

Accreditation

2016 Comprehensive Institutional
Self-Evaluation Report

STUDENT SERVICES

Directory

Allan Hancock College

Accreditation Comprehensive Institutional Self-Evaluation Report

Submitted by:

Allan Hancock College

800 South College Drive, Santa Maria, CA 93454

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

July 2016

Institutional Self-Evaluation Report Certification


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

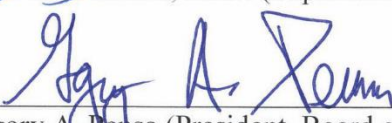
From: Dr. Kevin Walthers
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454

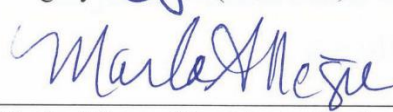
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

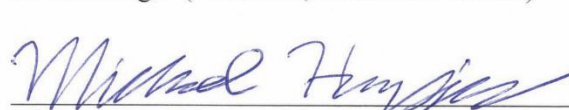
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

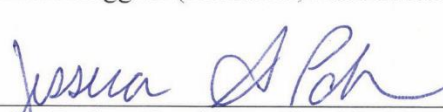
Signatures:



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

Gregory A. Bensa (President, Board of Trustees)

Marla Allegre (President, Academic Senate)

Michael Huggins (President, Associated Student Body Government)

Jessica Parker (President, Classified Senate)

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Introduction



SANTA MARIA
JUNIOR COLLEGE

History of the College and District

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

Distance learning has been in place for more than 60 years at Hancock. In fact, Hancock once offered classes in the 1960s on Johnson Island, which was located 860 miles southwest of Hawaii. Distance learning has kept pace with educational technology. The college has offered instruction on television, and classes on audiocassette, video, and DVD. After introducing online classes to the

curriculum in 1998, the college now offers more than 150 online courses each semester. In 2016, Hancock was recognized by AccreditedSchoolsOnline.org as one of the five best online community colleges in the nation.

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

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

Major Developments since the Last Institutional Self-Evaluation

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

Selected Highlights since the Last Team Visit

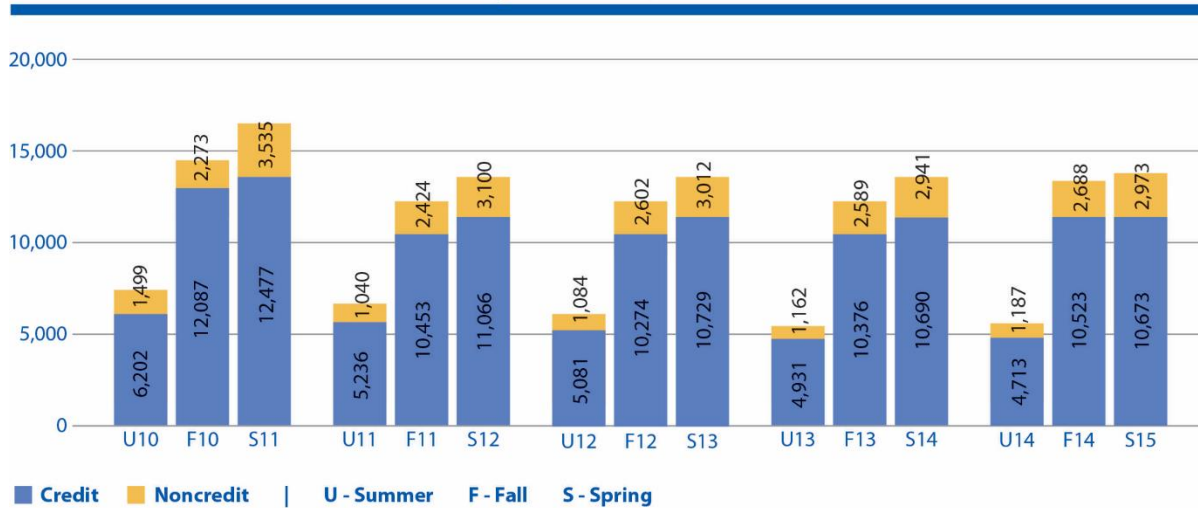
2010-2011	<ul style="list-style-type: none"> The Aspen Institute for College Excellence Program ranked AHC as one of the five best community colleges in California and among the nation's top 120 community colleges.
2011-2012	<ul style="list-style-type: none"> Awarded a \$4.3 million federal "STEM select" grant to provide State-of-the-art science and math education. For the 11th year in a row, named by Community College Week magazine as one of the top 100 institutions for most degrees awarded to Hispanic students.
2012-2013	<ul style="list-style-type: none"> Opened the new Early Childhood Studies building, including the Children's Center Lab School and an award-winning outdoor learning lab. Completed new outdoor athletic facilities for baseball, track and field, football, and soccer. Renovated the Performing Arts center, including infrastructure updates, a remodeled lobby, dressing rooms, and restrooms. Opened the new Administration building. Received a \$10.5 million bequest to the college's music program – believed to be the second largest gift in California community college history.
2013-2014	<ul style="list-style-type: none"> Opened new Student Services buildings – providing a "one-stop" center with all essential student services in one location. Opened the 68-acre \$38 million Public Safety Training Complex (PSTC) at the Lompoc Valley Center that provides training for current and future emergency responders. Awarded U.S. Department of Education: Developing Hispanic-Serving Institutions five-year grant totaling \$2.4 million. Named an Aspen Award finalist for the second time.
2014-2015	<ul style="list-style-type: none"> Completed the \$18 million Industrial Technology Building with high-tech classrooms and labs for a variety of disciplines. Awarded \$1.1 million grant for TRIO/Student Support Services project from the U.S. Department of Education. Launched a Concurrent Enrollment program to offer college credit courses at District high schools. Opened the Veteran Success Center on campus to provide additional services for student-veterans and their dependents. Hired two associate superintendent/vice presidents. Created and filled the position of Vice President of Institutional Effectiveness
2015-16	<ul style="list-style-type: none"> Awarded \$1.2 million grant from Cooperating Agencies Foster Youth. Educational Support (CAFYES) grant from the California Community Colleges Chancellor's Office. Hosted first on-campus football game since AHC moved to existing campus in 1954. Selected as an Aspen Award finalist for the third time. Created and filled the position of Executive Director of College Advancement.

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

Student Enrollment

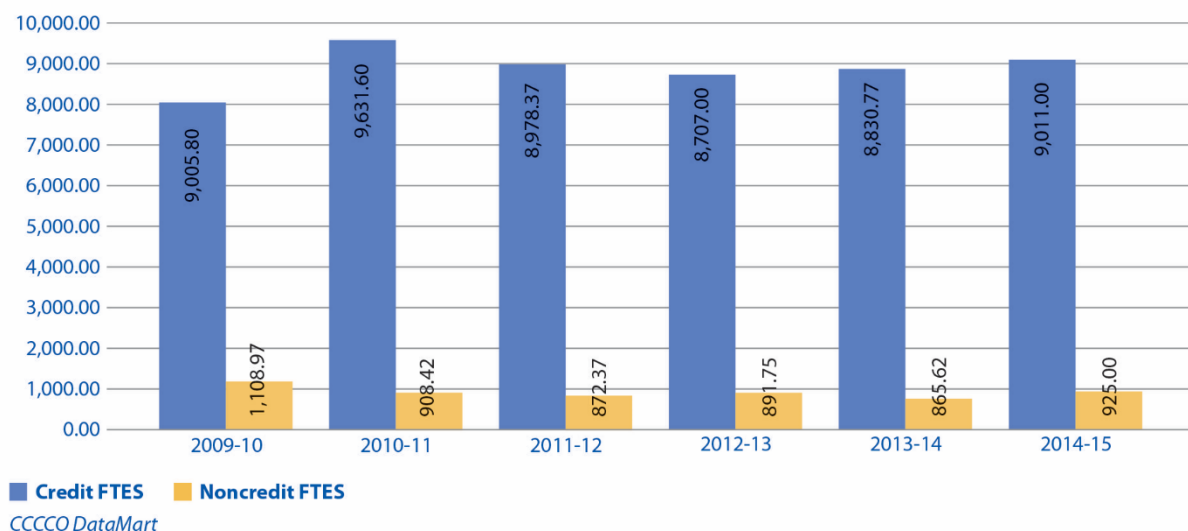
Allan Hancock College serves a student population each semester of approximately 19,000 credit and noncredit students who are enrolled on the Santa Maria campus, at the Lompoc Valley center, at other sites throughout the area, and online. Students and community members participate in semester-length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

Credit and Noncredit Headcount by Semester, AHC District



Fact Book 2015

Reported Annual Full-Time Equivalent Student (FTES)



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

Comparison of Service Area and AHC Students Ethnicity

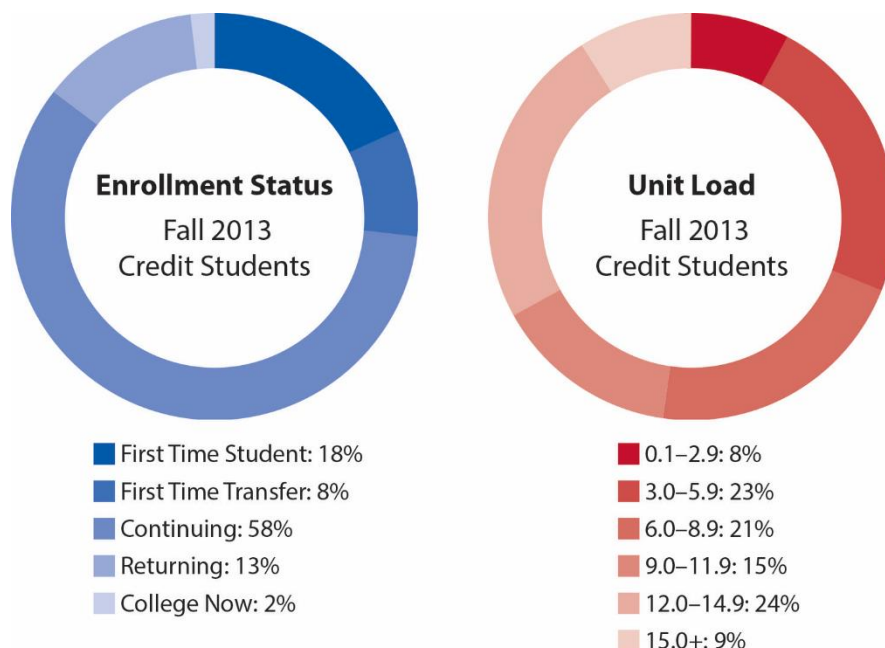
Ethnicity	Service Area (2010 Census)	Fall 2013 Students
Hispanic	47%	52%
Non-Hispanic	53%	48%
Race		
White	68%	36%
American Indian	2%	1%
Asian	3%	4%
Black	2%	2%
Other	25%	4%

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

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

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

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



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

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

Staff Demographics

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

AHC Employee Ethnicity

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

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

Labor Market and Socio-Economic Data

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

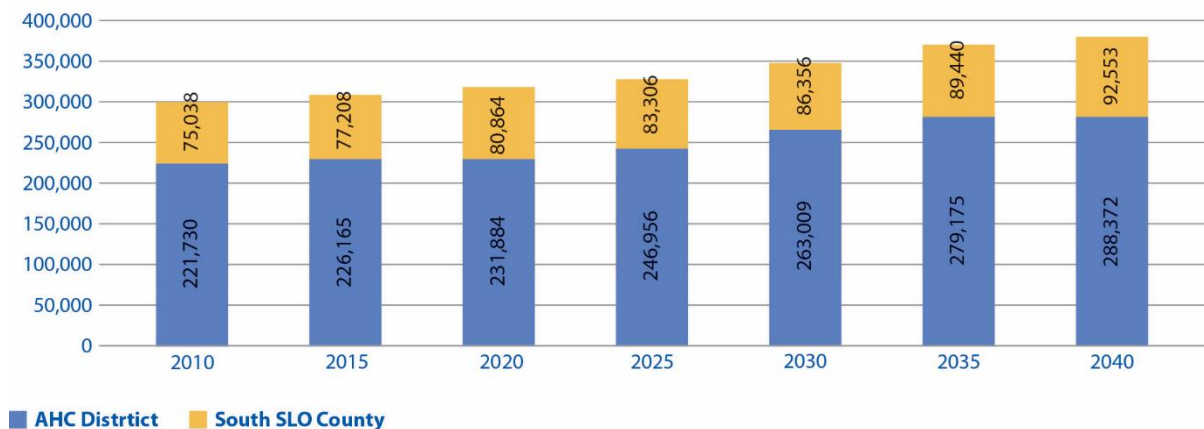
Numerous other AHC programs are tied to occupations that are expected to be the fastest growing in Santa Barbara County through 2020. These occupations include allied health (home health aides, medical secretaries); fitness trainers; social and human services assistants; cooks and food preparation and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

AHC's service area contains many middle or low-income households, due in part to the migrant labor population in the agriculture industry. The estimated median household income in northern Santa Barbara County is \$51,620, according to the 2013 UCSB Economic Forecast. Approximately 32 percent of households have an income of less than \$34,999. The majority of District residents have completed no more than a high school education; less than one fourth of the population possesses a college degree.

Looking forward and planning for the future, long-term projections predict substantial growth in the service area's population between 2010 and 2040. During this period the AHC

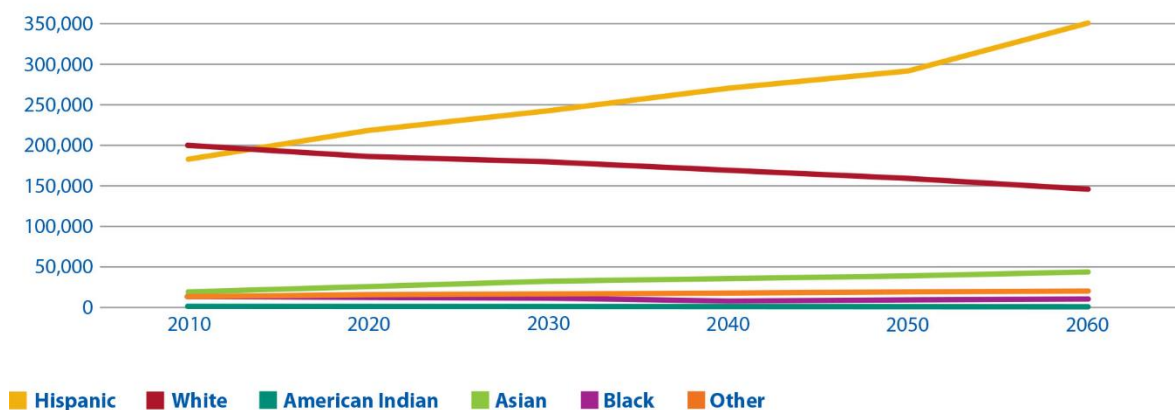
District population is expected to grow about 30 percent; south San Luis Obispo County is expected to grow 23 percent. Hispanic population growth is projected to continue; the white population is expected to decline. As a result, AHC outreach literature is available in English and Spanish, and extra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

Service Area Population and Projection



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

Santa Barbara County Population Projection Ethnicity Changes



California Department of Finance, Report P-1 (Race): State and County Population Projections by Race/
Ethnicity, 2010-2060 (by decade);
www.dof.ca.gov/research/demographic/reports/projections/P-1/documents/P-1_Race_CAProj_2010-2060.xls

Data/Organization



The Community

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

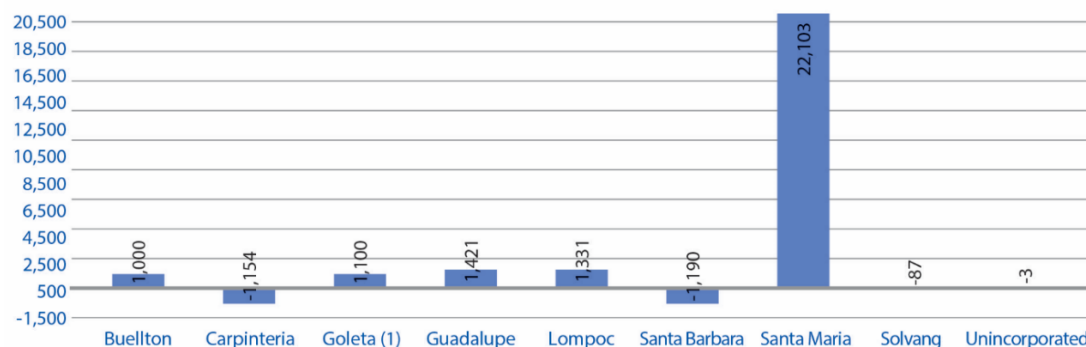
Santa Barbara County Jurisdictions, Total Population

