

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

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

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

Allan Hancock College demonstrates ongoing, substantial collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness and the continuous improvement of student learning and achievement outcomes through the shared governance process, professional development opportunities, and community events. The overarching Educational Master Plan using the Completion by Design framework, integrated planning process, and multi-year initiatives are centered on advancing institutional effectiveness to improve student learning and achievement. The Councils and Committees Pathways to Decisions (CCPD) manual serves as the blueprint to facilitate council and committee decision making and fosters a campus dialog among and within all constituency groups (IB1-01).

Academic Quality and Student Outcomes

Student outcomes are regularly assessed and discussed. Student Learning Council and Student Services Council monitor and discuss issues about student learning quality (IB1-02). Both Academic Affairs and Student Services Learning Outcomes and Assessment Committees (LOAC) report to these councils. LOAC discussions and results are used to drive academic and curricular improvements within the assessment cycle (IB1-03). The Learning Outcomes and Assessment Committee meet monthly to discuss how programs are assessed and continually improved as seen within the sample annual report from 2018-19 (IB1-04). In addition to SLOs assessment, dialog about the academic quality of programs occurs during the program review and course/curriculum review processes. All this work occurs on a regular basis as per planning documents like the Institutional Assessment Plan (IAP) and Program Review

Guidelines. Student Learning Council annually holds the Student Success Summit and data dialog as seen in the 2018-19 meeting notes (IB1-05).

Recognizing the limited opportunity constituency groups might have to serve on councils or committees or be involved in the program review process, the college strategically developed The Learning Collective (IB1-06), which develops professional development opportunities a couple times a month for all constituency groups to be able to engage in collegial dialogue on a multitude of topics with the focus on continuous improvement for student success. The Learning Collective has two series that focus specifically on student equity, Allies for Equity and Hancock Academy.

Student Equity

Equity is a large part of the discussion on campus. Equity discussions happen in committees, professional development opportunities, institutional planning, and community outreach. For example, the Student Success and Equity Committee (SSEC) meets monthly to review disaggregated data and discusses strategies to promote access and equity for students on campus as outlined in plans (IB1-07). Every three years, the SSEC develops the Student Equity Plan, a sustainable and systemic vision for achieving equity through eliminating demographically predictable disparities, through an extensive vetting process that requires discussion and input from councils and committees before final approval by the Board of Trustees (IB1-08). The college also holds an annual Student Equity Summit (IB1-09). During the summit, people from the college, schools within the service area, and community partners discuss equity issues. Another program called Allies for Equity provides an opportunity for cohorts of faculty to learn and discuss equity within their programs, examine equity gaps with completion of courses and program pathways, and work with other faculty on ways to address equity within their areas (IB1-10). In addition to Allies for Equity, the Hancock Academy, led and created by faculty, provides a month-long training on equity (IB1-11). In 2020, the board of trustees also created the DEI Taskforce (DEITF) with the agenda of addressing equity (IB1-12). The DEITF has investigated DEI practices on campus through inquiry and surveys. The DEITF is now developing a DEI conference that will address the findings of its inquiry.

Institutional Effectiveness

The Institutional Effectiveness office (IE) facilitates discussions on institutional effectiveness through committees and governance, institutional planning, and data resource development. IE develops resources and facilitates professional development like data coaching that often focuses on equity, outcomes, success, and other KPIs used for institutional analysis (IB1-13). IE also develops data dashboards that are used to facilitate discussion among groups on campus such as the Student Success Teams (IB1-14). The Institutional Effectiveness Council (IEC) develops and monitors planning processes that include discussions on equity and student KPIs (IB1-15). IEC also oversees the creation of the Educational Master Plan which requires dialog about how

KPIs are used to track and assess the student journey. IE and IEC also facilitate equity dialog at the annual planning retreats. During these retreats, faculty, staff, administration, and community partners create institutional plans with equity often at the forefront of discussion (IB1-16). Key performance indicators centered along the student journey are discussed at each planning retreat.

Analysis and Evaluation

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

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

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

TEAM Members: *(Look for team members with knowledge and expertise in the area of this Standard)*

Evidence of Meeting the Standard

Established student learning outcomes

Allan Hancock College has established student learning outcomes for all instructional programs. Program learning outcomes are posted on all program outlines on record within our curriculum software. Each outline has the outcomes and goes through an institutional approval process through shared governance. Program learning outcomes are also posted publicly in the course catalog. Hancock College has an online catalog that posts program learning outcomes for program. Evidence piece (IB2-01) is a screen shot of the accounting program's learning outcomes posted in the catalog. Each program has their program learning outcomes posted in the catalog in the same manner. In addition to the catalog, program learning outcomes and the historical data associated with them are posted on the SLOs dashboard which is used for data analysis during program review and the assessment cycle processes (IB2-01).

