

INTRODUCTION

History of the College and District

For more than 95 years, Allan Hancock College (AHC) has met the educational and cultural needs of the communities it serves. 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 (LV) 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 by 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 and one of the largest employers in Santa Barbara County, the college’s annual economic impact is more than \$160 million.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <i>Community College Week</i> magazine as one of the top 100 institutions for most degrees awarded to Hispanic students.

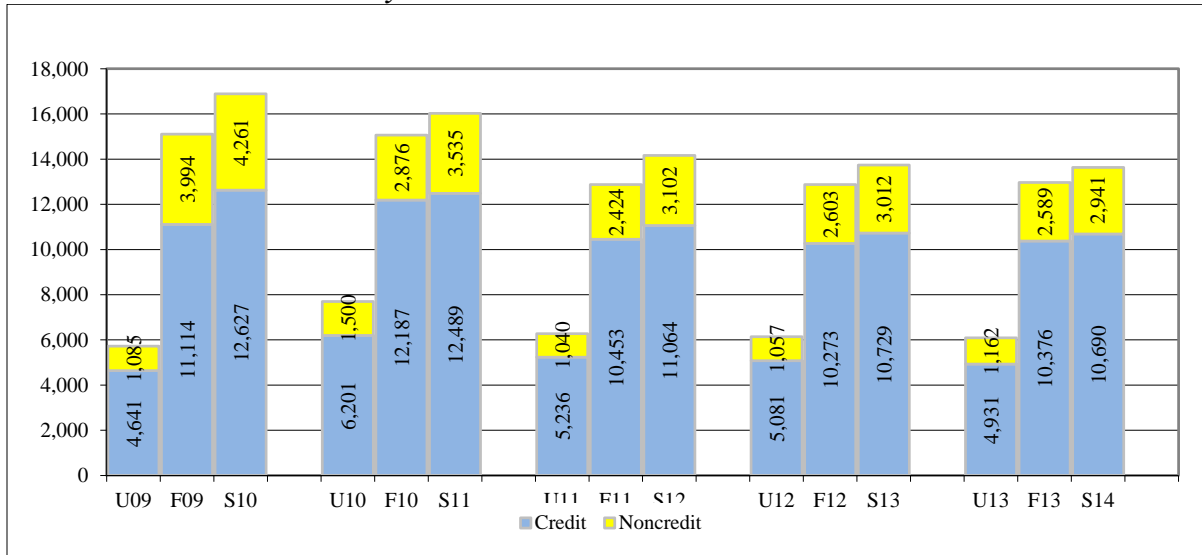
2012-2013	<ul style="list-style-type: none"> • Opened the new Early Childhood Studies building, including the Children’s Center Lab School and an award-winning outdoor learning lab. • Completed new outdoor athletic facilities for baseball, track and field, football, and soccer. • Renovated the Performing 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.A • 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	<ul style="list-style-type: none"> • 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.

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

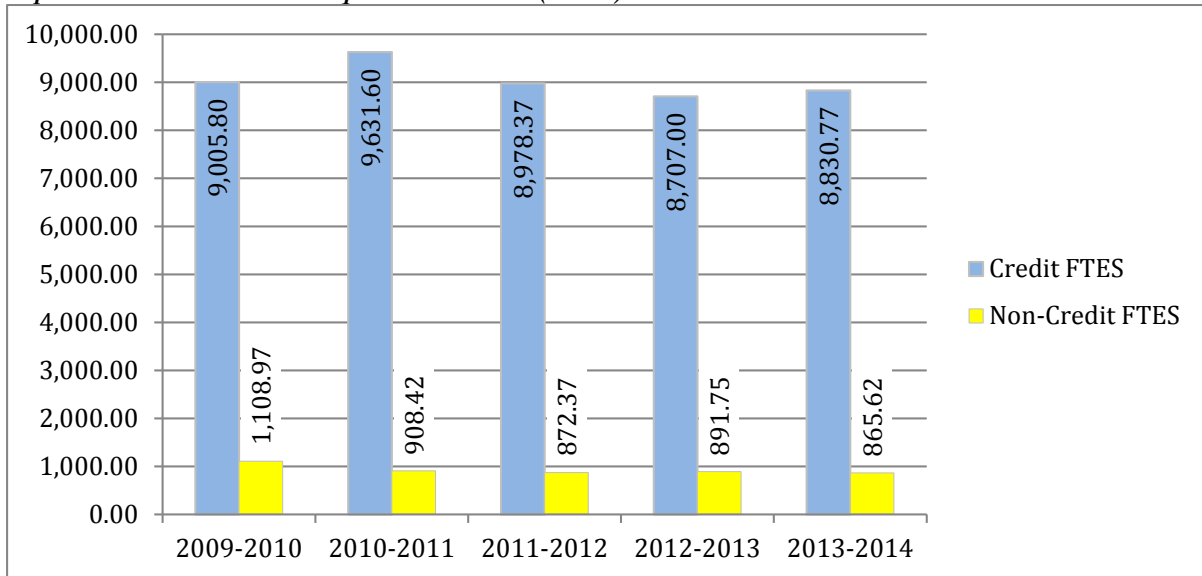
Allan Hancock College serves a student population each semester of approximately 19,000 credit and noncredit students who are enrolled on the Santa Maria campus, at the Lompoc Valley center, at other sites throughout the area, and online. Students and community members participate in semester-length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

Credit and Noncredit Headcount by Semester



(U=Summer, F=Fall, S=Spring)
 [AHC 2014 Fact Book, Enrollment]

Reported Annual Full-Time Equivalent Student (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

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

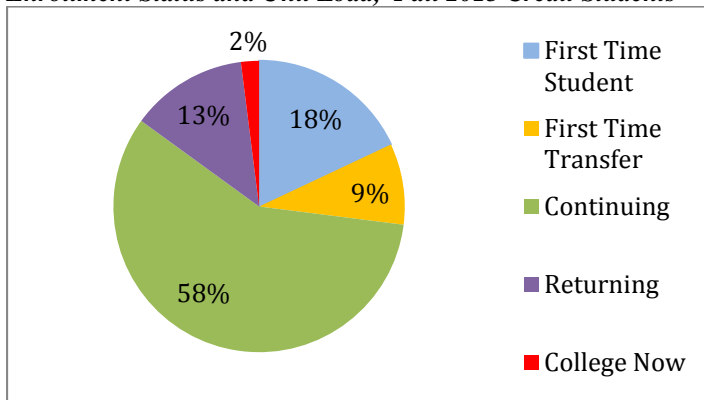
[AHC 2014 Fact Book, The Community and District Profile]

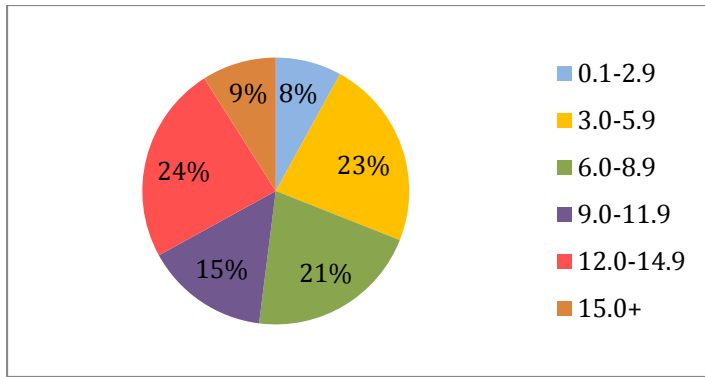
AHC’s strong relationship with local high schools is apparent in the enrollment statistics for local high school graduates; 38 percent from the top ten feeder high schools attended AHC during fall 2013 and/or spring 2014. Sixty-two percent of students who graduated in 2007 from the top feeder schools 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 and Unit Load, Fall 2013 Credit Students





[AHC 2014 Fact Book, 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).

[AHC 2014 Fact Book]

Staff Demographics

As seen in the employee ethnicity chart, ethnic distribution at AHC varies by employee group. Overall 73 percent are white, 20 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 2013, 33 percent of new hires were Hispanic.

AHC Employees Ethnicity

<u>Ethnicity</u>	<u>Full-Time Faculty</u>	<u>Part-Time Faculty</u>	<u>Classified</u>	<u>Managerial</u>
Hispanic	13%	15%	29%	15%
White	72%	75%	64%	78%
American Indian	2%	1%	1%	
Asian	6%	4%	2%	7%
Black	1%	1%	1%	
Other	6%	4%	2%	

[IPEDS Human Resources, Fall 2013]

Labor Market and Socio-Economic Data

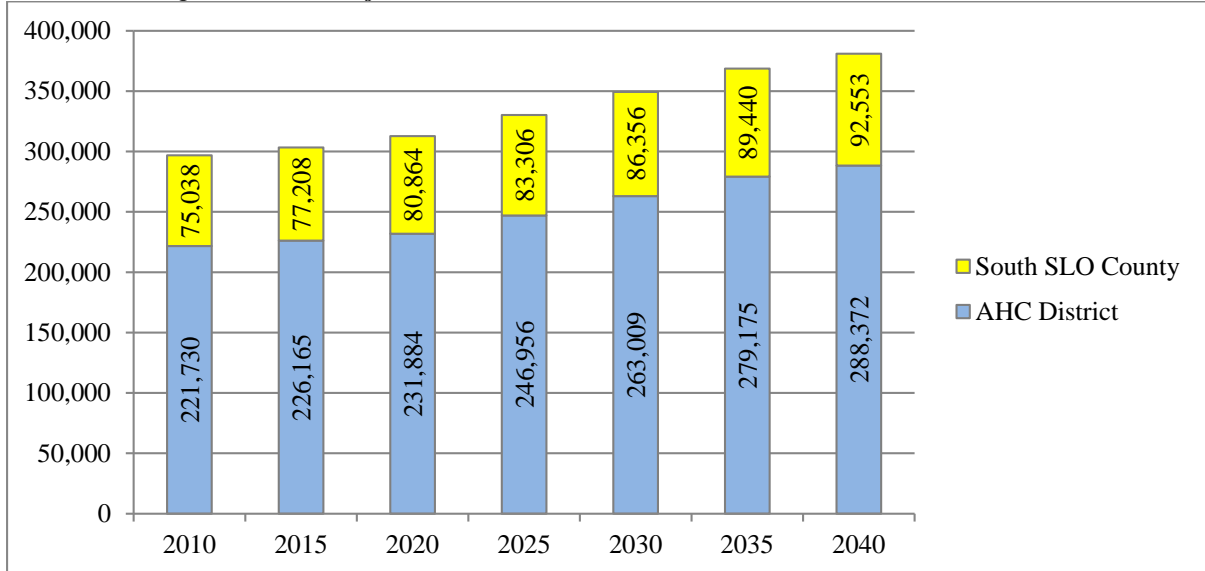
The main industries in the largely rural District include agriculture (strawberries, wine grapes broccoli and lettuce are top crops); government, including Vandenberg AFB; and medical, including Marian Regional Medical Center in Santa Maria which partners with the AHC nursing program. Several prisons 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. 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.

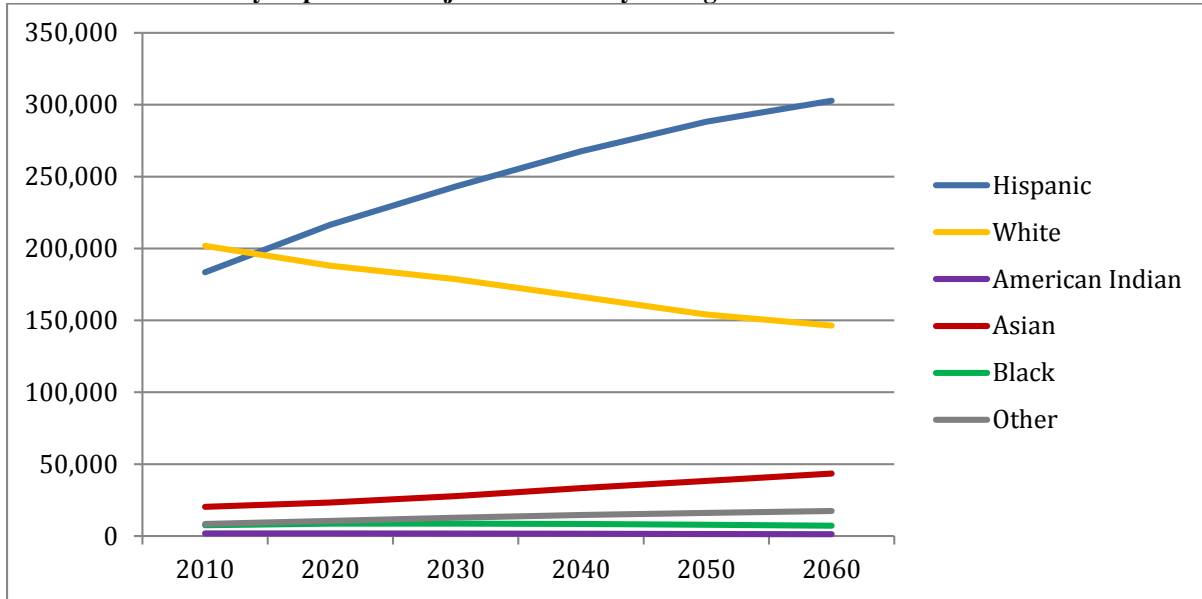
Looking forward and planning for the future, long-term projections predict substantial growth in the service area's population between 2010 and 2040. During this period the AHC district population is expected to grow about 30 percent; south San Luis Obispo County is expected to grow 23 percent. Hispanic 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



[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



[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]

The Community

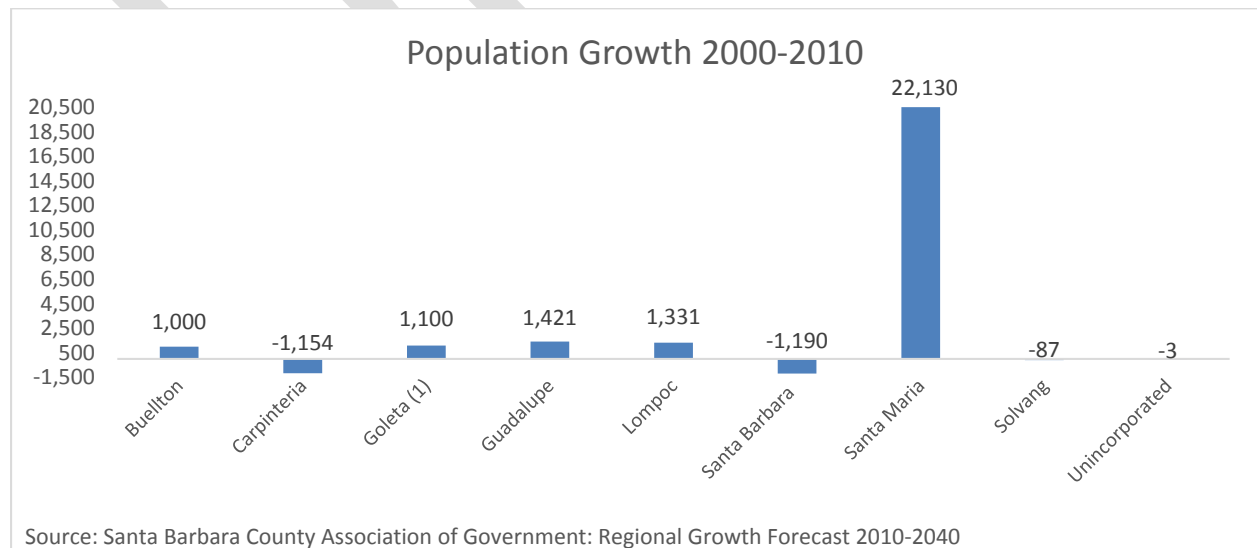
Allan Hancock College serves a community that comprises primarily northern Santa Barbara County and southern San Luis Obispo County. Within the northern Santa Barbara region there is considerable geographic variation in population size, race/ethnicity, and SES. The areas of Santa Maria and Guadalupe 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.



