



**Institutional Self-Evaluation Report**

In Support of an Application for Reaffirmation of Accreditation

Submitted by

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

to

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

December 2022

DRAFT 10/17/22

## Certification

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

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

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

<hr/> Kevin G. Walthers, Ph.D. (Superintendent/President)	Date
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<hr/> Jeff Hall (President, Board of Trustees)	Date
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<hr/> Alberto Restrepo, Ph.D. (President, Academic Senate)	Date
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<hr/> Veronica Reyes (President, Classified Senate)	Date
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<hr/> Robert Curry, Ph.D. (Chief Instructional Officer)	Date
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<hr/> Genevieve Siwabessy, Ed.D. (Chief Student Services Officer)	Date
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<hr/> Paul Murphy, Ph.D. (Chief Accreditation Liaison Officer)	Date
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<hr/> Edianna Ysip (President, Associated Student Body Government)	Date
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## **A. Introduction**

### **College History**

Allan Hancock College was founded in 1920 when the Santa Maria High School District established Santa Maria Junior College. Classes were held in high school rooms until 1937, when a bond issue passed and a college wing was built on the northwest corner of the high school campus.

In 1954, because of expanding enrollment, the college moved from the high school to Hancock Field, which for a number of years had housed the original Santa Maria Airport, Hancock College of Aeronautics and, later, the University of Southern California's School of Aeronautics.

In July 1954, the name of the college was changed to Allan Hancock College to honor Captain G. Allan Hancock, a prominent state and local community leader who owned the land and facilities of the airfield.

In September 1954, the community voted to establish the Santa Maria Joint Junior College District. In 1963, the Lompoc Unified School District and Santa Ynez Union High School District were annexed to the community college district, and the district was renamed the Allan Hancock Joint Community College District.

Today the district includes all of northern Santa Barbara County and small parts of San Luis Obispo and Ventura counties, including the cities of Santa Maria, Lompoc, Cuyama, Guadalupe, Solvang, and Buellton and Vandenberg Space Force Base.

In 2020-2021, Allan Hancock College celebrated its 100th birthday. From its humble beginnings in 1920 with six students to its four locations with approximately 20,000 students served annually, the college has come a long way.

### **Academics and Career Training**

The college's curriculum has grown to meet the community's needs, from 12 courses in 1920 paralleling the University of California's lower division requirements, to more than 1,000 credit courses today. Programs have kept pace with changing needs since the very beginning, with such courses as airplane mechanics and radio code in the 1930s and '40s to agricultural plant pathology, Latino/a studies, and LGBT studies today.

To take advantage of rapidly changing educational technology, the college began offering instruction on television in 1972, and classes via video in 1989. In 1998, online classes were incorporated into the curriculum, with more than 200 now offered each semester. The college also carries a 50-year tradition of

offering extensive evening classes. In addition, classes are offered remotely via Zoom during scheduled meeting times.

The Community Education program, active since 1973, offers hundreds of noncredit and fee-based classes. Program areas include English as a second language, basic skills, citizenship, short-term vocational and other curriculum areas.

In 2018, Hancock launched a program to begin offering bachelor's degrees. Hancock leadership partnered with officials from the University of La Verne to offer three on-site bachelor's degrees in public administration, business administration, and organizational management. The on-site bachelor's programs are aimed at current students who are enrolled in similar programs at Hancock, as well as alumni who want to return to the college to complete a bachelor's degree.

### **Student Success and Community Commitment**

Starting in the late 1950s, the college began to offer remedial instruction, especially in mathematics and English. Since 1974, the Tutorial Center has helped students on an individual and group basis. The resulting search for more effective teaching methods led to the opening of the Writing Center in 1975. The Math Center was established in 1996. The Small Business Entrepreneurship Center opened in spring 2012. The college opened the Veteran Success Center, a space dedicated to provide services for U.S. military veterans and their dependents, in spring 2015. The MESA & STEM Center and AIM to Dream Center also provide support to help students succeed during their time at Hancock.

Students' financial needs outside the classroom have been met over the years by a growing number of support programs. During the 2019-20 academic year, the college awarded more than \$22 million in financial aid to students. In the same year, the Student Emergency Fund provided more than \$45,000 to financially assist Hancock students with housing, food, childcare, mental health and wellness resources. In each of the last three years, the Allan Hancock College Foundation has awarded more than \$500,000 in scholarships to students.

In 1974, the college opened its Financial Aid and Job Placement offices. In addition, the Extended Opportunity Programs and Services (EOPS) has helped students with "over and above" support services since the 1970s.

College Achievement Now, a TRIO program funded by the Department of Education, was launched in 2010. The program serves first-generation and economically disadvantaged college students.

In March of 2020, Hancock expanded its Food Share Because We Care program by providing pre-bagged produce and nonperishable food to any member of the public twice per week at its Santa Maria campus. The food was provided by the Food Bank of Santa Barbara County, and bagged and distributed by Hancock student ambassadors, staff, and college volunteers. To date, the program has provided food to nearly 79,179 local households and a total of 358,603 individuals as of March 2021.

Theater has formed a strong part of the college's relationship with the community. From its beginning in 1964, Pacific Conservatory Theatre (PCPA) has offered more than 500 plays and musicals, maintained a resident company of artists, and trained more than 10,000 actors and technicians. PCPA has also presented plays in Solvang since 1971, leading to the building of the Solvang Festival Theater in 1974.

Alumni success runs the gamut from Academy Award winners to superior court judges and thousands of successful community leaders and citizens.

## **Facilities**

Since the first classes taught in 1952 at the Camp Cooke Army barracks (now Vandenberg Space Force Base), the college has offered extensive courses in the community and remains committed to serving the Lompoc and Santa Ynez valleys. The college opened its Vandenberg Air Force Base Center (now Vandenberg Space Force Base Center) in 1957. Classes have been taught in the Santa Ynez Valley since 1971 and in Lompoc since 1974. The college completed construction of a permanent Lompoc Valley Center in spring 1999. The Solvang Center opened in August 2000, which later moved to the Santa Ynez Valley in 2017. In 2006, district voters passed a \$180 million bond Measure I to upgrade facilities and technology.

Beginning in 2006, technology improvements have included a complete overhaul of the college's mainframe, resulting in the installation of an integrated campus system that includes student and employee databases, registration, financial aid, purchasing, payroll, and more.

Remaining Measure I facilities projects include a new 88,000-square foot fine arts facility, which is scheduled to open by October 2022, and continuing technology enhancements.

Allan Hancock College has established itself as a premier educational institution serving residents from the Central Coast of California and beyond. It also contributes significantly to the local economy as the one of the largest employers in Northern Santa Barbara County, with approximately 1,300 employees.

The history of Allan Hancock College is rich with accomplishment. Although the board of trustees, administration, faculty, and staff value the college's past, they also have a vision for the future, as do our 20,000 students each semester, who choose Allan Hancock College with the goal to **“changing the odds”** for themselves.

## Significant Developments since Last Accreditation Review

### 1. COVID Pandemic

The pandemic impacted most levels of higher education, but more so in the public community college systems.

The initial impact of COVID resulted in a decline of 24 percent from fall 2019 to fall 2020, with a 14 percent decline in credit headcount, and a decline in noncredit headcount by 71 percent.

The impact on noncredit was significantly more severe as a percentage driven by inelasticity in supply of alternative modalities. For example, the largest areas of noncredit (ESL and older adults) were essentially shuttered given the inability to offer synchronous instruction and lack of bandwidth capacity in those student populations.

Fall 2021 saw a recovery from fall 2020 overall as a result of an increase in noncredit enrollment and a smaller year over year decline in credit enrollment. The net impact between fall 2019 and fall 2021 was a reduction in student population of 17 percent.

	Fall 2020	Fall 2021	Fall 2019 to fall 2021	Fall 2019 to fall 2021
	% Change from Previous Year	% Change from Previous Year	% Change from 2019	Net Change
AHC Total	-24%	9%	-17%	-2,589
AHC Credit (81% of total)	-14%	-4%	-17%	-2,041
AHC Noncredit Only (19% of total)	-71%	177%	-20%	-548

In comparison to Allan Hancock College, data from Data Mart shows that the initial decline system wide between fall 2019 and fall 2020 was 12 percent, with an 8 percent decline in credit, and a 48 percent decline in noncredit enrollment. The overall decline at Allan Hancock was larger than statewide largely because of the relatively larger percentage of noncredit enrollment as a percentage of total (19 percent at Hancock and 11 percent statewide)

Demographic data are highlighted in the next table. Given that 88 percent of the student population is either white or Latinx, those two groups are specifically analyzed along with gender. Within the credit population, the initial fall to fall impact resulted in a 19 percent decline of males and a 10 percent decline in females.

As noted in the board presentation, this differential decline by gender coincided with national data in community colleges where a prominent share of course offerings are in CTE areas. As noted in NBER Working Paper 29639, “Community colleges that had relative concentrations of credentials in assembly, repair, and maintenance (ARM) fields pre-pandemic experienced relatively large enrollment declines (between 2019 and 2020). The decline in ARM enrollment explains nearly all the differences in enrollment decline by gender during COVID”.

When data are disaggregated by gender and ethnicity, the initial impact was largest on Latinx males, with a decline of 22 percent compared to 13.5 percent overall. This impact was a result of both enrollment patterns at the college (larger representation in CTE) and community/demographic and labor market trends. Fortunately, this group was able to recover some between fall 2020 and fall 2021. Even still, the net loss of male students between fall 2019 and fall 2021 exceeded that of female students, exacerbating an already growing trend of fewer male students as a percent of credit enrollment.

AHC Credit	Fall 2020	Fall 2021	Fall 2019 to fall 2021	Fall 2019 to fall 2021
	% Change from Previous Year	% Change from Previous Year	% Change from 2019	Net Change
Total	-13.5%	-3.8%	-16.8%	-2,041
Women	-10.3%	-7.7%	-17.3%	-1,138
Men	-18.9%	1.1%	-18.1%	-980
Male Latinx	<b>-22.0%</b>	5.2%	-17.9%	-445
Male White	-14.4%	-3.1%	-17.1%	-368
Female Latinx	-8.9%	-7.3%	-15.5%	-470
Female White	-10.6%	-7.0%	-16.8%	-470

Enrollment of first-time students declined more than the overall decline in credit headcount as a result of a decline in high school going rates. Local employment opportunities and reliance on younger more resilient household members in multi-family households contributed to this decline.

The largest overall declines in numbers occurred among first-generation Latinx students.



AHC Credit	Fall 2020	Fall 2021	Fall 2019 to fall 2021	Fall 2019 to fall 2021
	% Change from Previous Year	% Change from Previous Year	% Change from 2019	Net Change
Total	-13.5%	-3.8%	-16.8%	-2,041
First Generation	-12.2%	-5.5%	-17.0%	-889
First-Time	-18.2%	2.8%	-15.9%	-356
Concurrent Enrollment	-11.0%	15.4%	2.6%	47
Asian	-21.7%	-19.9%	-37.3%	-91
Black	-15.0%	4.7%	-11.0%	-36
Filipino	-15.6%	-1.3%	-16.7%	-60
Latinx	-14.2%	-2.2%	-16.1%	-898
Native American	-18.4%	-4.5%	-22.1%	-60
Pacific Isl	-9.3%	-6.2%	-15.0%	-16
White	-12.0%	-5.2%	-16.6%	-827

When disaggregated by age, the largest decline between fall 2019 and 2020 in percentage terms was among the oldest age group, but that is also the smallest population group.

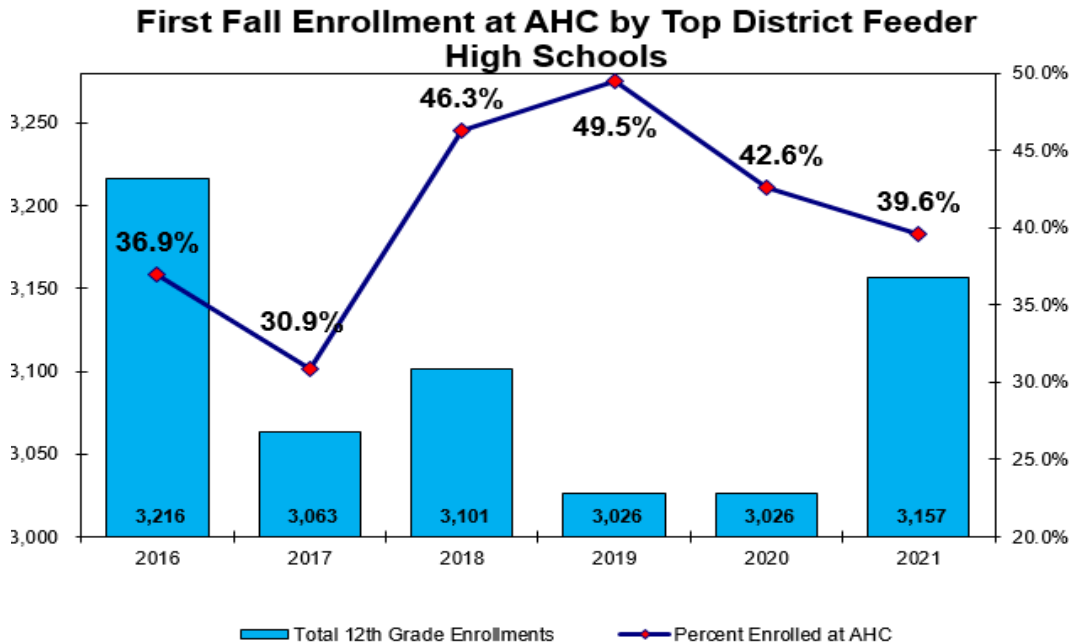
By overall impact, the biggest decline was among 20- to 24-year-old students with a 23 percent decline overall between fall 2019 and 2021.

AHC Credit	Fall 2020	Fall 2021	Fall 2019 to fall 2021	Fall 2019 to fall 2021
	% Change from Previous Year	% Change from Previous Year	% Change from 2019	Net Change
Total	-13.5%	-3.8%	-16.8%	-2,041
Under 18	-17.6%	11.1%	-8.5%	-216
18 to 19	-11.4%	-5.1%	-16.0%	-470
20 to 24	-14.7%	-9.7%	-23.0%	-732
25 to 34	-9.0%	-11.1%	-19.1%	-377
35 to 54	-13.3%	-1.6%	-14.7%	-169
55 Plus	-31.4%	13.9%	-21.9%	-46

As noted earlier, the impact on CTE programs was particularly impactful given the inelasticity of supply in terms of transitioning from in-person to online/hybrid modalities. And because of the types of CTE programs that male students typically enroll in, this group experienced the largest initial decline at 28 percent between fall 2019 and 2020, compared to 13.5 percent overall. As more opportunities for onsite instruction returned in fall 2021, this group recovered by 12 percent between fall 2020 and fall 2021; nevertheless, this group declined by 19 percent over the two-year time span.

AHC Credit	Fall 2020	Fall 2021	Fall 2019 to fall 2021	Fall 2019 to fall 2021
	% Change from Previous Year	% Change from Previous Year	% Change from 2019	Net Change
Total	-13.5%	-3.8%	-16.8%	-2,041
CTE*	-18.3%	2.5%	-16.3%	-1,013
CTE Male	-27.7%	12.0%	-19.0%	-581
CTE Female	-10.6%	-5.1%	-15.2%	-467

The national impact of COVID in higher education resulted in fewer recent high school graduates enrolling in community colleges (and less selective four-year colleges). Allan Hancock experienced a decline in fall going rates in fall 2020 and a further decline in fall 2021. These trends followed large increases in going rates in fall 2018 and 2019 that resulted from implementation of a local Promise program that provided free college to local high school graduates.



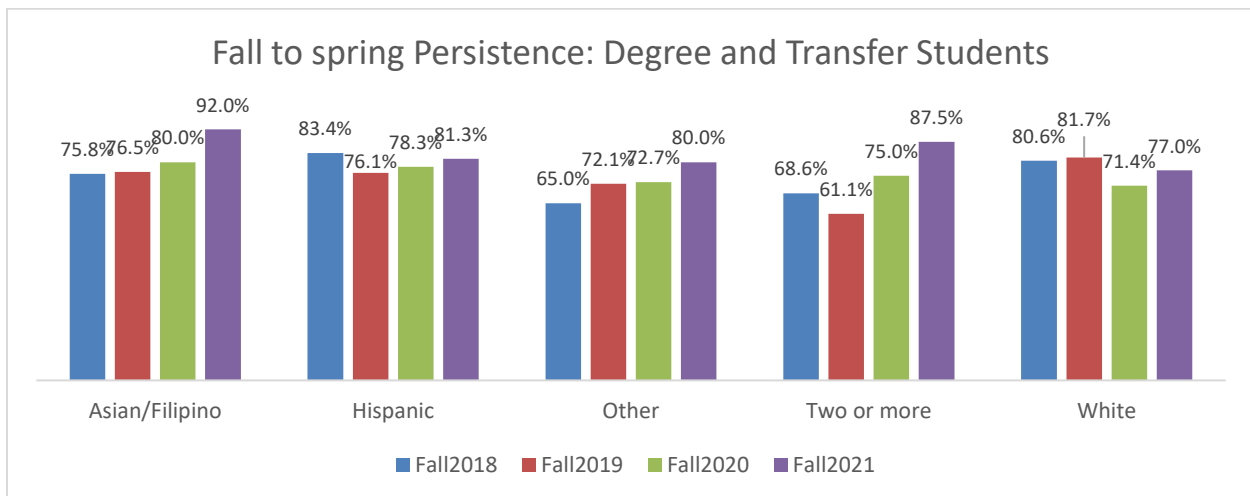
The spring-to-spring trends followed that of fall trends as demonstrated in the following table.

Spring Current	Spring 2021	Spring 2022	Spring 2020 to 2022	Spring 2020 to 2022
	% Change from Previous Year	% Change from Previous Year	% Change from 2020	Net Change
AHC Total	-19.8%	4.9%	-15.8%	-1,544
AHC Credit	-13.6%	-5.2%	-18.2%	-1,564
AHC Noncredit	-65.8%	197.4%	1.7%	20

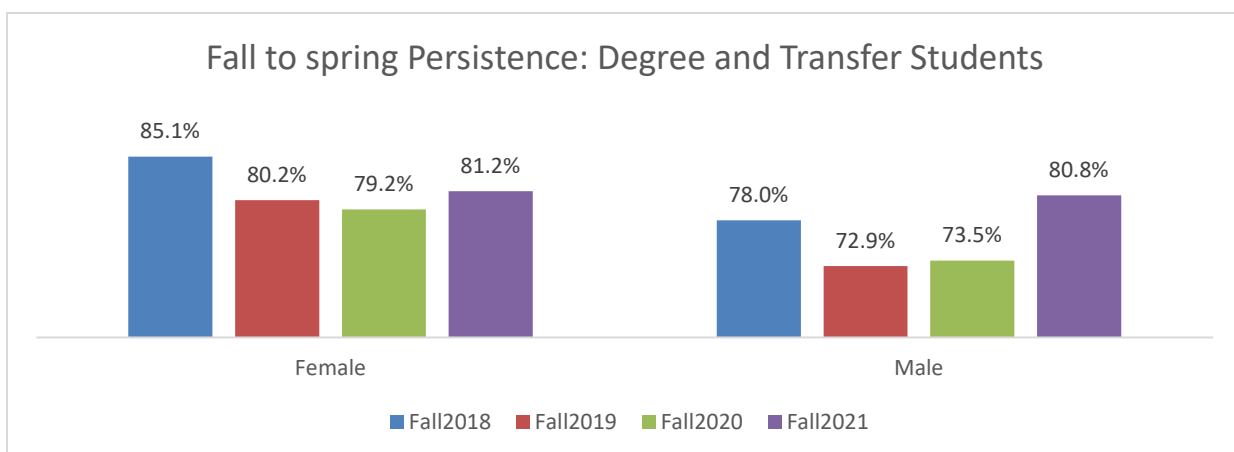
### Impact on Persistence

A recent study from the UC Davis Wheelhouse Center for Community College Leadership and Research found that systemwide in the California Community

College system, males and students of color experienced larger declines in persistence post March 2020. The longer term impact of the pandemic on completion may never be fully understood as there are many intervening factors that disrupt student journeys. But immediate impacts on persistence are clear detriments. The office of institutional effectiveness has facilitated multiple conversations around disproportionate impact related to term-to-term persistence. To narrow the focus to a more homogenous group of students, the following charts show fall to spring persistence for first-time degree and transfer seeking students. The two largest ethnic groups of Hispanic/Latino (59%) and white (27%) both experienced declines in persistence after spring 2020, though with different timing. Hispanic students experienced an immediate decline in persistence in the fall 2019 to spring 2020 year, declining from 83.4% to 76.1%; and while persistence rates for this group have increased since spring 2020, they remain below the 2018-19 year.



The pandemic also had larger impact on male persistence when comparing fall to spring 2018-19 to 2019-20. While persistence is lower among males across years, the percentage decline post COVID was larger for males.



Key Takeaways:

- The impact of COVID on college enrollment has not been equally distributed. Males and Latinx students were impacted the most, as were students 20 to 24 years old, first-time, first generation, and CTE students.
- Institutions where there is more elasticity in capacity to move online suffered the least.
- Community colleges that serve a broader base of the community through CTE and noncredit offerings experienced larger declines.
- The pandemic impacted student persistence overall and with larger declines for some groups of students.

## 2. ASPEN Top 150



In November 2021, Allan Hancock College was nominated for the fifth time as one of the nation’s top 150 community colleges by the prestigious Aspen Institute College Excellence Program.

## 3. Bellwether Finalist

Allan Hancock College was one of only 30 colleges nationwide nominated for the prestigious 2022 [Bellwether Award](#). The annual awards are part of the Community College Futures Assembly, a consortium that identifies and supports best practices and innovative programs in higher education. The Bellwether Awards are widely regarded as one of the nation’s most competitive and prestigious recognitions for community colleges.

Hancock was one of 10 colleges nationwide nominated in the Planning, Governance and Finance category, which recognizes programs or activities that improve efficiency and effectiveness within a community college. The nomination for Hancock recognizes its automatic degree and certificate awarding program, which allows Hancock students to automatically receive a degree or certificate when all academic and credit requirements are satisfied. Previously, Hancock students had to apply for degrees and certificates.

## Major Initiatives since Last Accreditation Review

### 1. Allan Hancock College Promise Program



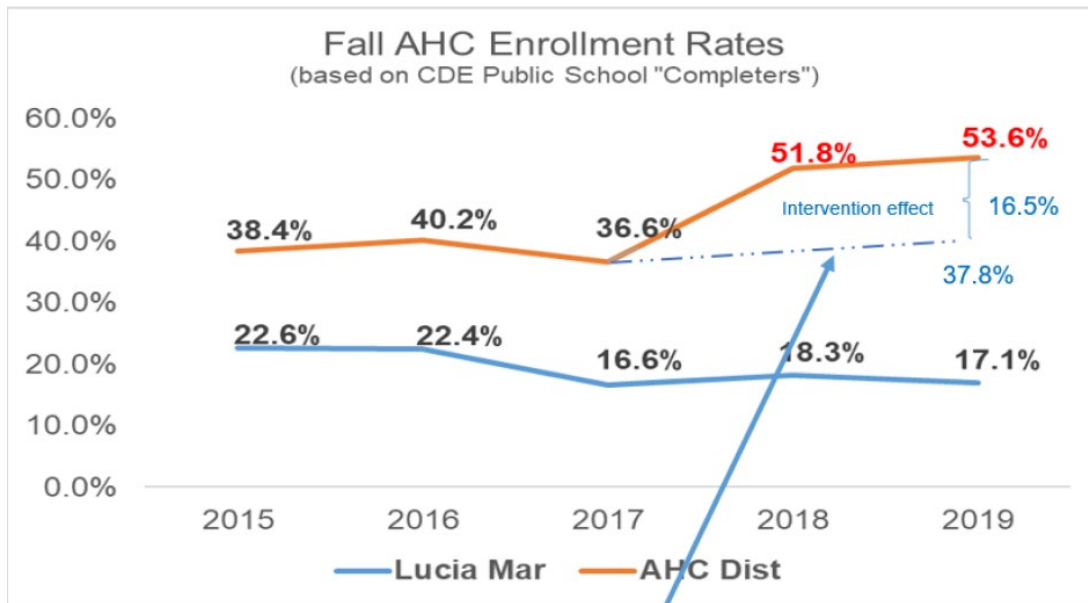
Launched in 2018, the Hancock Promise is a student-centered strategy that focuses on the student lifecycle, not just scholarship funding. It is the umbrella under which the college (1) removes barriers to access, (2) provides effective support for completion, and (3) fosters a college-going culture in the broader community. The college designed this holistic approach to meet the needs of the low-income, undereducated population in the district.

The Hancock Promise is a four-stage strategy to support the whole student journey.

- The first phase, “Bulldog Bound” (named after the college’s mascot), is an early outreach strategy for students in grades 5-8 that brings children to campus to explore age-appropriate experiences of various academic fields and careers. Since its inception, nearly 20,000 school children have been involved in various Bulldog Bound programs.
- The “Path to Promise” expands high school outreach, engaging students and their families in grades 9-12 as they learn about college and career opportunities and registration and financial aid processes. Programs in this phase include career exploration experiences, financial aid workshops, and the development of a student education plan focused on completion of college within two years.
- The “First Year Free” phase provides the incentive of free tuition and priority registration to first-year Hancock students who graduate from a high school, enroll full time, and complete other requirements that are predictors of success. This effort is funded by a public-private partnership, blending state funds and private donations to the Allan Hancock College Foundation.
- The fourth phase, the “Extended Promise,” offers second-year students additional academic, financial and cultural support for their subsequent years of study, with a focus on pathways to completion.



The Promise is proving effective in shifting understandings of college attendance and increasing the college-going rate out of high school. In 2017, the year prior to the Promise launch, only 31% of local high school graduates transitioned directly to Hancock. The next fall that number increased to 49%, and 52% the following year, with significant increases in Latinx (37%), low-income (48%) and first-generation (31%) students. The chart below shows a comparison of Promise eligible students to students that are not eligible (control group) in a difference in differences analysis demonstrating the magnitude of impact in a treatment effects perspective. Promise students also persist from fall to spring at a rate 15% higher than their non-Promise peers. To date, more than 6,900 high school graduates have transitioned from local high schools directly to Hancock as Promise students.



Unobserved counterfactual outcome for Promise Eligible (intervention group)

## **2. Auto-Award Process - *Credit where Credit is Due***

The Allan Hancock College initiative, *Credit Where Credit is Due*, is an innovative cross-departmental initiative, where Hancock developed an algorithm in the college's student information system to automatically award degrees and certificates without students needing to initiate an application for graduation. Once the program is at full scale, it can inform students when they are nearing completion and replace the need for any student to apply for graduation—thereby removing a seemingly simple yet significant barrier to completion for our student population.

The Credit Where Credit's Due program (known colloquially on campus as the "auto-award" program) grew out of conversations in 2018 across the departments of Admissions and Records, Academic Counseling, Institutional Research, and Information Technology Services. After a year of collaborative research and development, Hancock launched the program to identify and award degrees completed in the fall 2019 term.

Initial implementation rolled out in two phases to manage accuracy and scale. In January 2020, Hancock auto-awarded degrees to students based on credits completed through fall 2019. This was replicated on a larger scale in May 2020 to capture the spring semester. In January 2021, the college added General Education certificates to the program for credits completed through fall 2020, which was replicated in spring 2021.

Initial outcomes are remarkable:

- In 2019-2020, we auto-awarded 788 degrees to 502 students, representing 35% of the 2,232 total degrees awarded—a 45% increase over the previous year.
- In 2020-2021, we auto-awarded 975 degrees to 446 students, representing 39% of the 2,514 total degrees awarded—a 13% increase (not including summer session).
- In 2020-2021, we auto-awarded 523 certificates to 371 students, representing 27% of the 1,960 total certificates awarded— a 51% increase.
- Since inception of the auto-award process, students of color comprised 65% of all awards, and 76% of auto-awards; the impact on Latinx students was significant with 70% of auto-awards going to this group while Latinx students comprised 60% of all awards.
- In addition to the increase in Latinx student awards, first generation students also experienced an increase in degree awards after implementation of the auto-award process—increasing by 31% in the first year of implementation, from 402 to 527 students.

## Student Enrollment Data

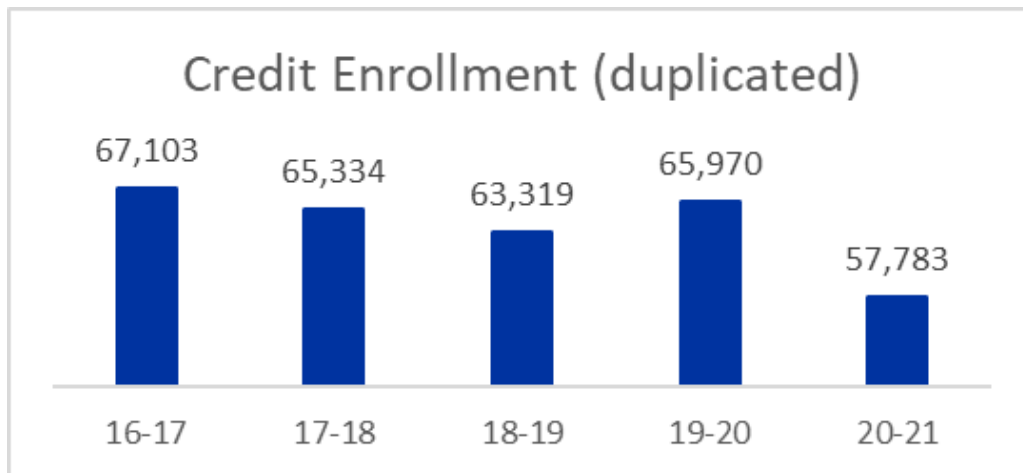
Allan Hancock College offers two types of courses: credit and noncredit. The following charts present data of annual enrollment and unduplicated headcount trends, number of courses, and number of sections from 2016-2017 through the 2021-2022 academic year. Also presented are subcategories of credit courses: CTE, degree applicable, credit basic skills, distance education, and concurrent enrollment. The last section is unduplicated headcount disaggregated by special populations. Overall, the college experienced a decline in enrollment and unduplicated headcount during the pandemic in 2020-2021 similar to national enrollment trends during this period.

### 1. Credit

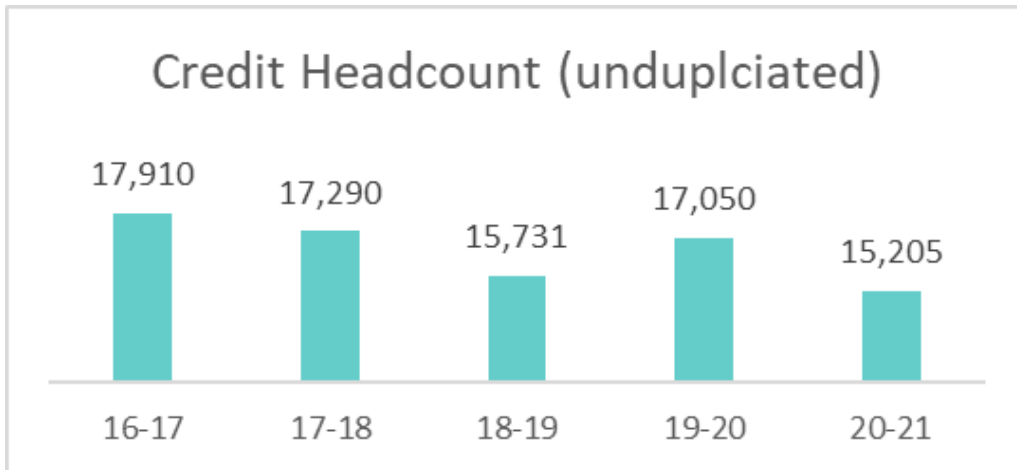
This section presents total enrollment, unduplicated headcounts, number of courses, and number of sections for credit courses.

#### Enrollment & Headcount

Allan Hancock College experienced a small decline in credit enrollments from 67,103 enrollments in 2016-2017 to 65,970 in 2019-2020, a two percent decline. However, from 2019-2020 to 2020-2021, the college experienced a twelve percent decrease in credit enrollment during the pandemic. Overall, credit enrollment declined fourteen percent over the last five years.

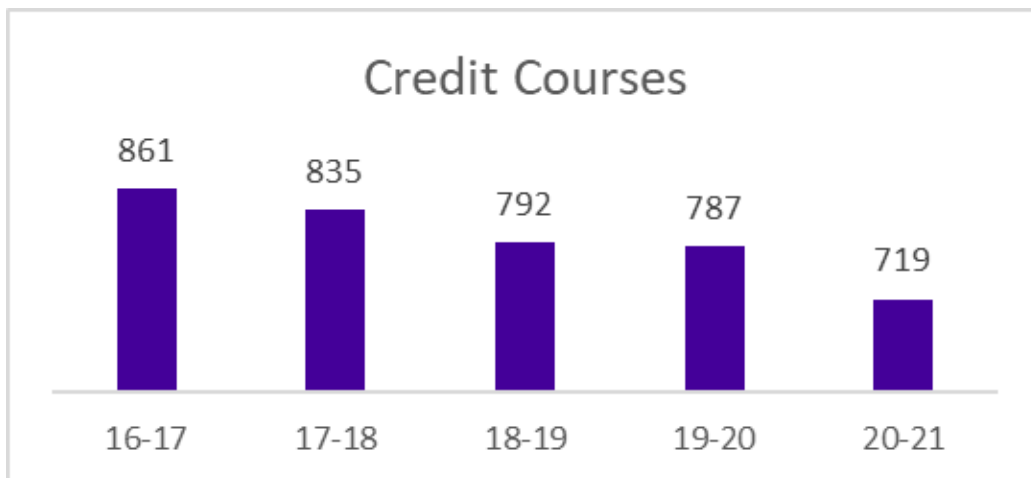


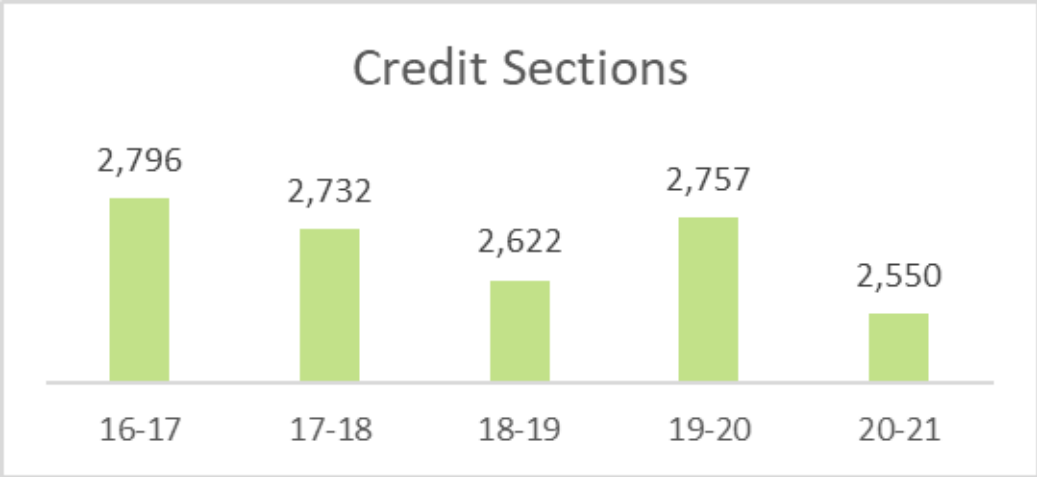




#### Sections & Courses

The number of credit courses and sections offered has declined from 2016-2017 to 2020-2021.



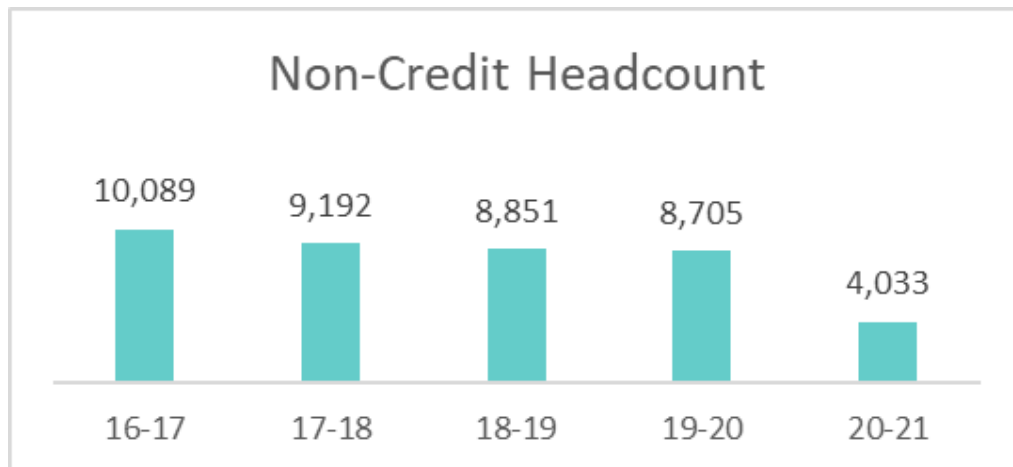
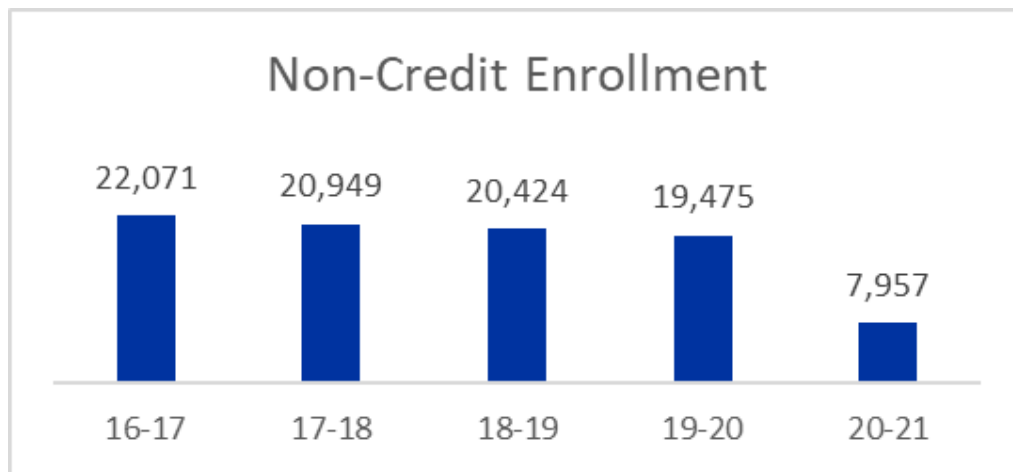


## 2. Noncredit

This section presents total enrollment, unduplicated headcounts, number of courses, and number of sections for noncredit courses.

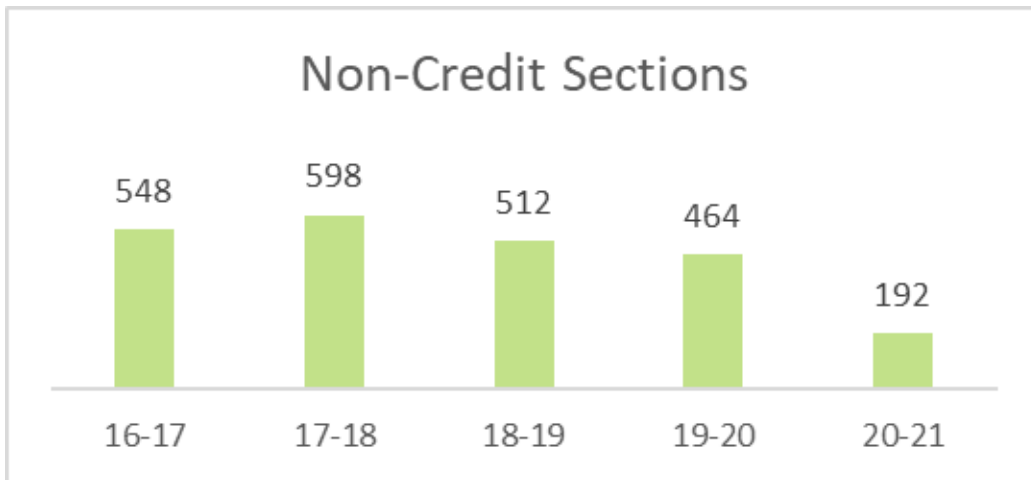
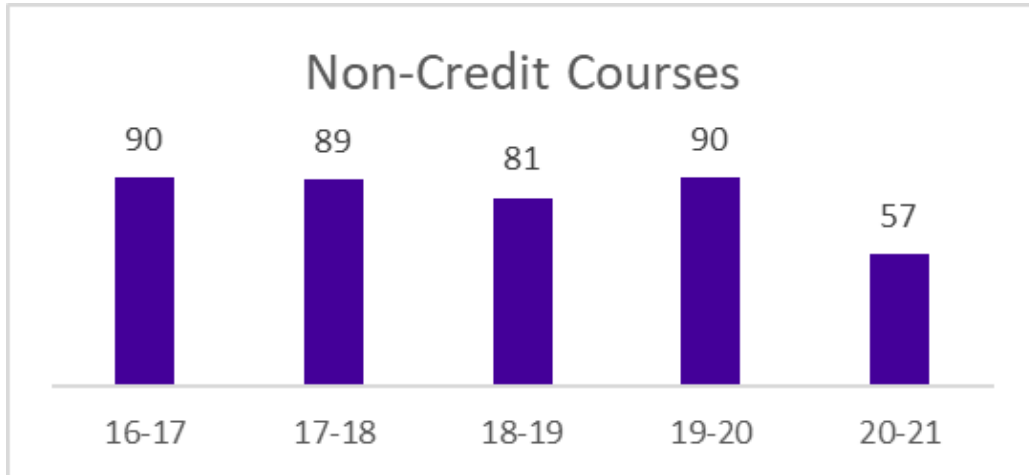
### Enrollment & Headcount

Allan Hancock College experienced a small but steady decline in noncredit enrollments from 2016-2017 to 2019-2020, a nearly twelve percent decrease. However, in 2020-2021, noncredit enrollment declined nearly sixty percent during the pandemic, from 19,475 noncredit enrollments in 2019-2020 to 7,957 in 2020-2021.



## Sections & Courses

The number of noncredit courses and sections offered has declined from 2016-2017 to 2020-2021.

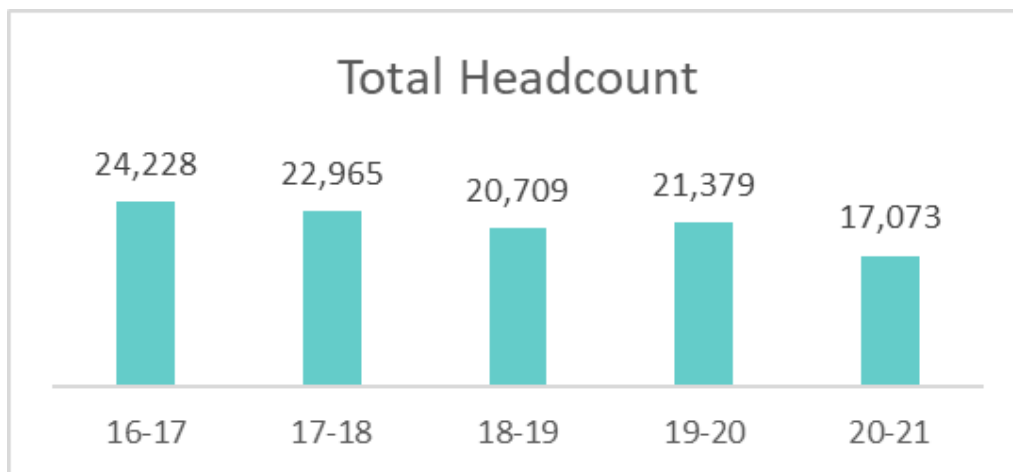
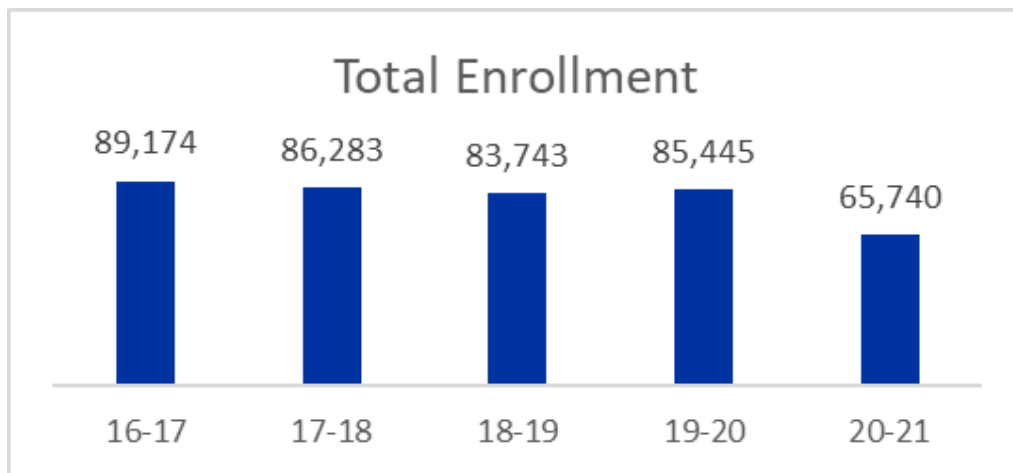


### 3. Total

This section presents total enrollment, unduplicated headcounts, number of courses, and number of sections for credit and noncredit courses combined.

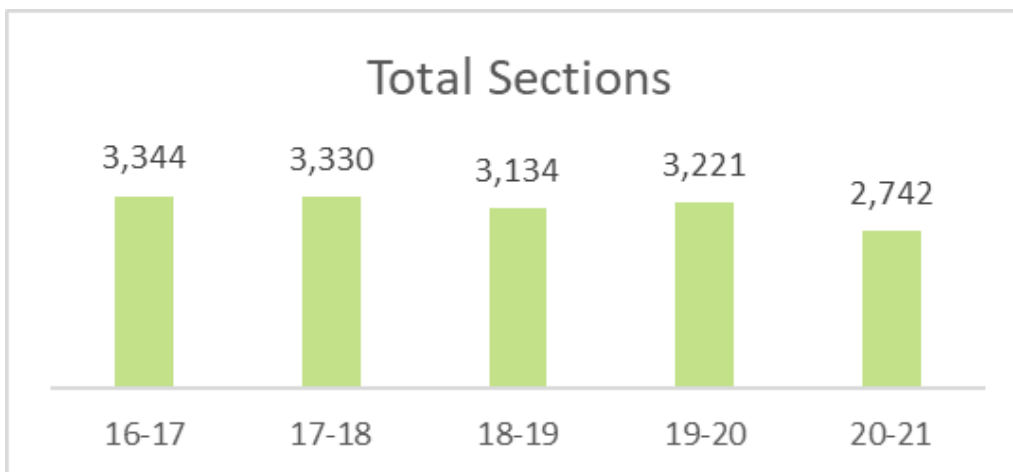
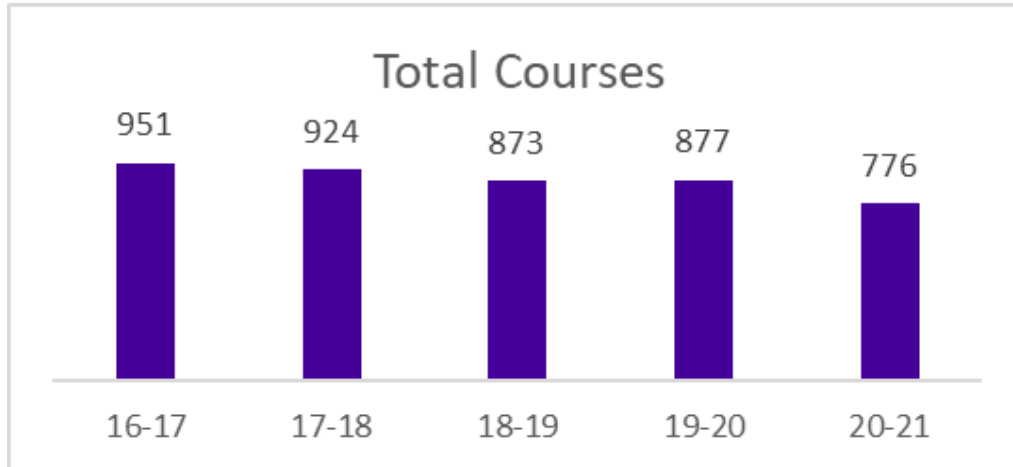
#### Enrollment & Headcount

Allan Hancock College experienced a small decline in overall enrollments from 89,174 enrollments in 2016-2017 to 85,445 in 2019-2020, a four percent decline. However, from 2019-2020 to 2020-2021, the college experienced a twenty-three percent decrease during the pandemic. Overall, total enrollment declined twenty-six percent over the last five years.



## Sections & Courses

The total number of courses and sections offered has declined from 2016-2017 to 2020-2021.

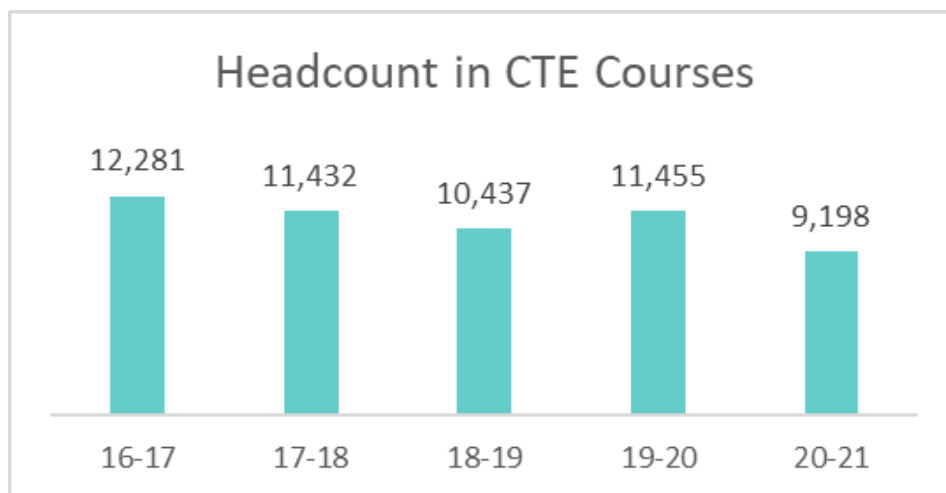
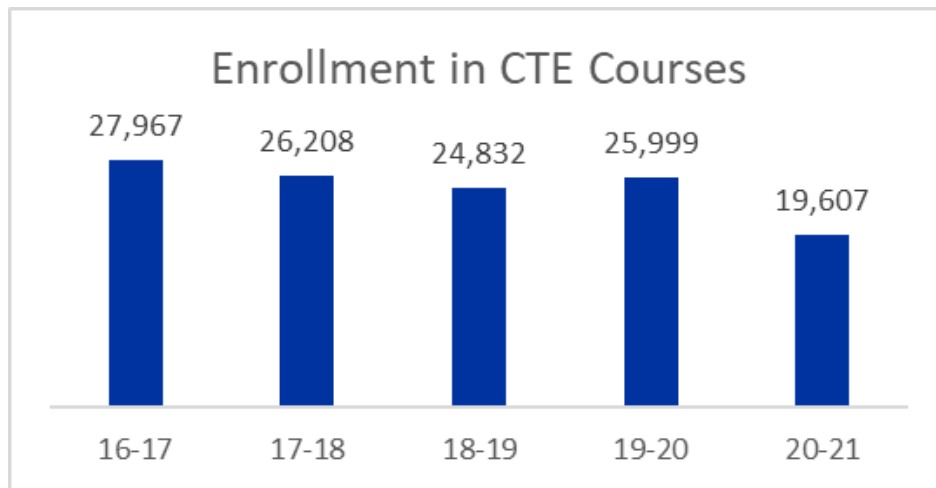


#### 4. CTE

This section presents enrollment, unduplicated headcounts, number of courses, and number of sections for Career Technical Education (CTE) courses.

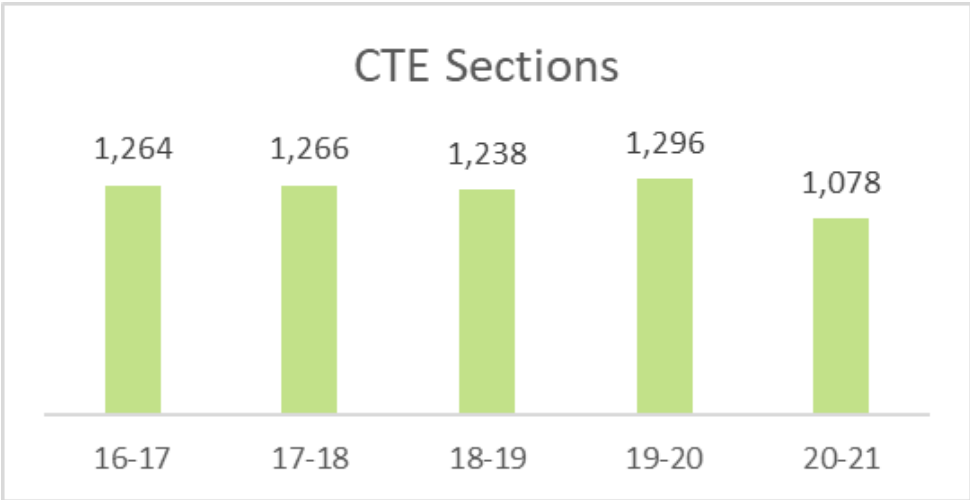
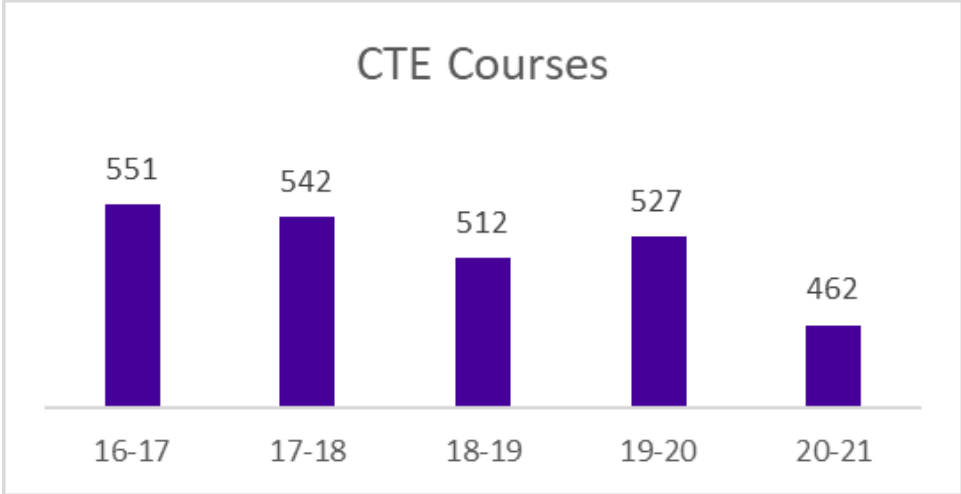
##### Enrollment & Headcount

Allan Hancock College experienced a small decline in CTE enrollments from 27,967 enrollments in 2016-2017 to 25,999 in 2019-2020, a seven percent decline. However, from 2019-2020 to 2020-2021, the college experienced a nearly twenty-five percent decrease in CTE enrollments during the pandemic, a substantial decline compared to twelve percent decline in overall credit enrollments during the same period. Overall, CTE enrollment declined thirty percent over the last five years.



Sections & Courses

The number of CTE courses and sections offered has declined from 2016-2017 to 2020-2021.



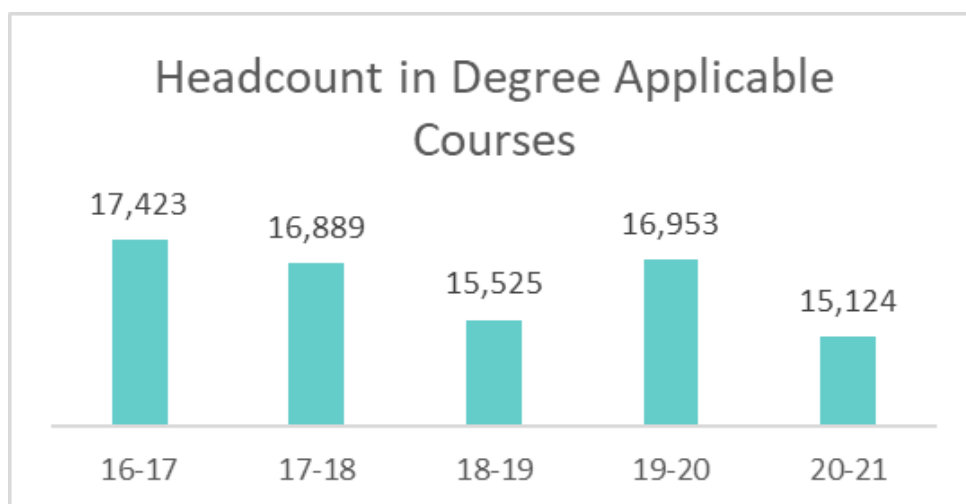
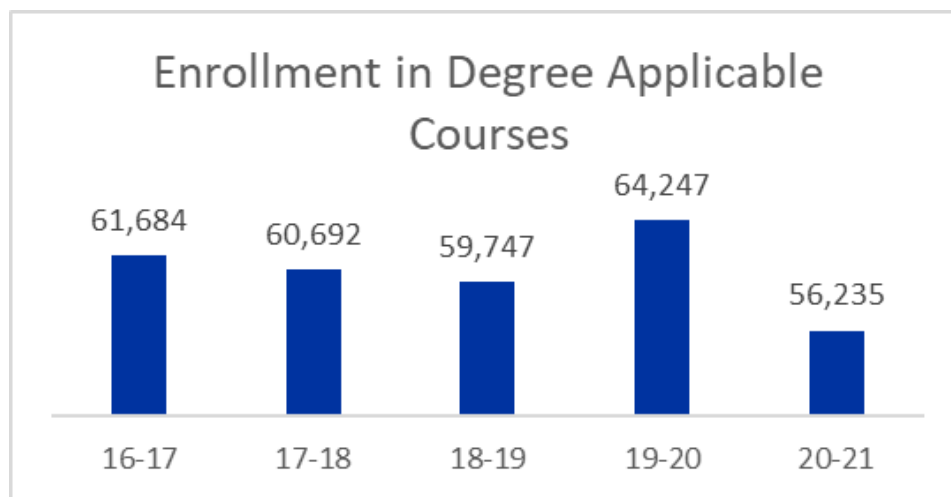


## 5. Degree Applicable

This section presents enrollment, unduplicated headcounts, number of courses, and number of sections for degree-applicable courses.

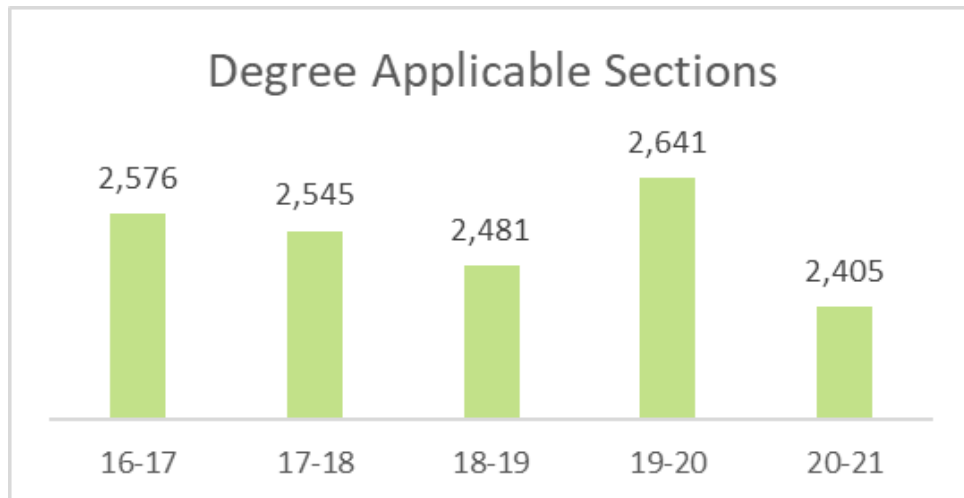
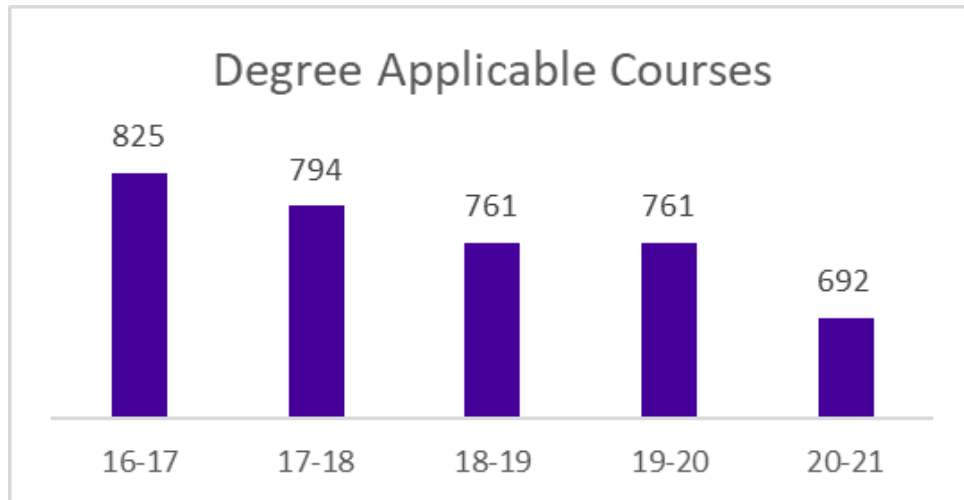
### Enrollment & Headcount

Allan Hancock College experienced an increase in degree-applicable enrollments from 61,684 enrollments in 2016-2017 to 64,247 in 2019-2020, a four percent increase. However, from 2019-2020 to 2020-2021, the college experienced a twelve percent decrease in degree-applicable enrollments during the pandemic. Overall, degree-applicable enrollment declined nine percent over the last five years.



## Sections & Courses

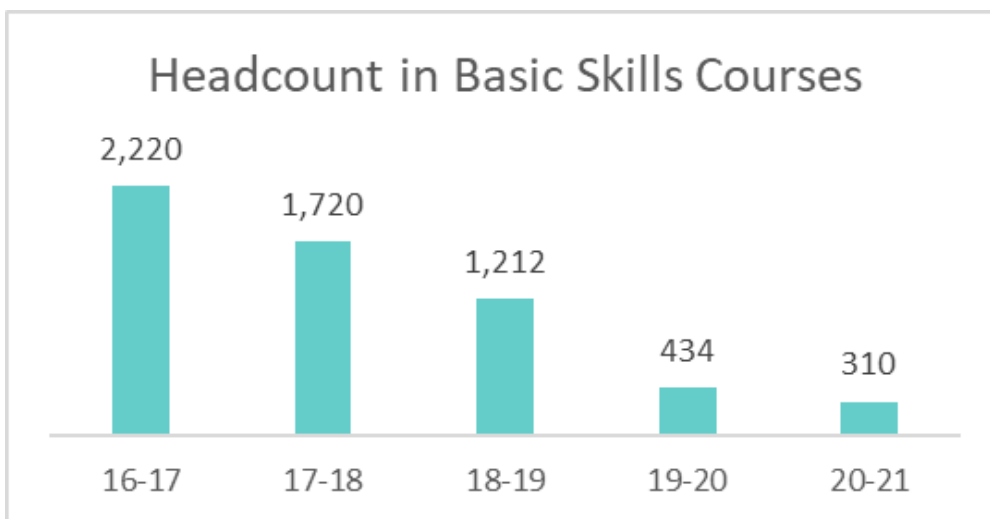
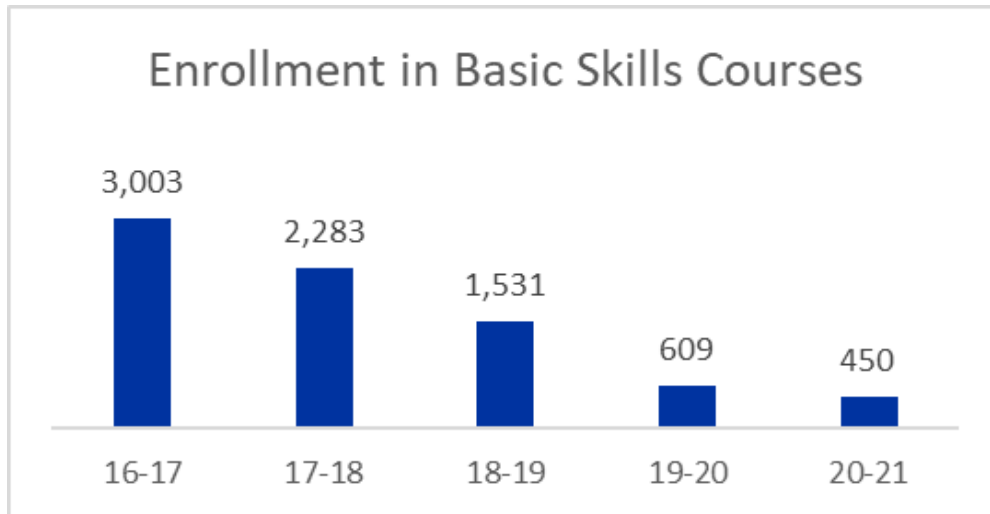
The number of degree-applicable courses offered has decreased from 825 in 2016-2017 to 692 in 2020-2021. The number of degree-applicable sections peaked in 2019-2020 with 2,641 sections offered but declined to 2,405 in 2020-2021.



## 6. Credit Basic Skills

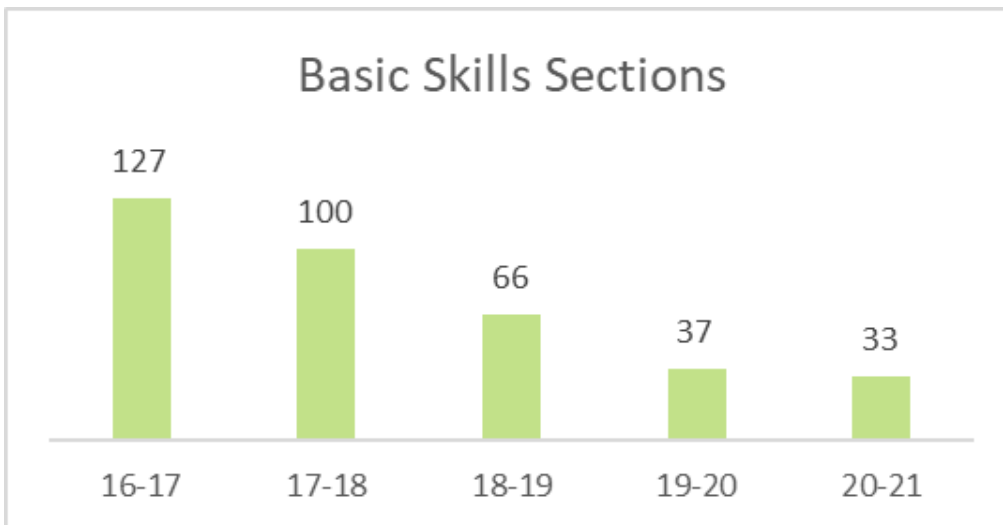
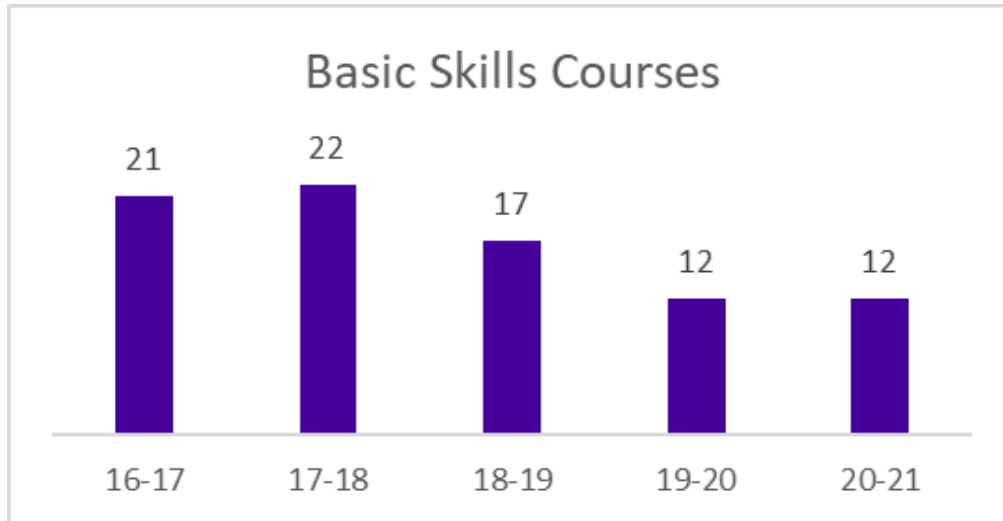
### Enrollment & Headcount

This section presents enrollment, unduplicated headcounts, number of courses, and number of sections for credit basic skill courses. Credit basic skills enrollments have been declining sharply in the last two years due to AB 705 legislation that requires colleges to place and enroll students directly into transfer-level math and English courses.



## Sections & Courses

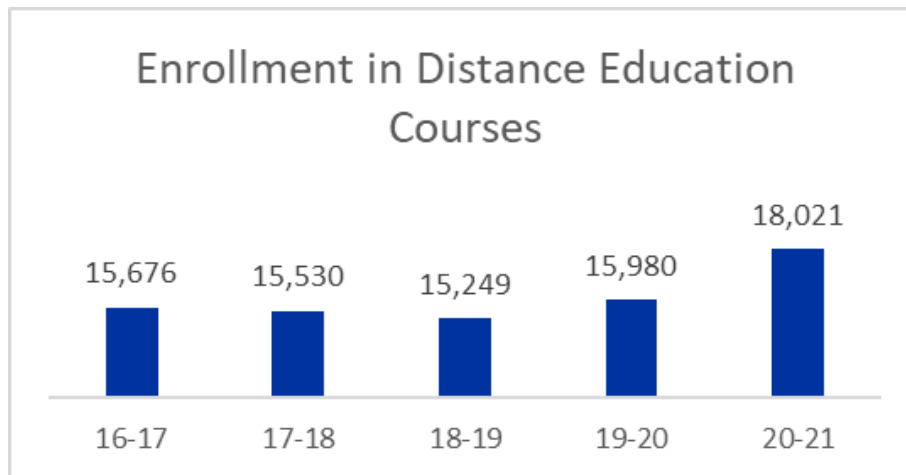
The number of basic skills courses and sections offered has declined from 2016-2017 to 2020-2021. It is expected that this trend will continue due to AB 705 implementation.



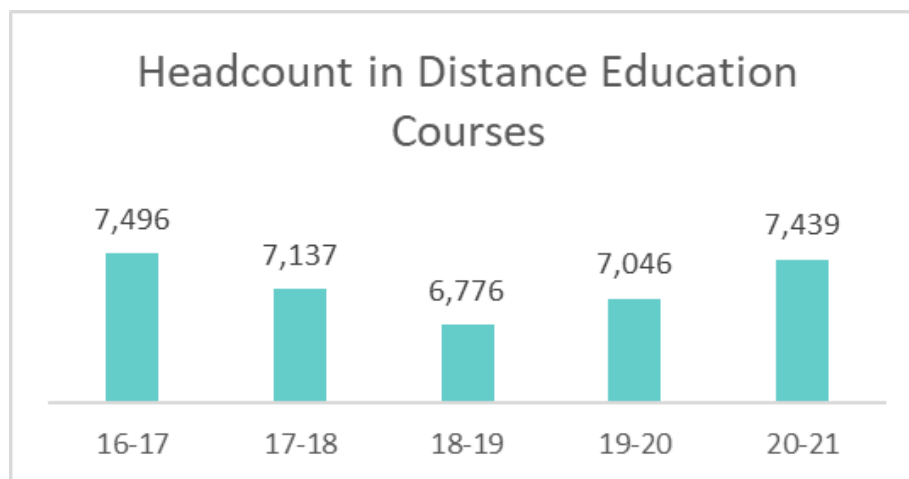
## 7. Distance Education

### Enrollment & Headcount

This section presents enrollment, unduplicated headcounts, number of courses, and number of sections for distance education courses. Allan Hancock College experienced an increase in distance education enrollments from 15,676 enrollments in 2016-2017 to 15,980 in 2019-2020, a two percent increase. However, from 2019-2020 to 2020-2021, the college experienced a thirteen percent increase in distance education enrollments during the pandemic. Overall, distance education enrollment increased fifteen percent over the last five years, demonstrating a demand for online instruction during the pandemic. Headcount in distance education declined from 7,496 in 2016-2017 to 6,776 in 2018-2019 then increased to 7,439 in 2020-2021.



