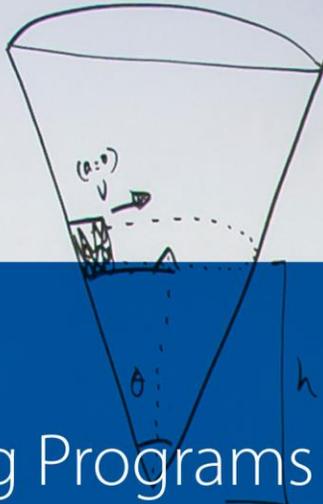
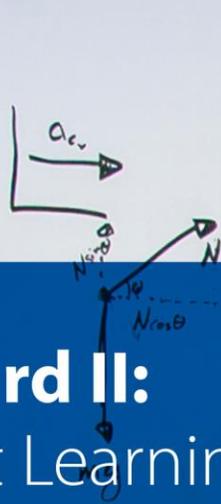


Standard II: Student Learning Programs and Support Services



Find v in terms of θ , h , and g (not R)

Con:

$$\begin{aligned} \sum F_y = 0 & \quad \sum F_x = ma_c \\ N \sin \theta - mg &= 0 & N \cos \theta &= m a_c \\ N \sin \theta &= mg & \frac{mg}{\cos \theta} &= m v \omega_c \\ N &= \frac{mg}{\sin \theta} & \frac{g}{\cos \theta} &= \frac{v^2}{h \sin \theta} \\ \frac{gh}{\cos \theta} &= v^2 \\ v &= \sqrt{\frac{gh}{\cos \theta}} \end{aligned}$$



II.A Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

ER 9. Educational Programs

The institution’s principal degree programs are congruent with its mission, are based on recognize higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes.

ER 11. Student Learning and Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.

Evidence of Meeting the Standard

<u>II.A.1-1</u>	Allan Hancock College Catalog, 2015-2016, pages 64-125	<u>II.A.1-7</u>	Program Review Resource Guide, Six-Year Review Academic and Vocational Programs
<u>II.A.1-2</u>	Allan Hancock College Catalog Addendum 2015-2016	<u>II.A.1-8</u>	Academic Affairs Program Review Annual Update
<u>II.A.1-3</u>	Career Development Noncredit Certificates Website	<u>II.A.1-9</u>	Art Six-year Program Review
<u>II.A.1-4</u>	Distance Learning Report Form ENGL 108/Course Outline English 108	<u>II.A.1-10</u>	Accounting Annual Update
<u>II.A.1-5</u>	Board Policy 4105, Distance Education	<u>II.A.1-11</u>	AP&P Course and Program Approval
<u>II.A.1-6</u>	Degrees and certificates 100% Distance Learning	<u>II.A.1-12</u>	Allan Hancock College Catalog, 2015-2016, page 75. Auto Technology and Biology program SLOs
		<u>II.A.1-13</u>	AP&P Website
		<u>II.A.1-14</u>	ASSIST (AHC 14-15 Transfer Course Agreements in ASSIST)

- [II.A.1-15](#) Registered Veterinary Technology (RVT) Program Application
- [II.A.1-16](#) Units and Hours
- [II.A.1-17](#) Demystifying Hours and Units
- [II.A.1-18](#) Institutional Report on Student Learning Outcomes
- [II.A.1-19](#) ACCJC Annual Report Chart by Year
- [II.A.1-20](#) CTE Institution Set Standards
- [II.A.1-21](#) ACCJC Institution Set Standards

Analysis and Evaluation

All Allan Hancock College's (AHC) instructional programs are offered in fields of study consistent with the college mission to provide quality educational opportunities that enhance student learning and the economic vitality of the community. AHC currently offers 112 certificates, 80 Associate Degrees (AA and AS: Associate of Arts and Associate of Science), and 16 Associate Degrees for Transfer (ADTs: AA-T and AS-T) ([II.A.1-1](#); [II.A.1-2](#)). These credit certificate and degrees provide opportunities to gain employment through exemplary programs that reflect the strong employment areas in the region, such as automotive technology, nursing, and winemaking. Two-year degrees provide pathways for students into career fields and on to four-year universities. Strong academic two-year transfer programs that have been enhanced by a Department of Education STEM Grant include engineering, biology, computer science, and math.

Additionally, AHC offers noncredit courses in areas such as ESL, Adult Basic Education, and community education,

providing lifelong learning opportunities for the service area. Currently, eight noncredit certificate programs are offered ([II.A.1-3](#)). Regardless of where courses are offered, they all are subject to the same approval process with programmatic oversight and evaluation from lead faculty in the program areas.

Many courses are offered online; approximately 12% of fall 2015 credit sections were distance learning courses. All general education is available online to increase student access and completion of degrees. The vast majority of online courses are at the 100 transfer level due to concerns that technology may add another barrier for remedial students. Courses that faculty request to be offered online are subject to an additional approval process in the college curriculum committee, Academic Policy and Planning (AP&P) ([II.A.1-4](#)). The college recently revised Board Policy 4105, Distance Education, which ensures compliance with Department of Education guidelines regarding student authentication and documentation of regular substantive contact; the policy also distinguishes between distance and correspondence education although the college currently does not offer correspondence education ([II.A.1-5](#)). The college offers five AA degrees, six AS degrees and two certificates programs that can be completed entirely online ([II.A.1-6](#)).

Curriculum and program review processes ensure all curriculum offerings align with the mission ([II.A.1-1](#); [II.A.1-2](#); [II.A.1-7](#); [II.A.1-8](#)). In both the annual and six-year instructional program review, faculty in the programs demonstrate how their mission aligns with the college mission.

Some program mission statements, such as art, are comprehensive and demonstrate the breadth and depth of the intended program outcomes that often include general education and Career Technical Education (CTE) aspects ([II.A.1-9](#)). Annual program updates require programs to verify that their program continues to align with the college mission, assess labor market trends for CTE programs, and provide assessment on progress towards program goals and a status on program and course student learning outcomes (SLOs) ([II.A.1-10](#)).

The Academic Policy and Planning Committee, which approves all curriculum, reviews all course outlines to ensure the courses meet the college mission at the time of submission for approval and have program and course student learning outcomes ([II.A.1-11](#)). All Associate Degrees (AA, AS, AS-T, and AA-T) are a minimum of 60 units, two-years. The program approval process also requires that each program develop and make public program level outcomes, which are provided in the college catalog; both CTE and academic programs publicize their program learning outcomes ([II.A.1-12](#)).

All new programs are reviewed by AP&P and evaluated for mission alignment, student demand and need, UC/CSU transferability and articulation, industry

and business needs, and appropriate academic rigor, following the guidelines detailed in the State Chancellor's Office Program and Course Approval Handbook (PCAH) at the AP&P website ([II.A.1-13](#)). Courses that are intended to transfer are vetted through ASSIST ([II.A.1-14](#)). CTE program approval requires extensive analysis of labor market need, identification of intended program outcomes, anticipated enrollments, and an identified sequence of courses leading to a certificate or degree ([II.A.1-15](#)). Faculty who create new curriculum are also given professional development training and guidance regarding higher education standards related to units and hours ([II.A.1-16](#); [II.A.1-17](#)).

Instructional programs lead to attainment of student learning outcomes at AHC. Course SLO assessment is conducted by discipline faculty on a schedule created in conjunction with a six-year plan developed in comprehensive program review ([II.A.1-7](#); [II.A.1-8](#); [II.A.1-9](#)). Assessments, sampling methodology, results, and improvements are documented in assessment reports ([II.A.1-18](#); [II.A.1-19](#)). Programs lead to certificates, degrees, employment, and transfer ([II.A.1-20](#); [II.A.1-21](#)).

The College meets the standard.

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Faculty are responsible for the institution’s curriculum development and approval processes, which in turn ensure that course and programs are designed to meet academic and professional standards. Courses and programs, including service programs, are regularly reviewed by discipline faculty as part of the program review process for quality, rigor, currency, and effectiveness in achieving learning outcomes. Results of such reviews contribute to a robust dialogue about strategies to improve student success.

	<u>II.A.2-8</u>	AP&P Minutes September 12, 2013, ECS 111 Recommendations
	<u>II.A.2-9</u>	Distance Learning Course Proposal Screen shots – CurricUNET Meta
	<u>II.A.2-10</u>	Distance Learning Course Proposal and Approval – ENGL 108
	<u>II.A.2-11</u>	AP&P Best Practices for Curriculum Development
	<u>II.A.2-12</u>	New Program Proposal Notes
	<u>II.A.2-13</u>	<i>Curriculum Development Handbook</i> , page 25
	<u>II.A.2-14</u>	AP&P Spring 2012 Retreat Minutes
<u>II.A.2-1</u>	<u>II.A.2-15</u>	Board Policy 4020, Curriculum Development Repeatability Standards 1 st Draft
<u>II.A.2-2</u>	<u>II.A.2-16</u>	2014-2015 Academic Policy and Planning (AP&P) Committee List AP&P Minutes, October 3, 2013, DANC 183 Recommendations
<u>II.A.2-3</u>	<u>II.A.2-17</u>	AP&P Minutes 09/09/11, MMAC 112 and 114 Recommendations Modification of Drama to Theatre Courses
<u>II.A.2-4</u>	<u>II.A.2-18</u>	AP&P Minutes 10/24/13, AG 158 Recommendation UC Approval of Theater Courses
<u>II.A.2-5</u>	<u>II.A.2-19</u>	Curriculum Proposal Connecting Assessment Data and Curriculum AP&P Retreats Spring and Fall 2015
	<u>II.A.2-20</u>	Modifications to Improve Learning is needed AP&P Committee Goals 2014-2015
<u>II.A.2-6</u>	<u>II.A.2-21</u>	CurricUNET Curriculum Proposal Review Process Program Review Matrix
<u>II.A.2-7</u>	<u>II.A.2-22</u>	CurricUNET Review: Comments for Art Course Proposals Course Review Resource Guide
	<u>II.A.2-23</u>	Aligning course syllabi and course outline of record
	<u>II.A.2-24</u>	Instructional Program Review Master Calendar

- [II.A.2-25](#) CurricUNET 6-Year Course Review Report
- [II.A.2-26](#) Auto Technology Course Statistics and Evidence Report/Improvement Plan
- [II.A.2-27](#) IRP 2014 Annual Program Review Update
- [II.A.2-28](#) Medical Assisting 2015 Comprehensive Program Review, pages 53-61

Analysis and Evaluation

Allan Hancock College faculty have primary responsibility for development of new courses, new programs, program outcomes, assessment of outcomes, and modifications to courses and programs. The review and recommending body who has delegated authority to approve curriculum is the Academic Policy and Planning Committee (AP&P) ([II.A.2-1](#)). The AP&P Committee is a subcommittee of the local Academic Senate and is comprised of faculty members, representative of each academic department, including a member of the student body government. To ensure vital information is at hand at meetings and that curriculum decisions and curriculum related information is communicated across campus, the committee also includes non-voting representatives from student services, administration, and part-time faculty ([II.A.2-2](#)).

All courses and programs are held to the same standard of review that ensures compliance with required standards and criteria, currency, quality, rigor, and integration of course objectives between content, methods of instruction, assignments, and methods of evaluation ([II.A.2-3](#); [II.A.2-4](#)). To maintain quality

courses and programs that deliver expected outcomes, courses with learning outcomes mapped to program outcomes are regularly assessed to ensure effective teaching and achievement of learning outcomes. Where an analysis of the assessment data indicate expectations are not being met, course improvement plans are created in eLumen, the college assessment data management system, to address identified gaps in teaching methods, and/or strategies that will enhance students' achievement of learning outcomes. If a modification to the content of the course will result in desired outcomes, a proposal to modify the course outline of record or program is submitted to the AP&P Committee to review the changes and ensure that the course meets the established criteria ([II.A.2-5](#)).

Proposals are submitted in CurricUNET's workflow system and are reviewed by faculty, including part-time faculty, librarians, articulation officer, academic dean, learning resources dean, and curriculum specialist. This established process allows reviewers to conduct a technical review of the proposal based on their role and expertise in their field ([II.A.2-6](#)). Recommendations made by reviewers for proposed curriculum are documented in CurricUNET, and recommendations from the committee are documented in committee meeting minutes ([II.A.2-7](#)). Methods of instruction appropriate to course content are reviewed by the committee, and recommendations are made to modify when necessary ([II.A.2-8](#)). Courses proposed to be offered as distance learning undergo a separate approval process which includes designation as either distance or correspondence education and methods for

ensuring regular substantive contact with students ([II.A.2-9](#)).

Initiators of distance learning proposals must meet with learning assistance staff to ensure that delivery methods are accessible for all students. A distance learning proposal is also reviewed by the learning resources dean in consultation with the distance learning coordinator to ensure that training has been completed in the college's course management system ([II.A.2-10](#)).

To reinforce established processes and maintain the quality of curriculum, the AP&P Committee adopted Best Practices for Curriculum Development. The Best Practices serves as a checklist in support of the procedures for the development of new curriculum ([II.A.2-11](#)). Collaboration with appropriate college staff in key roles and supporting documentation for new curriculum proposals are primary considerations for the committee in recommending adoption of new curriculum ([II.A.2-12](#); [II.A.2-13](#)). AP&P recommends new courses and programs for adoption to the Academic Senate and to the Board of Trustees for approval per Board Policy 4020, Curriculum Development ([II.A.2-1](#)) (this board policy is currently being revised and will be renamed Program and Curriculum Development).

To keep abreast of new regulations, professional development activities are scheduled and the AP&P committee regularly participates in curriculum related professional development activities and modifies processes accordingly ([II.A.2-14](#); [II.A.2-15](#); [II.A.2-16](#)). When new regulations limiting course repeatability

went into effect, AP&P identified groups of courses with limited repeats and approved the leveling of existing fine arts courses, appropriately. For example, approval of the new Drama courses as UC transferrable courses, now prefixed as Theater, is evidence that content and methods of instruction meet generally accepted academic and professional standards and expectations ([II.A.2-17](#); [II.A.2-18](#)). Planning retreats for AP&P committee members are held at the beginning of each semester, and work is ongoing in the committee's efforts to maintain the quality of courses and programs ([II.A.2-19](#); [II.A.2-20](#)).

Discipline faculty conduct regular reviews of instructional programs and courses, and related services are scheduled regularly every six years and annually in between. The schedule of reviews is tracked on the Program Review Matrix and is maintained by the Office of Institutional Effectiveness ([II.A.2-21](#)). Each of these processes, six-year comprehensive review, course review, and annual update, which encompasses the two-year CTE program review, provides avenues for an ongoing collection and review of data for purposes of maintaining currency of curriculum, identifying areas of improvement in teaching, and identifying needed resources for budget and planning.

Course reviews are scheduled the year prior to the six-year comprehensive program review. During course review, discipline faculty review course outlines of record for currency and to re-establish prerequisites, corequisites, advisories, general education status, and/or articulation status ([II.A.2-22](#)). Course syllabi and materials are examined to

ensure that instruction is appropriately rigorous and aligned with the standards in the course outlines ([II.A.2-23](#)). The tracking of course review completion is aligned with the Instructional Program Review Master Calendar ([II.A.2-24](#)). In fall 2014, the college implemented an automated curriculum course and program proposal process, CurricUNET, which has the capability of tracking courses which are not current ([II.A.2-25](#)). The use of CurricUNET is in its third semester of implementation, and refinements in the processes and use of reports will be ongoing as the college is currently upgrading to CurricUNET's new Meta version.

The six-year comprehensive program review and annual update include analysis of assessment of course and program learning outcomes data ([II.A.2-26](#)). If students are not achieving the desired outcomes, faculty use these results to plan improvements and design modifications to programs and services in order to promote student achievement and success ([II.A.2-27](#); [II.A.2-28](#)). These processes ensure systematic evaluation and dialogue that drive continuous improvement.

See [II.A.2-22](#) for a detailed description of the program review process.

While there is evidence that the college integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The need for improvements is based on the institution's broad based, systematic evaluation of all aspects of planning, including programs and services where human, physical, technology, and financial resources are allocated. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

This improvement process will be informed by the college's process for faculty review of courses and programs for quality, rigor, currency, and effectiveness in achieving learning outcomes. The results of such reviews contribute to a robust dialogue about strategies to improve student success.

The College meets the standard.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of meeting the Standard

Learning outcomes at Allan Hancock College are listed on syllabi, on the course outline of record in the CurricUNET system, and in the eLumen learning outcomes system. Faculty systematically assess outcomes for continuous quality improvement.

- [II.A.3-1](#) Institutional Assessment Plan, Purpose, page 3
- [II.A.3-2](#) Spanish Six-Year Assessment Schedule
- [II.A.3-3](#) Samples of good, robust course improvement plans across disciplines (MA 305, ESL 537, MATH 181)
- [II.A.3-4](#) Language Lab Schedule Fall 2015
- [II.A.3-5](#) Program Review Resource Guide, Six-Year Review Academic and Vocational Programs
- [II.A.3-6](#) 2014-2015 Program Review Email and Memo, 09/29/14
- [II.A.3-7](#) Program Review Matrix
- [II.A.3-8](#) English Program Review Annual Update, Spring 2014, page 9
- [II.A.3-9](#) SLOs Implementation, LOAC_Minutes 02/26/13
- [II.A.3-10](#) How to change a SLO, November 2015
- [II.A.3-11](#) College Council Minutes, June 2014

Analysis and Evaluation

Allan Hancock College implemented an “Institutional Assessment Plan” (IAP) in April 2014 to “provide a structure and reference for campus wide outcomes and assessment efforts as well as to clearly state roles, responsibilities and timelines for outcomes and assessment activities” ([II.A.3-1](#)).

Course level assessment at Allan Hancock College is faculty driven; faculty directly assess their students’ skills, abilities, and knowledge based on identified student learning outcomes which are documented in the course outline of record in CurricUNET and communicated to students in course syllabi. Data collected from course assessment are documented in eLumen, the District’s assessment software, which was implemented in fall 2010. Assessment results are used to strengthen and improve curriculum and student learning. For example, the Art program identified in their 2014-2015 program review four areas for improvement based on assessment data. These areas include rewriting their program outcomes, adding an English/reading advisory to six art courses, adding online quizzes to lecture courses, and finally adding a new SLO to all studio courses to assess craft.

Course outcomes are mapped within eLumen to both program and institutional level outcomes, so collected student data supports both program and institutional assessment. Faculty assess at least one outcome per course, per term, based on their six-year assessment cycles and enter the data into eLumen using an institutional set rubric of “3-exceeds standard; 2-meets standard; and 1-below standard” ([II.A.3-2](#)). Along with the data, faculty provide a narrative response to the data by completing a section or course improvement plan. One example taken from a fall 2013 course improvement plan for ESL 537 is “night students do not spend as many hours in the Language Lab as the day students. This is likely due to the fact that night students have less free time and less access to the lab...” Needed resources identified by this instructor include “Funds ... to continue to have the lab open before and after evening classes” ([II.A.3-3](#)). In response to this assessment and previous program reviews, ESL was able to hire a full-time Lab Coordinator and dramatically improve the lab hours offered to ESL students in fall 2015, including the addition of evening lab hours four nights a week ([II.A.3-4](#)).

Both the comprehensive program review and annual update processes at the college provide and document program level assessment. As stated in the Academic Program Review Resource Guide Purpose and Goals on page 3, developed by faculty, “Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively.” Also stated in the guide, “A well-developed program review

process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values” ([II.A.3-5](#)).

Comprehensive program reviews and annual updates are scheduled on a cycle documented and communicated by the vice president of Academic Affairs’ office ([II.A.3-6](#)). The Office of Institutional Effectiveness posts and maintains an online matrix of current and previous reviews available to all faculty and staff through myHancock ([II.A.3-7](#)). Program reviews document evaluation of the past six years’ assessment and results data; annual updates ensure evaluation is ongoing.

During the program review process, faculty collaborate to improve courses by documenting modifications made to their outcomes and methods of assessment, as the English Department did in spring 2014 when they reduced their course SLOs overall from 72 to 52 and changed their assessments. “With fewer SLOs, the department believes that it will be more effective in its measurement of SLOs.” Also noted: “Despite the robust results, the English Department will now look at the recommendations in the Course Improvement Plans and work toward evaluating the effectiveness of the types of assessments used and whether any SLOs need to be further revised to reflect course content” ([II.A.3-8](#)).

To assist faculty in changing their SLOs after evaluation and collaboration “and keeping them consistent across the levels (syllabi, COR, CurricUNET, eLumen),”

the Learning Outcomes and Assessment Committee for Academic Affairs developed and vetted a detailed process on how to change course, program, institutional, and student service SLOs ([II.A.3-9](#); [II.A.3-10](#)). This was approved by College Council in June 2014, was implemented in the fall 2014 semester, and revised again in November 2015 in response to fully implementing the CurricUNET system ([II.A.3-11](#)). This “How to Change a SLO” process clarifies the specific steps needed to follow when a change is needed and clearly documents

for all staff and faculty where the official source of information is, who must approve the change, and who must be informed of the change.

The college will follow-up on SLO development, modification, and evaluation process to assess improvements in process and SLO quality.

The College meets the standard.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

[II.A.4-1](#) Allan Hancock College Catalog 2015-2016, Remedial Course Limit, page 47

[II.A.4-2](#) *Spectrum*

[II.A.4-3](#) Board Policy/Administrative Procedure 4222, Remedial Course Work

[II.A.4-4](#) Allan Hancock College Catalog 2015-2016, Course Information page 127

[II.A.4-5](#) Curriculum Development Handbook, page 47

[II.A.4-6](#) Developmental English Course Outlines 511, 512, 513, 514, CurricUNET

[II.A.4-7](#) “Exponential Attrition and the Promise of Acceleration in Developmental English and Math”, Katie Hern, 2010

[II.A.4-8](#) English Boot Camp and Acceleration, BSI Outcomes Report Summer 2014

[II.A.4-9](#) Math Skills Refresher Course 2009

[II.A.4-10](#) Math Skills Refresher Course Summaries 2013, 2014

[II.A.4-11](#) AHC 2014-2015 Student Support and Success Program Plan Draft #3

[II.A.4-12](#) Learning Resources Program Review

[II.A.4-13](#) Math Center Program Review Fall 2008-Spring 2014

[II.A.4-14](#) Title V AIM Summary

[II.A.4-15](#) EOPS website

[II.A.4-16](#) LAP website

[II.A.4-17](#) CAN website

Analysis and Evaluation

AHC’s mission commits the college to serving a diverse community and student population. Central to that mission is our service to remedial students or students who are unprepared for college-level work. Basic skills courses are offered as both noncredit and credit courses ([II.A.4-1](#); [II.A.4-2](#)). Online courses are primarily offered at the transfer level, although some basic skills math, English, and noncredit ESL courses were being developed in 2015-2016 in various online and hybrid formats as part of a Title V Hispanic Serving Institutions grant.

