Programs and Services, staff when considering purchase of assistive technology materials or equipment (II.B.2-5). Examples during 2014 included multimedia staff who identified big screen monitors for student use in conference rooms and learning assistance staff who assisted with suggesting a particular flatbed scanner model for student use.

Faculty librarians and learning resources faculty and staff provide ample professional development opportunities to the campus community, particularly instructional faculty. A favorite professional development activity was "Library Free for All," when the campus is invited to come in for an afternoon and try any and all new databases and materials. Another well received event was the "Red Carpet Premiere" that introduced faculty to Films on Demand streamed digital videos in 2013 (II.B.2-6).

Academic Senate provides input to the library through the activities of the Senate Library Advisory Committee, known as SLAC, which is typically composed of three instructional faculty, faculty librarians, and the library dean. SLAC meets one time in the fall and spring semesters in the SM campus library to review and discuss topics ranging from orientations and programs to budget and assessment (II.B.2-7).

Library and learning resources materials are maintained, inventoried, mended, and discarded on a regular basis by three paraprofessional staff and their student

workers, under the direction of the faculty librarians and dean (II.B.2-8).

Student satisfaction with the library services and learning resources ranked the highest of all services on campus in the 2013 strategic planning climate survey (II.B.2-9).

Other Learning Resources
Equipment for student labs, shown in the Instructional Labs Table in II.B.1, is selected with input from both faculty and students. Faculty request equipment based on discipline needs, such as Mac computers for graphics or laptops for psychology labs (II.B.2-10). Students provide input through surveys; according to the Open Access Computer Lab Student Survey in 2013, 86% of students agreed or strongly agreed that the software they needed was available (II.B.2-11). Multimedia equipment for classrooms is based on an Extron standard developed over recent years of new construction (II.B.2-12). The goal is to move all classrooms to this standard eventually (II.B.2-13).

The distance learning platform is changing to Canvas by spring 2017 as part of the state Online Education Initiative. The Academic Senate endorsed the change

after Canvas was demonstrated for them by the faculty distance learning coordinator (II.B.2-14). The college is piloting NetTutor alongside Smarthinking and asking for student and faculty feedback before deciding which to offer.

To enhance student learning, the library and learning resources have benefitted from partnerships with instructional faculty including the Senate Library Advisory Committee, as well as student input on materials and equipment selections. In addition, funding through state programs such as Student Equity and the Basic Skills Initiative has provided library books and a student laptop checkout program launching in spring 2016 at both the Santa Maria and Lompoc campuses. Instructional faculty through the Academic Senate had a strong voice in the selection of Canvas as the new distance learning platform. Bond Measure I technology funds have assisted in keeping computers and software in all labs current and adequate for student learning needs, as well as updating many SMART classrooms.

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.B.3   **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

Faculty librarians developed and regularly assess outcomes as part of the comprehensive program review and annual update process. Faculty librarians and the faculty DL specialist assist with assessing outcomes for the learning resources areas coordinated by classified staff. Faculty librarians are active members of the academic Learning Outcomes and Assessment Committee.

II.B.3-1   Learning Resources Program Review 2013-2014
II.B.3-2   Library Program Review 2013-2014
II.B.3-3   Information and Technology Literacy Evidence Team Report
II.B.3-4   LOAC.Meeting Minutes, 2014-2015
II.B.3-5   eLumen Library Student Assessments sample, 2014-2015
II.B.3-6   Online Student Readiness Tutorials
II.B.3-7   Multimedia Services Request Forms
II.B.3-8   Institutional Research and Planning, Campus Climate Survey 2013

Analysis and Evaluation

The AHC library and learning support services—the Writing Center, Tutorial,

Open Access Computer Lab, multimedia, and distance learning—regularly evaluate and assess services and programs. These services completed six-year comprehensive program reviews in 2013-2014 with clearly identified and measurable student learning outcomes (SLOs) (II.B.3-1; II.B.3-2).

These SLOs, which are reviewed annually, are discussed at meetings each semester and are revised systematically in response to collected data and student feedback. Library faculty led the Information and Technology Literacy Team in developing institutional learning outcomes and participate in the Learning Outcome Committee (II.B.3-3; II.B.3-4). The libraries and Writing Center also gather data by conducting surveys/focus groups, recording usage, and analysis of student performance data with the eLumen SLOs assessment system (II.B.3-5).
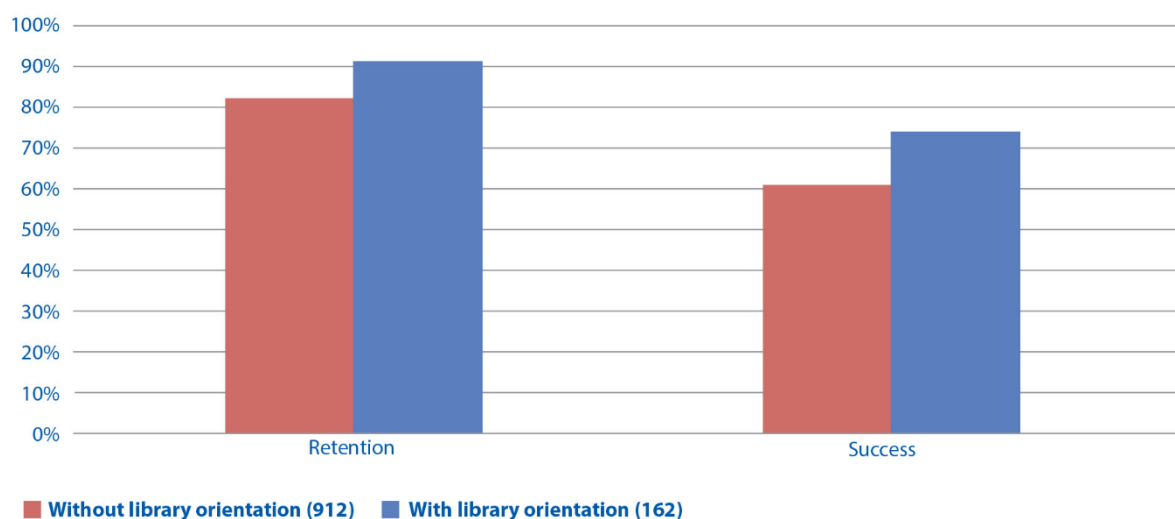
Library
The faculty librarians assess both the library skills course (LIBR 170) and library services, both online and onsite, according to the assessment plan in the library program review (II.B.3-2). The library skills course (LIBR 170) is assessed every time the course is offered using the eLumen system with data gathered used to make improvements and redesign the course. The onsite course had low enrollments; librarians piloted an online version in spring 2016, enrollment

increased, and the course will be assessed at the end of the semester.

Library services are assessed during orientations, workshops, desk interviews, or other methods agreed to by librarians, with findings used to guide revisions to curriculum, services, and procedures. Improvements made as a result of the 2013-2014 program review student focus group responses include laptop loans, Saturday hours, and 11 computer stations added near the SM library reference desk in 2014-2016 (II.B.3-2).

In fall 2014, the Office of Institutional Effectiveness, formerly the Office of Institutional Research and Planning, tracked data to assess the retention and success of 162 English 101 students who attended a one hour library orientation with a faculty librarian. The control group was measured against the retention and success of 912 English 101 students who did not attend a library orientation. The findings indicate students who attended a library orientation had higher rates of retention and success. The findings have been shared with the English faculty and additional assessment is planned for fall 2016.

Retention and Success Rates of English 101 Students

Legend: Without library orientation (912) — With library orientation (162)

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

A "Research Detective" one-hour voluntary library workshop is presented at the Lompoc Valley Center Jacoby Learning Resources Center by librarians. Instructors at the LVC give students extra credit for attendance because they believe it is beneficial. Librarians used eLumen to assess student learning outcomes, which shows that a majority of students who attend meet or exceed the standard.

Additional research was performed measuring the 44 Research Detective attendees' retention against all off-campus program students, and the results are shown below. Revisions, such as additional content, are added to the workshop presentations, and further assessments are planned.

Impact of Research Workshop
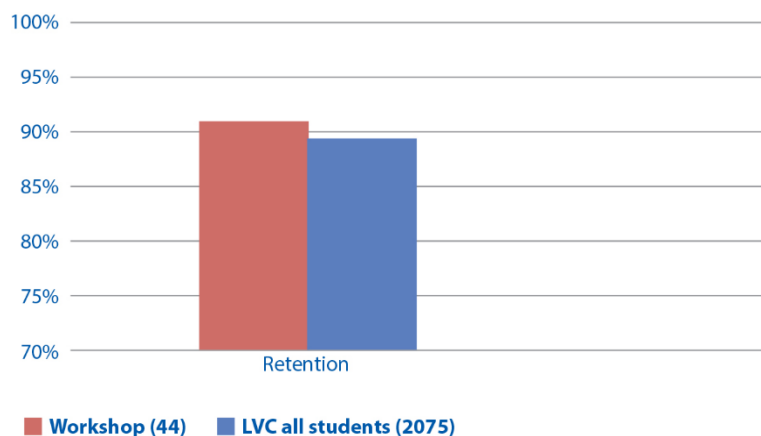
Learning Resources

Distance Learning
The distance learning (DL) staff adequately support more than 600 courses each semester on the course management system, both completely online and supplementing face-to-face classes (II.B.3-1). Learning outcomes assessment included student/faculty surveys and user analytics (II.B.3-1). Surveys and review of analytics revealed the need to develop online instructional modules to prepare both students and faculty better (II.B.3-1). The state OEI sent out helpful student preparation modules, which were added to

the DL webpage in 2015 (II.B.3-6). Assessment of online teaching occurs through the negotiated faculty evaluation process.

Multimedia
Multimedia Services provides support in instructional equipment design, set up, maintenance, and training at all campus sites and more than 100 classrooms in a wide range of services including smart podiums, audio and video equipment, photography, and wireless mobile devices (II.B.3-7). Multimedia staff assess installations of new equipment, track requests for services, assess training

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

sessions, and review survey results from faculty, staff, and students. Results of evaluations demonstrate that equipment and support are adequate to facilitate student learning (II.B.3-1). Assessment led to resource requests which include online training modules for faculty, installation of smart podiums in all classrooms, hiring of additional staff, and providing current technology to students and faculty (II.B.3-1).

Open Access Computer Labs
The Open Access Computer Labs (OACLs) are open to any student in any discipline on both campuses. Many other subject-specific labs are available for students in programs, such as STEM, graphics, math, business, and writing. The first Program Review for the OACLs was in 2013-2014, which documents that over 13,000 students use the OACLs at both campus locations annually (II.B.3-1). Learning outcomes are established and assessed regularly and consist of surveys of students and faculty (II.B.3-1). Assessment findings indicate resource needs, such as future staff training, purchases of updated software, and streamlined printing technology (II.B.3-1).

Tutorial
Tutorial Services adequately meets student needs in providing tutoring across disciplines for over 6,000 hours per school year at the Santa Maria and Lompoc sites (II.B.3-1). Online and onsite students are served with Smarthinking, a third-party online tutoring service. The "Drop In" model has been used onsite since 2012, in addition to individual one-on-one hourly tutoring appointments (II.B.3-1). Drop In tutoring in high-demand subjects, such as math, is available without appointment

and has been especially popular at the SM campus in the evening. The Tutorial Center has established student learning outcomes and assesses students annually with surveys and tutor evaluations, which were overwhelmingly (100%) positive with statements such as "prompt and reliable for keeping appointments." In 2013, 78% of 113 students surveyed who received tutoring reported that their grades went up (II.B.3-1).

Writing Center
The Writing Center provides reading and writing assistance for 700-900 students weekly (II.B.3-1). Evidence of importance and satisfaction with the Writing Center for faculty and student users can be found with high rankings in the 2013 Climate Survey of Students (II.B.3-8). The Writing Center has learning outcomes that are documented and assessed in fall and spring semesters with all developmental English and ESL classes by means of faculty/student surveys and GPA comparisons (II.B.3-1). Assessment findings resulted in plans to develop strategies to reduce the wait time to serve students (II.B.3-1).

In all library and learning resources areas, improvements have primarily occurred due to bond and various grant and categorical funds. Some areas, including the library, have been able to use multiple measures of satisfaction and outcomes. The Tutorial Center has had staff vacancies at both campuses, and the Writing Center still has wait time due to heavy student demand. Progress on updating all classrooms to Extron-based Smart classrooms has continued steadily, lab computers continue to be updated, and

improvements based on evaluation are ongoing.

While there is evidence that the College integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.B.4   **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.**

Eligibility Requirement 17: Information and Learning Support Services
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format and wherever they are offered. (II.B.1 and II.B.4)

Evidence of Meeting the Standard

AHC libraries and learning resources maintain contractual agreements as described below to provide resources and services that are adequate, accessible, and utilized by students. Staff members in the library, learning resources, IT Services, and District police collaborate to assure the security and reliability of all services. Services are assessed regularly, often annually, and improvements made as needed.

II.B.4-1   Council of Chief Librarians, California Community Colleges. (CCLCCC) Library profile

II.B.4-2   Community College League Consortium

II.B.4-3   AHC Library Website Articles and More Databases (available off and on campus)

II.B.4-4   AHC Library Interlibrary Loans Form

II.B.4-5   Cal Poly Interlibrary Loans page, August 26, 2014

II.B.4-6   Smarthinking Contracts, filed in dean of library/learning resources office

II.B.4-7   Blackboard hosting/licensing contracts, filed in dean of library/learning resources office

II.B.4-8   Academic Senate agenda and notes November 3, 2015, action item number 6

II.B.4-9   AHC Technology Master Plan 2014-2020, Goal 2, page 4

II.B.4-10   Sample IT Services Work Order

STANDARD II:
Student Learning Programs
and Support Services

**ALLAN
HANCOCK
COLLEGE**
Start here. Go anywhere.

Analysis and Evaluation

Collaboration/Contracts
An AHC library profile is available at the Council of Chief Librarians California Community Colleges website (II.B.4-1). For online resources, librarians evaluate the Community College Library Consortium (CCLC) databases available through the Council each fall and spring. Library website criteria includes accessibility, usage statistics, faculty and student input, product comparisons and reviews, scope, currency, authority, and other factors. Purchasing electronic resources through the CCLC consortium is a cost-effective way to provide electronic database access to onsite and remote students (II.B.4-2; II.B.4-3).

The Santa Maria and Lompoc campus libraries regularly exchange materials per student and faculty requests via a daily, week day, AHC courier service. Documentation of this exchange is maintained in the Library ILS system, Polaris. There is no fee to users for this service. The only four year college that the AHC libraries regularly request interlibrary loan materials from is California Polytechnic State University in San Luis Obispo, which lists interlibrary loan policies for the Kennedy Library on its webpages. Interlibrary loan from other libraries is minimal, but the process is well documented and efficient (II.B.4-4; II.B.4-5).

Blackboard is Allan Hancock College's course management platform, hosted securely in Reston, Virginia. Blackboard contracts are negotiated and renewed either annually or for multiple years and

kept in the dean of learning resources' office (II.B.4-7).

The Distance Learning Committee and distance learning staff periodically assess Blackboard in comparison to Moodle or other products. The academic resources technical specialist piloted Moodle as a test but felt any cost savings would be offset by the programming needs. Factors in favor of Blackboard included excellent reliability, security, and ADA accessibility; also popular building blocks; and compatibility with publisher content. In fall 2015, the Academic Senate and Distance Learning Committee investigated Canvas in conjunction with the statewide Online Education Initiative (OEI) and recommended moving to Canvas (II.B.4-8). The planned conversion to Canvas will be final by spring 2017.

Smarthinking is the vendor for 24/7 asynchronous online tutoring services for AHC students, with a NetTutor pilot occurring in 2016. English students are the primary users, particularly the essay center where drafts of papers are submitted for guidance from online tutors who possess bachelor's degrees or higher. The contracts for this service are housed in the dean of learning resources' office (II.B.4-6). Smarthinking provides AHC with monthly usage statistics and periodic student survey comments.

Faculty and staff have carefully weighed NetTutor and other online tutoring options against Smarthinking, including pricing. Prior to the OEI, there was no momentum in moving to other services, as satisfaction with Smarthinking from both faculty and students has been high. However, NetTutor is being revisited in the 2015-

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

2016 academic year with possible cost savings from the OEI consortium pricing as the main motivation.

The Open Access Computer Lab and Writing Center are co-located in the Academic Resources Center (ARC) on the SM campus and in the Jacoby Learning Resources Center at the LVC. There are no third-party services or agreements, and students visit these areas onsite to use computers and obtain assistance with writing. Multimedia services (MMS) provide audiovisual support for classrooms and events and are also located in the ARC; no third-party vendors are used.

Accessibility
Library and learning resources buildings are accessible to all students with automatic door openers, wheelchair accessible restrooms, and computer stations with adaptive software for those with low-vision or the hearing-impaired. A public videophone is available for deaf students. The library web page is accessible to low-vision or deaf students and reviewed by college's web content manager.

Blackboard operates 24/7 and is ADA compliant. The faculty DL specialist goes over ADA compliance when training online faculty. The academic resources technical specialist will notify the alternative media specialist in the Learning Assistance Department if a Blackboard course needs assistance in becoming fully accessible.

The Open Access Computer Labs, Writing Center, and tutoring services all have accessible doors, computer stations, and restrooms.

Security and Maintenance
Library and learning support services are offered onsite weekdays, evenings, and Saturdays. District police and security officers patrol regularly, and both the library and learning support counters have "panic buttons" that connect them to the District alarm company. Physical library facilities have an alarm system managed by District police. In addition, standard physical security measures such as cables and locks for all computers and a library 3M security gate are in place.

The Information Technology Services Department handles all physical and virtual security for library and learning support computer equipment, including locking laptop and tablet carts, anti-virus software and spam filters, and Deep Freeze system restore software. Goal two of the AHC Technology Plan outlines all the measures taken to provide reliable and secure resources (II.B.4-9).

Library and learning resources staff, District police, and Information Technology Services (ITS) staff work together to ensure the physical and virtual security of all physical sites, onsite equipment and materials, and virtual resources. As a result, there have been no reports of major thefts, computer problems, or vandalism in the library and learning resources areas for the past 10 years.

Blackboard is securely hosted offsite in Reston, Virginia. The academic resources technical specialist maintains and supports the software upgrades for Blackboard, the

library online catalog, and the tutorial appointment system. ITS staff maintains and supports all the other software, as well as student and staff computers and printers in the library and Academic Resources Center. Problems are reported to ITS through the online work order system accessed through the myHancock portal (II.B.4-10). In general, reliability has been very good, and replacement/upgrades have been routine when physical equipment becomes worn out or software versions change.

The College meets the standard. Existing resources and services are adequate, accessible, and well-utilized. The move to the Canvas CMS is the major contractual change anticipated in the coming year. There may also be a transition to NetTutor for online tutoring support. NetTutor is being piloted in spring 2016, and if faculty and students like it as well as Smarthinking, the college will make the change. Both of these changes would be the result of the state-wide Online Education Initiative move to these vendors.

While there is evidence that the College integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning and resource allocation to improve student learning and achievement.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.C Student Support Services

II.C.1   **The institution regularly evaluates the quality of support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.**

Eligibility Requirement 15
The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission.

Evidence of Meeting the Standard

II.C.1-1   Allan Hancock College Catalog-Mission and Vision Statements, page 8

II.C.1-2   Educational Master Plan, pages 11, 35, 37, 43, 46-47

II.C.1-3   *Councils and Committees Pathways to Decisions* (CCPD), page 30

II.C.1-4   AHC Student Services Department Websites:
Admissions and Records
Cal-SOAP
CalWORKS
Cooperative Agencies Resources for Education (CARE)
Cooperating Agencies Foster Youth Educational Support (CAFYES)
Career/Job Placement Center
Counseling
Extended Opportunity Programs and Services (EOPS)
Financial Aid/Veterans and Scholarships
Learning Assistance Program (Disability Services)
Non-Credit Counseling
Student Health Services
Student Activities (ASBG)
Testing Center
College Achievement Now (CAN)/TRiO
University Transfer Center
Veteran Success Center

II.C.1-5   Counseling Online Services

II.C.1-6   Student Services Program Review Matrix

II.C.1-7   EOPS Student Services Learning Outcomes and Institutional Learning Outcomes

II.C.1-8   Meeting Notes Admissions & Records and Student Services Council

II.C.1-9   MIS Annual Reports for EOPS and Financial Aid and Annual District Audit Report

II.C.1-10   Basic Skills Initiative Outcomes Reports

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Analysis and Evaluation

The college's commitment to excellence in student services is embodied in its mission and vision statements which recognize that student services are central to student learning and to the college fulfilling its mission (II.C.1-1). The role of student services in student learning is further reflected in the Educational Master Plan and is made operational through the development of strategic directions and through a structure of councils and committees that integrates instruction and student services at all levels of institutional planning and governance (II.C.1-2; II.C.1-3). Multiple processes, including systematic program review and student learning outcome (SLO) assessment, are used to assess the effectiveness of student services in supporting student learning and to inform planning at the department, division, and institutional levels.

Allan Hancock College student support services play an essential role in student learning at every stage – from outreach, assessment, orientation, advising, registration, and financial aid to a full range of programs and services that support academic success and personal growth. Student services advance institutional learning outcomes most directly in the areas of cultural competence and personal responsibility and development (II.C.1-4).

Access to student services is available at all District locations. As the college expanded its distance learning course offerings, student services ensured student access to essential services in the distance mode. All student service departments provide remote access to comprehensive program information, including a detailed description of services, location, hours and contact information, and if applicable, online forms (II.C.1-5). For example, in areas such as Admissions and Records, Counseling, Financial Aid, EOPS, and the Learning Assistance Program (LAP), students can access essential services online. In addition to face-to-face and web access, all student service departments provide student access via email, phone, and fax. The expansion of online services has not only proven to be an essential support system for students enrolled in online courses, it has also resulted in greater accessibility for all students regardless of mode of instruction. During

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

the fall of 2015, Admissions and Records augmented face-to-face services by responding to 624 help desk emails. Distance services are examined in greater detail in standard II.C.3.

AHC student service programs are systematically evaluated through program review, which occurs on a six-year cycle with annual updates (II.C.1-6). Each program also assesses student learning outcomes (SLOs), and SLOs are mapped to program and institutional learning outcomes (II.C.1-7). Student services initiated SLO assessment in 2005; the learning outcomes cycle is now well established and functions at the level of continuous sustainable quality improvement. Student services also use regular department meetings, department retreats, and the Student Services Council for ongoing evaluation and planning (II.C.1-8).

In addition to AHC practices, programs such as Financial Aid, EOPS/CARE/CalWORKS, and Learning Assistance are annually evaluated by the Chancellor's Office to ensure program effectiveness (II.C.1-9). Through the use of MIS data, departments are able to track student contacts and the specific services provided. This affords an additional resource in the assessment of program efficacy. Several departments also participate in grant projects which require additional evaluation of specific program initiatives. For example, EOPS, Counseling, and the Learning Assistance Program participate in Basic Skills Initiative projects that require evidence of outcomes that positively impact student learning (II.C.1-10). Credit courses are offered through the Counseling

Department, Learning Assistance Program, and Leadership and Student Activities. These courses are approved through the college's curriculum committee (AP&P) and assessed for effectiveness through academic program review and SLO course assessment (II.C.1-11; II.C.1-12).

These well-established processes of evaluation and planning are enhanced by the District's Student Success and Support Plan (SSSP) (II.C.1-13). Since 2014, the plan has provided an additional opportunity for comprehensive assessment of counseling services, as well as resources to address identified needs. The development of the SSSP plan coincided with the scheduled update of the District's Student Equity Plan (II.C.1-14). These combined efforts have provided data that inform evaluation and planning in all areas of the college.

Both the SSSP plan and the Student Equity Plan were vetted through the councils and committees structure as outlined in the CCPD (II.C.1-15). In addition, the Academic Senate and the Associated Student Body Government (ASBG) participated in the development of these plans, and campus-wide feedback was collected at the college's annual planning retreat (II.C.1-16). This broad consultation assures that SSSP recommendations align with the AHC mission and goals. The SSSP and Student Equity committees use these plans to inform prioritization and recommendations for hiring. As a result of the prioritization process, a transcript evaluator was hired, and additional assignment days for full-time counselors were funded to meet SSSP and Student Equity outcomes.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

The opening of the new Student Services building in 2013 is an example of the District's use of evaluation and long range planning to enhance the effectiveness of student services in achieving the college mission. The facility has a positive impact on the capacity of student services personnel to support student learning effectively. The opportunity for students to access a wide-range of support services in one place has improved student service effectiveness and improved the ease of access. The benefit to students who formerly sought services that were located throughout the campus, often in temporary facilities, is evident every day (II.C.1-17). The rooms in the building have been central in facilitating various workshops, orientations, and trainings. Being housed together in one facility has also strengthened connections across programs.

The integration of services is further supported by the District's Banner student system and the adoption of SARS GRID, a student appointment and reporting system (II.C.1-18). The capacity to share student data and service history across departments instantly, regardless of location or modality, facilitates a far more informed and effective approach to student support. SARS web-based service, eSARS, allows students to make appointments and ask brief questions online. The data derived from these systems are used to inform program review and planning at the departmental, division, and institutional level (II.C.1-19).

The ability of student service programs to ensure quality support for student learning is enhanced by collaboration with instructional faculty. Student services

faculty and staff regularly participate in campus-wide efforts focused on evaluating student learning, such as the Student Success Summit, the Basic Skills Summit, and the Adult Education Summit (II.C.1-20; II.C.1-21; II.C.1-22).

Collaboration also occurs through classroom presentations, attendance at academic department meetings, joint participation on college committees, and individual instructor engagement with specific services. For example, counselors collaborate with instructional faculty through their formal role as liaisons to AHC academic departments while instructional faculty attend Counseling Department meetings to share program information and explore new opportunities for collaboration (II.C.1-23). The Counseling Department also holds a monthly meeting with Admissions and Records to strengthen communication and effectiveness of student services. In addition to the many formal processes that facilitate the role of student services in support of student learning, AHC has a culture of mutual respect and informal collaboration. This facilitates ongoing cross-discipline dialogue and cooperation which fosters continuous improvement in student services.

The District's capacity to assure quality student support services and effectiveness in supporting student learning is sustained through systematic evaluation and integrated planning, investment in staff development, facilities and technology, effective communication, and shared commitment to the college mission.

The College meets the standard. While there is evidence that the college regularly

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

evaluates the quality of student services to improve support of student learning, with the growth in distance learning and the emergence of new technologies, there are opportunities for improvement in evening and online services. The College will draft a Quality Focus Essay in order to strengthen the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement. In order to support continuous improvement in student support services, the college will evaluate the effectiveness of evening and online services and implement appropriate changes to enhance access to support services for those populations (II.C.1-20).

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.C.2   **The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

Allan Hancock College identifies and assesses learning support outcomes for its student population and uses assessment data for program planning and improvement.

II.C.2-1	Program Review Matrix
II.C.2-2	Student Learning Outcomes- Student Services
II.C.2-3	MIS Annual Reports
II.C.2-4	Annual Update Health Services
II.C.2-5	2015-2018 Student Equity Plan Executive Summary
II.C.2-6	College Catalog Student Services
II.C.2-7	Student Services Website
II.C.2-8	New Student Online Orientation
II.C.2-9	Campus Events Calendar 2015-2016
II.C.2-10	Personal Development Course Outline
II.C.2-11	Student Services SLO Matrix
II.C.2-12	Spanish Online Orientation
II.C.2-13	Council and Committee Structure (CCPD)
II.C.2-14	Student Services Council and Learning Outcomes &Assessment (CCPD)
II.C.2-15	Student Services Council Notes
II.C.2-16	Bridges to Success Program Agenda Lompoc Valley Center
II.C.2-17	Bridges to Success Program Meeting Notes

Analysis and Evaluation

The primary method of student support service outcomes assessment and continuous program improvement is systematic program review. In addition to comprehensive program review and annual updates, state mandated reporting, and ongoing planning at the department and division level, student learning outcomes (SLOs) assessment is a critical component in sustaining the high quality of student support services (II.C.2-1; II.C.2-2; II.C.2-3). SLO identification and assessment have been integrated into program review, both for the comprehensive program reviews on a six-year cycle and for annual updates (II.C.2-4). Program improvements are instituted as part of the cycle of assessment and planning to improve student services effectiveness.

AHC provides a broad range of student services and programs in support of student access and achievement of learning support outcomes. Program improvements are instituted based on program assessment data and input from stakeholders. For example, the recently updated Student Equity Plan has resulted in the implementation of programs to

address the needs of Veterans, foster youth, and first generation college students (II.C.2-5). Detailed information on all student programs and services is available to students and the public through the college catalog, which is available in print and online, as well as hyperlinks on the Student Services website (II.C.2-6; II.C.2-7). Students are also informed of college services through student orientation, campus events, and Personal Development course curriculum (II.C.2-8; II.C.2-9; II.C.2-10).

The college was an early adopter of Student Services SLOs, and all student support services have completed multiple student learning outcomes assessment cycles (II.C.2-11). Assessments are based on analysis of both quantitative and qualitative data, and program improvements are implemented in order to achieve program goals and support student success. For example, in response to the District's growing Latino student population, the college will launch a Spanish language version of the online student orientation in fall 2016 (II.C.2-12)

Student learning outcomes are integrated into the District's planning processes (II.C.2-13; II.C.2-14). This begins with

departmental SLO representatives who serve on the Student Services Learning Outcomes and Assessment Committee. This committee reports and makes recommendations to the Student Services Council, which has an ex-officio role on the College Council (II.C.2-15). College Council reviews input from Student Services Council and makes recommendations to the superintendent/president and Board of Trustees. These processes inform planning at the department, division, and institutional level. For example, in response to data reviewed by the Counseling Department, the District hired two full-time counselors in 2014 devoted to university transfer and career/job placement. The college also established a Bridges to Success program which includes comprehensive counseling collaboration between AHC and the local feeder high schools. This program provides a valuable platform for implementation of the District's student success initiatives (II.C.2-16; II.C.2-17).

The District uses eLumen software to house SLO outcomes and assessment data. The chart below summarizes student services SLO progress since 2005:

Student and Learning Support Activities

	SLOs	Assessments Identified	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Ongoing Assessment (2+ years)	Current 6-Year Schedule	Current PRAU	Mapping PSLO/ISLO	eLumen & Web Match	All SLOs have Data	SLOs w/o Data
A&R	X	X	X	X	X	X	X	X	**X**	**X**	**X**	**X**	X	X	$14	X	X	X	
CalSOAP	X	X	///	///	///	///	///	///	///	///	///	///				X	X		1,2
CalWORKs	X	X			X	X	X	X	**X**	**X**	X	**X**	X	X	$15	X	X		1,5
Career Job Placement	X	X			X	X	///	///	///	///	///	**X**	X	X		X	X		3,5
Counseling	X	X			X	X	X	X	X	**X**	**X**	**X**	X	X	$14	X	X		3,4
EOPS/CARE	X	X		X	X	X	X	X	**X**	**X**	**X**	**X**	X	X	$15	X	X	X	
Financial Aid	X	X	X	X	X	X			**X**	**X**	**X**	**X**	X	X	$14	X	X		5,7
Student Health Services	X	X			X	X	X	X	X	**X**	**X**	**X**	X	X	$14	X	X	X	
Learning Assistance	X	X			X	X	X		**X**	X	**X**	**X**	X	X	$14	X	X		3
Noncredit	X	X		X	X	X	X		X	**X**	**X**	**X**	X	X (red)		X	X	X	
Student Activities	X	X								**X**	**X**	**X**	X	X		X	X	X	
Testing Center	X	X			X	X	X	X	**X**		**X**	**X**	X	X		X	X		
CAN/TRIO	X	X							X	**X**	X		X	X		X			
Univ Transfer Center	X	X		X	X	X	X	X	X	**X**	**X**	**X**	X	X	$14	X	X		1,2,4,5,6
	14	14	2	5	11	11	9	7	11	11	12	12	13	13		14	13	5	

What percent of student and learning support activities have SLOs Identified?	100%
Percent of support activities with on-going (2 or more years) assessment?	93%
Percent of support activities that have a 6-years assessment schedule - *red is outdated*	93%

BOLD "X" indicate Course Improvement Plan in eLumen is complete

The College meets the standard. While there is evidence that the college regularly uses assessment data to improve student support and learning, with the growth in distance learning and the emergence of new technologies, there are opportunities for improvement in assessment of distance and online services. The College will draft a Quality Focus Essay in order to strengthen the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement. In order to support continuous improvement in student support services, the college will

- assess the effectiveness of evening and online services and implement appropriate changes to enhance student access to support programs and
- improve orientation and admission services for Spanish speaking students.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.C.3   **The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.**

Eligibility Requirement 15.
The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission.

Evidence of Meeting the Standard

Allan Hancock College provides equitable and reliable student access to a full range of student services regardless of location or mode of delivery (II.C.3-1). All student services are consistent with the college mission which assures the provision of "opportunities that enhance student learning."

II.C.3-1	Board Policy 5100, Student Services
II.C.3-2	Board Policy and Administrative Procedure 5300 Student Equity
II.C.3-3	Student Services Program Review
II.C.3-4	Student Services Program Review Financial Aid
II.C.3-5	Student Services SLO Assessment Matrix
II.C.3-6	Financial Aid Retreat and EOPS/Care/CalWorks Retreat Notes
II.C.3-7	*Councils and Committees Pathways to Decisions* (CCPD)
II.C.3-8	College Council (CCPD) Description
II.C.3-9	Student Success Summit Agenda
II.C.3-10	Basic Skills Committee Agenda and Notes

II.C.3-11	Student Equity Plan 2015-2018
II.C.3-12	Student Success and Support Program (3SP) Plan
II.C.3-13	Student Services Website
II.C.3-14	Student Online Orientation
II.C.3-15	Degree Works Audit
II.C.3-16	Student Wellness Magazine
II.C.3-17	Career/Job Placement Center Job Postings
II.C.3-18	Financial Aid TV
II.C.3-19	Sample Facebook, YouTube, and Instagram Pages
II.C.3-20	"Ask Spike"
II.C.3-21	Online Orientation Report
II.C.3-22	SARS Report

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Analysis and Evaluation

The District engages in systematic assessment focused on the quality and accessibility of student services (II.C.3-1; II.C.3-2). This analysis occurs at all levels of the college community and uses multiple sources of data. The quality, reliability, and accessibility of all Allan Hancock College student services are closely examined through comprehensive program review and annual updates, as well as annual cycles of student learning outcomes assessment (II.C.3-3; II.C.3-4; II.C.3-5). Examination of program access and effectiveness is also addressed at departmental and division meetings and retreats (II.C.3-6). The District's councils and committee structure provides a broader platform for this dialogue. Under this structure, student access is examined as a component in the six student services standing committees: Enrollment Management, Learning Outcomes and Assessment, Outreach Advisory, Campus Assessment Support Team (CAST), Calendar, Student Success & Support Program, and Student Equity (II.C.3-7). Each of these committees has a representative on the Student Services Council, which in turn is represented on the College Council (II.C.3-8). Student Services access and effectiveness is also examined through college-wide initiatives, such as the Student Success Summit, Basic Skills Initiative, Student Equity Plan, and Student Success and Support Plan (II.C.3-9; II.C.3-10; II.C.3-11; II.C.3-12). All student services planning is linked to program mission and institutional goals.

The Santa Maria campus is the District's primary location and the hub for all student services. As of 2013, student services at this campus are housed in a convenient student services building that facilitates access and continuity of services. Students attending classes at the Lompoc Valley Center have access to all core services, including assessment, admissions, registration, counseling, financial aid, and bookstore operations. To assure equitable and reliable student access, the Vandenberg and Solvang sites are staffed with student services personnel who provide basic services and coordinate with the appropriate service on the Santa Maria campus as needed. The Lompoc Valley Center team is cross-trained to disseminate program information and provide referrals and assist in delivery of services for programs, such as EOPS and Learning Assistance. Admissions and Records, Counseling (credit and noncredit), Financial Aid, and EOPS are among the services available to students in Spanish and English.

All Santa Maria Campus student services are available Monday through Thursday from 8:00 a.m. to 4:30 p.m. and Friday from 8:00 a.m. to 4:00 p.m. Counseling, Admissions and Records, and Financial Aid are open from 8:00 a.m. to 6:00 p.m. on Tuesdays. The Testing Center serves students from 8:00 a.m. to 7:30 p.m. to meet high student demand at the beginning of each semester. In addition to these standard hours of operation, all student services on the Santa Maria campus are open from 8:00 a.m. to 6:00 p.m. during the first week of instruction.

Counseling, University Transfer Center, Job/Career Placement, EOPS, Financial Aid, Learning Assistance, and Health Services have designated staff serving the Lompoc Campus. Counseling, University

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Transfer, and Job/Career Placement staff are available from 8:00 a.m. to 4:30 p.m. Monday, Tuesday, and Thursday; 8:00 a.m. to 6:00 p.m. on Wednesday; and 8:00 a.m. to 4:00 p.m. on Friday. Financial Aid staff are available from 8:00 a.m. to 4:30 p.m. Monday through Thursday. The Learning Assistance Program services are offered Monday through Thursday from 8:00 a.m. to 4:30 p.m. and Friday 8:00 a.m. to 4:00 p.m. Health Services staff are available on the Lompoc campus on Monday, Wednesday, and Thursday from 9:00 a.m. to 3:30 p.m. As a result of input from workshops in the development of the Student Equity Plan, concerns regarding services for students with disabilities were discussed by faculty and staff and are currently being addressed. Discussions regarding the expansion of evening services for Health Services and the Learning Assistance Program took place during the spring 2016.

A continuing focus on expansion of online services supports greater access for all Allan Hancock College students, regardless of location, and mirrors the growth in online courses. These services include "one click" online access to comprehensive information for all student services (II.C.3-13). Access to core services such as application for admission, student orientation, course registration,

financial aid applications, and student degree audits are available online (II.C.3-14; II.C.3-15).

In addition to these core services, many departments offer additional services online. For example, Health Services posts a monthly student wellness magazine; Job Placement offers an online interest inventory, career and job search programs, and job orientation tools; and Financial Aid provides comprehensive information through Financial Aid TV as well as personalized student application updates through the student portal (II.C.3-16; II.C.3-17; II.C.3-18). Student support in all service areas is also accessible via email, phone, or fax. In addition to student service web sites and other distance modalities, the college employs social media, such as Facebook, YouTube, and Instagram, to support equitable access to student service information (II.C.3-19). As a result of the District's accreditation self-evaluation process the college recently launched "Ask Spike", a web site that enables students to find answers to their questions about campus programs and events (II.C.3-20).

The table below shows student access to services face-to-face and online (II.C.3-21; II.C.3-22):

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Student Service Departments Access to Services	Available in Person	Information Available On-line	Interactive Services On-line
Admissions & Records	X	X	X
Cal-SOAP	X	X	X
Career & Job Placement	X	X	X
Counseling & Matriculation	X	X	X
EOPS	X	X	X
CARE	X	X	X
CalWORKS	X	X	X
Financial Aid	X	X	X
Learning Assistance	X	X	X
Non-Credit Counseling	X	X	X
Student Health Services	X	X	X
Student Activities	X	X	X
Testing Center	X	X	X
Trio/College Achievement Now (CAN)	X	X	X
University Transfer Center	X	X	X

While information about Student Services is available online, there is interest in developing more innovative interactive delivery of support services, such as chat, and mobile technologies to expand access and increase effectiveness.

The College meets the standard. While there is evidence that the college regularly evaluates the quality of student services to improve support of student learning, with the growth in distance learning and the emergence of new technologies, there are opportunities for improvement in evening and online services. The college will draft a Quality Focus Essay in order to strengthen the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement. In order to support continuous improvement in student support services, the college will evaluate the effectiveness of evening and online services and implement appropriate changes to enhance access to support services for those populations.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.C.4   **Co-curricular programs and athletic programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

Allan Hancock College co-curricular and athletic programs provide an environment that nurtures social responsibility and cultural appreciation.

II.C.4-1	AHC Mission Statement
II.C.4-2	Institutional Learning Outcomes
II.C.4-3	Board Policy 5700, Athletics
II.C.4-4	CCC Athletic Directors Association Code of Professional Conduct & Ethics
II.C.4-5	ASBG Positions and Elections Packet
II.C.4-6	District Audit
II.C.4-7	FCMAT Report
II.C.4-8	Board Policy/Administrative Procedure 5400, Associate Students Organizations and ASBG Events Calendar
II.C.4-9	Bow-WOW Agenda Spring 2015
II.C.4-10	Bow-WOW Student Participation
II.C.4-11	Leadership 111 and 112 Course Outlines
II.C.4-12	ASBG Program Review
II.C.4-13	ASBG Student Learning Outcomes
II.C.4-14	Bow-WOW Student Participation Data
II.C.4-15	California Community College ASBG Regulations

II.C.4-16	Board Policy/Administrative Procedure 2015, Student Member
II.C.4-17	Board Policy/Administrative Procedure 2105, Election of Student Member
II.C.4-18	Club Charter Packet & Sample Application
II.C.4-19	AHC Student Club List
II.C.4-20	Board Policy 5420, Associated Student Finance
II.C.4-21	Student Expenditure and Funding Approval Forms
II.C.4-22	ASBG Council Meeting Minutes
II.C.4-23	Strategic Plan Six Factors for Student Success
II.C.4-24	Student Athlete Orientation
II.C.4-25	College Catalog, Student Athlete Retention, page 20
II.C.4-26	Student Athlete Retention and Success Plan
II.C.4-27	Student Athlete Student Education Plan
II.C.4-28	Spectrum Schedule of Classes
II.C.4-29	Board Policy/Administrative Procedure 6700, Community Use of Facilities
II.C.4-30	Schedule of Youth Baseball Camp
II.C.4-31	Schedule of Youth Basketball Camps
II.C.4-32	Joe White Memorial Dinner and Auction Program and Participation Data

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.C.4-33   Kinesiology, Recreation, & Intercollegiate Athletics Program Review
II.C.4-34   College Catalog, Eligibility and Equity, page 30
II.C.4-35   Athletics Department Website
II.C.4-36   California Community College Athletic Association (CCCAA) Regulations
II.C.4-37   Western State Conference (WSC) Regulations
II.C.4-38   Southern California Football Conference (SFCA) Regulations
II.C.4-39   Form R1 - Statement of compliance
II.C.4-40   Form R2 - Statement of in-service training
II.C.4-41   Form R4 - Statement of compliance Title IX Gender Equity
II.C.4-42   Form X - Appointment of voting delegate to the CCCAA convention
II.C.4-43   Equity in Athletics Disclosure Act Report
II.C.4-44   Board Policy 5700, Athletics
II.C.4-45   Western State Conference (WSC) Program Review
II.C.4-46   District Organizational Chart
II.C.4-47   Board Policy 6400, Audits

Analysis and Evaluation

Allan Hancock College's co-curricular and athletic programs reflect the values embodied in the college mission statement which commits to the provision of "educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community" (II.C.4-1). The commitment to this mission is reflected in the District's institutional learning outcomes, which include cultural awareness and global competence (II.C.4-2). The District's co-curricular and athletic programs exemplify these values and adhere to high standards of educational integrity (II.C.4-3; II.C.4-4). Athletic programs are available to men in baseball, basketball, football, golf, soccer, and track and field. Women have the opportunity to compete in softball, basketball, soccer, swimming, volleyball, track and field, and water polo. All students have the opportunity to participate in co-curricular programs by joining campus clubs, enrolling in Leadership courses, and by running for an ASBG Board of Directors elected position (II.C.4-5). All co-curricular and athletic expenditures are managed in compliance with board approved procedures and follow Fiscal Crisis Management Assistance Team (FCMAT) guidelines (II.C.4-6; II.C.4-7).

Co-Curricular Programs
The Associated Student Body Government (ASBG) is the center of co-curricular activities at Allan Hancock College and participates in college governance through the District's councils and committees structure. ASBG sponsors over sixty events throughout the academic year designed to contribute to student's social and cultural education and to the vibrancy of student life (II.C.4-7; II.C.4-8). Students have access to a wide variety of co-curricular experiences ranging from Diversity Day, Voter Registration Drive, and Earth Day to Alcohol Awareness Mocktails and "Hancock's Got Talent". However, the cornerstone of campus events is Bulldog Week of Welcome (Bow-WOW), a campus-wide event that kicks off a week of welcome experiences

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

at the beginning of the fall and spring semesters (II.C.4-9). Bow-WOW provides an opportunity to enrich student awareness of campus and community programs and services while supporting student engagement with the college community. Dozens of campus and community groups participate in this event, showcasing campus programs and services, community resources, and college clubs. Bow-WOW incorporates student demonstrations in disciplines ranging from cosmetology to physics as well as an eclectic range of music, food, and dance performances (II.C.4-10).

ASBG is managed by a program coordinator who works in close collaboration with the instructor of Leadership 111 and 112. Leadership course outcomes include development of effective communication and planning skills as well as self-awareness and cultural competence (II.C.4-11). There are fourteen ASBG officers. All student officers are required to be enrolled in a Leadership class, have a GPA of 2.0 or higher, and be enrolled in a minimum of 8 units. The connection between student activities and student learning is strengthened by the integration of co-curricular activities and instruction through the course emphasis on topics such as organizational structure, planning, group dynamics, and communication (II.C.4-12; II.C.4-13). An important component of ASBG planning is student participation. Data are tracked for all activities and used to plan future events. For example, Bow-WOW continues to be a college tradition; over two thousand students participate (II.C.4-14).

All co-curricular activities adhere to state regulations as well as District policies and procedures. These include California Community College regulations governing eligibility to hold a student government office as well as board policies related to ASBG organization, election of officers and student trustee, free speech, use of facilities, and student appointment to college councils and committees (II.C.4-15; II.C.4-16; II.C.4-17). For example, to assure the integrity of college clubs, all clubs must be chartered through ASBG. Students interested in forming a club must complete a club charter packet which includes the club mission and constitution and identifies a staff advisor and a minimum of eight student members (II.C.4-18). Regardless of a club's mission, all clubs must be open to all students. Club packets are reviewed and approved by ASBG. These policies are designed to ensure the integrity of all co-curricular activities. There are over thirty clubs active on campus (II.C.4-19).

ASBG is funded through a share of the college bookstore sales, and its finances are governed under Board Policy 5420 (II.C.4-20). A request for funding form is required for all expenditures, and funding requests must be submitted to the ASBG Budget & Finance Committee. Once a recommendation to fund is submitted the request is voted on by the full ASBG membership and forwarded for approval to the vice president of Student Services and the Chief Business Officer. Funding requests must be accompanied by supporting documentation including a description of the activity, the minutes of the ASBG discussion, and the vote (II.C.4-21; II.C.4-22). The distribution of funds is managed through the Auxiliary

Accounting Office, and all expenditures are governed by FCMAT regulations (II.C.4-7). Club expenditures follow the same funding process.

Athletic Programs

Allan Hancock College intercollegiate athletics programs are consistent with the college mission by enhancing educational opportunities and supporting student learning (II.C.4-1). By its very nature, athletics also aligns with the six factors for student success identified in the District's Strategic Plan: directed, engaged, focused, valued, nurtured, and connected (II.C.4-23). The college incorporates these success factors into the student-athlete experience through institutional practices the ensure that all student-athletes receive a comprehensive orientation, individualized educational planning, specialized counseling, and on-going academic and personal support designed to meet the special needs of this population (II.C.4-24; II.C.4-25).

The opportunity to participate in intercollegiate athletics provides a unique pathway to higher education for many students in our District. Student learning is supported through a student-athlete retention and success plan. The plan includes visits with a retention coordinator and designated academic counselor, access to a student-athlete computer lab, and a minimum of three hours per week in the student-athlete study hall (II.C.4-26). For many students, participation in intercollegiate athletics fosters a sense of engagement and connection with the college community that supports student retention and success. For many student-athletes at Allan Hancock College, participation in athletics leads to degree

completion and transfers to four-year universities (II.C.4-27).

Between 2010 and 2015, athletes had a retention rate of 88% and a success rate of 74%. Over the same time period, non-athletes had a retention rate of 85% and a success rate of 71%. During those five years, 215 (21%) athletes received degrees, 147 (15%) received certificates, and 262 (26%) enrolled in a four-year university. In comparison, 10% of all students at Allan Hancock College received degrees, 7% received a certificate, and 13% enrolled in a four-year university.

Athletic programs also contribute to the cultural vitality of the campus and the community. All athletic events are open to the community. Students, staff, and faculty receive free admission to all home sporting events. Athletes and community members are also benefitting from improvements in athletic facilities. For example, the new outdoor track provides a place for joggers to exercise. Community members have access to the college swimming pool and fitness center, as well as a variety of exercise classes, through enrollment in Community Education (II.C.4-28).

Organizations and groups whose purpose contributes to the welfare of the community may also use District athletic facilities on a fee basis (II.C.4-29). The college also offers multiple youth baseball and basketball camps for children within the service area (II.C.4-30; II.C.4-31). The access to new facilities and sports camps fulfill the college mission of providing quality educational opportunities that

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

enhance the creative, cultural, and student learning experiences of our community.

One of the college's most well-attended and longest-running events is the annual Joe White Memorial Dinner and Auction. The annual event brings the college and the community together the week before fall classes begin to benefit the Athletics Department. Each year, more than 400 supporters attend the event. After 14 years, the event has raised nearly $700,000 for Hancock athletics (II.C.4-32). Based on needs identified in program review, funds from Joe White have been used for major facility improvements, such as the installation of new bleachers and scoreboards, and improvements to the gymnasium, baseball, and softball facilities.

Athletic programs adhere to sound educational policies and standards of integrity. The intercollegiate athletics program conducts regular program review and assesses student learning outcomes for all courses related to intercollegiate athletic participation (II.C.4-33). Information related to eligibility and equity is available to the public through the college catalog and Athletics website (II.C.4-34; II.C.4-35).

Allan Hancock College is a member in good standing with the California Community College Athletic Association (CCCAA) (II.C.4-36). The Athletics program complies with all standards as prescribed by the CCCAA Constitution and subsidiary athletic conference organizations: Western State Conference (WSC) and Southern California Football Conference (SCFC) (II.C.4-37; II.C.4-38). The CCCAA requires annual reporting related to athletic eligibility, appropriate training for athletic personnel, and representation by the institution as a voting member. Specifically, AHC submits the following forms according to prescribed timelines: Form R1, Form R-2, Form R4, and Form X (II.C.4-39; II.C.4-40; II.C.4-41). Additionally, AHC files the annual Equity in Athletics Disclosure Act report as required by Federal Law (II.C.4-42). AHC Board Policy 5700, Gender Equity in Athletics, was revised and updated in 2015 (II.C.4-43).

The CCCAA also requires that institutions complete a program review administered by member conferences. AHC completed the last WSC program review in the fall of 2009 and is scheduled for its next review in 2017-2018 in accordance with the timeline set forth by the WSC (II.C.4-44).

The District has full authority over all aspects of athletic programs including finances. The Athletic Director reports to the vice president of Academic Affairs (II.C.4-45). In addition to compliance with state and federal regulations, athletic programs are governed by District policies and procedures, including policies and procedures related to finance (II.C.4-46). Athletic programs are funded from three sources: District funds, auxiliary funds, and proceeds from multiple fundraising activities. Expenditures have multiple signature authorities, and funds are expended through board approved District procedures. Athletic funds are part of the audit procedures as a function of business services (II.C.4-47).

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.C.5 **The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

Allan Hancock College ensures student access to academic counseling and related services designed to support student learning and attainment of academic goals. Counseling services include overall student development, outreach, new student orientation, and development of an educational plan, abbreviated and comprehensive, that details the academic requirements for the student's identified goal. Students have access to counseling services in person, by phone, or online both by appointment and drop-in. Specific policies and programs are designed to support special populations and at-risk students. Designated counselors are available, day and evening, to assist students enrolled in noncredit classes. Noncredit admission and registration forms are available online and in print.

II.C.5-1	Counseling Department Mission Statement
II.C.5-2	Board Policy/Administrative Procedure 5110, Counseling
II.C.5-3	Strategic Directions (AHC Strategic Plan)
II.C.5-4	2015-2016 Student Success and Support Plan
II.C.5-5	Counseling Department Meeting and Retreat Notes
II.C.5-6	Counselor Professional Development Plans
II.C.5-7	Counseling Internship Program
II.C.5-8	Board Policy and Administrative Procedure 5055, Enrollment Priorities
II.C.5-9	Board Policy and Administrative Procedure 5050, Student Success and Support Program
II.C.5-10	Counseling Outreach Calendar
II.C.5-11	New Student Orientation
II.C.5-12	PD 110 Course Outline
II.C.5-13	Steps to Enrollment
II.C.5-14	Title 5 Regulations – Student Orientation
II.C.5-15	New Student Orientation Schedule
II.C.5-16	Publications for NSO
II.C.5-17	Sample Abbreviated Student Educational Plan
II.C.5-18	Sample Comprehensive Student Educational Plan
II.C.5-19	Sample Program Workshops
II.C.5-20	Counseling Workshops
II.C.5-21	DegreeWorks Software
II.C.5-22	High School Outreach Program-Bridges to Success
II.C.5-23	Bridges to Success Agenda and Meeting Minutes
II.C.5-24	Bow-WOW Agenda
II.C.5-25	Transfer Day/College Night
II.C.5-26	Student Ambassador Program Website
II.C.5-27	Transfer Workshops

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.C.5-28   Board Policy/Administrative
Procedure 5120, Transfer
Center

Analysis and Evaluation

The Allan Hancock College Counseling Department's primary responsibility is student development through academic counseling and advising. The mission of the District's Counseling department is to support the educational objectives of all Allan Hancock College students and prospective students in the District's service area (II.C.5-1; II.C.5-2). This mission is woven into the planning process through the District's Strategic Plan and reflected in the Student Success and Support Plan which defines student success as the achievement of the student's educational goals and affirms the role of counseling as the primary agent in assisting students in clarifying and achieving those goals (II.C.5-3; II.C.5-4). The District employs 18 full-time counselors and 16 part-time counselors who are dedicated to achieving this mission.

The institution assures the quality of counseling services through rigorous hiring practices, adherence to California Community College minimum qualification for the discipline, weekly counseling meetings devoted primarily to training, and support for professional development and continuing education (II.C.5-5; II.C.5-6). The college also developed an internship program coordinated with the University of

LaVerne and California Polytechnic State University, San Luis Obispo to train future counselors (II.C.5-7).

In order to receive priority registration, new students are required to participate in a comprehensive advising program that includes assessment, student orientation, and development of an educational plan that maps the academic pathway to achievement of each student's educational goal (II.C.5-8; II.C.5-9). All students have ongoing access to counselors, in both face-to-face and distance modes, to assist in academic advising, career exploration, and transfer preparation. Programs and practices are in place to address the counseling needs of at-risk students and special populations. For example, the Counseling Department holds a special outreach event in the town of Guadalupe which includes New Student Orientation (NSO) and an Academic Advising Workshop (AAW) (II.C.5-10).