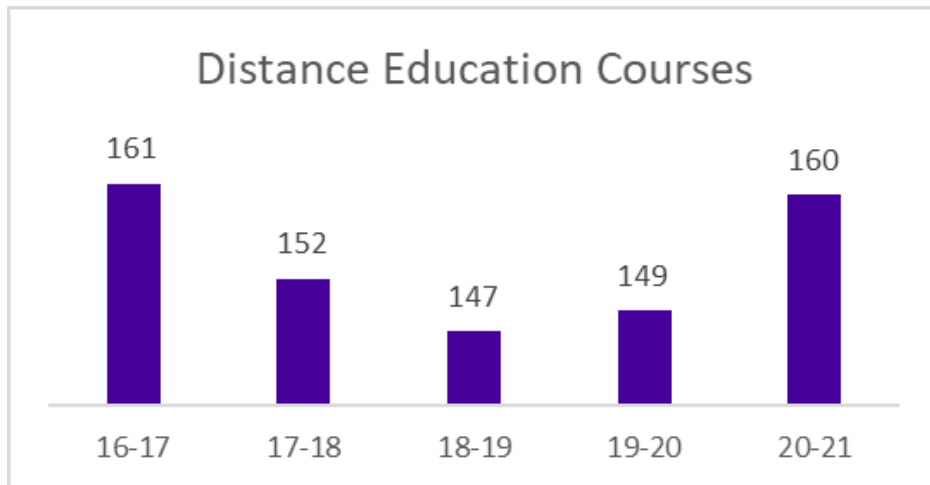
Note: Synchronous DE instruction included in AY 20-21



Note: Synchronous DE instruction included in AY 20-21

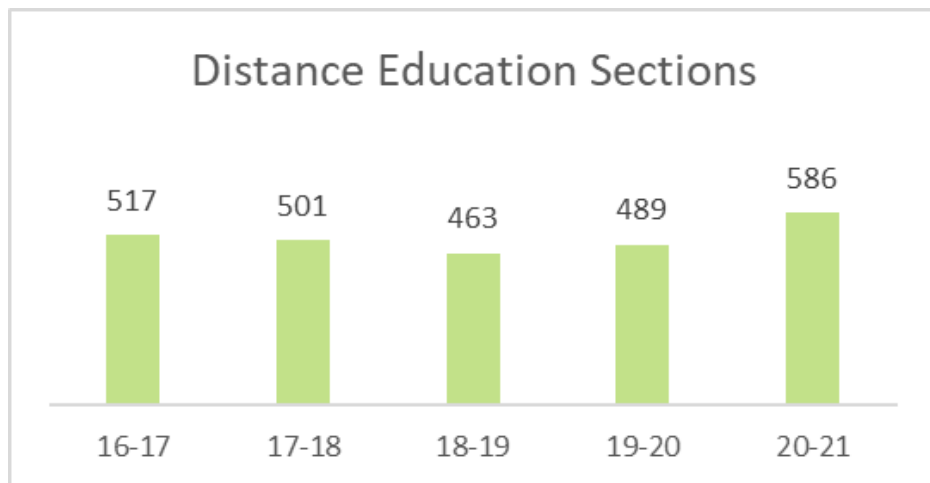
## Sections & Courses

The number of distance education courses offered experienced a similar pattern with a decline in the number of distance education offered from 161 in 2016-2017 to 147 in 2018-2019 and back to 160 in 2020-2021.



Note: Synchronous DE instruction included in AY 20-21

The number of distance education sections offered over the last five years has increased thirteen percent, with a total of 586 sections offered in 2020-2021. It should be noted that in 2020-2021, all totals include synchronous distance education instruction.

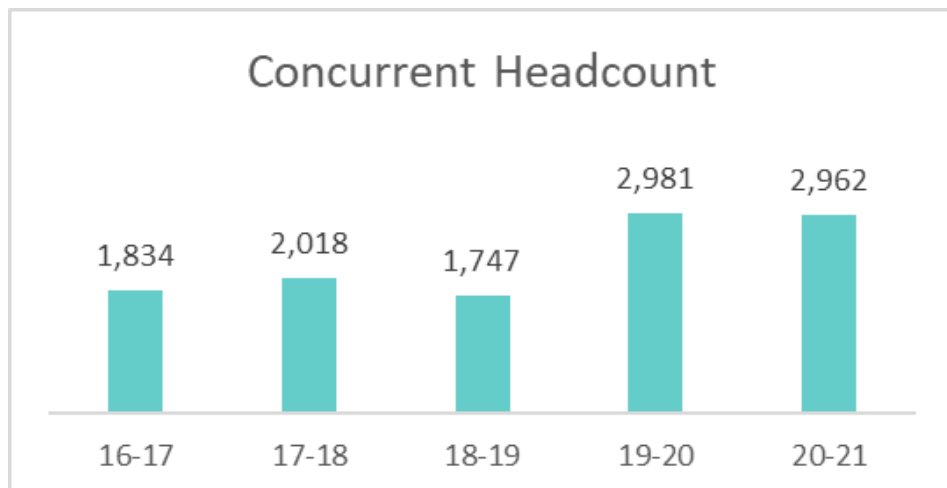
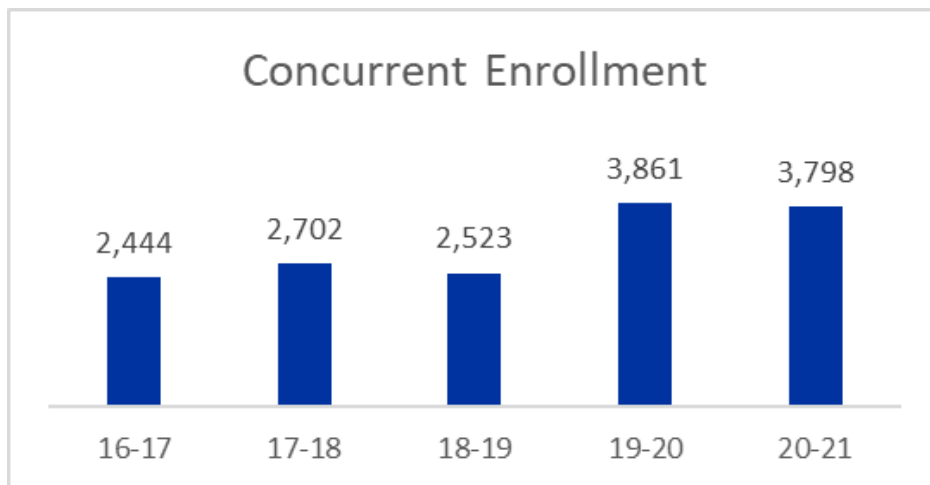


Note: Synchronous DE instruction included in AY 20-21

## 8. Concurrent Enrollment

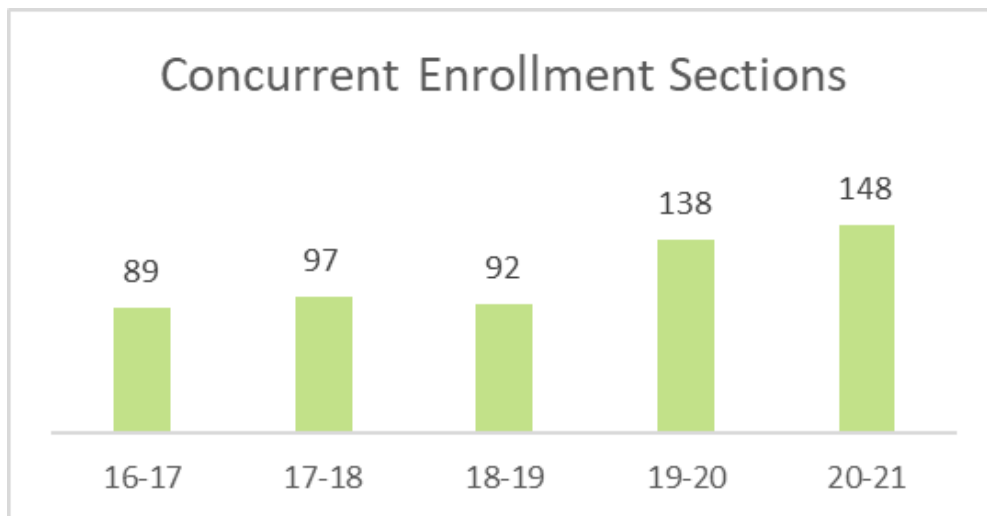
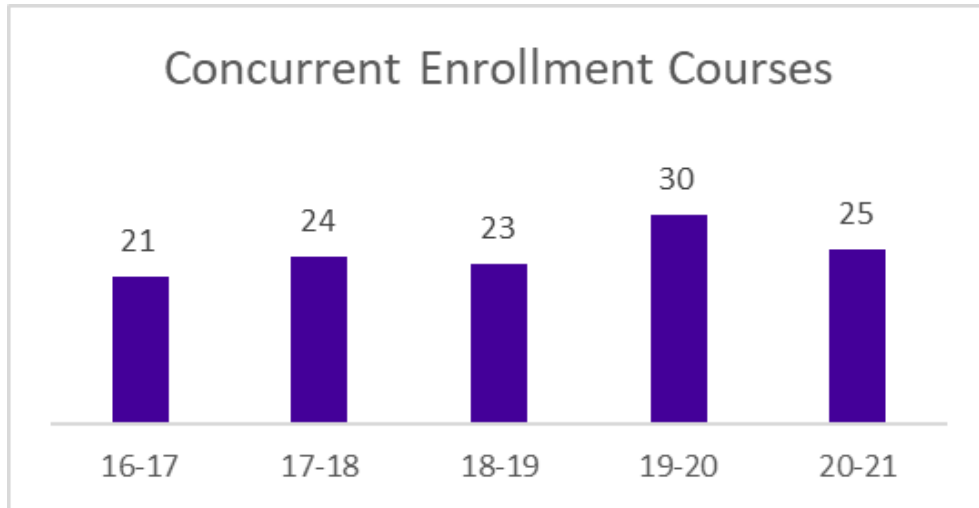
### Enrollment & Headcount

This section presents enrollment, unduplicated headcounts, number of courses, and number of sections for concurrent enrollment courses. Concurrent enrollment courses permit high school or home-schooled students to enroll in college-level courses through concurrent enrollment at the high schools. Allan Hancock College experienced an increase in concurrent enrollments from 2,444 enrollments in 2016-2017 to 3,798 in 2020-2021, a fifty-five percent increase over the last five years. Unlike credit enrollments overall, concurrent enrollment did not decline significantly during the pandemic.



## Sections and Courses

While the number of courses offered has fluctuated, the number of sections has steadily increased from 89 sections in 2016-2017 to 148 sections in 2020-2021.

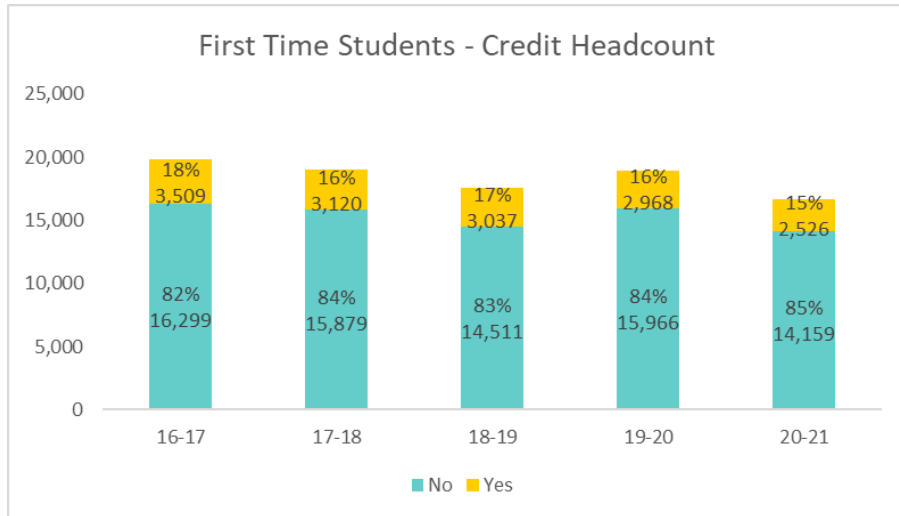




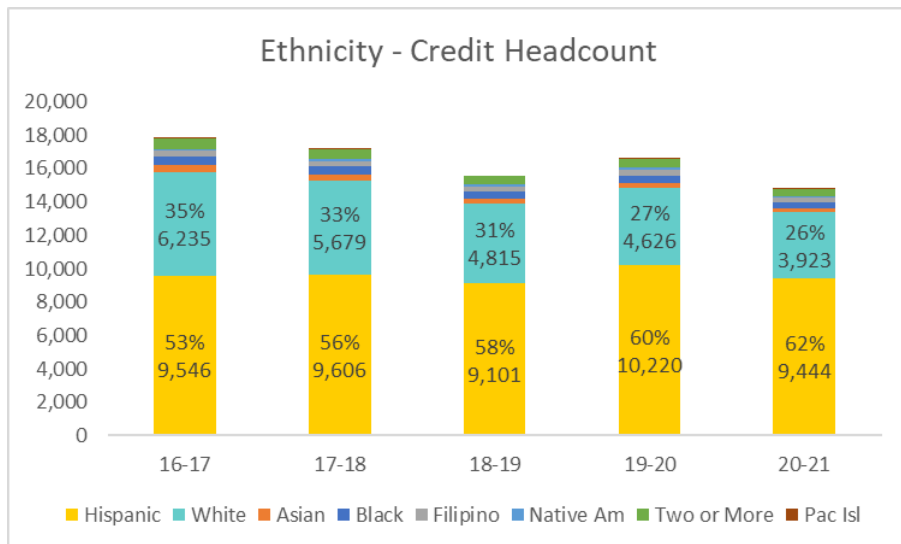
## 9. Disaggregated Data by Special Population

The following charts illustrate changes in unduplicated headcount for special populations at Allan Hancock College from 2016-2017 to 2020-2021.

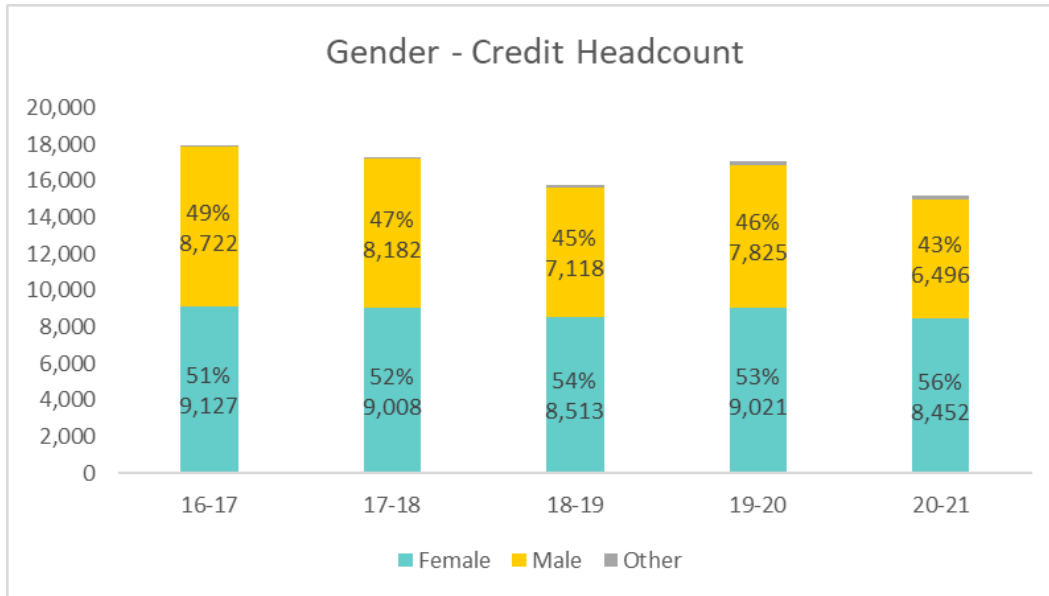
### First-time



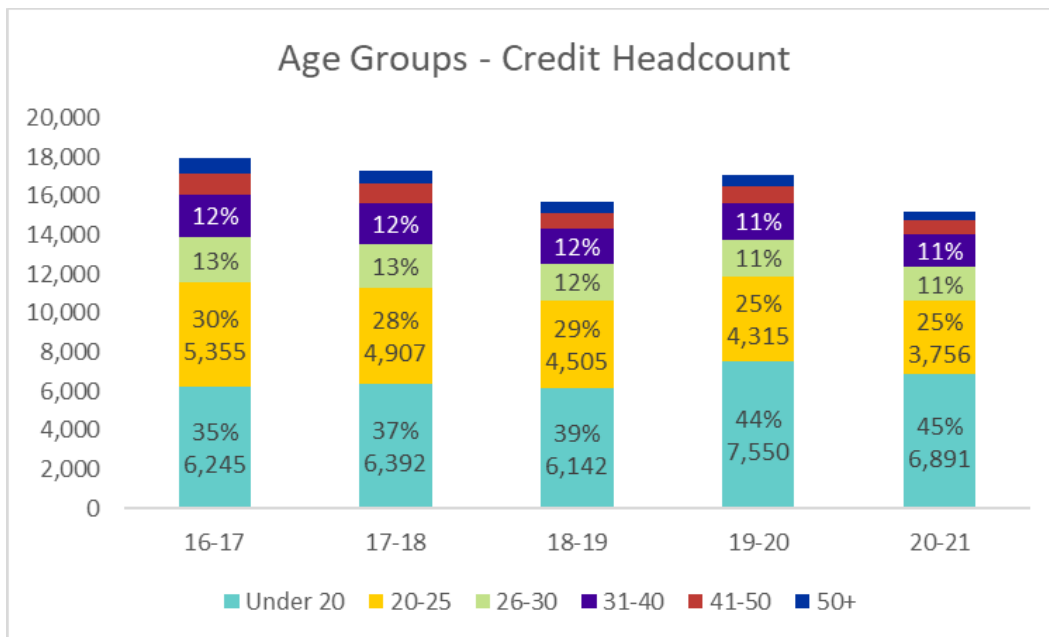
### Ethnicity



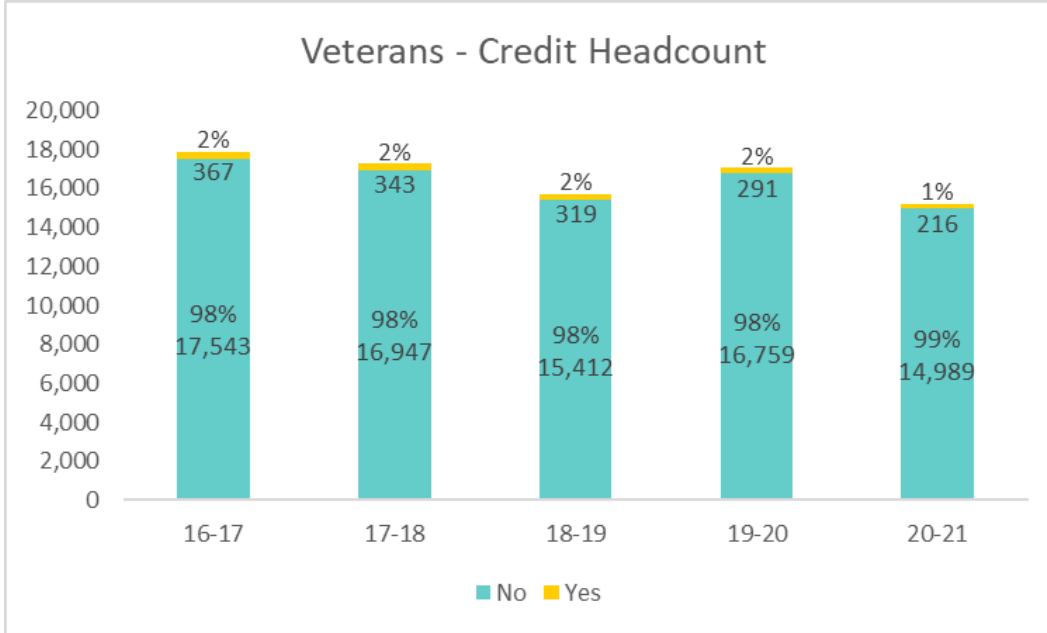
## Gender



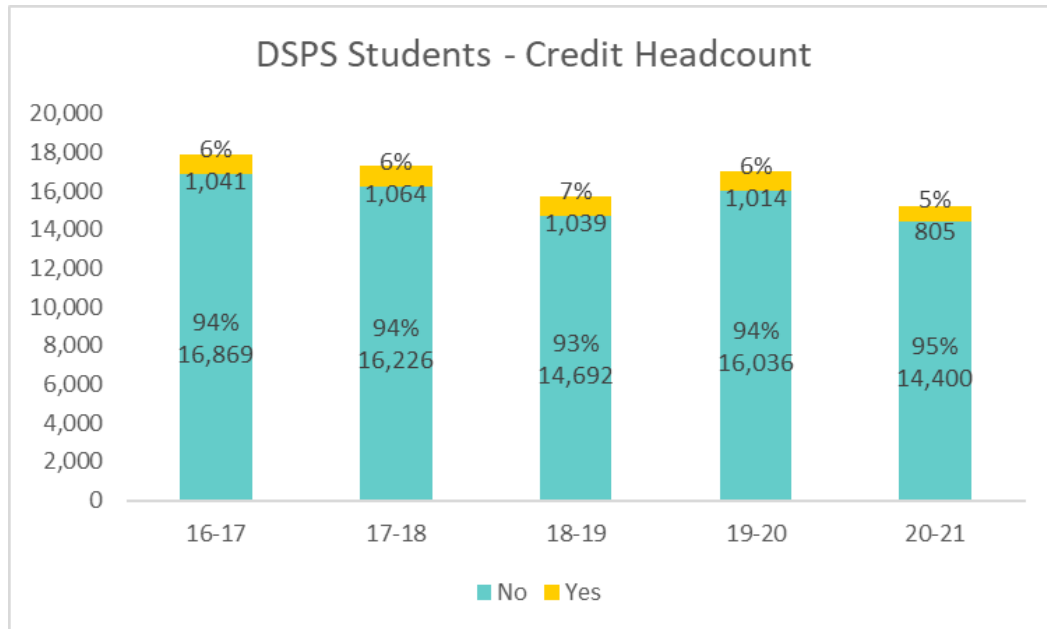
## Age Groups



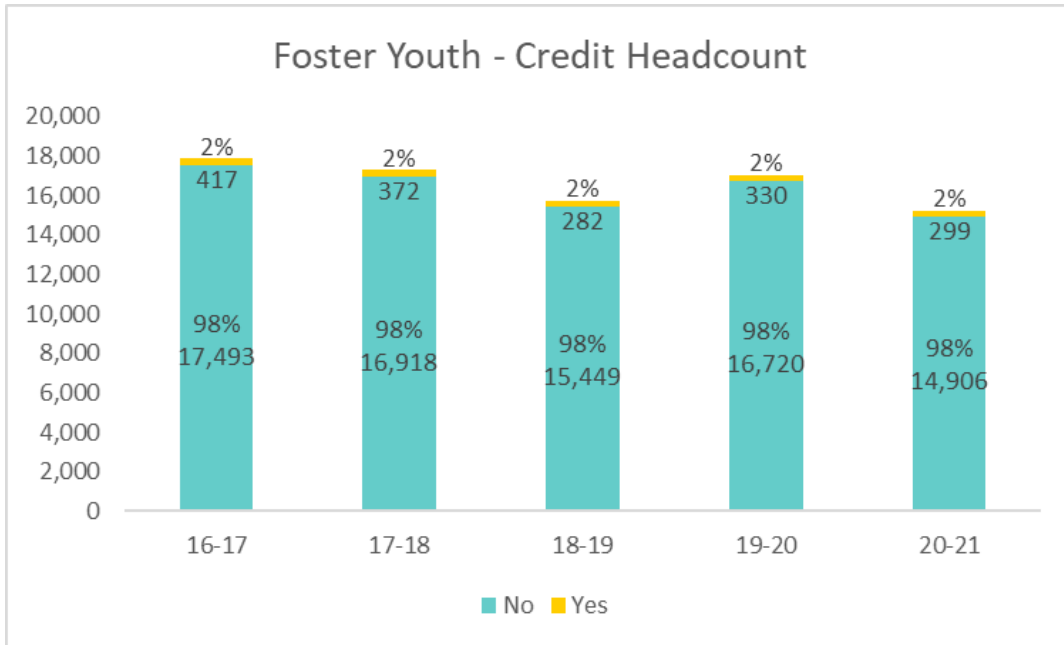
## Veterans



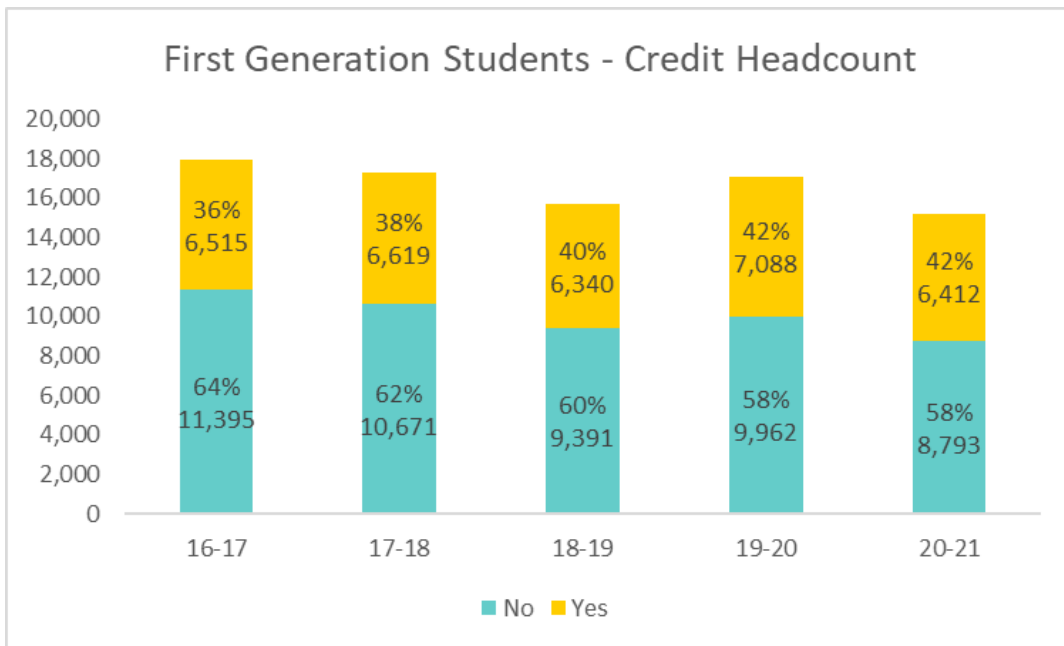
## DSPS



## Foster Youth



## First Generation



## Labor Market Data

### Industry Snapshot

The largest sector in the Allan Hancock District Area is Agriculture, Forestry, Fishing and Hunting, employing 24,228 workers. The next-largest sectors in the region are Health Care and Social Assistance (12,526 workers) and Retail Trade (9,159). Sectors in the Northern Santa Barbara County with the highest average wages per worker are Management of Companies and Enterprises (\$221,141), Finance and Insurance (\$112,544), and Mining, Quarrying, and Oil and Gas Extraction (\$105,795). Regional sectors with the best job growth (or most moderate job losses) over the last 5 years are Agriculture, Forestry, Fishing and Hunting (+5,438 jobs), Administrative and Support and Waste Management and Remediation Services (+2,565), and Health Care and Social Assistance (+1,150).

Over the next year, employment in the Allan Hancock District Area is projected to expand by 924 jobs. The fastest growing sector in the region is expected to be Arts, Entertainment, and Recreation with a +2.9% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Agriculture, Forestry, Fishing and Hunting (+469 jobs), Accommodation and Food Services (+154), and Health Care and Social Assistance (+151).

### AHC District Industry Forecast

NAICS	Industry	Current		5-Year History		1-Year Forecast		
		Empl	Avg Ann Wages	Empl Change	Ann %	Total Demand	Empl Growth	Ann % Growth
11	Agriculture, Forestry, Fishing and Hunting	24,228	\$44,923	5,438	5.2%	3,429	469	1.9%
62	Health Care and Social Assistance	12,526	\$67,562	1,150	1.9%	1,350	151	1.2%
44	Retail Trade	9,159	\$41,799	-150	-0.3%	1,151	-70	-0.8%
72	Accommodation and Food Services	7,860	\$31,245	224	0.6%	1,484	154	2.0%
61	Educational Services	6,715	\$61,182	51	0.2%	650	18	0.3%
56	Administrative and Support and Waste Management and Remediation Services	5,823	\$37,923	2,565	12.3%	720	45	0.8%
31	Manufacturing	5,066	\$68,450	-796	-2.9%	531	9	0.2%
23	Construction	3,994	\$63,623	423	2.3%	392	9	0.2%
54	Professional, Scientific, and Technical Services	3,468	\$102,130	105	0.6%	322	20	0.6%
92	Public Administration	3,176	\$93,368	-239	-1.4%	298	0	0.0%
81	Other Services (except Public Administration)	2,981	\$41,195	54	0.4%	365	33	1.1%
48	Transportation and Warehousing	2,816	\$57,973	396	3.1%	325	15	0.5%
42	Wholesale Trade	2,096	\$72,177	239	2.5%	218	-3	-0.1%
53	Real Estate and Rental and Leasing	1,117	\$66,422	52	1.0%	113	2	0.2%
52	Finance and Insurance	1,057	\$112,544	4	0.1%	94	-1	-0.1%
71	Arts, Entertainment, and Recreation	893	\$33,284	-71	-1.5%	149	26	2.9%
51	Information	405	\$70,711	-132	-5.5%	46	8	1.9%

21	Mining, Quarrying, and Oil and Gas Extraction	401	\$105,795	-129	-5.4%	46	5	1.2%
55	Management of Companies and Enterprises	310	\$221,141	-38	-2.3%	28	0	0.0%
22	Utilities	179	\$89,343	-16	-1.7%	16	0	-0.2%
					-			
99	Unclassified	5	\$165,586	-280	55.3%	1	0	0.9%
	<b>Total - All Industries</b>	<b>94,275</b>	<b>\$55,826</b>	<b>8,851</b>	<b>2.0%</b>	<b>11,231</b>	<b>924</b>	<b>1.0%</b>

Data as of 2022Q1 [Source: JobsEQ®](#)

Note: Figures may not sum due to rounding.

All data based upon a four-quarter moving average.

Exits and transfers are approximate estimates based upon occupation separation rates.

## Occupational Snapshot

The largest major occupation group in the Allan Hancock District Area is Farming, Fishing, and Forestry Occupations, employing 17,053 workers. The next-largest occupation groups in the region are Office and Administrative Support Occupations (8,270 workers) and Transportation and Material Moving Occupations (8,182). Occupation groups in the Allan Hancock District Area with the highest average wages per worker are Legal Occupations (\$125,500), Management Occupations (\$118,100), and Healthcare Practitioners and Technical Occupations (\$110,200). The unemployment rate in the region varied among the major groups from 1.5% among Healthcare Practitioners and Technical Occupations to 8.9% among Personal Care and Service Occupations.

Over the next year, the fastest growing occupation group in the Allan Hancock District Area is expected to be Farming, Fishing, and Forestry Occupations with a +2.1% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Farming, Fishing, and Forestry Occupations (+358 jobs) and Food Preparation and Serving Related Occupations (+130). Over the same period, the highest separation demand (occupation demand due to retirements and workers moving from one occupation to another) is expected in Farming, Fishing, and Forestry Occupations (2,860 jobs) and Food Preparation and Serving Related Occupations (1,354).

## AHC District Occupation Forecast

Occupation	Current			5-Year History		1-Year Forecast		
	Empl	Mean Ann Wages <sup>2</sup>	Unempl Rate	Empl Change	Ann %	Total Demand	Empl Growth	Ann % Growth
Farming, Fishing, and Forestry Occupations	17,053	\$33,400	5.3%	4,064	5.6%	3,217	358	2.1%
Office and Administrative Support Occupations	8,270	\$47,900	4.2%	37	0.1%	872	-22	-0.3%
Transportation and Material Moving Occupations	8,182	\$41,400	6.5%	1,561	4.3%	1,148	80	1.0%
Sales and Related Occupations	7,311	\$47,900	6.1%	-143	0.4%	956	-33	-0.4%
Food Preparation and Serving Related Occupations	7,257	\$35,600	8.6%	332	0.9%	1,484	130	1.8%
Management Occupations	6,950	\$118,100	2.0%	740	2.3%	676	62	0.9%
Healthcare Practitioners and Technical Occupations	4,981	\$110,200	1.5%	903	4.1%	318	39	0.8%
Educational Instruction and Library Occupations	4,698	\$73,500	3.1%	197	0.9%	449	26	0.6%
Production Occupations	4,178	\$43,300	5.6%	187	0.9%	479	10	0.2%
Business and Financial Operations Occupations	3,891	\$84,100	2.6%	551	3.1%	358	24	0.6%
Healthcare Support Occupations	3,407	\$36,900	4.6%	178	1.1%	521	64	1.9%
Construction and Extraction Occupations	3,311	\$61,700	6.3%	267	1.7%	337	14	0.4%
Installation, Maintenance, and Repair Occupations	2,756	\$56,300	3.4%	46	0.3%	293	23	0.8%
Building and Grounds Cleaning and Maintenance Occupations	2,640	\$38,300	6.3%	-243	1.7%	374	22	0.8%
Computer and Mathematical Occupations	1,780	\$108,200	1.8%	382	4.9%	149	19	1.1%
Personal Care and Service Occupations	1,545	\$39,400	8.9%	49	0.6%	264	30	1.9%
Community and Social Service Occupations	1,510	\$60,000	2.4%	-66	0.9%	177	21	1.4%
Architecture and Engineering Occupations	1,309	\$103,700	2.8%	-177	2.5%	99	4	0.3%
Protective Service Occupations	1,077	\$73,500	4.4%	-92	1.6%	145	6	0.6%
Arts, Design, Entertainment, Sports, and Media Occupations	1,016	\$67,700	5.2%	-2	0.0%	109	7	0.7%
Life, Physical, and Social Science Occupations	781	\$82,600	2.9%	81	2.2%	78	5	0.6%
Legal Occupations	372	\$125,500	1.7%	0	0.0%	26	2	0.5%
<b>Total - All Occupations</b>	<b>94,275</b>	<b>\$61,200</b>	<b>5.1%</b>	<b>8,851</b>	<b>2.0%</b>	<b>12,556</b>	<b>921</b>	<b>1.0%</b>

Data as of 2022Q1 [Source: JobsEQ®](#)

Note: Figures may not sum due to rounding.

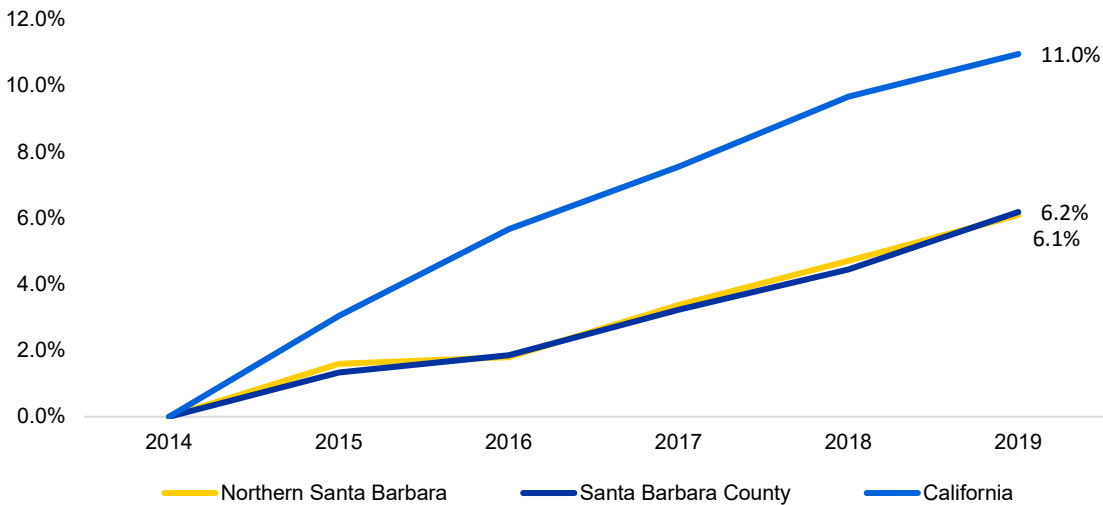
1. All data based upon a four-quarter moving average.

2. Wage data are as of 2021 and represent the average for all Covered Employment.

## Employment Data

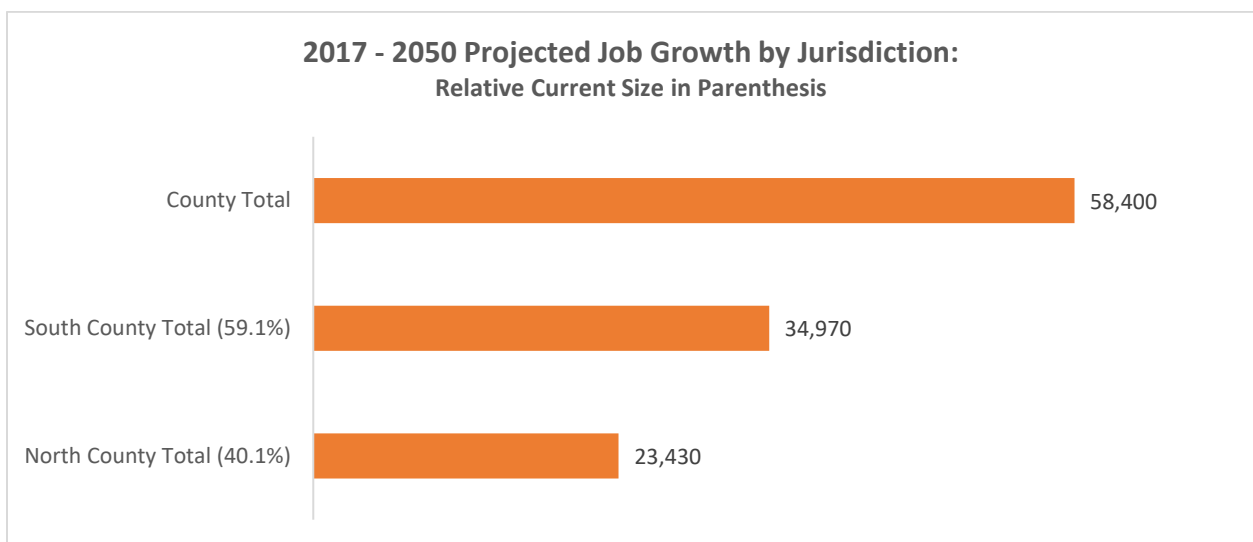
### Historical Job Growth

Employment growth in the northern Santa Barbara (NSB) – Allan Hancock District region has tracked closely with broader Santa Barbara County trends. The NSB region has more than 120,600 jobs (pre-COVID-19), equivalent to more than half (56%) of all jobs in Santa Barbara County. Employment in both regions has grown at a little more than half the pace of the statewide average.

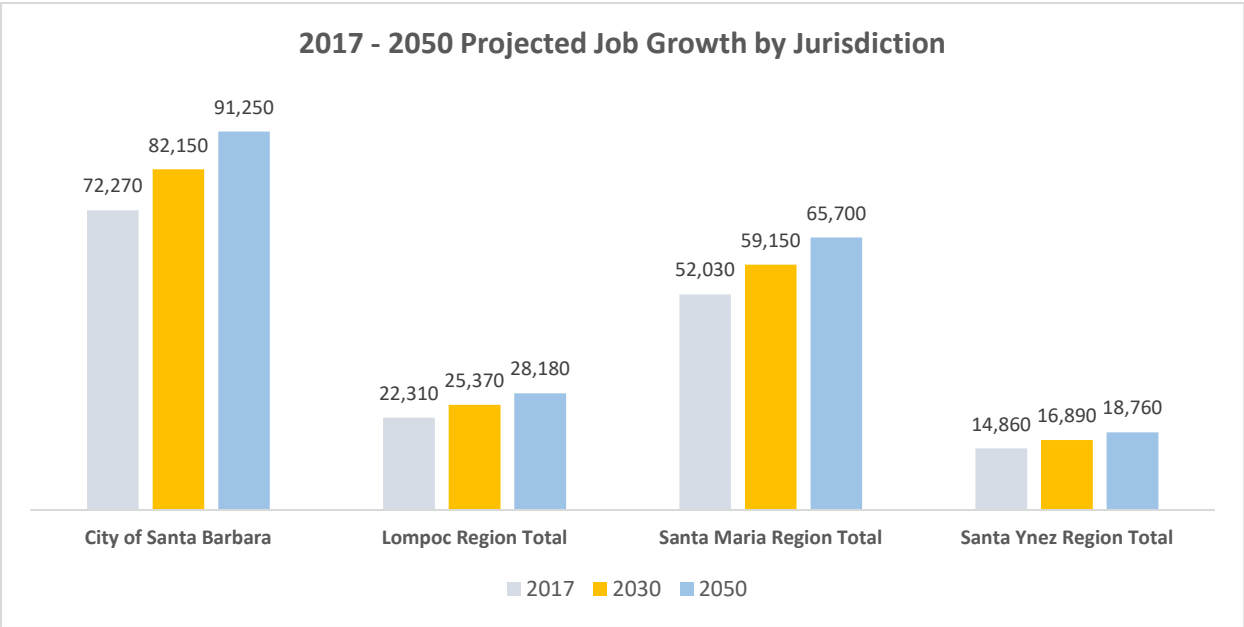


### Projected Job Growth

Across broad regional jurisdictions, job growth between 2017 and 2050 is projected to be larger in South County, which comprises 59% of current jobs.

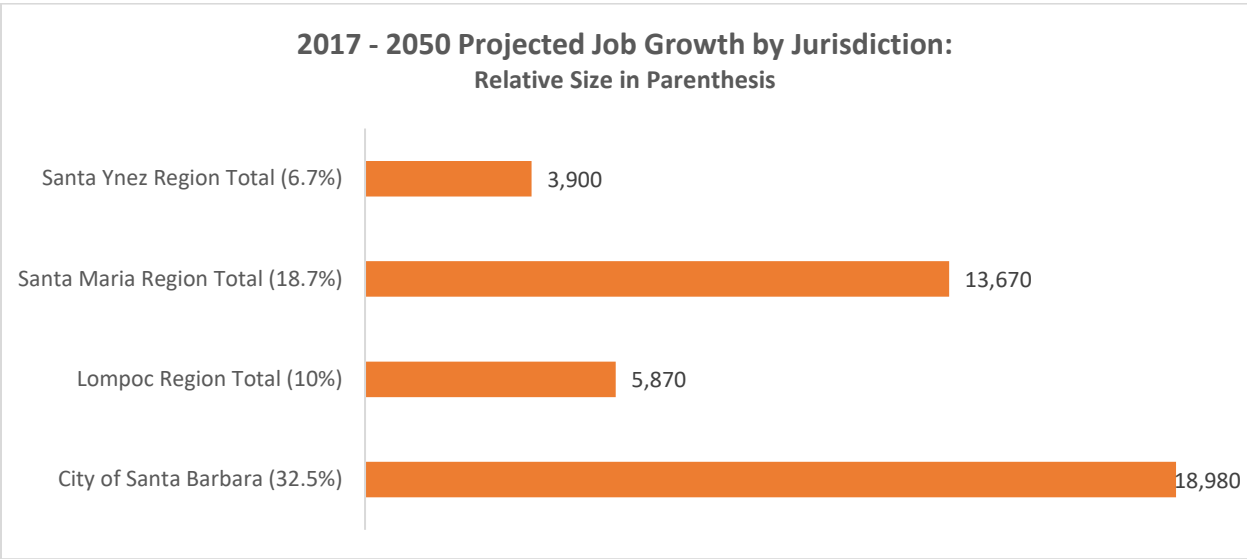






Lompoc Region Total includes City, Vandenberg Village, Mission Hills, VAFB and other unincorporated  
 Santa Maria Region Total includes City of Santa Maria and Guadalupe, Orcutt, Cyama Valley, and other unincorporated  
 Santa Ynez Region Total includes City of Solvang and Buellton, Santa Ynez, Los Alamos, Los Olivos, and other unincorporated  
 City of Santa Barbara not in AHC District Area; included for comparative purposes  
 Source: Santa Barbara County Association of Governments

While Santa Maria is the largest population jurisdiction in Santa Barbara County, it is projected to fewer new jobs than the second largest area, the city of Santa Barbara in South County.

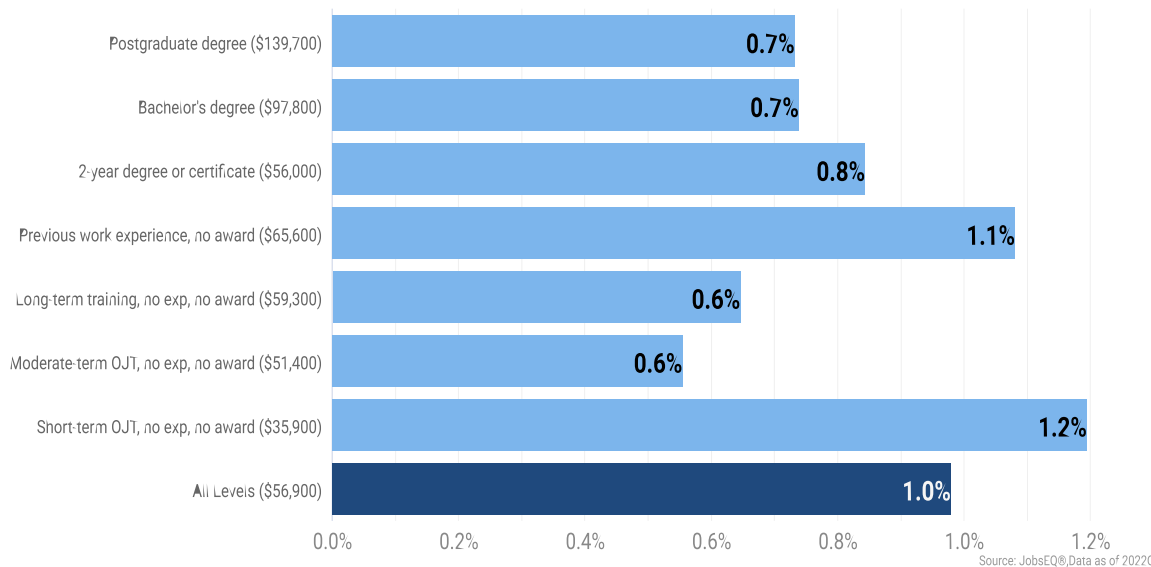


Lompoc Region Total includes City, Vandenberg Village, Mission Hills, VAFB and other unincorporated  
 Santa Maria Region Total includes City of Santa Maria and Guadalupe, Orcutt, Cyama Valley, and other unincorporated  
 Santa Ynez Region Total includes City of Solvang and Buellton, Santa Ynez, Los Alamos, Los Olivos, and other unincorporated  
 City of Santa Barbara not in AHC District Area; included for comparative purposes  
 Source: Santa Barbara County Association of Governments

## Job Growth by Education Levels

Expected job growth rates for occupations vary by the education and training required. While all employment in Northern Santa Barbara County is projected to grow 1.0% over the next ten years, occupations typically requiring a postgraduate degree are expected to grow 0.7% per year, those requiring a bachelor's degree are forecast to grow 0.7% per year, and occupations typically needing a 2-year degree or certificate are expected to grow 0.8% per year.

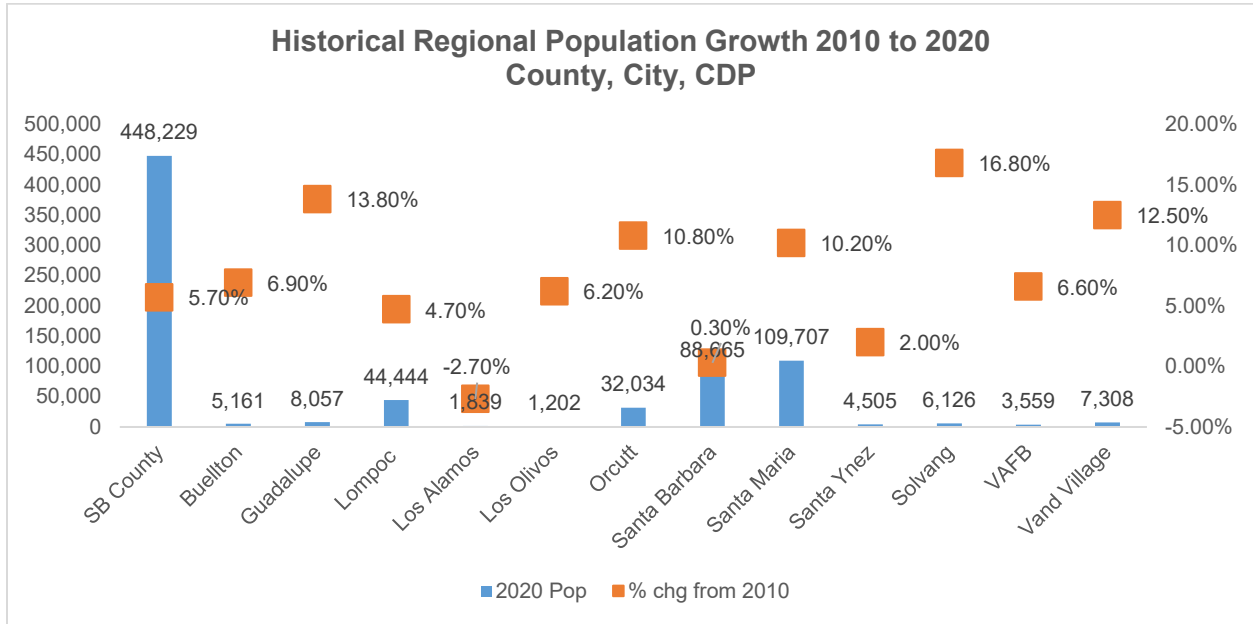
Annual Average Projected Job Growth by Training Required



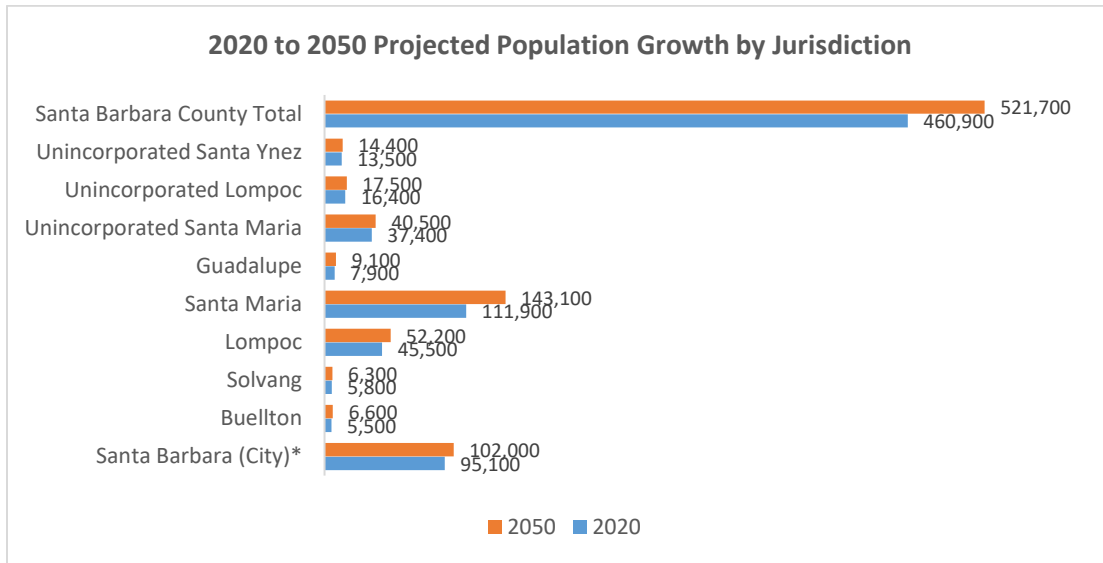
Employment by occupation data are estimates as of 2022Q1. Education levels of occupations are based on BLS assignments. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

## District Demographics

Within the County of Santa Barbara, the major source of growth occurred in North County (in the Allan Hancock District Area). Santa Maria, which is the largest city in the Allan Hancock District, is also the largest city within the entire county of Santa Barbara. Santa Maria with a population of 109,707 grew 10.2% between 2010 and 2020 compared to 0.3% for the city of Santa Barbara, which is the second largest city in the County with a population of 88,665.

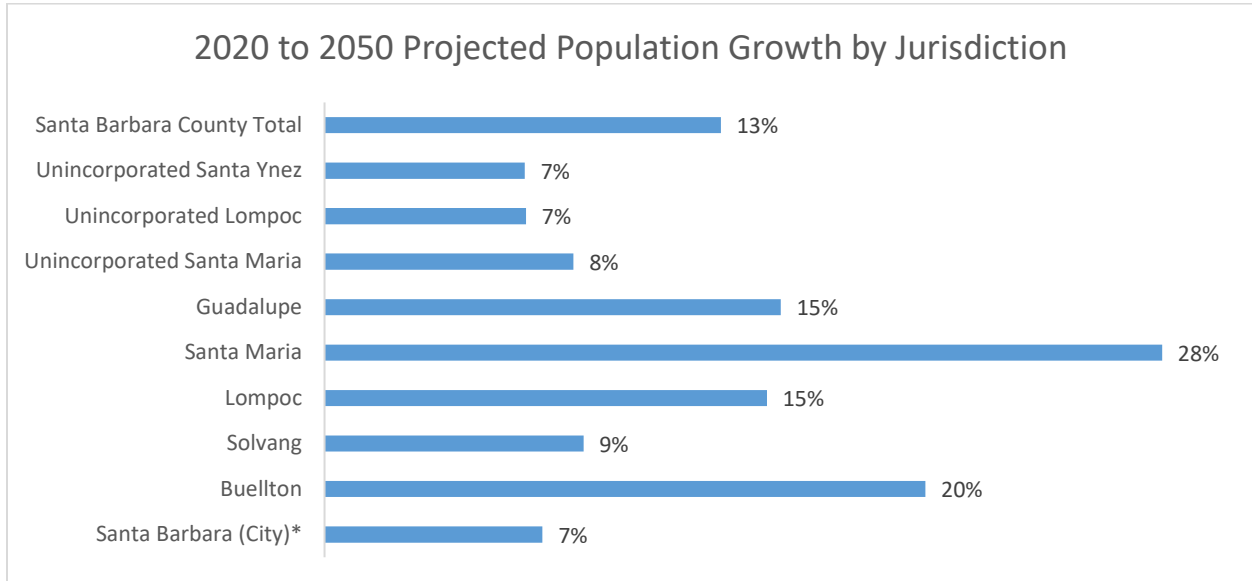


## Population Projection



Source: Santa Barbara County Association of Governments  
 \*Not in AHC District Area; included for comparative purposes

Between 2020 and 2050, population growth for Santa Barbara County is projected to be 13%, with the largest growth occurring in North County in the city of Santa Maria (28% growth).



Source: Santa Barbara County Association of Governments  
 \*Not in AHC District Area; included for comparative purposes

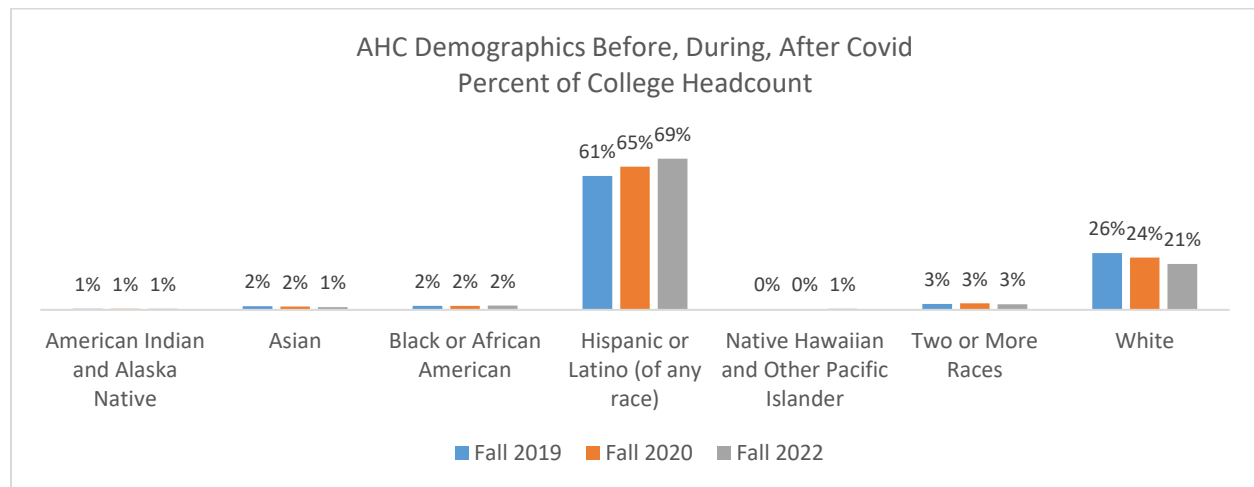
## Population Demographics

The college legal district area population is 60% Hispanic/Latino compared to 39% for California and 18% for the US. Allan Hancock College draws a larger percentage at 65%, largely because of the demographics of local feeder high schools.

### Census Ethnicity Estimates 2020

Ethnicity	AHC Students Fall 2020	AHC District	California	US
American Indian and Alaska Native	0.5%	0.5%	0.5%	0.7%
Asian	1.5%	1.6%	9.0%	4.6%
Black or African American	1.8%	0.8%	3.5%	10.3%
Hispanic or Latino (of any race)	64.9%	59.6%	39.1%	18.2%
Native Hawaiian and Other Pacific Islander	0.4%	0.1%	0.2%	0.2%
Some Other Race	2.1%	3.9%	8.7%	4.2%
Two or More Races	2.9%	4.9%	4.8%	4.3%
White	23.7%	28.5%	34.2%	57.6%

In years prior to, during, and after COVID, the college enrolled a larger percentage of the Hispanic/Latino community than the population distribution of census data.



The college enrolls a disproportionately larger number of females than reflected in the local population. Consistent with national trends, the percentage of females enrolled at the college has grown relative to males and disproportionately larger than the population at large.

### Census Gender Estimates 2020

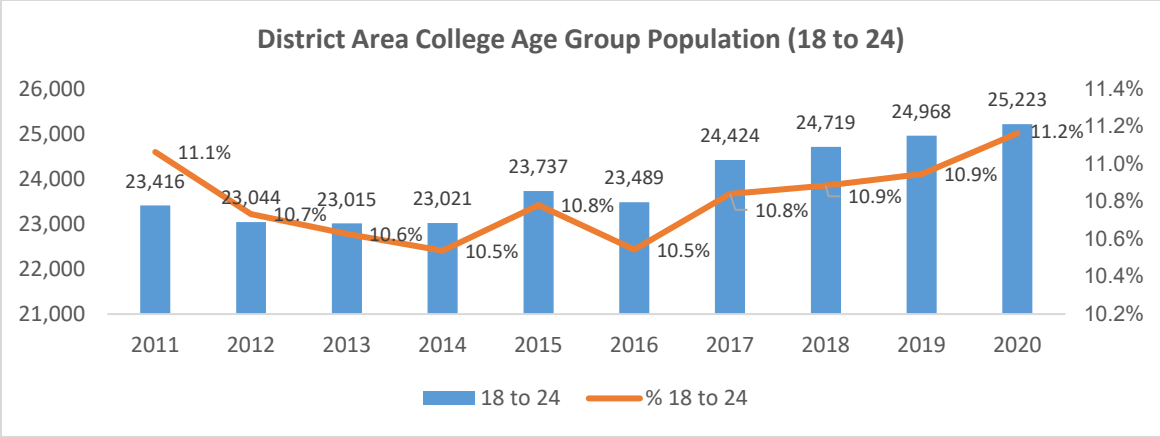
Gender	AHC Students Fall 2020	AHC District	California	USA
Male	43.0%	50.8%	49.7%	49.2%
Female	55.0%	49.2%	50.3%	50.8%

The demographic profile by age in the Allan Hancock District is younger than California and the USA, with 39.3% of the population in the district below 25 years of age compared to 32.3% for California and 31.7% for the US. The district area has a slightly higher college-age population at 11.2% compared to 9.5 and 9.3% for California and US respectively. As noted later in this section, the higher level of college-age population has *not* translated into a more educated community.

### Census Age Group Estimates 2020

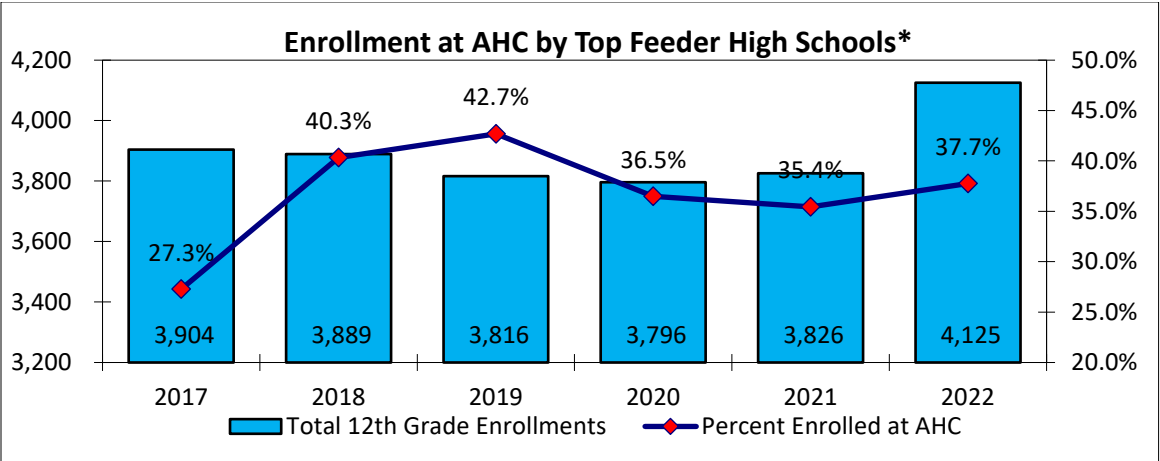
Age Groups	AHC District	California	USA
Under 18 Years	28.1%	22.8%	22.4%
<b>18 to 24 Years</b>	<b>11.2%</b>	<b>9.5%</b>	<b>9.3%</b>
25 to 34 Years	13.8%	15.3%	13.9%
35 to 44 Years	12.2%	13.3%	12.7%
45 to 54 Years	11.2%	12.8%	12.7%
55 to 64 Years	10.8%	12.0%	12.9%
65 to 74 Years	6.8%	8.3%	9.4%
75 Years and Over	5.9%	6.0%	6.7%

College-aged population in the region has grown at a faster pace than the overall population over the past four years.



**College Participation**

Allan Hancock College assesses the enrollment rate of recent high school graduates using enrollment into the first fall semester after 12<sup>th</sup> grade. Data in the chart below shows the impact of the Promise Program implementation in 2018 with a substantial increase in college attendance from top feeder high schools from 27.3% to 40.3%. The impact of COVID caused a decline in 2020, with going rates increasing post-pandemic in fall 2022. First fall going rates range are as high as 60% or more in some years among top feeder schools for the first fall of attendance post high school. Going rates within three years of graduation are well above 65% for most of the local public high schools.



\* Includes Pioneer Valley, Righetti, Santa Maria, Lompoc, Nipomo, Arroyo Grande, Cabrillo, Orcutt Academy, St Joseph, Delta, and Santa Ynez High Schools. Source: College SIS and California Department of Education Data Quest.

Allan Hancock College also assesses the adult area participation rate, traditionally measured as the percent of adult area population 18 to 24 years of age attending college. Among the college-age population in the Allan Hancock District, the participation rate is 218 per 1,000 or 22% of the population 18 to 24.

## Fall 2020 Participation Rates

	Population	AHC Enroll	Participation Rate*	%
<b>18 to 24 Years</b>	<b>25,223</b>	<b>5,503</b>	<b>218</b>	<b>21.8%</b>
25 to 34 Years	31,258	1,828	58	5.8%
35 to 54 Years	52,812	1,180	22	2.2%
55 +	53,130	356	7	0.7%

\* Attendance per 1,000 population

## Socio-Economic Data

The population in the Allan Hancock District was 225,923 (American Community Survey data) for 2016-2020. The region has a civilian labor force of 107,624 with a labor participation rate of 64.4% (the percent of adults in the labor force). Among working age individuals (age 25 to 64) in the Allan Hancock District, 18.6% have a bachelor's degree or higher which compares with 34.3% in the nation.

The median household income in the Allan Hancock District is \$74,912 and the median house value is \$419,678.

The Cost-of-Living Index estimates the relative price levels for consumer goods and services. When applied to wages and salaries, the result is a measure of relative purchasing power. The cost of living is 42.6% higher in the District area than the U.S. average, yielding a lower relative purchasing power.

### Regional Socio-Economic Data 2020

	AHC District	California	USA
Labor Force Participation Rate and Size (civilian population 16 years and over)	64.4%	63.6%	63.2%
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54)	81.2%	81.5%	82.4%
Armed Forces Labor Force	1.1%	0.4%	0.4%
Veterans, Age 18-64	5.0%	3.0%	4.5%
Veterans Labor Force Participation Rate and Size, Age 18-64	76.1%	76.1%	76.8%
Median Household Income <sup>2</sup>	\$74,912	\$78,672	\$64,994
Per Capita Income	\$28,205	\$38,576	\$35,384

#### Relative Purchasing Power

Annual Average Salary	\$55,826	\$84,759	\$66,637
Cost of Living Index	142.6	144.8	100
US Purchasing Power	<b>\$39,135</b>	\$58,530	\$66,637

Data as of 2022Q1

Cost of Living per COLI, imputed by Chmura where necessary



<b>Social Indicators</b>	<b>AHC District</b>	<b>California</b>	<b>USA</b>
Poverty Level (of all people)	11.6%	12.6%	12.8%
Households Receiving Food Stamps/SNAP	11.4%	9.0%	11.4%
Enrolled in Grade 12 (% of total population)	1.6%	1.5%	1.3%
Disconnected Youth <sup>3</sup>	1.1%	1.9%	2.5%
Children in Single Parent Families (% of all children)	39.5%	32.8%	34.0%
Uninsured	12.4%	7.2%	8.7%
With a Disability, Age 18-64	9.1%	8.0%	10.3%
With a Disability, Age 18-64, Labor Force Participation Rate and Size	46.8%	43.0%	43.2%
Foreign Born	25.1%	26.6%	13.5%
Speak English Less Than Very Well (population 5 yrs and over)	22.3%	17.4%	8.2%

## District Educational Attainment

Population in the Allan Hancock District is less educated than California and the US as a whole, with 49 percent of the district area adult population (25 years or above) having attained less than any college education compared to 36 percent in California and US.

<b>Educational Attainment</b>	<b>AHC District</b>	<b>California</b>	<b>USA</b>
No High School Diploma	27.5%	15.2%	10.5%
High School Graduate	21.2%	20.4%	25.4%
Some College, No Degree	23.4%	21.0%	20.5%
Associate's Degree	9.3%	8.0%	9.3%
Bachelor's Degree	12.6%	22.6%	21.6%
Postgraduate Degree	<u>6.0%</u>	<u>12.9%</u>	<u>12.7%</u>
<b>Less than some college</b>	<b>48.7%</b>	<b>35.6%</b>	<b>35.9%</b>

## Economic Impact

In fiscal year 2018-19, the college added \$541.1 million in income to the service area economy. Expressed in terms of jobs, the college's impact supported 6,466 jobs in the service area. The net impact of the college's operations spending added \$91.6 million in income to the regional economy in fiscal year 2018-19. The expenditures of relocated and retained students in fiscal year 2018-19 added \$21.5 million in income to the service area economy. The net impact of former students currently employed in the regional workforce amounted to \$426.2 million in added income in fiscal year 2018-19.



## ECONOMIC IMPACT ANALYSIS



### Operations Spending Impact

*College payroll and other spending + ripple effects*

**\$91.6 million**

Added regional income

OR

**1,159**

Jobs supported in the region



### Student Spending Impact

*Relocated/retained student spending + ripple effects*

**\$21.5 million**

Added regional income

OR

**416**

Jobs supported in the region



### Alumni Impact

*Higher alumni earnings and increased business profit + ripple effects*

**\$426.2 million**

Added regional income

OR

**4,868**

Jobs supported in the region

All results measured in income, not sales. Results are net of counterfactual scenarios.

## Sites

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

Federal Correctional Institute Lompoc  
3901 Klein Boulevard  
Lompoc, CA 93436



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

## **Specialized or Programmatic Accreditation**

The Allan Hancock College Basic Law Enforcement Academy is approved and certified by the California Commission on Peace Officer Standards and Training ([www.post.ca.gov](http://www.post.ca.gov))

The Allan Hancock College Core Custody Academy is approved and certified by the California Board of State and Community Corrections / Standards and Training for Corrections ([www.bscc.ca.gov](http://www.bscc.ca.gov))

The Allan Hancock College Regional Fire Academy is approved by the California State Fire Marshal and the State Board of Fire Services ([www.fire.ca.gov](http://www.fire.ca.gov))

The Associate Degree Registered Nursing program is approved by the California Board of Registered Nursing (BRN, [www.rn.ca.gov](http://www.rn.ca.gov)) and by the California Community Colleges Chancellor's Office

The Certified Nursing Assistant program and the Home Health Aide program is approved by the California Department of Public Health

The Dental Assisting program is approved by the Dental Board of California ([www.dbc.ca.gov](http://www.dbc.ca.gov))

The Licensed Vocational Nursing program is approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT, [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)) and by the California Community Colleges Chancellor's Office

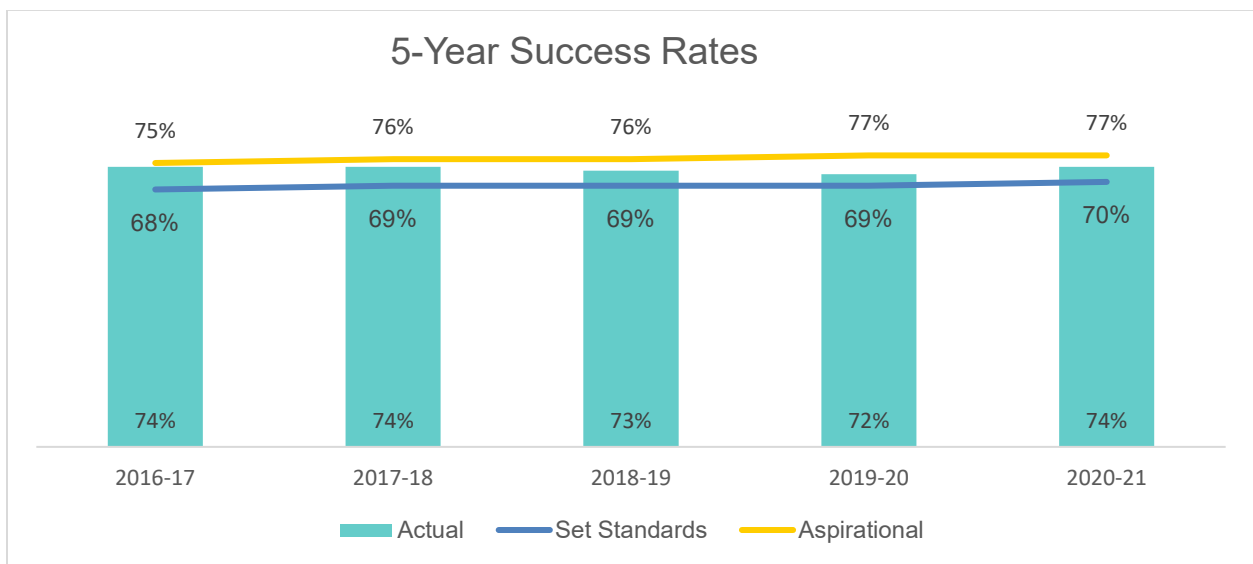
The Medical Assisting program is formally affiliated with the American Medical Technologists (<http://www.americanmedtech.org>)

The accreditation status of these programs is communicated on the program pages of the college website as well as within the "Accreditation" section of the 2021-2022 Allan Hancock College Catalog.