Board Policy and Administrative Procedures 4222 define remedial, or pre-collegiate level, curriculum as “credit courses in reading, writing, math, English, learning skills, study skills, and English as a Second Language, which have been designated as non-degree applicable courses designed to assist the underprepared student to develop the academic skills necessary for college level work” ([II.A.4-3](#)). Distinguished by their 500-level designation, the catalog describes these courses to students: “Courses numbered 500-599 are college preparatory in nature and are not applicable to the associate degree

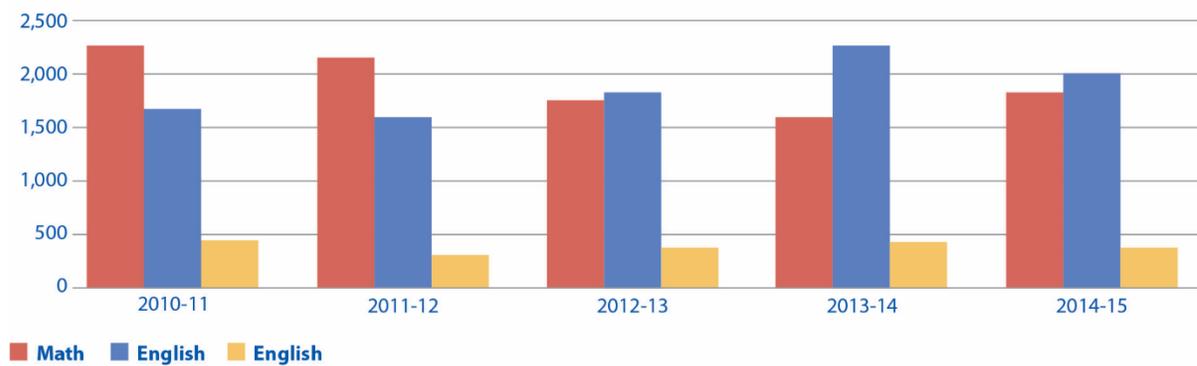
programs and do not transfer to four year institutions” ([II.A.4-4](#)).

Students are limited to 30 semester units of remedial course work, with certain exceptions for ESL or students with disabilities and subject to appeal as described in board policy. To support student success, the remedial course approval process requires that the course outline of record include entry-level skills

which a student needs to succeed in the course ([II.A.4-5](#)). The Banner registration system enforces completion of required prerequisite courses before enrollment in higher levels.

The chart below reflects the college’s enrollment in basic skills (pre-collegiate) math, English, and ESL (credit) since 2010:

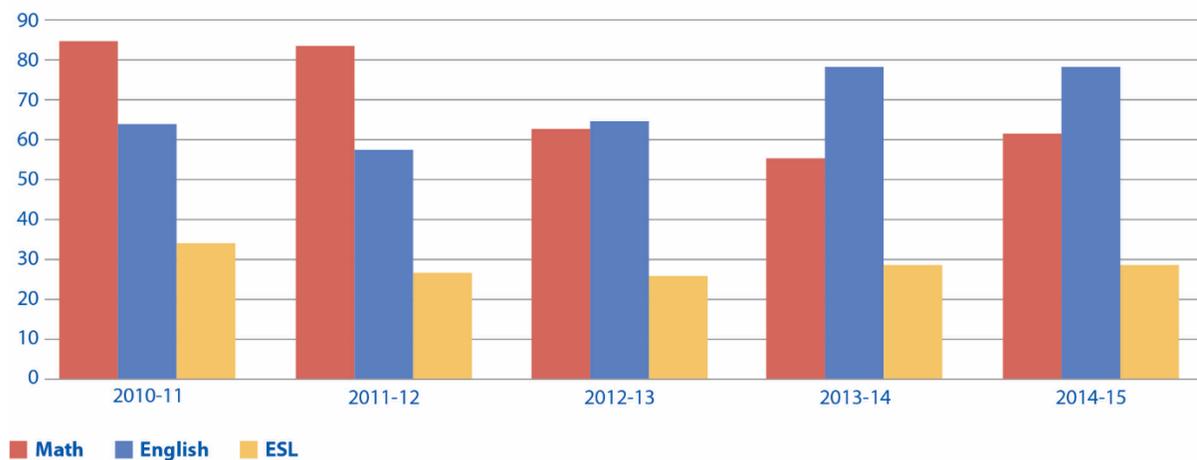
Basic Skills Enrollment



AHC Institutional Effectiveness Research data

The chart below shows the number of basic skills courses offered in ESL, English, and math per term from 2010 to 2015:

Basic Skills Sections



AHC Institutional Effectiveness Research data

Basic Skills Success

In order to identify ways to increase student success, the District monitors success data in basic skills programs and courses (see Basic Skills Success Rates chart). English has seen an increase in success rates in the last two years. During 2010, the department overhauled its entire developmental curriculum to align better with state coding of pre-

collegiate coursework and competencies. The improvement in success rates since 2010 coincides with the implementation of the new curriculum sequence ([II.A.4-6](#)).

The chart below shows student success rates in basic skills ESL, English, and math from 2010 to 2015:

Basic Skills Success Rate



Source: AHC Institutional Effectiveness Research data; Pass/C or better.

The more levels of remediation required, the less likely a student will make it to college-level courses ([II.A.4-7](#)). With this in mind and to improve students' odds of making it to college-level coursework, AHC's English Department is participating in California Community Colleges Success Network (3CSN), California Acceleration Project, piloting accelerated pathways to move students more quickly and effectively through remedial curriculum. The Summer Boot Camp, first offered in summer 2014, is part of a California Academic Partnership Project with Ernest Righetti High School. The two-week workshop is designed to accelerate the placement of entering students who had placed at least

one level below transfer in English. At the end, all had improved significantly: of 31, fifteen successfully entered college-level English, one stayed in English 514 (one level below), and the rest entered an accelerated section of 514 ([II.A.4-8](#)).

The Math Department has offered a summer skills refresher for incoming students for the last five years. These short courses provide students an intense review and enable them to re-take the placement test, demonstrate their readiness for the next level, and avoid repeating a course they have already taken. Generally, over half of enrolled students improved their placement, and

most other students improved their skills and likelihood of succeeding in their next math class ([II.A.4-9](#); [II.A.4-10](#)).

Students who are enrolled in basic skills coursework are a segment of the target audience for at-risk follow-up counseling services. The available services include individual counseling appointments with emphasis on developing a comprehensive student educational plan, including recommendations for Personal Development coursework such as “Success in College” when appropriate, referrals to additional support services both on and off campus, and group workshops addressing study skills and how to identify educational and career goals ([II.A.4-11](#)).

Other services that are provided support students in advancing and succeeding – referrals may be made to the following programs where basic skills students are often disproportionately represented:

The Writing Center is dedicated to providing one-to-one instructional assistance for students in all levels of reading and writing, with particular emphasis on the success of basic skills English and ESL students. In annual student surveys since fall 2007, greater than 84% of students indicate that they believe that their time in the lab improved their academic skills ([II.A.4-12](#)).

The Math Center serves as a supplementary lab for students at all levels who need additional practice to complete math coursework successfully. Student-use hours increased 70% between spring 2009 and spring 2014, from 9,046 to 15,359. In general, data show a positive correlation between the number of hours a

student spends in the Math Center and grades. During the 2012, 2013, and 2014 summer sessions and in fall 2013, data were collected on students who spent 10 hours or more in the Math Center. In comparison with all math students who received a grade in a math class, the data showed three conclusions ([II.A.4-13](#)):

1. Increased percent of Success (C or better)
2. Increased percent of A grades
3. Increased GPA

AHC provides many support services to aid students in advancing to college level courses and has piloted several innovative and successful programs and initiatives to support basic skills students. The college hopes to expand and scale these efforts through leveraging current grants and initiatives, including the recent award of its third Title V federal grant. This Hispanic-Serving Institutions grant began on October 1, 2014 and has one activity focused entirely on improving outcomes for basic skills and credit/noncredit ESL students ([II.A.4-14](#)).

Extended Opportunity Programs and Services (EOPS) is a state-funded program established to increase the number and percentage of educationally and economically disadvantaged students enrolled in community colleges ([II.A.4-15](#)). EOPS provides peer advising; registration assistance; additional tutoring hours; career, academic, and personal counseling; specialized workshops; annual activities; and assistance with the completion of financial aid applications.

Learning Assistance Program (LAP) provides disabled students with

specialized support and advocacy including reasonable academic accommodations, instruction, assessment, and counseling ([II.A.4-16](#)).

College Achievement Now (CAN) provides underrepresented students with academic tutoring, mentoring, counseling,

career exploration, and scholarship assistance ([II.A.4-17](#)).

The College meets the standard.

II.A.5 The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard

Allan Hancock College ensures degrees and programs conform with appropriate practices in American higher education through policies and processes guided by board policy, the Academic Senate through the curriculum committee (AP&P committee), and state regulations and guidelines.

- [II.A.5-1](#) Allan Hancock College Catalog 2015-2016, pages 58-62
- [II.A.5-2](#) Board Policy/Administrative Procedure 4020, Curriculum Development
- [II.A.5-3](#) Curriculum Development Handbook, page 78
- [II.A.5-4](#) AP&P Retreat Agendas
- [II.A.5-5](#) Sports Medicine Associate in Science Program Proposal and Approval Letter
- [II.A.5-6](#) ASSIST Transfer Course Agreements 2015-2016
- [II.A.5-7](#) General Education Criteria

Analysis and Evaluation

Development, evaluation, and revision of Allan Hancock College instructional programs and curriculum follow practices common in American higher education. Allan Hancock College ensures that the minimum degree requirements are 60 semester credits, as explained in the 2015-

2016 college catalog: “An associate degree will be awarded when a minimum of 60 units have been completed satisfactorily” ([II.A.5-1](#)).

As Board Policy 4020 outlines, “Curriculum development is the responsibility of the faculty under the guidance and leadership of the Vice President, Academic Affairs... The chief agency for the coordination of curriculum changes is the Academic Policy and Planning Committee” ([II.A.5-2](#)). The AHC Academic Senate oversees the college’s curriculum committee, Academic Policy and Planning (AP&P). The committee relies on faculty expertise to review and approve development and revision of instructional programs, ensuring appropriateness to the college mission and the breadth, depth, rigor, appropriate length, and time to completion.

The AP&P committee’s procedures for reviewing and approving new and modified instructional programs can be found in Section 5 of the AP&P Curriculum Development Handbook, page 78 ([II.A.5-3](#)). Committee review and approval ensures that all proposal elements are in accordance with best practices and compliance. To keep abreast of changes in curriculum related topics, AP&P committee members participate in professional development activities each fall and spring semesters ([II.A.5-4](#)). In

In addition, the committee utilizes resource materials that are widely used and which follow review and approval practices common in American higher education: Chancellor's Office "Program and Course Approval Handbook" and the Academic Senate for California Community Colleges' "The Course Outline of Record: A Curriculum Reference Guide." The use of these resource materials ensures strict adherence to policies and practices for developing sound instructional programs. In spring 2015, a new program proposal was submitted for a Sports Medicine associate degree program. The proposal included all of the required components and was approved at the local, regional, and state levels ([II.A.5-5](#)).

Allan Hancock College offers two year degrees and has articulation agreements with the University of California (UC), California State University (CSU), and numerous independent universities for transfer-level instructional programs (including the associate degrees for transfer -- ADTs) that satisfy the breadth, depth, and rigor for baccalaureate degrees. Articulation ensures that AHC course and program sequences are appropriate for the lower-division bachelor degree requirements. In 2015-2016, the college had 781 UC and 1,505 CSU course by-major articulation agreements ([II.A.5-6](#)).

Allan Hancock College degree programs include an area of emphasis or study, program outcomes, and a selection of general education courses which can be completed onsite or online. The AP&P committee reviews courses for inclusion in the general education categories through a set of criteria and objectives designed to develop in students a breadth of knowledge and allow students to gain a command of subject areas and methods of inquiry that characterize the liberally educated person ([II.A.5-7](#)). Through general education, students expand their understanding of the physical world and the complex interrelationships of individuals and groups within their social environments; understand the modes of inquiry of the major disciplines; deepen appreciation of their artistic and cultural heritage; become aware of other cultures and times; strengthen their ability to communicate, reason, and evaluate information critically both orally and in writing; acquire a positive attitude toward learning; and develop self-understanding. As a result, they are better able to recognize, understand, and act upon the complex personal, social, scientific, and political issues which confront them.

The College meets the standard.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Eligibility Requirement 9 Educational Programs

The Institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (II.A.1, II.A.6)

Evidence of Meeting the Standard

By using a variety of methods, Allan Hancock College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations. Rubrics and charts have been developed to schedule courses efficiently and in alignment with program sequences. Program sequencing information published in the college catalog provides timelines for degree or certificate completion.

- [II.A.6-1](#) Academic Policy and Planning Committee Website
- [II.A.6-2](#) Allan Hancock College Catalog 2015-2016
- [II.A.6-3](#) Business Department Spreadsheet for Two-Year Offering
- [II.A.6-4](#) Rubric/Tracking Chart for Spanish Course Offerings
- [II.A.6-5](#) Discussion at Dean's Meeting for Two-Year Offering Scheduling
- [II.A.6-6](#) Wait Listed Courses Report
- [II.A.6-7](#) Final Argos wait list report, spring semester 2015
- [II.A.6-8](#) Required Courses for Degrees and Certificates

- [II.A.6-9](#) Lompoc Valley Center Degree Plans
- [II.A.6-10](#) VAFB CCAF Degree Plan
- [II.A.6-11](#) FCC CAMP Human Services Certificate Plan
- [II.A.6-12](#) FCI USP Degree Plan for Social Science, Liberal Arts, and Social Behavioral Sciences
- [II.A.6-13](#) DegreeWorks sample

Analysis and Evaluation

Allan Hancock College faculty are responsible for developing degree and certificate programs before they are submitted to the Academic Senate and the curriculum committee, known as the Academic Policy and Planning (AP&P) Committee. Quality, rigor, and other requirements are identified on the AP&P web page ([II.A.6-1](#)). Once programs are developed and approved at the local and state levels, they are added to the catalog and schedule. Each program description in the degrees and certificates section of the online and print catalog includes the student learning outcomes ([II.A.6-2](#)).

By using a variety of methods and software, AHC schedules courses in a manner that allows students to complete certificate and degree programs within a

period of time consistent with established expectations. Scheduling is primarily prepared by department chairs and deans, with most associate degrees awarded at 60 successfully completed credit units, including a general education component. For most other degrees, the expectation is that every course needed to complete the degree is offered within a two-year sequence, and prerequisite courses are available early in that sequence ([II.A.6-3](#)).

Department chairs and academic deans use rubrics and charts for course scheduling, as well as program sequence ([II.A.6-3](#); [II.A.6-4](#); [II.A.6-5](#)). Comprehensive six-year program review/ annual updates are used to review two-year course offering sequence flowcharts. These charts show the courses needed for several degrees and certificates, options for offering courses so that students complete the degree or certificate in a timely manner, and track the frequency of offering courses.

Another tool used to schedule courses efficiently, as well as to meet student demand, is to look at courses that have students on waiting lists (“wait-listed courses”). The wait-listed course reports allow department chairs and academic deans to offer more sections of these courses in the subsequent semester or in an eight-week session (terms 2 and 4) within the longer fall and spring semesters ([II.A.6-6](#)). In spring 2015, the final wait

list was only 735 students out of a capacity of 21,378 or about 3.5% that were not able to enroll in courses they wanted ([II.A.6-7](#)). The wait-listed reports, correlated with program sequence flowcharts, inform course scheduling so that students can earn degrees or certificates in a timely manner.

The AHC website provides students with information on the courses needed to complete degrees and certificates, whether courses are taken onsite or online ([II.A.6-8](#)). The information is now provided to students throughout the District, including the Lompoc Valley Center, Vandenberg Air Force Base, and the Lompoc penitentiary sites ([II.A.6-9](#); [II.A.6-10](#); [II.A.6-11](#); [II.A.6-12](#)).

Students may independently explore certificate and degree pathways online through a software program called DegreeWorks ([II.A.6-13](#)). DegreeWorks is a web-based, degree-auditing and tracking tool which enables students and counselors to evaluate academic progress towards graduation. This tool supports real time delivery of progress towards degree completion, is accessible, and allows students to determine what courses are required to complete a degree.

The College meets the standard.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The mission of Allan Hancock College is to serve a diverse community, which is reflected in a variety of teaching methods and delivery modes. In the geographically large District, student access is a consideration as courses and programs are proposed and developed. Learning and student support services use various delivery modes to align with and to support instruction.

- [II.A.7-1](#) Credit and noncredit class schedules, Spectrum
- [II.A.7-2](#) Distance Learning website
- [II.A.7-3](#) Tableau Dashboard Distance Learning Comparison Tables
- [II.A.7-4](#) Assessment and improvement plan, Spanish 103, Fall 2014
- [II.A.7-5](#) Fact Book 2014, Distance Learning Profile, pgs. 2.9, 2.10
- [II.A.7-6](#) Sample of CORs-credit, transfer, CTE, non-credit).
- [II.A.7-7](#) Professional Development schedules (Flex calendars)
- [II.A.7-8](#) AHC Student Equity Plan 2015
- [II.A.7-9](#) DE Disaggregated Data for Disciplines Compared to State Averages
- [II.A.7-10](#) DE Guidelines and Policies from Online Modules
- [II.A.7-11](#) Online Education Initiative (OEI)

Allan Hancock College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

To address both the learning styles and real-world constraints, such as jobs and family obligations that our students face, Allan Hancock College offers courses in a variety of modes and formats. These include credit, noncredit, fee based, face-to-face, hybrid, and weekend workshops courses offered at various sites ([II.A.7-1](#)). Courses are offered in a varying number of weekly formats to provide students flexibility in balancing their work and personal lives as they pursue their academic goals.

The District's large geographic area (3,000 square miles) and lack of public transportation can make it difficult for some students to attend classes. The distance education program provides these students the access, flexibility, and convenience to pursue their educational goals. The College delivers more than 150 online course sections per semester, and all general education courses can be completed online ([II.A.7-1](#); [II.A.7-2](#)).

While there continues to be a gap in student success and retention between online and on-ground courses, as is the case throughout-the state and nation, by disaggregating Chancellor's Office data by

Analysis and Evaluation

discipline the college found that success and retention in AHC online courses is, on average, slightly better than in similar online courses statewide ([II.A.7-3](#)). Evidence is also found in recently completed program reviews. The Academic Senate Program Review Committee recommended changes to program to include comparisons between online and on-ground courses, especially in support of equity goals; these revisions were implemented in fall 2014. The Academic Senate also reviewed and updated the Regular and Substantial Contact Policy for distance learning in spring 2016. The dialogue on improvement continues at the department level, in the Distance Learning Committee, and in the Student Learning Council. For example, the Spanish 103 assessment and improvement plan from fall 2014 found “the artifacts that were chosen in a face-to-face course may not work as well in a DL Course” ([II.A.7-4](#)).

Late afternoon and night classes, at both the Santa Maria and Lompoc campuses, support the students who cannot attend classes during the day. The Hispanic student population is increasing rapidly, from 40.2% of enrollment in fall 2010 to 51.5% in fall 2013. These students comprise the largest group in the evening, and much of the noncredit ESL program is offered at night to serve them better ([II.A.7-1](#)). Evening courses have the second largest overall enrollment after onsite day courses ([II.A.7-5](#)).

Teaching methodologies at AHC are designed to facilitate effective learning and meet the diverse needs and learning styles of students. A variety of instructional methodologies are employed,

including lecture, discussion, small group work, labs, activities, clinical experience, field trips, work experience, internships, apprenticeships, and the academy model. AHC faculty are cognizant of the benefits to all student populations of using a diversity of instructional methodologies and therefore employ a variety of teaching methods. Some examples are listed in CurricUNET in the course outlines of record ([II.A.7-6](#)). Modes and methodologies are carefully considered at the time of course development and approval, and are regularly revisited during program review. Learning styles and methods are part of the training all online faculty receive from the distance education specialist when they first teach online ([II.A.7-7](#)). In addition, students who enroll in online courses are able to take a variety of self-assessments from the Student Resources area of the Distance Learning webpages to determine their readiness to succeed online.

Tutoring support for targeted groups was identified in the AHC Student Equity Plan 2015-2018 by gender, veterans, ethnicity, foster youth, and basic skills students ([II.A.7-8](#)). Increasing tutoring services will support students with the difficult transfer subject areas, increasing GPAs of Hispanic/Latino and economically disadvantaged students and leading to higher transfer rates at universities. Activities developed in the Student Equity Plan support increasing transfer rates for students identified in the plan ([II.A.7-9](#)). Tutoring support for online students has been funded to date primarily through state Basic Skills monies, using Smarthinking; faculty are piloting NetTutor, a less expensive component of the new learning management system

Canvas, to supplement or replace that service, as it would be available for all online students.

Learning support services use delivery modes and methodologies, including onsite at various locations, online, via telephone and email, to maximize student access. In an effort to address the diverse educational needs of specific populations, the College offers student learning support to instructional programs ranging from MESA to non-credit ESL, adult basic skills, and GED preparation. Academic services such as the library offer online as well as onsite support. Student Services, including EOPS/CARE and CalWORKS, provide services, such as peer mentoring, book loans, and extra hours of tutoring for disadvantaged and historically underrepresented students. The special needs of students with disabilities are met through the Learning Assistance Program (LAP). For example, to provide increased mobility to access information and instruction, LAP is using mobile technology (iPads) as an assistive technology.

Standard II.B.1 contains a complete description of academic support services and delivery modes, and Standards II.C.1 and II.C.3 contain a complete description of student support services.

The Distance Learning Committee is discussing the achievement gaps between face-to-face and online learning with the intent to make recommendations for institutional strategies for improvements.

Additionally, the Distance learning Committee has recommended a more robust faculty training program that encompasses technical as well as pedagogical online teaching skills. Online modules are in development by the Distance Learning Specialist, including a module on DE guidelines and policies ([II.A.7-10](#)). In spring 2016 the Academic Senate also adopted the state Online Education Initiative course design rubric as a reference to current best practices in distance education courses ([II.A.7-11](#)).

While there is evidence that the College regularly evaluates the quality of programs to improve student learning, with the growth in distance learning and the emergence of new technologies, there are opportunities for improvement in evening and online services. The College will draft a Quality Focus Essay in order to strengthen the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement. In order to support continuous improvement, the College will evaluate the effectiveness of evening and online services and implement appropriate changes to enhance access and success for those populations as well as to support equity goals.

The College meets the standard.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Allan Hancock College uses only a limited number of department-wide course or program examinations. The following documents provide evidence that these examinations are validated and that processes are used to reduce test bias and enhance reliability.