Student services and support programs' outcomes are posted publicly on the college's website for easy access and are also posted with data in SLOs dashboard for

student services (IB2-01). Internally, employees have access to the student services data center where all SLOs and accompanying documents, such as rubrics, six-year cycle plans, and SLO matrixes, are posted for institutional access (IB2-01).

Academic learning outcomes for regular evaluation and review

Learning outcomes assessments are used in regular evaluation of courses and programs. The Institutional Assessment Plan (IAP) (IB2-02) describes the learning outcomes-based assessment cycles and procedures. The IAP details the process of assessing course student learning outcomes on a semester basis. The process involves creating a six-year assessment cycle aligned with the program review cycle. During the cycle, faculty follow the six-year plan which identifies one or more outcomes to be assessed during an academic year. By the end of the six-year cycle, a program must have assessed every course learning outcome and program learning outcome. They will then input the data and course improvement plans into the assessment software. Those course improvement plans, built on reflections from faculty, are then used in program review and evaluation. The course learning outcomes are mapped to program learning outcomes and institutional learning outcomes. These aggregated data are provided for program review analysis through the Academic Affairs Student Learning Outcomes Dashboard (IB2-01). The program review guidelines require analysis of student learning outcomes (IB2-05). Sample provided include Registered Nursing, Film, and Art (IB2-03) which illustrate how programs use the learning outcomes data in their six-year program review.

Services and support learning outcomes for regular evaluation and review

Student services and support programs also use learning outcomes assessment for program evaluation and review. Like instructional programs, Student Services and Support programs complete annual and six-year program reviews, and the outcomes assessment are used as evidence and evaluation. Student Services and support programs use The Student Services Program Review Template (IB2-05) to guide their responses for every six-year review. For example, MESA and STEM completed their program review with the assessment data seen in evidence (IB2-03). Moreover, EOPS used their assessment data to inform their goals and practices (IB2-03). In addition to the program review reporting, student service departments complete improvement plans after every assessment each year (IB2-04) and update and follow their assessment cycle plans and rubrics. This reporting is then used for program improvements, changes, evaluation, and review.

Analysis and Evaluation

Allan Hancock College has successfully established program learning outcomes for each of its instructional programs, learning support services, and student services. With the focus on pathways for students, the college and academic senate voted to place more analysis and focus on the program learning outcomes assessment instead of course student learning outcomes assessment. This shift revealed weakness in some

of the program learning outcomes. Some programs decided their program learning outcomes needed to be updated to reflect program changes or better reflect program expectations. Therefore, the Learning Outcomes and Assessment Committee (LOAC) developed procedures and provided training and workshops for updating these outcomes.

Previous learning outcomes assessments had been embedded in the regular evaluation and review processes, but the quality of assessments and data aggregation was questionable. Therefore, LOAC has been working with the Program Review Committee to better incorporate assessments into program review processes by developing an annual program review process that encourages discussion and dialog. With the prior emphasis on course learning outcomes being the focus of assessments, little thought was given to the program level analysis of outcomes since the aggregation from course to program created noisy data. LOAC decided more attention needed to be placed on program outcomes in the assessment processes and developed procedures for assessing them.

LOAC developed and is vetting a new process through shared governance to update the IAP to incorporate the outcomes assessment directly into the program review processes by annually reporting program assessment results into program review and expecting program faculty to participate in discussion and dialog for annual reporting. The new program review and learning outcomes assessment processes are inextricably linked through discussion, dialog, and documentation of assessment results. However, these new procedures are still being vetted through shared governance processes.

Like the instructional programs, student and support services assessments are embedded in the evaluation processes, but there have been large improvements as to the quality of these. The program review committee is linking student services program review processes to instructional processes. Student services already relies heavily on assessment data for their six-year reviews and evaluations, but the new processes would incorporate the regular improvement plans made in student services into the annual program review reporting and create a less repetitive and more cohesive reporting procedure.

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

Evidence of Meeting the Standard

Allan Hancock College establishes institution set standards (ISS) for student achievement appropriate to its mission and regularly monitors performance of the

metrics. An excerpt from the college mission statement demonstrates the types of student outcomes and relevant data used for monitoring performance:

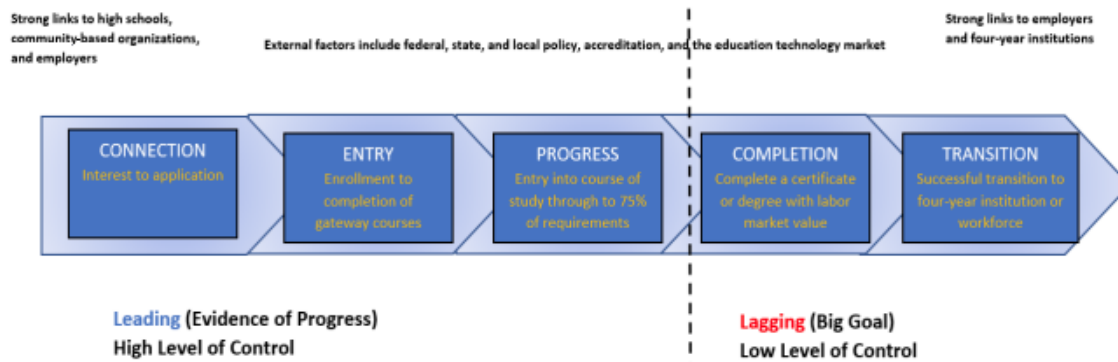
Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates,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

