Allan Hancock College
Midterm Report for March 15, 2013
Certification Page

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

From: Dr. Elizabeth A. Miller, Ed.D., Interim Superintendent/President
Allan Hancock College
800 S. College Drive
Santa Maria, California 93454

I hereby certify there was an opportunity for broad participation and input from the entire campus community in preparing this midterm report. I believe this report accurately reflects the nature and substance of this institution.

District Representatives: **Date:**

2/1/13
Larry Lahr, AHC Board of Trustees President

2-1-13
Dr. Elizabeth A. Miller, Interim Superintendent/President

2-4-13
Nancy Meddings, Accreditation Liaison Officer

Constituencies:

2/27/13
Christine Reed, Faculty Association President

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Gary Bierly, Academic Senate President

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Dr. Paul Murphy, Management Association President

2/5/13
Lind Reed, Supervisory/Confidential Employees

2/5/13
Kelly Underwood, Classified School Employees Association (CSEA) President

2/7/13
Camerron Barlow, Associated Student Body Government (ASBG) President

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District Representatives (Cont): **Date**

Mark Miller 3/1/13

Mark Miller, California Federation of Teachers/ Part-Time Faculty Association, Local 6185

Allan Hancock College
Midterm Report March 2013

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Allan Hancock College

Midterm Report for March 15, 2013
Statement of Midterm Report Preparation

In June of 2010, Allan Hancock College received seven recommendations from the Accrediting Commission for Community and Junior Colleges (ACCJC) based upon the college's self-evaluation and the March 2010 site visit. There were also twenty-two self-identified improvement plans from the self-evaluation, some of which echoed the recommendations.

During the fall 2010 semester, two separate action plans were developed through the College's shared governance Institutional Effectiveness Council (IEC), which functions as a steering committee for accreditation matters. The first plan listed timelines and the responsible parties (shared governance councils) for the recommendations. The second action plan focused on the self-identified planning agenda items, and the responsible parties included the Academic Senate and Institutional Research and Planning Office (IRP). The IEC regularly updated these action plans as it coordinated and monitored the institutional progress on both.

Beginning in fall 2010 and continuing through the spring of 2012, a broad-based dialogue on both the recommendations and the improvement plans took place throughout the district. For example, the new college planning and decision-making process was implemented in 2010-11. An assessment survey regarding the process was available to all staff members at the end of spring semester 2011, which resulted in useful feedback for improvement. Many professional development sessions for faculty on learning outcomes and assessment were offered throughout 2010 and 2011. The All Staff convocation at the start of the spring 2012 semester was dedicated exclusively to learning outcomes assessment, to ensure all constituents were part of the dialogue.

Throughout this time period, the accreditation liaison officer attended meetings ranging from the President's Cabinet to the Learning Outcomes and Assessment Committee. This was to ensure that dialogue and status updates on the responses to the recommendations were ongoing and inclusive.

Some responses to recommendations and plans, such as improved compliance with board policy on administrative evaluations, were completed by 2011. Other responses and plans will continue to be ongoing, such as the learning outcomes work listed above and robust support for professional development at all levels.

In spring, summer and fall of 2012, the accreditation liaison officer, working as part of IEC, was responsible for the development of the draft midterm report. Evidence was compiled and organized through the IRP. During fall 2012, the working drafts of the midterm report and self-improvement plans were posted on the district portal for review and comment by all governance groups and constituents. After revision based on college-wide input, the final report went to the appropriate constituencies for certification.

Acknowledgements:

Appreciation goes to the following individuals who contributed to the overall report preparation through tireless proof reading, fact-checking, copy editing, evidence location and constructive criticism:

Rebecca Alarcio, Interim Vice President, Student Affairs and College Communications
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Mary Girty, Administrative Secretary V
Sharan Kelly, Coordinator, Human Resources
Melinda Martinez, Executive Secretary to the Superintendent/President
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Laurie Pemberton, Institutional Researcher
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Jennie Robertson, Learning Outcomes Analyst
Luis Sanchez, Vice President, Academic Affairs
Steven Siegel, Associate Faculty
Helen Talkin, Associate Faculty and LOAC Co-Chair
Margaret Tillery, Learning Assistance Counselor
Carol Van Name, Director, Information Technology Services

Recommendation One**:** Learning Outcomes and Assessment Committee

Recommendation Two: Institutional Effectiveness Council, Planning and Resource Allocation Taskforce

Recommendation Three: Distance Learning Committee

Recommendation Four: Management Association Evaluation Taskforce, Human Resources Department

Recommendation Five: Technology Council

Recommendation Six: Administrative Program Review Taskforce

Recommendation Seven: Institutional Effectiveness Council

Allan Hancock College
Midterm Report for March 15, 2013

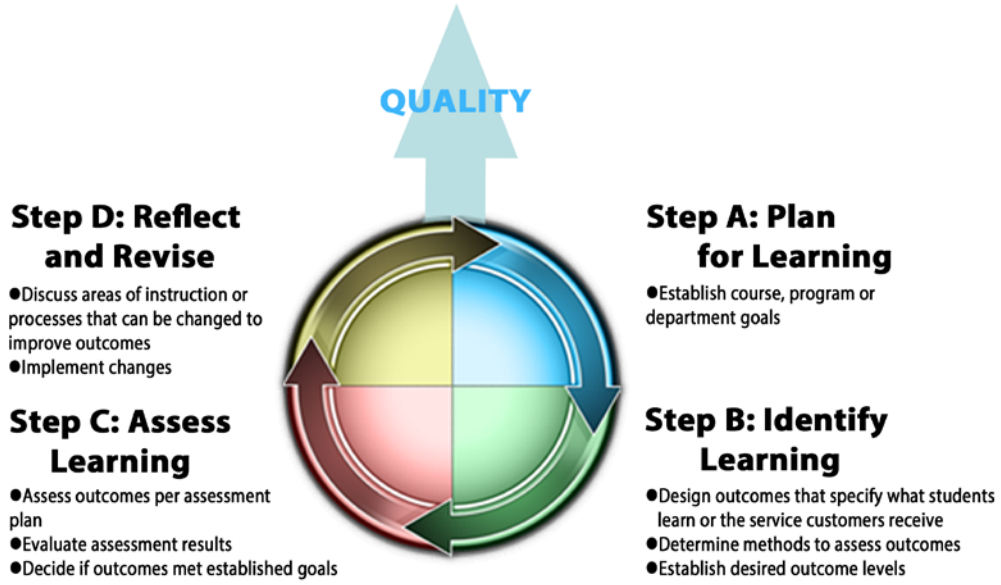
Recommendations and Concerns

Recommendation 1:
The team recommends to increase effectiveness that the College fully implement student learning outcome assessment at all levels, using program review and student learning outcome assessment to evaluate, plan, and make needed improvements to courses, programs and services and linking assessment analysis to planning and resource allocation. (I.B.1; I.A.1.c; II.A.2.e; II.A.2.f; II.B.4; II.C.2)

Commission Concern:
With regard to the Commission's requirement that institutions meet standards and achieve the proficiency level by fall 2012, the College is required to develop comprehensive reports to clearly demonstrate the ongoing and systemic review of student learning outcomes and the use of data on student achievement of expected learning outcomes to plan and implement improvements to courses, programs and services. Evidence of this should be included in the upcoming Midterm Report.
(I.B.1; II.A.2.e; II.A.2.f; II.B.4; II.C.2)

Response to Recommendation 1 and the Commission Concern:

Allan Hancock College has a strong history of widespread participation in student learning outcomes development and assessment. Dialog has occurred in department meetings, at all staff convocations, in professional development sessions, and in council and committee meetings. A comprehensive SLOs webpage is maintained by the office of Institutional Research and Planning (IRP). A section of the webpage details the history of SLOs at AHC back to 1999 (1A). The chart below illustrates the SLOs cycle as it is understood and implemented at Allan Hancock College.



The stages to implementing and assessing SLOs includes scores of ongoing workshops and trainings for faculty and staff. Key to the approach has been faculty participation at various stages as SLO liaisons between their departments and the Learning Outcomes and Assessment Committee (LOAC), and as trainers to departments and disciplines. At AHC, the process started at the program level, and then in 2005-2006, seven institutional learning outcomes (ILOs) were identified (presented to the Board of Trustees in 2007, updated in 2011) (1B-1, 1B-2). Outcomes at all other levels are being mapped to at least one of these seven ILOs.

In addition, the Academic Senate released a philosophy statement on SLOs and assessment in 2006 that is excerpted in every catalog since 2007, and printed in full in each edition of the Faculty Resource Guide (1C). The majority of faculty added SLOs to their syllabi in 2006-07, and SLOs are in the process of being added to the course outlines of record with the current implementation of the CurricUNET online curriculum system.

In 2007, the College received a federal Title V HSI grant that had many activities focused on SLOs and assessment. In 2008, the grant purchased eLumen software, which is designed for SLO assessment and reporting. In spring of 2009, a webpage focusing on SLOs and assessment was developed under the auspices of IRP. By 2009-10, 97% of degree and certificate outcomes were defined and included in all subsequent catalogs (1D).

Focus then shifted to course level SLOs. From 2009 to the present, IRP and LOAC have coordinated many workshops every semester focused on SLOs and assessment at the course level (1E). Workshop topics include: Using Research Data in SLO Assessment and Program Improvement; How to Evaluate and Analyze Data; and How to Use eLumen Effectively for Outcomes Assessment and Improvement Plans. The Learning Outcomes Analyst has worked with faculty one-on-one, in groups, with an entire department, or in break-out sessions.

The two projects critical to bringing Allan Hancock College (AHC) to the proficiency level in student learning outcomes (SLOs) and assessment, Banner and eLumen, both began in 2010. Work on outcomes was underway well before these systems appeared; however, the work was not documented in a system able to generate comprehensive reports before 2010. eLumen had been installed for several years, but until the Banner student information system was launched in summer 2010, course rosters and other information could not be automatically loaded into eLumen to facilitate assessment and reporting; eLumen was not widely used due to the fact that all information had to be entered manually. Faculty liaisons to LOAC piloted the Banner/ eLumen integration in spring and fall 2011, and use increased rapidly after that.

With the Banner integration, faculty began full implementation of eLumen for recording and reporting SLOs and assessment. Faculty who enter data at the section/course level can also see data for all other sections of the same course for comparison purposes. Program coordinators and some department chairs are able to see aggregated data for all courses within a program, enabling them to work with faculty on assessment and improvement at both the course and program levels. This multi-level analysis is important in identifying any gaps that need to be addressed. eLumen records improvement plans based on analysis of course data and outcomes. Faculty and staff are finding this especially useful for the program review annual updates, which feed into the overall planning process as described later.

In spring 2009, LOAC began work on a formal Institutional Assessment Plan, which was completed in spring 2012 (1F). This plan is the institutional guide to SLOs assessment, with clearly described roles and processes at all levels. The plan was accepted by the Academic Senate and then College Council on May 7, 2012. All the work on SLOs assessment up to this time, including entering and analyzing data in eLumen, then needed to be integrated into program review and the overall planning process.

During 2010-11, the program review process for academic affairs and student services underwent revision. At the core of the AHC integrated planning process is program review, which occurs every six years. In order for authentic assessment to occur, SLOs were integrated into the program review process, which was revised to accommodate SLO development back in 2001. The focus ten years later in the 2010-11 revision was to revise the comprehensive (six year) program review component, and develop an annual update which focused on SLOs assessment for continual improvement. The revised program review processes were institutionalized in 2011-12 (1G).