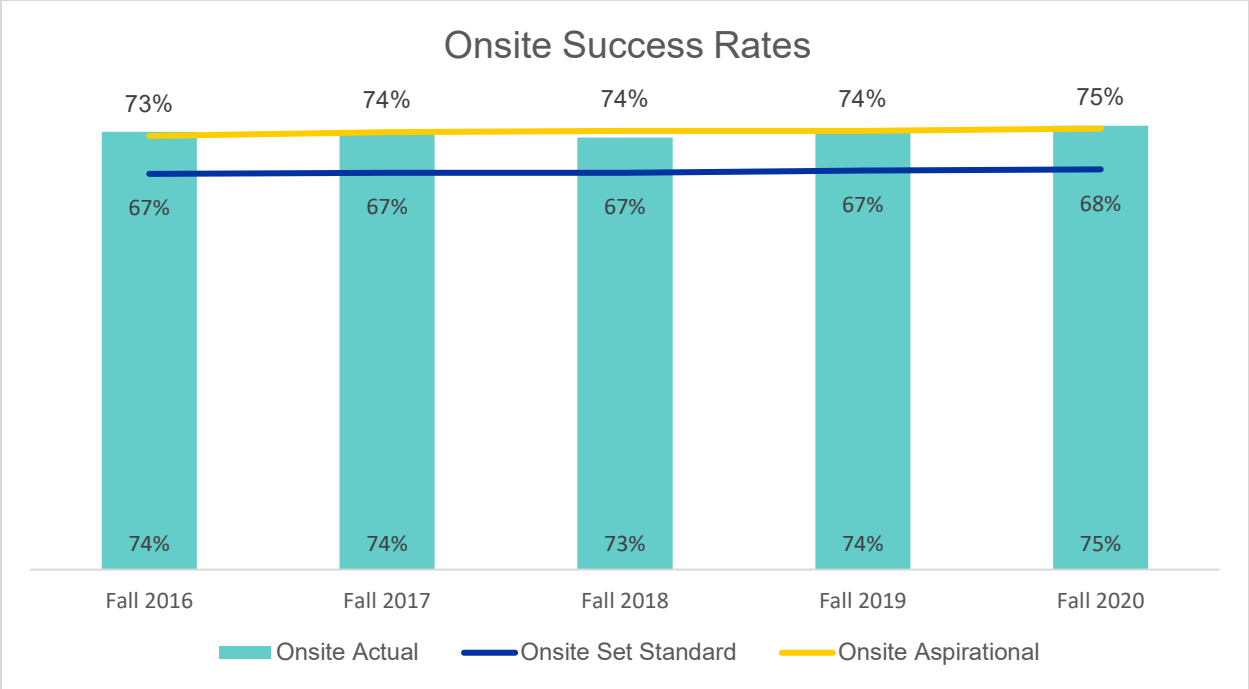
## B. Presentation of Student Achievement Data and Institution-Set Standards

### Success Rates

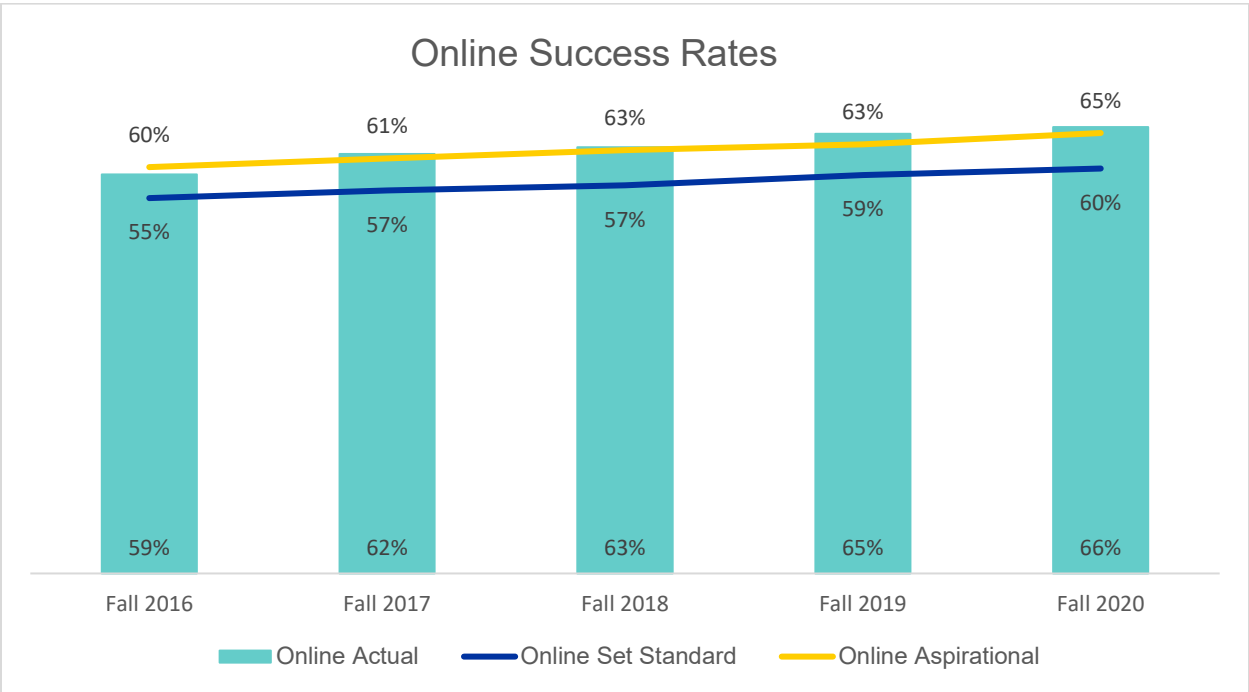
Success rates are calculated as the percent of enrollments in the academic year in which students received a grade with a C or better, disaggregated by onsite and online. The methodology involved in setting the institution set standards is calculating 95% of the running five-year average. Conversely, the aspirational goals are calculated by taking 105% of the running five-year average. In the 2020-2021 academic year, the actual success rate is 74%, the set standard is 70%, and the aspirational is 77%.



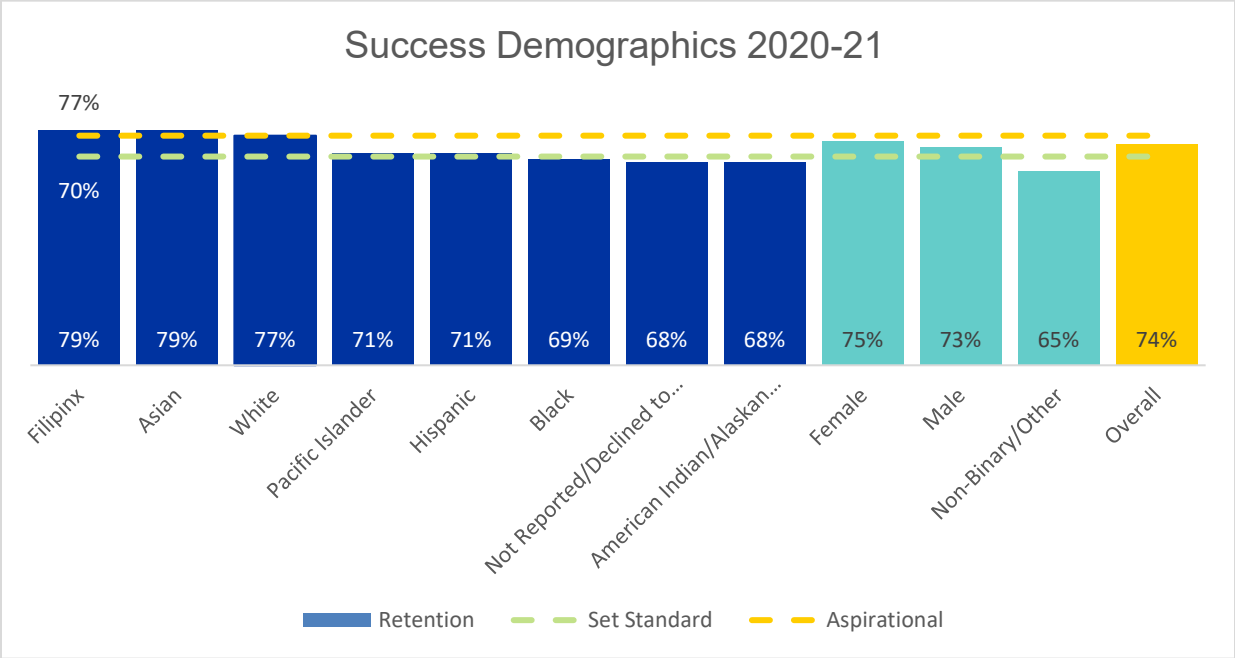
Onsite success rates have increased over the five years with AHC meeting the aspirational goals set for Fall 2020.



Online success rates have increased over the last five years with AHC meeting the aspirational goals in fall 2018 and surpassing them in fall 2019 and fall 2020.

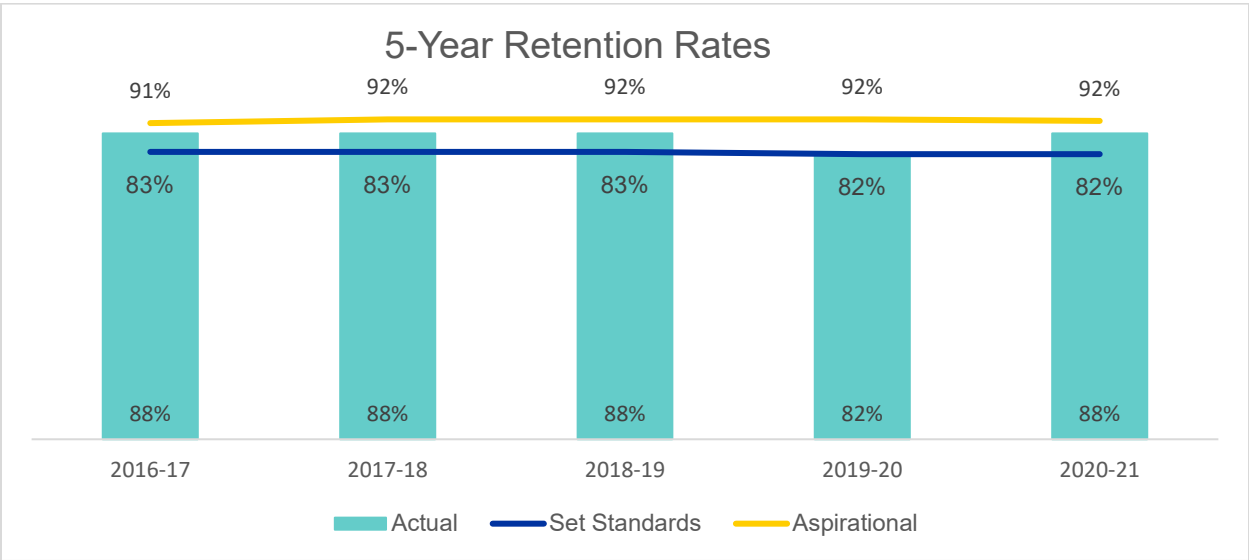


When disaggregated by ethnicity, success rates show Filipinx, Asian, and White groups exceeding and meeting the aspirational goal while Black, not reported group, and American Indian/ Alaskan Native groups are below the set standard for the 2020-2021 academic year.

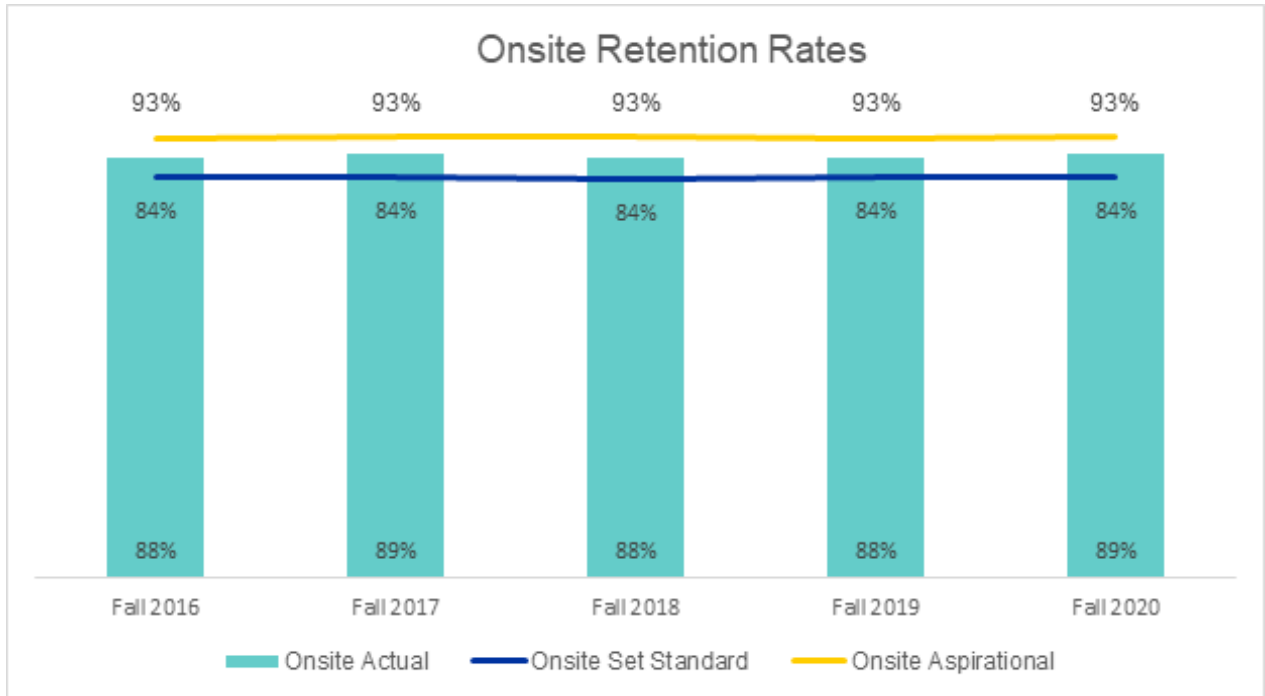


**Retention Rates**

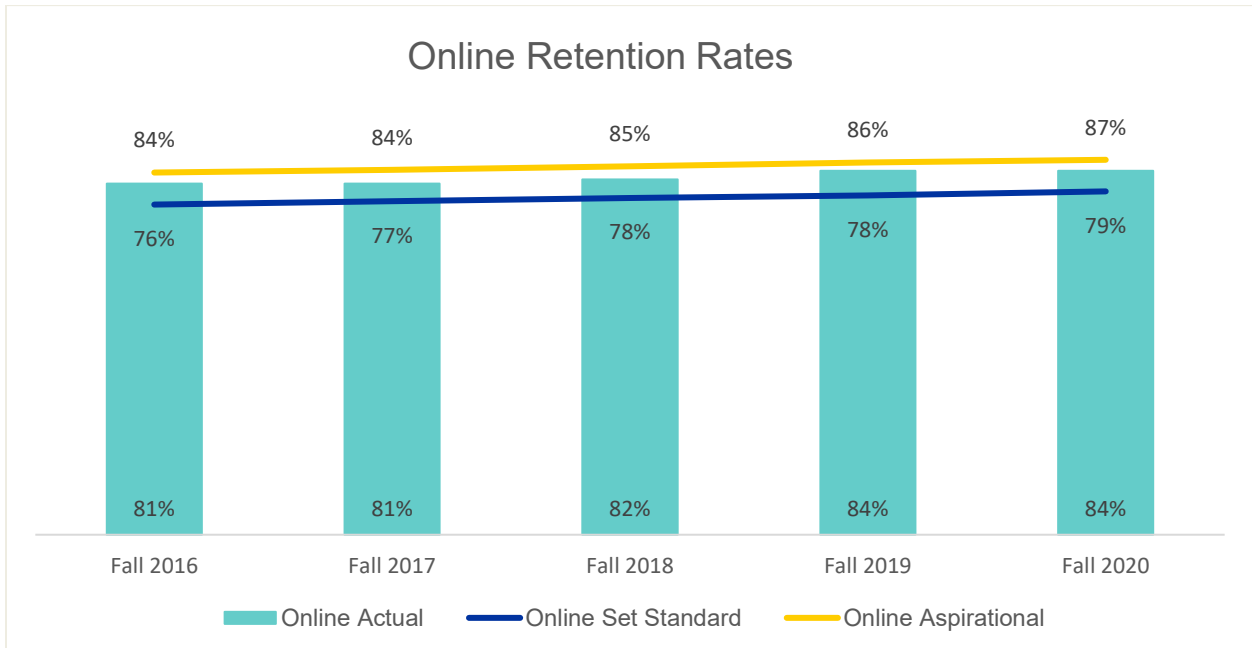
Course retention is calculated as the percentage of students in the academic year in which students completed a course, disaggregated by onsite and online. The institution set standards have a floor calculated as 95% of the running five-year average. Conversely, the aspirational goals are calculated by taking 105% of the running five-year average. In the 2020-2021 academic year, the actual retention rate is 88%, the set standard is 82%, and the aspirational is 92%.



Onsite retention has not changed significantly over the last five years.

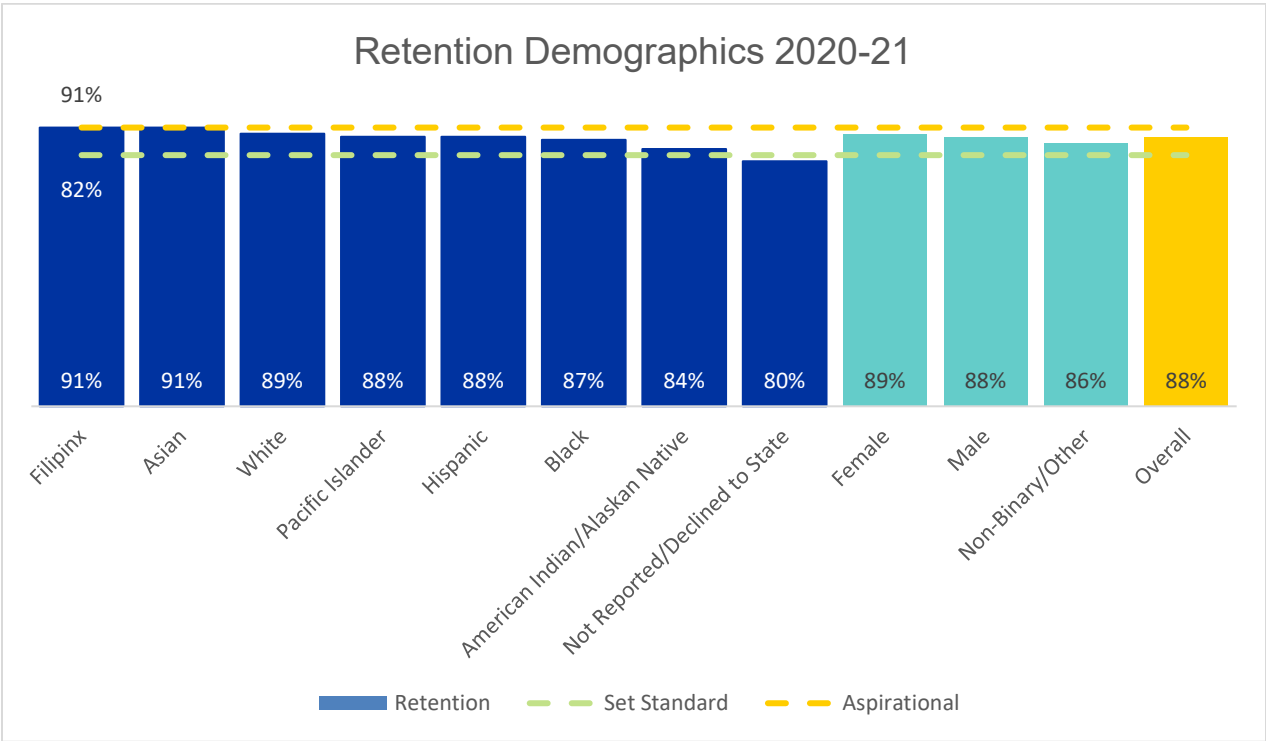


Retention for online classes has slightly improved from 81% in fall 2016 to 84% in fall 2020.





When disaggregated by ethnicity, retention rates show Filipinx and Asian groups meeting the aspirational goal while all but the not reported group meet the set standard for the 2020-2021 academic year.



## Institution Set Standards

In accordance with regulation and ACCJC policy, Allan Hancock College has established institution set standards and aspirational goals for retention, success, transfer-level math and English completion, first-year momentum, number of degrees awarded, number of students earning degrees, number of certificates awarded, transfer to a four-year university, CTE outcomes, financial aid, job placement rates, and licensure rates. The following tables present data for 2018-2019, 2019-2020, and 2020-2021.

The set standards are calculated by averaging the 5 previous academic years for a metric and then multiplying the average by 95% (105% is used when the set standard should be high rather than low).

The aspirational goals are calculated by averaging the 5 previous academic years for a metric and then multiplying the average by 105% (95% is used when the aspirational should be low rather than high).

In fall 2020, the course completion rate (88%) exceeded the institution set standard (83%) but not the aspirational goal (92%).

Successful course completion rates for onsite courses and online asynchronous matched the aspirational goal in Fall 2020, seventy-five percent and sixty-six percent, respectively.

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Course Completion Rate	Onsite	Actual	89%	88%	88%	89%	88%
		Set Standard	84%	84%	84%	84%	84%
		Aspirational	93%	93%	93%	93%	93%
	Online Synchronous	Actual					88%
		Set Standard					
		Aspirational					
	Online Asynchronous	Actual	81%	82%	84%	84%	86%
		Set Standard	76%	76%	77%	78%	78%
		Aspirational	84%	84%	85%	86%	87%
	Overall	Actual	88%	87%	87%	88%	88%
		Set Standard	82%	83%	83%	83%	83%
		Aspirational	91%	91%	91%	91%	92%
		2016-17	2017-18	2018-19	2019-20	2020-21	
Overall	Actual	88%	88%	88%	82%	88%	
	Set Standard	82%	83%	83%	83%	82%	
	Aspirational	91%	92%	92%	92%	91%	

\*Online synchronous courses were not offered prior to the COVID-19 pandemic in fall 2020.

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Successful course completion rate	Onsite	Actual	74%	74%	73%	74%	75%
		Set Standard	69%	69%	70%	70%	70%
		Aspirational	73%	74%	74%	74%	75%
	Online Synchronous	Actual					72%
		Set Standard					
		Aspirational					
	Online Asynchronous	Actual	59%	62%	63%	65%	66%
		Set Standard	54%	55%	57%	57%	59%
		Aspirational	60%	61%	63%	63%	65%
	Overall	Actual	71%	71%	71%	72%	71%
		Set Standard	66%	67%	67%	67%	67%
		Aspirational	73%	74%	74%	74%	75%
			2016-17	2017-18	2018-19	2019-20	2020-21
	Overall	Actual	74%	74%	73%	72%	74%
		Set Standard	67%	68%	69%	69%	69%
Aspirational		75%	76%	76%	77%	77%	

\*Online synchronous courses were not offered prior to the COVID-19 pandemic in fall 2020.

In 2018-2019, 2019-2020, and 2020-2021, successful completion of transfer-level math (24%), transfer-level English (40%), and transfer-level math and English (21%) in one-year exceeded the aspirational goal.

		2016-17	2017-18	2018-19	2019-20	2020-21
Transfer Level Math Achievement in One Year	Actual	13%	13%	18%	22%	24%
	Set Standard	10%	10%	11%	12%	15%
	Aspirational	11%	12%	12%	13%	16%
Transfer Level English Achievement in One Year	Actual	27%	32%	39%	39%	40%
	Set Standard	19%	21%	23%	26%	30%
	Aspirational	20%	23%	26%	29%	33%
Transfer Level Math & English Achievement in One Year	Actual	11%	13%	18%	20%	21%
	Set Standard	6%	7%	9%	10%	13%
	Aspirational	6%	8%	9%	11%	14%
12 units first semester	Actual	29%	26%	33%	35%	35%
	Set Standard	24%	25%	25%	26%	28%
	Aspirational	27%	28%	28%	29%	31%
24 units first year	Actual	24%	20%	23%	25%	26%
	Set Standard	18%	20%	19%	20%	21%
	Aspirational	20%	22%	22%	22%	24%
15 units first semester	Actual	5%	5%	5%	7%	5%
	Set Standard	5%	5%	5%	5%	5%
	Aspirational	6%	6%	6%	5%	6%
30 units first year	Actual	6%	4%	6%	6%	8%
	Set Standard	5%	5%	5%	5%	5%
	Aspirational	6%	6%	6%	6%	6%
Persistence (F to S)	Actual	80%	76%	77%	72%	75%
	Set Standard	72%	73%	73%	73%	72%
	Aspirational	79%	81%	81%	81%	80%

In 2020-2021, for first-year momentum, several metrics exceeded the aspirational

goal, including: completion of 12 units in the first semester (35%), 24 units in the first year (26%), and 30 units in the first year (8%).

The total number of degrees awarded each year (duplicated) increased each year. In 2020-2021, AA degrees (n=1,613), AA-T degrees (n=341), and AS-T degrees (n=321) all exceeded the aspirational goal.

		Number of Degrees Awarded (Duplicated)				
		2016-17	2017-18	2018-19	2019-20	2020-21
AA	Actual	725	736	814	1,432	1,613
	Set Standard	684	704	715	718	839
	Aspirational	756	778	791	794	928
AS	Actual	347	345	350	334	331
	Set Standard	289	300	309	317	320
	Aspirational	319	332	341	350	354
AA-T	Actual	130	163	165	228	341
	Set Standard	30	54	84	113	148
	Aspirational	33	59	93	125	164
AS-T	Actual	132	138	207	237	321
	Set Standard	46	70	96	128	154
	Aspirational	50	78	106	142	171
Overall	Actual	1,334	1,382	1,536	2,231	2,606
	Set Standard	1,049	1,128	1,204	1,276	1,462
	Aspirational	1,159	1,247	1,331	1,410	1,616

The total number of students earning degrees each year (unduplicated) increased each year as well. In 2020-2021, AA degrees (n=884), AA-T degrees (n=261), and AS-T degrees (n=248) all exceeded the aspirational goal.

		Number of Students Earning Degrees (Unduplicated)				
		2016-17	2017-18	2018-19	2019-20	2020-21
AA	Actual	523	493	588	881	884
	Set Standard	482	496	500	507	566
	Aspirational	533	548	553	560	626
AS	Actual	319	313	321	304	310
	Set Standard	266	275	282	290	291
	Aspirational	294	304	311	321	322
AA-T	Actual	126	159	164	218	261
	Set Standard	29	52	82	111	144
	Aspirational	32	58	91	122	159
AS-T	Actual	128	126	191	228	248
	Set Standard	43	67	91	120	146
	Aspirational	48	75	100	132	161
Overall	Actual	942	920	1,072	1,303	1,358
	Set Standard	751	796	834	883	964
	Aspirational	830	880	922	976	1,066

The total number of certificates awarded increased from 1,345 in 2018-2019 to 1,957 in 2020-2021 and exceeded the aspirational goal.

		2016-17	2017-18	2018-19	2019-20	2020-21
		Actual	Set Standard	Aspirational	Actual	Set Standard
<b>Cert 60+ units</b>	Actual	34	33	38	42	0
	Set Standard	31	33	33	34	35
	Aspirational	35	36	37	38	39
<b>Cert 30 to &lt;60</b>	Actual	624	672	740	697	1,417
	Set Standard	493	526	560	596	619
	Aspirational	545	581	618	659	684
<b>Cert 18 to &lt;30</b>	Actual	188	167	152	88	173
	Set Standard	155	168	170	161	143
	Aspirational	171	186	188	178	158
<b>Cert 6 to &lt;18</b>	Actual	364	339	312	292	263
	Set Standard	214	249	270	288	298
	Aspirational	236	275	299	319	329
<b>Cert &lt;6</b>	Actual	131	144	103	181	104
	Set Standard	80	88	105	111	133
	Aspirational	88	97	116	122	147
<b>Overall (18+ Units)</b>	Actual	1,341	1,355	1,345	1,300	1,957
	Set Standard	973	1,063	1,137	1,191	1,228
	Aspirational	1,075	1,175	1,257	1,316	1,358

Students earning certificates (unduplicated) similarly increased achieving the aspirational goals set.

		2016-17	2017-18	2018-19	2019-20	2020-21
		Actual	Set Standard	Aspirational	Actual	Set Standard
<b>Cert 60+ units</b>	Actual	34	33	38	42	0
	Set Standard	31	33	33	34	35
	Aspirational	35	36	37	38	39
<b>Cert 30 to &lt;60</b>	Actual	596	634	699	673	1,018
	Set Standard	472	503	534	569	591
	Aspirational	521	555	590	629	654
<b>Cert 18 to &lt;30</b>	Actual	180	147	136	81	171
	Set Standard	148	160	158	149	132
	Aspirational	164	177	175	165	146
<b>Cert 6 to &lt;18</b>	Actual	318	313	290	271	237
	Set Standard	207	234	253	268	275
	Aspirational	228	258	279	296	304
<b>Cert &lt;6</b>	Actual	124	126	95	164	93
	Set Standard	67	76	92	98	121
	Aspirational	74	84	102	108	134
<b>Overall (18+ Units)</b>	Actual	795	792	846	775	1,119
	Set Standard	642	684	711	735	739
	Aspirational	709	756	786	812	816

In 2020-2021, transfers to four-year exceeded the institution set standard for out of state transfers (n=585) and UC transfers (n=109) but fell short for in-state private(n=79) and CSU transfers (n=478). The college does not encourage students to attend in-state for profit private institutions. For CSU transfers, Allan Hancock College has geographic limitations that hinder transfer for students. The closest CSU is Cal Poly San Luis Obsipo that does not participate in transfer agreements, leaving the next closest to be CSU Bakersfield or CSU Channel Islands, which are over 110 miles away. This is a challenge that the college has been working to address.

		Transfer to 4-Year				
		2016-17	2017-18	2018-19	2019-20	2020-21
CSU Reported Annual Counts	Actual	320	385	390	415	417
	Set Standard	286	293	317	332	353
	Aspirational	316	324	350	367	391
UC Report Annual Counts	Actual	76	65	80	71	73
	Set Standard	68	70	65	66	67
	Aspirational	75	77	72	73	74
In-State Private	Actual	203	175	169	182	79
	Set Standard	262	231	204	186	176
	Aspirational	290	256	226	205	194
Out of State	Actual	610	578	607	585	585
	Set Standard	666	659	618	589	567
	Aspirational	736	728	684	651	627
All CSU transfers	Actual	476	530	498	524	478
	Set Standard	485	466	475	473	482
	Aspirational	536	515	525	523	533
All UC transfers	Actual	127	110	125	103	109
	Set Standard	118	112	105	110	108
	Aspirational	130	124	117	121	119
All Transfers	Actual	1,416	1,393	1,399	1,394	1,251
	Set Standard	1,531	1,469	1,403	1,358	1,332
	Aspirational	1,692	1,623	1,550	1,500	1,473

In 2020-2021, the college exceeded the aspirational goals for three years to degree rates (38%), median number of units earned for degree (80.5), median time to degree (3.8), and median time to transfer (3.3).

		2016-17	2017-18	2018-19	2019-20	2020-21	
<b>Graduation/Transfer</b>	<b>Median time to degree</b>	<b>Actual</b>	4	4.2	4.4	4.4	3.8
		<b>Set Standard</b>	5	5.0	4.9	4.8	4.7
		<b>Aspirational</b>	5	4.5	4.4	4.3	4.2
	<b>3 years to degree rate</b>	<b>Actual</b>	28%	29%	32%	31%	38%
		<b>Set Standard</b>	26%	26%	25%	27%	28%
		<b>Aspirational</b>	29%	28%	28%	30%	31%
	<b>Median number of units earned for degree</b>	<b>Actual</b>	94	91	87	87	80.5
		<b>Set Standard</b>	100.0	100.0	99.3	97.4	95.8
		<b>Aspirational</b>	100	100	99	97	96
	<b>Median time to transfer - UC</b>	<b>Actual</b>	4.1	3.6	3.1	3.3	3.1
		<b>Set Standard</b>	4.0	4.0	4.1	3.8	3.8
		<b>Aspirational</b>	3.6	3.6	3.7	3.5	3.5
	<b>Median time to transfer - CSU</b>	<b>Actual</b>	4.2	4.1	4.1	4.0	4.0
		<b>Set Standard</b>	4.3	4.3	4.3	4.3	4.3
		<b>Aspirational</b>	3.9	3.9	3.9	3.9	3.9
	<b>Median time to transfer - Overall</b>	<b>Actual</b>	4.3	4.1	4.1	4.0	3.3
		<b>Set Standard</b>	4.6	4.6	4.6	4.5	4.4
		<b>Aspirational</b>	4.1	4.1	4.1	4.1	4.0

In the Registered Nursing program, NCLEX passing rates fell in 2019-20 from 89% to 79%. However, scores rebounded back up to 84% in 2020-21.

		2016-17	2017-18	2018-19	2019-20	2020-21	
Licensure Pass Rates	Registered Nursing - NCLEX	Actual	79%	97%	89%	79%	84%
		Set Standard	78%	77%	80%	82%	81%
		Aspirational	86%	85%	88%	90%	90%
	Licensed Vocational Nurses (LVN)	Actual	100%	100%	100%	96%	97%
		Set Standard	91%	92%	92%	93%	92%
		Aspirational	100%	100%	100%	100%	100%
	Dental Assisting - Practical exam	Actual	57%	87%			
		Set Standard	72%	69%	69%	67%	69%
		Aspirational	80%	76%	77%	74%	77%
	Dental Assisting - Written exam	Actual	100%	99%			
		Set Standard	93%	93%	93%	92%	92%
		Aspirational	100%	100%	100%	100%	100%
	Dental Assisting - Law & Ethics	Actual	92%	95%			
		Set Standard	89%	88%	87%	86%	84%
		Aspirational	98%	98%	97%	95%	93%
	Dental Assisting - Law & Ethics and Written (Combined)	Actual			80%	100%	82%
		Set Standard				76%	86%
		Aspirational				84%	95%
	Certified Nursing Assistant (CNA) - Written exam	Actual	100%	100%		94%	99%
		Set Standard	93%	93%	93%	93%	93%
		Aspirational	100%	100%	100%	100%	100%
Certified Nursing Assistant (CNA) - Skills exam	Actual	100%	97%		94%	99%	
	Set Standard	93%	93%	93%	94%	93%	
	Aspirational	100%	100%	100%	100%	100%	
Cosmetology - Written exam	Actual	91%	94%	92%	81%	90%	
	Set Standard	83%	84%	86%	89%	87%	
	Aspirational	92%	93%	95%	99%	96%	
Cosmetology - Practical exam	Actual	88%	88%	69%	80%	86%	
	Set Standard	85%	85%	84%	81%	80%	
	Aspirational	94%	94%	93%	89%	88%	
Manicurist - Written	Actual			75%	83%	100%	
	Set Standard				71%	75%	
	Aspirational				79%	83%	
Manicurist - Practical	Actual		100%	67%	56%	100%	
	Set Standard			95%	79%	71%	
	Aspirational			100%	88%	78%	



For job placement, earnings, and career data, AHC exceeded the aspirational goals for having 9 units or more CTE units with increasing from 12% to 20% over the five-year period. AHC also met the aspirational goals for attainment of living wages for all students (36%) and CTE (52%) students. AHC also met the aspirational goals for median annual earning for all students \$34,404 and CTE students (\$48,552). These data were obtained from the student success metrics provided by the CCCO.

		2016-17	2017-18	2018-19	2019-20	2020-21	
Job Placement	9 units or more CTE units	Actual	15%	18%	22%	20%	22%
		Set Standard	11%	12%	13%	15%	17%
		Aspirational	12%	13%	15%	16%	18%
	Job Placement Rates (Two terms after exit)	Actual	29%	27%	27%	20%	
		Set Standard	29%	28%	28%	27%	25%
		Aspirational	32%	31%	30%	30%	28%
	Attainment of Regional Living Wage (All Students)	Actual	34%	32%	32%	36%	
		Set Standard	30%	31%	31%	31%	31%
		Aspirational	34%	34%	34%	34%	35%
	Attainment of Regional Living Wage (CTE)	Actual	48%	49%	52%	52%	
		Set Standard	44%	44%	45%	46%	47%
		Aspirational	48%	49%	50%	51%	51%
	Median annual earning of existing students (All Students)	Actual	\$ 32,884	\$ 32,126	\$ 32,193	\$ 34,404	
		Set Standard	\$ 29,823	\$ 30,296	\$ 30,352	\$ 30,398	\$ 30,972
		Aspirational	\$ 32,963	\$ 33,485	\$ 33,546	\$ 33,598	\$ 34,232
	Median annual earning of existing students (CTE)	Actual	\$ 44,184	\$ 44,096	\$ 49,421	\$ 48,552	
		Set Standard	\$ 39,955	\$ 40,628	\$ 40,944	\$ 42,145	\$ 43,034
		Aspirational	\$ 44,160	\$ 44,905	\$ 45,254	\$ 46,581	\$ 47,564
Change in median annual earnings of existing students	Actual	25%	27%	31%	31%		
	Set Standard	24%	24%	24%	25%	26%	
	Aspirational	26%	26%	27%	28%	29%	
Percent of CTE graduates earning a living wage	Actual	48%	49%	52%	52%		
	Set Standard	49%	50%	50%	51%	51%	
	Aspirational	54%	55%	55%	56%	56%	
Number of exiting CTE student who report being employed in their field of study	Actual	81%	82%	85%			
	Set Standard	64%	68%	71%	73%	74%	
	Aspirational	70%	75%	78%	80%	82%	

\*Wage data are always a year behind due to the nature of collecting the data, so there are no data for 2020-21 in some metrics, and none for 2019-20 for CTE students reporting being employed in their field of study.

Below are job placement rates by program. Data are left blank when fewer than 10 students are in a cohort. When there are not 5 years to create a 5-year running average, then the available rates are used without all 5.

		2016-17	2017-18	2018-19	2019-20	2020-21	
<b>Job Placement by Program - Topcode</b>	<b>Veterinary Technician (Licensed)- 10210</b>	<b>Actual</b>			89%	96%	
		<b>Set Standard</b>				84%	88%
		<b>Aspirational</b>				93%	97%
	<b>Viticulture, Enology, and Wine Business- 10400</b>	<b>Actual</b>		95%	79%	88%	
		<b>Set Standard</b>			90%	82%	83%
		<b>Aspirational</b>			100%	91%	91%
	<b>Environmental Technology- 30300</b>	<b>Actual</b>			78%	77%	
		<b>Set Standard</b>				74%	74%
		<b>Aspirational</b>				82%	82%
	<b>Business and Commerce, General- 50100</b>	<b>Actual</b>		76%	81%	83%	
		<b>Set Standard</b>			72%	75%	76%
		<b>Aspirational</b>			80%	83%	84%
	<b>Accounting- 50200</b>	<b>Actual</b>		93%	82%	71%	
		<b>Set Standard</b>			89%	83%	78%
		<b>Aspirational</b>			98%	92%	86%
	<b>Business Administration- 50500</b>	<b>Actual</b>				80%	
		<b>Set Standard</b>					76%
		<b>Aspirational</b>					84%
	<b>Office Technology/Office Computer Applications- 51400</b>	<b>Actual</b>		58%	56%	76%	
		<b>Set Standard</b>			55%	54%	60%
		<b>Aspirational</b>			61%	60%	67%
	<b>Film Production- 61220</b>	<b>Actual</b>		100%			
		<b>Set Standard</b>			95%	95%	95%
		<b>Aspirational</b>			105%	105%	105%
	<b>Automotive Technology- 94800</b>	<b>Actual</b>		77%	83%	82%	
		<b>Set Standard</b>			74%	76%	77%
		<b>Aspirational</b>			81%	84%	85%

		Job Placement by Program - Topcode				
		2016-17	2017-18	2018-19	2019-20	2020-21
Automotive Collision Repair- 94900	Actual		83%			
	Set Standard			79%	79%	79%
	Aspirational			87%	87%	87%
Machining and Machine Tools- 95630	Actual			100%		
	Set Standard				95%	95%
	Aspirational				105%	105%
Welding Technology- 95650	Actual		81%	82%	86%	
	Set Standard			77%	78%	79%
	Aspirational			85%	86%	87%
Technical Theater- 100600	Actual			70%	69%	
	Set Standard				67%	66%
	Aspirational				74%	73%
Dramatic Arts- 100700	Actual		63%	74%	70%	
	Set Standard			59%	65%	66%
	Aspirational			66%	72%	72%
Medical Assisting- 120800	Actual		89%	89%		
	Set Standard			84%	84%	84%
	Aspirational			93%	93%	93%
Administrative Medical Assisting- 120820	Actual				75%	
	Set Standard					71%
	Aspirational					79%
Electrocardiography- 121500	Actual		93%			
	Set Standard			88%	88%	88%
	Aspirational			98%	98%	98%
Registered Nursing- 123010	Actual		100%	95%	96%	
	Set Standard			95%	93%	92%
	Aspirational			105%	102%	102%
Licensed Vocational Nursing- 123020	Actual		90%	82%	86%	
	Set Standard			86%	82%	82%
	Aspirational			95%	90%	90%
Certified Nurse Assistant- 123030	Actual		88%	92%	85%	
	Set Standard			84%	85%	84%
	Aspirational			93%	94%	93%
Home Health Aide- 123080	Actual		100%	94%	94%	
	Set Standard			95%	92%	91%
	Aspirational			105%	102%	101%

			2016-17	2017-18	2018-19	2019-20	2020-21
Job Placement by Program - Topcode	Dental Assistant- 124010	Actual		97%	92%		
		Set Standard			92%	90%	90%
		Aspirational			102%	99%	99%
	Emergency Medical Services- 125000	Actual		88%	96%	85%	
		Set Standard			84%	87%	85%
		Aspirational			92%	97%	94%
	Paramedic- 125100	Actual		62%		63%	
		Set Standard			58%	58%	59%
		Aspirational			65%	65%	65%
	Child Development/Early Care and Education- 130500	Actual		82%	88%	77%	
		Set Standard			78%	81%	78%
		Aspirational			86%	89%	86%
	Nutrition, Foods, and Culinary Arts- 130600	Actual		63%		84%	
		Set Standard			59%	59%	70%
		Aspirational			66%	66%	77%
	Human Services- 210400	Actual		75%	53%	61%	
		Set Standard			71%	61%	60%
		Aspirational			79%	67%	66%
	Alcohol and Controlled Substances- 210440	Actual		50%	81%	79%	
		Set Standard			48%	62%	66%
		Aspirational			53%	69%	73%
	Administration of Justice- 210500	Actual		84%	82%	96%	
		Set Standard			80%	79%	83%
		Aspirational			88%	87%	92%
	Corrections- 210510	Actual		100%	100%	100%	
		Set Standard			95%	95%	95%
		Aspirational			105%	105%	105%
	Police Academy- 210550	Actual		100%	100%	96%	
		Set Standard			95%	95%	94%
		Aspirational			105%	105%	103%
Fire Technology- 213300	Actual		92%	93%	93%		
	Set Standard			87%	87%	88%	
	Aspirational			96%	97%	97%	
Fire Academy- 213350	Actual		92%	92%	95%		
	Set Standard			87%	88%	89%	
	Aspirational			96%	97%	98%	
Cosmetology and Barbering- 300700	Actual		83%	90%	79%		
	Set Standard			78%	82%	80%	
	Aspirational			87%	90%	88%	
General Work Experience- 493200	Actual				89%		
	Set Standard					84%	
	Aspirational					93%	

## **C. Organization of the Self-Evaluation Process**

### Formation of Steering Committee and Writing Teams

Allan Hancock College began preparing for the development of the 2023 Institutional Self Evaluation Report (ISER) in August of 2021. Dr. Paul Murphy, the Accreditation Liaison Officer, reviewed the accreditation schedule along with the changes to the accreditation process with Institutional Effectiveness Council (IEC). IEC, according to the college's *Councils and Committees Pathways to Decisions* (CCPD) document, serves as the steering committee for accreditation.

On September 14, 2021, the Board of Trustees held a special board meeting that included an accreditation workshop. Dr. Murphy invited Dr. Kevin Bontenbal, Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Liaison, to review the accrediting process and purpose, and roles and responsibilities of the governing board.

In September 2021, IEC began reviewing training videos provided through the *ACCJC Educational Series* to begin preparation for the development of the Institutional Self Evaluation Report. The council began review of the accreditation templates in October and suggestions for writing teams were brought forward. Dr. Murphy gave an accreditation orientation to administrative co-chairs, standard leads, members of IEC and anyone else interested in the accreditation process on November 16. Additionally, Academic Senate Executive members asked that their members be added to the Accreditation Steering Committee. The first Accreditation Steering Committee was held on December 9, 2021, where committee roles and responsibilities were discussed along with co-chair responsibilities. The initial meeting was delayed because of the slow response from Academic Senate in providing Academic Senate co-chairs. The committee also discussed Microsoft Teams site developed to enhance collaboration with the writing teams, collect evidence, post resources and trainings, and communicate questions and timelines for the completion of the standard drafts.

The administrative and faculty co-chairs appointed administrative leads for each of the sub-standards. Writing teams consisted of members from all constituency groups including faculty with subject area expertise, councils and committees, and administrative support staff.

The Accreditation Steering Committee consisted of the following individuals:

- Dr. Alberto Restrepo, President, Academic Senate
- Héctor Álvarez, Vice President, Academic Senate
- Nancy Jo Ward, Secretary, Academic Senate
- Herb Elliot, Member at Large, Academic Senate
- Ana Gomez De Torres, Member at Large, Academic Senate
- Dr. Paul Murphy, Institutional Effectiveness Council Co-chair
- Laurene Lee, Institutional Effectiveness Council Co-chair

- Dr. Domenica Devine, Institutional Effectiveness Council PFA Representative
- Erica Biely, Institutional Effectiveness Council CSEA Representative
- Rick Rantz, Institutional Effectiveness Council Management Representative
- Eric Mason, Institutional Effectiveness Council FA Representative
- Gerald Domingues, Institutional Effectiveness Council Supervisory/Confidential Representative

Members of the writing teams included the following individuals:

#### Management

- Dr. Sean Abel, Dean, Academic Affairs
- Laura Becker, Director, Business Services
- Dr. Stephanie Crosby, Director, LAP/Student Health/Veterans
- Dr. Robert Curry, Associate Superintendent/Vice President, Academic Affairs
- Mary Dominguez, Dean, Student Services
- Kin Ensing, Associate Dean, Academic Affairs
- Dr. Jon Hooten, Executive Director, College Advancement
- Thomas Lamica, Project Director, Career Center & K-12 Partnerships
- Margaret Lau, Dean, Academic Affairs
- Steven Marshall, Director, Facilities
- Dr. LeeAnne McNulty, Director, Institutional Grants
- Lauren Milbourne, Director, Public Affairs & Communications
- Dr. Paul Murphy, Vice President, Institutional Effectiveness
- Dr. Mary Patrick, Dean, Academic Affairs
- Dr. Sofia Ramirez Gelpi, Dean, Academic Affairs
- Ruben Ramirez, Director, Human Resources
- Rick Rantz, Dean, Academic Affairs
- Stephanie Robb, Director, Student Activities & Outreach
- Dr. Genevieve Siwabessy, Associate Superintendent/Vice President Student Services
- Eric D. Smith, Associate Superintendent/Vice President for Finance and Administration
- Dr. Andy Specht, Director, Information Technology Services
- Yvonne Teniente, Dean, Student Services
- Marina Washburn, Director, CAEP

#### Supervisory/Confidential

- Shelly Allen, Budget Analyst
- Stephanie Alvarado, Program Supervisor, TRIO/College Achievement Now
- Janeal Blue, Assistant Director, Human Resources
- Carmen Camacho, Executive Assistant to the Superintendent/President and Board of Trustees
- Gerald Domingues, Landscape Supervisor
- Melinda Maritnez, Executive Secretary to the Superintendent/President

- Bridget Tate, Maintenance Supervisor
- Jake Zent, Technical Services Supervisor

### Faculty

- Tyson Aye, Associate Professor, Kinesiology and Health Education
- Gary Bierly, Professor, History
- Lainey Campos, Assistant Professor, Counselor
- Kellye Cohn, Assistant Professor, Librarian
- Barbara Curry, PT Faculty, Social and Behavioral Sciences
- Michael Dempsey, Professor, Drama
- Dr. Domenica Devine, PT Faculty, Life and Physical Science
- Christopher Diaz, Associate Professor, Music
- Elaine Healy, Assistant Professor/Coordinator, Academic Resource Center
- Laurene Lee, Assistant Professor, Mathematics
- Mark Miller, PT Faculty, English
- Mayra Morales, Noncredit Counselor
- Dr. Earl Murray, PT Faculty, Business Administration
- Trevor Passage, Assistant Professor, Librarian
- Fred Patrick, Distance Education Specialist
- Julia Raybould-Rodgers, Professor, English
- Dr. Alberto Restrepo, Professor, Sociology
- Thesa Roepke, Professor, Early Childhood Studies
- Christine Reed, Professor, MESA
- Monique Segura, PT Faculty, Dance
- Brian Stokes, Professor, Anthropology
- Juanita Tuan, Counselor, EOPS/CARE & CalWORKs
- James Turner, PT Faculty, Fire/ENVT/EMS
- Nancy Jo Ward, Professor, Media Arts Programs

### Classified

- Denise Baldwin, Coordinator, Contract Ed
- Erica Biely, Senior Institutional Effectiveness Analyst
- Steven Butler, Institutional Effectiveness Analyst
- Armando Cortez, Senior Institutional Effectiveness Analyst
- Holly Costello, Coordinator/Administrative Assistant V, Student Services
- Phil Hamer, Web Services Specialist
- Janet McGee, Administrative Assistant V, Institutional Effectiveness
- Toby McLaughlin, Science Laboratory Specialist
- Julia Sokolovska, Early College Coordinator
- Espie Valenzuela, Coordinator/Administrative Assistant V, Finance and Administration
- Yvette Valadez-Andrade, Administrative Assistant III, Academic Affairs

### Students

- Samantha Fahey
- Nick Gottwald
- Tyler Little
- Jacquelyn Rayas
- Yahir Rendon
- Nathaniel Shearer
- Ora Shrecengos

### Drafts and Review Process

First drafts were completed in early March 2022 and posted on the college website for college-wide review on March 18. The steering committee held input sessions (*Accreditation Information and Input Sessions*) on March 31. Fifty-one administrators, faculty, and staff attended. The accreditation steering committee co-chairs provided information for each of the four accreditation standards. First drafts for each standard were posted on the *Institution Self-Evaluation Report 2023 Drafts* webpage. Attendees were asked to read the drafts and provide feedback on content and supporting evidence used in the analysis and evaluation of each of the four standards. Padlets were provided for each standard to record constituency feedback. The drafts were posted two weeks before the input session and continued for two weeks after to give time for constituents to review and provide feedback. The feedback on the first drafts was then reviewed by the steering committee on April 21. Throughout the summer, co-chairs continued to write, review, and revise. Second drafts along with evidence were submitted September 6 and combined into one document along with the Quality Focus Essay. The combined document was again posted to the college website September 19 for the second round of collegewide review and feedback.

### Quality Focus Essay Projects

Councils and committees began discussing ideas for the Quality Focus Essay (QFE) in early April 2022. A *Quality Focus Essay Idea List* was created and populated with ideas generated from these discussions. Academic Senate made the QFE a priority of the May 17 meeting requesting project ideas from faculty. Two QFE projects were identified. One focused on the alignment of student assessment apparatuses and the other on the implementation of AB 705 to ensure student success. Leads for each project were identified and writing commenced over summer with the drafts included in the standard's second draft for the September round of collegewide review.

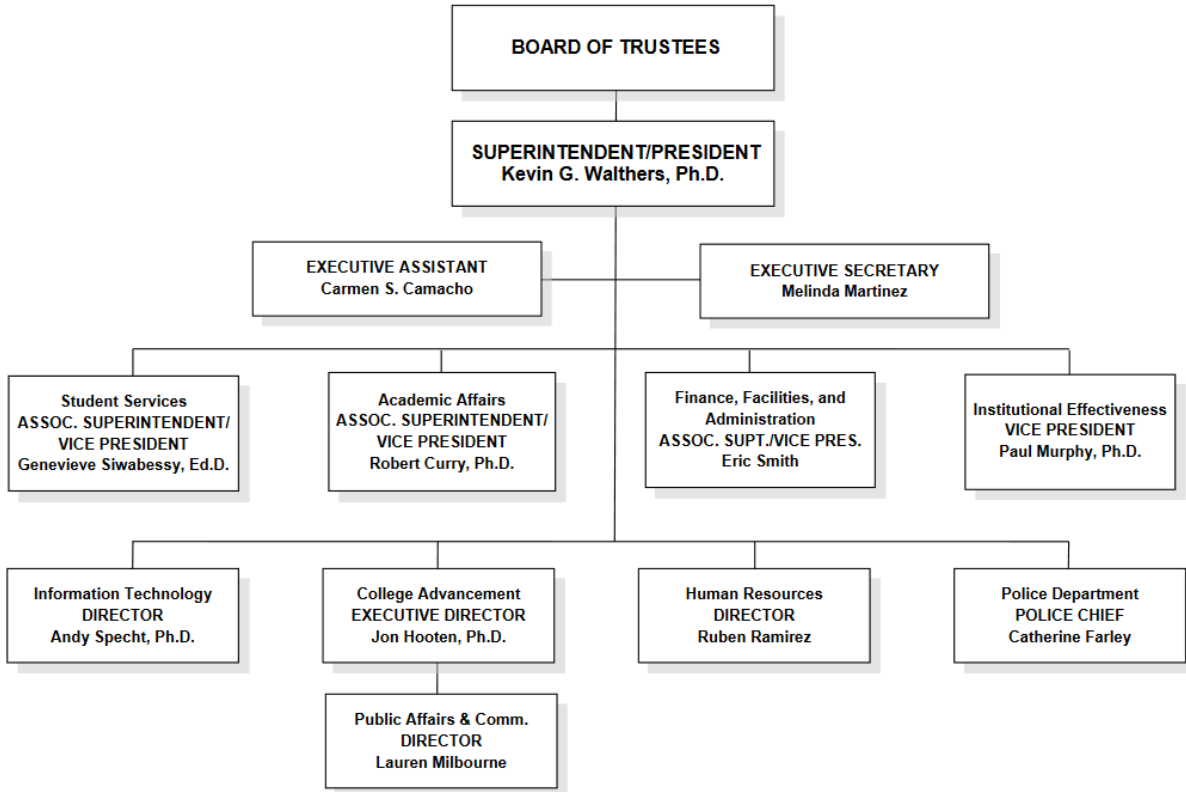
### Final Review

**YET TO BE WRITTEN**

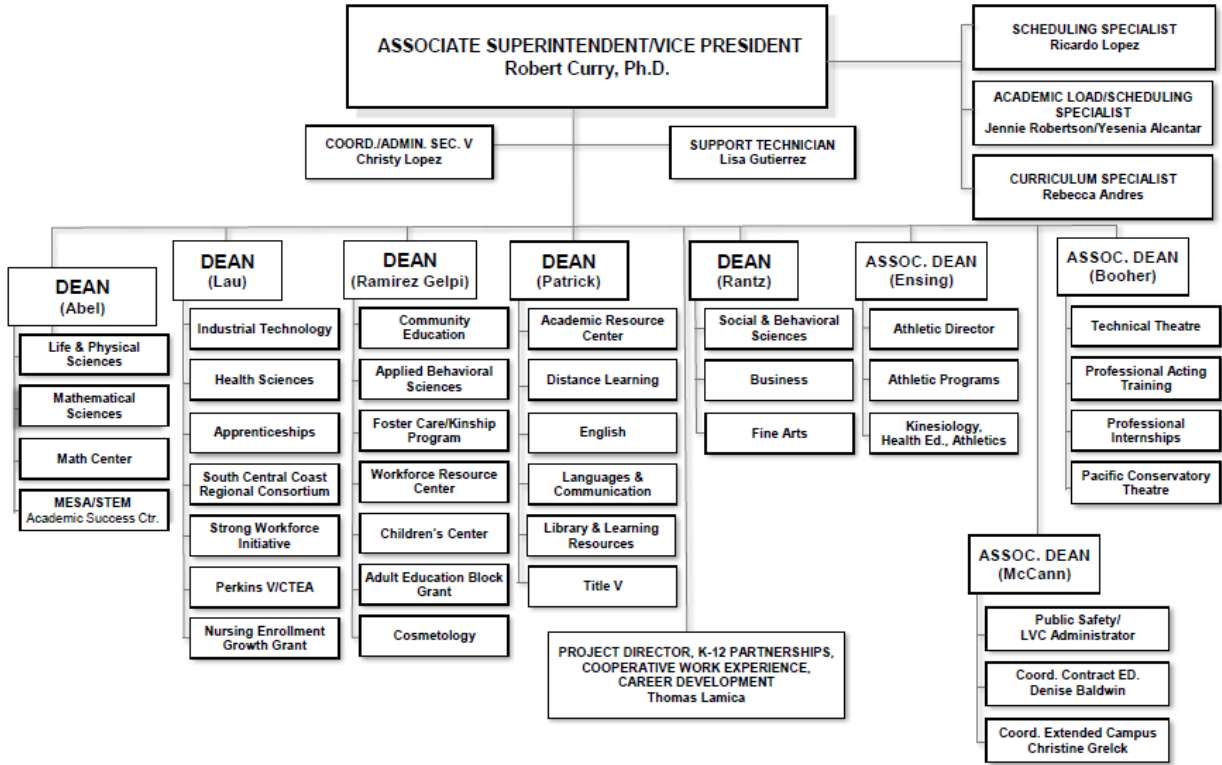


## D. Organizational Information

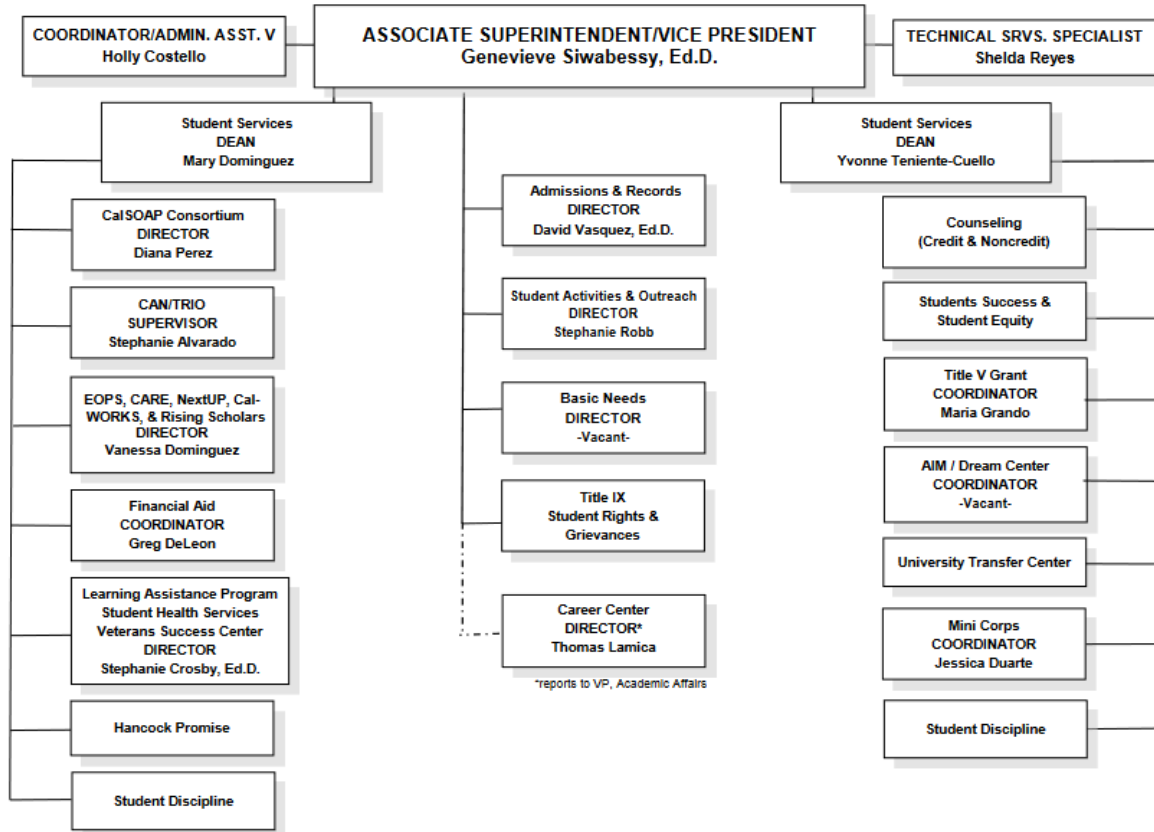
### District Organization



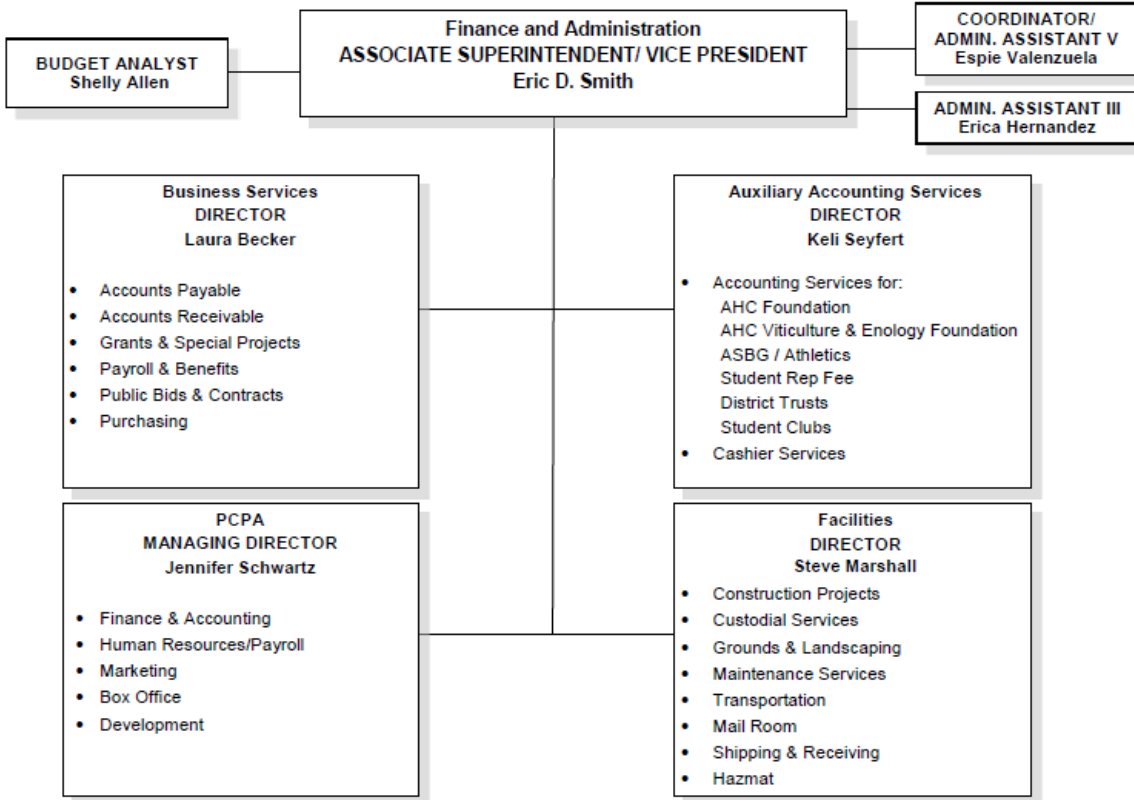
# Academic Affairs



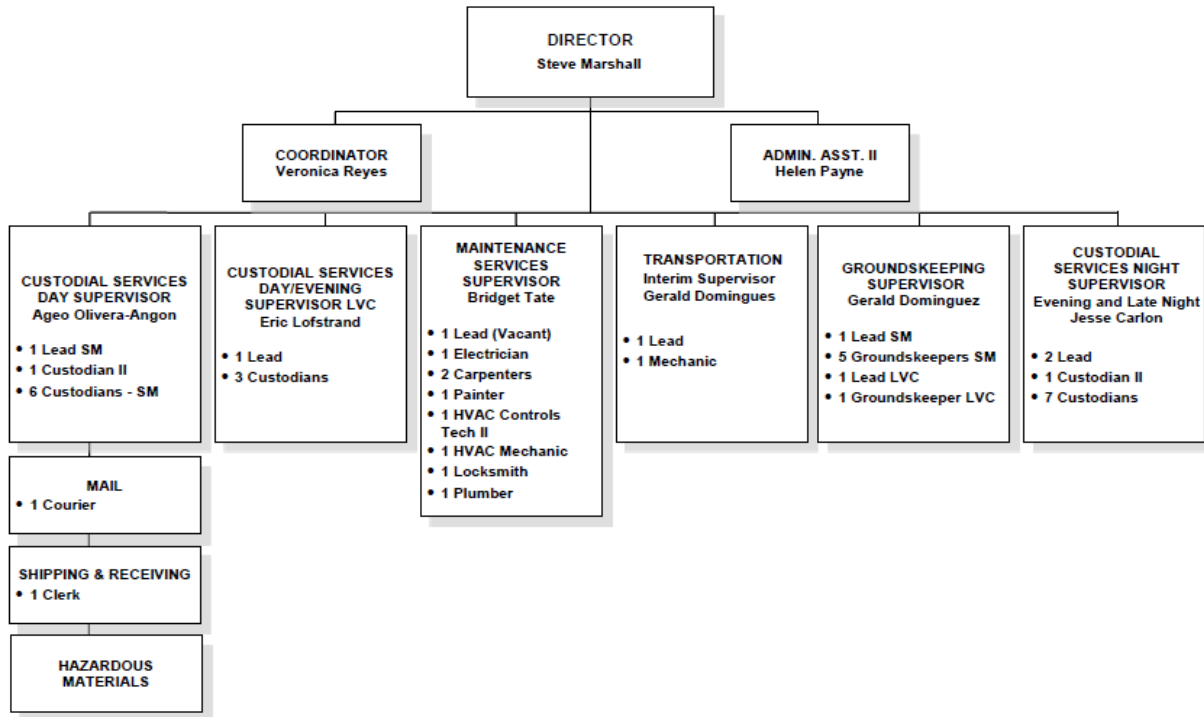
# Student Services



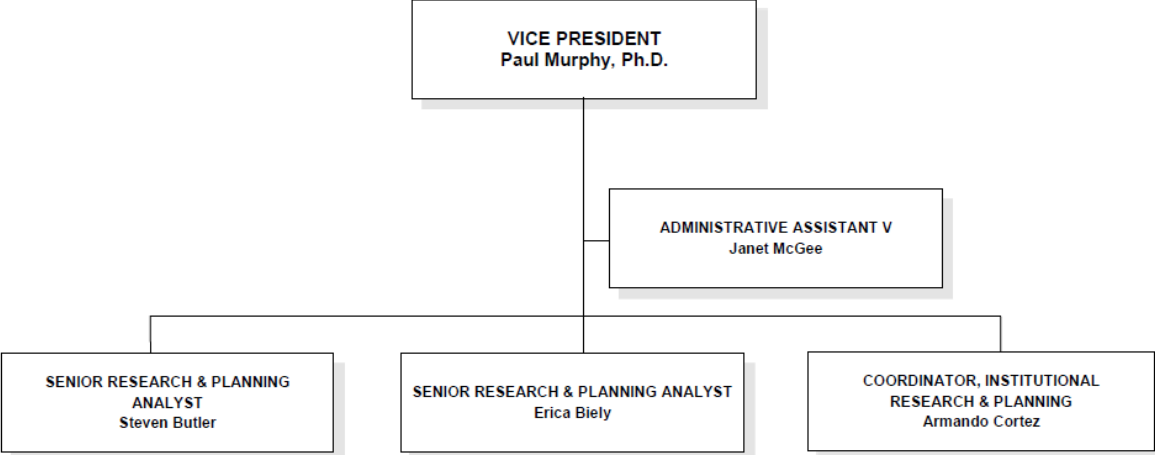
# Administrative Services



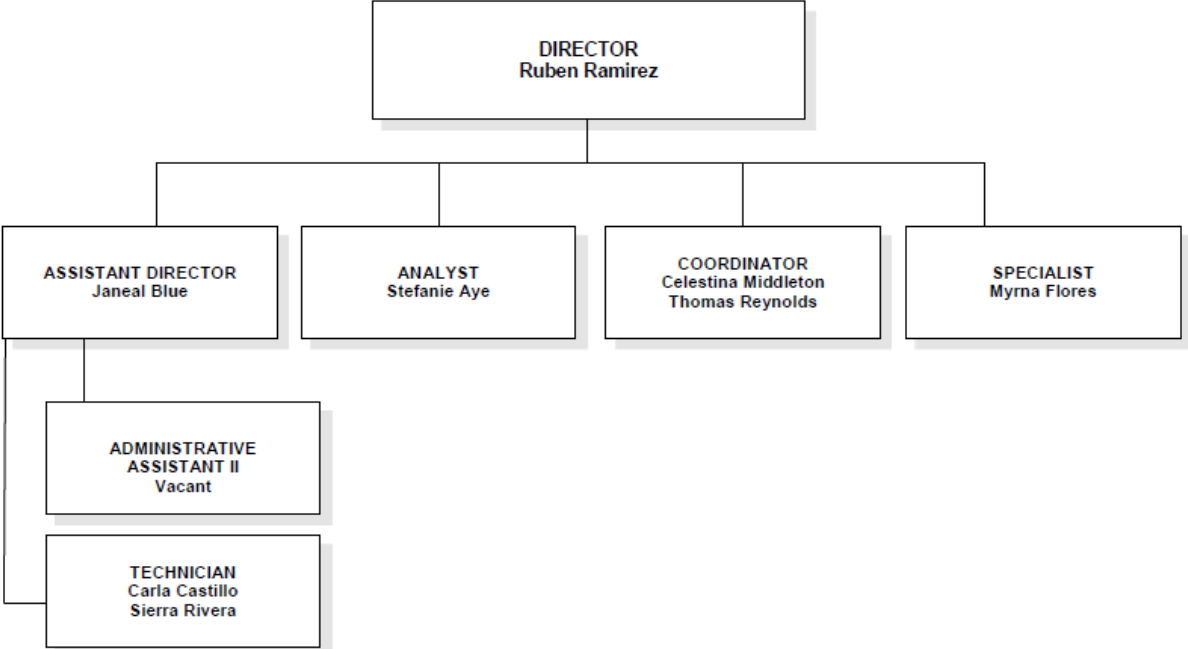
# Facilities



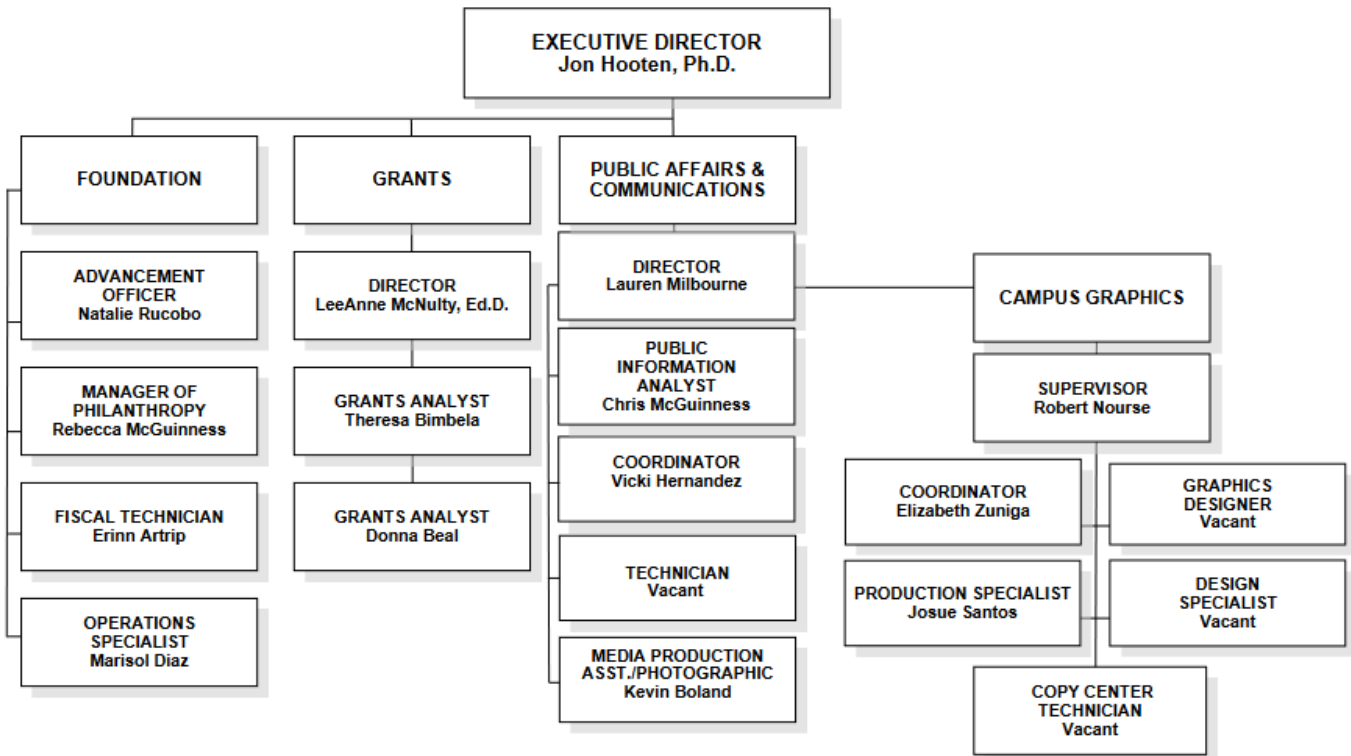
# Institutional Effectiveness



# Human Resources

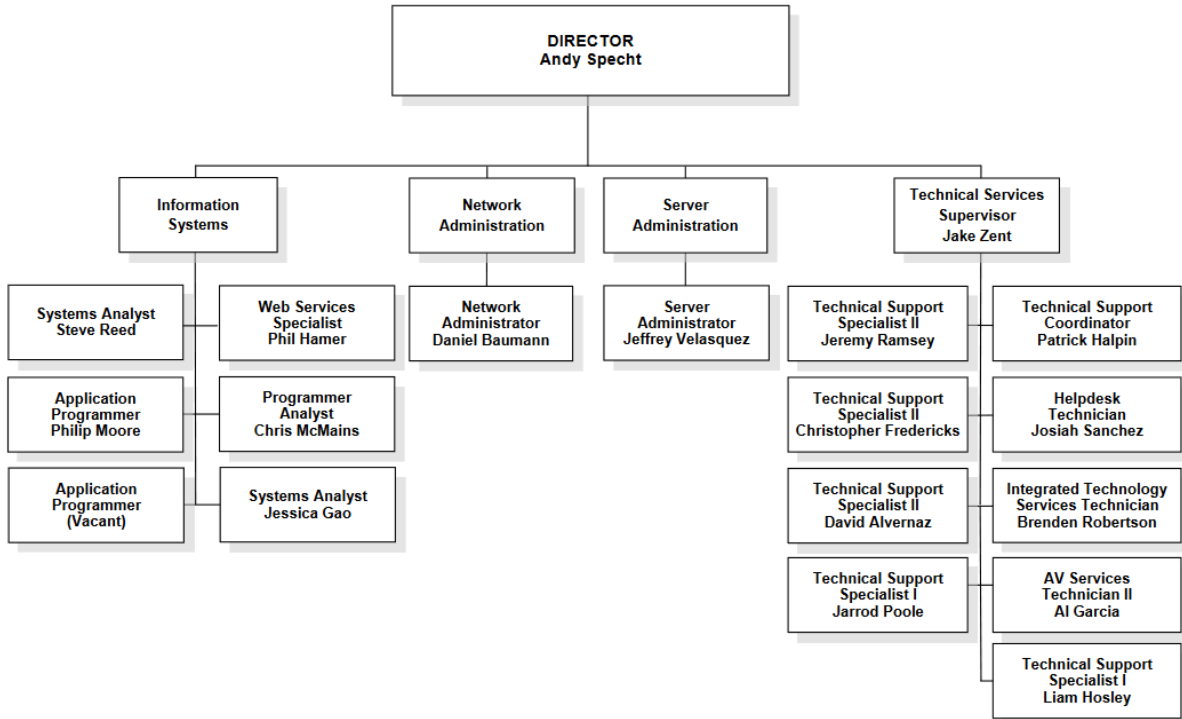


# College Advancement

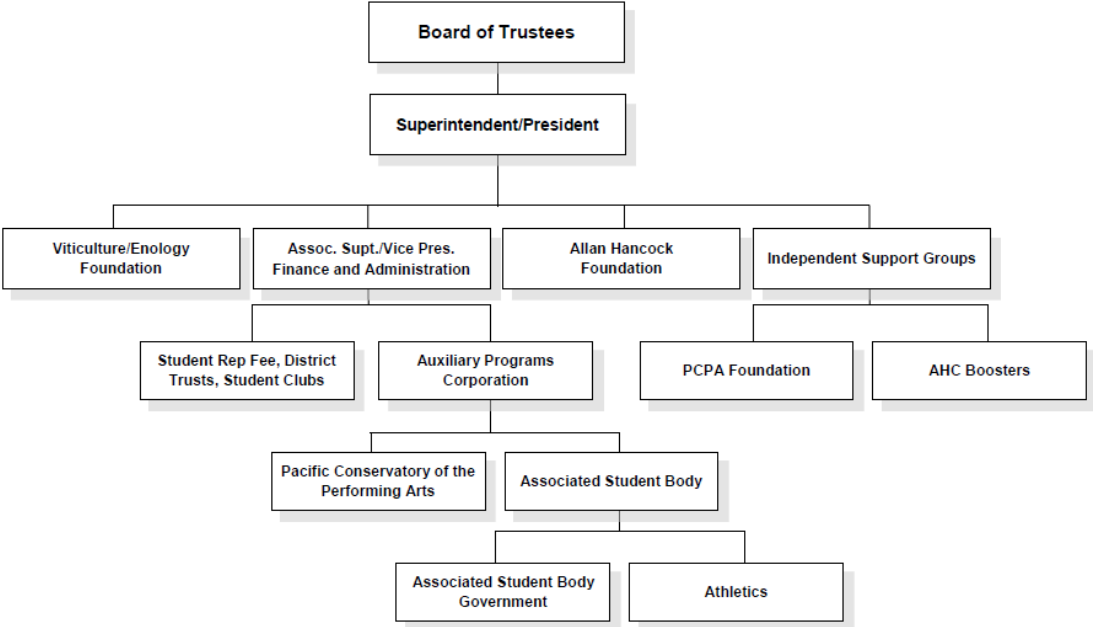




# Information Technology Services



# Auxiliary Operations



## **E. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

The institution is authorized or licensed to operate as a post-secondary 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. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

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. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges accredits Allan Hancock College (AHC). ([ER01-01](#); [ER01-02](#)) Through its accreditation, the college is authorized to operate as a degree-granting institution. AHC is governed by a locally elected board of trustees that oversees the activities of the college and has full legal authority and responsibility for the college ([ER01-03](#)). The board of trustees governs on behalf of the citizens of the college in accordance with the authority granted and duties defined in the California Education Code Section 70902 and per Board Policy 2200 ([ER01-04](#)).