- [II.A.8-1](#) Spanish Common Final Exam
 - [II.A.8-2](#) Spanish Common Final Exam Rubric
 - [II.A.8-3](#) Holistic Scoring Guide – Mathematical Equations
 - [II.A.8-4](#) Math Common Final Exam
 - [II.A.8-5](#) Allan Hancock College Algebra I and Algebra II Final Exams: Learning Outcomes Study
 - [II.A.8-6](#) Math Department Retreat Notes
- II.A.8-6

Analysis and Evaluation

Allan Hancock College uses a limited number of department-wide course or program examinations. Math and Spanish programs employ common finals with normed rubrics; faculty dialogue about the instruments and exam results are evidence of efforts to establish validity and reliability.

The Spanish program’s common final examination was developed by the

teaching faculty who established a rubric and agreed upon answers ([II.A.8-1](#); [II.A.8-2](#)). The rubric, titled “Rubric for the Cultural Component – Common Final Exams,” establishes three levels of performance – outstanding, competent, and minimal. “Outstanding” performance is defined as “The student excels at reflecting on their cultural awareness and demonstrates appreciation for the cultural diversity of the Spanish-speaking world.” Explanations in the rubric are detailed and provide clear examples.

The math program uses common finals for Algebra I and Algebra II. To establish student learning outcomes assessment data, both full and part-time faculty participate in norming and grading the common finals ([II.A.8-3](#), [II.A.8-4](#)). The rubric, “Holistic Scoring Guide – Mathematical Equations,” includes four performance levels. The highest level criteria “Shows full understanding of mathematical concepts with no computational errors; executes algorithms for equations completely and correctly.” The lowest performance level is described as “Shows very little, if not limited, understanding of concepts with major computational errors; failure to execute algorithms.” After selecting the examination questions, the faculty commissioned a research study in the college’s Office of Institutional Effectiveness, formerly Office of Institutional Research and Planning, to assess the validity and reliability of test

scores – thereby analyzing the degree to which the exams are sound measures of algebra skills ([II.A.8-5](#)). The department continues to assess test results and makes necessary changes as needed.

In a number of career and technical education programs, such as nursing, auto technology, and public safety, prior learning of perishable skills is often assessed. A number of programs, including public safety, nursing, and cosmetology, have standardized state licensure or certification exams. The nursing program uses the NCLEX-PN exam as part of a multiple measures, merit-based scoring criteria for admission into the RN program.

The math and English programs use the College Board Accuplacer test instrument. This assessment provides placement scores that have predictive validity and are shown to be reliable indicators of success when combined with multiple measures. The Office of Institutional Effectiveness periodically assists the programs with validation of the placement instrument, as well as assesses results for disproportionate impact. Counselors use

multiple measures for placement. The assessment process includes interviews by a counselor to gather information about a student's study skills, learning and career goals, computational skills, English language proficiency, educational and employment histories, academic performance, and need for special services. The counselor may utilize personal interviews, career aptitude and interest inventories, high school or postsecondary transcripts, or other measures of performance, for example specialized licenses or military training, to aid in the assessment process for course placement. This process ensures more than one measure is used in the assessment process for course placement. The English and Math Departments meet with counselors to discuss multiple measures ([II.A.8-6](#)). A counselor also sits on the District's Academic Policy and Planning committee and is instrumental in the curriculum review process when new English and math courses are created or modified.

The College meets the standard.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Eligibility Requirement 10. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Evidence of Meeting the Standard

Allan Hancock College’s policies on the awarding of units of credit are based on generally accepted practices in degree-granting institutions in higher education. These policies and practices delineate consistent parameters for awarding units of credit and in compliance with state and federal regulations. Information and resource materials are published in the college catalog and the Academic Policy and Planning Curriculum Development Guide.

[II.A.9-1](#) Board Policy/Administrative Procedure 4100, Transfer of Credit and Course Waiver

[II.A.9-2](#) Board Policy/Administrative Procedure 4020, Curriculum Development

[II.A.9-3](#) Allan Hancock College Academic Policy and Planning Committee (AP&P) curriculum development website

[II.A.9-4](#) California Community College Chancellor’s Office

Program and Course Approval Handbook, 5th edition, pages 80-81
[II.A.9-5](#) Chancellor’s Office Hours to Units Memo and Guidelines
[II.A.9-6](#) Curriculum Development Handbook, pages 46-50 and 55
[II.A.9-7](#) Instructions for the COR, pages 46-50
[II.A.9-8](#) Course Outline of Record - LE 320
[II.A.9-9](#) Course Outline of Record - CWE 149
[II.A.9-10](#) Noncredit Course Outline of Record
[II.A.9-11](#) *Allan Hancock College Catalog 2015-2016*, pages 40-41 and 58-61

Analysis and Evaluation

Allan Hancock College awards course credits, degrees, and certificates based on students’ attainment of student learning outcomes (SLOs), as determined by faculty. Students must maintain a 2.0 grade point average to earn a degree or certificate. These procedures and policies

apply equally to credits and degrees earned onsite or online.

AHC awards units of credit consistent with institutional policies, for example Board Policy/Administrative Procedures 4100 and 4020, that follow generally accepted norms or equivalencies in higher education ([II.A.9-1](#); [II.A.9-2](#)). The District’s policies base the definition of credit hour on federal regulations that comply with financial aid eligibility.

Resource materials on the AHC Academic Policy and Planning Committee (AP&P) curriculum development website are evidence that the college adheres to state and federal guidelines ([II.A.9-3](#)). In establishing units of credit, courses at

AHC are in compliance with regulations and the parameters established by the California Community College Chancellor’s Office for colleges operating on the semester system ([II.A.9-4](#)).

Calculations are based on the total number of learning hours, including lecture hours, lab hours or activity hours, and expected hours of study outside of class, in a semester expressed as a minimum of 48 hours to a maximum of 54 hours for 1 unit of credit. As a matter of standard practice in higher education, one hour of lecture requires two hours of outside study ([II.A.9-5](#)). The table below represents ratios of in-class and outside-of-class hours used at AHC ([II.A.9-6](#)).

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

The *Curriculum Development Handbook* and the Instructions for the Course Outline of Record are in place to assist faculty in applying an appropriate number of hours and assignments when developing new curriculum ([II.A.9-6](#); [II.A.9-7](#)). To ensure accuracy and consistency in calculations across instructional categories and modalities using the established relationship of hours to units, automated formulas are in place in the college’s curriculum management software, CurricUNET. To accommodate other classifications of courses not following the standard for credit hour calculations, AHC’s CurricUNET design includes an

override feature that allows appropriate entries of hours/units for noncredit, clock hour, and/or cooperative work experience courses ([II.A.9-8](#); [II.A.9-9](#); [II.A.9-10](#)).

The College catalog provides the information to students on the awarding of academic credit for degrees and certificates including transfer of credit from other colleges and course substitutions as allowed per Board Policy 4100, Transfer of Credit and Course Waiver ([II.A.9-11](#)).

The College meets the standard.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

ER 10 Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit.

Evidence of Meeting the Standard

Allan Hancock College makes transfer-of-credit policies clearly accessible through its catalog and website. District counselors work with students to facilitate mobility and ease transfer. Articulation agreements exist as part of the AHC mission to serve our diverse community.

<p><u>II.A.10-1</u> Board Policy/Administrative Procedure 4100, Transfer of Credit and Course Waiver</p> <p><u>II.A.10-2</u> <i>Allan Hancock College Catalog 2015-2016</i>, Transfer of Credit and Course Waiver Catalog statement, page 41</p> <p><u>II.A.10-3</u> <i>Allan Hancock College Catalog 2015-2016</i>, Associate Degree transfer of credit policy, page 61 #4 under the “Petitioning Procedures for the Associate Degree” section</p> <p><u>II.A.10-4</u> AHC Counseling Course Substitution and/or Waiver Form</p>	<p><u>II.A.10-5</u> <i>Allan Hancock College Catalog 2015-2016</i>, CSU GE Pass Along Statement, page 55</p> <p><u>II.A.10-6</u> <i>Allan Hancock College Catalog 2015-2016</i>, IGETC Pass Along Statement, page 53-54</p> <p><u>II.A.10-7</u> Pass Along Forms and Counseling Grid</p> <p><u>II.A.10-8</u> <i>Allan Hancock College Catalog 2015-2016</i>, AP, CLEP & IB statements, page 40-41</p> <p><u>II.A.10-9</u> <i>Allan Hancock College Catalog 2015-2016</i>, AHC AP, CLEP & IB Equivalency List, page 42-43</p> <p><u>II.A.10-10</u> AHC Course Outline High School Comparison Examples</p> <p><u>II.A.10-11</u> ASSIST (AHC 2015-2016 Transfer Course Agreements in ASSIST)</p>
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Analysis and Evaluation

Allan Hancock College has clearly stated policies and procedures for the transfer-of-credit from other institutions. Board Policy 4100, Transfer of Credit and Course Waiver, addresses credit transfer from other institutions ([II.A.10-1](#)). Transfer-of-credit information is also in the “Transfer of Credit and Course Waiver” section of the college catalog ([II.A.10-2](#); [II.A.10-3](#)).

District processes and procedures facilitate transfer of credit and ensure comparable rigor. Students request credit for coursework taken at other institutions through the Counseling Department, which uses the Course Substitution and/or Waiver form to aid faculty in evaluating course syllabi and/or course outlines of record ([II.A.10-4](#)). Criteria do not include whether coursework was completed onsite or online. Students with foreign transcripts must have them translated and evaluated by a US-qualified agency prior to AHC faculty review.

A similar procedure is in place to petition that credits transferred from other institutions are applied to the District’s transfer general education patterns, California State University General Education Breadth (CSU GE), and Intersegmental General Education Transfer Curriculum (IGETC). The policies and procedures are stated in the transfer information section of the catalog and are supported by the Counseling Department CSU, GE and IGETC Pass Along forms which are reviewed by the articulation officer ([II.A.10-5](#); [II.A.10-6](#); [II.A.10-7](#)).

In addition to coursework transfer-of-credit policies and procedures, course subject and unit credit equivalency lists are in the AHC catalog for external examinations that include Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) ([II.A.10-8](#); [II.A.10-9](#)). These aid students in receiving credit for courses that primarily satisfy GE requirements.

Articulation agreements have been in place with local high schools for over 25 years; the AHC catalog describes the high school course articulation policy ([II.A.10-2](#)). Allan Hancock College’s instructional departments are responsible for identifying high school courses that are deemed equivalent to specific Allan Hancock College courses. Once a student has successfully completed a more advanced course in the discipline at the college, the student will receive college credit. The articulated course will appear on the student’s transcript as a high school articulated course. During 2014-2015, a new procedure for establishing high school articulation was instituted. In addition to submitting their course material and examinations for Allan Hancock College faculty review, high school instructors now identify how their courses address the college’s course outline of record, including Student Learning Outcomes. AHC Course Outline High School Comparison forms were developed for this procedure ([II.A.10-10](#)).

Articulation agreements between the District and both California State University (CSU) and the University of California (UC) are listed in the official state articulation repository ASSIST.

During the 2015-2016 academic year, the college had 1,505 By-Major and 1,216 By-Department course articulation agreements with CSU, and 781 By-Major and 380 By-Department course articulation agreements with the UC system ([II.A.10-11](#)).

During the last three years, AHC's articulation efforts focused on developing or revising courses to match the Course Identification (C-ID) course descriptors, a California initiative to identify a common

course numbering system. This effort addresses SB 1400 and SB 440 laws that require Associate Degrees for Transfer (ADT) based on C-ID course descriptors. In addition to the C-ID effort, the college's articulation officer is constantly reviewing course articulation with individual CSU and UC campuses, as well as with system-wide articulation entities such as the CSU GE and IGETC review committees.

The College meets the standard.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of meeting the Standard

The following documents provide evidence that Allan Hancock College, in all its programs, includes student learning outcomes appropriate to the program level.

- [II.A.11-1](#) Institutional Learning Outcomes
- [II.A.11-2](#) *Allan Hancock College Catalog 2015-2016*, Institutional Learning Outcomes, pages 8-9
- [II.A.11-3](#) SLO Achievement Report: ISLOs/PSLOs Overall for Courses, November 07, 2014
- [II.A.11-4](#) Information & Technology Literacy ILO Assessment Report, Ratings Percentages by ILO Dimension, page 51
- [II.A.11-5](#) Information & Technology Literacy ILO Assessment Report, Recommendations
- [II.A.11-6](#) ILO Six-Year Assessment Plan
- [II.A.11-7](#) Learning Outcomes & Assessment Committee – Academic Affairs Retreat Minutes, October 3, 2014
- [II.A.11-8](#) Learning Outcomes & Assessment Committee – Academic Affairs Retreat Minutes, August 13, 2014
- [II.A.11-9](#) ISLO Summary Map by Course – 100 Level Courses, October 03, 2014

- [II.A.11-10](#) ISLO Summary Map by Course – 300 Level Courses, October 03, 2014
- [II.A.11-11](#) Academic Senate Minutes 02/16/16

Analysis and Evaluation

Allan Hancock College includes student learning outcomes, appropriate to the program’s level, in all programs. The outcomes are listed in the AHC catalog description for each program. All courses, including general education courses, link to the institutional learning outcomes (ILOs). Discipline faculty determines which ILOs are encompassed in their program by mapping courses in the program to ILOs, as well as developing additional program-specific outcomes.

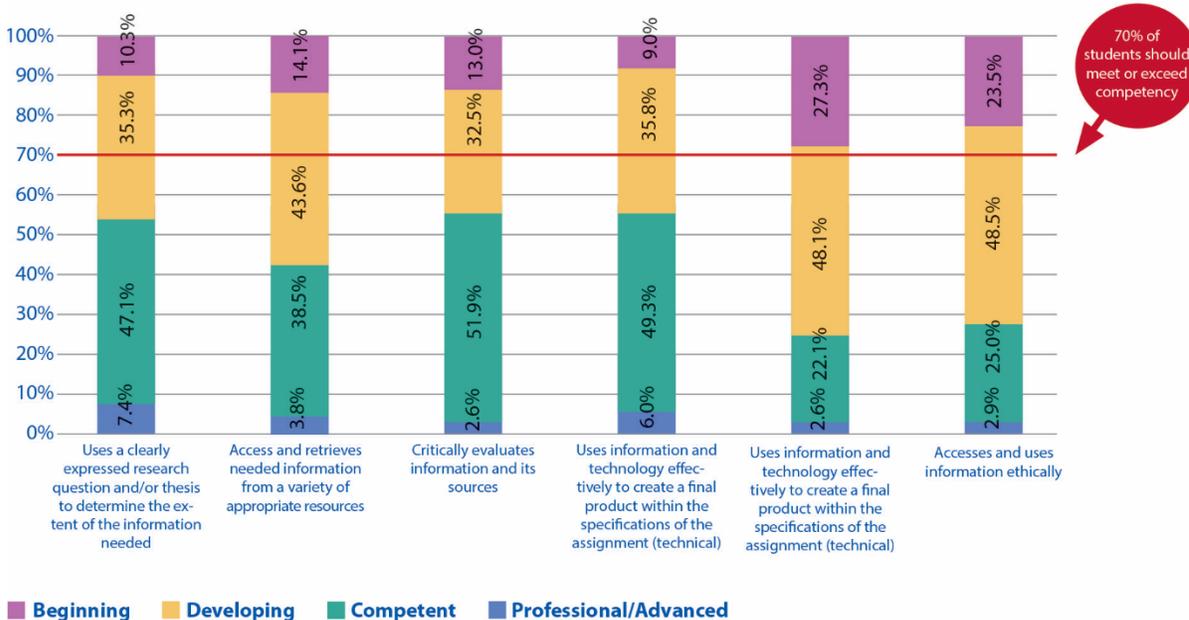
The College has defined ILOs as communication, critical thinking and problem solving, global awareness and cultural competence, information and technology literacy, quantitative literacy, scientific literacy, and personal responsibility and development ([II.A.11-1](#)). “Upon receiving an associate’s degree from Allan Hancock College, students will have achieved proficiency in these areas” ([II.A.11-2](#)).

To measure student proficiency of ILOs, faculty and staff mapped each course and service-area outcome to one ILO and one program-level outcome and, with data

collected since fall 2010, show students are meeting and exceeding ILO standards consistently each term ([II.A.11-3](#)). Overall, 39% of students are exceeding standards, 47% of students are meeting standards and only 14% of students are below the standard. Prior to using an abundance of eLumen data, assessment

data were collected and analyzed using rubrics in 2011-2013 for each ILO by an interdisciplinary Evidence Team ([II.A.11-4](#)). The Information and Technology Literacy Team was the one team that showed less than expected results.

Information & Technology Literacy Rating Percentages by ILO Dimension



The evidence team stated in their recommendation that “the institution should consider the relationship between technology and information literacy – are they separate outcomes?” Team noted the growth in importance of our use of technology seems to be an applicable outcome across all ILOs – not just this one. The evidence team recommended that the information and technology ILO be split into two ILOs” ([II.A.11-5](#)). Based on this assessment recommendation and the ILO Six-Year Assessment Plan, additional campus-wide feedback was solicited through department meetings in fall 2014

to educate the faculty on the recommendation and discuss splitting the ILO ([II.A.11-6](#); [II.A.11-7](#)). A new ILO team convened in spring 2015 to implement changes, work with faculty to remap their courses, and run and review reports.

Significant conversation has occurred regarding courses that were originally mapped to the ILOs. In fall 2014, the Learning Outcomes and Assessment Committee – Academic Affairs (LOAC-AA) approved this item as one of their goals for 2014-2015 to review and remove

the basic skills and remedial courses (300, 400 and 500 levels), so they can more accurately measure this proficiency ([II.A.11-8](#); [II.A.11-9](#); [II.A.11-10](#)). This conversation continues as Academic Senate has referred the item to basic skills

department for discussion and recommendations ([II.A.11-11](#)).

The College meets the standard.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Eligibility Requirement 12. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (II.A.12, II.A.5)

Evidence of Meeting the Standard

Allan Hancock College requires a component of general education for each degree based on a philosophy stated in the college catalog and the AHC Curriculum Development Handbook. This philosophy takes into account principles designed to assist faculty in reviewing GE courses. The courses selected for general education clearly articulate such GE principles in their course outlines of record.

[II.A.12-1](#) *Allan Hancock College Catalog 2015-2016*, pages 57-58

[II.A.12-2](#) GE Worksheets used by AP&P Committee

[II.A.12-3](#) GE category map to ILOs

[II.A.12-4](#) Guiding Notes for General Education Course Reviewers, published by the CSU/UC, January 2012

[II.A.12-5](#) *AHC Curriculum Development Handbook (CDH)*, pages 69, 70, and 78

Analysis and Evaluation

Allan Hancock College requires a component of general education for each degree that is based on a carefully considered philosophy for both associate and baccalaureate degrees ([II.A.12-1](#)). The college catalog states that “general education is a pattern of courses designed to develop in students a breadth of knowledge and allow students to gain

command of subject areas and methods of inquiry that characterize the liberally educated person” ([II.A.12-1](#)).

The Academic Policy and Planning Committee (AP&P) relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based upon learning outcomes and competencies appropriate to the degree level. Faculty also propose conversion of GE courses to the online modality through the AP&P process. In order to provide better access in the large semi-rural District, all GE is available online. A list of online GE courses is available through the Student Resources area of the Distance Learning webpages.

These learning outcomes and competencies are reflected in GE worksheets that faculty must complete and submit to AP&P for review and approval at the local level ([II.A.12-2](#)).

The five general education categories on the GE Worksheets are:

- Natural Sciences
- Human Institutions
- Humanities
- Language and Rationality (which addresses written composition, communication, and analytical thinking)
- Living Skills (which addresses a

student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning, and application of learning).

The five general education categories are mapped to the seven AHC institutional learning outcomes ([II.A.12-3](#)).

The AP&P Committee examines the course outline of record for evidence to approve the course’s inclusion in these categories. Using Guiding Notes for General Education Reviewers and the *AHC Curriculum Development Handbook*, committee members are trained to review the course outline of record for course content, instructional objectives, evaluation methods, assigned homework, and student learning outcomes ([II.A.12-4](#); [II.A.12-5](#)). They also assess the level, scope, integrity, generality, critical thinking, continuing study, and cultural diversity in the course of record.

Overall, courses meeting GE criteria provide students with a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

The College meets the standard.

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Allan Hancock College offers degrees that focus on one area of inquiry or an interdisciplinary core. All courses have established student learning outcomes and assessment. Through outcomes assessment, faculty measure student mastery of key theories and practices within degree areas.

[II.A.13-1](#) New Program Proposal,
*Curriculum Development
Handbook*

[II.A.13-2](#) *Allan Hancock College
Catalog 2015-2016*,
Associate Degree for
Transfer Program
Requirements, pages 58-61

[II.A.13-3](#) Chancellor's Office Program
Awards Summary

[II.A.13-4](#) *Allan Hancock College
Catalog 2015-2016*, Degrees
and Certificates, pages 64-65

[II.A.13-5](#) SLO Achievement Report
11/24/14

Analysis and Evaluation

Allan Hancock College offers four types of associate degrees: the associate in arts (AA), the associate in science (AS), and as of fall 2011, the associate in arts for transfer (AA-T) and associate in science for transfer (AS-T).

The associate in arts degree offers lower-division preparation for a student planning to transfer to a four-year public or private university or college. The associate in science degree provides training for students focusing on a specific occupational area. Students obtaining these degrees must complete all AHC graduation requirements. The faculty determine the amount of focused study in each program, based on learning outcomes that demonstrate mastery of competencies, theories, and practices ([II.A.13-1](#)). Units of study that are required in the major vary, for example from 21 in English to 25 in business administration for an AA.; and from 21 in recreation management to 42 units in early childhood studies for an AS degree.

AA-T and AS-T degrees are designed for students wishing to earn a degree at a California State University (CSU) in the same or similar field. Students who successfully complete an AA-T or AS-T degree are guaranteed admission to a CSU campus, although not necessarily the campus of their choice, to finish a four-year degree. These students are exempt from some AHC graduation requirements but must satisfy the CSU general-education pattern ([II.A.13-2](#)).

Chancellor's Office Data Mart
Allan Hancock College Associate Degree for Transfer Program Awards

ADT PROGRAM AWARDS	2011/2012	2012/2013	2013/2014	2014/2015
Associate in Science for Transfer (AS-T) Degree	1	3	38	98
Associate in Arts for Transfer (AA-T) Degree	4	3	13	42

AHC currently offers 27 AA, 53 AS, 10 AA-T, and 6 AS-T degrees. Each degree requires completion of at least 18 units within the major, a minimum of 60 total units, and a grade of a C or better in each major course. A minimum of 25 percent of required units in the major must be completed at AHC ([II.A.13-3](#)).

The District's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. All degree programs have program-level student learning outcomes that are printed in the college catalog ([II.A.13-4](#)). Courses are mapped to

degree program outcomes and institutional level outcomes to measure mastery, and assessment data are entered by faculty and stored in eLumen. As of fall 2014, 86 percent of students show mastery by meeting or exceeding standards at the institutional level while only 14 percent fall below the standard as assessed by faculty ([II.A.13-5](#)).