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

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

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

Population Growth 2000–2010



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

Unincorporated Places Population Change from 2000 to 2010

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

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

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

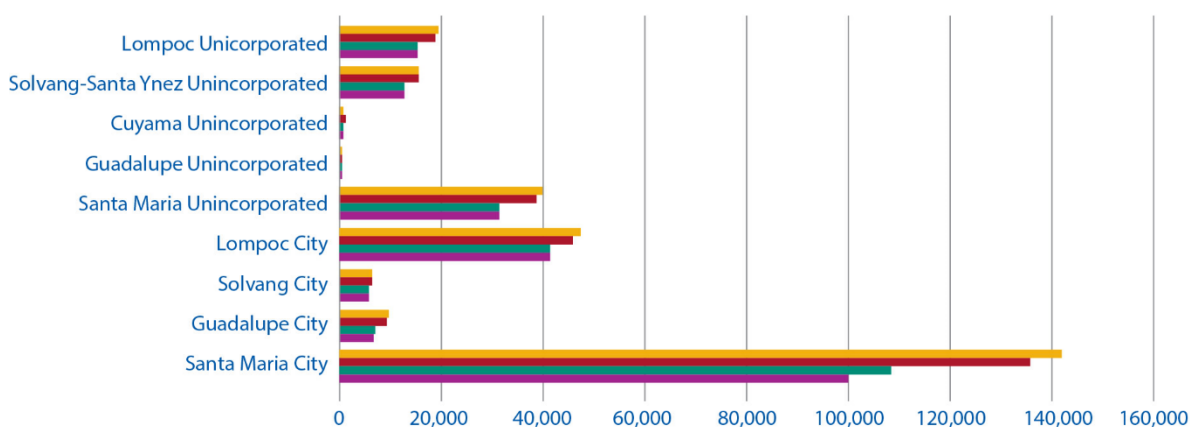
Percentage of Hispanic Population 2000 to 2010

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

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

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

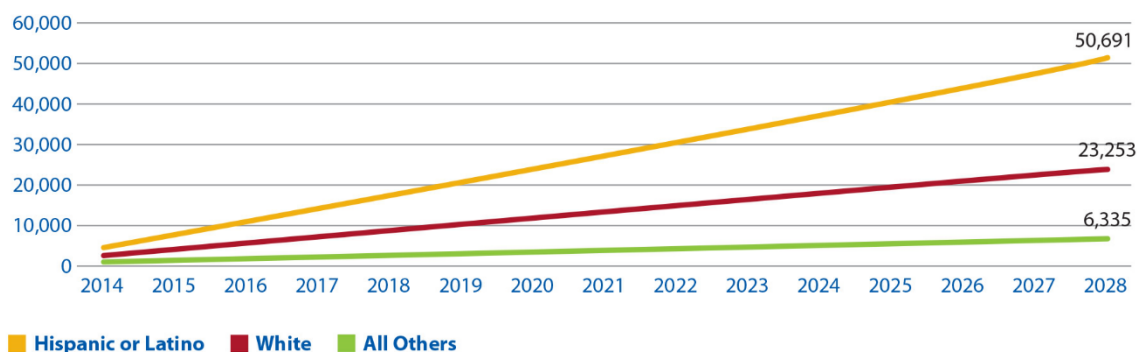
Population Forecast for Allan Hancock College District



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

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

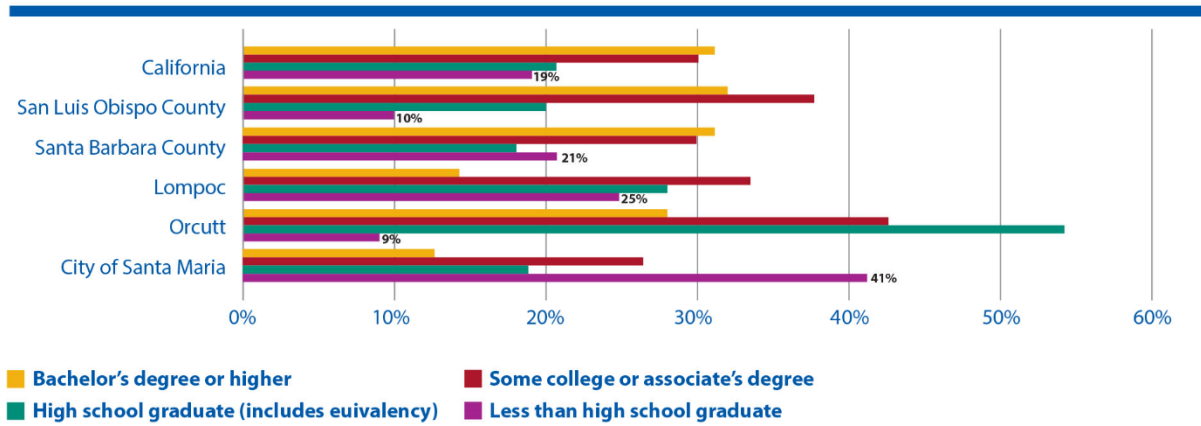
Santa Barbara County College Aged Residents by Ethnicity: 15 Year Growth Projection



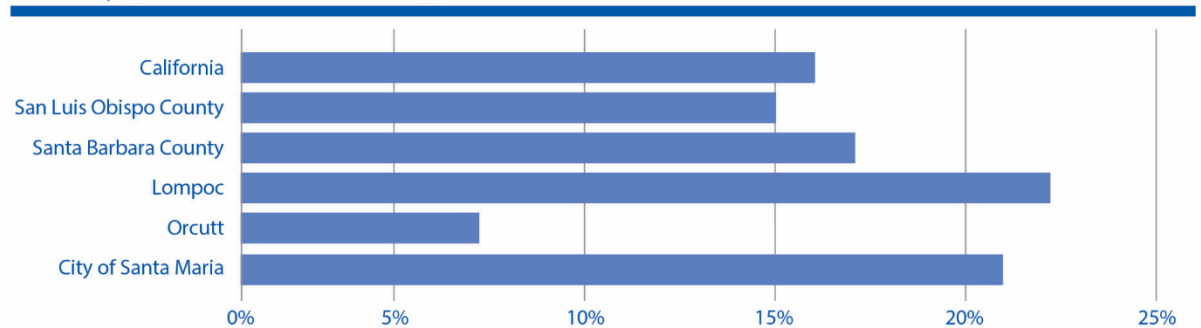
<http://chronicle.com/interactives/prospects#00/0-1>

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

Educational Attainment: Persons 25+



Poverty (US Census Definition)



DATA/ORGANIZATION

Total Households
Below Real Cost Measure

35,086

Percent of Households
Below Real Cost Measure

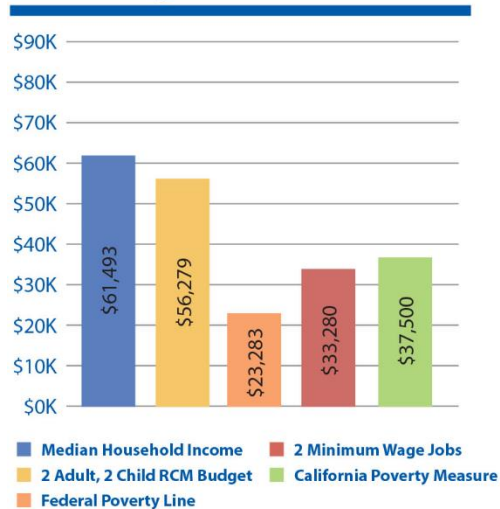
31%

Percent of Households below Real Cost Measure
Which Have at Least One Working Adult

94%

2012 Annual County Income Comparison

Based on a household of 2 adults, 1 infant,
and 1 school-aged child



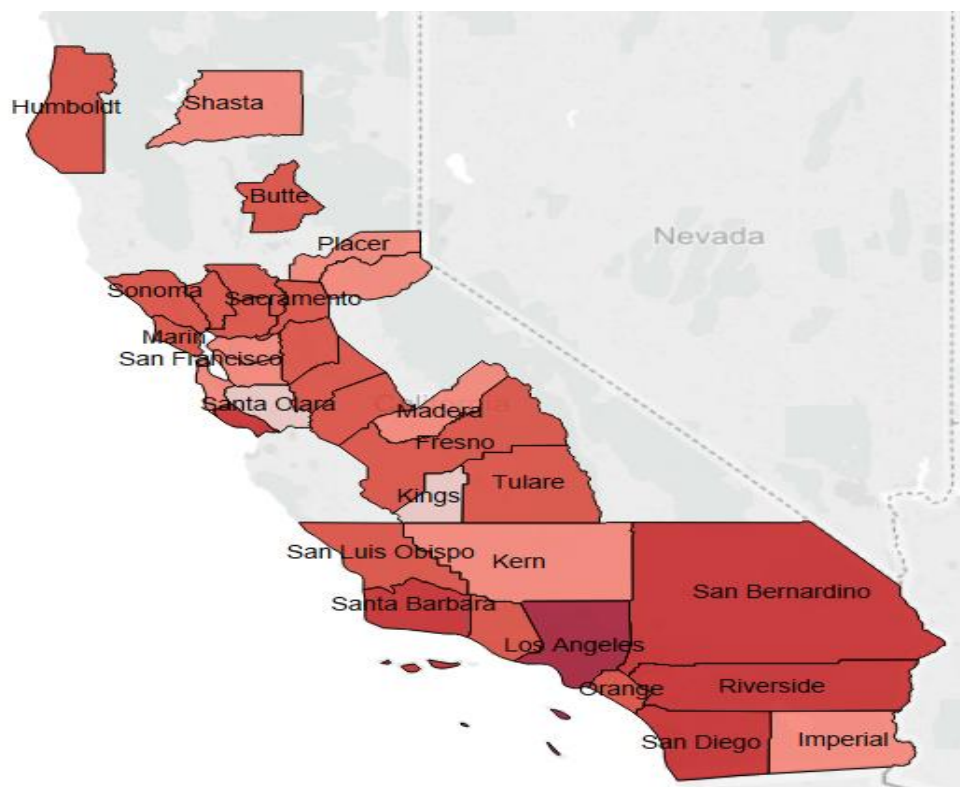
Three Real Cost Budget for the County

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

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

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

DATA/ORGANIZATION



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

Access to Allan Hancock College

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

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

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

2014 Local High School Graduates Enrolled

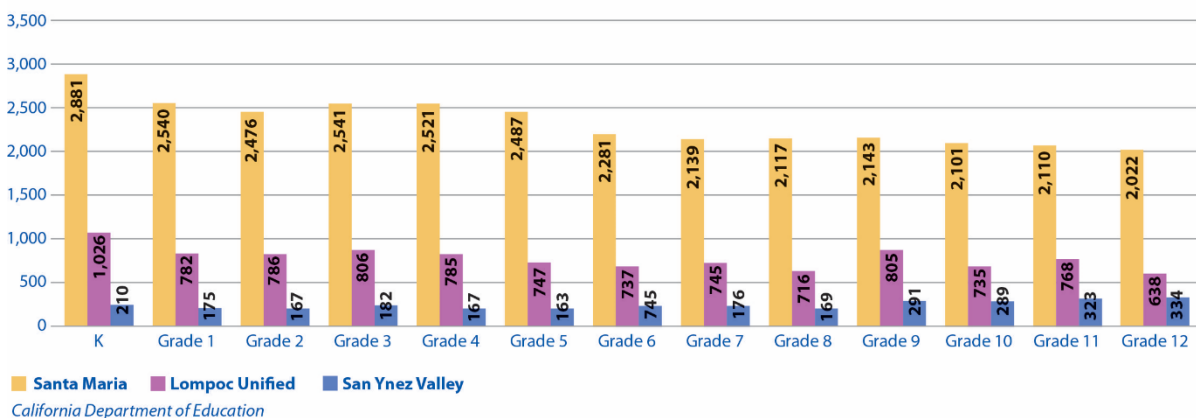
High School		High School	Allan Hancock	Percentage Point Difference	Proportionality Index
Pioneer	Hispanic	89%	89%	0	100%
	White	5%	4%	-1	80%
Righetti	Hispanic	50%	57%	7	114%
	White	46%	35%	-11	76%
Santa Maria	Hispanic	94%	91%	-3	97%
	White	3%	2%	-1	67%
Lompoc	Hispanic	74%	70%	-4	95%
	White	12%	12%	0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

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

Feeder High Schools

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

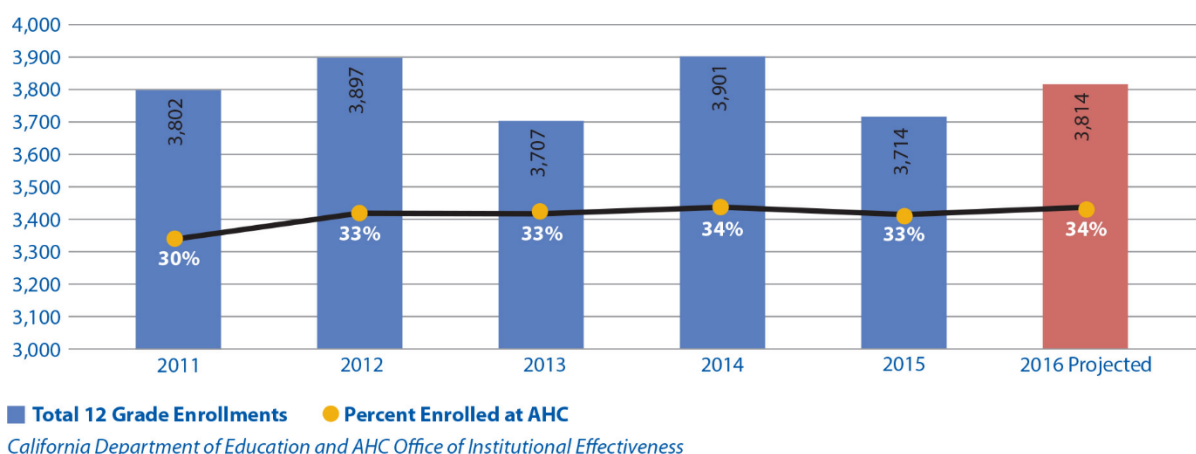
2014 AHC District K-12 Enrollment



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

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

Actual and Projected Enrollment at AHC by Top Feeder High Schools



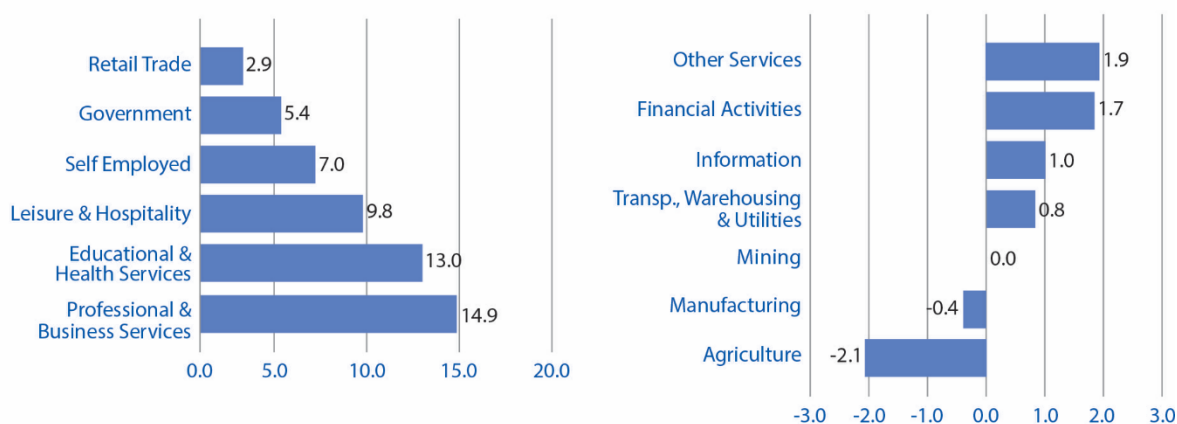
Economic Sector Growth Assumption

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

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

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

Forecast 2010-2040 Employment Change by Economic Sector



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

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

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

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

Allan Hancock College Student Profile

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

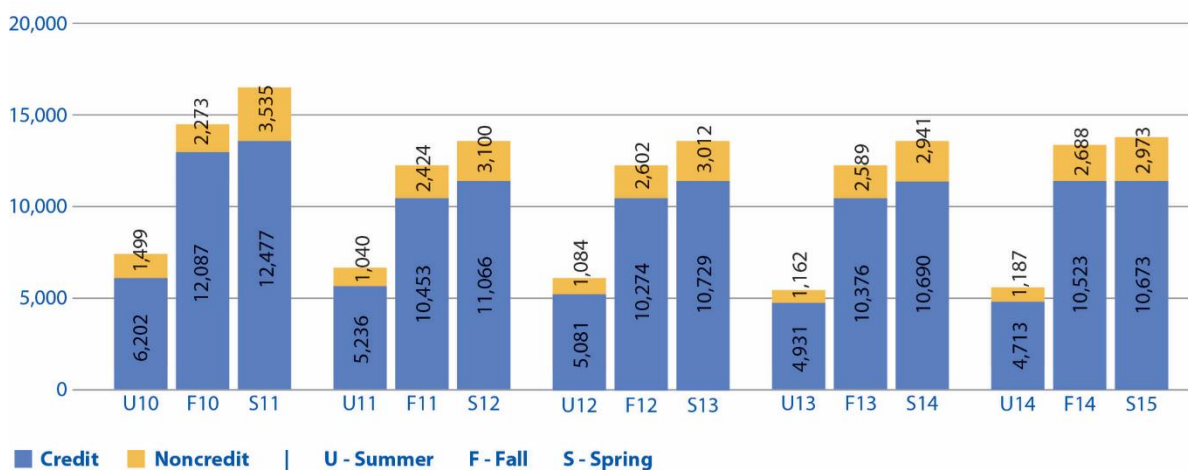
Allan Hancock College is located in northern Santa Barbara County on California's Central Coast, serving a working-class community steeped in agriculture and light industry. Our success allows us to regularly highlight students who have overcome the odds. Just this year we had two students named to the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