### **Eligibility Requirement 2: Operational Status**

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

Beginning in 1920 Allan Hancock College has operated continuously as a post-secondary institution. The college is fully operational with fall, winter, spring, and summer courses. In the 2020-21 academic year (summer, fall, winter, spring) there were 17,087 students enrolled in credit and noncredit offerings. Courses are offered in onsite and distance education modality, as well as correspondence education at the Lompoc Federal Corrections Institute. Courses are offered in the day, evening and weekends at the Santa Maria and Lompoc Valley campuses. Degree and certificate programs are offered both onsite and, in some cases, completely online modalities.

### **Eligibility Requirement 3: Degrees**

**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.**

Allan Hancock College offers 83 two-year associate of arts (AA) and associate of science (AS) degrees 27 two-year associate degrees for transfer (ADT), and 74 certificates of varying unit length. The college catalog provides a full listing of all

degrees and certificates ([ER03-01](#)). In the 2020-21 academic year 1,358 students earned 2,606 degrees and 1,403 students earned 1,957 certificates. In fall 2019 the college began auto-awarding degrees to students who meet unit requirements, including all general education and program specific coursework. Standard IIA.5 provides further details regarding length, breadth, depth, rigor, and time to completion of degree programs.

#### **Eligibility Requirement 4: Chief Executive Officer**

**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 the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.**

The Allan Hancock College Board of Trustees appoints the Chief Executive Officer (CER) of the College. Dr. Kevin G. Walthers, Superintendent/President of the Allan Hancock Joint Community College District, is the CEO. Dr. Walthers possesses the requisite authority to administer board policies and administrative procedures ([ER04-01](#)). ACCJC was promptly notified when Dr. Walthers was appointed CEO by the board of trustees in July 2013.

#### **Eligibility Requirement 5: Financial Accountability**

**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.**

The college complies with all federal, state and local mandated reporting and expenditure requirements as demonstrated in the annual financial and budget report and the annual independent audit report ([ER05-01](#); [ER05-02](#)). 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 ([ER05-03](#)). 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 ([ER5-04](#)).

#### **Evidence List**

ER01-01. 2017 ACCJC Reaffirmation Letter/ ACCJC Midterm Report Letter  
ER01-02. AHC Accreditation Page  
ER01-03. BP 2010  
ER01-04. BP 2200

- ER03-01. List of degree and certificates
- ER04-01. BP 2430. Delegation of Authority to the Superintendent/President
- ER05-01. Annual Financial Report
- ER05-02. Recent Audit Report
- ER05-03. BP/AP 6400. Audits.
- ER05-04. Audit Report Board Agenda Item.

## **F. Certification of Continued Institutional Compliance with Commission Policies**

Allan Hancock College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third-Party Comment**

*Regulation citation: 602.23(b).*

The Allan Hancock College Accreditation website provides links to past ISERs, midterm reports, and letters from the ACCJC reaffirming accreditation ([CERT-01](#)). The website contains a link to the ACCJC Third Party Comment form as well as notification of dates of the accreditation visit. At the December 2022 Board of Trustees meeting the LAO gave a brief update on the accreditation timeline and kickoff, and then on February 2022 Board of Trustees meeting, the ALO provided an orientation to the trustees regarding the process for writing the self-evaluation as well as the dates for visit ([CERT-02](#)).

The AHC liaison provided an open orientation to the accreditation process in November 2021 ([CERT-03](#)). In March 2022 an open forum was provided where all employees were provided an update on the ISER draft, who is participating, and an opportunity to provide feedback on the ISER. ([CERT-04](#))

The College Accreditation page also includes a direct link to the ACCJC complaint process which provides detailed information about complaints against member institutions, complaints against the commission, and comments from third parties.

### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Allan Hancock College complies with the Code of Federal Regulations and Commission Policies regarding student achievement as described in the Introduction and Standard IB.3. Allan Hancock College establishes Institution Set Standards (ISS) for student achievement appropriate to its mission and regularly monitors performance of the metrics. The scope of data and the process for establishing ISS has evolved since the first metrics were set in 2014. Currently, Institutional Effectiveness Council (IEC) discusses the metrics and methodology for setting the Institution Set Standards (minimum threshold) and Aspirational (Stretch) Goals ([IB03-01](#)).

Metrics include course retention (percentage of students completing a course) disaggregated by online traditional and onsite, course completion (percentage of

students completing a course with a C or better grade) disaggregated by online traditional and onsite, transfer level math and English completion (percentage of first time students completing the milestone within one year), number of units completed (percentage of first time students that complete 12/15/24/30 unit milestones in first term/year), degrees and certificates awarded (duplicated and unduplicated), number of students transferring to a CSU/UC/Overall, median time to degree, three year degree rate, median number of units earned for a degree, median time to transfer (Overall, CSU, UC) and licensure pass rates; job placement data (9 or more CTE units, job placement rates, attainment of living wage, median annual earnings, CTE students employed in field of study. The ISS report maps to other initiatives, such as the Student Centered Funding Formula and Vision for Success ([1B03-02](#)).

Institution Set Standards are published on the Institutional Effectiveness (IE) website ([IB03-03](#)), shared college-wide at college planning retreats ([IB03-04](#)), reviewed by Institutional Effectiveness Council as noted earlier, and updated annually during the process of responding to the ACCJC Annual Report ([IB03-05](#)). The Annual Report includes program standards for licensure examination pass rates and employment rates for CTE programs.

In order to integrate the use of these data into college planning and continuous improvement, the new Educational Master Plan, which is organized around the student journey in the Completion by Design framework includes these same metrics. This practice ensures that assessment of progress on the EMP includes reflection on the ISS data.

### **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Allan Hancock College's credit hour assignments and degree program lengths are within the range of good practice in higher education. Board Policy and Administrative Procedure (BP/AP) 4100 "Graduation Requirements" identifies the minimum number of units required for degrees and programs ([CERT-05](#)), and these are published in the college catalog ([CERT-06](#)). 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. BP/AP 4020 "Program Curriculum and Course Credits" defines the clock hour based on federal regulations ([CERT-07](#)).

The assignment of credit hours and degree program lengths is guided by the California Community Colleges' Program and Course Approval Handbook and the college's Curriculum Development Guide ([CERT-08](#)). These ensure the institution applies consistent application of credit hours and program lengths across classroom-based courses, laboratory classes, distance education classes, and courses involving clinical practice.

As identified in BP/AP 5030 “Fees,” enrollment fees for California residents are determined by state legislation ([CERT-09](#)). Noncredit tuition is set by BP/AP 5020 “Noncredit Tuition” ([CERT-10](#)).

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

Allan Hancock College complies with the Commission Policy on Transfer for Credit and provides effective transfer of credit opportunities that minimize student challenges in moving between institutions while assuring high-quality education. College policies and practices regarding the transfer and award of credit, including the transfer of credits from non-accredited institutions, and policies on the transfer of credit are clearly stated and function to ensure fairness and equity for all students. Allan Hancock College has clear policies and procedures about transfer course articulation described in Board Policy 4050, Articulation ([CERT-11](#)). This information is also presented in the college catalog and on the website ([CERT-12](#); [CERT-13](#)). In practice, careful evaluation of transcripts is conducted after receiving transcripts through various modalities, including in-person student submission and submission through the National Student Clearinghouse, which provides verification services.

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

Allan Hancock College is committed to providing distance education courses with the same quality, effectiveness, and rigor as onsite courses. This is reflected in the college’s online course development and approval process as described in the Curriculum Development Guide ([CERT-08](#)), as well as in BP/AP 4105 “Distance Education” ([CERT-14](#)), which includes processes to ensure distance education courses meet requirements for regular and substantive interaction between students and the instructor. Similarly, the college ensures learning and student support services are comparable for distance education courses, as detailed in Standards IIB1 and IIC1. These are all supported by a robust technology infrastructure, described in Standard IIC1, sufficient to maintain and sustain the college’s distance education offerings.

Identity authentication procedures for students enrolled in distance education courses are included in AP 4105.

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

Allan Hancock College has clear policies and procedures outlined on the website, in board policy, and in the college catalog regarding student complaints. The standards and procedures for student rights and grievances are found in Board Policy 5330 ([CERT-15](#)) and the college catalog ([CERT-16](#)). The college has a dedicated website for “Complaint Procedures” to provide information and guidance for our formal complaint process ([CERT-17](#)). Students may report alleged



violations, a grievance, or incident through an Online Complaint Form or Vice President of Student Services, who is also the designated Title IX coordinator. If students believe their discrimination complaint has not been resolved at the college level, the Complaint Procedures website has the form for the California Community Colleges Chancellor's Office ([CERT-18](#)).

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

Allan Hancock College provides timely and accurate information on its programs, services, locations, and policies to students and the public through various means including:

- Publication of information on the college website
- Publication of information in print format (brochures, fliers, etc.)
- Printed signage and information postings in various campus locations
- Digital signage in key campus locations
- Digital and print advertising
- Social media
- Email and text messaging
- News releases and media advisories to local news media
- Mailed newsletters and publications

The Allan Hancock College catalog and class search serve as primary informational tools about the college. The Office of Academic Affairs, the Office of Public Affairs and Communications, Student Services, Admissions & Records Office, and others collaborate to ensure that these publications provide accurate, up-to-date information in a suitable style and format.

The Office of Public Affairs and Communications creates and distributes news releases, magazines, brochures, and fliers, creates and places print and digital advertisements, digital displays, social media postings, and more to provide prospective and current students, college personnel, and community members with relevant and accurate information about the college ([CERT-19](#)). The Office of Public Affairs and Communications and Campus Graphics publish an official style guide and follow writing, proofreading, branding, and social media guidelines to ensure that information about the college is presented clearly, accurately, and professionally ([CERT-20](#)). To ensure that students and the public have access to the most current and accurate information about the college, the Information Technology (IT) department manages the college website (with input from campus departments and the Web Services Committee).

The college catalog, which is accessible both online and in print, also

provides information regarding the college's accreditation status as required by the Commission ([CERT-21](#); [CERT-22](#)). All accreditation reports, documents, procedures, resources, and information about the Commission are readily available to students, college personnel, and the public.

### **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

### **Effective Oversight of Finances**

The college's division of Administrative Services and the Department of Business Services provide financial oversight for college operations, including financial aid, grants, externally funded programs, contractual relationships, assets, and investments.

### **Grants, External Funding, and Contracts**

The college's division of Administrative Services and the Department of Business Services provide financial oversight for college operations, including financial aid, grants, externally funded programs, contractual relationships, assets, and investments. The college's financial aid program is audited annually during the external audit ([IIID10-01](#)). The financial aid cluster is audited as a Type B major federal program in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards. In the past five years, no material weaknesses or significant deficiencies have been identified in the financial aid cluster. The Business Services Department works with the Financial Aid Department to create and reconcile financial aid drawdowns weekly. The Business Services and Institutional Grants departments follow policies and procedures for contract and grant applications ([IIID10-02](#)). Grant accountants in Business Services and staff in Institutional Grants assist grant coordinators and project directors in developing and monitoring grant budgets. Grant accountants check to ensure expenditures comply with applicable grant or program regulations and within budgets prior to approving purchase requisitions in the Banner financial system. Financial reporting is provided to the appropriate state or federal agency as the grant guidelines require ([IIID10-03](#))

### **Financial Aid**

The Financial Aid Office and the college's Business Services Office work collaboratively to ensure that the college complies with federal regulations regarding all eligible federal financial aid programs, including student loans, by placing adequate internal controls. Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with federal regulations. The Dean of Student Services – Financial Aid closely monitors and manages campus-based federal funds to ensure the funds are disbursed to eligible students. These funds include Federal Work-Study (FWS) and Federal

Supplemental Educational Opportunity Grant (FSEOG), Pell Grant, and Student Loans Allan Hancock College's Cohort Default Rate (CDR) ([IIID15-01](#)) of 7.1% shows that the college is within the 30% federal guidelines as Title IV regulations require. Student loan default rates are monitored annually by the college's Financial Aid Office. As part of the district's annual audit, the district auditors are required to perform specific compliance reviews in accordance with the Chancellor's Office "Contracted District Audit Manual" (CDAM). Over the last 6 years of District audits, the auditors have had no findings regarding compliance with federal financial aid requirements.

**Evidence List:**

- CERT-01. Accreditation Page screenshot
- CERT-02. February 2022 Board Agenda Item 10A
- CERT-03. Presentation
- CERT-04. 3-31-2022 Accreditation Information Session PowerPoint
- CERT-05 BP/AP 4100 Graduation Requirements
- CERT-06 Catalog graduation requirements
- CERT-07 BP/AP 4020 Program Curriculum and Course Credits
- CERT-08 Curriculum Development Guide
- CERT-09 BP/AP 5030 Fees
- CERT-10 BP/AP 5020 Nonresident Tuition
- CERT-11 Articulation BP 4050
- CERT-12 Articulation Course Catalog
- CERT-13 Transfer Information Webpage
- CERT-14 BP/AP 4105 Distance Education
- CERT-15 Student Rights and Grievances BP/AP 5530
- CERT-16 Student Rights and Grievances Catalog
- CERT-17 Complaint Procedures Webpage
- CERT-18 Discrimination Complaints Webpage
- CERT-19 Marketing Brochures
- CERT-20 Graphic and Identity Standards
- CERT-21 Online Catalog
- CERT-22 2022-2023 Catalog

- IB03-01 IEC Agenda Notes
- IB03-02 Institution Set Standards PDF
- IB03-03 ISS Website screenshot
- IB03-04 ISS Review Planning Retreat
- IB03-05 ACCJC Annual Report

- IIID10-01 AHC Audit Report 06302021 pp69-71
- IIID10-02 BP/AP3280 Grant Funded Programs

IIID10-03 Grant Procedures Manual Pg18  
IIID15-01 Cohort Default Rate History NSLDS March2022

## **G. Institutional Analysis**

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

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

#### **A. Mission**

- 1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### **Evidence of Meeting the Standard**

As presented below and in Board Policy 1200 ([IA0I-01](#); [IA0I-02](#)), Allan Hancock College's mission, vision, and values (comprehensive mission) place a high value on diversity, equity, and inclusion within an engaging and inclusive educational environment where students are guided and supported along structured pathways that enable them to achieve their established goals, whether focused on skills building, certificates, degrees, or transfer.

#### **Mission**

*Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.*

To demonstrate its commitments to students, the community, and each other, the following set of value statements support the Allan Hancock College mission:

#### **Vision**

- We will change the odds for students by continuing to provide quality instruction while improving time to completion.
- We will work to build inclusive communities that promote trust and social justice. Allan Hancock College is committed to equity and diversity by ensuring our actions are based on an awareness of the social and historical context of inclusionary practices.

- We will work to address student financial challenges, including food and housing insecurities.
- We will prepare our students emotionally, physically, and intellectually to pursue fulfilling careers that foster economic mobility.
- We will provide an educational culture that values, nurtures, connects, and engages students.
- We will provide opportunities that enhance student learning and promote the creative, intellectual, cultural, and economic vitality of our diverse community.
- We will partner with the community to offer relevant and timely programs and services.
- We will ensure a positive community presence by responding to community needs, including outreach to nontraditional students.
- We will strive to ensure fiscal integrity and responsible management of resources.

### **Values**

Student Success, Equity, Academic Freedom, Diversity, Innovation, Mutual Respect, Inclusivity, Collaboration, Lifelong Learning, Excellence, Shared Governance

### **Analysis and Evaluation**

Allan Hancock College’s mission describes its purpose and educational commitment to a diverse student body and community. It serves as the central organizational element that promotes and reinforces student learning and student achievement. It promotes students’ academic, transfer, career and personal goal attainment.

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

#### **Evidence of Meeting the Standard**

The Institutional Effectiveness (IE) office and Institutional Effectiveness Council (IEC) continuously collects and disseminates data to assist in establishing institutional priorities ([IA02-01](#)). These data are analyzed and interpreted by administrative, departmental, programmatic, and shared governance structures to inform decision-making relative to the educational needs of students.

A variety of data are available within the institutional data portfolio on the IE website to inform credit and noncredit programs, registration, student equity, scheduling, academic cohorts, high schools, Guided Pathways, transfer, and Career Technical Education outcomes ([IA02-02](#)). Additionally, quick facts,

surveys, state and national reports, external data, the IE Newsletter (Data Sizzle), and other reports are readily available for examination ([IA02-03](#); [IA02-04](#)).

Student, academic, and community demographics are continuously examined by the IE office and the IEC and presented at the annual planning retreat ([IA02-05](#)). A wide variety of constituents from across the college are invited to participate, including students, staff, faculty, administrators, trustees, and community members. During this retreat the mission is periodically reviewed to assure that it remains current and relevant to the needs of students ([IA02-06](#)).

In 2020, and in conjunction with development of a new Educational Master Plan, the mission was revised to reflect the contemporary needs of students ([IA02-07](#)). The updated comprehensive mission serves to direct institutional priorities through the Educational Master Plan 2020-2026 and all five stages of the student journey: connection, entry, progress, completion, and transition ([IA02-08](#)). Alignment of academic, student services, and administrative units and programs to the mission is also a central component within comprehensive and annual program reviews ([IA02-09](#)).

Examination of data is also a vital part of the college's guided pathways efforts, and success teams in particular. Success teams serve as cross-functional collaboratives comprised of faculty, staff, students, and administrators. They focus their efforts on engaging and directing students along an educational journey toward completion. Success teams mainly work to coordinate a variety of activities intended to achieve equitable student success.

Activities include the evaluation and development of effective onboarding, curriculum enhancement, and student support services. Each success team includes a data coach who guides and supports student-centered, data-informed guided pathways inquiry and design. They work to assess the campus landscape and examine factors that impact student success. Data coach training is provided by the Office of Institutional Effectiveness ([IA02-10](#)). Using data, they determine concrete next steps to advance guided pathways and student success within each academic areas of interest: Business and Finance; Creative Arts; Health Sciences; Food, Fashion, and Fitness; People, Cultures, and Languages; Public Service, and Sciences and Technologies.

## **Analysis and Evaluation**

Student, academic, and community demographics are continuously evaluated and assessed by Allan Hancock College to establish institutional priorities relative to its mission. A wide variety of data are readily available on the Institutional Effectiveness website for defining institutional priorities and for addressing the needs of students. Constituents from across the college and community are invited to examine data and to provide input on how the college can best achieve its mission in service to students. Each student success team includes a data coach who works to guide and inform the work of the team.

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

**Evidence of Meeting the Standard**

Allan Hancock College's comprehensive mission is central to decision-making, planning, and resource allocations ([IA03-01](#); [IA03-02](#)). It is periodically reviewed and revised to assure it remains relevant to the changing needs of students, the college, and the community it serves ([IA03-03](#)). The comprehensive mission is central to the Education Master Plan and is thus fundamental to the college's commitment to student learning and achievement ([IA03-04](#)).

As the central component of the Educational Master Plan, it supports the Completion by Design framework that aligns policies, programs, culture, and practices to create pathways that direct students into and through college to successful completion. It supports program learning outcomes, institutional learning outcomes, and is aligned to the California Community Colleges mission and vision goals that were constructed to improve student outcomes, including closing achievement gaps, increasing degree and certificate attainment, growing transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment. It also supports and is aligned to the *Update to the Vision for Success: Reaffirming Equity in a Time of Recovery* ([IA03-05](#)).

Planning and resource allocation are systematically aligned to the college mission and integrated around a multi-level integrated planning model for institutional effectiveness ([IA03-06](#)). This nonlinear model allows needs aligned to the vision, values, and mission of the college to emerge, be prioritized, and evaluated in relationship to available resources. It also assures that all college planning is integrated around the educational master plan in support of student learning and achievement. An annual planning retreat hosted by the Institutional Effectiveness Council sets strategic directions for the college and includes students, faculty, administrators, and trustees ([IA02-06](#)).

Ahead of the annual planning and budget development process, needs associated with faculty, equipment, and facilities, are identified within program reviews and annual updates and prioritized within the college's pathways to decision making structure. Needs associated with high impact initiatives that have emerged from councils and committees are further prioritized through the pathways to decision making structure and reviewed by the Resource Alignment Committee ([IA03-07](#); [IA03-08](#)) and Budget Council ([IA03-09](#)).

Planning is monitored by the institutional effectiveness council. Major college plans, such as the Technology Master Plan, Facilities Master Plan, Enrollment Management Plan, and Student Equity Plan, support the educational master plan, and thus student learning and achievement ([IA03-10](#)). As part of the action steps in the previous Quality Focus Essay, the college undertook a revision to the



Councils and Committees Pathways to Decisions (CCPD) to improve the transparency and effectiveness of the resource allocation process.

### **Analysis and Evaluation**

Allan Hancock College has a systematic and integrated approach to decision-making, planning, and resource allocation that informs institutional goals for student learning and achievement. Budget Council and the Resource Alignment Committee work to align available resources to institutional priorities and to leverage college budgets.

### **4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

#### **Evidence of Meeting the Standard**

Allan Hancock College periodically reviews its mission and updates it to assure it is current and relevant. The process is coordinated by the Institutional Effectiveness Council (IEC) and is an essential part of the college's planning process. Representatives from all constituent groups, e.g., students, staff, faculty, administrators, are provided an opportunity to provide input and recommendations regarding its composition ([IA04-01](#)).

The IEC, in collaboration with the Institutional Effectiveness office, coordinated the most recent efforts to update the comprehensive mission. To assist in this activity, IEC developed an inclusive process for soliciting input from a wide variety of constituents across the college ([IA04-02](#)). The process included an examination of ACCJC accreditation standards relative to the mission, development of a college-wide survey, and presentation to the Academic Senate. After several drafts and revisions, the comprehensive mission statement was approved by College Council ([IA04-03](#)) and subsequently by the board of trustees on January 12, 2021 (see [IA01-02](#)). Following this, the mission continues to be published on the college's homepage, in its catalog, on agendas and minutes, and in official college publications ([IA04-04](#); [IA04-05](#)).

#### **Analysis and Evaluation**

Allan Hancock College's mission was most recently revised on January 12, 2021, and is widely published on the college's website, catalog, important documents, and promotional materials. The current mission statement was developed through shared governance processes that included input from a wide spectrum of college constituents, including students, staff, faculty, administrators, Trustees, and community members.

## **Conclusions on Standard IA – Mission**

Allan Hancock College’s mission is fundamental to all programs and services that focus on student learning and achievement. An emphasis is placed on evaluating data for decision-making relative to the planning, implementation, and improvement of educational programs and services. The mission is periodically examined and updated to ensure that it is relevant to the needs of a diverse and ever-changing student population. This is accomplished through an open, transparent, and collaborative process that involves constituents from across the college and community.

## **Improvement Plan(s)**

N/A

## **Evidence List**

IA01-01 Board Policy 1200 – District Mission [Evidence Needed]  
IA01-02 Board Agenda, January 12, 2021  
IA02-01 Institution Set Standards  
IA02-02 Institutional Data  
IA02-03 Quick Facts  
IA02-04 IE Newsletter (Data Sizzle, Nov. 2021)  
IA02-05 Planning Retreat Data Presentation  
IA02-06 Planning Retreat Agenda, 2017 (Mission)  
IA02-07 Educational Master Plan (Page 4)  
IA02-08 Student Journey, EMP page 9  
IA02-09 Program Review Guide and Goals  
IA02-10 GP Success Team Implementation  
IA03-01 Budget Development Guiding Principles  
IA03-02 Strategic Directions  
IA03-03 Planning Retreat Notes, February 2020  
IA03-04 Educational Master Plan  
IA03-05 Update to the Vision for Success: Equity in a Time of Recovery  
IA03-06 Integrated Planning Model  
IA03-07 Equipment Prioritization Timeline  
IA03-08 RAC Notes, May 18, 2022  
IA03-09 Budget Council Agenda, August 22, 2022  
IA03-10 Institutional Plans  
IA04-01 Mission Statement Survey  
IA04-02 Mission Statement Review and Revision Process  
IA04-03 College Council Agenda, November 16, 2020

IA04-04 2021-2022 Catalog (Mission)

IA04-05 Deans and Directors Agenda, January 12, 2022

## **B. Assuring Academic Quality and Institutional Effectiveness**

### **Academic Quality**

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

#### **Evidence of Meeting the Standard**

Allan Hancock College demonstrates ongoing, substantial collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness and the continuous improvement of student learning and achievement outcomes through the shared governance process, professional development opportunities, and college community events. The overarching Educational Master Plan using the Completion by Design framework, integrated planning process, and multi-year initiatives, is centered on advancing institutional effectiveness to improve student learning and achievement. The Councils and Committees Pathways to Decisions (CCPD) manual serves as the blueprint to facilitate council and committee decision making and fosters a campus dialog among and within all constituency groups ([IB01-01](#)).

#### Academic Quality and Student Outcomes

Student outcomes are regularly assessed and discussed. Student Learning Council and Student Services Council monitor and discuss issues about academic quality and student learning ([IB01-02](#)). Both Academic Affairs and Student Services Learning Outcomes and Assessment Committees (LOAC) report to these councils. LOAC discussions and results are used to drive academic and curricular improvements within the assessment cycle ([IB01-03](#)). The Learning Outcomes and Assessment Committee meets monthly to discuss how programs are assessed and continually improved as identified in the annual report of accomplishments ([IB01-04](#)). In addition to Student Learning Outcomes (SLOs) assessment, dialog about the academic quality of programs occurs during the program review and course/curriculum review processes. All this work occurs on a regular basis as per planning documents like the aforementioned Institutional Assessment Plan (IAP) and the Program Review Guidelines ([IB01-05](#)). Collegewide dialogue about academic quality and student outcomes occurs in various venues such as the Student Success Summit ([IB01-06](#)).

Recognizing the limited opportunity members of some constituency groups might have to serve on councils or committees or be involved in the program review process, the college strategically developed The Learning Collective ([IB01-07](#)), which develops professional development opportunities a couple times a month for all constituency groups to be able to engage in collegial dialogue on a multitude of topics with the focus on continuous improvement for student success. The Learning Collective has two series that focus specifically on student equity, Allies for Equity and Hancock Academy.

### Student Equity

Equity is a large part of the discussion on campus. Equity discussions happen in committees, professional development opportunities, institutional planning, and community outreach. For example, the Student Success and Equity Committee (SSEC) meets monthly to review disaggregated data and discuss strategies to promote access and equity for students as outlined in plans ([IB01-08](#)). Every three years, the SSEC develops the Student Equity Plan, a sustainable and systemic vision for achieving equity through eliminating demographically predictable disparities, through an extensive vetting process that requires discussion and input from councils and committees before final approval by the board of trustees ([IB01-09](#)). The college also holds an annual Student Equity Summit ([IB01-10](#)). During the summit, college personnel, representatives from schools within the service area, and community partners discuss equity issues. Another program called Allies for Equity provides an opportunity for cohorts of faculty to learn and discuss equity within their programs, examine equity gaps with completion of courses and program pathways, and work with other faculty on ways to address equity within their areas ([IB01-11](#)). In addition to Allies for Equity, the Hancock Academy, created and led by faculty, provides a month-long training on equity ([IB01-12](#)). In 2020, the board of trustees also created the Diversity, Equity, and Inclusion Taskforce (DEITF) with the agenda of addressing equity ([IB01-13](#)). The DEITF has investigated DEI practices on campus through inquiry and surveys. The DEITF is now developing a Diversity, Equity, and Inclusion conference that will address the findings of its inquiry.

### Institutional Effectiveness

The Institutional Effectiveness office (IE) facilitates discussions on institutional effectiveness through committees and governance, institutional planning, and data resource development. IE develops resources and facilitates professional development like data coaching that often focuses on equity, outcomes, success, and other Key Performance Indicators (KPIs) used for institutional analysis ([IB01-14](#)). IE also develops data dashboards that are used to facilitate discussion among groups on campus such as the Student Success Teams ([IB01-15](#)). The Institutional Effectiveness Council (IEC) develops and monitors planning processes that include discussions on equity and student KPIs ([IB01-16](#)). IEC also oversees the creation of the Educational Master Plan, which integrates dialog about use of KPIs that are tracked to the student journey. IE and IEC also facilitate equity dialog at the annual planning retreats. During these retreats, faculty, staff, administration, and community partners create institutional plans with equity often at the forefront of discussion ([IB01-17](#)). Key performance indicators centered along the student journey are discussed at planning retreats.

### **Analysis and Evaluation**

Allan Hancock College demonstrates a sustained, substantial, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement for student learning and achievement.

In assessing the usefulness of the program review and student learning outcomes, the college developed new processes that streamline and connect program review, assessments, and data analysis. The Learning Outcomes and Assessment Committees (LOAC) and Program Review Committee develop assessment and review processes that shift the focus from course analysis to program analysis. This shift encourages increased dialog among program faculty regarding the pathways that students take through them. The changes are outlined in the assessment handbook developed by LOAC. The processes are currently being vetted through shared governance with the upcoming updates to the IAP taking place in 2023.

## **2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

### **Evidence of Meeting the Standard**

#### Established Student Learning Outcomes

Allan Hancock College has established student learning outcomes for all instructional programs and services. Course learning outcomes are defined and posted on all course outlines of record in curriculum software and on course syllabi ([IB02-01](#)). Program learning outcomes are described in the college catalog and on the guided pathways "Find Your Path" website ([IB02-02](#); [IB02-03](#)). In addition to the catalog, program learning outcomes and the historical data are posted on the SLOs dashboard, which is used for data analysis during program review and the assessment cycle processes ([IB02-04](#)).

Student services and support programs' outcomes are posted publicly on the college's website and the SLOs dashboard for student services. Internally, employees have access to the student services data center where all SLOs and accompanying documents, such as rubrics, six-year cycle plans, and SLO matrixes, are posted for institutional access ([IB02-05](#)).

Learning outcomes assessments are embedded in ongoing evaluation of courses and programs. The Institutional Assessment Plan (IAP) ([IB02-06](#)) describes the learning outcomes-based assessment cycles and procedures. The IAP details the process of assessing course learning outcomes on a semester basis. The process involves creating a six-year assessment cycle aligned with the program review cycle. During the cycle, faculty follow a six-year plan which identifies one or more outcomes to be assessed during an academic year. By the end of the six-year cycle, a program must have assessed every course learning outcome and program learning outcome. Program faculty will then input the data and course improvement plans into the assessment software. Course improvement plans, built on reflections from faculty, are then used in program review and evaluation. Course learning outcomes are mapped to program learning outcomes and institutional learning outcomes. Aggregated data are provided for program review analysis through the Academic Affairs Student Learning Outcomes Dashboard ([IB02-05](#)). Program review guidelines require analysis of student learning outcomes for service programs ([IB02-07](#)) and instructional programs ([IB02-08](#)).

## **Analysis and Evaluation**

Allan Hancock College has established program learning outcomes for each of its instructional programs, learning support services, and student services. With the focus on pathways for students, the college recently placed more emphasis on program learning outcomes assessment instead of course learning outcomes assessment. As a result of this transition and evaluation of program learning outcomes, faculty identified necessary improvements that strengthened the assessment of student learning. To support this effort, the Learning Outcomes and Assessment Committee (LOAC) developed procedures and provided training and workshops for updating program outcomes. As part of a sustained evaluation of assessment practices, LOAC collaborated with the Program Review Committee to better incorporate assessments into program review processes by developing a new annual program review process that encourages more discussion and dialog.

### **3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

#### **Evidence of Meeting the Standard**

Allan Hancock College establishes Institution Set Standards (ISS) for student achievement appropriate to its mission and regularly monitors performance of the metrics. An excerpt from the college mission statement demonstrates the types of student outcomes and relevant data used for monitoring performance:

*Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.*

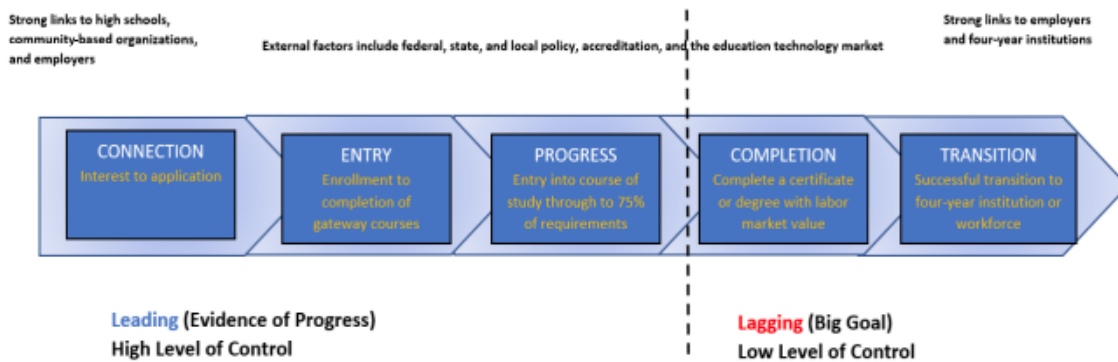
The scope of data and the process for establishing ISS has evolved since the first metrics were set in 2014. Currently, Institutional Effectiveness Council (IEC) discusses the metrics and methodology for setting the Institution Set Standards (minimum threshold) and Aspirational (Stretch) Goals ([IB03-01](#)).

Metrics include course retention (percentage of students completing a course) disaggregated by modality, course completion (percentage of students completing a course with a C or better grade) disaggregated by modality, transfer level math and English completion (percentage of first time students completing the milestone within one year), number of units completed (percentage of first-time students that complete 12/15/24/30 unit milestones in first term/year), degrees and certificates awarded (duplicated and unduplicated), number of students transferring to a CSU/UC/Overall, median time to degree, three-year degree rate, median number of units earned for a degree, median time to transfer (Overall, CSU, UC) and licensure

pass rates; job placement data (9 or more CTE units, job placement rates, attainment of living wage, median annual earnings, CTE students employed in field of study). The ISS report maps to other initiatives, such as the Student Centered Funding Formula and Vision for Success ([1B03-02](#)).

Institution Set Standards are published on the Institutional Effectiveness (IE) website ([IB03-03](#)), shared college-wide at college planning retreats ([IB03-04](#)), reviewed by Institutional Effectiveness Council as noted earlier, and updated annually during the process of responding to the ACCJC Annual Report ([IB03-05](#)). The institution set standards have a floor calculated as 95% of the running five-year average. Conversely, the aspirational goals are calculated by taking 105% of the running five-year average.

In order to integrate the use of these data into college planning and continuous improvement, the new Educational Master Plan, which is organized around the student journey in the *Completion by Design* framework includes these same metrics. This practice ensures that assessment of progress on the EMP includes reflection on the ISS data:



In this setting we can assess leading indicators of early momentum metrics that influence future performance. These indicators include but are not limited to those in the following table.

<b>Leading Indicators</b> Metrics that show more immediate changes	<b>Lagging Indicators</b> Metrics that take longer to influence & measure
<ul style="list-style-type: none"> <li>• Completion of transfer level math and English in the first year</li> <li>• Completion of critical student support activities by the first term</li> <li>• First term and year full-time enrollment status</li> <li>• First term and year to year persistence</li> </ul>	<ul style="list-style-type: none"> <li>• Degrees and certificates</li> <li>• Transfers</li> <li>• Labor market outcomes</li> <li>• Average units earned of degree completers</li> <li>• Successful course completion rates</li> </ul>



## **Analysis and Evaluation**

Allan Hancock College establishes and monitors institution set standards, sets aspirational goals around these metrics, and integrates dialogue and these data into college planning processes. Institutional Effectiveness Council reviews the data and methodology used to establish standards and goals. To ensure regular and systematic assessment of the institution set standards the office of Institutional Effectiveness has numerous data dashboards available on the public website supporting longitudinal and cohort analysis of student outcomes and achievement ([IB03-06](#)).

Evidence of AHC's commitment to institutional achievement by exceeding our published set standards is recognized in the November 2021 announcement by the Aspen Institute that AHC was one of the top 150 community colleges eligible for the Community College Excellence award ([1B03-07](#)). This marks the fifth time AHC has been recognized as a top 150 community college by the Aspen Institute in the past twelve years.

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

#### **Evidence of Meeting the Standard**

Allan Hancock College uses assessment data to support student learning and achievement. Both instructional and student services program reviews incorporate assessment of student learning and achievement data to assess gaps in student performance and identify program improvements.

#### Institutional processes

Program review processes are detailed in guides for instructional, student services, and administrative units. The process is codified in Board Policy 3255 ([IB04-01](#)). The office of institutional effectiveness provides assessment and achievement data to support these processes. Programs evaluate both assessment data in program review ([IB04-02](#)) as well as accomplishment of student achievement data ([IB04-03](#)). Action plans follow analysis of these data to ensure student learning and achievement ([IB04-04](#)).

Data are used for analysis and student learning improvement through many different groups on campus, including programs, success teams, and committees/councils. Data are used and analyzed to make decisions and resource allocations through the program review processes to improve learning and achievement.

Moreover, data are integrated into the Education Master Plan (EMP) and used within Guided Pathways Success Teams. Success teams discuss and analyze data from the Guided Pathways Dashboard and strategies for student learning improvements. The teams evaluate metrics such as capture rate, math and English completion, and

transfer rates to create plans and recommendations for furthering student learning and achievement ([IB04-05](#)).

### **Analysis and Evaluation**

Allan Hancock College establishes processes that use data to improve student learning. The college has established processes that incorporate data analysis into decision making that leads to student learning.

The Learning Outcomes and Assessment Committees and Program Review Committee ensure integration of assessment within program review and institutional planning ([IB04-06](#)).

### **Institutional Effectiveness**

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

#### **Evidence of Meeting the Standard**

Allan Hancock College ensures accomplishment of the institutional mission through alignment of student services and instructional program mission to the college mission ([IB05-01](#)). For example, the University Transfer Center Mission is:

To identify, recruit, and motivate students of diverse backgrounds to make well-informed decisions as they navigate the university transfer process and complete a baccalaureate degree or beyond.

Allan Hancock College is committed to maintain ongoing program assessments to improve student learning and achievement through the program review process, which integrates assessment of student learning outcomes. The evaluation of program goals, objectives, student learning outcomes (SLOs), and student achievement are specifically linked to the academic and student service program annual updates ([IB05-02](#)) and the six-year comprehensive program reviews ([IB05-03](#)) in which disaggregated quantitative and qualitative data are analyzed. The Institutional Assessment Plan (IAP) outlines the assessment process, ([IB5-04](#)) including the assessment cycle ([IB05-05](#)), as well as a connection to program review. The IAP was approved by the Student Learning Council, the Student Services Council, and College Council in April 2014 and revised in 2017.

Assessment of student learning outcomes is integrated into program review for both student services and instructional programs, where student achievement data are analyzed. Examples of instructional and student services program reviews include the Early Childhood Studies Program ([IB05-06](#)) and Library ([IB05-14](#)). These examples demonstrate the use of quantitative and qualitative data

disaggregated by program type, as well as modality (e.g., face-to-face vs online success and retention).

Program review leads to outcome analysis ([IB05-07](#)) and improvement plans ([IB05-08](#)) to support the college mission. The college assesses institutional learning outcomes (ILOs), which informs the Educational Master Plan 2020-21 to 2026-27. For example, in 2019 an ILO assessment team analyzed and wrote a comprehensive report for the Communications ILO. ([IB05-09](#)).

Program review analysis identifies resources needed by academic and student services programs to support student achievement and success in alignment with the college mission ([IB05-10](#)). Ongoing dialogue regarding SLOs, program learning outcomes (PLOs), and ILOs take place at the Student Learning Council ([IB05-11](#)), Learning Outcomes and Assessment Committee – Academic Affairs (LOAC-AA) and Learning Outcomes and Assessment Committee – Student Services (LOAC-SS) meetings. After an in-depth analysis, the LOAC-AA and LOAC-SS annually report accomplishments and challenges ([IB05-12](#)).

## **Analysis and Evaluation**

Hancock College assesses the accomplishment of its mission through program review and evaluating goals and objectives, Student Learning Outcomes, and student achievement. The Institutional Assessment Plan ([IB05-04](#)), is used widely across the college to guide both instructional and student services assessments ([IB05-13](#)). The plan's purpose is to document assessment policy; provide a structure and reference for campus wide outcomes and assessment efforts; and clearly state roles, responsibilities, and timelines for outcomes and assessment activities.

The college measures three interrelated levels of assessment:

**Course level:** Assessment provides evidence of student learning using both direct and indirect measures. Faculty are responsible for developing and assessing course SLOs. These course outcomes are mapped to both program and institutional outcomes ([IB05-14](#)).

**Program level:** Outcomes are identified in academic, student support, and administrative units. Academic program outcomes are assessed through course outcomes mapped to the program level outcome(s). Analysis of program outcomes and plans are conducted in annual updates. Course outcomes are mapped to the program level outcome(s), and analysis of program outcomes and plans are conducted in annual updates ([IB05-15](#); [IB05-16](#)).

**Institutional level:** Institutional Learning Outcomes (ILOs) are linked to course and program outcomes and are integrated as knowledge, skills, abilities, and attitudes into a variety of courses and student services ([IB05-04](#)). General education courses that are not part of a defined program can be mapped directly to ILOs. A six-year assessment cycle ([IB05-05](#)) ensures all ILOs are assessed at least

once every six years. ILO 1 Communication was assessed by using the recommended rubric ([IB05-17](#)), and after an in-depth analysis, recommendations were made ([IB05-18](#)). In spring 2019, the ILO 1 Communication Assessment and Review Report was completed ([IB05-19](#)).

Assessment data are collected and recorded either at the student level or in aggregated format and are housed in eLumen. Beginning Spring 2022 eLumen was replaced with Strategic Planning Online (SPOL) assessment software. The minimum data collected for each SLO is aggregated data.

Student achievement data are disaggregated by course, program, and modality ([IB05-20](#)). Additional disaggregated data can be queried through various dashboards and data reports to determine if there are disproportionate impacts for different groups of students, programs, and demographic attributes such as by gender, ethnicity, and age ([IB05-21](#)).

In support of the college mission, program reviews and annual updates guide institutional decision-making, planning, and resource allocation ([IB05-10](#)). Hancock College evaluates program quality through these comprehensive program reviews conducted on a six-year cycle (two years for some vocational programs) and reinforced with annual updates. While these processes are effective in supporting the college mission, evaluation of program review resulted in a revised process that will be implemented, in the 2022-23 academic year.

## **Planning Agenda**

The college will implement the new program review and planning process, including training, in the 2022-23 academic year.

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

## **Evidence of Meeting the Standard**

The college disaggregates data ([IB06-01](#)) and analyzes learning outcomes and achievement for subpopulations of students as part of program review ([IB06-02](#); [IB06-03](#)). Disaggregated data are also analyzed and discussed during committee meetings ([IB06-04](#)), at collegewide meetings ([IB06-05](#)), and in prominent plans, such as the Student Equity Plan ([IB06-06](#)). The college focus on equitable outcomes and achievement is exemplified in the Educational Master Plan (e.g., Strategy B.5 in the EMP):

## Goal B: Successful Entry into an Area of Interest and Program of Study

*Allan Hancock College will facilitate student entry into programs of study within areas of interest by helping students choose and enter a program of study as quickly as possible*

### Description:

During the entry phase, students arrive at the institution and begin the onramp to an area of interest<sup>2</sup>. This phase includes admissions, financial aid, counseling, and completion of gatekeeper courses.

### Integrated Planning Alignment

Guided Pathways Pillar One

Guided Pathways Pillar Four: Ensure Learning

AB 705

Student Centered Funding Formula: AB 540 students, Pell Grants, CA Promise

### Strategies:

- B.1 Implement Areas of Interest to simplify informed and structured exploration leading to a chosen program of study.
- B.2 Ensure successful first-year student experiences, with an emphasis on underserved populations, by designing and implementing integrated Student Success Teams that integrate instructional and student services such as academic and career planning, financial planning, and development of study skills.
- B.3 Prioritize elimination of achievement gaps in gateway courses, including an evaluation of AB 705 implementation to ensure appropriate placement and impact of support courses.
- B.4 Enhance the noncredit-to-credit bridge and assessment tools to prepare students for college-level coursework.
- B.5 Encourage inquiry practices and utilization of equity data that facilitates coordinated support activities with a commitment to underserved populations.

The college supports professional development training related to use of disaggregated data; for example, representatives from West Ed gave two presentations in fall 2021 on the use of program data in data informed practices and returned in spring 2022 to provide training related to analyzing and responding to student equity data ([IB06-07](#)).

When performance gaps exist, the college allocates resources to address gaps. The college assesses performance gaps through different processes, including review of program set standards. For example, when the National Council Licensure Exam for Registered Nursing (NCLEX) pass rates in the nursing program fell below the set standards, staff provided a presentation to the board of trustees that included plans of action and resource needs ([IB06-08](#)). The equipment prioritization process ties

directly to program review with resource needs prioritized to address student outcomes and performance gaps ([IB06-09](#)).

## **Analysis and Evaluation**

To ensure collective understanding and use of disaggregated data, the IE office has provided training sessions regarding use of program review data, including the interpretation of disaggregated data ([IB06-10](#)). Using Tableau as a visualization tool has greatly enhanced the use of program and college data, including data disaggregated by population groups including ethnicity, gender, age, first-generation, veterans, foster youth, as well as program participation such as Promise, EOPS, and MESA. Data coaching sessions presented by the IE office have expanded the breadth and depth of use and understanding of disaggregated data.

IE staff provided members of Guided Pathways Success Teams, with various training sessions ([IB06-11](#)). These trainings not only provided a broad overview of using disaggregated data, but they also introduced attendees to the new Guided Pathways dashboard; the dashboard provides multiple metrics aligned to each of the five goal areas in the Educational Master Plan to ensure integration to the work of these teams with institutional planning. The data in each goal area is organized by areas of interest (meta-majors) and is disaggregated by special populations ([IB06-12](#)).

The IE office provides training (retreats, one-on-one) and support in analysis of learning outcomes and posts the assessment results in easy-to-use dashboards ([IB06-13](#)).

In order to improve the focus on equity and use of disaggregated data in program review, the college Academic Senate approved a new program review process that will go into effect beginning in the 2022-23 academic year. The IE office will continue to provide disaggregated program level data, but the prompts in the new process are more intentionally focused on equity ([IB06-14](#)).

In order to ensure adequate emphasis on analysis of disaggregated data and connections to resource allocation in the new program review process, the college will evaluate effectiveness after the first academic year of implementation.

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

## **Evidence of Meeting the Standard**

The college regularly evaluates policies and practices through a variety of mechanisms, largely relying on systematic mechanisms and functions to ensure these processes are ongoing. Examples of evaluations since the last self-evaluation

include practices related to resource allocation, governance and decision-making functions, program review, and communication.

To ensure that planning processes at the college are evaluated, the Councils and Committees Pathways to Decision Making document provides the following guidance (CCPD, page 25)

#### Evaluation of Planning

Allan Hancock ensures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all aspects of the cycle, including institutional and other research. IEC is charged with facilitating the evaluation of the college decision-making processes (CCPD), governance, and institutional planning and resource processes. Evaluation processes include, but are not limited to, qualitative feedback (interviews, focus groups, surveys), and quantitative data (key performance indicators and outcome measures).

Resource allocation and integrated processes were evaluated through the college's self-evaluation as well as participation in the Institutional Effectiveness Partnership Initiative (IEPI) planning resource team process ([IB07-01](#)). The planning and resource allocation process was revised with timelines more clearly articulated and linked to program review and college budget development ([IB07-02](#)). In addition to revising the timelines and linkages between resources and planning, a Resource Alignment Committee (RAC) was created to ensure greater clarity and transparency in the resource allocation processes, and better use of categorical and district funds ([IB07-03](#)). As stated in the CCPD, the function of the RAC is as follows:

As part of the integrated planning process, the Resource Alignment Committee matches prioritized resource requests with available funding sources; prioritizes institutional-wide needs that aligns with annual planning goals; and ensures a transparent and equitable resource alignment process.

Institutional Effectiveness Council (IEC) provides oversight in the annual assessment of council processes as they relate to decisions and functions. Each year IEC distributes a survey form to council co-chairs asking for a summary of accomplishments and challenges ([IB07-04](#)). These results are summarized and brought to College Council for deliberation and action. These reports have led to resource allocation decisions, changes in council processes, and other improvements ([IB07-05](#)). IEC is also responsible for assessing and evaluating program review. As noted in the CCPD, IEC's functions include:

#### **Functions**

1. Reviews and evaluates the institutional program review processes including the use of relevant forms and documents, implementation of timelines, and may make recommendations to the Academic Senate and development of overall institutional summary information for use in planning.

In 2018 IEC began a thorough review of comprehensive program reviews to assess quality of responses, and to identify where better documentation and directions could be provided to improve the process. ([IB07-06](#)) This work led to creation of a comprehensive rubric that reviewers could use to help improve the quality and consistency of the documents ([IB07-07](#)). Eventually, the analysis of IEC led the Program Review Committee to develop an entirely new program review process. The new model is more inquiry focused, better integrates with guided pathways, and ensures better linkages to institutional planning ([IB07-08](#)). The new program review process will affect both instructional programs and student support/learning services, which will better integrate these programs to support student learning and achievement and college mission.

In spring 2018, the college administered a comprehensive climate survey that addressed engagement, enablement, leadership, trust, and communication ([IB07-09](#)). Prior to administering this survey, IEC administered biennial governance surveys to gather feedback about college decision making. Results of those surveys led to improvements in availability of council and committee documents and decisions. The more comprehensive climate survey results also led to new methods of communication and onboarding. The climate survey was administered again in spring 2022 to assess responses to communication strategies as well as any differences in climate since the last survey, including the impact of COVID and attendant consequences of remote work. The survey also addresses aspects of academic quality and institutional priorities ([IB07-10](#)). Results of the survey were presented and discussed at College Council Academic Senate, the Classified Bargaining Unit (CSEA); and a taskforce of constituency representatives met to identify action plans ([IB07-11](#)).

### **Analysis and Evaluation**

The college regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes.

In addition to the institutional specific evaluation processes, the college also follows the Community College League of California (CCLC) guide for evaluating and updating Board Policies. The service provides the college and other subscribing institutions access to attorney-vetted model policies and procedures, which are consistent with applicable statutory and regulatory requirements. Councils are assigned relevant board policies to review and revise at the beginning of each academic year and report the number of revisions as part of their annual report of accomplishments ([IB07-12](#)).



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

**Evidence of Meeting the Standard**

The college broadly communicates results of assessment and evaluation through numerous channels including the Institutional Effectiveness (IE) website dashboards ([IB08-01](#)), IE Newsletters ([IB08-02](#)), board of trustee meetings ([IB08-03](#)), and through the CCPD Council and Committee structure where topics such as Institution Set Standards and equity research are shared ([IB08-04](#); [IB08-05](#)). Dashboards include disaggregated program data of achievement and outcomes ([IB08-06](#); [IB08-07](#)).

Implementation of guided pathways has enhanced awareness and use of data to better understand strengths and weaknesses across the college and to set plans and priorities in motion. Success teams organized around college areas of interest (meta-majors) meet throughout the year to learn about data interpretation and disproportionate impact. Analysis of the data is supported through data coaching activities and discussions with success teams led by the college IE office and West Ed ([IB08-08](#)).

To ensure broad understanding of strengths and weaknesses, the college organizes planning retreats where student achievement data are shared and discussed ([IB08-09](#)). During the 2020 planning retreat, participants spent two days reviewing data and identifying where key services support the student journey and where opportunities for improvement existed. This process, along with review of key data metrics, facilitated completion of the Educational Master Plan, with goals and strategies organized around the Completion by Design Student Journey Framework ([IB08-10](#)).

The council structure ensures broad understanding of strengths and weaknesses as well as supports establishing priorities. Institutional Effectiveness Council discusses performance of college data and establishes institution set standards and stretch goals as discussed in IB3. Councils are also responsible for assessing activities and strategies that support the Educational Master Plan and other institutional plans ([IB08-11](#)).

**Analysis and Evaluation**

The college uses multiple means to disseminate, evaluate, and share results of assessment and evaluation. Dialogue around evaluation and assessment occur throughout the various college councils and committees as well as events such as planning retreats and board of trustee presentations. Data presentations to the college and community are posted on the IE website to ensure broad availability ([IB08-12](#)).

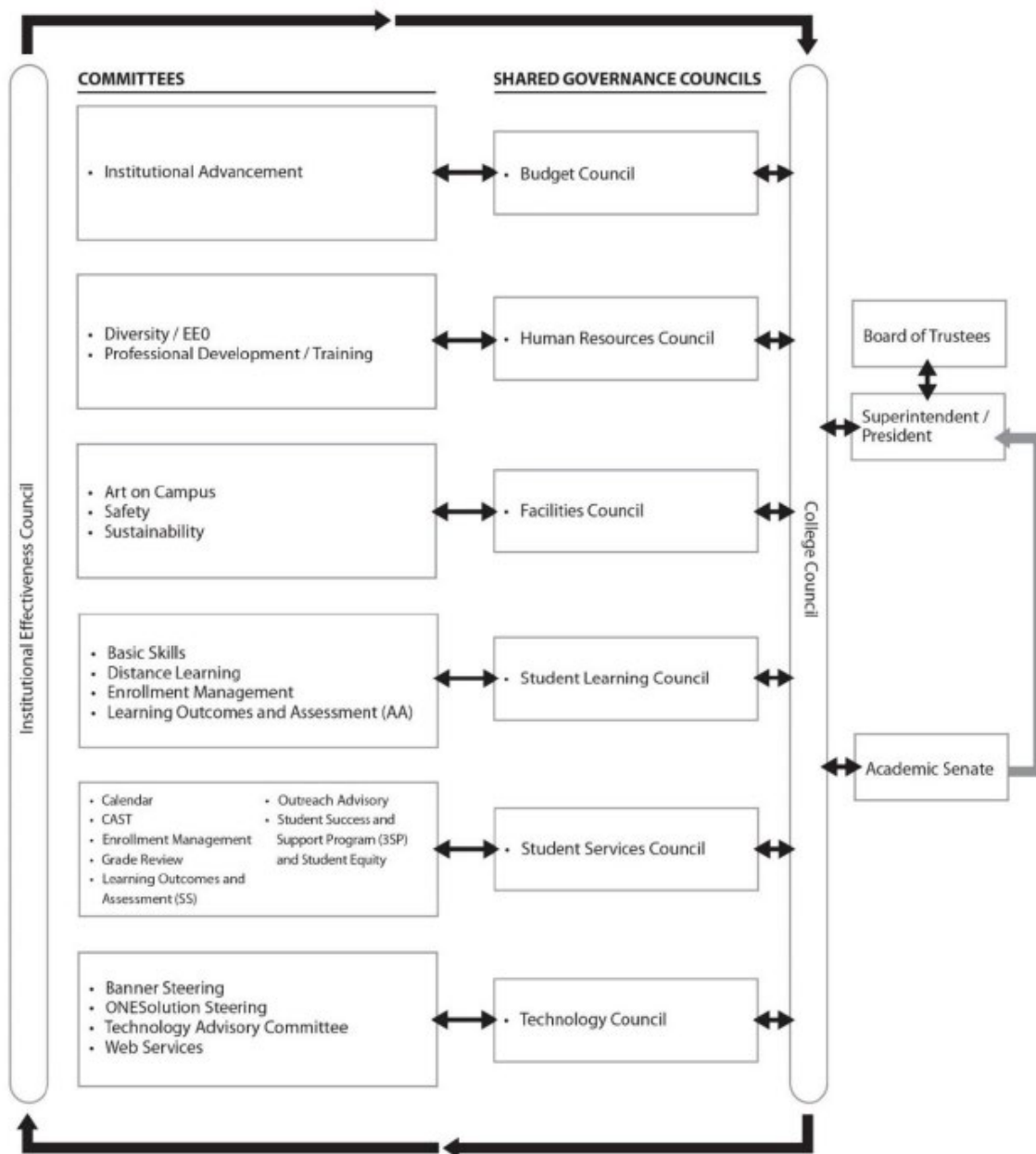
The college continued communication and evaluation during the remote working phase of the COVID pandemic. During this time the college employed the use of Zoom to facilitate a four-day planning retreat where all employees were invited to review key data milestones and develop priority strategies and activities to support the Educational Master Plan. Padlets (virtual bulletin boards used for collaboration) were employed to allow for real-time interaction and discussion among participants further broadening the understanding of strengths and weaknesses to develop priorities ([IB08-13](#)).

**9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

#### **Evidence of Meeting the Standard**

The college employs a multitude of strategies to ensure continuous, broad based, systematic evaluation and planning. The primary mechanisms to ensure these processes are through the council and committee structure, college-wide planning initiatives, and evaluation of processes to ensure improvement. The college governance and decision-making processes are identified in the document *Councils and Committees Pathways to Decisions* (CCPD) ([IB09-01](#)). The CCPD defines the primary councils through which recommendations are made regarding planning, evaluation and resource allocation. Council resource recommendations are discussed at the Resource Alignment Committee (RAC) and eventually at College Council. The councils are aligned with ACCJC accreditation standards to support integration with ACCJC standards as shown in the image:

## Council and Committee Structure



The planning processes supported by the CCPD and council structure are intentionally integrated to support the college mission in a systematic and broad-based approach; as noted on page 20 of the CCPD:

Integrated planning is neither top-down nor bottom-up; it is an interactive process in which an institution, through its governance processes, thoughtfully uses its values and vision to set priorities and deploy its resources and energies to achieve institutional changes and improvements at various levels of the organization in response to current or anticipated conditions.

Along these same lines, improvements to integrated planning and decision making need to reflect upon the allocation of resources through institutional budgeting processes and the essential steps used to identify resources. Decision making often, if not always, has some implication for resources. Accreditation Standard I.B.9 requires the institution to ensure integration of planning and resource allocation:

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

#### **Identifying Priorities**

Institutional priorities facilitate the allocation of resources to program and broader college needs identified throughout the year largely through program review and annual updates. A comprehensive college-wide list of top institutional priorities and outcomes is established each year before the prioritization process. The steps of prioritization are explained more fully in the narrative in Timeline for New Funding (see page 25). In addition to the program review process, high impact initiatives are identified through council and committee efforts, such as the annual Student Success Summit. The college's annual planning retreat provides a platform for identifying institutional priorities, key activities, and resource needs to advance the college mission.

College initiatives are established, prioritized, and evaluated through the CCPD council and committee structure where the primary councils develop and implement college plans.



[Budget Book](#)



[Councils and Committees Pathways to Decisions \(CCPD\)](#)



[Credit Student Success & Support Plan](#)



[Educational Master Plan](#)



[Equal Employment Opportunity Plan](#)



[Facilities Master Plan](#)



[Institutional Assessment Plan](#)



[Integrated Plan Draft: Basic Skills, Student Equity, 3SP](#)



[Noncredit Student Success & Support Plan](#)



[Public Safety Training Complex Strategic](#)



[Student Equity Plan](#)



[Technology Master Plan](#)

The recently developed Educational Master Plan supports integrated planning around student progress that leads to accomplishment of the college mission ([IB9-02](#)). The new Educational Master Plan (EMP) intentionally integrates council functions into educational planning where annual priorities are established, assigned, and evaluated by the various councils ([IB09-03](#)). Councils also annually evaluate their functions, including an assessment of challenges and accomplishments ([IB09-04](#)).

Beyond the council structure, the college provides frequent opportunities to participate in college planning, with events such as planning retreats. The EMP was developed through a multi-year process culminating in a well-attended retreat ([IB09-05](#)). After the completion of the plan, virtual retreats were held the following year to establish institutional priorities ([IB09-06](#)).

The college integrates program review, planning, and resource allocation into processes that support the college mission. Resource needs originate from program review ([IB09-07](#)). Augmentations and allocations must show clear connections to program review ([IB09-08](#)), and discussions regarding resource allocations are inclusive and thorough ([IB09-09](#)). Documents that describe prioritization, such as new faculty and staff positions, tie needs to evidence in program review, support of the college mission, and link to the EMP ([IB09-10](#)).

In 2019 the college evaluated the resource allocation process and determined that improvements to integration of the timelines and in transparency could be improved with creation of a Resource Alignment Committee (RAC)([IB09-11](#)). The RAC ensures integration of new funds into support of the college mission as well as leveraging categorical and district funds to support the best uses. The CCPD clearly delineates the timeline of program review and resource allocation ([IB09-12](#)).

Institutional planning processes address short-range needs for programs and services through the annual council assessments, annual program review updates, and plans such as the EMP with annual processes built into support of longer-term goals and strategies. The program review process not only includes an annual update to address short-term needs, but a comprehensive process where long term plans and needs are identified. An important element of long-range planning is provision of instructional program equipment (see [IB09-09](#)) to accomplish the college mission

#### Mission Statement

Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to **achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.**

The budget development process also serves to address both immediate and long-term needs as funding assumptions are developed each year along with a multi-year analysis and fiscal planning ([IB09-13](#)). Plans such as the Technology Plan and Facilities Plan, which are inherently focused on long-term planning, ensure considerations of the total cost of ownership and general planning for future needs. ([IB09-14](#)). Programs are also required to assess their specific long-term needs within the program review process ([IB09-15](#)).

### **Analysis and Evaluation**

Planning at Allan Hancock College functions through a variety of integrated and connected processes in support of the college mission. Program review in student services, administrative units, and academic programs ties program outcomes to the college mission and facilitates allocation of resources to support program goals. The program review process since the last accreditation review requires units to conduct a comprehensive analysis every six years along with annual updates to assess immediate changes and needs. Guided pathways success teams organized

around areas of interest (meta-majors) have added additional analysis of institutional effectiveness around the student journey that supplements individual program review. The revised program review process to be implemented in the 2022-23 academic year is intended to be more inquiry focused, and with the use of new technology will facilitate better linkages to major planning initiatives and resource needs.

The Educational Master Plan is the primary campus-wide planning document that integrates council and committees into planning and evaluation of college initiatives that support the mission. Program review and college-wide educational planning support both short-term and long-range planning efforts. Additional major college plans such as the Student Equity Plan, Technology Plan, and Facilities Master Plan all facilitate short and long-range planning for educational programs and services for human, physical, technology, and financial resources.

### **Planning Agenda**

Allan Hancock College will finalize and implement the 2022-32 Facilities Master Plan and 2022-26 Technology Plan

### **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

Allan Hancock College sustains institutional effectiveness and academic quality through effective integrated planning tools and program review processes that support the college mission. Student learning outcomes are defined and assessed for courses, programs, services, and also on the institutional level. Data and assessment results inform program design and planning through the annual program review process, which is integrated with resource requests and allocations. The college council, committee and organizational structures support data rich conversations about student achievement and learning. Overall planning and assessment are driven by data, including disaggregation of student groups, learning modalities, and other strategies to identify gaps and target improvements according to the principles of equity and student success. Program review ties to resource allocation through analysis of qualitative and quantitative data and dialogue about student outcomes. Through the college evaluative processes, program review was revised to ensure better alignment with the new Educational Master Plan, emphasis on program learning outcomes, and support of new inquiry processes based around success teams supporting guided pathways.

### **Improvement Plans**

1. The college will implement the new program review and planning process, including training, in the 2022-23 academic year. In order to ensure adequate emphasis on analysis of disaggregated data and connections to resource allocation in the new program review process, the college will evaluate effectiveness after the first academic year of implementation. (IB4; IB6)

2. Allan Hancock College will finalize and implement the 2022-32 Facilities Master Plan and 2022-26 Technology Plan (IB9).

### **Evidence List**

IB01-01 CCPD Communication pg. 5  
IB01-02 CCPD Student Learning and Student Services Councils  
IB01-03 IAP pg. 20-23  
IB01-04 LOAC-AA Annual Report 2018-2019  
IB01-05 AA and SS Program Review Prompts  
IB01-06 Student Success Summit agenda  
IB01-07 Learning Collective website  
IB01-08 CCPD Student Success and Equity Committee  
IB01-09 Student Equity Plan 2019-2022 pg. 6  
IB01-10 Equity Summit Agendas 2017-2022  
IB01-11 Allies for Equity website  
IB01-12 Hancock Academy website  
IB01-13 DEITF Charter  
IB01-14 IE Data Coaching Presentation 9172021  
IB01-15 Success Teams website  
IB01-16 CCPD Institutional Effectiveness Council  
IB01-17 Planning Retreat website  
IB02-01 Course Outline and Syllabus Anth101  
IB02-02 Learning Outcomes Catalog  
IB02-03 Find Your Path Program Outcomes Website  
IB02-04 Academic Affairs SLO Dashboard  
IB02-05 Student Learning Outcomes Dashboard  
IB02-06 Institutional Assessment Plan  
IB02-07 SS Program Review Guide  
IB02-08 AA Program Review Guide  
IB03-01 IEC Agenda Notes  
IB03-02 Institution Set Standards PDF  
IB03-03 ISS Website screenshot  
IB03-04 ISS Review Planning Retreat  
IB03-05 ACCJC Annual Report  
IB03-06 IE Data Dashboards  
IB03-07 Aspen Prize Eligible Institutions 2023  
IB04-01 BP/AP 3255 and Program Review Guides  
IB04-02 Spanish 2020-21 Comp. Program Review  
IB04-03 Program Review Data Packet  
IB04-04 Program Review Action Plan  
IB04-05 GP Data Dashboards



IB04-06 Program Review Committee and LOAC notes  
IB05-01 Program Review Mission Prompts with Samples  
IB05-02 AA/SS Program Review Annual Update 2021-2022  
IB05-03 AA Comprehensive Program Review Resource Guide  
IB05-04 Institutional Assessment Plan  
IB05-05 IAP Assessment Cycle  
IB05-06 ECS six-year Program Review 2019-20  
IB05-07 2021 Program Review Outcome Analysis  
IB05-08 Student Services Improvement Plans  
IB05-09 ILO 1 Final Report  
IB05-10 Resource Request Spreadsheet  
IB05-11 Student Learning Council Agendas and Notes 2018-19  
IB05-12 LOAC-AA Annual Report 2018-19  
IB05-13 Student Services Program Review Outcomes Prompts and Planning  
IB05-14 Library 6-yr SLO Data  
IB05-15 Dance Annual Update 2020-21  
IB05-16 Biology Annual Update 2020-21  
IB05-17 Recommended Communication-ILO Rubric  
IB05-18 Communication-ILO Recommendations-Final  
IB05-19 ILO 1 Final Report  
IB05-20 ECON Student Data  
IB05-21 Tableau Dashboard  
IB06-01 AHC Equity Dashboards  
IB06-02 6YR Business Program Review  
IB06-03 UTC 6YR Program Review  
IB06-04 DEI Taskforce Board Update  
IB06-05 Equity Summit Agendas.  
IB06-06 Student Equity Plan  
IB06-07 West Ed Training  
IB06-0-89 Board presentation Nursing Program  
IB06-09 Equipment Prioritization  
IB06-10 Program Review Training  
IB06-11 IE Data Coaching Presentation  
IB06-12 GP Data Dashboards.  
IB06-13 Student Learning Outcomes Dashboards  
IB06-14 Overview of New Program Review Process  
IB07-01 PRT Summary  
IB07-02 CCPD Page 23  
IB07-03 Resource Alignment Committee Notes  
IB07-04 Annual Report of Accomplishments and Challenges  
IB07-05 College Council Agenda and Notes  
IB07-06 IEC Agenda and Notes – Program Review

IB07-07 Student Services Program Review Rubric  
IB07-08 Program Review 2022 New Model  
IB07-09 Climate Survey 2018  
IB07-10 Climate Survey Summer 2022  
IB07-11 Climate Survey Presentations and Taskforce  
IB07-12 2020-21 Annual Report of Accomplishments Memo  
IB08-01 Screenshot IE dashboard  
IB08-02 IE Newsletters  
IB08-03 Enrollment Info and Presentation  
IB08-04 IEC Notes ISS  
IB08-05 SEAP Notes Equity Discussion  
IB08-06 Program Data Dashboard  
IB08-07 Student Outcomes Dashboard  
IB08-08 Success Teams and West Ed Training  
IB08-09 Planning Retreat Board Report  
IB08-10 Planning Retreat Handouts  
IB08-11 IEC Memo to Councils  
IB08-12 IE Presentations  
IB08-13 The Student Journey Padlet  
IB09-01 CCPD  
IB09-02 Educational Master Plan page 11  
IB09-03 Educational Master Plan page 19  
IB09-04 Councils Annual Report of Accomplishments  
IB09-05 Planning Retreat Board Report  
IB09-06 Planning Retreat 2021 Agenda  
IB09-07 Geology Program Review Resource Request  
IB09-08 Augmentation Funding Request  
IB09-09 Resource Request Discussions  
IB09-10 Faculty Prioritization Rubric and Resource Needs  
IB09-11 Resource Alignment Committee  
IB09-12 CCPD page 24  
IB09-13 Budget Development Process  
IB09-14 Facilities and Technology Master Plans  
IB09-15 Program Review Long Term Plans

## **C. Institutional Integrity**

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

### **Evidence of Meeting the Standard**

Allan Hancock College (AHC) assures the clarity, accuracy, and integrity of information when it communicates its mission, learning outcomes, educational programs, student support services, and accreditation status to students, prospective students, college personnel, the public, and other organizations through the AHC catalog ([IC01-01](#)). AHC relies primarily on web-based content to provide clear, accurate, and complete information ([IC01-02](#)). The AHC Web Services Committee ensures accurate website information through twice monthly meetings where committee members review new website content, study usage analytics, consider changes to increase accessibility, and ensure webpages are up-to-date, user friendly, and ADA compliant ([IC01-03](#)). In addition, new web content is vetted through the web content coordinator who relays substantial new content to the Public Affairs and Communications Department prior to publishing. The website contains updated board documents, the college catalog, accreditation information, learning outcomes, the college calendar. To communicate and highlight new programs, successes, and student achievements, AHC utilizes news releases ([IC01-04](#)) and social media channels ([IC01-05](#)).

The Human Resources department communicates policies, job descriptions, and other information on the Human Resources website ([IC01-06](#)). To ensure broad community knowledge of college programs and services, the Community News Magazine is distributed annually throughout the college service area ([IC01-07](#)).

The college's accreditation status and communications with its accreditor (ACCJC) is published on the website as is program specific accreditation for programs such as nursing and early childhood studies ([IC01-08](#)).