The College meets the standard.

II.A.14 Graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Evidence of Meeting the Standard

Allan Hancock College graduates completing Career Technical Education (CTE) certificates and degrees demonstrate technical and professional competencies through a variety of methods. This evidence indicates that graduates completing AHC career technical certificates and degrees demonstrate the competencies that meet employment and other applicable standards and that they are prepared for external licensure and certification.

- [II.A.14-1](#) *Allan Hancock College Catalog 2015-2016*, pages 64-125
- [II.A.14-2](#) *Allan Hancock College Catalog Addendum 2015-2016*
- [II.A.14-3](#) Allan Hancock College Career Technical Education website
- [II.A.14-4](#) AHC Statistical Picture 2013-2014
- [II.A.14-5](#) eLumen data showing CTE Program Outcomes and achievement data
- [II.A.14-6](#) Pass rates for various CTE-related licensing exams (Nursing, Medical Assisting)
- [II.A.14-7](#) *Fact Book 2014*, pages 7-10
- [II.A.14-8](#) Board Policy/Administrative Procedure 4102, Advisory Committees for Instructional Programs

- [II.A.14-9](#) Core indicator information from the Chancellor's website on AHC CTE Programs
- [II.A.14-10](#) Administrative Procedure 3255, Program Review, Educational Program Review
- [II.A.14-11](#) CWE Education Plan, Board Agenda Item 13.B, April 12, 2016

Analysis and Evaluation

Allan Hancock College offers 107 CTE certificates, 54 CTE associate degrees and five CTE associate degrees for transfer. Degrees and certifications are listed in the college catalog, the college CTE website, and through various brochures and advertising publications such as the Statistical Picture 2013-2014 brochure ([II.A.14-1](#); [II.A.14-2](#); [II.A.14-3](#); [II.A.14-4](#)).

AHC graduates completing CTE certificates and degrees demonstrate technical and professional competencies through a variety of methods. CTE programs in the college catalog list student learning outcomes (SLOs), which are measurable through mapped course-level outcomes. Assessment, evaluation, analysis, and collection of SLOs are housed in the eLumen system ([II.A.14-5](#)). Program outcomes indicate that students meet or exceed program-level outcomes,

as well as course-level outcomes ([II.A.14-5](#)).

Many CTE programs have licensing requirements. The high pass rate of CTE graduates demonstrates attainment of course and program outcomes and acquisition of professional competencies that meet employment demand ([II.A.14-6](#)).

The following programs have external licensure or certification testing and follow the instructional standards and staffing prescribed by the appropriate licensing board or agency: registered nursing, licensed vocational nursing, dental, cosmetology, fire, emergency medical services, law enforcement, real estate, early childhood studies, auto, welding, and human services.

The Office of Institutional Effectiveness tracks all academic programs through annual discipline summary reports published in the *Fact Book 2014* ([II.A.14-7](#)). Key performance indicators for CTE and transfer are compared in Section 11.

CTE programs without external licensure—for example, film and video production, computer business office, applied design/media and machine technology—are compliant with CTE reporting requirements, and faculty meet regularly with advisory committees and/or industry partners. The College Advisory Committees, listed on the college's CTE webpage, meet a minimum of once a year and twice a year for those receiving grant funding and are relied upon for updating coursework, recommending new technology, and keeping faculty current on emerging trends ([II.A.14-8](#)). Faculty revises curriculum and program

requirements to meet changing industry needs that they identify or that are recommended by advisory committees and industry partners.

By keeping CTE programs current as industries change, the college prepares students for employment. Core indicator reports on Skills Attainment show that the programs are meeting expected goals ([II.A.14-9](#)). Faculty use core indicator information from the Chancellor's Office website to help analyze progress in meeting program goals. A comprehensive program review is conducted every six-years and CTE programs are required to complete the annual update which replaces the two-year program review ([II.A.14-10](#)). The annual update for vocational programs addresses, in addition to the other components, whether the program: (a) meets a documented labor market demand; (b) does not represent unnecessary duplication of other manpower training programs in the area; and (c) is of demonstrated effectiveness as measured by the employment and completion success of its students. Updated faculty skills and innovative programs result from a well-established process of grant application, implementation, assessment, and reporting as well as regular participation in program review.

To increase both student employment and collaboration with area industry partners, the college prioritized two full-time, permanent Career counselors during fall 2014. The career counselor positions provide vocational, academic, and personal guidance to prospective, new, and returning AHC students. They also provide leadership in the campus Career Center and act as liaisons with area

employers, high school and college CTE faculty and programs, and participate in outreach and professional development activities. This deliberate goal of increased career counselor funding aligns with national and state labor initiatives to increase employment and improve student vocational skill attainment.

The AHC College Work Experience (CWE) program was reviewed and revitalized. A program director was assigned to oversee the CWE program plan development through a campus-wide constituent review process that culminated in board approval of the revised plan on April 12, 2016 ([II.A.14-9](#)).

The AHC Apprenticeship Training program is composed of three separate vocational training programs: Operating Engineers (Heavy Equipment) Apprenticeship, Electricians Apprenticeship, and Plumbers (Pipe Trades) Apprenticeship. Each program provides related and supplemental instruction to apprentices that are regulated by the California Division of Apprenticeship Standards (DAS) and the Chancellor of the California Community Colleges (CCCCO).

On-the-job training is coordinated by the program sponsor and related and supplemental instruction is supported through Allan Hancock College for all three vocational training programs.

The District's CTE federal funding decreased from over \$1 million in 2008-2009 to \$511,787 in 2014-2015. Despite reduced funding, all CTE core indicators continue to be met, and enrollment in the programs has not substantially decreased ([II.A.14-11](#)). The major impact has been a reduction in CTE degrees and certificates awarded due to decreased class offerings beginning in 2010. The result was a 50 percent drop in AS degrees awarded, from 226 in 2012-2013 to 98 in 2013-2014 ([II.A.14-7](#)). The number of awarded certificates declined from 494 in 2012-2013 to 248 in 2013-2014 ([II.A.14-7](#)). Now, as state educational budgets are restored, this trend should reverse as class sections are increased.

While there is evidence that the college integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. Current and proposed changes to funding for CTE programs and statewide CTE career pathway initiatives make it all the more critical that program outcomes, program review, and integrated planning be central to improvement plans for CTE programs. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

The College meets the standard.

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Allan Hancock College Board Policy 4021, Program Vitality, stipulates the conditions under which a program will be discontinued, which also requires a phasing out plan to ensure students complete selected program with a minimum of disruption to their educational goals. Administrative Procedure 4021 stipulates the formation of an evaluation committee, comprised of faculty discipline experts, a student, dean, classified staff from the affected program, an advisory committee member, and institutional research staff to review and recommend the potential discontinuance of a program properly. Per the administrative procedure, the evaluation committee is charged with making a formal recommendation to the Academic Policy and Planning (AP&P) Committee regarding the status of a program under review.

[II.A.15-1](#) Board Policy/Administrative Procedure 4021, Program Vitality, Adopted May 17, 2011; Revised April 21, 2015

[II.A.15-2](#) Initial Discontinuance Considerations Discussion: ENVT and Drama Tech Programs on September 13, 2012

[II.A.15-3](#) Environmental Technology Program Evaluation Committee Program Discontinuance Evaluation Report, April 2012

[II.A.15-4](#) Program Discontinuance Report Drama – Technical Theatre

[II.A.15-5](#) Environmental Technology Program Discontinuance Meeting Minutes

[II.A.15-6](#) Academic Policy and Planning Committee Description

[II.A.15-7](#) Memo to College Council dated 10/29/14 with revised Board Policy 4021

[II.A.15-8](#) Academic Planning and Policy Committee Goals: Development of the Program Vitality Resource Guide

[II.A.15-9](#) Academic Planning and Policy Committee: Developing Sub Groups and Timelines

Analysis and Evaluation

Allan Hancock College adopted Board Policy and Administrative Procedure 4021 on May 17, 2011 to address program discontinuance and establish processes for such ([II.A.15-1](#)). Administrative Procedure 4021 notes that quantitative and qualitative data must be used to assess a program's academic relevance and vitality, including the program's alignment with the college's mission. The conditions for discontinuance of a program are clearly stated in this procedure ([II.A.15-1](#)).

Programs under Board Policy and Administrative Procedure 4021 are

identified via a process that starts with Academic Affairs every fall ([II.A.15-1](#)). A formal list of programs identified under Board Policy and Administrative Procedure 4021 is provided to Academic Senate along with the supporting data. Program review data are identified as one of the components to be analyzed when comprising the data to identify programs under this policy and procedure ([II.A.15-1](#)). Academic Senate then calls for the formation of evaluation committees, and the vitality reports submitted by these evaluation committees are submitted to Academic Affairs and Academic Senate. It is Academic Senate that forwards the evaluation reports to the Academic Policy and Planning (AP&P) Committee, which then sets the timelines for review and recommendations which are not to exceed 120 days, exclusive of summer and winter breaks ([II.A.15-1](#)).

AP&P is a standing sub-committee of Academic Senate charged with curriculum development. This committee includes, among others, representatives from Counseling and Admissions & Records, ensuring that when the recommendation is to discontinue a program, faculty will provide students with adequate notification or changes to program requirements or elimination of the program via college catalog, schedule of classes, program website, and counselors, and student education plans and academic records will be considered in the phase-out process.

The discontinuance procedure requires the formation of an evaluation committee, and this policy clearly delineates the make up for such a committee ([II.A.15-1](#)). The qualitative factors to be considered are

listed in this procedure ([II.A.15-1](#)). These qualitative factors are aligned with the college mission, values, and goals, including equity of access for all students. Quantitative factors and data are provided by the Office of Institutional Effectiveness and include such factors as a sustained downward trend in FTES generated, sustained increase in expense or annual cost/FTES, changes in industry that lead to program obsolescence, enrollment trends, and others ([II.A.15-1](#)). The evaluation committee then produces a report, the Vitality Report, in which the committee presents its findings and recommendations, including implementation timelines ([II.A.15-1](#)). The evaluation committee can make one of three determinations upon review of all data and appropriate analysis: (1) continue program, (2) continue program with qualifications, or (3) discontinue program. The procedure states that when discontinuance is recommended, “the recommendation must provide either a way for currently enrolled students to continue their programs of study or a plan for them to meet their educational objectives through alternative means” ([II.A.15-1](#)). If a program is recommended for discontinuance, the report must include a detailed plan and timelines for the phasing out of the program to ensure the least amount of impact on the students ([II.A.15-1](#)).

Under this policy and procedure adopted in 2011, two programs were subsequently recommended for consideration of discontinuance, Environmental Technology and Drama: Design/Technical Theatre. It is important to explain that the evaluation committees for each program did not recommend discontinuance in each

case ([II.A.15-2](#)). Examples of Vitality Report are the final report of the Environmental Technology Program Evaluation Committee and the Drama: Design/Technical Theatre ([II.A.15-3](#); [II.A.15-4](#)). The Environmental Technology Program Evaluation Committee, for example, met on three occasions and reviewed labor market and program review data; the committee also discussed shortcomings in the original Board Policy and Administrative Procedure ([II.A.15-5](#)). With regard to the Drama: Design/Technical Theatre Evaluation Committee, their report indicated that qualifications were needed ([II.A.15-4](#)). When a program is recommended to continue with qualifications, the program modifications are routed to the Academic Policy and Planning Committee ([II.A.15-6](#)).

As a result of unintended gaps in the original Board Policy and Administrative

Procedure, a revised policy and procedure was drafted and forwarded to College Council on October 2014 for final vetting through the college governance processes ([II.A.15-7](#)). The policy was renamed Program Vitality and additional clarification was included regarding committee roles and responsibilities. The procedure maintains the same language regarding impact on students and need to ensure that students meet their educational needs. Further, the Academic Policy and Planning (AP&P) Committee has been tasked with the development of a Program Vitality Resource Guide that would delineate the items required by this committee to review programs properly under potential discontinuance, including templates for potential phasing-out timelines ([II.A.15-8](#); [II.A.15-9](#)).

The College meets the standard.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Substantial evidence demonstrates the institution’s efforts to provide quality educational programs in all modalities and in all service locations. The quality and currency of new programs as well as modifications to existing curriculum are reviewed through by the Academic Policy and Planning Committee, a subcommittee of the Academic Senate, and then are approved by the Board of Trustees. Board Policy and Administrative Procedures 3255 outline the process for the review of all educational programs and services on a six-year cycle, with annual updates, including assessment of student learning and achievement outcomes. These processes ensure continuous review and improvement of courses and programs at all levels.

[II.A.16-1](#) *Curriculum Development Handbook*

[II.A.16-2](#) CNET (CurricUNET) Curriculum Proposal Review Process

[II.A.16-3](#) Meeting minutes from DL Committee

[II.A.16-4](#) *Councils and Committees Pathways to Decisions* (CCPD), page 22

[II.A.16-5](#) Board Policy and Administrative Procedures 3255, Program Review

[II.A.16-6](#) *Program Review Resource Guide: Course Review and Student Data Collection*

[II.A.16-7](#) 2014-2015 VPAA Program Review Memo

[II.A.16-8](#) Program Review Matrix
[II.A.16-9](#) Program Review Training PowerPoint October 7, 2014

[II.A.16-10](#) Sign-In Sheets September 12, 2012

[II.A.16-11](#) Program Review Resource Guide: Academic and Vocational Programs
[II.A.16-12](#) Nursing-RN Program Review 2011-2012

[II.A.16-13](#) Annual Update Sample
[II.A.16-14](#) Art 2014 SLOs Data and Improvement Plans

[II.A.16-15](#) Noncredit Faculty Evaluation Sample
[II.A.16-16](#) Community Education Program Review spring 2016

[II.A.16-17](#) Email, November 26, 2014, Elaine Healy, Coordinator, Community Education
[II.A.16-18](#) Noncredit Student Evaluation of Instruction Form

[II.A.16-19](#) Program Review Committee Description, Academic Senate Website

[II.A.16-20](#) Academic Senate minutes

- [II.A.16-21](#) Memo to Institutional Research from Program Review Committee
- [II.A.16-22](#) Comprehensive Program Review Self Study Revisions 2015
- [II.A.16-23](#) Program Review Committee Minutes

Analysis and Evaluation

The quality and currency of new courses and programs is reviewed through the Academic Policy and Planning Committee (AP&P), a subcommittee of Academic Senate. All credit courses and programs, including collegiate and pre-collegiate, undergo a rigorous approval process. Modifications designed to improve existing courses and programs must also be submitted for review and approval. Prior to submission to AP&P, course and program development and modification are subject to extensive dialogue at the discipline, department, and administrative levels. Courses to be offered in distance modalities undergo additional scrutiny to ensure that these courses conform to the technical and pedagogical standards established by the college ([II.A.16-1](#); [II.A.16-2](#)). Other venues, including the Distance Learning Committee, Student Learning Council, and Academic Senate, contribute to quality assurance through examination of issues pertinent to instruction, such as defining substantive effective contact ([II.A.16-3](#)).

All credit educational programs and services undergo a comprehensive review at least every six years as well as an annual review ([II.A.16-4](#); [II.A.16-5](#)).

The six-year comprehensive review is preceded by a course review during the year prior to the program review. In course review, discipline faculty review course outlines of record for currency, appropriateness and to re-establish prerequisites, corequisites, advisories, and general education status. A course review verification form reports those course outlines that will be submitted for modification to the AP&P Committee ([II.A.16-6](#)).

By April 1 each year, the vice president of Academic Affairs distributes the program and course review schedule for the upcoming fiscal year via memo. This notification identifies programs scheduled for a six-year comprehensive review and disciplines scheduled for a six-year course review ([II.A.16-7](#)). All other instructional programs not scheduled for the six-year comprehensive or course review are required to complete an annual program review update. Each of these processes—six-year review, course review, and annual update—provides avenues for an ongoing collection and review of data for purposes of identifying teaching and learning strategies for student success, maintaining currency and appropriateness of curriculum, and identifying needed resources for budget and planning purposes.

The Office of Institutional Effectiveness provides common data sets, training in the uses of data, and additional technical assistance as needed. Data include student achievement data, such as retention and course and program completion, as well as student learning outcomes and assessment data as recorded by faculty and entered into eLumen ([II.A.16-8](#)). Academic

Affairs staff provide additional assistance and training to faculty ([II.A.16-9](#); [II.A.16-10](#)). Program reviews conclude with an external review by a validation team ([II.A.16-5](#); [II.A.16-11](#)). All instructional sites and modalities are included in the established review processes and standards.

Established in 2010-2011, the annual update revisits the plan of action established at the end of the last comprehensive program review, assesses its continued relevance and progress toward identified goals; updates enrollment trends, labor market information, and assessment data; and links program review to the annual resource allocation process ([II.A.16-11](#)). CTE programs are required to complete the annual update, with additional components, which replaces the two-year program review ([II.A.16-5](#)).

Both the comprehensive and annual review processes incorporate assessment of learning outcomes and student achievement. The comprehensive six-year program review requires programs to establish a six-year calendar for assessment of student learning outcomes and to incorporate recommendations to improve learning outcomes and student performance in the final plan of action. The annual update asks for reports on assessments conducted and resulting changes and recommendations ([II.A.16-11](#); [II.A.16-12](#); [II.A.16-13](#); [II.A.16-14](#)).

The Community Education program offers approximately 200 sections of noncredit classes each semester and 50 fee-based, continuing services classes. Noncredit courses are evaluated by a student

evaluation survey the first time the course is offered with a new instructor and subsequently once every three years ([II.A.16-15](#)). In spring 2016, Community Education completed a comprehensive program review that included a survey of 500 students to assess their satisfaction and needs and to better understand the program's student population ([II.A.16-16](#)). Survey results show high student satisfaction and the need for additional vocational programs and a greater variety of course offerings. In 2010-2011, all noncredit course outlines were updated, and student learning outcomes were incorporated. The program operated solely with part-time faculty until 2015 when the college hired its first full-time noncredit instructor in ESL, and as a result there have been limited resources to review, update, and develop new curriculum regularly. Fee-based classes are developed based on student demand, and these courses are evaluated by students every time they are offered ([II.A.16-17](#); [II.A.16-18](#)).

In spring 2014, the Academic Senate created the Program Review Committee, whose charge is to accomplish four tasks ([II.A.16-19](#)):

1. Annually review and recommend to Academic Senate changes to the AHC Program Review Resource Guide (PRG).
2. Annually review and recommend to Academic Senate changes to Program Review Board Policy 3255 and related Administrative Procedures.
3. Review the Program Review Inventory report of annual

updates and program reviews each semester which lists each program/discipline, a link to its most recent program review and annual update, and the date of its next program review. Provide a copy to Academic Senate.

4. Annually prepare and deliver a report of accomplishments, challenges, and recommendations for improvement to Academic Senate at its first meeting in May.

The committee, which began meeting in fall 2014, reviewed and recommended changes to the data elements provided to academic programs. In spring 2015, the committee recommended modifications to the academic program review self-study and format. In addition, the committee reports to the Academic Senate on programs that have not completed course and program reviews or annual updates, often due to a lack of full-time faculty in single-person disciplines ([II.A.16-20](#); [II.A.16-7](#); [II.A.16-8](#)).

The committee has requested that the Office of Institutional Effectiveness routinely provide disaggregated data on distance learning retention and success and a comparison to face-to-face courses for programs that offer online courses ([II.A.16-21](#)). In spring 2015, the committee modified the comprehensive

academic program review self-study to include questions that specifically address distance learning—including retention and success as well as regular substantive contact and student equity outcomes. These recommendations were approved by the Academic Senate in spring 2015 and implemented in 2015-2016 ([II.A.16-22](#)). In October 2015, modifications were made to the Student Services program review to align it with the instructional program review process. In Spring 2016, the Program Review Committee began review of recommendations to update the annual update process and to establish program-set standards ([II.A.16-23](#)).

Systems and processes are in place for the effective evaluation and improvement of instructional and service programs, but inconsistent availability of data and faculty in areas without a full-time instructor to perform the reviews has occasionally hindered these processes. To address these issues, the institution may need to make resources available on a regular basis to allow associate faculty to perform the reviews when full-time faculty are not available. In addition, an electronic program review template with preloaded data and preliminary analysis noted would enable faculty to focus on deeper analysis and developing strategies to improve student learning outcomes and achievement.

The College meets the standard.

II.B Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Eligibility Requirement 17. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4).

Evidence of Meeting the Standard

Allan Hancock College supports student learning and achievement by providing on-campus and online library and learning support services to basic skills, transfer, and career technical students as well as faculty and staff. The library and the learning resources programs support all college instructional programs and include the library, Tutorial, Writing Center, distance learning, and Multimedia Services as well as Open Access Computer Labs. There are additional computer labs specific to disciplines and community partnerships.

<p><u>II.B.1-1</u> Library Web page</p> <p><u>II.B.1-2</u> Educational Master Plan 2014-2020, pages 10-11</p> <p><u>II.B.1-3</u> Library Comprehensive Program Review 2013-2014</p> <p><u>II.B.1-4</u> Academic Search Premier Database Usage Report</p>	<p><u>II.B.1-5</u> AHC Technology Master Plan 2014-2020 Goals, pages 2-25</p> <p><u>II.B.1-6</u> Library Annual Statistics Report 2014-2015</p> <p><u>II.B.1-7</u> Friends of the AHC Library Meeting Minutes</p> <p><u>II.B.1-8</u> Friends of the AHC Library event and program flyers</p> <p><u>II.B.1-9</u> Distance Learning Professional Development Schedule</p> <p><u>II.B.1-10</u> CCPD Distance Learning Committee Description, 2015-2016 ed., page 59</p> <p><u>II.B.1-11</u> AHC Technology Master Plan 2014-2020, Goal 8, page 13</p> <p><u>II.B.1-12</u> Sample agendas/notes from Distance Learning Committee meetings</p> <p><u>II.B.1-13</u> Smarthinking Usage Reports, through 2015</p> <p><u>II.B.1-14</u> Learning Resources Program Review 2013-2014</p>
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Analysis and Evaluation

The library and all learning resources support the Allan Hancock College mission to provide “quality educational opportunities that enhance student learning.” At AHC, the library has its own program review. Learning resources has a separate program review that encompasses distance learning, the Teacher Learning Center, Multimedia Services, the Open Access Computer Lab, Tutorial Services, and the Writing Center.

The Library

The Library Department mission statement aligns with the AHC mission:

... to support all Allan Hancock College students and staff with both immediate research needs and the development of information literacy skills, to enhance lifelong learning. In addition, the library is the campus “center of learning,” with a welcoming atmosphere conducive to studying and learning. ([II.B.1-1](#))

Collections shared between the Santa Maria campus (SM) and Lompoc Valley Center (LVC) constitute the AHC library, which provide services pertaining to “information and technology literacy” and “ability to acquire knowledge for life-long learning through a variety of means” as identified in the Educational Master Plan ([II.B.1-2](#)). The Jacoby Learning Resources Center at the LVC includes tutorial services space and an open access computer lab. The Vandenberg Air Force Base and Solvang sites rely primarily on online library resources and services, materials from campus libraries are

delivered to these offsite locations upon request and free of charge.