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

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

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

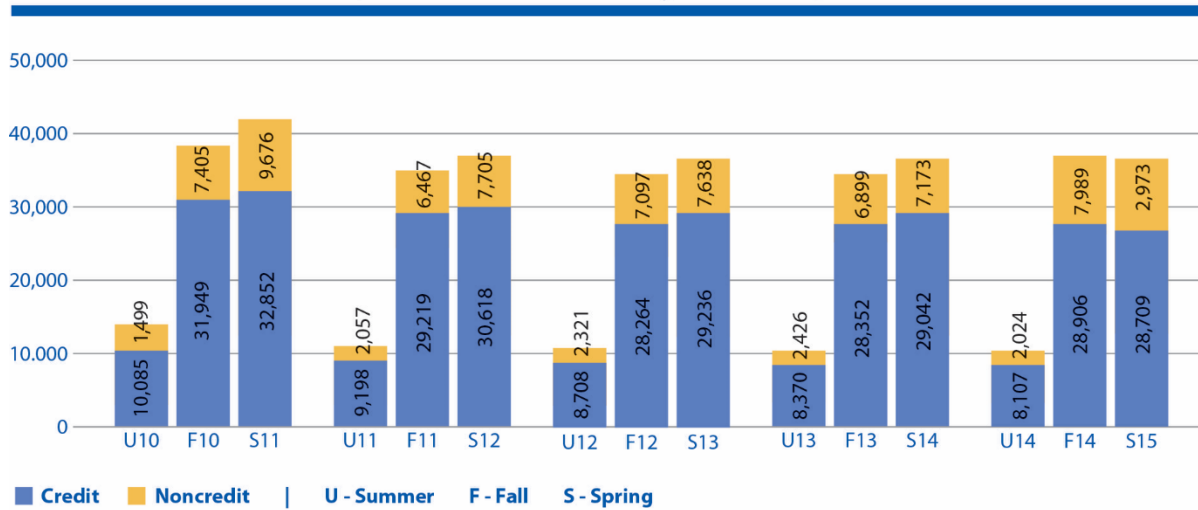
Credit and Noncredit Headcount by Semester, AHC District



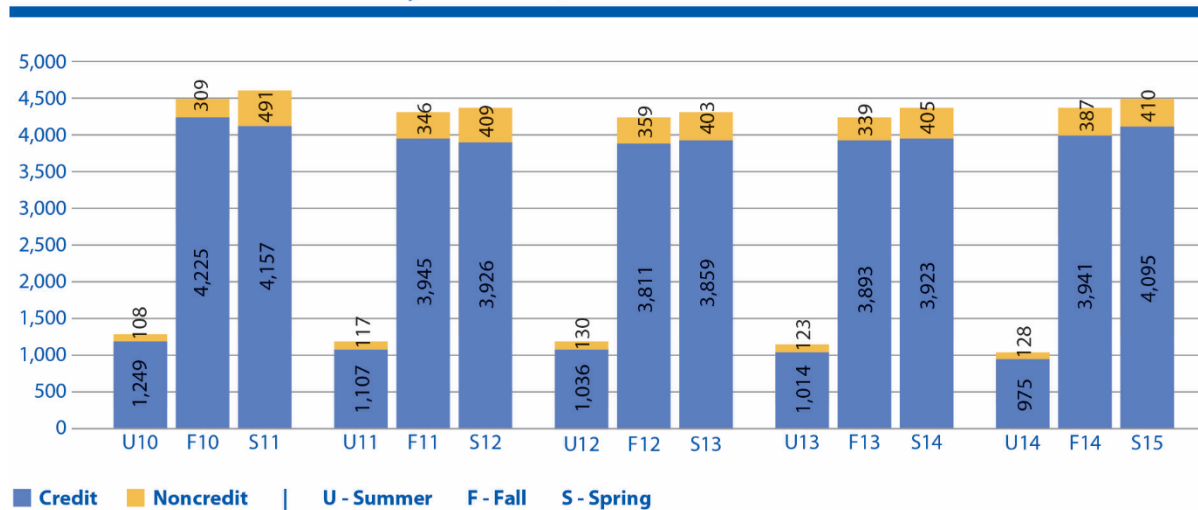
Fact Book 2015

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

Credit and Noncredit Duplicated Enrollment by Semester, AHC District

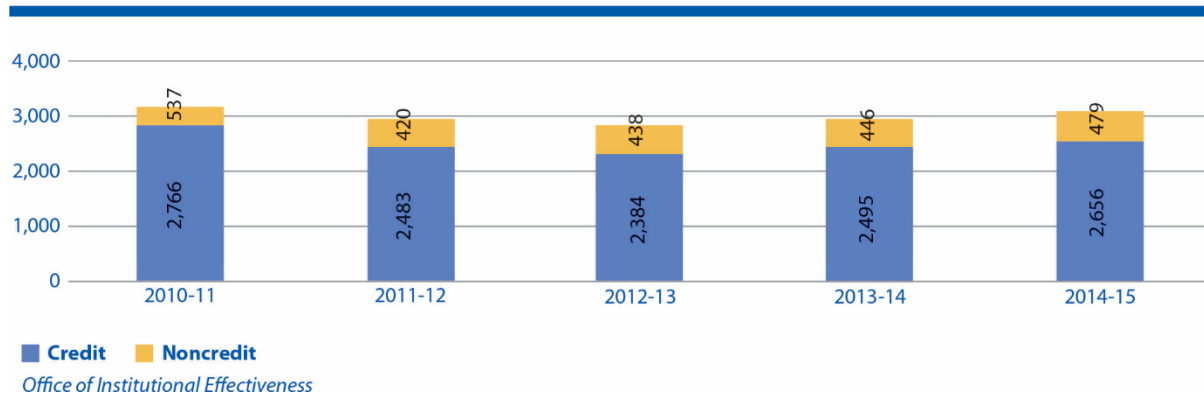


Credit and Noncredit FTES by Semester, AHC District



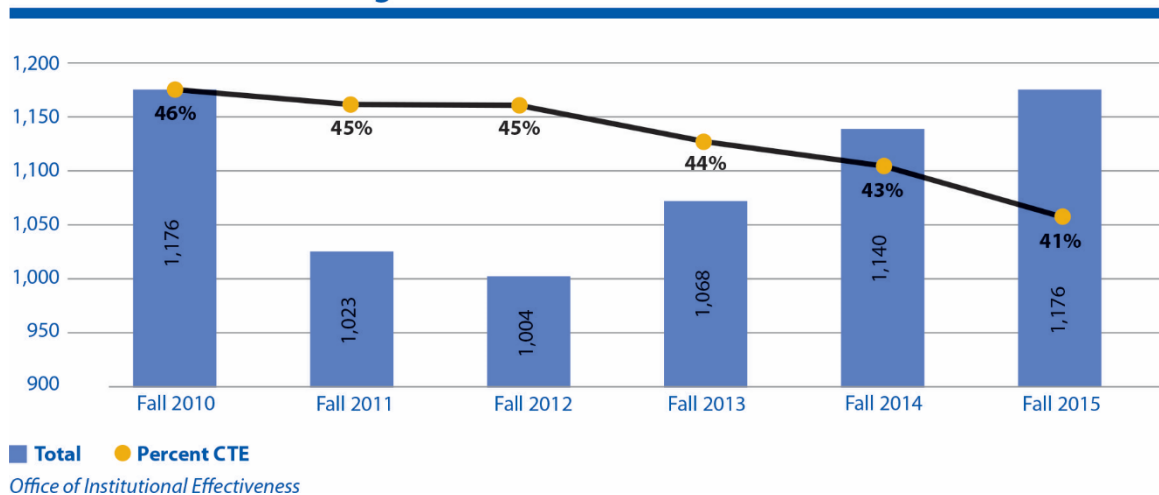
The college has responded to the post-recession mandate to grow by adding sections, yet the countercyclical demand for education has mitigated growth.

AHC Credit and Noncredit Status Sections



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

Fall Credit Section Offerings and Percent CTE



AHC Degree Applicable Sections



■ Credit - Degree ■ Credit - Non Degree

Office of Institutional Effectiveness

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

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

AHC Transfer Applicable Sections



■ UC/CSU ■ CSU ■ Non

Office of Institutional Effectiveness

DATA/ORGANIZATION

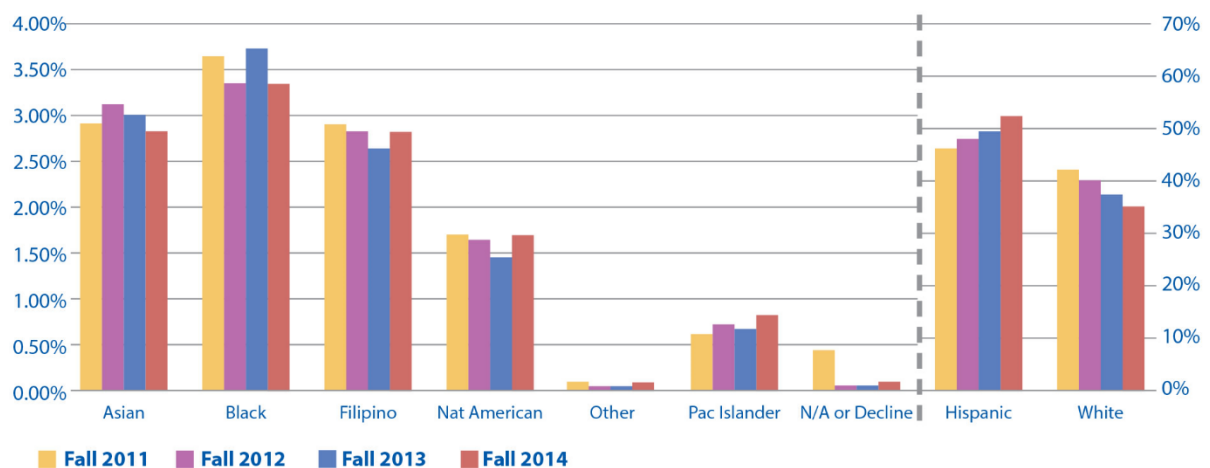
The ethnic changes in credit headcount reflects that of the community both in growth and in the relative distribution of ethnic groups. Almost 90% of credit students are either Hispanic/Latino or white, and the growth in student count is among the Latino population.

AHC District Credit Headcount

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

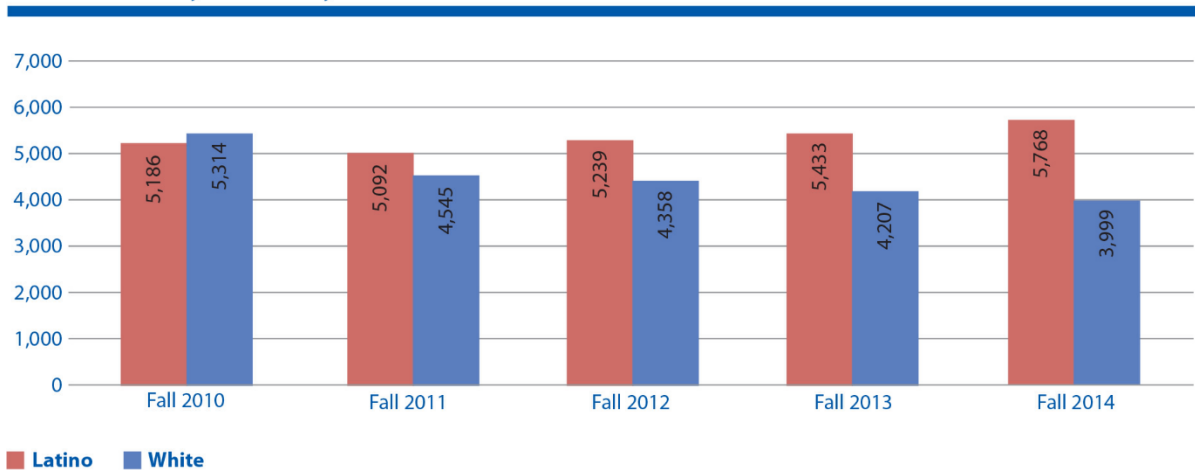
Source: Fact Book 2015

AHC District Credit Headcount – Ethnic Distribution



Fact Book 2015

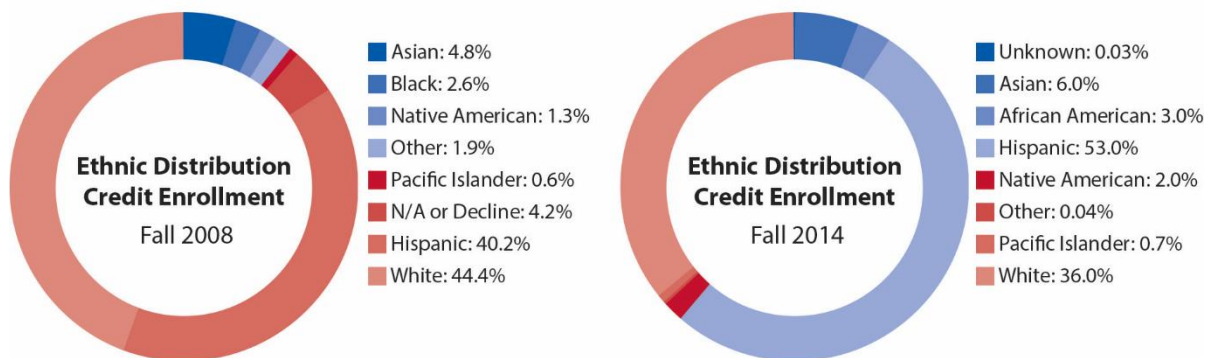
Headcount by Ethnicity - Latino and White



Fact Book 2015

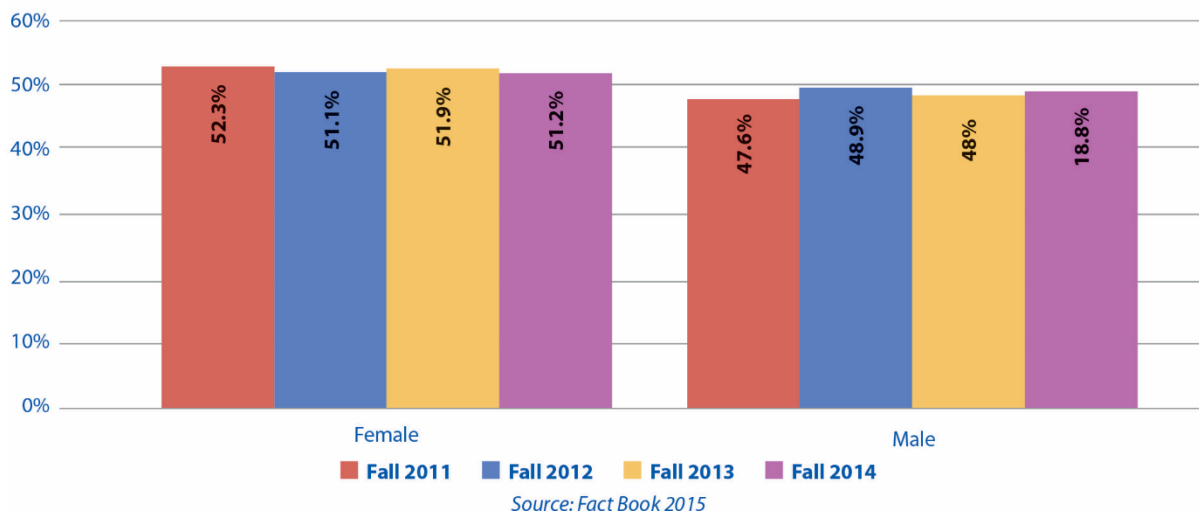
Looking back to 2008 before the impact of the recession, the distribution of enrollment by ethnicity was considerably different with 44.4% white and 40.2% Hispanic/Latino.