The scope of data and the process for establishing ISS has evolved since the first metrics were set in 2014. Currently, Institutional Effectiveness Council discusses the metrics and methodology for setting the Institutional Set Standards (minimum threshold) and Aspirational (Stretch) Goals. (1B3-01)

Metrics include course retention (percentage of students completing a course) disaggregated by online traditional and onsite, course completion (percentage of students completing a course with a C or better grade) disaggregated by online traditional and onsite, transfer level math and English completion (percentage of first time students completing the milestone within one year), number of units completed (percentage of first time students that complete 12/15/24/30 unit milestones in first term/year), degrees and certificates awarded (duplicated and unduplicated), number of students transferring to a CSU/UC/Overall, median time to degree, three year degree rate, median number of units earned for a degree, median time to transfer (Overall, CSU, UC) and licensure pass rates; job placement data (9 or more CTE units, job placement rates, attainment of living wage, median annual earnings, CTE students employed in field of study. The ISS report maps to other initiatives, such as the Student Centered Funding Formula and Vision for Success. (1B3-02).

Institution Set Standards are published on the Institutional Effectiveness (IE) website (1B3-03), shared college-wide at college planning retreats (1B3-04), reviewed by Institutional Effectiveness Council as noted earlier, and updated annually during the process of responding to the ACCJC Annual Report (1B3-05). The institutional set standards have a floor calculated as 95% of the running five-year average. Conversely, the aspirational goals are calculated by taking 105% of the running five-year average.

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



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

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

Analysis and Evaluation

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

Evidence of AHC's commitment to institutional achievement by exceeding our published set standards is recognized in the November 2021 announcement by the Aspen Institute that AHC was one of the top 150 community colleges eligible for the Community College Excellence award (1B3-6). This marks the fifth time AHC has been recognized as a top 150 community college by the Aspen Institute in the past twelve years.

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

Evidence of Meeting the Standard

Allan Hancock College uses assessment data to support student learning and achievement through the program review processes and linking data to the college planning processes. The college also organizes its processes with student learning and student achievement as a focus.

Institutional processes

Allan Hancock College organizes institutional processes for improving student learning. The program review processes are stated within the Councils and Committees Pathways to Decisions document (CCPD) and within the program review guides and responses themselves. The CCPD outlines the Multi-Level Integrated Planning Model that integrates outcomes and evaluation with intuitional planning and resource allocation (IB4-01). The Institutional Assessment Plan (IAP) is integrated into the planning processes and outlines how the college assesses learning outcomes. The assessment processes in the IAP are being updated and vetted through shared governance processes. Along with the IAP, the college has program review guidelines for instructional programs, student service areas, and administrative areas. Much of the improvements to student learning, using data analysis happen in program review, especially withing instructional programs (IB4-03).

Assessment data use

Data is used for analysis and student learning improvement through many different groups on campus, including programs, success teams, and committees/councils. Data is used and analyzed to make decisions and resource allocations through the program review processes. For example, Spanish faculty used their assessment data and analysis to make recommendation and plans of action in their program review (IB4-05).

Moreover, data is integrated into the Education Master Plan (EMP) and used within Guided Pathways Success Teams. These groups use data to discuss and analyze processes for student learning improvements. They use data from the Guided Pathways Dashboard that is directly connected to the EMP's goals. The teams use metrics like capture rate, math and English completion, and transfer rates to create plans and recommendations (IB-04).

Analysis and Evaluation

Allan Hancock College establishes processes that use data to improve student learning. The college has established a shared governance process that incorporates data

analysis into decision making that lead to student learning. This happens at many areas of shared governance, including learning outcomes assessments and program review.

Although data analysis has been embedded into college processes and there are groups that use data for student learning improvement, the college is constantly growing and improving how we look at data and use it for improving student learning. The Learning Outcomes and Assessment Committees and Program Review Committee have developed improvements to both processes. The improvements integrate assessment tightly with program review and institutional planning using shared technology and planning. Further, the new processes encourage dialog among faculty while decreasing the amount of repetitive reporting.