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

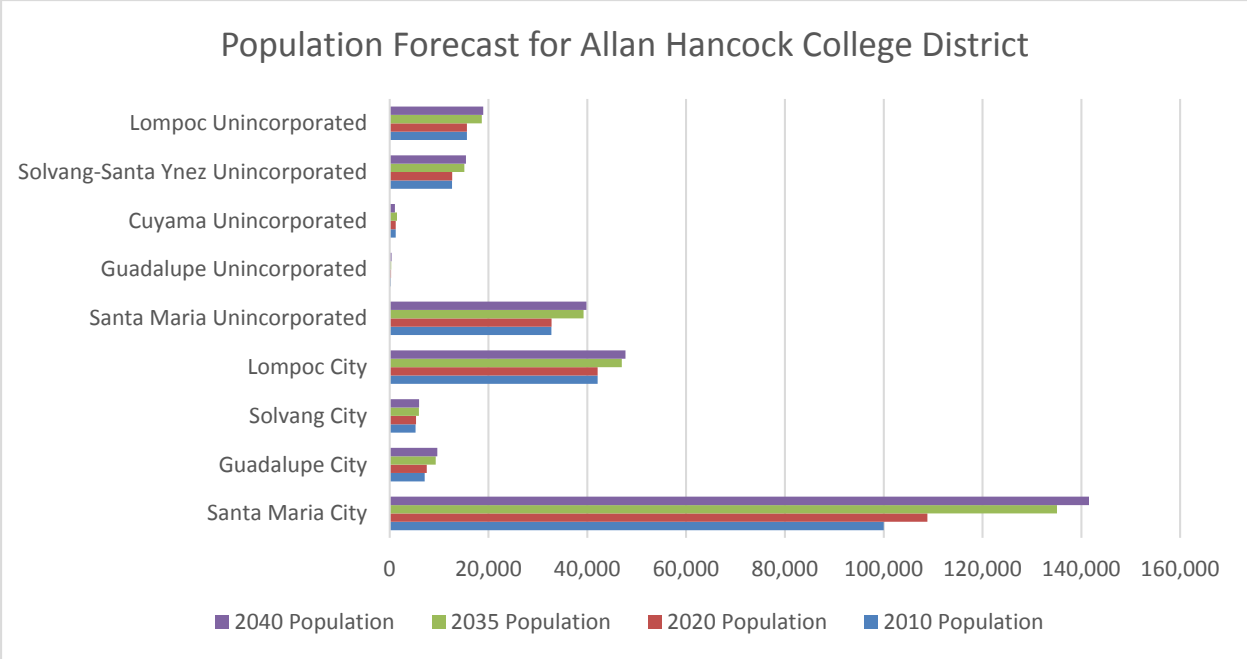
The city of Santa Maria, which is the largest city within the district and service area, increased from 59% Hispanic/Latino in 2000 to 70.4% in 2010, and is projected to increase as a percent of the population.

Percentage of Hispanic Population 2000 to 2010

Jurisdiction	<u>2010</u>	<u>2000</u>	<u>2010</u>	Change
	Hispanic or Latino	% of Total Pop	% of Total Pop	
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%

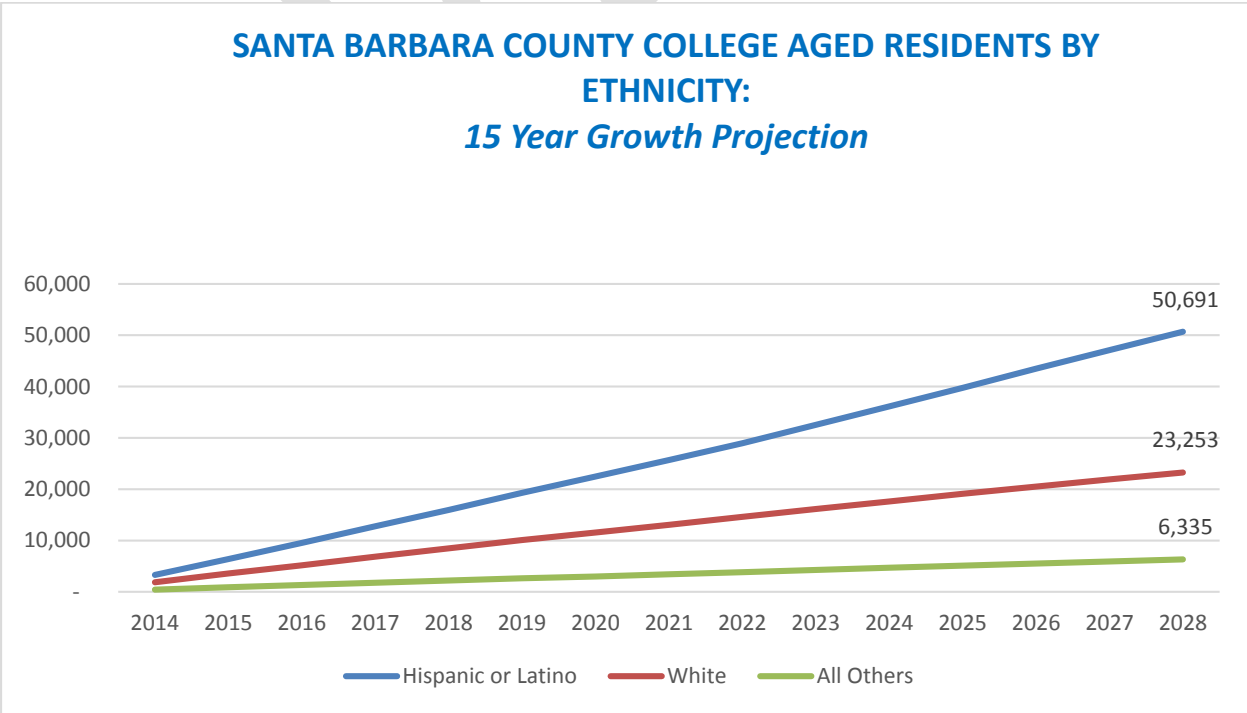
Source: Santa Barbara County Association of Governance: Regional Growth Forecast 2010 - 2040

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.



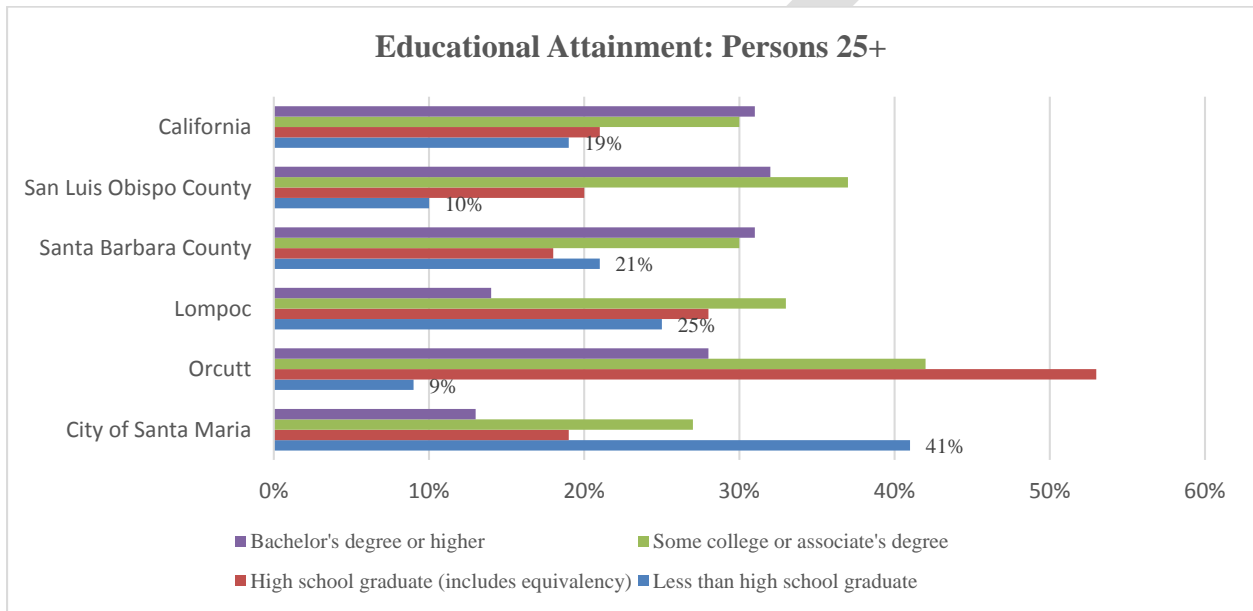
Source: Santa Barbara County Association of Government: Regional Growth Forecast 2010 – 2040

Within the count 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.

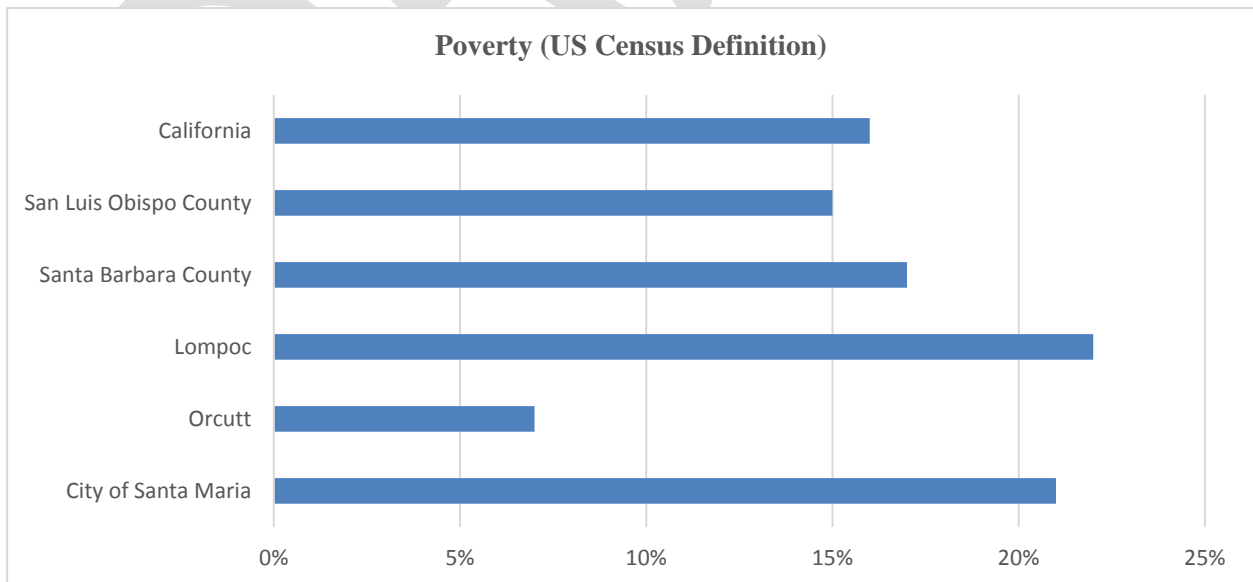


Source: <http://chronicle.com/interactives/prospects#00/0-1>

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.



Source: American Fact Finder <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>



Source: American Fact Finder <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

The Real Cost Measure in California

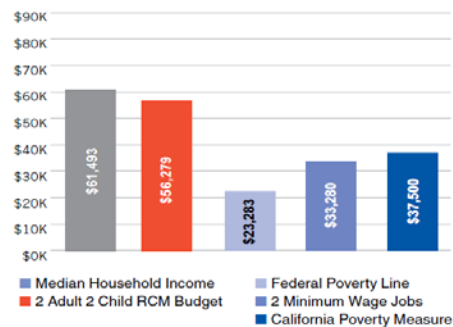
Santa Barbara

The **Real Cost Measure** (RCM) estimates the amount of income required to meet basic needs (the "Real Cost Budget") for a given household type in a specific community. The Real Cost Measure builds a bare-bones budget that reflects constrained yet reasonable choices for essential expenses: housing, food, transportation, health care, taxes and childcare.

Total Households Below Real Cost Measure 35,086	Percent of Households Below Real Cost Measure 31%	Percent of Households below Real Cost Measure Which Have at Least One Working Adult 94%
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2012 Annual County Income Comparison

(Based on a household of 2 adults, 1 infant and 1 school-age child)

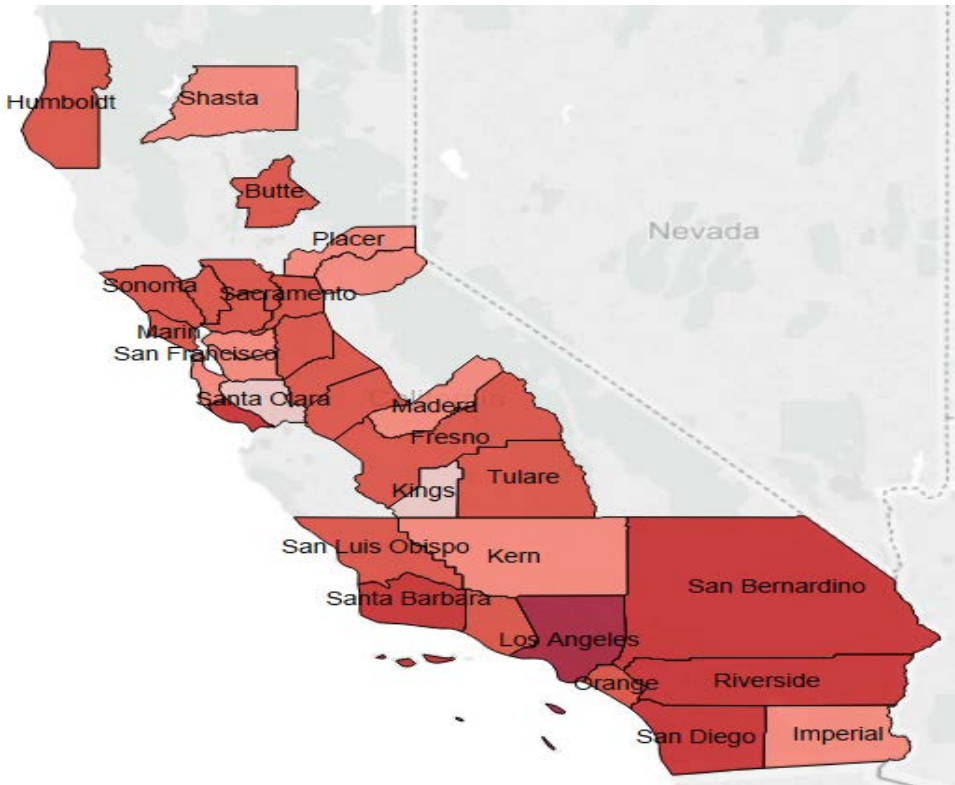


Three Real Cost Budgets for the County

	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

Source: 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 3 percentage points when looking at all students; however, among first-time students, and especially high school students, Latinos are proportionately represented.

Target Population(s)	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
<i>Race</i>					
American Indian / Alaska	308	1.3%	1%	0.3	1.3
Asian/ Pacific Islander/	1,274	5.5%	4%	1.	1.4
Black or African	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	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

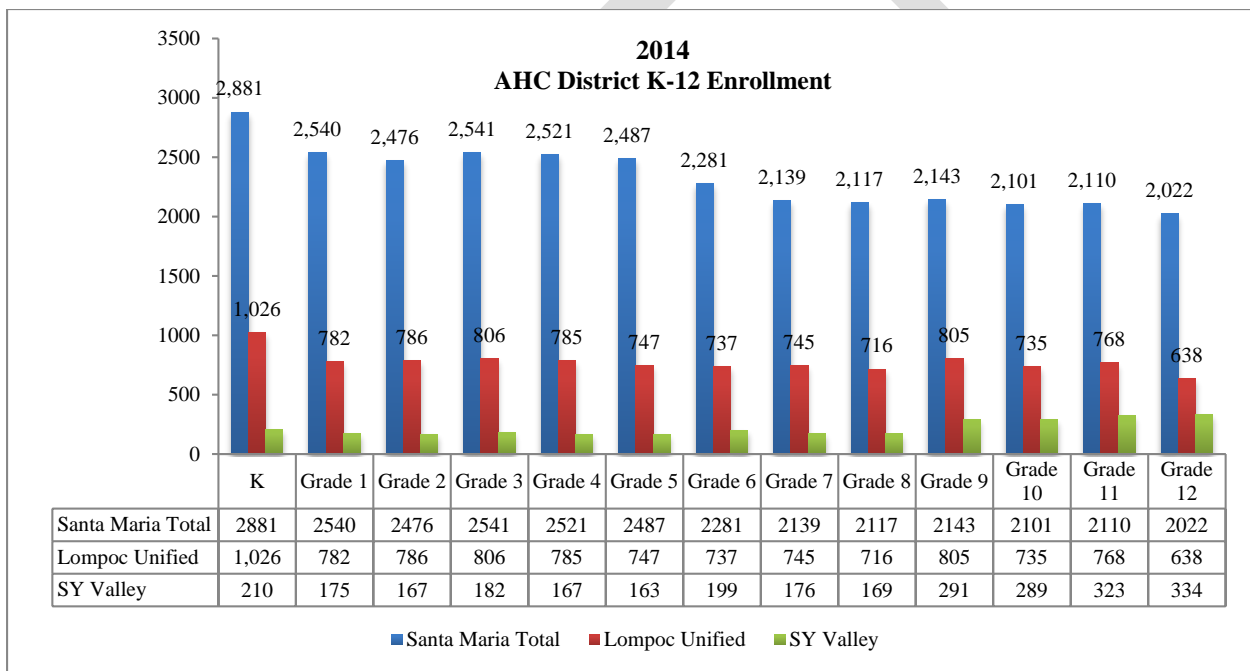
Source: American Fact Finder <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>. College MIS data

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

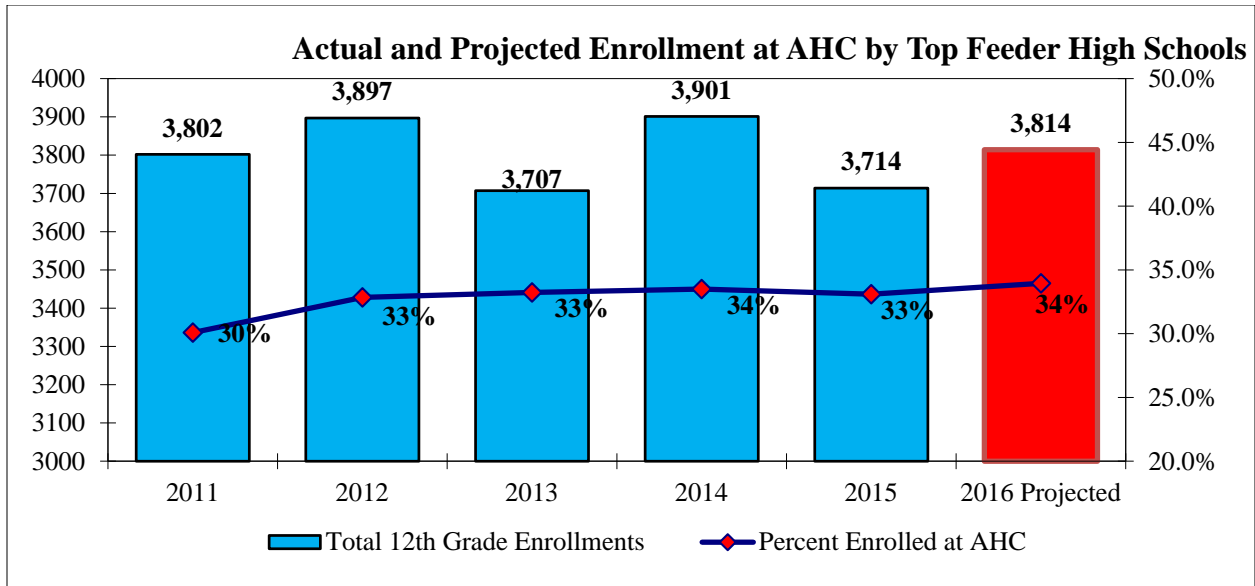
Top feeder high schools include schools from the Santa Maria Joint Union, Orcutt, Lompoc Unified, Lucia Mar, and Santa Ynez districts. The three districts within the legal college area (Santa Maria, Lompoc and Santa Ynez) are not projected to contribute consistent growth for the next four the five years, 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.