Follow-up services are provided to assist students in the development of a comprehensive Student Education Plan (SEP). Priority consideration is given to students identified as at-risk, such as students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation. Those students are directly contacted by the counseling office and encouraged to meet with a counselor to develop a comprehensive SEP.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

New Student Orientation
New Student Orientation (NSO) occurs in an on-campus format on both the Santa Maria and the Lompoc Valley Center campuses (II.C.5-11). Orientations are available day and evening as well as online and are embedded in Personal Development (PD) 110 – College Success Seminar (II.C.5-12). The table below shows the number of students that participated in the NSO. Other student service programs provide orientations to new students as well.

Programs such as College Achievement Now (CAN/TRiO); Extended Opportunity Programs and Services (EOPS)/ Cooperative Agency Resources for Education (CARE); CalWORKS; Science, Technology, Math, Engineering, and

Science Achievement (MESA); and Athletics provide orientations for their new students. These orientations are examined to ensure they cover the district's steps to enrollment and conform to Title 5 regulations (II.C.5-13; II.C.5-14).

The online NSO allows the district to serve a greater number of students and to provide access throughout the academic year. The online NSO will be instrumental in providing service to students including, but not limited to, our distance learning population. AHC remains committed to delivering the NSO in person to as many students as possible. This commitment is deemed especially important for English as Second Language (ESL) and basic skills students.

New Student Orientations for 14/15	
Online	1,743
In-Person	1,896
Total	3,639

Special Programs Offering NSOs for 14/15 Equivalent to 3SP-Mandated Orientation		
Athletics	42	Yes
CAN	132	Yes
EOPS	657	Yes
MESA	113	Yes
Total	**944**	

All new students are directed to complete NSO prior to registration. The NSO consists of eight interactive segments, which have the following working titles: Welcome and Orientation Instructions, Your First Steps, Academic Goals, Student Services, Academic Support Services, College Basics, Campus Life, and Student Conduct and Safety. Important deadlines and academic policies and procedures are highlighted. On average, ten to fourteen on-campus NSO sessions are available for students per registration period (II.C.5-16). The Academic Advising Workshop

(AAW) and NSO programs are specifically designed to meet SSSP outcomes.

Students are invited to participate in NSO through the AHC website, the college catalog, the Steps to Enrollment checklist, and the schedule of classes as well as through interaction with counseling faculty and other student services staff. In addition, NSO announcements are made in local high school newspapers, radio, and social media sites, such as Facebook and Twitter (II.C.5-16). A counselor is used to

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

record radio promotional spots encouraging students to register and to utilize the Counseling Department. These marketing efforts are coordinated by the AHC Public Affairs office.

Academic Pathway Services
Once students have attended an NSO, they are directed to attend an Academic Advising Workshop (AAW), where abbreviated student education plans are created (II.C.5-17). The AAW allows students to work with counselors in a group setting and teaches students how to navigate class search and the student portal (myHancock), understand general education patterns, and also understand the importance of staying focused and committed. The workshop topics include deciding on a major, study skills for college, university transfer requirements (basic and advanced), and nursing program requirements. Students are strongly encouraged to schedule an individual follow-up appointment with a counselor during the next semester or two to develop their comprehensive SEP (II.C.5-18). Students are also advised of workshops offered by additional student services programs, such as EOPS, CAN/TRiO, STEM, MESA, and Bridges to the Baccalaureate. Examples of workshops offered by these programs include: resume development, employability skills and communication, time management, scholarship tips and search, and personal finance. These workshops bring together students with shared goals and experiences and provide those students with an opportunity to focus more intensively on specific skills (II.C.5-19). Program website links are available in Standard II.C.1.

Additional group workshops have been developed to provide supplemental orientation at particular benchmarks in a student's academic pathway. These workshops target students who have completed 15 units and are designed to assist those students in identifying their next academic and career planning steps. Students who have completed degree level and/or transferable English and math courses are strongly advised to attend these workshops (II.C.5-20). Career workshops are available to all students each semester.

Students may independently explore certificate and degree pathways through a software program called DegreeWorks (II.C.5-21). DegreeWorks is a web-based, degree-auditing, and tracking tool which enables students and counselors to evaluate academic progress towards graduation in accordance with university and major requirements. Ongoing workshops are held for students to learn how to navigate this software. DegreeWorks presentations and Q&A sessions are also conducted in classrooms. This tool allows students and counselors to identify which requirements have been satisfied quickly and easily and which requirements are still needed in order to complete the stated associate degree and/or certificate.

DegreeWorks is designed to aid and facilitate academic advising but is not intended to replace the valuable one-on-one sessions with counselors. The DegreeWorks program:

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

- Supports real time delivery of progress towards degree completion
- Easily determines which courses have been taken or transferred in for associate degrees, which count as electives and requirements, and which are needed to complete a degree
- Online environment reduces paperwork and is accessible to students 24/7
- "What If" feature shows students how progress towards degree completion changes if they change majors

Through systematic processes of student assessment, orientation, and academic counseling combined with close collaboration with other student services and instructional programs and effective use of technology, the District ensures that students receive clear, timely, and accurate information required to achieve their academic goals.

High School Outreach
Bridges to Success (B2S) is a comprehensive counseling collaboration between Allan Hancock College counseling faculty and their high school counterparts from District-area feeder high schools. The mission of B2S is to provide comprehensive counseling services to, and advocacy for our area's most disproportionately impacted student populations. This student population includes English Language Learners, African American and Latino males, low socioeconomic, first-generation college students, and students with disabilities. A goal of B2S is to move beyond simply "promoting college for all students" to instead create opportunities and collaboration between community college and high school counselors to improve retention, graduation, and transfer (II.C.5-22).

Counselors discuss issues of student development and advocacy in order to respond to the achievement gaps that exist for area students and ensure greater equity in the promotion and promise of a higher education. A broader goal is to create and change education policy to serve our students better. The mission of the Bridges to Success is to enhance each student's academic, career, and personal growth. A designated counselor and/or the counseling intern serves as a liaison to each local high school campus in the District, particularly during the spring semester as students are gearing up for graduation and matriculation to Allan Hancock College. Counselors present steps to enrollment in high school classrooms and provide encouragement to first generation college students who are worried about financial support and fitting in (II.C.5-23). The college also hosts high school fairs, parent nights, and an annual Career Exploration Day. These events bring over 1800 high school students to campus to tour programs and meet faculty and industry partners.

Outreach
The Counseling Department collaborates with student government to provide a unique opportunity for student introduction to campus programs and services. By the third week of instruction, the college hosts a week of welcome through an event called the Bulldog Bow-WOW to showcase academic programs, student services, and student activities.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

The Bulldog Bow-WOW is held at the Santa Maria campus and at the Lompoc Valley Center. Academic programs share information about degrees and certificates, as well as related career information. Many academic programs have both an informational table as well as interactive activities for students. For example, the nursing program demonstrates how to measure blood pressure, the viticulture program demonstrates grape stomping, and the cosmetology program provides free haircuts to student volunteers. Students are able to explore different majors, connect with student support services, and most importantly, connect with faculty and staff (II.C.5-24). The Bulldog Bow-WOW is designed to support student engagement and connectedness, two of the success factors that form the basis of the District's strategic plan.

The college also hosts a Transfer Day/College Night during the month of November to introduce students to colleges and universities with programs and services related to their interests and needs (II.C.5-25). Students are able to meet with representatives from the University of California, California State University, out-of-state universities, and private colleges. This event is held in both

day and evening to meet the diverse needs of our students and community.

The AHC Ambassador Program provides an additional resource to support student development and success. This program recruits qualified Allan Hancock College students to represent the college at various events and serve as role models and mentors both new and continuing students. This group of trained representatives visits area high schools; participates in college fairs, special events, and outreach efforts; provides campus tours; assists in the admissions/registration process; and promotes the image of Allan Hancock College (II.C.5-26).

The University Transfer Center provides the AHC student population with access to transfer-related workshops each semester on topics, such as "Transfer Basics," "Advanced Transfer," "Completing the UC TAG," and "Completing the CSU Application" (II.C.5-27; II.C.5-28). Supported by data from the Counseling Department's program review, the District hired a full-time counselor to support the University Transfer Center in 2014.

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.C.6 **The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.**

Eligibility Requirement 16.
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Evidence of Meeting the Standard

II.C.6-1	Board Policy 5010, Admissions
II.C.6-2	AHC Mission Statement
II.C.6-3	Institutional Learning Outcomes
II.C.6-4	*Allan Hancock College Catalog 2015-2016*, Admission Procedures, pages 11-18
II.C.6-5	Testing Center
II.C.6-6	Schedule of Classes
II.C.6-7	*Allan Hancock College Catalog 2015-2016*, Transfer, Degree and Certificates, pages 52-63
II.C.6-8	Community Education Schedule of Classes (Spectrum)
II.C.6-9	UC and CSU Articulation Agreements
II.C.6-10	College Catalog, *College Now!*, page 14
II.C.6-11	DegreeWorks Software
II.C.6-12	New Student Orientation
II.C.6-13	Personal Development 110 Course Outline

Analysis and Evaluation

Allan Hancock College (AHC) adheres to admission policies based on open access and equal opportunity (II.C.6-1). These values are consistent with the college mission which commits to providing quality educational opportunities to our diverse community (II.C.6-2). Access to educational programs is available regardless of level of education, race, religion, culture, economic status, or disability status. Through assessment, orientation, comprehensive counseling, and access to a full array of student services, AHC students are supported in understanding and achieving their educational goals. Student participation in these processes contributes to competency in institutional learning outcomes, particularly in the areas of communication, information technology, and personal responsibility and development (II.C.6-3).

AHC admits any individual possessing a high school diploma or the equivalent, or any individual who is at least 18 years of age and capable of profiting from the instruction offered (II.C.6-4; II.C.6-5). AHC offers a broad range of educational opportunities to meet the diverse needs of the community, in keeping with the mission. These include certificate and associate degree programs as well as general education and lower division courses designed to prepare students for transfer (II.C.6-6; II.C.6-7). The District provides access to basic skills instruction in several areas: English, math, credit and

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

noncredit English as a Second Language (ESL), noncredit basic skills, General Education Diploma (GED) preparation, and a variety of noncredit community education courses for both adults and children (II.C.6-8). The college's commitment to open access is combined with an equally strong commitment to student success. As a part of the focus on student achievement, qualifications are established for specific courses and programs. The college placement test is required as a prerequisite to enrollment in English, reading, math, or ESL credit courses. The placement tests also determine eligibility for courses in other disciplines that have English and/or math prerequisites and provides recommendations for noncredit basic skills instruction for students who are underprepared for credit English, reading, Math, or ESL courses. Students may retake the placement test if their scores fall within a specified range (II.C.6-5).

English and math placement criteria are validated in a collaborative process between faculty in the respective disciplines and the District's Office of Institutional Effectiveness. Prerequisites for sequential courses are determined by faculty in the discipline and approved by the District's curriculum committee (AP&P). Course prerequisites and advisories are communicated in the description of each course in the AHC catalog, print and online, and through a variety of face-to-face experiences including new student orientations and academic counseling and advising.

Course requirements for career and technical certificates are developed by faculty in the discipline based on industry standards and input from local employers. Vocational programs, such as nursing, theater, and the fire and police academies, set specific prerequisites for admission to those programs. Students are electronically blocked from registration into classes for which they lack the appropriate prerequisite(s).

Associate degrees include a pattern of general education that addresses each of the District's institutional learning outcomes. Transfer articulation agreements with the CSU and UC systems inform course requirements for transfer and support a smooth transition from community college to university (II.C.6-9).

Pathways to certificates, degrees, and transfer are clearly defined. Students are informed of these pathways through multiple modalities, including print, online, and face-to-face access. Detailed information related to each educational pathway is found in the college catalog and on the college website (II.C.6-10).

Students can independently track their progress toward their goals using the DegreeWorks student education plan software program (II.C.6-11). Students are also advised of academic requirements through face-to-face or online orientation and on-going access to academic counseling and advising (II.C.6-12). These resources are augmented by a 1 unit orientation course, Personal Development 110, as well as campus programs and services, such as the Career and Job Placement Center, University Transfer Center, EOPS/ CARE/ CalWORKS, LAP, CAN/TRiO, MESA, Bridges to the Baccalaureate, and STEM that provide

ongoing academic counseling and advising for special populations (II.C.6-13).

Students currently enrolled in high school may be admitted to the college under the College Now! program. High school juniors and seniors who meet the College Now! requirements and obtain the necessary permission from their principal or designee may enroll in approved courses on the Hancock campus. High school students may also earn college credits through a program of concurrent enrollment. Concurrent enrollment allows high school students to take college-credit bearing courses taught by college-approved high school teachers at the high school campus. These programs support the college mission of providing quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community (II.C.6-2).

The College meets the standard.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.C.7   **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Evidence of Meeting the Standard

Allan Hancock College regularly evaluates admission and placement instruments and procedures to ensure these practices are effective and bias is minimized.

II.C.7-1	Program Review Matrix
II.C.7-2	SLO's Assessment
II.C.7-3	CCCCO Approved Instruments
II.C.7-4	Board Policy/Administrative Procedures 5010, Admissions
II.C.7-5	AHC Catalog 2015-2016, Admissions Procedure, pages 11-14
II.C.7-6	Testing Center Website
II.C.7-7	Admissions Application
II.C.7-8	CELSA 2014 Evaluation
II.C.7-9	START Placement Practice Tests

Analysis and Evaluation

The effectiveness of admission processes is assessed as a component of a regular cycle of comprehensive program review and annual updates as well as student learning outcomes assessment (II.C.7-1; II.C.7-2). All placement instruments are approved by the California Community College Chancellor's Office (CCCCO) and regularly evaluated to validate effectiveness and reduce bias (II.C.7-3). Assessment and placement practices are in compliance with Title 5 regulations and Board Policy 5010 (II.C.7-4). These procedures are communicated in print and online through the college catalog and Testing Center website (II.C.7-5; II.C.7-6).

Over the past few years, great attention has been devoted to the expanded use of technology to enhance student access to admission.

Allan Hancock College is an open access institution. A local online admission application was adopted in spring 2010 when the Banner system was new to the college. In April of 2016, as a part of the District's ongoing evaluation of admission practices and in accordance with state-wide initiatives, the college implemented CCCApply as its admission application process (II.C.7-7). The CCCApply Statewide committee ensures the application remains up to date with Chancellor Office mandates. This ensures that AHC collects the required data from our applicants. Additional admission requirements are utilized for programs such as the police and fire academies and the registered nursing program. These admission standards are informed by the requirements of the appropriate state agencies and undergo the standard institutional processes for approval and program review (II.C.7-1).

The assessment instruments have the full approval of the California Community College Chancellor's Office as meeting guidelines for reliability, bias, content validity, and disproportionate impact. The Accuplacer Companion Test and Combined English Language Skills Assessment (CELSA) are used in the credit assessment process. The college evaluates the effectiveness of its processes and utilizes multiple measures to ensure

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

proper placement. The assessment test used for placement into English and mathematics is Accuplacer. Upgrades to the platform occur annually, and the alternative formats of the Accuplacer tests are available to students who are unable to utilize the standard format. Group settings of the companion paper and pencil format are administered to the student population at the prison. Individualized testing sessions using alternative formats are arranged by the Testing Center as a means of ensuring equal access for individuals with disabilities. In these cases, the Testing Center collaborates with the Learning Assistance Program (LAP) to determine the appropriate accommodation for each student.

The assessment tests used for placement into ESL courses are the Accuplacer Level of English Proficiency (LOEP) and the CELSA. The AHC Writing Sample, administered in conjunction with the CELSA reading test, is a locally managed test. It is evaluated every six years and was most recently evaluated for approval in 2014 (II.C.7-8). ESL faculty and the Testing Center staff independently score the writing sample, and the Institutional Research office completes the required analysis of test validity. The Accuplacer, LOEP, and CELSA are administered on campus using web-based software.

Students who feel their test placement score at AHC is invalid are afforded the opportunity for an individual counselor interview. As a part of this alternative measure, the counselor gathers information about a student's study skills, learning and career goals, computational skills, English language proficiency, educational and employment histories,

academic performance, and need for special services. The counselor may utilize personal interview, career aptitude and interest inventories, high school or postsecondary transcripts, or other measures of performance such as specialized licenses and military training to aid in the assessment process for course placement. This process ensures that more than one measure is available to students in the assessment process for course placement.

Counselors work closely with the English and math departments as well as the Testing Center to ensure student success. English and math faculty attend counseling meetings when there are curricular changes and ask for feedback on potential concerns. Both departments also work with counseling to determine multiple measures. A counselor sits on the District's curriculum committee and is instrumental when new English and math courses are developed. The assessment coordinator also attends counseling meetings as appropriate to update faculty on issues related to placement practices. Student services faculty and staff advise students of the importance of preparation before taking the placement test. Students are encouraged to take advantage of the START practice test and math review links available on the Testing Center website (II.C.7-9).

The College meets the standard. While there is evidence that the college regularly evaluates admissions and placement instruments and practices to validate their effectiveness and minimize basis, there are opportunities

for improvement in assessment practices.

The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement. In order to support continuous improvement in student support services, the College will

- improve orientation and admissions services for Spanish speaking students and
- implement Common Assessment and multiple measures instruments to improve student placement accuracy.

STANDARD II:
Student Learning Programs
and Support Services

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

II.C.8   **The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Evidence of Meeting the Standard

In accordance with Board Policy 5040, student records are permanently and securely maintained. The college has procedures in place to ensure confidentially and adheres to board policies for the release of student records. The public is informed of policies and procedures related to the integrity and confidentiality of student records through the college catalog and website.

II.C.8-1   Board Policy 5040, Student Records, Directory Information, and Privacy

II.C.8-2   Xtender Electronic Filing System

II.C.8-3   Allan Hancock College Catalog 2015-2016, Release of Student Records

II.C.8-4   Admissions & Records link/FERPA tab

Analysis and Evaluation

Allan Hancock College stores and maintains student records as outlined in Board Policy 5040, in accordance with all applicable laws (II.C.8-1). The policy also details how students can withhold even minimal directory information or allow third party access to their records.

Student records are maintained on the Banner student information system and the Xtender Electronic Filing System (II.C.8-2).

To ensure there is a secure backup of files, a differential nightly backup rolls into a full backup. This backup is replicated nightly on a server located at the Lompoc Valley Center. Data reside in a secure data center in Building L on the Santa Maria Campus and in Lompoc Valley Center's communications room. The backup is saved for 30 days, and the replicated backup is saved for seven days. Student information stored in Xtender or Banner may only be deleted manually by the director of Admissions and Records and the director of Information Technology Services.

The confidentiality of student records is protected in accordance with the Family Educational Rights and Privacy Act (FERPA). The AHC catalog details the college's process for student access to their records as well as the information that may or may not be released without the student's consent (II.C.8-3). The catalog also describes how students may request that their records be amended and how to file a complaint if they believe their rights under FERPA have been violated. AHC Student Services staff and others with access to student records participate in ongoing formal FERPA training and are fully apprised of the FERPA regulations, which are posted on the AHC public website on the Admissions and Records page (II.C.8-4).

The College meets the standard.

Standard III:
Resources

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

STANDARD III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A Human Resources

III.A.1 **The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

Clearly and publicly stated criteria, qualifications, and procedures ensure that the Board of Trustees, Human Resources staff, and hiring committee members assure the integrity and quality of the District's programs and services by employing highly qualified administrators, faculty, and staff.

III.A.1.1 Board Policy/Administrative Procedure 7120, Faculty Hiring
III.A.1-2 Board Policy/Administrative Procedure 7211, Equivalency to Minimum Qualifications
III.A.1-3 Board Policy/Administrative Procedure 3420, Staff Diversity and Equal Employment Opportunity
III.A.1-4 Screening Document
III.A.1-5 Administrative Procedure 7250, Educational Administrators
III.A.1-6 Administrative Procedure 7260, Classified Administrators

III.A.1-7 Faculty announcement & application
III.A.1-8 Administrator announcement & application
III.A.1-9 Classified Employment Announcement and Application
III.A.1-10 Foreign transcript evaluation service
III.A.1-11 CCCCO Minimum Qualifications publication
III.A.1-12 Minimum Qualifications on job descriptions
III.A.1-13 District/CSEA Collective Bargaining Agreement, Personal Development Article
III.A.1-14 Change of Management Job Description, March 8, 2016 Board Book, Item 11.L.
III.A.1-15 Recruitment Postcards
III.A.1-16 Excel Tracking Log for job description updates/changes
III.A.1-17 Resolution #15-09, Delegation of Authority to Human Resources for Job Description Maintenance

III.A.1-18 Executive Job Description
Board Approval, Nov. 2015
III.A.1-19 Mission and Vision statements
on sample faculty job flyer

Analysis and Evaluation

The Human Resources Department monitors implementation of policies and procedures governing development of job descriptions, position announcements, recruitment, and selection practices of all positions. These policies and procedures developed through participatory governance and collegial consultation include the following:

- Board Policy/Administrative Procedure 7120, Faculty Hiring (III.A.1.1)
- Board Policy/Administrative Procedure 7211, Equivalency to Minimum Qualifications (III.A.1-2)
- Board Policy/Administrative Procedure 3420, Staff Diversity/Equal Opportunity Employment (III.A.1-3)
- Human Resources screening and selection procedures (III.A.1-4)
- Board Policy/Administrative Procedure 7250, Educational Administrators (III.A.1-5)
- Board Policy/Administrator Procedure 7260, Classified Administrators (III.A.1-6)

Each applicant must submit an application detailing his or her education, training, and experience (III.A.1-7; III.A.1-8; III.A.1-9). Human Resources conducts recruitment training for all hiring committee members that covers Equal Employment Opportunity requirements and a discussion of the requirements of the position. The

initial screening of all applications ensures that they meet minimum qualifications before forwarding the qualified applicants to the hiring committee (III.A.1-3).

For positions requiring degrees, applicants are required to submit official transcripts upon hire (III.A.1-7; III.A.1-8; III.A.1-9). If in doubt about minimum qualifications for an instructional position even following review by the hiring committee chair, Human Resources contacts the Professional Standards Committee for a decision (III.A.1-2). Staff also review all transcripts from candidates to ensure/confirm if degrees are from an accredited institution and directs out of the country transcripts to a credential evaluation service (III.A.1-10).

All faculty positions and assignments require that applicants meet the California Community College minimum qualifications of a master's degree in the appropriate discipline, or in areas which a master's degree is not commonly required, a bachelor's degree and two years of experience or an associate's degree and six years of experience (III.A.1.1; III.A.1-2; III.A.1-11). Applicants may apply for equivalency (III.A.1-2). Final decisions on applications for equivalency are made by the Professional Standards Committee and approved by the Board of Trustees (III.A.1-2).

Minimum qualifications for classified employees are determined in collaboration between Human Resources staff, the immediate supervisor, and California School Employees Association (CSEA), when applicable, and approved by the Board of Trustees (III.A.1-12). These may include specific education and/or

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

experience. While degrees are not required for all classified staff positions, employees are encouraged to pursue a degree via tuition reimbursement programs and/or incentive stipends for degrees earned (III.A.1-13).

Academic administrators must possess a minimum of a master's degree and experience in an area related to the assignment (III.A.1-5; III.A.1-12). Additional qualifications may be required based on the area of responsibility. Classified administrator minimum qualifications are based on the requirements of the position (III.A.1-14).

Job announcements are posted on the Human Resources webpage and clearly state the criteria, qualifications, and procedures for interested applicants (III.A.1-7; III.A.1-8; III.A.1-9). Minimum qualifications are clearly listed in job descriptions and/or job announcement posted on the Human Resources webpage (III.A.1.1; III.A.1-2). For outreach in recruiting for administrator and faculty positions, Human Resources staff create postcards that clearly and concisely state the criteria, qualifications, and procedures for application (III.A.1-15).

Prior to posting the position for recruitment, the appropriate administrator reviews the job description and/or job announcement for accuracy and to ensure that the qualifications reflect the program needs of the position. Changes to job descriptions must be approved by the Board of Trustees except as provided for by board resolution delegating authority for non-substantive changes to the Director of Human Resources (III.A.1-14; III.A.1-16). Selection procedures for

candidates are listed in the job announcement, and selection procedures for the hiring committee are listed in board policy and in the screening materials (III.A.1.1; III.A.1-7; III.A.1-8; III.A.1-9; III.A.1-17).

Human Resources staff review job announcements and descriptions for accuracy and a direct link to institutional mission and goals. In order to link job announcements and descriptions to the mission and values of the college directly, the text includes: "[the incumbent] values and promotes the mission and vision of the college." This change was first made to all executive management job descriptions approved by the Board of Trustees in March of 2015 (III.A.1-18). As faculty do not have job descriptions, faculty job announcements and flyers include the mission and vision statement of the college (III.A.1-19). In order to maintain accurate and up-to-date job descriptions, Human Resources staff maintain a log to track recent changes/updates to job descriptions and to ensure that job descriptions do not become outdated (III.A.1-16).

In spring 2016, Human Resources staff worked closely with Academic Senate and its Professional Standards Committee to update Board Policy 7211, Equivalency to Minimum Qualifications, and to fine tune processes to review minimum qualifications for applicants to faculty positions (III.A.1-2). The recruitment of twenty-one faculty positions in spring, a dramatic increase in the college's typical hiring volume for full-time faculty positions, revealed that our processes and

procedures address the needs of the institution in serving its student population.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.A.2 **Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Eligibility Requirement 14. Faculty
The institution has a substantial core of qualified faculty which includes full-time faculty and may include part-time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.2 and III.A.7)

Documentation
• Full-time and part-time faculty roster, including degrees and experience (note that faculty degrees must be from US accredited institutions or the equivalent) (III.A.2-1)

Evidence of Meeting the Standard

Faculty meet or exceed minimum qualifications for the assigned discipline (III.A.2-1; III.A.2-2). The College ensures faculty qualifications through robust announcement, development, screening, and interview processes that focus on the faculty member's potential to contribute to the mission of the institution.

III.A.2-1 Roster of faculty and administrator degrees and experience
III.A.2-2 Board Policy/Administrative Procedure 7211, Equivalency to the Minimum Qualifications
III.A.2-3 Board Policy/Administrative Procedure 7210, Professional Responsibility Policy, Faculty Responsibilities, Appendix A
III.A.2-4 Sample Faculty Job Announcement (available through Human Resources)

III.A.2-5 Sample faculty recruitment President's folder
III.A.2-6 Employment Verification Form
III.A.2-7 Faculty Certification Forms
III.A.2-8 Board Policy/Administrative Procedure 7120, Faculty Hiring
III.A.2-9 Applicant Equivalency Form
III.A.2-10 CCCCO Minimum Qualifications Publication
III.A.2-11 Example Board item for approval of equivalencies

Analysis and Evaluation

Board Policy 7211 establishes the District's philosophy regarding a faculty member's qualifications,

Allan Hancock College is committed to selecting faculty who are expert in their disciplines, who are skilled in teaching and serving the needs of a varied student population, who can foster overall

college effectiveness, and who are sensitive to and representative of the ethnic and cultural diversity of the adult population of the State of California. (III.A.2-2)

Faculty at Allan Hancock College do not have job descriptions. Instead, the college utilizes job announcements and flyers and hiring processes to ensure the hire of qualified employees who understand the parameters and professional requirements of the position. Board policy also states the professional responsibilities for faculty members (III.A.2-3). Faculty qualifications in job announcements and flyers include knowledge of the subject matter and requisite skills for the service to be performed (III.A.2-4). Each job announcement includes required subject-matter job knowledge and related skills for the position to be performed. The hiring process includes verification of experience, skills, and potential to contribute to the mission of the college through screening, committee interviews, president interviews, and reference checking (III.A.2-5; III.A.2-6).

Faculty must meet the minimum requirements or equivalency under Board Policy 7211 in order to advance to an interview for the open position (III.A.2-2; III.A.2-6; III.A.2-7). "Applicants who can provide conclusive evidence that they have education or experience equivalent to that required by the minimum standards deserve careful consideration, even if their degrees have different names or if they acquired their qualifications by a route other than the conventional one. If this equivalency process were not used at all, fully qualified candidates might not receive consideration" (III.A.2-2). Prior to

posting the position for recruitment, the department chair and appropriate administrator review the job announcement and flyer for accuracy and to ensure that the qualifications reflect the program needs of the position (III.A.2-2). In some cases, these qualifications may be higher than those required by the Chancellor's Office Minimum Qualifications (III.A.2-8; III.A.2-9; III.A.2-10). The Board of Trustees approve all certifications of equivalency (III.A.2-11).

Faculty job announcements and flyers include development and review of curriculum as well as assessment of learning (III.A.2-4).

Human Resources began a review of faculty job announcements in the spring of 2015 to ensure the requirement for review of curriculum and assessment of learning is clearly stated prior to posting for recruitment. During the increase in volume of full-time faculty hiring in spring 2016, the College had the opportunity to create job announcements for each department, ensuring that each applicant held appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. In spring 2016, Human Resources staff worked closely with Academic Senate and its Professional Standards Committee to update Board Policy 7211, Equivalency to Minimum Qualifications, and fine tune processes to review minimum qualifications for applicants to faculty positions. In addition, in spring 2016 the college reviewed Board Policy 7210 through the

shared governance process and through collegial consultation with Academic Senate. Review of existing board policies ensures that the college applies best practices.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.A.3 **Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Evidence of Meeting the Standard

Administrators and other employees responsible for educational programs and services meet or exceed the necessary qualifications for the position and are encouraged to expand those qualifications through further training focused on institutional effectiveness and academic quality (III.A.3-1).

III.A.3-1   Roster of Faculty and Administrator Degrees and Experience
III.A.3-2   Job Description, Classified Administrator
III.A.3-3   Job Description, Educational Administrator
III.A.3-4   Job Announcement, Faculty
III.A.3-5   Board Policy/Administrative Procedure 7120, Faculty Hiring
III.A.3-6   Chancellor's Office Minimum Qualifications
III.A.3-7   Administrative Procedure 3420, Equal Employment Opportunity and Staff Diversity, page 4, Job Analysis and Validation
III.A.3-8   College Council notes indicating review of educational administrator job description
III.A.3-9   Sample Board item approving changes to an educational administrator job description
III.A.3-10 Academic Senate minutes
III.A.3-11 Board Policy/Administrative Procedure 7253, Administrative Retreat Rights

Analysis and Evaluation

Minimum qualifications for all administrators and other employees are clearly stated in job announcements and job descriptions, and the educational and experiential requirements are in compliance with law and regulation (III.A.3-2; III.A.3-3; III.A.3-4; III.A.3-5; III.A.3-6). Desirable qualifications and knowledge and abilities for educational and classified administrators are determined based on the needs, goals, and priorities of the department and institution and also identified in job descriptions (III.A.3-2; III.A.3-3; III.A.3-7). They are also developed with the intent of sustaining and/or improving the institution's effectiveness and the quality of its programs. Substantial changes to existing administrator job descriptions and new job descriptions are approved by the hiring administrator, College Council, and the Board of Trustees (III.A.3-7; III.A.3-8; III.A.3-9). In addition, Academic Senate provides input on the development of qualifications for educational administrators (III.A.3-10). Faculty coordinator job announcements are created with input from the department chair, appropriate supervisor, and superintendent/president III.A.3-5).

Recruitment screening committees evaluate the applicants' qualifications necessary to perform duties stated in the job descriptions during the paper screening process of applicants and further assess

during the initial and secondary interview processes (III.A.3-7).

When administrators exercise their retreat rights, Board Policy 7253, Administrator Retreat Rights, asserts that "The administrator is determined to have met the minimum qualifications for the discipline to be assigned." Further, "The President of the Academic Senate shall confer with the department chair (or equivalent) of the discipline to verify minimum qualifications in the discipline," and "Based on the qualifications and preference of the administrator and the availability of teaching or service areas, the Academic Senate may recommend the

discipline to which the administrator should be assigned" (III.A.3-11).

Administrators and other employees responsible for educational programs and services meet or exceed the necessary qualifications as demonstrated via Eligibility Requirement 14. The college reviews job announcements to ensure stated qualifications prior to posting and screens employees prior to interview to ensure that only highly qualified employees are interviewed and forwarded for board approval.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.A.4 **Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

All active employees' degrees necessary to meet the minimum qualifications for the position have been verified as coming from an accredited institution or, if from an institution outside the United States, have been evaluated and confirmed by Academic Senates' Professional Standards Committee.

III.A.4-1   Roster of administrator and faculty degrees and experience
III.A.4-2   Human Resources Procedure, Evaluation of Foreign Transcripts
III.A.4-3   Board Policy 7120, Faculty Hiring
III.A.4-4   Board Policy 7211 Equivalency to the Minimum Qualifications
III.A.4-5   Human Resources webpage, Applications link, notice of requirement

Analysis and Evaluation

Human Resources staff ensure that all degrees meet minimum qualifications for the position and come from accredited institutions (III.A.4-1; III.A.4-2; III.A.4-3). If degrees come from institutions outside of the United States, Human Resources requests a transcript evaluation from an outside agency and work in collaboration with the Academic Senate Professional Standards Committee to ensure equivalency per the requirements of Board Policy 7120 (III.A.4-2; III.A.4-4).

After Human Resources pre-screens applications to ensure that transcripts are provided and are from accredited institutions, hiring committee members proceed with screening. This provides for more than one layer of review.

The College has several layers of review in place to ensure that U.S. degree and foreign degrees meet the minimum qualifications (III.A.4-5).

The College meets the standard.

III.A.5 **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard

The District is committed to the continuous improvement of the institution and its personnel in support of our instructional mission. The District has established written criteria for systematically evaluating all personnel. Regular, timely, and effective evaluation of personnel is vital to the assurance of continuous improvement. Actions taken following evaluations are formal, timely, and documented.

III.A.5-1   Board Policy/Administrative Procedure 7150, Administrator Evaluations
III.A.5-2   Board Policy/Administrative Procedure 2435, Evaluation of the Superintendent/President
III.A.5-3   Board Policy/Administrative Procedure 2745, Board Self-Evaluation
III.A.5-4   District/CSEA Collective Bargaining Agreement, Evaluation Article
III.A.5-5   District/Faculty Association Collective Bargaining Agreement, Evaluation Forms
III.A.5-6   District/Part-time Faculty Association Collective Bargaining Agreement, Evaluation Article

III.A.5-7   Student Worker Evaluation Form
III.A.5-8   Classified Performance Evaluation Guide
III.A.5-9   Faculty Evaluation of the Superintendent President, Academic Senate
III.A.5-10   Part-time Faculty Evaluation Forms
III.A.5-11   Classified Evaluation Form
III.A.5-12   Administrator Evaluation Forms
III.A.5-13   Administrator Evaluation Tracking Document
III.A.5-14   Sample (redacted) Improvement Plan
III.A.5-15   Admin Team agenda reflecting discussion of classified evaluations
III.A.5-16   Classified Staff Evaluation Tracking Document
III.A.5-17   Memorandum of Understanding between District and Faculty Association, Part-time Faculty Evaluations
III.A.5-18   Public Hearing CFTPFA for MOU Article
III.A.5-19   MOU Pool 2 Evaluations, Spring 2016

Analysis and Evaluation

The institution assures the effectiveness of its human resources by evaluating all

personnel systematically and at stated intervals. Board Policies 7150, 2435, and 2745 and collective bargaining agreements cover the intervals and processes for evaluation of the Board of Trustees, superintendent/president, faculty (full and part-time), and classified staff (III.A.5-1; III.A.5-2; III.A.5-3; III.A.5-4; III.A.5-5; III.A.5-6). Student workers are evaluated each semester via the Student Worker Evaluation Form (III.A.5-7).

The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation criteria for the Board of Trustees, superintendent/president, and administrators are included in the respective Board Policies (III.A.5-1; III.A.5-2; III.A.5-3). Criteria for full-time faculty are included in the collective bargaining agreement while criteria for classified employees are provided on the Classified Performance Evaluation Guide (III.A.5-4; III.A.5-8).

Evaluation processes assess effectiveness of personnel and encourage improvement. The Board of Trustees self-evaluation policy affirms, "The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning" (III.A.5-3). Likewise, the superintendent/president evaluation policy establishes that "Employee evaluation has as its primary purpose the improvement of performance. For maximum benefit to both the individual and the District, employee evaluations will be conducted in a positive

manner" (III.A.5-2; III.A.5-9). The Board of Trustees and superintendent/president evaluation processes set the tone for employee evaluations and ensure that the focus remains on continuous improvement of the institution and its personnel.

All personnel evaluations are meant primarily to encourage improvement and are directly linked to the instructional mission of the college. Article 17.2.1 of the District/Faculty Association Collective Bargaining Agreement states, "The primary purpose of the evaluation of faculty is the continuous improvement of instruction and support services at Allan Hancock College. Other purposes include the maintenance of quality programs and instruction and the professional competence of the faculty" (III.A.5-5). The District/Part-time Faculty Association Collective Bargaining Agreement duplicates this language and adds, "The evaluation process shall promote professionalism, enhance performance, and be closely linked with professional growth efforts" (III.A.5-6; III.A.5-10). Article 6.3.3 of the District/CSEA Collective Bargaining Agreement states that "Any evaluation with an 'improvement needed' or 'unsatisfactory' rating in any category shall include specific recommendations for improvements and provisions for assisting the employee in implementing and recommendations made" (III.A.5-4; III.A.5-11). Board Policy 7150, which directs the evaluation of District administrators, duplicates this additional language (III.A.5-4; III.A.5-12; III.A.5-13).

Actions taken following evaluations are formal, timely, and documented. The only

action that would be directly triggered by an employee's evaluation is an improvement plan or a 90-day notice. Human Resources receives copies of all completed evaluation forms and provides follow-up with the supervisor if an improvement plan is called for but not already included in hard copy (III.A.5-14). Human Resources staff work with supervisors to ensure appropriate documentation and timelines.

Staff are currently working on improving processes to ensure that evaluations are completed in a timely manner by the administrator in charge. Restructuring of management positions through 2011 and 2012 led to a gap in the evaluation of classified employees assigned to them. When managers either left service with the college or when their workload was restructured into supervision over different departments, classified evaluations were sometimes left uncompleted. It would have been inappropriate to assign a manager with no direct experience over the employee to complete the evaluation. Therefore, the college chose to wait on completing performance evaluations until the manager was prepared to address the employee's performance based on direct knowledge. When the college discovered the gap while developing this self-evaluation, administrators began to complete outstanding evaluations immediately. Discussions on this began at President's Cabinet and Administration Team in fall 2015 (III.A.5-15). Since that discussion, the majority of evaluations have been updated based on employee hire date. Moving forward, the college is developing procedures to maintain the correct evaluation intervals (III.A.5-16).

Full-Time Faculty Association of Allan Hancock College collective bargaining agreement language allows for/calls for the evaluation of faculty coordinator reassignments and both the District and the Full-Time Faculty Association agree on the necessity of the evaluation (III.A.5-5). Unfortunately, the loss of employees who served on the negotiating teams meant that the college was unable to complete the process and develop rubrics. The remaining work is to negotiate the process and rubric for the evaluation of faculty coordinator reassignments.

In October 2013, the Part-Time Faculty Association and Allan Hancock Joint Community College District agreed to a Memorandum of Understanding (MOU) which suspended the evaluation of pool 2 part-time faculty given the increased workload on full-time faculty department chairs (III.A.5-17). This MOU expired on May 31, 2016; the District attempted to negotiate a new MOU with the Part-Time Faculty Association. The groups mutually reopened the evaluation article following public comment at the May 10, 2016 Board of Trustees meeting. The mutual interests were stated as follows:

The following issues and interests are mutually presented by the District and CFT/PFA Local 6185:

Per the Memorandum of Understanding originally signed by both parties on October 16, 2013 and set to expire on May 31, 2016 regarding part-time faculty evaluations, "If the District and Full-Time Faculty Association are unable to reach agreement regarding the expanded role of Department Chairs in part-time faculty

evaluations by the end of the spring semester of 2016, the District and PFA agree to meet and confer regarding evaluations once again, and to negotiate in good faith an appropriate revision that meets both parties' needs."

"The parties have a mutual interest in adhering to the above agreement to negotiate the process for part-time faculty evaluation at the end of the spring semester. Consistent with Article 2.4 of the collective bargaining agreement, this negotiation shall not constitute a reopener but shall result in a memorandum of understanding that meets the needs of both parties (III.A.5-18)."

The parties met on May 12, 2016 to negotiate. The meeting resulted in a draft MOU (III.A.5-19). While the District and Part-Time Faculty Association have not yet reached agreement, the District continues to work toward a solution

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.A.6 **The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

Evidence of Meeting the Standard

The District considers faculty and academic administrator use of student learning outcomes assessments to improve teaching and learning in the evaluation of faculty directly responsible for those assessments.

III.A.6-1   Board Policy 3255, Program Review
III.A.6-2   District/Faculty Association Collective Bargaining Agreement, Evaluation Forms
III.A.6-3   eLumen data, sample
III.A.6-4   Part-time faculty evaluation form
III.A.6-5   Board Policy 7150, Administrator Evaluation
III.A.6-6   Job description for Dean, Academic Affairs
III.A.6-7   Sample program review
III.A.6-8   Fall 2015 Course Improvement Plan, report
III.A.6-9   Student Learning Outcomes sample agenda
III.A.6-10   Outcomes reports from the Math Center, Tutorial Center, and Writing Center

Analysis and Evaluation

At Allan Hancock College, full-time faculty are directly responsible for the assessment of student learning outcomes (SLO) per Board Policy 3255, Program Review, written via primary reliance on the input of Academic Senate (III.A.6-1). All full-time faculty hold the responsibility for developing curriculum and programs and establishing degree standards. Select faculty have the responsibility for conducting program reviews, which includes the assessment of learning outcomes. As described in III.A.5, the District is working to complete the evaluation process for faculty coordinators. Discipline faculty use assessments, along with other professional acquired information, to improve teaching and learning via the curriculum and program review processes (III.A.6-1; III.A.6-2).

Board Policy 3255 states that "The primary purpose of program review is to determine program effectiveness; its processes are designed to recognize good performance and to identify and assist programs needing improvement" (III.A.6-1; III.A.6-2). All full-time faculty in the discipline serve on the program review self-study team whose responsibilities include: "use program data (III.A.6-3) and evaluation criteria as a basis for preparing and writing an evaluation report. The self-study report includes a follow-up on the

plan of action for the previous program review, a description of the program, an appraisal of the program, an assessment plan, and a new plan of action which identifies needed resources" (III.A.6-1).

Faculty evaluations are meant primarily to encourage improvement and are directly linked to the instructional mission of the college. Article 17.2.1 of the District/Faculty Association Collective Bargaining Agreement states, "The primary purpose of the evaluation of faculty is the continuous improvement of instruction and support services at Allan Hancock College. Other purposes include the maintenance of quality programs and instruction and the professional competence of the faculty" (III.A.6-2).

The comprehensive process for full-time faculty evaluations includes evidence of "meeting course learning and service outcomes" per CBA Article 17.3.1.1 (g) and "meeting the professional development obligation" per CBA Article 17.3.4 (III.A.6-2). The "Colleague/Staff Feedback Report" form, which is part of the full-time faculty evaluation process, queries to what degree the assessor agrees that "The faculty member appropriately tests, measures, and reports student progress" (III.A.6-3).

Several sections of the part-time faculty evaluation assess the employee's use of learning outcomes, including that "Goals/objectives/purpose/standards are clearly defined" (standard 7), multiple measures for assessment (standard 15), and inclusion of learning outcomes on their syllabi (standard 19) (III.A.6-4). The amount of involvement by part-time faculty in processes such as program

review varies from discipline to discipline. In cases where there is no full-time faculty, part-time faculty may write the program review.

Board Policy 7150 states the primary purpose of administrative evaluation is "continued improvement of the management of community college education and services in the district" (III.A.6-5). Educational administrators are responsible for ensuring the faculty review of assessment data to improve teaching and learning. The job description for Dean, Academic Affairs states specifically, "Provides leadership in the development and assessment of learning outcomes" (III.A.6-6). Additionally, administrators follow-up on departmental discussions of assessment data and participate on the validation team for program review, which includes reviewing and validating assessment data and preparing recommendations based on this assessment (III.A.6-1; III.A.6-7; III.A.6-8).

Educational administrators also participate on the Student Learning and Student Services Councils, deans' weekly meetings, basic skills committee, distance learning committee, and other groups whose focus is student success. At these regular meetings, development of new programs and improvement of outcomes based on retention, completion, and success data is discussed (III.A.6-9).

While instructional classified staff may participate on program review, they are not held directly responsible for student learning or its assessment. Many classified staff conduct their own survey and/or use existing data to improve services. For

example, Math Center, Tutorial Center, and Writing Center staffs monitor waitlists, student satisfaction, and successful completion of the courses for which students sought help (III.A.6-10).

In the evaluation of personnel directly responsible for student learning, the college considers how these employees use the results of the assessment of learning outcomes to improve teaching and learning. In order to improve existing processes, the College and full-time faculty share an interest in negotiating evaluation criteria for faculty reassignments.

The College meets the standard.

III.A.7 **The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Eligibility Requirement 14. Faculty
The institution has a substantial core of qualified faculty which includes full-time faculty and may include part-time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.2 and III.A.7)

Documentation
• Full-time and part-time faculty roster, including degrees and experience (note that faculty degrees must be from US accredited institutions or the equivalent)

Evidence of Meeting the Standard

The District maintains a sufficient number of qualified faculty to assure fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the mission of the college (III.A.7-1; III.A.7-2). In spring 2016, the District was able to post 21 faculty positions.

III.A.7-1   Roster of administrator and faculty degrees and experience
III.A.7-2   Full-time Faculty Obligation Number (FON) Report, Fall 2015
III.A.7-3   Educational transcripts, proof of degrees, credentials, licensures and verification of occupational experience

III.A.7-4   Sample Tableau Report, Institutional Research report on the fulltime equivalent student to fulltime equivalent faculty ratio
III.A.7-5   Human Resources Report to the Board of Trustees, July 31, 2015
III.A.7-6   Faculty Prioritization Process
III.A.7-7   Faculty Prioritization lists 2010-2015
III.A.7-8   Public Safety Staffing Plan

Analysis and Evaluation

At the beginning of fall 2015, the college employed 864 faculty, including 147 full-time faculty and 717 part-time faculty, accounting for 66% of the District's employee headcount.

Fall 2015 Staffing
Permanent

Classified Staff: 56%
Full-time Faculty: 34%
Classified Administrators: 4%
Academic Administrators: 3%
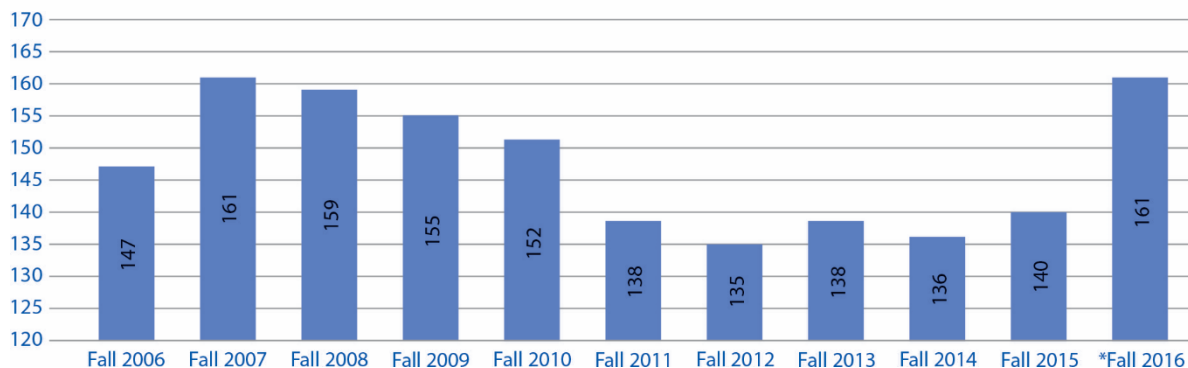Confidential Employees: 2%
Classified Supervisors: 1%
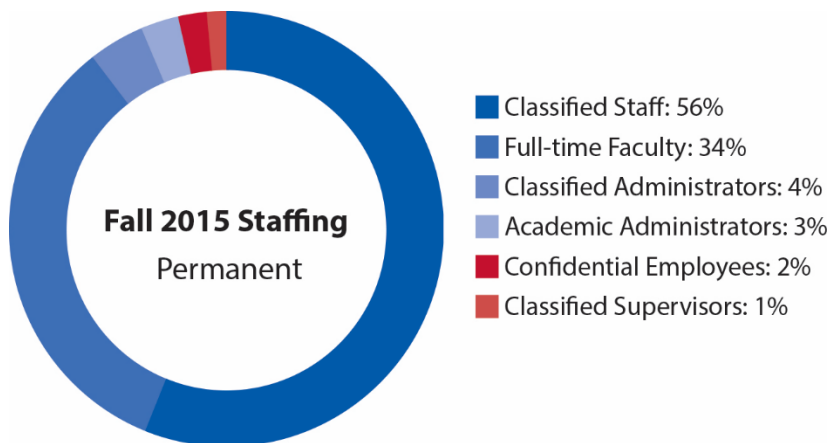
The college reported 140.38 Full Time Equivalency Faculty (FTEF) on the 2015 Full-time Faculty Obligation Report (FON) to the Chancellors' Office: 7.08 FTEF over the obligation (III.A.7-2). Of the 147 full-time faculty, 24 have an associate's or bachelor's degree in accordance with the minimum qualifications of their position, 95 hold a master's degree, and 21 have completed their doctorate degree (III.A.7-1; III.A.7-3). Additionally, in fall 2015, the District engaged 158.92 FTEF credit and noncredit part-time faculty (III.A.7-2). The District employs a pool of highly qualified part-time faculty: 52 part-time faculty have completed their doctorate degree (III.A.7-

1; III.A.7-3). All degrees received in the United States are confirmed to be from accredited institutions. The District recognizes foreign degrees only if the Professional Standards Committee determines that the candidate has established equivalency.

In order to increase its capacity to fulfill its mission further, the District is utilizing the Chancellor's 2015-2016 allocation of funds for full-time faculty hiring to return the District to its full-time faculty headcount prior to the economic downturn with the hire of 21 positions (III.A.7-4; III.A.7-5):

Tenured/Tenure Track Full-Time Faculty

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	*Fall 2016
	147	161	159	155	152	138	135	138	136	140	161

These full-time faculty positions include the following approved through faculty prioritization to fill vacancies/college needs (III.A.7-6; III.A.7-7; III.A.7-8):

Current Vacancy	Proposed Position
CNA	CNA
Language	Speech
Art	Art
Dance	Dance
Library	Library
Public Safety	Fire Tech
Counseling	Couns/PD
Accounting	ACCT
English	English
Math	Math
Chemistry	Chemistry
Geography	Geography
Architecture	Architecture
Food Science/Nutrition	Food Science/Nutrition
Kinesiology	Kinesiology
Agriculture	Agriculture

In addition, the following full-time faculty positions have been approved for hire in spring 2016 utilizing categorical funding:

> Learning Assistance Counselor, Early Alert Counselor, Non-Credit Counselor, Transfer Counselor, College Achievement Now Counselor

The College meets the standard. While the College exceeds the FON obligation and continues to add faculty to its ranks, improvements can be made in the clarity of the processes for faculty prioritization within the resource allocation model in order to demonstrate that they lead to institutional effectiveness. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

III.A.8 **An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

The District's employment policies and practices provide for the orientation, oversight, evaluation, and professional development of part-time faculty and encourage their integration into the life of the institution (III.A.8-1).

III.A.8-1	Recruitment Video
III.A.8-2	New Hire Video
III.A.8-3	New Employee Orientations Schedule
III.A.8-4	New Employee Orientation Packet
III.A.8-5	Part-Time Faculty Orientation
III.A.8-6	Math department Retreat
III.A.8-7	Dean, Academic Affairs job description
III.A.8-8	District/Part-time Faculty Association Collective Bargaining Agreement, Performance Evaluation Article
III.A.8-9	Part-time Faculty Evaluation Forms Class Observation - DL Part-time Faculty Administrative Evaluation Rubric Part-time Faculty Classroom Worksite Observ Eval Rubric Part-time Faculty Evaluation Process Part-time Faculty Portfolio Guidelines

Part-time Faculty Response to Student Evaluations
Part-time Faculty Self Evaluation Form
Part-time Faculty Syllabus Materials Checklist
Workplace Observation Form for Librarians

III.A.8-10	Memorandum of Understanding CFT/PFA Evaluation
III.A.8-11	Board Policy 7160, Professional Development
III.A.8-12	District/Part-time Faculty Association Collective Bargaining Agreement, Professional Development Article 12.16
III.A.8-13	District/Part-time Faculty Association Collective Bargaining Agreement, Professional Development sub-article 11.6
III.A.8-14	Allan Hancock College Professional Development Offerings, AY 2015-2016
III.A.8-15	*Councils and Committees Pathways to Decisions* (CCPD)
III.A.8-16	Academic Senate minutes reflecting approval of part-time faculty department vote
III.A.8-17	Sample all-staff communications
III.A.8-18	Sample Board agenda

Analysis and Evaluation

The District has employment policies and practices which provide for the orientation of part-time faculty. Prior to hire, all perspective employees have access to the recruitment video available on the application pages of the Human Resources site (III.A.8-1). New hires view the New Hire video that orients them to the college and its achievements and culture (III.A.8-2). Part-time faculty receive a new employee orientation prior to starting work with the District (III.A.8-3). During the new employee orientation, part-time faculty meet with Human Resources staff, payroll and benefits staff, campus police, and union representatives. New employees complete a new hire packet of materials (III.A.8-4). In addition, the District hosts a part-time faculty orientation the week before the start of classes each semester to that all part-time faculty who are

scheduled to teach that semester are invited (III.A.8-5). Furthermore, the English and Math Developmental Coordinators provide orientations to part-time faculty teaching developmental courses in those departments (III.A.8-6).

The District has employment policies and practices which provide for the oversight of part-time faculty. While part-time faculty are supervised by the discipline's academic dean, they also receive oversight from the discipline's department chair and, where appropriate, from the English and Math Developmental Coordinators. The college employs five academic deans, two associate deans, and two instructional directors who supervise the following areas:

Organizational chart:

Academic Affairs — Associate Superintendent/Vice President — George Railey, Ed.D.

