

Standard III: Student Learning Programs and Support Services

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

A. Human Resources

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

Evidence of Meeting the Standard

Allan Hancock College (AHC) ensures the employment of the most qualified administrative, academic, and classified personnel according to state and district hiring and evaluation policies and procedures to support the college's mission, vision, and values. Policies and procedures for selecting personnel are clearly and publicly stated and available on the college website (IIIA1-01, IIIA1-02, IIIA1-03, IIIA1-04).

Criteria, qualifications, and procedures ensure that the Board of Trustees, Human Resources staff, and hiring committee members assure the integrity and quality of the district's programs and services by employing highly qualified administrators, faculty, and staff. The HR department administrates all human resource functions for the college and centers, including recruiting. For hiring all personnel, the district has developed and adheres to the policies and procedures listed above and internal procedures for recruitments (IIIA1-05, IIIA1-06, IIIA1-07, IIIA1-08).

Analysis and Evaluation

The College engages in a multi-step employee hiring process for each employment group (**Evidence Still Needed (ESN) - Recruitment Process Documents**).

Once a position is approved for hire for management and classified personnel, all job announcements are created using the approved job descriptions with input from the hiring managers. All job descriptions for classified and management positions are available on the District website (IIIA1-09). Prior to posting, the job announcement is reviewed and can be amended by the hiring manager in conjunction with HR (IIIA1-10, IIIA1-11).

Job announcements for faculty positions are created per AP 7120 (IIIA1-02, IIIA1-12) in conjunction with the hiring manager and faculty department chair as well as per state and legal

mandates, such as the minimum qualifications as established by the California Community College Chancellor's Office (CCCCO) (IIIA1-06).

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

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

Evidence of Meeting the Standard

Allan Hancock College ensures that Faculty meet or exceed minimum qualifications for the assigned discipline or service area (IIIA1-06, IIIA2-03). The College ensures faculty qualifications through robust job announcements created by area faculty, inclusive of curriculum review and development and learning assessment (IIIA1-12). Using BP/AP 7120 (IIIA1-02), Human Resources facilitates the screening and interview process, focusing on the faculty member's potential to contribute to the institution's mission (IIIA2-01).

Analysis and Evaluation

Board policy 7211 establishes the District's commitment to selecting faculty discipline experts. The District creates robust job announcements and hiring processes to ensure qualified faculty hires. Faculty job announcements include the minimum qualifications assigned by the Chancellor's Office Minimum Qualifications for Faculty and Administrators (IIIA1-06) or their equivalent; applicants must have the required equivalency information included with their application to advance in the recruitment process (IIIA2-02, IIIA1-12).

The College's faculty prioritization process ensures that a sufficient number of faculty are hired for each assigned area in order to contribute to the College's mission (**ESN - faculty prioritization process**).

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

Evidence of Meeting the Standard

Allan Hancock College employs Administrators and other Management employees with appropriate education and experience in order to manage the program or service area of the assignment (IIIA1-11, IIIA2-03). The job descriptions for management employees reflect the role the position has in supporting the colleges mission, vision and goals (IIIA3-03, IIIA3-04).

Analysis and Evaluation

Qualifications for administrators follow the Title 5 requirements for educational administrators and classified managers (IIIA3-01, IIIA3-02). Hiring practices follow Board Policy 3420 and Administrative Procedure 3420, section titled employment procedures (IIIA1-01). All candidates who successfully pass the initial interview are forwarded to a final interview with the Superintendent/President (ESN - presidents folder for admin position).

Job descriptions for administrators are reviewed and updated as needed or as vacancies occur. Positions are requested using the Position Approval Request & Notice of Employment (IIIA3-05). Additionally, once administrators are hired their evaluation process measures competencies as it relates to their specific position (IIIA3-06).

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

Evidence of Meeting the Standard

College job announcements and job descriptions clearly state the educational requirements of the position. The College's Human Resources office is responsible for ensuring that all required degrees held by faculty, administrators, and other employees are from institutions accredited by U.S. accrediting agencies. (ESN – Salary Placement Form).

Analysis and Evaluation

The Human Resources staff verifies that degrees are from accredited institutions or that an equivalency has been submitted by the time the position closes (IIIA1-12). Only those applicants that have the required degree(s) from U.S. recognized accredited institutions or who have submitted an equivalency or those with a non-U.S. institution with a U.S credential evaluation service are passed along to the selection committee (IIIA2-02). All faculty job postings also list the information regarding non-U.S. institutions as well as align with AP 7211 outlining the process for filing for equivalency and the application process (IIIA4-01). These requests are submitted to the Academic Senate Professional Standards Committee by Human Resources staff. Equivalency for faculty is based on approval by the Board of Trustees (IIIA4-02).