### **Analysis and Evaluation**

The college mails out periodic schedule-at-a-glance publications to students, prospective students, and the public. This information can be found online and is updated daily to continue the sharing of accurate information. In addition to the catalog and website, the college publishes online information and numerous printed brochures about its educational and student support programs. The Public Affairs and Communications Department reviews all brochure content for accuracy and clarity and consults with departments to confirm content. The Public Affairs and Communications Department promotes classes, programs, student support services, college events, and activities through social media platforms such as

Twitter, Facebook, Instagram, You Tube, and Tik Tok. Board meetings are held in public where college processes, services, and instructional programs are discussed and meeting notes are published online ([IC01-09](#)).

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

**2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.**

**Evidence of Meeting the Standard**

Allan Hancock College provides print and online catalogs for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures ([IC02-01](#)). Required information regarding its mission statement, admission requirements and procedures, campus rules, academic programs and courses, services available to students, and other important information is available on the college’s website and catalogs ([IC02-02](#)). The college catalog is published annually and produced by a team from student services, academic affairs, and public affairs and communications, with significant input and content provided by deans and faculty ([IC02-03](#)). All college policies and procedures in the catalog are fully reviewed following an established production timeline that begins with the completed curriculum and program work of the Academic Policy and Planning committee (AP&P) ([IC02-04](#)).

**Analysis and Evaluation**

Through ongoing review, communication, and real-time updates, AHC conveys policies, course options, activities, deadlines, committee initiatives, and processes. The college communicates precise and accurate information to students, staff, and the public by meeting strict deadlines, thereby providing information in a timely manner. Academic policy and planning committees impart oversight and shared governance procedures enforce integrity.

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

**Evidence of Meeting the Standard**

Allan Hancock College has several methods to measure and document student learning and achievement. The college publicizes measures of academic quality to all appropriate constituencies.

The college documents assessment of student learning and evaluation of student achievement to inform the appropriate constituencies, current and prospective students, state and federal educational data collection entities, and the public. Student achievement data, including retention and success rates, fall to spring persistence, degrees and certificates, and retention and success rates by subject, are made public through the AHC Institutional Effectiveness website through the *Fact Book, Institutional Data, Quick Data, Registration data, Enrollment data, and Equity Data*, which are updated annually and posted on the public website ([IC03-01](#)). The Educational Master Plan ([IC03-02](#)), a public document posted on the AHC website, outlines institutional planning, goals, vision, mission, and student performance data. The Office of Institutional Effectiveness (IE) provides faculty and staff access to student learning and achievement information (for example: enrollment, student success, and degree and certificate completion) to use in program and course review, enrollment management, and other purposes. These reports also include state and federal (IPEDS) reports that communicate matters of academic quality ([IC03-03](#)). Programmatic information regarding student achievement can be found on program specific websites ([IC03-04](#)).

Staff from the IE office provide community and college presentations regarding student achievement and outcome data throughout the year ([IC03-05](#)).

The superintendent/president and vice presidents regularly present measures of student achievement and evaluations to the board of trustees during the annual retreat and at regularly scheduled board meetings ([IC03-06](#)). The goal is to keep the trustees as informed as possible, evaluate student achievement, assess the measures taken to improve student outcomes, and note areas in need of improvement.

## **Analysis and Evaluation**

The college communicates student learning outcomes and achievement through publicly displayed data drawn from internal research and analysis, as well as external state and federal sources. Data points are continually evaluated and assessed by the college to establish institutional priorities, determine new outreach and student support needed, and prioritize resources. Constituents across the college, community, and partners are provided the data, invited to examine college practices, and provide input on community and student educational needs.

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

#### **Evidence of Meeting the Standard**

The annual college catalog contains a comprehensive description for every certificate and degree offered at Allan Hancock College, including the purpose, content, course requirements, and learning outcomes ([IC04-01](#)). The catalog is available on the college homepage ([IC04-02](#)) and in a printed version. In the

section describing each certificate or degree, four consistent characteristics are listed:

- A statement of purpose.
- A general description of the content.
- A list of course requirements, including the units required, course numbers, and course titles.
- Learning outcomes listed as bullet points under the general description or each degree or certificate.

Program information can also be found in Career Technical Education and Degree Pathways brochures, as well as the Guided Pathways “Find Your Path” website ([IC04-03](#)). These reside online, on each department’s webpage, in the counseling office, and in department offices. Distance learning students can find information on online programs through the distance learning webpages ([IC04-04](#)).

### **Analysis and Evaluation**

The college catalog and public website provides comprehensive descriptions for every certificate and degree offered at Allan Hancock College, including the purpose, content, course requirements, and learning outcomes. The catalog and website are reviewed and updated annually to ensure accurate program information. Each certificate and degree offered is presented with the list of courses needed to complete the program, skills development and learning objectives within the courses, and purpose of each course.

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

#### **Evidence of Meeting the Standard**

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

The college board of trustees regularly reviews institutional policies and procedures on a five-year cycle according to Board Policy AP/BP 2410 ([IC05-01](#)).

The college reviews all content provided in the course catalog annually. The catalog contains the mission statement, all college program information, and all student services. The catalog review committee meets throughout the year to ensure each annual version contains all correct and updated information ([IC05-02](#)).

All college promotional publications – such as career education marketing materials - are under an ongoing review and updates are made on a case-by-case basis as information changes. The Public Affairs and Communications Department oversees the ongoing process of reviewing and updating college marketing publications and

uses established graphic identity standards and style guide to ensure publications maintain consistent branding ([IC05-03](#); [IC05-04](#); [IC05-05](#)).

## **Analysis and Evaluation**

Allan Hancock College reviews its board policies and administrative procedures periodically, with the dates of review and revisions listed at the bottom of each policy. Consistency is also checked across policies and procedures by careful attention of council and committee members and the various constituencies. Allan Hancock College provides print and online catalogs for students and prospective students containing accurate and current information on facts, requirements, policies, and procedures, the mission statement, admission requirements and procedures, campus rules, academic programs and courses, services available to students, and other essential information. The catalog update process takes more than three months and involves staff across disciplines and service areas, several committees and councils (for example Academic Affairs, Planning and Policy, Program Review, Student Success and Equity, Sustainability, Academic Senate, Budget Council, College Council, Facilities Council, Institutional Effectiveness, and Student Learning Council, and more).

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

#### **Evidence of Meeting the Standard**

Allan Hancock College informs current and prospective students on the total cost of education at the college through multiple information channels, including the college website and the AHC catalog (pg. 32-35) ([IC06-01](#)). The California Community College Chancellor's Office provides a Net Price Calculator that estimates the total cost to attend college through a series of questions ([IC06-02](#)). AHC's Class Search contains information on Zero Cost Textbook courses identified with a blue dollar symbol ([IC06-03](#)). This tool allows students to better estimate total cost to attend Hancock depending on whether their courses include zero cost textbooks.

The financial aid and counseling departments proactively educate new and prospective students and their families about the costs associated with attending the college. Faculty and staff hold parent and student presentations throughout the district to explain the cost of education, available scholarships, and financial aid options ([IC06-04](#)). The workshops and presentations (in both English and Spanish) take place in the afternoon and evenings to best serve the college's diverse population ([IC06-05](#); [IC06-06](#); [IC06-07](#); [IC06-08](#)). Workshops are held on the campuses of each feeder high school and a team of college counselors and student ambassadors assist families through the FAFSA application.

## **Analysis and Evaluation**

Allan Hancock College accurately informs and publicizes costs associated with classes, including tuition, fees, books, and other instructional materials primarily through the AHC online and print catalog, bookstore website, and outreach materials. Tuition costs are listed on the main AHC website under links titled "Cost of Attendance", "Future Students," "Apply & Register," and "Cashier Services". The college provides students with the Net Price Calculator, a cost estimation tool overseen by the California Community Colleges Chancellor's Office.

The college offers several options to reduce the burden of textbook costs. The bookstore sells new, used, and rental textbooks. Within Class Search, classes are marked with a blue dollar sign to indicate 'zero' or 'no cost' classes. Several Hancock programs provide textbook lending for low-income students.

Financial Aid workshops are regularly held on the local high school campuses, community centers, and on the AHC Santa Maria campus and Lompoc Valley Center. These workshops provide information on the costs to attend college and financial aid resources available in both Spanish and English.

**7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. *Eligibility Requirement 13 – Academic Freedom***

### **Evidence of Meeting the Standard**

Allan Hancock College Board Policy and Administrative Procedure 4030 clearly states the district's commitment to academic freedom and responsibility as "essential to the free search for truth and knowledge and their free exposition" ([IC07-01](#)). AP 4030 provides guidelines for filing a complaint if a faculty member believes academic freedom has been violated.

The Academic Senate reflects and restates the faculty commitment to academic freedom in their Articles of Agreement that state in part "...we uphold a philosophy of shared governance through open communication and collaboration and of academic freedom and integrity" ([IC07-02](#)).

Students embrace the importance of academic freedom through the Associated Student Body Government Code of Ethics, which includes "...being a member of this organization involves participating in an environment by which freedom of expression is of paramount importance to ensure total student input on the policy depictions and the free exchange of ideas" ([IC07-03](#)). The Standards of Student Conduct - established by the board of trustees and published in the college catalog - state, "a student enrolling in Allan Hancock College may rightfully expect that the



faculty and administrators will maintain an environment in which there is freedom to learn” ([IC07-04](#)); this commitment is further enhanced by a visual reminder, the student *Pledge of Honor* found in the Student Center ([IC07-05](#)).

## **Analysis and Evaluation**

To ensure institutional and academic integrity and transparency, Hancock publicly posts monthly Board documents and policies online. The Academic Senate represents the faculty in shared governance matters and primarily functions to make recommendations on issues relating to academic and professional matters. This adherence to shared governance - and ensuring the faculty voice is heard - works to protect the integrity of the institution. Students play an active role in shared governance processes, guaranteeing student body input. The Student Standards of Conduct clearly outline student expectations and grievance procedures. Digital and hardcopy versions of policies and procedures are available for students, staff, and the public.

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

## **Evidence of Meeting the Standard**

Allan Hancock College maintains established policies and procedures promoting honesty, responsibility, and integrity. The college also follows established processes for responding to violations of these policies and procedures. These published policies include student conduct and academic honesty guidelines. Students are made aware of the academic honesty policy through the college catalog, which is available both in print and on the AHC website in the Academic Honesty section ([IC08-01](#)). The policy describes standards of conduct and consequences for violations of conduct; Board Policy 5500 and Administrative Procedure 5520 states that students are subject to discipline per the Student Discipline Procedures ([IC08-02](#)). The AHC catalog also outlines the Guidelines for Student Conduct ([IC08-03](#)) in which specific actions are noted with accompanying appropriate discipline measures. The college maintains guidelines for student conduct and the Code of Ethics for the Associated Student Body Government (ASBG) ([IC08-04](#)). In addition, faculty include the Academic Integrity policy in their syllabi, and note specific penalties for violations of academic integrity in order to maintain consistency in application of them ([IC8-05](#)). The Associated Student Body Government also adopted the Allan Hancock College Student Honor Pledge ([IC08-06](#)).

For employees, the primary policy is the Institutional Code of Professional Ethics (Board Policy 3050), which states “employees of the Allan Hancock Joint Community College District are committed to the ethical values of honesty” ([IC08-07](#)). Remedies for honesty violations are found in the corresponding Administrative Procedure 3050.

The board of trustees follows the Code of Ethics/Standards of Practice as defined in Board Policy 2715 ([IC08-08](#)).

### **Analysis and Evaluation**

All constituencies at Allan Hancock College are expected to promote academic honesty and integrity. Integrity and responsibility are integral to the board policy on Academic Freedom and Responsibility, which is particularly applicable to faculty. Students are made aware of academic honesty through the college catalog, which is available both in print and on the AHC website.

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

#### **Evidence of Meeting the Standard**

The district maintains policies to ensure faculty and other employees act in a fair, objective, and ethical manner. Faculty standards for professional integrity at Allan Hancock College are described in Board Policy 4030 ([IC09-01](#)), Academic Freedom: "Faculty members should encourage the expression of differing points of view, while being careful to avoid the repeated and excessive intrusion of material that has no relation to their subject matter. Students have the same freedom in discussing the subject matter in the classroom, and the same responsibility to respect the rights and opinions of others." The policy further states that faculty members "...are not speaking for the institution. When they speak or write as representatives of an education institution, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times strive to be accurate, to exercise appropriate restraint, and show respect for the opinions of others."

Faculty evaluations also ensure integrity with the requirement to consider the following criteria:

- a) Acknowledging and defending the free inquiry of their associates in the exchange of ideas.
- b) Acknowledging academic debts (crediting sources to avoid plagiarism).
- c) Acting in accordance with the ethics of the profession and with a sense of personal integrity ([IC09-02](#)).

In addition, all employees of the college, including faculty, are subject to Board Policy 3050, the Institutional Code of Ethics, which states "The District is committed to hiring employees who demonstrate fairness, honesty, transparency, trustworthiness, and who value diversity" ([IC09-03](#)).

## **Analysis and Evaluation**

Faculty are made aware of the Board Policies 4030 and 3050 upon hire and required to sign the Confirmation of Receipt of Policies form ([IC09-04](#)). Faculty evaluations illuminate any student complaints or issues arising from unethical behavior in the classroom.

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

### **Evidence of Meeting the Standard**

Allan Hancock College is a public institution that is open to all students regardless of belief or religion. Other than its Standards of Student Conduct and Institutional Code of Professional Ethics ([IC10-01](#)), as a public institution of higher learning devoted to equity, diversity, and integrity, the college does not seek to instill specific religious, philosophical, or other beliefs or worldviews in its staff, faculty, administrators, or students.

## **Analysis and Evaluation**

As a public education institution, the college does not require conformity of values, nor does it instill specific world views.

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

### **Evidence of Meeting the Standard**

This standard does not apply to Allan Hancock College.

**12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

### **Evidence of Meeting the Standard**

Since becoming an accredited institution in 1952, Allan Hancock College (AHC) has complied with all Commission requirements and continues to follow Commission direction within identified timelines ([IC12-01](#)). The college superintendent/president

and Accreditation Liaison Officer (ALO) work to inform the board of trustees and the entire college community of Commission information ([IC12-02](#)). AHC complies with all ACCJC standards, requirements, policies, and guidelines. The district maintains an accreditation webpage as directed by the Commission. The accreditation webpage lists all accreditation reports, communications, substantive changes, and other documents necessary for complete and honest disclosure ([IC12-03](#)).

All annual reports and other required documents for institutional reporting are submitted to the Commission as directed and in a timely manner. The Allan Hancock College catalog lists accreditation status ([IC12-04](#)) on page 15 and provides information on other state accreditations. Accreditation at AHC is an ongoing process, and the college makes every effort to keep current with accreditation requirements.

### **Analysis and Evaluation**

The institution makes all required accreditation reports and documents public. An archive of past self-evaluation reports and other accreditation documents is housed in the Santa Maria campus library. Changes in reporting requirements, standards, and policies are shared widely throughout the campus community by the superintendent/president and through newsletters.

AHC continues to provide accreditation information via print and online documents and receives evaluations every seven years to ensure accreditation information reflects ACCJC standards.

**13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

### **Evidence of Meeting the Standard**

External program accreditation is addressed by Board Policy and Administrative Procedure 3200, External Program Accreditation ([IC13-01](#)). External agency review and program licensure or certification occur per agency requirements. The college's accreditation status is posted on the college's accreditation webpage ([IC13-02](#)). Programs requiring accreditation, certification, and compliance with regulations and statutes, post the accrediting body's name within the description of the program in the college catalog and website ([IC13-03](#); [IC13-04](#); [IC13-05](#); [IC13-06](#)).

Allan Hancock College's Financial Aid Office cooperates with the U.S. Department of Education on a regular basis in order to comply with federal Title IV regulations affecting the administration of financial aid programs. This is verified by the college being recertified to continue with the U.S. Department of Education Federal Financial Aid Program ([IC13-07](#)). The college maintains relationships with the

California Student Aid Commission for students to obtain Cal Grants and complies with its rules and regulations.

### **Analysis and Evaluation**

Allan Hancock College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The college has been continuously accredited without sanction since 1952, and the latest accreditation report is available for review on the Allan Hancock College website.

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

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

### **Evidence of Meeting the Standard**

Allan Hancock College's commitments to high quality education, student achievement and student learning are paramount to the Educational Master Plan 2020-21 to 2026-27 (EMP) ([IC14-01](#)). The framework of the plan begins with the mission, vision and value statements that emphasize student achievement, high quality education, and enhancing student learning by creating opportunities for inclusive learning environments. The plan emphasizes the college's Institutional Learning Outcomes that identify the knowledge, skills, and abilities that students will obtain upon completion of a program of study.

College policies and practices ensure that the EMP and college mission are paramount in planning and resource allocation. College financial planning is facilitated through the shared governance council structure described in the Councils and Committees Pathways to Decisions (CCPD) ([IC14-02](#)). Budget Council and Resource Alignment Committee (RAC) functions ensure alignment between prioritized resource needs and allocations ([IC14-03](#)). For example, RAC's function states the following:

As part of the integrated planning process, the Resource Alignment Committee matches prioritized resource requests with available funding sources;

prioritizes institutional-wide needs that aligns with annual planning goals; and ensures a transparent and equitable resource alignment process.

Updated annually and posted on the college planning website, the Budget Book provides readily available and transparent information regarding budget development and allocation of funds. Budget updates are provided on a monthly basis at public Board meetings with year-to-date and year-over-year financial statements. Detailed financial information is shared with the board of trustees and published online in the board agenda three times throughout the year. This process is a part of college financial planning that is discussed at Budget Council ([IC14-04](#)).

Allan Hancock College further emphasizes the importance of student learning and achievement in three board policies. Board Policy 3050 (Institutional Code of Professional Ethics) states that the Allan Hancock Joint Community College District is dedicated to “above all else, under the auspice of the mission of the college, advocating for student success” ([IC14-05](#)). Board Policy 2715 (Code of Ethics/Standards of Practice) states that “it is the goal of the Board to create an atmosphere in which learning can flourish”. The policy further states “Members of the Board are responsible to hold the educational welfare of the district’s students as his/her primary concern and assure an equal opportunity for the highest quality education possible within the fiscal limitations of the district” ([IC14-06](#)). Lastly, the college’s conflict of interest policy (Board Policy 2710) ensures that employees do not make decisions that are driven by outside external interests ([IC14-07](#)).

### **Analysis and Evaluation**

Allan Hancock College is committed to high quality education, student achievement, and student learning. College planning, budget development, resource allocation, and district policies demonstrate and promulgate these tenets and high educational standards. The college ensures that best practices and policies in promoting student achievement are paramount to outside external financial interests.

### **Conclusions on Standard I.C. Institutional Integrity**

Allan Hancock College demonstrates institutional integrity throughout its decisions, communications, policies, procedures, and plans. It conducts its work with honesty and accuracy, and clearly presents its programs, services, data, and accredited status to students, perspective students, and the community. College materials, including resources such as the catalog, are easily accessible and convey clear information to students, staff, and the community. College materials, including academic planning information in the recently developed “Find Your Path”, the college presents comprehensive information about degrees, certificates, learning outcomes, and labor market information.

The college documents assessment of student learning and evaluation of student achievement to inform the appropriate constituencies, current and prospective students, state and federal educational data collection entities, and the public. Student achievement data, including retention and success rates, persistence, degrees and certificates, and retention and success rates by subject, are made public through the AHC Institutional Effectiveness website.

The annual college catalog contains a comprehensive description for every certificate and degree offered at Allan Hancock College, including the purpose, content, course requirements, and learning outcomes. Allan Hancock College has several layers of institutional review to ensure integrity in all representations of its mission, programs, and services. The college board of trustees regularly reviews institutional policies and procedures on a five-year cycle. The college reviews all content provided in the course catalog annually. The catalog contains the mission statement, all college program information, and all student services. The catalog review committee meets throughout the year to ensure each annual version contains all correct and updated information.

Allan Hancock College accurately informs and publicizes costs associated with classes, including tuition, fees, books, and other instructional materials primarily through the AHC online and print catalog, bookstore website, and outreach materials. To ensure institutional and academic integrity and transparency, Hancock publicly posts monthly Board documents and policies online. The Academic Senate represents the faculty in shared governance matters and primarily functions to make recommendations on issues relating to academic and professional matters.

Allan Hancock College complies with all Standards and Eligibility Requirements and shares communications with the Commission. The College communicates its ongoing reaffirmed status with the College's internal groups, including with students and with the general public. The College's primary commitment is to high quality education and student achievement as a public California community college.

### **Evidence List**

- IC01-01 Allan Hancock College Catalog 2020-2021
- IC01-02 Allan Hancock College Website
- IC01-03 Web Services Committee Notes
- IC01-04 Allan Hancock College News Releases
- IC01-05 Allan Hancock College Social Media channels
- IC01-06 Human Resources Website

IC01-07 Community News Magazine  
IC01-08 Website Accreditation Information  
IC01-09 Board Agenda and Minutes Webpage  
IC02-01 College Catalog pgs. 1-2 Online Catalog  
IC02-02 Required Information Webpages  
IC02-03 Catalog Production Timeline  
IC02-04 AP&P Curriculum Summary  
IC03-01 Student Achievement Data  
IC03-02 Educational Master Plan 2020-21 to 2026-27  
IC03-03 State and National Reports  
IC03-04 Nursing Licensure Pass Rates  
IC03-05 Presentation and Newsletter  
IC03-06 Board Minutes and Presentations  
IC04-01 Program Course Requirements  
IC04-02 Online Catalog  
IC04-03 CTE Program Brochures and Find Your Path webpage  
IC04-04 Online Degrees and Certificates  
IC05-01 BP and AP Board Policy Review Process  
IC05-02 Catalog Production Timeline  
IC05-03 Graphic Identity Standards 2019-20  
IC05-04 Publication Guidelines & Stylebook, 2015  
IC05-05 CTE Marketing and Find Your Path  
IC06-01 AHC Website and Catalog pgs. 32-35  
IC06-02 Consumer Information Webpage  
IC06-03 AHC Class Search Zero Cost Textbooks  
IC06-04 Financial Aid presentations and workshops  
IC06-05 Financial Aid presentation slides (English)  
IC06-06 Financial Aid presentation slides (Spanish)  
IC06-07 Parent Promise Night slides (English)  
IC06-08 Parent Promise Night slides (Spanish)  
IC07-01 Academic Freedom and Responsibility, BP/AP 4030  
IC07-02 Academic Senate Articles of Agreement  
IC07-03 Associated Student Body Code of Ethics, Part 1  
IC07-04 Standards of Student Conduct  
IC07-05 Student Pledge of Honor Image in Student Center  
IC08-01 Academic Honesty Catalog pg. 70  
IC08-02 Student Standards and Conduct BP 5500/AP 5520  
IC08-03 Academic Student Conduct Catalog pg. 65  
IC08-04 ASBG Code of Ethics  
IC08-05 Sample Syllabi with Academic Honesty Guidelines  
IC08-06 Student Pledge of Honor  
IC08-07 Institutional Code of Ethics BP 3050



IC08-08 Code of Ethics BP 2715  
IC09-01 Academic Freedom BP 4030  
IC09-02 Full-Time Faculty Evaluation Form  
IC09-03 Institutional Code of Ethics BP 3050  
IC09-04 Confirmation of Receipt of Policies  
IC10-01 Institutional and Student Codes of Ethics  
IC12-01 May 2017 Follow-up Report  
IC12-02 Accreditation BP 3200 and Board Item  
IC12-03 Accreditation Webpage  
IC12-04 Accreditation Catalog page 15  
IC13-01 External Program Accreditation BP/AP 3200  
IC13-02 Accreditation Webpage  
IC13-03 Accreditation Catalog page 15  
IC13-04 Dental Assisting  
IC13-05 Licensed Vocational Nursing  
IC13-06 Registered Nursing  
IC13-07 California Student Aid Commission Letter  
IC14-01 Ed Master Plan pages 1-5  
IC14-02 CCPD pages 20-23  
IC14-03 Budget Council and RAC Functions  
IC14-04 Budget Board Items  
IC14-05 Code of Ethics BP 3050  
IC14-06 Ethics Standards of Practice BP 2715  
IC14-07 Conflict of Interest BP 2710

## **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **A. Instructional Programs**

#### **Academic Quality**

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

#### **Evidence of Meeting the Standard**

Consistent with its mission, Allan Hancock College (AHC) fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. Its curricular pathways encourage students to achieve academic, career, and personal goals through coursework leading to skill building, certificates, degrees, and transfer.

The AHC college catalog is published annually and includes a description of all instructional programs along with their respective program-level learning outcomes ([IIA01-01](#)). AHC offers distance education courses but does not currently offer correspondence education.

AHC Board Policy (BP) 4020 "Program, Curriculum, and Course Development" ([IIA01-02](#)) requires that all programs and curricula shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the board of trustees relies on the Academic Senate, more specifically the Senate standing committee for curriculum (known locally as the Academic Policy and Planning Committee, or AP&P) to establish procedures for the development and review of all curricula.

Administrative Procedure (AP) 4020, "Program, Curriculum, And Course Development," further establishes five criteria for curriculum approval ([IIA01-03](#)):

1. Mission appropriate
2. Demonstrable regional need
3. Quality according to the standards and criteria in Title 5, Section 55002
4. Available resources to maintain program quality
5. Compliance with state and federal laws, statutes, and regulations

As part of its review, AP&P assigns all courses to fields of study (disciplines) consistent with the college's mission. AP&P considers both objectives and outcomes in its review of curriculum, regardless of course modality.

The college's articulation officer and curriculum specialist also serve on the AP&P Committee as non-voting members and offer technical and administrative support to ensure programs adhere to appropriate transfer models, culminating in degrees and certificates that are cohesive and congruent, and that articulate to other programs of higher education; the work of the committee is guided by the college's Curriculum Development Guide ([IIA01-04](#)). AP&P conducts a separate review process for distance education curricula, ensuring that courses approved for distance education are subject to the same rigorous review as other courses. Data on annual degree and certificate attainment is publicly available on the college website. The interactive tables posted on the Institutional Effectiveness webpage provide total numbers of degrees and certificates awarded ([IIA01-05](#)) as well as totals by program ([IIA01-06](#)).

### **Analysis and Evaluation**

As established in board policies and implemented, systematically reviewed, and documented by faculty-driven protocol and procedures, Allan Hancock College's instructional programs, regardless of location or means of delivery, including distance education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

**2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

### **Evidence of Meeting the Standard**

In accordance with BP 4020 “Program, Curriculum, and Course Development” ([IIA01-02](#)), all AHC courses and programs are reviewed and approved through the AP&P approval process. AP&P reviews content and methods of instruction, ensuring all curricula meet accepted academic and professional standards and expectations. During the AP&P curriculum review, course outlines are accessible to the campus for review and feedback. All faculty may speak on pending proposals during public comment and may share feedback with their faculty representative on AP&P. After final approval from the Academic Senate, all courses and programs are subject to regular review, which includes the evaluation of curriculum through the program review process.

Board Policy 3255 “Program Review” ([IIA02-01](#)) establishes a comprehensive review of all instructional programs at least every six years, while CTE programs are reviewed more frequently. Guided by the *Program Review Resource Guide* ([IIA02-02](#)) during the comprehensive program review process, program faculty assess student retention, success, and achievement data across all delivery modalities; analyze program learning outcomes data; and examine student achievement of degrees and/or certificates and, if applicable, employment or transfer metrics and/or licensure pass rates. Administrative Procedure 3255 ([IIA02-03](#)) prescribes an *annual* career technical education program review process that confirms, among other criteria, whether a program continues to meet documented labor market demand and demonstrates effectiveness as measured by the completion and employment or transfer successes of its students.

A faculty lead is assigned to coordinate the program review process for each program. Faculty writers review data pertaining to the program and share it with discipline faculty. As outlined in the *Academic Affairs Program Review Resource Guide*, program faculty review and reflect on course and program data, including learning outcomes, enrollment, retention, completion, and equity. Faculty also review and document improvements that have resulted from goals identified in the previous program review. Through this process, faculty develop improvement plans, including curriculum updates, program revisions, scheduling adjustments, identifying technology needs, and requesting professional development opportunities—all intended to maintain program relevance and currency, improve the learning experience, and promote student success. The program review report

is validated by a team comprised of the area dean, a faculty member from a related discipline, and two faculty members from unrelated disciplines.

Improvements to the learning process may depend on the allocation of additional resources as identified in program review. New resource needs are documented and tracked through several institutional prioritization processes. New equipment needs identified during program review are collected on a master list, which is prioritized annually first by departments, then by dean, and finally by a joint meeting of deans and representatives of the Academic Senate. The highest-priority items are funded annually ([IIA02-04](#)). New classified staff needs identified through program review are added to the *Classified Position Request List* ([IIA02-05](#)), which is updated annually by the Human Resources department; once on this list, positions are eligible for recruitment when funding is identified. Similarly, new faculty needs initially identified through program review are prioritized on an annual basis ([IIA02-06](#)).

### **Analysis and Evaluation**

The systematic, evaluative processes and practices discussed above ensure that all courses and programs fulfill generally accepted academic and professional standards or expectations. This process has resulted in a campus culture devoted to promoting student success through continuous improvement including developing and revising curriculum and teaching and learning strategies that correspond with the curriculum.

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

### **Evidence of Meeting the Standard**

Allan Hancock College regularly assesses course learning outcomes (CLOs) and program learning outcomes (PLOs). CLOs are initially identified and approved during the curriculum development and review process and are included in the official course outline of record ([IIA03-01](#)) within the College's curriculum management system, CurriQunet. Faculty are required to include official CLOs on their course syllabus ([IIA03-02](#)), and academic deans collect all syllabi each term to verify and ensure CLOs are present and that students have received them. PLOs are listed in the college catalog for each program ([IIA03-03](#)).

Course and program assessment is overseen by the Learning Outcomes and Assessment Committee (LOAC) ([IIA03-04](#)), which is comprised of academic affairs and student services components. Working closely with committee members from every academic department and program, the LOAC coordinators direct assessment activities and provide faculty training, including sessions on updating CLOs and

PLOs, selecting samples for data collection, sample rubrics ([IIA03-05](#)), using assessment data in program review ([IIA03-06](#)), and data entry.

As outlined in its *Institutional Assessment Plan* ([IIA03-07](#)), the College follows a six-year assessment cycle. Faculty annually assess CLOs and PLOs, evaluate results and, where necessary, make course and program changes to close the assessment loop as part of the program review process. This includes review of and response to assessment as part of annual program updates ([IIA03-08](#)) and comprehensive program reviews ([IIA03-09](#)).

### **Analysis and Evaluation**

The college regularly assesses learning outcomes for courses and programs. Course and program learning outcomes are developed and approved by faculty through the curriculum development process. Academic deans collect syllabi for all courses and check to ensure syllabi include the approved course learning outcomes.

During its review of the assessment process in 2019, LOAC identified improvements to better align course and program outcomes assessment and strengthen the connection between outcomes assessment and resource planning and prioritization.

The current process foregrounds and directly assesses course learning outcomes, which are mapped to program learning outcomes. The resulting program outcomes data are sometimes less precise than faculty want it to be. In response, LOAC began to design a new process with the following goals: 1) emphasize program learning outcomes, which are mapped to course learning outcomes, to increase opportunities for shared faculty dialogue about results; 2) involve part-time faculty more closely with program review.

Since then, LOAC has worked with the Academic Senate's Program Review Committee to modify the program review process to strengthen the connection between the assessment data and program review. LOAC has worked with the Senate to review and approve changes to the assessment process. Unfortunately, the pandemic delayed the completion and approval of these changes and the implementation of the new processes. While the Senate approved the new assessment and program review processes in 2021-22, the committees are still working to modify the Institutional Assessment Plan and approve it through the shared governance process, and the College has not yet fully transitioned to these new processes. The College intends to finalize changes to its *Institutional Assessment Plan* in the fall of 2022 and implement the new assessment process in 2022-23.

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

## Evidence of Meeting the Standard

Central to AHC's mission of serving a diverse community and student population is providing appropriate educational opportunities for those who are unprepared for college-level work. This preparation is offered as basic skills courses and pre-collegiate courses, and these courses are both credit and noncredit and may be scheduled in online, hybrid, and face-to-face modalities. As indicated in the college catalog ([IIA04-01](#)), unless they're English language learners, students are limited to 30 units of credit basic skills/remedial credit.

Board Policy and Administrative Policy 4222 ([IIA04-02](#)) define remedial, or pre-collegiate level, curriculum as "credit courses in reading, writing, math, English, learning skills, study skills, and English as a Second Language, which have been designated as non-degree applicable courses designed to assist the underprepared student to develop the academic skills necessary for college level work." These courses are clearly indicated in the college schedule via the course numbering system, which is described in the college catalog ([IIA04-03](#)).

Over the last three years, the college has experienced a transition in basic skills course offering patterns: some basic skills courses have moved from credit to noncredit, and the number of credit basic skills course sections has been reduced in favor of transfer-level courses with aligned support courses. The goal of this shift is to increase completion rates in transfer-level English and math, and the efforts have thus far been successful ([IIA04-04](#)). In support of this effort, noncredit basic skills courses (which are not subject to AP 4222) are offered to provide tutoring in the Math, Language, and Writing Centers to supplement in-class assistance such as corequisite support courses or in-course embedded tutoring ([IIA04-05](#)).

## Analysis and Evaluation

The college offers a clearly delineated set of courses at the pre-collegiate level. The course numbering system separates the credit and noncredit courses and includes various ways to support students as they advance to college level curriculum. Basic skills and remedial courses give students in-depth content and students in pre-collegiate and transfer-level classes are supported through specialized classes and noncredit based tutoring centers to improve success.

**5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

## Evidence of Meeting the Standard

As a California community college, Allan Hancock College's degrees and programs are guided by California Education Code, Title 5 regulations, and procedures developed by the California Community College Chancellor's Office (CCCCO). These

regulatory guidelines are distilled in the regularly updated *Program and Course Approval Handbook* (PCAH), currently in its 7<sup>th</sup> edition ([IIA05-01](#)). Following these guidelines assures that the colleges degrees and programs will conform to common practices in American higher education.

As described in Standard IIA1, AP&P oversees the development of academic programs and degrees. Faculty develop and revise curriculum according to the committee's *Curriculum Development Guide* ([IIA01-03](#)), and all curriculum is reviewed by AP&P to ensure it meets the academic standards appropriate to higher education.

To standardize degree and certificate requirements, the board of trustees has established BP/AP 4100, *Graduation Requirements for Degrees & Certificates* ([IIA-05-02](#)), which establishes graduation requirements. Associate degrees require a minimum of 60 semester units and must align to the degree and general education requirements established by BP/AP 4100 and published in the college catalog ([IIA05-03](#)).

## **Analysis and Evaluation**

Allan Hancock College follows procedures from the state Chancellor's Office and common to American higher education, and establishes policies, procedures, and guidelines that dictate course and program length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. These policies, procedures, and guidelines ensure all degree programs include a minimum of 60 semester units. Additionally, the policies, procedures, and guidelines serve to protect the rigor and integrity of all other educational programs.

### **6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

#### **Evidence of Meeting this Standard**

Allan Hancock College uses multiple practices to ensure its course scheduling allows students to complete their programs according to established expectations. First, following a Guided Pathways approach, discipline faculty have created program maps for each program indicating when and in what sequence required courses are offered ([IIA06-01](#)), and these are consulted during schedule development to ensure courses are offered at the correct intervals. This information is also shared with students by program on the college website, which displays a suggested course sequence students can use for planning their schedules ([IIA06-02](#)). To provide a range of options for students to complete their programs, the college offers 17-week and 8-week courses in the fall and spring semesters, 6 or 8-week courses in summer, and 5-week courses in winter intersession.

The schedule is developed with input from discipline faculty, department chairs, and academic deans who review a variety of enrollment and scheduling reports ([IIA06-03](#)) to ensure the schedule meets enrollment demand and student needs. After the



schedule is launched, department chairs and deans review enrollment and waitlist data ([IIA06-04](#)) to respond to unexpected demand by adding additional course sections. Scheduling practices are also guided by the *Enrollment Management Plan* developed by the Enrollment Management Committee ([IIA06-05](#)).

As part of the college's Guided Pathways implementation, an Innovative Scheduling team was tasked in 2020-21 with examining alternative program offerings, including weekend college; night and extended campus programs; cohort programs; block scheduling; and an exploration of scheduling software benefits. Findings from this team ([IIA06-06](#)) led to the restructuring of course scheduling at the Lompoc Valley Center ([IIA06-07](#)); development of fast-track evening and weekend degree programs ([IIA06-08](#)); and the investigation of new scheduling software options.

### **Analysis and Evaluation**

Allan Hancock College relies on evidence-based scheduling practices to allow students to complete their certificate and degree programs in a timely manner. Faculty develop and periodically review program maps to ensure scheduling patterns and offerings provide sufficient access to required courses to support timely student progress. The college provides program pathway information to students to help them develop their schedules and to support on-time degree and certificate attainment. While the college's Guided Pathways implementation has prompted several initiatives to improve scheduling practices, the college has not yet updated its Enrollment Management Plan, which expired during the pandemic. The college has begun work on revising the Plan to align with and complement the Educational Master Plan, and this will be completed in the 2022-23 academic year.

### **7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

#### **Evidence of Meeting the Standard**

To meet the diverse and changing needs of its students, Allan Hancock College offers courses in a variety of modes and formats. These include credit, noncredit, fee-based, as well as face-to-face, online, hybrid, and weekend courses offered at various sites. Courses are offered in a variety of term lengths and weekly formats to provide students flexibility in balancing their work and personal lives as they pursue their academic goals.

Before courses can be offered in online or hybrid formats, they must be approved for distance education by the AP&P, which, in compliance with BP/AP 4105, *Distance Education* ([IIA07-01](#)), ensures that courses comply with federal distance education guidelines. The effectiveness of diverse delivery modes is evaluated as part of the program review process, which includes analysis of course-level retention and completion data disaggregated by instructional modality ([IIA07-02](#)). Any identified gaps between online and face-to-face courses are addressed through the program action plan ([IIA07-03](#)). In its 2020 program review, for example, the

Early Childhood Studied program identified gaps between online and face-to-face learners; in response, they developed a plan ([IIA07-04](#)) to better understand and address the gap.

Teaching methodologies at AHC are designed to facilitate effective learning and meet the diverse needs and learning styles of students. A variety of instructional methods are employed, including lecture, discussion, small group work, labs, activities, clinical experience, field trips, work experience, internships, apprenticeships, and the academy model (e.g., for firefighter and law enforcement cohorts). AHC faculty are cognizant of the benefits to all student populations of using a diversity of instructional methodologies and therefore employ a variety of teaching methods. These are carefully considered during the curriculum development and approval process and are included in the course outline of record ([IIA07-05](#)).

AHC's board and Academic Senate policies and procedures ensure effectiveness in distance education. BP/AP 4105 require faculty to monitor and ensure regular and substantive interaction, and this is reinforced by the Senate's policy on regular and substantive interaction ([IIA07-06](#)). AP 4105, Distance Education also describes faculty preparation for teaching in distance education modalities, including training in "best practices in course design, accessibility, interaction, and student engagement in traditional asynchronous distance learning modalities and hybrid synchronous modalities."

AHC's learning support services (described in more detail in Standards IIB and IIC) use a variety of delivery modes and methodologies, including onsite at various locations, online, telephone, and email, to maximize student access. To address the diverse educational needs of specific populations, the College offers support services to programs ranging from MESA (Math, Engineering, Science Achievement) to adult basic skills, GED preparation, and noncredit ESL.

Academic services such as the library offer online as well as onsite support, and the Academic Resource Center (ARC) ([IIA07-07](#)), Math Center, and Writing Center offer focused, discipline-specific tutoring services. Each service is regularly evaluated as part of the annual program review cycle ([IIA07-08](#)) and uses assessment data to continuously improve. In its most recent program review ([IIA07-09](#)), the ARC and Writing Center developed a plan ([IIA07-10](#)) to institutionalize online tutoring in response to the growth in need for such services and the improvements in technology that facilitated it.

## **Analysis and Evaluation**

AHC uses a variety of teaching modes and methods to address the diverse and changing needs of its students. Through the course approval process, faculty ensure both modalities and teaching methods are aligned with and appropriate to course and program learning outcomes, with separate approval for distance education courses. Learning support services are likewise offered in a range of formats to provide multiple ways for students to access them. The college regularly

assesses these modalities and services and modalities to ensure equity in success for all students.

**8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

#### **Evidence of Meeting the Standard**

Allan Hancock College uses a limited number of department-wide examinations: only the Spanish program ([IIA08-01](#)) employs common finals with normed rubrics validated through ongoing review and analysis. While several programs prepare students for industry-qualifying examinations, these exams are not part of the programs themselves.

AHC's BP/AP 4235, *Credit for Prior Learning* ([IIA08-02](#)) policies were approved in December 2020, and these assign sole authority for prior learning assessment to the appropriate discipline. Given the recency of these procedures, there have been few petitions for prior learning assessments, and the College has not yet evaluated their effectiveness.

#### **Analysis and Evaluation**

In those programs that use department-wide course examinations, the faculty have developed practices to ensure their effectiveness and reliability, and to minimize/eliminate test bias. Policies are in place to ensure appropriate discipline faculty make decisions about credit for prior learning, and as students begin petitions for these prior learning assessments, the college will assess those practices to ensure their effectiveness.

**9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit-hour conversions. (ER 10)**

#### **Evidence of Meeting the Standard**

Allan Hancock College awards course credits, degrees, and certificates based on students' attainment of student learning outcomes. Course learning outcomes are determined by faculty and are identified in the Course Outline of Record ([IIA07-05](#)). Faculty align course learning outcomes (CLOs) with program learning outcomes (PLOs) as part of each new program proposal, and this mapping ensures that all learning outcomes are assessed and contribute directly to course grades. The alignments of CLOs and PLOs are published in a searchable dashboard on the Institutional Effectiveness Outcomes Dashboard ([IIA09-01](#)). By completing the required sequence of courses within the program with a minimum 2.0 GPA,

students thereby meet both course and program outcomes and are awarded the degree or certificate.

AHC awards units of credit consistent with institutional policies, including BP/APs 4100, *Graduation Requirements* ([IIA05-02](#)) and 4020, *Program, Curriculum & Course Development*, ([IIA09-02](#)) that follow generally accepted norms or equivalencies in higher education, and in compliance with federal aid eligibility requirements. BP 4020 defines the credit hour based on federal regulations.

## **Analysis and Evaluation**

AHC follows generally accepted norms in higher education when awarding course credits, degrees, and certificates, and all awards are based on student attainment of learning outcomes. Learning outcomes are clearly identified and linked directly to the attainment of college credit. The college defines the credit hour based on federal standards, including those for clock-to-credit-hour conversions.

**10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

## **Evidence of Meeting the Standard**

Allan Hancock College provides for the transfer of credit to and from other institutions. These are clearly articulated in *BP 4900, Transfer of Credit and Course Waiver* ([IIA10-01](#)) and published in the college catalog ([IIA10-02](#)). BP 4900 details how students may transfer units from other institutions to AHC, and how they can apply to substitute previous courses from other institutions to fulfill programmatic requirements.

Students apply to transfer credit using the college's Course Substitution and/or Waiver Form ([IIA10-03](#)). While a major component of substitution involves comparing the two Course Outlines of Record (COR) for the course content, objectives, and requisites, the college's articulation officer also compares the Course Identification Numbering (C-ID) to ensure the courses align. Where courses submitted do not include a COR, the faculty review original catalog course descriptions and may request syllabi to ensure courses are comparable.

The college's BP/AP 4050, *Articulation* ([IIA10-04](#)) outlines the college's intent to develop and maintain formal written agreements as both the 'sending' and 'receiving' institute with our local feeder high schools, as well as four-year colleges and universities. The accompanying procedure lists out the college's participation in the C-ID project and Articulation System for Stimulating Intersegmental Transfer (ASSIST), two programs intended to facilitate a student's transfer from one

institution to another as painlessly as possible as well as, maintaining articulation agreements with both the UC and CSUs for all AHC courses numbered 100-199.

## **Analysis and Evaluation**

The college provides clear policies and procedures for the transfer of credit. Policies are made available to students both online or during a counseling appointment to maximize student progress and mobility between institutions. The college uses statewide articulation metrics and databases to ensure that a student entering the institution with previous coursework will see as much of it as possible translated into the college's degree programs. The college collaborates continuously with both feeder and transfer institutions to facilitate articulation between institutions so students can complete their educational goals in a timely way.

**11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

### **Evidence of Meeting the Standard**

In addition to the program-specific learning outcomes identified during the program development and approval process discussed in Standard IIA3, Allan Hancock College requires, as a component of all programs, institutional learning outcomes (ILOs) in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Listed in the college's *Institutional Assessment Plan* ([IIA03-07](#)) and catalog ([IIA11-01](#)), these ILOs are identified in the following areas:

- 1) communication,
- 2) critical thinking and problem solving,
- 3) global awareness and cultural competence,
- 4) information and technology literacy,
- 5) quantitative literacy,
- 6) scientific literacy, and
- 7) personal responsibility and development.

ILOs are associated with program learning outcomes (PLOs) and course learning outcomes (CLOs) through matrixes published in a searchable dashboard within the Institutional Effectiveness Factbook ([IIA9-01](#)), and these alignments help guide the assessment of ILOs.

The Learning Outcomes and Assessment Committee (LOAC) annually assesses an ILO using both direct and indirect evidence. LOAC chooses examples from programs with the highest percentage of connections to the ILO being assessed and then develops a rubric, defining the criteria that constitutes attainment of the ILO. The committee then develops a student survey to indirectly assess the attainment of the ILO. The data is disaggregated and analyzed by ethnicity, gender, first-

generation college student, and credits earned. All ILOs and their reports are stored on the Learning Outcomes website ([IIA11-02](#)). The reports analyze the data using a variety of methods, including disproportionate impact analysis and logistical regression. Some significant findings/recommendations include that increasing credits earned increases probability of attainment of the ILO. Specific recommendations have included the need to increase research instruction for library services ([IIA11-03](#)) and to develop workshops for students regarding time-management ([IIA11-04](#)).

ILO mappings align the core competencies within programs and courses. This takes direct evidence collected in courses and rolls them up to the institutional level. This type of analysis allows the college to determine which competencies are highly connected and whether they are attained or not attained. This approach ([IIA11-05](#)) works well when completed in parallel with the indirect surveys.

### **Analysis and Evaluation**

Allan Hancock ensures all graduates meet general education outcomes by embedding them within its institutional learning outcomes, which are required of all programs. ILOs are regularly assessed by the LOAC using both direct and indirect evidence. Direct evidence is collected using course level outcomes assessments that are rolled up into the institutional level assessments through outcome mappings. However, LOAC has found, depending on the number of associations with CLOs and PLOs, and the number of outcomes assessed, that this can result in “noisy” and imprecise data. As a result, LOAC is currently reviewing and assessing the ILO reporting processes through surveys and qualitative data collection from previous team members, with the goal of developing recommendations for improvements.

**12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

### **Evidence of Meeting the Standard**

Allan Hancock College requirements for general education are guided by the CCCC *Program and Course Approval Handbook* and ACCJC *Accreditation Standards*. General education (GE) is a component of each degree that is based on a carefully considered philosophy for both associate and baccalaureate degrees described in

BP/AP 4025, *Philosophy & Criteria for Associate Degree and General Education* ([IIA12-01](#)).

The college catalog draws on this philosophy and criteria to describe general education as “a pattern of courses designed to develop in students a breadth of knowledge and allow students to gain command of subject areas and methods of inquiry that characterize the liberally educated person” ([IIA12-02](#)).

The faculty curriculum committee, locally identified as the Academic Policy and Planning Committee (or AP&P), relies on faculty expertise to determine the appropriateness of each course for inclusion in the GE curriculum, based upon learning outcomes and competencies appropriate to the degree level. Faculty may propose the offering of GE courses via distance education. To provide better access in the College’s rural areas, GE courses also are proposed for and receive approval to be taught as distance education. Students are made aware of DE offerings through tools in the college’s registration tool.

The approval process established by AP&P includes examination of course outlines submitted with the accompanying GE worksheet for evidence to approve the course’s inclusion in one of the five General Education categories. Faculty complete this worksheet ([IIA12-03](#)) and submit to the AP&P for approval at the local level.

Members of the committee are trained to review course outlines of record for content, instructional objectives, evaluation methods, and student learning outcomes by using Guiding Notes for General Education Reviewers ([IIA12-04](#)) developed by the California State University and University of California systems offices and the AHC *Curriculum Development Guide* ([IIA12-05](#)). This review is in addition to the assessment each course outline of record ([IIA12-06](#)) undergoes regarding the level, scope, integrity, generality, critical thinking, continuing study, and cultural diversity.

Faculty regularly re-evaluate the inclusion of courses for GE through the program review process. As a part of program review, each course offered in a discipline ([IIA12-07](#)) is reviewed to ensure currency in content and all other aspects of the course, including appropriateness for continued incorporation in the General Education portion of the college’s degrees.

## **Analysis and Evaluation**

Allan Hancock College requires a breadth of Liberal Arts general education for each degree based on a philosophy stated in board policy, in the college catalog, and the AHC Curriculum Development Handbook. This philosophy focuses on principles designed to assist faculty in reviewing GE course and the purpose of GE in the curriculum. The courses selected for general education clearly articulate GE principles in their course outlines of record.

Overall, regularly reviewed courses meeting GE criteria provide students with a broad comprehension of the development of knowledge, practice, and interpretive

approaches in the arts and humanities, the sciences, mathematics, and social sciences.

**13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.**

### **Evidence of Meeting the Standard**

The expectation that all degrees include a focused area of study or interdisciplinary core is guided by the *Program and Course Approval Handbook* ([IIA05-01](#)) and *Accreditation Standards* and articulated in Board Policy ([IIA13-01](#)) and AP&P procedures ([IIA01-02](#)). Allan Hancock College offers 83 two-year associate of arts (AA) and associate of science (AS) degrees, 27 two-year associate degrees for transfer (ADT), and 74 certificates of varying unit length, and 19 noncredit certificates. The catalog lists these programs alphabetically by title, and entries include each program's description, award type, area of emphasis, program learning outcomes, major requirements, and unit totals ([IIA13-02](#)).

Discipline faculty determine the amount of focused study in each program, based on identified program learning outcomes that demonstrate mastery of competencies, theories, and practices, as well as the program's emphasis on student preparation for the workplace or transfer to a four-year institution. Based on the program's intended learning outcomes, faculty develop course learning outcomes (CLOs), which are mapped to both degree program outcomes (PLOs) and institutional level outcomes (ILOs); associations between CLOs, PLOs, and ILOs are published in a searchable dashboard in the Institutional Effectiveness Factbook ([IIA9-01](#)). The progress to mastery of key theories and practices within each program's sequence of courses is identified and regularly reviewed as part of program review ([IIA13-03](#)).

### **Analysis and Evaluation**

Allan Hancock College ensures that all degree programs at the college are built around a central area of inquiry or interdisciplinary core and are informed by the needs and requirements of industry or transfer institutions. All degree programs are grounded in learning outcomes and competencies and require a level of mastery appropriate to the degree level.

**14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**



## Evidence of Meeting the Standard

The college offers a robust portfolio of 185 credit and noncredit degree and certificate programs across 40 career and technical education (CTE) disciplines, from accounting to wildland fire technology. The catalog ([IIA01-01](#)) and the AHC Areas of Interest website ([IIA14-01](#)) links provide information for each CTE degree and certificate program, including required courses and career opportunities.

The college president appoints community professionals to serve on academic program-specific advisory committees ([IIA14-02](#)), meetings for which CTE faculty convene annually or more often. Per AP 4102 Career and Technical Education Programs ([IIA14-03](#)), advisory committee duties include

- Assurance that program graduates demonstrate technical and professional competencies that meet employment standards and other standards and preparation for external licensure and certification,
- Participation in assessments, evaluations, and reviews of the program
- Participation in evaluation of program outcomes based on the performance of AHC graduates placed in jobs

Informed by their respective advisory committee, CTE faculty determine the student learning outcomes necessary for entry into employment, determine the methodology for assessing and documenting competencies to enter employment and/or continue academic pathways, and update the curricula accordingly, as captured in advisory committee meeting notes ([IIA14-04](#)).

The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community colleges students ([IIA14-05](#)). CTE faculty also access disaggregated LaunchBoard data by industry sector or specific CTE program by four- or six-digit Taxonomy of Programs (TOP) Code. According to the most recent Strong Workforce Program (i.e., CTE) LaunchBoard data (2019-20), program completion and employment metrics for AHC CTE students are comparable to those of their statewide counterparts.

Metric	All AHC CTE Programs	All California Community College CTE Programs
Students who earned a CTE degree or certificate or attained apprenticeship journey status	723 (a 2.26% increase from the previous year)	1,007,649 (a 0.6% decline from the previous year)
CTE students who transferred to a four-year post-secondary institution	18%	23%
CTE completers with a job closely related to their field of study	74%	72%

Median annual earnings for exiting CTE students	\$36,244	\$36,246
Median change in earnings for exiting CTE students	29% increase	22% increase
CTE completers who attained a living wage	45%	53%

Four AHC programs within the Health Sciences, the cosmetology and manicuring programs, and the police academy, are externally accredited. The AHC website reports the licensure pass rates for its certified nurse assistant, dental assisting, vocational nursing, registered nursing (RN), and cosmetology programs. AHC partners with the Institute of Beauty Culture Academy, Inc. to offer the cosmetology degree and certificate of achievement programs ([IIA14-06](#)).

AHC’s NCLEX-RN [pass rate \(IIA14-07\)](#) dipped slightly below the institution's set standard of 79% in 2019-2020 and represented a 9.09% decrease from the prior year. In response, the RN program director acted quickly to consult with other nursing faculty, admissions & records and counseling staff, the dean, and vice president of academic affairs to review the data and curriculum and assess interventions. In May 2021, the RN director reported to the board of trustees ([IIA14-08](#)), identifying contributing factors and corresponding short- and long-term strategies. In response, faculty implemented several interventions, including timing the NCLEX-RN review classes closer to the actual test dates, embedding improved simulations to hone nurse thinking, and piloting focused tutoring sessions to supplement instruction.

The AHC police academy, with a mean pass rate of 91.03% for its 47 cohorts, currently tops all other Peace Officer Standards and Training (POST)-certified basic training academies in California. POST, however, only provides such information ([IIA14-09](#)) to authorized users of their Electronic Data Interchange proprietary platform.

**Analysis and Evaluation**

CTE degree and certificate programs undergo annual review and revision, informed by consultation with industry professionals at advisory committee meetings and through established, faculty-driven curriculum and comprehensive program review processes. CTE completers' licensure pass rates, together with an examination of LaunchBoard CTE program completion and employment metrics, demonstrate attainment of technical and professional competencies that meet employment standards.

**15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

## **Evidence of Meeting the Standard**

Student success and completion are paramount to the College's mission; this includes the rare instance when a program must either be substantially modified or discontinued. Upon enrolling in the college, students are informed of their Catalog Rights ([IIA15-01](#)) in the graduation section of the catalog. Students who are continuously enrolled are subject to the graduation requirements set forth in the catalog under which they begin enrollment. By adhering to the graduation requirements set forth in the catalog from the student's initial enrollment, they are protected from disruption that might arise from changes to graduation requirements.

Allan Hancock College has robust policies and procedures that dictate how a program can be significantly changed or eliminated. The college's Academic Policy and Planning Committee (AP&P) ([IIA15-02](#)), in alignment with the college's *BP/AP 4020 Program, Curriculum, and Course Development* ([IIA15-03](#)), assists faculty in implementing modifications to courses and programs. The committee's recommendations are sent to the Academic Senate for final review and recommendation to the board of trustees. Even when an external agency mandates a change to a program accredited through that agency, course and program changes must move through AP&P, thus ensuring students are protected from undue disruption by following a systematic and carefully considered process.

In cases where programs are considered for elimination, the college has adopted *BP/AP 4021 Program Vitality* ([IIA15-04](#)) to guide the process. Decisions to consider program elimination are based on an analysis of enrollment trends or changes in workforce demand or program need, transfer requirements; the availability of human, physical, or financial resources; or legislative mandates. An evaluation team is formed to conduct a detailed analysis of relevant quantitative and qualitative data, develop a report, and make recommendations to AP&P. The report and recommendations are further considered by AP&P, which makes a final recommendation to the Academic Senate. Recommendations for discontinuance must be accompanied by a detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff, and the community. It must also provide either a way for currently enrolled students to continue their programs of study or a plan for them to meet their educational objectives through alternative means.

## **Analysis and Evaluation**

The college has a robust set of policies and procedures governing the modification and discontinuation of programs. All program modifications are made through robust AP&P review processes, following guidelines set forth by California Ed Code, Title 5 Regulations, policies of the Chancellor's Office, and recommendations of the Academic Senate for California's Community Colleges. No program is discontinued without a detailed plan for its students to meet their educational objectives. When taken together, the college's policies and procedures regarding catalog rights,

curriculum development, and program discontinuance ensure students can complete their education in a timely way with a minimum disruption.

**16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

### **Evidence of Meeting the Standard**

Allan Hancock College regularly conducts a thorough evaluation of all instructional programs. Pursuant to BP/AP 3255 *Program Review* ([IIA02-01](#)), each program undergoes comprehensive evaluation every six years to ensure quality, currency, and continuous improvement. The program review is structured around a comprehensive analysis of student learning and achievement data and includes evaluation of individual credit instruction programs, precollegiate courses and programs, career technical education (CTE) programs, noncredit and community education. CTE programs undergo more frequent evaluations every two years to ensure currency of prerequisites and corequisites, and evaluations include advisory committees and any external accreditation processes.

Guided by the college's *Program Review Resource Guide* ([IIA02-02](#)), program review includes faculty analysis of course and program-level data summarizing demand, momentum, and student achievement; the currency of the curriculum and the identification any necessary revisions; and a review and analysis of student learning outcomes at the course and program levels. Faculty review student learning and achievement data, reflect on it, and summarize what they have learned to develop a plan to improve program quality and address any gaps in performance. Program review improvement plans are the basis for action, whether to address identified deficiencies or opportunities for programmatic development. Program reviews have yielded plans to increase student learning and achievement through program development, increasing supports for students, and diversifying curriculum.

Through program review, the ESL program ([IIA16-01](#)) identified the need to develop more mirrored credit/noncredit courses to expand access to the program and provide innovative instructional strategies to increase enrollment and transition from noncredit to credit. The Leadership program identified an equity issue through the assessment of a program outcome (self-development through life's changes) with underrepresented students and implemented a wellness series focusing on mindfulness, relaxation techniques, and developing a growth mindset. Students who completed the wellness series reported higher levels of self-awareness and course/program retention ([IIA16-02](#)). Lastly, the Cosmetology program review ([IIA16-03](#)) identified the need to expand in northern Santa Barbara County and expand offerings to include programs such as barbering, aesthetician, and makeup.

Further, gender data prompted strategies to increase male students within the next six years.

Completed comprehensive program reviews and annual updates are posted on the college website ([IIA16-04](#)). A review shows the college is currently \*\* percent current in comprehensive program review completions. As a result of a review and analysis of its program review process, the Academic Senate's program review committee undertook a complete revision of the process during the last two years, and senate approved the resulting process ([IIA16-05](#)) in 2021-22.

### **Analysis and Evaluation**

Allan Hancock College regularly evaluates the quality and currency of its instructional programs, regardless of delivery mode or location, and systematically strives to improve programs and courses. The college also works to continually improve its processes, and an assessment of the current program review process led the faculty to develop a new process emphasizing increased faculty collaboration and a more distributed analysis over the six-year review cycle. As discussed in Standard IIA03, the college is moving to implement the new process in the 2022-23 academic year.

### **Conclusions on Standard II.A. Instructional Programs**

The college maintains and follows a comprehensive set of policies, procedures, and practices to ensure its instructional programs and student support services meet standards set by ACCJC, the U.S. Department of Education. Faculty take a central role in developing, maintaining, and continually improving programs and services aligned with the college mission, and their processes ensure instructional programs meet standards of quality and rigor appropriate for higher education. The faculty regularly review and assess the curriculum, and the results of their analysis drive further improvements to educational quality and institutional effectiveness through curricular updates and resource allocation. The college continues to seek ways to strengthen its processes, and as part of ongoing improvement efforts in review and assessment, the faculty recently revised the program review process to broaden the scope of the analysis and to deepen its connection to program and course outcome assessment.

### **Improvement Plans**

The college will update its Institutional Assessment Plan to incorporate recently approved changes to student learning outcomes assessment processes and fully implement the new assessment and reporting process (IIA3).

### **Evidence List**

IIA01-01 AHC 2022-23 Catalog

IIA01-02 BP 4020, "Program, Curriculum, And Course Development"

IIA01-03 AP 4020, "Program, Curriculum, And Course Development"

IIA01-04 *AHC Curriculum Development Guide*  
IIA01-05 Degrees Awarded  
IIA01-06 Awards by Program  
IIA02-01 BP 3255, "Program Review"  
IIA02-02 Program Review Resource Guide  
IIA02-03 AP 3255, "Program Review"  
IIA02-04 Equipment Prioritization Requests  
IIA02-05 Classified Position Request List  
IIA02-06 Faculty Prioritization  
IIA03-01 sample COR with CLOs  
IIA03-02 Sample Syllabi  
IIA03-03 Sample program, listing PLOs  
IIA03-04 LOAC Description From CCPD  
IIA03-05 Sample LOAC Rubrics  
IIA03-06 LOAC Assessment Dashboard  
IIA03-07 AHC Institutional Assessment Plan  
IIA03-08 Annual Update Examples  
IIA03-09 Comprehensive Program Review Examples  
IIA04-01 AHC Catalog Language on Remedial Credit Limits  
IIA04-02 BP/AP 4222, "Remedial Coursework"  
IIA04-03 AHC catalog language on course numbering  
IIA04-04 Equitable Placement Outcomes data  
IIA04-05 Noncredit courses in tutorial centers  
IIA05-01 CCCO Program and Course Approval Handbook  
IIA05-02 BP 4100 – Graduation Requirements for Degrees and Certificates  
IIA05-03 AHC Catalog language on Graduation Requirements  
IIA06-01 Sample Program Maps  
IIA06-02 AHC Pathways Website sample program sequence (Kinesiology)  
IIA06-03 Sample Scheduling Reports  
IIA06-04 Sample Enrollment and Waitlist Reports  
IIA06-05 Enrollment Management Plan  
IIA06-06 Scheduling Inquiry Summary Report  
IIA06-07 Lompoc Valley Campus cohort degrees  
IIA06-08 Weekend and Fast-track degree planning  
IIA07-01 BP/AP 4105, "Distance Education"  
IIA07-02 sample program review with disaggregated DE data  
IIA07-03 sample program review action plan related to DE  
IIA07-04 ECS 2020 Action Plan  
IIA07-05 Sample COR with DE addendum  
IIA07-06 AHC Senate policy on regular and substantive contact  
IIA07-07 ARC webpage showing support services  
IIA07-08 ARC Annual Update

IIA07-09 ARC Program Review  
IIA07-10 ARC DE plan resulting from program review  
IIA08-01 Spanish sample final exam  
IIA08-02 BP/AP, "Credit for Prior Learning"  
IIA09-01 IE learning outcomes dashboard webpage  
IIA09-02 BP 4020, "Program, Curriculum & Course Development"  
IIA10-01 BP/AP 4900 Transfer of Credit and Course Waiver  
IIA10-02 AHC Catalog language on transfer of credit  
IIA10-03 Course Substitution Form  
IIA10-04 BP/AP 4050 Articulation  
IIA11-01 AHC Catalog language on Institutional Learning Outcomes  
IIA11-02 LOAC Learning Outcomes Website  
IIA11-03 ILO assessment report example  
IIA11-04 ILO assessment report example  
IIA11-05 ILO Outcomes assessment data  
IIA12-01 BP/AP 4025 Philosophy & Criteria for Associate Degree and General Ed  
IIA12-02 AHC Catalog, General Education  
IIA12-03 AHC AP&P Gen Ed Worksheet  
IIA12-04 Guiding Notes for General Education Reviewers  
IIA12-05 AHC Curriculum Development Guide, Gen Ed guidelines split  
IIA12-06 Sample COR  
IIA12-07 Sample program review of course GE attribute  
IIA13-01 BP/AP 4100 language on major or area of interest  
IIA13-02 Catalog degree listings  
IIA13-03 Program review matrix showing steps to mastery of outcomes  
IIA14-01 AHC Areas of Interest webpage  
IIA14-02 AHC website listing of Academic Advising Committees  
IIA14-03 AP4102 CTE Programs  
IIA14-04 Nursing Advisory meeting minutes  
IIA14-05 AHC CTE LaunchBoard data  
IIA14-06 AHC Cosmetology certificate & degree programs  
IIA14-07 Health Sciences Licensure Exam pass rates  
IIA14-08 Board report on Nursing program  
IIA14-09 AHC POST data  
IIA15-01 AHC Catalog Rights  
IIA15-02 Academic Policy and Planning Committee (AP&P) Committee  
IIA15-03 BPAP 4020, Program, Curriculum, and Course Development  
IIA15-03 BP/AP 4021, "Program Vitality"  
IIA16-01 ESL Program Review  
IIA16-02 Leadership Program Review  
IIA16-03 Cosmetology Program Review  
IIA16-04 Institutional Effectiveness Program Review Website

## IIA16-05 New Program Review Process



## **B. Library and Learning Support Services**

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

### **Evidence of Meeting the Standard**

The library's mission is "to support all Allan Hancock College students and staff with both immediate research needs and the development of information literacy skills, to enhance lifelong learning" ([IIB01-01](#)). The library mission aligns with the college's Institutional Learning Outcome IV, "Information & Technology Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information" ([IIB01-02](#)). In addition, the library is the campus "center of learning," with a welcoming atmosphere conducive to studying and learning.

The library consists of the Santa Maria campus library, the Lompoc Valley Center campus library (Jacoby Learning Resources Center), and the online library. While some digital resources have been available to students for many years, the library has expanded to create an online library with a variety of resources available to students with 24/7 access ([IIB01-03](#)).

Both physical locations support students, faculty, and staff onsite with a range of research materials such as print books, journals, newspapers, DVDs, and reference materials. The libraries directly support courses with reserve textbooks, anatomical models and bone sets, calculators, and more. Each site has an open access computer area which provide general programs (Microsoft Office, etc.) and Internet access, along with select programs to accommodate students that require course-specific applications. As of January 2022, the library holdings of physical items totaled 73,388 ([IIB01-04](#)). Each library has two dedicated study rooms and an area for group instruction. The library has greatly expanded the technology borrowing program with the addition of 450 Chromebooks and over 200 mobile hotspots for semester-length use for students.

Help and reference services are available on-site: circulation staff assist with borrowing and returns, and librarians assist with user questions. The librarians lead library orientations, tours, research sessions, and a variety of workshops to assist classes and individual students on how to use library resources and how to conduct research ([IIB01-03](#)). Librarians and faculty collaborate to create curated library orientations as well as course-specific research guides to assist students.

Library and information literacy instruction is primarily delivered through a two-unit online library research course and library orientations for classes. Outcomes assessments for each are detailed in the Library Program Review ([IIB01-05](#)). Faculty librarians offer a professional development session for all campus staff and faculty prior to each semester ([IIB01-06](#)).

The library has been a leader in online access for many years; the demand and popularity among students and faculty has only increased. The library has focused on creating a more robust online library which is available for all students, staff, and faculty to access on-campus or remotely 24/7. In 2016, the library subscribed to 30 databases and now subscribes to over 50. The library also doubled the e-Book, streaming audiobook, and streaming video offerings to accommodate faculty and student requests and needs; usage of all online library platforms totaled over 147,000 unique searches in the 20-21 FY ([IIB01-07](#)). In response to the Pandemic, the library began using an e-Textbook platform and has now permanently incorporated the service. Reference services with a librarian are accessible via online chat, text, and through virtual research appointments. ([IIB01-03](#)) Librarians offer online orientations via live Zoom sessions as well as recorded videos and modules.

Allan Hancock College supports student learning and achievement by providing online and in-person tutoring support services to students and personnel responsible for working with students. The Academic Resource Center, which houses the Tutorial Center and Writing Center, is centrally located on campus and provides appointment-based and drop-in tutoring to all AHC students ([IIB01-08](#)). The Math Center offers drop-in math tutoring ([IIB01-09](#)). The ARC and Math Center extensively advertise tutoring services to students and faculty, focusing on making services accessible to AHC students ([IIB01-10](#); [IIB01-11](#)).

The Academic Resource Center staff includes one full-time faculty coordinator, staff, peer tutors, and student workers. Full-time faculty stay apprised of current tutoring strategies through participation in tutoring professional organizations and professional development ([IIB01-12](#)). Peer tutors receive 10 hours of tutor training per semester that follow the requirements set forth by the College Reading and Learning Association (CRLA) ([IIB01-13](#)).

The Writing Center presents weekly writing-related workshops advertised on AHC's email, website, and social media, in addition to orientations to all English classes and various classes across campus by request ([IIB01-11](#); [IIB01-14](#); [IIB01-15](#)).

The Tutorial Center offers online and in-person tutoring ([IIB01-10](#); [IIB01-11](#)) in 80 subjects on average each semester that includes coverage in high-demand subjects English, math, and science courses ([IIB01-16](#)). The Academic Resource Center also partners with third-party online tutoring services Smarthinking and NetTutor ([IIB01-17](#); [IIB01-18](#)).

An Open Access Computer Lab (OACL) provides student access to computers, the Internet, and software programs. Staff and student workers assist students with access to Canvas, OneDrive, and other software programs ([IIB01-19](#); [IIB01-20](#)).

The Math Center serves all AHC students with free drop-in tutoring, computers, textbook and calculator loans, handouts, and access to current textbooks ([IIB01-09](#)).

## **Analysis and Evaluation**

Allan Hancock College supports student learning and achievement by providing library and learning support services to all our campus populations. The library and learning support services, which include Tutorial, Writing Center, and distance education, are of appropriate currency, depth, and variety to support all the college's instructional programs and foster a love of life-long learning in our students.

### **2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

#### **Evidence of Meeting the Standard**

Library and Learning Support Services provide educational support to the district's students and faculty through the selection and maintenance of educational equipment and materials. Librarians also purchase materials for specific areas of the library collection, and instructional faculty are invited to make selections and deselections based on their discipline expertise ([IIB02-01](#)). In 2019-2020, the library identified wireless hotspots as needed educational equipment through their program review and purchased 25 of them using funds from the Strong Workforce Program and the Higher Education Emergency Relief Funds (HEERF) ([IIB02-02](#); [IIB02-03](#)). Library and learning resources faculty serve on the Academic Policy and Planning Committee, where they track required and supplemental instructional materials through changes to the course outlines of record. Full-time and part-time librarians review curriculum proposals to identify purchases and include them in the annual program review process ([IIB02-04](#)).

The Distance Education department offers expanded Canvas training, including 27 different Learning Tools Interoperabilities (LTI). ([IIB02-05](#)) These LTIs provide instructional faculty with integrated textbooks, software, and educational aids. For example, during the Spring 2022 semester, English department faculty piloted a new integration called Hypothes.is, which allows students to digitally collaborate on shared documents ([IIB02-06](#)).

Through the selection and maintenance of educational equipment and materials,

the library and learning resources support student learning.

### **Analysis and Evaluation**

The library and learning resources at Allan Hancock College rely on faculty, including librarians, to select and maintain educational equipment and materials to support student learning and enhance the achievement of the college's mission. The library and learning resources follow established board policies and selection processes to achieve the mission and meet the standard. Through curriculum development and program review, instructional faculty demonstrate professional judgement to select equipment and materials to achieve high student satisfaction and support learning.

**3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Evidence of Meeting the Standard**

The library completed their last annual update for the 20-21 year and a comprehensive program review for 2019-2020. Learning resources completed a comprehensive program review for 2019-2020. Each area reviewed services and programs related to their identified learning outcomes. To review the measurable student learning outcomes, the library and learning support services gather data from surveys, workshops, and other appropriate methods ([IIB03-01](#); [IIB03-02](#)).

Each year the library submits an annual update with relevant program data, assessments and requests. The library completes a comprehensive program review every 6 years with a more robust overview of the department. These updates and reviews allow the library to track progress in certain areas, measure performance and evaluate needs. A comment on the trends for the library course (LBRY 170) in the 2019 annual update noted that increased outreach would be used to raise enrollment. In the 2021 annual update it is noted that this outreach and evaluation of the course enrollment was successful and led to expanding into a second section to be offered. This second, eight-week section, has continuously made enrollment each semester since it was created ([IIB03-03](#); [IIB03-04](#)).

In the spring of 2018, the library held a day long retreat where the faculty librarians and the dean reviewed the four program student learning outcomes (PSLOs). Evaluation of assessment data and previous program reviews led to the revision of three of the existing outcomes and the addition of a fifth ([IIB03-05](#)).

The library offers a two-unit credit online library research course which is assessed by measuring the course student learning outcomes (CSLOs). The CSLOs are

reviewed, and data gathered guides any changes to curriculum or materials. For instance, low performance in CSLO 4, "Student evaluates the accuracy and bias of information in the context of an information need" resulted in a change in curriculum for modules tied to that outcome ([IIB03-06](#)).

In the fall of 2019, students and faculty were surveyed by the library with the assistance of the office of Institutional Effectiveness. In total, 601 students and 106 faculty were surveyed. Each group were asked a series of questions on their use of the library and its resources. The findings indicated several things that have since guided the purchase and review of library materials. The findings also support the popularity of the library's online library and e-Reference services ([IIB03-07](#); [IIB03-08](#)).

AHC regularly evaluates tutoring services, associated student learning outcomes, and student satisfaction with the services (Tutorial Center, Writing Center, Math Center) through semester surveys and the annual update and comprehensive program review process ([IIB03-09](#); [IIB03-10](#)).