Materials provided to support student and staff research, both onsite and online, include books, magazines, journals, newspapers, reference materials, and audio and video materials. An assortment of physical items such as anatomical models and reserve textbooks are available within the libraries. The holdings owned by the AHC libraries in September 2014 number 90,821 physical items ([II.B.1-3](#)). Students, staff, and faculty have access to a full array of library and research resources available around the clock through the college library webpage ([II.B.1-1](#)). Online services and resources accessible on and off campus include the online library catalog, which has one searchable interface that integrates books, electronic books, DVDs, audio books, and streaming videos. There are electronic reference services, phone reference, and multiple collections of electronic books. In addition, the library provides online discipline-specific research guides, Libguides, to assist students with their research projects. Faculty librarians and instructional faculty work together to create Libguides based on specific research assignments ([II.B.1-1](#)).

To serve students online and onsite better, the library is focused on maximizing 24/7 access to research materials. For example, the libraries subscribed to 300 print magazine and journal titles six years ago and now subscribe to 156 but added online periodical databases and reference books to meet the changing needs of students. Assessments done in the decision-making process included webpage analytics and usage counts of both print and online

materials. In 2014, over 40,000 journal articles were accessed by AHC users in one database alone ([II.B.1-4](#)). Due to demand for remote access, the number of databases has grown from 15 general and specialized databases to over 30. This serves both on campus users and the distance learning students and meets AHC Technology Master Plan goals of flexibility of support services and contributing to digital fluency ([II.B.1-5](#)).

Students have access to 42 computer stations in the Santa Maria campus library and 47 stations in the LVC Jacoby Learning Resources Center and may check out laptops at both locations. Both locations have accessible stations with adaptive software. Other collections include geology specimens and anatomical models. Library services include wireless access, photocopiers, DVD viewing stations, computer stations with adaptive software for students with disabilities, and interlibrary loan services. Students have access to two group-study rooms at each campus library, one with laptop access and a large screen. Electronic devices available for faculty to check out of the library include laptops, iPads, and student response “clicker” systems.

Library and information literacy instruction is primarily delivered through a two-unit credit online library skills course and library orientations for classes with outcomes assessments detailed in the Library Program Review. Librarians provide over 100 class orientations per semester and more than 190,000 library users were counted in school year 2014-2015 ([II.B.1-6](#)). The “How Can I?” section on the library webpage offers links to get help, and users can complete an online

reference question form. Additional reference services and library instruction are provided by faculty librarians during all open hours and include one-on-one assistance, telephone service, and electronic reference; a new chat service will launch in 2016.

The Friends of the AHC Library offers enhanced cultural and aesthetic programming. In the last six years, the Friends have sponsored events including the Maddux Children’s Book Art Exhibit, prizes for Constitution Day contests, “Xtreme” research competitions, lectures with local and visiting faculty, Community Reads programs in collaboration with local public libraries, and various fundraisers to support both campus and community library events and services ([II.B.1-7](#); [II.B.1-8](#)).

Learning Resources

The following five services are co-located in the Academic Resources Center at the SM Campus and, where applicable, the Jacoby Learning Resources Center at LVC.

Distance Learning

A faculty specialist and two technical support staff support the Distance Learning (DL) program and manage Blackboard, the current District course management system (CMS). The CMS is used by approximately 600 class sections each semester, from fully online classes to onsite classes that use features such as the gradebook. Instructors incorporate learning resources, such as embedded links to online library books, articles, and streaming media into their instruction. Technology training for faculty and staff are provided by the DL staff each semester

during scheduled staff development training and by appointment ([II.B.1-9](#)).

The Distance Learning Committee is chaired by the faculty DL specialist and reports to the Student Learning Council ([II.B.1-10](#)). Distance learning does not have a separate plan but is one of the twelve major goals in the AHC *Technology Master Plan 2014-2020*: “Enhance distance learning activities and support for online student success” ([II.B.1-11](#)). The DL Committee makes recommendations on DL policies, practices, and mandates from the state and federal levels ([II.B.1-12](#)).

Multimedia

Multimedia staff manages instructional support and learning technology at all District sites in over 100 classrooms and facilitate instruction across disciplines with services from equipment delivery to instructional design, primarily for classroom support. At all centers, they maintain classroom equipment such as projectors and document cameras, provide photographic and video support, and train faculty in a wide range of instructional technology applications for both onsite courses and distance learning. Staff streams live events such as graduations.

The Teacher Learning Center (TLC) is located on the 2nd floor of the Academic Resource Center. Featuring state of the art equipment, the TLC is managed through the Multimedia Services Department and used primarily by DL staff and the coordinator of instructional technology for training faculty. It is also used for external webinars, online

meetings, and other technology-based applications.

Open Access Labs

Open Access Computer Labs (OACL) are located on the SM and LVC campuses. They are multi-purpose computer labs, accessible to all students regardless of major. They provide students, staff, and faculty with a wide range of computer applications, low-cost printing, and lab staff assistance. The OACLs have adaptive workstations that accommodate students with physical or learning disabilities.

Tutorial

The Tutorial Centers at the SM and LVC sites provide peer tutoring across the curriculum in drop in, one-on-one, and group modalities, with an emphasis on math and English. Distance learning students have access to Smarthinking, an online tutoring service delivered by tutors who have a bachelor’s degree or higher ([II.B.1-13](#)). Peer onsite tutors are trained at the start of each semester and must be recommended by their instructors as well as having earned a grade of “B” or higher in the courses they tutor.

Writing Center

The Writing Center provides resources to support students with lab components linked with English/ESL classes. Faculty and staff offer one-on-one assistance to the 700-900 students visiting weekly with writing and reading. There are interdisciplinary courses, ENGL 306 and ENGL 307, to assist students with writing across the curriculum. Online writing assistance is provided through the essay center feature of Smarthinking.

Learning outcomes are assessed each semester in eLumen, revised regularly, and documented in program review ([II.B.1-14](#)).

Additional Learning Support Services
Most of these services are not included in the learning resources program review, as they are primarily managed

through individual disciplines. They are listed here to document other services located on and off campus provided in a variety of areas, including the Atkinson Lifelong Learning Center, a community partnership with the City of Santa Maria, and the Workforce Resource Center, in partnership with Santa Barbara County.

AHC Instructional Labs

Name	Location	# of stations	Hours (Spring/Fall)	PC or Mac
AIM (Basic Skills) Virtual	Virtual	Virtual	24/7	
Computer Resources Center	Santa Maria	54 and 6 other stations (a/v)	MTWR 9a.m.-7:45p.m. Fri 9a.m.-1:45p.m.	PC and Mac
Language Lab	Santa Maria	24	MTWR 9a.m.-8p.m. Fri 9a.m.-3p.m.	PC
Math Center	Santa Maria	14 and 2 other stations (a/v)	MTWR 9a.m.-6:30p.m. Fri 9a.m.-2p.m.	PC
MESA	Santa Maria	7	MTW 9a.m.-6p.m. Thurs 9a.m.-5p.m. Fri 9a.m.-2p.m.	PC
Open Access Computer Lab**	Santa Maria	58 and 1 other station (a/v)	MTWR 8a.m.-8p.m. Fri 8a.m.-3 p.m. Sat 9a.m.-1p.m.	PC
STEM Center	Santa Maria	6	MTWR 9a.m.-6p.m. Fri 9a.m.-2p.m.	PC
Writing Center**	Santa Maria	47	MTWR 8a.m.-8p.m. Fri 8a.m.-3p.m. Sat 9a.m.-1p.m.	PC
Graphics Lab Film Lab Photography Lab	Santa Maria	29	MTWR 8a.m.-8p.m. Fri 8a.m.-3p.m.	PC and Mac
Computer Resources Center	Lompoc Valley Center (LVC)	36 (34 PC and 2 Mac)	MTWR 9a.m.-2p.m. & 5:30p.m.-8:30p.m. Fri 9a.m.-12p.m. Sat 9a.m.-1p.m.	PC and Mac
Open Access Computer Lab**	Lompoc Valley Center (LVC)	47 and 1 cctv magnifier for visually impaired	MTWR 8a.m.-8p.m. Fri 8a.m.-3p.m.	PC
Atkinson Lifelong Learning Center	Santa Maria off-site location	30 and 2 other stations (a/v)	MTWR 9a.m.-10p.m.	PC
Workforce Resource Center	Santa Maria off-site location	20 and 1 other stations (a/v)	M 8a.m.-12:30p.m. TWR 8a.m.-10p.m.	PC

** Indicates learning resources included in the 2013-2014 learning resources program review.

Improvements to support student achievement in 2016 include library laptops for student check-out and online chat with librarians. Tutorial services have been hindered by staffing vacancies at both sites since 2011-2012; still, NetTutor is being piloted in spring 2016 alongside Smarthinking for distance learners and other remote users. All computers in the Tutorial Center and Writing Center are

being updated in summer 2016. Distance learning staff is guiding the faculty training and transition from Blackboard to the Canvas CMS, which will be completed by the start of the spring 2017 semester.

The College meets the standard

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Library and learning resources at Allan Hancock College follow established board policies and selection processes to achieve the mission and meet the standard. Instructional faculty expertise is demonstrated through curriculum development and program review, together with faculty librarians' professional judgment to select equipment and materials that achieve high student satisfaction and support learning.

- [II.B.2-1](#) Board Policy/Administrative Procedure 4040
- [II.B.2-2](#) Faculty purchase suggestion form, library website
- [II.B.2-3](#) Curriculum proposal files, housed in SM Campus library reference area
- [II.B.2-4](#) Friends of the AHC Library Libguide, library website
- [II.B.2-5](#) Library Program Review 2013-2014, page 7
- [II.B.2-6](#) Descriptions of Professional Development Activities
- [II.B.2-7](#) Sample Agendas and Notes from Senate Library Advisory Committee
- [II.B.2-8](#) Library Material Discards Donations Purchases.pdf
- [II.B.2-9](#) Student responses regarding services, Strategic Planning Survey 2013, (IRP)
- [II.B.2-10](#) Sample CTEA/TAC Request for Lab Computers

- [II.B.2-11](#) Learning Resources Program Review 2013-2014, Exhibit E3, page 140
- [II.B.2-12](#) District Standards for Multimedia Equipment 2016 Specification as Proprietary Item for Construction, Board Item 13.A, page 115, November 10, 2015
- [II.B.2-13](#) Academic Senate Minutes, 11/3/15, Item 6 Canvas

Analysis and Evaluation

Evidence demonstrates that library and learning support services faculty and staff, with input from instructional faculty, follow collection development processes and equipment prioritization to support student needs in accordance with the college mission and Board Policy and Administrative Procedure 4040 ([II.B.2-1](#)).

Library and learning resources faculty sit on both the Academic Senate and the curriculum committee, where they work closely with instructional faculty. Librarians outreach to subject-specific faculty for guidance and expertise on appropriate purchases in their areas, and provide a form online for materials requests ([II.B.2-2](#)). For example, anatomical models were purchased in 2013-2014, and biological sciences faculty were instrumental in selecting the best models for student use. Library faculty also dialogue with individual instructors, attend department meetings to solicit

feedback, and offer staff development workshops to promote innovative new sources. The Academic Senate Library Advisory Committee, which is composed of instructional faculty as well as library staff, reviews new electronic databases and resources such as Films on Demand video clips.

The Academic Policy and Planning curriculum committee (AP&P) tracks instructional materials that are required and suggested for classes in course outlines of record. Both full-time and part-time librarians regularly review and track curriculum proposals, identifying potential purchases according to quality and reviews in credible publications such as *Library Journal* or the *New York Times Book Review* ([II.B.2-3](#)). Recommended purchases to support curriculum are kept on file at the reference desk and added periodically. The District budget has been augmented with funding from two U.S. Department of Education Title V grants and California Basic Skills Initiative funding. The library also receives instructional equipment funding to support the online databases. Donations are integrated into the collection after faculty librarians review them. The AHC libraries have been fortunate to have the strong support of a donor that established a library endowment in 2013, as well as the active Friends of the Library group that maintains several funds to enhance areas of the library collections ([II.B.2-4](#)).

Faculty librarians confer often with library support staff to review circulation trends which are monitored and documented in library program review. Faculty librarians also utilize program review needs and confer with instructional technology

specialists, distance learning staff, department faculty, and learning assistance, also known as Disabled Students Programs and Services, staff when considering purchase of assistive technology materials or equipment ([II.B.2-5](#)). Examples during 2014 included multimedia staff who identified big screen monitors for student use in conference rooms and learning assistance staff who assisted with suggesting a particular flatbed scanner model for student use.

Faculty librarians and learning resources faculty and staff provide ample professional development opportunities to the campus community, particularly instructional faculty. A favorite professional development activity was “Library Free for All,” when the campus is invited to come in for an afternoon and try any and all new databases and materials. Another well received event was the “Red Carpet Premiere” that introduced faculty to Films on Demand streamed digital videos in 2013 ([II.B.2-6](#)).

Academic Senate provides input to the library through the activities of the Senate Library Advisory Committee, known as SLAC, which is typically composed of three instructional faculty, faculty librarians, and the library dean. SLAC meets one time in the fall and spring semesters in the SM campus library to review and discuss topics ranging from orientations and programs to budget and assessment ([II.B.2-7](#)).

Library and learning resources materials are maintained, inventoried, mended, and discarded on a regular basis by three paraprofessional staff and their student

workers, under the direction of the faculty librarians and dean ([II.B.2-8](#)).

Student satisfaction with the library services and learning resources ranked the highest of all services on campus in the 2013 strategic planning climate survey ([II.B.2-9](#)).

Other Learning Resources

Equipment for student labs, shown in the Instructional Labs Table in II.B.1, is selected with input from both faculty and students. Faculty request equipment based on discipline needs, such as Mac computers for graphics or laptops for psychology labs ([II.B.2-10](#)). Students provide input through surveys; according to the Open Access Computer Lab Student Survey in 2013, 86% of students agreed or strongly agreed that the software they needed was available ([II.B.2-11](#)).

Multimedia equipment for classrooms is based on an Extron standard developed over recent years of new construction ([II.B.2-12](#)). The goal is to move all classrooms to this standard eventually ([II.B.2-13](#)).

The distance learning platform is changing to Canvas by spring 2017 as part of the state Online Education Initiative. The Academic Senate endorsed the change

after Canvas was demonstrated for them by the faculty distance learning coordinator ([II.B.2-14](#)). The college is piloting NetTutor alongside Smarthinking and asking for student and faculty feedback before deciding which to offer.

To enhance student learning, the library and learning resources have benefitted from partnerships with instructional faculty including the Senate Library Advisory Committee, as well as student input on materials and equipment selections. In addition, funding through state programs such as Student Equity and the Basic Skills Initiative has provided library books and a student laptop checkout program launching in spring 2016 at both the Santa Maria and Lompoc campuses. Instructional faculty through the Academic Senate had a strong voice in the selection of Canvas as the new distance learning platform. Bond Measure I technology funds have assisted in keeping computers and software in all labs current and adequate for student learning needs, as well as updating many SMART classrooms.

The College meets the standard.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Faculty librarians developed and regularly assess outcomes as part of the comprehensive program review and annual update process. Faculty librarians and the faculty DL specialist assist with assessing outcomes for the learning resources areas coordinated by classified staff. Faculty librarians are active members of the academic Learning Outcomes and Assessment Committee.

- [II.B.3-1](#) Learning Resources Program Review 2013-2014
- [II.B.3-2](#) Library Program Review 2013-2014
- [II.B.3-3](#) Information and Technology Literacy Evidence Team Report
- [II.B.3-4](#) LOAC.Meeting Minutes, 2014-2015
- [II.B.3-5](#) eLumen Library Student Assessments sample, 2014-2015
- [II.B.3-6](#) Online Student Readiness Tutorials
- [II.B.3-7](#) Multimedia Services Request Forms
- [II.B.3-8](#) Institutional Research and Planning, Campus Climate Survey 2013

Analysis and Evaluation

The AHC library and learning support services—the Writing Center, Tutorial,

Open Access Computer Lab, multimedia, and distance learning—regularly evaluate and assess services and programs. These services completed six-year comprehensive program reviews in 2013-2014 with clearly identified and measurable student learning outcomes (SLOs) ([II.B.3-1](#); [II.B.3-2](#)).

These SLOs, which are reviewed annually, are discussed at meetings each semester and are revised systematically in response to collected data and student feedback. Library faculty led the Information and Technology Literacy Team in developing institutional learning outcomes and participate in the Learning Outcome Committee ([II.B.3-3](#); [II.B.3-4](#)). The libraries and Writing Center also gather data by conducting surveys/focus groups, recording usage, and analysis of student performance data with the eLumen SLOs assessment system ([II.B.3-5](#)).

Library

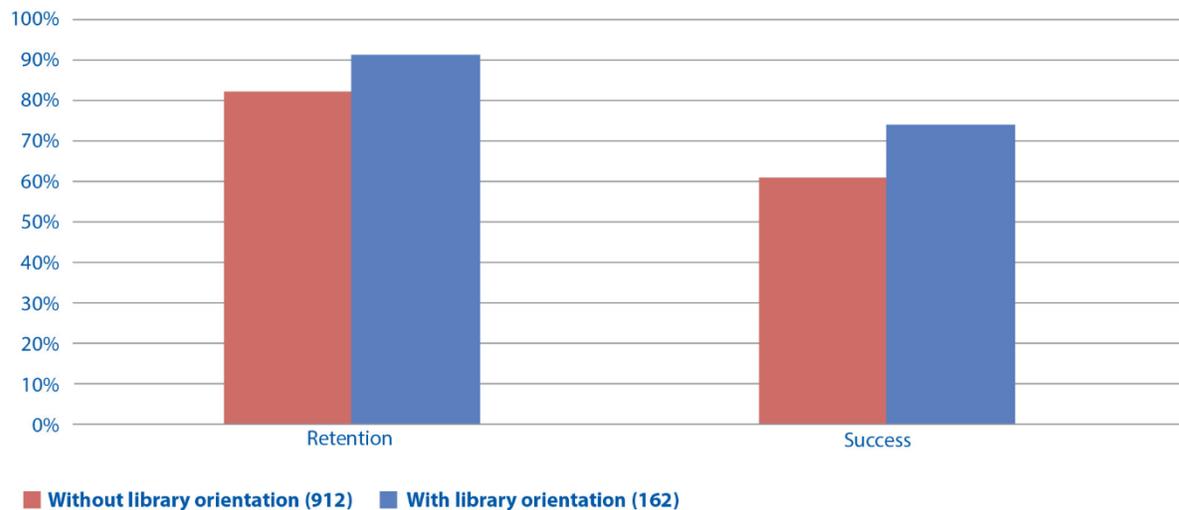
The faculty librarians assess both the library skills course (LIBR 170) and library services, both online and onsite, according to the assessment plan in the library program review ([II.B.3-2](#)). The library skills course (LIBR 170) is assessed every time the course is offered using the eLumen system with data gathered used to make improvements and redesign the course. The onsite course had low enrollments; librarians piloted an online version in spring 2016, enrollment

increased, and the course will be assessed at the end of the semester.

Library services are assessed during orientations, workshops, desk interviews, or other methods agreed to by librarians, with findings used to guide revisions to curriculum, services, and procedures. Improvements made as a result of the 2013-2014 program review student focus group responses include laptop loans, Saturday hours, and 11 computer stations added near the SM library reference desk in 2014-2016 ([II.B.3-2](#)).

In fall 2014, the Office of Institutional Effectiveness, formerly the Office of Institutional Research and Planning, tracked data to assess the retention and success of 162 English 101 students who attended a one hour library orientation with a faculty librarian. The control group was measured against the retention and success of 912 English 101 students who did not attend a library orientation. The findings indicate students who attended a library orientation had higher rates of retention and success. The findings have been shared with the English faculty and additional assessment is planned for fall 2016.

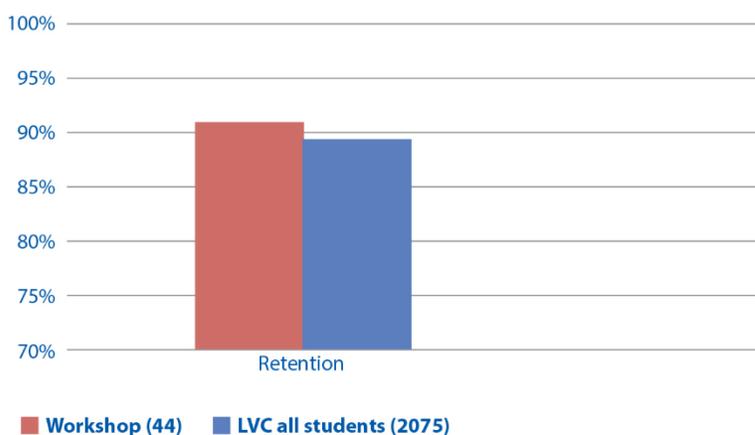
Retention and Success Rates of English 101 Students



A “Research Detective” one-hour voluntary library workshop is presented at the Lompoc Valley Center Jacoby Learning Resources Center by librarians. Instructors at the LVC give students extra credit for attendance because they believe it is beneficial. Librarians used eLumen to assess student learning outcomes, which shows that a majority of students who attend meet or exceed the standard.

Additional research was performed measuring the 44 Research Detective attendees’ retention against all off-campus program students, and the results are shown below. Revisions, such as additional content, are added to the workshop presentations, and further assessments are planned.

Impact of Research Workshop



Learning Resources

Distance Learning

The distance learning (DL) staff adequately support more than 600 courses each semester on the course management system, both completely online and supplementing face-to-face classes ([II.B.3-1](#)). Learning outcomes assessment included student/faculty surveys and user analytics ([II.B.3-1](#)). Surveys and review of analytics revealed the need to develop online instructional modules to prepare both students and faculty better ([II.B.3-1](#)). The state OEI sent out helpful student preparation modules, which were added to

the DL webpage in 2015 ([II.B.3-6](#)). Assessment of online teaching occurs through the negotiated faculty evaluation process.

Multimedia

Multimedia Services provides support in instructional equipment design, set up, maintenance, and training at all campus sites and more than 100 classrooms in a wide range of services including smart podiums, audio and video equipment, photography, and wireless mobile devices ([II.B.3-7](#)). Multimedia staff assess installations of new equipment, track requests for services, assess training

sessions, and review survey results from faculty, staff, and students. Results of evaluations demonstrate that equipment and support are adequate to facilitate student learning ([II.B.3-1](#)). Assessment led to resource requests which include online training modules for faculty, installation of smart podiums in all classrooms, hiring of additional staff, and providing current technology to students and faculty ([II.B.3-1](#)).

