



# DATA SIZZLE

DATA IS THE NEW BACON!

INSTITUTIONAL EFFECTIVENESS NEWSLETTER



## WHAT IS ACCREDITATION?

Accreditation is both a process and a status. As a process, it ensures that institutions of higher education meet established standards of quality and provide educational programs, services, credentials, and credits that students and the community can trust. The process also verifies that institutions have the resources and infrastructure to sustain and improve the quality of their educational offerings and services.

Allan Hancock College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).

## WHY IS IT IMPORTANT?

A successful accreditation process results in:

- Institutions gaining an accredited status that qualifies them for federal grants and contracts.
- Institutions able to distribute federal financial aid, and ensure that their students can transfer credits to another accredited institution.
- Assurance to employers who require credentials from accredited institutions as a condition of employment.

Ultimately, an accredited status signifies to all interested parties that an institution meets expectations for educational quality, sound institutional practices, and resources for students' success.



### What's inside this issue:

ACCREDITATION  
INSTITUTIONAL SELF  
EVALUATION REPORT



# ACCREDITATION STANDARDS

The ACCJC Accreditation Standards are statements of good practice that reflect expectations for educational quality and institutional effectiveness. Institutions evaluate themselves against the Standards to identify strengths and areas for improvement. ACCJC expects accredited institutions to maintain policies and practices that align with the Standards at all times.



- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
  - A.Mission
  - B.Assuring Academic Quality and Institutional Effectiveness
  - C.Institutional Integrity



- Standard II: Student Learning Programs and Services
  - A.Instructional Programs
  - B.Library and Learning Support Services
  - C.Student Support Services



- Standard III: Resources
  - A.Human Resources
  - B.Physical Resources
  - C.Technology Resources
  - D.Financial Resources



- Standard IV: Leadership and Governance
    - A.Decision-Making Roles and Processes
    - B.Chief Executive Officer
    - C.Governing Board
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# STRUCTURE OF INSTITUTIONAL ANALYSIS

The analysis of each standard consists of the following:

## Evidence of Meeting the Standard

- Indicates WHAT specific evidence demonstrates alignment with the Standard.
- Briefly describes the evidence in context of the standard to explain WHY it is relevant.

## Analysis and Evaluation

- Indicates HOW the evidence demonstrates alignment with the Standard.
- Evaluates the effectiveness of the policy, procedure, or practice in meeting the Standard.
- May include improvement plans emerging from analysis and evaluation.

## Quality Focus Essay

As part of its self-evaluation for accreditation, the institution may identify areas where a change in policy, procedure, or practice might directly lead to improvement of student learning and/or achievement outcomes at the institutional level. The Quality Focus Essay (QFE) provides a framework for institutions to implement innovative ideas and projects designed to positively impact student learning and achievement over a multi-year period.

The Commission does not evaluate the QFE as part of its determination of the institution's accreditation status. Rather, the Commission uses the QFE as a means to encourage institutional development and innovation, advance educational quality, foster institutional excellence, and support improvement of member institutions.



# PRESENTATION OF DATA

The Commission expects that institutions regularly review and analyze both quantitative and qualitative data to assess the degree to which they are fulfilling their unique missions and supporting students' success. A practice of regular analysis and dialogue about institutional data helps the institution monitor trends, respond proactively, and make informed decisions about resource allocation, innovation, and improvement. In addition, meaningfully disaggregated data can help to identify equity gaps and barriers to equitable educational outcomes. As with all open access institutions of higher education, COVID greatly impacted data for the 2023 ISER.

Topics analyzed in the ISER include the following topics:

- Significant Developments Since the Last Accreditation Review
- Major Initiatives Since the Last Accreditation Review.
- Student Enrollment Data
- Labor Market Data
- District Area Demographics
- District Area Socio-Economic Data
- Student Achievement Data

Significant developments since the last accreditation review in 2016 include the COVID pandemic and its impact on enrollments and student completion. The national impact of COVID in higher education resulted in fewer recent high school graduates enrolling in community colleges (and less selective four-year colleges). Allan Hancock experienced a decline in fall going rates in fall 2020 and a further decline in fall 2021. These trends followed large increases in high school to college going rates in fall 2018 and 2019 that resulted from implementation of the local Promise Program providing free college to local high school graduates. Another major initiative over this timeframe included the implementation of auto awarding, which netted increases in degrees and certificates and recognition to the college as a Bellwether Finalist.

The ISER provides annual student enrollment data including enrollment and headcount, sections, and course offerings. These data are disaggregated by credit, noncredit, CTE, basic skills, degree applicable, onsite, online, and concurrent enrollment. The data also include information about trends in first-time students, headcount by ethnicity, gender, and age groups.

The ISER also includes detailed labor market, employment, regional demographics, and socio-economic data. These data are helpful for not only regional planning, but to provide context about the college when the visiting team reads our ISER.

In accordance with Federal Department of Education regulations and ACCJC policy, Allan Hancock College has established institution set standards and aspirational goals for retention, success, transfer-level math and English completion, first-year momentum, number of degrees awarded, number of students earning degrees, number of certificates awarded, transfer to a four-year university, CTE outcomes, financial aid, job placement rates, and licensure rates. Data tables for 2018-2019, 2019-2020, and 2020-2021 are presented in the ISER.

# ACCREDITATION SCHEDULE

## Next Steps...

### Team ISER Review: March 28, 2023

This will be a one-day, virtual meeting in which the team develops a series of Core Inquiries. The college does not participate in this event itself. The team may ask for some additional evidence prior to the Team ISER Review. The review will consist of a virtual meet and greet session between the team and college personnel, as well as an open forum prior to Team ISER Review.

### Focused Site Visit: Week of October 2, 2023

This will be an on-site visit to the institution in which the team will gather additional information via interviews, data requests, and meetings to discuss the Core Inquiries.

The Allan Hancock College ISER was submitted to ACCJC on December 7. The document can be viewed on the Hancock accreditation webpage. [2022 Institutional Self Evaluation Report](#)



# COMING SOON

*Be on the lookout for...*

## **Program Review Training**

Academic Senate approved changes to the program review process for instructional and student services programs last year. The program review process is substantially different with a few similarities, including an annual planning component. The newest feature includes five core topics that programs address one time during a six year planning cycle. The five core topics REPLACE the comprehensive program review. To date the IE office facilitated a PD training as well as an over of the process with department chairs. Additional training, including how to navigate new dashboards will be forthcoming.

For more information <https://www.hancockcollege.edu/ie/programreview.php>

## **Annual Planning Retreat**

It is time to take stock of progress on the Educational Master Plan and assess progress on implementation strategies. With approval of the new Student Equity Plan, the college needs to focus on integrating and prioritizing key initiatives from the Educational Master Plan, Student Equity Plan, Guided Pathways, Technology, and other major college plans. Be on the lookout for announcements about opportunities to participate.

## **Data Coaching/Training**

Want to learn how to use college and statewide data sources? Maybe you would like to assess the outcomes of your students from an equity perspective? Be on the lookout for training announcements. You can also schedule training individually or as part of a team.