The program review revision for assessment and annual updates was also necessary for administrative program review. A taskforce used the academic and student services process as a model, but made slight adjustments based on the different needs and functions of administrative units. This revision was accomplished in 2011-12, as described in detail below under recommendation six.

Improvement plans based on SLOs assessment (from either the six year program review or the annual update) that include the need for resources such as faculty, staff, facilities, technology, equipment or budget augmentations are integrated into the district-wide planning process as described in recommendation two below. Typically, each program sends the resource requests from their program review to their director or dean. After initial prioritization at that level, it goes to the appropriate vice-president (or cabinet-level division administrator). The cabinet member then selects priority requests within his or her division, and sends them forward for the district-wide planning retreat in late fall. At the retreat, institutional priorities for the coming year are identified from several sources, including these divisional resource needs. The priorities are then routed for resource allocation, in accordance with the integrated planning process outlined in the *Councils and Committees: Pathways to Decisions*. (CCPD Manual) (1H)

Improvement plans from program reviews or annual updates that do not require resources, but instead are focused on curricular needs or other instructional action plans are usually implemented at the department level or through other processes. For example, if a faculty member decides to revise or modify SLOs at the course level, discussion and approval occur in a department meeting. If SLO assessment results lead an instructor to request that a different textbook be adopted for a course, a modification to the course outline of record is submitted through the college-wide Academic Policy and Planning (AP&P) Committee (the curriculum approval subcommittee of the Academic Senate.)

AHC reached the proficiency level for SLOs and assessment in 2010-12 through widespread dialog and training, implementing programs such as eLumen for assessment and data analysis, and integrating SLOs assessment into institutional planning through program review. All areas in academic affairs, student services and the administrative divisions are able to engage in a systematic cycle of evaluation that is recorded and used for planning and improvement. The

process of annual updates in every area allows for both revisions to existing SLOs and program review action plans, and the addition of new ones. Due to the six year cycle for comprehensive program review, it will be 2016 before every program has had the opportunity for a full self-examination and validation of the outcomes assessment, planning, and improvement process.

Outcomes and assessment processes have been developed for all areas at Allan Hancock College. The Learning Outcomes and Assessment Committee is active in guiding the College through the Institutional Assessment Plan. There is ongoing training and dialog about assessment and using the results to make improvements. Decision making is tied to the results of assessment incorporated into program reviews. Comprehensive reports are available through the eLumen system, which is constantly updated. The eLumen reports for courses leading to an A.A. in Spanish are included as an example (1I). The SLOs Proficiency Report due to ACCJC in March 2013 is included as Appendix B to this report. It reflects the tremendous amount of work and progress the College has made since 2010, particularly in assessment.

Acknowledging that outcomes and assessment are ongoing systemic processes that are never complete or concluded, the College has systems and processes in place at the proficiency level. The standards in the recommendation and the commission concern are being met.

Recommendation 2:
The team recommends that Allan Hancock College implement the newly formulated college planning process in ways that enhance links between college goals, operational and strategic planning, resource allocation, and participation in college governance. (I.B.2; I.B.3; III.D.1.a; IV.A)

Response to Recommendation 2:

A Shared Governance and Integrated Planning Taskforce representing all constituencies worked diligently from late 2008 through spring 2010 to develop the new manual, Councils and Committees-Pathways to Decisions known widely as the CCPD (2A). The CCPD provides an overview of the protocol followed in the decision making process, shows the integrated planning model and timelines, and provides a detailed description of the council and committee structure. The new planning process described below was formally launched in fall 2010. The charts from the CCPD on the following pages show an overview of the integrated planning process and the committee and council structure (Figures 1 and 2).

A major goal in developing the CCPD was to ensure wide opportunities for participation in college governance. This was achieved by revising the former shared governance structure to a more clearly defined shared governance council and committee structure (2B). All college committees, subcommittees, and taskforces now report to one of seven shared governance councils. Each council is co-chaired by an administrator and faculty member. The following councils are responsible for making recommendations to College Council on major operational areas of the College:

- Budget Council
- Facilities Council
- Human Resources Council
- Institutional Effectiveness Council
- Student Learning Council
- Student Services Council
- Technology Council

As outlined in the CCPD, each council has representation from every college constituency, including students. Every council has functions that are reviewed annually (usually at the first council meeting) and revised if necessary. Councils are designed to work on policies and issues that are governance-oriented, rather than resource needs. Recommendations from these councils go to the College Council which is co-chaired by the Superintendent/President and the Academic Senate President. College Council makes a final recommendation on each policy or issue to the Superintendent/President, who may also choose to consult with Cabinet, the College Administrative Team, or others. The Superintendent/President then makes a final decision or a recommendation to the Board of Trustees.

Multi-level Integrated Planning Model

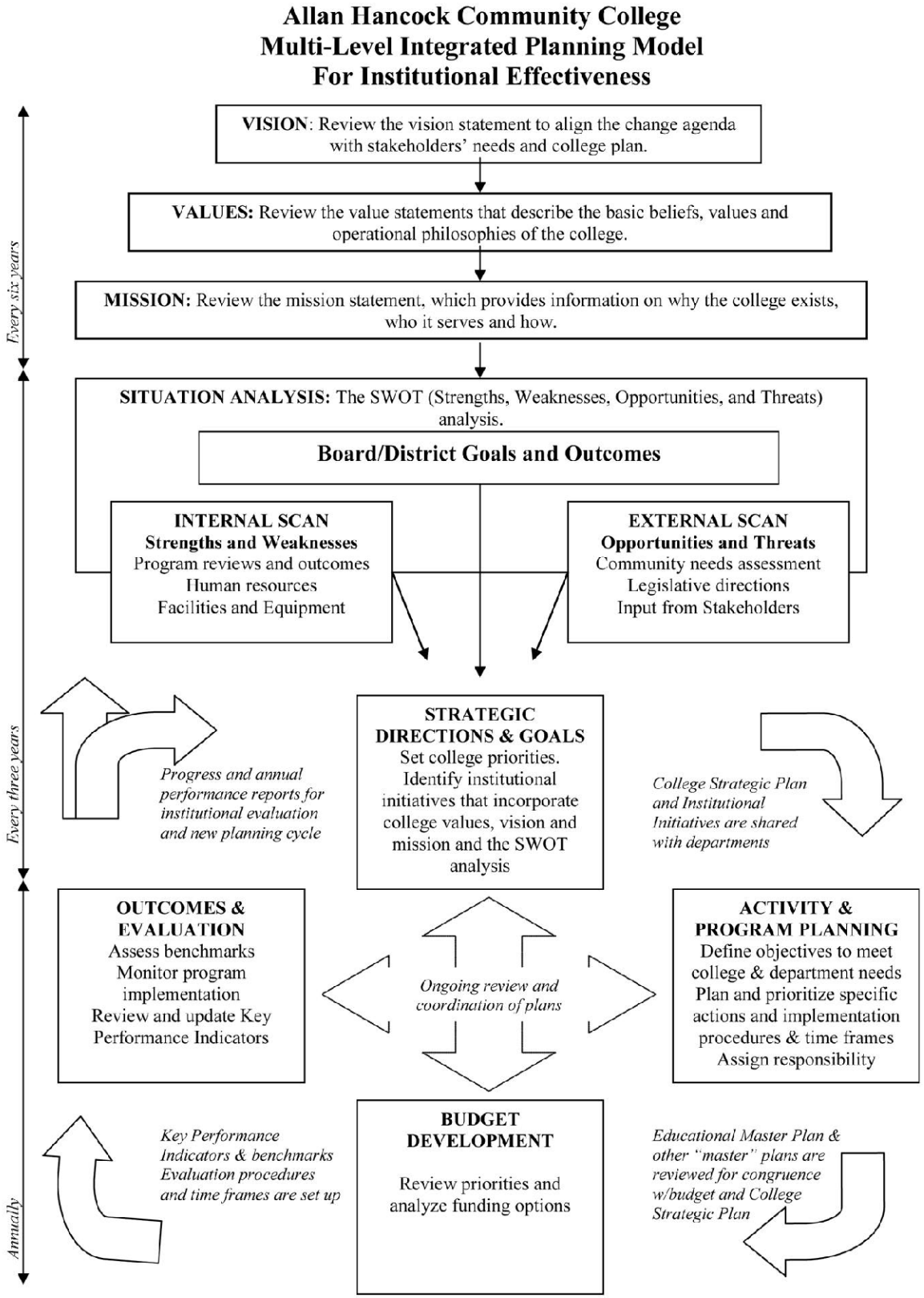


Figure 1

Part II: Councils and Committees

Council and Committee Structure

ALLAN HANCOCK COLLEGE

Council & Committee Structure

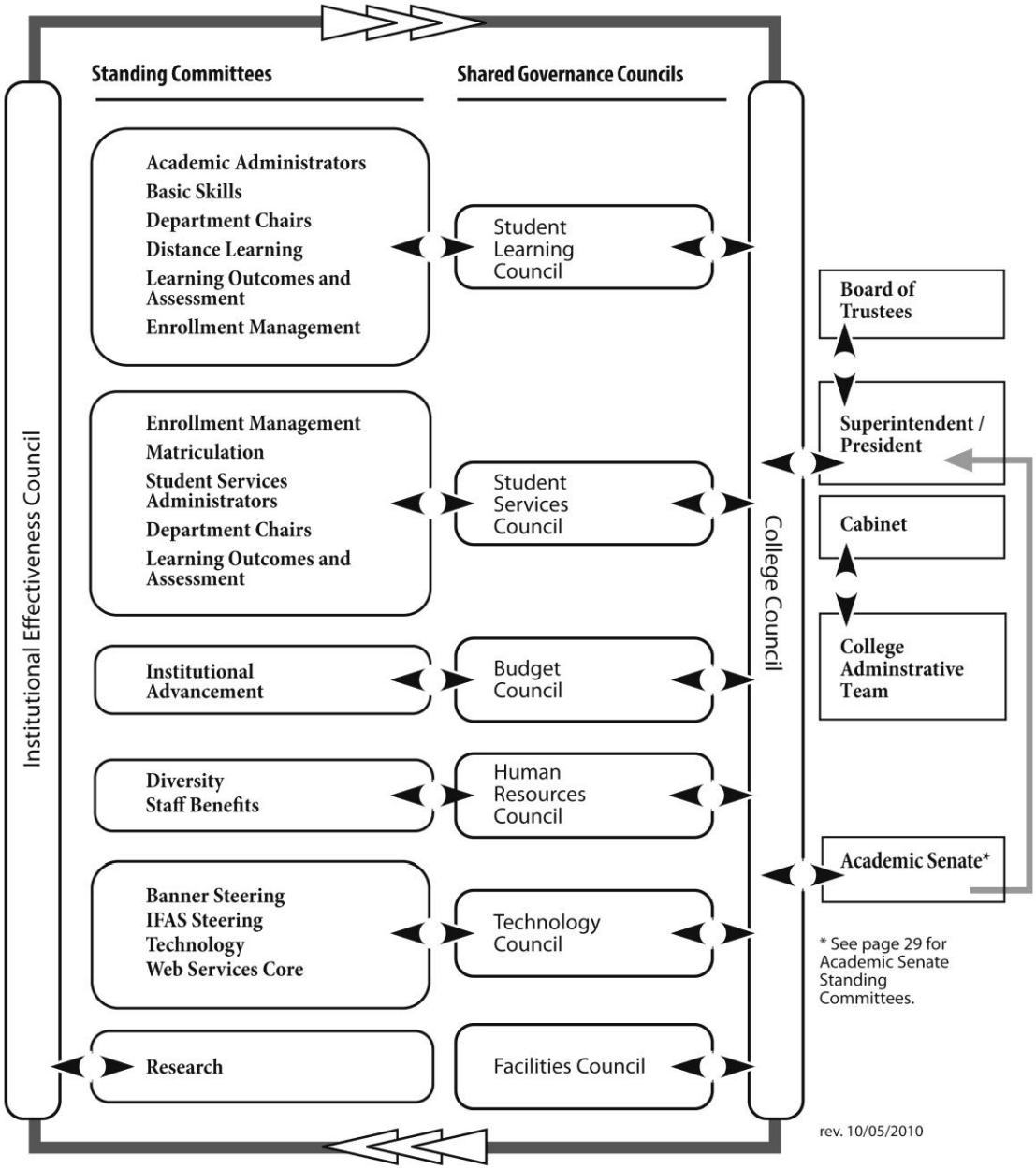


Figure 2

The Academic Senate functions separately, but in much the same way as the shared governance councils do in the new CCPD decision making process. As shown in the CCPD, there are five standing committees within Academic Senate's purview: Academic Policy and Planning, Faculty Hiring, Professional Development, Professional Standards, and Senate Executive. The Senate receives input from these standing committees, and also (when appropriate) the Student Learning Council or other committees focused on teaching and academic issues. The Senate Executive Team takes recommendations directly to the Superintendent/President. This is a parallel model to the councils and committees that addresses a broad range of institutional functions, particularly ones related to student learning.