- **Dean** *Interim* Dal Bello
  - Cooperative Work Experience
  - Life & Physical Sciences
  - Mathematical Sciences
  - MESA
  - Social & Behavioral Sciences
  - STEM Grant
- **Dean** *Interim* Lau
  - Apprenticeships
  - Fine Arts
  - Health Sciences
  - Industrial Technology
  - South Central Coast Regional Consortium
  - Pacific Conservatory of Performing Arts **Assoc. Dean** Booher
- **Dean** *Interim* Ramirez Gelpi
  - Applied Behavioral Sciences
  - Children's Center
  - Community Education
  - Foster Care/Kinship Program Center
  - Languages & Communication
- **Dean** Meddings
  - Academic Resource Center
  - AIM Grant
  - Business
  - English
  - Library & Learning Resources
  - Distance Education
- **Dean** Rantz
  - Central California Environmental Training Center
  - Contract Education
  - Cosmetology
  - Extended Campus Credit Program
  - Fire, Safety & EMS **Director** *Interim* Dickson
  - Law Enforcement **Training Director** Annibali
- **Assoc. Dean** Ensing
  - Athletic Director
  - Athletic Programs
  - Kinesiology, Health Ed., Athletics

- Articulation Officer
- Director Institutional Grants
  - CTEA
- Concurrent Enrollment

The job description for dean, Academic Affairs lists two functions that specific detail oversight (III.A.8-7):

- Plans, supervises, directs, facilitates, and provides leadership to the instructional programs, which includes both academic and occupational programs.

- Supervises department chairpersons and program coordinators on matters related to curriculum and program development, curriculum revision, new course offerings, staffing, personnel problems, evaluation of faculty, preparation of grant proposals, budget preparation, class schedules and course materials for the college catalog and use of college facilities and resources.

The District has employment policies and practices that provide for the evaluation of part-time faculty. Evaluation processes for part-time faculty have been negotiated into the collective bargaining agreement (III.A.8-7; III.A.8-8). Evaluations are meant primarily to encourage improvement and are directly linked to the instructional mission of the college. Article 13 of the District/Part-time Faculty Association Collective Bargaining Agreement states that "The primary purpose of the evaluation of faculty is the continuous improvement of instruction and support services at Allan Hancock College. Other purposes include the maintenance of quality programs and instruction and the professional competence of the faculty. The evaluation process shall promote professionalism,

enhance performance, and be closely linked with professional growth efforts" (III.A.8-7). Currently, the District and Part-Time Faculty Association have a Memorandum of Understanding that further defines the evaluation of Pool 1 and Pool 2 part-time faculty members (III.A.8-9).

The District has employment policies and practices which provide for the professional development of part-time faculty. Sub-article 11.6 of the District/Part-time Faculty Association Collective Bargaining Agreement provides for compensation for part-time faculty who attend or deliver professional development (III.A.8-10; III.A.8-11). All employees, including part-time faculty, are invited to attend all District professional development offerings posted on the Professional Development tab on myHancock. In academic year 2015-2016, the District offered approximately 125 professional development activities open to all employees (III.A.8-12). Part-time faculty are also often invited to attend regular department meetings and department retreats (III.A.8-13).

In addition to invitation to All Staff Day, department meetings and retreats, the institution provides other opportunities for integration of part-time and adjunct faculty into the life of the institution (III.A.8-14). Part-time faculty are integrated via inclusion on councils, committees, taskforces, and working groups (III.A.8-15). As of spring 2016, part-time faculty now have a vote at department meetings (III.A.8-16). They receive regular All Staff communications via email from various sources, including the superintendent/president, the Office of Public Affairs, and

their association (III.A.8-17). The Part-time Faculty Association also has a standing monthly report to the board (III.A.8-18).

The College has dedicated concentrated effort of the inclusion of part-time faculty in recent years, including the increased professional development opportunities.

The College meets the standards.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.A.9 **The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

Eligibility Requirement 8. Administrative Capacity
The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Documentation
• *Table of organization, including names of those in the positions* (III.A.9-1; III.A.9-2; III.A.9-3; III.A.9-4; III.A.9-5; III.A.9-6; III.A.9-7; III.A.9-8; III.A.9-9; III.A.9-10; III.A.9-11)
• *Names and biographical information about administrative staff* (III.A.9-12)

Evidence of Meeting the Standard

The District maintains appropriate staffing levels and qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

III.A.9-1	Organizational Chart, District
III.A.9-2	Organizational Chart, Academic Affairs
III.A.9-3	Organizational Chart, Student Services
III.A.9-4	Organizational Chart, Administrative Services
III.A.9-5	Organizational Chart, Facilities and Operations
III.A.9-6	Organizational Chart, Institutional Effectiveness
III.A.9-7	Organizational Chart, Human Resources
III.A.9-8	Organizational Chart, Public Affairs
III.A.9-9	Organizational Chart, Information Technology
III.A.9-10	Organizational Chart, Auxiliary Operations

III.A.9-11	Organizational Chart, College Advancement
III.A.9-12	Roster of Faculty and Administrators degrees and experience
II.A.9-13	Appendix A, Classified Bargaining Unit Position List
III.A.9-14	Human Resources Report to the Board of Trustees, July 31, 2015
III.A.9-15	OneSolution data searches
III.A.9-16	2015-2016 Classified Staff Prioritization List
III.A.9-17	2016-2017 Staff Prioritization List

Analysis and Evaluation

The District's classified staffing levels is maintained in concert with its capacity to serve students. In fall 2013, the District employed approximately 189 permanent classified employees. In fall 2015, the District employed 240 permanent classified staff, accounting for 18% of the total District staffing (III.A.9-13; III.A.9-14; III.A.9-15). In spring, that number increased to 244 (III.A.9-15).

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Fall 2015 Staffing
Permanent

- Classified Staff: 56%
- Full-time Faculty: 34%
- Classified Administrators: 4%
- Academic Administrators: 3%
- Confidential Employees: 2%
- Classified Supervisors: 1%
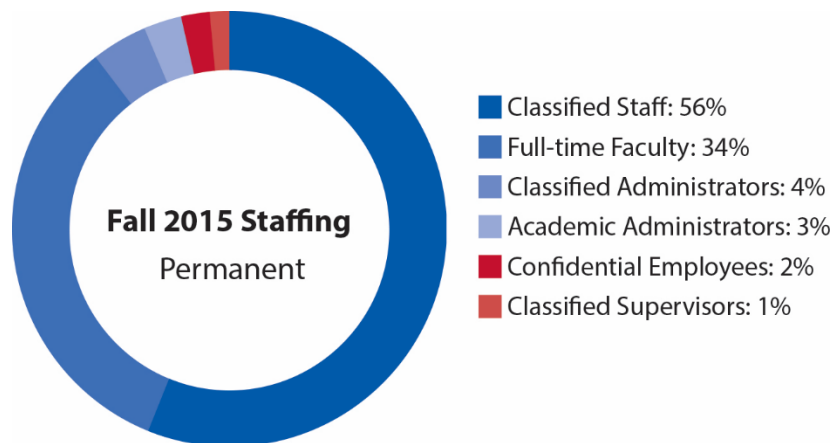
This increase over two years is due to the conversion of a number of temporary classified positions to permanent status in order to support the mission of the college. The District still maintains a pool of 237 temporary classified staff, but only 133 of those have been employed at any point in fiscal year 2015-2016, as of January 2016 (III.A.9-15).

For 2015-2016, the District has identified the need for 18 positions through classified prioritization, including five instructional positions (III.A.9-16). These positions total 33,308 hours of increased capacity to the District. For 2016-2017,

the District has identified new or additional 40 classified staff positions through the staff prioritization process (III.A.9-17). Some of these positions are duplicated from the 2015-2016 requests. Of the 40 requested positions, all support the educational, technological, physical, and administrative operations of the institution.

Permanent classified bargaining positions support the effective educational, technological, physical, and administrative operations of the institution, categorized as follows:

Permanent Classified Positions by Category

- Clerical, 19%
- Crafts, 7%
- Fiscal, 12%
- Professional, 36%
- Services, 12%
- Technical, 14%
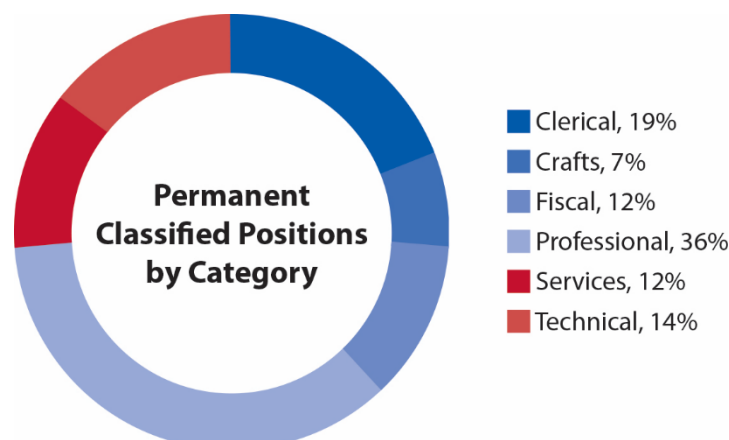
The College meets the standard. While evidence reveals an increase in staffing over the past years and the College continues to add staff to its ranks, improvements can be made in the clarity of the processes for staff prioritization within the resource allocation model in order to demonstrate that they lead to institutional effectiveness. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.A.10 **The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

Eligibility Requirement 8. Administrative Capacity
The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Documentation
*• Table of organization, including names of those in the positions (*III.A.10-1*;* III.A.10-2*;* III.A.10-3*;* III.A.10-4*;* III.A.10-5*;* III.A.10-6*;* III.A.10-7*;* III.A.10-8*;* III.A.10-9*;* III.A.10-10*;* III.A.10-11*)*
*• Names and biographical information about administrative staff (*III.A.10-12*)*

Evidence of Meeting the Standard

The District maintains a sufficient number of administrators – totaling 35 – with appropriate preparation and expertise to provide continuity and effective leadership and services that support the institution's mission and purposes (III.A.10-13).

III.A.10-1	Organizational Chart, District
III.A.10-2	Organizational Chart, Academic Affairs
III.A.10-3	Organizational Chart, Student Services
III.A.10-4	Organizational Chart, Administrative Services
III.A.10-5	Organizational Chart, Facilities and Operations
III.A.10-6	Organizational Chart, Institutional Effectiveness
III.A.10-7	Organizational Chart, Human Resources
III.A.10-8	Organizational Chart, Public Affairs
III.A.10-9	Organizational Chart, Information Technology
III.A.10-10	Organizational Chart, Auxiliary Operations
III.A.10-11	Organizational Chart, College Advancement
III.A.10-12	Roster of Faculty and Administrators Degrees and Experience
III.A.10-13	OneSolution data search
III.A.10-14	Management Salary Schedule 30
III.A.10-15	Executive Salary Schedule
III.A.10-16	Human Resources Report to the Board of Trustees, July 31, 2015
III.A.10-17	Job description, Institutional Effectiveness
III.A.10-18	Job description, College Advancement
III.A.10-19	Dean restructure
III.A.10-20	Staff Prioritization List 2016-2017
III.A.10-21	Allan Hancock College Flex Calendar Report, AY 2014-2015
III.A.10-22	Administrator Trainings 2014-2015

Analysis and Evaluation

Entering fall of 2015, the District employed 32 administrators (III.A.10-13; III.A.10-14; III.A.10-15). Of those numbers, six administrators were interim, and one was temporary (III.A.10-16). In a one-year period between July 2014 and July 2015, the District was able to hire three permanent executive-level administrators, replacing interim positions: associate superintendent/vice president of Academic Affairs, associate superintendent/vice president of Finance and Administration, and associate superintendent/vice president of Student Services (III.A.10-16). The District was also able to create and fill a new executive-level position: vice president of Institutional Effectiveness (III.A.10-17). The newly created Office of Institutional Effectiveness is responsible for research and planning, enrollment management, assessment, accreditation, and institutional planning. This office fills a need for centralized continuous improvement efforts in support of all aspects of the college. In spring 2016, the District completed recruitment for an executive director of college advancement (III.A.10-18). This position replaces the executive director of the Allan Hancock College Foundation and combines oversight over the Foundation and grants with responsibility for "development, including fundraising, community and donor cultivation, campaign development, administrative supervision, fiscal management, planning, and event coordination" (III.A.10-16). The vice president of Student Services has completed a proposal for the restructuring of student services, which included

recruiting for the dean of Student Services position in spring 2016.

As of summer 2016, the District employs 34 administrators. Of those, one is interim, and three are temporary, as follows:

1. Director, Public Affairs and Publications – interim
2. Assistant Director, Institutional Grants – temporary
3. Director, Special Projects – temporary
4. Project Director, Cooperative Work Experience – temporary

In spring 2016, the vice president of Academic Affairs studied the workload of deans in consideration of a restructuring/redistribution of the work (III.A.10-19). The interim dean positions were posted for recruitment in late spring 2016. The District contracted out bookstore services to Follett in mid-spring 2016, resulting in the elimination of the director, AHC Bookstore position. Recruitment for a permanent director of Public Affairs and Publications position is on hold until after the mid-summer start date of the executive director of College Advancement. The temporary assistant director of Institutional Grants is a temporary out-of-class out-of-bargaining unit assignment for an employee to help address the workload needs of the office. The temporary project director of Cooperative Work Experience is a pilot of a previously existing position: the pilot is meant to assess the effectiveness of combining CWE with transfer and job placement. This position and pilot run through spring 2016. The temporary

director of Special Projects is working to close out the District's STEM grant.

The 2016-2017 Staff Prioritization List includes request for three additional administrators (III.A.10-20):

1. Cooperative K-12 Partnerships Work Experience/Internship Program Director (a request to make permanent the temporary CWE position discussed above)
2. Assistant Director, Human Resources (a request to fill a long-standing vacancy)
3. Sports Information Director/Associate Athletic Director

The District supports appropriate preparation and training to enhance administrator expertise that provides continuity and effective administrative leadership and services in support of the institution's mission and purposes. Administrators are encouraged to pursue professional development through both on and off-campus offerings. Administrators were invited to the 125 professional development offerings provided to all staff in 2014-2015 (III.A.10-21).

Administrators have also participated in the Asilomar Leadership Skills Seminar, CSSO Directors training, the ACHRO Leadership Academy, the AHC President's Leadership Academy (III.A.10-22), and the Association of California Community College Admnistrators'(CCCA) ADMIN 101.

The College meets the standard. While evidence reveals an increase in the number of administrators over the past years, improvements can be made in the clarity of the processes for staff prioritization within the resource allocation model in order to demonstrate that they lead to institutional effectiveness. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.A.11 **The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

Evidence of Meeting the Standard

The District establishes and reviews board policies and procedures via the participatory governance process. These policies and procedures are readily available on the Allan Hancock College public website (III.A.11-1).

III.A.11-1   AHC Board Policies
III.A.11-2   *Councils and Committees Pathways to Decisions* (CCPD)
III.A.11-3   Board Policy 2410, Policies of the Board of Trustees
III.A.11-4   *Allan Hancock College Catalog, 2015-2016*
III.A.11-5   District Complaint Form
III.A.11-6   Agreement Between the District and California School Employees Association Allan Hancock College Chapter #251
III.A.11-7   Agreement Between the District and the Faculty Association of Allan Hancock College
III.A.11-8   Agreement Between District and California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College Local 6185
III.A.11-9   Guidelines for Student Conduct, Disciplinary Action and Procedural Fairness
III.A.11-10 Student Rules and Regulations

Analysis and Evaluation

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. All District board policies are posted for employee and public information and review on the public Allan Hancock College website (III.A.11-1). These policies are established through the participatory governance process per the *Councils and Committees Pathways to Decisions* manual (III.A.11-2). Once College Council recommends a new policy or changes an existing policy or procedure, that document is forwarded to the Board of Trustees for first reading and then second reading and approval.

Board Policy 2410 also lists the following as policies of the board (III.A.11-3):
- College Catalog
- Agreement Between the District and California School Employees Association Allan Hancock College Chapter #251
- Agreement Between the District and the Faculty Association of Allan Hancock College
- Agreement Between District and California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College Local 6185
- Guidelines for Student Conduct, Disciplinary Action and Procedural Fairness
- Student Rules and Regulations
- Injury and Illness Prevention Program

Each of these are also readily available via the public Allan Hancock College website, and those that pertain specifically to students are also available in the College catalog (III.A.11-1; III.A.11-4).

Such policies and procedures are fair and equitably and consistently administered. Board Policy 2410 references the necessity for policy to be consistent with law and ensures that procedures are consistent with policy (III.A.11-3). Violations of fair and equitable administration of any policies or procedures may be handled through the student or employee complaint process, the grievance procedures contained within the collective bargaining agreements, or through the participatory governance process (III.A.11-5; III.A.11-6; III.A.11-7; III.A.11-8; III.A.11-9; III.A.11-10).

Councils and committees review and update board policies and procedures regularly to ensure that they are constituent with law and fairly administered.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.A.12   **Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

Evidence of Meeting the Standard

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel and regularly assesses its record in employment equity and diversity consistent with its mission (III.A.12-1).

III.A.12-1	Board Policy 3420, Equal Employment Opportunity and Staff Diversity
III.A.12-2	2014-2020 Strategic Plan
III.A.12-3	Equal Employment Opportunity Plan, May 19, 2015
III.A.12-4	2014-2017 Student Equity Plan pg. 3
III.A.12-5	Diversity/Equal Employment Opportunity (EEO) Committee, CCPD page 55
III.A.12-6	2014-2015 EEO6 Report to the Chancellor's Office
III.A.12-7	Board Policy 3410, Nondiscrimination
III.A.12-8	Board Police 3430, Prohibition of Harassment
III.A.12-9	Chancellor's Office EEO Regional Workshop at Moorpark attendance verification
III.A.12-10	2015-2016 Flexible Calendar Activity Submission Form
III.A.12-11	Board Policy 7120, Faculty Hiring
III.A.12-12	Sample interview questions
III.A.12-13	Human Resources Report to the Board, August 2015

Analysis and Evaluation

The College maintains programs, practices, and services that support its diverse personnel. The District's mission statement focuses on diversity: "Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community." Diversity is also one of eight of the District's shared values. Goal SLS5 (Nurture Students) of the 2014-2020 Strategic Plan, is to "Convey a sense of caring where students' success is important and expected. Understand that a broad definition of diversity supports students and values experiences arising from race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, and veteran status" (III.A.12-2). Strategic Plan Goal G2 is "To sustain a planning framework that values input from all constituencies and the Board of Trustees. The framework will ensure that decisions are made with consideration of the College's broad definition of diversity" (III.A.12-2). Two of the Strategic Plan's Action Steps focus on diversity:

- #10) In order to meet the minimum legal requirements for a District equal employment opportunity plan as well as its goal of achieving a diverse workforce, the District will expedite completion of an EEO plan via the shared governance process.

- #12) Build upon and institutionalize existing programs targeted at serving diverse populations (e.g., MESA, CAN, Veterans, LAP, STEM, EOPS).

Action Step #10 has already been completed (III.A.12-3). In addition, an activity in the District's 2014-2017 Student Equity Plan is to "Increase commitment to faculty and staff development related to student equity" (III.A.12-4).

AHC's Equal Employment Opportunity (EEO) Plan addresses methods for diversifying the workforce (III.A.12-3). The EEO Plan includes a requirement that all individuals serving on selection committees receive training in the importance of a diverse workforce, bias awareness, and the elements of cultural competence. From July 1, 2014 through the present, a total of 540 administrators, faculty, staff, students, and community members participated in the hiring committee training.

The District's shared governance EEO Committee is tasked with reviewing and recommending policies and procedures, including the EEO Plan, and trainings that support diversity. Its members include the director of Human Resources and one appointee each from the following groups: Management Association, Faculty Association, CSEA, Supervisory/Confidential, and ASBG (III.A.12-5).

As the College is committed to creating and maintaining an environment that supports diversity, a total of 127 administrators, faculty, and staff participated in training in the prevention of discrimination, harassment, and retaliation in the workplace between January of 2015 and August 2015, an increase from the 89 trained in 2013 (III.A.12-6). In the spring of 2015, College Council reviewed and recommended new board policies for Nondiscrimination and Prohibition of Harassment to the board for approval, which they did approve in September (III.A.12-7; III.A.12-8). Human Resources staff attended the Chancellor's Office's EEO Regional Workshop in January 2016 (III.A.12-9).

In addition, the 2015-2016 Flex Calendar Activity Submission to the Chancellor's Office demonstrated that the College offered the following professional development trainings in support of diversity (III.A.12-10):

- Cultural Proficiency Institute
- Spanish Language Tour of the San Luis Obispo Mission
- Supporting Men of Color in the Community Colleges
- Communication Skills for Women
- Chumash Inter-Tribal Pow Wow
- The Diversity of Grief
- Justice Summit: Empowering You to End Human Trafficking
- Wath the text?@!: Motivating Millennials
- Spanish Names Pronunciation

Each recruitment includes an EEO representative, typically a Human Resources staff person. Faculty recruitments also include a Diversity Resource Specialist (DRS) who is selected by the department chair, in consultation with Human Resources, from a pool of trained faculty members. The role of the

DRS in recruitment is to pre-screen the applicant pool and review staff diversity/equal employment opportunity principles and practices with committee members (III.A.12-11). Each interview also includes a diversity question (III.A.12-12).
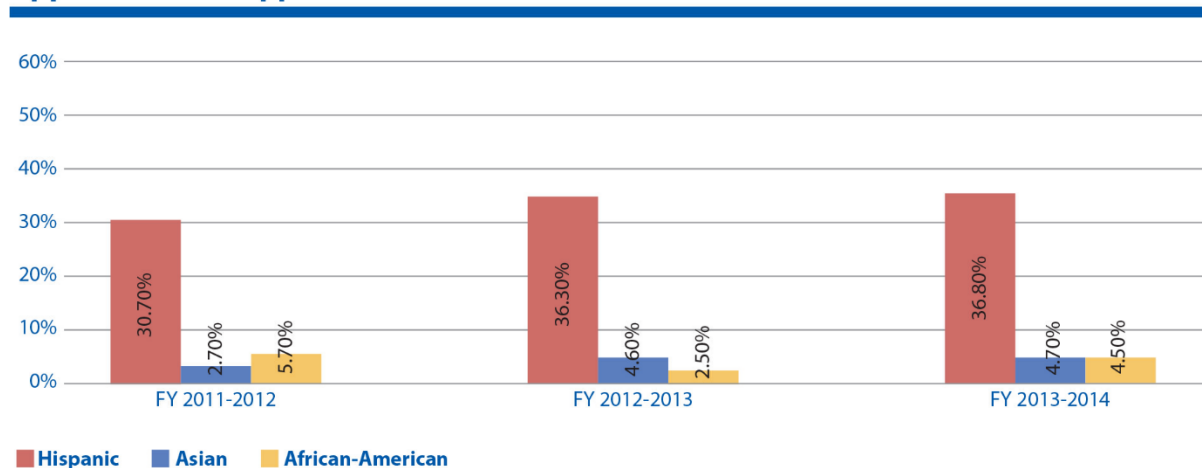
To ensure diverse pools for recruitment, the District advertises in a list of publications, including but not limited to:

- CCC Registry
- Higher Ed Jobs
- Santa Maria & SLO Craigslist
- LinkedIn
- CPOA.org (California Peace Officers Association)
- Santa Maria Times
- SLO Tribune
- SB News Press
- NCAA
- Hispanics in Higher Ed.com
- Nurse.com
- Indeed.com

- CUPAHR. Org (College and University Professional Association for Human Resources)
- HR in Higher Ed
- POST.CA.GOV
- Blackpolice.org
- IT Jobs in Higher Ed. com
- Career Builder
- CCUPCA.Com (California College and University Police Chiefs Association)

The institution regularly assesses its record in employment equity and diversity through a variety of reports. At the request of the Board of Trustees, Human Resources delivered a report to the board at its semiannual retreat in July 2015 which focused on diversity data and efforts from July 2011 through August 2015. That presentation demonstrated an improved effort to attract and hire diverse employees (III.A.12-13).

Applicants Who Applied

	FY 2011-2012	FY 2012-2013	FY 2013-2014
Hispanic	30.70%	36.30%	36.80%
Asian	2.70%	4.60%	4.70%
African-American	5.70%	2.50%	4.50%

Applicants Selected (percent of total selected)
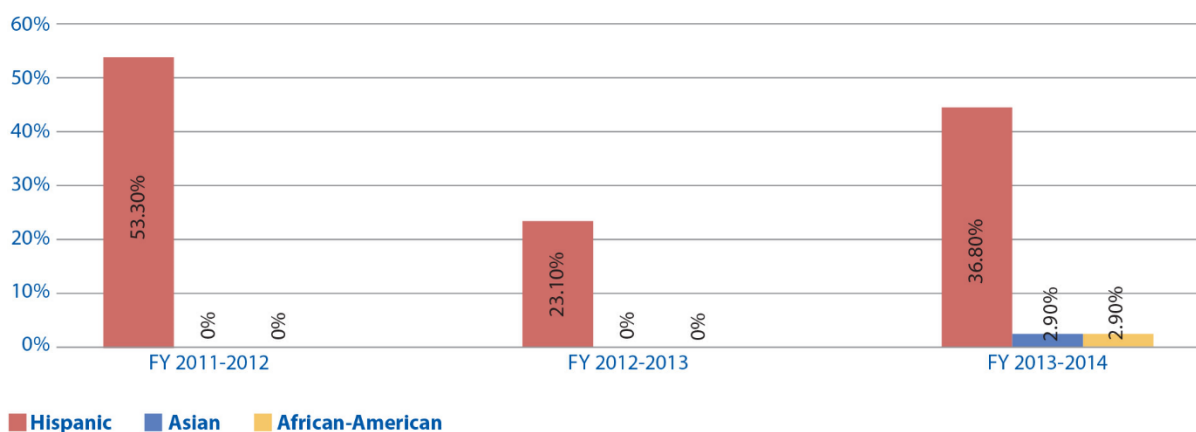
Diversity data for 2014-2015 reported to the Chancellor's Office in the EEO6 report demonstrated that from the 63 active recruitments, between July 1, 2014 and June 30, 2015, the percentage of all new employees hired from monitored groups (Hispanic, African American, Native American, and Asian/Pacific Islander) was 43% (III.A.12-6). That report also revealed an almost exact match in the distribution of diverse applications to that of the diversity of those interviewed, which evidences the efficacy of the screening process:
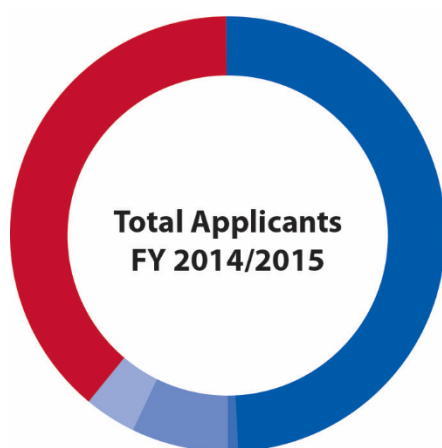
Total Applicants FY 2014/2015
- White/Other, 49%
- Ind/Alk, 1%
- Asian, 7%
- Black, 4%
- Hispanic, 39%
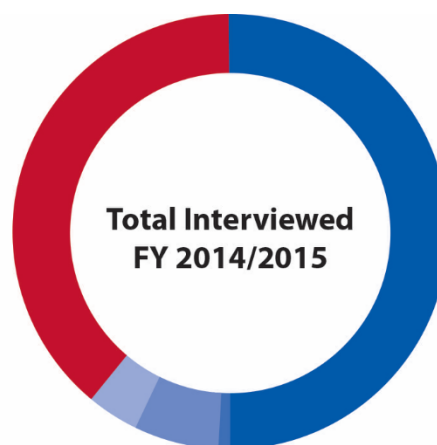
Total Interviewed FY 2014/2015
- White/Other, 50%
- Ind/Alk, 1%
- Asian, 6%
- Black, 4%
- Hispanic, 39%

Evidence reveals that the College's strategic planning processes includes a commitment to diversity, processes support the application of diverse candidates for new positions, and the College's professional development activities support appropriate programs, practices, and services that support its diverse personnel.

The College meets the standard.

III.A.13   **The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

Evidence of Meeting the Standard

The institution has developed board policies that ensure ethical practices for all employees. These policies are readily available to all personnel. Board policies, collective bargaining agreements, and education code also address consequences for violations of local policies (III.A.13-1; III.A.13-2; III.A.13-3; III.A.13-4)

III.A.13-1   Student Rights and Complaints webpage
III.A.13-2   District/CSEA Collective Bargaining Agreement, Discipline Article
III.A.13-3   District/Part-time Faculty Association Collective Bargaining Agreement, Discipline Article
III.A.13-4   Board Policy 7365, Dismissal, Suspension, or Demotion
III.A.13-5   Board Policy 2715, Code of Ethics/Standards of Practice
III.A.13-6   Board Policy 2200, Board Duties and Responsibilities
III.A.13-7   Board Policy 3050, Institutional Code of Ethics
III.A.13-8   New Hire Orientation Packet
III.A.13-9   Board Policy/Administrative Procedure 5530, Student Rights and Grievances
III.A.13-10   Confidentiality Statements for Hiring Committee Members
III.A.13-11   Board Policy 3430, Prohibition of Harassment
III.A.13-12   Board Policy 3410, Prohibition of Discrimination

III.A.13-13   Professional Development Offerings
III.A.13-14   Board Policy 7210, Professional Responsibility Policy
III.A.13-15   Board Policy 4030, Academic Freedom and Responsibility Policy
III.A.13-16   Human Resources Council notes

Analysis and Evaluation

Allan Hancock College strives for a collegial and professional work environment. The Allan Hancock College Board of Trustees asserts in Board Policy 2715 that "The Board maintains high standards of ethical conduct for its members" (III.A.13-5). Board Policy 2200 describes the duties and responsibilities of the board that maintain those high standards and ethical behavior (III.A.13-6).

Board Policy 3050, Institutional Code of Ethics sets the tone for the institution and its personnel (III.A.13-7).

> Employees of the Allan Hancock Joint Community College District are committed to the ethical values of honesty and equity. Our behavior is guided by the following principles:
>
> • Advocate for human dignity and assure that students and colleagues are respected as individuals;

- Refrain from disparagement, ridicule, or capricious judgment;
- Keep foremost in mind at all times that the District exists to serve students;
- Foster a climate of trust and mutual support through a governance process characterized by participation of the people affected; focus on objectives rather than personalities; respect for reason, freedom of expression, and right to dissent;
- Foster openness by encouraging and maintaining two-way communication;
- Be guided by the policies and procedures established by the Board of Trustees.

In addition, confidentiality agreements signed by hiring committee members and the oath of office delivered during new hire orientation reinforce the District's expectation of ethical behavior (III.A.13-8). Faculty in certain disciplines are governed by their professional organizations' ethical codes.

Student complaint procedures are contained in Board Policy 5530, Student Rights and Grievances, and provided on the Student Complaints webpage on the Allan Hancock College site for ease of access (III.A.13-9; III.A.13-1). When a student feels that he/she has been subjected to unfair and improper action by any member of the college community, the student can seek to resolve the complaint in an expeditious manner by following the Administrative Procedure 5530. The policy and webpage provide information

related to unlawful discrimination and unfair and improper action by any member of the college community and draws attention to ethical behavior.

Each of the employee related policies, related procedures, and collective bargaining agreements are readily available in electronic format and on the Allan Hancock College website. Employees are made aware of these policies during the initial employee orientation (III.A.13-10). All managers and other supervisors are required to participate in harassment and discrimination training, maintaining the requirements of Board Policies 3430 and 3410 (III.A.13-11; III.A.13-12). Those who have contact with children (including coaches, College Now! personnel, and Children's Center personnel) are required to attend Mandated Reporter training and receive a certificate. The District also provides FERPA and Title IX training open to all staff (III.A.13-13).

During spring 2015, the Human Resources office conducted a self-analysis. This review led to identification of policies in need of updating, necessity for staff training on changes that occur, and the need to remind employees of codes they are expected to follow, including Board Policy 7210 and Board Policy 4030, that pertain to ethical responsibilities (III.A.13-14; III.A.13-15). The Office of Human Resources is currently reviewing and making proposed changes to the Human Resources board policies via the participatory governance process and collective bargaining, as applicable (III.A.13-16).

From the day of hire and ongoing with annual trainings, evidence shows that the institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.A.14 **The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

The District provides robust professional development offerings for all personnel consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs and evaluates those offerings annually (III.A.14-1).

III.A.14-1	Board Policy 7160, Professional Development
III.A.14-2	Educational Master Plan, Professional Development
III.A.14-3	Strategic Plan
III.A.14-4	California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College Local 6185, Collective Bargaining Agreement, Article 11.6
III.A.14-5	District/California School Employees Association Chapter #251, Collective Bargaining Agreement, Article 24 – Professional Growth
III.A.14-6	District/California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College Local 6185, Collective Bargaining Agreement, Article 12 – Workload, Assignment, and Support Services

III.A.14-7	District/Faculty Association of Allan Hancock College, Collective Bargaining Agreement, Article 16 – Assignment and Contract Year
III.A.14-8	Allan Hancock College Flex Calendar Report, AY 2014-2015
III.A.14-9	Professional Development Funding Matrix
III.A.14-10	Email from Kevin Walthers Regarding Increased PD Funding for Faculty
III.A.14-11	President Leadership Academy list of attendees and agenda
III.A.14-12	Leadership Institute for Tomorrow
III.A.14-13	Professional Development survey results, 2015
III.A.14-14	Allan Hancock College Professional Development Offerings, AY 2015-2016

Analysis and Evaluation

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The District's Educational Master Plan supports professional development of one of five educational directions for 2014-

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

2020 in line with the College's mission and vision (III.A.14-2). The goal presented in the plan is that the "College [will] revamp its concept of professional growth opportunities in order to meet legal requirements and to leverage its existing human capital, including 1) creating a Professional Development and Growth plan that is updated annually, 2) re-categorizing workshops, 3) adjusting employee surveys, and 4) aligning offerings to advancement training/ opportunities." The Professional Development Committee began pursuing this goal in earnest in February 2015 when it began work on developing a professional development plan. This goal is also supported by the District's Strategic Plan for 2014-2020 (III.A.14-3).

In concert with the collective bargaining agreements, the District maintains a robust professional development program open to all personnel. In fiscal year (FY) 2014-2015, the District offered roughly 125 professional development offerings in the following areas: course instruction and evaluation; staff development, in-service training, and instructional improvement; program and course curriculum or learning resource development and evaluation; student personnel services; learning resource services; related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity; departmental or division meetings, conferences and workshops, and institutional research; other duties as assigned by the District (III.A.14-4; III.A.14-5; III.A.14-6; III.A.14-7; IIII.A.14-8). The superintendent/president doubled the amount to funding for faculty professional

development in Academic Year 2015-2016 (III.A.14-9; III.A.14-10).

A selection of FY 2014-2015 offerings that support the evolving pedagogy, technology, and learning needs includes Student Success Summit; Enhancing Successful 21st Century Early College High Schools/Middle College High Schools – Best Practices; Strategies to Reduce Cheating in Online Classes; Teacher Engagement; Supporting Men of Color in the Community Colleges; Grading that Motivates and Retains Students; and What the Text?@!: Motivating Millennials.

Administrators and other staff continue to expand their qualifications through participation in conferences and other professional development activities, including the President's Leadership Academy and Leadership Institute for Tomorrow (LIFT) (III.A.14-11; III.A.14-12). The purpose of the first-ever President's Leadership Academy in the summer of 2015 was to begin, via an annualized program, development of administrators to ensure succession planning utilizing well-trained and highly-skilled personnel who will sustain institutional effectiveness and academic quality. LIFT "was created to mentor, coach and LIFT eager, diverse professionals who may not have developed a clear sense of their leadership potential yet, toward concrete skills and experiences to help them to pursue career upward mobility in higher education leadership" (III.A.14-12).

The institution systematically evaluates professional development programs and uses the results of these evaluations as the

basis for improvement. The District surveyed employee groups in 2006-2011, 2014, and 2015. The gap in employee survey data is related to the recent recession and consequent fiscal challenges that reduced the District's ability to offer opportunities to participate in professional development thus negating the need to assess. However, in 2012 the faculty reinvigorated professional development offerings via the Academic Senate

Professional Development sub-committee. In 2014, the committee reinstated employee surveys for each constituency group (III.A.14-13).

For academic years 2012-2013 and 2013-2014, the college's professional development offerings, both distinct offerings and repeated offerings by categories, were:

2012-2013 Professional Development Offerings

Category	# of repeat offerings	# of distinct offerings
Communication	30	8
Institutional Support	16	11
Learning Resource Development	7	6
Safety/Hazmat/Health	4	4
Technology	15	9
Diversity	1	1
Total Workshops	73	39

2013-2014 Professional Development Offerings

Category	# of repeat offerings	# of distinct offerings
Communication	22	15
Institutional Support	30	14
Learning Resource Development	39	31
Safety/Hazmat/Health	17	13
Technology	28	15
Diversity	10	9
Total Workshops	146	97

In preparation for writing the Professional Development Plan in spring 2016, the Professional Development Committee, a shared governance body, developed surveys in concert with each employee group—administrators, classified, faculty, and supervisory/confidential. In reviewing

the survey results from December 2015, it became clear that the College employee body as a whole is interested in the following categories of training (III.A.14-14):

1. Conflict to Collaboration
2. New Employee Orientation/Employee Benefits
3. Change Management
4. Emergency Response/Safety
5. Trust in the Workplace
6. MS Office Suite

The College meets the standard. While evidence reveals a robust professional development program with appropriate opportunities for continued professional development consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs, improvements can be made in the allocation of resources and assessment of the efficacy of the professional development program within the resource allocation model. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.A.15   **The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

Evidence of Meeting the Standard

The District makes provisions for the security and confidentiality of personnel records and for employee access via its Human Resources office physical space, policies, and procedure (III.A.15-1; III.A.15-2).

III.A.15-1   Board Policy 3310, Retention and Destruction of Records
III.A.15-2   Board Policy 3300, Public Records
III.A.15-3   Request to Inspect Confidential Personnel Records form
III.A.15-4   District/California School Employees Association Chapter #251, Collective Bargaining Agreement, Article 6 – Personnel Files/Evaluations
III.A.15-5   District/California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College Local 6185, Collective Bargaining Agreement, Article 10 – Personnel Files
III.A.15-6   District/Faculty Association of Allan Hancock College, Collective Bargaining Agreement, Article 12 – Personnel Records

Analysis and Evaluation

All active personnel records are housed in fire-safe, lockable filing cabinets in

Human Resources. All inactive personnel files are housed in a locked room in fire-safe, lockable filing cabinets in building Q on the College's south campus. Other active files containing personnel information, such as leaves, benefits, applications, are stored in fire-safe, lockable cabinets in the appropriate coordinator's office in Human Resources. Inactive files of this sort may be housed in fire-safe cabinets in a locked archive room (B-200).

All active personnel files are locked each evening and weekend and remain within the control of Human Resources staff during work hours. Personnel files do not leave the Human Resources office except by authority and control of the director of Human Resources or his/her designee and only to be transported to inactive files, when needed during a personnel meeting scheduled outside of the office (ex. Skelly meetings), or as requested by an employee pursuant to California Labor Code 1198.5.

Personnel files are maintained, and records may be viewed by employees in accordance with each respective collective bargaining agreement and California Labor Code 1198.5 and/or by requesting a review in the Human Resources office by completing a "Request to Inspect Confidential Personnel Records" form (III.A.15-3; III.A.15-4; III.A.15-5; III.A.15-6). Human Resources standard procedure is to accommodate employee review within a reasonable timeframe but no longer than 72 hours after the request is

made except in extenuating circumstances. When employees, supervisors, or designated employee representatives review personnel files, a Human Resources staff member is present in the room.

Each personnel file contains a log sheet for the purpose of tracking who has viewed a file, on which date, and for what purpose. These log sheets verify that only permissible personnel have viewed the file and that the review was for proper administration of the District's affairs or supervision of the employee.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.B	Physical Resources

III.B.1 **The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

Physical resources at all District sites are maintained safely and securely. Since 2006, funding from Bond Measure I of $180 million has helped Allan Hancock College (AHC) construct state-of-the-art buildings. Combined efforts from plant services, District police, and District employees assist in maintaining a safe environment for learning.

III.B.1-1	Facilities Master Plan 2014-2024, Educational Master Plan Linkages, Page XVIII
III.B.1-2	Facilities Master Plan 2014-2024, Introduction Section page xxvi to xxix
III.B.1-3	District Space Inventory Report: 2010, 2011, 2012, 2013, and 2014
III.B.1-4	Program Review [Samples reflecting evaluating sufficiency of facilities]
III.B.1-5	Educational and Facilities Master Plan 2007-2010
III.B.1-6	Bond Measure I, 2013 Annual Report to The Board of Trustees
III.B.1-7	Division of the State Architect (DSA) Certification Approval – Industrial Technology/Physical

	Education and Athletic Fields project (Example)
III.B.1-8	Scheduled Maintenance Completed Projects List
III.B.1-9	Plant Services Work System - Home Page
III.B.1-10	Safety Hazardous/Suggestion Form and copy of instructions are available on the myHancock Portal
III.B.1-11	Safety Committee Functions, CCPD
III.B.1-12	Safety Committee Meeting Minutes - Sample minutes showing safety issues are being reviewed and addressed
III.B.1-13	CSEA Contract, Article 21, Work Place Safety
III.B.1-14	Campus Assessment and Support Team (CAST)
III.B.1-15	Crisis Intervention Manual
III.B.1-16	Crisis Card
III.B.1-17	CAST Card
III.B.1-18	California Emergency Management Agency's Active Shooter Guide
III.B.1-19	Health Services Website
III.B.1-20	SWACC Property & Liability Inspections Reports, 2010, 2011, 2012, 2013, and 2014
III.B.1-21	2008 Allan Hancock College, Volume I, Facilities

and Site Master Plan, page 3.67

III.B.1-22   Board Policy 3500, Public Safety and Security
III.B.1-23   School Safety Ratings, HomeInsurance.com
III.B.1-24   2013 AHC Police Department Clery Act Report
III.B.1-25   Safety Awards Program
III.B.1-26   Security Master Plan-Facilities Meeting Minutes 11/19/15
III.B.1-27   Campus Safety Team, Meeting Minutes
III.B.1-28   Active Shooter Preparedness Training Seminar, <YouTube Site>

Analysis and Evaluation

The College takes a variety of proactive approaches to provide a healthful learning and working environment. The Educational and Facilities Master Plans assist the College to provide sufficient physical resources where it offers courses, programs, and services. Buildings are designed and constructed with Division of the State Architect (DSA) approval to ensure accessibility and safety. Systems are in place to report facilities safety concerns, and a behavioral intervention team is available to assist with behavioral situations.

The College determines sufficiency of its classrooms, lecture halls, laboratories, and other facilities using a variety of methods. The 2014-2020 Educational Master Plan identifies enrollment projections and future instructional needs for facilities space (III.B.1-1). The 2014-2024 Facilities Master Plan uses the enrollment projections, future needs for facilities space, and available facilities space inventory to identify future facilities needs and evaluate sufficiency (III.B.1-2). The District's Space Inventory Report identifies the available District owned or controlled facilities spaces (III.B.1-3). Both the District's Five-Year Construction Plan load capacity ratios and the institution's online class schedule provide evidence that the District is providing sufficient facilities. In addition to the Educational and Facilities Master Plans, the Facilities Council evaluates the effectiveness of its facilities by reviewing the yearly program review updates and the facilities needs request list (III.B.1-4).

The District has effectively met its needs for facilities for the present by continuing to implement capital construction projects identified in the 2007-2010 Educational and Facilities Master Plan (III.B.1-5). Bond Measure I, 2006-2016, has assisted AHC with the needed funding to meet its needs. Bond-funded capital construction projects include the Student Services building, Child Care Lab addition, Public Safety Training Complex, and the Industrial Technology/Physical Education and Athletic Fields projects (III.B.1-6). The Public Safety Training Complex's shooting range is currently under construction. New capital construction projects are designed and constructed to meet with Division of the State Architect (DSA) approval for fire, life, and safety compliance; structural integrity; and compliance with American Disabilities Act (ADA) (III.B.1-7). The above-mentioned projects have operative doors on specific restrooms and building entrances to increase access for persons

with disabilities that exceed ADA Code requirements. In addition, over $12 million in scheduled maintenance projects were completed (III.B.1-8).

The Public Safety Training Complex (PSTC) has provided access for more than 50 agencies for training search and rescue dogs, practice for high angle (cliff) rescue skills, driving recertification for officers on the EVOC track, specialized training for our partners in the energy and agriculture industries, and training for several hundred new first responders through AHC's fire and law enforcement academies. The shooting range is not functioning at this time. Division of the State Architect (DSA) asked for the ballistic baffle system to be resubmitted for DSA plan check re-review once design issues manifested. The DSA review process has been ongoing and is the responsibility of the contractor. In the meantime, the shooting ranges at VAFB and the Federal Prison are being utilized for training.

The other significant issue at the PSTC is in regard to the "Class A" Burn Building, a building that allows cadets to practice on live fire in a configurable building. There is an issue with the way the concrete was graded and some heat tiles were removed from the building during design as part of "value engineering." Even with this, the building is being used, although not to its full potential.

The Plant Services department has received several awards, including Department of the Year 2013/2014, Santa Maria Beautiful award for landscaped areas, Safety Awards for safe practices,

and many accolades for how beautiful the campus is.

Any employee of Allan Hancock College at any site in the District may report a safety hazard by either calling the Plant Services Department or using the online Plant Services work order system (III.B.1-9). Plant Services staff regularly evaluate and address safety hazards during the course of executing their job duties. The Plant Services leadership evaluate response time as a measure of effectiveness using the online work order system, status reports and monitoring radio communications when responding to emergency safety calls.

Students and employees may also anonymously report any safety concern by submitting the Safety Hazardous/Suggestion Form (III.B.1-10). The Safety Committee reviews and addresses safety issues – the Chief of Police and the director of Plant Services co-chair the Safety Committee (III.B.1-11). Safety issues submitted via the Safety Hazardous/ Suggestion Form are reviewed and addressed by the committee (III.B.1-12). The classified employee's union CSEA Contract, Article 21, Work Place Safety, also encourages classified employees to report possible unsafe conditions (III.B.1-13).

The Campus Assessment and Support Team (CAST) is a behavioral intervention team intended to assist faculty, staff, and students to deal with behavioral situations that are causing concern – referral forms are available online (III.B.1-14). The purpose of the team is to improve and promote campus community safety and wellness by coordinating information and

developing support plans for people of concern. The team also creates and supplies resources for faculty, staff, and students such as the Crisis Intervention Manual, the Crisis Card, CAST card, and California Emergency Management Agency's Active Shooter Guidebook (III.B.1-15; III.B.1-16; III.B.1-17; III.B.1-18).

Health Services provides students with a variety of benefits, such as acute illness assessment, first-aid treatment, vision and hearing screening, family planning services, acupuncture/massage services, tobacco cessation, and much more. Psychological counseling is also available, and students can see a counselor up to ten times a semester. Student Health Services provides wellness education and events to the campus at large focusing on a health/wellness topic every month and presenting a wellness event in the Student Center. Many community partners and other student services also participate in many of the events, such as smoking cessation and hearing/vision screening. Student Health Services also supplies Student Accident Insurance for students who have paid the health fee to assist in paying for incurred medical costs in case of injury or accident during a school sponsored class or activity. Student Health Services staff include registered nurses, physicians, nurse practitioners, MFT counselors, medical assistants, and office support staff (III.B.1-19).

An annual Statewide Association of Community Colleges (SWACC) Property and Liability inspection provides the institution an instrument to evaluate the safety of its facilities (III.B.1-20). The

inspections evaluate security, emergency preparedness, fire protection, playground safety, pest management, chemical safety, forklift/man lift procedures, asbestos operations, hazardous materials handling/storage, and the District's self-inspection program. The SWACC inspections report conducted by Keenan and Associates, the District's insurance carrier, demonstrates the institution is maintaining facilities in a safe condition.

The Allan Hancock College District Police Department provides police and security services to maintain a safe learning and working environment for students, faculty, and staff. This is accomplished by assigning armed, sworn police officers and non-sworn safety officers to patrol college properties—ensuring a high level of police visibility and rapid response to 911 calls for service and emergency situations. Nine "blue tower" emergency phones are located on the Santa Maria campus (based on the 2008 Bond Measure I, Facilities and Site Master Plan), and nine are located at the Lompoc Valley Center (III.B.1-21).

In addition, the District has converted its existing phone switch to Voice-Over Internet Protocol (VOIP) allowing the institution to provide emergency communications to all instructional and non-instructional areas. Closed circuit television technology is used to increase security for students and employees and protection of property (III.B.1-22). Upgrading parking lot lighting fixtures at the Lompoc Valley Center and various parking lots on the Santa Maria Campus has improved safety for students walking to their car at night. The District Police

Department uses surveillance information for law enforcement purposes. Cameras are located in the bookstore and specific areas on the Santa Maria Campus. The Lompoc Valley Center has security cameras located in parking lots and in the bookstore. For the protection of District property, new buildings constructed after 1999 include intrusion alarm systems. High-risk areas have panic alarm systems installed to facilitate contacting District police.

HomeInsurance.com conducted research to determine the top 25 safest college campuses in America and ranks Allan Hancock College as the seventh safest campus in the United States (III.B.1-23). Their analysts looked at more than 400 colleges and universities and assigned each with a score for Violent Crime, Property Crime, and Walkability. Their total score then ranked colleges. The Violent Crime score encompasses incidents of murder and non-negligent manslaughter, rape, robbery, and aggravated assault. Violent crimes represent 45% of the overall score. The Property Crime score encompasses incidents of burglary, larceny-theft, motor vehicle theft, and arson. Property Crimes represent 35% of the overall score. The underlying statistics are compiled by the Federal Bureau of Investigation and found in the recent 2013 AHC Clery Act Report (III.B.1-24). Based on the above-mentioned evidence, the District provides a safe learning environment for students and staff.

The College, in conjunction with the Santa Barbara Self Insurance Program for Employees (SIPE), provides a safety award program that rewards departments and offices for their diligence in keeping their workplaces safe and accident-free. Awards are based on three factors: an annual inspection of the District facilities, an evaluation of the completion of safety training courses by all full-time employees, and the number of accident reports submitted for the academic year (III.B.1-25).

The College plans to develop a Security Master Plan (SMP) in order to enhance campus safety and crime prevention once a new District police chief is hired. The primary intent of the SMP is to provide the College with a set of guidelines and standards for physical and electronic security hardware for existing and future campus buildings. The campus security systems standards will include automated access control/door locks, alarm monitoring systems, closed circuit television system with security cameras, and security communication systems (III.B.1-26).

In fall 2015, the District assembled a Campus Safety Team in response to the various active campus shootings across the United States (III.B.1-27). On January 22, 2016, the first in a series of active shooter preparedness trainings was conducted and streamed live on YouTube for employees (III.B.1-28). A mandated reporter workshop is planned for August 2016 and discussions to identify the 2016/17 training topics are ongoing.

There is evidence that the College assures safe and sufficient physical resources at all District owned properties or leased locations. Campus safety training continues to be a priority for the College evident by the Campus Safety Team.

The College meets the standard.

III.B.2 **The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

The following evidence demonstrates that Allan Hancock College assures the quality and effective use of physical resources in order to achieve its mission and support its programs and services.

III.B.2-1   Bond Measure I, Board of Trustees Resolution 06-43
III.B.2-2   Vice President, Operations Job Description
III.B.2-3   AHC Educational and Facilities Master Plan, 2007-2010
III.B.2-4   AHC Facilities Master Plan 2014-2020
III.B.2-5   Industrial Technology, Program Reviews, Facilities Needs Pages
III.B.2-6   Stakeholder Sign-in Sheets - <Samples>
III.B.2-7   Director, Plant Services Job Description

III.B.2-8   Plant Services Online Work Order System, Completed Work Order Report
III.B.2-9   Completed Scheduled Maintenance Project List
III.B.2-10   Program Review Annual Update Form
III.B.2-11   Board Policy 6550, Disposal of Property

III.B.2-12   Instructional Equipment Prioritization Process, CCPD page
III.B.2-13   Technology Advisory Committee Meeting Minutes
III.B.2-14   Budget Development Process, CCPD page
III.B.2-15   Information Technology Services – Online Work Order System Log-in Home Page
III.B.2-16   Media Services – Online Work Order System Log-in Home Page
III.B.2-17   Plant Services – Online Work Order System Log-in Home Page
III.B.2-18   Information Technology Services, Program Review
III.B.2-19   Learning Resources/Media Services, Program Review
III.B.2-20   Plant Services, Program Review
III.B.2-21   District Vehicle Replacement Guidelines
III.B.2-22   Facilities Council Functions, CCPD page 37
III.B.2-23   Board Policy 6750, Parking and Traffic Control

Analysis and Evaluation

Physical resources are crucial in meeting the College's mission to provide "quality

educational opportunities that enhance student learning." AHC uses a variety of methods to plan, build, maintain, and use land, facilities, equipment, and other physical resources effectively. In the last six years, much of the building at the College was a result of the $180 million Bond Measure I, approved by voters in 2006 (III.B.2-1). Building projects are prioritized by the Board of Trustees, with the actual planning and building overseen by the vice president of operations (III.B.2-2).

To ensure the needs of programs and services are considered when planning new capital construction projects or remodeling existing buildings, the institution uses three processes: the Facilities Master Plan, program reviews, and the participation of stakeholders in building design meetings. The needs for capital projects are identified in the 2007-2010 Educational and Facilities Master Plan and the 2014-2024 Facilities Master Plan for future needs (III.B.2-3; III.B.2-4). Program reviews inform both the facilities master planning process and developing building programming square footage; Industrial Technology is an example (III.B.2-5). For example, the auto body program review noted the previous outdoor facility shops was insufficient – poor lighting during winter months, cold weather, and rain make outdoor labs hard to tolerate. During the design the architect made sure there was proper lighting and all designated outside work areas were covered. Project stakeholders provide input and communicate their programmatic needs as the preliminary plans and working drawing for construction are developed (III.B.2-6).

The District maintains its facilities in a manner that supports programs and services and allows the District to achieve its mission. The Plant Services Department, under direction of the director of Plant Services, is a support service division that maintains the educational facilities and provides support to other organizations through maintenance services; custodial services including event setup/teardown and furniture/equipment moving; campus grounds keeping; student and staff transportation; mail service; shipping and receiving; and hazardous materials handling services for the Santa Maria campus, Santa Maria South Campus, Columbia Business Center, Lompoc Valley Center/Public Safety Training Complex, Solvang Center, and Vandenberg Air Force Base office. Plant Services endeavors to provide safe, well-maintained, and inviting facilities and grounds that create a positive learning and working environment for all that attend, work, and visit the college campuses (III.B.2-7). The "completed work order report," available from the Plant Services online work order system, provides evidence that facilities undergo routine maintenance and repair (III.B.2-8). A review of the completed scheduled maintenance projects shows that the institution completes capital repair projects (III.B.2-9).