Source: 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.



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

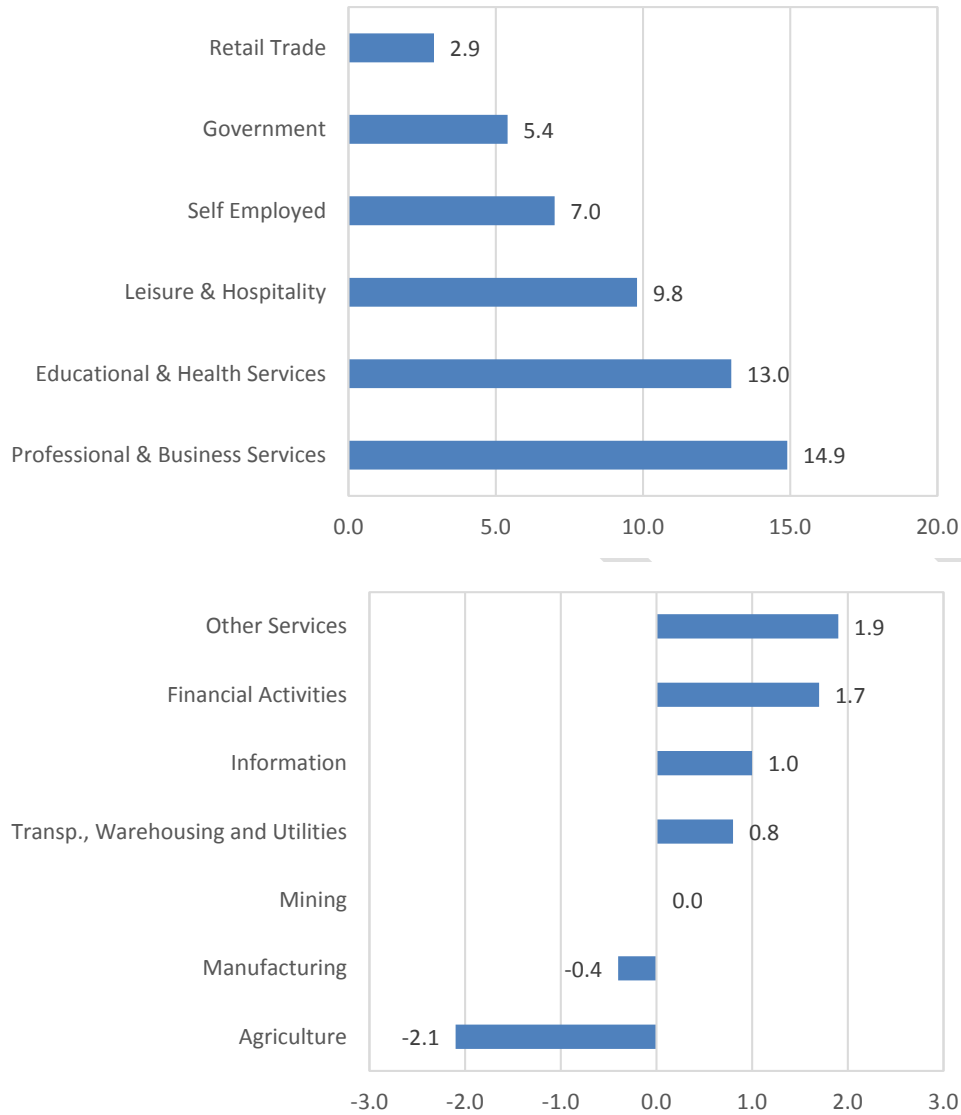
Economic Sector Growth Assumption

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



Source: 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

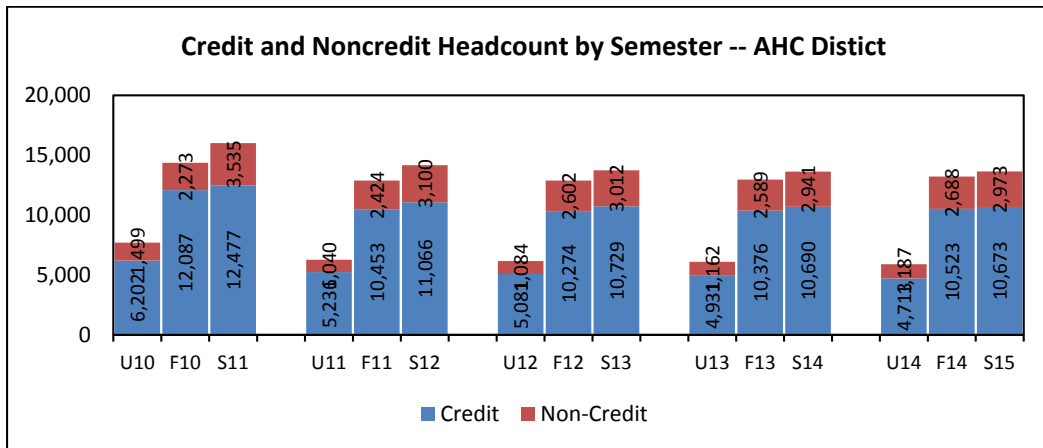
Allan Hancock College Student Profile

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.

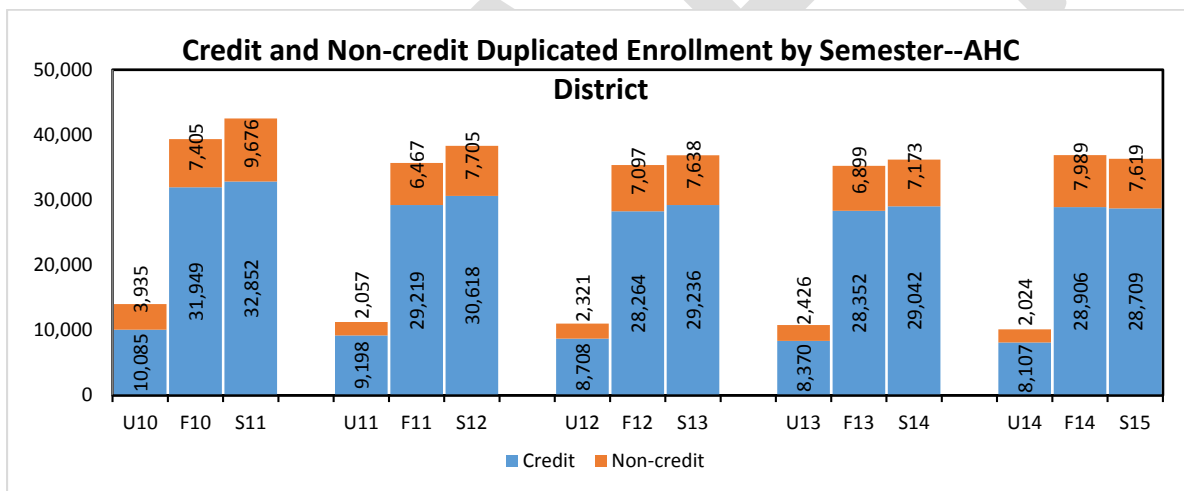
Our community supports us in changing the odds within the region. Our industry partners have invested millions of dollars to support programs that lead to well-paying jobs in health sciences, machining, law enforcement, public safety and agricultural support. Our students are able to enjoy state-of-the-art 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).

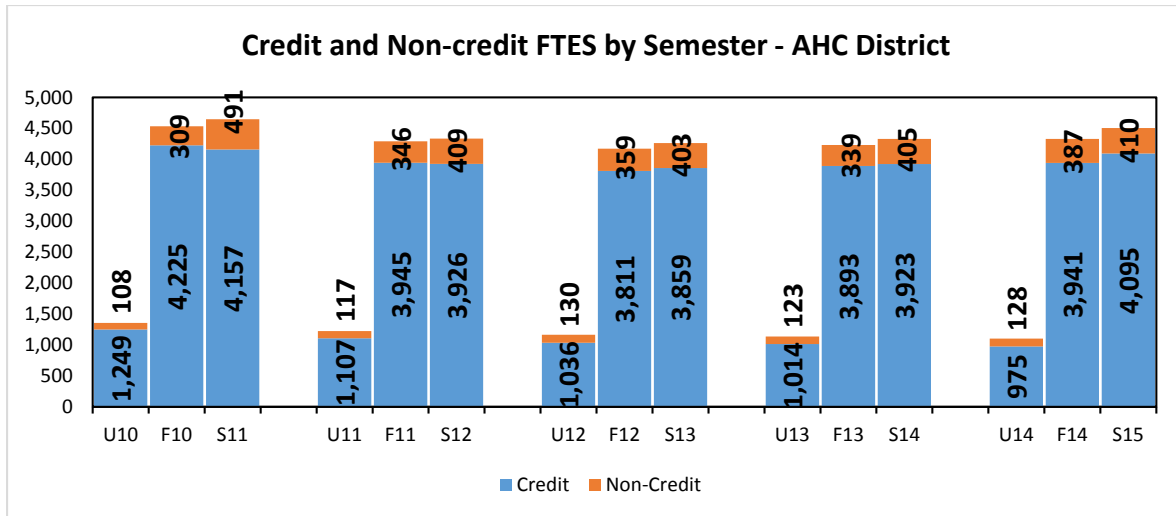


Fact Book 2015

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

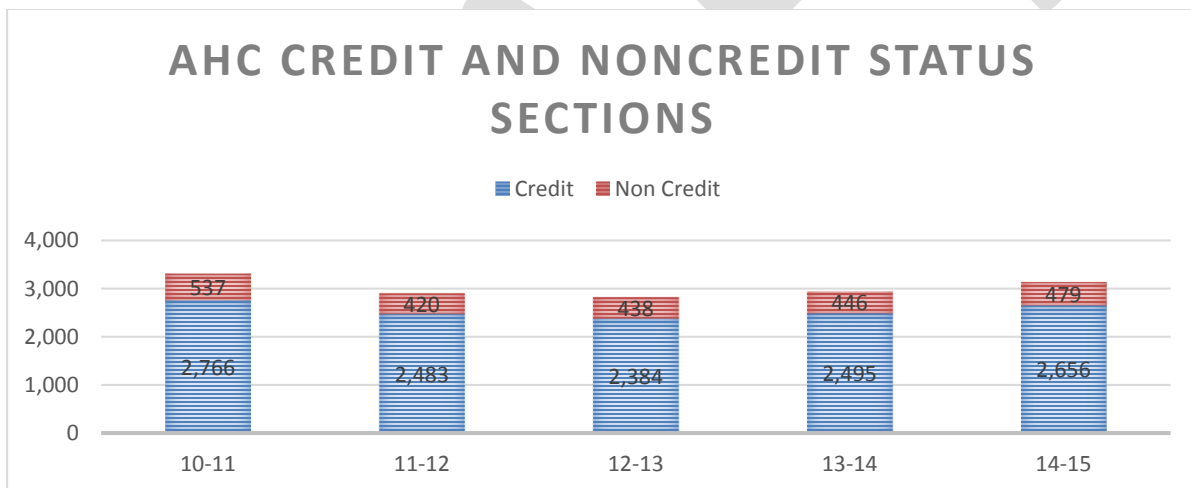


Fact Book 2015



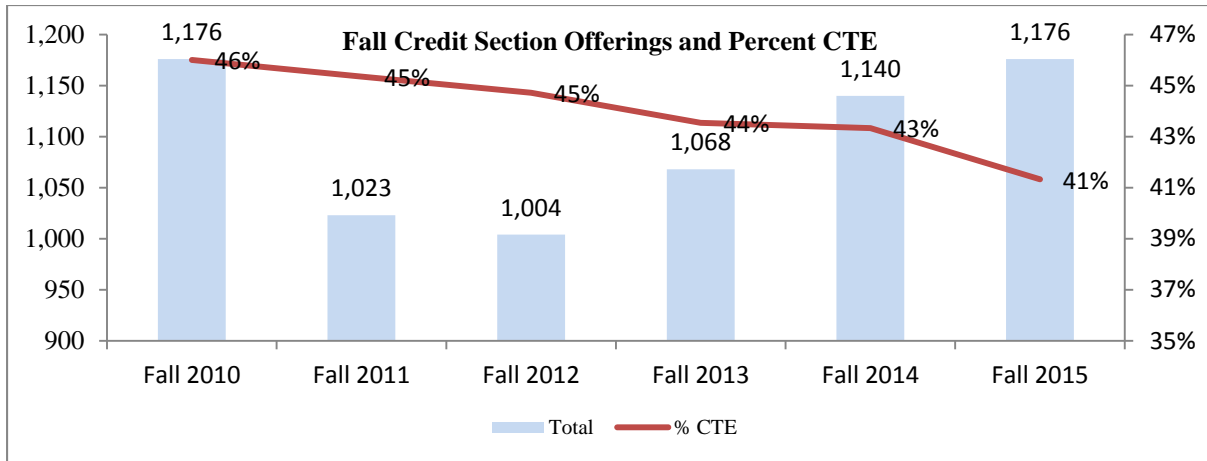
Fact Book 2015

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

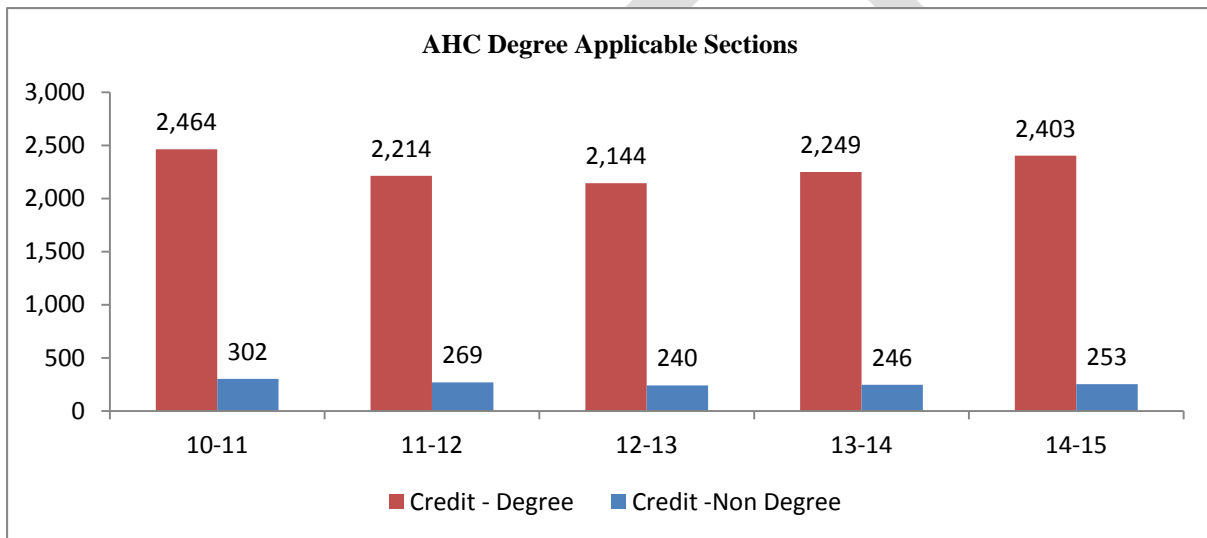


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After state funded declines in sections hit a low in fall 2012, the college grew by 17% in course offerings in fall 2015. Because lecture based offerings tend to be less costly, growth in non-CTE courses has outpaced the offering of CTE courses.