A change in conjunction with the launch of the CCPD was the addition of annual updates to program review, designed to update SLOs and enhance the connection between planning and resource allocation. Formerly, programs underwent review every six years, resulting in action plans and SLOs that became dated. As part of the new process, programs submit annual updates. Requests for resource allocations, including instructional equipment and staff, must be listed in the program review or annual update to be considered for funding. The program reviews and updates are part of department and division level planning, which is carried forward to the annual district-wide planning retreat late in the fall.

There was a CCPD and planning retreat assessment in spring 2012, which resulted in a taskforce forming to improve resource allocation, especially divisional requests such as landscape equipment or office needs. The taskforce recommended several changes to the planning calendar and workflow designed to make the link between resource allocation and planning clearer. They also recommended changes to improve timely feedback to departments and divisions on the status of their requests. The changes should improve response to smaller operational requests, and allow the annual district-wide retreat to focus on institutional priorities, as described in the next paragraph (2C).

The planning processes leading up to the annual planning retreat are as follows: As shown in chart form in the CCPD, all planning begins with the college vision, values and mission. These are displayed in a framed poster throughout the campus, as well as in the catalog and other prominent places, so that all members of the college community will be familiar with them. Based on those, the Board of Trustees sets goals that are incorporated into the annual planning process through the directions they give to the Superintendent/President. Preparation for district-wide planning continues through the fall with department and divisional planning linked to program review (either six year, or the annual updates). Priorities are forwarded from deans or directors to each vice-president, to be presented at the annual district-wide planning retreat. Priorities are categorized under each cabinet member's area—academic affairs, student services, administrative services, and so on.

A great deal of quantitative and qualitative data from the Institutional Research and Planning Office is presented at the planning retreat. Data may include external scans from the community such as employment data, statewide initiatives such as basic skills, and AHC student demographic trends, success, retention, and other internal information. Additional plans and documents such as the Educational and Facilities Master Plan may also be considered at the retreat.

Institutional priorities are ranked by retreat attendees representing every constituency, based on evaluation of all the data and divisional priorities. These ranked priorities are then reviewed and refined by the shared governance Institutional Effectiveness Council (IEC) before moving forward for consideration for funding and implementation by the Budget and College Councils in the spring. The priorities for 2011-12 included utilizing some new technologies, especially for communication; completing a comprehensive enrollment management plan; and developing a balanced budget. These priorities were selected knowing that there would be few or no additional resources needed, as it was a challenging budget year. For 2012-13, priorities included hiring faculty and staff, and basic skills improvement. The budget was still challenging, but resources from sources outside the district were identified. Four corporate sponsors donated funds through the AHC Foundation to help support a faculty position in machine technology. The Superintendent/President approved this position to acknowledge the community support and generosity, even though it was a departure from the regular district prioritization and funding process. The Basic Skills Initiative and the AHC Foundation funded a variety of projects to improve basic skills outcomes.

Work was done prior to launching the CCPD, and in assessing it after the implementation. In the months leading up to CCPD implementation, a voice narrated PowerPoint presentation outlining the process was shown in many venues around campus (2D). The IEC, which monitors integrated planning, worked to clarify any confusion over the name changes of some councils and committees, and provide guidance on forms and processes. The new myHancock portal (launched in January 2010) provided a channel for widely disseminating council and committee agendas and minutes to all staff and students, so that even those not assigned or able to attend meetings could follow the new proceedings. At the end of the 2010-11 academic year, all councils and committees submitted a list of their accomplishments and challenges they faced to College Council (2E).

At the conclusion of the spring 2011 academic year, an assessment survey regarding the CCPD and new planning process was available to all AHC staff (2F). There were 73 responses, some of which were repetitive. These responses were divided into five themes by the IEC. Based on the themes, two areas were identified for improvement: 1) The process for communicating decisions back through the structure from College Council and/or Cabinet, and 2) Clarifying how resource allocation is linked to the planning process. A taskforce with representatives from all constituencies started work on these two areas of concern in April 2012. Their recommendation is in evidence as 2C.

The IEC will do a full assessment of the CCPD process every two years going forward. In fall 2012 and spring 2013, the IEC reviewed the list of challenges and suggestions for improvement submitted by the seven operational councils in spring 2012 (2G). This limited assessment should assist in identifying issues that are common across the councils, and help develop possible process improvements.

The College meets the standards in this recommendation. The CCPD process has been implemented and outlines the committee and council structure that ensures shared governance. Program review is the vehicle for both operational and strategic planning resource request, which are integrated into the annual planning process. Planning documents and data are used as the basis for strategic planning and prioritization. Assessment and revision of the CCPD will be an annual, ongoing effort that supports continuous improvement of the integrated planning processes, shared governance, and resource allocation.

Recommendation 3:
The team recommends that in order to ensure consistency across all delivery methods the college implement a process to evaluate the rigor and content of online courses. (II.A.1.a; II.A.1.b; II.A.2; II.A.2.c)

Response to Recommendation 3:

Allan Hancock College has a number of approaches to ensure the rigor and content of online courses. The approaches start with the curriculum development process and online faculty training, include evaluation and assessment processes identical to onsite courses, and continue with the distance education committee and its work to identify and encourage best practices. It is key to note that rigor and content are the responsibilities of faculty, with guidance from the Academic Senate, and that processes for onsite and online course development are identical, except for a few appropriate modifications based on delivery, not content.

To ensure quality content and rigor, AHC practice has been for full-time, local instructors to develop online courses at AHC. For greater consistency, most of the online courses have been developed by instructors who teach the same courses onsite. Online instruction is limited to courses that lead to certificates, degrees and transfer in the expectation that students at that level will be better prepared to navigate and succeed in the online environment. The vice president of academic affairs affirms these conditions are in place prior to signing off on the course.

When a faculty member proposes and develops an online course, it must be recommended by faculty vote in the appropriate department. Then it is reviewed and recommended by the department chair, academic dean, and articulation officer. The next step is the curriculum review process, through the Academic Policy and Planning (AP&P) subcommittee of the Academic Senate. There are additional forms and processes required for online courses that verifies regular, effective student contact strategies (3A). Other than the additional DL forms, the process is the same for an online course as for an onsite course. The course initiator researches and includes: Data on the need for the course to be online, how it fits into course sequencing, evidence of adequate resources, input from advisory committees when appropriate, and related external factors such as the job market demand. The review process is rigorous, and course developers are asked to appear before AP&P in person and respond to any concerns committee members have.

After recommendation for adoption by the AP&P committee, the approval stage begins. This requires course review and approval by the Academic Senate, the Board of Trustees, and finally, the Chancellor's Office.

Faculty who have not taught online before must demonstrate technical competency to the dean of learning resources, who oversees distance learning. The distance learning technicians offer regular group training sessions on Blackboard, the district learning management system. The faculty distance learning specialist also meets with every teacher at least once to discuss pedagogy. There are set weekly open office hours for one-on-one training, as well as the opportunity to make an appointment for individual training. It typically takes a minimum of six hours of training to learn Blackboard basics and be approved by the dean, which occurs as part of

the DL forms listed in evidence as 3A. Distance learning staff keeps a list of faculty who have been through training and have demonstrated technical competence (3B).

A considerable amount of additional online training is offered through in-house professional development opportunities. Many of these sessions are conducted by the faculty distance learning specialist, who focuses on online pedagogy and best practices. Topics range from Universal Design online to using wikis and blogs to increase student engagement (3C). In addition, staff have attended and shared ideas from the annual Online Teaching Conferences for California Community Colleges. A DL Forum was held on February 24, 2012 through funding from a Title V HSI grant, which focused on closing gaps in online achievement for Hispanic and other minority students (3D).

Faculty members have a variety of options in course development, but it is highly recommended that they work with the distance learning specialist and the coordinator of instructional technology, who assists with the technical aspects of creating the most effective course content for an online environment. Another recommended practice is the use of the Quality Matters (QM©) rubric to determine if course navigation and content are optimally designed. This process is not tied to the negotiated faculty evaluation, but includes valuable feedback to the course developer from trained faculty peers (3E).

When an online course is offered, faculty members continue to have the support of the distance learning staff. In addition, the DL Committee meets monthly. The committee generally has representation from all groups, with the largest representation from faculty. The first charge of that committee is: *Recommend criteria to promote quality of instruction and develop strategies to increase student retention and success in distance learning.* The DL Committee regularly discusses quality issues and promotes best practices.

All instructors, including online ones, are evaluated every three years in accordance with the faculty association contract. The evaluation process includes self-evaluation, peer team evaluation, and student evaluation in both onsite and online courses Online courses are subject to the same standards as on-site ones for inclusion in program review, updating the course outline of record, and assessment of student learning outcomes.

Online education poses some unique challenges. For example, there is a gap nationally, statewide and at AHC in student achievement online in comparison to student achievement onsite. Lack of student preparation for the online environment, or lack of time management and study skills may contribute to this gap. To help address this issue, AHC has developed a distance learning webpage with an area devoted to online students (3F). Rigor and content may not be the primary basis for success in the online environment; as stated in section 55204 of the CCCCO Distance Education Guidelines, 2008 Omnibus Version, regular, effective contact from the instructor is crucial (3G). As discussed above, AHC emphasizes frequent contact as part of online instructor training. Many of the trainings and best practices offered by DL staff focus on methods of effective contact and increasing the instructor's presence in the course.

AHC will continue to focus on increasing student success in the online environment. The standards related to the rigor and content of online courses, their evaluation, and their consistency with other delivery methods are being met.

Recommendation 4:
The team recommends that the college comply with existing board policy (BP 2110) for administrative evaluations. The team notes that administrator evaluations play a role in assuring the effectiveness of the college's decision-making, and that currently administrator evaluations are not up to date as they should be according to Board Policy 2110.
(III.A.1.b; IV.A.5)

Response to Recommendation 4:

During 2008-10, the administrative evaluation process was undergoing substantial revision. At that time, some evaluations lapsed out of the established time cycle as stated in Board Policy 2110 (BP 2110) (4A).