Institutional Effectiveness

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

Evidence of Meeting the Standard

Allan Hancock College is committed to maintain ongoing program assessments to improve student learning and achievement. The evaluation of program goals, objectives, student learning outcomes (SLOs), and student achievement are specifically linked to the academic and student services program annual updates (IB5-20; IB5-21) and the 6-yr comprehensive program review (IB5-06) in which disaggregated quantitative and qualitative data are analyzed. The program review process is stipulated on the Institutional Assessment Plan (IAP) (IB5-05) which provides an assessment cycle (IB5-11). The IAP was approved by the Student Learning Council, the Student Services Council, and College Council in April 2014 and reviewed in 2016. The Academic Senate establishes the integration of student learning outcomes in academic program review and works with student services and administration to facilitate their integration into the institution-level planning. Two good examples of 6-yr program reviews are the Early Childhood Studies Program (1B5-01) and the Business Program (IB5-02). Furthermore, service programs evaluate SLOs (IB5-14; IB5-15; IB-16) and through their analysis they create outcome analysis (IB5-17) and improvement plans (IB518; IB5-19). Through program review, the analysis of program outcomes by term and student learning outcomes by course (IB5-10) are completed. Disaggregated data is provided on the Tableau Dashboard (IB-504). Institutional learning outcomes are addressed in the Planning Retreat (IB5-07; IB5-09) and in the Educational Master Plan 2020-21 (IB5-03). The program review analysis helps determine the resources needed by program (IB5-08). Ongoing dialogue regarding SLOs, PLOs, and ILOs take place at the Student Learning Council (IB5-13), Learning Outcomes and Assessment Committee

– Academic Affairs (LOAC-AA) and Learning Outcomes and Assessment Committee – Student Services (LOAC-SS) meetings. After an in-depth analysis, the LOAC-AA and LOAC-SS annual report presented the accomplishments and challenges (IB5-12).

Analysis and Evaluation

Hancock assesses the accomplishment of its mission through program review and evaluating goals and objectives, Student Learning Outcomes, and student achievement. An Institutional Assessment Plan (IB5-05), developed by a faculty-led committee and approved through the Councils and Committee structure, is used widely across the college to guide both instructional and student services assessments (IB5-18; IB5-19). The plan's purpose is to document assessment policy; provide a structure and reference for campus wide outcomes and assessment efforts; and clearly state roles, responsibilities, and timelines for outcomes and assessment activities. **Program level**—outcomes are identified in academic, student support, and administrative units. Academic program outcomes are mapped to course level outcomes and are assessed using course level assessments along with annual program review reports.

Hancock has three interrelated levels of assessment:

Course level—assessment provides evidence of student learning using both direct and indirect measures. Faculty, as discipline experts, lead the effort and are responsible for developing and assessing course SLOs. These course outcomes are mapped to both program and institutional outcomes (IB5-14).

Program level—outcomes are identified in academic, student support, and administrative units. Academic program outcomes are mapped to course level outcomes and are assessed using course level assessments along with annual program review reports (IB5-22; IB5-23; IB5-24).

Institutional level—Institutional Learning Outcomes (ILOs) are linked to course and program outcomes and are integrated as knowledge, skills, abilities, and attitudes into a variety of courses and student services (IB5-05). General education courses that are not part of a defined program can be mapped directly to ILOs. A six-year assessment cycle (IB5-11) ensures all ILOs are assessed at least once every six years. ILO 1 Communication was assessed by using the recommended rubric (IB5-26) and after an in-depth analysis, recommendations were made (IB5-25). In Spring 2019, the ILO 1 Communication Assessment and Review Report was completed (IB5-25).

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

Student achievement data disaggregated by course, program, and modality (IB5-17). For faculty who want to disaggregate more thoroughly than required, they can query program and college data through the Tableau Dashboard (IB5-04). Tableau and the annual college Fact Book both have data on distance learning that can be retrieved by faculty for assessment. The Tableau Dashboard allows faculty to disaggregate the data to determine if there are disproportionate impacts on student learning for different groups of students, such as by gender, ethnicity, age, previous college work, and more. The new student outcomes reporting capabilities developed by the Office of Institutional Effectiveness has allowed programs collect disaggregated student data by age, ethnicity, gender, foster youth status, economically disadvantaged status, veteran's status, individuals with disabilities, first generation, EOPS/CARE & CalWORKs, and MESA.

In support of the Hancock's mission, program reviews and annual updates guide institutional decision-making, planning, and resource allocation (IB5-08). AHC evaluates program quality through these comprehensive program reviews conducted on a six-year cycle (two years for some vocational programs) and reinforced with annual updates (IB5-20; IB5-21; IB5-22; IB5-23; IB5-24). The findings and conclusions are fundamental to program and course improvement. Resource needs documented in program reviews are prioritized by departments and divisions and forwarded to the appropriate vice president for consideration. In addition, program reviews and annual updates are pivotal in determining full-time faculty and classified staff hiring prioritization as well as equipment prioritization (IB5-08). While there is evidence that the college integrates program review, planning, and resource allocation, improvements continue to be made such as review of the program review template, process, and the assessment cycles in order to continue leading to institutional effectiveness. The need for improvements is based on all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The Quality Focus Essay (IB5-28) was drafted from the last accreditation cycle, which was created to enhance the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement and to support the AHC's Mission.