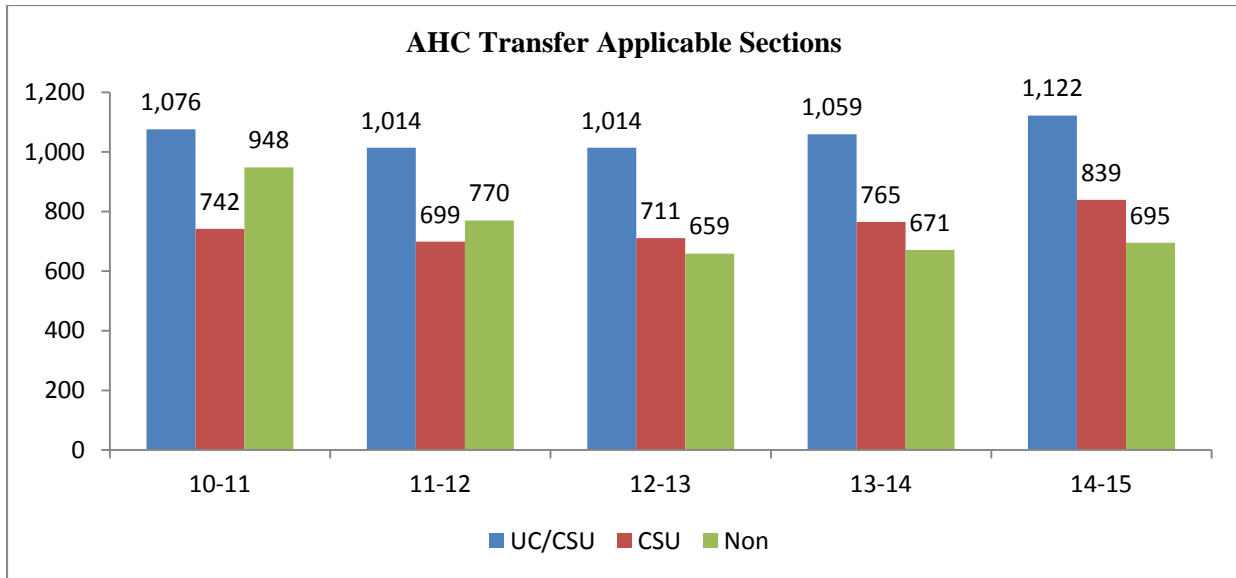
Office of Institutional Effectiveness



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.

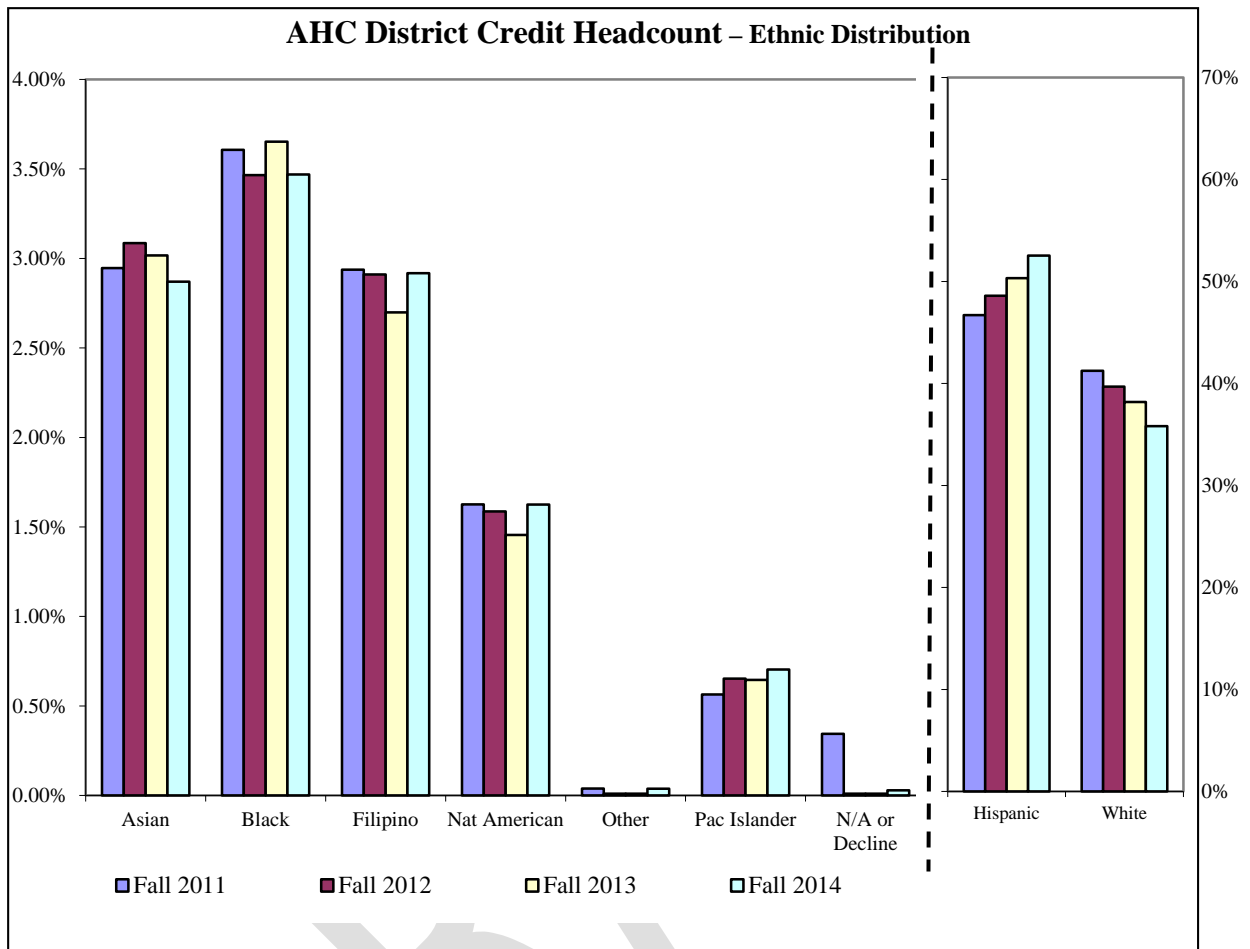


Office of Institutional Effectiveness

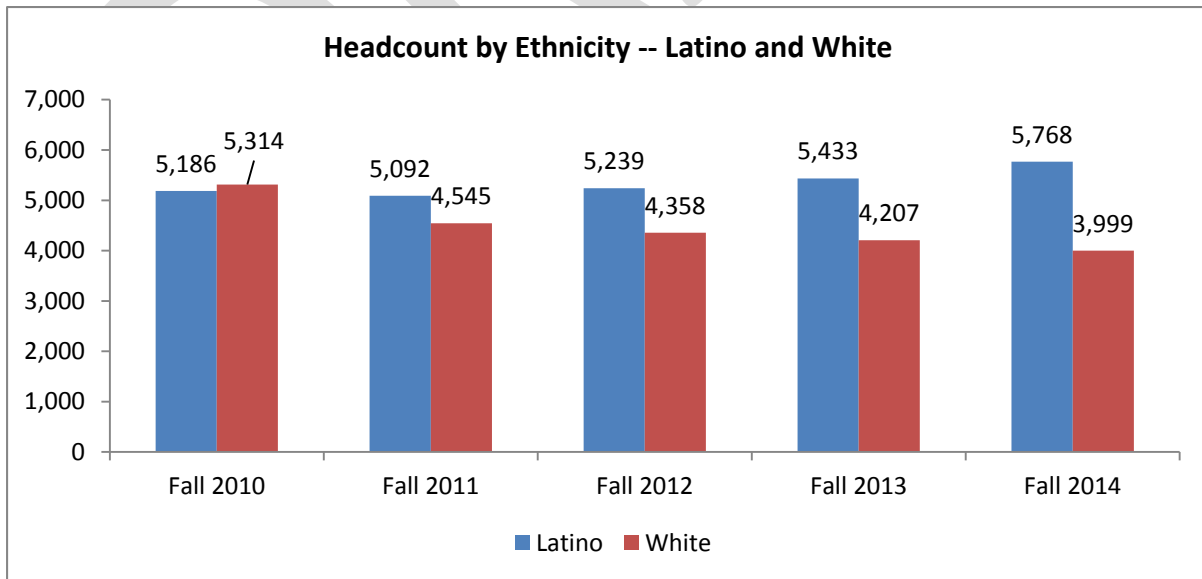
The ethnic changes in credit headcount reflects that of the community both in growth and in the relative distribution of ethnic groups. Almost 90% of credit students are either Hispanic/Latino or white, and the growth in student count is among the Latino population.

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	10453	100.0%	10273	100.0%	10376	100.0%	10522	100.0%

Source: Fact Book 2015



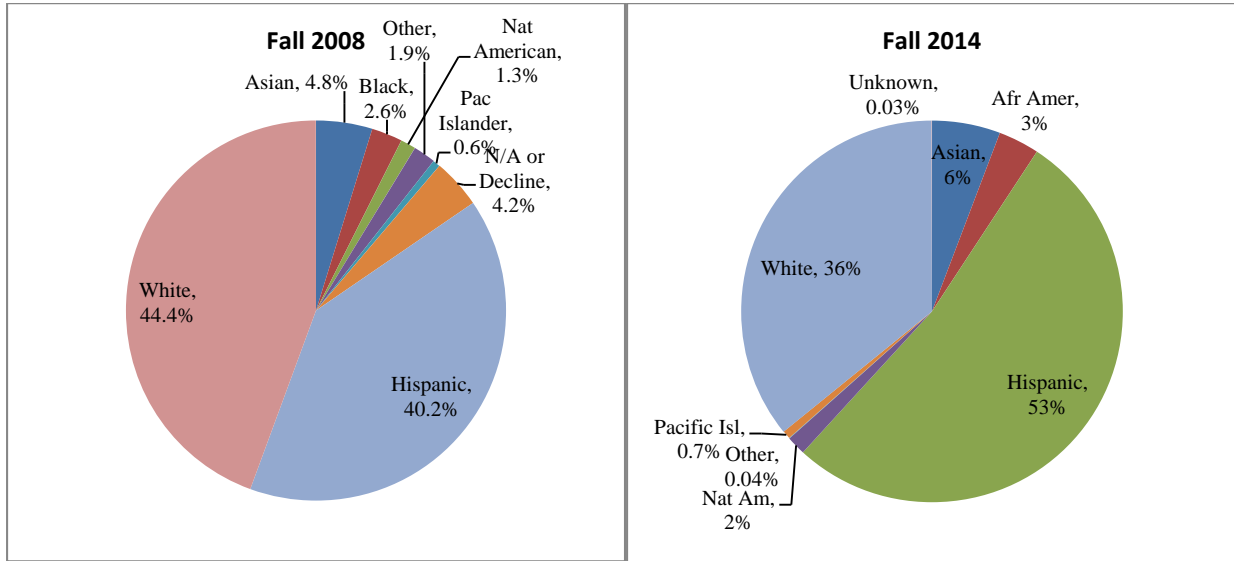
Source: Fact Book 2015



Source: Fact Book 2015

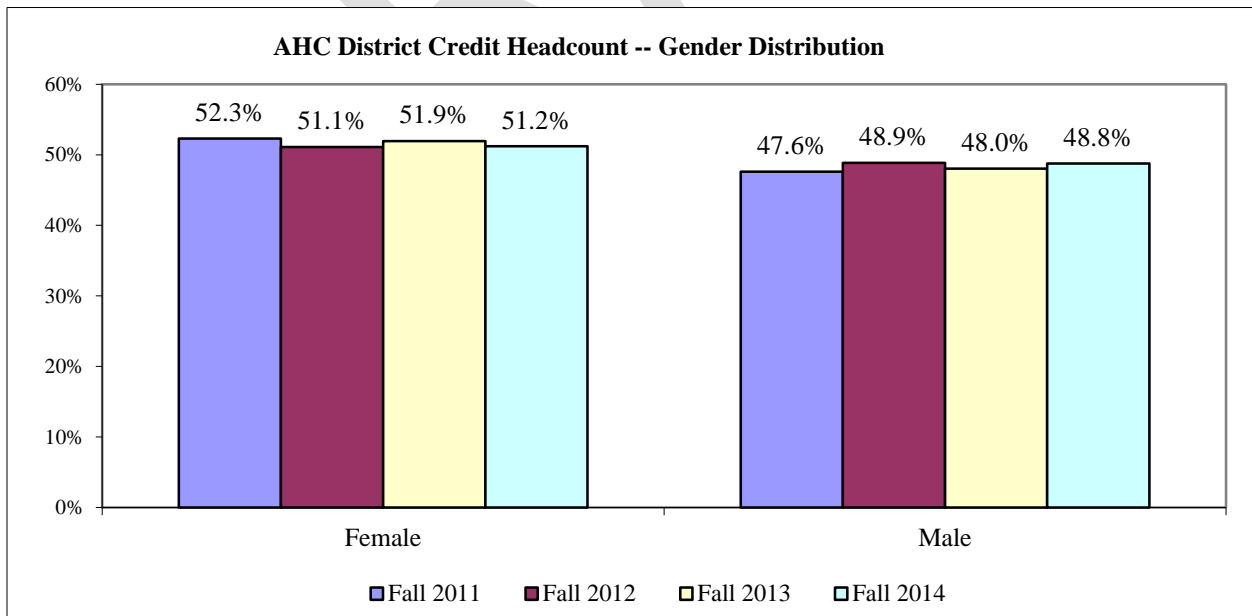
Looking back to 2008 before the impact of the recession, the distribution of enrollment by ethnicity was considerably different with 44.4% white and 40.2% Hispanic/Latino.

Fall 2008 and 2014 Ethnic Distribution – Credit Enrollment



Source: Fact Book 2015

There is little difference from year to year in the distribution of enrollment by gender, with 51 to 52% female enrollment.

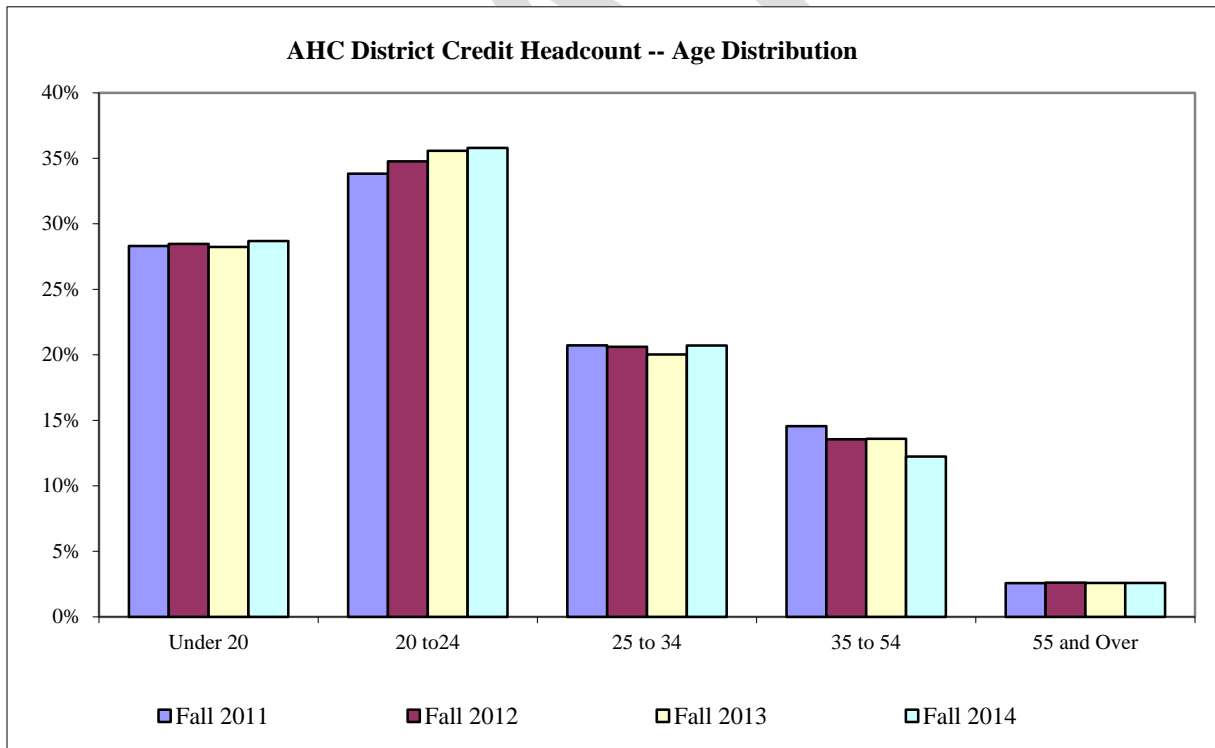


Source: Fact Book 2015

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

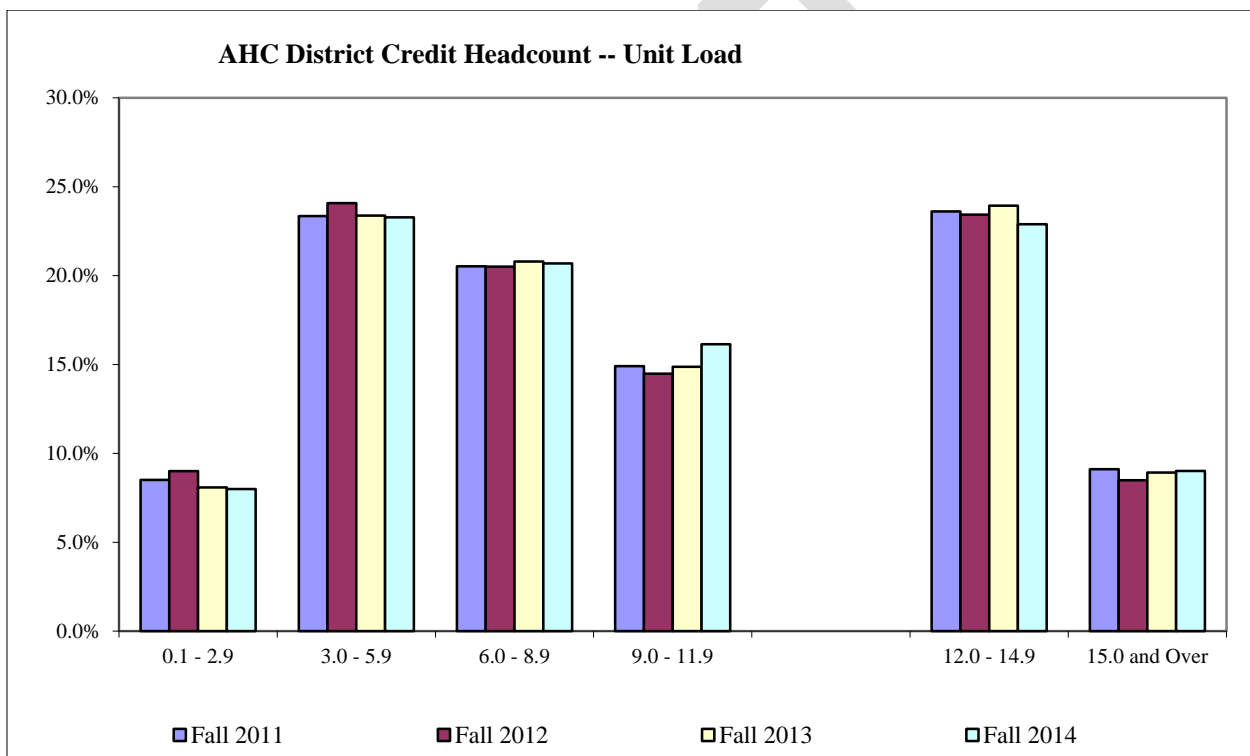


Source: Fact Book 2015

Students enroll in 8.3 units average in the fall term, with about 32% taking 12 or more units.