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Allan Hancock College assures that all personnel are evaluated systematically and at stated intervals. The established processes are governed by board policy, collective bargaining contract language and college procedures (IIIA5-01, IIIA5-02, IIIA5-03, IIIA5-04, IIIA5-05, IIIA5-06, IIIA5-07).

Analysis and Evaluation

Probationary, full-time faculty are evaluated annually during their first four years. Once tenure has been granted, full-time faculty are evaluated every three years (IIIA5-04). Faculty evaluations consist of several components to evaluate and ensure their continuous improvement of instruction and support services as well as quality in programs and instruction and professional competence. The evaluation includes a self-evaluation, classroom/worksite observations, student/client feedback, colleague feedback and a faculty team evaluation report (IIIA5-10).

Part-time faculty will be evaluated during each of their first two assignment periods if successful, part-time faculty will be evaluated on a three-year cycle (IIIA5-05). Part-time faculty evaluations consist of several components to evaluate their effectiveness in performing their duties; these components include, a self-evaluation, student evaluations, classroom/worksite observations, other achievements (if any) and a final report (IIIA5-08, IIIA5-09). Academic Affairs tracks the evaluation schedule to ensure timely completion and notification of faculty (IIIA5-13, IIIA5-14)

Academic Affairs track and ensure the timely completion of evaluations and maintains a matrix for each dean (IIIA5-11). Each semester, Academic Affairs notifies the instructors being evaluated in that term (IIIA5-12). Once evaluations are completed, they are sent to human resources and logged in our HRIS system and filed in the employee's personnel file.

Probationary classified personnel shall be evaluated at three, six, nine and at the one-year mark of their year probation. After probation, classified personnel are evaluated annually. If a classified employee is promoted they shall serve a six month evaluation period and be evaluated twice during that time (IIIA5-01). Classified personnel's evaluation will be in relation to the individual employees duties and responsibilities in their position (IIIA5-15, IIIA5-16). Human Resources is responsible for the maintenance of tracking these evaluations. To ensure timely completion of classified evaluations our HRIS system sends reminders out monthly to managers with employee's with evaluations due (IIIA5-17). Human Resources administrators also review evaluations due and send additional reminders to managers who are falling behind to ensure completion (IIIA5-18).

During the first three years of employment administrators are evaluated each year using a comprehensive evaluation method where they evaluate themselves, are evaluated by their peers and evaluated by their direct reports (**ESN- comprehensive evaluation questionnaire**). This information is compiled and given to the administrators supervisor to use to complete the evaluation (IIIA5-19).

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~ *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

The District maintains a sufficient number of qualified faculty to assure fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the mission of the college. Allan Hancock College is required by state law and regulations to establish and determine a sufficient number of qualified faculty. California Education Code, section 84362 (d), known as the “50% Law” requires Districts to allocate 50% of its General Fund dollars toward the direct costs of instruction. Additionally, Allan Hancock College adheres to the California Code of Regulations Title 5, section 51205 that requires districts to adjust the number of full-time faculty in proportion to the amount of funded credit full-time equivalent students generated (IIIA7-01). Annually, the State Chancellor’s office sets the Faculty Obligation Number (FON) for Allan Hancock. Human Resources, in conjunction with other departments, sets individual college FON targets based on the respective Academic Senate’s prioritized faculty position requests ([ESN- prioritization process and most recent prioritization list](#)).

Analysis and Evaluation

8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The District’s employment policies and practices provide for the orientation, oversight, evaluation, and professional development of part-time faculty and encourage their integration into the life of the institution.

Analysis and Evaluation

Part-time faculty receive a new employee orientation prior to starting work with the District ([ESN- HR new hire powerpoint](#)). During the new employee orientation, part-time faculty meet with Human Resources staff to learn about payroll, benefits and retirement, information about campus, and meet with their union representatives. In addition, the Academic Affairs hosts a

part-time faculty orientation the week before the start of classes each semester that all part-time faculty who are scheduled to teach that semester are invited (ESN- to agenda or invitation from AA?).

The District has employment policies and practices which provide for the oversight of part-time faculty. While part-time faculty are supervised by the discipline's academic dean, they also receive oversight from the discipline's department chair (ESN- academic affairs org chart?).