Plant Services has completed many Minor Maintenance Projects (under $45,000) in the past year as a measure to improve individual education programs, replace or repair aging infrastructure, and improve safety. These are some of the projects that were done:

- Baseball/Softball complex entrance walkways and signage
- Campus Graphics exhaust system relocation
- Building D, Dance floor refurbishment
- Building N, Gym floor refurbishment
- Building O, Floor replacement for Photography Studio
- Building I200, Floor replacement for Childcare
- Building L, UPS By-pass project for the Computer Data Center
- Parking Lot 8, Backflow perimeter fencing
- Building N, Emergency repair of boiler
- Building P, Emergency safety pruning of trees
- Public Safety Complex, EVOC track gate and fence installation
- Building O200, Electrical disconnects for Industrial Technology welding program
- Building K, Building exterior repainting

To ensure that departmental needs determine equipment replacement, six-year program reviews and annual program review updates include facility and equipment requests (III.B.2-10). The equipment's function, program need, age, efficiency, availability of parts, and cost of repairs are analyzed. When equipment is no longer needed, it is sent to surplus. If needed, the cost of repair is weighed against the cost of new and more efficient equipment (III.B.2-11).

Several processes are used to prioritize and fund facilities and equipment. As part of the instructional equipment prioritization process, deans annually review instructional equipment and technology needs (III.B.2-12). The Technology Advisory Committee (TAC) reviews requests for new or replacement technology equipment and allocates Measure I Bond funding (III.B.2-13). Non-instructional equipment needs, such as vehicles and custodial equipment, and associated maintenance agreements are determined and prioritized each year as part of the budget development process (III.B.2-14).

The College ensures that programs and services identify equipment maintenance/repair needs by providing various online equipment repair request systems. The Information Technology Services, Media Services, and Plant Services departments each have an online work order system, so programs and service departments may report their equipment repair request (III.B.2-15; III.B.2-16; III.B.2-17). Surveys conducted during the development of program reviews for the Information Technology Services, Media Services, and Plant Services provides evidence that the institution evaluates the effectiveness of facilities and equipment in meeting the needs of programs and services (III.B.2-18; III.B.2-19; III.B.2-20).

The Vehicle Maintenance Services Department provides maintenance and repair of all District student transportation and staff vehicles. They also maintain and repair all equipment, such as mowers, tractors, trailers, forklifts, portable equipment, and specialty equipment. This organization is responsible for 78 vehicles, 30 mobile equipment items, and over 120 portable or specialty equipment pieces.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Vehicle Maintenance Services also oversees fueling stations at the south campus and Public Safety Complex that provide gasoline and diesel fuel for all operations.

The District leases four Chevrolet Suburbans on three-year contracts for student transportation, ensuring that newer vehicles are always available to safely transport students. These vehicles have a maximum usage lease of 60,000 miles each for three years for safety. The District also utilizes a charter bus service for student transportation. District replacement guidelines on student transportation vehicles is limited to five years or 100,000 miles. Staff vehicle replacement policy is 15 years or 150,000 miles (III.B.2-21). If a vehicle is found needing total repairs exceeding 100% of purchase price or a single repair after warranty exceeds 50% of purchase price, the vehicle will be replaced rather than repaired.

The Facilities Council is responsible for developing the Facilities Master Plan and recommending priorities for capital projects to College Council (III.B.2-22). In addition, the Facilities Council recommends board policy revisions related to physical spaces on campus, such as parking (III.B.2-23).

The College meets the standard. While there is evidence that the college upgrades facilities, the College will draft a Quality Focus Essay in order to improve the linkage between integrated planning, program review, and recourse allocation of minor facilities improvement projects identified by the program review process.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.B.3   To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The evidence listed below demonstrates that Allan Hancock College (AHC) plans and evaluates its facilities and equipment on a regular basis in order to achieve its mission and support its programs and services.

III.B.3-1	Allan Hancock Joint Community College District, Space Inventory Report, 2010, 2011, 2012, 2013, 2014
III.B.3-2	2015 District Five-Year Construction Plan, Capacity Load Ratios pages
III.B.3-3	Administrative Procedure 3255, Program Review
III.B.3-4	Program Review, Yearly Update Sample
III.B.3-5	Instructional Equipment Prioritization Process
III.B.3-6	2014-2020 Educational Master Plan, page 14, Implications for Facilities Master Plan
III.B.3-7	Yearly Equipment and Facilities Needs List, FY 2014/15 & 2015/16
III.B.3-8	2014-2024 Facilities Master Plan, page 1.24 and 1.25
III.B.3-9	Plant Services Work Order System Screenshots
III.B.3-10	Operational Cost Framework, Public Safety Training Complex

Analysis and Evaluation

The College uses four methods to assess the use and effectiveness of its facilities: the Space Inventory Report; program reviews; the planning process for the Facilities Master Plan, which is an integrated process; and the Plant Services department's online work order system.

AHC facilities and operations staff conduct an annual inventory of the District's facility spaces and identify the utilization of these spaces. The institution maintains this information on the California Community College Chancellor's Office online program, FUSION. Each year, the District submits a space inventory report that reflects any changes (III.B.3-1). The results of the space inventory report provide the Five-Year Construction Plan the information necessary to calculate the institution's need for additional space using a capacity load ratio—Weekly Student Contact Hours/Cumulative Space Capacity = Capacity Load Radio (III.B.3-2).

All educational programs, student support services, and administrative departments of Allan Hancock College develop a program review at least once every six years and submit annual updates in accordance with the procedures (III.B.3-3). Program reviews include a section for identifying facilities, technology equipment, and non-technology

equipment needs. The program review annual updates facilities needs list are reviewed by the Facilities Council to recommend facilities needs to College Council and used by the director of Plant Services and vice president of operations to develop the District's scheduled maintenance plan (III.B.3-4). The equipment needs identified in the annual program review updates are used in the instructional equipment prioritization process to support instructional equipment funding requests (III.B.3-5).

Guided by the Educational Master Plan 2014-2020, the Facilities Master Plan 2014-2024 (FMP) compares the program review facilities needs with space inventory report and enrollment forecasts to identify the need for future capital construction projects (III.B.3-6; III.B.3-7; III.B.3-8). These projects are listed in the District's Five-Year Construction Plan. The plan is used to communicate to the State Chancellor's Office, Facilities Planning Unit the institution's priorities and need for capital construction funding.

On a daily basis any District employee may observe and report to the Plant Services Department a facilities or HVAC equipment deficiency using the Plant Services Department online work order program (III.B.3-9). The results of the issues reported are used on a daily

basis by the Plant Services staff to manage minor repairs and requests for service. The work order system also provides a record of repairs to various campus equipment including HVAC mechanical units.

The four approaches listed above combine to ensure regular assessment of facilities and physical spaces. Data on utilization and other factors are collected and used to assure effective space usage and report facilities and construction needs.

Instruction commenced in earnest in January 2014 at the Public Safety Training Complex, Lompoc Valley Center. During the fall of 2013, staff developed an Operational Cost Framework plan (OCF) to identify the anticipated cost of operating the facilities (III.B.3-10). Staff are now developing a strategic plan to maximize the use of this facility in a manner that will cover maintenance and operation costs.

The program review, facilities master planning, and the Operational Cost Framework processes provide an effective approach for the college to evaluate the feasibility and effectiveness of its physical resources on a regular basis.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.B.4 **Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Evidence of Meeting the Standard

Integrated institutional plans support strategic goals for facility improvements and equipment needs. The District has a systematic approach for projecting total cost of ownership (TCO).

III.B.4-1   Strategic Plan 2009-2013, Strategic Direction Three, Goal 3.4, page 10

III.B.4-2   Strategic Plan 2014-2020, Strategic Direction Institutional Resources, Goal IR4, page 17

III.B.4-3   Annual Five-Year Construction Plans: 2010, 2011, 2012, 2013, and 2014

III.B.4-4   Final Project Proposals: One Stop Student Services Center, Childcare Center, Public Safety Complex

III.B.4-5   2014 Bond Measure I, Yearly Report

III.B.4-6   Facilities Master Plan 2014-2024

III.B.4-7   Educational Master Plan 2014-2020

III.B.4-8   Facilities Master Plan 2014-2024, Recommendation Sections, Introduction xix

III.B.4-9   Fine Arts Final Project Proposal (FPP), JACF32

III.B.4-10   Plant Services Program Review

III.B.4-11   Operational Cost Framework, Public Safety Training Complex

III.B.4-12   Board Policy/Administrative Procedure 6601, Operational Cost Framework: Facilities

Analysis and Evaluation

Institutional directions and goals for facilities, "to provide a safe, attractive and accessible physical environment that enhances the ability to teach, learn, and work," remained constant in the Allan Hancock College 2009-2013 and 2014-2020 strategic plans (III.B.4-1; III.B.4-2). These institutional goals guide strategic plans, capital construction projects outlined in the District's Five-Year Construction Plans, final project proposals, and recently completed buildings, such as the Santa Maria campus Industrial Technology Complex that opened in 2014 (III.B.4-3; III.B.4-4; III.B.4-5).

To ensure long-range capital plans meet District needs and continue to support institutional improvement goals, the District developed the 2014-2024 Facilities Master Plan (III.B.4-6). Implications for facilities in the Educational Master Plan 2014-2020 guided the development of the 2014-2024 Facilities Master Plan recommendations (III.B.4-7; III.B.4-8).

The institution plans for the total cost of ownership of new facilities and equipment through a variety of planning processes. During the development of final project proposals, the cost

associated with design, bidding, constructing, and equipping new facilities is identified; the Fine Arts Complex project is an example (III.B.4-9). Anticipated staffing needed to support new facilities is identified through the program review process (III.B.4-10).

In 2013, the institution developed an Operational Cost Framework (OCF) for the Public Safety Training Complex construction project (III.B.4-11). This OCF provides the elements for a systematic projection of the total cost of ownership associated with operating and maintaining new and major renovated facilities for the first two years of operation. This OCF model is now institutionalized through the "Operational Cost Framework" (OCF) Board Policy and Administrative Procedure 6601 and provides a uniform and systematic approach to project costs associated with operating and maintaining new and major renovated facilities (III.B.4-12).

The Operational Cost Framework process provides the College an approach to estimate the total cost of ownership of new facilities and equipment in its long-range planning process effectively.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.C Technology Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that the responsibility for resources, allocation of resources, and planning rests with the District/system. In such cases, the District/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.C.1 **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

Allan Hancock College's Information Technology (IT) Services Department provides the support for the college's network infrastructure, telephone system, computers, websites, and software for academic, management, and operational functions. The Academic Affairs Learning Resources multimedia services staff and Distance Learning support staff provide faculty training and support for online and classroom teaching, as well as academic systems. Students have access to an online Helpdesk along with several computer labs.

III.C.1-1	AHC Technology Master Plan 2014-2020 Goals
III.C.1-2	Program Review Technology Needs 2014
III.C.1-3	Instructional Equipment Prioritization List January 2016
III.C.1-4	Technology Master Plan Procedure for Annual Updates
III.C.1-5	TAC Request for New Technology Form

III.C.1-6	Technology Advisory Committee Notes January 31, 2014
III.C.1-7	TAC Request for Laptop Based Upon Program Review
III.C.1-8	SIS Vendor demonstrations September 2007
III.C.1-9	Catalog Focus Group September 2015
III.C.1-10	Technology Summit Agenda May 2016
III.C.1-11	Instructional Equipment Prioritization Request Form and Process Fall 2015
III.C.1-12	Board Resolution 06-05 for General Obligation Bond Measure I
III.C.1-13	Current Awards Listing on Hancock website
III.C.1-14	Academic Deans Meeting Agenda and Notes for Equipment Prioritization February 3, 2016
III.C.1-15	TAC Funds Fall 2006-June 2015
III.C.1-16	Budget Council Agenda and Notes February 8, 2016

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.C.1-17	Technology Maintenance Outlook by Year January 2016
III.C.1-18	Board Policy 6601, Operational Cost Framework
III.C.1-19	Technology Master Plan 2014-2020 Goal 12
III.C.1-20	Object Code Guide for Technology Purchases
III.C.1-21	TAC 11/6/2015 Notes on ArborPro
III.C.1-22	Department Owned Technology Notebooks
III.C.1-23	Technology Master Plan 2014-2020 Goal 7
III.C.1-24	ERP Architecture
III.C.1-25	CI Solutions integration with Banner
III.C.1-26	Institutional Research & Planning Comprehensive Self-Study 2014-2015 Resource Needs
III.C.1-27	Information Technology Services Organization March 16, 2016
III.C.1-28	Information Technology Services Comprehensive Program Review 2015-2016
III.C.1-29	Library/Learning Resources Organization April 15, 2016
III.C.1-30	AHC Portal Focus Groups 2009
III.C.1-31	Student myHancock Survey fall 2011
III.C.1-32	Student myHancock Survey fall 2012
III.C.1-33	Student Registration Survey fall 2010
III.C.1-34	Student Registration Survey summer 2011
III.C.1-35	Web Services Committee Notes on Spike's List November 15, 2012
III.C.1-36	Spikes List Web page

III.C.1-37	Employee Technology Master Plan Survey fall 2013
III.C.1-38	Technology Council Notes on Wireless October 23, 2015
III.C.1-39	Distance Learning Committee Canvas demo
III.C.1-40	Web Services Committee Notes on the New Portal October 1, 2015
III.C.1-41	Climate Survey Results Report 2013
III.C.1-42	Hancock Mobile Website Launch
III.C.1-43	Web Services Committee Agenda and Notes September 3, 2015
III.C.1-44	Hancock Website Google Analytics November 2015 to April 2016
III.C.1-45	Website Mega Menu Student Focus Group Agenda May 2016

Analysis and Evaluation

AHC technology is appropriate and adequate as discussed in the following topics:

- Oversight
- Participation
- Funding
- Total Cost of Ownership
- Integrated
- Organization
- Continuous Improvement

Oversight

With guidance from the Technology Council and its subcommittees, Allan Hancock College (AHC) technology services and resources are adequate and appropriate and align with the Allan Hancock College Technology Master Plan (TMP) goals (III.C.1-1). Through the integrated planning process, technology resource needs are identified through program review, instructional equipment prioritization, and the shared governance Technology Council and its subcommittees (III.C.1-2; III.C.1-3).

The Technology Council is responsible for developing and maintaining the TMP, addressing general technology issues, investigating innovative technology to enhance instruction, and providing overall guidance to the technology standing committees. The Banner Steering Committee is responsible for providing process and technical coordination for the Banner student system, planning upgrades and enhancements, ensuring ongoing training and adequate user documentation on Banner, and liaising with the ONESolution Steering Committee for interdependencies and standards. The ONESolution Steering Committee is responsible for providing process and technical coordination for the ONESolution financial and human resources system, planning upgrades and enhancements, ensuring ongoing training and adequate user documentation on ONESolution, and liaising with the Banner Steering Committee for interdependencies and standards. The Web Services Committee is responsible for creating web and social media communication standards and procedures, design and layout of college websites and portals, ensuring adequate training on content management system, and analyzing and responding to web page analytics. The Technology Advisory Committee (TAC) is responsible for making recommendations for Bond Measure I funds for technology modernization requests, updating computer standards, and developing procedures for identifying, evaluating, and purchasing technology products.

The initiatives in the TMP are reviewed and updated annually by the Technology Council where technology needs are considered (III.C.1-4). The Technology Advisory Committee (TAC) Request for New Technology form was revised in January 2014 to incorporate the identification of the TMP goal, the program review that supports the request, and a rubric to evaluate the request (III.C.1-5; III.C.1-6). This change assists the committee in the evaluation of the request. For example, the rationale for a particular TAC request for a laptop in addition to the office computer was based upon the program review for that department (III.C.1-7).

Participation

Major operational and data management systems are selected with constituency input, participation by affected functional users, and guidance from Information Technology Services. Academic and support services technology is selected with input from the appropriate faculty and staff after vendor presentations. For example, the new student information system was selected through the request for proposal (RFP) process followed by vendor demonstration of the top two respondents. The demonstrations were

attended by a large number of employees who completed a questionnaire that determined the final selection (III.C.1-8). New web-based functionality that will be used by students, faculty, and staff is reviewed by the Web Services Committee which has representation from all groups. For a major change, focus groups are used to gather broader participation and feedback. For example, a focus group consisting of students, staff, counselors, and faculty was held September 2015 to design an interface for a new online catalog (III.C.1-9). The first annual Technology Summit took place May 2016 to bring all the technology-related committee members together to participate in the annual update of the TMP (III.C.1-10). The invited 57 members to the summit represented a wide cross section of Academic Affairs, Student Services, Information Technology Services, and students.

Funding
Funding for technology comes from various sources: the instructional equipment prioritization process managed by Academic Affairs; Bond Measure I technology and instructional equipment modernization funding managed through the Technology Advisory Committee (TAC); federal and state awards such as Title V and Career and Technical Education Act (CTEA); and District funding (III.C.1-11; III.C.1-12; III.C.1-13). An effort is made to use the most appropriate funding source, reduce duplication, and base decisions on program review resource requests (III.C.1-14).

The College manages license renewals and institutional system upgrades to

ensure continuity. Measure I Bond technology modernization funding has enhanced the District's capacity to provide adequate and quality technology resources since 2006. The Measure I, $8.4 million mainframe replacement funds enabled AHC to implement modern student and financial systems from 2006 through 2012. The Measure I, $1.5 million VoIP funds enabled AHC to replace a very old PBX with a modern phone system in 2012. The Measure I, $11 million Technology and Equipment Modernization funds have been used to provide new equipment, computers, and infrastructure throughout the institution since 2006 (III.C.1-15). The Information Technology Services director and vice-president of Administrative Services have carefully tracked and gradually institutionalized all of the significant ongoing license and maintenance costs related to bond-funded projects.

A five-year outlook is maintained by the Information Technology Services director to anticipate any ongoing technology licenses and maintenance costs, including those from other sources of funding that will transition to the District budget in the future. This outlook is submitted each year to the Budget Council for their consideration (III.C.1-16). Based upon this outlook, the District has increased the College technology license/maintenance budget from approximately $100,000 in 2005-2006 to more than $700,000 in 2015-2016 (III.C.1-17). The majority of this increase was to cover the ongoing license and support costs associated with the purchase of modern technology under Measure I.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Due to Bond Measure I construction projects, there are many state-of-the-art classrooms and computer labs on the Santa Maria (SM) campus, Lompoc Valley Center (LVC), and the Solvang Center. These include the labs in the Public Safety Training Complex at the LVC, as well as the Industrial Technology buildings and Student Services building on the Santa Maria campus.

Total Cost of Ownership
For every technology project, long-term support and infrastructure expenses are considered in accordance with Board Policy 6601, Operational Cost Framework, and Technology Master Plan, Goal 12 Sustainability, that include "Total cost of ownership" (TCO) (III.C.1-18; III.C.1-19). TCO is evaluated as part of technology purchasing decisions. The TAC Request for New Technology form includes training in section C, Plant Services in section G, and Information Technology Services in section H (III.C.1-18). To ensure that there is a plan to cover ongoing costs for all new technology purchases, the ONESolution purchase approval workflow is programmed for technology related object codes to include the director of Information Technology Services (III.C.1-20). The director refers to the notes from committees and material attached to the purchase request before approving the request. For example, the TAC request for the ArborPro plant management software was recommended for purchase by the committee after the confirmation that the Operations Department had funding to cover the annual fees (III.C.1-21). Department specific technology can be purchased using various funds sources, but ongoing

renewals and maintenance is the responsibility of the department. Records of software purchases are kept by Information Technology Services to ensure only currently licensed software is installed and serviced by the technicians (III.C.1-22).

Integrated
Per TMP Goal 7, Strive for compatibility and integration of information technology applications and systems, selection preference is given to products that integrate and are compatible with the existing AHC Enterprise Resource Planning (ERP) systems (III.C.1-23). The Ellucian Banner Student System and the FIS Global Public Sector (formerly SunGard Public Sector, Finance/HR System) are the two ERP systems used at the College. Other business and student-related products are selected and integrated with one of the ERPs (III.C.1-24). One example was the selection of the CI Track attendance product. References were checked with other Banner schools and a demonstration was conducted (III.C.1-25). To make data-based decisions based upon accurate and current information, the office of Institutional Effectiveness identified in their 2014-2015 comprehensive program review the need for the Tableau Server (III.C.1-26). This product has been purchased and is planned to be hosted in the AHC data center and integrated in real-time with the Banner operational data store (ODS) student data in summer 2016.

Organization
The Information Technology Services Department was restructured and job descriptions were updated in July 2015 based upon a review of current functions

and tasks currently being performed (III.C.1-27). This first phase was done to support the technology infrastructure and enterprise systems funded by Measure I. A phase two restructure is planned in 2017 to add a supervisor position, so a computer inventory and computer replacement budget can be maintained (III.C.1-28). The multimedia equipment, such as data projectors and smart podiums, are supported by the multimedia staff in the Library/Learning Resources Department (III.C.1-29).

Continuous Improvement
To assess and ensure that all technology is appropriate and adequate, surveys are conducted by the various technology committees and the Office of Institutional Effectiveness. These include general technology surveys of the faculty and staff as well as student satisfaction surveys conducted through the myHancock portal using the class climate product. For example, the Web Services Committee was involved in the myHancock portal focus groups when this new technology was initially designed (III.C.1-30). This committee followed up with a survey in the fall 2011 and another one in fall 2012 (III.C.1-31; III.C.1-32). The committee also reviewed the results of registration surveys from fall 2010 and summer 2011 (III.C.1-33; III.C.1-34). Based upon this feedback, several adjustments have been made to the portal since its introduction in 2010 to help students, such as the addition of Spike's List online bulletin board, the reorganization of the student registration and accounts page, and the increase of the public wireless timeout value from 1 hour to 4.25 hours (III.C.1-35; III.C.1-36).

In the Technology Council fall 2013 employee survey, satisfaction with most of the standard technology at AHC averaged 2.5 on a 3-point scale, with 3 as the most satisfied and 1 as not satisfied (III.C.1-37). An example of an improvement based upon feedback from the faculty and staff survey is the upgrade and expansion of the wireless network in 2015-2016 (III.C.1-37; III.C.1-38). The survey indicated only average satisfaction with the current learning management system and portal technology (III.C.1-37). Plans are underway in 2016 to replace both of these products with more modern systems (III.C.1-39; III.C.1-40).

The Climate Survey conducted in fall 2013 asked employees and students about the importance and satisfaction of the College website. Both groups rated it very important with good satisfaction (III.C.1-41). The redesigned website was launched in fall 2012 followed by a mobile-friendly version in March 2014 (III.C.1-42). The Web Services Committee uses Google Analytics in its decision process to ensure that the most visited pages are the quickest and easiest to find (III.C.1-43). The Google Analytics from November 2015 to April 2016 shows that the mobile version of the Hancock website is visited about 17% of the time compared to the browser version (III.C.1-44). There are plans to do some minor refreshing to the navigation in the web version in summer 2016 followed by a complete redesign within two years. The navigation changes called the "mega menu project" is based upon feedback from constituent groups including a student focus group (III.C.1-45).

Major technology improvements have been made since 2008 due to Bond and District funding support. The days of paper grading sheets, paper registration forms, three-part paper purchase orders are over. While the College has been catching up, technology has continued to evolve very quickly. Mobile devices, texting, and wireless networks are now the communication environment of choice for our students. Wearable technology is not very far away. The College upgraded the wireless network and implemented a texting system in 2015 but had resource and technology challenges implementing a mobile portal. A mobile portal is planned for 2017-2018.

The College meets the standard.

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The Allan Hancock College Technology Master Plan (TMP) 2014-2020 is structured around twelve technology goals that function as guiding principles. These goals were deliberately written to align with the College's strategic plan, board policies, and other procedures that guide the use of technology in instruction. The director of Information Technology Services, the Technology Council and its subcommittees, and program review all play a role in technology planning.

III.C.2-1	Association of Community College Trustees October 2015 Conference Presentation
III.C.2-2	AHC Technology Master Plan 2014-2020
III.C.2-3	Technology Council Notes on Wireless October 23, 2015
III.C.2-4	Web Services Action Items August 20, 2015
III.C.2-5	Banner Steering Committee Calendar as of April 2016
III.C.2-6	Banner Projects as of April 2016
III.C.2-7	Measure I TAC Purchases 2015-2016
III.C.2-8	Technology Master Plan Procedure for Annual Updates
III.C.2-9	ITS Project list for 2016
III.C.2-10	VoIP core switch Replacement Presentation August 4, 2015
III.C.2-11	Facilities Master Plan linkages to TMP
III.C.2-12	Network Material Standard
III.C.2-13	Audio Visual Standard
III.C.2-14	Extron Standard Board Item November 2015
III.C.2-15	TAC Notes on Computer Standards, September 18, 2015
III.C.2-16	Computer and Software Standards
III.C.2-17	myHancock Technology Channel with Standard Quotes
III.C.2-18	TAC Quick Request Form
III.C.2-19	TAC Request for Computer Not Below the Standard
III.C.2-20	Multimedia Room Inventory January 29, 2014
III.C.2-21	Wireless Standard
III.C.2-22	Employee Technology Master Plan Survey Fall 2013, Question 6 on Standards
III.C.2-23	Technology Master Plan 2014-2020, Goal 9
III.C.2-24	Technology Maser Plan 2014-2020, Goal 12
III.C.2-25	Web Services Committee Notes December 4, 2014
III.C.2-26	IFAS Steering Committee Minutes September 10, 2012
III.C.2-27	Computer Equipment Purchased January 2012 to December 2015
III.C.2-28	Board Policy/Administrative Procedure 6550, Disposal of Property
III.C.2-29	Surplus Property Process

III.C.2-30   Request for Declaring Excess Property
III.C.2-31   Dell Asset Recovery Procedure November 2014
III.C.2-32   Surplus Computers Donation
III.C.2-33   Surplus Computers Auction
III.C.2-34   TAC Funding Timeline Memo

Analysis and Evaluation

Technology planning for updates and replacements is discussed in the following topics:

- Planning
- Standards
- Updates
- Measure I

Planning

All Allan Hancock College (AHC) integrated planning processes start with the AHC mission to "provide quality educational opportunities" (III.C.2-1). Technology planning is part of the integrated process at the College that includes resource needs from program review, annual strategic planning, the Technology Master Plan (TMP), Educational Master Plan, and Facilities Master Plan. The shared-governance Technology Council fostered development of the AHC Technology Master Plan 2014-2020 (III.C.2-2). The technology plan goals were developed by council members to integrate and align with other plans, including the Strategic Plan. Integration of plans is essential, as new facilities and programs almost always require technology.
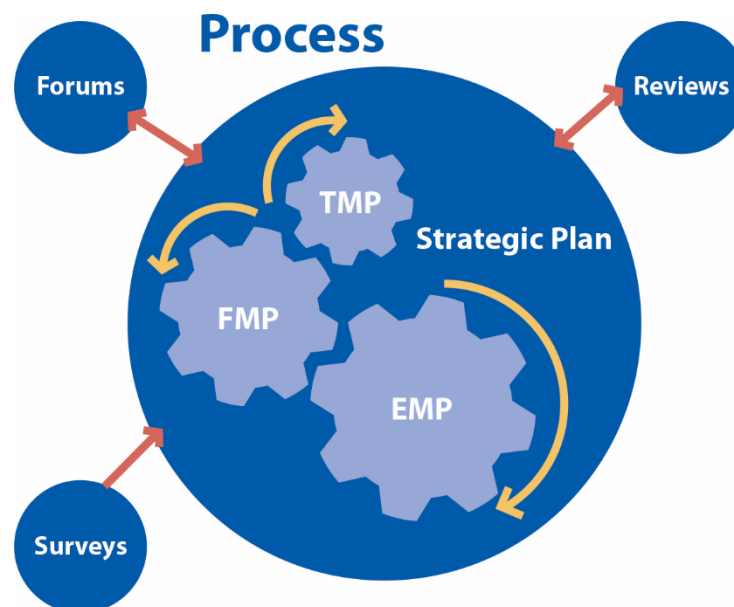
Technology planning is part of the program review resource needs section. In comprehensive six-year program reviews or in the annual updates, departments can list needed technology resources. These needs can then be submitted for prioritization and funding through instructional equipment funds, CTEA/Perkins funding (vocational programs only), or Bond Measure I technology modernization funds

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

allocated through the Technology Advisory Committee (TAC). In all cases, part of the process is to tie the need for technology resources back to the Strategic Plan and other plans.

The shared governance process manages large-scale updating and technology replacement needs, such as infrastructure and entire computer labs. The Technology Council helps identify major technology needs such as the expansion of wireless for students and employees (III.C.2-3). The Technology Council subcommittees plan and oversee the more detailed activities in support of the TMP goals. For example, the Web Services Committee maintains an action item list in addition to the meeting notes (III.C.2-4). The Banner Steering Committee maintains a calendar of events and list of projects in addition to the meeting notes. TAC oversees the allocation of Measure I funds to address some of the technology needs (III.C.2-5; III.C.2-6; III.C.2-7).

The Technology Council developed a procedure to update the TMP each year (III.C.1-8). Updates will be based upon input from the planning retreat, technology needs identified in program reviews, the technology summit, and technology advances and trends.

The director of Information Technology Services maintains an annual project list to support the committee initiatives and the general infrastructure upgrades and support activities (III.C.2-9). The Information Technology Services Department plans and implements the infrastructure projects. For example, the network core switch was replaced in June 2015 as part of the Voice over IP (VoIP)

telephone upgrade Measure I project. This new, fault-tolerant switch replaced an aging piece of equipment that could no longer support the network traffic needs of the VOIP and wireless traffic (III.C.2-10).

Standards
As identified in the Facilities Master Plan linkages to the TMP, when buildings are constructed or renovated, the plans include the installation of the current network standard equipment, security systems, wireless infrastructure, current audio/visual standard systems, and emergency equipment (III.C.2-11; III.C.2-12; III.C.2-13; III.C.2-14). For example, all the buildings constructed or renovated with Measure I funds included a new CAT6 network and 10GB edge switches.

The computer standard is updated annually by the Technology Advisory Committee (TAC) and approved by the Technology Council (III.C.2-15). The computer standard covers office and lab computers, including laptops and tablets (III.C.2-16). Quotes of the standard technology are maintained on the portal to assist in the purchase process (III.C.2-17). Processes are in place for replacing, updating, and re-purposing technology equipment that is not up to the current computer standards. If an employee's office computer, printer, or scanner needs to be replaced, they submit a Helpdesk case for the equipment to be evaluated against the standard. If it is determined to be below the minimum standard, they can purchase a replacement using the TAC Quick Request form or other sources of funding (III.C.2-18). If the computer is still in good working order and not below the standard, it is not

approved for replacement (III.C.2-19). There is not an established computer refresh cycle, but instead replacements are based upon functional needs and working order of the computer.

Audio visual equipment is managed by the Multimedia Services staff in the Academic Learning Resources department. The goal is for all classrooms to have access to a projector, computer, and display screen (III.C.2-20). With Measure I construction projects, all new classrooms and conference rooms included built-in audio/visual equipment per the College standard (III.C.2-13). Rolling audio/visual stock is available upon request for temporary needs. Replacements and upgrades are done when equipment fails or to address instructional technology needs.

The network was upgraded in December 2015 to support the latest wireless standard IEEE 802.11ac. This new standard provides high-throughput wireless network access to our students and employees on the 5 GHz band (III.C.2-21).

In the 2013 Technology Survey, question 6, over 80% of the respondents were satisfied or somewhat satisfied with the standard computers, audio visual equipment, printers, and copiers used at AHC (III.C.2-22).

Updates
TMP Goal 9 for the procurement and implementation of technologies and TMP Goal 12 for the sustainability plan for technology are factored into the technology update and replacement process to ensure needs are being met (III.C.2-23; III.C.2-24). The Technology Council and its subcommittees (Technology Advisory, Web Services, Banner Steering, and ONESolution Steering) oversee this technology planning and assessment through vendor demonstrations, satisfaction surveys, focus groups, working groups, and sharing of information. For example, the Web Services Committee researched vendors for a replacement emergency notification system and invited the top three vendors to give demonstrations before selecting one (III.C.2-25). The ONESolution Steering Committee made the recommendation to upgrade from Integrated Financial and Administrative Solution (IFAS) to ONESolution and also participated in the project management of the implementation and training on the new system (III.C.2-26).

Information Technology Services averaged 200 hardware installation cases a year between 2006 and 2009. Starting in 2014, the number of hardware installations again increased to over 100 as the age of many computers reached the five-year mark.

Helpdesk Hardware Installs

Number of closed cases   **Average days to close**
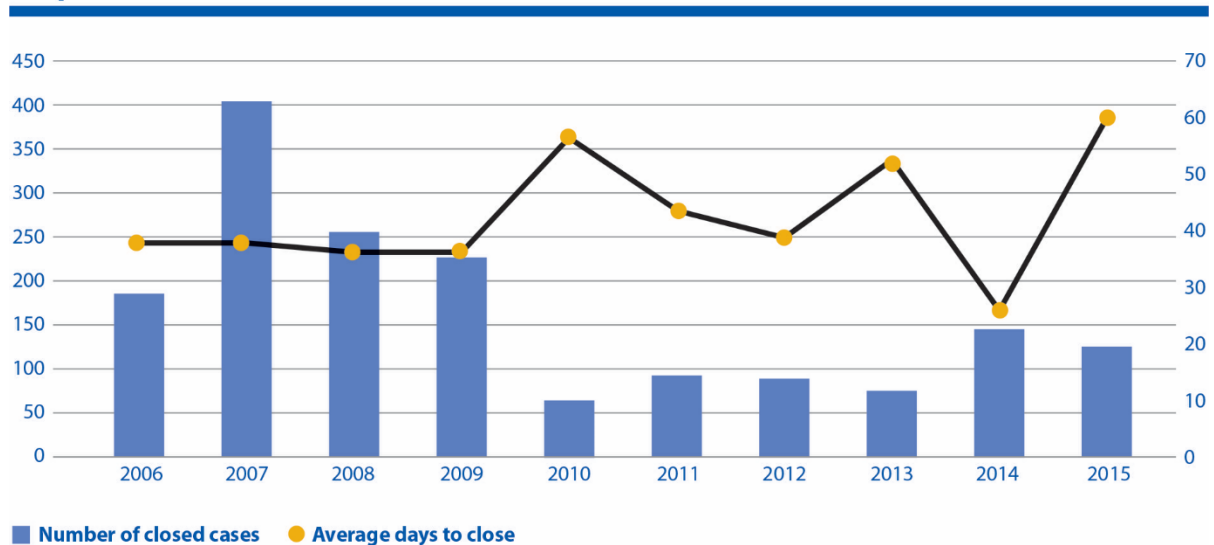
Many hardware installation cases include multiple computers. The table below shows the quantity of computers, tablets, printers, and scanners over $200 purchased by year. There is almost a 50% increase between 2013 and 2015.

Year	2013	2014	2015
# of computers, printers, scanners	672	860	989

Purchased Technology (III.C.2-27)

Although the first tablet computers were purchased by AHC in 2012, the popularity of tablets grew significantly in 2015. For example, 185 iPads were purchased between March 2015 and April 2016.

Outside assistance is planned to be used in spring 2016 to reduce the hardware installation wait times.

In compliance with Board Policy 6550, Disposal of Property, the disposal of old computer equipment is managed by Information Technology Services (III.C.2-28; III.C.2-29). An employee may complete the Request for Declaring Excess Property form and open a Helpdesk case for pickup if they have computer equipment they no longer need (III.C.2-30). When replacing obsolete or non-functioning computer equipment, Information Technology Services will remove the old equipment and complete the needed forms. Based upon the age and condition of the equipment, it is re-purposed, sold back to Dell as part of the Asset Recovery Program, donated to a local school or library, used for spare parts, or placed on a pallet for public auction (III.C.2-31; III.C.2-32; III.C.2-33).

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Measure I

Bond Measure I, passed in June 2006, included $11 million for technology and instructional equipment modernization. This funding provided over one million dollars per year over ten years for technology upgrades, including smart classrooms, wireless infrastructure, new computers, and tablets. These funds have enabled AHC to replace office and lab computers as needed. These funds enabled the addition of a computer lab at the Solvang Center. Between July 2006 and June 2015, $9.8 million has been spent as shown in the chart below. The remaining $1.2 million will be used during the next two years to continue to upgrade technology.

Technology Modernization 2006-2015 $9.8 M

- Instruction/Student, 57% ($5,587,931)
- Offices, 17% ($1,636,851)
- Infrastructure/Training, 27% ($2,628,452)
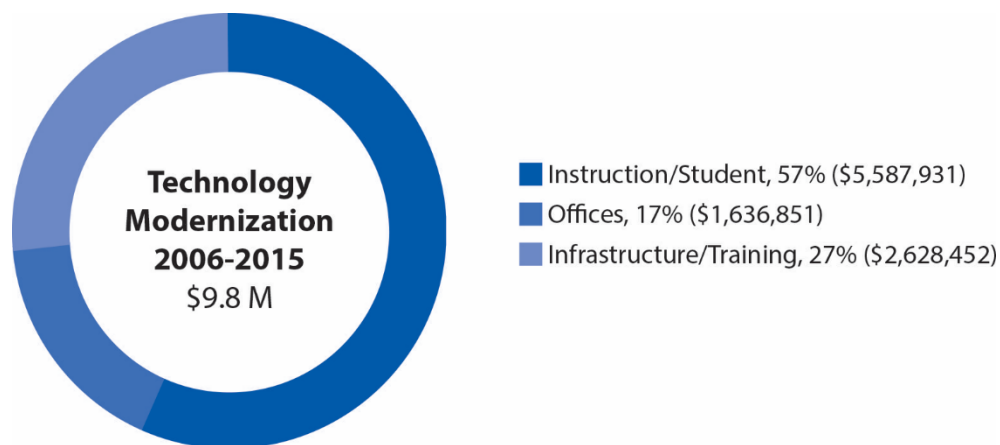
The Measure I TAC funds, instructional equipment funds, Student Success and Support Program (SSSP) funds, and grant funds such as Basic Skills have enabled AHC to provide innovative technology in classrooms and services. The continuation of adequate funds to meet new needs and to address obsolescence is being addressed. In September 2013, the College slowed the spending rate of TAC funds from $1,180,000 per year to $820,000 per year (III.C.2-34). This has enabled these funds to be available over almost twelve years instead of the original ten years. This slowdown has not impacted technology improvements due to the recent increase of other funding sources, such as instructional equipment and SSSP. Funds for the licenses and maintenance of the enterprise technology services, such as Banner, Oracle, ONESolution, VoIP, and wireless, have been incorporated into a District budget managed by the director of Information Technology Services. To improve the predictability of computer replacement costs and to establish an annual District budget to cover these costs as needed, there is a plan to establish a District-wide computer inventory system to manage replacements. The current Helpdesk system that includes an asset management system will be used to track installation date, department, location, and operating system. Reports from the asset management system will be used to integrate technology needs better due to obsolesces into institutional planning and resources allocation.

The College meets the standard.

III.C.3   **The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

The implementation and maintenance of technology resources at Allan Hancock College are primarily the responsibility of the Information Technology Services director and staff. Technology resources are available at the Santa Maria Campus, the Lompoc Valley Center, and the Solvang Center. AHC provides technology at the Vandenberg Air Force Base (VAFB) Training Center, the Atkinson Center, the Work Force Resource Center (WRC), and the Institute of Beauty Culture in Santa Maria. Third party technologies, such as the learning management system used for distance learning and course delivery, are securely and reliably hosted in remote locations.

III.C.3-1	Technology Master Plan 2014-2020 Goal 2
III.C.3-2	Technology Master Plan 2014-2020 Goal 11
III.C.3-3	HP Intelligent Management Center Console
III.C.3-4	Aruba Airwave Data Sheet
III.C.3-5	Airwave Wireless Coverage Map of Student Center
III.C.3-6	AHC Network Diagram
III.C.3-7	Firewall Threat Report November – December 2015
III.C.3-8	AHCALL Email on Ransomware
III.C.3-9	Sophos Email on Ransomware
III.C.3-10	Servers Maintenance Schedule

III.C.3-11	AHC Broadband Connections
III.C.3-12	Blackboard Hosting Agreement with Availability
III.C.3-13	Employee Password Policy
III.C.3-14	Banner INB User Authorization Form
III.C.3-15	myHancock Report Access Request Form
III.C.3-16	VPN/Remote Access Request Form
III.C.3-17	ITS Request Forms Notebooks Picture
III.C.3-18	RAVE Emergency Notification System Whitepaper

Analysis and Evaluation

Reliable access, safety, and security are discussed in the following topics:
- Goals
- Operations
- Disaster Recovery
- Security
- Emergency Notification

Goals
The College Information Technology Services department manages technology resources District-wide in accordance with Goal 2 of the Technology Master Plan (TMP) to ensure reliability, security, and safety (III.C.3-1). Maximum flexibility and access for users in the AHC online learning and services environment is TMP Goal 11 (III.C.3-2). Security and reliability of the AHC online services

using personal devices on and off campus is now just as important as on-site college-owned equipment. Keeping websites, data, networks, and computers secure and reliable requires constant vigilance and upgrades.

Operations

Reliability for systems managed onsite by Information Technology Services meets industry standards. Critical institutional systems, such as the Banner student information system, the myHancock portal, and the public website, are monitored by Information Technology Services staff 24/7. Almost all servers are now virtual, protecting against physical hardware failures. Data storage is a combination of network area storage (NAS) and storage area network (SAN). This prevents any single point of failure and enables quick configuration changes to meet changing needs. The Hewlett Packard Intelligent Management Center (IMC) was purchased to monitor the 200 network devices, including switches and Tsunamis point to point wireless devices (III.C.3-3). The IMC sends email notifications when certain conditions are outside the normal parameters. The Aruba Airwave product is used by District Information Technology Services to support the wireless network (III.C.3-4). One feature of this product is the ability to see devices and diagnose connection issues. It also provides a wireless coverage map so that weak areas can be identified (III.C.3-5).

All mission-critical systems that support programs and services are

protected by a variety of measures including firewalls and antivirus and SPAM filters. An old Cisco PIX firewall was replaced in July 2009 by a state-of-the-art Palo Alto firewall with URL filtering and threat prevention subscription service. Because of the critical nature of this device in the District network, a second Palo Alto device was added in March 2012 (III.C.3-6). The firewall produces a report that is used to track threats to the District network that have been blocked by the firewall (III.C.3-7). Sophos is used on all District desktops, laptops, and lab computers for antivirus protection. When the "Crypto Wall" (ransomware) malware spread throughout the internet in fall 2014, only three out of the two thousand District computers were infected. Information Technology Services emailed notification to all employees with guidelines on how to keep their computers safe against this threat (III.C.3-8). The Sophos company emailed instructions to Information Technology Services on how to make the antivirus configuration safer (III.C.3-9). Palo Alto provided an update to the firewall within an hour of the threat.

Microsoft Windows and Office product updates for District computers are controlled through a server managed by Information Technology Services. This enables non-compatible changes or bad patches from being installed while needed changes can be distributed quickly. Before normal business start time during the last week of each month,

Information Technology Services staff install updates on all servers (III.C.3-10). This keeps critical systems up to date with the latest security changes.

Planned updates are scheduled for times with the least impact to students and employees. The Banner student system requires updates three to four times a year to incorporate regulatory changes and patches. The myHancock portal is shutdown along with Banner during these updates to prevent access. The ONESolution HR/Finance system is only updated once a year and takes multiple days. This system is used by staff only inside the District firewall.

Planned Outages in Hours

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.
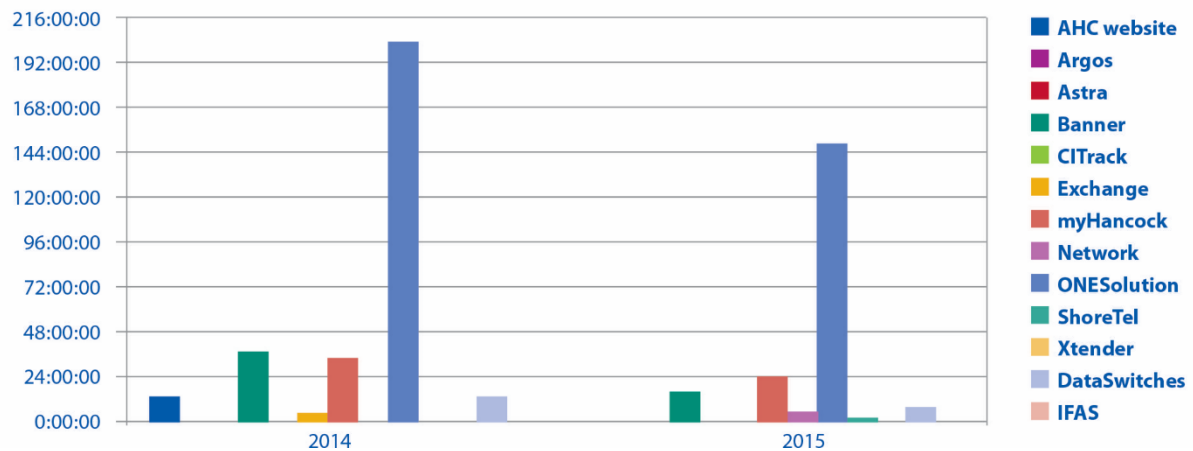
Unplanned outages occur infrequently and are given the highest attention, so they can be quickly corrected.

Unplanned Outages in Hours
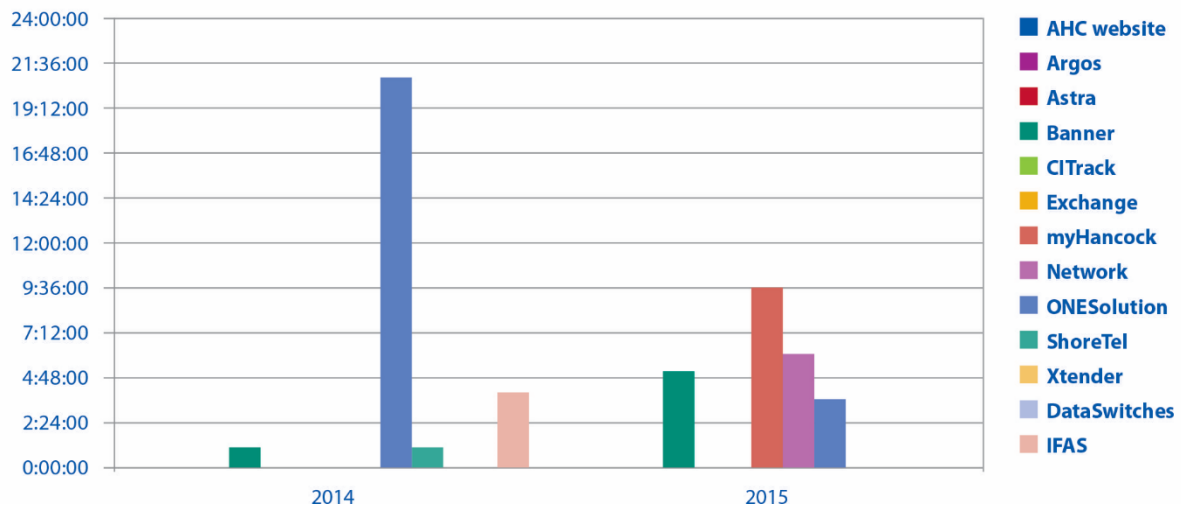
Disaster Recovery

A new network core switch with built-in redundancy was installed in June 2015. This new switch also has an easier interface that is used to create and manage multiple virtual subnets to keep network traffic separated for increased security and performance.

The Santa Maria campus connection to the internet is a 1 gigabit connect to CENIC CalRen over AT&T fiber with a backup DS3 to CENIC CalRen over Verizon fiber. The Lompoc Valley Center and the Solvang Center are connected to the Santa Maria data center over Comcast fiber (III.C.3-11).

The ShoreTel phone system was designed and implemented as a system-wide N+1 redundant system. If the network between the Santa Maria (SM) Campus and the Lompoc Valley Center (LVC) is unavailable, the system has been configured to use phone lines directly connected to LVC.

For disaster recovery and in case of catastrophic failures, all critical data are backed up. Disk to disk copies are made daily from the Santa Maria (SM) data center to the LVC server room. Disk to tape backup is still in use for two of the older servers. For these older servers, a full backup to tape is made twice a year with the tapes transported to LVC for offsite storage.

Physical security measures in place include two secure, climate-controlled environments for switches, servers, and other network infrastructure

located on the Santa Maria Campus and at the Lompoc Valley Center (LVC). Power to the main data center on the Santa Maria Campus is protected by two uninterruptible power supplies. If there is a loss of electrical power, a backup diesel generator automatically starts-up and provides power to the Santa Maria data center. The LVC servers and the switches located in all buildings are protected with small, uninterruptible power supplies.

Security
Other measures include security cables as well as locked cabinets and carts in all open lab spaces and classrooms with computer and audio visual equipment. AHC campus police also add security by patrolling regularly, especially in the evenings and on weekends.

Off site and cloud-based service contracts are examined for security and reliability. For example, the Blackboard learning management system is hosted securely in Reston, Virginia with a redundant system in case of emergency. The Blackboard hosting service agreement includes a specified 24/7 accessibility with a 99.7% targeted uptime (III.C.3-12). There has been almost no down time during the span of Blackboard hosting contracts, despite a few severe weather issues in the east. The District also has a test Blackboard system, so there is no danger of interfering with live instruction while faculty or staff pilot new content.

All employees are given a network logon account, an email account, and a myHancock portal account when they start working at the College. The password associated with these accounts is controlled through an account policy and must meet complexity requirements (III.C.3-13). The portal account is role based—student, employee-faculty, employee-classified staff, et cetera. Through the portal authentication and single sign-on capability associated with a role, employees can also access additional services, such as faculty rosters. Access to all sensitive data and personally identifiable information is restricted. Request forms and explicit management approval is required for access. For example, access to Banner forms is controlled by the Internet Native Banner User Authorization Form (III.C.3-14). Access to reports is controlled by the myHancock Report Access Request Form (III.C.3-15). Access from outside the firewall to a server or desktop is tightly controlled through a VPN/Remote Access User Agreement (III.C.3-16). When an employee separates from the District, Human Resources inactivates their Human Resources record, triggering a workflow notification to Information Technology Services to disable all accounts and special access. The signed forms are maintained in notebooks in the Information Technology Services office area (III.C.3-17).

Emergency Notification
To be in compliance with the Clery Act and to protect students and employees, new emergency

notification technology was implemented in the past three years.

As part of the VoIP telephone installation, an announcement system was purchased. Phones were installed in all classrooms and public areas in addition to offices and meeting areas. The announcement system is used by the College police to broadcast messages over the phone speakers. The phone system also alerts the College police if a 911 call originates from any College phone.

A replacement for the AlertU system was needed when this system was no longer available. The RAVE Mobile Safety system was selected and implemented in spring 2015. This system supports email, text messaging, voice messaging, Facebook, Twitter, and RSS feeds. Students and employees can add and update email addresses and text phone numbers in the RAVE system to include others for emergency notifications (III.C.3-18).

Overall, technology resources that support programs and services at Allan Hancock College have excellent access, safety, and security. The improvements to the network have provided the students and employees with high availability of this critical resource. The network servers and online systems have not had a major security breach and are well protected. User access is tightly controlled and removed upon separation. All critical systems are monitored and issue emails and text messages if failures occurred. A notification system is available to alert students and employees in case of an emergency.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.C.4 **The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

Technology assistance and training is provided to faculty, staff, students, and administrators through various means to meet their needs. The technology used at Allan Hancock College continues to evolve, and the training is updated to reflect these changes. All student services and technical services departments contribute to the training material.

III.C.4-1   Technology Master Plan 2014-2020 Goal 3
III.C.4-2   Board Policy/Administrative Procedure 7160, Professional Development
III.C.4-3   Astra Room Report for A-401 August 2014 – June 2015 for Training
III.C.4-4   ONESolution Professional Development Course Offerings
III.C.4-5   ONESolution Professional Development Website for Instructors
III.C.4-6   Professional Development Course Evaluation
III.C.4-7   myHancock Employee Portal Doc/Forms library
III.C.4-8   ONESolution Training Guides
III.C.4-9   ShoreTel Phone Training Classes
III.C.4-10   IFAS Training Classes
III.C.4-11   Payment Center Training
III.C.4-12   Computer Business Office Technology

(CBOT)/Computer Business Information Systems (CBIS) classes
III.C.4-13   CBOT Annual Program Review 2014-2015
III.C.4-14   CBIS Annual Program Review 2014-2015
III.C.4-15   DegreeWorks training for Students
III.C.4-16   Student How-Tos on myHancock
III.C.4-17   Employee Helpdesk Web Page
III.C.4-18   Library/Learning Resources Organization April 15, 2016
III.C.4-19   Blackboard support for faculty and students on myHancock
III.C.4-20   Blackboard Help On Demand Learning Center
III.C.4-21   Blackboard Learning Videos and Blackboard Help
III.C.4-22   Distance Learning Web Page
III.C.4-23   Student Helpdesk Web Page
III.C.4-24   Student Help- Email Statistics
III.C.4-25   Student Password Reset for myHancock Portal
III.C.4-26   Student Portal How-Tos
III.C.4-27   Student Online Orientation
III.C.4-28   Employee Technology Master Plan Survey fall 2013
III.C.4-29   Professional Development Survey CSEA December 2015
III.C.4-30   Professional Development Survey Faculty December 2015

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.C.4-31   Professional Development
              Committee Agendas and
              Notes February 19, 2016
III.C.4-32   Helpdesk Customer
              Satisfaction Survey

Analysis and Evaluation

The importance of effective technology training and support for all constituencies District-wide is evident in that it is Goal 3 of the College Technology Master Plan (TMP) (III.C.4-1). Technology instruction and support is discussed in the following topics:

- Training
- Support
- Feedback

Training
As part of the District's professional development Board Policy and Administrative Procedure 7160, technology training is offered regularly for faculty and staff (III.C.4-2). Much of the training is in person, but webinars and other online training methods are also available. Many sessions occur in the state-of-the-art Teacher Learning Center (TLC) or the technology training room that opened in 2014 in the new administration and student services complex (III.C.4-3). Training ranges from learning management system basics and effective online pedagogy to how to use the District purchasing system. A Professional Development website link was added to myHancock in 2015 for all employees, offering the ability to browse for courses, register for a course, evaluate a course, and print a certificate of completion (III.C.4-4). The Professional Development site also enables employees

conducting the course to define the course, print a roster, assign a completion for the attendees, and conduct an evaluation (III.C.4-5). The evaluation enables the participants to suggest improvements, as well as offer ideas for future training (III.C.4-6).