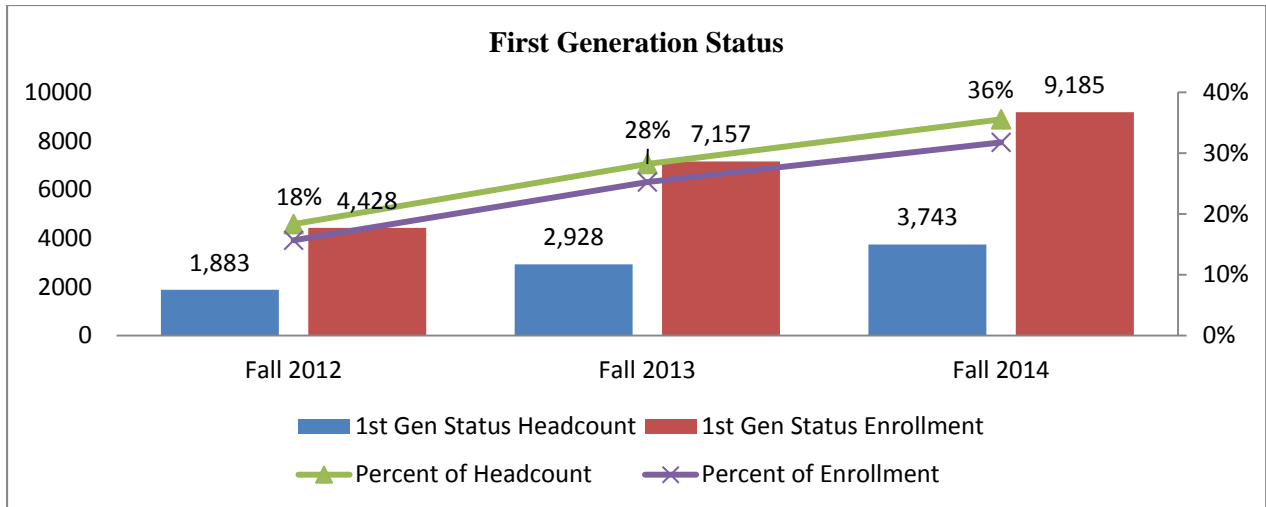
AHC District Credit Headcount								
Unit Load	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	#	% of total	#	% of total	#	% of total	#	% of total
0.1 - 2.9	889	8.5%	925	9.0%	839	8.1%	841	8.0%
3.0 - 5.9	2,441	23.4%	2,474	24.1%	2,426	23.4%	2,449	23.3%
6.0 - 8.9	2,145	20.5%	2,107	20.5%	2,158	20.8%	2,177	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	10,453	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



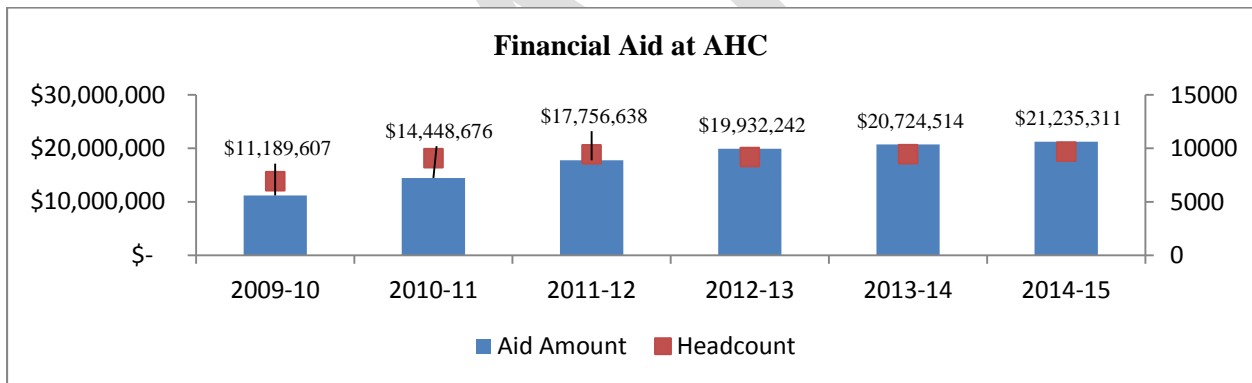
Source: Fact Book 2015

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.

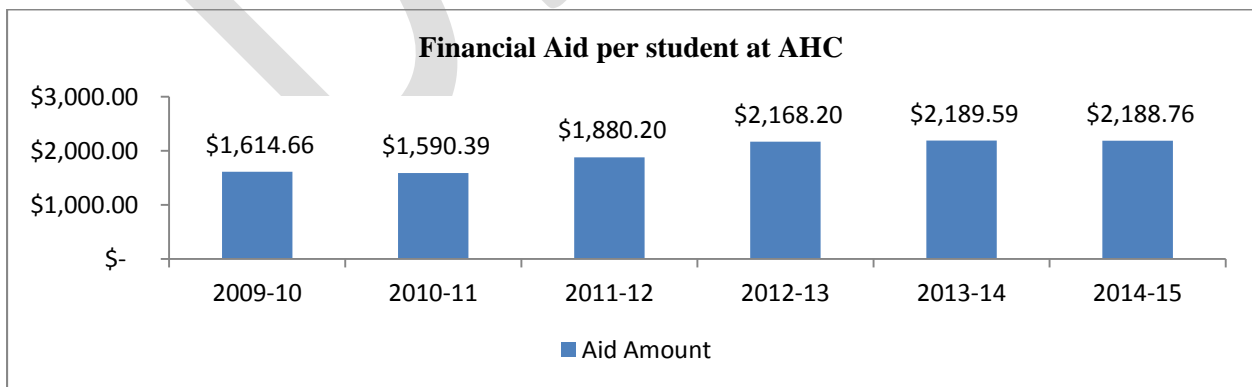


Source: Office of Institutional Effectiveness

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.

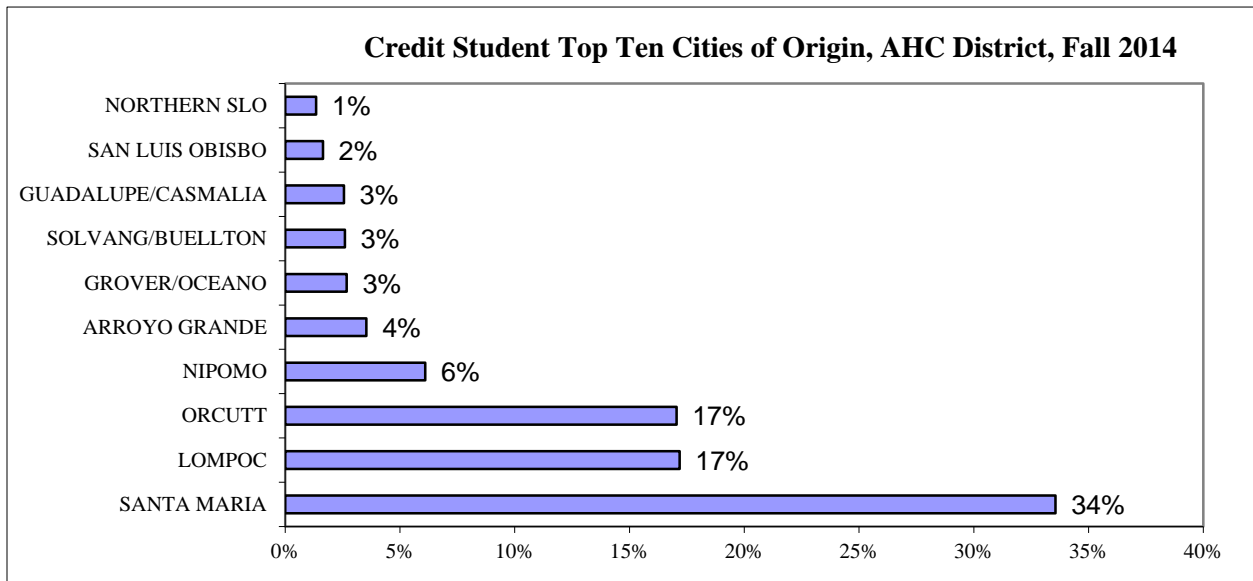


Source: Office of Institutional Effectiveness



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.



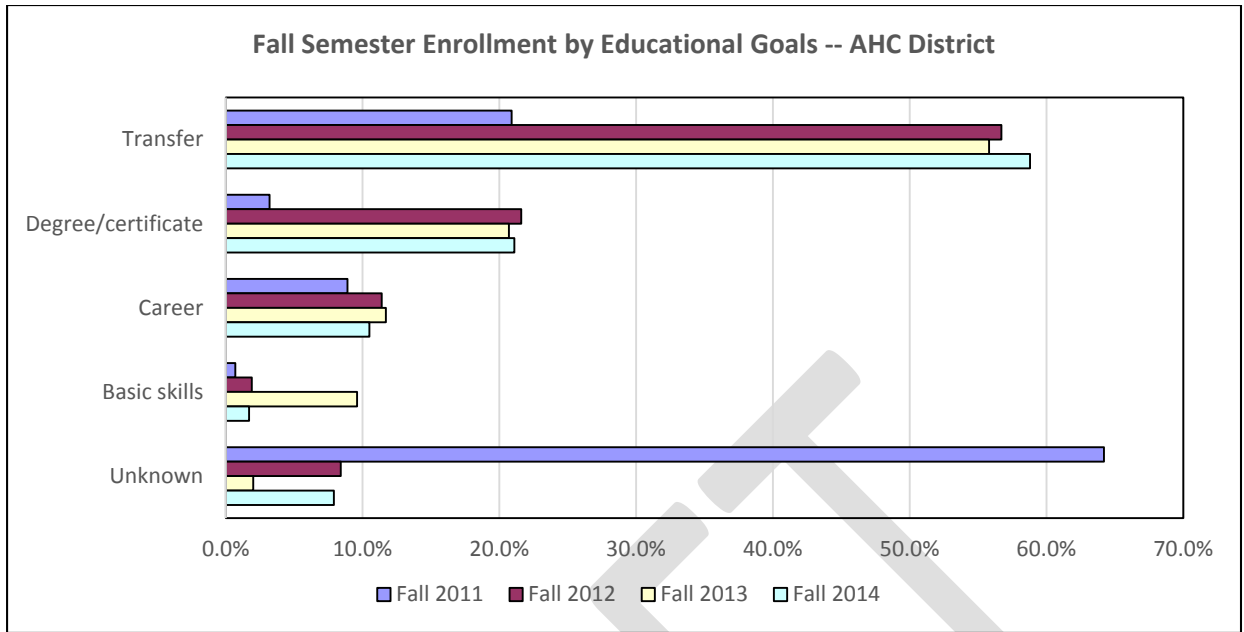
Fact Book 2015

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%

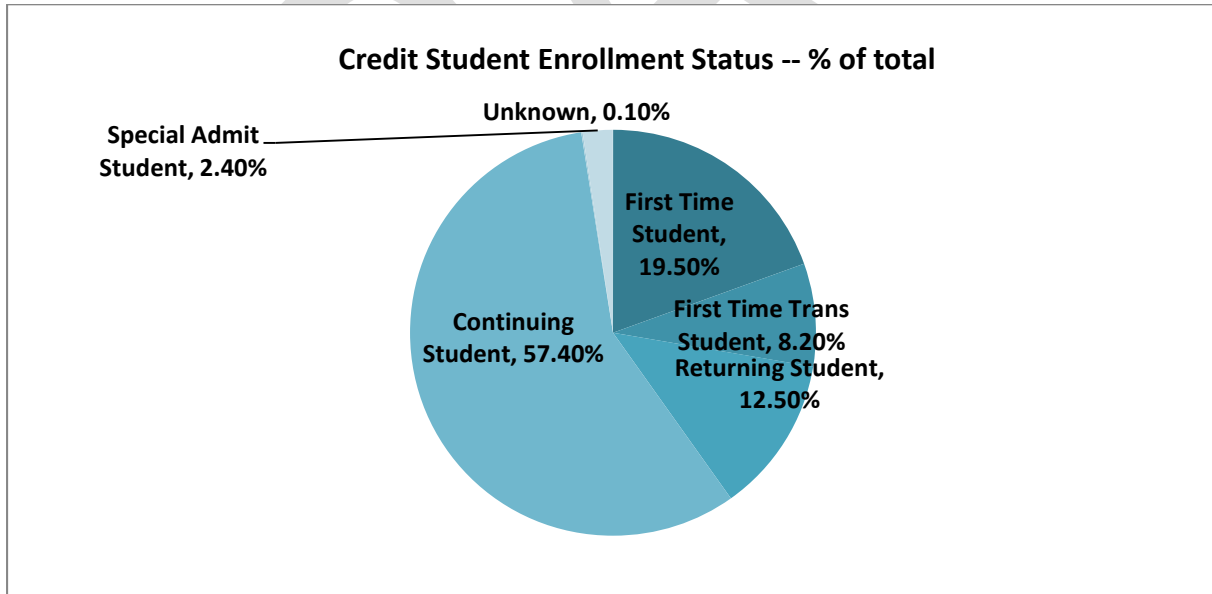
Source: Office of Institutional Effectiveness

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



Source: Office of Institutional Effectiveness

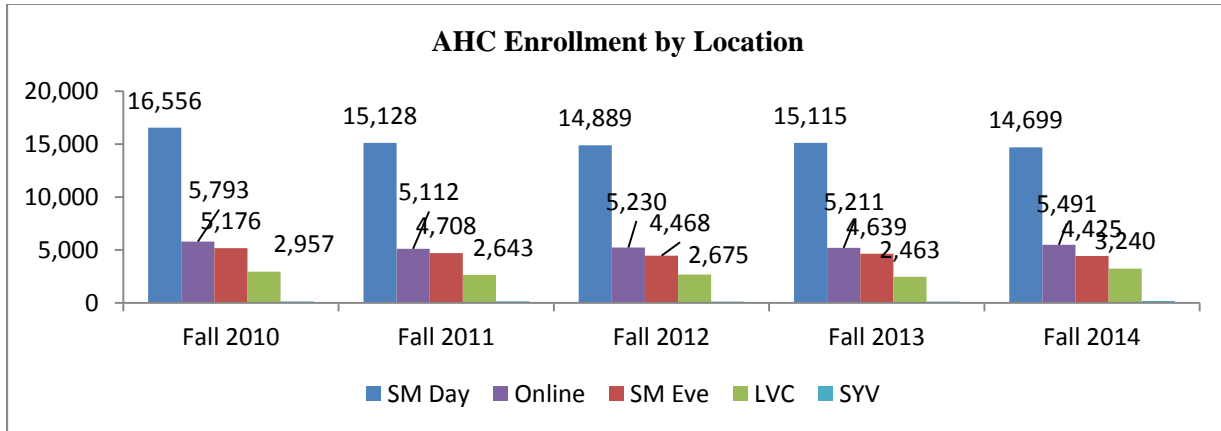
In a recent fall term, one in five credit students were first-time, while another 8% were enrolled at another college and enrolled at AHC for the first time.



Source: Office of Institutional Effectiveness

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.