The job description for dean, Academic Affairs lists two functions that specific detail oversight (IIIA8-01):

- Plans, supervises, directs, facilitates, and provides leadership to the instructional programs, which includes both academic and occupational programs.
- Supervises department chairpersons and program coordinators on matters related to curriculum and program development, curriculum revision, new course offerings, staffing, personnel problems, evaluation of faculty, preparation of grant proposals, budget preparation, class schedules and course materials for the college catalog and use of college facilities and resources.

The District has employment policies and practices that provide for the evaluation of part-time faculty. Evaluation processes for part-time faculty have been negotiated into the collective bargaining agreement (IIIA5-05). Evaluations are meant primarily to encourage improvement and are directly linked to the instructional mission of the college. The primary purpose of the evaluation of faculty is the continuous improvement of instruction and support services at Allan Hancock College. Other purposes include the maintenance of quality programs and instruction and the professional competence of the faculty. The evaluation process shall promote professionalism and enhance performance (IIIA5-09).

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Hancock College employs staff with appropriate qualifications in sufficient numbers to support effective educational, technological, physical, and administrative operations. When a position becomes vacant, the appropriate administrator completes a Position Approval Request & Notice of Employment form (IIIA3-05). The PAR/NE describes the requested position, indicates whether it is a new or replacement position, a rationale for the position, a job description and budget information must be provided. The request is reviewed and approved by a member of Presidents Cabinet, the Vice President of the appropriate area, the Vice President of Business Services, and the Superintendent/President. Once the completed PAR/NE is submitted to Human Resources it is reviewed by the Director, Human Resources prior to moving forward with a recruitment.

Analysis and Evaluation

All classified staff positions align with a current job description that determines essential job functions and minimum qualifications, along with the knowledge, skills, and abilities required for the position (IIIA9-01). Once Human Resources has a completed PAR/NE a position can be recruited for, Human Resources screens applications to ensure that candidates meet minimum qualifications before forwarding their application to the hiring committee. If a degree or certificate is required, HR obtains all relevant documentation during the onboarding process (IIIA9-02).

The College also has an established process for reclassification of existing employees. The annual classification review process for classified staff is used to maintain the currency of existing classifications (IIIA9-03). There are several avenues a position can be reviewed for reclassification. The first review option is during the evaluation period where the employee and manager review the employee's current job description to ensure it accurately reflects the employee's assignment. The second review option is the cyclical classification review in which job families and/or classifications are reviewed a minimum of once every four years (Evidence-Cyclical Reclass Process). The third review option is a management driven restructure/re-organization.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Allan Hancock maintains an appropriate number of qualified administrators to support the institution's mission and purposes.

Analysis and Evaluation

Currently Allan Hancock employ's 39 administrators (IIIA2-03), there is currently 2 vacant administrator position. The college creates job descriptions for administrators that reflect the needs and expertise in the administrator's area of focus. When an administrator position becomes vacant the position is evaluated at that time. When a position is evaluated, the job description is reviewed and, if needed, revised so that it stays current with functions and services that are reflective of the position. The position may also be reviewed based on the changing needs of an area ([ESN-MGMT Reclass?](#)).

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Allan Hancock College adheres to the published written policies and procedures that are available to the public for information and review on the website. Policies and procedures are

regularly reviewed and approved through the participatory governance process and recommended to the Board of Trustees for final approval (IIIA11-01). Negotiated personnel matters are located in the collective bargaining agreements for faculty and classified staff as well as handbooks for the confidential/supervisor and management groups (IIIA11-02, IIIA11-03, IIIA11-04, IIIA11-05, IIIA11-06).

Analysis and Evaluation

The District subscribes to the Community College League of California's Policy and Procedure Services (IIIA11-07). Board policies and administrative procedures addressing personnel are available in Chapter 7 of the board policies and administrative procedures publicly available on the website. These policies and procedures are equitable and consistent with federal and state laws. Chapter 3 of the board policies and administrative procedures website includes such policies as Equal Employment Opportunity, Prohibition of Harassment, and Nondiscrimination. These policies and procedures are in compliance with state and federal laws (IIIA11-08).

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Allan Hancock College adheres to board policy and administrative procedure on Equal Employment Opportunity to ensure a campus climate that is fair, equitable, and inclusive (IIIA1-01). The College's Equal Employment Opportunity Plan is the guiding document for the hiring of diverse personnel (IIIA12-01). The EEO Plan delineates the College's commitment to take active steps to ensure equal employment opportunity creates a working and academic environment that is welcoming to all, fosters diversity, promotes excellence, and ensures practices that are nondiscriminatory. The College requires a diversity question interviews for all college personnel. For faculty and management applications a written diversity statement is required when submitting the application ([ESN- faculty application, link management application, link diversity interview questions](#)).