Open Access Computer Labs

The Open Access Computer Labs (OACLs) are open to any student in any discipline on both campuses. Many other subject-specific labs are available for students in programs, such as STEM, graphics, math, business, and writing. The first Program Review for the OACLs was in 2013-2014, which documents that over 13,000 students use the OACLs at both campus locations annually ([II.B.3-1](#)). Learning outcomes are established and assessed regularly and consist of surveys of students and faculty ([II.B.3-1](#)). Assessment findings indicate resource needs, such as future staff training, purchases of updated software, and streamlined printing technology ([II.B.3-1](#)).

Tutorial

Tutorial Services adequately meets student needs in providing tutoring across disciplines for over 6,000 hours per school year at the Santa Maria and Lompoc sites ([II.B.3-1](#)). Online and onsite students are served with Smarthinking, a third-party online tutoring service. The “Drop In” model has been used onsite since 2012, in addition to individual one-on-one hourly tutoring appointments ([II.B.3-1](#)). Drop In tutoring in high-demand subjects, such as math, is available without appointment

and has been especially popular at the SM campus in the evening. The Tutorial Center has established student learning outcomes and assesses students annually with surveys and tutor evaluations, which were overwhelmingly (100%) positive with statements such as “prompt and reliable for keeping appointments.” In 2013, 78% of 113 students surveyed who received tutoring reported that their grades went up ([II.B.3-1](#)).

Writing Center

The Writing Center provides reading and writing assistance for 700-900 students weekly ([II.B.3-1](#)). Evidence of importance and satisfaction with the Writing Center for faculty and student users can be found with high rankings in the 2013 Climate Survey of Students ([II.B.3-8](#)). The Writing Center has learning outcomes that are documented and assessed in fall and spring semesters with all developmental English and ESL classes by means of faculty/student surveys and GPA comparisons ([II.B.3-1](#)). Assessment findings resulted in plans to develop strategies to reduce the wait time to serve students ([II.B.3-1](#)).

In all library and learning resources areas, improvements have primarily occurred due to bond and various grant and categorical funds. Some areas, including the library, have been able to use multiple measures of satisfaction and outcomes. The Tutorial Center has had staff vacancies at both campuses, and the Writing Center still has wait time due to heavy student demand. Progress on updating all classrooms to Extron-based Smart classrooms has continued steadily, lab computers continue to be updated, and

improvements based on evaluation are ongoing.

While there is evidence that the College integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to

institutional effectiveness. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.

The College meets the standard.

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Eligibility Requirement 17: Information and Learning Support Services
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format and wherever they are offered. (II.B.1 and II.B.4)

Evidence of Meeting the Standard

AHC libraries and learning resources maintain contractual agreements as described below to provide resources and services that are adequate, accessible, and utilized by students. Staff members in the library, learning resources, IT Services, and District police collaborate to assure the security and reliability of all services. Services are assessed regularly, often annually, and improvements made as needed.

- [II.B.4-1](#) Council of Chief Librarians, California Community Colleges. (CCLCCC) Library profile
- [II.B.4-2](#) Community College League Consortium
- [II.B.4-3](#) AHC Library Website
Articles and More Databases (available off and on campus)
- [II.B.4-4](#) AHC Library Interlibrary Loans Form
- [II.B.4-5](#) Cal Poly Interlibrary Loans page, August 26, 2014

- [II.B.4-6](#) Smarthinking Contracts, filed in dean of library/learning resources office
- [II.B.4-7](#) Blackboard hosting/licensing contracts, filed in dean of library/learning resources office
- [II.B.4-8](#) Academic Senate agenda and notes November 3, 2015, action item number 6
- [II.B.4-9](#) AHC Technology Master Plan 2014-2020, Goal 2, page 4
- [II.B.4-10](#) Sample IT Services Work Order

Analysis and Evaluation

Collaboration/Contracts

An AHC library profile is available at the Council of Chief Librarians California Community Colleges website ([II.B.4-1](#)). For online resources, librarians evaluate the Community College Library Consortium (CCLC) databases available through the Council each fall and spring. Library website criteria includes accessibility, usage statistics, faculty and student input, product comparisons and reviews, scope, currency, authority, and other factors. Purchasing electronic resources through the CCLC consortium is a cost-effective way to provide electronic database access to onsite and remote students ([II.B.4-2](#); [II.B.4-3](#)).

The Santa Maria and Lompoc campus libraries regularly exchange materials per student and faculty requests via a daily, week day, AHC courier service. Documentation of this exchange is maintained in the Library ILS system, Polaris. There is no fee to users for this service. The only four year college that the AHC libraries regularly request interlibrary loan materials from is California Polytechnic State University in San Luis Obispo, which lists interlibrary loan policies for the Kennedy Library on its webpages. Interlibrary loan from other libraries is minimal, but the process is well documented and efficient ([II.B.4-4](#); [II.B.4-5](#)).

Blackboard is Allan Hancock College's course management platform, hosted securely in Reston, Virginia. Blackboard contracts are negotiated and renewed either annually or for multiple years and

kept in the dean of learning resources' office ([II.B.4-7](#)).

The Distance Learning Committee and distance learning staff periodically assess Blackboard in comparison to Moodle or other products. The academic resources technical specialist piloted Moodle as a test but felt any cost savings would be offset by the programming needs. Factors in favor of Blackboard included excellent reliability, security, and ADA accessibility; also popular building blocks; and compatibility with publisher content. In fall 2015, the Academic Senate and Distance Learning Committee investigated Canvas in conjunction with the statewide Online Education Initiative (OEI) and recommended moving to Canvas ([II.B.4-8](#)). The planned conversion to Canvas will be final by spring 2017.

Smarthinking is the vendor for 24/7 asynchronous online tutoring services for AHC students, with a NetTutor pilot occurring in 2016. English students are the primary users, particularly the essay center where drafts of papers are submitted for guidance from online tutors who possess bachelor's degrees or higher. The contracts for this service are housed in the dean of learning resources' office ([II.B.4-6](#)). Smarthinking provides AHC with monthly usage statistics and periodic student survey comments.

Faculty and staff have carefully weighed NetTutor and other online tutoring options against Smarthinking, including pricing. Prior to the OEI, there was no momentum in moving to other services, as satisfaction with Smarthinking from both faculty and students has been high. However, NetTutor is being revisited in the 2015-

2016 academic year with possible cost savings from the OEI consortium pricing as the main motivation.

The Open Access Computer Lab and Writing Center are co-located in the Academic Resources Center (ARC) on the SM campus and in the Jacoby Learning Resources Center at the LVC. There are no third-party services or agreements, and students visit these areas onsite to use computers and obtain assistance with writing. Multimedia services (MMS) provide audiovisual support for classrooms and events and are also located in the ARC; no third-party vendors are used.

Accessibility

Library and learning resources buildings are accessible to all students with automatic door openers, wheelchair accessible restrooms, and computer stations with adaptive software for those with low-vision or the hearing-impaired. A public videophone is available for deaf students. The library web page is accessible to low-vision or deaf students and reviewed by college's web content manager.

Blackboard operates 24/7 and is ADA compliant. The faculty DL specialist goes over ADA compliance when training online faculty. The academic resources technical specialist will notify the alternative media specialist in the Learning Assistance Department if a Blackboard course needs assistance in becoming fully accessible.

The Open Access Computer Labs, Writing Center, and tutoring services all have

accessible doors, computer stations, and restrooms.

Security and Maintenance

Library and learning support services are offered onsite weekdays, evenings, and Saturdays. District police and security officers patrol regularly, and both the library and learning support counters have "panic buttons" that connect them to the District alarm company. Physical library facilities have an alarm system managed by District police. In addition, standard physical security measures such as cables and locks for all computers and a library 3M security gate are in place.

The Information Technology Services Department handles all physical and virtual security for library and learning support computer equipment, including locking laptop and tablet carts, anti-virus software and spam filters, and Deep Freeze system restore software. Goal two of the AHC Technology Plan outlines all the measures taken to provide reliable and secure resources ([II.B.4-9](#)).

Library and learning resources staff, District police, and Information Technology Services (ITS) staff work together to ensure the physical and virtual security of all physical sites, onsite equipment and materials, and virtual resources. As a result, there have been no reports of major thefts, computer problems, or vandalism in the library and learning resources areas for the past 10 years.

Blackboard is securely hosted offsite in Reston, Virginia. The academic resources technical specialist maintains and supports the software upgrades for Blackboard, the

library online catalog, and the tutorial appointment system. ITS staff maintains and supports all the other software, as well as student and staff computers and printers in the library and Academic Resources Center. Problems are reported to ITS through the online work order system accessed through the myHancock portal ([II.B.4-10](#)). In general, reliability has been very good, and replacement/upgrades have been routine when physical equipment becomes worn out or software versions change.

The College meets the standard. Existing resources and services are adequate, accessible, and well-utilized. The move to the Canvas CMS is the major contractual change anticipated in the coming year. There may also be a transition to NetTutor for online tutoring support. NetTutor is

being piloted in spring 2016, and if faculty and students like it as well as Smarthinking, the college will make the change. Both of these changes would be the result of the state-wide Online Education Initiative move to these vendors.

While there is evidence that the College integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning and resource allocation to improve student learning and achievement.

II.C Student Support Services

II.C.1 The institution regularly evaluates the quality of support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Eligibility Requirement 15

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission.

Evidence of Meeting the Standard

<p><u>II.C.1-1</u> Allan Hancock College Catalog-Mission and Vision Statements, page 8</p> <p><u>II.C.1-2</u> Educational Master Plan, pages 11, 35, 37, 43, 46-47</p> <p><u>II.C.1-3</u> <i>Councils and Committees Pathways to Decisions</i> (CCPD), page 30</p> <p><u>II.C.1-4</u> AHC Student Services Department Websites:</p> <ul style="list-style-type: none"> Admissions and Records Cal-SOAP CalWORKS Cooperative Agencies Resources for Education (CARE) Cooperating Agencies Foster Youth Educational Support (CAFYES) Career/Job Placement Center Counseling Extended Opportunity Programs and Services (EOPS) Financial Aid/Veterans and Scholarships 	<p><u>II.C.1-5</u></p> <p><u>II.C.1-6</u></p> <p><u>II.C.1-7</u></p> <p><u>II.C.1-8</u></p> <p><u>II.C.1-9</u></p> <p><u>II.C.1-10</u></p>	<ul style="list-style-type: none"> Learning Assistance Program (Disability Services) Non-Credit Counseling Student Health Services Student Activities (ASBG) Testing Center College Achievement Now (CAN)/TRiO University Transfer Center Veteran Success Center Counseling Online Services Student Services Program Review Matrix EOPS Student Services Learning Outcomes and Institutional Learning Outcomes Meeting Notes Admissions & Records and Student Services Council MIS Annual Reports for EOPS and Financial Aid and Annual District Audit Report Basic Skills Initiative Outcomes Reports
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- [II.C.1-11](#) Academic Policy and Planning Committee Course Approvals
- [II.C.1-12](#) 2015-2016 Student Success and Support Program Plan
- [II.C.1-13](#) 2015-2018 Student Equity Plan
- [II.C.1-14](#) Student Services Council and College Council Meeting Notes
- [II.C.1-15](#) Leadership and Student Activities Program Review
- [II.C.1-16](#) Academic Senate Notes and Planning Retreat Agenda
- [II.C.1-17](#) Campus Maps
- [II.C.1-18](#) SARS Grid and Banner Native
- [II.C.1-19](#) SARS Data Sample
- [II.C.1-20](#) Student Success Summit Agendas
- [II.C.1-21](#) Basic Skills Summit Agenda and Report
- [II.C.1-22](#) Adult Education Summit
- [II.C.1-23](#) Counseling Department Meeting Notes

Analysis and Evaluation

The college's commitment to excellence in student services is embodied in its mission and vision statements which recognize that student services are central to student learning and to the college fulfilling its mission ([II.C.1-1](#)). The role of student services in student learning is further reflected in the Educational Master Plan and is made operational through the development of strategic directions and through a structure of councils and committees that integrates instruction and student services at all levels of institutional planning and governance ([II.C.1-2](#); [II.C.1-3](#)). Multiple processes, including systematic program review and

student learning outcome (SLO) assessment, are used to assess the effectiveness of student services in supporting student learning and to inform planning at the department, division, and institutional levels.

Allan Hancock College student support services play an essential role in student learning at every stage – from outreach, assessment, orientation, advising, registration, and financial aid to a full range of programs and services that support academic success and personal growth. Student services advance institutional learning outcomes most directly in the areas of cultural competence and personal responsibility and development ([II.C.1-4](#)).

Access to student services is available at all District locations. As the college expanded its distance learning course offerings, student services ensured student access to essential services in the distance mode. All student service departments provide remote access to comprehensive program information, including a detailed description of services, location, hours and contact information, and if applicable, online forms ([II.C.1-5](#)). For example, in areas such as Admissions and Records, Counseling, Financial Aid, EOPS, and the Learning Assistance Program (LAP), students can access essential services online. In addition to face-to-face and web access, all student service departments provide student access via email, phone, and fax. The expansion of online services has not only proven to be an essential support system for students enrolled in online courses, it has also resulted in greater accessibility for all students regardless of mode of instruction. During

the fall of 2015, Admissions and Records augmented face-to-face services by responding to 624 help desk emails. Distance services are examined in greater detail in standard II.C.3.

AHC student service programs are systematically evaluated through program review, which occurs on a six-year cycle with annual updates ([II.C.1-6](#)). Each program also assesses student learning outcomes (SLOs), and SLOs are mapped to program and institutional learning outcomes ([II.C.1-7](#)). Student services initiated SLO assessment in 2005; the learning outcomes cycle is now well established and functions at the level of continuous sustainable quality improvement. Student services also use regular department meetings, department retreats, and the Student Services Council for ongoing evaluation and planning ([II.C.1-8](#)).

In addition to AHC practices, programs such as Financial Aid, EOPS/CARE/CalWORKS, and Learning Assistance are annually evaluated by the Chancellor's Office to ensure program effectiveness ([II.C.1-9](#)). Through the use of MIS data, departments are able to track student contacts and the specific services provided. This affords an additional resource in the assessment of program efficacy. Several departments also participate in grant projects which require additional evaluation of specific program initiatives. For example, EOPS, Counseling, and the Learning Assistance Program participate in Basic Skills Initiative projects that require evidence of outcomes that positively impact student learning ([II.C.1-10](#)). Credit courses are offered through the Counseling

Department, Learning Assistance Program, and Leadership and Student Activities. These courses are approved through the college's curriculum committee (AP&P) and assessed for effectiveness through academic program review and SLO course assessment ([II.C.1-11](#); [II.C.1-12](#)).

These well-established processes of evaluation and planning are enhanced by the District's Student Success and Support Plan (SSSP) ([II.C.1-13](#)). Since 2014, the plan has provided an additional opportunity for comprehensive assessment of counseling services, as well as resources to address identified needs. The development of the SSSP plan coincided with the scheduled update of the District's Student Equity Plan ([II.C.1-14](#)). These combined efforts have provided data that inform evaluation and planning in all areas of the college.

Both the SSSP plan and the Student Equity Plan were vetted through the councils and committees structure as outlined in the CCPD ([II.C.1-15](#)). In addition, the Academic Senate and the Associated Student Body Government (ASBG) participated in the development of these plans, and campus-wide feedback was collected at the college's annual planning retreat ([II.C.1-16](#)). This broad consultation assures that SSSP recommendations align with the AHC mission and goals. The SSSP and Student Equity committees use these plans to inform prioritization and recommendations for hiring. As a result of the prioritization process, a transcript evaluator was hired, and additional assignment days for full-time counselors were funded to meet SSSP and Student Equity outcomes.

The opening of the new Student Services building in 2013 is an example of the District's use of evaluation and long range planning to enhance the effectiveness of student services in achieving the college mission. The facility has a positive impact on the capacity of student services personnel to support student learning effectively. The opportunity for students to access a wide-range of support services in one place has improved student service effectiveness and improved the ease of access. The benefit to students who formerly sought services that were located throughout the campus, often in temporary facilities, is evident every day ([II.C.1-17](#)). The rooms in the building have been central in facilitating various workshops, orientations, and trainings. Being housed together in one facility has also strengthened connections across programs.

The integration of services is further supported by the District's Banner student system and the adoption of SARS GRID, a student appointment and reporting system ([II.C.1-18](#)). The capacity to share student data and service history across departments instantly, regardless of location or modality, facilitates a far more informed and effective approach to student support. SARS web-based service, eSARS, allows students to make appointments and ask brief questions online. The data derived from these systems are used to inform program review and planning at the departmental, division, and institutional level ([II.C.1-19](#)).

The ability of student service programs to ensure quality support for student learning is enhanced by collaboration with instructional faculty. Student services

faculty and staff regularly participate in campus-wide efforts focused on evaluating student learning, such as the Student Success Summit, the Basic Skills Summit, and the Adult Education Summit ([II.C.1-20](#); [II.C.1-21](#); [II.C.1-22](#)).

Collaboration also occurs through classroom presentations, attendance at academic department meetings, joint participation on college committees, and individual instructor engagement with specific services. For example, counselors collaborate with instructional faculty through their formal role as liaisons to AHC academic departments while instructional faculty attend Counseling Department meetings to share program information and explore new opportunities for collaboration ([II.C.1-23](#)). The Counseling Department also holds a monthly meeting with Admissions and Records to strengthen communication and effectiveness of student services. In addition to the many formal processes that facilitate the role of student services in support of student learning, AHC has a culture of mutual respect and informal collaboration. This facilitates ongoing cross-discipline dialogue and cooperation which fosters continuous improvement in student services.

The District's capacity to assure quality student support services and effectiveness in supporting student learning is sustained through systematic evaluation and integrated planning, investment in staff development, facilities and technology, effective communication, and shared commitment to the college mission.

The College meets the standard. While there is evidence that the college regularly

evaluates the quality of student services to improve support of student learning, with the growth in distance learning and the emergence of new technologies, there are opportunities for improvement in evening and online services. The College will draft a Quality Focus Essay in order to strengthen the linkage between integrated evaluation, planning, and resource allocation to improve student learning and

achievement. In order to support continuous improvement in student support services, the college will evaluate the effectiveness of evening and online services and implement appropriate changes to enhance access to support services for those populations ([II.C.1-20](#)).

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Allan Hancock College identifies and assesses learning support outcomes for its student population and uses assessment data for program planning and improvement.

- [II.C.2-1](#) Program Review Matrix
- [II.C.2-2](#) Student Learning Outcomes- Student Services
- [II.C.2-3](#) MIS Annual Reports
- [II.C.2-4](#) Annual Update Health Services
- [II.C.2-5](#) 2015-2018 Student Equity Plan Executive Summary
- [II.C.2-6](#) College Catalog Student Services
- [II.C.2-7](#) Student Services Website
- [II.C.2-8](#) New Student Online Orientation
- [II.C.2-9](#) Campus Events Calendar 2015-2016
- [II.C.2-10](#) Personal Development Course Outline
- [II.C.2-11](#) Student Services SLO Matrix
- [II.C.2-12](#) Spanish Online Orientation
- [II.C.2-13](#) Council and Committee Structure (CCPD)
- [II.C.2-14](#) Student Services Council and Learning Outcomes & Assessment (CCPD)
- [II.C.2-15](#) Student Services Council Notes

[II.C.2-16](#) Bridges to Success Program Agenda Lompoc Valley Center

[II.C.2-17](#) Bridges to Success Program Meeting Notes

Analysis and Evaluation

The primary method of student support service outcomes assessment and continuous program improvement is systematic program review. In addition to comprehensive program review and annual updates, state mandated reporting, and ongoing planning at the department and division level, student learning outcomes (SLOs) assessment is a critical component in sustaining the high quality of student support services ([II.C.2-1](#); [II.C.2-2](#); [II.C.2-3](#)). SLO identification and assessment have been integrated into program review, both for the comprehensive program reviews on a six-year cycle and for annual updates ([II.C.2-4](#)). Program improvements are instituted as part of the cycle of assessment and planning to improve student services effectiveness.

AHC provides a broad range of student services and programs in support of student access and achievement of learning support outcomes. Program improvements are instituted based on program assessment data and input from stakeholders. For example, the recently updated Student Equity Plan has resulted in the implementation of programs to

address the needs of Veterans, foster youth, and first generation college students ([II.C.2-5](#)). Detailed information on all student programs and services is available to students and the public through the college catalog, which is available in print and online, as well as hyperlinks on the Student Services website ([II.C.2-6](#); [II.C.2-7](#)). Students are also informed of college services through student orientation, campus events, and Personal Development course curriculum ([II.C.2-8](#); [II.C.2-9](#); [II.C.2-10](#)).

The college was an early adopter of Student Services SLOs, and all student support services have completed multiple student learning outcomes assessment cycles ([II.C.2-11](#)). Assessments are based on analysis of both quantitative and qualitative data, and program improvements are implemented in order to achieve program goals and support student success. For example, in response to the District's growing Latino student population, the college will launch a Spanish language version of the online student orientation in fall 2016 ([II.C.2-12](#)).

Student learning outcomes are integrated into the District's planning processes ([II.C.2-13](#); [II.C.2-14](#)). This begins with

departmental SLO representatives who serve on the Student Services Learning Outcomes and Assessment Committee. This committee reports and makes recommendations to the Student Services Council, which has an ex-officio role on the College Council ([II.C.2-15](#)). College Council reviews input from Student Services Council and makes recommendations to the superintendent/president and Board of Trustees. These processes inform planning at the department, division, and institutional level. For example, in response to data reviewed by the Counseling Department, the District hired two full-time counselors in 2014 devoted to university transfer and career/job placement. The college also established a Bridges to Success program which includes comprehensive counseling collaboration between AHC and the local feeder high schools. This program provides a valuable platform for implementation of the District's student success initiatives ([II.C.2-16](#); [II.C.2-17](#)).