Evidence Cited:

IB5-01 Program Review Annual Update – Early Childhood Studies Program

IB5-02 Program Review Annual Update – Business Program

IB5-03 Educational Master Plan

IB5-04 Tableau Dashboard

IB5-05 Institutional Assessment Plan

IB5-06 AA Comprehensive Program Review Resource Guide

IB5-07 2021 Planning Retreat

IB5-08 Resource Request Spreadsheet (Lists of faculty, staff, and equipment requested)

IB5-09 IEC Planning Retreat Notes and Agendas

IB5-10 Spanish 2020-21 Comprehensive Program Review

IB5-11 IAP Assessment Cycle

IB5-12 LOAC-AA Annual Report 2018-2019

IB5-13 Student Learning Council Agendas and Notes 2018-19

IB5-14 Library 6-yr SLO Data

IB5-15 Library Skills SLO Data

IB5-16 Website and Catalog Outcomes Postings (SLOs Student services)

IB5-17 Program Review Outcome Analysis

IB5-18 Student Services Improvement Plans

IB5-19 Student Services Program Review Outcomes Prompts and Planning

IB5-20 AA Program Review Annual Update 2021-22

IB5-21 Instructional Program Review Annual Update Template 2021-2022

IB5-22 DANC PRAU 2020-21

IB5-23 Biology Annual Update 20-21

IB5-24- LVN PRAU S2021

IB5-25 Communication-ILO Recommendations-Final

IB5-26 Recommended Communication-ILO Rubric

IB5-27 ILO 1 Final Report

IB5-28 Quality Focus Essay

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

Evidence

The college uses disaggregated data in a multitude of settings and formats, including program review (IB6-01), on the IE website dashboard page (IB6-02, IB6-03), during committee meetings (IB6-04), at annual convenings (IB6-05), in prominent plans such as the Student Equity Plan (IB6-06), as well as specific strategies to improve student achievement (eg, Strategy B.5 in the EMP):

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

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

Description:

During the entry phase, students arrive at the institution and begin the onramp to an area of interest². This phase includes admissions, financial aid, counseling, and completion of gatekeeper courses.

Integrated Planning Alignment

Guided Pathways Pillar One

Guided Pathways Pillar Four: Ensure Learning

AB 705

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

Strategies:

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

The college has supported professional development training related to use of disaggregated data; for example, representatives from West Ed gave two presentations in fall 2021 on the use of program data in data informed practices (B6-07).

When performance gaps exist the college allocates resources to address gaps. The equipment prioritization ties directly to program review with resource needs prioritized to address student outcomes and performance gaps (IB6-08). The college assesses performance gaps through different processes, including review of program set standards. For example, when the NCLEX pass rates in the nursing program fell below the set standards, staff provided a presentation to the Board of Trustees (IB6-08). The department identified resources tied to these data in order to improve student success (IB6-09)

Analysis and Evaluation

Because of the importance of and challenges to use of disaggregated data (challenges because of lack of experience and understanding), the IE office has provided multiple multi-hour training sessions for interpreting program review data (IB6-11). The use of Tableau as a visualization tool has greatly enhanced the use of program and college data, including data disaggregated by population groups including ethnicity, gender, age, first-generation, veterans, foster youth, as well as program participation such as Promise, EOPS, and MESA. Data coaching sessions presented by the IE office have expanded the breadth and depth of use and understanding of disaggregate data.

Staff from IE provided members of Guided Pathways Success Teams, which include faculty leads and data coaches, with various training sessions (IB6-12). These trainings not only provided a broad overview of using disaggregated data, but they also introduced attendees to the new Guided Pathways dashboard; the dashboard provides multiple metrics aligned to each of the five goal areas in the Educational Master Plan to ensure integration to the work of these teams with institutional planning. The data in each goal area is organized by areas of interest (meta-majors) and is disaggregated by special populations.

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

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

Evidence

The college regularly evaluates policies and practices through a variety of mechanisms, largely relying on systematic mechanisms and functions to ensure an ongoing process. Examples of evaluations since the last self-evaluation include practices related to resource allocation, governance and decision-making functions, program review, and communication.

Resource allocation and integrated processes were evaluated through the college's self-evaluation as well as participation in the IEPI Planning Resource Team process (IB7-01). The planning and resource allocation process was revised with timelines more clearly articulated and linked to program review and college budget development (IB7-02). In addition to revising the timelines and linkages between resources and planning, a Resource Alignment Committee (RAC) was added to ensure greater clarity and transparency in the resource allocation processes, and ensuring better use of categorical and district funds (IB7-03). As stated in the CCPD, the function of the RAC is as follows:

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

Institutional Effectiveness Council (IEC) provides oversight in the annual assessment of council processes as they relate to decisions and functions. Each year IEC distributes a survey form to council co-chairs asking for a summary of accomplishments and challenges (IB7-04). These results are summarized and brought to College Council for deliberation. These reports have led to resource allocation decisions, changes in council processes, and other improvements. IEC is also responsible for assessing and evaluating program review. As noted in the CCPD, IECs functions include:

Functions

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

In 20** IEC began a thorough review of comprehensive program reviews to assess quality of responses and to identify where better documentation and directions could be provided to improve the process. (IB7-05) This work led to creation of a comprehensive rubric that reviewers could use to help improve the quality and consistency of the documents (IB7-06). Eventually, the analysis of IEC led the Program Review Committee

to develop an entirely new program review process that is currently under review by the Academic Senate. The new model is more inquiry focused, better integrates with guided pathways, and ensures better linkages to institutional planning (IB7-07).