Assessment of the administrative evaluation process as it existed prior to 2008 indicated improvement was needed in several areas to increase effectiveness. The standards against which management performance was measured required revising and updating. They were obsolete or irrelevant in some cases, and they needed to link more closely with the college mission and integrated planning process. An administrator's initial evaluation needed to be more comprehensive, to include participation by a broad constituent base, especially faculty. The evaluation process was scheduled to move online, to improve efficiency and provide better data for performance assessment and improvement planning. Finally, a more formal process for corrective action plans following unsatisfactory evaluations was necessary.

A taskforce on revising administrator evaluations was formed in 2008-09 to recommend changes in the evaluation forms, process and timeframes. The taskforce included representatives from the management association, the human resources director, and the Superintendent/President. Various models were discussed, including processes at other community colleges and *Competencies for Community College Leaders*, published by the American Association of Community Colleges. The outcome of these activities was a recommendation that led to the revision of BP 2110 and Administrative Procedure 2110.01, approved by the Board of Trustees in April 2009 (4B). A significant change is new forms that link administrators' goals to program review and the district strategic plan, for improved integrated planning and decision making (4C).

In fall 2009 and spring 2010, the College moved to online evaluations using Class Climate, a Scantron product. This was the initial evaluation cycle for both the revised BP 2110 and the online process. As is common with new technologies and policies, there were a few issues that needed resolving, including some errors in survey distribution. The process was assessed at the end of the first cycle, and improvements were made, including better methods for constructing survey distribution lists. All staff who have direct knowledge of an administrator's work may request a survey form in the new process, to ensure broad input.

By February 2011, all administrators had a current evaluation (2010-2011) on file in the human resources division. The human resources department is maintaining a spreadsheet to ensure that evaluations are kept current (4D).

In 2011-12, the process began its second cycle. It continued to be assessed with the goal of improving effectiveness. As a pilot project in 2011-2012, the timeline for evaluations was adjusted to allow additional time for a thorough assessment of a manager's performance, particularly in attaining stated goals. The following year, discussion with management and human resources continued on permanently adjusting the timeline, which would require a modification to Administrative Policy 2110.01. In the meantime, for 2012-13 the timeline pilot was discontinued. It was decided that the process for survey distribution, which is still being refined for a comprehensive evaluation, will be the area assessed in 2012-13.

All administrative evaluations are now current, the process is in place, and process assessment continues to ensure improvement. The College meets the standards for this recommendation.

Recommendation 5:
The team recommends that the college develop an updated technology plan that includes a plan for how technology equipment and infrastructure will be sustained after the cessation of bond funds. In addition, the team recommends the college consider the inclusion of a technology replacement and/or reallocation plan which provides for partial overturn of equipment annually, and minimizes the outflow for these purposes.
(I.B.7; III.C)

In fall 2010, the new CCPD planning process divided the existing Technology Advisory Committee (TAC) into two entities, TAC and the new Technology Council. Bond Measure I in 2006 allocated over one million dollars annually for ten years for technology projects, in addition to a separate major mainframe replacement project. Some of these projects were already listed as necessary in the 2007-2010 *Education and Facilities Master Plan Update* (5A). The charge of TAC was changed to review and recommend the broad scope and implementation of these technology projects. Other technology goals, such as district wide planning and technology related board policies were assigned to the new Technology Council, as described in the CCPD (5B).

The Technology Council began work on the new Technology Plan in October 2010, projecting that it would take about two years to complete. The Council looked at models, discussed AHC technology priorities, developed technology goals, and started drafting the plan in fall 2011. The process included asking for assistance from many departments and groups to draft and review language that required an area of expertise, such as distance learning or business applications. For example, the new IFAS online purchasing and payroll systems were best described by the business services department staff, who are the most expert and experienced users. In fall 2012 the first draft plan was posted on the myHancock portal for review and comment from all constituents (5C).

The Technology Council and TAC decided jointly in 2010 that the responsibility for developing the obsolescence/replacement standards would fall to TAC. One reason for this decision is the volume of technology replacement requests received by TAC annually. The current obsolescence standards are reviewed annually, updated, then posted on the myHancock portal under the "Work Tools" tab in the technology channel (5D). All employees can refer to the standards when considering a proposal for replacement of a computer and/or peripherals. In addition, equipment is repurposed or reallocated as much as possible. For example, the sign-in terminals in the various campus labs are often older student lab or staff computers that are still usable. Repurposed computers are also used for emergency replacements or loaners when computers fail, or for temporary employee use. Non-functioning computer equipment is used for parts. The College also participates in an asset recovery program through Dell that provides credit for new computers when those that no longer meet our standards are returned.

Technology resources and costs are integrated into planning processes in several ways. Total cost of ownership and sustaining technology are major considerations in the planning process, with technician and technical support needs an important factor. Technology requests for department-level needs can come through program review or be submitted for Measure I bond

funds through TAC, but both types of resource requests need to consider all costs associated with a technology project. Large-scale institutional technology projects are vetted through the CCPD process, starting with TAC.

Substantial technology funding at AHC recently has primarily been through various grants or the Measure I Bond, which covers the ten year period from 2006 through 2016. The District has already addressed a significant increase to the cost of improved technology funded by the Bond. The Measure I funded mainframe replacement project, known as the Phoenix Project, also funded the implementation of the Banner student information system, the IFAS financial/human resources information system, the myHancock portal, and the DegreeWorks student education planning program.

Starting in 2008, the ongoing licensing and support costs for these systems began rolling over to a District operational cost, starting with the IFAS system. The College will assume all costs when the Measure I Bond portion of these projects concludes by 2016. To prepare for these budget increases, a five year outlook was prepared for the Budget Council in 2010 and is updated each year (5E). The district-wide software, including the information systems and the hardware maintenance needs (licenses and renewals, support, upgrades, etc.) are centrally managed under the IT services director, both for efficiency and the cost savings from volume purchasing discounts. The director includes the technology budget and its five year outlook as part of her annual budget development submission.

Planning for alternate technology funding sources for the items currently requested through Measure I Bond funding is being addressed in the new Technology Master Plan. For example, AHC has been very successful in receiving grant funding for innovation and technology, and will continue to pursue opportunities. In preparation, the IT services director meets regularly with the Associate Superintendent/Vice President of Administrative Services to review instructional and institutional technology needs. An example of a decision made recently as a result of these meetings is the district policy for acquiring and using mobile devices, such as tablets (5F). The need for the policy was driven in part by an influx of iPads from assessment activities in a recent Title V HSI grant. The iPads from the grant were re-purposed in an iPad loan program for faculty and staff managed through the college library.

The first draft of the new Technology Plan was made available in fall 2012, and the Technology Council is now completing the final draft. The District is assuming technology costs gradually, in accordance with the five year outlook prepared by the IT services director. Reallocation and replacement of computer equipment is managed through the IT services department. The response to recommendation five is substantially met.

Recommendation 6:
The team recommends that the college use the revised board policy (BP 7930) to complete a program review for each administrative program and use the results to improve administrative efficiency.
(III.D)

Institution-wide program review and outcomes assessment are foundations of the integrated planning process at AHC. In 2010-11, all program review processes required revision to include outcomes assessment, as well as an annual update process. The Academic Senate piloted a new program review process in 2010-11 for academic programs and student services, which was institutionalized in 2011-12 (6A). Once that process was finalized, the focus turned to revising the administrative program review process in a manner that would integrate effectively with these other processes, as well as the broader new CCPD process.

There were some factors that initially presented challenges in developing a consistent and uniform process for assessing administrative services outcomes. Administrative program reviews had been performed regularly in some areas of the college, such as Public Affairs and Publications, but not in others, such as Institutional Grants. Administrative procedure 7930.03 (6B) that accompanies the Program Review Board Policy 7930 was in need of revision. Decisions needed to be made on whether the student services or administrative program review process was more appropriate in some cases, such as the college bookstore. The new Learning Outcomes and Assessment Committee (6C) was focused on the academic and student services processes, and recommended administrative oversight for service area outcomes (SAOs).

Administrative program review was addressed beginning in November of 2011 by a taskforce that was chaired by the Superintendent/President and included administrators from various areas. The taskforce revised AP 7930.03, identified which programs would be included in administrative program review, and decided the six year cycle would be tracked by the appropriate cabinet level administrator. The taskforce revised the annual update process to align it closely with the new program review process for the academic and student services areas. Several informational and training sessions were held with taskforce members and administrators in the spring of 2012 that focused particularly on recommended practices for assessing SAOs.

The institutional researcher provided a list of areas which had program reviews on file, and the timetable for each program's full six year review going forward. The first annual update of SAOs was submitted from all administrative areas in June 2012. The first of the new comprehensive administrative program reviews will be due in June of 2013. The first full cycle of SAOs assessment will also be due in June 2013, whether in an annual update or comprehensive six year program review. The Program Review matrix (6D) is maintained on the IRP learning outcomes website. It includes links to the current administrative program reviews and annual updates in addition to the schedule for the next full review.

The College has a revised procedure to follow for administrative program reviews that includes SAOs and assessment, as well as annual updates. All administrative units have completed an initial cycle of annual updates. A schedule has been developed for all administrative units to perform a comprehensive program review by 2015, with the first ones due in June 2013. The standard for recommendation six is now met.

Recommendation 7:
The team recommends that the college (1) implement their proposed new decision-making process and (2) improve methods for campus-wide communications concerning decision-making processes, to ensure a healthy campus climate and effective participation in governance, as well as strong and effective leadership.
(II.C.2; IV.A.1; IV.A.2.a; IV.A.2.b; IV.B.2.c)

Response to Recommendation 7:

The first part of this recommendation, the implementation of the *Councils and Committees: Pathways to Decisions* (CCPD) process, has been accomplished and is addressed in recommendation two above. This response will primarily address the second part of the recommendation: Improvements to campus-wide communications to ensure effective participation by all constituents in conjunction with the new decision making process.

In making recommendation seven, the 2010 external team referred frequently to the recommendations from the AHC Campus Climate Report prepared by the California Collegiate Brain Trust (CCBT) in 2009 (7A). The major action plan from that document, to complete the CCPD and implement it in fall 2010, was satisfied as described in the response to recommendation two. It was also recommended that the college address a lack of transparency in decision making, which many of the communication efforts described below were designed to do.

In January 2010, the myHancock portal was launched for AHC staff and faculty use; in March 2010 students accessed the portal for the first time. The portal consists of various sections called channels that focus on particular areas. Two channels on the staff portal, "Councils and Committees" and "My Groups" are key to disseminating both decisions and information on the decision making process. The Councils and Committees channel has agendas and minutes from all meetings posted, and anyone on campus can access them. This channel also features a CCPD log of changes, which have been tracked as various groups have refined their membership and functions. In the same channel, current council members (by name and constituency represented) are listed, so all faculty and staff know who to contact if they want more information, or wish to express their opinion regarding an issue. Finally, the Councils and Committees channel includes agendas and minutes from important decision making bodies that are not shared governance, such as the Board of Trustees and the Academic Senate (7B).

The My Groups channel can be customized so that members of campus councils, committees, and other organizations have convenient access to documents and files of particular relevancy or interest to them. This also allows for communities of interest that sit outside the council/committee structure, such as campus clubs, to have a shared communication device.

In addition to the channels, the Superintendent/President publishes the *Grapevine* electronic newsletter every month. This newsletter is direct communication to the entire campus community from the leadership perspective. The link to the current issue is always on the home page of the myHancock portal, where all constituents can easily access it; older issues are

available under the documents/ library tab of the portal under "Newsletter" (7C). The newsletters contain information on important decisions, policy changes, budget updates, and current activities and initiatives. A key feature is keeping the AHC community informed of important news at the state level, as well as local issues. The past Superintendent/President also published this type of newsletter, but it was called *Take Five*; back issues are also available on the portal as stated in evidence 7C.