User guidelines and forms are posted by the responsible Allan Hancock College department on the Doc/Forms Library in the myHancock portal (III.C.4-7). Information Technology Services posts in the Doc/Forms Library vendor supplied guides, such as the ShoreTel phone and Surface tablet. For college-specific technology, such as AHC email using iPhone, user guides in the library are created by the Information Technology Services Department. ONESolution training guides are maintained online in that system (III.C.4-8). Training classes are held when new technology is initially introduced, such as the ShoreTel phones when 450 employees were trained in 62 classes and the IFAS training when 150 employees were trained in 52 classes (III.C.4-9; III.C.4-10). Training for new employees is provided by the functional area where that employee is assigned. The Information Technology Services Helpdesk provides training on user accounts, email, and the portal during new employee orientation.

When a new technology service or application is introduced, the vendor supplying the product is requested to provide training to District functional users as well as the Information Technology Services staff in a train the trainer approach (III.C.4-11).

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Technology training on how to use a computer and office programs is offered to students as part of the curriculum in the Computer Business Information Systems (CBIS) and Computer Business Office Technology (CBOT) programs (III.C.4-12; III.C.4-13). The program reviews for these two programs are used to evaluate the need and effectiveness for these classes (III.C.4-12; III.C.4-14). Training on student services technology such as DegreeWorks is offered to students on a regular basis by the Counseling Department (III.C.4-15). Online videos and How-To guides are posted on myHancock to assist students in the technology and processes (III.C.4-16).

Support
Support for computers, network, phones, and software is provided District-wide to faculty, staff, and administrators at all sites through a centralized Helpdesk and work order system managed by the Information Technology Services Department (III.C.4-17). The support is available via telephone, email, and the work order

system on the myHancock portal. The Helpdesk has a 24/7 emergency line for assistance during off hours. The response time for the general computer services Helpdesk cases have remain fairly consistent between five and six days for the past several years. One additional technician was hired in 2012 to support the VoIP phone system and computer services cases to bring the total technicians and Helpdesk support to five employees. Although the first tablet computers were purchased by the College in 2012, the popularity of tablets grew significantly in 2015. The increased number of devices has had some effect on the support response times. Problems resolved by the Helpdesk technician directly are not tracked in the system.

Helpdesk Computer Cases

# of closed cases — **Average days to close**
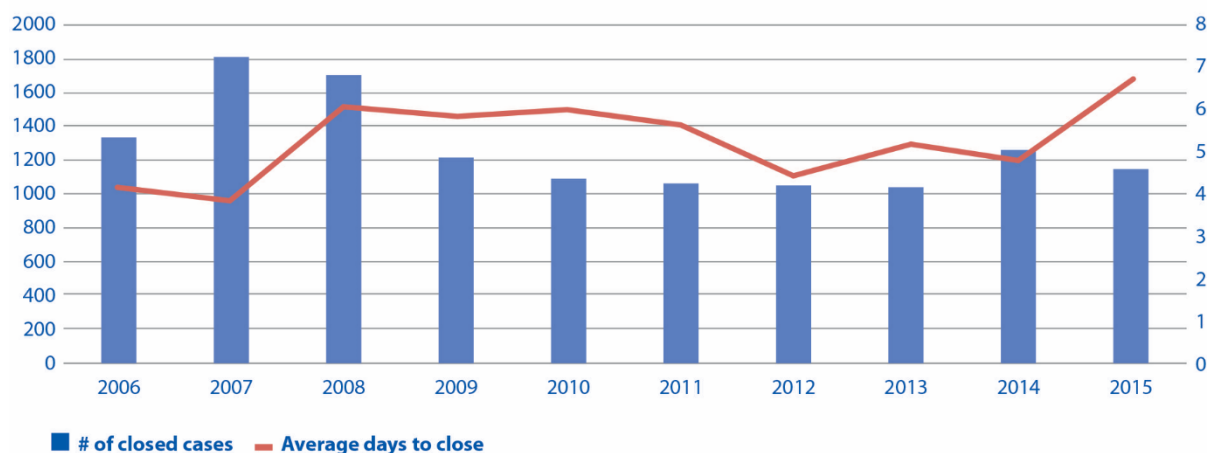
Support for data projectors and smart podiums are provided at all sites by the Multimedia Services group. Support for the library catalog, tutorial scheduling system, library webpage, and video streaming is provided by the Academic Resources specialist. This support is part of the Academic Learning Resources Department (III.C.4-18).

There are now approximately 1,470 instructional computers, 829 non-instructional computers, 220 servers (virtual and non-virtual), 200 tablets, and 135 rooms with audio visual equipment.

Support for distance learning and the learning management system is provided separately by two technicians and a faculty academic specialist, who can be reached via phone or email. An extensive list of helpful resources for both faculty and students is available online. The myHancock portal has links to the Blackboard Online Support and videos website and links to Blackboard Quick Start guides (III.C.4-19). For students, this information is accessible from the HOW TOs and FAQs channel under the Student tab. For faculty, this information is accessible from the Getting Started channel under the faculty tab. Within Blackboard, there is On Demand Learning Center with additional videos (III.C.4-20; III.C.4-21). The public distance learning page on the College website has additional helpful information (III.C.4-22).

On the Santa Maria campus, students receive in person support from the kiosk in the Student Services building staffed by student assistants. At the Lompoc Valley Center location, students receive

in person support at the main counter in Building 1. An email address and phone number are posted on the website for the students to use for assistance (III.C.4-23). There is an average of just over 200 emails per month from students asking for assistance (III.C.4-24). The Admissions and Records Department staff read and respond to these email requests.

Student Helpdesk queries are tracked in order to assist Information Technology Services and the technology committees in assessing services and making improvements. One example is the process for a student to obtain a new password. This was identified as a major difficulty for students when the portal was introduced in 2010. As a result, Information Technology Services wrote a new program for students to change their password by supplying some personal information (III.C.4-25). If the password reset does not work for the student because of mismatches on name, birthdate, and/or social security number, the student can use the "Still having problems logging in?" link to send an email to Admissions and Records for further assistance. The password reset program resulted in a significant reduction in the number of student logon problems serviced by Admissions and Records from 50 or more per day to about ten per day.

To help students with other questions, a new program from IntelliResponse is being implemented in 2016 that provides the ability to enter free form questions in a search window called Ask Spike. The program returns prepared answers based upon key words with links to more information. The program tracks the

frequency of questions and displays responses to the top ten. To assist District students further with the technology, processes and services, several how-to videos, and written guidelines have been created and posted on the portal. When Office 365 became available for free to all Allan Hancock College students, instructions on how to obtain this program were added to the student How-To channel on the portal and announced through email and posters around the College (III.C.4-26). The online student orientation covers how to be successful at the College and includes the various technology related steps, such as financial aid and admissions (III.C.4-27).

Feedback
In fall 2013, 132 respondents from all District constituencies participated in a technology survey and rated how important training on the College systems would be during the following six years. Results indicated they rated training in the middle of the scale between "not needed" and "essential," and rated technology training for students almost identically (III.C.4-28). However, in a separate question about barriers to using technology, the most frequent answer (62.1%) was training (III.C.4-28).

The 2015 Professional Development survey of CSEA identified the importance of technology training on the Banner student system, the ONESolution HR/Finance system, and the Outlook email system for new employees (III.C.4-29). As shown in the 2015 Professional

Development survey of the faculty, the greatest area of interest was learning management systems, with the upcoming conversion to Canvas being of the most interest (III.C.4-30).

The opening of the training room in Building A in 2014, complete with laptops, a Smart Podium, ShoreTel phones, and other equipment, now provides a space for technology training. The Teacher Learning Center is available for faculty to learning instructional technology such as the course management system. When new technology is initially introduced at the College, adequate training is provided as part of the project plan and agreement with the vendor. Training technology needs for employees, such as MS Office Suite as identified in the Professional Development survey, will be addressed in the Professional Development Plan (III.C.4-31).

The increased number of devices and online programs has been a support challenge with the current staffing levels. A customer satisfaction survey question was added to the Helpdesk system in March 14, 2016 to obtain more timely feedback on the level of support provided (III.C.4-32).

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.C.5   **The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

Evidence of Meeting the Standard

Allan Hancock College has implemented many policies and procedures to ensure the reliable, equitable, safe, and appropriate use of technology in the teaching and learning processes.

III.C.5-1   Board Policy/Administrative Procedure 3720, Computer and Network Use
III.C.5-2   Technology Council Notes on BP 3720 August 28, 2015
III.C.5-3   Board Policy/Administrative Procedure 5500, Standards of Student Conduct
III.C.5-4   Social Media Handbook
III.C.5-5   Board Policy/Administrative Procedure 3730, Privacy Protection
III.C.5-6   Board Policy/Administrative Procedure 5040, Student Records, Directory Information, and Privacy
III.C.5-7   FERPA Training
III.C.5-8   Board Policy/Administrative Procedure 3310, Retention and Destruction of Records
III.C.5-9   Employee Password Group Policy
III.C.5-10   Student Password Group Policy
III.C.5-11   AHC Wireless Networks
III.C.5-12   Research and Assignments Only Sign
III.C.5-13   AHC Catalog 2015-2016, Guidelines for Student Conduct

III.C.5-14   myHancock Blackboard Sign-In
III.C.5-15   Blackboard Direct Sign-on
III.C.5-16   Sample English Syllabus
III.C.5-17   Technology Master Plan 2014-2020 Goal 10
III.C.5-18   Board Policy/Administrative Procedure 4030, Academic Freedom and Responsibility
III.C.5-19   Firewall Blocked Website Email
III.C.5-20   College Council Agenda and Notes on BP 3720 February 1, 2016

Analysis and Evaluation

Policies and procedures on the use of technology is discussed in the following topics:
- Policy
- Use
- Academic Freedom

Policy
Board Policy and Administrative Procedure 3720 governs computer and network use throughout the institution (III.C.5-1). This policy was updated in 2016 based upon the Community College League of California's (CCLC) recommendations and with input from the constituents through the Technology Council (III.C.5-2).

The Board Policy and Administrative Procedure 5500 for Standards of Student

Conduct governs additional acceptable use related directly to students (III.C.5-3).

Social media are now an established channel for communication at Allan Hancock College. The use of this medium as a resource for employees, students, and the community is guided by the Social Media Guidelines (III.C.5-4). Overseeing conformance to this guideline is in the Public Affairs Department.

Allan Hancock College is also committed to compliance with other state and federal statutes and initiatives, such as:

- Family Education Rights and Privacy Act (FERPA)
- Payment Card Industry (PCI)
- Health Insurance Portability and Accountability Act (HIPAA)

FERPA protection is part of Board Policy and Administrative Procedure 3730 Privacy Protection and Board Policy and Administrative Procedure 5040 Student Records, Directory Information, and Privacy (III.C.5-5; III.C.5-6). Training on FERPA is provided to all employees who deal with student records to ensure compliance (III.C.5-7). The retention and destruction of student records and other college records is governed by Board Policy and Administrative Procedure 3310 (III.C.5-8).

Payment Card Industry (PCI) compliance has been a priority at Allan Hancock College. Based upon the completion of a PCI compliance questionnaire, the limited need and procedures needed to maintain compliance, resulted in the credit card terminal at the College foundation being removed in 2015. The bookstore was outsourced in March 2016, and now all the bookstore credit card transactions are done securely, off the College network. The credit card processing for all online student fees was moved to a new payment system at the end of March 2016. New payment terminals were installed as part of the new system, and the terminals are securely tunneled through the District network to a Heartland payment processing system.

The student health system is hosted offsite and is HIPAA compliant.

Use
In order to protect information and technology resources, Allan Hancock College has enacted many safeguards, including access control, data handling guidelines, password policies, and other security measures (III.C.5-9; III.C.5-10).

The wireless network has been segregated into multiple virtual networks to control access to resources by device type and authentication (III.C.5-11). This has the added benefit of being able to control bandwidth usage by role. However, this ability is not currently being used as there is sufficient network bandwidth for all roles due to our new 1Gbit CENIC connection. The wireless network usage has increased each year, so this feature may need to be used in the future. The charts below show approximately one thousand devices connected on the AHC_Public wireless network during a typical school week. Public is the network used by students and visitors. During that same week, bandwidth usage peaked at 150 Mb.
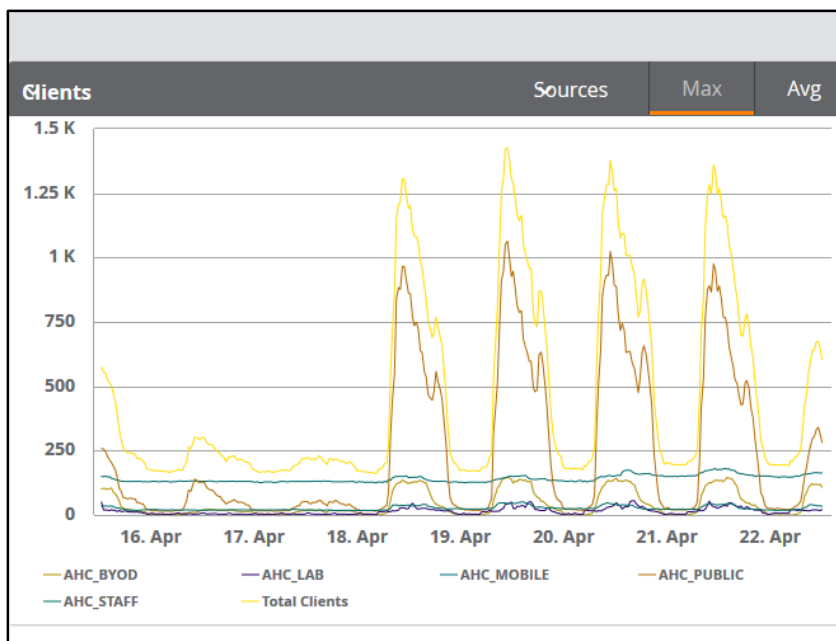
Wireless Connections
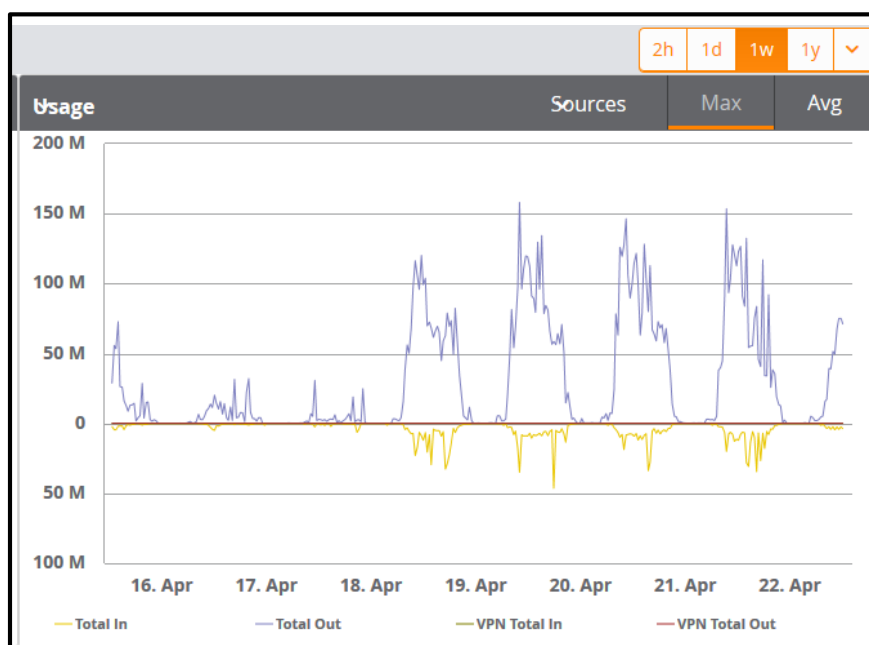
Wireless Bandwidth Usage

Individual labs and classrooms have specific student-use guidelines that are posted and available to students; while these may differ due to discipline needs, the common theme is that District

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

computers and equipment are to be used for educational purposes. For example, the library has a simple notice posted next to each computer which reads "Research and College Assignments Only" (III.C.5-12).

In addition to technology-specific policies, use of technology is included in the general Allan Hancock College Student Code of Conduct published in the College catalog. For example, academic honesty and tampering with District property are discussed (III.C.5-13). In terms of academic honesty, online instructors use a variety of procedures to authenticate students. Rosters are loaded from Blackboard into Banner, so initial verification occurs through Banner, and a separate Blackboard log-in process is required either through the myHancock portal single sign-on or directly on the Blackboard site (III.C.5-14; III.C.5-15). Online students may be required to attend exams on campus, as is the case in the Math Department. Most English teachers, both onsite and online, require that papers are submitted through the Turnitin plagiarism-detection software (III.C.5-16).

Academic Freedom
Academic freedom is extremely important at Allan Hancock College and is incorporated in the TMP as Goal 10 (III.C.5-17). Board Policy and Administrative Procedure 4030 on Academic Freedom and Responsibility outlines the college philosophy (III.C.5-18). If technology safeguards, such as firewalls or spam filters, conflict with legitimate academic research by instructors or students, the situation is resolved in favor of academic freedom by

the Information Technology Services director. For example, the firewall subscription service protects the network and computers from malware and general categories selected by Information Technology Services, such as gambling. If a website that is blocked by this subscription service is needed for academic instructional or research purposes, it is unblocked upon request by Information Technology Services when deemed safe (III.C.5-19).

The update to Board Policy and Administrative Procedure 3720, Computer and Network Use, was a major accomplishment in 2015/2016 (III.C.5-1). Technology has changed significantly since the last update in 2003. The new policy addresses proper use as it relates to current practices. The changes were sponsored by the Technology Council and vetted through the shared governance process (III.C.5-20). The update will be presented at the May 2016 board agenda as an action item.

The use of technology in both learning and services is now the norm. Students, teachers, and staff expect access to be 24/7 from wherever they are using the device of their choice. Protecting data and identity in this environment will require policies, safeguards, and technology to be kept up to date. New authentication methods that do not rely on passwords will be explored as they become available.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Standard III.D   Financial Resources

III.D.1   **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Eligibility Requirement 18. Financial Resources
The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Evidence of Meeting the Standard

Allan Hancock College (AHC) takes appropriate steps to provide sufficient financial resources for support of student learning programs and institutional effectiveness. AHC manages general fund revenues to ensure that they are sufficient to cover on-going general fund expenses while building adequate reserves. Recent increases in categorical funding have been instrumental in increasing support for student services, student outreach, and instructional equipment. AHC actively seeks grant funding, industry partnerships, and donor funding to supplement learning programs, student scholarships, and facilities improvements. Planning processes emphasize maintenance of appropriate reserves and utilize academic and administrative program review for allocation of resources. Financial integrity and stability are assured by adherence to AHCs Council and Committees Pathways to Decisions (CCPD) shared governance model, the Budget Development Guiding Principles, and AHC Board of Trustee review and direction.

III.D.1-1	Board Agenda Item 13.B of September 8, 2015
III.D.1-2	Board Minutes Item 13.B of September 8, 2015
III.D.1-3	Board Budget Presentation September 8, 2015
III.D.1-4	Student Equity Expenditures Report 2014-2015
III.D.1-5	Student Success (Credit) Expenditures Report 2014-2015
III.D.1-6	Student Success (Non-Credit) Expenditures Report 2014-2015
III.D.1-7	CCPD Integration Model, pages 22-24
III.D.1-8	Board Policy/Administrative Procedure 3255, Program Review
III.D.1-9	Program Review Resource Guide
III.D.1-10	Strategic Directions 2014-2020
III.D.1-11	Faculty Prioritization Request
III.D.1-12	Classified or Management Position Request
III.D.1-13	Instructional Equipment Prioritization

Analysis and Evaluation

Sufficient Financial Resources
The adopted budget for the AHC unrestricted general fund in FY 2015-2016 is $55.2 million in total expenditures and other outgo. Table 1, below, depicts the actual revenues, expenditures, and ending fund balances for seven years: FY 2008-2009 through FY 2014-2015 and the adopted budget for FY 2015-2016. The FY 2014-2015 year was closed with a general fund unrestricted balance of $4.96 million, or 9.2 percent of expenditures. The budgeted unrestricted reserve for FY 2015-2016 is 8.9 percent. The reserve percentages for 2009-2010 through 2015-2016 are provided in Table 2. In addition to prudent planning aimed to bolster reserves, it should be noted that the FY 2015-2016 budget includes $5.3 million of

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

funds received for unfunded mandates, providing even greater stability. This goal is consistent with AHC Strategic Direction IR 2: To develop District financial resources adequate to support quality programs and services.

The final budget for FY 2015-2016 was approved on September 8, 2015, and at that time, the Board of Trustees directed that the $5.3 million in mandate funds be restricted in a reserve for contingencies to assure funding stability (III.D.1-1; III.D.1-2). This action was taken recognizing imminent increases in PERS and STRS and the potential for decreased enrollment in FY 2015-2016, as described in a budget overview presentation at the Board meeting (III.D.1-3).

Table 1 – **AHC General Fund**

Legend: Total Revenues, Total Expenditures, Restrictive Reserve, Unrestrictive Reserve
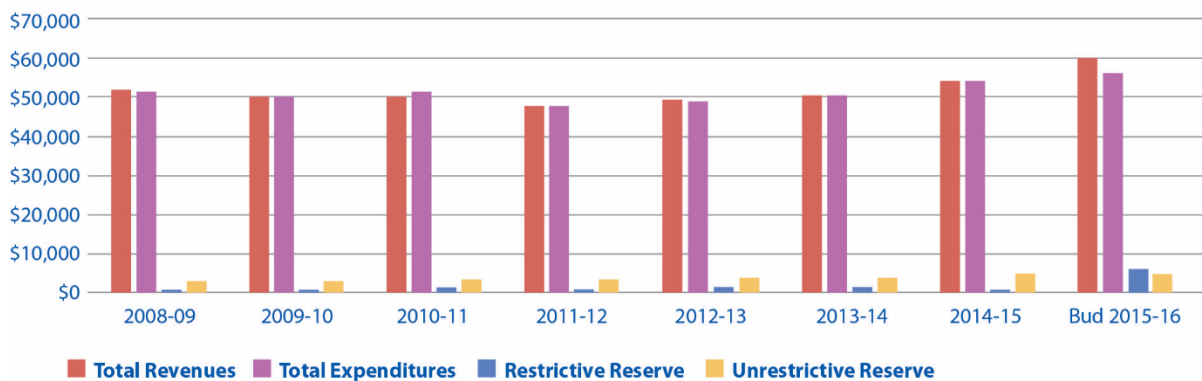
Table 2 – **General Fund Reserves % of Expenditures**

Legend: Restrictive Reserve, Unrestrictive Reserve
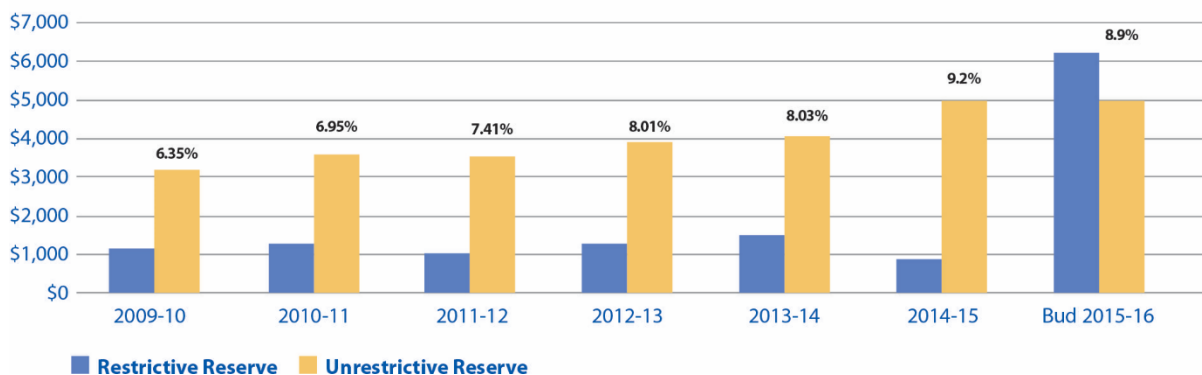
With increased state funding, Student Success and Support Plans and Student Equity Plans were implemented in FY 2014-2015 and FY 2015-2016.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

	Fiscal Year 2014-2015	Fiscal Year 2015-2016	Two-Year Total
Student Equity	$544,364	$1,117,956	$1,662,320
Student Success (credit)	1,295,460	2,264,353	3,559,813
Student Success (non-credit)	207,915	415,230	623,145
Total	**$2,047,739**	**$3,797,539**	**$5,845,278**

This funding has greatly enhanced AHC's student outreach and overall student support services, consistent with Strategic Direction SLS2: To support student access, achievement, and success. The Student Equity and Student Success and Support Program expenditures reports for FY 2014-2015 provide detail on the allocation of resources by category (III.D.1-4; III.D.1-5; III.D.1-6).

Over the past six years, AHC has made a continual investment in Distance Learning for staff and technology, as seen in Table 3. The program resides under the Dean of Library, Learning Resources, and English and includes three support staff:

- Distance Learning Courseware Technician
- Academic Resources Technical Specialist
- Faculty Distance Learning Specialist

Table 3 - General Fund – Unrestricted Distance Learning Expenditures

Distance Learning	Actual 2010-2011	Actual 2011-2012	Actual 2012-2013	Actual 2013-2014	Actual 2014-2015	Budget 2015-2016
Salaries and Benefits	$196,244	$277,514	$240,926	$276,812	$296,310	$300,289
Technology	76,683	30,678	98,613	146,029	152,329	168,775
Total	**$272,927**	**$258,192**	**$339,539**	**$422,841**	**$448,639**	**$469,064**

This investment underscores AHC's commitment to student learning and is in line with Strategic Direction IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff sufficiency, and operational effectiveness.

Distribution of Resources
The CCPD provides an overview of the annual planning and budget development process (III.D.1-7). Program review is the key driver in the planning process. All educational programs, student support services, and administrative departments are required to complete a comprehensive review every six years as well as annual updates according to Board Policy 3255 (III.D.1-8). Guidelines for the Program Review process are provided in the Program Review Resource Guide (III.D.1-9). Program reviews are used to determine faculty, classified, and administrative staffing needs and provide the basis for allocation of instructional supplies, equipment, and technology. Requests for

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

these resources must identify the link to AHC's strategic directions to be considered for prioritization and subsequent funding (III.D.1-10; III.D.1-11; III.D.1-12; III.D.1-13; III.D.1-14).

Faculty Prioritization
Department chairs, academic deans, and the Academic Senate Executive Committee prioritize requests for full-time faculty positions and forward these rankings to the vice presidents of academic affairs and student services, who present them, along with their recommendations, to College Council. As the council in charge of resource allocation, College Council reviews the lists and makes its recommendations to the superintendent/president.

After several years of budget reductions and limited hiring, the District received additional funding from the state targeted for full-time faculty hiring in 2015-2016. This $505,000 allocation allowed the District to move forward with a plan to hire 16 faculty in FY 2016-2017. The prioritization was vetted with shared governance councils and approved by the President on November 2, 2015 (III.D.1-15).

Administrative and Classified Staffing
needs are identified and prioritized within the department. The department managers submit their requests to the respective vice president with supporting documentation (III.D.1-16). Requested positions are prioritized by the President's Cabinet, and the prioritized list is reviewed by College Council (III.D.1-17). Positions are recommended by the council on a case by case basis for inclusion in the subsequent year's budget (III.D.1-18).

The Budget Council incorporates approved staffing requests into budget development in the budget assumptions document, which is the basis for development of the final budget (III.D.1-19).

Physical Plant and Instructional Support
The Program review process is used to identify instructional equipment needs, enabling departments to acquire equipment when funding becomes available. In fiscal years 2014-2015 and 2015-2016, the state provided block grants for scheduled maintenance and instructional equipment. The offices of the vice president of Academic Affairs and the vice president of Facilities and Operations made recommendations for the allocation of block grant resources based on program review and scheduled maintenance needs (III.D.1-20). The recommendations were shared with College Council and Academic Senate and finalized and submitted to the State Chancellor's Office (III.D.1-21; III.D.1-22; III.D.1-23; III.D.1-24).

Planning and Financial Integrity
The CCPD planning model provides guidelines for integration of planning and budgeting, and the council and committee structure ensures that appropriate constituencies are involved in the process. The Budget Council is comprised of constituencies representing Academic Senate, faculty, students, administration, classified staff, and finance (III.D.1-25). State budget updates are provided to Budget Council and the Board of Trustees as the state budget progresses to approval (III.D.1-26; III.D.1-27; III.D.1-28).

Throughout the budget development planning process, assumptions and updates are shared with college constituencies and the AHC Board of Trustees (III.D.1-29; III.D.1-30; III.D.1-31; III.D.1-32; III.D.1-33). The tentative budget and final budget are approved by the Board of Trustees and available on the AHC myHancock portal as well as in public postings (III.D.1-34). Financial overviews are a standard agenda item at the annual fall strategic planning retreat (III.D.1-35).

To ensure that financial processing has integrity, AHC utilized ONESolution, an integrated financial and human resources ERP system, for budget management and internal control to ensure expenditures are classified appropriately and are within approved budget appropriations. The District has a credible track record of unmodified audit opinions as noted in District audits for fiscal years 2011-2012, 2012-2013, 2013-2014, and 2014-2015 (III.D.1-36; III.D.1-37; III.D.1-38; III.D.1-39).

The College meets the standard. While there is evidence that the college integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. In 2013 a revision to the CCPD Institutional Planning processes was made to update the document with recent institutional changes. However, in the time since then, the College has modified and adopted processes that are not reflected in the document. It further became evident that in a few instances processes did not consistently involve all appropriate stakeholders or follow identified timelines. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The college will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.D.2 **The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

The Allan Hancock College Strategic Plan 2014-2020 outlines the mission and goals and provides the framework for financial planning. The *Councils and Committees Pathways to Decisions* (CCPD) and the program review process provide mechanisms for communication of current program and service needs and anticipated funding needs.

III.D.2-1   Annual Planning Retreat Agendas, 2014 and 2015

III.D.2-2   *Strategic Plan 2014-2020*, Strategic Directions

III.D.2-3   CCPD Integration Model, pages 22-24

III.D.2-4   Budget Development Guiding Principles fiscal year 2016-2017

III.D.2-5   Academic Program Review Resources Guide 2015

III.D.2-6   Faculty Prioritization Request

III.D.2-7   Classified or Management Position Request

III.D.2-8   Equipment Prioritization Request

III.D.2-9   Technology Request

III.D.2-10   Budget Development Guide and memo dated March 7, 2016

III.D.2-11   College Council Agenda and Notes for April 1, 2013

III.D.2-12   Planning Retreat Agenda, fall 2013

III.D.2-13   Budget Book FY 2014-15, pages 71-73

III.D.2-14   *Strategic Plan 2014-2020*, pages 16-17, Strategic Directions

III.D.2-15   Board Agenda Item 12.E, page 132, July 22, 2014; 12.F, page 133; 12.G, page 134; 12.H, page 135

III.D.2-16   Integrated Education, Facilities and Technology Plan Presentation Fall 2014 Planning Retreat

III.D.2-17   Budget Development Guiding Principles

III.D.2-18   Board meeting minutes, agenda item 6.A, August 11, 2011

III.D.2-19   Board meeting minutes, agenda item 3.E, February 2, 2012 and agenda item 11.A, February 21, 20121

III.D.2-20   FY 2014-2015 and FY 2015-2016 Income and Expenditure Assumptions, Planning Retreat fall 2014 and 2015, Fiscal Updates

III.D.2-21   Monthly financial reports Board information items

III.D.2-22   myHancock financial reports and ad-hoc inquiries

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Analysis and Evaluation

Integration of Planning and Budgeting
Institutional planning is coordinated by the College Council and the Institutional Effectiveness Council. Representatives of Budget Council also serve on College Council, linking financial planning with overall institutional planning. Each council meets at least once monthly and jointly at specified times or as needed. The Annual Planning Retreat brings representatives of AHC constituencies, Board Members, and AHC leadership together to review the mission and vision, share financial information, and review progress on strategic directions and goals (III.D.2-1).

The AHC Strategic Plan 2014-2020 provides a framework of strategic directives and goals for development and management of institutional resources (III.D.2-2). These directives are acted on within the structure provided by the Councils, Committees, and Pathways to Decision manual (CCPD) and serve as the guiding principles used in the budget development process (III.D.2-3; III.D.2-4). Program review resource requests require linkage to the institutional objectives identified in the strategic plan (III.D.2-5). Strategic plan linkage is required on all resource requests for faculty, staff, equipment or technology (III.D.2-6; III.D.2-7; III.D.2-8; III.D.2-9). AHC's annual budget development process and Budget Development Guide requires that augmentations in funding are linked to the strategic directives and are identified and supported by program review (III.D.2-10).

In spring of 2013, a taskforce was formed to enhance the planning and budget development process. The revised flowchart and a numerical list of planning and budget development processes were reviewed by Budget Council and proposed to College Council. College Council approved the revised process on April 1, 2013 (III.D.2-11). The updated process was shared at the fall 2013 planning retreat (III.D.2-12). The timeline integrating all planning activities, including financial planning, is included in the FY 2014-2015 Budget Book, pages 71-73 (III.D.2-13).

In FY 2013-2014, AHC leadership took steps to align strategic planning and master plans better. The updated *Strategic Plan 2014-2020*, reflecting new directions and goals, was the primary outcome of the November 2013 planning retreat (III.D.2-14). This activity was followed by creation of new integrated strategic, educational, facility, and technology plans. Each plan was developed through its related council then presented to College Council and the Board of Trustees (III.D.2-15). The plans were presented to staff at the Fall 2014 Planning Retreat (III.D.2-16).

Focus on Financial Stability
The Guiding Principles for Budget Development provide that "a general fund contingency, as approved by the Board of Trustees, shall be maintained"(III.D.2-17). The Board of Trustees has focused on financial stability and building appropriate reserves for several years.   In August 2011, for the 2011-12 fiscal year, the AHC Board of Trustees directed the District to develop a budget with a minimum 6.5 percent reserve to ensure that reserves did not fall below five percent during the budget year (III.D.2-18). At a Special Board Meeting on February 2, 2012, the Board of Trustees reiterated the importance of maintaining the current

reserve dollars, in absolute dollar terms, recognizing that the reserve percentage might need to be increased to reflect needed reserves (III.D.2-19). The Board of Trustees directed administration to develop a plan for the District to achieve a ten percent reserve level within a realistic timeframe (III.D.2-20).

Financial Information Is Shared Widely
Financial performance against budget is provided on all funds to the Board of Trustees, AHC constituencies, and the public at monthly Board of Trustees meetings, through the myHancock online portal, and on the AHC public website (III.D.2-21). The quarterly 311Q financial report to the Chancellor's office is included in the Board Book. Appropriate managers and support staff have access to real-time financial information, including actual and budgeted revenue, expenditure, and encumbrances. Current year and

historical information is available on ONESolution through multiple standard reports as well as ad hoc inquiries (III.D.2-22).

The College meets the standard. While there is evidence that AHC integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.D.3 **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

Allan Hancock College has developed and improved guidelines and processes for financial planning and budget development over the past several years. The development of financial plans and budgets involves administrators, faculty, staff, and students and is central to AHC's commitment to shared governance.

III.D.3-1 Councils and Committees Pathways to Decisions, Part II: Planning & Resource Allocation, pages 22-30

III.D.3-2 Budget Development Income and Expenditure Assumptions

III.D.3-3 Cabinet and College Council Minutes Budget Update

III.D.3-4 Allan Hancock College 2015 Planning Retreat Agenda

III.D.3-5 Planning Retreat Financial Update PowerPoint

III.D.3-6 President's All Staff Day Presentation

III.D.3-7 Budget Development Guide, 2016-2017

III.D.3-8 Budget Augmentation Request forms

III.D.3-9 Board Agenda Item 14.B. 2015-2016 Proposed State Budget, January 20, 2015

III.D.3-10 Board Agenda Item 14.B. Adoption of the 2015-2016 AHJCC Tentative Budget

III.D.3-11 Board Agenda Item 14.C.

III.D.3-12 July Board Budget Workshop FY 2015-2016

III.D.3-13 August Board Budget Workshop FY 2015-2016

III.D.3-14 Board Agenda Item 13.B. Adoption of 2015-2016 AHJCC Final Budget, September 8, 2015

III.D.3-15 September Board Budget Presentation for FY 2015-2016

Analysis and Evaluation

Guidelines, Processes, and Constituencies
AHC's planning and budget development process and calendar are published in the CCPD manual (III.D.3-1). The budget development calendar identifies operational and legal timeframes for District budget development, including tentative budget adoption prior to July 1 and final budget adoption by September 15 every year. The calendar also includes planning and budget development activities for each month.

Annual budget development begins with the projection of revenue and expenditure assumptions reviewed by the Budget Council in conjunction with the office of the associate superintendent/vice-president of Finance and Administration. The Budget Council, comprised of members from all college constituencies, analyzes changes from the prior year, anticipated new revenue, and related expenditures for the budget year (III.D.3-2).

During this process, constituents from other councils are invited to share information on enrollment management, facilities, operations activities, and technology. The Budget Council develops and refines scenarios of optimistic, most likely, and pessimistic outcomes (III.D.3-3). These assumptions provide preliminary budget information reviewed with the President's Cabinet and College Council (III.D.3-4). Budget information is also shared with the campus community at the Annual Planning Retreat and All Staff Day (III.D.3-5; III.D.3-6).

Participation in Budget Development
Each spring semester the Administrative Services Department provides a Budget Development Guide to budget-level managers (III.D.3-7). The guide's cover memo provides an overview of the Budget Council's initial projections for unrestricted revenue and expenditures based on anticipated receipts of cost of living adjustments (COLA), growth funding, and any new funding that might be available. The guide contains instructions for projecting departmental expenditures, including guidelines for growth and full-time equivalent students (FTES) goals that affect full or part-time faculty and classified salaries. Included in the guide is a listing of the AHC's current strategic directions and goals. This information provides a framework for completion of the enclosed budget augmentation requests (III.D.3-8).

Throughout the budget process, the Board of Trustees is included. When the state budget is released in January, the Board of Trustees is updated on the anticipated impact to AHC (III.D.3-9). The Tentative Budget is adopted by the board in June, and an update to the result of the Governor's May revision is provided at the July board meeting (III.D.3-10). A budget workshop is held with the Board of Trustees prior to development of the final budget. In July and August of 2015, the president and cabinet held two Board Budget Workshops, and the final budget was provided for Board of Trustee approval at the September 8, 2015 board meeting (III.D.3-11; III.D.3-12; III.D.3-13; III.D.3-14; III.D.3-15).

The College meets the standard. While there is evidence that the college integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.D.4 **Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

Allan Hancock College has budget processes in place, including budget scenarios and council reviews, that ensure a realistic approach to resource development and expenditures. These processes have enabled the college to remain fiscally stable, even in the recent recession years.

III.D.4-1   Income and Expenditure Assumptions
III.D.4-2   Budget Council Meeting Minutes
III.D.4-3   Budget Assumption Updates
III.D.4-4   Budget Development Guide 2016-2017
III.D.4-5   Annual Budget Book 2015-2016
III.D.4-6   Board Policy/Administrative Procedure 3280, Grant Funded Programs
III.D.4-7   Instructional Grants Annual Report, AHC Board Agenda Item 14.A.2, August 11, 2015
III.D.4-8   Acceptance of Title V AIM Grant AHC Board Agenda Item 12.A. September 9, 2014
III.D.4-9   Binns – Drennon LLC, "Development Assessment" and "Creating the Framework for Total Resource Develoment (TRD) at Allan Hancock College"
III.D.4-10   AHC Foundation Audit Note 10, page 13, June 30, 2015

III.D.4-11   AHC Foundation Donors and Partners, July 1, 2013 through December 1, 2015
III.D.4-12   AHC Foundation Scholarship Funding Guidelines
III.D.4-13   AHC Foundations Endowment Funding Policy
III.D.4-14   AHC Foundation Endowment Agreement

Analysis and Evaluation

Financial Resource and Expenditure Requirements

The District's institutional planning reflects a realistic assessment of financial resources. The Budget Council develops income and expenditure assumptions for the upcoming budget year in order to project available funding to support institutional needs. Assumptions are presented using three scenarios: pessimistic, most likely, and optimistic. Income assumptions are largely based on the anticipated enrollment levels (FTES), state funding for cost of living adjustments (COLA) projected base, FON or one-time restricted funds, and categorical funding. Expenditure assumptions begin with a rollover budget and are based on staffing obligations, ongoing program needs, and prioritized expenditure plans. Changes to fixed costs, such as step/column increases, statutory payroll changes, negotiated payroll changes, and software licensing changes, are added to the base budget (III.D.4-1). During the assumptions development process, the Budget Council hosts representatives of the Enrollment Management Committee, the Facilities

Council, the Technology Council, and other Councils and Committee representatives as needed to provide input and data on budget assumptions (III.D.4-2).

Once developed, the assumptions and budget updates are shared with College Council (III.D.4-3). Budget Council meeting minutes are also available on the myHancock employee portal.

Upon the January release of the governor's proposed state budget, the Budget Council reviews the proposal and updates the assumptions document if needed. The assumptions document becomes the basis for the Budget Development Guide providing input into the adopted budget (III.D.4-4). With adoption of the state budget, the District budget is finalized, ensuring a balanced budget that reflects agreed upon assumptions. An annual budget book is prepared and distributed to members of the Budget Council, College Council, the administrative team, and the

Board of Trustees (III.D.4-5). The budget book is also available on the myHancock portal.

Development of Financial Resources and Partnerships
Other District revenue sources include state and federal grants that provide an opportunity to enhance financial resources and build community partnerships. When considering a grant opportunity, the college evaluates the feasibility and sustainability of the project. Consideration is given to the impact on existing resources, such as facilities, staff, and equipment, and the advancement of District mission and goals. All grants require board approval as per Board Policy 3280 "Grant Funded Programs" prior to acceptance (III.D.4-6). As of June 30, 2015 the District was managing 28 grants funded with federal, state, and foundation dollars for a total of $12,845,000 as summarized in Table 4, below (III.D.4-7).

Table 4

Grant Source	Number	Award Amount
Federal Awards	8	$ 9,727,000
State Awards	13	$ 1,794,500
Federal-State Pass Through Awards	3	$ 831,370
Private Foundation	4	$ 496,100
Total	28	$ 12, 848, 970

In September 2014, the District was awarded a Title V *Advance, Innovate, Maintain (AIM)* grant comprised of two activities: Increasing the Success of Basic Skills and ESL Students and Aligning Resource Development Strategies (III.D.4-8). With the aid of the AIM grant, the

District has launched a program to review, coordinate, and develop institutional development activates within the District, related entities, and external partners. The District is working with Binns and Drennon, LLC., to create a framework for

"Total Resource Development" at Allan Hancock College (III.D.4-9).

The District receives significant fundraising support from the AHC Foundation, a nonprofit public benefit corporation 501(c) (3), formed in 1977 for the purpose of providing benefits to the educational programs and services for the District. The AHC Foundation manages 132 endowed funds valued at $20.2 million as of June 30, 2015 (III.D.4-10). Donors who wish to create an endowed fund complete the AHC Foundation "Endowment Agreement," and endowment distributions are guided by the

AHC Foundation's "Endowment Funding Policy" (III.D.4-11; III.D.4-12). The AHC Foundation is very active in forging partnerships with individuals and businesses in the community to support AHC programs through fundraising activities and program specific donations (III.D.4-13). In the period from July 1, 2013 through December 1, 2015 the AHC Foundation raised $4.7 million in new funding for scholarships and support of AHC instructional programs, as summarized in Table 5, below.

Table 5

Allan Hancock College Foundation	
AHC Programs`	$2,665,579
AHC New Scholarships	96,700
AHC Endowment	1,958,348
Total	$4,720,628

The AHC Foundation provides scholarships to ongoing AHC students and students that are transferring to complete Bachelor's degrees. The award procedures are provided in the

"Scholarship Funding Guidelines" (III.D.4-14).   The amounts awarded over the last five years are detailed in Table 6, below.

Table 6

Year	Number	Total Dollars
2014-2015	370	$ 561,151
2013-2014	351	$ 453,840
2012-2013	325	$ 494,384
2011-2012	293	$ 395,934
2010-2011	312	$ 357,208

The College meets the standard. While there is evidence that the college integrates program review, planning, and resource

allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional

effectiveness. The need for improvements are based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

III.D.5 **To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

Allan Hancock College internal controls ensure the responsible use of financial resources. The ONESolution financial system is used to define access and approval authority based on the employee security profile established for each user. State and federal funding is applied to the appropriate unrestricted or restricted accounts according to guidelines provided by the Budget and Accounting Manual (BAM), the Chancellor's Office, and the Federal Office of Management and Budget (OMB). Financial information for all funds is provided to the Board of Trustees each month as part of the regular AHC Board of Trustees meeting. The District engages an independent audit firm to conduct annual audits, seeks recommendations for review of controls when appropriate, and incorporates recommendations that improve operations and internal controls in a timely manner.

III.D.5-1   ONESolution User Request Form and Signature Thresholds/Approvals
III.D.5-2   Board Policy/Administrative Procedure 6330, Purchasing & Receiving. Purchasing and Contract Guide
III.D.5-3   Board Policy/Administrative Procedure 7400, Travel
III.D.5-4   Travel Policies and Procedures

III.D.5-5   District forms: Travel Request, Travel Expense, and Reimbursement
III.D.5-6   AHC ONESolution User Guides, Purchasing, and Workflow
III.D.5-7   ONESolution training
III.D.5-8   Auxiliary Programs Corporation Quarterly Financials
III.D.5-9   Allan Hancock College Foundation Quarterly Financials
III.D.5-10   Viticulture and Enology Foundation Quarterly Financials
III.D.5-11   Measure I Bond Fund Bi-annual Financials
III.D.5-12   Budget Book 2015-2016
III.D.5-13   Thinking Out Loud newsletters, August 23, 2013; November 22, 2013; February 20, 2014; March 4, 2015; January 22, 2015
III.D.5-14   Measure I Bond Website Information
III.D.5-15   Audit Report Opinion Pages
III.D.5-16   Fiscal 2014-2015 Audit Report to AHC Board of Trustees, Board Item 13.A., January 19, 2016
III.D.5-17   Bond Measure I 2015 Annual Report to AHC Board of Trustees, March 8, 2016
III.D.5-18   SAM.GOV Audit Correction
III.D.5-19   Positive Attendance Audit Correction

III.D.5-20   Positive Attendance Training
               Document

Analysis and Evaluation

Financial Integrity and Internal Control
AHC implemented ONESolution, an integrated financial and human resources software system, in 2013. In preparation for the implementation, existing and recommended internal controls were documented and incorporated into the security and authorization control functionality built in the software. Integral to internal control in ONESolution is the workflow process. Administrative Services has oversight over the assigned authorization level of expenditures and access to functionality in ONESolution and works with Information Technology Services to ensure that internal control is maintained through approved functional access and authorities granted in workflow. As personnel and organizational structures change, changes in signature authority are approved by the president and cabinet, as needed (III.D.5-1).

AHC maintains policies and procedures related to purchasing, travel, and reimbursements (III.D.5-2; III.D.5-3; III.D.5-4; III.D.5-5). Purchase requisitions are reviewed for compliance with District procedures and state or federal funding requirements, including those for grants, categorical programs, and discretionary accounts. Purchase requests are blocked by the system if sufficient resources are not available, and budgets can be reallocated through a similar on-line approval process. Prior to going live in June 2014, group classes were held weekly to train all financial system users on the new ONESolution software. User Guides were created to facilitate this process (III.D.5-6). As an on-going practice, training staff monitor new hires monthly to determine if training is needed, and sessions are scheduled accordingly (III.D.5-7).

Dependable and Timely Information for Decision Making
Financial information is readily available to all campus constituencies. AHC's monthly financial statements and the quarterly financial status report (311Q) are provided to the AHC Board of Trustees, campus constituencies, and the public at the monthly board meeting. Board agendas and minutes are posted online on myHancock and the District public website. Quarterly statements are provided to the Auxiliary Programs Corporation Board, the Allan Hancock College Foundation Board, and the Viticulture and Enology Foundation (III.D.5-8; III.D.5-9; III.D.5-10). Measure I Bond Fund financials are provided at the bi-annual meetings (III.D.5-11).

All authorized ONESolution users have online access to financial information, regulated by their system authorization. This information includes approved budgets and actual spending down to the object code level, allowing managers to manage their budgets. As mentioned above, training workshops designed to enable users to access this information are provided as part of staff development activities and on an as needed basis for new employees.

During budget development, ongoing state budget updates are reviewed in the Budget Council and subsequently shared with

College Council, the Administrative Team, the AHC Board of Trustees, and other interested constituencies (as discussed in Standard Section III.D.1 and III.D.3, above). An annual budget book is developed and presented as part of the budget adoption at the September Board of Trustees meeting (III.D.5-12). Budget books are available online and in hard copy upon request to members of the Budget Council, College Council, Administrative Team, and to the president of each of the campus constituencies. The District budget document and the California Community Colleges Annual Financial and Budget Report (CCFS-311) are available in the administration building prior to budget adoption. Following adoption, copies of the adopted budget and detail printouts are available in the campus library as well as in the Office of Finance and Administrative Services.

Communications related to financial condition and budget are shared with all campus staff and constituencies through various documents, such as the president's Thinking Out Loud newsletter and budget updates from the California Community College League and the California Community Colleges Chancellor's Office (III.D.5-13).

The District also maintains a website link on its homepage for Measure I Bond information, including updates on bond projects, information on the Citizens' Oversight Committee, quarterly and annual financial reports, and the history and rationale of the bond (III.D.5-14).

Financial Management, Internal Control, and Improvement

AHC engages an independent audit firm to conduct annual audits, seeks external recommendations for review of controls when appropriate, and incorporates recommendations that improve operations and internal controls in a timely manner. The AHC District and Auxiliary Organizations have a track record of accurate financial reporting, as demonstrated by unmodified opinions for the past four years (III.D.5-15). Results of the District audit report and the Bond Measure I report are presented to the AHC Board of Trustees annually (III.D.5-16; III.D.5-17).

The AHC District Audit for June 30, 2015 did identify one significant deficiency in that the District was not in compliance with the Federal Awards OMB Circular A-133 Systems and Awards Management (SAM) requirement for validation of vendors receiving more than $25,000 in disbursements. The District responded to this deficiency immediately, and all purchase orders now require verification of the SAM.GOV check prior to approval (III.D.5-18). The audit report also noted a significant deficiency related to recording of positive attendance from the prior year ended June 30, 2014 had been corrected (III.D.5-19). This deficiency was corrected through the Academic Affairs department with a training program on how to calculate and report positive attendance (III.D.5-20). Further review and analysis on this topic is provided in Standard Sections III.D.7 and III.D.8, below.

Allan Hancock College internal controls ensure the responsible use of financial resources and dependable, timely information is provided for sound decision

making. In order to promote more systematic and robust review of financial practices and internal control, the vice-president of Finance and Administration and the Director of Business Services will develop an annual schedule of process and internal control review. Areas of focus in fiscal year 2016-2017 and 2017-2018 will include a review and possible replacement of the "Escape" payroll software hosted by Santa Barbara County of Education, the point of sale and financial accounting system at the Viticulture and Enology Foundation, and the cash receipts and cash handling processes at District and auxiliary locations.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.D.6   **Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

AHC financial documents and the budget have a high degree of credibility and accuracy as a result of the collaborative budget development process, internal controls afforded by the ONESolution financial system, compliance with state and federal financial guidelines, and a history of positive external audit results. The AHC Strategic Plan, the program review and resource allocation processes, and institutional support of and compliance with the Student Success and Support and Student Equity Plan and other categorical funding resources ensure that financial resources are used to support student learning programs and services.

III.D.6-1   Monthly Financial Report, Board Agenda Item 14.S., FY 2015-2016, March 8, 2016
III.D.6-2   Revised Adopted Budget, Board Agenda Items 13.A., March 8, 2016
III.D.6-3   Board Agenda Item 13.A., page 146, February 17, 2015

Analysis and Evaluation

Credibility and Accuracy
AHC has internal controls in place that include access and approval authority based on the security profile in the ONESolution financial system. State and federal funding is applied to the appropriate unrestricted or restricted accounts according to the Budget and Accounting Manual (BAM), the

Chancellor's Office, and the Federal Office of Management and Budget (OMB). Financial information for all funds is provided to the Board of Trustees each month as part of the regular AHC Board of Trustees meeting (III.D.6-1). A revised adopted budget is provided for board approval in the spring to more accurately reflect activity that has occurred in previous months (III.D.6-2).

AHC regularly engages an independent audit firm to conduct annual audits and seeks external recommendations for review of controls when appropriate (III.D.6-3). The District incorporates recommendations that improve operations and internal controls in a timely manner as further described in sections III.D.7 and 8.

Appropriate Allocation and Use of Financial Resources
As described in detail in Sections III.D.1 through III.D.4, the AHC Strategic Plan 2014-2020, program review, resource allocation processes, the Student Success and Support Plan, Student Equity Plan, and other categorical funding resources ensure resources are applied appropriately to support student learning programs and services.

Financial Documents have a high degree of credibility and accuracy and reflect appropriate allocation in support of student learning and services.

The College meets the standard.

III.D.7 **Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard

The District and related entities are audited annually, and results of the audits are communicated to the appropriate governing boards and administrative personnel. Audit findings are acted on and corrected in a timely manner.

III.D.7-1   Board Agenda Item 13.A, page 146, February 17, 2015
III.D.7-2   Board Policy/Administrative Procedure 6400, Audits
III.D.7-3   Board Agenda Item 13.A, District Audit Presentation, page 152, January 19, 2016
III.D.7-4   VTD District Audit, June 30, 2015, page 88
III.D.7-5   PR Screen Shot with SAM check
III.D.7-6   VTD June 30, 2015 District Audit, page 90
III.D.7-7   Positive Attendance PowerPoint Training
III.D.7-8   Audit Report Opinion Pages for past few years (2012-2015)

Analysis and Evaluation

Results Are Communicated Appropriately
AHC contracts with an external audit firm to provide audits of the District, the AHC Auxiliary Corporation, the AHC Foundation, the Viticulture and Enology Foundation, and the Measure I Bond Fund (III.D.7-1; III.D.7-2). Vavrinek, Trine, Day & Co. LLP are currently engaged to perform these audits. The annual District audit report is presented to the AHC Board of Trustees for review and acceptance (III.D.7-3). Audit results for the AHC Foundation and the Viticulture and Enology Foundation are reported to their respective Boards, and the Measure I Bond Fund result is reported to the Measure I Bond Fund Oversight Committee.