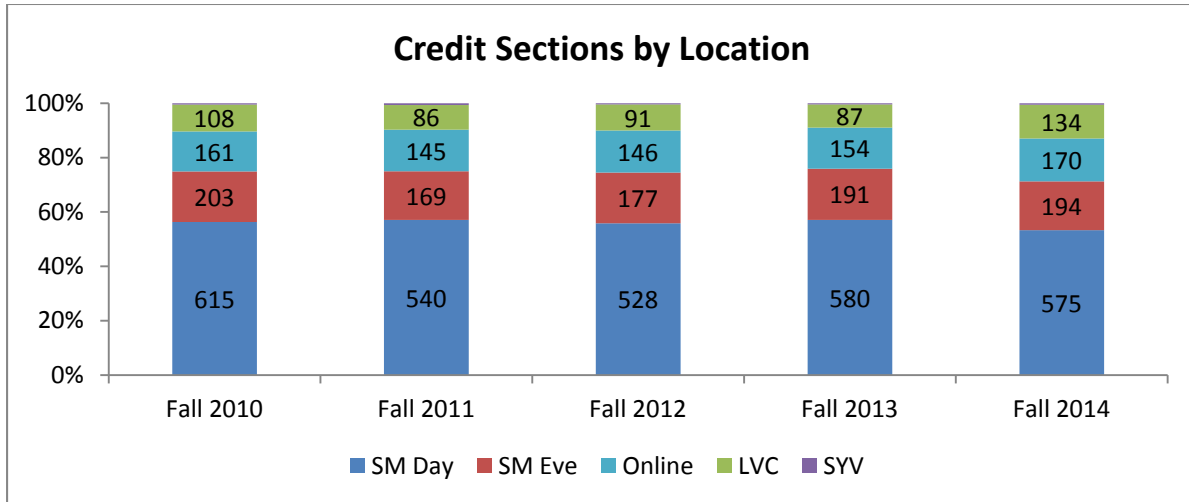
Source: Office of Institutional Effectiveness

Among the various locations that courses are offered within the district, including online, students at Santa Ynez, Vandenberg Air Force Base (AFB), and LVC most likely to enroll only at one location (93%, 62%, and 53% respectively). 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

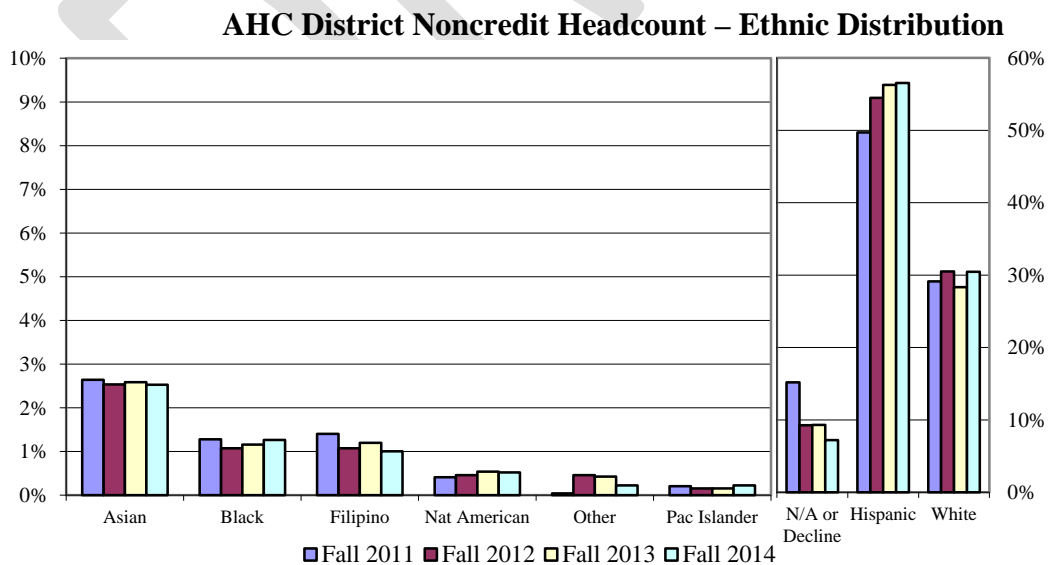
In light of the fact that a full 1,056 students enroll exclusively online, the Institutional Effectiveness Council will be evaluating the enrollment trends and student outcomes of these students during the 2016 academic year. Credit section offerings have grown above the recession level lows for the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



Source: Office of Institutional Effectiveness

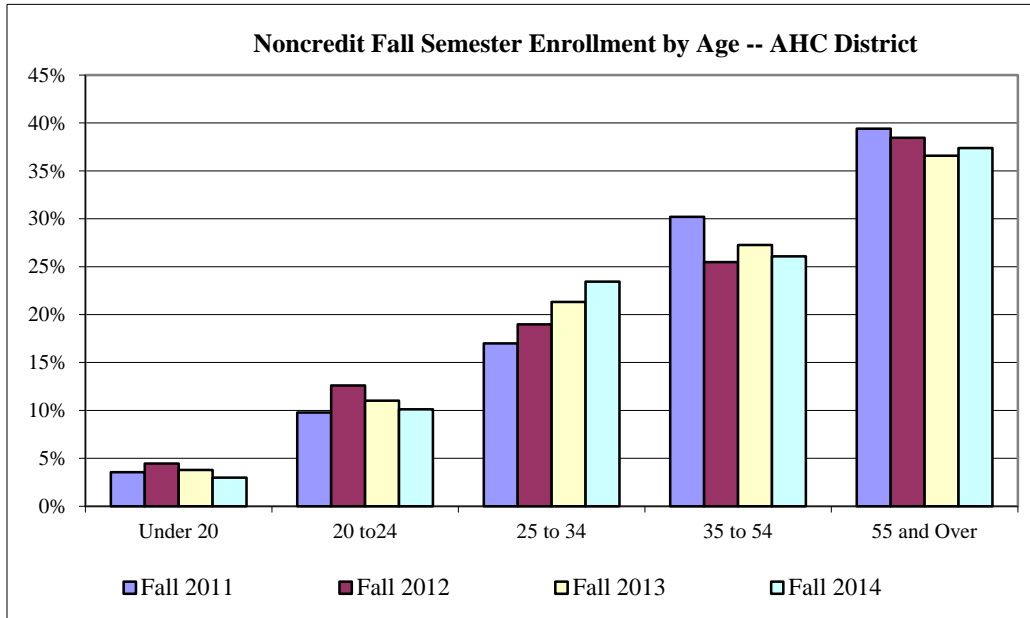
Noncredit Student Population

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.

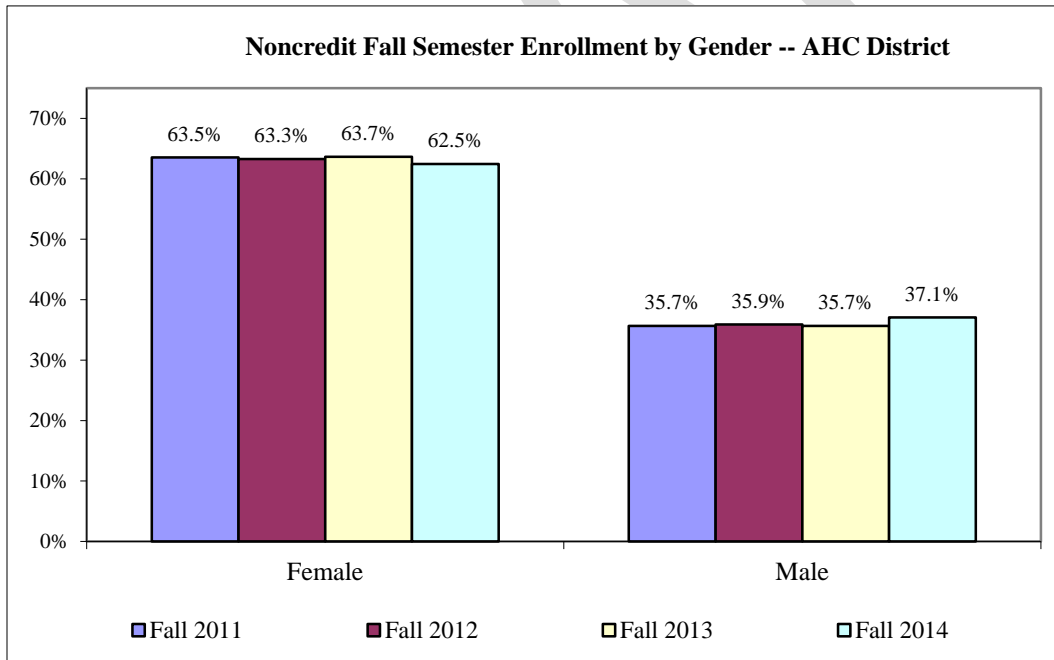


Source: Fact Book 2015

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

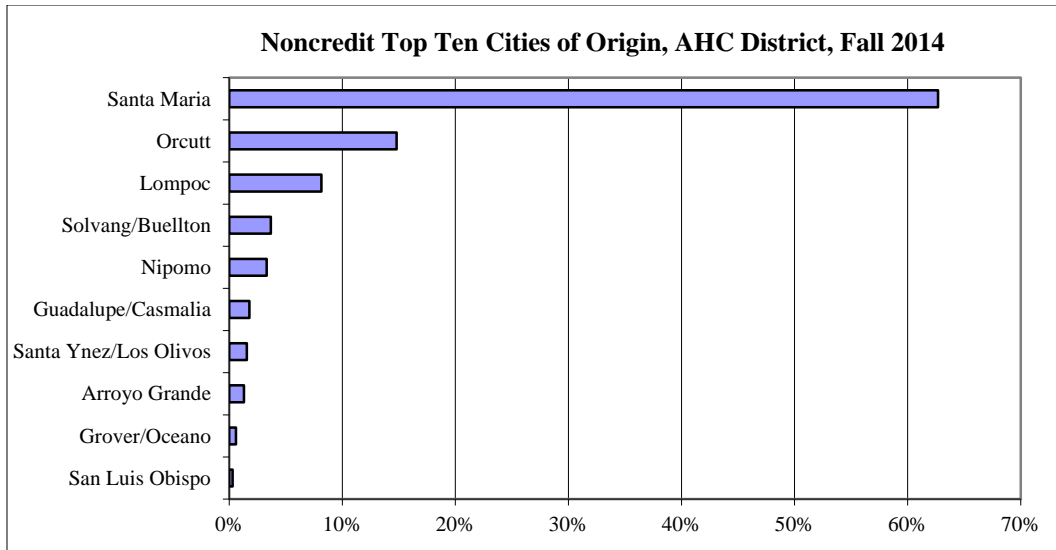


Source: Fact Book 2015



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.



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 (another 10 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
<i>Degrees - Unduplicated</i>	749	760	644	717	704	718	814	867	
Number of certificates awarded	294	543	636	669	562	640	720	746	634
<i>Certificates - Unduplicated</i>	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 Ave.	Inst. Set Standard
	N	%	N	%	N	%	N	%	N	%		
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/AidesAndTechs.aspx>; http://www.barbercosmo.ca.gov/schools/schls_rshts.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).

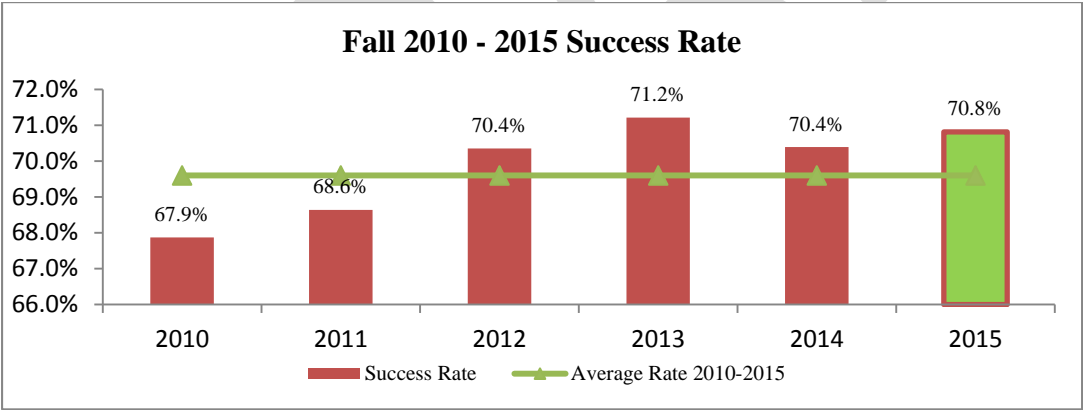
Fall Course Success Rates

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:

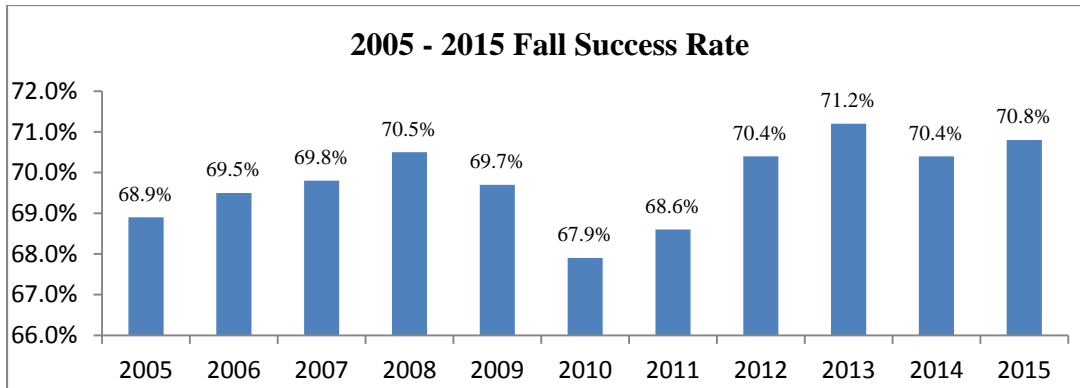
Average Success Rate 2010 - 2015					
	N	Success	% Success	Gap	Addn'l For Equity
African-American	5,300	3,294	62.1%	-7.6	402
American Indian/Alaskan Native	1,122	766	66.6%	-3.0	34
Asian	7,427	5,616	75.4%	5.8	
Hispanic	90,910	60,379	66.1%	-3.5	3,188
Multi-Ethnicity	5,861	4,113	69.5%	-0.1	
Pacific Islander	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

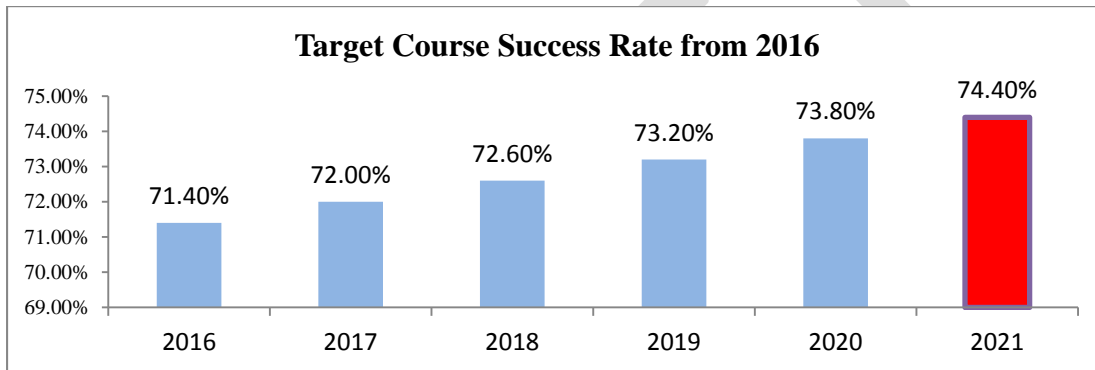
The table compares five-year fall course success rates among ethnic groups to the overall average rate, with a gap where a group fell below the overall. Success Rate at Equity is the hypothetical rate if the groups below the average came up to the average and the rest of the groups remained unchanged. 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%



Source: Office of Institutional Effectiveness



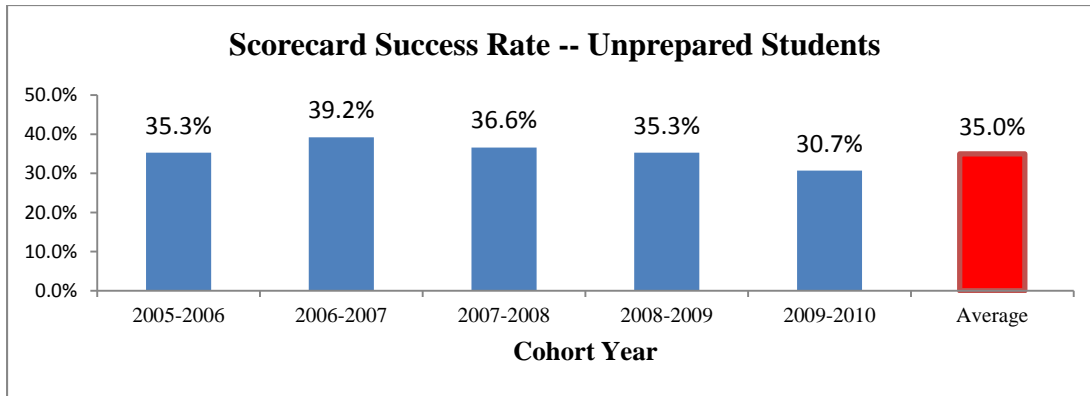
Source: Office of Institutional Effectiveness



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.