In spring 2018 the college administered a comprehensive climate survey that addresses engagement, enablement, leadership, trust, and communication (IB7-08). Prior to this survey IEC administered biennial governance surveys to gather feedback about college decision making. Results of those surveys led to improvements in availability of council and committee documents and decisions. The more comprehensive climate survey results also led to new methods of communication and onboarding. The survey was administered again in spring 2022 to assess responses to communication strategies as well as any differences in climate since the last survey.

To ensure that planning processes at the college are evaluated, the Councils and Committees Pathways to Decision Making document provides the following guidance (CCPD, page 25) (IB7-09)

Evaluation of Planning

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

Analysis and Evaluation

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

In addition to the institutional specific evaluation processes, the college also follows the Community College League of California (CCLC) guide for evaluating and updating Board Policies. The service provides the college and other subscribing institutions access to attorney-vetted model policies and procedures, which are consistent with applicable statutory and regulatory requirements. Councils are assigned the relevant board policy to review and revise at the beginning of each academic year and report the number of revisions as part of their annual report of accomplishments (IB7-10)

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

Evidence

The college broadly communicates results of assessment and evaluation through numerous channels including the Institutional Effectiveness (IE) website dashboards (IB8-01), IE Newsletters (IB8-02), Board of Trustee meetings (IB8-03), and through the CCPD Council and Committee structure where topics such as Institution Set Standards and equity research are shared (IB8-04, IB8-05). Dashboards include disaggregated program data of achievement and outcomes (IB8-06, IB8-07). Analysis of the data is supported through data coaching activities and discussions with success teams aligned to the college's areas of interests (meta-majors).

To ensure broad understanding of strengths and weaknesses, the college organizes planning retreats where student achievement data are shared and discussed (IB8-08, IB8-09). During the 2020 planning retreat participants spent two days reviewing data and identifying where key services support the student journey and where opportunities for improvement existed. This process along with review of key data metrics facilitated completion of the Educational Master Plan, with goals and strategies organized around the Completion by Design student journey framework.

The Council structure ensures broad understanding of strengths and weaknesses as well as supports establishing priorities. Institutional Effectiveness Council discusses performance of college data and establishes institution set standards and stretch goals as discussed in IB3. Councils are also responsible for assessing activities and strategies that support the Educational Master Plan (IB8-10) and other institutional plans.

Analysis and Evaluation

The college uses multiple means to disseminate, evaluate and share results of assessment and evaluation. Dialogue around evaluation and assessment occur throughout the various college councils and committees as well as events such as planning retreats and board of trustee presentations. Data presentations to the College and community are posted on the IE website to ensure broad availability (IB8-11).

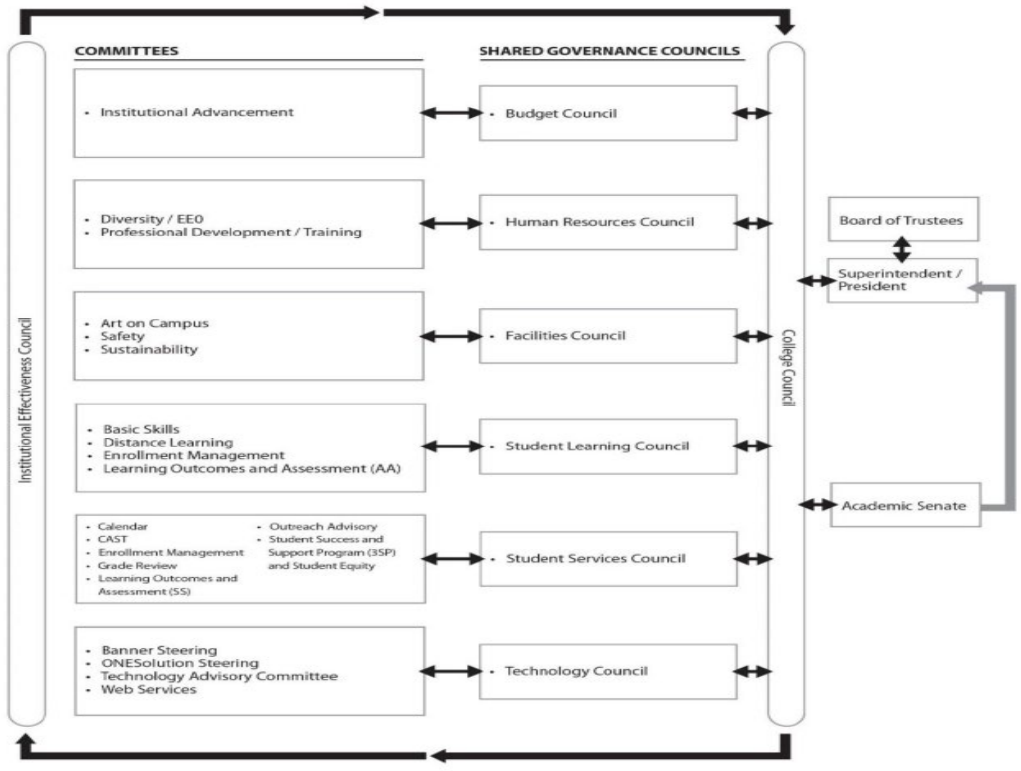
During the pandemic the college employed the use of Zoom to facilitate a four-day planning retreat where all employees were invited to review key data milestones and develop priority strategies and activities to support the Educational Master Plan. Padlets were employed to allow for real-time interaction and discussion among participants further broadening the understanding of strengths and weaknesses to develop priorities.