Responses Are Timely
The District audit for June 30, 2015 identified one significant deficiency in that the District that was not in compliance with the Federal Awards OMB Circular A-133 Systems and Awards Management (SAM) requirement for validation of vendors receiving more than $25,000 in disbursements. The District responded to this deficiency immediately, and all purchase orders now require verification of the SAM.GOV check prior to approval (III.D.7-4; III.D.7-5). The audit report also noted a significant deficiency related to recording of positive attendance from the prior year ended June 30, 2014 had been corrected (III.D.7-6). This deficiency was corrected through the Academic Affairs department with a training program on how to calculate and report positive attendance (III.D.7-7).

AHC has a track record of accurate financial reporting, as demonstrated by unmodified opinions for the past four years (III.D.7-8). Copies of District audit reports are provided to the Board of Trustees, President's Cabinet, and the leadership of constituency groups, and a copy is on file in the library at the Santa Maria campus and Lompoc Valley Center.

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

The college meets the standard.

III.D.8   **The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

Evidence of Meeting the Standard

AHC annually engages an external audit firm to provide financial and compliance audits of the District, the AHC Auxiliary Corporation, the AHC Foundation, the Viticulture and Enology Foundation, and the Measure I Bond Fund. AHC also engages external auditors to assess specific operational and internal controls as needed. The external audit process and results provide opportunities for improvements in internal control systems and processes. The recent implementation of ONESolution, the institution's financial management software, has contributed to improvement of internal controls through review of system access and authorization levels defined in the workflow process.

III.D.8-1	Board Policy/Administrative Procedure 6400, Audits
III.D.8-2	Audit Report Opinion Pages (2012-2015)
III.D.8-3	Internal Control Narratives
III.D.8-4	Full-Time Faculty Gross Salary Payments and Process, July 2, 2014
III.D.8-5	ONESolution Steering Committee, CCPD, page 66
III.D.8-6	ONESolution User Request Form and Signature Thresholds/Approvals

Analysis and Evaluation

Financial and Internal Control Systems Are Evaluated, Assessed, and Improved
The District engages an external audit firm annually to perform audits of the District and related entities as required by Board Policy 6400 (III.D.8-1). The audits of the District have resulted in unmodified opinions, attesting to the District's financials being presented fairly, in all material aspects. Measure I Bond financial audits and other related entities also have received unmodified audit opinions (III.D.8-2).

Internal control narratives are reviewed and updated by the District and auxiliary financial departments in preparation for the audit each year (III.D.8-3). These narratives allow the auditors to look for deficiencies in internal controls, establish testing criteria, and recommend improvements if necessary. For fiscal years 2009-2010 through 2014-2015, District and auxiliary audits have not had any material findings related to internal controls.

In response to concerns expressed by District full-time faculty, the District engaged an external auditor in July 2014 to review the accuracy and validity of gross salary payments to full-time faculty members for the fall 2012, spring 2013, and summer 2013 semesters. The outcome of the review was provided to representatives of the full-time faculty, and recommendations included in the

report were used to improve procedures (III.D.8-4).

In 2013, the District implemented ONESolution, an integrated financial and human resources software system. A steering committee comprised of finance, human resources, and information systems personnel guided the implementation process (III.D.8-5). As part of the implementation process, existing and recommended internal controls were documented and incorporated into the security and authorization control function in the software. Integral to internal control in ONESolution is the workflow process. Administrative Services has oversight over assigned authorization level of expenditures and access to functionality in ONESolution and works with Information Technology Services to ensure that internal control is maintained through access and authorities granted in

workflow. As personnel and organizational structures change, changes in signature authority are approved by the president and cabinet, as needed (III.D.8-6).

Financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

As noted in improvement plans in Standard III.D.7, in order to promote more systematic and robust review of financial practices and internal control, the vice-president of Finance and Administration and the Director of Business Services will develop an annual schedule of process and internal control review.

The College meets the standard.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

AHC has sufficient cash flow and reserves to ensure stability and that risk management support is in place to guard against unforeseen claims against the District. The District is able to meet financial emergencies or unforeseen challenges due to strong financial reserves.

III.D.9-1 Budget Book, FY 2014-2015 and FY 2015-2016, page 7

III.D.9-2 Board Agenda Item 11.B, Second Quarter Financial Status Report, February 9, 2016

III.D.9-3 Monthly District Financial Report, Board Item 14.L. April 12, 2016

III.D.9-4 Cash - Balances by Fund, October 23, 2014; May 31, 2015; July 30, 2015

III.D.9-5 Cash Management Plan

III.D.9-6 Board Agenda Item 13.A, October 13, 2015, page 116

III.D.9-7 Restated Joint Powers Agreement of Santa Barbara County Schools Self-Insurance Program for Employees ("SIPE"), effective July 1, 2013, Item 19

III.D.9-8 Board meeting minutes, agenda item 6.A. August 11, 2011

III.D.9-9 Board meeting minutes, agenda item 3.E, February 2, 2012 and agenda item 11.A, February 21, 2012

III.D.9-10 Board meeting minutes, September 8, 2015, page 16

III.D.9-11 Board Policy/Administrative Procedure 6540, Risk Management

III.D.9-12 SWACC, Memorandum of Coverage

III.D.9-13 Audit Report, Year Ended June 30, 2015, page 45 and 46

III.D.9-14 Measure I Bond Construction and Technology, Cash Flow Projection, June 30, 2015

III.D.9-15 Measure I Citizens' Oversight Committee Meeting, Quarterly Financial Report

III.D.9-16 Citizens' Oversight Committee, Bond Measure I meeting agendas

III.D.9-17 Standard & Poor's Summary: Allan Hancock Joint Community College District, California; General Obligation, November 13, 2013

III.D.9-18 Moody's Investors Service report, November 12, 2013

III.D.9-19 Standard & Poor's Summary: Allan Hancock Joint Community College District, California; General Obligation, September 23, 2014

III.D.9-20 Moody's Investors Service report, September 23, 2014

Analysis and Evaluation

General apportionment is the primary funding source for the general fund. The projection and management of FTES is crucial to determining financial resources available to the District. The Budget Council looks at District FTES funding caps, FTES thresholds by college size, and projects FTES funding needs as part of the income and expenditure development process. This information is summarized in the annual budget book (III.D.9-1). The remaining revenue sources are from the state lottery, interest, and non-resident tuition. AHC is dependent on the timely receipt of state apportionment. When apportionment is deferred, AHC has contingency plans to manage cash shortfalls. Routine monthly and quarterly financial reports (311 Q) track revenue and expenditures and ensure compliance with the annual budget (III.D.9-2; III.D.9-3).

The vice president of Finance and Administration and the director of Business Services routinely review available cash balances. Weekly reports from the County Treasury office provide current cash balances maintained at the Treasury (III.D.9-4). Funds maintained in local banks are reconciled, and balances are monitored on a regular basis.

In the event cash balances in the general fund-unrestricted are lower than necessary to meet payroll and vendor obligations, the District has liquid funds available for short-term borrowing. Detailed cash flow projections are completed when it appears likely that cash reserves are inadequate to meet current needs (III.D.9-5).

AHC has managed past deficits using two methods of short-term financing: inter-fund borrowing and Tax Revenue and Anticipation Notes (TRANs). Inter-fund borrowing is limited to funds holding liquid assets available for short-term lending. The District maintains funds outside of the general fund that are available for inter-fund borrowing on a temporary basis. These funds and their year-end balances from fiscal year 2012-2013 through the projected year-end fiscal year 2015-2016 are listed in Table 7 below.

Table 7 – **Allan Hancock College Alternate Sources of Liquidity**

Reserves by Fund Type	Fund balance as of 6/30/13	Fund balance as of 6/30/14	Fund balance as of 6/30/15	Projected Fund balance as of 6/30/16
Capital Outlay Project Fund	$4,378,668	$4,814,019	$6,108,901	$5,003,689
Post-Employment Benefits Fund	5,343,847	6,312,694	307,023	753,023
Bookstore Fund	1,430,351	1,439,661	1,461,894	1,432,159
Property Liability Self Insurance Fund	1,074,451	1,082,919	1,183,669	924,669
Dental Self Insurance Fund	959,500	1,148,663	1,270,333	1,272,334
Restricted General Fund	6,729,788	6,830,989	7,441,514	8,199,078
AHC Foundation	18,027,830	23,142,237	22,924,001	25,858,743
	$37,944,435	**$44,771,182**	**$40,697,335**	**$43,443,695**

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

The last TRAN issued by the college was a mid-year issuance in the amount of $2,145,000 in April 2010. The TRAN was repaid in February 2011. Following an analysis of the costs associated with a TRAN issuance and the eligibility calculation, AHC chose not to issue a TRAN in FY 2011- 2012 as cash balances for the upcoming year and the District's eligibility would have been limited to approximately $1,000,000.

As part of the cash flow contingency plan, the District requests authorization annually from the Board of Trustees to borrow up to 60 percent of the District's equity in the Self Insurance Program for Employees (SIPE) workers' compensation Joint Powers of Authority (JPAs) if needed for cash flow purposes (III.D.9-6). This arrangement is outlined in the SIPE JPA agreement (III.D.9-7). At the time of peak state deferrals, the unrestricted general fund borrowed from the Capital Outlay Fund and the Health Exams Fund. The funds were repaid on a timely basis.

The California Community College Chancellor's Office recommends maintaining a minimum prudent fund balance of five percent. In August 2011,

for the 2011-2012 fiscal year, the AHC Board of Trustees directed the District to develop a budget with a minimum 6.5 percent reserve to ensure that reserves did not fall below five percent during the budget year (III.D.9-8). The general fund expenditure budget was reduced during this year as a result of anticipated base apportionment funding reductions. At a Special Board Meeting on February 2, 2012, the Board of Trustees reiterated the importance of maintaining the current reserve dollars, in absolute dollar terms, recognizing that the reserve percentage might need to be increased to reflect needed reserves better. The Board of Trustees directed administration to develop a plan for the District to achieve a ten percent reserve level within a realistic timeframe (III.D.9-9). In compliance with this recommendation, the Budget Council established a guiding principle that the adopted budget should include a reserve as directed by the AHC Board of Trustees. The general fund unrestricted reserve has gradually increased towards the District's ten percent goal, as evidenced in Table 8 below:

Table 8 – **General Fund Reserves % of Expenditures**

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.
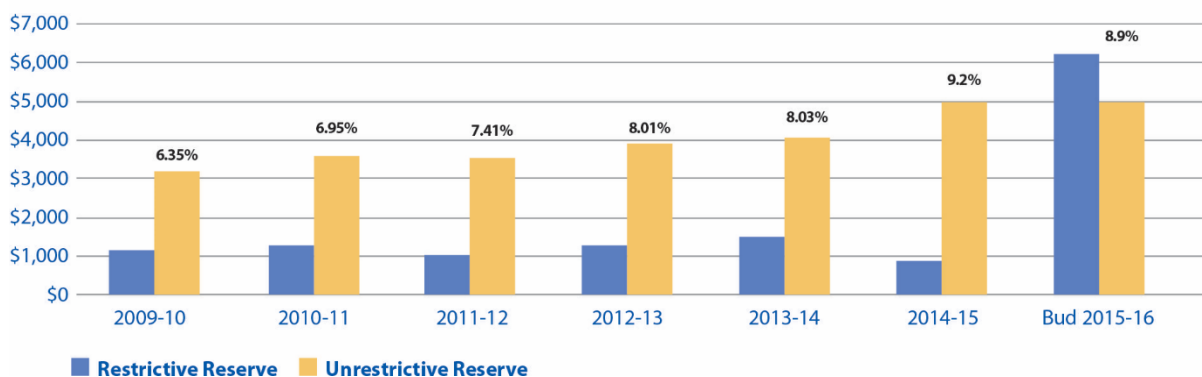
In fiscal year FY 2015-2016, AHC will receive a total of $5.3 million in mandate claims with no restrictions or match requirements. The Board of Trustees has directed the District to restrict these funds to ensure funding stability as AHC attempts to increase enrollment, restore mid-size college status, and mitigate increasing operational expenditures and deferred maintenance (III.D.9-10). This action explains the large increase in the restricted reserve shown on previous page in Table 8.

Quarterly Financial Status Reports (CCFS-311Q) demonstrate that the general fund quarterly ending cash balance exceeds the Chancellor's prudent minimum reserve level and is sufficient to meet the AHC's obligations, as well as unforeseen emergencies.

District Board Policy and Administrative Procedure 6540 provide the guidelines for management of risk and potential liability (III.D.9-11). To minimize exposure of loss due to theft, damage, or destruction of assets; errors and omissions; natural disasters; and injuries to employees, AHC participates in three Joint Powers of Authority (JPAs): Bay Area Community College District (BACCD); the Statewide Association of Community Colleges (SWACC), and the Self Insurance Program for Employees (SIPE) (III.D.9-12; III.D.9-7). The settled claims as of the June 30, 2015 audit have not exceeded the JPA coverages for the prior three years (III.D.9-13).

AHC has maintained stability and has successfully addressed financial emergencies and unforeseen circumstances. State deferrals in

apportionment funding to community colleges in FY 2012-2013 were $961 million statewide, and AHC experienced $5.5 million in deferred state apportionment payments. Subsequent inter-year deferrals of $300 million statewide impacted AHC cash flow by $970,000 for FY 2013-2014. All deferrals have been eliminated as of the FY 2015-2016 budget year.

With voter approval of Bond Measure I in June 2006, the District issued its first bond series in September 2006. The college developed a process to project and monitor cash flow needs for both construction and technology programs. The report is prepared with direction from the vice president of Facilities and Operations and is provided to the vice president of Finance and Administration on a quarterly basis (III.D.9-14). The report aids in identifying timing for additional bond series based on construction progress and program expenditure requirements. Reports are provided to the Citizens' Oversight Committee (COC) at their quarterly (now bi-annual) meetings (III.D.9-15; III.D.9-16).

AHC's cash management planning has provided stability and necessary cash flow to meet these obligations with reliance on only short-term inter-fund borrowing. AHC reserves have remained strong, and the unrestricted portion of the general fund reserves has grown in a steady and controlled fashion.

The report issued by Standard & Poor's relative to a new bond series advises the District that its credit rating was increased to a Long Term Rating of AA/Stable (III.D.9-17). The report indicates that the

rating reflects the District's "strong financial management assessment due to prudent financial planning and consistently managing to very strong general fund reserves." The agency notes that in their view, "the District has demonstrated its ability to manage a decline in state funding." Moody's, in their report, also noted that their reaffirmation of the college's Aa2 rating was partially based on strong financial position and management, stable cash position, and the ability to manage unfunded FTES (III.D.9-18). These ratings were reaffirmed by both agencies when the District issued General Obligation Refunding Bonds in November 2014 citing strong financial management, strong reserves, and proactive management of OPEB liability as part of the rationale for the rating (III.D.9-19; III.D.9-20).

The institution maintains stability through systematic management of reserves and cash flow, manages risk appropriately, and has contingency plans in place to weather financial emergencies.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.D.10   **The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Evidence of Meeting the Standard

AHC practices effective oversight of finances. The District's financial organization provides financial processing, budget development, reporting, and internal control review for District operations, including financial aid, grants, externally funded programs, contractual relationships, and institutional investments and assets. The financial oversight extends to District auxiliary organizations and the AHC Foundation. Each entity has a Board of Directors that meets regularly to review operational activities, financial performance, and applicable funding and investment activities.

III.D.10-1   Board Agenda Item 14.I, pages 211-222, September 8, 2015
III.D.10-2   CCFS-311, Annual Financial and Budget Report, Actual 2014-2015, Budget 2015-2016
III.D.10-3   Cohort Default Rate Notification Letter dated February 2016
III.D.10-4   Board Policy/Administrative Procedure 3280, Grant-funded Programs
III.D.10-5   Board of Trustees Action Item 12.A, September 9, 2014
III.D.10-6   Grant Compliance Reporting
III.D.10-7   Student Equity Expenditures Report 2014-2015

III.D.10-8   Board of Trustees Item 13.C, pages 143-146, March 8, 2016
III.D.10-9   AHC Auxiliary Programs Corporation Articles of Incorporation, Bylaws, and Operating Agreement
III.D.10-10   AHC Viticulture and Enology Foundation Articles of Incorporation, Bylaws, and Operating Agreement
III.D.10-11   AHC Foundation Articles of Incorporation, Bylaws, and Operating Agreement
III.D.10-12   Board of Trustees Action, Item 9.D., December 8, 2015
III.D.10-13   Allan Hancock College Bookstore Analysis 2014, April 18, 2014
III.D.10-14   AHC Bookstore Income Statements
III.D.10-15   Allan Hancock College Bookstore Analysis 2015, April 13, 2015
III.D.10-16   Request for Proposal for Management of the District Bookstore, September 3, 2015
III.D.10-17   Analysis of District Bookstore Proposals January 2016
III.D.10-18   Presentation to College Council Bookstore Taskforce Recommendation December 7, 2015
III.D.10-19   Award of Contract for Management of District Bookstore, RFP 16-102,

Board Agenda Item 13.C. January 19, 2016

III.D.10-20 AHC Viticulture and Enology Foundation Special Board Meeting Agenda and Minutes, March 10, 2014

III.D.10-21 AHC Foundation Investment Policy dated June 23, 2015

III.D.10-22 Investment Committee Meeting Agenda and Minutes, June 23, 2015, Item 7.C

III.D.10-23 Investment Committee Meeting Agenda and Minutes, June 24, 2014, Item 7.D

III.D.10-24 Santa Barbara County Treasurer, Investment Policy Statement, July 2012

III.D.10-25 Agenda of the Santa Barbara County Treasury Oversight Committee, July 27, 2015

III.D.10-26 Board Agenda Item 11.C, FDIC Thresholds, pages 85-87, February 17, 2015

III.D.10-27 Rabobank Contract for Deposit of Monies

Analysis and Evaluation

Effective Oversite of Finances

The AHC Department of Administrative Services and the Department of Business Services provide financial oversight for District operations, including financial aid, grants, externally funded programs, and contractual relationships. These offices also oversee the management of District assets and investments.

The AHC Board of Trustees receives monthly financial reporting on District unrestricted and restricted, auxiliary, AHC Foundation, and special fund activity.

This monthly review allows for discussion of progress against budgets, institutional plans, or any anomalies in the financial statements (III.D.10-1). To meet state budget reporting requirements, the Administrative Services office prepares the CCFS-311, an annual financial and budget report that is submitted to the California Community Colleges Chancellor's Office (III.D.10-2).

Financial Aid

The District's Financial Aid program has not required review by the U.S. Department of Education because of ongoing compliance. The District was notified by ACCJC that it was being assigned a category R (Referred) and would undergo a more comprehensive analysis of AHC's financial condition by the ACCJC's Financial Reviewers. One of the reasons cited for the review was "excessive Federal Student Loan default rates." Following the review, it was determined that no additional action or reporting was required by the District. In a February 29, 2016 letter from the United States Department of Education, the District was notified that the 2013 three-year default rate had dropped to 17.9% (III.D.10-3).

Grants, External Funding, and Contracts

The Business Services and Institutional Grants departments follow District policies and procedures for contract and grant applications (III.D.10-4). Grant applications require board review for submission and require approval to receive funding prior to acceptance (III.D.10-5). Grants specialists in Business Services and the staff in Institutional Grants assist grant coordinators to develop and monitor grant

budgets. The grants specialists check to ensure expenditures are in compliance with applicable grant regulations and within annual budgets prior to approving expenditures in the ONESolution purchasing system. Compliance reporting is provided to the appropriate state or federal agency as required by the grant guidelines (III.D.10-6).

Restricted funds originating from the state or federal government are managed by the Business Services department. The grants specialists work with the various categorical, Student Success and Support, and Student Equity program administrators to develop annual budgets. The grants specialists check to ensure expenditures are in compliance with applicable program regulations and within annual budgets prior to approving expenditures in the ONESolution purchasing system. Compliance reporting is provided to the appropriate state or federal agency as required (III.D.10-7). AHC was not audited by state or federal auditors between FY 2009–2010 and FY 2014–2015.

The AHC Board of Trustees provides authorization to specific employees who may act as agents of the institution for contract approval. This authorization in updated by the AHC Board of Trustees annually (III.D.10-8). This authorization is in conformance with Section 81655 of the California Education Code.

Auxiliary Organizations and Foundations
The AHC Administrative Services department and Auxiliary Accounting Services provide financial oversight for the AHC Auxiliary Programs Corporation,

the AHC Viticulture and Enology Foundation, and the AHC Foundation. These corporations were formed under the requirements of Title 5. Each corporation has approved articles of incorporation, bylaws, and operating agreements with the District (III.D.10-9; III.D.10-10; III.D.10-11). The AHC superintendent/president, vice president of Finance and Administration, and Board of Trustees members sit on the boards, in rotation, as determined at the annual organizational meeting (III.D.10-12).

The Auxiliary Programs Corporation includes the Associated Student Body Government (ASBG), athletics, student clubs, the AHC Bookstore, and the Pacific Conservatory of the Performing Arts (PCPA). The Auxiliary Programs Corporation Board meets quarterly to review auxiliary operations and financial statements. The board is comprised of AHC's superintendent/president, the vice president of Finance and Administration, one academic administrator appointed by the superintendent/president, one regular faculty member nominated by the Academic Senate, and one student member nominated by ASBG (III.D.10-13).

In December of 2013, the vice-president of Finance and Administrative Service engaged an independent service to evaluate the Auxiliary Bookstore operations (III.D.10-14). The operation had been losing money in its efforts to make textbooks affordable and incurred losses of $31,205 in FY 2011-2012 and $283,531 in FY 2012-2013 (III.D.10-15). This was not only a drain on reserves, but the Auxiliary Corporation by-laws state that the AHC Bookstore will provide the

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

AHC Student Body Government with 1.6% of annual sales for funding student government activities. As sales volume decreased, the support levels dropped from $51,322 in FY 2010-2011 to just $37,347 in FY 2013-2014.

College Council initiated a task force in December of 2014 with the charge of evaluating the options and making a recommendation whether to salvage the operation or outsource the service. A follow-up review of possible improvements to Bookstore operations versus possible results from outsourcing was commissioned and was completed on April 13, 2015. The task force reviewed the analysis and agreed to generate a request for proposal (RFP) for management of the District Bookstore (III.D.10-16). The RFP was necessary to provide a realistic assessment of possible options. The independent service reviewed the proposals and provided feedback to the task force in October of 2015 (III.D.10-17).

The task force recommended that the service be outsourced. A presentation describing the review and analysis by the task force and the recommendation to outsource was provided to College Council on December 7, 2015, and there was consensus on moving forward to the AHC board with the recommendation for outsourcing (III.D.10-18). Through the bidding process, Follett Higher Education was selected as the service provider. Follett agreed to provide a minimum guarantee far exceeding the AHC Bookstore self-operating profitability. The District Board of Trustees approved the recommendation on January 19, 2016

(III.D.10-19). The operation changed hands on March 22, 2015.

The AHC Viticulture and Enology Foundation incorporated in FY 2013-2014. The organizational meeting was held on March 10, 2014 (III.D.10-20). The board is comprised of the AHC superintendent/president, vice president of Finance and Administration, dean of the Life and Physical Sciences Program, coordinator of the Agricultural Business Program, and an at-large director appointed by the AHC Board of Trustees. The foundation's purpose is to support the college's educational and cultural programs in the areas of Agribusiness, Viticulture, and Enology, as well as to operate certain facilities related to such programs. The board meets quarterly to review operations and financial status.

AHC receives significant fundraising support from the AHC Foundation, a nonprofit public benefit corporation 501(c)(3), formed in 1977 for the purpose of providing benefits to the educational programs and services of AHC.

The AHC Foundation Board meets quarterly. A trustee of the AHC board, the superintendent/president, vice president of Finance and Administration, a faculty member, and a student representative sit on the AHC Foundation Board of Directors to provide continuity with District activities. The Auxiliary Accounting Services office manages financial processing and reporting on operating and investment activities for the AHC Foundation.

The AHC Foundation Investment Committee oversees foundation

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

investments to comply with the AHC Foundation Investment Policy (III.D.10-21). The investment policy is reviewed regularly and updated it as necessary (III.D.10-22; III.D.10-23). The AHC Executive Committee oversees development and performance of the foundation's annual budget. The Investment and Executive Committees meet regularly; financial reports, investments, and outstanding issues are discussed at these meetings.

Institutional Investments and Assets
The majority of the District's cash is maintained in the Santa Barbara County Treasury, which follows all government code requirements (III.D.10-24). The District has a long history of having a representative serve on the Santa Barbara County Treasurer's Office Oversight Committee and receives regular reports related to the Treasury Office's investment activity (III.D.10-25).

District investments are either in the county treasury, accounts related to governmental programs, or in accounts approved by the Board of Trustees, clearing and revolving cash accounts. Funds from trust, fiduciary, and auxiliary operations are deposited in separate bank accounts. The Board of Trustees annually reviews and approves all District bank accounts to ensure they meet either Federal Deposit Insurance Corporation insurance thresholds or are fully collateralized by the holding bank (III.D.10-26). Agreements are kept on file (III.D.10-27).

The college practices effective oversite of related auxiliaries and foundations as well as federal, state, and private funding requirements.

In order to ensure compliance with recently enacted Federal Uniform Grant Guidelines (2014), grants management personnel in the Business Services Department will review and update all procedures and reporting in fiscal year 2016-2017.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.D.11 **The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

Evidence of Meeting the Standard

To ensure short and long term financial solvency, AHC has established institutional goals for maintaining adequate financial reserves. The Budget Council addresses short-term and long-range financial priorities and provides recommendations to the institution for funding of liabilities and future obligations during the budget development process. The development process is interactive with various councils, cabinet, and the Board of Trustees and is transparent to AHC constituencies. Institutional obligations are clearly identified in the annual Budget Book, in cabinet meetings, and at the monthly Board of Trustee meetings. External audits of the District and related component organizations are performed annually.

III.D.11-1 Guiding Principles for FTES Management
III.D.11-2 Budget Development Guiding Principles
III.D.11-3 Technology Maintenance/Licenses Outlook 2010-2017
III.D.11-4 FY 2015-2016 Budget Development Income and Expenditure Assumptions
III.D.11-5 Public Safety Operational Cost Framework October 2013
III.D.11-6 FY 2014-2015 Budget Development Income and Expenditure Assumptions

III.D.11-7 Board Presentation Framework Update
III.D.11-8 Agendas for Public Safety Plan update
III.D.11-9 Budget Book Fiscal Year 2015-2016

Analysis and Evaluation

Financial Solvency
General apportionment is the primary funding source for the general fund. The projection and management of FTES is crucial to determining financial resources available to the District. The Budget Council looks at District FTES funding caps, FTES thresholds by college size, and projects FTES funding needs as part of the income and expenditure development process.

The Enrollment Management Committee assesses the District's ability to achieve these proposed funding goals based on student demand and program capacity. These enrollment goals are shared with the Academic Affairs department to ensure they are consistent with program reviews and the Educational Master Plan. Facilities Council is consulted to evaluate facilities and maintenance needs, capacity utilization, and the impacts of Bond Measure I.

The Enrollment Management Committee follows established "Guiding Principles for FTES Management," and they are reviewed for currency annually. These

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

provide a framework for FTES assessment (III.D.11-1). Growth projections have proven to be realistic in FY 2009-2010 through FY 2013-2014, although AHC has experienced a decline in enrollment in FY 2014-2015 and missed the mid-size college target of 9,647 FTES (see Table 9 below).

Table 9 – **FTES History**
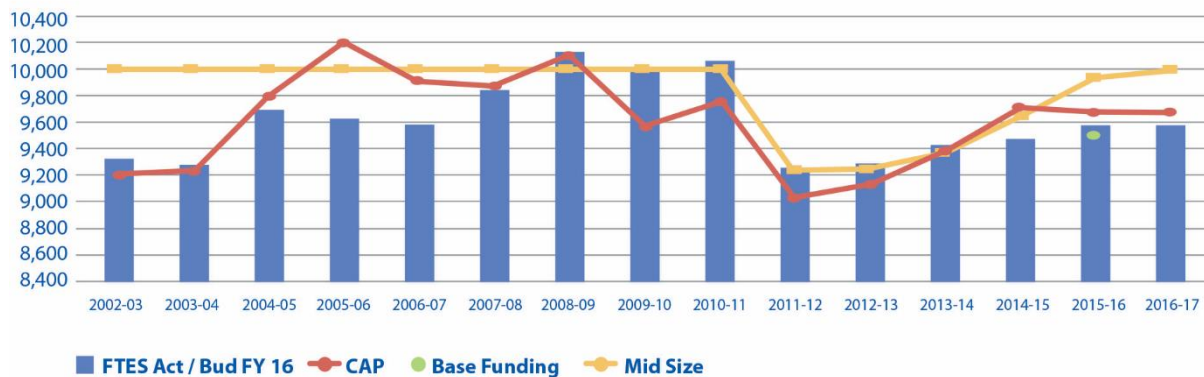
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
FTES Act / Bud FY 16	9,321	9,278	9,696	9,630	9,580	9,842	10,126	10,001	10,059	9,258	9,286	9,431	9,475	9,573	9,573
CAP	9,203	9,235	9,789	10,196	9,902	9,869	10,097	9,557	9,752	9,017	9,127	9,383	9,706	9,670	9,665
Stability Funding														9,475	
Mid-size College	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	9,236	9,236	9,375	9,647	9,940	10,000

The Budget Council follows the "Guiding Principles for Budget Development" to provide guidance for budget development. One principle states that the allocation of resources shall "meet the legal, contractual, and accreditation obligations of the college." In January 2016, the guiding principles were amended to include a provision to fund future increases in CalPERS and CalSTRS as the first budget priority in budget development (III.D.11-2).

Other short- and longer-term funding obligations, such as lease agreements, technology license fees, maintenance agreements, institutionalization of grant funded staff positions, and retiree health benefits are reviewed and incorporated during budget development as needed (III.D.11-3; III.D.11-4).

Passage of Bond Measure I in 2006 allowed AHC to make significant improvements to existing buildings and build new, more efficient buildings. The Budget Council takes changes to utility and insurance expenses into consideration when developing the annual budget assumptions document.

One of the major Bond Measure I construction projects is the new Public Safety Training Complex, located at the Lompoc Valley Center. The District developed the Operational Cost

Framework to estimate the cost of operating and maintaining the new facility (III.D.11-5). The report projected three fiscal years beginning in FY 2012-2013, the last fiscal year Public Safety programs operated from the south campus facilities in Santa Maria. Identified cost increases were included in the budget assumption document for 2014-2015 (III.D.11-6).

The Board of Trustees received an updated financial review of the Public Safety Training Complex operations through mid-year FY 2014-2015 in April 2015, and an updated plan and budget is in progress (III.D.11-7; III.D.11-8). Revenues and expenditures derived from this plan will be included in the FY 2016-2017 budget.

AHC's Budget Council reviews the projections and includes changes to projected costs for the budget year on the budget assumptions document (III.D.11-4; III.D.11-6). The budget assumptions document provides the basis for development of the tentative and final budget in September. The budget development assumptions and budgets for the 21 AHC funds are compiled into the Budget Book annually (III.D.11-9).

Financial stability is a consideration in short and long term planning. The College plans for and clearly communicates actions taken to provide for solvency. These actions are reflected in the annual financial audit, the budget book, and on-going communication with the Board of Trustees, cabinet, and the council and committee structure.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.D.12   **The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

Evidence of Meeting the Standard

AHC plans for and allocates resources for payment of future liabilities each year in the budgeting process. The Other Post-Employee Benefits (OPEB) actuarial plan is current and is used to determine current and future liabilities of the District.

III.D.12-1   District Annual Audit Report, June 30, 2015, pages 36 and 38
III.D.12-2   Adopted Budget, 2015-2016, OPEB, pages 15 and 16
III.D.12-3   Board Agenda, Item 13.K, October 21, 2014, pages 182-183
III.D.12-4   Board Agenda, Item 12.C, November 18, 2014, page 147
III.D.12-5   Board Agenda, Item 15.C, December 9, 2014, page 104, Evidence
III.D.12-6   Board Agenda, Item 13.D, January 20, 2015, pages 119-121
III.D.12-7   Retirement Board of Authority Organizational meeting agenda March 24, 2014
III.D.12-8   Benefit Trust Company Statement, June 30, 2015
III.D.12-9   Actuarial Report dated February 28, 2016, pages 8 and 9
III.D.12-10 Compensated Absences FY 2015

III.D.12-11 CSEA Collective Bargaining Agreement, Article 14, Vacation
III.D.12-12 District Journal Entry dated June 30, 2014

Analysis and Evaluation

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations.

The District's FY 2014-2015 audit report reflects total long-term liabilities in the amount of $183,085,627 (III.D.12-1). Of this total, $145,288,506 is due to general obligation bonds issued through June 30, 2015, including $9,738,543 related to unamortized bond premiums. Repayment of these voter-approved bonds is an obligation of the taxpayers within the District boundaries. $36,622,243 relates to pension liabilities for CalPERS and CalSTRS, resulting from implementation of newly enacted Governmental Accounting Standards Board (GASB) Statements numbers 68 and 71 for the fiscal year which ended June 30, 2015. The OPEB obligation for the year is zero as a result of funding the OPEB trust, and $1,174,878 is related to compensated absences.

In 2004, the Governmental Accounting Standards Board (GASB) issued statement 45, "Accounting and Financial Reporting by Employers for Post-Employment

Benefits Other Than Pensions," which requires public agencies to report their costs and obligations pertaining to health and other benefits of current and future retired employees. Under this statement, these benefits must be recognized as a current cost during the working years of an employee. Further, each agency is to identify and disclose the benefits as an expense and, to the extent not pre-funded, as a liability on its financial statements. The effective date of the GASB 45 requirements was phased in over three years based on the District's annual revenues. The implementation year for Allan Hancock College was 2008-2009.

GASB 45 requires that the District has actuarial studies performed on a regular cycle. During fiscal year 2004-2005, Total Compensation Systems, Inc. (TCS) analyzed liabilities associated with Allan Hancock College's current retiree health program as of July 1, 2004. Following a review of that report, the Budget Council recommended that the future service liability be funded by implementing a benefit rate applied to applicable salaries effective July 1, 2006. The Budget Council also recommended that past service liability reserves be established and funded by allocating mandated cost claim reimbursements from the state when received and that at least a portion of the Certificate of Participation debt obligation funding that was relieved also be directed for this purpose. This funding arrangement was established as part of the annual budgeting process (III.D.12-2).

A recommendation for establishing an irrevocable trust for OPEB liabilities was presented to the Board of Trustees in November of 2014. Over the course of

four meetings, information about the FUTURIS Trust Program was provided, and the board approved and adopted a resolution to create the trust (III.D.12-3; III.D.12-4; III.D.12-5; III.D.12-6). AHC established the irrevocable trust and a Retirement Board of Authority for oversight of OPEB assets in March 2015 (III.D.12-7). OPEB reserves in the amount $7,214,824 were transferred to the trust in June 2015 (III.D.12-8).

As of July 1, 2015 the Actuarial Present Value of Total Projected Benefits (APVTPB) was $9,132,545. The past service and future service liabilities are separately identified. The Past Service Liability (Actuarial Accrued Liability) was estimated to be $8,158,875, and the Future Service Liability (Normal Cost) was calculated to be $973,670 and has yet to be earned by active employees for service from July 1, 2015 through retirement. AHC will continue to reserve the Annual Required Contribution (ARC) of $217,395, as calculated in the July 1, 2015 Actuarial Report (III.D.12-9). This funding will continue to come from a defined percentage of applicable salaries in compliance with established practice. The anticipated 6% earnings of the trust will allow AHC to reallocate $245,000 that had been dedicated to funding the OPEB reserve. The Budget Council is proposing this funding be applied towards a reserve for projected increases in CalPERS and CalSTRS employer contribution rates.

AHC reviews outstanding vacation accruals annually. The total value of compensated absences as of June 30, 2015 is $1,174,878 (III.D.12-10). This amount is reflected in the annual audit report

(III.D.12-1). The liability for classified employees with vacation day balances in excess of one year are also recognized, in compliance with the CSEA Collective Bargaining Agreement (III.D.12-11). The total liability as of June 30, 2015 was $76,881 (III.D.12-12).

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations.

The College meets the standard.

III.D.13   **On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

Evidence of Meeting the Standard

AHC does not carry any locally incurred debt.

Analysis and Evaluation

III.D.14   **All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation) auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

Evidence of Meeting the Standard

AHC's Board of Trustees, the superintendent/president, the vice-president of Finance and Administration, and the AHC Business Services Department provide effective financial oversight to ensure that financial resources are used with integrity and for their intended purpose.

III.D.14-1   Citizens' Oversight Committee Meeting, Financial Reports, August 4, 2015 and March 1, 2016

III.D.14-2   Bond Measure I Financial Audit, June 30, 2015

III.D.14-3   2015 Annual Report to the Board of Trustees, Bond Measure I Citizens' Oversight Committee

III.D.14-4   Minutes of the November 4, 2014 meeting of the Citizens' Oversight Committee, Bond Measure I

III.D.14-5   Board Policy/Administrative Procedure 3280, Grant Funded Programs

III.D.14-6   Allan Hancock College District Audit, June 30, 2015

III.D.14-7   PCPA Financial Audit, June 30, 2015

III.D.14-8   Viticulture and Enology Foundation Audit, June 30, 2015

III.D.14-9   Allan Hancock College Foundation Audit, June 30, 2015

III.D.14-10   AHC Foundation Investment Policy dated June 23, 2015

III.D.14-11   Investment Committee meeting agenda and minutes, June 23, 2015, Item 7.C.

III.D.14-12   Investment Committee meeting agenda and minutes, June 24, 2014, Item 7.D.

III.D.14-13   AHC Board Agenda Item 6.A. "Boyd Estate Donation", May 16, 2013 and Patricia J Boyd Trust Directives

III.D.14-14   AHC Foundation Investment Committee Patricia J. Boyd Expenditure Process, October 8, 2013

III.D.14-15   AHC Board Agenda Item 14.A.2 "Award of Inner City Grid", December 8, 2016

Analysis and Evaluation

Financial resources are used with integrity and for their intended purpose.

The District has established board policy and procedures and internal controls. The District engages annual external audits to ensure that expenditures of the institution, including auxiliary organizations, comply with federal and state guidelines and are used for their intended purpose.

AHC does not have short term debt and is winding down Bond Measure I, approved by taxpayers in June 2006. This successful Bond measure provided $180 million for upgrades to AHC facilities and technology. A Citizens' Oversight

Committee (COC) was formed and meets on a regular basis. A current Financial Report is provided to the committee as well as copies of the annual financial and performance audit reports for the bond program (III.D.14-1; III.D.14-2). The COC directs the preparation of and approves the annual report that is presented by the committee chairperson to the AHC Board of Trustees (III.D.14-3).

Effective January 2015, COC meetings will be held twice a year. With most of the construction authorized by Bond Measure I completed and only $34 million of the authorized $180 million yet to be issued for construction of the Fine Arts facility, the committee felt that quarterly meetings were more than needed at this time (III.D.14-4). As indicated on pages 15 and 16 of the Bond Measure I Financial Audit, June 30, 2015, there are no current or prior financial audit findings. Bond funds have been used for their intended purpose (III.D.14-2).

AHC programs funded through a grant external to the general fund are defined as "grant funded programs" and follow guidelines provided by Board Policy 3280 (III.D.14-5). Through the online approval process for all purchase requisitions, AHC assures that each expenditure is reviewed and approved by the appropriate personnel. Business Services provides oversight of all expenditures and grant reports to ensure that the expenditures meet District guidelines, are allowable, and meet grant or other funding guidelines.

Annual external audits of grant funded programs have not identified any material

weaknesses in grant funded programs (III.D.14-6).

The AHC Department of Finance and Administration Services provides operational oversight of the AHC Auxiliary Corporation and the AHC Viticulture and Enology Foundation. The AHC Auxiliary Corporation includes the AHC Bookstore, Athletics, and the Pacific Conservatory Theatre (PCPA).

The AHC Auxiliary Corporation financials are included in the District Audit; PCPA and the AHC Viticulture and Enology Foundation each have their own annual audit (III.D.14-7; III.D.14-8; III.D.14-9). All entities have unmodified opinions.

The AHC Foundation manages 132 endowed funds valued at $20,155,106 as of June 30, 2015. These funds include both donor restricted and board restricted endowments. As indicated in Note 10, pages 13-15 of the AHC Foundation Audit June 30, 2015, these funds are managed within the guidelines of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) to provide assurance that they meet the donor's intended use (III.D.14-9). The AHC Foundation Investment Committee oversees AHC Foundation investments to comply with the AHC Foundation Investment Policy (III.D.14-10). The investment policy is reviewed regularly and updated as necessary (III.D.14-11; III.D.14-12).

In 2013, the AHC Foundation was the beneficiary of the second-largest donation ever given to a community college. A former piano teacher at the college left a gift of approximately $10.5 million. The

declaration of trust document states that the funds received from the trust are to be held by the AHC Foundation and administered as the Patricia J. Boyd fund. The trust states the funds may be pooled for investment, but all income and principal must be used to enhance the physical assets of the AHC Music Program. The AHC Foundation has complied with the directives of the trust and have invested the money with the goal of using the funds to add a concert hall to the Fine Arts Building, slated to be built in 2018 or as soon as potential state bond funding is available and the District has the capacity to issue approximately $34 million left in Measure I Bond funds (III.D.14-13).

As part of the Patricia J. Boyd trust, there were two additional bequests to the AHC Foundation totaling $263,000. The trust advisors indicated these bequests were not

subject to the same restrictions of the larger bequest. To honor the spirit and intent of the second bequests, the AHC Foundation and the District established a process to use a portion of the funds annually to meet the physical asset needs of the AHC Music Department (III.D.14-14).

In 2015, the District received an anonymous, $1.4 million grant to enhance the existing Public Safety Training Center. A portion of the allocation is earmarked for the expansion of the "Inner City Grid", a scenario village for training of EMT, Police, and Firefighter candidates at the academy (III.D.14-15).

All funding sources are used with integrity and in a manner consistent with their intended purpose.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.D.15 **The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

Evidence of Meeting the Standard

III.D.15-1   2014-2015 Request for Federal Direct Student Loan
III.D.15-2   Grace Counseling Outreach, Inceptia flyer
III.D.15-3   Allan Hancock College Catalog, 2015-2016, page 24
III.D.15-4   Cohort Default Rate Notification Letters dated September 2013
III.D.15-5   Cohort Default Rate Notification Letters dated September 2014
III.D.15-6   School Default Rates, 3-Year, FY 2011, 2010, 2009
III.D.15-7   Letter dated August 31, 2012 from ACCJC
III.D.15-8   Cohort Default Rate Notification Letter dated February 2016

Analysis and Evaluation

Monitors and Manages Student Default Rates
At the time students apply for a Federal Direct Student Loans, they are counseled on the process and the repayment obligation (III.D.15-1). They are provided information related to restrictions on the loan program and contact information for Inceptia, a counseling outreach program designed to assist students during their grace period (III.D.15-2). The college catalog notifies students that they are entitled to a six-month grace period before repayment begins (III.D.15-3).

AHC receives annual notification from the United States Department of Education regarding the District Cohort Default Rate. In September 2013, the Department of Education notified the District that its two-year FY 2011 default rate was 21.8 percent and that its three-year rate was 22 percent. The college was further notified that the FY 2011 two-year cohort default rate would be the last two-year rate released. Starting 2014, the District would only receive a three-year rate (III.D.15-4). In September 2014, AHC was notified that its three year 2011 cohort default rate was 27.9 (III.D.15-5). Table 10, below, reflects the District default rates from 2004-2005 through 2012-2013.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Table 10 – **Default Rates**

It is important to note that with an enrollment of 17,967 in 2011, 18,747 in 2010, and 19,201 in 2009, Allan Hancock College had a total of 86, 77, and 64 students respectively in repayment with only 24, 17, and 23 then in default. Minor changes to the number of students in repayment versus default have a significant impact on the default rate (III.D.15-6).

Manages to Compliance
In a letter dated August 31, 2012, the District was notified by the Accrediting Commission for Community and Junior Colleges (ACCJC) that it was being assigned a category R (Referred) and would undergo a more comprehensive analysis of their financial condition by the

ACCJC's Financial Reviewers. One of the reasons cited for the review was "excessive Federal Student Loan default rates." Following the review, it was determined that no additional action or reporting was required of AHC (III.D.15-7). In a February 29, 2016, letter from the United States Department of Education, AHC was notified that the 2013 three-year default rate had dropped to 17.9 percent (III.D.15-8).

The institution manages and monitors student default rates and is in compliance with federal requirements.

The College meets the standard.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

III.D.16   **Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

Evidence of Meeting the Standard

AHC enters into contractual agreements with various outside agencies to support the mission and goals of the institution. These agreements are governed by institutional policies and include provisions to maintain institutional integrity and quality support of educational and institutional program, service, and operational requirements.

III.D.16-1	District Agent Approval, Board Agenda Item 13.C, pages 143-146, March 8, 2016
III.D.16-2	Formal / Informal Bid Process Procedure
III.D.16-3	Chancellor's Office Memo, January 5, 2015 RE: Change in Contract Bid Threshold for Inflation
III.D.16-4	Independent Contractor Agreement
III.D.16-5	Guidelines for Independent Contractor Agreement
III.D.16-6	Service Agreement (Company or Corporation)
III.D.16-7	Purchasing and Contract Guide
III.D.16-8	Board Policy 6330, Purchasing and Receiving
III.D.16-9	Creating a Purchase Request in ONESolution

Analysis and Evaluation

Support of the Mission and Vision
AHC maintains contractual relationships for a wide range of products and services to support the educational, operational, and facility needs of the institution. These contracts may include joint powers agreements, consultant services, lease agreements, construction contracts, facility-use agreements, instructional service agreements, and the purchase of goods and services. These agreements are reviewed and approved by the Director of Business Services, the vice-president of Finance and Administration, or the superintendent/president within the scope of board delegated authorities. Ensuring that contractual agreements are aligned with the mission and vision of the college is a key aspect of granting authorization with an outside agency or service provider.

The AHC Board of Trustees provides authorization to specific employees who may act as agents of the institution for contract approval. This authorization in updated by the AHC Board of Trustees annually (III.D.16-1). This authorization is in conformance with Section 81655 of the California Education Code.

STANDARD III:
Resources

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Policies and Provisions to Maintain Quality and Integrity

Procedures defining requirements for bid thresholds and the formal / informal bidding process are in place (III.D.16-2; III.D.16-3). Contract templates and instructions for independent contractors and service agreements are available to departments online (III.D.16-4; III.D.16-5; III.D.16-6). Purchasing and contracting guidelines are provided by the Business Services Department "Purchasing and Contracting Guide" and Board Policy 6330 (III.D.16-7; III.D.16-8). Instructional Service Agreements, Contract Education, and Concurrent Enrollment Agreements are reviewed by the vice-president of Academic Affairs and approved by the vice president of Finance and Administrative Services. AHC requires that all contracts entered by its authorized agents comply with standard contract provisions, including nondiscrimination statements, hold-harmless clauses, and termination clauses when appropriate.

AHC's ONESolution purchasing software allows the establishment of access and authorization to system functions by username. This functionality provides assurance that internal control and authorization/approval levels adhere to policy.

Training staff monitor new hires to determine if training is needed, and sessions are scheduled accordingly. Purchasing guidelines are posted online as well as instructions on creating purchase requests in the ONESolution software (III.D.16-9).

Agreements with external entities are consistent with the mission and goals of the institution, governed by policies, and maintain the quality of programs, services, and operations.

Due to a large degree of turn-over in Business Services and cabinet level positions, as well as expansion of services and outreach, there is a need to review and 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. Document flow, appropriate reviews, appropriate final approvals, and document retention need to be updated and communicated to faculty and administrators.

The College meets the standard.

Standard IV:
Leadership and Governance

I pledge to ensure students are directed and focused.

I pledge to nurture students.

I pledge to engage students and ensure students are connected.

I pledge to value student contributions.

I am changing the odds.

I PLEDGE

Directed Focused

Valued · ALLAN HANCOCK COLLEGE · Nurtured

Connected Engaged

TO CHANGE THE ODDS

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

STANDARD IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college Districts or systems, the roles within the District/system are clearly delineated. The multi-college District or system has policies for allocation of resources to support and sustain the colleges adequately.

IV.A   Decision-Making Roles and Processes

IV.A.1   Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Allan Hancock College (AHC) institutional leaders support administrators, faculty, staff, and students in taking initiative to improve practices, programs, and services in which they are involved. AHC board policies and administrative procedures, as well as shared governance council notes and reports, are evidence of this practice.

IV.A.1-1   Introduction, page 1, *Councils and Committees Pathways to Decisions* (CCPD) manual

IV.A.1-2   Strategic Direction – Governance, page 17 of the AHC Strategic Plan

IV.A.1-3   Consensus, page 27, *Councils and Committees Pathways to Decisions* (CCPD) manual

IV.A.1-4   Board Policy/Administrative Procedure 2510, Shared Governance

IV.A.1-5   College Council Notes of 12/21/15

IV.A.1-6   Concurrent Enrollment Memo from Student Learning Council to College Council

IV.A.1-7   College Council Notes of 4/6/15

IV.A.1-8   Concurrent Enrollment Memo from Student Services Council to College Council

IV.A.1-9   Concurrent Enrollment Meeting Notes of 5/21/15

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.A.1-10 Administrative Procedure 5011, Admission and Concurrent Enrollment of High School and Other Young Children

IV.A.1-11 Concurrent Enrollment Teaching Faculty Resource Guide

IV.A.1-12 Board Policy/Administrative Procedure 4020, Curriculum Development

IV.A.1-13 Academic Senate Minutes of 10/14/14

IV.A.1-14 Superintendent/President All Staff Day Presentation 8/15/14

IV.A.1-15 Institutional Effectiveness Council, Report of Accomplishments, Challenges, Institutional Improvement Needs, Actions Needed 2013-2014

IV.A.1-16 Leadership Academy 2015 Agenda

IV.A.1-17 Leadership Academy Presentation at All Staff Day, Spring 2016

Analysis and Evaluation

As stated in the *Councils and Committees Pathways to Decisions* (CCPD) manual, Allan Hancock College (AHC) is dedicated to open, honest, and effective decision-making (IV.A.1-1). All campus constituencies participate in shared governance and their decisions reflect the college's core values and mission, as well as improve policies and programs. The District's Strategic Plan specifies a key strategic direction involving shared governance – calling for informed leadership, shared governance, and communication committed to meeting the

needs of the college and community (IV.A.1-2). The plan identifies three goals: 1) to sustain a college-wide culture that values qualitative and quantitative data in the decision-making process, 2) to sustain a planning framework that values input from all constituencies and the Board of Trustees, and 3) to refine a committee/process improvement initiative, across campus, to improve coordination, communication, and effectiveness. The committee/process is defined in the CCPD and is based on a consensus model. According to the CCPD, "Consensus is middle ground in decision-making, between total assent and total disagreement. Consensus depends on participants having shared values and goals and on having broad agreement on specific issues and overall direction. Consensus implies that everyone accepts and supports the decision, and understands the reasons for making it" (IV.A.1-3).

The CCPD process is designed to facilitate council and committee decision-making by clarifying the path decisions take or process they follow. To ensure effective collaboration, the CCPD reinforces that each campus constituency is responsible for its role in decision-making. All councils have membership from eight constituencies: Administration, Academic Senate, Full-time Faculty Association, Part-time Faculty Association, CSEA, supervisory/confidential, management, and students (via the Associated Student Body Government). Evidence of systematic participative processes assuring effective planning and implementation is inherent throughout the CCPD and is reflected in council and committee meeting notes housed on the AHC portal.

Administrators and faculty serve as institutional leaders in the shared governance process by co-chairing all councils. The CCPD process is also led by the Board of Trustees through Board Policy and Administrative Procedure 2510, Shared Governance which states that "Allan Hancock College is strongly committed to the concept and the practice of shared governance as a process for institutional decision-making. Shared governance is the meaningful involvement of those affected by decisions in the decision-making process in a climate of mutual trust and respect" (IV.A.1-4).

Council membership from all constituencies is extremely important, as evidenced by the college's development of a student Veteran center. Recognizing the need to offer services to returning Veterans, the college searched for an appropriate place to set up a center. The most feasible place was a staff dining lounge located in the student center. The administration worked with faculty, staff, and student government through the Facilities Council to recommend conversion of the lounge to a resource center. Student input was critical in developing an alternative lounge for faculty and staff to use within the building. The final plan was approved by College Council.

Concurrent enrollment allows high school students to take college-credit bearing courses taught by college-approved high school teachers at the high school campus. These programs support the college mission of providing quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community. This process was improved through the shared governance process (IV.A.1-4; IV.A.1-5; IV.A.1-6 and IV.A.1-7). A task force comprised of members from across campus was led by the vice president of Academic Affairs and president of the Academic Senate. The taskforce was instrumental in the revision of Administrative Procedure (AP) 5011 Admission and Concurrent Enrollment of High School and Other Young Children and the development of the Concurrent Enrollment Teaching Faculty Resource Guide (IV.A.1-8; IV.A.1-9; IV.A.1-10; IV.A.1-11).

The College Council is a key entity in implementing the college's shared governance process. The CCPD states: "The College Council serves as the shared governance entity that integrates strategic planning and resource allocation." This council makes recommendations for significant institution-wide policies and practices. All recommended changes to the Board Policies and related Administrative Procedures are reviewed by the council and are sent to the superintendent/president before being addressed by the Board of Trustees. One example of this is in the College Council notes of February 2, 2015: consensus was reached on the modification of Board Policy and Administrative Procedure 4020, Curriculum Development and the related recommendation to the board (IV.A.1-12). This policy had already been reviewed and consensus reached by the Student Learning Council. It had also been reviewed and approved by Academic Senate at its October 14, 2014 meeting (IV.A.1-13).

The superintendent/president actively demonstrates innovative institutional leadership. At the beginning of every semester, college personnel gather together on All Staff Day. A portion of the day is devoted to a presentation by the superintendent/president and other leaders on issues of importance to all college constituencies. All Staff Day includes break-out sessions led by faculty and administrators. Participants are randomly assigned to breakout groups to allow for interaction between faculty disciplines and staff divisions. Breakout sessions over the past three years have included a discussion of how to operationalize the six factors of student success, an input gathering session on the strategic plan, and campus-wide conversations on the college's accreditation self-evaluations (IV.A.1-14). Input from the break-out sessions are presented in College Council, and council co-chairs share the results in their individual councils.

The Institutional Effectiveness Council (IEC) is an example of the systematic participative processes that ensure effectiveness. Annually, the IEC surveys all councils on their accomplishments, challenges, institutional improvement needs, and actions needed. In 2013- 2014, IEC identified issues and recommendations for improvement which were then discussed at College Council and then redirected back to councils for discussion and implementation (IV.A.1-15).