Source: Office of Institutional Effectiveness

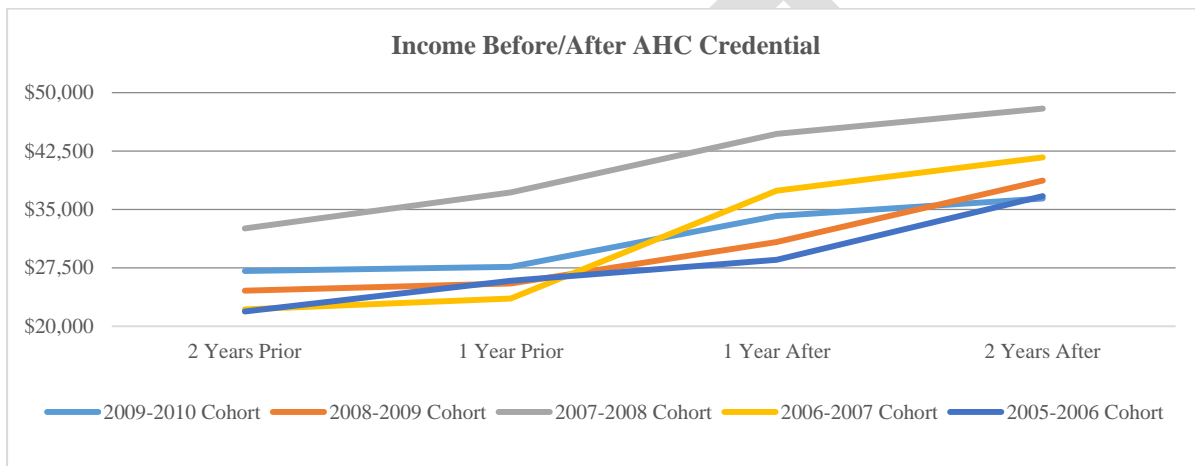
Given the substantial decline in the 2009-10 cohort year (completers in 2014-15), IEC recommended a more conservative perspective related to the five-year average completion rate with a focus on equity; the suggestion is a **one-year goal of 33%** and a **six-year goal (2015-16 cohort) of 40%**. With 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>

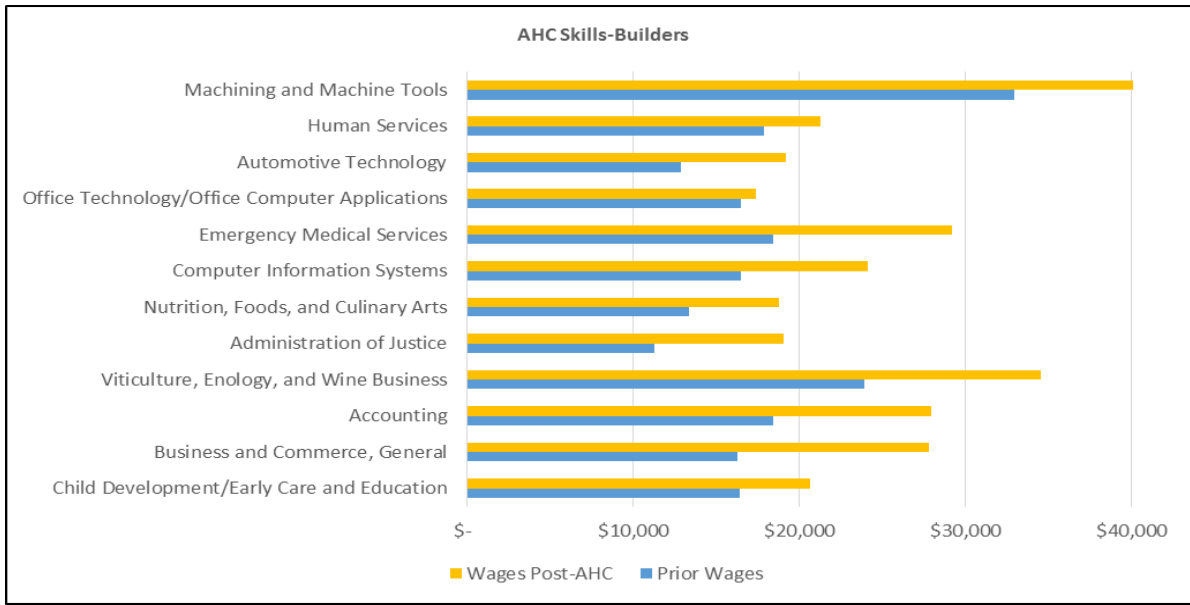
Earnings Outcomes

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.



Recent Improvements to Labor Market Data

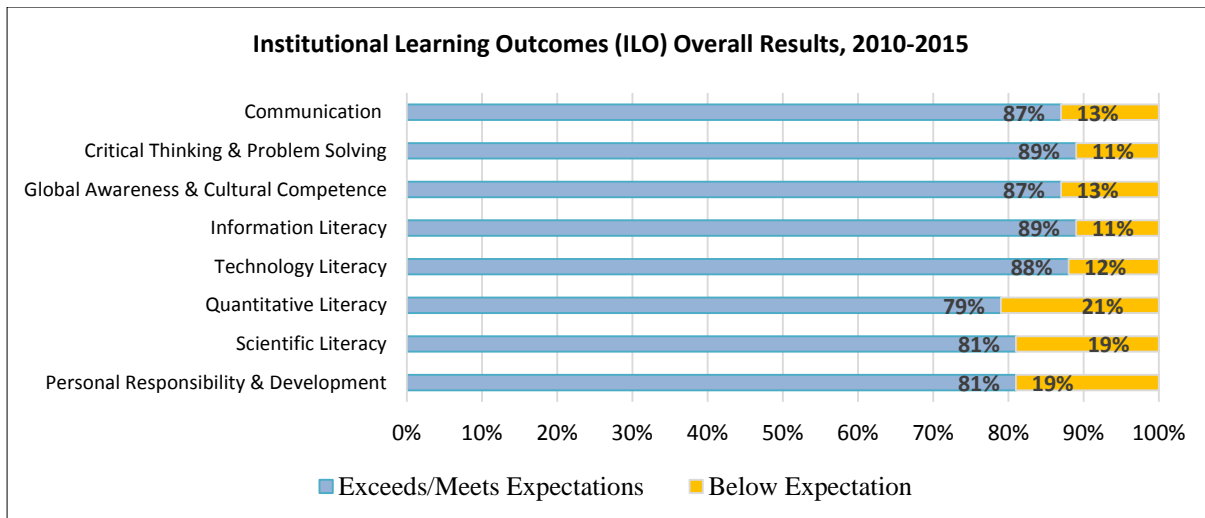
Allan Hancock College is actively participating in new data system that provides more in-depth analysis of labor market outcomes. *LaunchBoard* provides data to California community colleges on the effectiveness of career and technical education (CTE) programs. *Skills-builder* tracks experienced workers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



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.



Source: Office of Institutional Effectiveness

Score Card Data

All Scorecard Outcomes by Cohort Year								
Cohort Year	2004	2005	2006	2007	2008	Recent Statewide Average	Peer Group *	Trend
Completion Rate (overall)	47.90%	44.70%	48.80%	45.40%	44.50%	46.80%	44.5% (30.7%, 54.3%)	
Prepared	65.20%	59.60%	64.80%	61.20%	61.40%	69.70%		
Unprepared	39.80%	35.30%	39.00%	36.60%	35.10%	39.20%		
Persistence Rate (overall)	68.20%	67.60%	69.80%	68.90%	71.30%	71.70%		
Prepared	67.40%	69.50%	69.30%	70.40%	70.50%	72.80%		
Unprepared	68.60%	66.50%	70.10%	68.00%	71.80%	71.30%		
Percent of students who earned at least 30 units (overall)	65.00%	64.20%	66.30%	66.00%	64.10%	66.50%		
Prepared	68.60%	68.40%	71.00%	72.40%	66.70%	71.10%		
Unprepared	63.40%	61.50%	63.50%	62.40%	62.70%	65.00%		
Basic Skills English Progress Rate	40.30%	37.20%	41.00%	40.90%	41.70%	43.40%		
Basic Skills Math Progress Rate	26.70%	26.20%	30.60%	31.00%	29.30%	31.00%		
Basic Skills ESL Progress Rate	8.30%	9.20%	9.80%	11.50%	12.90%	28.40%		
Career Technical Education Progress and Attainment Rate	51.90%	49.20%	51.60%	47.80%	49.90%	49.90%		

* Peer groups are identified through use of cluster analysis using factors not influenced 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).

Ethnicity	Prepared			Underprepared			Overall	
	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	3.0%	59.2%	49	3.2%
Filipino	24	4.4%	47.1%	27	2.8%	52.9%	51	3.3%
Hispanic	212	39.0%	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	

Cohort Year	2004	2005	2006	2007	2008	Trend
Female	50.8%	47.0%	48.9%	46.5%	48.1%	
Male	44.0%	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%	25.0%	27.3%	
African American	46.8%	48.1%	59.3%	37.3%	51.0%	
American Indian/Alaska Native	50.0%	42.9%	47.4%	37.5%	25.0%	
Asian	54.5%	62.2%	61.3%	64.1%	65.3%	
Filipino	39.0%	35.9%	51.2%	35.0%	29.4%	
Hispanic/Latino	43.4%	34.7%	40.7%	39.8%	37.3%	
Pacific Islander	50.0%	46.2%	53.3%	63.6%	46.2%	
White	50.7%	51.6%	52.6%	50.5%	52.3%	
Overall	47.90%	44.70%	48.80%	45.40%	44.50%	

Completion Rate is defined as the percentage of first-time students with minimum of 6 units earned who attempted any 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 \geq 2.0).

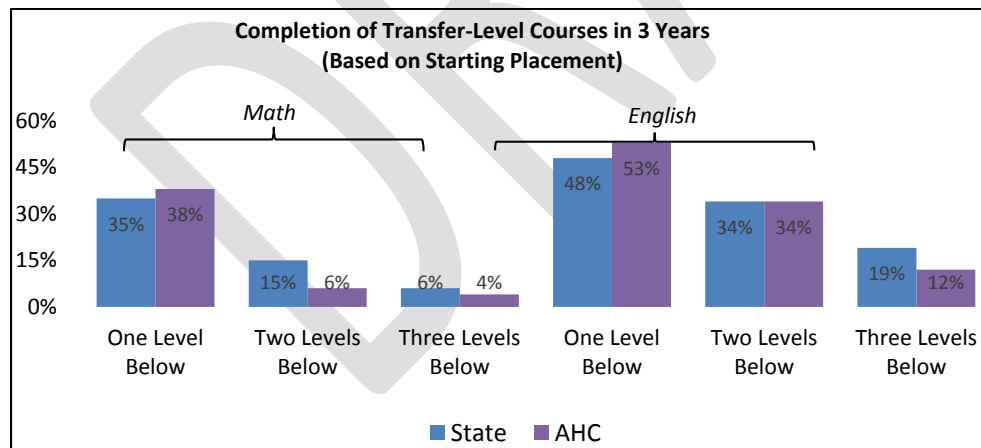
Source: <http://scorecard.ccco.edu/scorecard.aspx>

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 Persistence Rates for Allan Hancock College by Cohort Year						
Cohort Year	2004	2005	2006	2007	2008	AHC Trend
Female	69.3%	68.4%	70.0%	69.4%	72.9%	
Male	66.8%	66.6%	69.5%	68.3%	69.6%	
< 20 years old	72.0%	69.9%	70.7%	71.4%	72.5%	
20 to 24 years old	54.0%	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%	58.3%	
Asian	63.6%	83.8%	71.0%	87.2%	61.2%	
Filipino	70.7%	76.9%	61.0%	72.5%	74.5%	
Hispanic/Latino	70.9%	65.3%	70.4%	69.9%	73.0%	
Pacific Islander	50.0%	53.8%	80.0%	81.8%	69.2%	
White	67.7%	69.2%	68.8%	66.6%	70.6%	
Overall	68.20%	67.60%	69.80%	68.90%	71.30%	

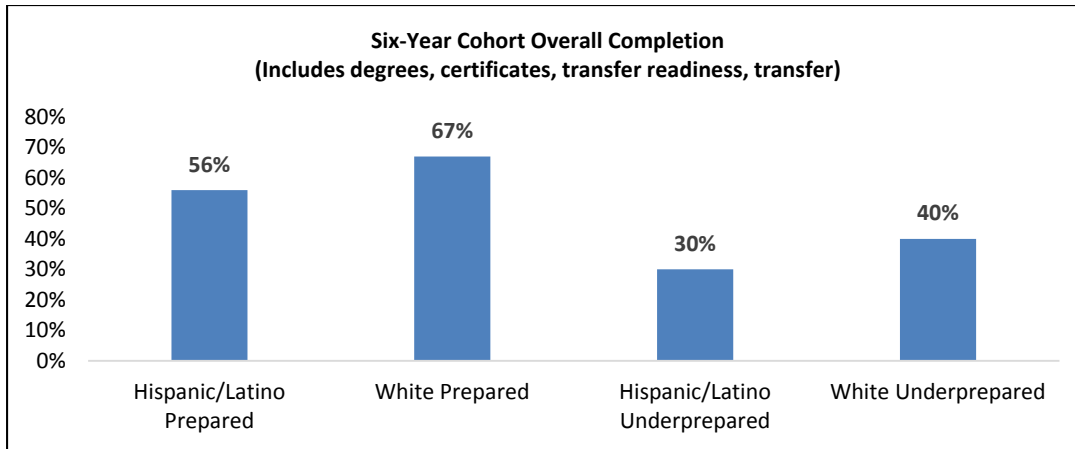
Source: <http://scorecard.cccco.edu/scorecard.aspx>

But 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.



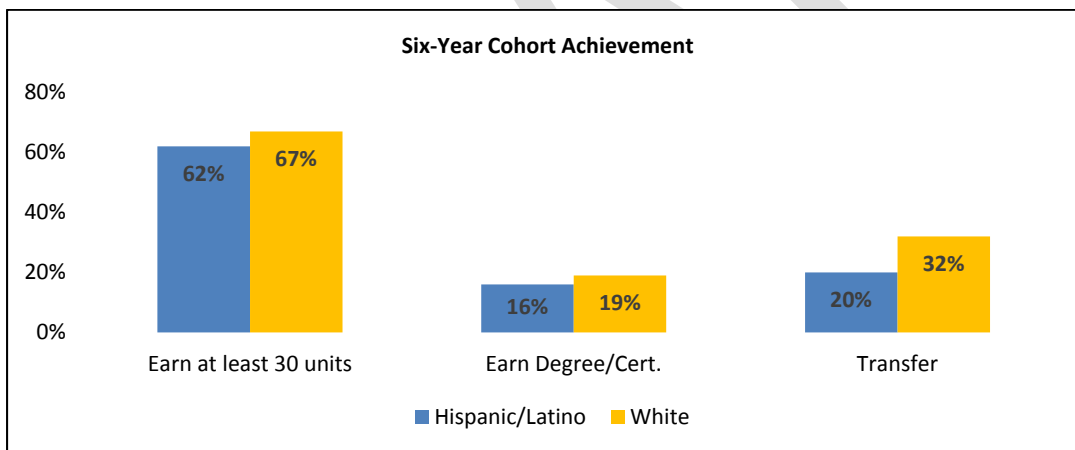
Source: http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx

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.



Source: <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 in 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.



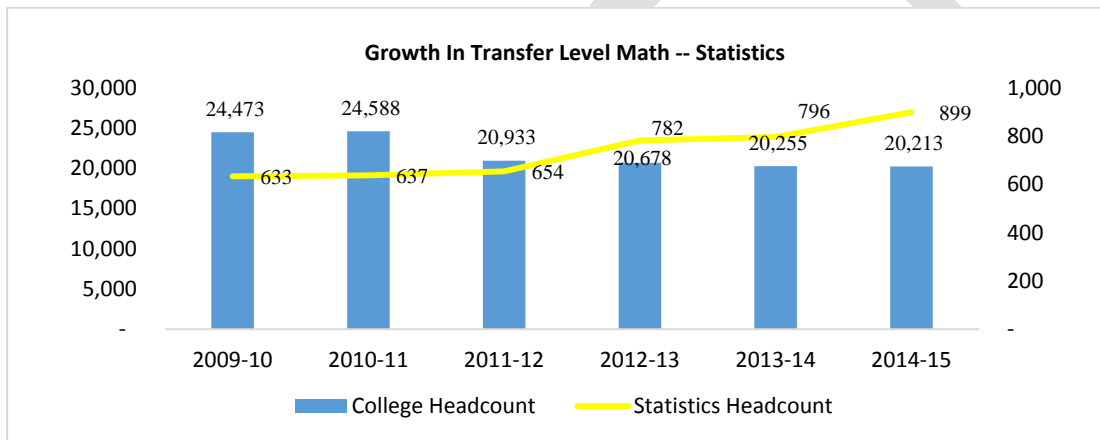
Source: <http://scorecard.cccco.edu/scorecard.aspx>

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 gauge institutional effectiveness.