There is a second electronic monthly newsletter created by the campus community entitled *News to Know*. Anyone can submit information for inclusion, ranging from news on committee work to personal and family accomplishments. Every edition includes updates on construction and technology projects, and a calendar of campus events. The link to the current issue is located on the home page of myHancock. Older issues are available from the documents/ library tab of the portal under 'Newsletter", then "News2Know"(7D).

The Lompoc Valley Center has a weekly email bulletin called *This Week at the LVC*. The focus is on events occurring each week, such as workshops, club meetings, social gatherings, and important timelines for students including scholarship and financial aid application dates (7E).

The Board of Trustees (BOT) policies and meeting agendas and minutes (including revised items) are available from the public website (7F). This is the most effective way for both AHC staff and the public to keep current with BOT decisions.

Students receive communication from the College through a variety of avenues including the myHancock portal, AHC email accounts, and a newsletter called *Bulldog Beat* that lists weekly events. AHC is on Facebook, YouTube and other social media sites, which attracts a substantial amount of student interest. The Associated Student Body Government (ASBG) representatives are the key players for attending council and committee meetings, and communicating campus issues back to their constituency. ASBG roles in decision making are listed in the CCPD manual.

One communication gap that was identified in assessing the CCPD process was closing the loop regarding divisional priorities that are not brought forward through program review at the annual district-wide planning process. For example, a request for grounds keeping equipment might not be brought forward through the facilities vice president as an institution-wide priority; the original requestor needs to be notified, and if applicable, directed to other possible sources for obtaining the equipment. A Taskforce was formed in spring 2012 to investigate several gaps in the CCPD process, including this one. The Taskforce recommended revisions to the planning calendar that allow for feedback to departments on the status of resource requests, especially operational ones (7G).

An informal discussion venue for faculty and others interested in teaching and learning was started by the Vice President of Academic Affairs in 2011-12. The Pedagogy Hour occurs regularly throughout the semester, covering a wide variety of topics.

All of these efforts have increased campus-wide communications. The Institutional Effectiveness Council (IEC) conducted an assessment survey on the new CCPD in May 2011, which received 73 responses from all constituencies (7H). One of the frequent most positive responses was agreement to the statement "My constituency group keeps me informed of actions by the councils." However, recurring comments included the wish for better campus notification

when decisions are final, complaints about the decision-making process being slow, and the observation "The structure works if people actively engage in it and seek to stay informed." Faculty and ten month staff have also expressed concerns that important decisions are made in the summer, when many councils and committees do not meet.

Communication is an area that the campus community needs to continuously review and refine to improve effectiveness. Some suggestions are being enacted, such as a recommendation from February 2012 managers' retreat that a brief council update be added to every monthly administrative team meeting agenda. This recommendation was enacted with the agenda immediately following the retreat, and has continued (7I).

Many steps have been taken since 2010 to improve planning and communication. The myHancock portal provides a convenient and accessible mechanism to improve communication for all members of the campus community, including students. The CCPD manual documents the decision-making process, so that all constituencies can review how policy making and planning occur. The important roles of the Academic Senate are outlined in the "Governance Relationships" portion of the CCPD manual. Senate agendas and minutes are posted on the myHancock portal and emailed to all staff by the Senate President. The Superintendent/President of the College communicates through various channels, including newsletters and minutes from the College Council, which are posted on the myHancock portal.

Allan Hancock College has implemented both the CCPD decision making process, and the myHancock portal to house information related to decision making. Implementing the CCPD and portal have provided the opportunity for a clearer understanding and pathway for shared governance, and better access to information. A number of newsletters are published regularly to update faculty and staff on campus, district, and state activities. The IEC will continue to regularly assess the CCPD and solicit feedback on decision making, in order to continually improve the process. The College response to the recommendation meets the standards.

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Allan Hancock College Response to Self-Identified Improvement Plans (formerly Planning Agendas) from the 2010 Self Study

Standard I. Institutional Mission and Effectiveness

I.A.3. Include emphasis on mission, vision and strategic plan in all new employee training.
Responsible Parties: Human Resources Department
Progress: Information sheet containing mission, vision and values were added to new hire orientation packets. Color posters with the mission statement were posted in all work areas and meeting rooms. The college mission is printed on the back of all AHC business cards.
Target Date: 6/2012
Status: Completed 3/2012

Standard II. Student Learning Programs and Services

II.A.2.a. Specifically link SLOs and assessment to the educational program review process
Responsible Parties: Learning Outcomes and Assessment Committee (LOAC), Academic Senate, Office of Institutional Research and Planning (IRP)
Progress: This is linked to external team Recommendation #One. Multiple trainings on program review, SLOs and assessment were conducted. Program review processes (including annual updates) were revised so they include SLOs and assessment.
Target Date: SLOs trainings are ongoing; program review revision in process from 2010-12
Status: Program review and annual updates process revision completed spring 2012

II.A.2.a. Solidify a plan for a full cycle of program review for general education, including the assessment of SLOs and program improvement
Responsible Parties: Learning Outcomes and Assessment Committee (LOAC)
Progress: LOAC mapped GE outcomes to AHC's institutional learning outcomes. The ILOs assess key aspects of general education. In addition, GE courses are assessed within the respective programs as part of program review. This process will be part of the regular SLOs assessment cycle as outlined in the AHC Institutional Assessment Plan.
Target Date: 2012
Status: Completed

II.A.2.b. Move forward with the assessment of general education SLOs and ILOs for program improvement
Responsible Parties: Learning Outcomes & Assessment Committee (LOAC)
Progress: Assign responsibility for assessing general education (GE) SLOs and ILOs
Target Date: End of 2012-13 academic year
Status: The timetable for assessment of general education SLOs and ILOs was developed in 2010. By December 2012, all GE courses had identified SLOs, and approximately 62% had assessments. By fall 2012, six of the seven ILOs had been assessed by evidence teams. The last ILO is in the process of being assessed, with completion due in spring 2013.

II.A.2.b. Develop a procedure for the completion of the review of courses placed on the college's general education list prior to the development of the general education outcomes
Responsible Parties: Academic Policy &Planning (AP&P) Committee
Progress: Members of the AP&P committee reviewed the GE course list to validate that all courses on the list met the criteria for general education courses.
Target Date: Spring 2012
Status: Completed 2011-12 academic year by the Academic Policy and Planning Committee

II.A.2.e. Develop and implement a policy and procedure for recording and tracking the updates of course outlines of record
Responsible Parties: Academic Affairs
Progress: Implementation of the CurricuNET online system for managing course outlines of record began in fall 2010. The system automatically tracks updates to CORs.
Target Date: End of spring 2013 semester
Status: Data entry into CurricUNET was interrupted due to a long term staff absence, but was resumed in 2011-12. The curriculum handbook is being updated in 2012-13 , which includes CurricUNET procedures.

II.A.3.c. Develop SLOs and assessment activities for the multicultural/gender studies and the physical education, health education or first aid safety graduation requirements
Responsible Parties: Academic Affairs
Progress: All of these SLOs fell under the broader category of GE SLOs listed in the planning agenda item II.A.2.b above.
Target Date: 2012
Status: All multicultural/gender studies and PE, health and first aid courses have identified SLOs, and 86% of them have assessments identified. Work continues within the six year program review cycle.

II.A.5. Establish infrastructure to effectively track students' completion in CTE programs
Responsible Parties: Admissions and Records, IT Dept.
Progress: While tracking has been done for many years, the process changed with the Banner System implementation in 2010. Staff in Admissions and Records can run Banner reports showing completion (awarding of a degree or certificate) in CTE programs. Substantial work was also done to enable the College to be in compliance with the disclosure requirements for gainful employment.
Target Date: 2011
Status: Completed 2011-12.

II.A.6.b. Develop a program elimination administrative procedure policy
Responsible Parties: Academic Senate, AP&P Committee
Progress: The board policy and related administrative procedure were developed and approved through the integrated planning process as outlined in the CCPD in 2010-11.
Target Date: Spring 2011
Status: BP 7960 and AP 7960.01 were approved by the Board of Trustees on 5/17/11.

II.B.1. Increase technology and dedicate human resources for online student support services
Responsible Parties: Student Services, IT Dept.
Progress: Implement the DegreeWorks online student education plan (SEP) software
Target Date: Spring semester 2013
Status: The system has been installed and catalog information is being loaded in fall 2012. Counselors are slated for training in January 2013

II.B.3.d. Increase opportunities for training and dialogue on issues of diversity
Responsible Parties: Human Resources, Diversity Committee, Professional Development Committees
Progress: Professional development activities on diversity increased from two in 2010-11 to six in 2011-12. A Title V HSI Grant from 2007-2012 supplied a multicultural collection of books and media housed in the SM Campus Library to encourage dialogue and support diversity training for both staff and students.
Target Date: Ongoing
Status: Ongoing

Standard III. Resources

III.A.3.a. Develop and approve new/revised board policies related to human resources
Responsible Parties: Human Resources Director, /Superintendent/President, Board of Trustees
Progress: All board policies, including human resources, are in a cycle of review and revision that should be completed in 2014 and begin again in 2015.
Target Date: December 2014
Status: Ongoing

III.A.3.a. Develop training for managers related to human resources processes and procedures
Responsible Parties: Human Resources Department
Progress: Human Resources launched "First Friday" training sessions in spring 2011
Target Date: Ongoing
Status: Training sessions have featured attorneys and expert consultants on topics such as ADA issues, how board policies are developed for statewide use through CCLC, and how to perform effective performance evaluations. In addition, there are periodic "HR Ten" brief updates at monthly Administrative Team meetings.

III.A.4.a. Complete development of the district Equal Employment Opportunity Plan
Responsible Parties: Human Resources Council, HR Director
Progress: Adopt the approved statewide EEO plan as the AHC district plan.
Target Date: 2012
Status: The draft statewide EEO plan was not approved by the state Dept. of Finance because of mandated cost reimbursement concerns. Title 5 EEO regulations remain in effect, as do the district board policies related to EEO. The HR Director will monitor further developments at the state level.

III.A.5. Support the professional development program and training
Responsible Parties: Human Resources Council, Professional Development Subcommittees
Progress: Ensure meaningful professional development opportunities exist; identify funding sources when possible. For example, Superintendent/President's Circle (Foundation) funding has been used for management retreats, faculty sabbaticals, and leadership training for faculty and staff. An annual calendar of available professional development opportunities is on the myHancock portal.
Target Date: Ongoing
Status: Ongoing

III.B.2. Develop a total cost of ownership model for new capital construction projects
Responsible Parties: Facilities Council
Progress: Total cost of ownership (TCO) has been considered in new Measure I construction and technology projects since 2006; however, developing a formal TCO model and document is a goal of the Facilities Council for 2012-13
Target Date: Completion by June of 2013
Status: Pending

III.C.1.a. Update Board Policy 8990 "Electronic Communications"
Responsible Parties: Technology Council
Progress: The Technology Council priority is the updating of the Technology Plan, which was external team Recommendation # 5 in 2010. Updating BP 8990 will be the next task when that is completed.
Target Date: 2014
Status: Pending

III.C.1.c. Update and revise the Technology Master Plan
Responsible Parties: Technology Council
Progress: This was a recommendation by the 2010 external team (See recommendation #5). The Technology Council was charged with drafting a plan, then obtaining feedback from all constituencies.
Target Date: Final plan developed by 2013-14, to integrate with the new strategic and educational master plans.
Status: The Technology Council has worked on the plan regularly in 2011-12, and the first draft was posted on the myHancock portal for all constituencies to review in fall 2012.