Fall 2008 and 2014 Ethnic Distribution – Credit Enrollment



Source: Fact Book 2015

AHC District Credit Headcount — Gender Distribution

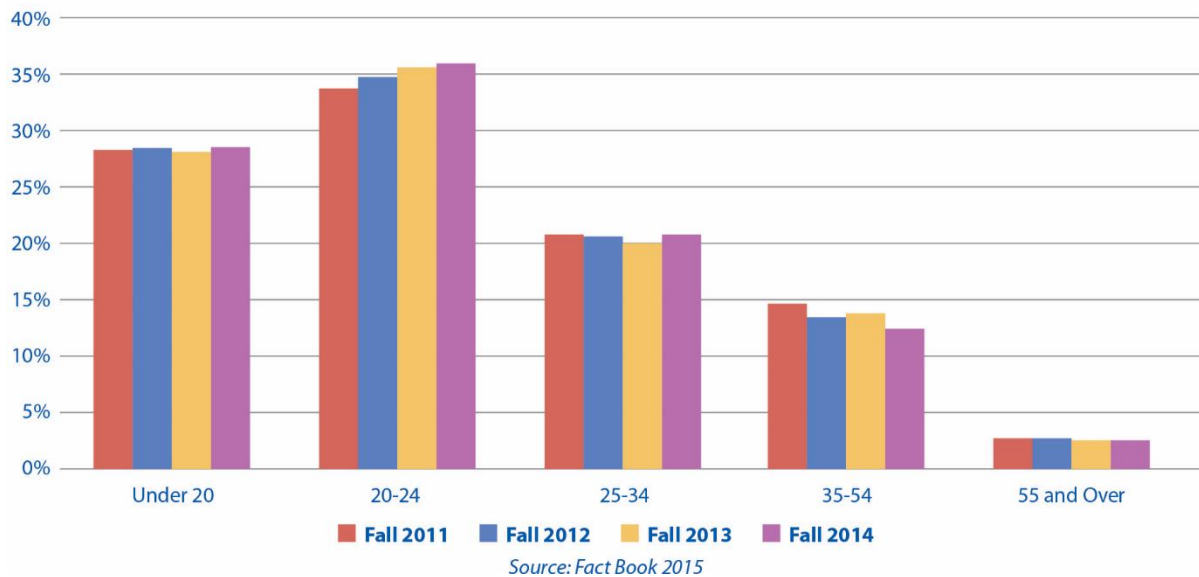


Approximately 63% of credit students are below the age of 25 in the last four fall terms. There has been a slight increase in the percent of those age 20 to 24 and a slight decrease among those age 35 to 54.

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

Source: Fact Book 2015

AHC District Credit Headcount— Age Distribution

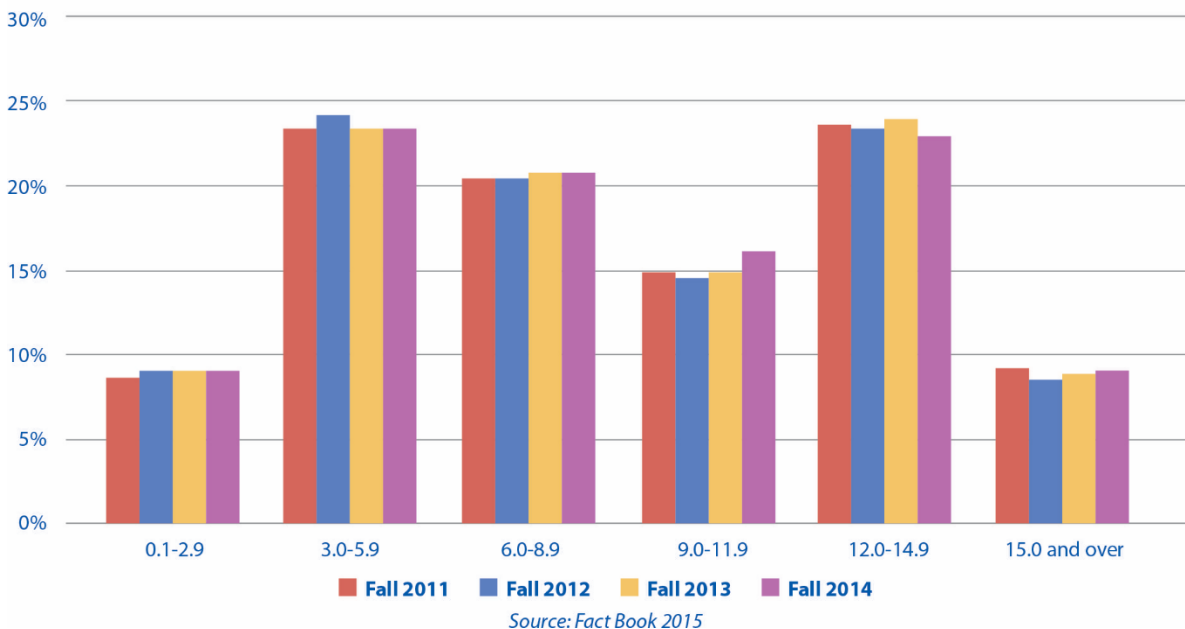


Students enroll in 8.3 units average in the fall term, with about 32% taking 12 or more units.

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

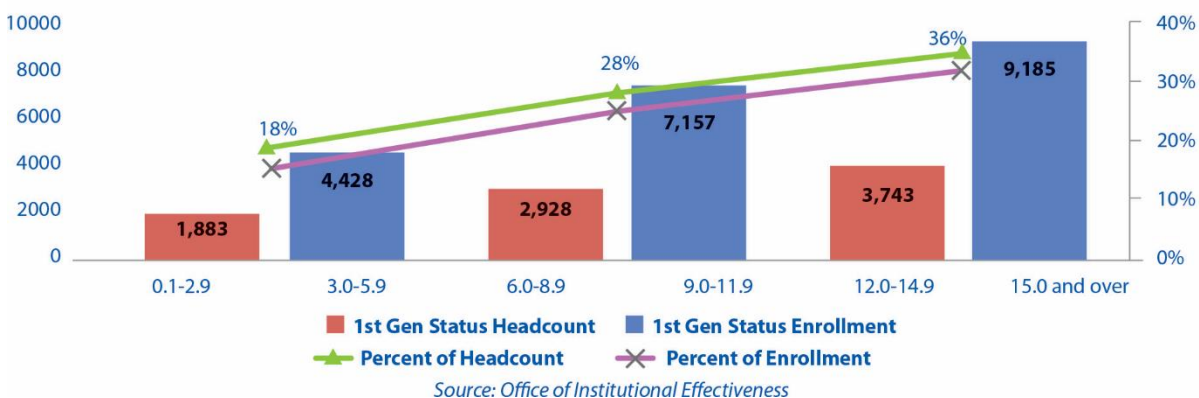
Source: Fact Book 2015

AHC District Credit Headcount — Unit Load



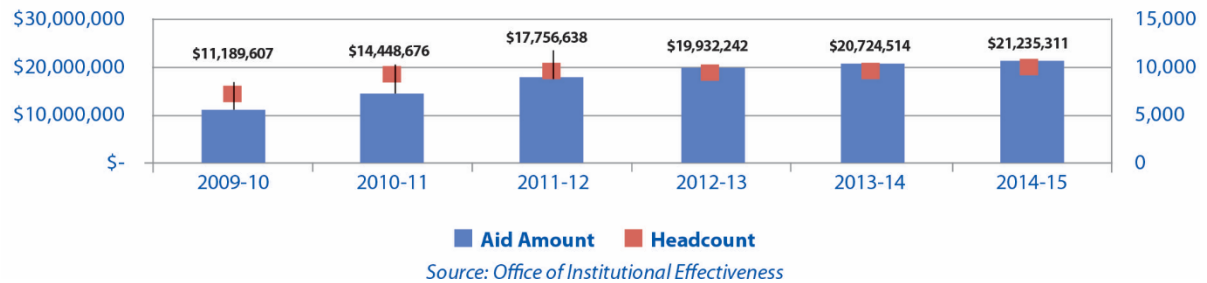
Along with the regional trend in population growth among households of lower SES status, there has been an increase at AHC in the number and percent of students who are first generation; these are students who come from households where neither parent has more than a high school education.

First Generation Status

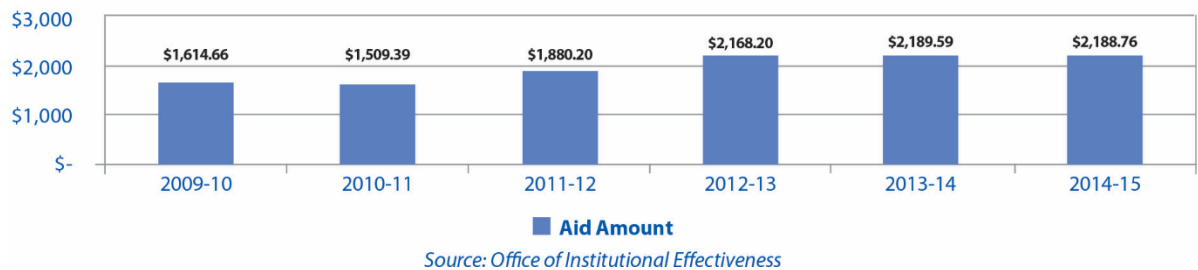


The college has continued to make aid available for students. From 2009-10 until 2013-14, total financial aid disbursements outpaced the increase in enrollment. Aid grew in 2014-15 at a rate that matched the increase in enrollment.

Financial Aid at AHC

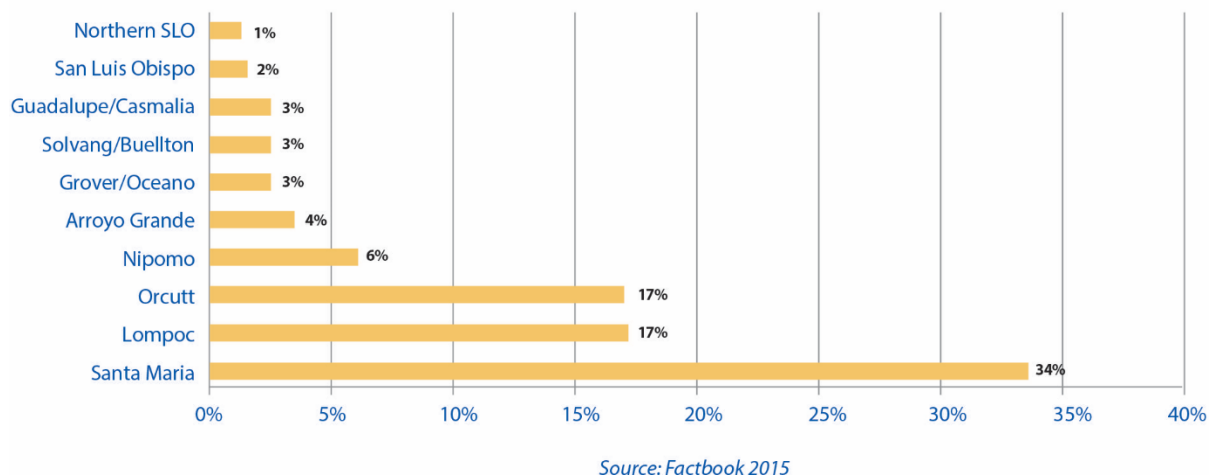


Financial Aid per student at AHC



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

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



DATA/ORGANIZATION

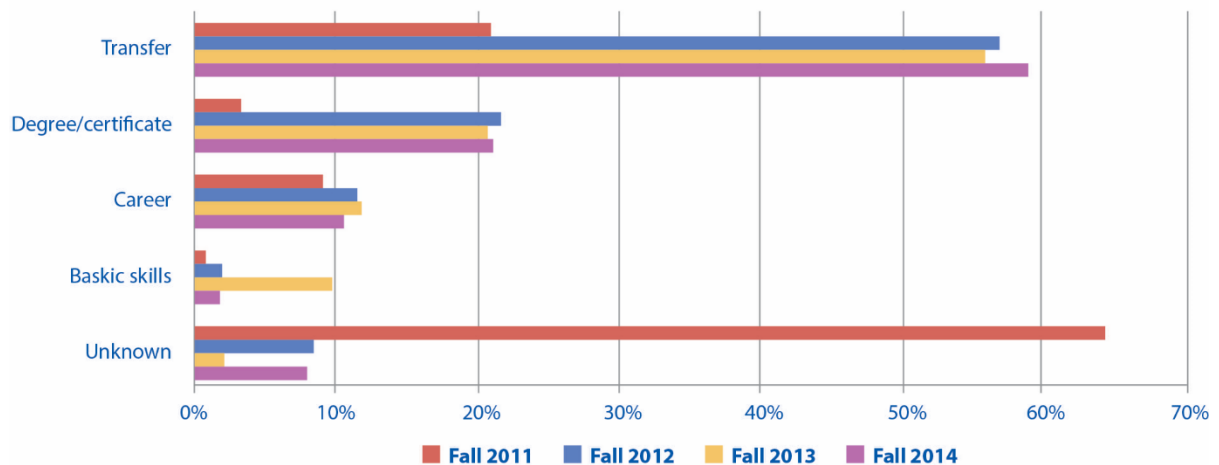
In comparison to enrollment prior to the economic downturn, Santa Maria has shown the largest percent increase in enrollment.

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

Source: Office of Institutional Effectiveness

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

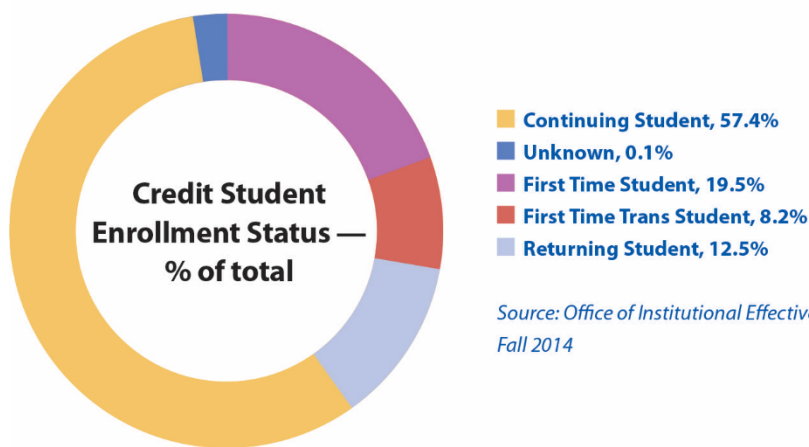
Fall Semester Enrollment by Educational Goals — AHC District



Source: Office of Institutional Effectiveness

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

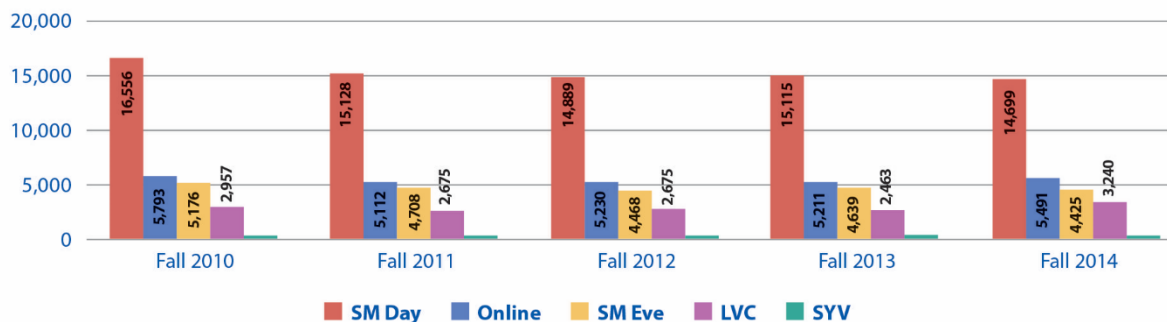
Credit Student Enrollment Status — % of total



Source: Office of Institutional Effectiveness,
Fall 2014

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

AHC Enrollment by Location



Source: Office of Institutional Effectiveness

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

DATA/ORGANIZATION

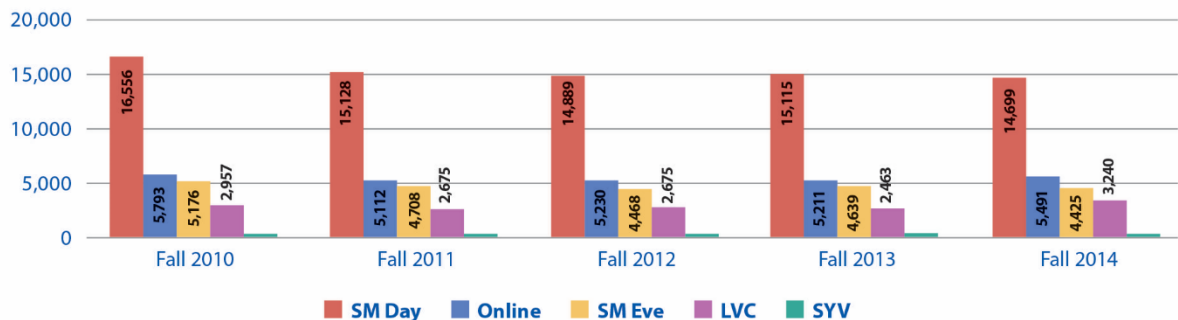
campus also enroll in the evening at Santa Maria or one more other locations. Students who enroll in the evening at the main campus are most likely to enroll in other locations, including day time and online (DL). Slightly more than one-third of students taking distance learning class enroll exclusively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