Analysis and Evaluation

Allan Hancock's EEO Plan development is driven by HR Council and the Director, Human Resources (IIIA12-02, IIIA12-03). In accordance with the EEO Plan, the Director, Human Resources or designee reviews the diversity of applicants for each recruitment and makes recommendations to extend recruitments and/or broaden advertising to increase the diversity of pools and prevent adverse impact ([ESN- EEO data from recruitment](#)).

The Director, Human Resources reviews annual EEO data and reports the results to the Superintendent/President and the Board of Trustees (IIIA12-04). The Human Resources department conducts EEO training required for hiring committee members annually. Each hiring committee member must attend the training which includes an implicit bias component annually (IIIA12-05) which is logged in our HRIS system so reports can be run to make sure employees

who plan to serve on committees are up to date. The EEO and implicit bias training was also offered during our all staff day in August 2020 (ESN- All staff agenda).

In addition to policies, procedures, and practices, the College has invested in professional development training opportunities for college personnel specifically regarding equity and diversity. For example, the College invited Just Communities to present a four piece professional development series to all employees on diversity hiring in Fall 2020 (IIIA12-06). The college also hosts a Presidents Leadership Academy with a theme each summer, the theme for Summer 2021 was equity minded leadership (IIIA12-07).

The Board of Trustees adopted the Diversity, Equity and Inclusion (DEI) taskforce which supports the intent set forth by the California Legislature to assure that effort is made to build a community in which employment opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. The taskforce regularly meets to discuss issues related to DEI as well as creates a newsletter that is sent college wide (ESN- to DEI TF website, DEI TF Charter).

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College upholds a written code of professional ethics in Administrative Procedure 3050 which is publicly available (IIIA13-01).

Analysis and Evaluation

Allan Hancock College follows district policy regarding complaints. The college utilizes two different district complaint forms. The first form is the unlawful discrimination and harassment complaint form (IIIA13-02) which aligns with district policies and procedures 3410 and 3435 (IIIA13-04, IIIA13-05). The second form the district complaint form (IIIA13-03), this form is used for code of conduct complaints so the matters can be investigated and rectified. In cases where discipline is needed human resources follows applicable polices and procedures, as well as bargaining agreements (IIIA13-06, IIIA13-07, IIIA13-08).

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College offers a broad array of professional development (PD) opportunities to meet the needs of its employees. Professional development programs are mandated and developed as part of Board Policy/Administrative Procedure (BP/AP) 7160 Professional Development. PD opportunities are published regularly by the Academic Senate Professional Development Committee and are open to all employee constituent groups. (IIIA12-01, IIIA12-02).

Analysis and Evaluation

Hancock College offers a professional development program consistent with its mission, and it has methods to identify professional development needs of its faculty and other personnel. The institution engages in meaningful evaluation of professional development activities and uses the results for improvement. Finally, the College measures the impact of professional development activities on the improvement of teaching and learning.

Full-time faculty are contractually obligated to college service time which can consist of professional development as well as the academic year consists of 36 hours per academic year in the professional development activities per Article 16 Faculty Association (FA) Agreement (IIIA14-03).

In addition, permanent staff and administrators are included purposefully in PD activities. For example, the semi-annual All Staff Days are college events for all employees, and all workshops designed for faculty are available to permanent employees (IIIA14-01). All employees of the college receive training and attend workshops relevant to their role, including those mandated by law using Keenan Safe Colleges (IIIA14-04). Keenan Safe Colleges has over 150 courses that can be taken or mandated as needed.

The college hosts a PD series specific to staff called “First Friday”, each month the training is different and has included trainings like hiring equitably and implicit bias, emotional intelligence, disability 101, understanding personality styles, etc. (ESN – List of first Friday Trainings). While the training series is specific to staff all employee groups are welcome to attend.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Allan Hancock College ensures the security and confidentiality of personnel records and provides access to employees upon request as appropriate. Personnel files are held in locked file cabinets inside the locked Human Resources office which only Human Resources has access to. All college employees have access to their personnel records in accordance with district policy and the law (IIIA15-01). Information included in the personnel files are only released with proper consent or if legally required. The college adheres to Article 6 of the classified collective bargaining agreement (IIIA15-02) and Article 12 of the faculty association collective bargaining agreement (IIIA15-03), and Article 10 (IIIA15-04) of the part-time faculty association agreement.

Analysis and Evaluation

Hancock College has personnel record policies and procedures that adhere to local, state, and federal laws. Practices are in place to guarantee the security and confidentiality of all employment records. Employees can submit a written form to request access to their employment records or allow a designate to do so in accordance with the law.