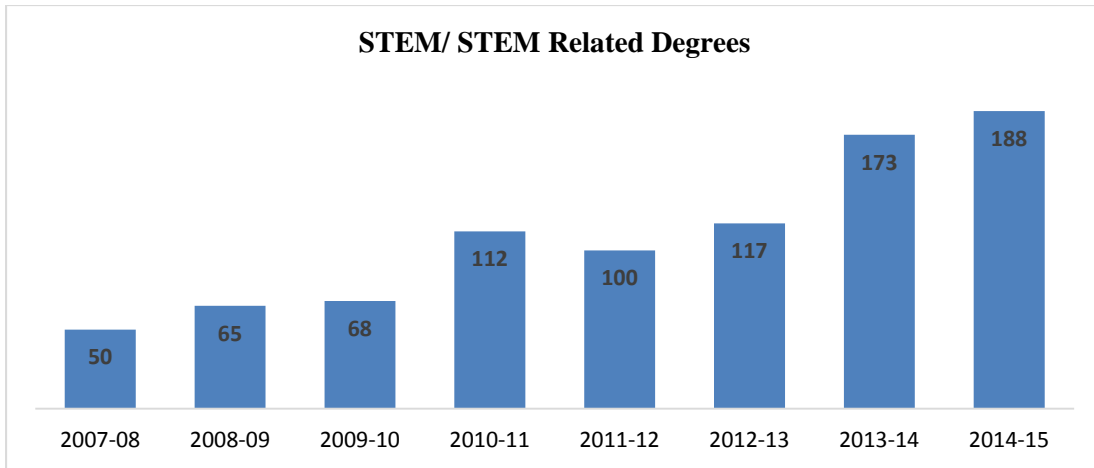
Student Success Summits were convened in 2014, 2015, and 2016 to share data on student outcomes and high impact practices aimed at improvements in student outcomes; the third annual summit was held in April 2016 that featured Katie Hern, a founder of the California Acceleration Project. AHC faculty shared 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.



Source: Office of Institutional Effectiveness

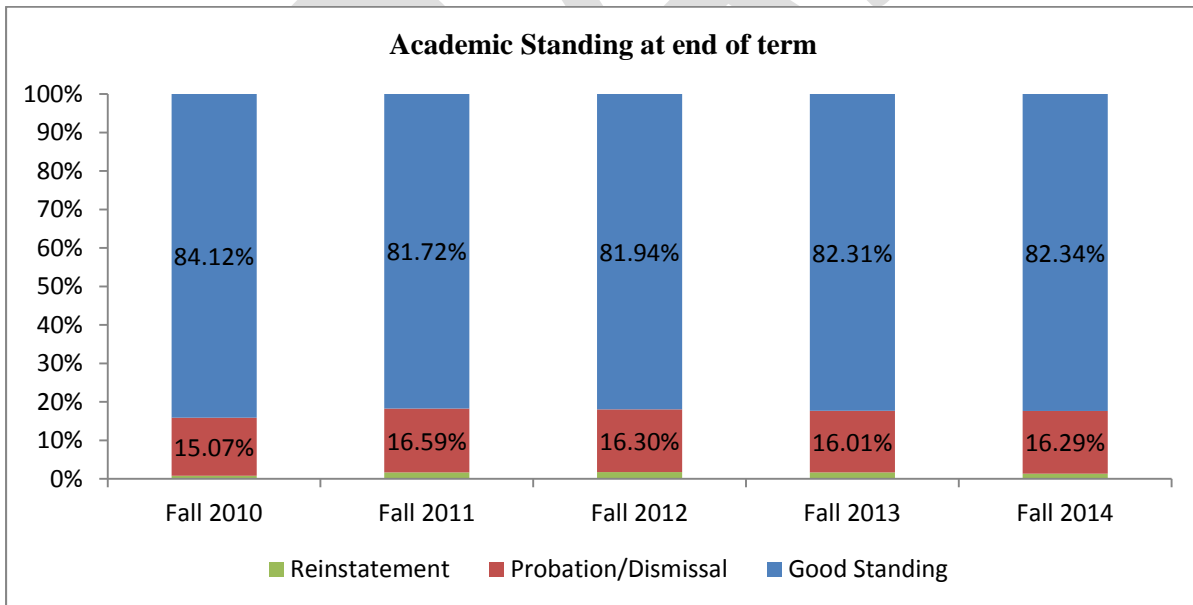
Data submitted during the Aspen Award Submission included outcomes of College innovations and efforts. The chart below shows the impact of the College’s HSI STEM and Articulation Grant, awarded in 2010. With increased outreach, success initiatives, and added STEM course offerings, degrees increased by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



Source: Office of Institutional Effectiveness

Academic Standing

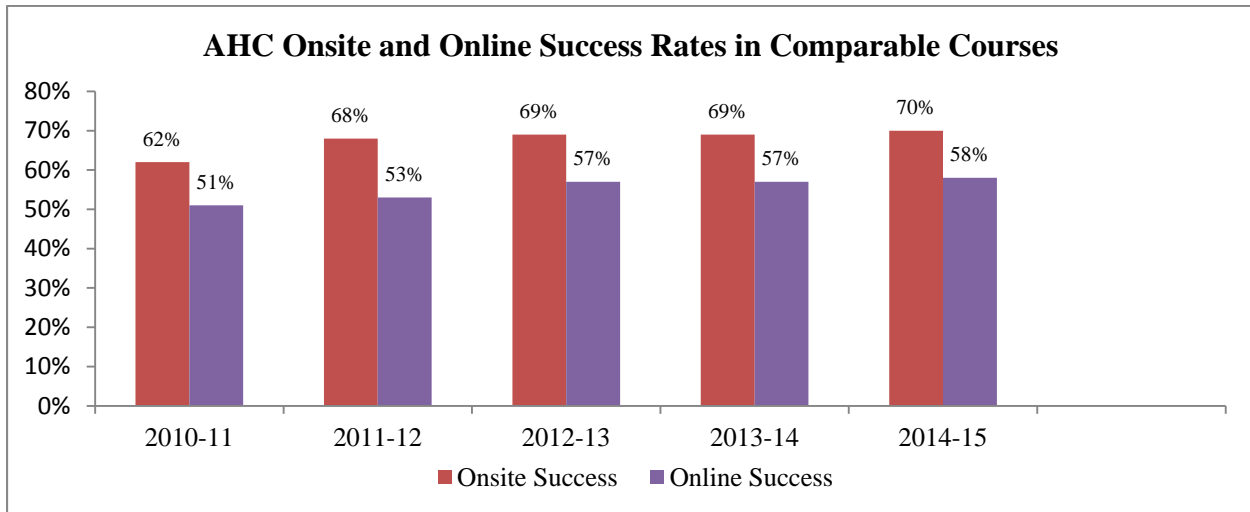
With an increased focus on students completing student education plans, assessment, and orientations, the college will be assessing the degree to which completion of those services reduces the percent of students in poor academic standing. The chart below shows that overall, about 82% or more of AHC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



Source: 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.



Source: Office of Institutional Effectiveness

The chart above shows for example, 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: CCCCCO 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 second reading and approval at its’ June 14, 2016 meeting.

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

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.**

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.

Evidence

ER.1 Board Policy 2010, Board Membership

Operational Status

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

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 ____ 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.

Evidence

ER.2 *Fact Book 2015*, Enrollment—Total Historical

ER.3 *Fact Book 2015*, The Community

ER.4 *Fact Book 2015*, Student Achievement Data

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.**

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 programs' 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).

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

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.**

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).

- 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

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.**

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).

ER.12 Board Policy 6400, Audits

ER.13 Budget Council Meeting Minutes

ER.14 Board of Trustees Board Minutes

Certification of Continued Institutional Compliance with Commission Policies

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

Evidence

ACCJC Statement of Accredited Status
Designation of VPAA as ALO doc.
AHC Accreditation Standard Chairs List
President's Cabinet Agenda for Dates Accreditation Report reviewed
Academic Senate Accreditation Self-study Review dates
AHC Management Association Review of Self-Study Agenda
Institutional Effectiveness Council Review of Self-study Agenda
Student Learning Council Review of Self-study Agenda
First and Second Reading of Accreditation Report, College Council Agendas
Academic Senate First and Second Reading of Self-study Agendas
Screen shot of college web page
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 (**ACCJC Statement of Accredited Status**). 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. (**Evidence here**) 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. (**Accreditation Standard Chairs list** 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 (**Date /Agenda item**), Academic Senate (**Date agenda item**), Allan Hancock Management Association, (**date agenda**), Institutional Effectiveness Council (**date and agenda here**), and Student Learning Council, (**date agenda here**). First reading and second reading of the report was conducted at AHC's College Council on **date and date respectively**. The academic Senate conducted first reading of the report on February 23, 2016 and approved the report at its May 17, 2016 Senate meeting.

The Allan Hancock Board of Trustees was presented the draft report for first reading at its' May 10, 2016 Board meeting and second reading and approval at its June 14, 2016 Board meeting.

Allan Hancock College maintains all ACCJC correspondence and records on the accreditation history of the institution. An accreditation link is located 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. (screen shot of college home page , (screen shot of accreditation webpage).

Policy on Institutional Degrees and Credits

Evidence

Title 5, Section 55063 of the California Code of Regulations

Allan Hancock College Catalog 2015-2016, Maxim Time Length for AHC Programs, page 25

Title 5, Section 55002.5

Allan Hancock College Catalog 2015-2016, Academic Credit, page 40-41

Board Policy/Administrative Policy 4100, Transfer of Credit and Course Waiver

Allan Hancock College Catalog 2015-2016, Veterans and Service Members, Credit for Military Service

Allan Hancock College Catalog 2015-2016, Application Procedures For The Associates Degree, Page 61

Allan Hancock College Catalog 2015-2016, Credit By Examination, pages 45-45

Board Policy/Administrative Procedure 5015, Residence Determination

Administrative Procedure 4235, Credit by Examination

Allan Hancock College adheres to the 60 semester units requirement set for the in Title 5, Section 55063 of the California Code of Regulations, (**Section 55063 of the California Code of Regulations**) and this requirement is included in the Allan Hancock College 2014-2015 Catalog (**Maximum Time Lengths for AHC Programs, catalog page 25 screen shot**). 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 (**evidence Title 5, Section 55002.5**). A 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 (**AHC 2015-2016 Catalog pages 40-41**).

Policy on Transfer Credit

Evidence

Board Policy/Administrative Procedures 4100, Transfer Credit and Course Waiver

Allan Hancock College Catalog 2015-2016, page 41 screen shot

Allan Hancock College Catalog 2015-2016, pages 41 and 61

Allan Hancock College Catalog 2015-2016, Credit for Military Service Training, page 112
Allan Hancock College Catalog 2015-2016, Credit for Law Enforcement Training, page 14
Allan Hancock College Catalog 2015-2016, Limits on units of credit by special examination, page 45

Administrative Procedure 4235, Credit by Examination

Board Policy/Administrative Procedure 5015, Residence Determination

AHC 2015-2016 Catalog, Grades, page 47

Education Code 76224, Grades

Allan Hancock College will waive certain course requirements or 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 it the student has completed a comparable course at another accredited college.

The College cannot grant 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. **(BP/AP 4100 Evidence here)** Additional detail regarding policy on transfer of credit is located in the *Allan Hancock College Catalog 2015-2016. (2015-2016 AHC Catalog Page 41)*

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. **(AHC 2015-2016 Catalog pages 41 and 61)**

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 (**AHC 2015-2016 Catalog, page 112**).

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. This 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 (**AHC Catalog pg. 14**).

Credit for Law Enforcement Academy Training

Students who are not sponsored by a law enforcement agency must complete the 18 hours 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.

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.

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 (**AHC 2015-2016 Catalog page 45**).

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 (**AHC 2015-2016 Catalog page 45**).

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 Community College District to determine his/her residence classification. Allan Hancock College District Board Policy and Administrative Procedure 5015 provide guidance for residency determination. AHC's new Administrative Procedure, AP 4235, Credit by Examination provides that "A maximum of 12 units of credit may be allowed by examination. Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree **(BP & AP 5015), (AP 4235)**."

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 **(AHC Catalog page 47), (Education Code 76224)**.

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.

Policy on Distance Education and on Correspondence Education

Evidence

Board Policy 4020, Curriculum Development
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;
- 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 Administrative Procedure 4020, Program and Curriculum Development (**BP 4020**). Distance education courses shall be approved under the same conditions and criteria as all other courses. Separate approval of a distance education course is required if any portion of the instruction in a course or course section is designed to be regularly provided through distance education in lieu of face-to-face interaction. The college has submitted to ACCJC and received approval for all programs in which 50% 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. 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 distance education in lieu of face-to-face instruction. All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline. “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,” Board Policy 4105, Distance Education.

Policy on Representation of Accredited Status

Evidence

AHC Homepage Screenshot

www.accjc.org

Allan Hancock College Catalog 2015-2016, 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 (**AHC Accreditation Homepage Screenshot**), 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 on page 8. (**AHC Catalog page 8 screen shot here**)

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

Allan Hancock College Catalog 2015-2016, Student Rights and Grievances, page 34
Board Policy/Administrative Procedure 3410, Nondiscrimination
Board Policy 3430, Prohibition of Harassment
Board Policy/Administrative Procedure 5330, Student Rights and Grievances
Allan Hancock College Catalog 2015-2016, 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 *Allan Hancock College Catalog 2015-2016* (**AHC Catalog page 34**). 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 and Administrative Procedure 3410, Nondiscrimination,

and Board Policy 3430, Prohibition of Harassment, can be accessed at <http://www.hancockcollege.edu/BoardPolicies.php> (BP and AP 3410), (BP 3430).

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. (BP and AP 5530).

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, canceled 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 *Allan Hancock College Catalog 2015-2016* Policies & Procedures section pages 33 through 50 (AHC Catalog pages 33-50).

The AHC website at http://www.hancockcollege.edu/public_affairs/policies.php 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://www.hancockcollege.edu/complaints/index.php>, Student Complaint form, <http://www.hancockcollege.edu/complaints/documents/Student%20Complaint%20Form.pdf> and student grade review procedure, <http://www.hancockcollege.edu/complaints/documents/Student%20Grade%20Review%20Procedure.pdf>

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

Evidence

Board Policy 1100, The Allen Hancock Community College District
Board Policy/Administrative Procedure 5010, Admissions
Allan Hancock College Catalog 2015-2016, Page 12-22, Admissions procedures
Allan Hancock College Catalog 2015-2016, page 8, Statement of Accredited Status
AHC Name and address, http://www.hancockcollege.edu/public_affairs/locations.php
AHC Statement of Accredited Status,
<http://www.hancockcollege.edu/accreditation/index.php>

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 Allen Hancock Joint Community College District. The same

information including campus location maps is provided on the college website at http://www.hancockcollege.edu/public_affairs/locations.php.

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 (**BP 1100**).

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, or
- 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, or
- Persons who are apprentices as defined in Labor Code Section 3077 (**BP & AP 5010**).

Admissions procedures are described in the college catalog on pages 12-22.

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, <http://www.hancockcollege.edu/accreditation/index.php>

Policy on Contractual Relationship with Non-Regionally Accredited Organizations

Evidence:

The College contracts with many different organizations to deliver quality internship and clinical experiences to students, the College provides the curriculum and instructors.

The Cosmetology program through Allan Hancock College is taught at the Institute of Beauty Culture. The program requires 1600 hours of training, which fully prepares students for licensing as a beautician. The program is 42 weeks long and requires mandatory attendance. Upon satisfactory completion of all cosmetology courses, students may qualify to take the California State Board of Cosmetology licensure examination. Successful completion of the license exam in cosmetology qualify students to work as a beautician in beauty salons, and to own and operate your own salon (AHC Catalog page 83), and AHC

Cosmetology Program web page

http://www.hancockcollege.edu/academic_departments/cosmetology/

Policy on Institutional Compliance with Title IV

Evidence

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.10.4, 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.X, Grant Compliance Reporting

III.D.10.X, Student Equity Expenditure Report 2014-2015

III.D.10.6, Board of Trustees Item 13.C, pages 143-146, March 9, 2016

Letter from USDE 2013 Financial Aid Default Rate Report

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 (III.D.10-1). 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 (III.D.10-2).

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-x).

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-x). 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 is updated by the AHC Board of Trustees annually (III.D.10-6). This authorization is in conformance with Section 81655 of the California Education Code.

Financial Aid

Allan Hancock College'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%.

In its' Independent Auditor's Report on State Compliance for the year ended Jun 30, 2015, the college received an Unqualified Opinion for each of the audited programs. (**Vavrinek, Trine, Day & Co., LLP Independent Auditor's Report on State Compliance**).

Allan Hancock's College has remained in good standing with the Department of Department of Education and Title IV compliance. The college is currently undergoing recertification of its Program Participation Agreement for Title IV programs (**AHC USDE Program Participation Agreement**)

Contractual Relationships, Educational, Library, and Support Services

Allan Hancock College'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.

AHC's Library and Learning Support Services has contractual agreements with Canvas and Blackboard (Blackboard ends 4/17), Smarthinking and Net Tutor Online Tutoring (Net Tutor currently a pilot), TutorTrac Scheduling System, Library Catalog Maintenance (Polaris), Library Electronic Databases (through CCLC Consortium), and Turnitin Plagiarism Detection (managed by AHC's ITS). These services provide access and support to student learning. (**Copies of third contracts for Library Learning support**)

Student Services utilizes a variety of third party providers to assist with support services to students. The list provided in the supporting evidence includes an accounting of such services (**evidence to be provided by Student Services**).