Beginning in the summer of 2015, the president implemented a Leadership Academy (IV.A.1-16). The Leadership Academy brought together faculty, staff, and administrators for three days of instruction from statewide leaders, including system chancellor Brice Harris, Contra Costa chancellor Helen Benjamin, several college presidents, and leaders from state offices. The Academy graduates were tasked with developing a project for presentation at the spring 2016 All Staff Day. The *I Pledge to Change the Odds* campaign has been a great success and has continued the emphasis on student success and the college's commitment to be an agent of change in northern Santa Barbara County (IV.A.1-17).

The College meets the standard.

IV.A.2 **The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

Allan Hancock College authorizes and encourages administrator, faculty, and staff participation in decision-making processes and student participation in all matters in which students have a direct and reasonable interest. AHC board policies and administrative procedures, the *Councils and Committees Pathways to Decisions* (CCPD) manual, Associated Student Body Government (ASBG) documents, and shared governance council notes and reports are evidence of this participation (IV.A.2-1).

IV.A.2-1	Admin Team Agenda and Notes
IV.A.2-2	Board Policy/Administrative Procedure 2510, Shared Governance
IV.A.2-3	Student Activities/Leadership 2013-2014 Program Review
IV.A.2-4	Accrediting Commission for Community and Junior Colleges letter, 6/30/10
IV.A.2-5	Campus-wide Committee List
IV.A.2-6	ASBG Bylaws
IV.A.2-7	Leadership 111 Course Outline of Record
IV.A.2-8	Leadership 112 Course Outline of Record
IV.A.2-9	AHC Board of Trustee Agendas and Minutes

IV.A.2-10	Board Policy/Administrative Procedure 3420, Equal Employment Opportunity and Staff Diversity
IV.A.2-11	Annual Planning Retreat RSVP Lists
IV.A.2-12	College Council Notes of 9/22/14
IV.A.2-13	Associated Student Body Constitution
IV.A.2-14	Board Policy/Administrative Procedure 5400, Associated Students Organization
IV.A.2-15	Board Policy/Administrative Procedure 5410, Associated Students Elections
IV.A.2-16	Board Policy/Administrative Procedure 5420, Associated Students Finance
IV.A.2-17	Decision Making Process Flow Chart, Council and Committee Structure, page 30, *Councils and Committees Pathways to Decisions* (CCPD) manual

Analysis and Evaluation

AHC encourages administrator, faculty, and staff participation in decision-making processes, and student participation in all matters in which students have a direct and reasonable interest.

Administrators have dual participation in the decision-making process; they are

accountable to draft and propose recommendations and then are responsible to manage and implement final decisions. Administrators meet with cabinet formally on a monthly basis and in smaller, informal groups based on issues facing the institution. The president, along with cabinet, holds monthly meetings to focus on student support and learning, institutional advancement, and institutional effectiveness. These meetings include faculty, staff, administrators, and students and focus on exchanging information across all constituencies (IV.A.2-1).

Participation on the part of faculty is managed through the Academic Senate in accordance with Board Policy 2510 (IV.A.2-2). In addition to academic and professional matters that require formal faculty input, the Academic Senate participates through membership on task forces, councils, and committees. Faculty also participate individually as leaders of seminars, the Student Success Summit, and in drafting planning documents.

Staff members are a key component to the decision-making process. There are two staff categories – classified (CSEA bargaining unit members) and supervisory/confidential. Both staff groups participate in councils and committees and often provide staffing for task forces.

Students are involved at many levels of decision-making within Allan Hancock College and at regional and state student organization meetings, as appropriate, to promote and encourage student success. As written in their mission statement, highlighted in the Student Activities/Leadership 2013-2014 Program Review, the Associated Student Body

Government (ASBG) strives to represent the needs, interests, and perspectives of students and also provides students with opportunities to engage in learning and leadership, governing processes, and parliamentary procedure (IV.A.2-3). Board Policy and Academic Procedure 2510 also addresses areas where students have regulatory right to participate. We need to do more to make sure they are actively consulted in these areas, such as student services planning and development (IV.A.2-2).

The District was commended by the Accrediting Commission for Community and Junior Colleges on June 30, 2010 for the active participation from all constituent groups including students (IV.A.2-4). Students continue to participate on District committees actively (IV.A.2-5). ASBG officers are on specific councils or committees according to their position and ASBG bylaws or are appointed by the ASBG advisor based on their availability (IV.A.2-6). Students participating on campus committees are also enrolled in Leadership 111: Principles and Practices of Student Government, or Leadership 112: Practices and Application of Leadership Applications (IV.A.2-7; IV.A.2-8). These classes provide an opportunity for students to enhance and apply leadership skills while participating in the decision-making process at the college. Leadership classes have weekly meetings that utilize Roberts Rules of Order. The student representatives give weekly reports on the meetings they attend and gather feedback from the class, as needed, to report back to the committees and councils. Minutes of each weekly meeting are recorded and distributed for approval.

An elected student trustee serves as the "sixth member" of the AHC Board of Trustees. The student trustee informs the board of student views and issues and can either concur with board decisions or present a reason for not concurring. The board also welcomes input from students during public comment, and an ASBG representative, usually the president or another officer, gives a student update to the board during the "Association Reports" segment of the regular monthly board meetings (IV.A.2-9).

Along with staff, students actively participate in hiring faculty, administrators, and staff by serving as selection committee members. According to Board Policy 3420, Staff/Diversity Equal Employment Opportunity, the advisor and ASBG select and appoint students to serve on hiring committees (IV.A.2-10). In addition, students participate in the annual planning retreat (IV.A.2-11).

Students played a key role the creation of the college's Veteran Success Center. College Council addressed creation of a Veterans' Center in the existing staff lounge in the Student Center (IV.A.2-12). ASBG student representatives provided input in support of the Veterans' Center and requested that the staff lounge be restored by transforming an open space to an enclosed room thus making room for both needs.

Student participation and student views are integrated into the institutional planning process through involvement on committees, councils, and strategic planning meetings. Board policies, leadership courses, the ASB constitution and bylaws provide procedures to integrate student involvement and participation as part of the shared governance process (IV.A.2-6; IV.A.2-13; IV.A.2-14; IV.A.2-15; IV.A.2-16).

Most recommendations come through the council process: any individual or constituency can raise an issue for consideration at the council level. Councils may act or assign suggestions to committees for further study. Administrators and faculty have additional pathways based on their enhanced responsibilities for educational quality (IV.A.2-17). Administrators may submit requests through the President's Cabinet and faculty members may bring forward initiatives through Academic Senate.

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.A.3 **Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

Allan Hancock College administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget. AHC board policies and administrative procedures, the *Councils and Committees Pathways to Decisions* (CCPD) manual, and shared governance council notes and reports are evidence of this involvement.

IV.A.3-1   Shared Governance Relationships, pages 11-19, *Councils and Committees Pathways to Decisions* (CCPD)

IV.A.3-2   Multi-level Integrated Planning Model, pages 16, *Councils and Committees Pathways to Decisions* (CCPD)

IV.A.3-3   2014 Planning Retreat Agenda

IV.A.3-4   Educational Master Plan

IV.A.3-5   Strategic Plan

IV.A.3-6   Program Review Matrix

IV.A.3-7   Budget Council Notes of 9/3/14

IV.A.3-8   College Council Notes of 9/8/14

IV.A.3-9   Board of Trustees Minutes of 9/9/14

Analysis and Evaluation

As described in the *Councils and Committees Pathways to Decisions* (CCPD) manual, faculty and administrators have a substantive and clearly defined role in institutional governance (IV.A.3-1). Councils are co-chaired by an administrator and a faculty member appointed by Academic Senate; agendas are set collaboratively and administrators take a primary role in assuring that tasks are completed in a timely fashion.

College Council is the shared governance entity at Allan Hancock College that integrates strategic planning and resource allocation. One College Council function is to review recommendations from all other councils and make recommendations to the president on policies, procedures, budget, and related college issues. Prior to submission to the Board of Trustees, a new board policy or recommended revision to a board policy must be reviewed by College Council and any other relevant councils or body (for example, Budget, Technology, Student Services, or Academic Senate).

AHC shared governance councils have a key role in college decision-making and have members from eight constituencies: senior administrators, managers, Academic Senate, Full-time Faculty Association, Part-time Faculty Association, classified employees, supervisory/confidential employees, and students appointed through the Associated

Student Body Government (ASBG). Administrators, managers, and faculty serve as institutional leaders in the shared governance process by co-chairing all councils.

The District's multi-level integrated-planning model is described in the CCPD (IV.A.3-2). This model includes an annual planning retreat in November that is developed by the Institutional Effectiveness Council. Planning retreat attendees include trustees, administrators, managers, faculty, staff, and students. At the 2014 planning retreat, participants suggested ways to operationalize the recently completed Educational Master Plan and the Strategic Plan (IV.A.3-3, IV.A.3-4, IV.A.3-5). Suggestions were sent to appropriate councils, and councils decided on actions to take. For example, the Student Learning Council chose to work on accelerating students through summer-bridge programs after the retreat. Funding was provided by a federal STEM grant for math and the state Basic Skills Initiative for English.

CCPD processes require that the annual Allan Hancock Joint Community College District budget is driven by program reviews submitted by faculty and administrators (IV.A.3-6). CCPD also requires that, prior to submission to the Board of Trustees, the budget is reviewed by the Budget Council and College Council, as well as other relevant councils. For example, on September 3, 2014, the Budget Council discussed the 2014-2015 budget and reached consensus to recommend it to College Council (IV.A.3-7). On September 8, 2014, College Council reviewed the budget and reached consensus to recommend that the superintendent/president take it to the Board of Trustees (IV.A.3-8). The Board of Trustees met on September 9, 2014 and adopted the 2014-2015 Allan Hancock Joint Community College District Budget (IV.A.3-9).

Shared governance at Allan Hancock College ensures that all constituencies participate in decision-making. AHC administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

The following chart is an example of the Policy and Procedure Review and Update Process.

Policy and Procedure Review and Update Process
August 2015
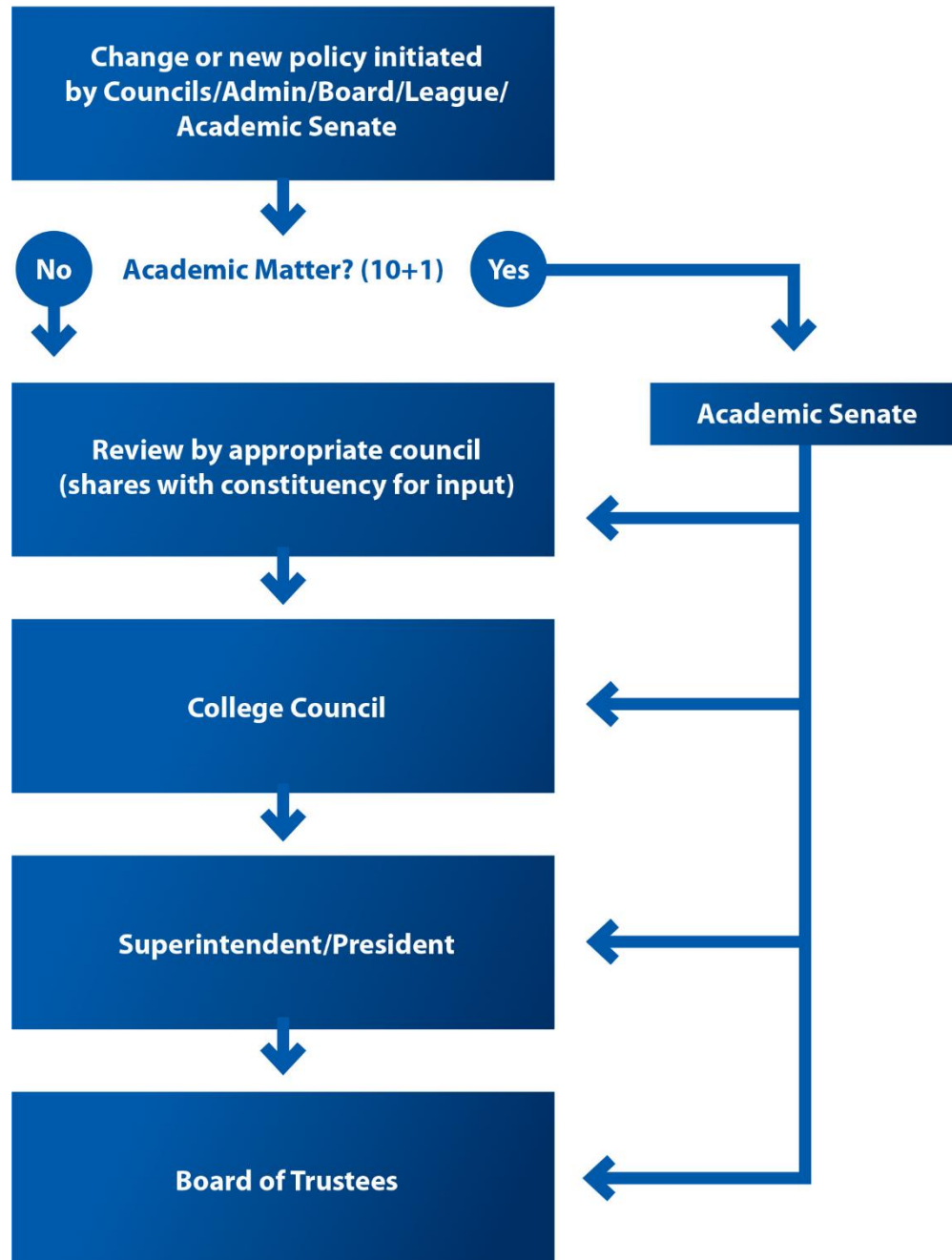
The College meets the standard.

IV.A.4 **Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

Through policy, procedures, and well-defined structures, Allan Hancock College faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services. Evidence of this responsibility is in AHC board policies and administrative procedures, the *Councils and Committees Pathways to Decisions* (CCPD) manual, Academic Senate minutes, and shared governance council notes and reports.

IV.A.4-1   Board Policy/Administrative Procedure 4020, Curriculum Development
IV.A.4-2   *Councils and Committees Pathways to Decisions* (CCPD) manual
IV.A.4-3   Academic Policy and Planning (AP&P) Website
IV.A.4-4   Academic Policy and Planning (AP&P) Minutes of 10/30/13
IV.A.4-5   Final Fall 2013 AP&P Report
IV.A.4-6   Academic Senate Minutes of 11/26/13
IV.A.4-7   Board of Trustees Meeting Minutes of 12/10/13
IV.A.4-8   Student Learning Council Notes of 9/24/14
IV.A.4-9   Student Services Council Notes of 11/26/14
IV.A.4-10   Academic Senate Minutes of 9/10/13

Analysis and Evaluation

Allan Hancock College Board Policy 4020, Curriculum Development states: "Curriculum development is the responsibility of the faculty under the guidance and leadership of the Vice President, Academic Affairs" (IV.A.4-1). In addition, the policy states that "The chief agency for the coordination of curriculum changes is the Academic Policy and Planning Committee (AP&P), a standing committee of the Academic Senate." These responsibilities are reiterated in the *Councils and Committees Pathways to Decisions* (CCPD) manual (IV.A.4-2).

In its oversight of the curriculum committee, AP&P, the Academic Senate plays an integral role in curriculum development. The college recognizes AP&P as a very important committee and as the gatekeeper for curriculum and program development. The AP&P website is a resource for faculty developing and reviewing curriculum and programs (IV.A.4-3). AP&P minutes for October 31, 2013 reflect the committee's approval of the Final Fall 2013 AP&P Report to the AHC Board of Trustees; November 26, 2013 Academic Senate minutes reflect their approval of this report (IV.A.4-4; IV.A.4-5; IV.A.4-6). Finally, the December 10, 2013 Board of Trustee minutes document the board's subsequent approval of the Fall 2013 AP&P Report (IV.A.4-7).

The Student Learning Council, co-chaired by a faculty member appointed by the Academic Senate and the vice president of Academic Affairs, advocates for student learning. Student Learning Council develops and recommends strategies to support, protect, and improve student learning programs and seeks to advance and encourage teaching and learning innovation to meet changing student needs. For example, on September 24, 2014, the Student Learning Council meeting notes reflect discussions of concurrent enrollment and the possible addition of a 2015 winter intersession (IV.A.4-8). These discussions were prompted by analysis of enrollment statistics and the desire to increase enrollments, as well as requests from local high school Districts. The concurrent enrollment discussion highlighted topics such as a pilot program at Santa Ynez High School, related Ed Code provisions, and course rigor. The Student Learning Council established a plan to discuss the topic further and focus on how concurrent enrollment might impact student learning. The calendar discussion identified a variety of faculty, staff, and student issues. The council appointed members to research best practices for short-term courses and recommendations to aid in student success.

The Student Learning Council also oversees the Basic Skills Committee and Distance Learning Committee, which have extensive faculty and administrator representation. Key functions of the Basic Skills Committee are to identify and recommend instructional and student support strategies to improve student success in basic skills, to identify learning gaps and needs in basic skills instruction

and student support services, and to recommend improvements for student success. The Distance Learning Committee addresses issues, explores options, and recommends policies, procedures, and tools to enhance the quality of student learning and services in delivering distance education at the college.

The Student Services Council advocates for effective student services. This council is co-chaired by a faculty member appointed by the Academic Senate and the vice president of Student Services. It develops and recommends strategies to support, protect, and improve student service programs and seeks to advance and encourage innovation in a variety of services to meet students' changing needs. For example, the Student Services Council met on November 26, 2014, and the notes reflect discussion on the development of AHC's Student Equity Plan (IV.A.4-9). The plan's intention is to promote student success for all students, regardless of race, ethnicity, age, gender, disability, Veteran status, foster youth status, or economic circumstances. The council reached consensus on the plan which was forwarded to Academic Senate, College Council, and later to the Board of Trustees for approval prior to posting on the myHancock portal and on the public website institutional planning page.

Tenured and tenure-track faculty elect five faculty to the Academic Senate Executive Committee. Academic Senate Executive members, who often attend statewide Academic Senate plenary sessions to stay current with student learning and services issues, appoint faculty co-chairs to all councils and appoint Academic Senate

faculty representatives to all committees. This process includes appointments to the Student Services Council, the Student Learning Council, and other groups that make recommendations concerning student learning and services. Academic Senate Executive Committee presents their appointments to the full Academic Senate for approval. For example, the Academic Senate minutes of September 10, 2013 document the approval of faculty assignments to councils, college committees, and Academic Senate

standing committees (IV.A.4-10). Academic Senate Executive Committee also recommends faculty for committees, work groups, or task forces that develop the college's Strategic Plan, Educational Master Plan, Facilities Master Plan, Technology Master Plan, Student Equity Plan, EEO Plan, and other plans.

The College meets the standard.

IV.A.5 **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

Allan Hancock College, through board of trustee and institutional governance, ensures appropriate consideration of relevant perspectives, aligns decision-making with expertise and responsibility, and acts in a timely manner.

IV.A.5-1   Board Policy 1200 District Mission
IV.A.5-2   AHC Strategic Plan, 2014-2020
IV.A.5-3   Instructional Equipment Request Packet
IV.A.5-4   CTEA Funding Request Forms
IV.A.5-5   Council and Committee Structure, page 30, *Councils and Committees Pathways to Decisions* (CCPD) manual
IV.A.5-6   Sample College Council Agendas
IV.A.5-7   College Council Agenda and Notes of 5/19/14
IV.A.5-8   Presentation by Underwood and Walthers to ACCT
IV.A.5-9   Board of Trustees Meeting Agendas
IV.A.5-10 Examples of Academic Policy and Planning (AP&P) Board Agenda Items

Analysis and Evaluation

Institutional governance at Allan Hancock College starts with the mission statement and the college's strategic plan (IV.A.5-1; IV.A.5-2). Both are reviewed annually at the strategic planning retreat by a group of representatives with usually at least 70 attendees from every college constituency. All other decision-making activity at the college takes these documents into consideration. For example, resource requests in program reviews and annual updates must link to the strategic plan, as do instructional equipment and CTEA funding requests (IV.A.5-3; IV.A.5-4).

The council and committees structure at Allan Hancock College is the system of shared governance that ultimately forwards recommendations to the governing board. This structure is outlined in the *Councils and Committees Pathways to Decisions* (CCPD) manual (IV.A.5-5). All committees and councils ultimately report to College Council where recommendations on action are provided to the superintendent/president to take to the Board of Trustees.

Councils serve as general recommending bodies and rely on input from faculty and staff in making recommendations. Relevant perspectives and expertise are often obtained in committees or subcommittees. For example, the Web Services Committee reports to the Technology Council; the Distance

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Learning Committee makes recommendations to the Student Learning Council; and the Diversity/EEO Committee is a subgroup that assists the Human Resources Council. Once recommendations are crafted at the council level, council chairpersons then take recommendations to College Council for action.

In order to take timely action on plans and policies, the College Council divides its agenda into information items and action items. Items generally come to College Council no more than two times – once for information, once for action (IV.A.5-6). At the action stage, College Council may recommend approval to the superintendent/

president, assert that consensus does not exist to support the recommendation, or return the item to the originating council for further action. In 2014, the college embarked on an aggressive project to bring all major planning documents up to date. This required coordination from College Council to ensure that other councils were able to move forward with the Educational Master Plan, Technology Master Plan, and Facilities Master Plan while the Strategic Plan was being updated. At various points along the way, College Council held meetings to ensure that all four plans were complementary and coordinated IV.A.5-7 IV.A.5-8).

Policy and Procedure Review and Update Process
August 2015

Change or new policy initiated by Councils/Admin/Board/League/ Academic Senate

No   **Academic Matter? (10+1)**   **Yes**

Review by appropriate council (shares with constituency for input)

Academic Senate

College Council

Superintendent/President
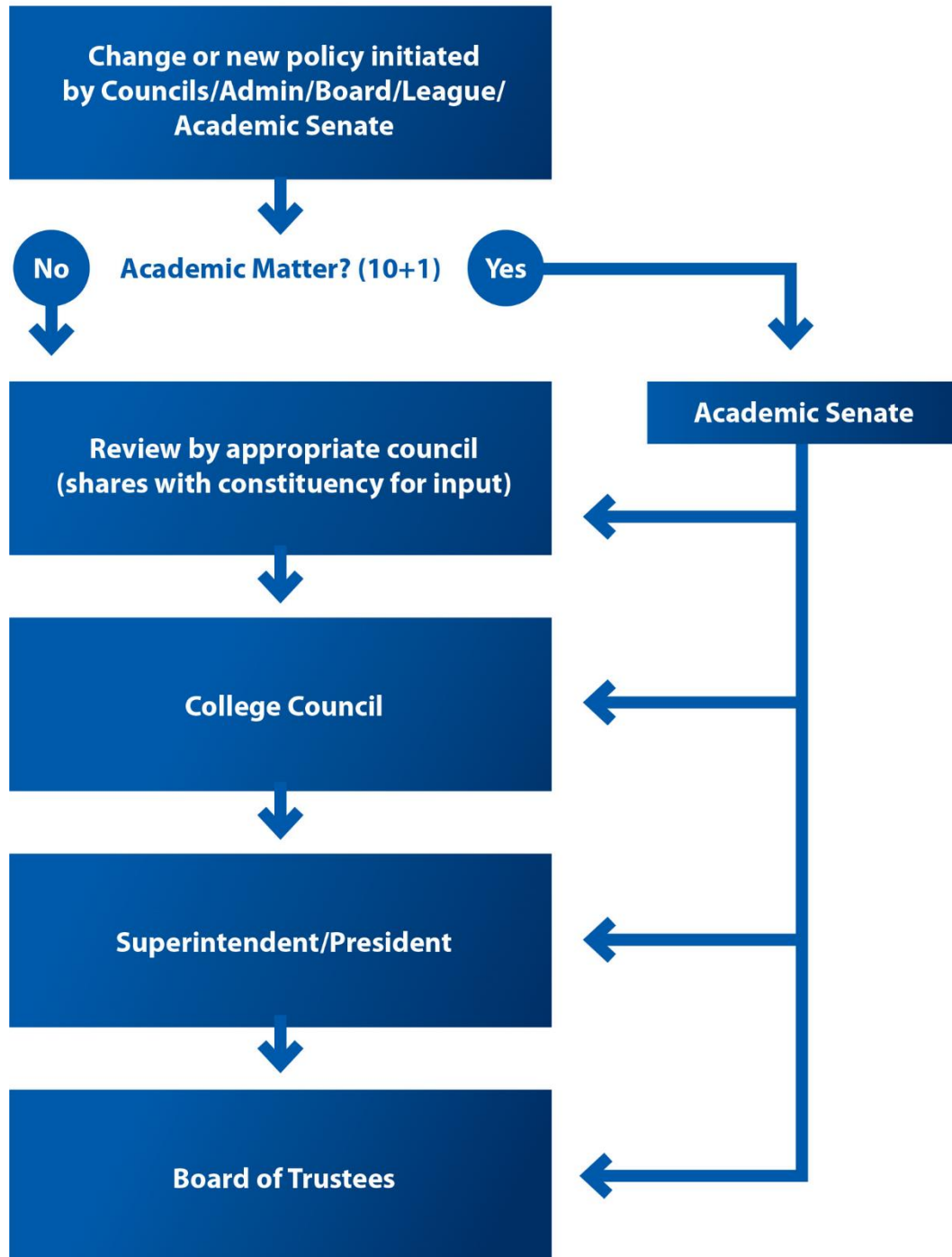
Board of Trustees

The Allan Hancock College Board of Trustees' agendas are also divided into information and action items (IV.A.5-9). In addition to approving items coming up from councils, such as the revision of relevant board policies, there are often presentations made at the start of the monthly board meetings to share the perspectives and expertise of various departments or individuals: faculty who present outcomes from sabbatical projects or counselors describing outreach efforts. Presentations to the board are also made by external experts advising the college, such as architects on construction projects.

Curricular changes are outside the shared-governance structure; they are the purview of the faculty through the Academic Senate curriculum committee, known as Academic Policy and Planning (AP&P). AP&P keeps a calendar to inform faculty when curriculum proposals can be submitted for consideration keeping the process moving in a timely manner. Curricular changes based on faculty expertise move from AP&P through the Academic Senate to the Board of Trustees; changes are finalized in the CurricUNET system after approval from the local Board of Trustees, the Chancellor's Office and, if necessary, ACCJC (IV.A.5-10).

The College meets the standard.

IV.A.6 **The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

Evidence of Meeting the Standard

In a variety of ways, Allan Hancock College communicates decision-making processes and the resulting decisions across the institution. Many of these methods are technology based, including electronic newsletters, notices on the public website, and posting meeting notes on the myHancock portal.

IV.A.6-1   *Councils and Committees Pathways to Decisions* (CCPD) manual
IV.A.6-2   myHancock Website Home Page CCPD Agendas and Minutes
IV.A.6-3   Institutional Effectiveness Council Biannual Survey Responses
IV.A.6-4   New Agenda Process
IV.A.6-5   Board of Trustees Meeting Agendas and Minutes
IV.A.6-6   *News 2 Know* Past Issues

IV.A.6-7   *Thinking Out Loud* Past Issues
IV.A.6-8   Example of This Week in LVC Newsletter
IV.A.6-9   Email from President to Campus Regarding Anthem Negotiations
IV.A.6-10   Public Affairs and Publications Media Updates

Analysis and Evaluation

The *Councils and Committees Pathways to Decisions* (CCPD) manual is the primary source for describing how decisions are made at Allan Hancock College (IV.A.6-1). Decisions made through shared governance committees and councils are documented in meeting notes, which are posted on the myHancock portal homepage, and are accessible by all AHC students, faculty, and staff, as seen below (IV.A.6-2).

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

College Council, as the official "final stop" for making recommendations to the superintendent/president, has expressed a desire to make the decision-making process even more transparent. In response to internal surveys conducted by the Institutional Effectiveness Council (IEC), College Council has made a point to ensure that constituent representatives attend all council meetings, that notes and agendas are more readily accessible, and that decisions are shared back to the college community as a whole (IV.A.6-3). More recently, agendas and notes have been moved to a part of the college website that does not require additional login. Agendas for each academic year are compiled into one large document so that an individual looking for a specific item does not have to open multiple files looking for the right agenda item (IV.A.6-4). These changes have led to an improvement in IEC survey responses regarding communication. However, breakout discussions on All Staff Day in January 2016 indicated that many employees are still unable to explain the decision-making process up to the point where the superintendent/president makes a recommendation to the Board of Trustees.

The college community is aware that many decisions are finalized by the Board of Trustees during their regular public meetings. Agendas and minutes from these meetings are easily accessed through the public webpage (IV.A.6-5). To broaden understanding of pending issues, board agendas are discussed in advance in multiple venues including College Council, the monthly administrative team meeting, and the President's Cabinet. The College has several electronic newsletters, including the general newsletter *News 2 Know* and the superintendent/president's *Thinking Out Loud*. These newsletters are archived on the myHancock portal (IV.A.6-6; IV.A.6-7). The Lompoc campus weekly email news brief *This Week at LVC* focuses on events and policies pertinent to that campus (IV.A.6-8).

Important news and decisions are often communicated via all-staff emails; for example, when executive level positions are filled, all-staff notices are sent out. All-staff invitations may be sent for the grand opening of new facilities or when there is an opportunity to participate in the strategic planning retreat. In the summer of 2014, the college was at risk of losing its major health care provider due to stalled negotiations with Anthem Blue Cross. Facing such an important issue, the college administration sent out information on an almost daily basis to keep faculty and staff aware of the status of their health care coverage (IV.A.6-9).

In addition to internal communications, the District issues regular press releases and is often featured in the local media. A section on the college homepage includes press coverage and the Public Affairs and Publications office regularly emails links to recent local media stories about AHC (IV.A.6-10).

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.A.7   **Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

The self-evaluation processes built into the College's Council and committee structure provides a purposeful context for improvements in the college's governance structures and decision-making to ensure integrity and institutional effectiveness through regular evaluation of these processes. Results of the evaluations are disseminated through the council structure in order to ensure wide scale communication and feedback.

IV.A.7-1	*Councils and Committees Pathways to Decisions* (CCPD) manual
IV.A.7-2	Institutional Effectiveness Council Functions, page 43, *Councils and Committees Pathways to Decisions* (CCPD) manual
IV.A.7-3	CCPD Survey Results 2013
IV.A.7-4	CCPD Survey Results 2015
IV.A.7-5	Annual Report of Accomplishments 2014
IV.A.7-6	Annual Report of Accomplishments 2015
IV.A.7-7	Institutional Effectiveness Council Memo to College Council Regarding CCPD Survey 2013
IV.A.7-8	Institutional Effectiveness Council Memo to College Council Regarding CCPD Survey 2015
IV.A.7-9	Institutional Effectiveness Council Annual Report of Accomplishments 2015

| IV.A.7-10 | CCPD Task Force Memo to College Council 2015 |
| IV.A.7-11 | Council Co-Chair Agenda and Notes 2015 |

Analysis and Evaluation

In order to ensure systematic evaluation of governance and decision-making policies and procedures, Allan Hancock College developed an inclusive and clearly articulated structure with the document, *Councils and Committees Pathways to Decisions* (IV.A.7-1). The document articulates the institutional decision-making philosophy and processes as well as roles and responsibilities among each constituency group in the governance process. Along with the framework for governance and decision-making, the process includes evaluation components to assess the integrity and effectiveness of these processes.

The governance and decision-making processes are organized around college councils in which each constituency group has representation. There are eight councils, including College Council, which serves as the shared governance entity that integrates strategic planning and resource allocations. The other councils report to College Council:
1. Budget Council
2. Facilities Council
3. Human Resources Council
4. Institutional Effectiveness Council
5. Student Learning Council
6. Student Services Council

7. Technology Council

Among many roles, one function of the Institutional Effectiveness Council (IEC) is to "develop and implement processes and procedures to evaluate the integrity and effectiveness of governance and decision-making structures and processes; widely communicate these results and recommend their use for institutional improvement" (IV.A.7-2).

The two primary mechanisms for evaluation of governance and decision-making are bi-annual surveys of all employees and annual reports of accomplishments evaluated by each council (IV.A.7-3; IV.A.7-4; IV.A.7-5; IV.A.7-6). The surveys have evolved over time in terms of focus, but they ask about timeliness of decisions, accomplishing tasks, communication, continuous improvement, and campus climate. Results of the surveys are discussed at IEC first, with a written summary and recommendation sent to College Council (IV.A.7-7; IV.A.7-8). The 2013 survey results led to changes in council communication practices and improved efforts to facilitate attendance and constituency responsibilities to invite input. The IEC survey summary of 2015 showed improvement in responses regarding college climate, understanding of the CCPD process, and communication (IV.A.7-9). The 2015 summary also made further recommendations for improvement. As a result of those recommendations, a meeting of council co-chairs was convened to discuss improvements. Action items include annual training each year for council co-chairs regarding the governance and decision-making process and easier to read documentation of council agendas and notes (IV.A.7-10; IV.A.7-11).

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.B   Chief Executive Officer

IV.B.1   The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The superintendent/president (CEO) of the Allan Hancock Joint Community College District provides effective leadership through the shared governance process and with delegated authority from the AHC Board of Trustees.

IV.B.1-1	Board Policy 2430, Delegation of Authority to the Superintendent/President
IV.B.1-2	All Staff Day Agendas and Materials
IV.B.1-3	Planning Retreat Agendas, Handouts, Summaries and Materials
IV.B.1-4	Strategic Plan
IV.B.1-5	Facilities Master Plan
IV.B.1-6	Educational Master Plan
IV.B.1-7	Technology Master Plan
IV.B.1-8	Board Policy 7120, Faculty Hiring

Analysis and Evaluation

Board Policy 2430 reads: "The Board of Trustees delegates to the Superintendent/ President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (IV.B.1-1). As the college and District CEO, the superintendent/president holds primary responsibility for the institution.

The superintendent/president leads All Staff Day (convocation) at the beginning of the fall and spring semesters, providing updates on the institutional mission and providing collaborative workshops to facilitate fulfillment of college goals (IV.B.1-2). Each fall the superintendent/president holds an annual two-day planning retreat to evaluate progress on overall goals and set priorities for the coming year (IV.B.1-3). The fall 2013 planning retreat kicked off a planning process that resulted in a new Strategic Plan, a new Facilities Master Plan and completion of the Education and Technology Master Plans (IV.B.1-4; IV.B.1-5; IV.B.1-6; IV.B.1-7). The superintendent/president co-chairs College Council, the primary shared governance body for recommendations on decisions affecting all areas of the college. He conducts second interviews with candidates for management positions and is the final signatory on all new hires before recommending them to the Board of Trustees. He reviews, signs off on, and in the case of ACCJC, submits mandated reports on the status of the District.

The superintendent/president initiates the budget process by conveying trustee goals to constituent groups. This provides guidance to the Budget Council as it develops options for the coming year. With the improved budget prospects from

the state, two key events provide an example for this process.

1. With the FY 2016 budget, the legislature provided $5.2 million in one-time funds to offset unfunded mandates during the Great Recession. The board took great interest in this and set parameters that the funds should be used judiciously and not be expended for ongoing costs. The superintendent/president conveyed this message and delegated responsibility to the vice president for Finance and Administration to work with the Budget Council to develop a plan to take back to the board for approval.

2. The FY 2016 budget allocation also included funding for additional faculty members, based on compliance with the state Faculty Obligation Number. Although the college exceeded the Faculty Obligation Number, an examination of faculty counts showed that additional instructional faculty were needed to meet educational needs of students fully. This was conveyed to the trustees, who supported the expansion of full time instructional faculty. Using the college's process for prioritizing faculty, the college embarked on an ambitious goal that will expand instructional faculty by almost 15 percent.

Recruiting faculty is a key component of the superintendent/president's ability to improve institutional effectiveness. The process for hiring faculty is clearly outlined in policy, and final level interviews have been expanded to include input from faculty department chairs, the Academic Senate, and the associate superintendent/vice president for Academic Affairs (IV.B.1-8). As is the case with the hiring of administrators, though, it is the CEO that has the ultimate responsibility to recommend new faculty to the Board of Trustees.

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.B.2 **The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

The following documents are evidence that the CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IV.B.2-1   Board Policy 7250, Educational Administrators
IV.B.2-2   Board Policy 7260, Classified Administrators
IV.B.2-3   Administrative Job Descriptions, HR Webpage
IV.B.2-4   Administrative Organization chart from 2013 and Current
IV.B.2-5   Administrative Team Notes (Sample)
IV.B.2-6   Initial Report from Binns Consulting and Compression Planning Follow-up Report

Analysis and Evaluation

Allan Hancock College Board Policy 7250 and Board Policy 7260 assigns responsibility for creating and filling administrative positions to the superintendent/president and the Board of Trustees, with review through the shared governance process (IV.B.2-1; IV.B.2-2). The college administrative structure is designed to align with the mission, vision, and values of the college and be of appropriate size to support its planning goals and purposes.

As outlined in their job descriptions, authority is delegated to all administrators, and they are assessed through the evaluation process (IV.B.2-3). As the organization chart shows, there are President's Cabinet-level senior administrators who are evaluated by the superintendent/ president; cabinet members in turn evaluate managers in their areas (IV.B.2-4). Many administrators have program reviews and program review annual updates in their areas, which provide details on accomplished activities.

In a variety of settings, administrators meet regularly to confer and conduct their duties. The President's Cabinet meets as often as needed, usually several times each week. Deans meet weekly as a group, and other managers meet with appropriate councils and committees in their areas, for example, Student Services Council, Facilities Council, and so on. The entire administration team meets once a month before the regularly scheduled Board of Trustees meeting. Board agendas are always discussed in these regular administrative team meetings; other topics vary based on current projects and activities (IV.B.2-5).

Since 2013, the administrative structure has changed in response to needs, budget considerations, and increased efficiency. This includes the creation of three new senior positions: associate superintendent for Student Services, vice president for

Institutional Effectiveness and executive director of College Advancement. In each case, the positions were created from previously funded positions.

Among the first actions of the new superintendent/president included upgrading the position of vice president of Student Services to the associate superintendent level. This position had been held vacant or filled by an acting vice president for several years. The new position indicated the importance of the Student Services program and allowed for a more robust candidate pool in hiring a permanent leader for the area.

In consultation with the Academic Senate, the superintendent/president used a vacancy in a director position to create a vice president for Institutional Effectiveness. The new position has an expanded role that includes assisting with program review, accreditation, and tracking of progress on institution-set standards and the goals as established through the Institutional Effectiveness Program Initiative.

With the retirement of directors in the public affairs and foundation programs, the superintendent/president proposed a new position titled executive director of College Advancement. This new position will oversee all aspects of fundraising and outreach, including grant development, community relations, endowments, public affairs, and publications. The position was recommended through a constituent-driven process that took a holistic view of campus outreach efforts (IV.B.2-6).

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.B.3 **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The following evidence documents how through policies and procedures, the college CEO guides the institutional improvement of the teaching and learning environment.

IV.B.3-1   College Council Notes of 1/12/15, 2/2/15, and 3/2/15
IV.B.3-2   *Councils and Committees Pathways to Decisions* (CCPD) manual
IV.B.3-3   Planning Retreat Agendas, Handouts, and Summaries
IV.B.3-4   *Fact Book 2014*
IV.B.3-5   Program Review Matrix
IV.B.3-6   Definition of Consensus, page 27, *Councils and Committees Pathways to Decisions* (CCPD) manual
IV.B.3-7   IEC Biannual Survey Results

Analysis and Evaluation

The superintendent/president guides institutional improvement at Allan Hancock College. As co-chair of the College Council, the CEO worked with a taskforce in spring 2015 to update and revise the *Councils and Committees Pathways to Decisions* (CCPD) manual, which outlines the collegial process for setting priorities and making decisions (IV.B.3-1; IV.B.3-2).

The superintendent/president also organizes and oversees the development of goals and priorities guided by the Strategic Plan and associated master plans, with annual review and prioritization taking place during the fall planning retreat. At the planning retreat, key data are shared to provide context for decision-making. During the planning retreat, resource needs, primarily from the program review process, are presented and discussed prior to being handed over to shared governance councils for action (IV.B.3-3).

Institution-set standards for student achievement are set by the board, based on the recommendation of the CEO in

consultation with Academic Senate and councils, such as the Student Learning Council. AHC's standards were originally set in 2012 and revised in 2015 to reflect five years of data and analysis more accurately. The student achievement data are reviewed and revised if needed by shared governance councils annually each spring when preparing the annual ACCJC report.

A core component of the college's process for institutional improvement is dissemination of relevant data and analysis. The superintendent/president works closely with the vice president for Institutional Effectiveness to ensure high-quality research is conducted. Data from Banner, the Tableau Dashboard, internal reports to the CCCCO, and the Santa Barbara County Economic Forecast are used in planning and decision making. The Office of Institutional Effectiveness prepares an annual Fact Book, a compilation of data that are used for decision-making (IV.B.3-4).

Resource allocation to support institutional improvement of the teaching and learning environment requires that faculty, instructional equipment, facility, and budget resource needs are identified. These needs are primarily identified through comprehensive program reviews and annual program review updates

written by faculty and submitted for consideration through appropriate vice-presidents (IV.B.3-5).

Final decisions on expenditures are vetted through appropriate councils and sent to College Council for a final recommendation to the superintendent/president. College Council works on a consensus basis as defined in the shared governance document, *Councils and Committees Pathway to Decisions* (CCPD) manual (IV.B.3-6).

The superintendent/president serves as an ex-officio member of the Institutional Effectiveness Council (IEC). The IEC is charged with evaluating the planning and shared governance processes. Allan Hancock College committees and councils annually report their achievements and challenges to IEC, where they are reviewed and compiled as a record of actions taken to improve learning and achievement. In addition, the IEC periodically surveys both the college community at large and council and committee members regarding their understanding and satisfaction with the planning and decision-making process as outlined in the CCPD (IV.B.3-7).

The College meets the standard.

IV.B.4 **The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

The superintendent/president ensures that accreditation compliance and reporting are ongoing processes. By attending training sessions and staying up to date with Commission publications, the CEO and accreditation liaison officer (ALO) remain current on changes in eligibility requirements, accreditation standards, and Commission policies.

IV.B.4-1	ACCJC Reports Webpage
IV.B.4-2	PowerPoint Presentation from regional ACCJC meeting, Fall 2014
IV.B.4-3	Faculty Association Contract, Article 18.11
IV.B.4-4	Accreditation Standard at a Council Meeting, Council Meeting Notes of Fall 2014 and Fall 2015
IV.B.4-5	Institutional Effectiveness Council Functions, page 43, *Councils and Committees Pathways to Decisions* (CCPD) manual
IV.B.4-6	*News 2 Know* Accreditation Update
IV.B.4-7	Agendas for All Staff Day Fall 2015 and Spring 2016
IV.B.4-8	Accreditation Presentations presented to the Board of Trustees and Department Chairs (sample)

Analysis and Evaluation

The superintendent/president ensures that accreditation compliance and reporting are ongoing processes. By attending training sessions and staying up to date with Commission publications, the CEO and accreditation liaison officer (ALO) remain current on changes in eligibility requirements, accreditation standards, and Commission policies. An indication that the process is ongoing is that all college reports are submitted to the Commission in a timely manner (IV.B.4-1).

As part of an ongoing commitment to supporting accreditation, the District's ALO maintains a standing meeting with the superintendent/president to stay up to date on substantive changes, annual reports, and the college's self-evaluation reports. In conjunction with ACCJC, the District hosted a regional training session on the new standards that was attended by representatives from several Districts (IV.B.4-2). Faculty and staff are encouraged to participate in site visits. Over the past two years, AHC representatives have participated in visits to at least ten different colleges.

Faculty, staff, and administrators play an integral role in ensuring that the college meets or exceeds standards at all times. Faculty are charged with maintaining curriculum standards, and the District invests funds to support faculty in curriculum planning and accreditation

reporting (IV.B.4-3). Faculty also take the lead on assessing student and service learning outcomes and developing improvement plans. The Board of Trustees is kept informed on accreditation issues by the superintendent/president, and they review and approve major reports, such as the self-evaluation.

At appropriate council meetings (for example, Budget Council, Technology Council, and Student Services Council) and as part of campus governance and decision-making, relevant accreditation standards, policies, and requirements are discussed (IV.B.4.4). The Institutional Effectiveness Council, in particular, has a primary responsibility for accreditation (IV.B.4-5).

The CEO ensures the campus community is aware of all accreditation activities and conveys a philosophy that accreditation is ongoing and includes all campus constituencies. Accreditation topics are frequently addressed at all-staff convocations and updates are provided regularly through several of the District newsletters (IV.B.4-6). Input on major ACCJC reports, such as the mid-term report, is sought from all constituencies. Draft reports are posted on the college portal for a minimum of two months, and drafts are revised based on comments and corrections. Preparation for the self-evaluation included campus wide participation in focused breakout sessions as part of convocation in fall 2015 and spring 2016 (IV.B.4.7; IV.B.4-8).

The College meets the standard.

IV.B.5 **The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard

The superintendent/president of Allan Hancock College keeps abreast of changing federal and state statutes and regulations and regularly communicates those to the Board of Trustees.

IV.B.5-1	Sample College Council Meeting agendas and Notes
IV.B.5-2	Examples of Mission Statements in Agenda
IV.B.5-3	Monthly Reports in Board Agenda Books
IV.B.5-4	Budget Council Meeting Notes with Budget Projection Sheets
IV.B.5-5	College Council Meeting Notes Regarding OPEB
IV.B.5-6	Board of Trustees Meeting Notes Regarding OPEB

Analysis and Evaluation

The superintendent/president's office provides leadership for updating of policies and works with faculty, staff, and administrators to ensure best practices are implemented. One of the main processes for implementing changes to regulations and policies is to review them at the shared governance College Council prior to board approval, if needed (IV.B.5-1). College constituency leaders are responsible for communicating policy updates and changes to their respective groups.

To ensure policies are consistent with changing statutes, the District is currently reviewing and updating all board policies with a goal of aligning policies with standards established by the Community College League of California. In order to keep the college mission in the forefront at all times, the mission is widely published, including placement on the monthly board agenda. In addition, board agenda items provide a link to the college strategic plan (IV.B.5-2).

The superintendent/president and cabinet members provide monthly reports to the Board of Trustees (IV.B.5-3). Regular updates are provided to all constituencies through the shared governance Budget Council in regard to anticipated annual funding from the state, using a process that estimates pessimistic, optimistic, and most likely scenarios (IV.B.5-4).

During the 2014-2015 year, the District evaluated options for creating an irrevocable trust for other post-employment benefits (OPEB). Prior to this, the District held OPEB funds in a locally restricted account. As the state's budget improved and new rules requiring the recognition of OPEB costs as a liability emerged, the superintendent/president and the CFO proposed establishing an irrevocable trust to ensure long term liabilities are funded (IV.B.5-5; IV.B.5-6).

The College meets the standard.

IV.B.6 **The CEO works and communicates effectively with the communities served by the institution.**

Evidence of Meeting the Standard

IV.B.6-1 Evidence of Additional Resources for LVC and Santa Ynez
IV.B.6-2 Evidence of Expanded Services for LVC
IV.B.6-3 AB 86 Evidence
IV.B.6-4 Career Pathways Grant Application
IV.B.6-5 Superintendent/Principals Roundtable Meetings Evidence
IV.B.6-6 Sample Media Coverage Featuring Superintendent/President

Analysis and Evaluation

The superintendent/president is an active and recognized member of the community, serving on the board of directors for two chambers of commerce, the local hospital board, and participating in Rotary International.

A particular focus of the superintendent/president is outreach to outlying parts of the large geographic service area. Additional resources have been provided to serve the communities of Lompoc and the Santa Ynez Valley, including Los Olivos, Santa Ynez, and Solvang (IV.B.6-1). Increased services at the Lompoc Valley Center include additional counseling, more support for student equity programs (e.g. EOPS), and expanded hours for the LVC library (IV.B.6-2).

The superintendent/president is active in college areas, such as serving as the lead agent for adult education planning, bringing together school Districts, service organizations, and local non-profits to streamline education for adult learners (IV.B.6-3). Under the superintendent/president's leadership, Allan Hancock College is providing support for a District-wide consortium designed to develop career pathways that will support students beginning in high school until they have successfully completed a program for career readiness or transfer (IV.B.6-4).

In order to work closely and communicate with feeder high schools and other educational institutions, the superintendent/president hosts a periodic roundtable luncheon (IV.B.6-5). As the educational and cultural center of Northern Santa Barbara County, the college also releases frequent press releases, utilizes social media, and is well publicized in the local media (IV.B.6-6).

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.C	Governing Board

IV.C.1   **The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Eligibility Requirement 7: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution's mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Evidence of Meeting the Standard

IV.C.1-1   Board Policy 2200, Board Duties and Responsibilities
IV.C.1-2   Map of AHC District Trustee Area Boundaries
IV.C.1-3   Notes from Annual AHC Board retreat
IV.C.1-4   Notes from Strategic Planning Retreat
IV.C.1-5   Sample Board Agenda and Minutes with Mission Statement and Strategic Plan Reference
IV.C.1-6   AHC Board of Trustees Web Page
IV.C.1-7   New Board of Trustee Member Orientation Materials

IV.C.1-8   Board Policy 2715, Code of Ethics/Standards of Practice
IV.C.1-9   Board Policy 2710, Conflict of Interest

Analysis and Evaluation

According to Board Policy 2200, "The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902" (IV.C.1-1). This describes a primary responsibility of the five-member elected Allan Hancock College Board of Trustees. There is also a student trustee appointed through the student government every year. Though a non-voting member, the student trustee adds an important perspective, particularly on student learning programs and services.

Board members are elected to four-year terms on a staggered schedule that provides continuity and experience. The board meets regularly once every month, usually on the second Tuesday of the month and holds additional special meetings as needed. One board member represents each of the five diverse communities within the 3,000 square mile District (IV.C.1-2).

By reviewing the college mission at its annual board retreat and by attending various planning meetings, such as the District's annual strategic planning retreat, the AHC Board ensures the college mission is achieved (IV.C.1-3; IV.C.1-4). The board ensures the college mission is widely available, including on the website and on each board agenda book. The board reviews the District budget and financial statement at every regular board meeting to verify adequate financial support for the educational programs (IV.C.1-5).

The board takes an active role, from a policy perspective, in the District's academic quality, integrity, and financial stability. All board policies and administrative procedures are available on the public board webpage (IV.C.1-6). In 2014-2015, the college undertook an ambitious project to update all board policies and revise language to conform to the Community College League of California templates.

All new college board members undergo extensive training that includes an orientation process (IV.C.1-7). This training assists board members in understanding their role as an independent body representing the public interests, as well as the importance of disclosing any possible conflict of interest. Two board policies describe the integrity expected from all board members, the Code of Ethics/Standards of Practice and Conflict of Interest (IV.C.1-8; IV.C.1-9).

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.C.2   **The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision**.

Evidence of Meeting the Standard

IV.C.2-1   Board Policy 2010, Board Membership

Analysis and Evaluation

Board Policy 2010 reads: "Board members have authority only when acting as a Board of Trustees legally in session. The board will not be bound in any way by any statement or action on the part of any individual board member or employee, except when such statement or action is in pursuance of specific instructions by the Board" (IV.C.2-1).

The board works as a singular entity and members respect the bounds of their individual office. Members are encouraged to ask questions and pursue lines of inquiry during board meetings to ensure issues are fully vetted. On the rare occasion that a vote is not unanimous, board members support the decision as the will of the duly elected board.

The College meets the standard.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the District/system.

Evidence of Meeting the Standard

IV.C.3-1   Board Policy 2431, Superintendent/President Selection
IV.C.3-2   Board Policy 2435, Evaluation of the Superintendent/President
IV.C.3-3   Special Board Meeting Minutes from 2014 and 2015 Summer Retreats

Analysis and Evaluation

In the event of a vacancy in the superintendent/president position, the board is committed to a fair and open process for selecting a new CEO (IV.C.3-1). In selecting a new CEO in 2013, the board solicited input from the campus community to develop ideal characteristics for interested candidates. The process was clearly defined so that internal constituents and external applicants were aware of the steps being taken.

Board policy states that the board "shall conduct an evaluation of the superintendent/president at least annually" and that "the criteria for evaluation shall be based on board policy, the superintendent/president's job description, and performance goals and objectives" (IV.C.3-2).

The evaluation process occurs annually, typically at the summer Board of Trustees retreat (IV.C.3-3).

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.C.4 **The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Eligibility Requirement 7: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution's mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Evidence of Meeting the Standard

The Allan Hancock College Board of Trustees acts in accordance with the board policy that outlines their duties and responsibilities.

IV.C.4-1   Board Policy 2200, Board Duties and Responsibilities
IV.C.4-2   Board Meeting minutes, January 29, 2008
IV.C.4-3   Board Meeting minutes, February 19, 2008

Analysis and Evaluation

The Board of Trustees serves in the best interest of the institution and in accordance with board policy (IV.C.4-1). Board members are elected by the District to reflect the constituents and public interest of a diverse community.

Woven into the fabric of the board's commitment to institutional quality is the outcome of one of the community's most difficult issues. Following successful passage of a bond measure, the board prepared to build a new Public Safety Training Complex to replace an inadequate facility located in Santa Maria. As the project launched, the city of Lompoc, located 20 miles to the south, offered more than 60 acres of land for the project if it would be built adjacent to the Lompoc Valley Center (LVC).

There was a great deal of community interest and input to the Board of Trustees prior to the final project approval, which is documented in the board agendas and minutes. Public safety agencies located to the north, especially San Luis Obispo County, preferred that the college find a location in or near Santa Maria. City officials and many in the Santa Maria

business community insisted that the project should be built in Santa Maria given that the existing program was already located within the city. Much of the public commentary occurred at a special board meeting held January 29, 2008 (IV.C.4-2).

After hearing all viewpoints in public comment and considering options, the board determined that the Lompoc site would provide the best location to ensure educational quality. The decision was finalized at the February 19, 2008 board meeting (IV.C.4-3).

The College meets the standard.

IV.C.5 **The governing board establishes policies consistent with the college/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

Board policies identify key roles of the Allan Hancock College Board of Trustees. The board is appropriately engaged in curriculum development and legal issues, as well as its fiduciary responsibilities.

IV.C.5-1   Board Policy 2200, Board Duties and Responsibilities
IV.C.5-2   Board Policy Directory Webpage
IV.C.5-3   Sample Board Agendas Showing Monthly Financial Statements (3/2016,5/2016)

IV.C.5-4   Board Policy 6400, Audits

Analysis and Evaluation

The Board of Trustees takes seriously its role "to consider and pass upon the recommendations of the superintendent/president in all matters of policy pertaining to the welfare of the college" (IV.C.5-1). There are many board policies and corresponding administrative procedures in place to ensure the quality of student learning programs and student services (IV.C.5-2). These include :

Policy Topic	Policy Number
Advisory Committees for Instructional Programs	4102
Athletics	5700
Counseling	5110
Curriculum Development	4020
Distance Education	4105
District Mission	1200
Grant Funded Programs	3280
Noncredit Education and Community Programs	4400
Program Review	3255
Program Vitality	4021
Selection of Library Materials	4040
Student Services	5100
Textbook Selection	4220

The Board of Trustees ensures financial integrity and stability by approving the annual budget and the expenditure of all funds thereby allocating resources to support all the programs and services of the college (IV.C.5-1). Each board agenda includes financial statements to allow the board to provide ongoing oversight of expenditures and budget integrity (IV.C.5-3). The board rotates firms that prepare the annual audit and approves the audit report before it is sent to the Chancellor's Office (IV.C.5-4).