The Academic Resource Center (TC, WC) and Math Center work with the Institutional Effectiveness Office to administer student surveys each semester to assess student satisfaction and measure student-learning outcomes. Surveys show high satisfaction with the services, regularly averaging above 85% satisfaction rate ([IIB03-09](#)). The Tutorial Center uses TutorTrac software to track appointments, and the Writing Center uses Successnet to track drop-in visits. The coordinator and dean review usage reports to evaluate demand across semesters ([IIB03-11](#); [IIB03-12](#)).

The ARC also works with Institutional Effectiveness to assess the impact of tutoring on student success and retention. Overall, students who access tutoring in the Tutorial Center and Writing Center perform better in their classes ([IIB03-09](#); [IIB03-13](#)).

The ARC also assesses faculty satisfaction with services through surveys ([IIB03-14](#)). The college uses the data collected in these surveys to improve services and request additional resources. Additionally, tutors self-assess and are evaluated by tutees each semester ([IIB03-15](#); [IIB03-16](#)).

## **Analysis and Evaluation**

Ongoing assessment of service, programs and outcomes is completed regularly by the library and learning support services as part of the annual updates and comprehensive program reviews required of each area. In addition, students are surveyed to ensure that quality and satisfaction remain high.

**4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

### **Evidence of Meeting the Standard**

The Library and Learning Resources relies and collaborates with outside sources to support instructional programs. The Library partners with the Council of Chief Librarians California Community Colleges (CCLC) to share library databases through a shared system consortium. Students and faculty access these resources through the library website which includes information on accessibility, usage statistics, faculty and student input, product comparisons and reviews for scope, currency, authority, and other factors. The Library expanded their electronic database to provide cost-effective access for both onsite and remote students ([IIB04-01](#)).

Canvas is Allan Hancock College's learning management system and provides both onsite and remote instructors the ability to communicate and instruct their students through the online platform. Faculty using Canvas for online instruction complete accessibility training ([IIB04-02](#); [IIB04-03](#)), which ensures students have equal and fair access. The most recent program review for Distance Education showed faculty were satisfied with Canvas professional development training at 88% positivity rate ([IIB04-04](#)). Distance Education plans to expand Canvas use beyond the classroom to include Canvas shells for Student Services and Faculty Professional Development. The California Community College Consortium supports the college's access to Canvas and offers discounted rates for additional learning resources, like Labster, NetTutor, Proctorio, and Smarthinking ([IIB04-05](#); [IIB04-06](#)).

The Academic Resource Center oversees the use of Smarthinking and NetTutor. Both services are accessed regularly by students and offer students tutoring in Algebra, Basic Math, Precalculus; Anatomy and Physiology; Biology; Business; Calculus, Linear Algebra, and Differential Equations; English as a Second Language; FYE & College Student Success; History; Literature; Statistics; Writing and Paper Center; Online Writing Lab; Career Writing; Essay Center; Grammar & Documentation Review, etc. ([IIB04-07](#); [IIB04-08](#)). To provide accessibility to remote students, the Writing Center began offering remote tutoring and writing center services in Fall 2020 ([IIB04-09](#); [IIB04-10](#)).

## **Analysis and Evaluation**

The Library and Learning Resources collaborates with outside sources to support all instructional programs. Through partnerships with CCLC, Canvas, Smarthinking and NetTutor, the Library and Learning Resources establish formal agreements that support the institutions intended purpose and can be easily accessed and reliably utilized. All services are regularly evaluated for effectiveness.

## **Conclusions on Standard II.B. Library and Learning Support Services**

The college's library and learning support services are robust and provide students from across disciplines with resources aimed at improving success. The focus of each response centers the student, a common theme through most of the accreditation standards for the college. For the college size, the offerings are appropriate.

## **Evidence List**

IIB01-01 LibGuide Information Literacy  
IIB01-02 Education Master Plan ILOs  
IIB01-03 Library Website  
IIB01-04 Alma Analytics Report  
IIB01-05 Library Annual Update 2021  
IIB01-06 Professional Development Agenda Library  
IIB01-07 Usage Report Library Databases  
IIB01-08 Student Services brochure  
IIB01-09 Math Center Website  
IIB01-10 Tutorial Services Website  
IIB01-11 Writing Center Website  
IIB01-12 WC orientation Agenda January 2021  
IIB01-13 Tutor Training Agenda October 2021  
IIB01-14 Workshop Flyer  
IIB01-15 Workshop Evaluation Survey  
IIB01-16 Tutorial Center Course Tutoring List  
IIB01-17 Smarthinking Invoice FY21-22  
IIB01-18 STAC Order FY21-22  
IIB01-19 DLLRC Program Review FY20-21 OACL  
IIB01-20 ARC Technology Inventory  
IIB02-01 BP 4040 Library and Learning Support Services  
IIB02-02 Library Comprehensive Program Review Fall 1920  
IIB02-03 Library T-Mobile 25 Hotspots Allan Hancock College 1.18.22  
IIB02-04 AP&P Tracking Form  
IIB02-05 Canvas LTIs Updated Spring 2022  
IIB02-06 Allan Hancock Pilot Toolkit

IIB03-01 LRC Prog Review FY 19-20  
IIB03-02 Library Prog Review FY 19-20  
IIB03-03 Library Annual Update 2019  
IIB03-04 Library Annual Update 2021  
IIB03-05 Library PSLO Retreat Notes 2018  
IIB03-06 Library Comprehensive Program Review 19-20 SLO Data  
IIB03-07 Library Program Review Faculty Survey  
IIB03-08 Library Program Review Student Survey  
IIB03-09 DLLRC Program Review YEAR  
IIB03-10 IE Semester Survey Instruments  
IIB03-11 TutorTrac Report  
IIB03-12 Successnet Report  
IIB03-13 IE WC Data Fall 2021  
IIB03-14 Writing Center Faculty Survey  
IIB03-15 Tutor Self-Assessment  
IIB03-16 Tutorial Center Student Survey  
IIB04-01 CCLC Fall 21 Renewals  
IIB04-02 AHC Distance Education Guidelines  
IIB04-03 Course Modules, Online Teaching and Learning  
IIB04-04 DLLRC Program Review FY 20-21  
IIB04-05 STAC Order FY 21-22  
IIB04-06 Smarthinking Invoice FY 21-22  
IIB04-07 Smarthinking Usage Fall 2021  
IIB04-08 NetTutor Usage Fall 2021  
IIB04-09 Writing Center Flyer Spring 2022  
IIB04-10 Drop-inTutoringScheduleSpring2022



## C. Student Support Services

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

### Evidence of Meeting the Standard

Allan Hancock College (AHC) regularly evaluates all 15 student support programs and their 111 student learning outcomes, regardless of location or means of delivery, through the annual update process and the comprehensive program review process every six years as outlined in Standard II.A and to ensure alignment with the college mission ([IIC01-01](#)) and with the guidance of Board Policy, 5100, Student Support Services ([IIC01-02](#)). The annual update is completed to measure progress toward the goals and outcomes. The annual update and program review processes allow programs to reflect on current practices, and areas in need of improvement are identified. Additionally, data trends on student services are reviewed as part of this process. Program changes are identified to improve and support student learning and goal completion. The annual update and program review processes include the evaluation of all modalities and student participation locations ([IIC01-03](#)).

The college has an established Learning Outcomes Assessment Committee for Student Services (LOAC-SS). The role of LOAC-SS is to assist each department in developing, implementing, and assessing learning outcomes for courses and programs in student services. Additionally, LOAC-SS provides training for faculty and staff in student services to evaluate the progress toward designated outcomes ([IIC01-04](#)). The information obtained by LOAC-SS is then used by each department and included throughout the program review process ([IIC01-05](#)). Departments also have annual retreats to review and discuss student learning outcomes and to ensure that student services programs are aligned with the institutional mission collectively ([IIC01-06](#)).

Students in all learning modalities (in-person, hybrid, online-synchronous, online-asynchronous) have access to all student support services. Student services are offered via office visits, phone calls, and video chat. Additionally, students can access information and make appointments with campus services online.

Student surveys and focus group results are used to evaluate and improve student service programs ([IIC01-07](#); [IIC01-08](#)). User surveys are distributed to all learners, and learning outcomes are collected for all types of learning modalities ([IIC01-09](#)). These data are utilized to develop annual updates and comprehensive program reviews. Section IV of the annual update for all student services specifically addresses online services and locations, requiring each department to list the services offered online. The 2020-2021 Career Center's annual update showed the department served 897 students with online career services ([IIC01-10](#)). Six

hundred and thirty-two high school students participated in concurrent enrollment Zoom webinars.

## **Analysis and Evaluation**

Allan Hancock College regularly evaluates student services programs through multiple collaborative processes, including feedback from students, regardless of modality or location. The college provides a wide variety of student support services and can demonstrate that the quality of these services advance student engagement, student learning, and the accomplishment of the institutional mission. Through the planning process, the college works to ensure that the services support student learning regardless of location or modality.

### **2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

#### **Evidence of Meeting the Standard**

Board Policy 5050, Student Success and Support Program ([IIC02-01](#)), ensures that students have the requisite support services to excel in their academic programs.

Student Services departments embed student learning outcomes within course outlines of record, Student Services departmental goals, and program/annual reviews ([IIC02-02](#)). The results are utilized in program planning in the shared governance process to improve the delivery of programs and services. These learning outcomes also provide a framework for service departments to make resource requests to meet the learning outcomes. For example, the Health Center outlined the need for improved facilities to provide quality medical services to students and expand mental health services ([IIC02-03](#)). As a result, the Health Center made a request to the Facilities Council and Budget Council to evaluate the current facility needs. This need was prioritized, and resources were allocated to build a new Health and Wellness Center that will allow the college to expand its services. The Health and Wellness Center will also incorporate a Food Pantry for students, a laundry facility, and an outdoor space for wellness activities.

The Student Equity and Achievement (SEA) efforts are embedded in all aspects of the counseling program. For example, the Student Equity Plan identified Latinx males as a disproportionately impacted group ([IIC02-04](#)). As a result, the Men's Support Group program incorporates counseling through a mentoring component to support student success and increase positive outcomes for underrepresented students ([IIC02-05](#)). Data showed that undocumented students transitioned from noncredit to credit at a low rate. As a result, the college established two AIM to Dream Centers and built-in counseling to support students. Latinx students are the largest population served at the college but show lower transfer rates when compared to white students ([IIC02-06](#)).

## **Analysis and Evaluation**

Student learning outcomes are identified and assessed regularly across all student service programs through multiple collaborative processes in order to measure the effectiveness of the services. The college provides a wide variety of student support services that are informed by the results collected from the assessments.

### **3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of services location or delivery method. (ER 15)**

#### **Evidence of Meeting the Standard**

The college follows the guidance outlined in Board Policy 3410, Nondiscrimination and Board Policy 5300, Student Equity, when developing and delivering comprehensive services to students ([IIC03-01](#); [IIC03-02](#)). All student services programs maintain dedicated websites containing appropriate program information, department phone, email contact information, and links to services and forms ([IIC03-03](#)). To expand access for all students, all departments use video conferencing technology to access live chats daily.

In November of 2020, the college created the Diversity, Equity, and Inclusion (DEI) Taskforce to eliminate barriers to equity and create a safe and inclusive environment for all individuals. The Taskforce recommended that the Student Services Council “Examine and update practices and policies in the delivery of all student services to support access and equity (e.g., financial aid, admissions and records, ASBG, and equity programs)” ([IIC03-04](#)). As a result, Student Services Council tasked student services program leaders and constituency members to review and identify possible barriers within their department policies and practices. A DEI inventory was created, and 39 equity barriers were identified. As of March of 2022, 21 of the 39 areas have been addressed ([IIC03-05](#)).

The 2019-2022 Student Equity Plan, as evidenced in IIC.2, outlines initiatives and efforts to ensure services and programs are appropriate for students based on data gathered from the Office of Institutional Effectiveness. The Student Success and Equity Committee is comprised of various stakeholders from across the campus and content experts to review data and identify action steps to address the goals ([IIC03-06](#)). The college partners regularly with area high schools and colleges to deliver services equitably such as the “Bridges to Success” activity and monthly collaboration meetings ([IIC03-07](#); [IIC03-08](#)). These collaborations have resulted in increased access to underrepresented populations, and the college has adjusted several policies based on the feedback and input from the high schools.

The college utilizes various funding sources to support the mission. Student Equity and Achievement (SEA) funds have expanded and strengthened support services at the Lompoc Valley Center to support fall-to-spring retention. Funding was provided to extend hours for tutoring and Library support. Space was also prioritized to

establish an Aim to Dream Center to expand counseling services to noncredit and Spanish-speaking populations ([IIC03-09](#)).

The college delivers timely and comprehensive information utilizing the college website, social media platforms, and texting notifications ([IIC03-10](#)). Students can perform a variety of transactions, receive guidance, access their courses, and connect with student resources online.

The college allocates resources to provide a variety of professional development opportunities to support faculty and staff with their knowledge and understanding of diversity, equity, and inclusion. Since 2016 the college has hosted an annual Student Equity Summit which includes invitations to all local feeder high schools to close the equity gap at educational institutions by having students graduate from high school and attend college ([IIC03-11](#)). Over the years, topics have included culturally relevant counseling and equity in education, promoting multicultural competency and awareness of implicit bias, LGBTQIA+, justice-impacted students, Roadmaps to Success (Guided Pathways), and housing and food insecurities.

### **Analysis and Evaluation**

Allan Hancock College offers appropriate, comprehensive, and reliable information and services to students using multiple methods to assure equitable access for all students. AHC maintains a comprehensive network of services serving students equitably from application to graduation, regardless of service location or delivery method. The college offers services at the Santa Maria Campus, Lompoc Valley Center and Santa Ynez Center, and Vandenberg Space Force Space Center. Services are available in-person, by phone, and online. Many staff members are bilingual to provide services and information in both English and Spanish. American Sign Language is also available upon request.

**4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

### **Evidence of Meeting the Standard**

Allan Hancock College adheres to Board Policy 5400, Associated Student Organization, and Board Policy 5700, Athletics, to guide the campus in establishing integrity standards ([IIC04-01](#); [IIC04-02](#)). The college's Student Activities & Outreach department is comprised of the Associated Student Body Government (ASBG), 24 campus clubs, a Student Ambassador Program, a Mentorship Program, Food Share Because We Care, and two Leadership courses (LDER 111 & 112). AHC's athletics programs are provided through the Kinesiology, Recreation, and Athletics department. Athletic programs are governed by the California Community College Athletic Association (CCCAA) ([IIC04-03](#)). Athletic coaches, staff, and

student-athletes participate in required annual trainings set forth by governing bodies. Fourteen intercollegiate sports are offered, with 250 students participating annually. Based on admissions survey results, a yearly review of offerings is considered to ensure Title IX compliance.

ASBG's governing documents include Board Policy 5400, Student Elections, and the ASBG Constitution & By-Laws ([IIC04-04](#); [IIC04-05](#)). The college further supports co-curricular programs through the formation of clubs and ensures their quality through an established charter process ([IIC04-06](#)). Officers represent all students in the shared governance process by serving on the various councils and committees. They also serve on hiring committees, oversee their budget and plan over 60 events throughout the academic year designed to contribute to students' social and cultural education and the vibrancy of student life ([IIC04-07](#)).

Athletic programs also contribute to the cultural vitality of the campus and community. There are currently fourteen intercollegiate sports: Football, Men's and Women's Soccer, Men's and Women's Cross Country, Men's and Women's Basketball, Men's Golf, Baseball, Softball, Men's and Women's Swimming, and Men's and Women's Track/Field. The Athletic Department follows a philosophy with inclusion and equity in mind and follows all CCCAA bylaws ([IIC04-08](#)). The BARC Program (Bulldog Athletic Retention Champions) provides strategic retention and success efforts through designated study hall hours with academic instructors and coaches, specialized workshops, and learning communities ([IIC04-09](#)). Athletic Counseling supports all intercollegiate student-athletes in identifying and achieving their academic and personal goals related to career and major interests, transfer requirements, athletic eligibility, and access to campus resources.

All students have access to a wide variety of co-curricular experiences ([IIC04-10](#)). Two major campus events focused on acculturating new students are the Bulldog Bow-WOW (Week of Welcome) and the Hancock Hello ([IIC04-11](#); [IIC04-12](#)). Both events provide students programs and services available on campus, facilities tours, and the ability to ask questions from current students, staff and faculty.

The ASB and athletic program funds are managed through the college's Auxiliary Accounting Services (AAS) department. The AAS department oversees the accounting responsibilities, and all expenditures are managed appropriately and are consistent with Ed Code §76063 and follow Fiscal Crisis Management Assistance Team (FCMAT) guidelines ([IIC04-13](#); [IIC04-14](#)). Furthermore, the college follows the guidelines in Board Policy, 5420, Associated Student Finance, to ensure compliance ([IIC04-15](#)). ASB and athletic program funds are maintained in the Associated Students Trust. They are part of the Allan Hancock College Auxiliary Programs Corporation, a legally separate organization and a component unit of the district. The funds of the Associated Students Trust are subject to annual audits where internal controls and compliance are reviewed. ASB programs are funded through the Student Representation Fee revenue and an annual allocation from the college to support student activities and events. Athletic programs are funded through an annual allocation and used to support student athletes' travel expenses, official game costs, and athletic membership dues.

## **Analysis and Evaluation**

All co-curricular activities and athletics adhere to state regulations and district policies. They are evaluated regularly to ensure the quality of the programs are consistent with the college mission and enriches the student experience. The college has established policies and procedures to maintain the integrity and financial compliance of the programs.

**5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

### **Evidence of Meeting the Standard**

Allan Hancock College's Counseling program provides counseling and advising to support student development and success for all students as outlined in Board Policies and Administrative procedures, 5110, Counseling 5120, University Transfer Center, and 5050, Student Success and Support Programs all provide direction on how to provide timely, useful, and accurate information to students ([IIC05-01](#); [IIC05-02](#); [IIC05-03](#)). Counselors provide personal, academic, and career counseling to students, and ensure that students understand degrees, certificates, and transfer requirements that are personalized, timely, and accurate to ensure student success across the various programs and specialized populations. Because first-time high school graduates are a prominent population of matriculating students, Hancock has fostered meaningful connections with students through the K-12 pathway ([IIC05-04](#)). Since implementing the Hancock Promise in 2018, over 5,600 students have entered the college through this initiative, impacting over 90% of eligible incoming students. The college serves approximately 20,000 students annually and has 24 full-time counselors and seven part-time counselors to support and advise students. Faculty and staff come from various backgrounds and are bilingual to serve a diverse community ([IIC05-05](#)).

The college provides faculty and staff with various professional development opportunities and weekly department meetings focused on advising students. Newly hired counseling faculty are provided with counselor training and shadowing opportunities to orient faculty to programs and services, online academic planning tools, counseling forms, and the different initiatives on campus ([IIC05-06](#)). Training also includes conferences and workshops to prepare students for transfer to four-year colleges and career development. Counseling staff and faculty participate in the Annual Equity Summit, which focuses on understanding students' needs from an equity-minded lens ([IIC05-07](#)). Other opportunities available are counseling techniques, serving disproportionate impacted populations, articulation, weekly meetings to go over activities and updates, and technology resources to assist with

degree planning ([IIC05-08](#)). Each counselor is assigned to a department to stay updated with the designated areas ([IIC05-09](#)). Through these collaborations, counselors and instructional faculty can discuss items that impact their programs, such as new courses, degrees, and certificates.

All students receiving priority registration must complete a new student orientation where they receive accurate information on programs of study, deadlines, support services, and requirements for transfer and graduation. Counseling faculty lead orientation efforts through various events held throughout the year and at various locations. Students have access to orientations online, in-person, and Zoom ([IIC05-10](#)). Program-specific orientations are also facilitated by special programs counselors and staff informing students of the requirements to participate in the programs through goal attainment. Counselors, staff, and student ambassadors help with financial aid, facilitate orientations, and provide first-semester planning. Each of the 23 high schools has a dedicated team to ensure students have a smooth transition to college ([IIC05-11](#)).

Allan Hancock College recognizes the importance of timely and accurate guidance for students related to academic requirements, including graduation and transfer policies. A team of Hancock faculty and staff are currently working with Cal Poly, San Luis Obispo, through the Aspen Institute to accelerate the development of transfer policies for students to transfer in a timely manner ([IIC05-12](#)). Allan Hancock College has structures in place to verify that academic requirements are accurate and disseminated in a timely manner. The Academic Policy & Planning Committee (AP&P) ensures that degrees and certificate programs are accurate, and the faculty and staff ensure that the catalog aligns with program requirements. Counselors work closely with instructional faculty to implement the Roadmaps to Success initiative and have partnered to develop a website, program maps, student success teams, and professional development. Counseling faculty are represented on each area of interest success team ([IIC05-13](#)).

Through the program review process, the collection and analysis of student learning outcome (SLO) data, counseling, and advising services are evaluated to identify gaps and areas for improvement ([IIC05-14](#); [IIC05-15](#)). SLO data were used to assess how students use technology to navigate online resources. As a result, counseling utilized Launch to College events to provide students with more information about technology-related resources, including online appointment scheduling and academic planning tools. Outreach specialists also developed workshops for incoming high school students on navigating the website, the student portal, and the academic planner ([IIC05-16](#)).

## **Analysis and Evaluation**

Allan Hancock College's Counseling Services provides comprehensive counseling/advising services and student progression at each stage, starting even before a student enrolls at the college. Faculty and student support services are trained in counseling/advising roles and regularly receive updates on changing requirements during counseling meetings. Hancock recognizes the importance of

timely and accurate information for students, including graduation and transfer policies. Counselors are involved in the assessment and planning processes and respond appropriately to areas that impact students' progress towards their educational goals.

**6. The institution has adopted and adheres to the admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The Institution defines and advises students on clear pathways to complete their degrees, certificates, and transfer goals.**

### **Evidence of Meeting the Standard**

Allan Hancock College has adopted and adheres to the admission policies consistent with its mission ([IIC06-01](#)) and commitment to equity and diversity by ensuring actions are based on awareness of inclusionary practices' social and historical context as outlined in Board Policy, 5010, Admissions and Administrative Procedure, 5011, Admissions and Concurrent Enrollment of High School and Other Young Children ([IIC06-02](#); [IIC06-03](#)). Admissions policies are published in the college catalog and on the college's website ([IIC06-04](#)). Core to the admissions policy is a commitment to open enrollment for all students, except when special program requirements, state law, or college regulations otherwise limit enrollment. For example, the college offers programs such as the Police academy, Fire Academy, EMT Academy, Paramedic Academy, Medical Assisting, Registered Vet Tech, CNA, LVN, RN, Dental Assisting, etc., which have additional admissions requirements and supplemental processes. These policies and procedures are established by external certifying boards and are outlined in the documents found on each department's respective websites ([IIC06-05](#)). Information regarding programs with special admission requirements is readily available in the catalog and on departmental webpages ([IIC06-06](#); [IIC06-07](#)).

As part of the Roadmaps to Success (Guided Pathways), counseling and instructional faculty have created program maps for every degree and certificate offered at Allan Hancock College. These maps outline recommended course by semester for prospective and existing students ([IIC06-08](#)). Meta Major Success Teams are composed of counseling and instructional faculty, classified staff, students, and administrators. These teams meet throughout the academic year to analyze major-specific data, conduct student focus groups and determine possible challenges students may encounter in each major, and research solutions to alleviate them. For example, Student Success Teams formulated Student Education Plans (SEP) designed to help students identify courses and activities needed to reach their academic and career goals ([IIC06-09](#)).

Students are also given customized semester-by-semester plans during counseling appointments, which are accessible electronically through the college portal. These plans consider many elements, including placement levels, transfer credit, Advanced Placement scores, and whether a student wants to commit to a full-time or part-time course load. The college also utilizes program specialists and



coordinators who support students' access to academic programs and their continued success in those programs.

The college catalog is updated annually and provides information on degree, certificate, and transfer requirements. This is done through the Catalog Committee, which brings stakeholders together to update the catalog from year to year ([IIC06-10](#)).

## **Analysis and Evaluation**

Admission policies are consistent with its mission and specify the qualifications for various programs. The college defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. These efforts have been supplemented by the work completed with the Guided Pathways Initiative. The college recognizes the value of these road maps and organizes course offerings to provide all students with the opportunity to achieve their desired goals in a timely manner.

### **7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

#### **Evidence of Meeting the Standard**

In response to Assembly Bill 705, AHC has eliminated math and English assessment instruments. AB 705 encourages placement in college-level courses to reduce students' time taking developmental courses. AHC has developed an alternative method to determine placement into English and math courses, using self-reported high school grades and prior completed coursework. The adopted methodology is in line with the California Community Colleges Chancellor's Office guidance and instruction and therefore has been validated and assessed for disproportionate impact at the California Community Colleges system level ([IIC07-01](#)).

Allan Hancock College regularly assesses and evaluates its placement processes to ensure effectiveness, reduce bias, and maximize student success ([IIC07-02](#)). In compliance with AB 705, Hancock uses high school GPA and prior coursework to place students into English and math courses. It has also developed a placement tool to assist students who may not know or have access to their high school information. The college also developed an ESL self-placement tool to assist students in selecting an ESL course appropriate for their skill level ([IIC07-03](#)).

In the fall of 2019, Institutional Effectiveness was tasked with creating the methodology and platform for reporting Allan Hancock College's placement results in accordance with AB 1805, which requires colleges to post their placement data. Starting in fall 2019, all students began to place directly into transfer-level math and English, with and without support ([IIC07-04](#)). Hancock's Institutional Effectiveness developed an AB 705 website that includes several data dashboards on English and math success and throughput rates, data presentations, state and

national reports, and research on best practices ([IIC07-05](#)). Departments and support programs, along with Institutional Effectiveness Council, the Student Success, and Equity Committee, and AB 705 taskforce, utilize these resources to evaluate placement practices.

Allan Hancock College is an open-access institution, admitting any person possessing a high school diploma or its equivalent or other persons eighteen years of age or older who can benefit from instruction, as referenced by the following Equitable Placement Outcomes ([IIC07-06](#)). In addition to meeting these standards for admission to the college, students wishing to enroll in a specialized course of study must satisfy additional admissions requirements. Hancock offers the following programs with additional admission requirements: associate degree in nursing, licensed vocational nursing, certified nursing assistant, emergency medical technician, fire technology. AP&P has evaluated admission requirements for special programs to ensure compliance with Education Code and Title 5 regulations ([IIC07-07](#)).

Allan Hancock College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases, including data that attempt to correlate results of placement instruments with success rates in courses ([IIC07-08](#)). Placement into the Hancock nursing program requires a separate placement and admissions process. The Associate Degree in Nursing program uses a multi-screening criterion for admission that complies with California Education Code Section 78261-78261.5 ([IIC07-09](#)). Similarly, the other allied health and public safety programs use admission criteria that comply with relevant regulations. All special admissions criteria have undergone validation and disproportionate impact studies ([IIC07-10](#)).

### **Analysis and Evaluation**

Allan Hancock College continues to evaluate its admissions and placement practices to meet the needs of students and minimize bias. English, math, ESL, and counseling faculty have been responsive to the state's mandates and have made modifications to ensure implemented practices are reviewed and adjusted to support and increase course completion and success. With the implementation of a substantial change to our college placement practices as a result of legislation, we are aware of the impact on students and continue to monitor the effect of these changes.

**8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **Evidence of Meeting the Standard**

Student records are permanently and securely maintained. Allan Hancock College stores and maintains student records and adheres to applicable laws outlined in

Board Policy 5040, Student Records, Directory Information, and Privacy ([IIC08-01](#)). The college has procedures to ensure confidentiality and adheres to Board Policy 5040, for the release of student records. The public is informed of policies and procedures related to the integrity and confidentiality of student records through the college catalog and website.

Student records are maintained on the student information system and the document management system as outlined in Board Policy 3310, Retention and Destruction of Records ([IIC08-02](#)). These systems are backed up and replicated to a server located at the Lompoc Valley Center. Data resides in a secure data center in Building L on the Santa Maria Campus and in Lompoc Valley Center's communications room. The backup is saved for 30 days, and the replicated backup is saved for seven days. The Banner database is also replicated in near real-time to Amazon Web Services for disaster recovery purposes.

The confidentiality of student records is protected by the Family Educational Rights and Privacy Act (FERPA). The AHC catalog details the college's process for student access to their records and the information that may or may not be released without the student's consent ([IIC08-03](#)). The catalog also describes how students may request that their records be amended and file a complaint if they believe their rights under FERPA have been violated. Staff members understand the requirements of the FERPA regulations. Information is posted on the AHC public website on the Admissions and Records page ([IIC08-04](#)). The student shall be allowed to include in such record a written statement or response concerning the disciplinary action in any student record information concerning any disciplinary action ([IIC08-05](#)).

All student emergencies or crises are managed through a singular case management platform, Advocate, accessible only to the vice president of student services, assigned student services management, Human Resources, and licensed mental health professionals. The release of these records follows the same guidelines mentioned above, and students must authorize the release of the information.

## **Analysis and Evaluation**

Allan Hancock College has detailed policies, procedures, and practices that ensure that student records are maintained permanently, securely, and confidentially. A backup of files is maintained regardless of the form of those files, whether paper or electronic. Board policies, administrative procedures, information on the college website, and formal training protocols reinforce the established policies for the release of student records.

## **Conclusions on Standard II.C Student Support Services**

As the expectation for college's shifts to provide more and more support for students beyond the traditional offerings, Allan Hancock College has been matching those best practices. Basic needs, emergency funds, food shares—the novel and unique programs the college has implemented to support the whole student, both in the class and outside, have impacted our community immensely. The traditional counseling and support services remain high quality, and our students needs are being met.

### **Evidence List**

IIC01-01 AHC Mission/Vision  
IIC01-02 BP 5100 Student Support Services  
IIC01-03 2020 Student Health Services Annual Update  
IIC01-04 LOAC-SS Training  
IIC01-05 2018 Student Activities Comp Prog Rev  
IIC01-06 EOPS Dept SLO Retreat Agenda  
IIC01-07 2019FocusGroupRecommend  
IIC01-08 2017 Student Challenge Survey Results  
IIC01-09 2017 SS Survey Results  
IIC01-10 2021 Career Ctr Ann Update  
IIC02-01 BPAP 5050 Student Success and Support Programs  
IIC02-02 Program Review Documents  
IIC02-03 Student Health Services  
IIC02-04 Student Equity Plan 2019-2022  
IIC02-05 Men's Support Group Flyer  
IIC02-06 AIM to Dream Center  
IIC03-01 BPAP 3410 Nondiscrimination  
IIC03-02 BPAP 5300 Student Equity  
IIC03-03 AHC Student Services Websites  
IIC03-04 SSC DEI Taskforce Memo  
IIC03-05 SS DEI Inventory  
IIC03-06 Student Success and Student Equity Committee Description  
IIC03-07 Bridges to Success Meeting Agenda/Minutes 9-20-2019  
IIC03-08 Career Center AHC K-12 Partnership Meetings 21-22  
IIC03-09 Aim to Dream Center Website  
IIC03-10 Student Services Section from the catalog  
IIC03-11 Equity Summit Agenda and flyers  
IIC04-01 BPAP 5400 Associated Students Organization  
IIC04-02 BPAP 5700 Athletics

IIC04-03 Student Athlete Handbook  
IIC04-04 ASBG Constitution  
IIC04-05 ASBG Bylaws  
IIC04-06 Club Handbook  
IIC04-07 ASBG Mission Statement  
IIC04-08 CCCAA Constitution & Bylaws  
IIC04-09 BARC Program  
IIC04-10 Schedule of Events  
IIC04-11 Bulldog Bow WOW flier  
IIC04-12 Hancock Hello Flier  
IIC04-13 Ed Code EC §76063  
IIC04-14 FCMAT ASB Accounting Manual  
IIC04-15 BPAP 5420 Associated Students Finance  
IIC05-01 BPAP 5110 Counseling  
IIC05-02 BPAP 5120 Transfer Center  
IIC05-03 BPAP 5050 Student Success and Support Programs  
IIC05-04 Bridges to Success agenda and minutes  
IIC05-05 List of counselors on websites  
IIC05-06 Part Time Training Agenda  
IIC05-07 Equity Summit agendas and flyers  
IIC05-08 Counseling Meetings agendas and minutes  
IIC05-09 Department Liaison list  
IIC05-10 New Student Orientation PowerPoint  
IIC05-11 High School Liaison List  
IIC05-12 Aspen Transfer Student Success & Equity Project  
IIC05-13 Roadmaps to Success Website  
IIC05-14 SLO's Counseling  
IIC05-15 Counselor Program Review  
IIC05-16 Launch to College Flyers  
IIC06-01 AHC Mission/Vision Statement  
IIC06-02 BPAP 5010 Admissions  
IIC06-03 BPAP 5011 Admission and Concurrent Enrollment of HS and Other Young Students  
IIC06-04 AHC Admissions Policy from Website  
IIC06-05 Articulation and Transfer  
IIC06-06 Admission Policy from College Catalog  
IIC06-07 BPAP 5110 Counseling  
IIC06-08 Program Maps  
IIC06-09 Articulation BP 4050

IIC06-10 AHCCatalog2021-2022  
IIC07-01 Equitable Placement Validation  
IIC07-02 AB 705 Presentation  
IIC07-03 English and Math Placement  
IIC07-04 AB705 Placement Recs  
IIC07-05 AB 705 Website  
IIC07-06 IIC07-08 Equitable Placement Outcomes  
IIC07-07 CCCCCO Nurse Education Programs  
IIC07-08 AB705 Reporting 2019-20  
IIC07-09 CA Ed Code 78261-78261.5  
IIC07-10 Special Admissions Rubric  
IIC08-01 BPAP 5040 Student Records, Directory Information, and Privacy  
IIC08-02 BPAP 3310 Retention and Destruction of Records  
IIC08-03 AHCCatalog2021-2022  
IIC08-04 FERPA Guidelines Webpage  
IIC08-05 AP 5045 Student Records—Changing Content and Access Log

## **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

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### **A. Human Resources**

**1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

#### **Evidence of Meeting the Standard**

The Human Resources department (HR) is organized and staffed as a District function, as authorized in the college's Board Policy/Administrative Procedure (BP/AP) 7110 Delegation of Authority for Human Resources ([IIIA01-17](#)). HR monitors the implementation of policies and procedures governing the development of job descriptions, position announcements, recruitment, and selection practices of all positions.

The college ensures the employment of the most qualified administrative, academic, and classified personnel according to state and district hiring and evaluation policies and procedures to support the college's mission, vision, and values. Policies and procedures for selecting personnel are clearly and publicly stated and available on the college website ([IIIA01-01](#); [IIIA01-02](#); [IIIA01-03](#); [IIIA01-04](#)).

Criteria, qualifications, and procedures ensure that the board of trustees, Human Resources staff, and hiring committee members assure the integrity and quality of the district's programs and services by employing highly qualified administrators,

faculty, and staff. The HR department oversees all human resource functions for the college and centers, including recruiting. For hiring all personnel, the district has developed and adheres to the policies and procedures listed above and internal procedures for recruitments ([IIIA01-05](#); [IIIA01-06](#); [IIIA01-07](#); [IIIA01-08](#)).

The college engages in a multi-step employee hiring process for each employment group. Once a position is approved for hire for management and classified personnel, all job announcements are created using the approved job descriptions with input from the hiring managers. All job descriptions for classified and management positions are available on the district website ([IIIA01-09](#)). Prior to posting, the job announcement is reviewed and can be amended by the hiring manager in conjunction with HR ([IIIA01-10](#); [IIIA01-11](#)).

Job announcements for faculty positions are created per AP 7120 ([IIIA01-02](#); [IIIA01-12](#)) in conjunction with the dean or administrative designee, and faculty department chair or equivalent as well as per state and legal mandates, such as the minimum qualifications as established by the California Community College Chancellor's Office (CCCCO) ([IIIA01-06](#)).

The Human Resources Department monitors the implementation of policies and procedures governing the development of job descriptions, position announcements, recruitment, and selection practices of all positions. These policies and procedures are developed through a participatory governance process and collegial consultation. All policies and administrative regulations are aligned with the legal requirements of Title 5, the Education Code, and union contracts. This alignment ensures a consistent, fair, and equitable process and that all personnel have the qualifications required in specific job descriptions and meet minimum qualifications to provide and support the educational programs and services of the college. These policies and procedures provide a structure for ensuring that employees contribute to the institutional mission of the college and centers.

The college ensures a comprehensive hiring process for full-time faculty, which includes oral interviews, instruction and service demonstrations, and technical review. From the beginning of the hiring process each hiring committee attends a committee orientation in which the committee reviews the job posting and the ideal qualifications in a candidate. This review includes required minimum qualifications, certifications, teaching or occupational experience, etc. Rubrics are formed for the interview and selection process to ensure equity in the hiring process. Once a candidate is selected, article 14 of the faculty bargaining unit contract allows the district to issue credit for additional education and professional years of experience within the steps and columns when initially hired to ensure competitive salary placement which values education and experience beyond the minimum to address the institutions student population ([IIIA01-02](#); [IIIA01-13](#)). Administration and staff ensure a comprehensive hiring process which includes oral interviews, possible presentations relative to their position or subject expertise, and technical review. Management and staff hiring committees also



attend a committee orientation in which the committee reviews the job description, position posting, and the ideal qualifications in a candidate. This review includes, required minimum qualifications, experience, certifications, knowledge, skills, and abilities, etc. Rubrics are formed for the interview and selection process to ensure equity in the hiring process as well as address the institution's student population ([IIIA01-14](#); [IIIA01-15](#); [IIIA01-16](#)).

## **Analysis and Evaluation**

The college has established clear and concise criteria for employing individuals who possess the appropriate education, training, and experience to provide and support its programs and services. The college ensures that faculty and staff are hired according to the minimum qualifications established within the job description for classified positions, or the Minimum Qualifications for Faculty and Administrators in California Community Colleges, Title 5 regulations, or by other outside agencies in programs where special licenses or mandates are appropriate. The hiring process is equitable and ensures that job-related qualifications, duties, terms of employment, and other aspects of job descriptions fulfill the college mission and are the basis for position announcements. Hancock uses consistent procedures for advertising and recruiting for open positions and assessing the effectiveness of advertising venues. The college continues to update its training and implement new practices through its policies like blind candidate screening, behavioral interviewing, and competency-based application screening.

**2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

## **Evidence of Meeting the Standard**

Allan Hancock College has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter and the requisite skills for the services to be performed. The college ensures faculty meet or exceed minimum qualifications for the assigned discipline ([IIIA01-06](#); [IIIA02-03](#)). The college ensures faculty qualifications based on the factors listed above through robust job announcements created by area faculty, inclusive of review and development of curriculum and assessment of student learning ([IIIA01-12](#)). Using BP/AP 7120 ([IIIA01-02](#)), Human Resources facilitates the screening and interview process, focusing on the faculty member's potential to contribute to the institution's mission, a summary of that information is given to the superintendent/president when making a final hiring decision ([IIIA02-01](#)).

Board policy 7211 establishes the district's commitment to selecting faculty discipline experts. The district creates robust job announcements and hiring

processes to ensure qualified faculty hires. Faculty job announcements include the minimum qualifications assigned by the Chancellor's Office Minimum Qualifications for Faculty and Administrators ([IIIA01-06](#)) or their equivalent. If an applicant's degree is not listed in the *MQ Handbook*, the applicant fills out an equivalency application ([IIIA02-02](#)) in compliance with AP 7211 Equivalency to Minimum Qualifications ([IIIA01-03](#)). The Professional Standards Committee determines if the applicant's degree and experience are equivalent to the degree(s) listed in the position's minimum qualifications ([IIIA02-04](#)).

### **Analysis and Evaluation**

The college hires full-time and part-time faculty who meet the minimum qualifications outlined by the State's Chancellor's Office and the college's board of trustees. Faculty must also be able to meet the responsibility of curriculum development and the assessment of Student Learning Outcomes, as specified in their job announcements. To ensure applicants have the required skills and knowledge to contribute to the college, faculty hiring committees follow a process developed in consultation between the Academic Senate and the district. The interview process is rigorous and includes a teaching demonstration, possible writing samples, an initial interview with the hiring committee which includes student representation and a final interview with the superintendent/president.

### **3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

#### **Evidence of Meeting the Standard**

Allan Hancock College employs administrators and other management employees with appropriate education and experience in order to manage the program or service area of the assignment ([IIIA01-11](#); [IIIA02-03](#)). Qualifications for administrators follow the Title 5 requirements for educational administrators and classified managers ([IIIA03-01](#); [IIIA03-02](#)). Hiring practices follow BP/AP 3420, Equal Opportunity and Staff Diversity section titled Employment Procedures ([IIIA01-01](#)). All candidates who successfully pass the initial interview are forwarded to a final interview with the superintendent/president ([IIIA03-07](#)).

The job descriptions for management employees reflect the role the position has in supporting the college's mission, vision, and goals ([IIIA03-03](#); [IIIA03-04](#)). New positions and classifications for administrators and other employees responsible for educational programs and services are requested using the Position Approval Request & Notice of Employment ([IIIA03-05](#)). Additionally, once administrators are hired their evaluation process measures competencies as it relates to their specific position ([IIIA03-06](#)).

### **Analysis and Evaluation**

Allan Hancock College has established hiring criteria and procedures designed to

ensure that all administrators and employees possess the qualifications necessary to effectively and efficiently complete their assigned duties and seeks to hire the most qualified applicants to support and manage its educational programs and other services. By following established Minimum Qualifications for Faculty and Administrators in California Community Colleges, Title 5 regulations and policies approved by the district, the college ensures that administrators and other employees of the district meet minimum qualifications and possess the knowledge and skills needed to sustain institutional effectiveness and academic quality.

**4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

**Evidence of Meeting the Standard**

The college requires that degrees held by faculty, administrators, and other employees of the district are from verified accredited institutions recognized by U.S. accrediting agencies. The Office of Human Resources requires transcripts from all applicants that are being considered for positions at the college; official transcripts are required for potential new hires prior to their start of employment. All foreign degrees are verified with the Office of Human Resources at time of application and certification must be submitted by the applicant in conjunction with required application documents ([IIIA04-03](#)).

The Human Resources staff verifies that degrees are from accredited institutions or that an equivalency argument has been submitted by the time the position closes ([IIIA01-12](#)). Only those applicants that have the required degree(s) from U.S. recognized accredited institutions or who have submitted an equivalency or those with a non-U.S. institution with a U.S. credential evaluation service are passed along to the selection committee ([IIIA02-02](#)). All faculty job announcements also list the information regarding non-U.S. institutions as well as align with AP 7211 outlining the process for filing for equivalency and the application process ([IIIA04-01](#)). These requests are submitted to the Academic Senate Professional Standards Committee by Human Resources staff. Equivalency for faculty is based on approval by the Board of Trustees ([IIIA04-02](#)).

**Analysis and Evaluation**

Allan Hancock College ensures that all employees meet the minimum qualifications and verifies the qualifications of applicants and newly hired personnel. Employees possess degrees from accredited U.S. agencies, and if their degrees are from non-U.S. institutions, these degrees are validated for equivalency by an approved agency.

**5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess the effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### **Evidence of Meeting the Standard**

Allan Hancock College evaluates all personnel regularly through an evaluation process that includes the performance of assigned duties and participation in institutional responsibilities or other activities appropriate to the employee's expertise. The college has established evaluation processes for faculty, classified staff, and administrators that follow Administrative Procedures and contractual agreements for each represented employee group. The procedures and agreements ensure that evaluations include criteria, format, and timelines. Employee evaluations document accomplishments as well as recommendations for improvements in job performance ([IIIA05-01](#); [IIIA05-02](#); [IIIA05-03](#); [IIIA05-04](#); [IIIA05-05](#); [IIIA05-06](#); [IIIA05-07](#)).

Faculty evaluations consist of several components to evaluate and ensure their continuous improvement of instruction and support services as well as quality in programs and instruction and professional competence.

Probationary, full-time faculty are evaluated, at a minimum, annually during their first four years. The evaluation may include a self-evaluation, classroom/worksite observations, student/parent feedback or *Small Group Instructional Diagnosis* (SGID), colleague feedback and a faculty team evaluation report ([IIIA05-10](#)).

Once tenure has been granted, full-time faculty are evaluated at a minimum of once every three years ([IIIA05-04](#)). The evaluation may include classroom/worksite observations, student/parent feedback, colleague feedback and a faculty team evaluation report ([IIIA05-10](#)).

Part-time faculty are evaluated during each of their first two assignment periods if successful, part-time faculty will be evaluated on a three-year cycle ([IIIA05-05](#)). Part-time faculty evaluations consist of several components to evaluate their effectiveness in performing their duties; these components include, a self-evaluation, student evaluations, classroom/worksite observations, other achievements (if any), and a final report ([IIIA05-08](#); [IIIA05-09](#)). Academic Affairs tracks the evaluation schedule to ensure timely completion and notification of faculty ([IIIA05-13](#); [IIIA05-14](#)).

Academic Affairs tracks and ensures the timely completion of evaluations and maintains a matrix for each dean ([IIIA05-11](#)). Each semester, Academic Affairs notifies the instructors being evaluated in that term ([IIIA05-12](#)). Once evaluations

are completed, they are sent to human resources and logged in our Human Resources Information System (HRIS) and filed in the employee's personnel file.

Probationary classified personnel shall be evaluated at three, six, and nine months and at the one-year mark of their year probation. After probation, classified personnel are evaluated annually. If a classified employee is promoted, they shall serve a six-month evaluation period and be evaluated twice during that time ([IIIA05-01](#)). Classified personnel's evaluation will be in relation to the individual employee's duties and responsibilities in their position ([IIIA05-15](#); [IIIA05-16](#)). Human Resources is responsible for the maintenance of tracking these evaluations. To ensure timely completion of classified evaluations our HRIS system sends reminders out monthly to managers with employees with evaluations due ([IIIA05-17](#)). Human Resources administrators also review evaluations due and send additional reminders to managers who are falling behind to ensure completion ([IIIA05-18](#)).

During the first three years of employment administrators are evaluated each year using a comprehensive evaluation method where they evaluate themselves, are evaluated by their peers and evaluated by their direct reports ([IIIA05-20](#)). This information is compiled and given to the administrator's supervisor to use to complete the evaluation ([IIIA05-19](#)).

## **Analysis and Evaluation**

The college has established and documented processes of regular evaluations of personnel that are published and available to all constituents. The evaluation tools measure the effectiveness of personnel in performing their duties. When employees receive final evaluations that stipulate specific standards have not been met, employees can respond formally and develop an improvement plan. Thus, there is a connection between personnel evaluations and institutional effectiveness. The Human Resources office collects and retains all evaluations.

**6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.** *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

**7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.**

### **Evidence of Meeting the Standard**

The district maintains a sufficient number of qualified faculty to assure fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the mission of the college. Allan Hancock College is required by state law and regulations to establish and determine a sufficient number of qualified faculty. California Education Code, section 84362 (d), known as the "50% Law" requires Districts to allocate 50% of its General Fund dollars toward the direct costs of instruction. Additionally, Allan Hancock College adheres to the California Code of Regulations Title 5, section 51205 requires districts to adjust the number of full-time faculty in proportion to the amount of funded credit full-time equivalent students generated ([IIIA07-01](#)). Annually, the State Chancellor's office sets the Faculty Obligation Number (FON) for Hancock. Human Resources, in conjunction with other departments, sets individual college FON targets based on the respective Academic Senate's prioritized faculty position requests ([IIIA07-02](#); [IIIA07-03](#)). The district understands the FON is insufficient as a sole indicator and relies on other processes such as program review and faculty prioritization to determine additional faculty needs beyond the FON.

### **Analysis and Evaluation**

The college utilizes enrollments, efficiency, and program planning along with fiscal capacity in making determinations about the sufficiency of faculty in meeting the institutional mission and purpose. Through an integrated budget and planning process and using well established procedures, the college has a systematic way of replacing and identifying needs for additional faculty to hire so as to fulfill critical responsibilities to the college and community.

The prioritization process contains both qualitative and quantitative information, such as program review, enrollment, and retirements, to balance the needs of the campus related to faculty responsibilities. The administration depends on the recommendations provided by the Academic Senate as a practice, to ensure all responsibilities within the purview of faculty are fulfilled and support quality and quality programs at the district.

Faculty hiring decisions are ultimately made by the college president in consultation with the Academic Senate, HR, and the associate superintendent/vice presidents for Academics Affairs and Finance and Administration, bearing in mind the budget impact of the requests, including long term impact of recruiting additional full-time faculty.

**8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

**Evidence of Meeting the Standard**

Part-time faculty are integral to the college and play essential roles in leadership, participatory governance, and other areas essential to furthering the college mission. The Part-Time Faculty Association (PFA) bargaining agreement identifies the following professional ancillary activities for part-time faculty per California Education Code, Section 87482.5(c). The district's employment policies and practices provide for the orientation, oversight, evaluation, and professional development of part-time faculty and encourage their integration into the life of the institution. Professional development for new and current part-time faculty includes semi-annual orientations and regular PD opportunities. The orientation covers topics such as the add/drop procedure, rosters, grades, and classroom practices, general overview of the campus and an introduction to student services, counseling services, DSP&S (Disabled Student Programs and Services), and student success centers ([IIIA08-03](#)). Part-time faculty receive a new employee orientation prior to starting work with the district ([IIIA08-02](#)). During the new employee orientation, part-time faculty meet with Human Resources staff to learn about payroll, benefits and retirement, information about campus, and meet with their union representatives.

Part-time faculty serve on the Academic Senate and are appointed by the Faculty Senate and the Part-time Faculty Association (PFA) to serve on participatory governance committees and groups defined in the CCPD ([IIIA08-05](#)). Part-time faculty receive compensation for office hours and can participate in integral college activities including shared governance, staff development, grant writing, advising student organizations, preparing, and revising curriculum materials, and other activities.

Oversight of adjunct faculty is provided by the division dean and the VPAA. The division dean is responsible for hiring, assigning and supervising all adjunct faculty. In addition, the division dean is responsible for monitoring and tracking the evaluation of all adjunct faculty ([IIIA08-01](#)).

The district has employment policies and practices that provide for the evaluation of part-time faculty. Evaluation processes for part-time faculty have been negotiated into the collective bargaining agreement ([IIIA05-05](#)). Evaluations are meant primarily to encourage improvement and are directly linked to the instructional mission of the college. The primary purpose of the evaluation of faculty is the continuous improvement of instruction and support services at Allan Hancock College. Other purposes include the maintenance of quality programs and instruction and the professional competence of the faculty. The evaluation process shall promote professionalism and enhance performance ([IIIA05-09](#)).

Part-time faculty are encouraged to participate in professional development (PD) across campus and the district and the Part-time Faculty Association have negotiated this into the collective bargaining agreement which provides funding to ensure that part-time faculty are included in campus initiatives. Professional development can include but is not limited to department retreats, councils and committee meetings as well as other PD activities ([IIIA08-04](#)).

## **Analysis and Evaluation**

Part-time faculty play a key role in leadership and are encouraged to participate in councils, committees, events, and activities at the college to become more fully integrated into the overall campus community. A wide variety of professional development activities are available to part-time faculty, including orientations held every semester. The college provides compensation for office hours to part-time faculty and offers access and support to attend PD offerings and funding for off-campus training opportunities.

### **9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

#### **Evidence of Meeting the Standard**

Allan Hancock College employs staff with appropriate qualifications in sufficient numbers to support effective educational, technological, physical, and administrative operations. When a position becomes vacant, the appropriate administrator completes a Position Approval Request & Notice of Employment (PAR/NE) form ([IIIA03-05](#)). The PAR/NE describes the requested position, indicates whether it is a new, a change or replacement position, a rationale for the position, a job description and budget information must be provided. The PAR/NE is the tool that is used to provide information regarding the request and is reviewed and approved by a member of Presidents' Cabinet, the vice president of the appropriate area, the Vice President of Business Services, and the Superintendent/President. Once the completed PAR/NE is submitted to Human Resources, it is reviewed by the Director, Human Resources prior to moving forward the request.

All classified staff positions align with a current job description that determine essential job functions and minimum qualifications, along with the knowledge, skills, and abilities required for the position ([IIIA09-01](#)). Once Human Resources has a completed PAR/NE a position can be recruited for, Human Resources screens applications to ensure that candidates meet minimum qualifications before forwarding their application to the hiring committee. If a degree or certificate is required, HR obtains all relevant documentation during the onboarding process ([IIIA09-02](#)).

The college also has an established process for reclassification of existing employees. The annual classification review process for classified staff is used to



maintain the currency of existing classifications ([IIIA09-03](#)). There are several avenues where a position can be reviewed for reclassification. The first review option is during the evaluation period where the employee and manager review the employee's current job description to ensure it accurately reflects the employee's assignment. The second review option is the cyclical classification review in which job families and/or classifications are reviewed a minimum of once every four years ([IIIA09-04](#)). The third review option is a management-driven restructure/re-organization.

### **Analysis and Evaluation**

Through an integrated budget and planning process and using well established procedures, the college has a systematic way for replacing and identifying additional staff to hire to fulfill critical educational, technological, physical and administrative operations at the college. Established BP/APs and shared governance processes are followed to assess the need for classified staff members and to stipulate the qualifications for its support personnel.

**10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

### **Evidence of Meeting the Standard**

Allan Hancock College maintains sufficient administrative staff with appropriate training and expertise to provide continuity and effective organizational leadership to support the institution's mission and goals. Currently Hancock employs 39 administrators ([IIIA02-03](#)); there are currently two vacant administrator positions. The college creates job descriptions for administrators that reflect the needs and expertise in the administrator's area of focus. When an administrator position becomes vacant the position is evaluated at that time. When a position is evaluated, the job description is reviewed and, if needed, revised so that it stays current with functions and services that are reflective of the position. The position may also be reviewed based on the changing needs of an area.

### **Analysis and Evaluation**

Through an integrated budget and planning process and using well-established procedures and program reviews, the college has a systematic way of identifying the need to replace and hire additional administrative staff to provide continuity and effective administrative leadership and services that align with the established mission and goals of the institution.

**11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

#### **Evidence of Meeting the Standard**

Allan Hancock College personnel Board Policies and Administrative Procedures are developed through shared governance processes, regularly reviewed, approved by the board of trustees, and publicly available on the college's website ([IIIA11-01](#)). The district subscribes to the Community College League of California's Policy and Procedure Services ([IIIA11-07](#)). Board policies and administrative procedures addressing personnel are available in chapter 7 of the board policies and administrative procedures publicly available on the website. These policies and procedures are equitable and consistent with federal and state laws. Chapter 3 of the board policies and administrative procedures website includes such policies as Equal Employment Opportunity, Prohibition of Harassment, and Nondiscrimination. Any member of the college community or the general public can access and review all human resources policies and procedures on the college web page ([IIIA11-08](#)).

Human Resources Council is charged with reviewing policies and procedures through an equity lens as they relate to personnel related matters. HR Council is represented by all campus constituent groups, including the Associated Student Body Government (ASBG), and meets regularly to review and revise personnel policies to ensure that they are in compliance state and federal laws. Negotiated personnel matters are located in the collective bargaining agreements for faculty and classified staff as well as handbooks for the confidential/supervisor and management groups ([IIIA11-02](#); [IIIA11-03](#); [IIIA11-04](#); [IIIA11-05](#); [IIIA11-06](#)).

#### **Analysis and Evaluation**

Allan Hancock College personnel policies and procedures are updated on a regular basis by the Human Resources Council, which is responsible for submitting policies and revisions through the participatory governance process to the College Council and final approval by the board of trustees. The college ensures that it administers its personnel policies and procedures consistently and equitably by adhering to established policies and procedures. All personnel policies, including labor agreements, are published on the faculty and staff portal in a timely manner.

**12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

#### **Evidence of Meeting the Standard**

Allan Hancock College adheres to board policy and administrative procedure on

Equal Employment Opportunity to ensure a campus climate that is fair, equitable, and inclusive ([IIIA01-01](#)). The college's Equal Employment Opportunity Plan is the guiding document for the hiring of diverse personnel ([IIIA12-01](#)). The EEO Plan delineates the college's commitment to take active steps to ensure equal employment opportunity creates a working and academic environment that is welcoming to all, fosters diversity, promotes excellence, and ensures practices that are nondiscriminatory. The college requires a diversity question in interviews for all college personnel. For faculty and management applications a written diversity statement is required when submitting the application ([IIIA01-11](#); [IIIA01-12](#)).

Hancock's EEO Plan development is driven by HR Council and the Director, Human Resources ([IIIA12-02](#); [IIIA12-03](#)). In accordance with the EEO Plan, the Director, Human Resources or designee reviews the diversity of applicants for each recruitment and makes recommendations to extend recruitments and/or broaden advertising to increase the diversity of pools and prevent adverse impact ([IIIA12-10](#)).

The Director, Human Resources reviews annual EEO data and reports the results to the Superintendent/President and the Board of Trustees ([IIIA12-04](#)). The Human Resources department conducts EEO training required for hiring committee members annually. Each hiring committee member must attend the training which includes an implicit bias component annually ([IIIA12-05](#)) which is logged in the college's HRIS system so reports can be run to make sure employees who plan to serve on committees are up to date. The EEO and implicit bias training was also offered during all-staff day in January 2021 ([IIIA12-11](#)).

In addition to policies, procedures, and practices, the college has invested in professional development training opportunities for college personnel specifically regarding equity and diversity. For example, the college invited Just Communities to present a four-piece professional development series to all employees on diversity hiring in Fall 2020 ([IIIA12-06](#)). The college also hosts a President's Leadership Academy with a theme each summer, the theme for Summer 2021 was equity minded leadership ([IIIA12-07](#)).

The board of trustees adopted the Diversity, Equity and Inclusion (DEI) taskforce which supports the intent set forth by the California Legislature to assure that efforts are made to build a community in which employment opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. The taskforce regularly meets to discuss issues related to DEI as well as create a newsletter that is sent college wide ([IIIA12-08](#), [IIIA12-09](#)).

## **Analysis and Evaluation**

Hancock is committed to equity and diversity in its hiring practices and in its overall college operations. Policies, procedures and guidelines that promote an understanding of equity and diversity are in place to support these practices. The

college effectively uses its EEO plan to encourage diversity in hiring and regularly assesses its record related to diversity, equity and employment, and regularly evaluates the composition of its applicant pools. The college demonstrates a commitment to promoting diversity and acknowledging the significant role played by its employees of diverse backgrounds.

**13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

**Evidence of Meeting the Standard**

To foster an atmosphere of collegiality and integrity, Hancock upholds a written code of professional ethics for all personnel that was developed through the shared governance process. BP/AP 3050 Institutional Code of Professional Ethics ([IIIA13-01](#)) promotes mutual respect and collaboration for faculty, management, and classified staff to advance the college's interests, and is reviewed regularly.

In cases where discipline is needed, Human Resources follows applicable board policies and procedures, as well as processes outlined in bargaining agreements ([IIIA13-06](#); [IIIA13-07](#)). The college follows district policy regarding complaints. The college utilizes two different district complaint forms. The first form is the unlawful discrimination and harassment complaint form ([IIIA13-02](#)) which aligns with district policies and procedures 3410 and 3435 ([IIIA13-04](#); [IIIA13-05](#)). The second form, the district complaint form ([IIIA13-03](#)), this form is used for code of conduct complaints so the matters can be investigated and rectified.

**Analysis and Evaluation**

The college upholds specific written codes of professional ethics for all personnel, including faculty, administrators, and classified employees, in addition to a general summary of ethics posted campus-wide for students.

**14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

**Evidence of Meeting the Standard**

The college offers a broad array of professional development (PD) opportunities to meet the needs of its employees. Professional development programs are mandated and developed as part of BP/AP 7160 Professional Development ([IIIA14-02](#)). PD opportunities are published regularly by the Academic Senate Professional Development Committee and are open to all employee constituent groups. ([IIIA12-01](#); [IIIA12-02](#)).

Full-time faculty are contractually obligated to college service time which can consist of professional development as well as the academic year consists of 36 hours per academic year in the professional development activities per Article 16 Faculty Association (FA) Agreement ([IIIA14-03](#)). Activities include building competency in cultural awareness, application andragogy, and career planning/awareness. Outcomes include developing a peer-to-peer faculty professional development network, increased cultural responsiveness in curriculum and teaching practice with increased pedagogy, increased retention, and persistence, decreased dropouts, increased cultural awareness reflection in curriculum and practice.

The college provides a professional development fund for part-time faculty annually of \$20,000 to encourage part-time faculty participation in professional development activities across campus ([IIIA14-06](#)).

In addition, permanent staff and administrators are included purposefully in PD activities. For example, the semi-annual All Staff Days are college events for all employees, and all workshops designed for faculty are available to permanent employees ([IIIA14-01](#)). All employees of the college receive training and attend workshops relevant to their role, including those mandated by law using Keenan Safe Colleges ([IIII14-04](#)). Keenan Safe Colleges has over 150 courses that can be mandated or taken as needed.

The college hosts a PD series specific to staff called "First Friday" with a different topic presented each month. Topics include hiring equitably and implicit bias, emotional intelligence, disability 101, understanding personality styles, etc. ([IIIA14-05](#)). While the First Friday training series is specific to staff, all employee groups are welcome to attend.

## **Analysis and Evaluation**

Hancock offers a professional development program consistent with its mission, and it has methods to identify professional development needs of its faculty and other personnel. The institution engages in meaningful evaluation of professional development activities and uses the results for improvement. Finally, the college measures the impact of professional development activities on the improvement of teaching and learning.

**15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

## **Evidence of Meeting the Standard**

Allan Hancock College ensures the security and confidentiality of personnel records and provides access to employees upon request as appropriate. Personnel files are held in locked file cabinets inside the locked Human Resources office which only Human Resources has access to. All college employees have access to

their personnel records in accordance with the law and district policy ([IIIA15-01](#)). Information included in the personnel files are only released with proper consent or if legally required. The college adheres to Article 6 of the classified collective bargaining agreement ([IIIA15-02](#)) and Article 12 of the faculty association collective bargaining agreement ([IIIA15-03](#)), and Article 10 ([IIIA15-04](#)) of the part-time faculty association agreement.

## **Analysis and Evaluation**

Hancock has personnel record policies and procedures that adhere to local, state, and federal laws. Practices are in place to guarantee the security and confidentiality of all employment records. Employees can submit a written form to request access to their employment records or allow for a designee to do so in accordance with the law.

## **Conclusions on Standard III.A: Human Resources**

### **Evidence List**

IIIA01-01	Equal Employment Opportunity and Staff Diversity BP/AP 3420
IIIA01-02	Hiring BP/AP 7120
IIIA01-03	Minimum Qualifications and Equivalencies AP 7211
IIIA01-04	Classified Employees BP 7230
IIIA01-05	CSEA Article 22: Hiring
IIIA01-06	CCCCO Minimum Qualifications 2019 Handbook
IIIA01-07	AHC Management Employee Handbook
IIIA01-08	Section XI Transfers and Promotions
IIIA01-09	Website: Job Descriptions
IIIA01-10	CSEA Job Announcement
IIIA01-11	Management Job Announcement
IIIA01-12	Faculty Association Job Announcement
IIIA01-13	Faculty Bargaining Agreement Article 14
IIIA01-14	Classified Staff Recruitment and Hiring AP 7922
IIIA01-15	Supervisory/Confidential Recruitment and Hiring AP 7923
IIIA01-16	Management Recruitment AP 7924
IIIA01-17	Delegation of Authority for HR BP 7110
IIIA02-01	Faculty Association President's Folder
IIIA02-02	Equivalency Petition
IIIA02-03	Administration and Faculty Roster
IIIA02-04	Equivalency Certification for Faculty Board Item
IIIA03-01	Educational Administrators BP 7250
IIIA03-02	Classified Administrators BP/AP 7260
IIIA03-03	Educational Manager Job Description

IIIA03-04 Classified Manager Job Description  
IIIA03-05 PARNE  
IIIA03-06 Administrator Evaluation Form  
IIIA03-07 Sample President's Folder  
IIIA04-01 Minimum Qualifications and Equivalencies AP 7211  
IIIA04-02 Equivalency Certification Board Item  
IIIA04-03 FA Faculty Salary Placement  
IIIA05-01 CSEA Article 6  
IIIA05-02 Management Handbook Chapter 11  
IIIA05-03 Supervisory/Confidential Evaluations Section 3  
IIIA05-04 FA Article 17 Evaluation and Tenure  
IIIA05-05 PFA Article 13 Evaluation  
IIIA05-06 Administrative Evaluations AP/BP 7150  
IIIA05-07 Evaluation of Superintendent/President BP/AP 2435  
IIIA05-08 PFA Evaluation Process  
IIIA05-09 PFA Evaluation Forms  
IIIA05-10 FA Evaluation Forms  
IIIA05-11 FA Evaluation Matrix  
IIIA05-12 FA Evaluation Email  
IIIA05-13 PFA Evaluation Matrix  
IIIA05-14 PFA Notification  
IIIA05-15 CSEA Evaluation Form  
IIIA05-16 CSEA Evaluation Guide  
IIIA05-17 CSEA Evaluation Email  
IIIA05-18 HR Evaluation Reminder Email  
IIIA05-19 Administrator Evaluation Form  
IIIA05-20 Administrator Evaluation Questionnaire  
IIIA07-01 CCCCCO FON Project  
IIIA07-02 Faculty Prioritization List 2021-22  
IIIA07-03 Faculty Prioritization Instructions  
IIIA08-01 Dean AA Job Description  
IIIA08-02 AHC New Hire PPT  
IIIA08-03 PT Faculty Orientation Agenda  
IIIA08-04 PFA Article 15  
IIIA08-05 CCPD Council Makeup  
IIIA09-01 CSEA Job Description  
IIIA09-02 CSEA Onboarding Email  
IIIA09-03 CSEA Article 17  
IIIA09-04 CSEA Cyclical Reclass Process  
IIIA11-01 Policies and Procedures AP/BP 2410  
IIIA11-02 FA Bargaining Unit Contract  
IIIA11-03 CSEA Bargaining Unit Contract

IIIA11-04 PFA Bargaining Unit Contract  
IIIA11-05 Management Handbook  
IIIA11-06 Supervisory/Confidential Handbook  
IIIA11-07 CCLC Dues Invoice  
IIIA11-08 Board Policies Webpage  
IIIA12-01 EEO Plan  
IIIA12-02 HR Councils Agenda  
IIIA12-03 Director HR Job Description  
IIIA12-04 EEO Plan Board Item  
IIIA12-05 Hiring Equitably Training  
IIIA12-06 DEI Professional Development Fall 2020  
IIIA12-07 PLA Agenda 2021  
IIIA12-08 DEI Taskforce Charter  
IIIA12-09 DEI Newsletter  
IIIA12-10 Sample EEO Report  
IIIA12-11 All Staff Day PD January 2021  
IIIA13-01 Code of Professional Ethics BP/AP 3050  
IIIA13-02 Discrimination Harassment Form  
IIIA13-03 District Complaint Form  
IIIA13-04 Nondiscrimination AP/BP 3410  
IIIA13-05 Harassment Complaints AP 3435  
IIIA13-06 Dismissal Suspension Demotion BP/AP 7365  
IIIA13-07 CSEA Article 19  
IIIA14-01 Annual FA Professional Development 2020-21  
IIIA14-02 Professional Development BP/AP 7160  
IIIA14-03 FA Article 16  
IIIA14-04 Keenan Trainings  
IIIA14-05 CSEA First Friday Monthly PD  
IIIA14-06 PFA Article 15  
IIIA15-01 Retention Destruction of Records  
IIIA15-02 CSEA Article 6 Personnel Files  
IIIA15-03 FA Article 12 Personnel Records  
IIIA15-04 PFA Article 10 Personnel Files



## **B. Physical Resources**

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### **Evidence of Meeting the Standard**

Allan Hancock College is a single-college district with the main campus in Santa Maria, a smaller center in Lompoc, and satellite center at Santa Ynez High School. The college is committed to assuring safe and sufficient learning environments for all students, staff, and faculty regardless of location or mode of delivery. The integrity and quality of its programs and services are supported by designing and constructing facilities in compliance with California's Division of State Architect (DSA) requirements and the Americans with Disabilities Act (ADA). These same standards apply across all facilities owned and maintained by the college to ensure consistent services. Critical building safety features are incorporated into building operations through major renovations, special retrofit projects, or new construction and have been established as campus standards for occupant safety, security, and access.

District Board Policies (BPs) and Administrative Procedures (APs) also guide campus safety, security, access, and emergency preparedness ([IIIB01-01](#); [IIIB02-02](#); [IIIB02-03](#)).

The district has several avenues for reporting and receiving safety, security, or maintenance concerns to help assure access for all to a secure and healthy learning and working environment. The Allan Hancock College Police Department (AHCPD) is headquartered on the Santa Maria campus and has personnel located at the Lompoc campus. When there is an emergency on campus, Facilities and AHCPD respond and contact either the Fire Department or Police agency, as needed. After hours, safety and security are provided through the local police department or sheriff. The college complies with state and local laws and regulations to guide instructional safety and maintenance. Any employee of Allan Hancock College at any site in the district may report a safety hazard by either calling the Facilities Department or using the Internet Software Science (ISS) work order system ([IIIB01-04](#)). Facilities staff regularly evaluate and address safety hazards while executing their job duties. Facilities leadership evaluate response time as a measure of effectiveness using the online work order system, status reports, and monitoring radio communications when responding to emergency safety calls.

Students, employees, and community members may also use the WeTip anonymous hotline. The hotline is a 24-hour, seven days a week multi-platform

that allows students, staff, and community members to report incidences of theft, vandalism, bullying, and fraud anonymously. The tips are forwarded to the appropriate authorities for action ([IIIB01-05](#)).

The Public Safety Training Complex (PSTC) provides facilities and programs for more than 50 agencies to train and recertify public safety officers in multiple agencies across the central coast. The complex also supports specialized training for several hundred new first responders through AHC's fire and law enforcement academies and energy and agriculture industry partners.

The college's Safety Committee meets five times a year to review safety practices, receive safety/hazard reports, recommend safety-related professional development, and coordinate emergency response activities. The Safety Committee reports and makes recommendations to the Facilities Council ([IIIB01-07](#)). The college's Chief of Police and Director of Facilities serve as co-chairs of the Safety Committee.

The college has assessed and is annually updating its Injury and Illness Prevention Plan (IIPP) and has contracted with a consultant to keep the plan up to date to ensure compliance with the ever-evolving Cal OSHA parts of an IIPP ([IIIB01-08](#)). The college is relaunching its safety training with "Got Safety" to provide vital ongoing employee onboarding and necessary training for individual employee job requirements ([IIIB01-07](#)).

The college is implementing the use of electronic keypad systems to increase security on campus. Buildings A, B, C, D, I, L, M, O, S2, S, and the Public Safety office all have the ability to be locked down from a remote location. Each building may be locked down separately or all buildings may be locked down using a global command ([IIIB01-06](#)).

### **Analysis and Evaluation**

The college ensures that all facilities are safe and sufficient for students, staff, and administrators. The college regularly evaluates the effectiveness of campus physical resources through its Facilities Master Plan, Educational Master Plan, and Five-Year Construction Plan process. Evaluations and updates to campus safety occur through our shared governance processed with items identified on the agendas of the Facilities Council and Safety Committee. The college routinely conducts table-top disaster preparedness exercises and maintains its Emergency Operations Plan. Students, staff, and the community can report any potentially unsafe conditions using the WeTip anonymous tip line that routes the information to the appropriate campus personnel to create a secure, healthful learning and working environment.

**2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

### **Evidence of Meeting the Standard**

The college supports the integrity, quality, and commitment to its programs and services by planning, acquiring, building, and maintaining sufficient physical resources. To ensure that the needs of programs and services are considered when planning new capital construction projects or remodeling existing buildings, the institution uses four processes: the Facilities Master Plan ([IIIB02-01](#)), input from the Facilities Council ([IIIB02-02](#)), annual updates and program reviews ([IIIB02-03](#)), and the participation of stakeholders in building design meetings ([IIIB02-04](#)).

The college engages in comprehensive facilities planning based on instructional and student support needs and determines the sufficiency of its classrooms, lecture halls, laboratories, and other facilities through various methods. The 2014-2024 Facilities Master Plan is guided by enrollment projections, future needs for facilities space, and available facilities space inventory to identify future facilities needs and evaluate sufficiency ([IIIB02-01](#)). The district's Space Inventory Report identifies the available district-owned or controlled facilities spaces ([IIIB02-05](#)). The Facilities Master Plan will be aligned with the objectives of the new Education Master Plan. In addition to the Educational and Facilities Master Plans, the Facilities Council evaluates the effectiveness of its facilities by reviewing the yearly Five-Year Construction Plan and Scheduled Maintenance Plans and facilities needs requests ([IIIB02-06](#), [IIIB02-07 Pending Chancellors Office approval-Nov 2022](#), [IIIB02-08](#)). General fund and scheduled maintenance funds support and maintain up-to-date facilities.

The college effectively meets the identified facility needs by implementing capital construction projects identified in the 2014-2024 Facilities Master Plan. Much of the new building at the college was funded by the \$180 million Bond Measure I, approved by voters in 2006. However, the college has also used alternative funding sources, such as funds from the Capital Projects Fund and various federal, state, and local resources to fund capital facilities projects. Since 2006, funding from Bond Measure I of \$180 million has helped Allan Hancock College (AHC) construct state-of-the-art buildings. Bond-funded capital construction projects include the Fine Arts Complex, Mathematics, Engineering, Science Achievement/ Science, Technology, Engineering and Mathematics (MESA STEM) Center for Academic Success, Pacific Conservatory of the Performing Arts (PCPA) Stagecraft Building, and the Student Health Center ([IIIB02-09](#)). New capital construction projects are designed and constructed to meet with Division of the State Architect (DSA) approval for fire, life, and safety compliance, structural integrity, and comply with the Americans with Disabilities Act (ADA).