III.C.2. Integrate program review recommendations into technology planning
Responsible Parties: Technology Council, Resource and Planning Integration Taskforce
Progress: The Resource and Planning Integration Taskforce met in 2012 to draft recommendations for improving the resource allocation requests from program review, both strategic and operational. These requests fall under the four ACCJC Standard III categories (budget, human resources, technology and facilities).
Target Date: December 2012.
Status: The recommendation from the Resource and Planning Integration Taskforce was sent to the Institutional Effectiveness Council in November 2012. The focus is the timetable and routing of program review requests needing resources, and how the departments and disciplines are notified regarding the status of their requests.

Standard IV. Leadership and Governance

IV.A.1. Complete and implement shared governance and integrated planning processes (*Councils and Committees: Pathways to Decisions,* known as CCPD)
Responsible Parties: Councils and committees; Superintendent/President; CCPD Taskforce
Progress: The College recognized the need for this action, and so did the external team from 2010 (see Recommendation #Two). The CCPD had been drafted with widespread input and participation by March of 2010, but not finalized and implemented until fall 2010.
Target Date: Fall 2010
Status: The first full cycle of implementation was academic year 2010-11; annually, the CCPD structure and processes are being assessed and revised through the Institutional Effectiveness and College Councils.

IV.B.2.a. Review by management association of current opportunities for professional development and consider how the program can be made more robust
Responsible Parties: Managers, HR Director, Superintendent/President
Progress: As noted under Standard III, "First Friday" trainings were initiated in 2011. During 2010-2012, a series of management retreats co-sponsored by the Superintendent/President and the management association occurred. Managers have access to all professional development listed on the myHancock Portal, and various managers attend state and regional conferences and trainings.
Target Date: Implementation began in January 2010
Status: Ongoing

IV.B.2.d. Develop communication methods and strategies to inform the campus community about planning and budget processes
Responsible Parties: Councils and committees, especially Budget, Institutional Effectiveness, and College Councils; IT Dept.
Progress: The College self-identified this action, which was also part of the external team recommendation #7. The IT department created a channel on the myHancock portal for councils and committees to post their agendas and minutes. The councils all have a shared governance structure, and representatives are charged with keeping their constituencies informed.
Target Date: The myHancock portal was implemented in spring 2010.
Status: Agendas and minutes from the councils and committees are posted to the portal on an ongoing basis. Strategies and methods are more fully described in the response to external team recommendation #7.

Allan Hancock College
Midterm Report 2013

APPENDIX A: EVIDENCE

RECOMMENDATION ONE

1A) SLOs Webpage, Office of Institutional Research and Planning
http://research.hancockcollege.edu/student_learning_outcomes/index.html

1B-1) AHC Board of Trustees Agenda, September 18, 2007 Page 126
http://research.hancockcollege.edu/accreditation_mid-term/1B-AHC-Board-of-Trustees-Agenda-09-18-07-p126.pdf

1B-2) Revised ILOs adopted by LOAC committee on 3/1/11
http://research.hancockcollege.edu/student_learning_outcomes/ilos.html

1C) AHC Faculty Resource Guide 2012-13 Pgs. 5-6
http://research.hancockcollege.edu/accreditation_mid-term/1C-AHC-Faculty-Resource-Guide-2012-13-p5-6.pdf

1D) Allan Hancock College Catalogs, 2009-10 and later; "Degrees and Certificates" section (Pgs. 63-111 in 2012-13 edition)
http://research.hancockcollege.edu/accreditation_mid-term/1D-AHC-CATALOG-2012-13-pg63-111only.pdf

1E) SLO Related Professional Development Sessions, 2008-2012
http://research.hancockcollege.edu/accreditation_mid-term/1E-SLO-Related-Professional-Development-Sessions-2008-2012.pdf

1F) AHC Institutional Assessment Plan April 30, 2012
http://research.hancockcollege.edu/accreditation_mid-term/1F-IAP-04-30-12-with-Appendix.pdf

1G) Academic Program Review Resource Guide Revised, 2011 ed., myHancock Portal Documents Library
http://research.hancockcollege.edu/accreditation_mid-term/1G-Academic-Program-Review-Resource-Guide-revised.pdf

1H) Councils and Committees: Pathways to Decisions, Pgs. 18, 20-24
http://research.hancockcollege.edu/accreditation_mid-term/1H-Councils-and-Committees-Pathways-to-Decisions-p18-and20-24.pdf

1I) eLumen reports for Spanish courses
http://research.hancockcollege.edu/accreditation_mid-term/1I-eLumen-Reports-SpanishAA-12-21-12a.pdf

RECOMMENDATION TWO

2A) Councils and Committees: Pathways to Decisions (CCPD)
http://research.hancockcollege.edu/accreditation_mid-term/2A-Councils-and-Committees-Pathways-to-Decisions.pdf

2B) Councils and Committees: Pathways to Decisions, (CCPD), Pg. 25
http://research.hancockcollege.edu/accreditation_mid-term/2B-Councils-and-Committees-Pathways-to-Decisions-p25.pdf

2C) Annual Planning and Budget Development Process Draft Recommendation, 11/9/12
http://research.hancockcollege.edu/accreditation_mid-term/2C-Annual-Planning-and-Budget-Development-Process-Draft-Recommendation-11-09-12.pdf

2D) CCPD Narrated Powerpoint Presentation, 2010 (CD)
http://research.hancockcollege.edu/accreditation_mid-term/2D-CCPD-Narrated-Powerpoint-Presentation-2010.pdf

2E) Annual Report of Accomplishments/Outcomes 2010-11 (AHC Councils, October 2011)
http://research.hancockcollege.edu/accreditation_mid-term/2E-Annual-Report-of-Accomplishments-Outcomes-2010-11.pdf

2F) Institutional Effectiveness Survey on CCPD, conducted by Anja Wille, IRP spring 2011
http://research.hancockcollege.edu/accreditation_mid-term/2F-Institutional-Effectiveness-Survey-on-CCPD-Spring-2011.pdf

2G) Annual Report of Accomplishments/Outcomes 2011-12 (AHC Councils, October 2012)
http://research.hancockcollege.edu/accreditation_mid-term/2G-Annual-Report-of-Accomplishments-Outcomes-2011-12.pdf

RECOMMENDATION THREE

3A) Academic Policy & Planning Distance Learning Request Forms, 2012-13
http://research.hancockcollege.edu/accreditation_mid-term/3A-Academic-Policy-Planning-Distance-Learning-Request-Forms-2012-13.pdf

3B) Instructor Technical Competency Database Report, 12/10/12
http://research.hancockcollege.edu/accreditation_mid-term/3B-Instructor-Technical-Competency-Database-Report-12-10-12.pdf

3C) Blackboard Training Sessions Schedules, 2012-13
http://research.hancockcollege.edu/accreditation_mid-term/3C-Blackboard-Training-Sessions-Schedules-2012-13.pdf

3D) Distance Learning Forum, "Bridging the Achievement Gap" Flyer, 2/24/12
http://research.hancockcollege.edu/accreditation_mid-term/3D-Distance-Learning-Forum-Bridging-the-Achievement-Gap-Flyer-02-24-12.pdf

3E) Quality Matters (QM©) Rubric Standards, 2011-2013
http://research.hancockcollege.edu/accreditation_mid-term/3E-Quality-Matters-Rubric-Standards-2011-2013.pdf

3F) AHC Distance Learning Webpages
http://www.hancockcollege.edu/distance_learning/

3G) CCCCO Distance Education Guidelines, 2008 Omnibus Version
http://research.hancockcollege.edu/accreditation_mid-term/3G-CCCCO-Distance-Education-Guidelines.pdf

RECOMMENDATION FOUR

4A) Board Policy 2110, Administrator Evaluations
http://research.hancockcollege.edu/accreditation_mid-term/4A-Board-Policy-2110-Administrator-Evaluations.pdf

4B) Board Agenda Item 6.P, Administrator Evaluations April 21, 2009
http://research.hancockcollege.edu/accreditation_mid-term/4B-Board-Agenda-Item-6P-Administrator-Evaluations-04-29-09.pdf

4C) Administrator Evaluation Process Forms
http://research.hancockcollege.edu/accreditation_mid-term/4C-Administrator-Evaluation-Process-Forms.pdf

4D) Administrator Evaluation Spreadsheets, 2010-11 and 2011-12
http://research.hancockcollege.edu/accreditation_mid-term/4D-Administrator-Evaluation-Spreadsheets-2010-11-and-2011-12a.pdf

RECOMMENDATION FIVE

5A) AHC Educational and Facilities Master Plan Update, 2007-2010 Pgs. 135-142
http://research.hancockcollege.edu/accreditation_mid-term/5A-Educational-and-Facilities-Master-Plan-Update-2007-2010-p135-142.pdf

5B) Councils and Committees, Pathways to Decisions (CCPD), pgs. 38, 63
http://research.hancockcollege.edu/accreditation_mid-term/5B-Councils-and-Committees-Pathways-to-Decisions-p38and63.pdf

5C) AHC Technology Master Plan 2012-201 Nov. 14th, 2012
http://research.hancockcollege.edu/accreditation_mid-term/5C-Technology-Master-Plan-2012-2018-Draft-11-14-12.pdf

5D) AHC Computer Standards, 2012-2013
http://research.hancockcollege.edu/accreditation_mid-term/5D-AHC-Computer-Standards-2012-13.pdf

5E) Technology Budget Outlook Spreadsheet 2010-2016, by IT Director Carol Van Name
http://research.hancockcollege.edu/accreditation_mid-term/5E-Technology-Budget-Outlook-Spreadsheet-2010-2016.pdf

5F) AHC Tablet Device Procurement and Use Procedure July 31, 2012
http://research.hancockcollege.edu/accreditation_mid-term/5F-AHC-Tablet-Device-Procedurement-and-Use-Procedure-07-31-12.pdf

RECOMMENDATION SIX

6A) Academic Program Review Resource Guide Revised
http://research.hancockcollege.edu/accreditation_mid-term/6A-Academic-Program-Review-Resource-Guide-revised.pdf

6B) Board Policy 7930, Program Review and Administrative Procedure 7930.03
http://research.hancockcollege.edu/accreditation_mid-term/6B-Board-Policy-7930-Program-Review-and-Administrative-Procedure-7930.03.pdf

6C) Councils and Committees, Pathways to Decisions (CCPD), pg. 55
http://research.hancockcollege.edu/accreditation_mid-term/6C-Councils-and-Committees-Pathways-to-Decisions-p55.pdf

6D) Program Review Inventory, IRP Learning Outcomes website
http://research.hancockcollege.edu/student_learning_outcomes/programreview2.html

RECOMMENDATION SEVEN

7A) AHC Campus Climate Report and Recommendations by Eva Conrad and Cy Gulassa, California Collegiate Brain Trust Consultants February 16, 2009
http://research.hancockcollege.edu/accreditation_mid-term/7A-AHC-Campus-Climate-Report-and-Recommendations-02-16-09.pdf

7B) myHancock Portal (staff version), Home tab
http://research.hancockcollege.edu/accreditation_mid-term/7B-myHancock-Portal.pdf

7C) myHancock Portal (staff version), Doc/Forms Library tab, search “newsletter”
http://research.hancockcollege.edu/accreditation_mid-term/7C-myHancock-Portal-Doc-Forms-Library-Tab-Search-Newsletter.pdf

7D) myHancock Portal (staff Version), Doc/Forms Library tab, search “newsletter”, “news2know”
http://research.hancockcollege.edu/accreditation_mid-term/7D-myHancock-Portal-Doc-Forms-Library-Tab-Search-News2Know.pdf