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

Evidence

The college employs a multitude of strategies to ensure continuous, broad based, systematic evaluation and planning. The primary mechanisms to ensure these processes is through the Council and Committee structure, college-wide planning initiatives, and evaluation of processes to ensure improvement. The college governance and decision-making processes are identified in the document *Councils and Committees Pathways to Decisions* (CCPD) (IB9-01). The CCPC defines the primary councils through which recommendations are made regarding planning, evaluation and resource allocation. The councils are aligned with ACCJC accreditation standards to support the college’s efforts in alignment with the standards as shown in the image:

Council and Committee Structure



The planning processes supported by the CCPD and council structure is intentionally integrated into this standard to support the College mission, as noted on page 20 of the CCPD:

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

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

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

Identifying Priorities

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

College initiatives are established, prioritized, and evaluated through the CCPD Council and committee structure where the primary Councils develop and implement College plans.



1 Budget Book



2 Councils and Committees Pathways to Decisions (CCPD)



3 Credit Student Success & Support Plan



4 Educational Master Plan



5 Equal Employment Opportunity Plan



6 Facilities Master Plan



7 Institutional Assessment Plan



8 Integrated Plan Draft: Basic Skills, Student Equity, 3SP



9 Noncredit Student Success & Support Plan



10 Public Safety Training Complex Strategic



11 Student Equity Plan



12 Technology Master Plan

The new Educational Master Plan (EMP) intentionally integrates council functions into educational planning where annual priorities are established, assigned, and evaluated by the various councils (IB9-02). Councils also annually evaluate their functions, including an assessment of challenges and accomplishments (IB9-03)

Beyond the council structure, the college provides frequent opportunities to participate in college planning, with events such as planning retreats. The EMP was developed through a multi-year process culminating in a well-attended retreat (IB9-04). After the completion of the plan, virtual retreats were held the following year to establish institutional priorities (IB9-0)

The college integrates program review, planning, and resource allocation into comprehensive processes through the council and program review processes. Back in **????** the college evaluated the resource allocation process and determined that improvements to integration of the timelines and in transparency could be improved with creation of a Resource Alignment Committee (RAC). (IB9-06) The RAC ensures integration of new funds into support of the college mission as well as leveraging categorical and district funds to support the best uses. The CCPD clearly delineates the timeline of program review and resource allocation (IB9-07). Resource needs originate from program review (IB9-08), and augmentations and allocations must show clear connections to program review (IB9-09) and discussions are inclusive (IB9-10). Documents that describe prioritization such as for new faculty tie needs to evidence in program review, support of the college mission, and links to the EMP (IB9-11)

Institutional planning processes address short-range needs for programs and services through the annual council assessments, annual program review updates, and plans such as the EMP with annual processes built into support of longer-term goals and strategies. The program review process not only includes an annual update to address short-term needs, but a comprehensive process where long term plans and needs are identified. An important element of long-range planning is support of program equipment needs, which has an integrated process that supports the college mission (IB9-12)

The budget development process also serves to address both immediate and long-term needs as funding assumptions are developed each year along with a multi-year analysis and fiscal planning (IB9-13). Plans such as the Technology Plan and Facilities Plan are inherently focused on long term planning giving the need to address total cost of ownership and changing needs (IB9-14, IB9-15). Programs are also required to assess their specific long-term needs within the program review process (IB9-16)