FALL 2014 ENROLLMENT AT MULTIPLE LOCATIONS										
				AND OTHER LOCATIONS						
	Total Headcount	Only at Location	%	SM Day	SM Eve	LVC	Santa Ynez	VAFB	DL	Other
SM Day	6,168	1,861	30.2%		2,099	471	7	2	1,272	73
SM Eve	3,478	824	23.7%			213	0	2	727	4
LVC	1,864	986	52.9%				5	14	382	8
Santa Ynez	177	164	92.7%					0	4	0
VAFB	50	31	62.0%						10	0
DL	2,910	1,056	36.3%							15
Other	378	362	95.8%							

Source: Fact Book 2015

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

AHC Enrollment by Location

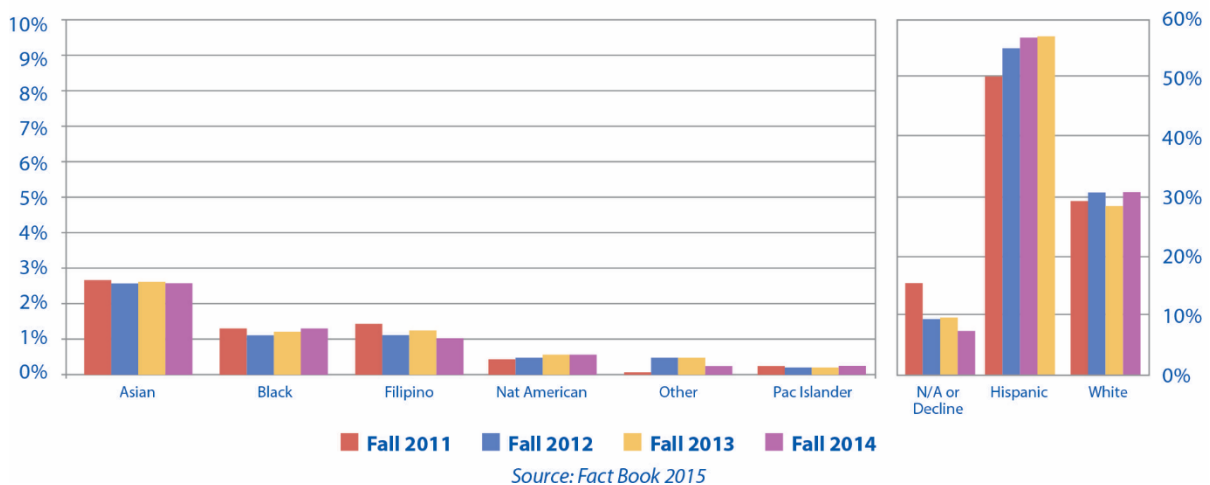


Source: Office of Institutional Effectiveness

Noncredit Student Population

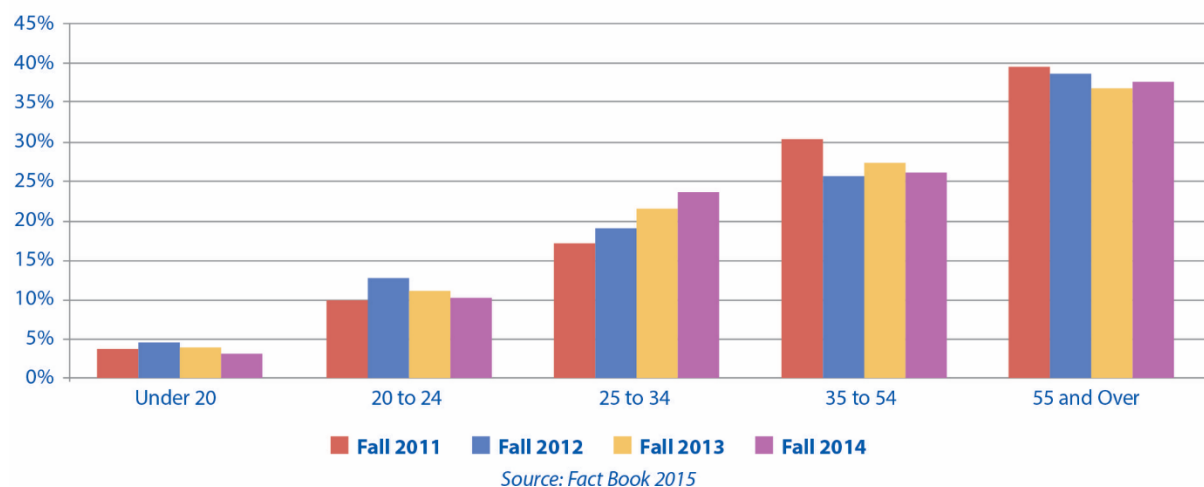
In fall 2014 there were almost 3,000 noncredit students (students enrolled ONLY in noncredit) at AHC. With a strong focus in ESL and GED education, the noncredit program has a larger percentage of Latino students than the credit program.

AHC District Noncredit Headcount – Ethnic Distribution

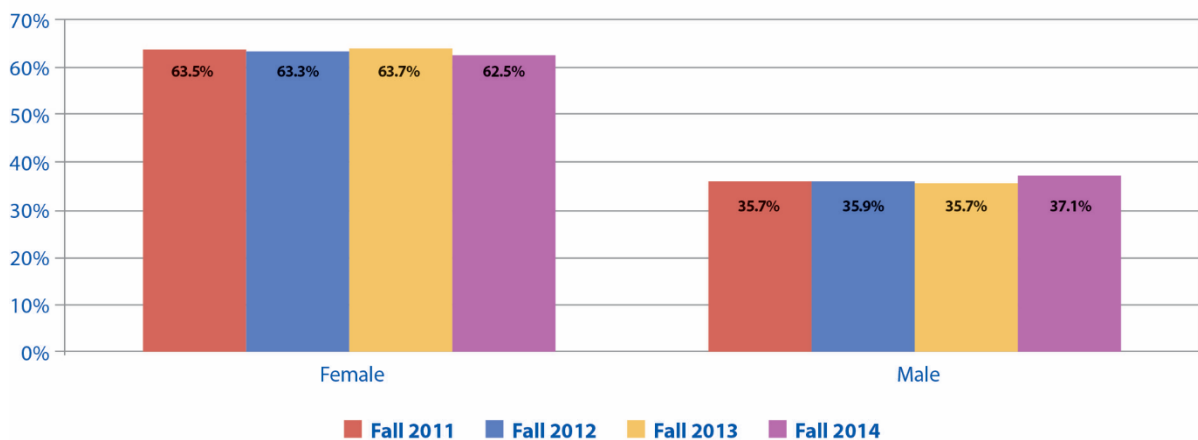


With a focus in skills building and programs for older adults, the age distribution in noncredit is older than in credit.

Noncredit Fall Semester Enrollment by Age — AHC District



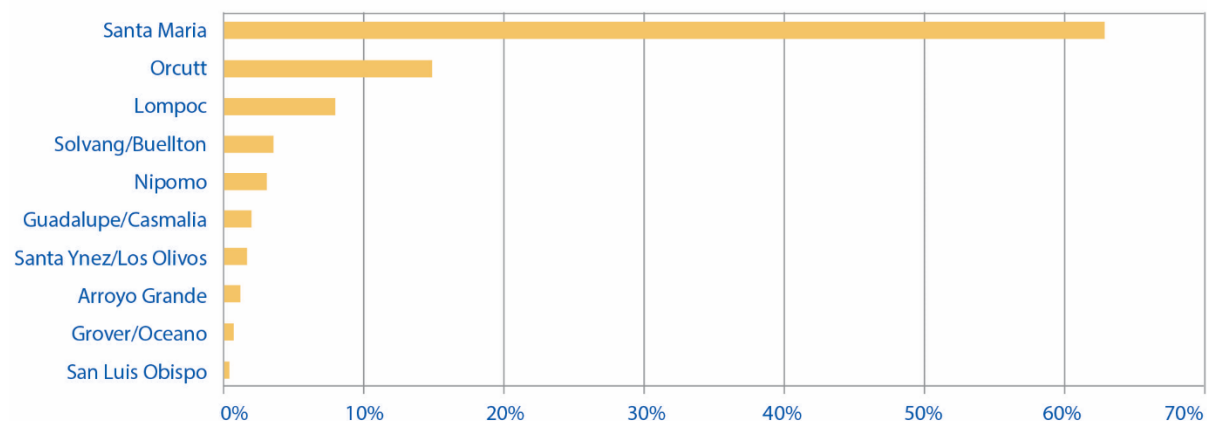
Noncredit Fall Semester Enrollment by Gender — AHC District



Source: Fact Book 2015

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

Noncredit Top Ten Cities of Origin, AHC District, Fall 2014



Source: Office of Institutional Effectiveness

Student Outcomes and Achievement

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

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

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

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

AHC is also one of three community colleges in the nation to be the lead partner in the *Bridges to the Baccalaureate* program. The federally-funded program provides comprehensive academic support and guidance partnership between AHC and California Polytechnic State University, San Luis Obispo (Cal Poly) for underrepresented students who wish to transfer to a university and pursue careers in the biomedical or behavioral sciences fields. Each student receives paid-summer research internships in biology labs with Cal Poly professors. In the last five years of the program, nearly 70 percent of Bridges students have transferred to four-year universities, such as Cal Poly, San Luis Obispo (another 10 percent are completing the program). Hancock College received a five-year extension to continue the program through 2019.

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

Institutional Set Standards

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

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

ACCJC Institutional Standards

Measure	AHC Data								AHC Standard*
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	
Course completion rate	87%	89%	89%	86%	87%	87%	87%	87%	82%
Successful course completion rate	70%	70%	70%	68%	69%	70%	71%	70%	66%
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
Number of degrees awarded	1009	988	891	1019	909	954	1151	1237	1001
Degrees - Unduplicated	749	760	644	717	704	718	814	867	
Number of certificates awarded	294	543	636	669	562	640	720	746	634
Certificates - Unduplicated	285	538	618	627	543	601	667	703	
AHC cohort year, 4-yr enrollment year	N/A	AHC 2007-08, 4-yr 2008-09	AHC 2008-09, 4-yr 2009-10	AHC 2009-10, 4-yr 2010-11	AHC 2010-11, 4-yr 2011-12	AHC 2011-12, 4-yr 2012-13	AHC 2012-13, 4-yr 2013-14	AHC 2013-14, 4-yr 2014-15	
Transfers to 4-yr	N/A	1577	1538	1423	1523	1544	1622	1560	1458
CSU		610	619	424	620	613	708	641	
UC		149	169	122	132	180	131	136	
*AHC standard is 95% of the most recent 5 year average Source: Office of Institutional Effectiveness, University of California Office of the President, CSU Analytical Studies									

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

Allan Hancock College Licensure Exams & Pass Rates

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

Job Placement Rates

Program	CIP - 4 digit	2011-2012	2012-2013	2013-2014	institutional set standard*
Accounting	52.03	70.59%	73.91%	43.75%	59.6%
Administration of Justice	43.01	69.84%	84.21%	91.30%	77.7%
Administrative Medical Assisting	51.08		40.00%	69.23%	51.9%
Automotive Technology	47.06	67.74%	64.00%	71.43%	64.3%
Business Administration	52.02	60.00%	73.33%	82.61%	68.4%
Business	52.01	64.00%	65.22%	73.68%	64.3%
Certified Nurse Assistant	51.39	80.65%	76.92%	88.89%	78.0%
Child Development/Early Care and Education	19.07	50.00%	56.25%	65.52%	54.4%
Cosmetology and Barbering	12.04	50.00%	45.00%	72.73%	53.1%
Dental Assistant	51.06	83.33%	83.33%	75.86%	76.8%
Dramatic Arts	50.05	55.56%	75.00%	56.52%	59.2%
Film Production	50.06	50.00%	60.00%	54.55%	52.1%
Fire Technology	43.02	86.32%	86.76%	90.00%	83.3%
Human Services	44.00	55.56%	41.94%	60.87%	50.2%
Licensed Vocational Nursing	51.39	85.71%	80.00%	69.70%	74.5%
Medical Assisting	51.08	53.57%	72.73%	84.38%	66.7%
Nutrition, Foods, and Culinary Arts	19.05	80.00%	66.67%	72.73%	69.5%
Office Technology/Office Computer Applications	52.04	53.33%	50.00%	58.82%	51.3%
Police Academy	43.01	75.00%	76.92%	100.00%	79.8%
Registered Nursing	51.38	89.74%	84.38%	93.33%	84.7%
Technical Theater	50.05	57.14%	46.67%	40.00%	45.5%
Viticulture, Enology, and Wine Business	01.03	70.37%	80.00%	50.00%	63.5%
Welding Technology	48.05	88.89%	80.00%	82.61%	79.6%
Source: CCCC CORE Indicator Report					
*Based on 95% of three-year average					

Institutional Effectiveness Partnership Initiative Goals

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

Fall Course Success Rates

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

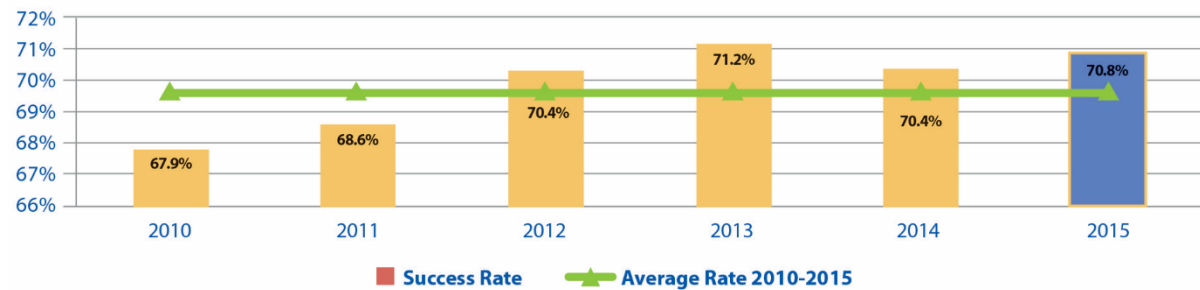
Average Success Rate 2010 - 2015

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

Source: Office of Institutional Effectiveness

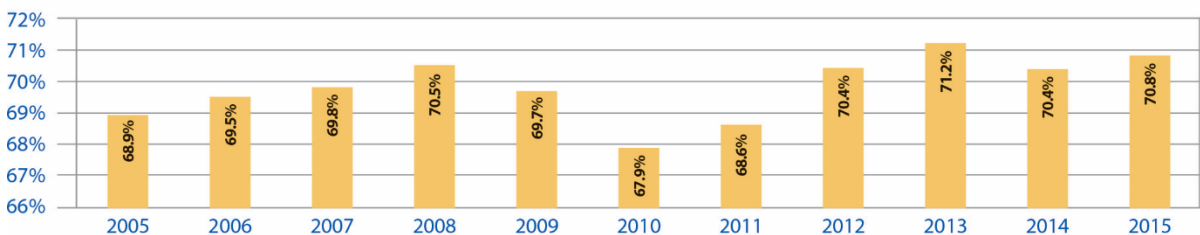
The table compares five-year fall course success rates among ethnic groups to the overall average rate, with a gap where a group fell below the overall. Success Rate at Equity is the hypothetical rate if the groups below the average came up to the average and the rest of the groups remained unchanged.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

2010 - 2015 Fall Success Rate



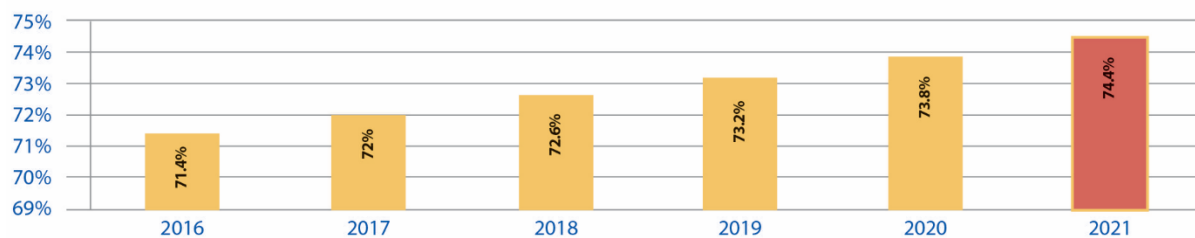
Source: Office of Institutional Effectiveness