7E) Sample This Week at LVC emails, 10-17-11 and 10-1-12
http://research.hancockcollege.edu/accreditation_mid-term/7E-Sample-This-Week-at-LVC-emails-10-17-11and10-01-12.pdf

7F) AHC public website, Board of Trustees page
http://www.hancockcollege.edu/board/index.php

7G) Annual Planning and Budget Development Process Draft Recommendation, 11/9/12
http://research.hancockcollege.edu/accreditation_mid-term/7G-Annual-Planning-and-Budget-Development-Process-Draft-Recommendation-11-09-12.pdf

7H) Institutional Effectiveness Survey on CCPD, conducted by Anja Wille, IRP spring 2011
http://research.hancockcollege.edu/accreditation_mid-term/7H-Institutional-Effectiveness-Survey-on-CCPD-Spring-2011.pdf

7I) Administrative Team Agenda, March 16, 2012
http://research.hancockcollege.edu/accreditation_mid-term/7I-Administrative-Team-Agenda-03-16-12.pdf

SELF-IDENTIFIED IMPROVEMENT PLANS (PLANNING AGENDAS) EVIDENCE

Standard I. Institutional Mission and Effectiveness

I.A.3. Include Emphasis on mission, vision and strategic plan in all new employee training
I.A.3.1. AHC Mission, Vision, Values New Hire Information Sheet
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/1A_3_1-AHC-Mission-Vision-Values-New-Hire-Info-Sheet.pdf

I.A.3.2. Back of AHC Business Card (mission statement)
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/1A_3_2-Back-of-AHC-Business-Card-Mission-Statement.pdf

Standard II. Student Learning Programs and Services

II.A.2.a. Specifically link SLOS and assessment to the educational program review process.
II.A.2.a.1. Academic Program Review Resource Guide Revised, 2011 ed.
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2A_2a_1-Academic-Program-Review-Resources-Guide-Revised-2011.pdf

II.A.2.a. Solidify a plan for a full cycle of program review for general education, including the assessment of SLOs and program improvement
II.A.2.a.1. AHC Institutional Assessment Plan April 30, 2012
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2A_2a_1-AHC-Institutional-Assessment-Plan-4-30-2012.pdf

II.A.2.b. Move forward with the assessment of general education SLOs and ILOs for program improvement.
II.A.2.b.1 eLumen Accreditation Report, Student Learning Outcomes for General Education, December 2012
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2A_2b_1-eLumen-Accredication-Report-SLO-for-General-Education-12-2012.pdf

II.A.2.b. Develop a procedure for the completion of the review of courses placed on the college's general education list prior to the development of general education outcomes.
II.A.2.b.1 Academic Policy & Planning Committee Agenda, January 2012
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2A_2b_2-Academic-Policy-and-Planning-Committee-Agenda-01-18-12.pdf

II.A.2.e. Develop and implement a policy and procedure for recording and tracking the updates of course outlines of record.
II.A.2.e.1. Memo and Attachment from Rebecca Andres, Curriculum Specialist 12/19/12 "CurricUNET Implementation" with attached draft Curricunet training document.
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2A_2e_1-Memo-and-Attachment-from-Curriculum-Specialist-with-Attached-draft-Curricunet-training-doc.pdf

II.A.3.c. Develop SLOs and assessment activities for the multicultural/gender studies and the physical education, health education or first aid safety graduation requirements
II.A.3.c.1 eLumen Accreditation Report showing Multicultural/Gender Studies, Physical Education, Health Education or First Aid Safety Graduation Results
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2A_3c_1-eLumen-Accreditation-Report-Multicultural-Gender-PE-Health-Ed-or-First-Aid-Safety-Grad-Report-Jan-2013.pdf

II.A.5. Establish infrastructure to effectively track students' completion in CTE programs
II.A.5. Argos Report on Degrees - Spring 2012
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2A_5-Degrees-Spring2012.pdf

II.A.6.b. Develop a program elimination administrative procedure policy.
II.A.6.b.1. Board Policy 7690 and Administrative Procedure 7960.01, Program Discontinuance
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2A_6b_1-Board-Policy-7690-and-Administrative-Procedure-7960_01-Program-Discontinuance.pdf

II.B.1. Increase technology and dedicate human resources for online student support services.
II.B.1.1. Email and attachment from IT Director Carol Van Name, 12/17/12 "DegreeWorks Training Jan 8-10"
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2B_1_1-Email-and-attachment-from-IT-Director-12_17_12-Degree-Works-Training-1_8_10.pdf

II.B.3.d. Increase opportunities for training and dialogue on issues of diversity

II.B.3.d.1. Professional Development Schedule 2010-11: "Six Ways to Teach Students of All Abilities Online", "Book Club: Exploring Cultural Perspectives"
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2B_3d_1-Professional-Development_Schedule-2010_11.pdf

II.B.3.d.2. Professional Development Schedule 2011-12: "Understanding Student Development from a Community College Student Perspective", "Bridging the Achievement Gap in Distance Learning Through Interpersonal Connections", "Understanding the Political, Social and Economic Viewpoints Regarding African-American Experience", "Cup of Culture-Multiculturalism on Campus", "Institutional Factors That Impact Student Academic Success and University Transfer" "Diversity Resource Specialist Training"
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/2B_3d_2-Professional-Development_Schedule-2011_12.pdf

Standard III. Resources

III.A.3.a. Develop and approve new/revised board policies related to human resources

III.A.3.a.1. Emails from Administrative Assistant to the Superintendent/President and Board of Trustees, Carmen Camacho dated 6/2/11, 8/31/12 and 12/6/12 "New and Revised Board Policies", "Revised Board Policies and Administrative Procedures", "New/Revised Board Policies"
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/3A_3a_1-Emails-from-Admin-Assistant-to-the-Superintendent_President-and-Board-of-Trustees-dated-6_2_11-8_31_12-12_6_12.pdf

III.A.3.a. Develop training for managers related to human resources processes and procedures

III.A.3.a.2. Email and attachment from Human Resources Coordinator Sharan Kelly, 10/5/12 "Management Training Schedule for 2012-2013"
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/3A_3a_2-Email-and-Attachment-from-HR-Coordinator-10_5_12-Management-Training-Schedule-for-2012_13.pdf

III.A.3.a.3. Administrative Team agenda 11/15/12 item 4 and 12/7/12 item 5 "HR 10"
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/3A_3a_3-Admin-Team-agenda-11_15_12-item-4-and-12_7_12-item-5-HR-10.pdf

III.A.4.a. Complete development of the district Equal Opportunity Plan

III.A.4.a.1. Email and attachment from HR Director Cyndi Mesaros 8/28/12, "EEO Plan"

http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/3A_4a_1-Eamil-and-attachment-from-HR-Director-8_28_12-EEO-Plan.pdf

III.A.5. Support the professional development program and training
III.A.5.1. AHC Professional Development Schedule, 2012-2013
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/3A_5_1-AHC-Professional-Development-Schedule-2012_13.pdf

III.B.2. Develop a total cost of ownership model for new capital construction projects
III.B.2.1. Facilities Council Agenda 11/8/12, Item 6 "Introduction to Total Cost of Ownership, New Construction Projects, Recommend New Board Policy"
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/3B_2_1-Facilities-Council-Agenda-11_8_12-Item-6.pdf

III.B.2.2. Draft Board Policy, "Total Cost of Ownership New Facilities"
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/3B_2_2-Draft-Board-Policy-Total-Cost-of-Ownership-New-Facilities.pdf

III.C.1.a. Update Board Policy 8990 "Electronic Communications"
Target date 2014; there is no current evidence.

III.C.1.c. Update and revise the Technology Master Plan
III.C.1.c.1.Technology Master Plan 2012-2018, Draft 5 11/14/12
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/3C_1c_1-Technology-Master-Plan-2012_18-Draft-5-11_14_12.pdf

III.C.2 Integrate program review recommendations into technology planning
III.C.2.1. Annual Planning and Budget Development Process Draft Recommendation, 11/20/12
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/3C_2_1-Annual-Planning-and-Budget-Development-Process-Draft-Recommendation-11_20_12.pdf

Standard IV. Leadership and Governance

IV.A.1. Complete and implement shared governance and integrated planning processes (*Councils and Committees: Pathways to Decisions*, AKA CCPD)
IV.A.1.1. Councils and Committees: Pathways to Decisions (CCPD)
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/4A_1_1-Councils-and-Committees-Pathways-to-Decisions-CCPD.pdf

IV.A.1.2. College Council Notes 9/9/10 Agenda Item 1: Welcome and Introductions

http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/4A_1_2-College-Council-Notes--9_9_10-Agenda-Item-1-Welcome-and-Introductions.pdf

IV.B.2.a. Review by management association of current opportunities for professional development and consider how the program can be made more robust

IV.B.2.a.1. College Administrative Team (AKA College Administrative Group) Meeting Notes 9/10/10, Item 4: Cabinet Discussions/Decisions
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/4B_2a_1-College-Admin-Team-AKA-College-Admin-Group-Meeting-Notes-9_10_10-Item-4-Cabinet_Discussions-Decisions.pdf

IV.B.2.a.2. Email from Dr. José Ortiz 1/13/11 “Retreat Invitation"
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/4B_2a_2-Email-from-Dr-Jose-Ortiz-1_13_11-Retreat-Invitation.pdf

IV.B.2.a.3. AHC Management Retreat Agenda 2/1/12
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/4B_2a_3-AHC-Management-Retreat-Agenda-2_1_12.pdf

IV.B.2.a.4. AHC Professional Development Schedule, 2012-2013
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/4B_2a_4-AHC-Professional-Development-Schedule-2012_13.pdf

IV.B.2.d. Develop communication methods and strategies to inform the campus community about planning and budget processes

IV.B.2.d.1. myHancock Portal home tab, Councils and Committees Channel, Agendas and Minutes
http://research.hancockcollege.edu/accreditation_mid-term/Planning Agendas/5B_2d_1-myHancock-Portal-Home-Tab-Councils-and-Committees-Channel-Agendas-and-Minutes.pdf

ALLAN HANCOCK COLLEGE
MIDTERM REPORT MARCH 2013
APPENDIX B

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation.* Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**

b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: March 15, 2013

Institution's Name: Allan Hancock Joint Community College District

Name and Title of Individual Completing Report: Nancy Meddings, Academic Dean and ALO

Telephone Number and E-mail Address: (805) 922-6966 ext. 3475, nmeddings@hancockcollege.edu

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*
Name of CEO: Dr. Elizabeth A. Miller

Signature:____***Dr. Elizabeth A. Miller***_____
(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE
QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses
   a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): **889**
   b. Number of college courses with defined Student Learning Outcomes: **889**
      Percentage of total: **100%**
   c. Number of college courses with ongoing assessment of learning outcomes: **817**
      Percentage of total: **92%**

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): **201**
   b. Number of college programs with defined Student Learning Outcomes: **196;**
      Percentage of total: **98%**
   c. Number of college programs with ongoing assessment of learning outcomes: **179;**
      Percentage of total: **89%**

3. Student Learning and Support Activities
   a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): **13**
   b. Number of student learning and support activities with defined Student Learning Outcomes: **13**;
      Percentage of total: **100%**

c. Number of student learning and support activities with ongoing assessment of learning outcomes: **13**; Percentage of total: **100%**

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: **7**
   b. Number of institutional learning outcomes with ongoing assessment: **6.5**

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Allan Hancock College (AHC) has defined student learning outcomes (SLOs) at the course, program, degree, and institutional levels for student learning, student services, learning support activities, and administrative units. Seven overarching institutional learning outcomes (ILOs) serve as the guide and vision for ensuring high quality learning experiences and services, and SLOs map to ILOs. Assessment is occurring at all levels, with data entered into the eLumen online system for academics and all student support activities. Elumen is used to ensure consistency, and for the extensive reporting capabilities which include tracking by specialized groups such as all general education courses.