The District uses eLumen software to house SLO outcomes and assessment data. The chart below summarizes student services SLO progress since 2005:

Student and Learning Support Activities

	SLOs	Data Collected & Use of Results												Current	Current	Mapping	SLOs		
		Assessments Identified	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Ongoing Assessment (2+ years)	6-Year Schedule	PRAU	PSLO/ISLO	eLumen & Web Match	All SLOs have Data	SLOs w/o Data
A&R	X	X	X	X	X	X	X	X	X	X	X	X	X	X	\$14	X	X	X	
CalSOAP	X	X	/	/	/	/	/	/	/	/	/	/	/	/			X	X	1,2
CalWORKs	X	X		X	X	X	X	X	X	X	X	X	X	X	\$15	X	X		1,5
Career Job Placement	X	X		X	X	/	/	/	/	/	/	/	X	X		X	X		3,5
Counseling	X	X		X	X	X	X	X	X	X	X	X	X	X	\$14	X	X		3,4
EOPS/CARE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	\$15	X	X	X	
Financial Aid	X	X	X	X	X			X	X	X	X	X	X	\$14	X	X		5,7	
Student Health Services	X	X		X	X	X	X	X	X	X	X	X	X	\$14	X	X	X		
Learning Assistance	X	X		X	X	X		X	X	X	X	X	X	\$14	X	X		3	
Noncredit	X	X	X	X	X	X		X	X	X	X	X	X			X	X		
Student Activities	X	X							X	X	X	X	X			X	X		
Testing Center	X	X		X	X	X	X	X	X	X	X	X	X			X	X		
CAN/TRIO	X	X						X	X	X	X	X	X			X			
Univ Transfer Center	X	X	X	X	X	X	X	X	X	X	X	X	X	\$14	X	X		1,2,4,5,6	
	14	14	2	5	11	11	9	7	11	11	12	12	13	13		14	13	5	
What percent of student and learning support activities have SLOs Identified?														100%					
Percent of support activities with on-going (2 or more years) assessment?														93%					
Percent of support activities that have a 6-years assessment schedule - <i>red is outdated</i>														93%					

BOLD "X" indicate Course Improvement Plan in eLumen is complete

The College meets the standard. While there is evidence that the college regularly uses assessment data to improve student support and learning, with the growth in distance learning and the emergence of new technologies, there are opportunities for improvement in assessment of distance and online services. The College will draft a Quality Focus Essay in order to strengthen the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement. In order to support

continuous improvement in student support services, the college will

- assess the effectiveness of evening and online services and implement appropriate changes to enhance student access to support programs and
- improve orientation and admission services for Spanish speaking students.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.

Eligibility Requirement 15.

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission.

Evidence of Meeting the Standard

Allan Hancock College provides equitable and reliable student access to a full range of student services regardless of location or mode of delivery (II.C.3-1). All student services are consistent with the college mission which assures the provision of “opportunities that enhance student learning.”

- [II.C.3-1](#) Board Policy 5100, Student Services
- [II.C.3-2](#) Board Policy and Administrative Procedure 5300 Student Equity
- [II.C.3-3](#) Student Services Program Review
- [II.C.3-4](#) Student Services Program Review Financial Aid
- [II.C.3-5](#) Student Services SLO Assessment Matrix
- [II.C.3-6](#) Financial Aid Retreat and EOPS/Care/CalWorks Retreat Notes
- [II.C.3-7](#) *Councils and Committees Pathways to Decisions* (CCPD)
- [II.C.3-8](#) College Council (CCPD) Description
- [II.C.3-9](#) Student Success Summit Agenda
- [II.C.3-10](#) Basic Skills Committee Agenda and Notes

- [II.C.3-11](#) Student Equity Plan 2015-2018
- [II.C.3-12](#) Student Success and Support Program (3SP) Plan
- [II.C.3-13](#) Student Services Website
- [II.C.3-14](#) Student Online Orientation
- [II.C.3-15](#) Degree Works Audit
- [II.C.3-16](#) Student Wellness Magazine
- [II.C.3-17](#) Career/Job Placement Center Job Postings
- [II.C.3-18](#) Financial Aid TV
- [II.C.3-19](#) Sample Facebook, YouTube, and Instagram Pages
- [II.C.3-20](#) “Ask Spike”
- [II.C.3-21](#) Online Orientation Report
- [II.C.3-22](#) SARS Report

Analysis and Evaluation

The District engages in systematic assessment focused on the quality and accessibility of student services ([II.C.3-1](#); [II.C.3-2](#)). This analysis occurs at all levels of the college community and uses multiple sources of data. The quality, reliability, and accessibility of all Allan Hancock College student services are closely examined through comprehensive program review and annual updates, as well as annual cycles of student learning outcomes assessment ([II.C.3-3](#); [II.C.3-4](#); [II.C.3-5](#)). Examination of program access and effectiveness is also addressed at departmental and division meetings and retreats ([II.C.3-6](#)). The District's councils and committee structure provides a broader platform for this dialogue. Under this structure, student access is examined as a component in the six student services standing committees: Enrollment Management, Learning Outcomes and Assessment, Outreach Advisory, Campus Assessment Support Team (CAST), Calendar, Student Success & Support Program, and Student Equity ([II.C.3-7](#)). Each of these committees has a representative on the Student Services Council, which in turn is represented on the College Council ([II.C.3-8](#)). Student Services access and effectiveness is also examined through college-wide initiatives, such as the Student Success Summit, Basic Skills Initiative, Student Equity Plan, and Student Success and Support Plan ([II.C.3-9](#); [II.C.3-10](#); [II.C.3-11](#); [II.C.3-12](#)). All student services planning is linked to program mission and institutional goals.

The Santa Maria campus is the District's primary location and the hub for all student services. As of 2013, student

services at this campus are housed in a convenient student services building that facilitates access and continuity of services. Students attending classes at the Lompoc Valley Center have access to all core services, including assessment, admissions, registration, counseling, financial aid, and bookstore operations. To assure equitable and reliable student access, the Vandenberg and Solvang sites are staffed with student services personnel who provide basic services and coordinate with the appropriate service on the Santa Maria campus as needed. The Lompoc Valley Center team is cross-trained to disseminate program information and provide referrals and assist in delivery of services for programs, such as EOPS and Learning Assistance. Admissions and Records, Counseling (credit and noncredit), Financial Aid, and EOPS are among the services available to students in Spanish and English.

All Santa Maria Campus student services are available Monday through Thursday from 8:00 a.m. to 4:30 p.m. and Friday from 8:00 a.m. to 4:00 p.m. Counseling, Admissions and Records, and Financial Aid are open from 8:00 a.m. to 6:00 p.m. on Tuesdays. The Testing Center serves students from 8:00 a.m. to 7:30 p.m. to meet high student demand at the beginning of each semester. In addition to these standard hours of operation, all student services on the Santa Maria campus are open from 8:00 a.m. to 6:00 p.m. during the first week of instruction.

Counseling, University Transfer Center, Job/Career Placement, EOPS, Financial Aid, Learning Assistance, and Health Services have designated staff serving the Lompoc Campus. Counseling, University

Transfer, and Job/Career Placement staff are available from 8:00 a.m. to 4:30 p.m. Monday, Tuesday, and Thursday; 8:00 a.m. to 6:00 p.m. on Wednesday; and 8:00 a.m. to 4:00 p.m. on Friday. Financial Aid staff are available from 8:00 a.m. to 4:30 p.m. Monday through Thursday. The Learning Assistance Program services are offered Monday through Thursday from 8:00 a.m. to 4:30 p.m. and Friday 8:00 a.m. to 4:00 p.m. Health Services staff are available on the Lompoc campus on Monday, Wednesday, and Thursday from 9:00 a.m. to 3:30 p.m. As a result of input from workshops in the development of the Student Equity Plan, concerns regarding services for students with disabilities were discussed by faculty and staff and are currently being addressed. Discussions regarding the expansion of evening services for Health Services and the Learning Assistance Program took place during the spring 2016.

A continuing focus on expansion of online services supports greater access for all Allan Hancock College students, regardless of location, and mirrors the growth in online courses. These services include “one click” online access to comprehensive information for all student services ([II.C.3-13](#)). Access to core services such as application for admission, student orientation, course registration,

financial aid applications, and student degree audits are available online ([II.C.3-14](#); [II.C.3-15](#)).

In addition to these core services, many departments offer additional services online. For example, Health Services posts a monthly student wellness magazine; Job Placement offers an online interest inventory, career and job search programs, and job orientation tools; and Financial Aid provides comprehensive information through Financial Aid TV as well as personalized student application updates through the student portal ([II.C.3-16](#); [II.C.3-17](#); [II.C.3-18](#)). Student support in all service areas is also accessible via email, phone, or fax. In addition to student service web sites and other distance modalities, the college employs social media, such as Facebook, YouTube, and Instagram, to support equitable access to student service information ([II.C.3-19](#)). As a result of the District’s accreditation self-evaluation process the college recently launched “Ask Spike”, a web site that enables students to find answers to their questions about campus programs and events ([II.C.3-20](#)).

The table below shows student access to services face-to-face and online ([II.C.3-21](#); [II.C.3-22](#)):

STANDARD II:
Student Learning Programs
and Support Services



Student Service Departments Access to Services	Available in Person	Information Available On-line	Interactive Services On-line
Admissions & Records	X	X	X
Cal-SOAP	X	X	X
Career & Job Placement	X	X	X
Counseling & Matriculation	X	X	X
EOPS	X	X	X
CARE	X	X	X
CalWORKS	X	X	X
Financial Aid	X	X	X
Learning Assistance	X	X	X
Non-Credit Counseling	X	X	X
Student Health Services	X	X	X
Student Activities	X	X	X
Testing Center	X	X	X
Trio/College Achievement Now (CAN)	X	X	X
University Transfer Center	X	X	X

While information about Student Services is available online, there is interest in developing more innovative interactive delivery of support services, such as chat, and mobile technologies to expand access and increase effectiveness.

The College meets the standard. While there is evidence that the college regularly evaluates the quality of student services to improve support of student learning, with the growth in distance learning and the emergence of new technologies, there are opportunities for improvement in evening and online services. The college will draft a Quality Focus Essay in order to strengthen the linkage between integrated

evaluation, planning, and resource allocation to improve student learning and achievement. In order to support continuous improvement in student support services, the college will evaluate the effectiveness of evening and online services and implement appropriate changes to enhance access to support services for those populations.

II.C.4 Co-curricular programs and athletic programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Allan Hancock College co-curricular and athletic programs provide an environment that nurtures social responsibility and cultural appreciation.

<u>II.C.4-1</u>	AHC Mission Statement	<u>II.C.4-16</u>	Board Policy/Administrative Procedure 2015, Student Member
<u>II.C.4-2</u>	Institutional Learning Outcomes	<u>II.C.4-17</u>	Board Policy/Administrative Procedure 2105, Election of Student Member
<u>II.C.4-3</u>	Board Policy 5700, Athletics	<u>II.C.4-18</u>	Club Charter Packet & Sample Application
<u>II.C.4-4</u>	CCC Athletic Directors Association Code of Professional Conduct & Ethics	<u>II.C.4-19</u>	AHC Student Club List
<u>II.C.4-5</u>	ASBG Positions and Elections Packet	<u>II.C.4-20</u>	Board Policy 5420, Associated Student Finance
<u>II.C.4-6</u>	District Audit	<u>II.C.4-21</u>	Student Expenditure and Funding Approval Forms
<u>II.C.4-7</u>	FCMAT Report	<u>II.C.4-22</u>	ASBG Council Meeting Minutes
<u>II.C.4-8</u>	Board Policy/Administrative Procedure 5400, Associate Students Organizations and ASBG Events Calendar	<u>II.C.4-23</u>	Strategic Plan Six Factors for Student Success
<u>II.C.4-9</u>	Bow-WOW Agenda Spring 2015	<u>II.C.4-24</u>	Student Athlete Orientation
<u>II.C.4-10</u>	Bow-WOW Student Participation	<u>II.C.4-25</u>	College Catalog, Student Athlete Retention, page 20
<u>II.C.4-11</u>	Leadership 111 and 112 Course Outlines	<u>II.C.4-26</u>	Student Athlete Retention and Success Plan
<u>II.C.4-12</u>	ASBG Program Review	<u>II.C.4-27</u>	Student Athlete Student Education Plan
<u>II.C.4-13</u>	ASBG Student Learning Outcomes	<u>II.C.4-28</u>	Spectrum Schedule of Classes
<u>II.C.4-14</u>	Bow-WOW Student Participation Data	<u>II.C.4-29</u>	Board Policy/Administrative Procedure 6700, Community Use of Facilities
<u>II.C.4-15</u>	California Community College ASBG Regulations	<u>II.C.4-30</u>	Schedule of Youth Baseball Camp
		<u>II.C.4-31</u>	Schedule of Youth Basketball Camps
		<u>II.C.4-32</u>	Joe White Memorial Dinner and Auction Program and Participation Data

- [II.C.4-33](#) Kinesiology, Recreation, & Intercollegiate Athletics Program Review
- [II.C.4-34](#) College Catalog, Eligibility and Equity, page 30
- [II.C.4-35](#) Athletics Department Website
- [II.C.4-36](#) California Community College Athletic Association (CCCAA) Regulations
- [II.C.4-37](#) Western State Conference (WSC) Regulations
- [II.C.4-38](#) Southern California Football Conference (SFCA) Regulations
- [II.C.4-39](#) Form R1 - Statement of compliance
- [II.C.4-40](#) Form R2 - Statement of in-service training
- [II.C.4-41](#) Form R4 - Statement of compliance Title IX Gender Equity
- [II.C.4-42](#) Form X - Appointment of voting delegate to the CCCAA convention
- [II.C.4-43](#) Equity in Athletics Disclosure Act Report
- [II.C.4-44](#) Board Policy 5700, Athletics
- [II.C.4-45](#) Western State Conference (WSC) Program Review
- [II.C.4-46](#) District Organizational Chart
- [II.C.4-47](#) Board Policy 6400, Audits

Analysis and Evaluation

Allan Hancock College's co-curricular and athletic programs reflect the values embodied in the college mission statement which commits to the provision of "educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community" ([II.C.4-1](#)). The commitment to this mission is reflected in

the District's institutional learning outcomes, which include cultural awareness and global competence ([II.C.4-2](#)). The District's co-curricular and athletic programs exemplify these values and adhere to high standards of educational integrity ([II.C.4-3](#); [II.C.4-4](#)). Athletic programs are available to men in baseball, basketball, football, golf, soccer, and track and field. Women have the opportunity to compete in softball, basketball, soccer, swimming, volleyball, track and field, and water polo. All students have the opportunity to participate in co-curricular programs by joining campus clubs, enrolling in Leadership courses, and by running for an ASBG Board of Directors elected position ([II.C.4-5](#)). All co-curricular and athletic expenditures are managed in compliance with board approved procedures and follow Fiscal Crisis Management Assistance Team (FCMAT) guidelines ([II.C.4-6](#); [II.C.4-7](#)).

Co-Curricular Programs

The Associated Student Body Government (ASBG) is the center of co-curricular activities at Allan Hancock College and participates in college governance through the District's councils and committees structure. ASBG sponsors over sixty events throughout the academic year designed to contribute to student's social and cultural education and to the vibrancy of student life ([II.C.4-7](#); [II.C.4-8](#)).

Students have access to a wide variety of co-curricular experiences ranging from Diversity Day, Voter Registration Drive, and Earth Day to Alcohol Awareness Mocktails and "Hancock's Got Talent". However, the cornerstone of campus events is Bulldog Week of Welcome (Bow-WOW), a campus-wide event that kicks off a week of welcome experiences

at the beginning of the fall and spring semesters ([II.C.4-9](#)). Bow-WOW provides an opportunity to enrich student awareness of campus and community programs and services while supporting student engagement with the college community. Dozens of campus and community groups participate in this event, showcasing campus programs and services, community resources, and college clubs. Bow-WOW incorporates student demonstrations in disciplines ranging from cosmetology to physics as well as an eclectic range of music, food, and dance performances ([II.C.4-10](#)).

ASBG is managed by a program coordinator who works in close collaboration with the instructor of Leadership 111 and 112. Leadership course outcomes include development of effective communication and planning skills as well as self-awareness and cultural competence ([II.C.4-11](#)). There are fourteen ASBG officers. All student officers are required to be enrolled in a Leadership class, have a GPA of 2.0 or higher, and be enrolled in a minimum of 8 units. The connection between student activities and student learning is strengthened by the integration of co-curricular activities and instruction through the course emphasis on topics such as organizational structure, planning, group dynamics, and communication ([II.C.4-12](#); [II.C.4-13](#)). An important component of ASBG planning is student participation. Data are tracked for all activities and used to plan future events. For example, Bow-WOW continues to be a college tradition; over two thousand students participate ([II.C.4-14](#)).

All co-curricular activities adhere to state regulations as well as District policies and procedures. These include California Community College regulations governing eligibility to hold a student government office as well as board policies related to ASBG organization, election of officers and student trustee, free speech, use of facilities, and student appointment to college councils and committees ([II.C.4-15](#); [II.C.4-16](#); [II.C.4-17](#)). For example, to assure the integrity of college clubs, all clubs must be chartered through ASBG. Students interested in forming a club must complete a club charter packet which includes the club mission and constitution and identifies a staff advisor and a minimum of eight student members ([II.C.4-18](#)). Regardless of a club's mission, all clubs must be open to all students. Club packets are reviewed and approved by ASBG. These policies are designed to ensure the integrity of all co-curricular activities. There are over thirty clubs active on campus ([II.C.4-19](#)).

ASBG is funded through a share of the college bookstore sales, and its finances are governed under Board Policy 5420 ([II.C.4-20](#)). A request for funding form is required for all expenditures, and funding requests must be submitted to the ASBG Budget & Finance Committee. Once a recommendation to fund is submitted the request is voted on by the full ASBG membership and forwarded for approval to the vice president of Student Services and the Chief Business Officer. Funding requests must be accompanied by supporting documentation including a description of the activity, the minutes of the ASBG discussion, and the vote ([II.C.4-21](#); [II.C.4-22](#)). The distribution of funds is managed through the Auxiliary

Accounting Office, and all expenditures are governed by FCMAT regulations ([II.C.4-7](#)). Club expenditures follow the same funding process.

Athletic Programs

Allan Hancock College intercollegiate athletics programs are consistent with the college mission by enhancing educational opportunities and supporting student learning ([II.C.4-1](#)). By its very nature, athletics also aligns with the six factors for student success identified in the District's Strategic Plan: directed, engaged, focused, valued, nurtured, and connected ([II.C.4-23](#)). The college incorporates these success factors into the student-athlete experience through institutional practices that ensure that all student-athletes receive a comprehensive orientation, individualized educational planning, specialized counseling, and on-going academic and personal support designed to meet the special needs of this population ([II.C.4-24](#); [II.C.4-25](#)).

The opportunity to participate in intercollegiate athletics provides a unique pathway to higher education for many students in our District. Student learning is supported through a student-athlete retention and success plan. The plan includes visits with a retention coordinator and designated academic counselor, access to a student-athlete computer lab, and a minimum of three hours per week in the student-athlete study hall ([II.C.4-26](#)). For many students, participation in intercollegiate athletics fosters a sense of engagement and connection with the college community that supports student retention and success. For many student-athletes at Allan Hancock College, participation in athletics leads to degree

completion and transfers to four-year universities ([II.C.4-27](#)).

Between 2010 and 2015, athletes had a retention rate of 88% and a success rate of 74%. Over the same time period, non-athletes had a retention rate of 85% and a success rate of 71%. During those five years, 215 (21%) athletes received degrees, 147 (15%) received certificates, and 262 (26%) enrolled in a four-year university. In comparison, 10% of all students at Allan Hancock College received degrees, 7% received a certificate, and 13% enrolled in a four-year university.

Athletic programs also contribute to the cultural vitality of the campus and the community. All athletic events are open to the community. Students, staff, and faculty receive free admission to all home sporting events. Athletes and community members are also benefitting from improvements in athletic facilities. For example, the new outdoor track provides a place for joggers to exercise. Community members have access to the college swimming pool and fitness center, as well as a variety of exercise classes, through enrollment in Community Education ([II.C.4-28](#)).

Organizations and groups whose purpose contributes to the welfare of the community may also use District athletic facilities on a fee basis ([II.C.4-29](#)). The college also offers multiple youth baseball and basketball camps for children within the service area ([II.C.4-30](#); [II.C.4-31](#)). The access to new facilities and sports camps fulfill the college mission of providing quality educational opportunities that

enhance the creative, cultural, and student learning experiences of our community.

One of the college's most well-attended and longest-running events is the annual Joe White Memorial Dinner and Auction. The annual event brings the college and the community together the week before fall classes begin to benefit the Athletics Department. Each year, more than 400 supporters attend the event. After 14 years, the event has raised nearly \$700,000 for Hancock athletics ([II.C.4-32](#)). Based on needs identified in program review, funds from Joe White have been used for major facility improvements, such as the installation of new bleachers and scoreboards, and improvements to the gymnasium, baseball, and softball facilities.

Athletic programs adhere to sound educational policies and standards of integrity. The intercollegiate athletics program conducts regular program review and assesses student learning outcomes for all courses related to intercollegiate athletic participation ([II.C.4-33](#)). Information related to eligibility and equity is available to the public through the college catalog and Athletics website ([II.C.4-34](#); [II.C.4-35](#)).

Allan Hancock College is a member in good standing with the California Community College Athletic Association (CCCAA) ([II.C.4-36](#)). The Athletics program complies with all standards as prescribed by the CCCAA Constitution and subsidiary athletic conference organizations: Western State Conference (WSC) and Southern California Football Conference (SCFC) ([II.C.4-37](#); [II.C.4-38](#)). The CCCAA requires annual reporting related to athletic eligibility, appropriate training for athletic personnel, and representation by the institution as a voting member. Specifically, AHC submits the following forms according to prescribed timelines: Form R1, Form R-2, Form R4, and Form X ([II.C.4-39](#); [II.C.4-40](#); [II.C.4-41](#)). Additionally, AHC files the annual Equity in Athletics Disclosure Act report as required by Federal Law ([II.C.4-42](#)). AHC Board Policy 5700, Gender Equity in Athletics, was revised and updated in 2015 ([II.C.4-43](#)).

The CCCAA also requires that institutions complete a program review administered by member conferences. AHC completed the last WSC program review in the fall of 2009 and is scheduled for its next review in 2017-2018 in accordance with the timeline set forth by the WSC ([II.C.4-44](#)).

The District has full authority over all aspects of athletic programs including finances. The Athletic Director reports to the vice president of Academic Affairs ([II.C.4-45](#)). In addition to compliance with state and federal regulations, athletic programs are governed by District policies and procedures, including policies and procedures related to finance ([II.C.4-46](#)). Athletic programs are funded from three sources: District funds, auxiliary funds,

and proceeds from multiple fundraising activities. Expenditures have multiple signature authorities, and funds are expended through board approved District procedures. Athletic funds are part of the audit procedures as a function of business services ([II.C.4-47](#)).

The College meets the standard.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Allan Hancock College ensures student access to academic counseling and related services designed to support student learning and attainment of academic goals. Counseling services include overall student development, outreach, new student orientation, and development of an educational plan, abbreviated and comprehensive, that details the academic requirements for the student’s identified goal. Students have access to counseling services in person, by phone, or online both by appointment and drop-in. Specific policies and programs are designed to support special populations and at-risk students. Designated counselors are available, day and evening, to assist students enrolled in noncredit classes. Noncredit admission and registration forms are available online and in print.