Analysis and Evaluation

Evidence List

- IB1-01 CCPD_Communication_pg_5
- IB1-02 CCPD_Student_Learning_and_Student_Services_Councils
- IB1-03 IAP_pg_20_23
- IB1-04 LOAC-AA_AnnualReport_2018-2019
- IB1-05 Student_Learning_Council_Agendas_and_Notes_2018-19
- IB1-06 Learning_Collective_website
- IB1-07 CCPD_Student_Success_and_Equity_Committee
- IB1-08 StudentEquityPlan_2019-2022_pg6
- IB1-09 Equity_Summit_Agendas_2017-2022
- IB1-10 AlliesForEquity_website
- IB1-11 HancockAcademy_website
- IB1-12 DEITF_Charter
- IB1-13 IE_Data_Coaching_Presentation_9172021
- IB1-14 Success_Teams_website
- IB1-15 CCPD_Institutional_Effectiveness_Council
- IB1-16 Planning_Retreat_website
- IB2-01 Website and catalog outcomes postings
- IB2-02 Institutional Assessment Plan
- IB2-03 Program review outcome analysis
- IB2-04 Student Services improvement plans
- IB2-05 Student Services program review prompts
- IB2-06 Program review guide SLOs pg 12, 16-18
- IB3-01 IEC Agenda_Notes1B3-02. ISS_PDF
- IB3-03 ISS Websitescreenshot

IB3-04 ISSReviewPlanningRetreat

IB3-05 ACCJCAAnnualReport

IB3-06 Aspen_Prize_Eligible_Institutions_2023

IB4-01 CCPD_Manual_pg16_18_25

IB4-02 GuidedPathwaysWebsite

IB4-03 AAComprehensiveProgReviewResourceGuide

IB4-04 EMPDataDashboard

IB4-05 Spanish_2020-21_CompProgramReview_p28-30

IB5-01 Program Review Annual Update – Early Childhood Studies Program

IB5-02 Program Review Annual Update – Business Program

IB5-03 Educational Master Plan

IB5-04 Tableau Dashboard

IB5-05 Institutional Assessment Plan

IB5-06 AA Comprehensive Program Review Resource Guide

IB5-07 2021 Planning Retreat

IB5-08 Resource Request Spreadsheet (Lists of faculty, staff, and equipment requested)

IB5-09 IEC Planning Retreat Notes and Agendas

IB5-10 Spanish 2020-21 Comprehensive Program Review

IB5-11 IAP Assessment Cycle

IB5-12 LOAC-AA Annual Report 2018-2019

IB5-13 Student Learning Council Agendas and Notes 2018-19

IB5-14 Library 6-yr SLO Data

IB5-15 Library Skills SLO Data

IB5-16 Website and Catalog Outcomes Postings (SLOs Student services)

IB5-17 Program Review Outcome Analysis

IB5-18 Student Services Improvement Plans

IB5-19 Student Services Program Review Outcomes Prompts and Planning

IB5-20 AA Program Review Annual Update 2021-22

IB5-21_Instructional_Program_Review_Annual_Update_Template_2021-2022

IB5-22 DANC PRAU 2020-21

IB5-23 Biology Annual Update 20-21

IB5-24- LVN_PRAU S2021

IB4-06 IAP_pg20-23

IB6-01 Sample Program Review Data Packet

IB6-02 Screenshot Equity Dashboard

IB6-03 Screenshot Equity Success and Retention Data

IB6-04 DEI Taskforce

IB6-05 Equity Summit Agenda.

IB6-06 Student Equity Plan

IB6-07 West Ed Training

IB6-08 Equipment Prioritization

IB6-09 BOT presentation Nursing Program

IB6-10 Nursing Resources

IB6-11 Program review training

IB6-12 PowerPoint of Success Team training.

IB7-01 PRT Summary

IB7-02 CCPD Pages 16 to 25

IB7-03 RAC Notes

IB7-04 IEC Summary of Accomplishments and Challenges

IB7-05 IEC Notes with reference to program review

IB7-06 IEC Program Review rubric

IB7-07 Program Review 2022 New Model

IB7-08 Climate Survey

IB7-09 CCPD Page 25 (see IB7-02)

IB7-10 Annual Report of Accomplishments

IB8-01 Screenshot IE dashboard

IB8-02 IE Newsletters

IB8-03 Enrollment Info and Presentation

IB8-04 IEC Notes ISS

IB8-05 SEAP Notes Equity Discussion

IB8-06 Learning Outcomes Assessment site

IB8-07 Program Review Site

IB8-08 Planning Retreat Board Report

IB8-09 Planning Retreat Handouts

IB8-10 IEC Memo to Councils

IB8-11 IE Presentations

IB9-01 CCPD

IB9-02 IEC Letter to Co-chairs

IB9-03 Council annual report of accomplishments

IB9-04 Board summary of 2020 Planning Retreat

IB9-05 Screenshot of 2021 virtual planning retreat

IB9-06 RAC Notes

IB9-07 CCPD Planning and Resource Allocation pages 20 to 24

IB9-08 Geology Program Review Resource Request

IB9-09 Augmentation Request

IB9-10 Resource Request notes

IB9-11 Faculty Prioritization Instructions

IB9-12 Equipment Prioritization

IB9-13 Budget Council Notes

IB9-14 Technology Plan

IB9-15 Facilities Plan

IB9-16 Sample Program Review Long term Plan