The Learning Outcomes and Assessment Committee (LOAC) developed a comprehensive Institutional Assessment Plan and six year timeline. AHC is currently ahead of the scheduled timeline for assessment and is well on track to complete a full six year cycle integrated with the program review process by 2016. Following the plan ensures AHC will advance to the sustainability level, assessment will be systematic, and roles and responsibilities of the entire campus community in continuous quality improvement are clearly defined.

Assessment is a key component of the integrated college planning process. SLO assessment in program review (or program review annual updates) is required for a program to request resources through the annual district-wide planning process. SLO assessment results have already led to 450 course improvement plans (50% of active courses), which may lead to course modifications or to resource requests through the annual program review process.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

AHC as an institution focuses on outcomes and assessment through constant and widespread dialogue and training opportunities which are guided by the work of LOAC. Dialogue occurs consistently at all staff convocations, in campus newsletters and all staff emails, in Academic Senate, in councils and

committees, in department meetings, through program review, and at training sessions. There are targeted events known as "Assessment Days" that combine training and dialogue opportunities. The Office of Institutional Research and Planning (IRP) maintains webpages that provide comprehensive data on SLOs and assessment.

AHC is in the process of sharing knowledge about gaps. One avenue has been the reports on institutional learning outcomes, presented by interdisciplinary evidence teams. These reports inform faculty and staff working at the course, program and degree levels on college performance when data is collected across the district as opposed to within a particular course, department, or program.

Another example of focus on a gap was a day-long forum exploring causes and solutions for the lower achievement rates for Hispanic students taking online courses when compared to other ethnic groups. As part of the forum, a panel of AHC online faculty presented best practices for interactive media and group work online, both of which were mentioned by the forum speaker as effective improvement strategies.

At the fall 2012 Assessment Day, an accounting faculty member demonstrated how he identified a gap based on one of his assessments and then modified his course materials to improve learning. Other faculty shared modifications based on assessment in department or committee meetings (English and geology, for example).

Faculty SLO Coordinators for academics and student services who serve on LOAC have prepared materials to help faculty maintain the dialogue on assessment and improvement in their departments. As outlined in the Institutional Assessment Plan, evaluating outcomes for continuous quality improvement and sharing the results is an ongoing part of the assessment cycle.

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

The AHC Institutional Assessment Plan fully describes roles, practices and the assessment cycle as it integrates with program review. Program review is the vehicle which drives the integrated planning process at AHC.

All resource requests must come from the program review or program review annual update, which has an area for SLOs assessment. Based on this assessment, requests are accepted from all areas once each

year for the district-wide planning retreat in late fall. Deans send requests to Cabinet members (usually vice-presidents), who prioritize and forward requests for the retreat. At the two day retreat, representatives from all constituencies including the Board of Trustees and the Associated Student Body Government review the requests, and develop a list of priorities for the following year. Sample resource request documents from the math department are included in evidence.

This process can be effective even when there are limited or no resources, as has been the case the last few years. For example, hiring full time faculty has been at the top of the priority list for the last two years. While there have been no district resources available to achieve this goal, corporate sponsors were identified as funding partners to hire a machining instructor. Another priority that rose to the top for 2012-13 was basic skills. A variety of projects targeting retention and success for basic skills students have been implemented through basic skills initiative funding and grants obtained through the AHC Foundation, as well as district funding.

AHC has diligently been working to improve the process of integrated planning and resource allocation. As a result, a taskforce presented a recommendation at the fall 2012 district-wide retreat to adjust the current decision making and budget processes to strengthen the tie between planning and resource allocation. After approval through the shared governance process, the recommended process will be implemented and assessed after one year.

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

AHC demonstrates commitment to assessment and outcomes through integrated planning and resource allocation, including seeking alternate revenue streams to support these efforts.

The College was awarded a five year Hispanic Serving Institutions (HSI) grant from 2007-2012, with a major activity devoted to assessment and outcomes. AHC also passed a general obligation bond in 2006 that dedicated over a million dollars annually to technology improvements, with a portion of those funds dedicated to infrastructure that supports assessment activities. The HSI grant initially funded both the Learning Outcomes Analyst position in the Institutional Research and Planning Office, and the eLumen online outcomes assessment system. Both of these have subsequently been institutionalized by the College in recognition of their essential roles in assessment and planning.

As an example of resource allocation tied to planning, basic skills was identified through the district-wide integrated planning process as a college priority for 2012-13. Funding for this priority has been made available through the basic skills initiative, through the AHC Foundation, and through the district general fund. Examples of district support include part of an academic dean's time to oversee basic

skills activities, and release time for basic skills faculty in math and English to coordinate remediation (.30 time). The Basic Skills Committee is active in providing a framework for district-wide efforts funded by the basic skills initiative; the committee is guided in turn by the Student Learning Council.

Allan Hancock College has a long history of fiscal stability and positive audit reports, which have enabled the College to continue providing district support for identified priorities even in the recent recession. In addition, AHC continually seeks alternate revenue sources for allocating resources to priorities identified through the integrated planning process. The College is planning to submit another HSI grant proposal in spring 2013 with a major focus on basic skills.

The College also integrates assessment results into planning when resources are not involved. The improvement plans developed by faculty based on assessment results are documented and updated continuously in the eLumen system. The improvements in this case are often in the assessment instruments, such as assignments or quizzes. At this point in time, approximately 50% of all courses have improvement plans.

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

AHC selected the eLumen outcomes and assessment online system partially based on its flexible and comprehensive reporting capability. Reports can be generated based on almost any desired criteria, including special groups such as all general education courses, or a sequence of courses within an identified program. There is also a feature for recording improvement plans based on assessment.

SLOs assessment is a required component of the AHC six year program review cycle and annual program review updates. As a result, data is continuously being entered and updated in the eLumen system. It is possible for assessment to occur manually, which is a method used by some adjunct faculty; however, the data from that process is then entered into eLumen, with assistance from the Learning Outcomes Analyst when necessary.

In addition to eLumen reports, the Office of Institutional Research and Planning (IRP) regularly maintains an outcomes webpage. IRP also keeps and updates spreadsheets and additional records related to program review, outcomes, and assessment. Selected status indicators are emailed to the entire college on a regular basis, acknowledging areas making progress.

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

Course level outcomes are mapped to program and institutional learning outcomes (ILOs). The mapping process ensures alignment between the levels of outcomes. Program review and annual updates include assessment of SLOs using data from courses mapped to program outcomes. In the program review process, faculty review the program outcomes for achievements or potential improvement plans.

The ILOs serve as the institutional framework for course and program level outcomes. As described in the AHC Institutional Assessment Plan, interdisciplinary evidence teams collect, analyze, and report out on ILO data. These teams inform the broader institution on effectiveness and gaps in outcomes at the institutional level. These reports indicate areas that may need reassessment at the program and course levels.

The Learning Outcomes and Assessment Committee (LOAC) works on ensuring alignment between outcomes at every level. There are faculty liaisons on LOAC in both instructional and student services departments that can assist others with alignment and mapping of outcomes. Multiple training sessions have been and continue to be offered on mapping and alignment of outcomes, some of them featuring external experts on this process.

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

SLOs are required to be on every course outline of record and syllabus. The syllabus is intended to make students aware of and understand the expected learning outcomes of courses they enroll in. Some instructors have a short quiz on their syllabi, to make sure students know the SLOs.

Every AHC catalog since 2009-10 lists program, degree and certificate outcomes. Students are encouraged by counselors and faculty to review the outcomes and confirm that they align with a student's own education plans.

In 2012-13, free student planners featuring the seven institutional learning outcomes explained by the college bulldog mascot Spike were given away at busy centers such as the library. There was also a continuous Powerpoint slide show on the ILOs on a large screen in the food service area of the student center.

There is a defined role for students in the AHC Institutional Assessment Plan. Students are expected to participate in direct assessment activities such as tests and research papers, as well as indirect activities such as surveys and focus groups. They may be asked to evaluate their own work, the work of other students, and their overall program of study. Faculty explain these expectations to their students through a variety of methods, including their syllabi.

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

Allan Hancock College is at the proficiency level as outlined on the ACCJC rubric for institutional effectiveness in student learning outcomes. SLOs are in place in academic departments, student and learning support services, and administrative units at all levels from courses to institutional learning outcomes. A comprehensive institutional assessment plan and the learning outcomes and assessment committee guide all constituencies through the assessment process. There is widespread and ongoing dialogue through meetings, trainings, newsletters, events and planning retreats. Outcomes and assessment are integrated into planning through program review and annual updates, which leads to both decision making and resources allocation. Currently, there is a taskforce recommendation to make the link between planning and resource allocation even stronger. The eLumen online outcomes and assessment system is constantly updated, and generates reports for every type of assessment. There are already improvement plans in eLumen for about half the active courses. Course and program SLOs are aligned and mapped to institutional learning outcomes. Students are considered important participants in outcomes and assessment, and can easily review outcomes on course syllabi or in the college catalog.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

PROFICIENCY RUBRIC 1 EVIDENCE:

1.1 *Allan Hancock College Institutional Assessment Plan*
1.2 Sample eLumen Reports (Assessment of courses with improvement plans, GE courses)

PROFICIENCY RUBRIC 2 EVIDENCE:

2.1 Sample All Staff Agenda
2.2 Report by an ILO Evidence Team
2.3 Sample Assessment Day Agendas
2.4 Sample newsletter item focused on assessment
2.5 Sample assessment update email (sent out by IRP)
2.6 Agenda from "Closing the Gap" distance Learning Forum
2.7 Materials developed by geology faculty to facilitate departmental dialogue on SLOs

PROFICIENCY RUBRIC 3 EVIDENCE:

3.1 Sample math resource requests based on outcomes assessment and program review
3.2 Agendas from district planning retreats
3.3 List of priorities from district planning retreats
3.4 Sample of basic skills projects
3.5 Draft recommendation from Budget and Resource Allocation Taskforce

PROFICIENCY RUBRIC 4 EVIDENCE

4.1 Sample Title V HSI Grant Activities for assessment
4.2 Sample of basic skills projects
4.3 Sample Student Learning Council agendas/minutes
4.4 Recent AHC Audit report
4.5 Summary of district support for basic skills
4.6 Developmental math leader job description

PROFICIENCY RUBRIC 5 EVIDENCE

5.1 Sample eLumen reports showing summative results of SLOs
5.2 IRP SLOs web page
5.3 Sample spreadsheet from IRP

PROFICENCY RUBRIC 6 EVIDENCE

6.1 List of SLOs mapping (or training to map) activities since 2010
6.2 Sample evidence team report
6.3 Sample eLumen report showing mapping at various levels
6.4 Sample LOAC minutes with discussion on mapping
6.5 AHC Institutional Assessment Plan pgs. 9-12

PROFICIENCY RUBRIC 7 EVIDENCE
7.1 Sample Course Outlines of Record showing SLOs
7.2 Sample Syllabi showing SLOs
7.3 Sample pages from AHC Student Academic Planner 2012-13 featuring ILOs
7.4 AHC Institutional Assessment Plan Pg. 6
7.5 Sample 2012-13 Catalog pages showing SLOs

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