	<u>II.C.5-7</u>	Counseling Internship Program
	<u>II.C.5-8</u>	Board Policy and Administrative Procedure 5055, Enrollment Priorities
	<u>II.C.5-9</u>	Board Policy and Administrative Procedure 5050, Student Success and Support Program
	<u>II.C.5-10</u>	Counseling Outreach Calendar
	<u>II.C.5-11</u>	New Student Orientation
	<u>II.C.5-12</u>	PD 110 Course Outline
	<u>II.C.5-13</u>	Steps to Enrollment
	<u>II.C.5-14</u>	Title 5 Regulations – Student Orientation
	<u>II.C.5-15</u>	New Student Orientation Schedule
	<u>II.C.5-16</u>	Publications for NSO
	<u>II.C.5-17</u>	Sample Abbreviated Student Educational Plan
	<u>II.C.5-18</u>	Sample Comprehensive Student Educational Plan
<u>II.C.5-1</u>		Counseling Department Mission Statement
<u>II.C.5-2</u>		Board Policy/Administrative Procedure 5110, Counseling
<u>II.C.5-3</u>		Strategic Directions (AHC Strategic Plan)
<u>II.C.5-4</u>		2015-2016 Student Success and Support Plan
<u>II.C.5-5</u>		Counseling Department Meeting and Retreat Notes
<u>II.C.5-6</u>		Counselor Professional Development Plans
	<u>II.C.5-19</u>	Sample Program Workshops
	<u>II.C.5-20</u>	Counseling Workshops
	<u>II.C.5-21</u>	DegreeWorks Software
	<u>II.C.5-22</u>	High School Outreach Program-Bridges to Success
	<u>II.C.5-23</u>	Bridges to Success Agenda and Meeting Minutes
	<u>II.C.5-24</u>	Bow-WOW Agenda
	<u>II.C.5-25</u>	Transfer Day/College Night
	<u>II.C.5-26</u>	Student Ambassador Program Website
	<u>II.C.5-27</u>	Transfer Workshops

[II.C.5-28](#) Board Policy/Administrative Procedure 5120, Transfer Center

LaVerne and California Polytechnic State University, San Luis Obispo to train future counselors ([II.C.5-7](#)).

Analysis and Evaluation

The Allan Hancock College Counseling Department's primary responsibility is student development through academic counseling and advising. The mission of the District's Counseling department is to support the educational objectives of all Allan Hancock College students and prospective students in the District's service area ([II.C.5-1](#); [II.C.5-2](#)). This mission is woven into the planning process through the District's Strategic Plan and reflected in the Student Success and Support Plan which defines student success as the achievement of the student's educational goals and affirms the role of counseling as the primary agent in assisting students in clarifying and achieving those goals ([II.C.5-3](#); [II.C.5-4](#)). The District employs 18 full-time counselors and 16 part-time counselors who are dedicated to achieving this mission.

The institution assures the quality of counseling services through rigorous hiring practices, adherence to California Community College minimum qualification for the discipline, weekly counseling meetings devoted primarily to training, and support for professional development and continuing education ([II.C.5-5](#); [II.C.5-6](#)). The college also developed an internship program coordinated with the University of

In order to receive priority registration, new students are required to participate in a comprehensive advising program that includes assessment, student orientation, and development of an educational plan that maps the academic pathway to achievement of each student's educational goal ([II.C.5-8](#); [II.C.5-9](#)). All students have ongoing access to counselors, in both face-to-face and distance modes, to assist in academic advising, career exploration, and transfer preparation. Programs and practices are in place to address the counseling needs of at-risk students and special populations. For example, the Counseling Department holds a special outreach event in the town of Guadalupe which includes New Student Orientation (NSO) and an Academic Advising Workshop (AAW) ([II.C.5-10](#)).

Follow-up services are provided to assist students in the development of a comprehensive Student Education Plan (SEP). Priority consideration is given to students identified as at-risk, such as students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation. Those students are directly contacted by the counseling office and encouraged to meet with a counselor to develop a comprehensive SEP.

New Student Orientation

New Student Orientation (NSO) occurs in an on-campus format on both the Santa Maria and the Lompoc Valley Center campuses ([II.C.5-11](#)). Orientations are available day and evening as well as online and are embedded in Personal Development (PD) 110 – College Success Seminar ([II.C.5-12](#)). The table below shows the number of students that participated in the NSO. Other student service programs provide orientations to new students as well.

Programs such as College Achievement Now (CAN/TRiO); Extended Opportunity Programs and Services (EOPS)/ Cooperative Agency Resources for Education (CARE); CalWORKS; Science, Technology, Math, Engineering, and

Science Achievement (MESA); and Athletics provide orientations for their new students. These orientations are examined to ensure they cover the district’s steps to enrollment and conform to Title 5 regulations ([II.C.5-13](#); [II.C.5-14](#)).

The online NSO allows the district to serve a greater number of students and to provide access throughout the academic year. The online NSO will be instrumental in providing service to students including, but not limited to, our distance learning population. AHC remains committed to delivering the NSO in person to as many students as possible. This commitment is deemed especially important for English as Second Language (ESL) and basic skills students.

New Student Orientations for 14/15	
Online	1,743
In-Person	1,896
Total	3,639

Special Programs Offering NSOs for 14/15 Equivalent to 3SP-Mandated Orientation		
Athletics	42	Yes
CAN	132	Yes
EOPS	657	Yes
MESA	113	Yes
Total	944	

All new students are directed to complete NSO prior to registration. The NSO consists of eight interactive segments, which have the following working titles: Welcome and Orientation Instructions, Your First Steps, Academic Goals, Student Services, Academic Support Services, College Basics, Campus Life, and Student Conduct and Safety. Important deadlines and academic policies and procedures are highlighted. On average, ten to fourteen on-campus NSO sessions are available for students per registration period ([II.C.5-16](#)). The Academic Advising Workshop

(AAW) and NSO programs are specifically designed to meet SSSP outcomes.

Students are invited to participate in NSO through the AHC website, the college catalog, the Steps to Enrollment checklist, and the schedule of classes as well as through interaction with counseling faculty and other student services staff. In addition, NSO announcements are made in local high school newspapers, radio, and social media sites, such as Facebook and Twitter ([II.C.5-16](#)). A counselor is used to

record radio promotional spots encouraging students to register and to utilize the Counseling Department. These marketing efforts are coordinated by the AHC Public Affairs office.

Academic Pathway Services

Once students have attended an NSO, they are directed to attend an Academic Advising Workshop (AAW), where abbreviated student education plans are created ([II.C.5-17](#)). The AAW allows students to work with counselors in a group setting and teaches students how to navigate class search and the student portal (myHancock), understand general education patterns, and also understand the importance of staying focused and committed. The workshop topics include deciding on a major, study skills for college, university transfer requirements (basic and advanced), and nursing program requirements. Students are strongly encouraged to schedule an individual follow-up appointment with a counselor during the next semester or two to develop their comprehensive SEP ([II.C.5-18](#)). Students are also advised of workshops offered by additional student services programs, such as EOPS, CAN/TRiO, STEM, MESA, and Bridges to the Baccalaureate. Examples of workshops offered by these programs include: resume development, employability skills and communication, time management, scholarship tips and search, and personal finance. These workshops bring together students with shared goals and experiences and provide those students with an opportunity to focus more intensively on specific skills ([II.C.5-19](#)). Program website links are available in Standard II.C.1.

Additional group workshops have been developed to provide supplemental orientation at particular benchmarks in a student's academic pathway. These workshops target students who have completed 15 units and are designed to assist those students in identifying their next academic and career planning steps. Students who have completed degree level and/or transferable English and math courses are strongly advised to attend these workshops ([II.C.5-20](#)). Career workshops are available to all students each semester.

Students may independently explore certificate and degree pathways through a software program called DegreeWorks ([II.C.5-21](#)). DegreeWorks is a web-based, degree-auditing, and tracking tool which enables students and counselors to evaluate academic progress towards graduation in accordance with university and major requirements. Ongoing workshops are held for students to learn how to navigate this software. DegreeWorks presentations and Q&A sessions are also conducted in classrooms. This tool allows students and counselors to identify which requirements have been satisfied quickly and easily and which requirements are still needed in order to complete the stated associate degree and/or certificate.

DegreeWorks is designed to aid and facilitate academic advising but is not intended to replace the valuable one-on-one sessions with counselors. The DegreeWorks program:

- Supports real time delivery of progress towards degree completion
- Easily determines which courses have been taken or transferred in for associate degrees, which count as electives and requirements, and which are needed to complete a degree
- Online environment reduces paperwork and is accessible to students 24/7
- "What If" feature shows students how progress towards degree completion changes if they change majors

Through systematic processes of student assessment, orientation, and academic counseling combined with close collaboration with other student services and instructional programs and effective use of technology, the District ensures that students receive clear, timely, and accurate information required to achieve their academic goals.

High School Outreach

Bridges to Success (B2S) is a comprehensive counseling collaboration between Allan Hancock College counseling faculty and their high school counterparts from District-area feeder high schools. The mission of B2S is to provide comprehensive counseling services to, and advocacy for our area's most disproportionately impacted student populations. This student population includes English Language Learners, African American and Latino males, low socioeconomic, first-generation college students, and students with disabilities. A goal of B2S is to move beyond simply "promoting college for all students" to

instead create opportunities and collaboration between community college and high school counselors to improve retention, graduation, and transfer ([II.C.5-22](#)).

Counselors discuss issues of student development and advocacy in order to respond to the achievement gaps that exist for area students and ensure greater equity in the promotion and promise of a higher education. A broader goal is to create and change education policy to serve our students better. The mission of the Bridges to Success is to enhance each student's academic, career, and personal growth. A designated counselor and/or the counseling intern serves as a liaison to each local high school campus in the District, particularly during the spring semester as students are gearing up for graduation and matriculation to Allan Hancock College. Counselors present steps to enrollment in high school classrooms and provide encouragement to first generation college students who are worried about financial support and fitting in ([II.C.5-23](#)). The college also hosts high school fairs, parent nights, and an annual Career Exploration Day. These events bring over 1800 high school students to campus to tour programs and meet faculty and industry partners.

Outreach

The Counseling Department collaborates with student government to provide a unique opportunity for student introduction to campus programs and services. By the third week of instruction, the college hosts a week of welcome through an event called the Bulldog Bow-WOW to showcase academic programs, student services, and student activities.

The Bulldog Bow-WOW is held at the Santa Maria campus and at the Lompoc Valley Center. Academic programs share information about degrees and certificates, as well as related career information. Many academic programs have both an informational table as well as interactive activities for students. For example, the nursing program demonstrates how to measure blood pressure, the viticulture program demonstrates grape stomping, and the cosmetology program provides free haircuts to student volunteers. Students are able to explore different majors, connect with student support services, and most importantly, connect with faculty and staff ([II.C.5-24](#)). The Bulldog Bow-WOW is designed to support student engagement and connectedness, two of the success factors that form the basis of the District's strategic plan.

The college also hosts a Transfer Day/College Night during the month of November to introduce students to colleges and universities with programs and services related to their interests and needs ([II.C.5-25](#)). Students are able to meet with representatives from the University of California, California State University, out-of-state universities, and private colleges. This event is held in both

day and evening to meet the diverse needs of our students and community.

The AHC Ambassador Program provides an additional resource to support student development and success. This program recruits qualified Allan Hancock College students to represent the college at various events and serve as role models and mentors both new and continuing students. This group of trained representatives visits area high schools; participates in college fairs, special events, and outreach efforts; provides campus tours; assists in the admissions/registration process; and promotes the image of Allan Hancock College ([II.C.5-26](#)).

The University Transfer Center provides the AHC student population with access to transfer-related workshops each semester on topics, such as "Transfer Basics," "Advanced Transfer," "Completing the UC TAG," and "Completing the CSU Application" ([II.C.5-27](#); [II.C.5-28](#)). Supported by data from the Counseling Department's program review, the District hired a full-time counselor to support the University Transfer Center in 2014.

The College meets the standard.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Eligibility Requirement 16.

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Evidence of Meeting the Standard

- [II.C.6-1](#) Board Policy 5010, Admissions
- [II.C.6-2](#) AHC Mission Statement
- [II.C.6-3](#) Institutional Learning Outcomes
- [II.C.6-4](#) *Allan Hancock College Catalog 2015-2016*, Admission Procedures, pages 11-18
- [II.C.6-5](#) Testing Center
- [II.C.6-6](#) Schedule of Classes
- [II.C.6-7](#) *Allan Hancock College Catalog 2015-2016*, Transfer, Degree and Certificates, pages 52-63
- [II.C.6-8](#) Community Education Schedule of Classes (Spectrum)
- [II.C.6-9](#) UC and CSU Articulation Agreements
- [II.C.6-10](#) College Catalog, *College Now!*, page 14
- [II.C.6-11](#) DegreeWorks Software
- [II.C.6-12](#) New Student Orientation
- [II.C.6-13](#) Personal Development 110 Course Outline

Analysis and Evaluation

Allan Hancock College (AHC) adheres to admission policies based on open access and equal opportunity ([II.C.6-1](#)). These

values are consistent with the college mission which commits to providing quality educational opportunities to our diverse community ([II.C.6-2](#)). Access to educational programs is available regardless of level of education, race, religion, culture, economic status, or disability status. Through assessment, orientation, comprehensive counseling, and access to a full array of student services, AHC students are supported in understanding and achieving their educational goals. Student participation in these processes contributes to competency in institutional learning outcomes, particularly in the areas of communication, information technology, and personal responsibility and development ([II.C.6-3](#)).

AHC admits any individual possessing a high school diploma or the equivalent, or any individual who is at least 18 years of age and capable of profiting from the instruction offered ([II.C.6-4](#); [II.C.6-5](#)). AHC offers a broad range of educational opportunities to meet the diverse needs of the community, in keeping with the mission. These include certificate and associate degree programs as well as general education and lower division courses designed to prepare students for transfer ([II.C.6-6](#); [II.C.6-7](#)). The District provides access to basic skills instruction in several areas: English, math, credit and

noncredit English as a Second Language (ESL), noncredit basic skills, General Education Diploma (GED) preparation, and a variety of noncredit community education courses for both adults and children ([II.C.6-8](#)). The college's commitment to open access is combined with an equally strong commitment to student success. As a part of the focus on student achievement, qualifications are established for specific courses and programs. The college placement test is required as a prerequisite to enrollment in English, reading, math, or ESL credit courses. The placement tests also determine eligibility for courses in other disciplines that have English and/or math prerequisites and provides recommendations for noncredit basic skills instruction for students who are underprepared for credit English, reading, Math, or ESL courses. Students may retake the placement test if their scores fall within a specified range ([II.C.6-5](#)).

English and math placement criteria are validated in a collaborative process between faculty in the respective disciplines and the District's Office of Institutional Effectiveness. Prerequisites for sequential courses are determined by faculty in the discipline and approved by the District's curriculum committee (AP&P). Course prerequisites and advisories are communicated in the description of each course in the AHC catalog, print and online, and through a variety of face-to-face experiences including new student orientations and academic counseling and advising.

Course requirements for career and technical certificates are developed by faculty in the discipline based on industry

standards and input from local employers. Vocational programs, such as nursing, theater, and the fire and police academies, set specific prerequisites for admission to those programs. Students are electronically blocked from registration into classes for which they lack the appropriate prerequisite(s).

Associate degrees include a pattern of general education that addresses each of the District's institutional learning outcomes. Transfer articulation agreements with the CSU and UC systems inform course requirements for transfer and support a smooth transition from community college to university ([II.C.6-9](#)).

Pathways to certificates, degrees, and transfer are clearly defined. Students are informed of these pathways through multiple modalities, including print, online, and face-to-face access. Detailed information related to each educational pathway is found in the college catalog and on the college website ([II.C.6-10](#)).

Students can independently track their progress toward their goals using the DegreeWorks student education plan software program ([II.C.6-11](#)). Students are also advised of academic requirements through face-to-face or online orientation and on-going access to academic counseling and advising ([II.C.6-12](#)). These resources are augmented by a 1 unit orientation course, Personal Development 110, as well as campus programs and services, such as the Career and Job Placement Center, University Transfer Center, EOPS/ CARE/ CalWORKS, LAP, CAN/TRiO, MESA, Bridges to the Baccalaureate, and STEM that provide

ongoing academic counseling and advising for special populations ([II.C.6-13](#)).

Students currently enrolled in high school may be admitted to the college under the College Now! program. High school juniors and seniors who meet the College Now! requirements and obtain the necessary permission from their principal or designee may enroll in approved courses on the Hancock campus. High school students may also earn college credits through a program of concurrent enrollment. Concurrent enrollment allows

high school students to take college-credit bearing courses taught by college-approved high school teachers at the high school campus. These programs support the college mission of providing quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community ([II.C.6-2](#)).

The College meets the standard.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Allan Hancock College regularly evaluates admission and placement instruments and procedures to ensure these practices are effective and bias is minimized.

- [II.C.7-1](#) Program Review Matrix
- [II.C.7-2](#) SLO's Assessment
- [II.C.7-3](#) CCCCO Approved Instruments
- [II.C.7-4](#) Board Policy/Administrative Procedures 5010, Admissions
- [II.C.7-5](#) AHC Catalog 2015-2016, Admissions Procedure, pages 11-14
- [II.C.7-6](#) Testing Center Website
- [II.C.7-7](#) Admissions Application
- [II.C.7-8](#) CELSA 2014 Evaluation
- [II.C.7-9](#) START Placement Practice Tests

Analysis and Evaluation

The effectiveness of admission processes is assessed as a component of a regular cycle of comprehensive program review and annual updates as well as student learning outcomes assessment ([II.C.7-1](#); [II.C.7-2](#)). All placement instruments are approved by the California Community College Chancellor's Office (CCCCO) and regularly evaluated to validate effectiveness and reduce bias ([II.C.7-3](#)). Assessment and placement practices are in compliance with Title 5 regulations and Board Policy 5010 ([II.C.7-4](#)). These procedures are communicated in print and online through the college catalog and Testing Center website ([II.C.7-5](#); [II.C.7-6](#)).

Over the past few years, great attention has been devoted to the expanded use of technology to enhance student access to admission.

Allan Hancock College is an open access institution. A local online admission application was adopted in spring 2010 when the Banner system was new to the college. In April of 2016, as a part of the District's ongoing evaluation of admission practices and in accordance with state-wide initiatives, the college implemented CCCApply as its admission application process ([II.C.7-7](#)). The CCCApply Statewide committee ensures the application remains up to date with Chancellor Office mandates. This ensures that AHC collects the required data from our applicants. Additional admission requirements are utilized for programs such as the police and fire academies and the registered nursing program. These admission standards are informed by the requirements of the appropriate state agencies and undergo the standard institutional processes for approval and program review ([II.C.7-1](#)).

The assessment instruments have the full approval of the California Community College Chancellor's Office as meeting guidelines for reliability, bias, content validity, and disproportionate impact. The Accuplacer Companion Test and Combined English Language Skills Assessment (CELSA) are used in the credit assessment process. The college evaluates the effectiveness of its processes and utilizes multiple measures to ensure

proper placement. The assessment test used for placement into English and mathematics is Accuplacer. Upgrades to the platform occur annually, and the alternative formats of the Accuplacer tests are available to students who are unable to utilize the standard format. Group settings of the companion paper and pencil format are administered to the student population at the prison. Individualized testing sessions using alternative formats are arranged by the Testing Center as a means of ensuring equal access for individuals with disabilities. In these cases, the Testing Center collaborates with the Learning Assistance Program (LAP) to determine the appropriate accommodation for each student.

The assessment tests used for placement into ESL courses are the Accuplacer Level of English Proficiency (LOEP) and the CELSA. The AHC Writing Sample, administered in conjunction with the CELSA reading test, is a locally managed test. It is evaluated every six years and was most recently evaluated for approval in 2014 ([II.C.7-8](#)). ESL faculty and the Testing Center staff independently score the writing sample, and the Institutional Research office completes the required analysis of test validity. The Accuplacer, LOEP, and CELSA are administered on campus using web-based software.

Students who feel their test placement score at AHC is invalid are afforded the opportunity for an individual counselor interview. As a part of this alternative measure, the counselor gathers information about a student's study skills, learning and career goals, computational skills, English language proficiency, educational and employment histories,

academic performance, and need for special services. The counselor may utilize personal interview, career aptitude and interest inventories, high school or postsecondary transcripts, or other measures of performance such as specialized licenses and military training to aid in the assessment process for course placement. This process ensures that more than one measure is available to students in the assessment process for course placement.

Counselors work closely with the English and math departments as well as the Testing Center to ensure student success. English and math faculty attend counseling meetings when there are curricular changes and ask for feedback on potential concerns. Both departments also work with counseling to determine multiple measures. A counselor sits on the District's curriculum committee and is instrumental when new English and math courses are developed. The assessment coordinator also attends counseling meetings as appropriate to update faculty on issues related to placement practices. Student services faculty and staff advise students of the importance of preparation before taking the placement test. Students are encouraged to take advantage of the START practice test and math review links available on the Testing Center website ([II.C.7-9](#)).

The College meets the standard. While there is evidence that the college regularly evaluates admissions and placement instruments and practices to validate their effectiveness and minimize bias, there are opportunities

for improvement in assessment practices.

The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement. In order to support continuous improvement in student support services, the College will

- improve orientation and admissions services for Spanish speaking students and
- implement Common Assessment and multiple measures instruments to improve student placement accuracy.

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

In accordance with Board Policy 5040, student records are permanently and securely maintained. The college has procedures in place to ensure confidentially and adheres to board policies for the release of student records. The public is informed of policies and procedures related to the integrity and confidentiality of student records through the college catalog and website.

- [II.C.8-1](#) Board Policy 5040, Student Records, Directory Information, and Privacy
- [II.C.8-2](#) Xtender Electronic Filing System
- [II.C.8-3](#) Allan Hancock College Catalog 2015-2016, Release of Student Records
- [II.C.8-4](#) Admissions & Records link/FERPA tab

Analysis and Evaluation

Allan Hancock College stores and maintains student records as outlined in Board Policy 5040, in accordance with all applicable laws ([II.C.8-1](#)). The policy also details how students can withhold even minimal directory information or allow third party access to their records.

Student records are maintained on the Banner student information system and the Xtender Electronic Filing System ([II.C.8-2](#)).

To ensure there is a secure backup of files, a differential nightly backup rolls into a full backup. This backup is replicated nightly on a server located at the Lompoc Valley Center. Data reside in a secure data center in Building L on the Santa Maria Campus and in Lompoc Valley Center's communications room. The backup is saved for 30 days, and the replicated backup is saved for seven days. Student information stored in Xtender or Banner may only be deleted manually by the director of Admissions and Records and the director of Information Technology Services.

The confidentiality of student records is protected in accordance with the Family Educational Rights and Privacy Act (FERPA). The AHC catalog details the college's process for student access to their records as well as the information that may or may not be released without the student's consent ([II.C.8-3](#)). The catalog also describes how students may request that their records be amended and how to file a complaint if they believe their rights under FERPA have been violated. AHC Student Services staff and others with access to student records participate in ongoing formal FERPA training and are fully apprised of the FERPA regulations, which are posted on the AHC public website on the Admissions and Records page ([II.C.8-4](#)).

The College meets the standard.