2005 - 2015 Fall Success Rate



Source: Office of Institutional Effectiveness

Target Course Success Rate from 2016

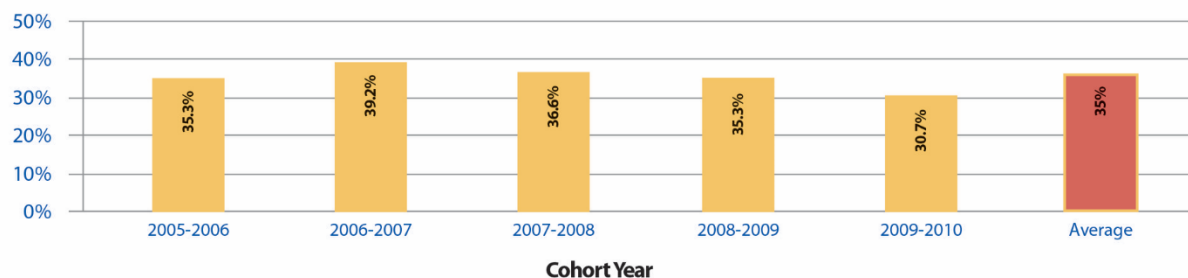


Source: Office of Institutional Effectiveness

Six-Year Cohort Success Rates

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

Scorecard Success Rate — Unprepared Students



Source: Office of Institutional Effectiveness

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

DATA/ORGANIZATION

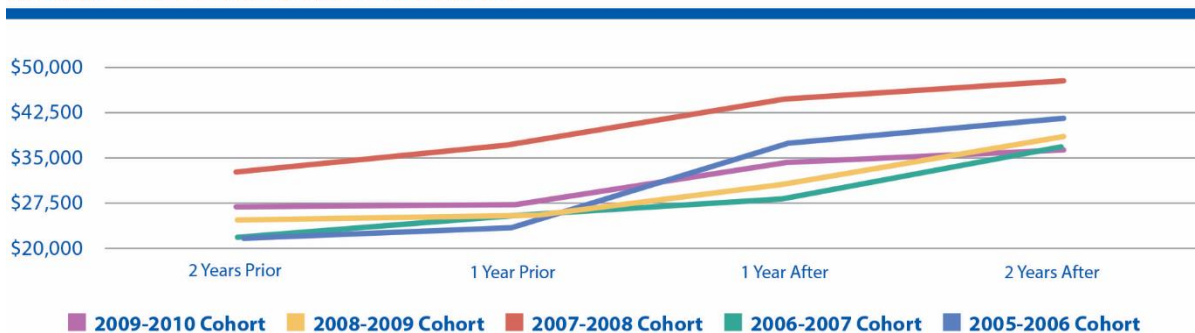
Completion Unprepared	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	865	35.3%	982	39.2%	989	36.6%	1,085	35.3%	933	30.7%
Female	479	36.7%	554	38.8%	533	37.5%	569	39.2%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

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

Earnings Outcomes

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

Income Before/After AHC Credential

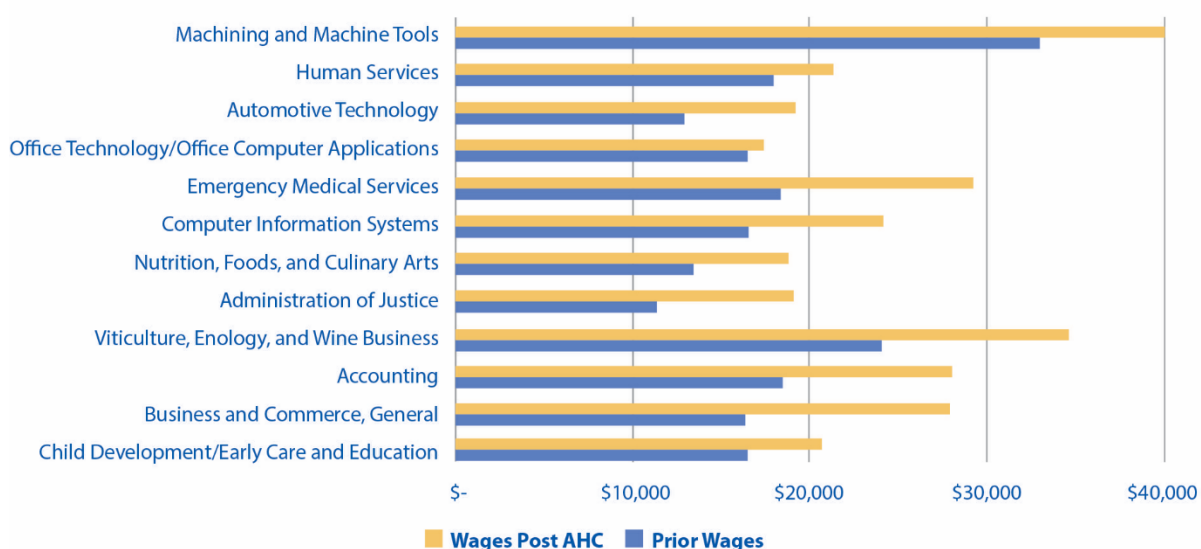


Source: Office of Institutional Effectiveness

Recent Improvements to Labor Market Data

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

AHC Skills-Builders



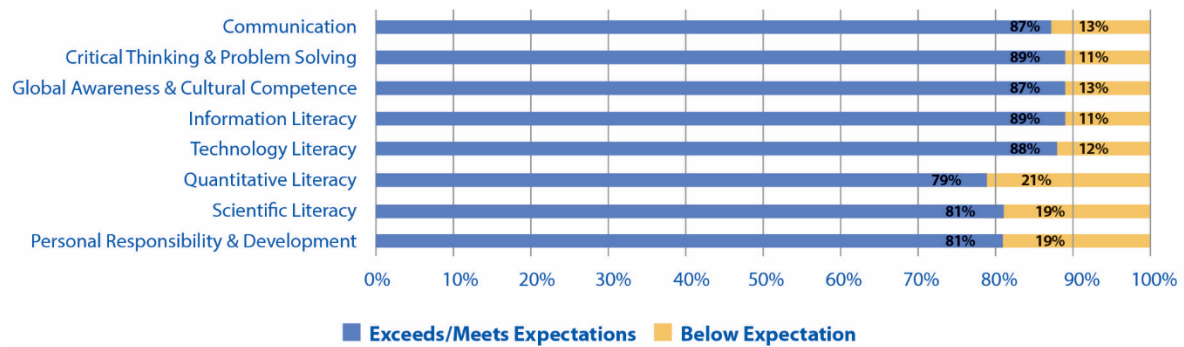
Assessment of Learning Outcomes

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

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

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

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



Scorecard Data

All Scorecard Outcomes by Cohort Year								
Cohort Year	2004	2005	2006	2007	2008	Recent Statewide Average	Peer Group*	Trend
Completion Rate (overall)	47.9%	44.7%	48.8%	45.4%	44.5%	46.8%	44.5% (30.7%, 54.3%)	
Prepared	65.2%	59.6%	64.8%	61.2%	61.4%	69.7%		
Unprepared	39.8%	35.3%	39%	36.6%	35.1%	39.2%		
Persistence Rate (overall)	68.2%	67.6%	69.8%	68.9%	71.3%	71.7%		
Prepared	67.4%	69.5%	69.3%	70.4%	70.5%	72.8%		
Unprepared	68.6%	66.5%	70.10%	68%	71.8%	71.3%		
Percent of students who earned at least 30 units (overall)	65%	64.2%	66.3%	66%	64.1%	66.5%		
Prepared	68.6%	68.4%	71%	72.4%	66.7%	71.1%		
Unprepared	63.4%	61.5%	63.5%	62.4%	62.7%	65%		
Basic Skills English Progress Rate	40.3%	37.2%	41%	40.9%	41.7%	43.4%		
Basic Skills Math Progress Rate	26.7%	26.2%	30.6%	31%	29.3%	31%		
Basic Skills ESL Progress Rate	8.3%	9.2%	9.8%	11.5%	12.9%	28.4%		
Career Technical Education Progress and Attainment Rate	51.9%	49.2%	61.6%	47.8%	49.9%	49.9%		
*Peer groups are identified through use of cluster analysis using factors not influenced by the college: API, %BA, %Age > 25								

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

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

Equity Analysis

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

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

DATA/ORGANIZATION

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

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

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

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

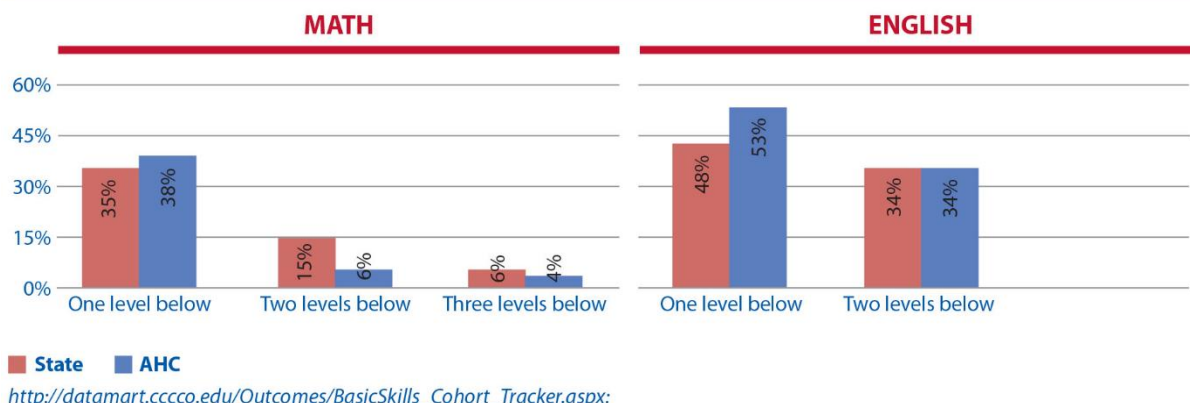
DATA/ORGANIZATION

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

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

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

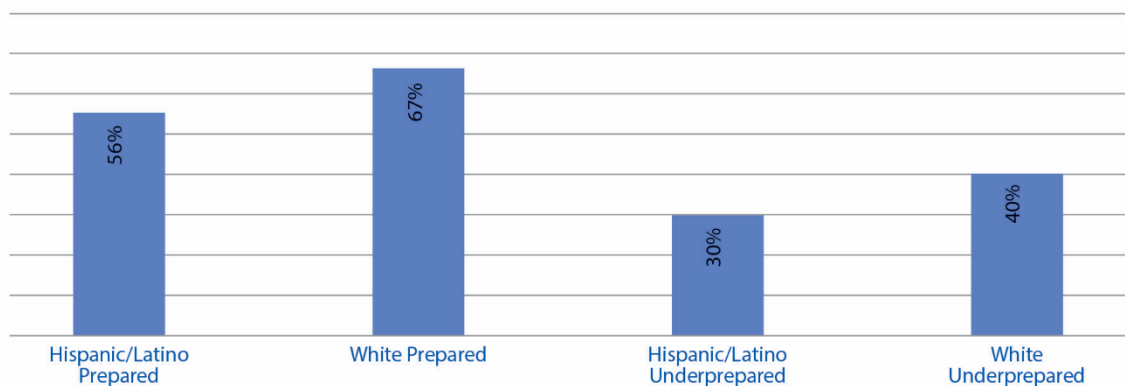
Completion of Transfer-Level Courses in Three Years



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

Six-Year Cohort Overall Completion

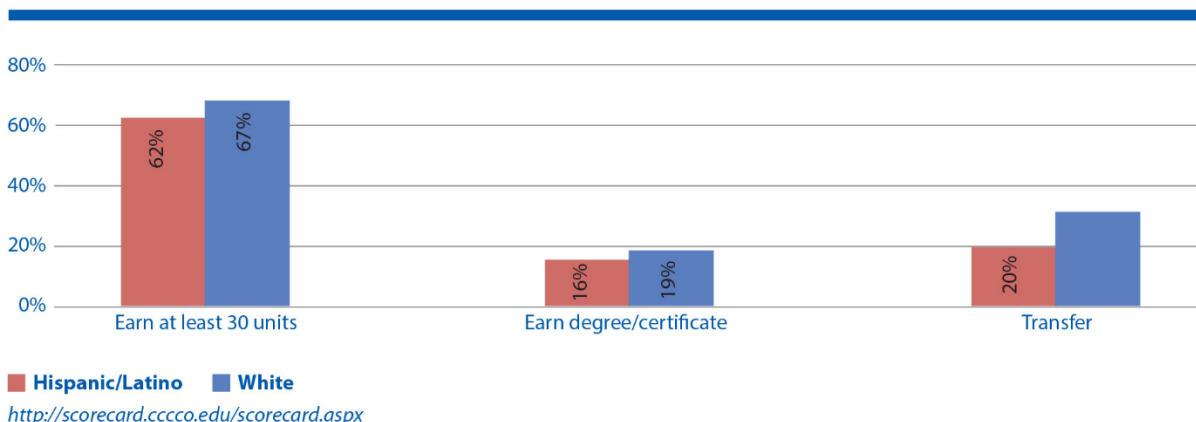
Includes degrees, certificates, transfer readiness, transfer



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

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

Six-Year Cohort Achievement



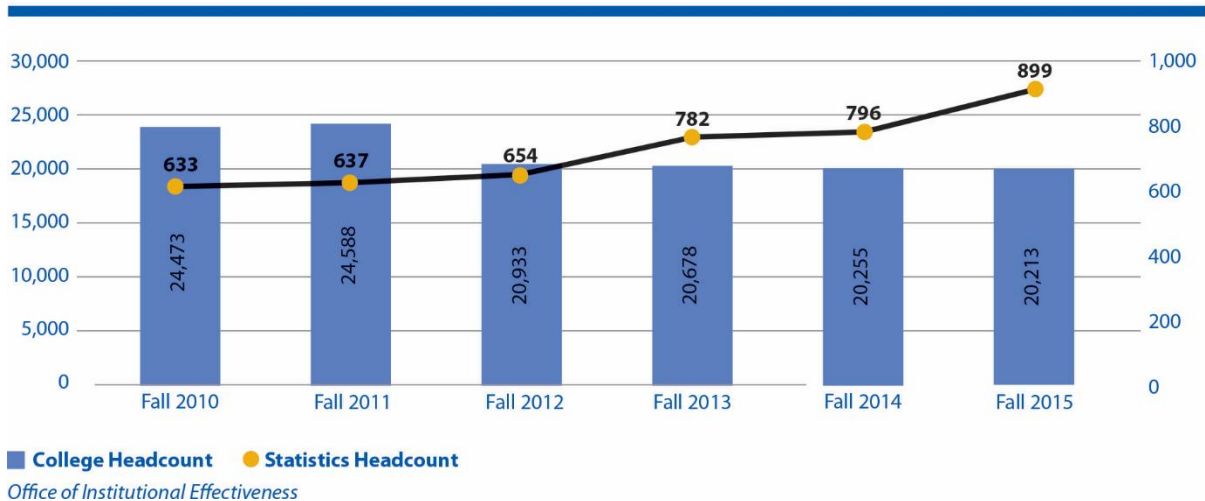
Innovations

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

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

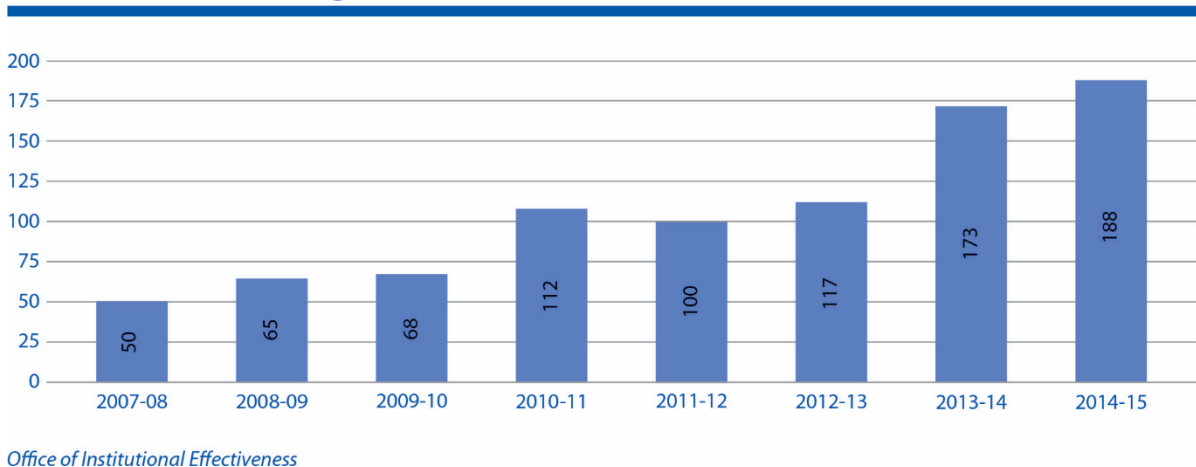
For example, the math department is now offering a course for non-STEM students that will allow students to complete Algebra I and Algebra II in one semester. In response to results from national studies on multiple measures in placement, the math department began moving more students into higher placement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