The college maintains its facilities to support programs and services and allow the college to achieve its mission. The Facilities Department maintains the educational facilities and supports other organizations through maintenance services. Maintenance services include custodial services including event setup/teardown and furniture/equipment moving; campus grounds keeping; student and staff transportation; mail service; shipping and receiving; and hazardous materials handling services for the Santa Maria campus, Santa Maria South Campus, Columbia Business Center, and the Lompoc Valley Center/Public Safety Training Complex. The Facilities Department endeavors to provide safe, well-maintained, and inviting facilities and grounds that create a positive learning and working environment for all that attend, work, and visit the college campuses. The "completed work order report," available from the online work order system, provides evidence that facilities undergo routine maintenance and repair ([IIIB02-10](#)). The completed scheduled maintenance projects review shows that the institution completes capital repair projects. The Facilities Department has completed many minor maintenance projects in the past two years to improve individual education programs, replace or repair aging infrastructure, and improve safety. The following are some of the completed projects:

- Building A & B Boiler Replacement
- Building D water line relocation
- Separation of the fire water loop
- LED light replacement for buildings A and B
- Repaving of parking lot 3
- Building G HVAC replacement
- CBC (Columbia Business Center) restroom renovation
- Building H roof replacement
- Parking lot 9 LED light replacement

To ensure that departmental needs determine equipment replacement, six-year program reviews and annual program review updates include facility and equipment requests. The equipment's function, program need, age, efficiency, parts availability, and repairs cost are analyzed. When equipment is no longer needed, it is sent to surplus. If required, the repair cost is weighed against the cost of new and more efficient equipment.

The college has established a reserve to fund furniture, fixtures, and equipment requests. For items to be eligible for this funding, they must be specified in a program review or annual update or be identified in a project contained in the districts' five-year construction plan (ergonomic equipment is the only exception to this rule). Requests from this reserve are vetted through the Facilities and Budget Councils ([IIIB02-11](#)).

The college ensures that programs and services identify equipment maintenance/repair needs by providing various online equipment repair request systems. The Information Technology Services, Media Services, and Facilities departments each have an online work order system, so programs and service departments may report their equipment repair request. Surveys conducted

during the development of program reviews for the Information Technology Services, Media Services, and Facilities provides evidence that the institution evaluates the effectiveness of facilities and equipment in meeting the needs of programs and services.

The Facilities Department provides maintenance and repair of all student transportation and staff vehicles. They also maintain and repair all equipment, such as mowers, tractors, trailers, forklifts, portable equipment, and specialty equipment. This organization is responsible for 78 vehicles, 30 mobile equipment items, and over 120 portable or specialty equipment pieces ([IIIB02-12](#)).

The Facilities Department oversees fueling stations at the south campus and Public Safety Complex that provide gasoline and diesel fuel for all operations. The college leases four Chevrolet Suburbans on three-year contracts for student transportation, ensuring that newer vehicles are always available to transport students safely. These vehicles have a maximum usage lease of 60,000 miles each for three years for safety. The college also utilizes a charter bus service for student transportation. College replacement guidelines on student transportation vehicles are limited to five years or 100,000 miles. Staff vehicle replacement guidelines is 15 years or 150,000 miles ([IIIB02-13](#)). If a vehicle needs total repairs exceeding 100% of purchase price or a single repair after warranty exceeds 50% of the purchase price, the vehicle will be replaced rather than repaired.

The Facilities Council is responsible for overseeing the development of the Facilities Master Plan and recommending capital projects to College Council. Additionally, the Facilities Council recommends board policy revisions related to physical spaces, such as parking.

### **Analysis and Evaluation**

Physical resource planning includes the needs of educational programs and services integrated with institutional planning. The college's Educational Master Plan drives the college's Facilities Master Plan development. The overall purpose of the Facilities Master Plan is to align the college's priorities for student learning and success into plans for facility development. Stakeholders from both the Santa Maria campus and Lompoc Valley Centers were asked to provide input in developing the Facilities Master Plan.

The college has undertaken several building projects, facilities renovations, and infrastructure upgrades to improve working and learning environments for its students, faculty, and staff. The Facilities Council meets twice a month and provides input into facility planning and the construction process.

**3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**Evidence of Meeting the Standard**

The college is developing a new Facilities Master Plan (FMP) that will guide long-term planning. The FMP is driven by the Educational Master Plan and is informed by faculty, staff, administration, and the community. The FMP compares facility needs, referenced in program reviews, with space inventory reports and enrollment forecasts to identify the need for future capital construction projects ([IIIB03-01](#)). The Facilities Council considers these projects, and they are listed in the District's Five-Year Construction Plan. The plan is used to communicate to the State Chancellor's Office Facilities Planning Unit, the institution's priorities and the need for capital construction funding.

All educational programs, student support services, and Allan Hancock College administrative departments develop a program review at least once every six years and submit annual updates per the current Program Review process ([IIIB03-02](#)). Program reviews include a section for identifying facilities, technology equipment, and non-technology equipment needs. The equipment needs identified in the annual program review updates are used in the instructional equipment prioritization process to support instructional equipment funding requests ([IIIB03-03](#)).

The college uses four methods to assess the use and effectiveness of its facilities: the Space Inventory Report; annual updates and program reviews; the planning process for the Facilities Master Plan, which is an integrated process; and the Facilities Department's online work order system. The college's facilities and operations staff conduct an annual inventory of the facility spaces and identify the utilization of these spaces. The college maintains this information on the California Community College Chancellor's Office online program, FUSION. Each year, the district submits a space inventory report that reflects any changes ([IIIB02-05](#)). The results of the space inventory report provide the Five-year Construction Plan the information necessary to calculate the institution's need for additional space using a capacity load ratio— $\text{Weekly Student Contact Hours/Cumulative Space Capacity} = \text{Capacity Load Ratio}$ .

The Facilities Department regularly reviews and assesses that campus grounds, buildings, and workspaces are accessible and in safe working order. Regular evaluations are part of the Facilities Department Preventative Maintenance Program and are performed by maintenance, safety, and security teams. External regulatory agencies also inspect facilities and make recommendations ([IIIB03-04](#)).

The college developed its first Barrier Removal and Transition Plan (B RTP) in 2021

to improve accessibility to district programs, services, technology, and facilities ([IIIB03-05](#)). The BRTP follows Title I and Title II of the Americans with Disabilities Act of 1990 (ADA) and section 504 of the Rehabilitation Act of 1973. The development of the BRTP included self-evaluations, public outreach, and vetting through the district's shared governance process.

In the 2019-20 fiscal year, the district contracted with an independent consultant to assess physical accessibility barriers that should be removed or corrected. The assessment identified 8,136 items across the district's two campuses that need to be remediated. This evaluation was completed in 2022 and reported in DACtrak, a cloud-based software program that records and monitors the status of non-compliant items ([IIIB03-06](#)).

Work orders to replace or repair building deficiencies may be submitted to the Facilities Department using the Internet Software Sciences (ISS) online work order program ([IIIB03-07](#)). The information collected through the online work order system is used daily by Facilities staff to manage minor repairs and requests for service. The work order system also inventories repairs to various campus equipment, including HVAC mechanical units. The four approaches listed above combine to ensure regular assessment of facilities and physical spaces. Data on utilization and other factors are collected to ensure effective space usage and report facilities and construction needs.

## **Analysis and Evaluation**

The college uses annual updates, program reviews, and other planning processes to support programs, utilize efficiency, and regularly evaluate its facilities and equipment. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the college plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

## **4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

### **Evidence of Meeting the Standard**

To ensure long-range capital plans meet district needs and continue to support institutional improvement goals, the college developed the 2014-2024 Facilities Master Plan ([IIIB02-01](#)). Implications for facilities in the Educational Master Plan 2020-2026 ([IIIB04-01](#)) informed the development of the 2022-2032 Facilities Master Plan recommendations ([IIIB04-02 Pending Chancellors Office approval-Nov 2022](#)). The institution plans for the total cost of ownership of new facilities and equipment through various planning processes. During the development of final project proposals, the cost associated with design, bidding, constructing, and equipping new facilities is identified; the proposed modernization of Building N is

an example. The program planning process identifies staffing needed to support new or modernized facilities. ([IIIB04-03](#)).

The college addresses the Total Cost of Ownership of new facilities and equipment in two ways. New ongoing costs for new facilities are included in the budget development process, reviewed by Budget Council ([IIIB04-04](#)), and approved by the President's Cabinet. The college also has developed several plans that prioritize repairing and replacing infrastructure components using scheduled maintenance funds or other resources. Plans for the repaving of parking lots, replacement of heating, ventilation, and air conditioning (HVAC) units, replacement and repair of roofs, and the exterior painting of buildings have been reviewed and approved by the Facilities Council. These plans informed the repaving of parking lot number nine (9), the replacement of fifty (50) HVAC units on the Santa Maria campus ([IIIB04-05](#)), and the repair or replacement of roofs on Buildings M/300 and M/400, G and L on the Santa Maria Campus ([IIIB04-06](#)), and the exterior repainting of Buildings 1, 2, 3 & 4 at the Lompoc Valley Center ([IIIB04-07](#)).

The college is in the process of constructing an 88,000 square foot Fine Arts Complex on the Santa Maria campus. The Fine Arts Complex is partially funded using state funds. In order to receive these funds, the state required the college to demolish three other buildings on campus. Nonetheless, the college has increased the number of custodial staff on campus to clean the Fine Arts Complex to acknowledge the cost of ownership of the facility.

College enrollment is not expected to return to pre-pandemic levels in the near term. Therefore, the primary focus of future capital improvement is through renovation or replacement of existing buildings and infrastructure rather than the construction of new facilities. The college has submitted a Final Project Proposal to the Chancellor's Office to modernize Building N (Gym). It is the number one priority in the college's Five-Year Construction Plan. The college has developed conceptual plans for the building's modernization but is awaiting to be prioritized for full funding.

The college is exhausting the last \$33 million in Measure I general obligation proceeds on the Fine Arts Complex, PCPA Stagecraft Building, Baseball/Softball Restrooms and Concession Stand, and other miscellaneous facilities. Based on these financial limitations, a new bond measure will be necessary to continue to construct, modernize, and repair facilities.

## **Analysis and Evaluation**

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The Educational Master Plan informed the development of the Facilities Master Plan. The college's Five-Year Construction Plan prioritizes the projects included in the Facilities Master Plan across a five-year planning horizon. The college considers the "total cost of ownership" when making decisions about facilities, technology,



and equipment and how they are used to support institutional improvement.

## **Conclusions on Standard III.B: Physical Resources**

### **Improvement Plan(s)**

#### **Evidence List**

IIIB01-01 BP/AP 3500 Campus Safety  
IIIB01-02 BP/AP 3501Campus Security Access  
IIIB01-03 BP/AP 3505 Emergency Response Plan  
IIIB01-04 Facilities Online Workorder  
IIIB01-05 WeTip Online  
IIIB01-06 Lock Access Control  
IIIB01-07 Safety Committee Notes  
IIIB01-08 Injury and Prevention Plan (IPP)  
IIIB02-01 2014-2024 Facilities Master Plan  
IIIB02-02 Facilities Council Agenda & Notes 2021-22  
IIIB02-03 Annual Update RE: FA Complex  
IIIB02-04 Construction Notes for MESA/STEM and Student Health Services  
IIIB02-05 District Space Inventory Report  
IIIB02-06 5-Year Construction Plan  
IIIB02-07 Scheduled Maintenance Plan  
IIIB02-08 Proposals to Facilities Council  
IIIB02-09 Project Floor Plans, Renderings  
IIIB02-10 Work Order Report  
IIIB02-11 Budget Book 2021-22 Pg 4  
IIIB02-12 Keenan Vehicle Spreadsheet  
IIIB02-13 Guidelines Replacement Dist. Vehicles  
IIIB03-01 Request for Proposals FMP  
IIIB03-02 BP/AP3255 Program Review  
IIIB03-03 Priority Equip Spreadsheet  
IIIB03-04 SWACC Safety Inspections  
IIIB03-05 Transitional Plan Executive Summary Final Report  
IIIB03-06 DACTrack Barrier Removal Tracking Sheet  
IIIB03-07 ISS Online Facilities Work Order  
IIIB04-01 Ed Master Plan 2020-2026  
IIIB04-02 **Facilities Master Plan 2022-2032**  
IIIB04-03 Final Project Proposal Fine Arts  
IIIB04-04 Budget Council Agenda Notes 2021-22  
IIIB04-05 SiteLogIQ HVAC Assessment  
IIIB04-06 Garland Roof Assessment  
IIIB04-07 Exterior Paint Priority

## **C. Technology Resources**

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

### **Evidence of Meeting the Standard**

The college has a council and committee structure for technology governance, planning, and decision-making. The Technology Council has representatives from faculty, staff, and student constituent groups and is responsible for high-level technology planning and changes ([IIIC01-01](#)). The four committees of the Technology Council focus on the planning and operations in specific areas. The Banner Student and Banner HR/Payroll/Finance committees are responsible for the Banner ERP system, the Web Services committee is responsible for the public website and internal portal, and the edTAC committee is responsible for classroom technology.

The Information Technology Services (ITS) department manages the operations of computers, phones, enterprise software, websites, servers, and networks ([IIIC01-02](#)). ITS regularly patches and updates college-hosted software ([IIIC01-03](#)). Recent projects in ITS have focused on increasing our disaster recovery capabilities by backing up critical Banner servers to Amazon Web Services ([IIIC01-04](#)) and moving our identity provider from a self-hosted instance to a vendor-managed instance in Amazon Web Services. In fall 2021, ITS contracted with a third party to complete a comprehensive security evaluation, and ITS continually addresses security remediations. Security has dramatically increased as a departmental focus, and the most recent ITS program review plans for the development of a comprehensive security program and the hiring of a dedicated security analyst position ([IIIC01-05](#)).

Distance Learning provides support and instruction to faculty on the learning management system and instructional technology. This is accomplished through workshops, online training, and one-on-one support ([IIIC01-06](#)).

During the COVID-19 pandemic, the college engaged in a dedicated effort to provide alternative technology to both employees and students. The college purchased hundreds of new laptops and hotspots for students, which are now available to any student through the library. In addition, specialized academic programs acquired their own laptops to loan to students. As a result, very few students cited technology problems as a reason for dropping courses in the fall of 2021 ([IIIC01-07](#)).

### **Analysis and Evaluation**

The college has a robust shared-governance structure that effectively guides technology planning and implementation, and the ITS and Distance Learning

departments deliver technology resources to the campus that are appropriate and adequate. Security and disaster recovery are prioritized and are integral aspects of technology operations.

**2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

**Evidence of Meeting the Standard**

Led by the Technology Council, the college is completing a six-year technology master plan that will serve as a roadmap for upcoming technology changes and improvements ([IIIC02-01](#)). The development of this plan involved frequent constituent feedback, including a technology survey ([IIIC02-02](#)) and technology planning virtual town halls ([IIIC02-03](#)).

The ITS department maintains computer standards and obsolescence guidelines, which the Technology Council reviews ([IIIC02-04](#)). In addition, ITS has developed guidelines for technology infrastructure in new construction to support the new building projects on our campuses ([IIIC02-05](#)).

The templates for administrative and academic program reviews contain prompts to add technology resource requests, and departments frequently make technology requests through program review ([IIIC02-06](#)). The recently established Resource Alignment Committee is a shared-governance group that has allocated restricted funding, such as lottery, for technology projects ([IIIC02-07](#)).

**Analysis and Evaluation**

Technology planning guides technology decision making and is responsive to the needs of the campus community. Technology planning is accomplished through both a multi-year technology plan, as well as the integration of technology needs into program review and resource allocation.

**3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

**Evidence of Meeting the Standard**

The college consists of several campuses and provides appropriate technology at each. Our CENIC internet connection provides redundant internet connectivity to our Santa Maria campus, which in turn provides connectivity to our Lompoc Valley Campus ([IIIC03-01](#)). The college contracts with a third party to provide a dedicated internet connection at our Vandenberg Space Force Base Center ([IIIC03-02](#)). In 2022, the college completed a project to upgrade the fiber and cabling at our Lompoc Valley Center to increase the maximum internet speed and capacity ([IIIC03-03](#)).

Employees located at any campus can submit help desk tickets, and the ITS department assists employees and maintains equipment at any campus ([IIIC03-04](#)). In the last couple years, the college has emphasized technology that can be used completely off campus. To complement our expanded Chromebook laptop lending, ITS partnered with faculty in spring 2021 to build a Windows Virtual Desktop environment, which allows students to access a Windows virtual computer from any web browser ([IIIC03-05](#)).

Recently, the college has invested in laptops for students in specialized courses, so students are able to run appropriate software from any location ([IIIC3-06](#)). In addition, the ITS department has continued to upgrade and replace computers at every campus location ([IIIC03-07](#)).

### **Analysis and Evaluation**

The ITS department supports the employees and technology equipment at all campus locations. Appropriate technology infrastructure exists at each campus location, including infrastructure that can be accessed through the public internet.

### **4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

#### **Evidence of Meeting the Standard**

The Information Technology Services department maintains a comprehensive knowledge base with over fifty articles covering district-supported technology for both students and employees ([IIIC04-01](#)). These articles contain tutorials and screenshots for completing common tasks ([IIIC04-02](#)). In addition, ITS provides support to students and employees through an online helpdesk system. ITS evaluates the quality of support through a short survey that is sent to requestors after a support ticket is closed ([IIIC04-03](#)). Information Security training is assigned to every college employee in the Keenan professional development portal. As of summer 2022, over eight hundred employees have completed the training.

The college offers a robust curriculum on building information technology skills. There are career and technical education courses on computer basics, Microsoft Office products, email, and social media ([IIIC04-04](#)). The Computer Business Information Systems and Computer Business Office Technology programs also offer courses on core technology skills and teach Microsoft Office products. The Multimedia Arts and Communication department regularly offers courses that teach the Adobe suite of products at an advanced level ([IIIC04-05](#)).

The college also offers instructions on using its online platforms. Admissions and Records and Community Education offer tutorial videos on completing registration

activities online ([IIIC04-06](#)). ITS has developed a curriculum for employees who edit the public website or manage the online presence for advisory committees, which includes a knowledge check ([IIIC04-07](#)).

The Distance Education team provides both in-person and online training for faculty. They offer in-person professional development workshops covering topics from Canvas to accessibility to student engagement in distance education courses ([IIIC04-08](#)). They also maintain a Canvas course that covers distance education pedagogy ([IIIC04-09](#)).

### **Analysis and Evaluation**

The college offers appropriate support and technology training for its students and employees. This is accomplished through a robust help desk and knowledge base, a strong technology curriculum, and workshops and training sessions.

### **5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

#### **Evidence of Meeting the Standard**

The core policy that guides the use of technology at the college is Board Policy 3720 Computer and Network Use and the associated administrative procedure ([IIIC05-01](#)). The board policy establishes that the superintendent/president shall develop procedures for the acceptable use of technology for students and employees. The administrative procedure contains guidelines for privacy and acceptable use of district technology. When a student or employee logs into their myHancock account for the first time they are prompted with a link to BP/AP 3720 and must agree to abide by these policies ([IIIC05-02](#)). In addition, faculty distribute guidelines to their students on the use of technology in discipline-specific computer labs ([IIIC05-03](#)).

Board Policy 4105 Distance Learning, along with its associated administrative procedure, states that instructors shall complete appropriate training prior to teaching a distance education course ([IIIC05-04](#)). The college and Academic Senate approve this training, and the training should cover topics and skills specified in the administrative procedure. The Learning Assistance Program has established best practices for designing instructional materials that are accessible to all students. They distribute this content to faculty through a Canvas course ([IIIC05-05](#)).

### **Analysis and Evaluation**

The college has policies and procedures about the appropriate use of technology for students and employees with regards to computer labs, instructional materials, and anyone using a college computer or accessing the college's network.

## **Conclusions on Standard III.C: Technology Resources**

The college provides sufficient technology resources to address the needs of students, faculty, and staff. Appropriate technology infrastructure exists at all campus locations, and security, reliability, and disaster recovery are integral aspects of technology operations. The college offers technology support and training on relevant software. The Technology Council and the Information Technology Services department evaluate the college's technology needs and develop plans to continually improve and modernize campus technology.

### **Evidence List**

IIIC01-01	Technology Council CCPD
IIIC01-02	Information Technology Org. Chart
IIIC01-03	Upgrade History
IIIC01-04	Disaster Recovery Statement of Work
IIIC01-05	ITS Program Review
IIIC01-06	DL Program Review
IIIC01-07	Drop Survey
IIIC02-01	Technology Master Plan
IIIC02-02	Technology Survey
IIIC02-03	Town Hall Invite
IIIC02-04	Computer Standards
IIIC02-05	Building Standards
IIIC02-06	Graphics Program Review
IIIC02-07	Resource Alignment Committee Notes
IIIC03-01	Network Overview
IIIC03-02	Broadband Statement of Work
IIIC03-03	Lompoc Fiber
IIIC03-04	Tickets by Location
IIIC03-05	Windows Virtual Desktops
IIIC03-06	Grant Technology Inventory
IIIC03-07	Installation List
IIIC04-01	Knowledge Base
IIIC04-02	OneDrive
IIIC04-03	Ticket Survey
IIIC04-04	VOCE Classes
IIIC04-05	Tech Classes
IIIC04-06	Noncredit Videos
IIIC04-07	Web Content Training
IIIC04-08	DL Professional Development
IIIC04-09	DL Canvas

- IIIC05-01 Computer and Network Use BP/AP 3720
- IIIC05-02 Accepting Terms
- IIIC05-03 Lab Policies
- IIIC05-04 Distance Education BP/AP 4105
- IIIC05-05 Canvas Accessibility

## D. Financial Resources

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

### Evidence of Meeting the Standard

Board Policy 6305 ([IIID01-01 Pending Board Approval-Dec 2022](#)) states that the college's "budget shall be managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. Budget revisions shall be made only in accordance with these policies and as provided by law. Unrestricted general reserve levels will target the IEPI aspirational goal adopted by College Council upon recommendation by Budget Council ([IIID01-02](#)) "If reserves fall below 75 percent of this goal, the Allan Hancock College Board of Trustees will be informed of the shortfall. At no time will reserves fall below the prudent reserve of 5 percent as defined by the Chancellor's Office."

The Budget Council reviews and approves a budget development calendar that establishes milestones in the development of the college's Budget ([IIID01-03](#)). The college adheres to the budget calendar in developing the budget, adhering to industry standards. It culminates in the production of the Tentative Budget in June and the Final Adopted Budget in September. Staff in the Office of the Associate Superintendent/Vice President of Finance and Administration's Office collaborate on the production of the college's Budget Book, which provides financial and budget information for all funds of the college ([IIID01-04](#)).

### Analysis and Evaluation

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The college plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

### Evidence of Meeting the Standard

The college has policies and procedures that ensure sound financial practices and



financial stability. The Budget Council uses institutional annual and long-term goals to analyze and recommend approaches to manage institutional financial resources, especially related to the Unrestricted General Fund. Moreover, Board Policies 6200 and 6250 ([IIID02-01](#); [IIID01-01](#)) ensure sound financial practices and financial stability. The Resource Alignment Committee's focus is on the Restricted General Fund. This committee reviews all categorical/grant fund allocations and ensures that a transparent, equitable, and orderly resource allocation process meets institutional needs. The college's board of trustees reviews year-to-date revenue and expenditure reports monthly to ensure financial stability.

The college has performed an internal assessment of its fiscal health using the State's Fiscal Crisis and Management Assistance Team's (FCMAT) Community College Fiscal Health Risk Analysis ([IIID02-02](#)). FCMAT developed the Fiscal Health Risk Analysis (FHRA) as a tool to help evaluate a Community College District's (CCD) fiscal health and risk of insolvency in the current and two subsequent fiscal years.

Each section and specific question on the FHRA is based on FCMAT's work since its inception; they are the common indicators of risk or potential insolvency for CCDs that have neared insolvency and needed assistance from outside agencies.

There are 127 questions in the FHRA spread across 18 areas. The greater the number of "no" answers to the questions in the analysis, the higher the score, which points to a greater potential risk of insolvency or fiscal issues for the CCD. Not all sections in the analysis and not all questions within each section carry equal weight; some areas carry higher risk and thus count more heavily toward or against a CCD's fiscal stability percentage. A score of 40% or more is considered high risk; a score of 25%-39% is considered moderate risk; 24% or lower is considered low risk. The college's score is 8.5%. The results of the FHRA have been shared with College Council and the Board of Trustees ([IIID02-02](#)).

### **Analysis and Evaluation**

Financial planning is integrated with and supports institutional planning. The college has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

**3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

### **Evidence of Meeting the Standard**

The Budget Council follows the "Guiding Principles for Budget Development" to

guide budget development. Milestones in the college's budget development are identified in the college's budget development calendar. The Budget Council meets bi-monthly, and all campus constituencies are represented. Members circulate changes in board fiscal policies to their constituencies before changes are approved and forwarded to the College Council ([IIID03-01](#)).

Budget Council members collaborate on the development of assumptions used in developing the college's budget and act as a resource to the college on budgetary issues, including revenue sources, limitations on the use of funds, and the demands for funds ([IIID01-03](#)). Budget Council was instrumental in establishing a furniture, fixtures, and equipment reserve ([IIID03-02](#)) and has made recommendations regarding the use of one-time funds, such as retrospective rebates the college has received from its workers' compensation insurance joint powers authority.

### **Analysis and Evaluation**

The college clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

### **Fiscal Responsibility and Stability**

#### **4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

### **Evidence of Meeting the Standard**

The college adheres to the budget calendar in developing the budget, which conforms to industry standards. It culminates in the production of the Tentative Budget in June and the Final Adopted Budget in September ([IIID01-03](#)). The budget development process begins with the release of the Governor's proposed budget. It is adjusted to reflect revenue and expenditure assumptions at various intervals, including the May Revision to the proposed State Budget and at State Budget's adoption. The college follows a dual adoption budget cycle with the board of trustees adopting a tentative budget in June and an Adopted Budget by September 15th ([IIID04-01](#); [IIID04-02](#)).

Position control data is uploaded into the developmental budget each Spring. This information includes the costs of salary and benefits for all employees of the college and across all funds. The college has an established process to request additional funds for non-personnel-related expenditures through the resource request process ([IIID04-03](#)). Resource needs are described and submitted to the college budget analyst. Budget augmentation requests are evaluated for institutional alignment and inclusion in the developmental budget by the President's cabinet, depending on the availability of resources.

## **Analysis and Evaluation**

The college's planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

### **Evidence of Meeting the Standard**

The college assures the financial integrity of the institution and responsible use of its financial resources by utilizing the college's Enterprise Resource Planning (ERP) system, Banner, to provide timely, accurate, and reliable fiscal information per Board Policy 6300 Fiscal Management ([IIID05-01](#)). This ERP system also assures that the internal control structure has appropriate control mechanisms in place by defining user access and approval authority based on the employee security profile established for each user. Administrative Services has oversight over the assigned authorization levels ([IIID05-02](#)). Business Services works with Information Technology to maintain internal control through approved functional access and authorities by utilizing a workflow approval process.

The college's chart of accounts aligns with guidelines outlined in the California Community Colleges Chancellor's Office (CCCCO) Budget and Accounting Manual (BAM) and the Federal Office of Management and Budget (OMB). Appropriate unrestricted and restricted accounts are created to assure appropriate allocation of local, state, and federal revenues and expenditures to assure reliable information is available for planning, decision making, and budgetary control.

Monthly financial statements and the quarterly financial status report (311Q) are provided to the board of trustees, campus constituencies, and the public at monthly board meetings ([IIID05-03](#)). Board agendas and minutes are posted online on the college's public website. Budget Council monitors and reviews ongoing state budget updates regularly and recommends changes to the current year budget, when necessary, through the appropriate shared governance councils and committees and the board of trustees at the monthly board meetings during the review of the review the monthly financial statements. Any significant changes are noted in a separate presentation to the board to ensure timely information is available for sound financial decision making.

The college's financial management practices are evaluated during the annual

audit conducted by an independent audit firm and include a review of the college's internal controls. No material weaknesses or significant deficiencies in internal controls were identified in the most recent audit year ending June 30, 2021 ([IIID05-04](#)). In addition, the college and auxiliary organizations have a record of accomplishment of accurate financial reporting as demonstrated by unmodified opinions for the past ten years. The college audit report and the Bond Measure I report are presented annually to the board of trustees.

## **Analysis and Evaluation**

The college assures its financial integrity and responsible use of its financial resources. The college has appropriate internal control structures and control mechanisms in place and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

### **6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

#### **Evidence of Meeting the Standard**

Through various governmental reports and financial documents, the college ensures that budgets and resource allocation have a high degree of credibility and accuracy. The college presents budgets ([IIID01-04](#)) to the board of trustees for adoption three times each fiscal year ([IIID06-01](#)). The tentative budget is presented in June and is based on collaborative work between departments and budget managers. Decisions are made utilizing program reviews, annual updates, and shared governance groups such as Budget Council, Resource Alignment Committee, and Facilities Council ([IIID03-01](#); [IIID06-02](#); [IIID06-03](#)). The adopted budget, presented in September, encompasses final state allocations and awards and is balanced with unrestricted general fund reserves that exceed the minimum state recommended levels ([IIID01-02](#)). Finally, the revised adopted budget is presented in the Spring and includes any updates for new or revised state and federal awards and allocations and collective bargaining agreements.

The college routinely monitors financial activity using various reports. Monthly, year-to-date financial statements for all funds of the college are presented and reviewed by the board of trustees. External reporting is comprised of quarterly and annual financial reporting to the Chancellor's Office and the ACCJC Annual Fiscal Report ([IIID06-04](#); [IIID06-05](#); [IIID06-06](#)). Other internal monitoring of budgets and resource allocations are done by the Measure I Citizen Bond Oversight Committee and the Auxiliary Programs Board ([IIID06-07](#); [IIID06-08](#)).

During the fiscal year 2020-2021, the Resource Alignment Committee reviewed and recommended a multi-year plan to spend down the restricted lottery fund balance, allowing instructional departments to increase purchases of much-needed

supplies to support student learning ([IIID06-09](#)).

The board of trustees requires that the college change independent contracted audit firms every five years to ensure financial integrity and internal controls. Since the last accreditation self-study, the college has received an unmodified opinion and no material weaknesses or significant deficiencies for financial statements ([IIID05-04](#)).

### **Analysis and Evaluation**

All financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

### **7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

#### **Evidence of Meeting the Standard**

The college contracts with an external audit firm to provide audits of the college, the auxiliary corporation, the foundation, the Viticulture and Enology Foundation, and the Measure I Bond Fund. As evidenced by the “prior year findings section” of the annual audit ending June 30, 2021, the college responded to the annual audit findings and implemented corrective actions prior to the audit of the next fiscal year ([IIID07-01](#); [IIID07-02](#)). The annual district and Measure I Bond Fund audits are presented to the board of trustees when completed and are available publicly on the college website.

### **Analysis and Evaluation**

The college’s responses to external audit findings are comprehensive, timely, and communicated appropriately to the board of trustees and publishes the audit reports on its website.

### **8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

#### **Evidence of Meeting the Standard**

The college annually engages an external audit firm to provide financial and compliance audits of the district, the auxiliary corporation, the foundation, the Viticulture and Enology Foundation, and the Measure I Bond Fund. The college also engages its external auditors to assess specific operational and internal controls as needed. The external audit process and results provide opportunities for improvements in internal control systems and processes and adherence to the

college's Administrative Procedure 6300 ([IIID05-01](#)).

Internal control narratives are reviewed and updated by the college and auxiliary financial departments in preparation for the audit each year. These narratives allow the college to assess the validity and effectiveness of internal control procedures and allow the auditors to look for deficiencies in internal controls, establish testing criteria, and recommend improvements if necessary. While a significant deficiency was found during the audit of the fiscal year ending June 30, 2020, and was addressed immediately, no material weaknesses related to internal controls have been identified in the past 12 audit years ([IIID08-01](#)).

Since the college's self-evaluation report in 2016, Hancock assessed the use of the payroll software, Escape, hosted by the Santa Barbara County Office of Education. The college determined that integrating payroll processing with the college's newly implemented Banner ERP system would allow greater efficiency by having the salary and benefit expenditures immediately available for timely financial decisions. This change has also resulted in more accurate position budgeting during budget development and position budget adjustments due to personnel changes during the year.

### **Analysis and Evaluation**

The college's financial and internal control systems are evaluated and assessed for validity and effectiveness during the annual audit and as needed and have used the results of this assessment for improvement.

### **9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

#### **Evidence of Meeting the Standard**

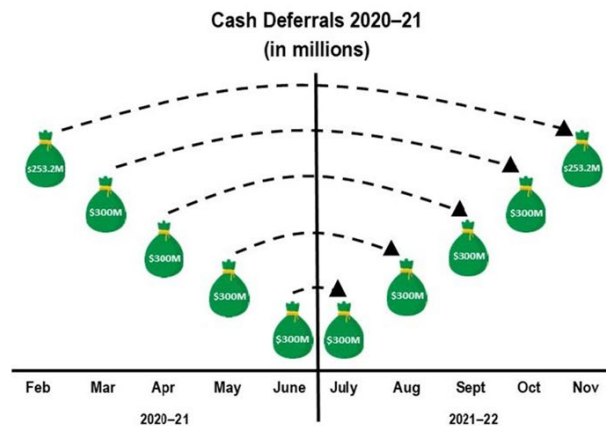
General apportionment is the primary funding source for the general unrestricted fund. The projection and management of FTES are crucial to determining financial resources available to the college. The Budget Council reviews District FTES funding caps and thresholds by college size to project FTES funding as part of the budget development process. The college Budget Analyst created a tool to project FTES funding using different scenarios to assist Budget Council with creating budget assumptions based on these scenarios ([IIID09-01](#)). This information is summarized in the annual budget book. The remaining revenue sources are from the state lottery and non-resident tuition. The college is dependent on the timely receipt of state apportionment. The college has contingency plans to manage cash shortfalls when apportionment is deferred. Monthly financial statements and quarterly financial status reports (311Q) track revenue and expenditures and ensure compliance with the annual budget.

If cash balances in the general unrestricted fund are lower than necessary to meet payroll and vendor obligations, the college has liquid funds available for short-term borrowing. As part of the cash flow contingency plan, the college requests authorization annually from the AHC board of trustees to borrow up to 60 percent of the college's equity in the Self Insurance Program for Employees (SIPE) workers' compensation insurance Joint Powers of Authority (JPA) if needed for cash flow purposes ([IIID09-02](#)).

The California Community College Chancellor's Office (CCCCO) recommends maintaining a five percent minimum fund balance. In February 2012, the board of trustees directed the administration to develop a plan for the college to achieve a ten percent reserve level. The general fund unrestricted reserve gradually exceeded the original goal of ten percent and now stands at 19.5% ([IIID09-03-Pending info confirmed by the Chancellor's Office](#)).

The college has maintained stability and has successfully addressed financial emergencies and unforeseen circumstances. In Fiscal Year (FY) 2020-21, the Governor's budget included \$992 million of state deferrals in apportionment funding to community colleges and the college experienced approximately \$13.8 million in deferred state apportionment payments. Due to the college's cash management planning and strong reserves, no short-term borrowing was necessary to meet payroll and vendor obligations. All deferrals have been eliminated as of FY 2021-22.

ALLAN HANCOCK COLLEGE State Apportionment Deferrals



### Analysis and Evaluation

The college has sufficient cash flow and reserves to ensure stability and risk

management support is in place to guard against unforeseen claims against the college. The college is able to meet financial emergencies or unforeseen occurrences due to strong financial reserves and contingency plans.

**10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Evidence of Meeting the Standard**

The college's division of Administrative Services and the Department of Business Services provide financial oversight for college operations, including financial aid, grants, externally funded programs, contractual relationships, assets, and investments.

The college's financial aid program is audited annually during the external audit ([IIID10-01](#)). The financial aid cluster is audited as a Type B major federal program in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards. In the past five years, no material weaknesses or significant deficiencies have been identified in the financial aid cluster. The Business Services Department works with the Financial Aid Department to create and reconcile financial aid drawdowns weekly.

The Business Services and Institutional Grants departments follow policies and procedures for contract and grant applications ([IIID10-02](#)). Grant accountants in Business Services and staff in Institutional Grants assist grant coordinators and project directors in developing and monitoring grant budgets. Grant accountants check to ensure expenditures comply with applicable grant or program regulations and within budgets prior to approving purchase requisitions in the Banner financial system. Financial reporting is provided to the appropriate state or federal agency as the grant guidelines require ([IIID10-03](#)).

The college provides management and financial oversight of the auxiliary organization and foundations, including the Auxiliary Programs Corporation (APC), the Allan Hancock College Foundation (AHCF), and the Viticulture and Enology Foundation ([IIID10-04](#); [IIID10-05](#); [IIID10-06](#)). The college's superintendent/president and associate superintendent/vice president, finance and administration, and college board of trustees members serve as directors on the auxiliary and foundation boards. Each entity has a board of directors that meets quarterly to review operational activities, financial performance, and applicable funding and investment activities. APC grant awards over \$500 are approved by the APC Board quarterly ([IIID10-07](#)). The financial statements of the auxiliary organization and foundations are reported to the college's board of trustees monthly and reviewed and approved by their respective board of directors quarterly. The college contracts with a certified public accountant to provide an outside audit of the auxiliary organization and foundations ([IIID10-08](#)). External audits of the auxiliary organization and foundations have resulted in



unmodified opinions, and no material weaknesses or significant deficiencies have been identified ([IIID05-04](#); [IIID10-09](#); [IIID10-10](#); [IIID10-11](#)).

The investments of the AHCF are reconciled monthly with oversight by the foundation's finance committee quarterly. The foundation holds an annual meeting with its investment advisors and Finance Committee to review each investment's performance and ensure compliance with its investment policy.

## **Analysis and Evaluation**

The college practices effective oversight of finances including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations and foundations, and institutional investments and assets. The college provides financial processing, budget development, reporting, and internal control review for all college operations. This financial oversight extends to college's auxiliary organization, the Foundation, and the Viticulture & Enology Foundation.

**11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

## **Evidence of Meeting the Standard**

### **Liabilities**

To ensure short- and long-term financial solvency, the college has established institutional goals for maintaining adequate financial reserves ([IIID01-02](#)). The Budget Council addresses short-term and long-range financial priorities and provides recommendations to the institution to fund liabilities and future obligations during the budget development process. The budget development process follows an approved budget development calendar and is interactive with input from Budget Council, Resource Alignment Committee, cabinet, and the board of trustees, and is transparent to all its constituencies. Institutional obligations are identified in the annual Budget Book, cabinet meetings, and monthly board of trustee meetings. External audits of the college and related component organizations are performed annually ([IIID11-01](#)).

The General-purpose apportionment is the primary funding source for the general fund. The projection and management of FTES are crucial to determining financial resources available to the college. The Budget Council uses various sources, including information on FTES from Institutional Effectiveness, budget assumption data from the Chancellor's Office, and the School Services of California Community College Financial Projection Dartboard, to develop the budget and multi-year financial projections ([IIID11-02](#); [IIID11-03](#)).

Budget Council was instrumental in preparing a Fiscal Cliff Simulator that projects the revenue loss to the college in the fiscal year 2025-26 unless modifications are made to the Student Center Funding Formula before the end of the fiscal year 2024-25. The Fiscal Cliff Simulator is one example of the long-range financial planning that the college engages in regularly ([IIID09-01](#)).

## Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions and pension expense, information about the fiduciary net position of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for schools (the Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value ([IIID11-04](#))

In December 2021, the college set aside \$4,542,528 in an irrevocable trust as a partial offset against future CalSTRS and CalPERS employer contribution rate increases. Assets contributed to the irrevocable Trust, based on Section 115 trust rules and an IRS Private Letter Ruling from June 2015 specific to the Trust, may only be withdrawn to pay pension costs related to the retirement systems. The college's intention is to specifically reserve and safeguard these assets in a Trust to support the funding of required employer contributions to CalSTRS and CalPERS on a long-term basis ([IIID11-05](#)).

## Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide financial statements. The current portion of unpaid compensated absences is recognized upon the occurrence of relevant events.

	Balance			Balance	
	July 1, 2020	Additions	Reductions	June 30, 2021	Due Within One Year
<b>Bonds Payable</b>					
General obligation bonds	\$ 177,604,426	\$ 2,589,003	\$ 2,875,000	\$ 177,318,429	\$ 2,530,000
Unamortized bond premium	11,130,434	-	874,696	10,255,738	874,696
Total Bonds Payable	<u>188,734,860</u>	<u>2,589,003</u>	<u>3,749,696</u>	<u>187,574,167</u>	<u>3,404,696</u>
<b>Other Long-Term Obligations</b>					
Capital leases	97,804	-	65,121	32,683	27,413
Compensated absences	1,436,148	449,127	-	1,885,275	537,163
Net pension liability	67,700,418	5,292,956	-	72,993,374	-
Total Other Long-Term Obligations	<u>69,234,370</u>	<u>5,742,083</u>	<u>65,121</u>	<u>74,911,332</u>	<u>564,576</u>
Total Long-Term Obligations	<u>\$ 257,969,230</u>	<u>\$ 8,331,086</u>	<u>\$ 3,814,817</u>	<u>\$ 262,485,499</u>	<u>\$ 3,969,272</u>

The college also participates in "load-banking" with eligible academic employees whereby the employee may teach extra courses in one period in exchange for time off in another period. At year end, there were no outstanding liabilities for load

banking. Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or at any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the college's financial statements. However, retirement credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Retirement credit for unused sick leave is applicable to all academic employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full time.

Other short- and longer-term funding obligations, such as lease agreements, technology license fees, maintenance agreements are reviewed and incorporated during budget development as needed. The Resource Alignment Committee reviews the institutionalization of grant funded positions ([IIID11-06](#)).

## **Analysis and Evaluation**

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

## **Evidence of Meeting the Standard**

The college plans for and budgets appropriately for payments of its liabilities and future obligations pursuant to Governmental Account Standards Board statements 74 and 75. As of June 30th, 2021, the college had \$9,662,945 set aside in an irrevocable trust to pre-fund the college's post-employment benefit (OPEB) liability. The college's total OPEB liability was \$8,601,931 as of June 30th, 2020 ([IIID12-01](#)).

The college ensures outstanding obligations are addressed during the budget development and adoption cycle. Outstanding debt is budgeted according to existing agreements, plans, and debt schedules. An actuarial of the college's OPEB liability is prepared annually. Disbursements from the college's irrevocable trust are used appropriately to offset the annual costs of retiree health and welfare benefits. The governing board reviews the status of the irrevocable trust monthly ([IIID12-02](#)).

## **Analysis and Evaluation**

The institution plans for and allocates appropriate resources to pay liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by GASB statements 74 and 75.

### **13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

#### **Evidence of Meeting the Standard**

To maintain its financial integrity, the college assesses and allocates resources to repay any locally incurred debt instruments annually. The college has no non-voter approved debt and therefore no obligations that can affect the institution's financial condition. The only locally incurred debt for the college is Measure I, a \$180 million general obligation bond measure approved by the voters in 2006 ([IIID13-01](#)). The college is currently spending the last \$33 million in authority in the Measure I bond capital projects on the Santa Maria campus ([IIID13-02](#)).

The Bond Measure Citizens' Bond Oversight Committee oversees bond fund spending that follows Proposition 39 ([IIID13-03](#)). Furthermore, an independent external auditor audits the bond funds each year.

Lastly, the County Auditor Controller's Office repays bond debts through the Bond Interest and Redemption Fund with local property tax collections specific to this purpose ([IIID13-04](#)).

#### **Analysis and Evaluation**

Measure I is a Proposition 39 authorized general obligation bond measure for \$180 million approved by the voters in 2006. Debt payments on the Measure I bond are secured by the full faith and credit of the Allan Hancock Joint Community College District taxpayers.

The County Auditor Controllers office ensures that debt service payments on Measure I are funded through the Bond Interest and Redemption Fund. The college has no non-voter approved debt. As a result, there are no locally incurred debt instruments that can affect the institution's financial condition.

### **14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

## **Evidence of Meeting the Standard**

Measure I is a Proposition 39 authorized general obligation bond measure for \$180 million that the voters approved in 2006. Debt payments on the Measure I bond are secured by the full faith and credit of the Allan Hancock Joint Community College District taxpayers.

The County Auditor Controllers office ensures that debt service payments on Measure I are funded through the Bond Interest and Redemption Fund. The college has no non-voter approved debt.

College programs funded through grants external to the general fund are defined as restricted grant-funded programs and follow guidelines provided by Board Policy 3280 ([IIID10-02](#)). Through the online approval process for purchase requisitions, the college assures that each expenditure is reviewed and approved by the appropriate personnel. The business services department provides oversight of grant expenditures and reports to ensure that expenditures are allowable and meet the grant and college guidelines.

The auxiliary organization and foundations, including the Auxiliary Programs Corporation (APC), the Foundation, and the Viticulture and Enology Foundation, undergo annual audits to ensure accuracy of financial statements and adherence to internal audits controls. The Auxiliary Corporation includes the Associated Student Body Government (ASBG), Associated Student Athletics (athletics), and the Pacific Conservatory of the Performing Arts (PCPA). The audit review and analysis of ASBG and athletics are included in the District Audit. PCPA, the AHC Foundation, and the AHC Viticulture and Enology Foundation each undergo their annual audit. All auxiliary and foundation audits have resulted in unmodified opinions ([IIID05-04](#); [IIID10-09](#); [IIID10-10](#); [IIID10-11](#)).

The Allan Hancock College Foundation manages 112 endowed funds valued at \$33,966,809 as of June 30, 2021. These funds include donor-restricted, board-restricted, and unrestricted endowments. As noted in Note 10, pages 20-21 of the Allan Hancock College Foundation Audit June 30, 2021, these funds are managed within the guidelines of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) to assure that they meet the donor's intended purpose ([IIID14-01](#)). Fund-raising efforts for the college are supervised by the trust, club, and foundation fund managers. Fund-raising proposals are required prior to the events. Details of the fund-raising event are requested to ensure the proceeds are used for the intended purpose.

Fund-raising efforts for PCPA are instituted through the Director of Development, who is an employee of PCPA. Funds donated over \$500 are approved by the APC Board of Directors. Funds are used for the intended purpose of the donor. For example, donors contribute for specifically named scholarship awards based on programs of study, a named scholarship committee consisting of the conservatory

directors and faculty meet and determine named scholarship recipients based on donors' intended purpose.

To ensure proper internal control and cash handling procedures are communicated and followed for auxiliary activities, a cash handling guideline was prepared and is periodically sent out to the auxiliary funds' stakeholders ([IIID14-02](#)).

### **Analysis and Evaluation**

The Allan Hancock College Board of Trustees, the superintendent/president, the vice-president of finance and administration, the department of business services, the department of auxiliary accounting services, and the financial department of PCPA provide effective financial oversight to ensure that financial resources are used with integrity and for their intended purpose.

### **15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

#### **Evidence of Meeting the Standard**

The Financial Aid Office and the college's Business Services Office work collaboratively to ensure that the college complies with federal regulations regarding all eligible federal financial aid programs, including student loans, by placing adequate internal controls.

Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with federal regulations. The Dean of Student Services, Financial Aid closely monitors and manages campus-based federal funds to ensure the funds are disbursed to eligible students. These funds include Federal Work-Study (FWS) and Federal Supplemental Educational Opportunity Grant (FSEOG), Pell Grant, and Student Loans

Allan Hancock College's Cohort Default Rate (CDR) ([IIID15-01](#)) of 7.1% shows that the college is within the 30% federal guidelines as Title IV regulations require. Student loan default rates are monitored annually by the college's Financial Aid Office.

As part of the district's annual audit, the district auditors are required to perform specific compliance reviews in accordance with the Chancellor's Office "Contracted District Audit Manual" (CDAM). Over the last 6 years of District audits, the auditors have had no findings regarding compliance with federal financial aid requirements.

### **Analysis and Evaluation**

The district is diligent in monitoring default rates and has processes and procedures ([IIID15-02](#)) to ensure compliance with federal requirements regulating Federal

Financial Aid. These processes are reviewed annually to ensure continued compliance with any changes in Federal regulations. The district's default rates are within the Federal regulations.

**16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

**Evidence of Meeting the Standard**

**Contractual Agreements**

The college maintains contractual relationships for a wide range of products and services to support the institution's educational, operational, and facility needs. These contracts may include joint powers agreements, consultant services, lease agreements, construction contracts, facility-use agreements, instructional service agreements, and the purchase of goods and services. These agreements are reviewed and approved by the director of business services, the vice-president of finance and administration, or the superintendent/president with the scope of board delegated authority. Ensuring that contractual agreements are aligned with the mission and vision of the college is a crucial aspect of granting authorization with an outside agency or service provider. In conformance with California Education Code Section 81655, the college's board of trustees provides authorization to specific employees who may act as agents of the institution for contract approval ([IIID16-01](#)).

Purchasing and contracting guidelines are provided by the business services department's "Purchasing and Contracting Guide" ([IIID16-02](#)) and ([IIID16-03](#)). The Purchasing and Contracting Guide includes requirements for bid thresholds and the formal/informal bidding process as set forth by the CCCCO ([IIID16-04](#)). Contract templates and instructions for independent contractors and service agreements are available to departments online ([IIID16-05](#); [IIID16-06](#)). Instructional Service Agreements, Contract Education, and Concurrent Enrollment Agreements are reviewed by the vice-president of academic affairs and approved by the vice-president of finance and administrative services. The college requires that all contracts entered into by its authorized agents comply with standard contract provisions, including nondiscrimination statements, hold-harmless clauses, and termination clauses when appropriate.

**Analysis and Evaluation**

The college enters into contractual agreements with various outside agencies that support the institution's mission and goals. These agreements are governed by institutional policies and include provisions to maintain institutional integrity and quality support of educational and institutional programs, services, and operations.

**Conclusions on Standard III.D: Fiscal Resources**

## **Improvement Plan(s)**

### **Evidence List**

IIID01-01 BP 6305 Reserves  
IIID01-02 AP 6305 Reserves  
IIID01-03 Budget Development Calendar 2022-23  
IIID01-04 AHC Budget Book 2021-22  
IIID02-01 BP 6200 Budget Preparation  
IIID02-02 FCMAT FHRA  
IIID03-01 Budget Council Agenda & Notes 2019-2022  
IIID03-02 Furniture Fixtures Equip Reserves  
IIID04-01 AHC Tentative Adopted Budget 2021-22  
IIID04-02 AHC Final Adopted Budget 2021-22  
IIID04-03 Augmentation-Funding Request  
IIID05-01 BP/AP 6300 Fiscal Management  
IIID05-02 Budget Transfer Purchasing Approvals  
IIID05-03 Board Mtg Monthly Financials  
IIID05-04 AHJCCD Audit Report 06302021  
IIID06-01 Revised Adopted Budget 2020-21  
IIID06-02 Resource Alignment Committee Agenda & Notes 2019-22  
IIID06-03 Facilities Council Agenda Notes 2020-22  
IIID06-04 CCFS311Q  
IIID06-05 CCFS311  
IIID06-06 ACCJC Report  
IIID06-07 COC Agenda 02242022  
IIID06-08 FA Report Auxiliary Programs  
IIID06-09 Restricted Lottery Guideline Form  
IIID07-01 Board Approval Audit Report Year End 06302021  
IIID07-02 AHC Audit Report 06302021 pp89-90  
IIID08-01 AHC Audit Report 06302020 pp86-87  
IIID09-01 Fiscal Cliff Simulator  
IIID09-02 60 Percent SIPE Board Item Oct 2021  
IIID09-03 AHC Budget Book 2021-22 Budget Summary pp1-5  
IIID10-01 AHC Audit Report 06302021 pp69-71  
IIID10-02 BP/AP3280 Grant Funded Programs  
IIID10-03 Grant Procedures Manual Pg18  
IIID10-04 Master Agreement AHC Auxiliary Programs Corporation  
IIID10-05 Master Agreement AHC Foundation  
IIID10-06 Master Agreement AHCJCCD and AHC V&E Foundation  
IIID10-07 Auxiliary Programs Corporation Board Item 5C\_Pg11  
IIID10-08 CWDL Engagement Letter



IIID10-09 PCPA Audit Report 06302021  
IIID10-10 AHC Foundation Audit Report 06302021  
IIID10-11 AHC V&E Foundation Audit Report 06302021  
IIID11-01 AHC External Audits Year End 06302021  
IIID11-02 Budget Council Assumptions  
IIID11-03 SSC Dartboard  
IIID11-04 AHJCCD Audit Report 06302021 pp48-57  
IIID11-05 CalSTRS and CalPERS Trust Board Item  
IIID11-06 Resource Alignment Committee Notes 09132021  
IIID12-01 AHC Actuarial OPEB GASB 75 Report 06302021  
IIID12-02 Market Cost Reconciliation USBank  
IIID13-01 Voters Approval COC Report 2007  
IIID13-02 Measure I Bond Capital Projects 2021-22  
IIID13-03 Measure I Bond Audit June 2021  
IIID13-04 AHC 2021-22 Budget Book pp28-29  
IIID14-01 AHC Foundation Audit Report 06302021 pp20-21  
IIID14-02 Cash Handling Guidelines  
IIID15-01 Cohort Default Rate History NSLDS March2022  
IIID15-02 AHC Student Loan Exit Couns Procedures  
IIID16-01 Board Resolution 20-08  
IIID16-02 Purchasing Contracts Guide  
IIID16-03 BP/AP 6330 Purchasing  
IIID16-04 Bid Threshold Adjustment 2022  
IIID16-05 Independent Contractor/Professional Services Agreement  
IIID16-06 Guidelines for Independent Contractor Agreement and Professional Services Agreements

## **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### **A. Decision-Making Roles and Processes**

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

#### **Evidence of Meeting the Standard**

Leaders at Allan Hancock College are committed to changing the odds for students through the creation of innovative initiatives, the continual improvement of existing programs, and the eradication of structural barriers to student success. This college-wide ethos is supported through formal shared governance structures as described in the Councils and Committees Pathways to Decisions Manual ([IVA01-01](#)). College leadership also encourages and supports ad hoc, self-formed task forces and cross-departmental collaboration to find solutions to specific concerns and to capitalize on timely opportunities. Recent examples provide evidence of this commitment.

The first example is a faculty-driven initiative to improve program review at Allan Hancock College. Program review follows the process used by many colleges: a six-year comprehensive review followed by a series of annual updates. This process proved successful for important improvements to programs, particularly in regard to updating curriculum, supporting new faculty requests, and identifying equipment needs.

Faculty, however, expressed concern that the process front-loaded the bulk of work and that annual reviews lacked the impact to make in-depth assessments of program progress. To address this issue, faculty launched a committee to revamp the process that focuses on “core topics” that are central to building a successful

program. The six-year cycle remains, but during the period of annual evaluation, faculty will focus on one of five areas in relation to program improvement:

- Innovative Scheduling
- Curriculum and Teaching Design
- Education and Industry Partnerships
- Enrollment Trends and Efficiency
- Academic Services and Support

Each topic has its own set of prompts to guide the analysis, and the Program Review Guide ([IVA01-02](#)) offers suggestions based on each core topic, including:

- Data used
- Challenges
- Plans for changes or innovation
- Measures for changes
- Resources needed

At the end of the five-year cycle, the comprehensive update requires a much less laborious process to assess the long-term progress of an area. This faculty-driven project includes presentations to committees, councils, department chair meetings, and the deans' council before ultimately being adopted by the Academic Senate and the college's governing body.

In a second example, Hancock leveraged the shared governance process for the successful creation and implementation of a new position, the Director of Student Health and Wellness Center. When the college decided to construct a much-needed free-standing wellness center on campus, the Vice-President for Student Services (VPSS) recognized the need for a dedicated director for the new space and new accompanying programs that the facility would allow. The VPSS recognized the value that the shared governance process would bring to defining and improving the role of the new position, so she vetted the proposal first through the Student Services Council, which recommended it for adoption and referred their recommendation to the Resource Alignment Committee (RAC) to determine if the position would be an appropriate and advantageous use of the college funds ([IVA01-03](#)).

The RAC requested that Facilities Council review the proposal since the position would oversee a campus building ([IVA01-04](#)), before they forwarded the proposal to Budget Council for consideration for inclusion in the next fiscal year budget ([IVA01-05](#)). After it achieved consensus in Budget Council, the Executive Committee of the Academic Senate reviewed and approved the position at College Council, which is the body at the end of the shared governance process. College Council discussed the proposal and formally recommended it for adoption to the board of trustees ([IVA01-06](#)). On May 10, 2022, the board of trustees approved the creation of the new position ([IVA01-07](#)), and the position was advertised by Human Resources soon thereafter. Because the position advanced through the shared governance process, all campus constituencies had the opportunity to contribute to the formation of this role, and they shaped the position in important

ways that a single administrator would not have the perspective to accomplish.

## **Analysis and Evaluation**

The college has a well-developed and high-functioning process for participative planning and implementation, with all campus constituencies regularly contributing to institutional innovation and effectiveness. The process allows for any group to bring proposals and recommendations through the structure, which happens routinely. The college also encourages and has developed a culture of innovation and cross-departmental collaboration to seize timely opportunities, improve current programs, and remove barriers to student success.

**2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

### **Evidence of Meeting the Standard**

The 2021-27 Educational Master Plan names “collaboration,” “mutual respect,” and “shared governance” among the values that guide planning and implementation of institutional goals ([IVA02-01](#)). Along with the structures and procedures detailed in the Councils and Committees Pathways to Decisions (CCPD) manual, which was last updated in 2020, Allan Hancock College operates with an assumption of open, honest, and effective decision-making that depends on participation from all campus constituencies.

Shared governance is the foundation of decision-making at Hancock. The Board of Trustees affirms this value, stating “Allan Hancock College is strongly committed to the concept and the practice of shared governance as a process for institutional decision-making. Shared governance is the meaningful involvement of those affected by decisions in the decision-making process in a climate of mutual trust and respect.” The Associated Student Body Government also affirms in their constitutional preamble, “the role that students play in institutional maintenance and change at all levels” of college governance ([IVA02-02](#); [IVA02-03](#)).

The CCPD manual manifests this commitment and details the pathways that decisions must follow through a well-defined committee and council structure. It defines councils as standing bodies that recommend and review policies, procedures, and institutional performance, and make recommendations for institutional improvement. Hancock currently has seven councils that cover essential aspects of college operation: Budget Council, Facilities Council, Human Resources Council, Institutional Effectiveness Council, Student Learning Council, Student Services Council, and Technology Council.

Councils are co-chaired by faculty and administration and have membership from the eight constituencies: administration, Academic Senate, Full-time Faculty Association, Part-time Faculty Association, CSEA, supervisory/confidential, management, and students (via the Associated Student Body Government). Committees have a narrower focus and report to a related council. Their membership includes relevant campus representatives with expertise in the focus area and may make recommendations regarding institutional operational practices related to their areas of expertise. Throughout these processes, campus constituencies are responsible for their participation and contributions ([IVA02-04](#)).

Most recommendations for improvement at the college originate in or are vetted through the council structure (including the Academic Senate). Council meetings are open to the community, and any individual, regardless of whether they are a member of the council or committee, can raise an issue for consideration at a council, which may then act or assign suggestions to committees for further study. Administrators and faculty have additional pathways based on their responsibilities for educational quality: faculty may bring initiatives to the Academic Senate for consideration, and administrators can submit proposals through the President's Cabinet.

Administrators are expected to propose recommendations as well as managing and implementing final decisions. Administrators meet with the President's Cabinet monthly and in smaller, informal groups. The president and cabinet hold monthly meetings with academic and student service deans to focus on student support and learning, institutional advancement, and institutional effectiveness.

Staff members are also key to the decision-making process. Both staff categories, classified (CSEA bargaining unit members) and confidential/supervisory (those who handle sensitive information or have oversight of staff), participate in councils and committees and often provide staffing for task forces.

Students play an important and integral role in decision-making at Hancock. The Associated Student Body Government holds regular public meetings, and representatives from this body are appointed members of the shared governance councils ([IVA02-05](#)). Students participate in hiring faculty, administrators, and staff by serving on selection committees and participating in the annual planning retreat ([IVA02-10](#)). An elected student trustee serves on the Board of Trustees and informs the board of student views and issues. The student trustee casts an advisory vote on all issues not related to discipline. The Board also welcomes input from students during public comment, and an ASBG president gives a student update to the board monthly.

Students participating on campus councils and committees are also enrolled in Leadership 111 "Principles and Practices of Student Government" ([IVA02-06](#)) or Leadership 112 "Practices and Application of Leadership Applications" ([IVA02-07](#)). These classes teach leadership skills and perspectives while students are participating in the shared governance process. Leadership classes meet weekly wherein student representatives to councils and committees give reports on the

meetings they attend and gather feedback from the class to report back to their respective committees and councils. Minutes of each weekly meeting are recorded and posted for public access ([IVA02-11](#)).

A recent example of a student-led initiative involves the physical re-location of the Veteran's Success Center in 2022. Two years prior, the ASBG president, who was also a veteran, identified and articulated the need for more space for veterans on campus beyond the small one-room center the college had used for several years. The room was adjacent to the student center cafeteria, which was a loud and busy area that made quiet study difficult for student veterans.

In March of 2020, the ASBG president worked with the head of facilities to identify a new space in a quieter location and develop a floorplan for an expanded center. He took the plan through the shared governance process, including consensus from the Facilities Council and a vote of approval from ASBG to repurpose the former space into a Basic Needs office ([IVA02-09](#)).

### **Analysis and Evaluation**

Shared governance is a core value at Hancock, and the college has clear policies and procedures for campus-wide participation in institutional governance and decision-making. The CCPD is a long-standing, collaboratively created document that is routinely updated and provides the structures through which the campus collaborates and makes decisions ([IVA02-08](#)). As a student-centered institution, Hancock takes care to ensure that students have opportunities for input and collaboration, as well as the skills and training to be effective in their participation.

**3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

### **Evidence of Meeting the Standard**

First drafted in 2008, the Councils and Committees Pathways to Decisions manual ([IVA01-01](#)) clearly defines the roles of faculty and administrators in institutional governance. As the document establishes, all councils are co-chaired by an administrator and a faculty member (appointed by Academic Senate), and council agendas are established collaboratively. All council recommendations are forwarded to the College Council (CC) for review and consideration. With representation from all eight campus constituency groups, College Council integrates strategic planning and resource allocation resulting in recommendations to the president on policies, procedures, budget, and related other issues. College Council reviews proposed board policies and recommends revisions to those policies prior to submission to the board of trustees ([IVA03-01](#)).

Hancock's integrated planning process includes an annual planning retreat designed and facilitated by the Institutional Effectiveness Council. Attendees

include faculty, staff, trustees, administrators, managers, and students. The 2020 retreat provided campuswide input to the Educational Master Plan, which the board of trustees adopted on January 12, 2021 ([IVA03-02](#); [IVA03-03](#)). Led by an external facilitator, the two-day off-site event engaged 75 faculty, staff, administrators, trustees, and students to collect college-wide input to draft the new Educational Master Plan. The retreat focused on the student journey to identify “loss and momentum points” in the pipeline, as defined by the Completion by Design framework ([IVA03-04](#)). Participants worked in small groups on strategies for one journey point of their choosing. Institutional Effectiveness provided data for each pathway point as resources for the groups to articulate outcomes and strategies to decrease loss points ([IVA03-05](#)). The results from this meeting were integral to the goals and strategies included in the Educational Master Plan, which replaced the college’s Strategic Plan as a guiding framework for goals and planning.

## **Analysis and Evaluation**

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Institutional policies and procedures describe the roles for each group in governance, including planning and budget development.

### **4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

#### **Evidence of Meeting the Standard**

Hancock’s faculty, under the leadership and guidance of the Vice President for Academic Affairs, holds responsibility for recommendations about curriculum and other educational matters. Board Policy 4020, “Program, Curriculum, and Course Development,” stipulates that the Board of Trustees “delegates to the Academic Senate through its Curriculum Committee the authority to establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance” ([IVA04-01](#)). The Councils and Committees Pathways to Decisions manual also outlines the expectations of faculty and administrators in curriculum development ([IVA01-01](#)). Board Policy 4020 also makes clear that the Board of Trustees maintains final authority and responsibility for curriculum.

The Academic Senate is central to the curriculum development process. The Academic Policy and Planning Committee (AP&P) serves as a gatekeeping function for curriculum and program development, and the full Senate reviews recommendations from AP&P twice annually. The committee maintains online resources for faculty developing and reviewing curriculum and programs. Agendas, minutes, summary reports, and other resources are freely available to

all college faculty, staff, and administration ([IVA04-02](#); [IVA04-03](#); [IVA04-04](#)).

The Student Learning Council is another example of a shared governance entity, co-chaired by a faculty member appointed by the Academic Senate and the Vice President of Academic Affairs, that effectively advocates for student learning. The Council develops and recommends strategies to support, protect, and improve student learning programs. It advances and encourages innovation in teaching and learning to meet existing and emerging student needs. This council also oversees the Distance Learning committee, which recommends policies, procedures, and technologies to enhance the quality of student learning and services for online and other forms of distance education. All these committee members include faculty, staff, administration, and students ([IVA04-05](#)).

The Student Services Council, co-chaired by a faculty member appointed by the Academic Senate and the Vice President of Student Services, advocates for effective student services. It recommends strategies to support, protect, and improve student service programs, and advances and encourages innovation in services to meet students' existing and changing needs. It oversees several subcommittees, including the Student Success and Equity committee, which provides recommendations on policies and procedures that impact student equity; the Campus Support and Assessment team, which is a hub of resources focused on prevention and early detection of individuals experiencing distress or engaging in harmful or disruptive behaviors; and the Outreach committee, which coordinates strategies and policies related to engagement of current and prospective students ([IVA04-06](#)).

The Academic Senate Executive Committee plays a key role in curricular and other educational matters. Tenured and tenure-track faculty elect five faculty to the Academic Senate Executive committee each year. Executive Committee members often attend statewide Academic Senate sessions to remain current with issues facing students. They also appoint faculty co-chairs to all councils and assign Academic Senate faculty representatives to all committees, with the approval of the full Academic Senate. This process includes appointments to the Student Services Council, the Student Learning Council, and other entities that make recommendations concerning student learning and services ([IVA04-07](#)).

## **Analysis and Evaluation**

The Councils and Committees Pathways to Decisions (CCPD) clearly describes the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters. It provides both the guiding principles and the day-to-day procedures for the college's shared governance processes. As such, it is the *de facto* contract that members of councils and committees agree to and follow as part of the college's decision-making process. The document is routinely reviewed and updated as needed, most recently in 2020.



**5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

### **Evidence of Meeting the Standard**

Decision-making at Hancock is well-defined, collaborative, and effective at both the board and institutional levels. The council and committee structure, as defined in the CCPD ([IVA01-01](#)), along with a stable and high-functioning board of trustees, produces timely, informed, and collaborative decisions.

Across the institution, all committees and councils ultimately make reports to the College Council, which provides recommendations for the college president to take to the Board of Trustees. Councils serve as recommending entities and depend on informed input from a diversity of perspectives from faculty, administrators, students, and staff in making recommendations. Committees and subcommittees provide subject matter expertise for council consideration and are comprised of members with professional proximity to the matters their committee is considering. For example, the Web Services Committee is comprised of staff and faculty with knowledge of issues related to designing and maintaining an effective institutional web presence, as well as institutional stakeholders whose work is impacted by the college's web strategy. This committee then makes recommendations to the Technology Council ([IVA05-01](#)).

Once recommendations reach consensus in a council, the council chairperson presents the proposal to the College Council for consideration. College Council takes one of three actions with council recommendations: recommend approval to the superintendent/president, declare that consensus does not exist to support the recommendation, or return the item to the council for further consideration or revisions. Rarely does a recommendation reach the college council that does not already have broad consensus, thanks in large part to the effectiveness of the council process (which requires consensus from multiple constituencies before the recommendation is moved ahead). As such, most items that come to College Council receive consensus and therefore recommendation.

On a monthly basis, the board of trustees considers recommendations made by the council structure, such as the revision of relevant board policies ([IVA05-02](#)). The Board hears presentations at its monthly meetings to share the perspectives and expertise of various departments or individuals, such as faculty who present outcomes from sabbatical projects or administrators sharing outcomes of programs and initiatives ([IVA05-03](#)). The board also invites external experts, such as financial advisors or construction contractors, to present timely information on relevant initiatives the college is advancing ([IVA05-04](#)).

Communication of decisions happens in several ways. All agendas and

minutes/notes from councils, committees, and the board of trustees are posted online where all constituencies have timely access to them. Significant decisions that have campus-wide impacts are communicated by the Office of the President or other appropriate administrators. Constituency leaders also have the responsibility to communicate salient information back to their constituency groups.

Curricular changes are proposed in accordance with the board policy that recognizes faculty authority for curriculum ([IVA04-01](#)). AP&P informs faculty when curriculum proposals can be submitted for consideration, which keeps the process moving in a timely manner. Curricular recommendations based on faculty expertise move from AP&P through the Academic Senate to the Board of Trustees. Once approved, changes are documented in the CurriQunet system after approval from the Board, the Chancellor's Office and, if necessary, ACCJC. A recent example of this process is the proposal and board's adoption of a new A.A. program in Latino/a Studies ([IVA05-05](#)).

## **Analysis and Evaluation**

The college maintains approved policies specifying the participation and roles of campus constituency groups and takes care to distinguish curricular decisions from broader institutional concerns. The breadth of involvement detailed in the CCPD ensures a diversity of opinions are included in decision-making. Campus groups understand their roles and regularly participate in council and committee meetings on behalf of their constituency groups. The college maintains structures for communicating decisions and ensuring transparency of council and committee deliberations.

## **6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

### **Evidence of Meeting the Standard**

The Councils and Committees Pathways to Decisions manual ([IVA01-01](#)) is the guiding document that describes how decisions are made at Hancock and is available in the myHancock portal to all faculty, staff, and students. This document is enacted through shared governance processes, which are documented in agendas, meeting notes, and other resources on the myHancock portal and is accessible to the campus community ([IVA06-01](#); [IVA06-02](#)). College Council operates as the final integrating entity for all recommendations produced by councils and committees to the superintendent/president. Schedules for all councils and committees are posted for the year, and meetings are open to anyone in the college community to attend ([IVA06-03](#)).

Each month, the secretary to the board of trustees emails agendas and meeting times/places to faculty, staff, and students in advance of monthly board of trustees meetings ([IVA6-04](#)). After each monthly meeting, the secretary also

posts board minutes, which include decisions made by the board (that are allowed to be shared publicly), on the college website ([IVA06-05](#)).

Important information is disseminated throughout the Hancock community in a variety of ways. Important news and decisions are communicated as needed by email to the campus community. Particularly during the pandemic, email communication from the president about masking, vaccinations requirements, and expected conduct was critically important, especially after actions by the board of trustees ([IVA06-06](#)). Students also receive text notifications for time-sensitive information ([IVA06-07](#)). The Office of Public Affairs and Communications distributes a weekly email to the internal community that details notable events and other news from the week ([IVA06-08](#)), and Hancock's social media accounts also serve as an important source of timely information ([IVA06-09](#)). Additionally, weekly updates from the superintendent/president to the board of trustees are shared with the campus ([IVC12-04](#)).

In addition to internal communications, the Office of Public Affairs and Communication issues regular press releases and is often featured by local newspapers and news stations ([IVA06-10](#)).

## **Analysis and Evaluation**

The college has well-defined processes and robust multi-channel media for communicating decisions and other important information to all campus constituents.

**7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## **Evidence of Meeting the Standard**

The Council and Committees Pathways to Decisions (CCPD) manual clearly defines governance structures and articulates the roles and expectations of the college's constituency groups within that structure. It includes instructions and expectations for regular evaluation to assess the integrity and effectiveness of these processes. The document tasks the Institutional Effectiveness Council, one of the college's eight shared governance councils, to develop and implement processes to assess the integrity and effectiveness of governance and decision-making structures and processes, and then communicate those results and recommend their use for institutional improvement. Board Policy 2510, which sets the general policy for the college's commitment to shared governance, is reviewed as part of the regular policy cycle ([IVA02-03](#)).

## **Councils/committees reviews CCPD, establish goals, and review progress.**

One mechanism for evaluation of governance and decision-making is the annual Reports of Accomplishments assembled by the Institutional Effectiveness Council that compiles highlights across all eight councils for review. For example, the 2018-19 document ([IVA07-01](#)) reported that the councils revised and updated 52 board policies and 44 administrative procedures in total. The reports also highlight challenges identified by the councils. A recurring challenge, for example, is consistency in participation of all constituencies in all councils. An accompanying recommendation suggests that all constituencies appoint a backup representative to help ensure consistent participation. Each year, the Report of Accomplishments is presented and discussed by College Council prior to being shared with the board of trustees ([IVA07-02](#)).

Another process of evaluation is the regular use of campus surveys. The Office of Institutional Effectiveness conducts surveys throughout the year on various topics of interest with generally strong participation. The surveys are usually initiated by a group or department seeking data for a change in policy or the implementation of a new program. The focus of the surveys range from discreet topics such as food and beverage preferences, athletics branding, and electric vehicles to broader institutional questions such as pandemic response, student financial security, and adult learner issues. All surveys and results are posted online for public review. ([IVA07-03](#))

In 2018, the college contracted with a third party (the national consulting firm Korn Ferry) to design and administer a campus climate survey ([IVA07-04](#)). The survey was administered across all staff and faculty groups and received a robust 48% response rate from permanent employees (including 81% of administrators, 47% of classified staff, and 47% of full-time faculty; part-time faculty were also surveyed, but a ratio is difficult to calculate because it went to all adjuncts, even if they weren't teaching that year).