A major responsibility of the Board of Trustees is to set "prudent, ethical and legal standards for college operations" (IV.C.5-1). The board assumes responsibility for all legal matters pertaining to the college, including employee discipline and contractual disputes. While these matters may be handled in closed session or special board meetings, the Board of Trustees reports on legal actions to the extent it can without violating confidentiality laws.

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.C.6 **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Evidence of Meeting the Standard

Comprehensive information about the Allan Hancock College Board of Trustees is available on the public AHC website.

IV.C.6-1　AHC Board of Trustees Webpage
IV.C.6-2　Board Policy 2305, Annual Organization of the Board
IV.C.6-3　Board Policy 2200, Board Duties and Responsibilities
IV.C.6-4　Board Policy 2100, Board Elections
IV.C.6-5　Board Policy 2210, Officers of the Board of Trustees
IV.C.6-6　Board Policy 2410, Board Policies and Administrative Procedures

IV.C.6-7　Board Policy 2310, Regular Meetings of the Board
IV.C.6-8　Board Policy 2110, Vacancies on the Board

Analysis and Evaluation

Allan Hancock College maintains a public webpage that publishes biographies of the current board members; all board policies and related administrative procedures; the meeting schedule for the board; minutes and agendas, both current and an archive; and a map of the District showing the five trustee area boundaries (IV.C.6-1).

Among the board policies that describe the board's size, duties, responsibilities, structure, and operating procedures are:

Board Policy Topic	Policy Number
Annual Organization of the Board	2305
Board Duties and Responsibilities	2200
Board Elections	2100
Officers of the Board of Trustees	2210
Policies of the Board of Trustees	2410
Regular Meetings of the Board	2310
Vacancies on the Board	2110

(IV.C.6-2; IV.C.6-3; IV.C.6-4; IV.C.6-5; IV.C.6-6; IV.C.6-7; IV.C.6-8).

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.C.7 **The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/District/system mission and revises them as necessary**.

Evidence of Meeting the Standard

IV.C.7-1   AHC Board of Trustee Orientation Materials
IV.C.7-2   September 2013 Retreat Agenda
IV.C.7-3   Planning Retreat Fall 2014- Agenda and Minutes
IV.C.7-4   Sample Board Agendas and Minutes Showing Revised Board Policies (2014-2015)
IV.C.7-5   Board Agenda and Minutes Showing Review and Approval of AHC Mission Statement

Analysis and Evaluation

The new members of the Allan Hancock College Board of Trustees participate in an orientation that trains them regarding their responsibility to act as a unified body and represent the public interest, in accordance with board policies (IV.C.7-1). With the arrival of a new CEO, the board used its 2013 summer retreat to establish expectations for both the board and the CEO in regard to communication, participation, and overall management (IV.C.7-2).

Prior to 2014, the board periodically reviewed and updated some board policies. During the 2014-2015 academic year, the AHC Board of Trustees undertook a complete and systematic review of all board policies (IV.C.7-3). Individual policies were updated to ensure compliance with current rules and regulations and to conform to the recommended language from the Community College League of California (IV.C.7-4). The board reviews and approves the renewal of the college mission statement annually (IV.C.7-5).

The College meets the standard.

IV.C.8 **To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

The Allan Hancock College governing board receives monthly reports on student learning and achievement at the regular board meetings. Some of the board members attend the annual strategic planning retreat and other planning events where student learning and achievement are discussed. All institutional plans are presented to the board for approval before they are adopted.

IV.C.8-1   Sample Board Agenda item, Accountability Report from Chancellor's Office
IV.C.8-2   Annual Planning Retreat Agendas and Notes
IV.C.8-3   Student Success Summit Agendas
IV.C.8-4   All-Staff Day Presentation of January 16, 2015
IV.C.8-5   Title V AIM Grant Abstract
IV.C.8-6   Institutional Plans Web Page

Analysis and Evaluation

The AHC Board of Trustees regularly receives information, presentations, and updates on key indicators of student learning and success. At the beginning of many Board of Trustees regular monthly meetings, there are one or more presentations on student accomplishments and achievements. There are additional reports to the board monthly by each vice president, providing additional information about Academic Affairs, Student Services, finance, and campus construction. In addition to these, there are also periodic

mandated reports presented as part of board meetings, including the annual distance learning report, California Community College Scorecard, and IEPI indicators (IV.C.8-1).

Board members appropriately participate in campus planning and summit events. Board of Trustee members attend the annual strategic planning retreat, where a great deal of data on student outcomes and achievement are reviewed and analyzed as part of the planning process (IV.C.8-2). Board members are invited and frequently attend other events focused on student achievement, such as the Student Success Summit held each spring (IV.C.8-3).

Board members are in regular attendance at All Staff convocations that occur at the start of each spring and fall semester. Each All Staff is different, but some have focused almost entirely on student learning outcomes and assessment (IV.C.8-4).

The superintendent/president informs the board on grants and other awards that focus on improving academic quality, such as the Department of Education Title V Hispanic Serving Institutions AIM Grant award in 2014 that focuses on improving outcomes for basic skills students (IV.C.8-5).

In addition to the Strategic Plan, major planning documents are presented to the board for review and/or approval. Recent plans presented to the board include the Educational Master Plan, Technology Plan, Facilities Master Plan, Student

Success and Support Program (SSSP) Plan, Student Equity Plan, Cooperative Work Experience Plan, Concurrent Enrollment Plan, and the Equal Employment Opportunity (EEO) Plan.

Plans are housed on the public website for ease of retrieval (IV.C.8-6).

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.C.9 **The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

The five member AHC Board of Trustees participates in ongoing training and development. An orientation is provided for new trustees, both locally and at the state level. Continuity is achieved through staggered terms of office.

IV.C.9-1	Minutes from Retreats (2014, 2015)
IV.C.9-2	Minutes from Special Board Meeting (2013)
IV.C.9-3	Agenda and Sample Content from New Board of Trustee Member Orientation
IV.C.9-4	Agenda from Community College League of California Annual Meeting
IV.C.9-5	Roster of statewide members of the California Community College Trustees

Analysis and Evaluation

At the beginning of each fall term, the Board of Trustees schedules a retreat focusing on college issues and goals as well as the role of trustees in managing the college (IV.C.9-1). The fall 2013 retreat included a session on roles and expectations between the board and the new superintendent/president who started in July 2013 (IV.C.9-2).

Newly elected board members are given an orientation to the District coordinated through the superintendent/president's office (IV.C.9-3). Orientation content is primarily provided by college vice presidents or cabinet-level administrators who oversee major areas, such as Academic Affairs or administrative services.

Board members participate in various types of professional development including training offered by the Community College League of California (CCLC). In 2013 and 2014, board members attended the CCLC annual convention (IV.C.9-4). One board member has completed and the other four board members are actively pursuing the "Excellence in Trusteeship" designation and participate in the state-wide Board of Trustees' meetings. Board members serve statewide committees. One trustee is an elected member of the California Community College Trustees Board, and another is an officer in the California Association of Latino Community College Trustees and Administrators (IV.C.9-5).

Continuity of Board of Trustee membership is established through the election process. Elections occur every two years; three board members are elected in one cycle, and two are elected in the next. Each board member is elected for a four-year term.

The College meets the standards.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.C.10   **Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness**.

Evidence of Meeting the Standard

IV.C.10-1   Board Policy 2745, Board Self-Evaluation
IV.C.10-2   Board of Trustees Self-Evaluation Form
IV.C.10-3   Board of Trustees Evaluation-Community Survey Letter 2014
IV.C.10-4   Board of Trustees Community Survey Response 2014
IV.C.10-5   Revision of Policies in 2015
IV.C.10-6   Example of Vice President Board Reports Linked to Strategic Plan
IV.C.10-7   Example of Board Agenda Item Linked to Strategic Plan

Analysis and Evaluation

The process for evaluating the Board of Trustees is clearly stated in Board Policy 2745, Board Self-Evaluation (IV.C.10-1). The board conducts the self-evaluation process annually, rating their performance individually then discussing the results as a group before finalizing their results (IV.C.10-2).

Prior to 2014, input on board performance by various groups including students and local educators from other institutions were not part of the process. In assessing their 2014 evaluation, the board sought to make the instrument more useful by creating a separate questionnaire for those in the community that may not interact with the college on a daily basis (IV.C.10-3). The survey was reviewed during the fall 2014 annual retreat (IV.C.10-4).

Evaluation results in 2014 indicated that board performance and institutional effectiveness could be enhanced through additional trustee training and by updating board policies. As a result, all board members have attended conferences geared toward trustee training, and one has completed the "Effective Trustee Training" offered through the Community College League of California (CCLC). Board policies are being revised to reflect the uniform numbering system developed by the CCLC. The District maintains a schedule to track efforts to update and revise all board policies (IV.C.10-5). The board invested in support for this project by engaging a consultant from the League's policy and procedure service.

The 2015 board evaluation found that board members felt that they understood the college's mission but wanted to see additional evidence of actions linked to the mission. As a result, staff developed an enhanced reporting tool for board agenda items and reports that clearly identifies how each action is tied to the college mission (IV.C.10-6; IV.C.10-7).

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.C.11   **The governing board upholds a code of ethics and conflict of interest policy and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code, and implements it when necessary. A majority of board members have no employment, family, ownership or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of the governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.**

Eligibility Requirement 7: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution's mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Evidence of Meeting the Standard

Allan Hancock College (AHC) has board policies in place to ensure all board members maintain high standards of ethical conduct and disclose any possible conflicts of interest in business conducted by the board, including financial interest.

IV.C.11-1   Board Policy 2715, Code of Ethics/Standards of Practice
IV.C.11-2   Evidence of Ethics Training from CCLC Meeting in Monterey
IV.C.11-3   Evidence of Board Secretary Training at CCLC Meetings

IV.C.11-4   Board Policy and Administrative Procedure 2710, Conflict of Interest

Analysis and Evaluation

The AHC Board of Trustees adheres to the code of ethics and standards of practice as outlined in Board Policy 2715, Code of Ethics/Standards of Practice (IV.C.11-1). The policy provides for investigation of claims of ethics violations, and no claims have been lodged during the self-evaluation period.

Board members engage in training provided by the Community College League of California in regard to ethics,

including training on Brown Act requirements (IV.C.11-2). The board also provides extensive training to the board secretary to ensure continued compliance with open meeting requirements (IV.C.11-3).

No board member maintains employment or has a financial interest in the institution. Board Policy 2710, Conflict of Interest/Standards of Practice details the parameters for conflicts of interest, and the accompanying Administrative Procedure outlines the procedures to be followed when there is a possible conflict of interest (IV.C.11-4). To foster transparency, board members disclose financial interests through the California Fair Political Practices Commission.

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.C.12   **The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the District/system or college, respectively.**

Evidence of Meeting the Standard

Two board policies at Allan Hancock College (AHC) describe the delegation of authority to the superintendent/president and the annual evaluation process where the CEO is held accountable for the efficient operation of the District.

IV.C.12-1   Board Policy 2430, Delegation of Authority to the Superintendent/President
IV.C.12-2   Board Policy 2435, Evaluation of the Superintendent/President
IV.C.12-3   Superintendent/President Evaluation Template
IV.C.12-4   Agenda and Minutes from Board Retreat – Summer 2014 and 2015

Analysis and Evaluation

Full "executive responsibility" and authority for District operations at Allan Hancock College is delegated to the superintendent/president through Board Policy 2430, Delegation of Authority to the Superintendent/President (IV.C.12-1). The Board Policy specifically allows the CEO to delegate administrative duties further, but it also clearly states that he or she "will be specifically responsible to the board for the execution of such delegated powers and duties."

The superintendent is evaluated annually and held accountable through an evaluation process mutually developed with the board (IV.C.12-2; IV.C.12-3; IV.C.12-4).

The College meets the standard.

STANDARD IV:
Leadership and Governance

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

IV.C.13 **The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

Evidence of Meeting the Standard

Allan Hancock College Board Members are aware of accreditation requirements and take an active role in review and approval of ACCJC reports and training.

IV.C.13-1 Board Presentation on Accreditation
IV.C.13-2 Approval of Accreditation Self-Study
IV.C.13-3 Sample Board Policies with ACCJC Cross-References
IV.C.13-4 Board Policy 3200, External Program Accreditation
IV.C.13-5 Board of Trustees Self-Evaluation Form and Notes from Discussion of Self-Evaluation from Summer Retreats
IV.C.13-6 Regional ACCJC Training Update, Board Minutes
IV.C.13-7 Institutional Set Standards and IEPI Report to Board of Trustees
IV.C.13-8 IEPI Standards Update from Vice President
IV.C.13-9 IEPI Presentation from Annual Retreat
IV.C.13-10 Board Meeting Notes June 16, 2015, Item 15.A2

Analysis and Evaluation

The AHC Board of Trustees receives updates from the superintendent/president and the accreditation liaison officer on all accreditation-related aspects of the college. The board reviews and approves reports sent to the Commission from the District (IV.C.13-1; IV.C.13-2).

Accreditation is woven into District policy with all WASC-ACCJC standards cross-referenced in Board Policy (IV.C.13-3). There is a separate board policy, Board Policy 3200, related to programs that have separate external accreditation (IV.C.13-4).

The board performs an annual self-evaluation that encompasses the role they perform in the accreditation process in various categories including quality and leadership (IV.C.13-5).

Reflecting the active role played by the board, the college hosted a regional ACCJC training on the new standards that included attendees from four different community college Districts. The AHC board president attended the training to ensure he was informed of the changes in the standards and reported back to the board the following month (IV.C.13-6).

The trustees have taken action to approve Institutional Set Standards and have also set aspirational goals as part of the Institutional Effectiveness Partnership Initiative (IV.C.13-7; IV.C.13-8). The board approved the initial standards and included the full IEPI program as part of its annual retreat (IV.C.13-9; IV.C.13-10).

The College meets the standard.

IV.D   Multi-College Districts or Systems

This standard does not apply to Allan Hancock College.

Quality Focus Essay

Allan Hancock College Quality Focus Essay

I. Background and Guiding Principles

Allan Hancock College's action projects are guided by the philosophy that as an institution of higher learning we are committed to finding innovative ways to enhance student learning and achievement in order to ensure institutional effectiveness. Our culture is supported by the belief that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning and services through open and honest communication. To this end, Allan Hancock College's Shared Values include:

Student Success

Innovation

Mutual Respect

Lifelong Learning

Diversity

Academic Freedom

Shared Governance

Excellence

These values guide the review of the institution through a self-reflection of the standards and awareness of the changing internal and external factors that impact the college now and into the future. The self-evaluation team analyzed data, established of short and long-range goals, and reflected on the fiscal setting in which public institutions operate in order to define the most salient foci for the Quality Focus Essay. These foci respond to the need to leverage available increasingly restricted resources and ensure integration of newly mandated external planning requirements in support of the Mission of Allan Hancock College:

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

To meet the identified areas of need in this self-evaluation, the two action projects include:

1. Integrated Planning and Decision Making, and
2. Integrated Planning, Program Review, and Resource Allocation

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making, and action. The planning processes shape and guide the institution over time during financial growth and decline.

Allan Hancock College is committed to the spirit and practice of inclusive and comprehensive shared governance in college decision making. Integrated planning is an essential component in this endeavor as reflected in the College's guiding decision making document, *Councils and Committees, Pathways to Decisions (CCPD).* This commitment includes, but is not limited to, the following beliefs (CCPD, page 3):

- all employees should have a clear understanding of their roles and responsibilities in college decision-making processes;
- all employees should have opportunities to participate meaningfully in college governance;
- information should be shared openly and in a timely manner with all constituencies and,

  college decision-making processes should undergo regular review and evaluation by all constituencies to ensure their continuing effectiveness and improvement.

When Allan Hancock College developed the CCPD, it made a commitment to pursue a systematic approach to organizational planning to guide the decision-making processes of the campus. This systematic approach to the planning process includes the integration of all operational plans under the general direction of our Values, Mission, and Vision. In other words, the realization of our purpose as an educational institution is accomplished by the operational plans of the various units and departments throughout the campus.

When the Strategic Plan 2014-2020 was developed, the college intentionally integrated the Educational Master Plan, Facilities Master Plan, and Technology Master Plan to support the strategic directions outlined in the Strategic Plan.
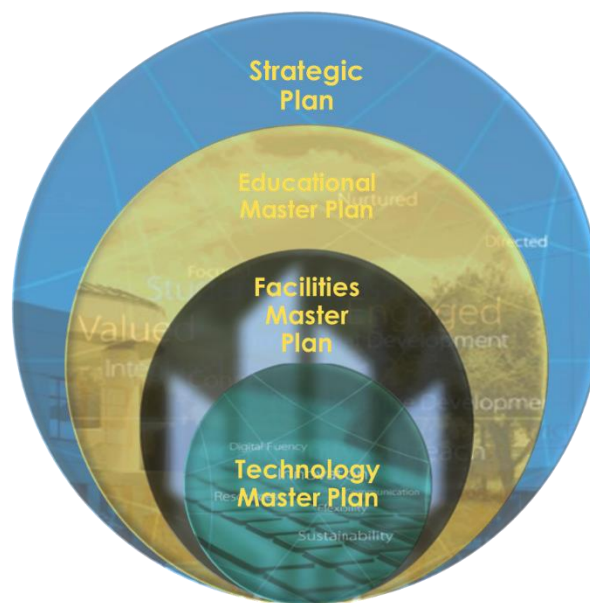
There are other plans, such as Enrollment Management, that link back to the Strategic Plan but provide more detailed operational direction to support the college mission. Recognizing the importance of integration across the institution, members of the 2014 strategic planning retreat added the Strategic Direction "Integration"

(including Community Integration and Employee Integration) in addition to the other strategic directions focused on the ACCJC standards. To implement ongoing evaluation of the planning structure, the Strategic Plan includes the Action Step focused on integration (page 19):

> *A taskforce will reevaluate and refine the Councils and Committees Pathways to Decisions manual to create a structure for improved communication, **integrated planning**, and timely decision making.*

This review occurred in 2014-2015 and resulted in numerous recommendations and revisions (see March 2, 2015 memo to College Council from task force) that require further action. While surveys indicate increased satisfaction with communication, the college realized

during the self-study process that deeper consideration of several of the recommendations was required. The QFE is a result of that realization, and of thoughtful planning to implement necessary action steps to ensure ongoing integration and institutional effectiveness. Included in the steps for the Project Area *Integrated Planning and Decision Making*, continued evaluation and revision of the CCPD will be an integral component.

Integrated planning is neither top-down nor bottom-up; it is an interactive process in which an institution, through its governance processes, thoughtfully uses its values and vision to set priorities and deploy its resources and energies to achieve institutional changes and improvements at various levels of the organization in response to current or anticipated conditions.

The College recognizes that institutions that take a holistic and integrated approach to planning find opportunities to combine and leverage plans, maximize effective use

of resources, as well as create more effective pathways for making changes. To this end, AHC will review and revise the planning and decision making

processes to benefit from the value imbued in integrated planning.

Along these same lines, improvements to integrated planning and decision making need to reflect upon the allocation of resources through institutional budgeting processes and the essential steps used to identify resources. Decision making often, if not always, has some implication for resources. Accreditation Standard I.B.9 requires the institution to ensure integration of planning and resource allocation:

> The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

AHC will focus on making improvements to the integration of planning, program review, and resource allocation as it is through program review that unit and institutional plans are integrated and resource needs are identified.

During development of the CCPD, great steps were taken to align the timing of resource allocations with the planning cycle and to ensure a process of evaluation of these processes. The CCPD itself

defines four indicators of effectiveness for decision making under shared governance, as follows:

1. **Efficient Communication (verbal and written)**
2. **Access to information (written and verbal feedback)**
3. **Function**
4. **Institutional Evaluation**

During reflection on the standards, the self-study teams became aware of changes to institutional processes that have occurred as a natural result of collegial consultation. Though such changes were made with a desire to improve the college, they were not always systematic nor formalized, leading to some lack of clarity and misalignment and pointing to the need to address three indicators of effectiveness:

1. **Access to information (written and verbal feedback)**
   Stakeholders across the institution understand how to access a variety of information sources to keep abreast of decision-making processes
2. **Function**
   Decision-making processes are well defined, formalized, and agreement on them has been achieved by all constituency groups
3. **Institutional Evaluation**
   Review all processes for improvement on a regular basis

As noted in the ACCJC Newsletter of fall 2009, institutions "may also find contradictions that need resolution— sometimes by the re-formulation or abandonment of some of the plans that were made. Actions determined through

integrated planning bring the purpose of program review and evaluation alive and enable an institution to improve educational quality." The action projects defined in the next section of this QFE are not only meant to integrate operational processes, but are also intended to provide a clear structure and avenues for communication that will enhance the ability of employees to improve educational quality through program review.

II. Description of Action Projects

During self-evaluation team meetings, co-chairs discussed common themes where there was ample evidence of meeting a standard, but clear areas surfaced where institutional effectiveness could be enhanced.

These areas of improvement are described below as anticipated outcomes for each of the two general foci of this QFE:

Anticipated Outcomes and Alignment with Standards

Action Projects	Anticipated Outcomes	Alignment with Standards
Integrated Planning and Decision Making	• Systematic analysis and evaluation of measureable outcomes tied to major college plans • Integration of data such as Institution Set Standards, IEPI Goals, Strategic Planning Goals, and other metrics to inform college planning • Systematic evaluation and improvement of major college plans • Improved understanding and clarity of decision making processes related to resource allocation as articulated in the CCPD. • Evidence that processes are followed and lead to institutional effectiveness tied to the College Mission.	I.A.3 I.B.6 I.B.7 III.A.7 III.A.9 III.A.10 III.A.14 III.B.2 III.C.2 III.D.2 III.D.3 IV.A.1 IV.A.2 IV.B.3
Integrated Planning, Program Review, and Resource Allocation	• Systematic evaluation and improvement of planning I.B.9 resource allocation process • Clear integration of program review and major College Plans • Integration of program (unit) plans with major college plans • Transparent cycle of planning and resource allocation aligned to support programs and services that meet the Mission of the College.	I.A.3 I.B.5 II.A.2 II.A.14 II.A.16 II.B.3 II.C.1 II.C.2 II.C.3 III.A.7 III.A.9 III.A.10 III.A.14 III.B.2 III.D.1 III.D.2 III.D.4

Action Projects: Description, Purpose and Project Goals

As discussed in the introduction, the reflection on the standards during the self-evaluation lead AHC to recognize that in order to ensure institutional effectiveness into the future, recent developments external to the college needed to be integrated into institutional planning processes. The primary initiatives that AHC identified include:

a. Externally mandated Student Equity and 3SP Plans
b. Online Education Initiative
c. Increased emphasis on basic skills transition to college level work
    i. Common Assessment Initiative/Multiple measures
    ii. Acceleration of students through developmental education
d. Focus on Job Training outcomes and skills builders data analysis
    i. Strong Workforce Initiative
    ii. Doing What Matters
    iii. Launch Board Employment Data
e. Institutional Effectiveness Partnership Initiative Goals
f. AB104 (Adult Education)

The environmental factors that the self-evaluation team focused on include:

a. Increased reliance on categorical funding
b. Enrollment challenges
c. Community demographics

With state funding focused on specific areas such as student equity, student support programs, enhanced CTE opportunities, and adult education, colleges must ensure that these resources are integrated into the institutional allocation process to leverage remaining general funds to support the broad based mission of Allan Hancock College. Since the District is located in a geographic region of low educational attainment and limited K-12 enrollment growth for the next five years, the college must make the most efficient use of all sources of revenue when allocating funds for programs and services.

Integrated Planning and Decision Making

The action steps identified to address integrated planning and decision making are intended to bring newer plans into a more intentionally integrated connection with existing college plans. Rather than rely on staff intimately involved in the development and implementation of a plan to determine how best to integrate their goals and leverage existing resources, direct steps and processes will be developed to guide the integration so there is no ambiguity about the necessary steps or criteria.

Overarching goals of an improved process of integrated planning and decision making is a focus and commitment on the College Mission, Vision, and Philosophy with demonstrated support for student learning and achievement. The action steps will involve a thorough review of the CCPD by cross-functional groups and constituencies to identify gaps where better clarity can be brought to alignment with college functions. Through support such as IEPI workshops on integrated planning, training at SCUP events, and visiting colleges with well-developed processes, AHC will enhance the professional skill sets of all stakeholders in

the planning processes. Once the revised process is developed, focused communication and orientation for new and existing employees will be critical to the success of this project. The project steps will conclude with development of data to show how plans integrate in the progress of institutional goals and where the college stands towards achieving its goals; to further aid in communication, a budget dashboard will be developed to provide stakeholders with the status of budget allocation decisions.

Integrated Planning, Program Review, and Resource Allocation

Allan Hancock College has well-defined program review processes for instructional, student services, and administrative programs as well as a Board Policy that codifies program review (BP 3255, Program Review). These processes are covered in detail in the self-evaluation. A long standing component of program review is a resource needs analysis that links to evaluation of student outcomes data, student trends, and other factors, including service components in administrative program review. In making improvements to the process of program review, the QFE goals are to ensure alignment of program plans to institutional plans and priorities in meaningful ways and to ensure that the budgeting process is transparent. Closing the loop on the program review and resource allocation process includes documenting measureable improvements to the support of students and tying these outcomes back to plans and resources.

With funding to the college coming from myriad sources, it is important that the allocation process identify the best way to allocate various categorical and District funds to serve the College Mission. The Academic Senate Program Review Committee is currently in the process of evaluating alternative technology platforms to facilitate improvement to the program review process, including better integration of data analysis and resources, program goals, and programmatic impact of allocations. The current labor intensive effort to identify all resource requests and compile these data for prioritization through various channels is an impediment to the process as it duplicates efforts and makes it difficult to tie resource allocations back to the program for follow up evaluation. Embedded within the use of technology to enhance the program review and resource allocation process are improvements to instructions and communication.

Because the planning and prioritization processes happen throughout the year, it is imperative that all necessary budget decisions be identified to coincide with funding availability in a useful calendar. The steps taken to improve the integration of planning and resource allocation will consider the budgetary process from a multiyear perspective to align allocation with adopted budget timelines and funding cycles from state and federal sources. Once the details of the process are formulated, a compliance and communication system will be added to ensure consistency with the process and timeline and transparency of the processes.

Overview of Action Projects and Goals

Action Project	Goals
Integrated Planning and Decision Making	• Linking of AHC Mission, Vision, and Philosophy with institutional priorities. • Flexible system of decision making that honors AHC Core Values, Board Polices, and regulations pertaining to collegial consultation and effective participation. • Timeline of planning and resource allocation that promotes the college mission. • Demonstrated focus on student learning and achievement.
Integrated Planning, Program Review, and Resource Allocation	• Institutional priorities and strategic goals aligned with resources. • Transparent budgeting processes. • Clear connection between program planning and resource allocation that supports student learning and achievement.

III. Action Steps

The self-evaluation team took a measured approach to assessing the high impact activities that could be accomplished within ACCJC timelines and would make measurable improvements to institutional planning and resource allocation. Since some of the action steps transcend multiple stakeholders and constituency groups, details need to be developed as the steps are acted upon.

Integrated Planning and Decision Making

Goals	Action Steps
• Linking of AHC Mission, Vision, and Philosophy with institutional priorities. • Flexible system of decision making that honors AHC Core Values, Board Polices, and regulations pertaining to collegial consultation and effective participation. • Timeline of planning and resource allocation that promotes the college mission.	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. Attend SCUP training. 5. Identify major college plans and evaluate integration to ensure integration of new plans. 6. Internal SWOT analysis to identify gaps in planning steps. 7. Joint council meetings to ensure cross pollination of constituency input. 8. Charrette/compressed planning meeting(s) to identify most effective budgeting and resource timelines. 9. Update new employee orientation with focus on planning and governance. 10. Build in information gathering and feedback mechanism into budgeting timeline. 11. Create budgeting dashboard to inform stakeholders of resource allocation status. 12. Build integrated data dashboard that links outcomes of major college plans. 13. Develop and maintain an integrated planning status matrix (updated twice a year).

Integrated Planning, Program Review, and Resource Allocation

Goals	Action Steps
• **Institutional priorities and strategic goals aligned with resources.** • **Transparent budgeting processes.** • **Clear connection between program planning and resource allocation that supports student learning and achievement.**	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. Work with Academic Senate to revise program review templates and guidelines to ensure integration with major college plans and accreditation standards. 3. Work with Academic Senate to 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. Work with Academic Senate to build intentional analysis into program review to measure when resource allocations improve programs and services. 6. With Academic Senate reassess and revise processes for resource prioritization that integrates into planning timelines. 7. With Academic Senate identify processes and people to ensure compliance with integrated planning processes delineated in the CCPD. 8. With Academic Senate identify and update Board Policies that relate to integrated planning. 9. Develop evaluation component of revised resource allocation process. 10. Develop communication strategy.

IV. Resources
Integrated Planning and Decision Making

The Self-Evaluation team considered both existing and new resources needed to implement the action projects in a meaningful and reasonable timeline. As noted in the background section of this document, the college has strong foundations in place to implement the necessary steps to make institutional improvements. The underpinning of governance, decision making, and planning is in place. The Councils and Committees Pathways to Decision Making is well regarded and provides the underpinning to college governance. The inclusive decision-making process is well supported through the councils and committee structure that is evaluated each year as part of ongoing steps to ensure institutional effectiveness. The strategic plan and other college plans provide clear direction and emphasis of integration of planning. Through proactive efforts of the College President, AHC was one of the first California Community Colleges to receive Institutional Effectiveness Partnership Initiative Funds that are

currently allocated to provide assistance with improved enrollment management stewardship and to bring in new technology to make data more readily available and used. Categorical funds have been leveraged to add support to the function of institutional research, in particular in the areas of equity research.

The primary area of need with regard to new resources is in the area of training in best practices to implement and support integrated planning. College leaders, including faculty, have already attended workshops on this subject, but more thorough and comprehensive work is needed. Additional resources needed include those associated with professional development training of new and existing staff to ensure broad scale understanding and participation in the college planning and decision making process. In order to make the information more readily available and accessible to faculty and staff, the College plans to modernize and upgrade its portal. The College is planning to implement the Ellucian Portal by June 2017. A component of this project is to leverage the modern portal framework to improve communication and information sharing.

Existing Resources	New Resources
Strong Council and committee structure	PD Training on governance, decision making, and college processes
Councils and Committees Pathways to Decision Making (CCPD)	Resources to modernize college website to improve communications
Strategic Plan	Funds for training with SCUP or similar training on integrated planning
IEPI Funds for CBT consulting for enrollment management and technology	
Compression planning training	
New Institutional Research **Analyst**	

Integrated Planning, Program Review, and Resource Allocation

Program review data for instructional programs are provided through the software Tableau. The clear visualizations and ability for the end user to query student outcomes data by year, course, student demographic, and modality has greatly enhanced the ability to use data.

Along these same lines, AHC uses eLumen for tracking and reporting student learning outcomes data. Courses are mapped to programs and institutional outcomes within eLumen and a multitude of reports are readily available. One component of eLumen that the college is investigating is the program review module that addresses many of the current challenges with the labor intensive

process. The module integrates budgets and resource requests and makes tracking and follow up much easier to evaluate. The Academic Senate Program Review Committee will be evaluating this option as well as a few other types of technology in order to make a recommendation in the 2016-17 academic year. In August, the college added a new cabinet-level position, vice president of institutional effectiveness; this position was created in order to ensure better integration and use

of data across the college to make informed decisions.

Should the college not choose to use the eLumen program review module, some alternative platform will need to be acquired. With regard to new resources, this is likely to be the most costly resource need with this action project, beyond travel or training.

Existing Resources	New Resources
Tableau Server	Technology platform for Program Review
eLumen for disaggregated assessment reports	
Academic Senate Program Review Committee to propose revisions of program review process	Training on new program review platform
New VP Institutional Effectiveness and Executive Director of Advancement	

V. Evaluation of Action Projects

Fundamental to the evaluation of the action projects is the analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, **integrated planning**, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

The primary responsible parties for these actions projects are already defined in the CCPD as both College Council and Institutional Effectiveness Council, in consultation with the Academic Senate.

Plan for evaluating the outcomes and effectiveness of the projects

Action Projects	Measures of Progress	Responsible Parties	Timeline
Integrated Planning and Decision Making	Completion of revision of CCPD and approval at College Council. Revise Administrative Policy on Integrated Planning. Develop new policy on Institutional Effectiveness. Integrated planning processes are evident through clear linkages to College Mission and across plans.	Group identified in action step. IEC/Academic Senate IEC CC, Academic Senate IEC/Academic Senate	Fall 2017 Fall 2017 Spring 2018
Integrated Planning, Program Review, and Resource Allocation	Evaluation of Program Review Process to ensure improved linkage between program goals and resource needs. Demonstrated improvement in understanding of resource allocation processes by campus constituencies. Demonstrated allocation of resources through program review improves student outcomes. Percentage of program reviews completed on time. Demonstrated compliance of planning and resource allocation processes with new criteria and established timelines.	Academic Senate Program Review Committee, IEC Public Information Officer IEC/Academic Senate IEC, Cabinet IEC, College Council	Spring 2017

Changes and Plans from the 2016 Self-Evaluation Process

**CHANGES AND PLANS FROM THE
2016 SELF-EVALUATION PROCESS**

ALLAN
HANCOCK
COLLEGE
Start here. Go anywhere.

Future Plans from the Self-Evaluation Process

CHANGE, IMPROVEMENT AND INNOVATION	STANDARD	COLLEGE LEADS	TIMELINE	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	Spring 2017	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	Spring 2017	Better understanding of data definitions, location of data, and appropriate use.
Implement identified strategies and best practices to improve success of students in online courses	I.B.5 II.A.7 II.B.1	DI Committee Academic Senate SLC	6/2018	Reduce gap in success between online students at AHC and relevant benchmarks
Improve orientation and admissions services for Spanish speaking students	II.C.2 II.C.7 I.B.7	SSC	6/2017	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	6/2018	Improved services for evening and online students
Implement Common Assessment and multiple measures Instrument to improve student placement accuracy	II.C.7	Testing Center Math, English, and ESL faculty ITS Office of IE	Spring 2017	Increase student success and progression through math, English, and ESL course sequence
Modify administrator evaluation process to enhance institutional effectiveness and encourage improvement in performance	III.A.5	HR Council	11/2016	More meaningful and efficient process
Update Technology Master Plan to reflect the institutionalization of technology expenditures	III.C.2	Technology Council	10/2018	Integrate technology needs into institutional planning and resource allocation
Establish district-wide computer inventory system to manage replacement	III.C.2	Director ITS	12/2017	Improve consistency when planning for future technology needs
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 Admin.	Spring 2018	Improved processes, internal control and reduction in overtime.
Ensure compliance with recently enacted Federal Uniform Grant Guidelines	III.D.10	Director Business Services	Summer 2017	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./Director Business Services	Summer 2017	Improved internal control, ruduction in liability and improved communication with community partners.

Changes Made During the Self-Evaluation Process

CHANGE, IMPROVEMENT AND INNOVATION	STANDARD	COLLEGE LEADS	TIMELINE	ANTICIPATED OUTCOME
Integrated the Data Dashboard	I.A.2 I.B.6	Vice President, Institutional Effectiveness	2015-16	Improved connection between data, college plans and mission
Transition to Canvas CMS From Blackboard	II.B.1	Dean, Academic Affairs; DL Faculty Specialist; DL Tech Staff; ITS Staff	2016-17	AHC delivers online content via Canvas starting spring 2017
Pilot Net Tutor Online Tutoring (alongside Smarthinking)	II.B.1	Dean, Academic Affairs; Tutorial Staff; DL Technical Staff; Academic Senate	2016	Academic Senate and stakeholders select one online tutoring service
Review Board Policy 7211, Equivalency to the Minimum Qualifications	III.A.1 III.A.2 III.A.3 III.A.4	Academic Senate and HR Council	Spring 2016	Ensure that procedures adhere to policy and that policy reflects the College's needs
Classified Staff Evaluation	III.A.5	Administrators	Ongoing	Ensure timely and effective evaluation of all classified staff
Creation of Staffing Plans (AHC and Public Safety Training Center)	III.A.7	Human Resources PSTC Strategic Planning Team	Spring 2016	To better guide staffing decisions
Review of Board Policy 3050, Institutional Ethics	III.A.13	HR Council	Late Spring 2016 to early fall 2016	Ensure policy is updated
Creation of Professional Development Plan	III.A.14	Professional Development Committee	Spring 2016	To better guide the college in allocation of resources for PD and to better address PD needs
Completed the Public Safety Training Complex Strategic Operating Plan 2016	III.B.4	PSTC Strategic Planning Team	Spring 2016	Develop strategies to offset the operational costs of the facility.
Implementation of Spanish language version of online student orientation video	II.C.2 II.C.7	Vice President, Student Services	2015-16 2016-17	Provide access to student orientation video for Spanish-speaking students
Implementation of Common Assessment	II.C.7	Vice President, Student Services	2015-16	Improve student placement accuracy
Review and Update Board Policy 6200, Budget Preparation	III.D	Budget Council	Spring 2016	Update policy to ensure currency and compliance
Create Board Policy 6300, Fiscal Management	III.D.2	Budget Council	Spring 2016	Adopt policy to ensure currency and compliance

Acronyms and Notes

ACRONYMS

Acronyms used in the Institutional Self Study Report

3SP	Student Success and Support Programs	AA	Associate of Arts Degree
		AA-T	Associate in Arts for Transfer
501	Assessment process used to determine eligibility, which include but are not limited to :	AACC	American Association of Community Colleges
		AARTS	Army/American Council on Education and Registry Transcript
	a) P&P—paper and pencil tests	AAW	Academic Advising Workshop
	b) WJPEB—Woodcock-Johnson Psycho-Educational Battery	AB 1725	Assembly Bill 1725
		ABE	Adult Basic Education
	c) WAIS-R—Weschler Adult Intelligence Scale-Revised	ABI	Acquired Brain Injury
		ACBO	Association of Chief Business Officials
504	Section 504 of the Rehabilitation Act of 1973 mandated educational institutions to ensure nondiscrimination and equal opportunities for disabled persons to participate in all educational programs and activities	ACCCA	Association of California Community College Administrators
		ACCE	Association of Community and Continuing Education
508	Section 508 of the Rehabilitation Act of 1973 relating to accessibility for persons with disabilities, applies to the development, procurement, maintenance, or use of all electronic and information technologies	ACCJC	Accrediting Commission for Community & Junior Colleges
		ACCT	Association of Community College Trustees
		ACE	American Council on Education
A&R	Admissions and Records	ACHRO	Association of Chief Human Resources Officers

ACT	American College Testing Program (CTE)	APCD	Air Pollution Control District
ADA	Americans With Disabilities Act (1990)	APE	Adapted Physical Education
		AP&P	Academic Polic and Planning
ADA	Average Daily Attendance	APVTPB	Actuarial Present Value of Total Projected Benefits
ADD	Attention Deficit Disorder	ARC	Academic Resource Center (Santa Maria campus)
ADTs	Associate Degrees for Transfer	ARCC	Accountability Reporting for the Community Colleges (AB 1417)
AD/HD	Attention Deficit-Hyperactivity Disorder	AS	Associate of Science Degree
AFB	Air Force Base	AS-T	Associate in Science for Transfer
AHC	Allan Hancock College	ASB	Associated Student Body
AHCF	Allan Hancock College Foundation	ASBG	Associated Student Body Government
AHCFA	Allan Hancock College Faculty Association	ASCCC	Academic Senate for California Community Colleges
AHCPD	Allan Hancock College Police Department	ASL	American Sign Language
AHJCCD	Allan Hancock Joint Community College District	ASS	Applied Social Sciences
		ASSIST	Articulation System to Stimulate Inter-institutional Student Transfer
AIA	Association of Instructional Administrators	BACCDJPA	Bay Area Community College Districts Joint Powers Authority (Bay Area JPA)
AIM	pg 11		
ALO	Accreditation Liason Officer	BAM	Budget and Accounting Manual
AP	Advanced Placement	BCL	Below College Level
AP	Administrative Procedure	BCS	Bureau of Criminal Statistics

BFAP	Board Financial Assistance Program	CAN (TRiO)	College Achievement Now
BOG	Board of Governors (financial aid)	CAPED	California Association on Postsecondary Education and Disability
BRN	Board of Registered Nurses	CARE	Cooperative Agencies Resources for Education
BSI	Basic Skills Initiative	CASBO	California Association of School Business Officials
CACCRAO	California Association of Community College Records and Admissions Officers	CAST	Campus Assessment and Support Team
CADD	Computer Aided Drafting and Design	CAVMB	California Veterinary Medical Board
CAFYES	Cooperating Agencies Foster Youth Educational Support Program	CAYFEES	Cooperating Agencies Foster Youth Educational Support
Cal Poly, SLO	California Polytechnic State University, San Luis Obispo	CBC	Columbia Business Center
		CBEC	California Business Education Council
CAL OSHA	California Occupational Safety & Health Administration	CBEDS	California Basic Education Data System
		CBIS	Computer Business and Information Systems
CALS	Computer Assisted Lesson Systems	CBO	Chief Business Officer
CalSOAP	California Student Opportunity and Access Program	CBOT	Computer Business Office Technology
		CBT	Computer-Based Training
CalWORKs	California Work Opportunity and Responsibility for Kids	CCAF	Community College of the Air Force
		CCAG	Central Coast Articulation Group
CAN	California Articulation Number system	CCC	California Community Colleges

CCCAA	California Community College Athletic Association
CCCAOE	California Community College Association for Occupational Education
CCCCO	California Community Colleges Chancellor's Office
CCCCSSAA	California Community College Chief Student Services Administrators Association
CCCEOPSA	California Community Colleges Extended Opportunity Programs & Services Association
CCFS 320	Apportionment Attendance Report
CCCPCA	California Community College Police Chiefs Association
CCCSFAAA	California Community Colleges Student Financial Aid Administrators Association
CCCT	California Community College Trustees
CCLC	Community College League of California
CCPC	California Career Pathway Consortia
CCPD	Council and Committees Pathways to Decisions

CCPRO	Community College Public Relations Officers
CCUPCA	California College and University Police Chiefs Association
CDE	California Department of Education
CDH	Curriculum Development Handbook
CDL	California Driver's License
CDVA	California Department of Veterans Affairs
CE	Community Education
CEE	Current Expense of Education
CELSA	Combined English Language Skills Assessment
CEO	Chief Executive Officer
CFT/PFA	California Federation of Teachers Part-time Faculty Association
CH	Census Hours
CHRO	Chief Human Resources Officer
CI	Certified Interpreter
C-ID	Course Identification
CIO	Chief Instructional Officer
CLEARS	California Law Enforcement Association of Records
CLEC	California Law Enforcement Communication

CLEP	College Level Examination Program	CSEA	California School Employees Association
CLETS	California Law Enforcement Telecommunications Systems	CSSO	Chief Student Services Officers
		CSTI	California Specialized Training Institute
CMS	Course Management System	CSU	California State University
CO	Change Order	CT	Certified Translator
COA	Commission on Athletics	CTE	Career & Technical Education
COC	Citizens' Oversight Committee	CTEA	Career & Technical Education Act
COLA	Cost of Living Adjustment	CTEC	Career & Technical Education Center
COMIS	Chancellor's Office Management Information System	CUPAHR	College and University Professional Association for Human Resources
COP	Certificate of Participation	CVC	California Vehicle Code
COR	Course Outline of Record	CWE	Cooperative Work Experience
CP	Campus Police	CWS	College Work Study
CPEC	California Postsecondary Education Commission	CYA	California Youth Authority
CPOA	California Peace Officers Association	DANTES	Defense Activity for Non-Traditional Education Support (test)
CPR	Cardiopulmonary Resuscitation	DAP	Dual Admission Program (UC system)
CRC	Computer Resources Center	DAS	Division of Apprenticeship Standards
CRD	Council for Resource Development	DD	Developmentally Disabled
CREF	Coastal Resource Enhancement Fund	DDL	Developmentally-Delayed Learner

DL	Distance Learning	EDD	Employment Development Department
DMV	Department of Motor Vehicles	EDI	Electronic Data Interchanger
DOD	Department of Defense	EEO	Equal Employment Opportunity
DOE	Department of Education		
DOF	Department of Finance	EMS	Emergency Medical Services
DOJ	Department of Justice	EOC	Emergency Operations Center
DR	Department of Rehabilitation	EOPS	Extended Opportunity Programs and Services
DR	District Report Number	ERAF	Education Revenue Augmentation Fund
DRMO	Defense Reutilization Marketing Office	ERP	Enterprise Resource Planning (information system)
DSA	Division of the State Architect		
DSCH	Daily Student Contact Hour	ESL	English as a Second Language
DSP&S	Disabled Student Programs and Services	ESO	Education Service Officer
		ETC	Environmental Training Center
DSS	Department of Social Services	EVOC	Emergency Vehicle Operations Course
EA	Part-Time Faculty Employment Authorization (form)	FACCC	Faculty Association of California Community Colleges
EAP	Education Assessment Program (VAFB)	FAFSA	Free Application for Federal Student Aid
EBT	Employer Based Training program	FAQ	Frequently Asked Questions
ECS	Early Childhood Studies program	FCI	Federal Correctional Institution
EDNET	Economic Development Network	FCMAT	Fiscal Crisis Management Assistance Team

FCS	Family & Consumer Sciences program		GED	General Educational Development (test)
FCTPR	Five Cities Times Press Recorder (newspaper)		GIS	Geographic Information Systems
FEMA	Federal Emergency Management Agency		GLAD	Greater Los Angeles Association of the Deaf
FERPA	Family Educational Rights & Privacy Act		GO Bond	General Obligation Bond
FF&E	Furniture, Fixtures & Equipment		GPA	Grade Point Average
			GR	Grade Review
FKCE	Foster & Kinship Care Education		GTO	Guaranteed Transfer Option
FON	Full-time Faculty Obligation Number		HACU	Hispanic Association of Colleges & Universities
FPP	Final Project Proposal (facility construction)		HAZMAT	Hazardous Materials
			HIPAA	Health Insurance Portability and Accountability Act
FSA	Faculty Service Area			
FSEOG	Federal Supplemental Educational Opportunity Grant		HSACCC	Health Services Association California Community Colleges
FTE	Full-Time Equivalent		HSI	Hispanic Serving Institution)
FTEF	Full Time Equivalency Faculty		HVAC	Heating, ventilation, and air conditioning
FTES	Full-Time Equivalent Student		I-9	Employment Eligibility Verification (form)
FTR	Full-Term Reporting		IADT	Initial Active Duty Training
FWS	Federal College Work Study program		IAP	Institutional Assessment Plan
			IB	International Baccalaureate
FY	Fiscal Year		IBB	Interest Based Bargaining
GASB	Governmental Accounting Standards Board		IC	Incident Commander
			I-CAR	Inter-Industry Conference on Auto Collision Repair

ICC	Intersegmental Coordinating Council		IPP	Initial Project Proposal (facility construction)
IDEA	Individuals with Disabilities Education Act		IRCA	Immigration Reform and Control Act
IEC	Industry Education Council		ITS	Information Technology Services
IEP	Individualized Educational Plan		IS	Independent Study
IEPI	Institutional Effectiveness Partnership Initiative		ISLOs	Institutional Student Learning Outcomes
IFAS	Integrated Financial and Administrative Solution		IWMP	Integrated Waste Management Plan
IGETC	Intersegmental General Education Transfer Curriculum		JPA	Joint Powers Authority
			LAP	Learning Assistance Program
IHL	Institution of Higher Learning		LD	Learning Disabled
ILO	Institutional Learning Outcomes		LDTP	Lower Division Transfer Patterns program
			LEED	Leadership in Energy and Environmental Design (green building rating system)
ILP	Independent Living Program			
ILRC	Independent Living Resource Center (Santa Maria, Santa Barbara)		LIFT	Leadership Institute for Tomorrow
			LOAC	Learning Outcomes Assessment Committee
IMG	Industrial Medical Group			
INB	Internet Native Banner		LOEP	Level of English Proficiency
IP	In Progress		LOVARC	Life Options Vocational And Resource Center
IPEDS	Integrated Postsecondary Education Data System		LR	Lompoc Record (newspaper)
			LRC	Learning Resources Center (LVC campus)
IPP	Individual Placement Plan		LVC	Lompoc Valley Center
			LVN	Licensed Vocational Nurse

MACR	Monthly Arrest Citation Register	NCMPR	National Council for Marketing and Public Relations
M/C	Motorcycle	NIA	Notice of Intent to Apply for Funding
MESA	Mathematics, Engineering, Science Achievement program	NIC	National Interpreting Certificate
MGIB	Montgomery G.I. Bill	NOD	National Organization on Disability
MIS	Management Information System	NSF	National Science Foundation
MMAC	Multimedia Arts and Communication	NSO	New Student Orientation
MMS	Multimedia Services	OA	Office Automation
MOS	Military Operation Specialty	OACL	Open Access Computer Lab
MOU	Memorandum of Understanding	OEI	Online Education Initiative
		OCF	Operational Cost Framework
MSDS	Material Safety Data Sheet	OCR	Office of Civil Rights
NAD	National Association of the Deaf	OES	Office of Emergency Services
NAS	Network Area Storage	OLA	Office of the Legislative Analyst
NAVPA	National Association of Veterans Program Administrators	OMB	Office of Management and Budget
NCAA	National Collegiate Athletic Association	OPEB	Other Post-Employment Benefits
NCCCF	Network of California Community College Foundations	OSHA	Occupational Safety and Health Administration
		PACRAO	Pacific Association of College Registrars and Admissions Officers
NCLEX	National Council Licensure Exam	PA/PH	Positive Attendance/Positive Hours

PAR/NE	Position Approval Request/ Notice of Employment (form)
PARS	Public Agency Retirement System
PAT	Priority Admission Transfer program
PC	Penal Code
PCAH	Program and Course Approval Handbook
PCI	Payment Card Industry
PCPA	Pacific Conservatory of the Performing Arts
PD	Physically Disabled
PERB	Public Employment Relations Board
PERS	Public Employees Retirement System
PFE	Partnership for Excellence
PIC	Private Industry Council
PIO	Public Information Officer
POST	Peace Officer's Standards and Training
PPD	Skin Test for Tuberculosis
PPG	Preliminary Planning Guide (facility construction)
PPP	Preliminary Plan Package

PRAU	Program Review and Annual Update
PRG	Program Review Resource Guide
PSA	Public Service Announcement
PSLOs	Program Student Learning Outcomes
PSTC	Public Safety Training Complex
Psych.D	Psychologically Disabled
RD	Report Delayed
RFB&D	Recording for the Blind & Dyslexic
RFP	Request for Proposal
RID	Registry of Interpreters for the Deaf
RN	Registered Nurse
R/O	Registered Owner
RO	Regional Office
RVT	Registered Veterinary Technology
RWPAEDA	Regional Workforce Preparation And Economic Development Act
SAA	State Approving Agency
SAO	Service Area Outcomes
SAN	Storage Area Network
SAWCX	Schools Alliance for Workers' Compensation Excess (JPA)

SBA	Small Business Administration		SIP	Self-Initiated Participant
SBCAG	Santa Barbara County Association of Government		SIPE	Self-Insurance Program for Employees
SBCC	Santa Barbara City College		SISC	Self-Insured Schools of California
SBCEO	Santa Barbara County Education Office		SLAC	Senate Library Advisory Committee
SBDC	Small Business Development Center		SLC	Student Learning Council
SBNP	Santa Barbara News Press (newspaper)		SLOs	Student Learning Outcomes
SBSO	Santa Barbara Sheriff's Office		SMPD	Santa Maria Police Department
SCANS	Secretary's Commission on Achieving Necessary Skills		SMT	Santa Maria Times (newspaper)
SCS	Standard Class Sessions		SOC	Service members Opportunity Colleges
SCUP	Society for College and University Planning		SRTK	Student Right To Know
SEC	Student Educational Contract		SSB	Self-Service Banner
SEMS	Standardized Emergency Management System		SSC	Student Services Council
SELF	Schools Excess Liability Fund		SSCCC	Student Senate California Community Colleges
SEP	Student Educational Plan		SSDI	Social Security Disability Insurance
SES	Socioeconomic Status		SSI	Supplemental Security Income
SFCA	Southern California Football Conference		SSSP	Student Success and Support Programs
SGID	Small Group Instructional Diagnosis		START	Student Testing, Advising, Retention and Transition (matriculation process)
			STRS	State Teachers Retirement System

STEM	Science, Technology, Engineering and Mathematics
SWACC	Statewide Association of Community Colleges (JPA)
SWITP	School-to-Work Interagency Transition Partnership
SYVN	Santa Ynez Valley News (newspaper)
TA	Testing Accommodations
TAC	Technology Advisory Committee
TANF	Transitional Assistance to Needy Families
TB	Tuberculosis
TCO	Total Cost of Ownership
TCS	Total Compensation Systems, Inc.
TEAS	Test of Essential Academic Skills (nursing)
TLC	Teacher Learning Center
TMP	Technology Master Plan
TOEFL	Test of English as a Foreign Language (foreign student admission)
TOPS	Taxonomy of Programs
TRANs	Tax Revenue and Anticipation Notes
TSA	Tax Sheltered Annuity

TT	The Tribune (newspaper)
TTIP	Telecommunications and Technology Infrastructure Program
UC	University of California (and its branches)
UCRS	Uniform Crime Reporting System
USAFI	United States Armed Forces Institute
USDE	United States Department of Education
USP	United State Penitentiary
UTC	University Transfer Center
VA	Veterans Affairs
VAFB	Vandenberg Air Force Base
VARO	Veterans Administration Regional Office
VEAP	Veterans Educational Assistance Program
VESL	Vocational English as a Second Language
VJTA	Veterans Job Training Act
VOIP	Voice Over Internet Protocol
VPAA	Vice President of Academic Affairs
VPAC	Veterans Program Administration of California
VTC	Vocational Training Center
WASC	Western Association of Schools and Colleges

WBT	Web Budget Transfer form	WIB	Workforce Investment Board
WCA	Workers' Compensation Administrators	WRC	Workforce Resource Center
		WSC	Western State Conference
WebReg	Online Registration Services	WSCH	Weekly Student Contact Hours
WIA	Workforce Investment Act		