Growth in Transfer Level Math - Statistics



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

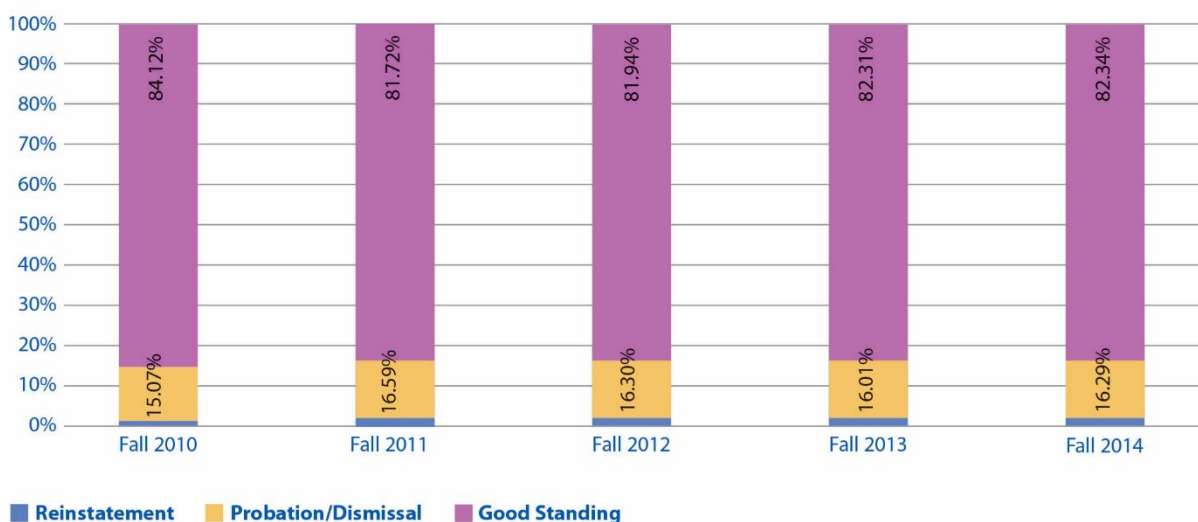
STEM/STEM related Degrees



Academic Standing

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

Academic Standing at End of Term

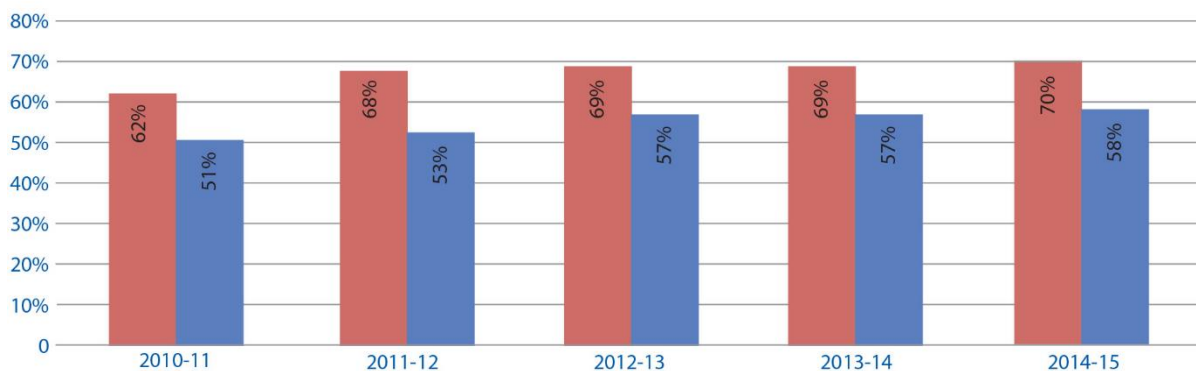


Office of Institutional Effectiveness

Distance Learning Outcomes

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

AHC Onsite and Online Success Rates in Comparable Courses



■ Onsite Success ■ Online Success

Office of Institutional Effectiveness

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

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

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

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

Organization for the Self-Evaluation Process

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

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

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



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

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

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

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

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

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

affairs, director of human resources, and the institutional researcher.

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

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

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

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

Accreditation Steering Committee Institutional Effectiveness Council

Standard I. Mission and Effectiveness

Chair: Paul Murphy
Rebecca Alarcio
Laurie Pemberton
Rick Rantz
Andrew Masuda

Standard II. Student Learning Programs and Services

Standard II.A. Instructional Programs

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

Standard II.B. Library/Learning Support

Co-Chair: Nancy Meddings
Faculty Co-Chair: Kathy Headtko
Ann Cardona
Anna Rice
Trevor Passage (part-time faculty)

Standard II.C. Student Support Services

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

Standard III. Resources

Standard III.A. Human Resources

Chair: Kelly Underwood
Holly Nolan-Chavez
Human Resources Council

Standard III.B. Physical Resources

Chair: Felix Hernandez
Matt Meddings
Facilities Council

III.C. Technology Resources

Chair: Carol Moore
Janet Ford
Nancy Meddings
Anna Rice
Dyanna Credelich
Technology Council

III.D. Financial Resources

Chairs: Michael Black/Betty Miller
Linda Reed
Marlyn Cox
Richard Carmody
Budget Council

IV. Governance

Co-Chair: Kevin Walthers

Faculty Co-Chair: Glenn Owen

Danielle Blanchard

Jody Derry

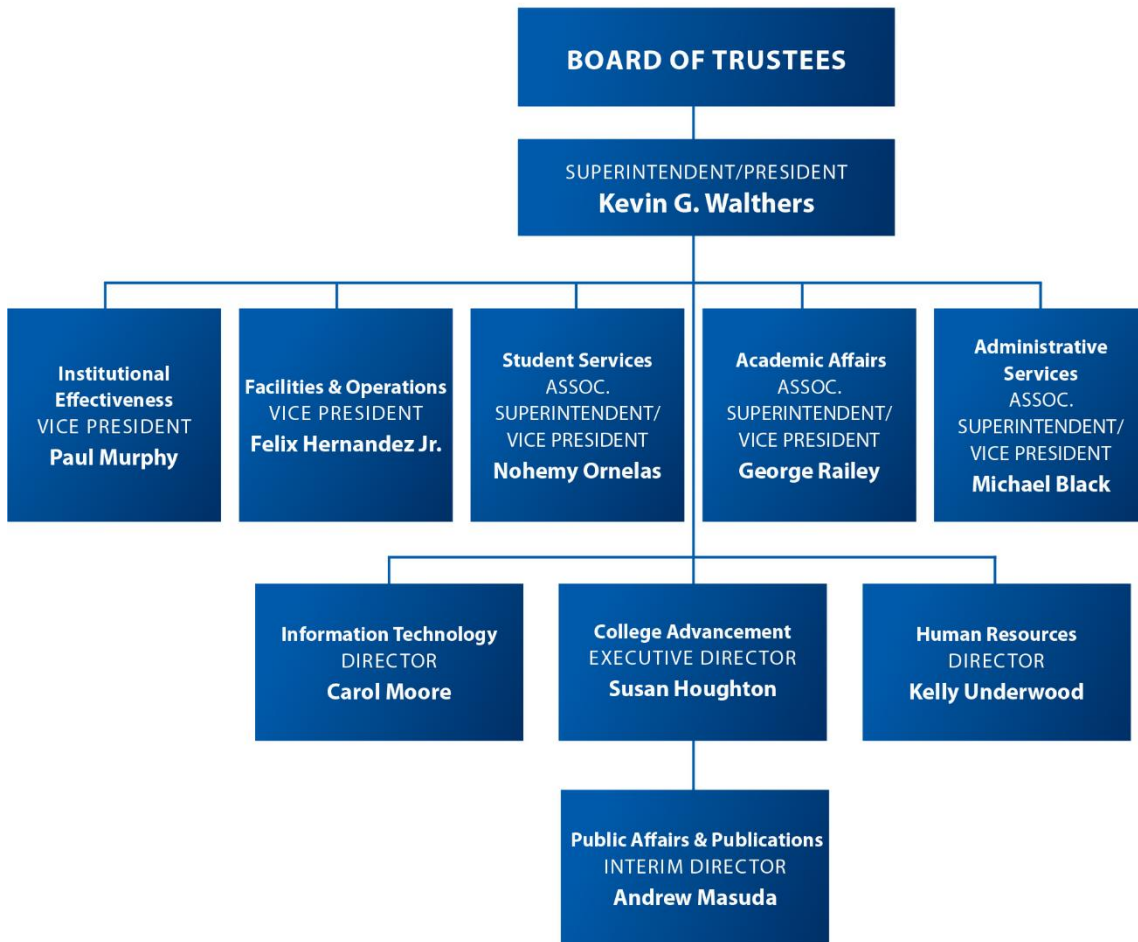
Brian Dill

Kim Ensing

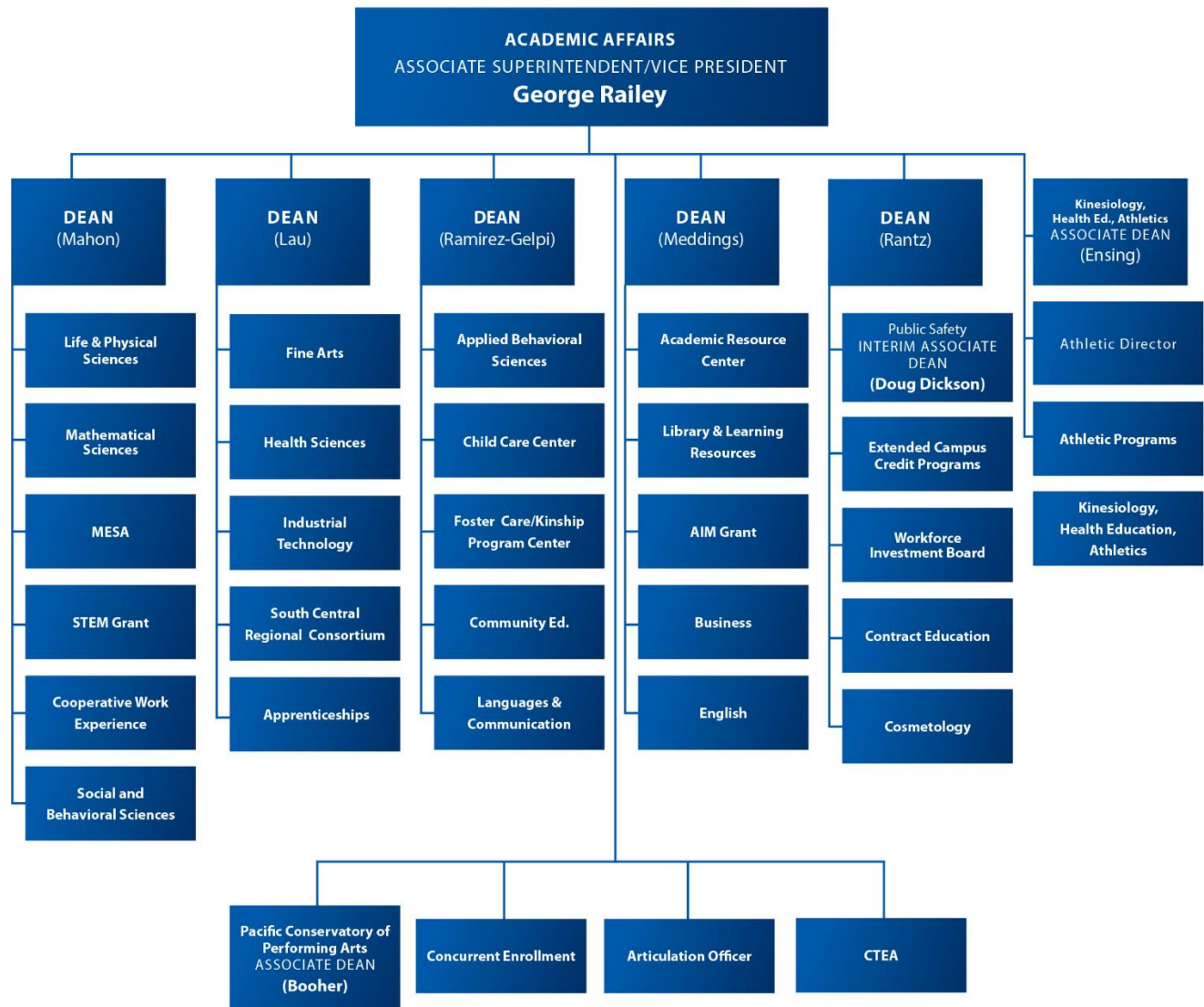
Kimberley Kallie (student)