Upon completion of the survey instrument, Korn Ferry held focus groups on campus to better understand certain aspects of the survey data. The Institutional Effectiveness Council, College Council and the President's Cabinet reviewed the results, and the report was disseminated across the campus community. The report resulted in concrete changes. For example, trust in and communication from senior administration was noted as an opportunity for improvement. In response, the Office of the President launched several new communications efforts, including First Friday Forums ([IVA07-05](#)), more frequent town halls, weekly open office hours for senior administrators ([IVA07-06](#)), and a President's Podcast produced by the Office of Public Affairs and Communications ([IVA07-07](#)). The President also engaged an organizational development firm to facilitate training and one-on-one coaching with the President's cabinet on gaining and maintaining trust in an organization.

In Spring 2022, the same climate survey was administered by the college to assess changes from four years prior. The survey received a 65% response rate

from permanent employees (not including part-time faculty), with an increase in full-time faculty participation but a decline in part-time faculty participation. Survey results were compiled and disseminated to all constituencies and posted on the college's website ([IVA07-08](#)). The VP for Institutional Effectiveness made presentations to key groups such as College Council, Academic Senate, the Administrative Team, the classified staff association, and others. A steering committee comprised of representatives from campus constituencies is also discussing the results and recommendations for next steps and the new survey was the focus of a campuswide facilitated conversation at the Fall 2022 Convocation. Notable in the results is the section on Confidence in Leadership, which showed modest and measured improvements in communication and trust.

Finally, in 2019-20, the Office of Institutional Research received a grant to engage the Institutional Effectiveness Partnership Initiative, which provides a Partnership Resource Team to help assess the college's integrated planning and processes. The outside assessment and findings were helpful in identifying strengths and opportunities and proved invaluable in the formulation of the college's Educational Master Plan, which was approved by the board on January 12, 2022 ([IVA07-09](#)). Progress on recommendations slowed somewhat during the pandemic, but the college has integrated and implemented approximately 75 percent of the group's recommendations

## **Analysis and Evaluation**

The college routinely assesses its governance and decision-making structures through multiple instruments and processes. In its commitment to transparency, the results are disseminated to all constituencies and posted online for public review. Results are regularly examined for possible improvements in process or adjustments in policy and discussed in a variety of settings to gain insight and input into how new information can be leveraged for institutional improvement.

## **Conclusions on Standard IV.A: Decision-Making Roles and Processes**

### **Improvement Plan(s)**

### **Evidence List**

IVA01-01 Councils and Committees Pathways to Decisions Manual (CCPD)

IVA01-02 Program Review Step Guide for ASE

IVA01-03 RAC notes

IVA01-04 Facilities Council notes

IVA01-05 Budget Committee notes

IVA01-06 BOT minutes

IVA02-01 Educational Master Plan, Pg. 4

IVA02-02 Associated Student Body Constitution

IVA02-03 Shared Governance Policy 2510

IVA02-04 CCPD, pg. 27  
IVA02-05 ASBG Policies (5400, 5410, 5420)  
IVA02-06 Leadership 111 & 112 Course Outline of Record  
IVA02-07 Decision making flow chart CCPD Page 30 and BP 2410  
IVA02-08 CCPD Page 1  
IVA02-09 Facilities Council notes 11-18-2021  
IVA02-10 Planning retreat attendance list  
IVA02-11 ASBG Minutes 06-06-22  
IVA03-01 CC Notes - 4-18-22  
IVA03-02 Educational Master Plan  
IVA03-03 EMP Approval by BOT  
IVA03-04 Completion by Design document  
IVA03-05 Planning Retreat Agenda, RSVP lists  
IVA04-01 Board Policy 4020  
IVA04-02 Academic Policy and Planning Committee Sample Agenda  
IVA04-03 Academic Policy and Planning Committee Minutes  
IVA04-04 Academic Policy and Planning Committee Summary Report  
IVA04-05 Student Learning Council Charter  
IVA04-06 Student Services Council Charter  
IVA04-07 Academic Senate Minutes approving appointments  
IVA05-01 Web Services Committee Membership, Charter  
IVA05-02 Board Minutes approving new/revised BPs  
IVA05-03 Board Minutes: Staff Presentation  
IVA05-04 Board Minutes: External Presentation  
IVA05-05 Example: Approval of Latino/a Studies degree  
IVA06-01 Portal image  
IVA06-02 Council agendas and minutes  
IVA06-03 College Council Schedule  
IVA06-04 Board Book Email  
IVA06-05 BOT Documents on public site  
IVA06-06 Sample communications during pandemic  
IVA06-07 Sample RAVE message  
IVA06-08 Weekly News email  
IVA06-09 Social media sample  
IVA06-10 AHC Press Release  
IVA07-01 Compiled Reports of Accomplishments  
IVA07-02 College Council notes when report was discussed.  
IVA07-03 Campus Climate Survey 2018  
IVA07-04 Campus Climate Survey 2022  
IVA07-05 Institutional Research Survey Results  
IVA07-06 First Friday Forums (schedule)

IVA07-07 Open office hours for senior administrators (schedule)

IVA07-08 President's Podcast

IVA07-09 Model IEPI Plan AHC Report

## **B. Chief Executive Officer**

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### **Evidence of Meeting the Standard**

The board of trustees assigns to the superintendent/president “the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action” ([IVB01-01](#)). As the chief executive officer of the college and district, the superintendent/president therefore has ultimate responsibility for the quality of the institution. This responsibility is also made clear in the superintendent/president’s job description, as adopted by the board of trustees ([IVB01-02](#)).

The superintendent/president regularly communicates the importance of a culture of evidence and a focus on student learning through formal and informal channels. At the beginning of fall and spring semesters, the superintendent/president holds an All Staff Day convocation for faculty and staff to provide updates on the institutional mission and participation collaborative workshops to work on college priorities ([IVB01-03](#)). Each year, the superintendent/president also holds an annual two-day planning retreat to evaluate progress on overall goals and set priorities ([IVB01-04](#)). The 2019 retreat, for example, provided valuable campus insight and evidence for a new Educational Master Plan ([IVA03-02](#)), which aligned educational priorities, student services, and strategic institutional planning into one document.

The superintendent/president co-chairs College Council, the shared governance entity that makes recommendations to the Board of Trustees on decisions affecting all areas of the college, including budget. The superintendent/president initiates the budget process by conveying trustee goals to constituent groups. This provides guidance to the Budget Council as it develops options and recommendations for consideration by College Council and the board of directors.

Recruiting quality faculty is key to the superintendent/president’s ability to improve institutional effectiveness. The Faculty Hiring Policy ([IVB01-05](#)) clearly outlines the process for vetting and hiring new faculty, which includes input from faculty department chairs, the Academic Senate, and the associate superintendent/vice president for academic affairs. As with managerial and administrative hires, the superintendent/president conducts final interviews with faculty candidates, as it is the CEO that recommends new faculty to the board of trustees.

### **Analysis and Evaluation**

Hancock’s president regularly communicates important information internally and externally through a variety of means, including important decisions, expectations, and goals—especially the importance of a student-centered culture that is informed



by a culture of evidence. The college has appropriate processes in place that connects institutional research to planning and allocation of resources for a vision articulated by the president.

**2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Evidence of Meeting the Standard**

Allan Hancock College Board Policy 2430 ([IVB01-01](#)) places responsibility for creating and filling administrative positions to the superintendent/president and the board of trustees, supported by a shared governance review process. The college administrative structure aligns with the mission, vision, and values of the college and is of an appropriate size to support its goals and purposes.

The president ensures that administrators meet regularly in a variety of settings to collaborate and communicate about their duties. The President's Cabinet convenes weekly, or more often when necessary ([IVB02-01](#)). Academic deans meet weekly with the vice president of academic affairs and monthly with the president's cabinet. Directors and managers meet with shared governance councils and committees, as well as departmental working groups and task forces in their areas. The administrative team (Cabinet-level leaders, administrators, and managers) meets monthly to discuss progress on institutional goals, team accomplishments, and other timely and relevant topics.

The superintendent/president delegates appropriate authority to administrators ([IVB02-02](#)), which is documented in their position descriptions ([IVB02-03](#)). The president also ensures that administrators conduct program reviews and program review updates in their areas, which provide details on accomplished activities ([IVB02-04](#)).

Organizational structure is evaluated and discussed within the shared governance process and helps inform the administrative structure established by the college president. For example, as the college takes on more responsibility for student basic needs, the president has led a conversation that created new positions to support students. During the 2022-2023 academic year, the board of trustees approved the college's first Director of Student Health and Wellness Center to oversee student health, the new basic needs office (including newly appointed dedicated staff) and food pantry operations ([IVA01-06](#)).

### **Analysis and Evaluation**

The college's president appropriately delegates authority to the administrative team, maintains engagement with that team, and evaluates the performance through well-defined processes and policies.

### **3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves achievement and learning; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

#### **Evidence of Meeting the Standard**

The president is responsible for and leads institutional improvement at Allan Hancock College. The shared governance structure is central to this effort.

Despite the disruption of the pandemic, existing policies and procedures allowed the college to operate well and produce improvements. For example, the board of trustees adopted a new Educational Master Plan on January 12, 2021 ([IVA03-03](#)) to serve as the college's primary strategic planning document through 2026. In 2020-21, the Planning Retreat and Student Success Summit took place (virtually) after postponement from the year prior ([IVB01-04](#)).

Even during the most challenging environment in the college's recent history, the shared governance process successfully recommended several improvements. For example, shared governance councils recommended updates for 87 board policies and 101 administrative procedures to the board of trustees during the pandemic. In response to racial and equity issues that became a national focus in the summer of 2020, the president formed a new Diversity, Equity, and Inclusion task force to address issues of systemic inequality on campus ([IVB03-01](#))

The board of trustees establish standards and expectations for student success and achievement, informed by the recommendation of the president in consultation with Academic Senate and councils. Student achievement data are regularly reviewed, and the college revises Institution-set standards as warranted through shared governance councils when preparing the annual ACCJC report each spring ([IVB03-02](#)).

The president ensures dissemination of data and analysis about the college's institutional improvement. The superintendent/president works closely with the vice-president for institutional effectiveness to ensure the college is conducting

appropriate and high-quality research. Data from the student information system (Banner), institutional effectiveness dashboards (Tableau), internal reports to the CCCCCO, and the Santa Barbara County Economic Forecast are all central to planning and decision-making. The Office of Institutional Effectiveness prepares the annual AHC Fact Book that is a compilation of data valuable for institutional decision-making ([IVB03-03](#)).

The president ensures resource allocation processes support institutional improvement of teaching and learning. To better facilitate this function, the president created the Resource Alignment Committee, comprised of representatives of all campus constituencies, to vet proposals and prioritize funding requests to maximize effectiveness for student success and institutional effectiveness ([IVB03-04](#)). College Council, which works on a consensus model, makes final recommendations on expenditure proposals to the superintendent/president to take to the board of trustees.

The president also serves as an ex-officio member of the Institutional Effectiveness Council (IEC), which evaluates planning and shared governance processes. Committees and councils annually report their achievements and challenges to the IEC, where they are reviewed and compiled as a record of actions taken to improve learning and achievement ([IVB03-05](#)). This committee periodically surveys both the college community at large and council and committee members regarding their understanding and satisfaction with the planning and decision-making process as outlined in the CCPD.

## **Analysis and Evaluation**

The president effectively ensures that evaluation and planning are based on rigorous research and analysis from internal and external sources, and that the institution allocates sufficient available resources to realistically work toward institutional goals and standards of student learning. The president ensures that policies and processes that provide for this level of integration are in place and functional in the college.

**4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

## **Evidence of Meeting the Standard**

The president ensures accreditation compliance and reporting are current and ongoing ([IVB04-01](#)). The president and accreditation liaison officer (ALO) stay current on changes in eligibility requirements, accreditation standards, and commission policies by attending ACCJC training sessions and consulting commission publications. The ALO also is a member of the president's cabinet and keeps the

senior administrative team updated on critical issues and updates in the accreditation process.

To kick-off the accreditation process, the president convened the accreditation leadership team for an orientation ([IVB04-02](#)). The president assembled a team comprised of a broad and inclusive segment of leaders from across campus that have direct knowledge of and involvement in the daily leadership of the college ([IVB04-03](#)).

As part of an ongoing commitment to supporting accreditation, the president meets regularly with the ALO to stay abreast of substantive changes, annual reports, and the college's self-evaluation reports. The president and other senior administrators and faculty also lead and participate in site visits for other institutions, which are critical to sharing information and perspectives on the college's own accreditation processes and progress. In the last five years, college representatives participated in numerous accreditation reviews (Hancock's president chaired three of those reviews), and administrators are encouraged to participate on visiting teams so that familiarity with accreditation is more widely diffused throughout the college.

Faculty, staff, and administrators play a central role in meeting or exceeding accreditation standards. Faculty maintain curriculum standards, and the college funds faculty to support their efforts in curriculum planning and accreditation reporting. Faculty also lead the assessment of student learning outcomes and development of improvement plans. The board of trustees is informed on accreditation issues by the president, and they review major accreditation documents, such as the midterm report ([IVB04-04](#)).

Standing councils also discuss relevant accreditation standards, policies, and requirements as part of campus governance and decision-making. The Institutional Effectiveness Council, in particular, has a primary responsibility for accreditation ([IVB04-05](#)).

The president ensures the campus is aware of accreditation activities and communicates the importance accreditation compliance is an ongoing, all-encompassing, and inclusive priority. All Staff convocations often include topics related to accreditation and updates are Accreditation topics are frequently addressed at all-staff convocations ([IVB04-06](#)), and updates are provided regularly through campus emails and newsletters ([IVB04-07](#)). Input on ACCJC reports (for example, the Institutional Self Evaluation Report) is sought from all constituencies, and draft reports are posted on the college website and revised based on comments and corrections ([IVB04-08](#)).

## **Analysis and Evaluation**

The president leads the accreditation process through a team of carefully selected leaders across campus. Along with the ALO, the president ensures that the campus understands the importance of the accreditation process and how it integrates with the college's efforts for continuous improvement.

**5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

**Evidence of Meeting the Standard**

The president keeps current with changing federal, state, and local statutes and regulations, and regularly communicates those to the board of trustees.

The president's office ensures that college policies are regularly reviewed and revised as needed, based on emerging needs and perspectives both within and beyond the college community. Through the shared governance structure, various councils routinely make recommendations for changes to administrative procedures and board policies throughout the year for consideration by College Council and approval by the board of trustees ([IVB05-01](#)). Constituency leaders are responsible for communicating policy updates and changes to their respective groups.

To ensure the college can continuously work toward its mission and vision, the president and cabinet members provide monthly budget reports to the board of trustees ([IVB5-02](#)). College constituencies also receive regular updates through the Budget Council on revenues, expenses, budget process throughout the year, and unexpected financial episodes that arise throughout the budget year ([IVB05-03](#); [IVB05-04](#)).

To ensure policies are consistent with changing statutes, the college continually reviews and updates board policies to align policies with standards established by the Community College League of California. In order to always keep the college mission in the forefront, the mission is widely published, including placement on the monthly board agenda ([IVB05-05](#)). The board also has appropriately delegated authority to the president to reasonably enact board policy throughout the institution in its daily operations ([IVB05-06](#)).

**Analysis and Evaluation**

The president communicates updates and expectations about statutory and compliance issues regularly to the board of trustees. The president also ensures that the board and the college is focused on the mission and ensures that the college has the budgetary management and resource allocation to make progress on those goals.

## **6. The CEO works and communicates effectively with the communities served by the institution.**

### **Evidence of Meeting the Standard**

With a decade-long tenure at the college, the president is an active and recognized leader in the various communities served by the college. The president has served on the board of directors for two chambers of commerce, several nonprofits, and the local hospital, and he is a leader in, and former president of, the local chapter of Rotary International. The president also supports numerous organizations in the region through fundraisers and sponsorship opportunities through the college foundation.

The president also has robust lines of communication with the community. He writes a monthly column in the local newspaper ([IVB6-01](#)) and is frequently featured on regional news broadcasts. The institution issues multiple press releases and media advisories each week ([IVB06-02](#); [IVB06-03](#)) often featuring quotations from the president, in addition to a district-wide magazine and other publications that are mailed to every district household annually.

During the pandemic, the president also took an active leadership role in developing public information campaigns to encourage masking, social distancing, and vaccinations. Working alongside county relief efforts, the president also committed students in need of work and vacant parking lots at the Santa Maria and Lompoc campuses for food distribution to the community as well as a COVID-19 testing and vaccination site ([IVB06-04](#)).

In order to work closely and communicate with feeder high schools and other educational institutions, the president hosts an annual "President's Roundtable" for local educational leaders, to update them on college offerings and encourage collaboration on transfer and success of students ([IVB06-05](#)).

### **Analysis and Evaluation**

The president is immersed in community affairs and vigorously communicates college priorities through multiple media channels.

### **Conclusions on Standard IV.B: Chief Executive Officer**

#### **Improvement Plan(s)**

#### **Evidence List**

IVB01-01 Delegation of Authority Board Policy 2430

IVB01-02 CEO Job Description

IVB01-03 All Staff Day Agendas and Materials

IVB01-04 Planning Retreat Agendas and Materials  
IVB01-05 Faculty Hiring Policy Board Policy 7120  
IVA03-02 Educational Master Plan  
IVB02-01 President Cabinet Notes and Agenda  
IVB02-02 Administrative Organization chart  
IVB02-03 Administrative Job Descriptions  
IVB02-04 Program Review Administrative Procedure 3255  
IVA01-06 BOTMinutes\_05-10-22  
IVB03-01 College Council 08-17-20 Notes  
IVB03-02 Annual ACCJC Report  
IVB03-03 AHC Factbook  
IVB03-04 RAC Charter  
IVB03-05 Annual Report of Accomplishments  
IVB04-01 Accreditation Board Policy 3200  
IVB04-02 Agenda for Accreditation Meeting  
IVB04-03 Accreditation leadership team roster  
IVB04-04 BOTMinutes-10-13-20 (Midterm Report)  
IVB04-05 IECNotes\_08-24-21  
IVB04-06 All Staff Day agendas  
IVB04-07 Newsletter mentioning accreditation issues (Data Sizzle)  
IVB04-08 Accreditation Feedback  
IVB05-01 College Council agenda recommending BP and AP  
IVB05-02 Board agenda with budget reports  
IVB05-03 Budget Council notes with updates on funding  
IVB05-04 Budget Council Notes  
IVB05-05 Board Agenda with mission statement  
IVB05-05 Delegation of Authority Board Policy 2430  
IVB06-01 Monthly column  
IVB06-02 Press releases from the CEO  
IVB06-03 AHC Press releases  
IVB06-04 Public Influence Campaign  
IVB06-05 President's Roundtable agenda

## C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

### Evidence of Meeting the Standard

The five-member board of trustees, elected by area by citizens in the district, governs on behalf of regional residents in accordance with the authority granted and duties defined in Education Code Section 70902 ([IVC01-01](#)). A non-voting student trustee, appointed annually by the student government, adds an important perspective, particularly on student learning programs and services.

Board members are elected to four-year terms during regularly scheduled elections on a staggered schedule that provides continuity and experience. The board meets monthly and holds special meetings as warranted. Each board member represents one of the five diverse geographical regions within the 3,000 square-mile district. The board engaged in a redistricting process in 2021 that re-aligned district boundaries around communities of interest and equally proportioned populations ([IVC01-02](#)).

The board works tirelessly to ensure the college is focused on its mission. It reviews the mission statement at its annual board retreat ([IVC01-03](#)) and members attend various planning meetings, such as the annual Planning Retreat ([IVA02-10](#)). The board ensures the college mission is communicated widely, including on the college website, in district-wide mailings, and on each board agenda book.

The board reviews the college budget and financial statement at every regular board meeting to verify adequate financial support and management for the educational programs ([IVC01-04](#)). The board takes an active and appropriate role, from a policy perspective, in the college's academic quality, integrity, and financial stability. In the last three years, the board approved over 80 revised board policies vetted through the shared governance structure. All board policies and administrative procedures are available on the public board of trustees' webpage ([IVC01-05](#)).

All newly elected board members undergo new member orientation and extensive training ([IVC01-06](#)). This training helps new members understand their participation on an independent body representing the public interests, as well as the importance of disclosing possible conflicts of interest. Two board policies describe the integrity expected from all board members, the Code of Ethics/Standards of Practice and Conflict of Interest ([IVC01-07](#)).



## **Analysis and Evaluation**

The board of trustees and its policies address quality improvement and adherence to the institution's mission and vision. The board maintains policies and procedures that detail the body's accountability for academic quality and effectiveness of learning programs, student services, and financial ability to work toward the institutional mission. These policies are reviewed on a regular basis.

**2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **Evidence of Meeting the Standard**

Board Policy 2010 ([IVC02-01](#)) makes clear that board members only have authority when legally acting as a group, in a properly noticed meeting, and will not be bound by the statements or actions of an individual member. As such, the board operates as a singular entity and members respect the bounds of their individual office. Members are encouraged to ask questions and pursue lines of inquiry during board meetings to ensure issues are fully vetted. On the rare occasion that a vote is not unanimous, board members support the decision as the will of the duly elected board.

In recent years, one former member of the board continually made public comments outside of board meetings and on social media that did not adhere to this policy and caused harm to the college's reputation. The board voted to officially censure the member in an open meeting, consistent with board policy ([IVC02-02](#); [IVC02-03](#)).

The board's response to the pandemic also demonstrates its ability to build compromise and act as a collective entity. The Fall 2021 semester opened as the COVID-19 "Delta" variant was causing what had been declining infection rates to soar again. The college had been prepared to return to a traditional schedule of classes but quickly needed to pivot to provide a safer environment for students, faculty, and staff. Board members were split on how to best implement new procedures. Each member had strong personal views on what they wanted for campus. One expressed preference for a no-exceptions vaccination requirement, and another preferred a Zoom Conference option for all classes. A third board member was comfortable with much looser restrictions while two others expressed support for a combination of requirements that allowed non-vaccinated students, faculty, and staff to enter campus if they tested on a regular basis.

After hearing passionate input from many individuals, board deliberation became an example of how good policy making should work. Each member advocated for a preferred policy, but carefully listened to their colleagues. Ultimately, a resolution was drafted and approved at a special meeting of the board that no single member would offer as a preferred option but provided a framework that all could support ([IVC02-04](#))

## **Analysis and Evaluation**

The board effectively maintains and adheres to policies that prescribe the ways in which the board may make decisions or act.

### **3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

#### **Evidence of Meeting the Standard**

In the event of a vacancy in the president position, the board is committed to a fair and open process for selecting a new CEO. When the board identified and hired the current president in 2013, it solicited input from the college community to develop ideal characteristics for possible candidates. The process was clearly defined and communicated so that internal constituents and applicants for the position were aware of the board's actions.

Board policy states that the board "shall conduct an evaluation of the superintendent/president at least annually" and that "the criteria for evaluation shall be based on board policy, the superintendent/president's job description, and performance goals and objectives." This evaluation occurs annually, typically at the board's summer retreat. ([IVC03-01](#); [IVC03-02](#); [IVC03-03](#); [IVC03-04](#)).

## **Analysis and Evaluation**

The board of trustees has clear and defined policies for selecting and evaluating a president and follows those processes.

### **4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.**

#### **Evidence of Meeting the Standard**

The board of trustees is committed to the best interest of the institution and acts in accordance with board policy, including not using district funds for political activity ([IVC04-01](#)) or having conflicts of interest ([IVC04-02](#)). Members also reflect the diversity of the community and advocate for the public interest of the communities they represent.

As such, the board is responsive to the interests and needs of the broader community. For example, during the pandemic, the board unanimously supported the college's partnership with the Food Bank of Santa Barbara County to host food distribution sites for the general public on the Santa Maria campus and the Lompoc Valley Center ([IVC04-03](#)). The board also supported the college hosting a vaccination site and testing centers on campus for the general public ([IVC04-04](#)).

## **Analysis and Evaluation**

The board of trustees' composition is appropriately representative of the communities the college serves, maintains strict controls between political and district business, and lacks conflict of interest.

**5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

### **Evidence of Meeting the Standard**

The duty of the board of trustees is "to consider and pass upon the recommendations of the superintendent/president in all matters of policy pertaining to the welfare of the college." The board maintains numerous policies and corresponding administrative procedures to ensure the quality of student learning programs and student services. These include board policies on areas such as curriculum development ([IVA04-01](#)), student services ([IVC05-01](#)), athletics ([IVC05-02](#)), and counseling ([IVC05-03](#)) and as focused as policies on selection of library materials ([IVC05-04](#)) and textbooks ([IVC05-05](#)).

The board ensures financial integrity and stability by reviewing and approving the annual budget and the allocation of resources to support all the programs and services of the college. Each board agenda ([IVC01-04](#)) includes financial statements so the board can provide monthly oversight of the institution's financial health. The board changes audit firms on a regular, but not disruptive, basis and approves the audit report before sending it to the Chancellor's Office.

The board also sets prudent ethical and legal standards for college operations. The board accepts responsibility for all legal matters pertaining to the college, including employee discipline and contractual disputes. While such matters are usually addressed in closed session or in special meetings, the board reports on all legal actions to the extent it can without violating confidentiality statutes ([IVC05-06](#)).

## **Analysis and Evaluation**

The board maintains policies that describe and assess its expectations for quality, integrity and improvement of student learning programs and services. It also exercises its responsibility to support institutional standards for the improvement of student achievement and learning.

**6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and**

## **operating procedures.**

The board of trustees is committed to fairness and transparency in all its dealings. The college maintains a public webpage that includes: biographies of current board members; all board policies and corresponding administrative procedures; the board's meeting schedule; minutes and agendas, both current and historical; and a map of the district showing the five trustee area boundaries. The page is updated regularly in advance of regularly scheduled board meetings, and other times as needed. Board agendas and resolutions are also posted at the college per the requirements of the Brown Act.

The board maintains a number of policies that govern its duties and responsibilities ([IVC01-01](#)), meetings ([IVC06-01](#)), elections ([IVC06-02](#)), officers ([IVC06-03](#)), and vacancies ([IVC06-04](#)), among others.

## **Analysis and Evaluation**

The board of trustees is sufficiently transparent in its operations, communicates its actions to the public, and demonstrates through its records that its actions are consistent with its policies and bylaws.

**7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

## **Evidence of Meeting the Standard**

With the arrival of a new president in 2013, the board established expectations for both the board and the CEO regarding transparent communication, participation, and overall management. This included regular review of board policies. In 2014, the board undertook a complete and systematic review of all board policies, which resulted in many being revised and updated ([IVC07-01](#)).

This focus continues today, with a culture of continual review and revision in the shared governance councils and committees. In the last three years alone, the board approved revisions to 87 board policies ([IVC07-02](#); [IVC07-03](#); [IVC07-04](#))

## **Analysis and Evaluation**

The board of trustees regularly reviews and updates its policies, which is documented in its public documents.

**8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

**Evidence of Meeting the Standard**

The board of trustee members are attentive in reviewing information, presentations, and updates on key indicators of student learning and success.

At the beginning of every board meeting, members of the administration present on student accomplishments and achievements. Each vice-president also makes a report, providing additional information about areas such as academic affairs, student services, finance, and campus construction. In addition to these, the board receives periodic reports on critical metrics, such as key-performance indicators ([IVC08-01](#)).

Board members are invited to various college events where they appropriately interact with college leadership and hear perspectives about college effectiveness and success. For example, members attend the annual planning retreat, where data on student outcomes and achievement are reviewed and analyzed. ([IVA02-10](#)) They also are invited and frequently attend other events focused on student achievement, such as the Student Success Summit held each spring. Board members are in regular attendance at All Staff convocations that occur at the start of each spring and fall semester, and they participate in the governance of auxiliary corporations such as the Allan Hancock College Foundation and the PCPA Foundation.

**Analysis and Evaluation**

The board of trustees regularly reviews data on college progress and student performance and documents those reviews in public documents.

**9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Evidence of Meeting the Standard**

Each year, the board of trustees hold two retreats to examine college issues and goals as well as the role of trustees in managing the college. Newly elected board members receive an orientation to the college and their role, coordinated through the superintendent/president's office and the secretary to the board. Senior administrators provide the content for new members to orient them to the major areas of operation at the college.

Board members also participate in various types of professional development such as training offered by the Community College League of California (CCLC). In

2021, board members attended the CCLC annual convention. Four out of five board members completed the “Excellence in Trusteeship” program, and the fifth (who was recently appointed to the board) is currently pursuing the designation.

Hancock board members also serve statewide committees. One trustee is an elected member of the California Community College Trustees Board ([IVC09-01](#)) and another served as an officer of the California Association of Latino Community College Trustees and Administrators.

A staggered election process helps ensure continuity of board of trustee membership. Elections occur every two years; three board members are elected in one cycle, and two are elected in the next. Each board member is elected for a four-year term ([IVC06-03](#)).

### **Analysis and Evaluation**

The board of trustees is committed to and implements efforts for orientation of new members and ongoing development in their trusteeship. The board maintains and follows a policy of providing continuity of leadership and staggered terms of office.

**10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

### **Evidence of Meeting the Standard**

The board of trustees maintains a clearly defined policy for self-evaluation. Board Policy 2745 requires the board to conduct a self-evaluation process annually, rating their performance individually then discussing the results as a group before finalizing their results ([IVC10-01](#)).

The self-evaluation examines nine broad areas of board performance: Mission, Planning and Policy; Board-CEO Relations; Community Relations and Quality; Fiduciary Role; Human Resources and Staff Relations; Board Leadership; Board Meetings; and Board Education. Each member completes the evaluation independently, and results are tallied for discussion.

In its most recent evaluation in December 2021, the board demonstrated agreement of relatively high performance in all nine areas, with no individual item receiving an average below 2.4 (out of three). This evaluation stands in stark contrast to previous years. In 2018, for example, the self-evaluation ranked Board Leadership and Board-CEO Relations as the areas most in need of improvement; in 2021, those were among the most highly rated items ([IVC10-02](#); [IVC10-03](#)).

## **Analysis and Evaluation**

The board of trustees has a clearly defined self-evaluation process and uses the results from its annual review to make improvements regarding its role, functioning, and effectiveness.

**11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.**

### **Evidence of Meeting the Standard**

The board of trustees adheres to the code of ethics and standards of practice as outlined in Board Policy 2715, Code of Ethics/Standards of Practice ([IVC01-07](#)). The policy provides for investigation of claims of ethics violations; no claims have been made during the self-evaluation period.

Board members engage in training provided by the Community College League of California regarding ethics, including training on Brown Act requirements. The board also provides training opportunities to the board secretary to ensure continued compliance with open meeting requirements.

No board member maintains employment or has a financial interest in the institution. Board Policy 2710 ([IVC04-02](#)) details the parameters for acceptable conflicts of interest, and the accompanying Administrative Procedure outlines the procedures to be followed when there is a possible conflict of interest. To foster transparency, board members disclose financial interests through the California Fair Political Practices Commission ([IVC11-01](#)).

## **Analysis and Evaluation**

The board of trustees maintains clear policies and procedures for addressing unethical behavior and conflicts of interest. During the review period, no conflicts of interest have been noted nor do any board members have any ownership of the institution.

**12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

**Evidence of Meeting the Standard**

The board delegates full executive responsibility and authority for college operations to the president. Board Policy 2430 ([IVC12-01](#)) specifically allows the president to delegate administrative duties further, but it also clearly states that the CEO “will be specifically responsible to the board for the execution of such delegated powers and duties.” The board evaluates the president annually and holds the CEO accountable through an evaluation process mutually developed with the board ([IVC12-02](#)).

The board receives clear communication on institutional performance. At each board meeting, senior administrators provide reports on their areas and highlight notable developments and accomplishments ([IVC12-03](#)). Every Friday, the board also receives an email newsletter highlighting significant news and events of the week ([IVC12-04](#)).

**Analysis and Evaluation**

The board of trustees appropriately delegates administrative authority to the president as defined in policy, and that authority is publicly available and clear to all parties. The board expects and receives regular reports on institutional performance and progress from the president and his staff so that it can fulfill its legal and financial obligations and ensure academic quality for students.

**13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

**Evidence of Meeting the Standard**

The president and the accreditation liaison officer update the board of trustees on all accreditation-related activities and developments. The board reviews and approves reports sent to the Commission from the college ([IVB03-02](#); [IVC13-01](#)). Accreditation is integrated into college policy with all WASC-ACCJC standards cross-referenced in Board Policy. Board Policy 3200 ([IVC13-02](#)) is specifically related to programs that have separate external accreditation. The board performs an annual self-evaluation that includes their assessment for how they perform in the accreditation process in various categories including quality and leadership ([IVC10-03](#)).



## **Analysis and Evaluation**

The board of trustees receives training about the accreditation process, including accreditation standards, eligibility requirements, and Commission policies. The board participates in institutional self-evaluation and planning efforts, and board actions indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes. The board receives institutional reports and recommendations required by the Commission.

## **Conclusions on Standard IV.C: Governing Board**

### **Improvement Plan(s)**

#### **Evidence List**

IVC01-01 Board Policy 2200  
IVC01-02 District map OK  
IVA02-10 Planning Retreat attendance list 2021  
IVC01-03 Board Retreat minutes reviewing mission statement  
IVC01-04 Board agenda – Budget review  
IVC01-05 Board Policy page  
IVC01-06 Orientation agenda  
IVC01-07 Code of Ethics/Standards of Practice and Conflict of Interest BP 2715  
IVC02-01 Board Membership Board Policy 2010  
IVC02-02 Board resolution  
IVC02-03 SMT Board Censure  
IVC02-04 BOT COVID Resolution  
IVC03-01 Presidential Selection BP 2431  
IVC03-02 Evaluation of President BP 2435  
IVC03-03 Forum Schedule CEO Selection  
IVC03-04 2020-21 Superintendent/President Evaluation  
IVC04-01 BP2716, Political Activity - Districts funds  
IVC04-02 BP2710, Conflicts of Interest  
IVC04-03 Goals and accomplishments – Foodshare  
IVC04-04 Agreement for County Vaccination Site  
IVA04-01 Program, Curriculum, and Course Dev. Board Policy 4020  
IVC05-01 Student Services BP 5100  
IVC05-02 Athletics BP 5700  
IVC05-03 Counseling BP 5110  
IVC05-04 Library BP 4040  
IVC05-05 Scholarship BP 4220  
IVC05-06 Legal Action Closed Session  
IVC06-01 Board Meetings BP 2310  
IVC06-02 Elections BP 2100

IVC06-03 Officers BP 2210  
IVC06-04 Board Vacancies BP 2110  
IVC07-01 Regular Review of Policies  
IVC07-02 Board Minutes BP and AP updates.  
IVC07-03 BP Tracking Sheet  
IVC07-04 Board Policies and Administrative Procedures BP 2410  
IVC08-01 Board Agenda: Presentation on IEPI indicators  
IVA02-10 Planning Retreat Attendance roster  
IVC09-01 Membership List of California Community College Trustees Board  
IVC10-01 Board Evaluation BP 2745  
IVC10-02 Board Self-evaluation form Summer 2021  
IVC10-03 Board Self-Evaluation Results Fall 2021  
IVC11-01 Example of Board members disclosures  
IVC12-01 Delegation of Authority BP 2430  
IVC12-02 President's Evaluation template  
IVC12-03 Senior Administrator Reports  
IVC12-04 Weekly Email newsletter  
IVB03-02 ACCJC Annual Report  
IVC13-01 Accreditation Workshop Board Item  
IVC13-02 Accreditation BP 3200

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## Summary of Improvement Plans

Standard IB	<p>1. The college will implement the new program review and planning process, including training, in the 2022-23 academic year. In order to ensure adequate emphasis on analysis of disaggregated data and connections to resource allocation in the new program review process, the college will evaluate effectiveness after the first academic year of implementation. (IB4, IB6)</p> <p>2. Allan Hancock College will finalize and implement the 2022-32 Facilities Master Plan and 2022-26 Technology Plan (IB9)</p>
Standard IIA	The college will update its Institutional Assessment Plan to incorporate recently approved changes to student learning outcomes assessment processes and fully implement the new assessment and reporting process (IIA3).

## **D. Quality Focus Essay**

### **Topic 1: Equitable Implementation of AB 705 to Ensure Student Success**

**Please discuss the student learning or student achievement data that led to identifying the area of need or area of interest.**

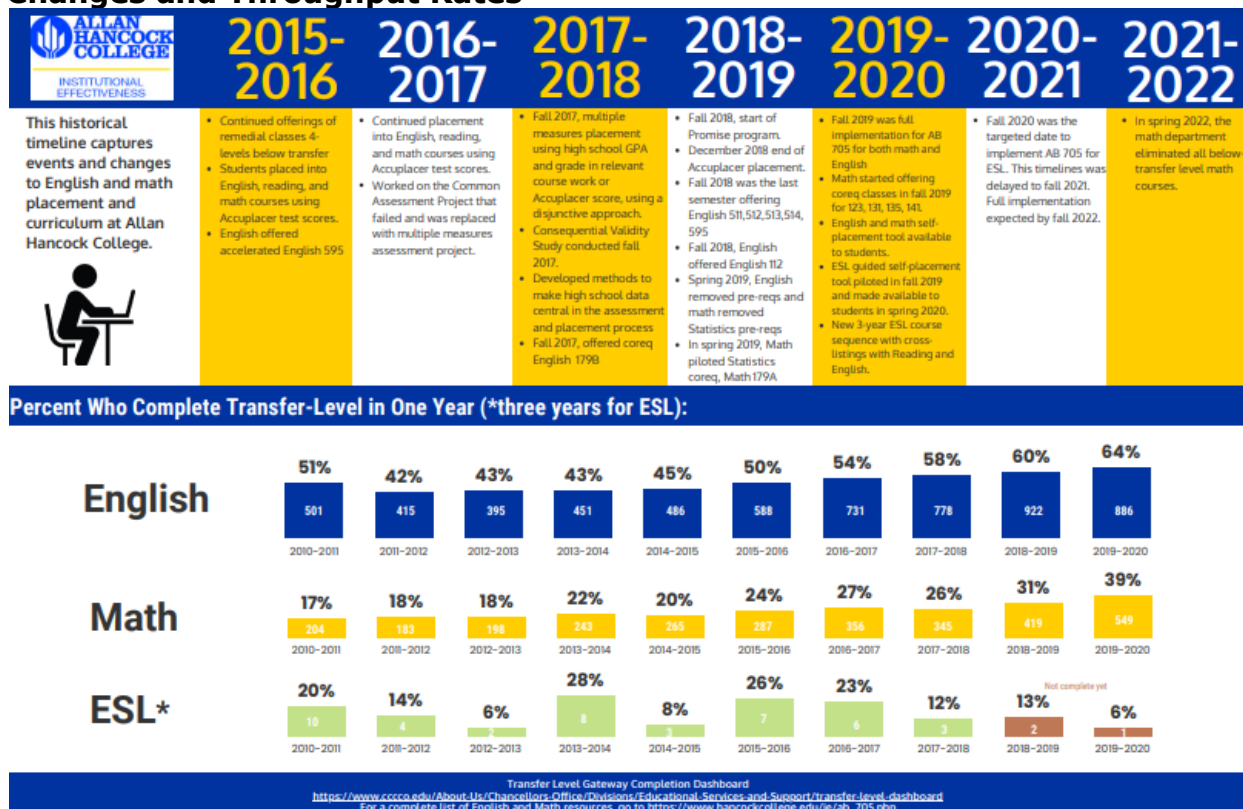
#### **Access**

The college has made significant changes to English and math curriculum over the last ten years (See Figure 1). Like many other community colleges, Allan Hancock College used standardized tests to place students into remedial courses, as many as four levels below transfer. This practice created disproportionate impact by placing students of color, especially those from less privileged communities, into remedial coursework. These practices resulted in lowering levels of timely completion of transfer level math and English.

Matriculation reform started for the English department at Allan Hancock in 2015 when faculty developed an accelerated English course to reduce time to transfer-level. In 2016, the college participated in the statewide Common Assessment Project that failed and was replaced with the multiple measures assessment project. By 2018, the college had eliminated testing placement for English and adopted the default statewide multiple measures rules for placement. The English department developed a co-requisite course for transfer-level English, removed pre-requisites, and stopped offering below-transfer level English courses, all of which increased direct access to transfer-level English courses for all students.

Change was slower in math. In 2019, the college fully implemented AB 705 regulations for placement in English and math, with elimination of coursework below transfer level. The math department also removed some pre-requisites and offered co-requisite support for four transfer-level courses. In fall 2022, the math department eliminated all below-transfer-level math courses from the schedule of classes. All these efforts lead to direct access to transfer-level courses for all students.

**Figure 1: Timeline for English, Math, and ESL Placement and Curriculum Changes and Throughput Rates**



**Achievement**

In a report by the Public Policy Institute of California, Allan Hancock College was categorized as a low access to transfer-level math, landing in the bottom 25 colleges in the community college system.

**Figure 2: Transfer-Level Math Ranking by Public Policy Institute of California**

College	2015	2016	2017	2018	2019 (AB705)	2020	Category*
Hancock	82%	78%	72%	65%	44%	35%	Low access into transfer-level math
Statewide	76%	74%	70%	60%	21%	20%	

In spring 2022, the Chancellor’s office AB705 improvement plan required an analysis of one-year math throughput rates for fall 2019 through fall 2020. Because the English department already eliminated below-transfer level, they were exempt from submitting an analysis of outcomes. This analysis revealed that STEM pathway

students with the lowest HS GPA who had a first math enrollment in transfer math had more successful throughput than any student (regardless of HS GPA) who had a first math enrollment below transfer level. In this context, throughput is measured as completion of a transfer level course within one year of first attempt in the discipline. No students with a degree/certificate goal completed transfer level math in one year when their first math course was below transfer level compared to 74% of all students who had a first math enrollment in a transfer level course. Approximately 25% of the below-transfer math enrollments for BSTEM students were two or more levels below transfer as a result of advising students away from open transfer level courses. For Statistics and Liberal Arts Math (SLAM) pathway students, those with the lowest HS GPA who had a first math enrollment in transfer math had successful throughput in one year at a higher rate than any student who had a first math enrollment below transfer level. Only 2% of the students with a degree/certificate goal completed transfer level math in one year if their first math course was below transfer level. Across all HS GPA bands, students have much higher throughput when their first math course is transfer level. At the lowest GPA band, throughput is only 2% when students begin below transfer compared to 50% when students start at transfer level. About 26% of the below transfer math enrollments for SLAM students were two or more levels below transfer. The data from this analysis spurred the math department to make the decision to eliminate all below-transfer level math courses, including Algebra II. In fall 2022, students will only have the option to take transfer-level math courses with or without co-requisite support.

**Figure 3: AB 705 Improvement Plan - SLAM Data for Students with a Transfer Goal**

Table 2. Students with a Transfer Goal including Unknown and Undecided								
	Students Enrolled in College-Level or Below			Students Enrolled Directly in Transfer Level with or without a Corequisite			Throughput Rates	
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer Level within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
Transfer, Unknown, Undecided Goal								
<b>Overall</b>	<b>481</b>	<b>28</b>	<b>5.8%</b>	<b>838</b>	<b>538</b>	<b>64.2%</b>	<b>-58.4%</b>	No
GPA Unknown	45	2	4.4%	35	19	54.3%	-49.8%	No
Highest GPA Band*	155	12	7.7%	519	366	70.5%	-62.8%	No
Middle GPA Band**	157	11	7.0%	242	132	54.5%	-47.5%	No
Lowest GPA Band***	124	3	2.4%	42	21	50.0%	-47.6%	No

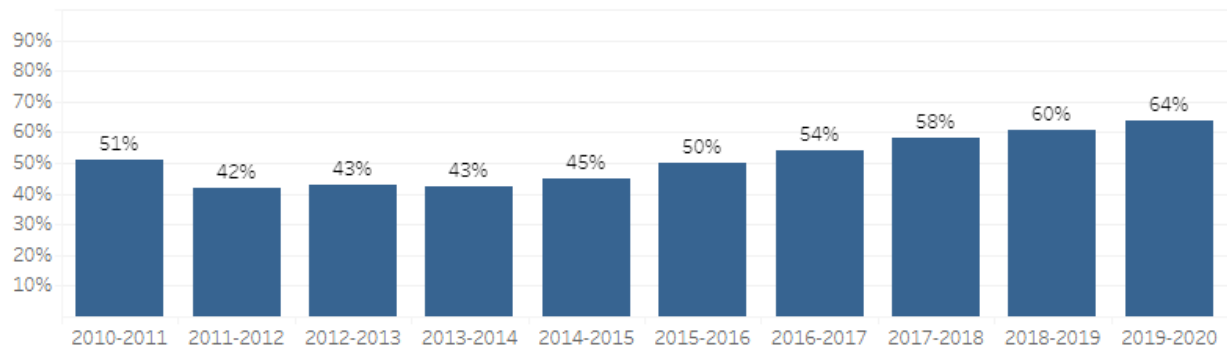
**Figure 4: AB 705 Improvement Plan – B-STEM Data for Students with a Transfer Goal**

Table 2. Students with a Transfer Goal including Unknown and Undecided								
	Students Enrolled in College-Level or Below			Students Enrolled Directly in Transfer Level with or without a Corequisite			Throughput Rates	
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer Level within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
<b>Overall</b>	<b>238</b>	<b>36</b>	<b>15.1%</b>	<b>659</b>	<b>458</b>	<b>69.5%</b>	<b>-54.4%</b>	No
GPA Unknown	17	3	17.6%	8	6	75.0%	-57.4%	No
Highest GPA Band*	29	7	24.1%	341	275	80.6%	-56.5%	No
Middle GPA Band**	88	16	18.2%	259	153	59.1%	-40.9%	No
Lowest GPA Band***	104	10	9.6%	51	24	47.1%	-37.4%	No

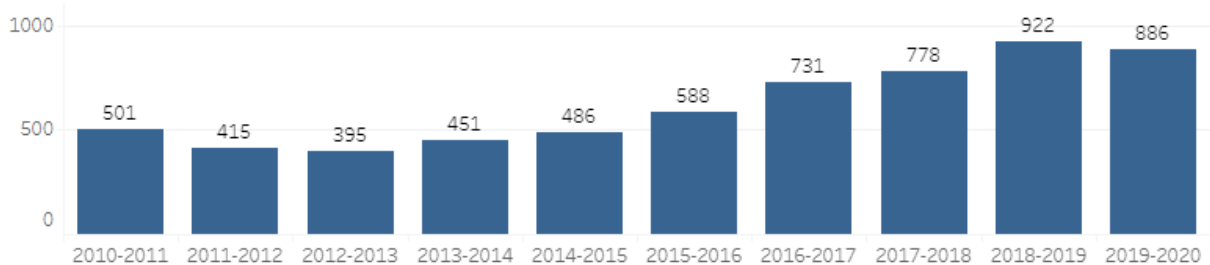
Throughput rates increased each year up until the pandemic. Between fall 2015 and spring 2020, the throughput rate for the completion of transfer-level English in one year went from 50% to 64%, a 50% increase in the number of students completing English. Projections show a slight decline in throughput rates for 2020-21 and 2021-22 academic years.

**Figure 5: CCCC Transfer-Level Completion for English**

Successful Transfer-Level Completion Rates in English

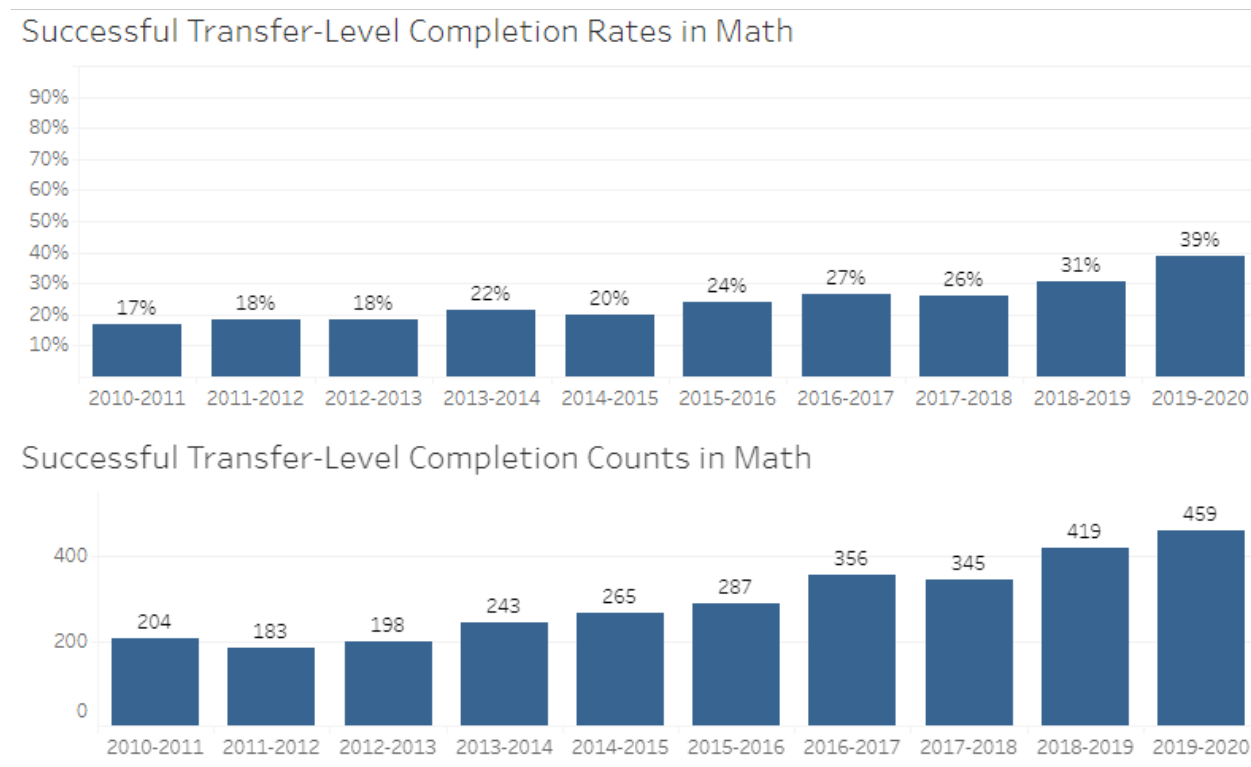


Successful Transfer-Level Completion Counts in English



Math throughput rates have historically been low. Since the reform in math has been slower than English, there was little change in throughput until full implementation of AB 705, resulting in a 26% percentage increase from 2018-19 to 2019-20.

**Figure 6: CCCC Transfer-Level Completion for Math**



### Disproportionate Impact

Data from the Chancellor’s office 2022 Student Equity Plan analysis revealed that first-generation students, Hispanic/Latino and Black/African American students, and male students are disproportionately impacted for English and math completion within the first academic year. A West Ed equity analysis (2022) categorized AHC as “needs improvement” for math, “approaching equity” for English, and “needs improvement” for both math and English completion within the first academic year. For first-term throughput, AHC was categorized as “needs significant improvement” for math and “needs improvement” for English. The share of courses that offer co-requisite support was “needs significant improvement” for English and “not equitable” for math.

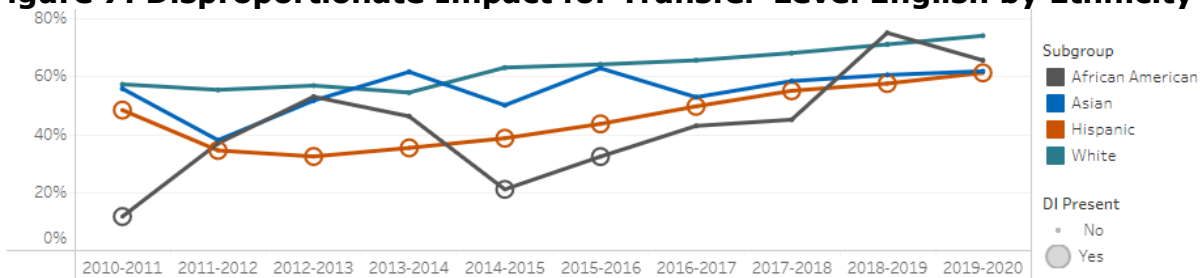
While throughput rates have been increasing overall, some would argue that AB 705 has also increased the number of unsuccessful attempts, with continued disproportionate impact for blacks and Hispanic students. For every successful black



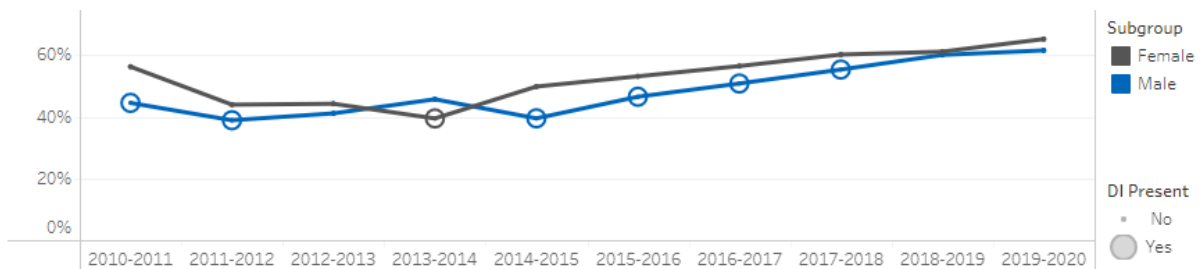
student in math, 2 are unsuccessful and for every Hispanic student in math, 2.2 are unsuccessful, an increase since the implementation of AB 705.

Students experiencing equity gaps for transfer-level English are Hispanic students, male students, and students with a high school GPA less than 2.6.

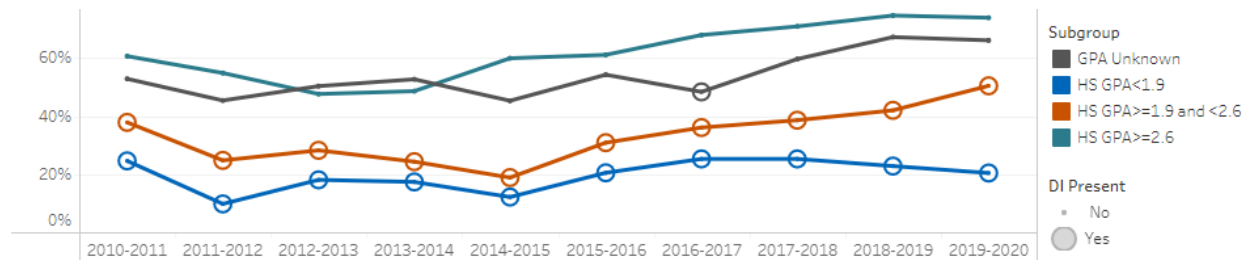
**Figure 7: Disproportionate Impact for Transfer-Level English by Ethnicity**



**Figure 8: Disproportionate Impact Transfer-Level English by Gender**

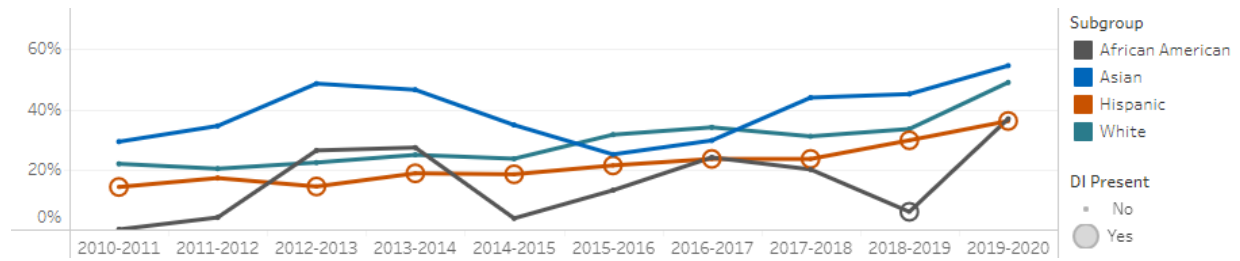


**Figure 9: Disproportionate Impact Transfer-Level English by GPA**

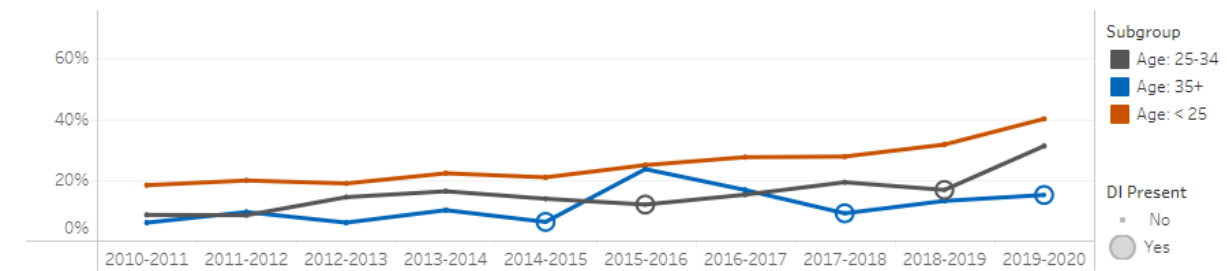


Students experiencing equity gaps for transfer-level math are Hispanic students, students over age 25, and lower GPA bands (less than 3.0 for SLAM students and less than 2.6 for STEM).

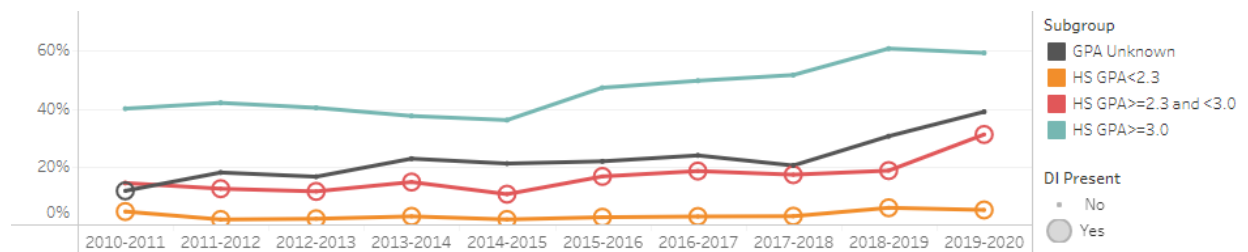
**Figure 7: Disproportionate Impact Transfer-Level Math by Ethnicity**



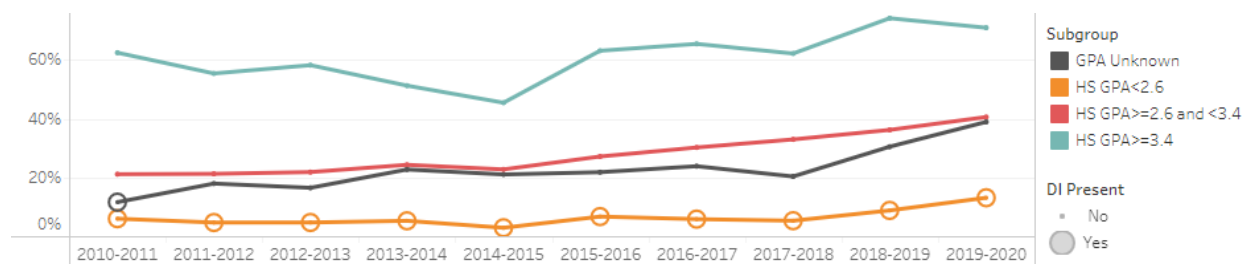
**Figure 8: Disproportionate Impact Transfer-Level Math by Age**



**Figure 9: Disproportionate Impact Transfer-Level Math by SLAM GPA**



**Figure 10: Disproportionate Impact Transfer-Level Math by B-STEM GPA**



**Please provide a brief discussion of the anticipated impact of the project on student learning and/or student achievement.**

Allan Hancock has made significant changes to increase access to transfer-level English and math for all students. Now the college needs to focus our efforts in the following ways:

- Increase in the number(percentage) of students passing English and math in first attempt
- Increase the number (percentage) of students who attempt math and English in first year
- Close the equity gap for our disproportionately impacted groups -

**Please provide a description of anticipated measurable outcomes and the metrics that will be used.**

Throughput is the standard measurement for AB 705 analysis. Throughput occurs when a student completes transfer level math or English within one year of their first enrollment. The anticipated outcomes would be that math throughputs rate match those of English.

**Please provide in the table below, a detailed description of each project that includes specific activities to be completed, responsible parties, resources needed, and a timeline for completion.**

**Overarching Goal: Prioritize elimination of achievement gaps in gateway courses, including an evaluation of AB 705 implementation to ensure appropriate placement and impact of support courses.**

<b>ACTIVITY</b> with alignment to college plans	<b>RESPONSIBLE PARTIES</b>	<b>RESOURCES NEEDED</b>	<b>COMPLETION TIMELINE</b>
<b>Connecting students to support and resources</b>			
<p><b>Expanded and Embedded Support:</b></p> <p>Expand support labs, tutoring centers, and/or embedded tutoring.</p> <ul style="list-style-type: none"> <li>• <b>AB 705 Improvement Plan</b></li> </ul> <p>Institutionalize <u>coordinated</u> student support services such as library, peer tutors, and counselors in high impact</p>	<p>Math and Writing Center/Discipline faculty/Tutoring Center/ Student Learning Council</p> <p>All points of contact for student tutoring at various locations and modalities. VPAA and VPSS.</p>	<p>Time and leadership to coordinate tutoring support and recruit tutors.</p> <p>Faculty release time. Time for planning and review of best practices</p>	<p>By spring 2025</p> <p>By summer 2023</p>

<p>courses through coordinated tutoring implementation plan.</p> <ul style="list-style-type: none"> <li>• <b>Educational Master Plan – Goals B and C</b></li> <li>• <b>Title 5 Grant – Activity 1 (Goals 1, 2, 3, 4, 5, 6)</b></li> </ul>			
<p><b>Incentivizing Student Participation:</b></p> <p>Coordinate academic support services in transfer-level English and math courses with long term goal to incentivize student participation.</p> <ul style="list-style-type: none"> <li>• <b>Promise Inquiry Group – Activity 2 Recommendation</b></li> </ul>	<p>Financial Aid Office/Student Services Council/Student Learning Council</p>	<p>Coordination time/financial resources/ books and materials</p>	<p>By spring 2025</p>
<p><b>Peer Mentoring:</b></p> <p>Investigate peer-to-peer mentoring that emphasizes college navigation, peer connection and social support, and the building of cultural capital. Examples include, but are not limited to, embedded tutoring, peer mentors and student ambassadors to encourage students, support instruction, and exemplify role models for demographically similar students.</p> <ul style="list-style-type: none"> <li>• <b>Educational Master Plan – Goal C</b></li> <li>• <b>Title 5 Grant – Activity 2 (Goals 1, 2, 3, 4, 5, 6)</b></li> </ul>	<p>Director of Student Activities and Outreach. Dean and VP SS. Coordinator Academic Resource Center</p>	<p>Coordination time/funding for peer mentors</p>	<p>By spring 2025</p>
<p><b>Specific Support for Underprepared Students:</b></p> <p>Intensive support provided to academically underprepared students to succeed in the "gateway" math and English courses.</p> <ul style="list-style-type: none"> <li>• <b>Guided Pathways – Pillar 2 - Practice B</b></li> <li>• <b>Guided Pathways – Pillar 3 - Practice C</b></li> <li>• <b>Guided Pathways – Pillar 2 - Practice D</b></li> <li>• <b>Guided Pathways – Pillar 2 - Practice E</b></li> <li>• <b>Guided Pathways – Pillar 2 - Practice F</b></li> </ul>	<p>Taskforce established by SLC and SSC similar to Promise group to identify and track at-risk students/IE Office</p> <p>IE Office</p>	<p>Coordination of time/ technology tools to identify and track students</p>	<p>By spring 2025</p>

<p>Review existing support services for possible gaps for underserved populations.</p> <ul style="list-style-type: none"> <li>• <b>Educational Master Plan – Goal B</b></li> </ul>		<p>Overtime to support research study</p>	<p>By Summer 2023</p>
<p><b>Connection to Resources:</b></p> <p>Create a branded and fully collaborative First-Year Experience Program to connect Promise students within their interest area through events, student services, academic and career planning, financial planning, college success skills, basic needs, mental health services, etc.</p> <ul style="list-style-type: none"> <li>• <b>Promise Inquiry Group - Activity 3 Recommendation</b></li> </ul> <p>Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.</p> <p>Connect students with internal and external resources that can help with study skills, childcare, housing, food, transportation, and other basic needs.</p> <ul style="list-style-type: none"> <li>• <b>AB 705 Improvement Plan</b></li> <li>• <b>Educational Master Plan – Goal C</b></li> </ul>	<p>Student Learning Council/Promise Inquiry Team</p> <p>Basic Needs office/Guided Pathways Success teams</p>	<p>Release time/ Marketing materials</p> <p>Basic needs funding/ staff support for planning and allocation</p>	<p>By spring 2025</p> <p>By Summer 2025</p>
<p><b>Communication and Planning</b></p>			
<p><b>Early Alert:</b></p> <p>Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.</p> <ul style="list-style-type: none"> <li>• <b>AB 705 Improvement Plan</b></li> </ul>	<p>Guided Pathways Success teams/Math and English faculty/counseling faculty</p>	<p>Time for planning teams and funding for professional development and training</p>	<p>Ongoing</p>

<p><b>Enrollment Management:</b></p> <p>Create a targeted communication plan to ensure enrollment in math/English/ESL in first semester and for those who haven't enrolled, dropped, or didn't pass in first semester, enrolled in subsequent semesters.</p> <ul style="list-style-type: none"> <li>• <b>Promise Inquiry Group – Activity 1 Recommendation</b></li> </ul> <p>Establish a Promise student milestone completion team that will engage students who fall behind.</p> <p><b>Promise Inquiry Group – Activity 8 Recommendation</b></p>	<p>Develop a strategic implantation and communication team that connects academic affairs and student services</p>	<p>Recommendation and support by student learning and student services councils</p>	<p>By summer 2024</p>
<p><b>Milestone Tracking:</b></p> <p>Leverage technology to track Promise students against milestones (such as completion of transfer-level math and English)</p> <ul style="list-style-type: none"> <li>• <b>Promise Inquiry Group – Activity 7 Recommendation</b></li> </ul>	<p>Institutional Effectiveness Office/Promise Inquiry team</p>	<p>Programming and development time</p>	<p>By summer 2024</p>
<p><b>Placement:</b></p> <p>Required math courses are appropriately aligned with student field of study</p> <ul style="list-style-type: none"> <li>• <b>Guided Pathways – Pillar 1 – Practice E</b></li> </ul>	<p>Math and counseling faculty/AB 705 steering committee/GP Success teams</p>	<p>Faculty time to recommend and review alignment</p>	<p>Ongoing</p>
<p><b>Professional Development</b></p>			
<p><b>Professional Development to support Culturally Responsive Instruction:</b></p> <p>Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.</p>	<p>Guided Pathways Ensure Learning team/DEI Taskforce/PD Committee</p>	<p>PD Funds to support faculty training and release time for effective implementation</p>	<p>By summer 2025</p>

<p>Foster a college climate that is responsive to student equity gaps and mitigates implicit bias by building in training and opportunities to share, discuss, and respond to disaggregated student achievement and outcomes data.</p> <p>Infuse andragogy, cultural competence, and a reflection of Allan Hancock College student population within every class experience.</p> <p>Emphasize culturally responsive instruction that supports diversity, equity, inclusion, and student success by expanding opportunities for faculty to implement high impact practices.</p> <p>Expand opportunities for faculty to develop high impact practices that promote equity and completion.</p> <p>Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.</p> <p>Encourage inquiry practices and utilization of equity data that facilitates coordinated support activities with a commitment to underserved populations.</p> <p>Implement professional development and create a community of practice for instructors and support staff in math/English/ESL to share best practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a</p>			
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<p>belief in student capacity and growth, and mitigate stereotype-threat.</p> <ul style="list-style-type: none"> <li>• <b><i>Educational Master Plan – Goal B, Strategy B.5</i></b></li> <li>• <b><i>Educational Master Plan – Goal C, Strategy C.3</i></b></li> <li>• <b><i>Educational Master Plan – Goal C, Strategy C.5</i></b></li> <li>• <b><i>AB705 Improvement Plan</i></b></li> <li>• <b><i>Title 5 Grant - Activity 4 (Goals 1, 2, 3, 7, 8)</i></b></li> <li>• <b><i>Promise Inquire Group – Activity 5 Recommendation</i></b></li> </ul>			
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## **Topic 2: Alignment of Student Assessment Apparatuses**

**Please discuss the student learning or student achievement data that led to identifying the area of need or area of interest.**

Assessments are a key indicator of how successful the college is at providing services for the community. Student level assessments identify areas of interest/concern for programs and services. Reflecting on this data is how our programs and services improve in accessibility and quality. Although faculty and staff worked on improving learning outcomes assessment processes in the past year, there is more to be done, including aligning planning processes such as program review, resource allocation, and data utilization.

Data is collected in courses, by programs, from student-facing services—every facet of the college has data points useful for determining efficacy. Several institutional committees have been revisiting their policies and processes around assessment: program review has been fundamentally altered, student learning outcomes assessment has been refocused, and the institutional level learning outcomes assessment processes are being evaluated. Although the processes and procedures for performing assessments can be difficult at times, the data collection methods are being improved through the use of new software that not only stores assessment findings, but also connects program review, program planning, and resource allocation.

The concept of aligning as many of these processes as possible came up during conversations around the different alterations being proposed to the college's program review policy. If better tools could be adapted and conformed to the program review process, it would save faculty time and effort collecting student level data to assess. More assessments could be deployed among courses and services, with the resultant data directly relevant to our current process and policy. Alignment among program review and student assessment would assist faculty and staff during program review by collecting planning goals, objectives, assessments, and resource requests in one digital environment. The idea is to provide as much support as staff and faculty need, without restricting the unique needs that each program and service inevitably has in collecting student level assessment data. Moreover, by aligning and centralizing multiple planning processes, including program review and outcomes assessment, within a single user-interface and strategic planning documentation, faculty and staff will have greater ease and agency within their programs to make improvements to student learning.

**Please provide a brief discussion of the anticipated impact of the project on student learning and/or student achievement.**

The project to align the college's student level assessment apparatuses impacts student learning and achievement in several ways: through improved data collection, more robust analysis, providing a stronger tie between student level achievement data, program planning, and resource allocation. Alignment will provide greater resources for our services and programs across campus to collect

student level assessment data—the more the apparatuses get fine-tuned, the easier it will be to leverage those into appropriate data collection tools for other areas of the college.

Alignment would also free up staff and faculty from redundant reporting of outcomes results and would thus provide the opportunity for a greater engagement and dialog around student level assessment data. By taking some of the onus off of how programs and services report findings and input assessment results, faculty and staff will be able to use that time to observe patterns, look for correlations, and share their findings with other entities on campus.

Resource allocation can be challenging, especially in terms of tying requests forward to institutional planning goals and objectives and then back to student data. Alignment through a centralized system will give the college the opportunity to strengthen the relationship between resource requests and student level assessment data. Programs that can show either challenges or successes in particular areas thanks to the newly refined assessment and planning apparatuses will be able to make a stronger case for resources. With continually shrinking budgets, skyrocketing costs, and the expectation for community colleges to do more, pinpointing areas that will impact students the most with the limited resources available will directly improve student learning and achievement. Strengthening the college's ability to collect, analyze, and reflect upon student level assessment data will improve the student learning and achievement by enhancing operational effectiveness and mitigate the duplication of effort. With more assessment pieces resembling each other, the college's Institutional Effectiveness office will be able to better support programs and services by leveraging the newly aligned assessment tools with their expertise in data analysis instead of walking folks through the process of interacting with software and reporting data in the first place.

**Please provide a description of anticipated measurable outcomes and the metrics that will be used.**

The anticipated measurable outcomes for this project include the following: updating the institutional assessment plan to reflect the current practices established for program review, student learning outcomes assessment, and program vitality; revisiting the organizational structure of student level assessment entities; analyze, and if needed, modify current methodology for assessing Institutional level student learning outcomes; assess procedures and policies for student level assessment for contradiction and align; and analyze, and if needed, modify current interpretation and use of student level assessment data in college decision making.

In order to evaluate our organizational structure, institutional level learning outcomes, and data use, the college will need to form work groups composed of stakeholders to review. These groups will be able to make recommendations to the different decision-making groups on campus who will then be able to forward them on to College Council or the Board of Trustees for final adoption.

Updating the institutional assessment plan is easy enough to track—the new plan will either get adopted or it will not. Assessing the outcomes for this project may be challenging to start, but each aspect will end up having a deliverable to share out to the college stakeholders. Ideally, all areas of the alignment project will have recommendations for adoption by the college as a whole, and from the scale of these recommendations—the institution will be able to ascertain whether or not it has met the objectives of the alignment project.

**Please provide in the table below, a detailed description of each project that includes specific activities to be completed, responsible parties, resources needed, and a timeline for completion.**

ACTIVITY	RESPONSIBLE PARTIES	RESOURCES NEEDED	COMPLETION TIMELINE
Update Institutional Assessment Plan to reflect current program review/student learning outcomes assessment	LOAC-AA/SS Academic Senate Student Learning Council Student Services Council	Clerical support of the formatting and note taking  Campus Graphics for final layout and presentation of report	Completion in Fall 2022
Assess governance structures involving learning outcomes assessment, including stakeholders, faculty, and staff involvement.	LOAC-AA/SS Academic Senate VPAA	Institutional surveys	Completion in Spring 2023
Develop evaluation processes for current assessment procedures, possible conflicts, data utilization in decisions and reviews, and ongoing improvements.	LOAC-AA/SS Academic Senate College Council	Support for LOAC to review and make recommendations (either release time or stipends)	Completion in Fall 2023

<p>Define Student Success Assessment Terms and Language Across Institutional Assessment Processes</p>	<p>Academic Senate Program Review Committee LOAC-AA/SS Institutional Effectiveness Student Learning Council Student Services Council</p>	<p>Administrative support for finding and analyzing student level assessment apparatuses  Engaging faculty and staff with centralized planning software with trainings and learning opportunities.  Professional development opportunities for staff, faculty, and administrators.</p>	<p>Completion in Spring 2023</p>
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