Greg Pensa

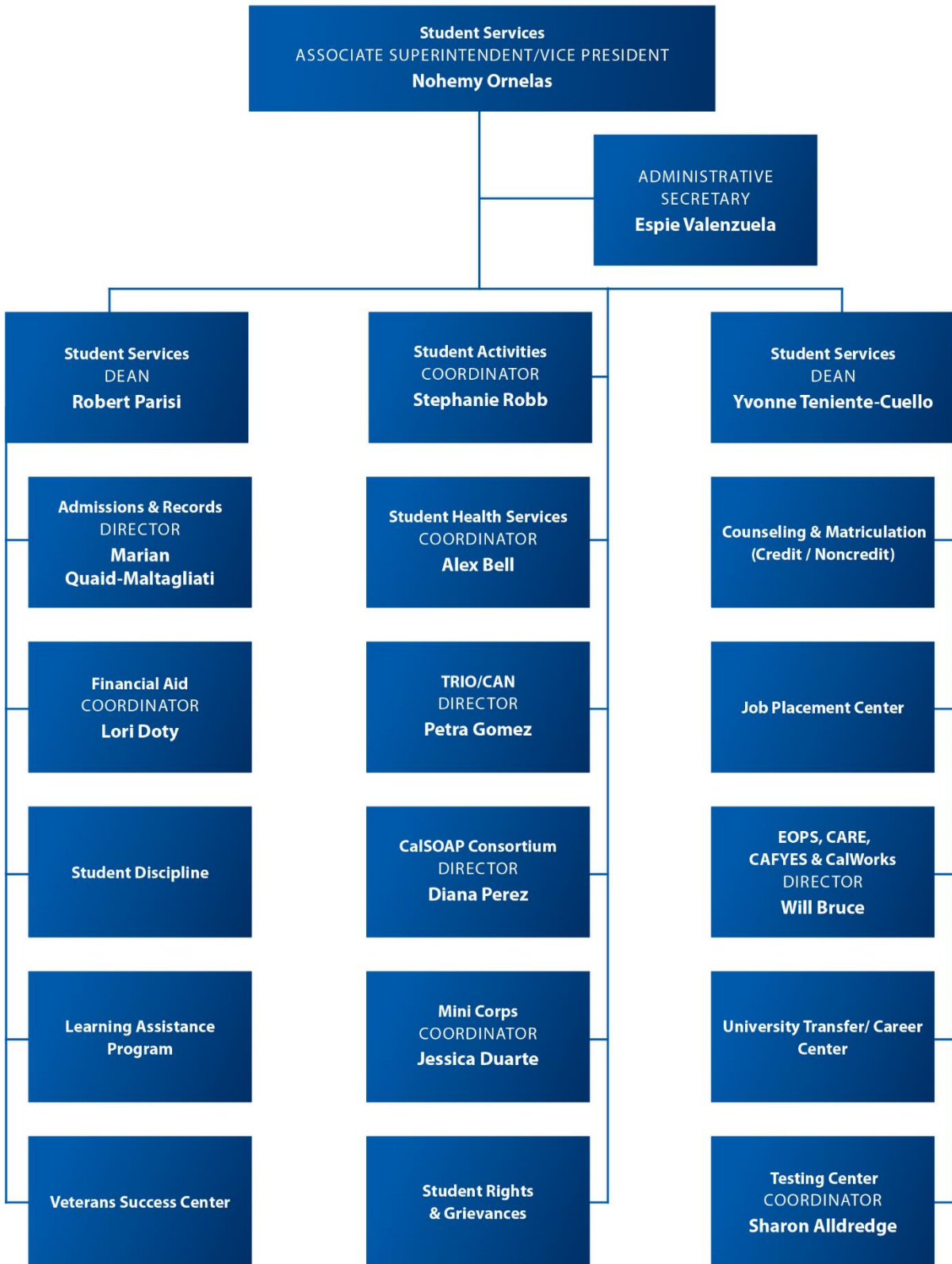
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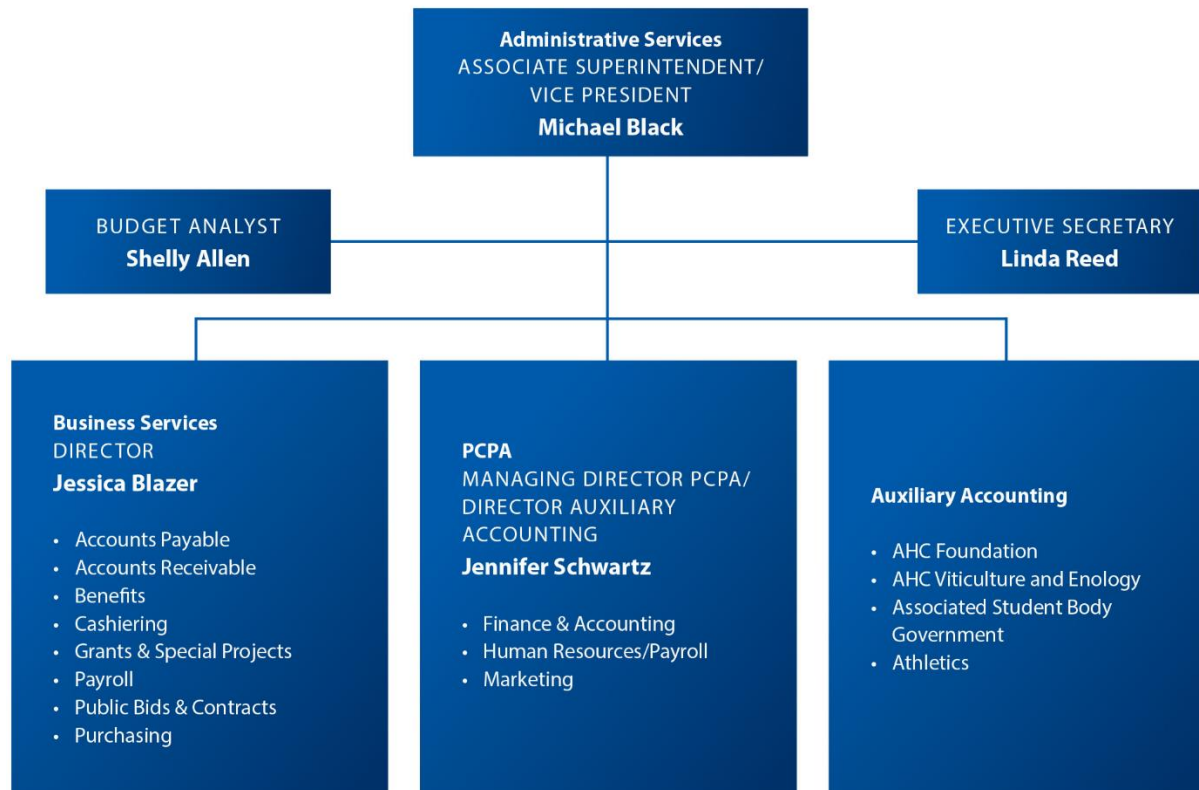
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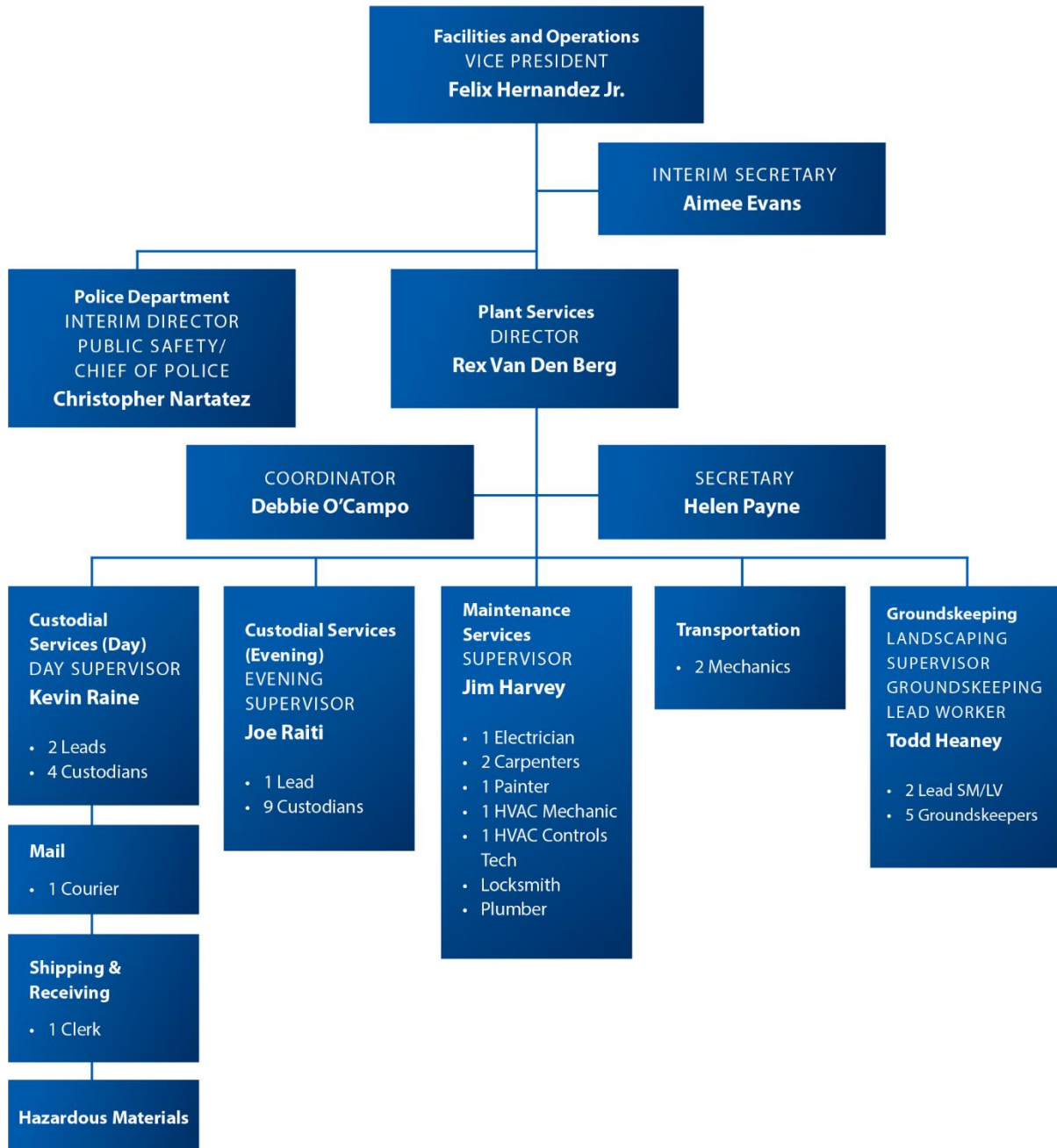
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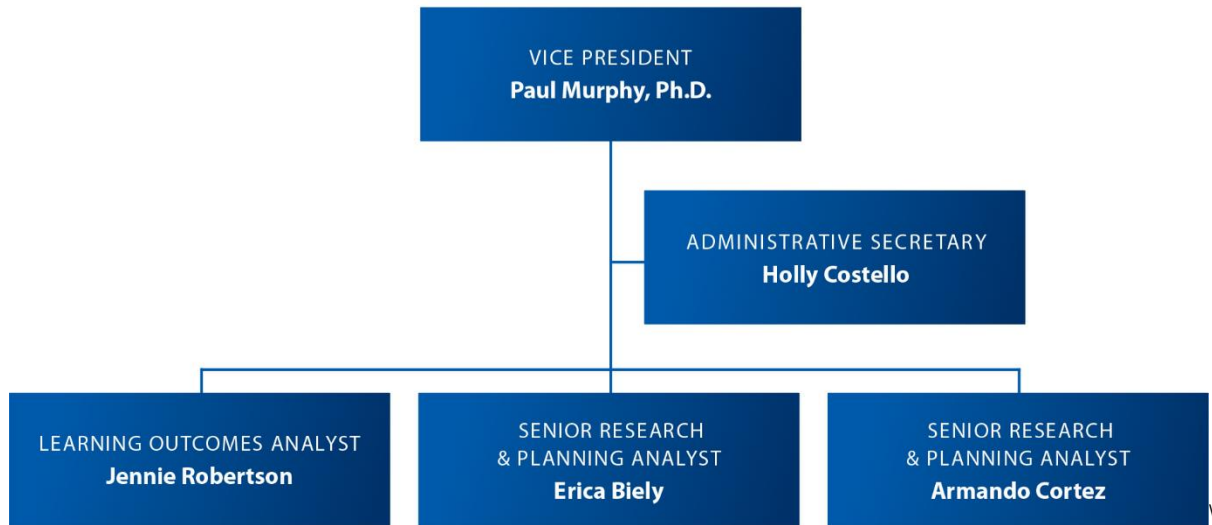
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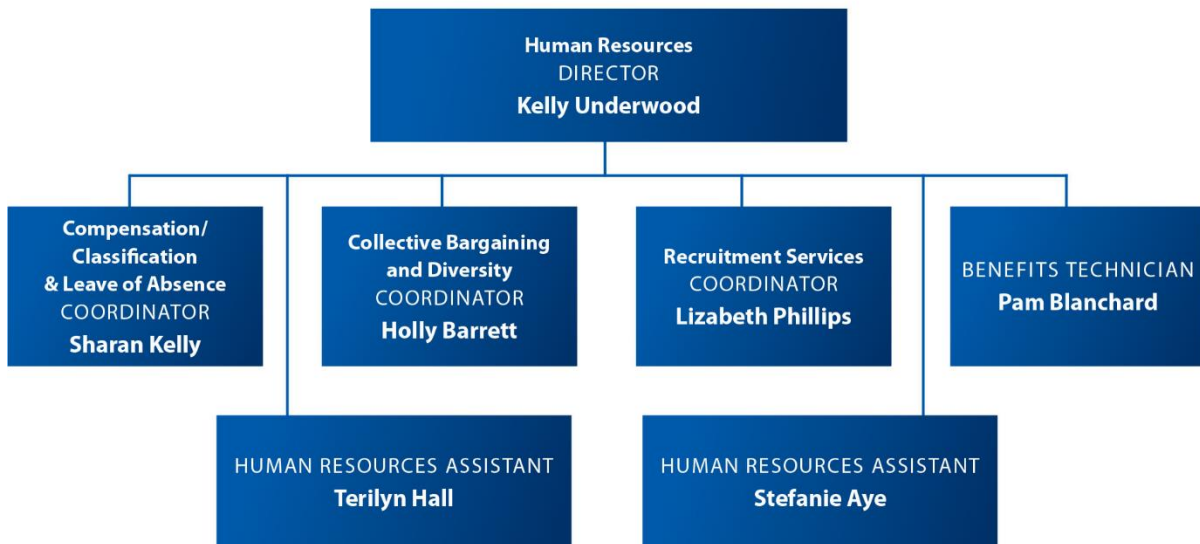
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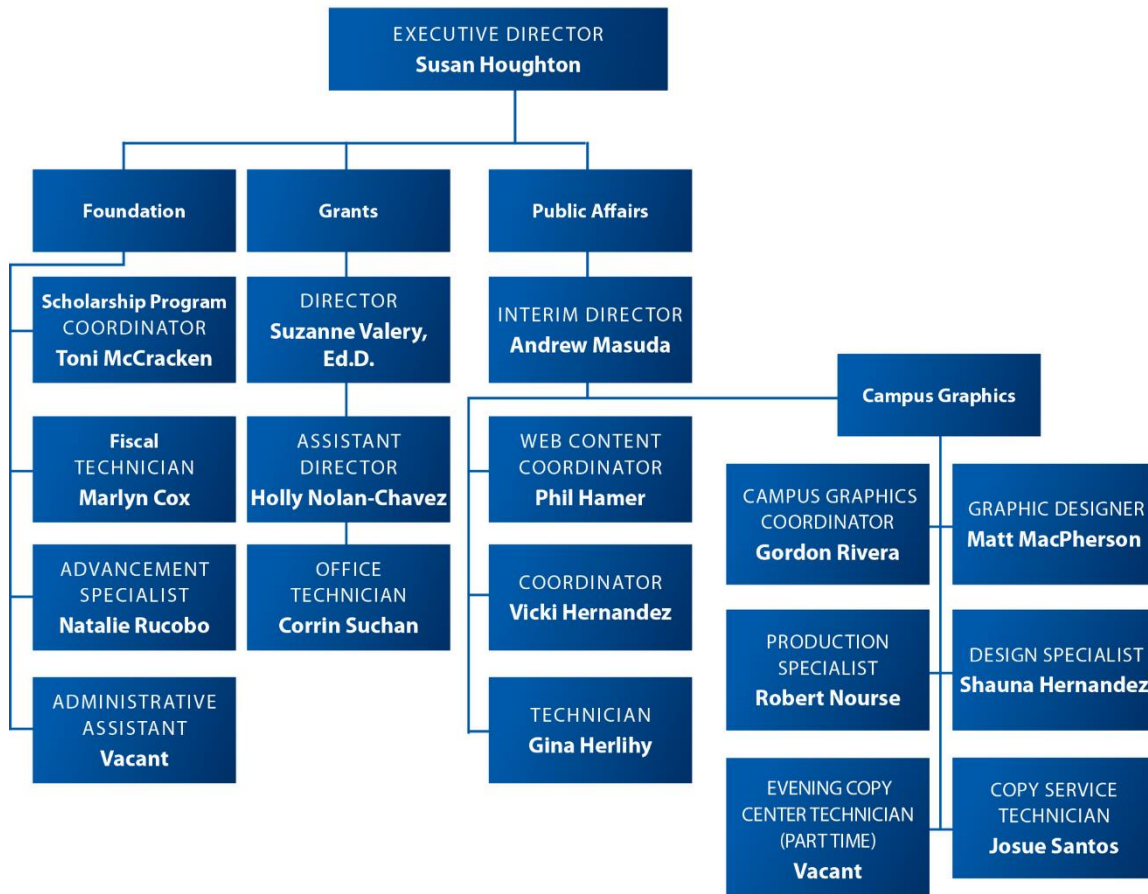
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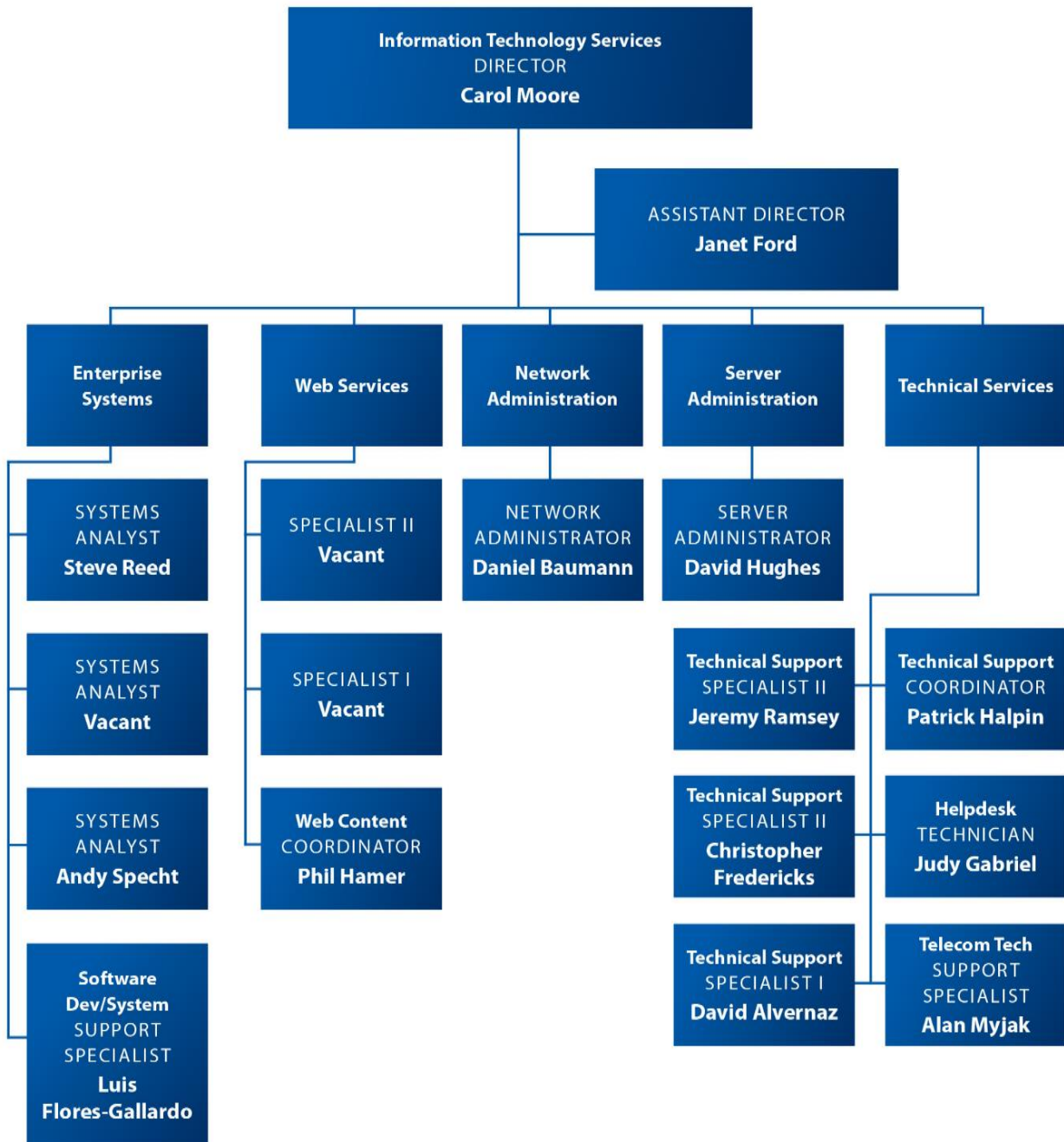
Human Resources



College Advancement



Information Technology Services



Auxiliary Operations

