

Standard I:

Mission, Academic Quality and Institutional Effectiveness, and Integrity



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

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

I.A Mission

I.A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Eligibility Requirement 6 – Mission

The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1; see Standard I.A.4 for adoption and publishing aspects)

Evidence of Meeting the Standard

Allan Hancock College demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, Allan Hancock College continuously and systematically evaluates, plans, implements and improves the quality of its educational programs and services.

I.A.1-1 Board of Trustees Agenda, October 20, 2009 Item 6.R, page 111 “Mission, Vision, and Values Statement”

- I.A.1-2** Allan Hancock College Catalog, 2015-2016, page 8
- I.A.1-3** California Education Code section 66010.4(a)
- I.A.1-4** Mission Vision Values presentation, Planning Retreat 2013-14
- I.A.1-5** Board of Trustees Agenda, January 17, 2014 Item 3.C, page 11 “Mission, Vision, and Values Statement”
- I.A.1-6** Sample Board Agenda
- I.A.1-7** Council Meeting Agendas
- I.A.1-8** Strategic Plan 2014-2020, page 2

Analysis and Evaluation

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Since its inception, the mission of Allan Hancock College (AHC) has centered on providing quality education to our community. The College commitment is embodied in credit and noncredit instructional programs both onsite and online, student services, and co-curricular activities that support learning. AHC's intended student population is all students within the diverse District service area. One example of diversity is data showing higher credit enrollments in the day, more noncredit students in the evening, and students in their twenties and thirties taking the online courses. To meet the needs of our community, the College provides basic skills education, career and technical training, and transfer-level programs, onsite and online, preparing students for upper-level courses at universities. AHC offers associate degrees, associate for transfer degrees, and certificate programs.

The current mission, vision, and values of Allan Hancock College were adopted by the Board of Trustees in 2009-2010, and reaffirmed and updated in 2014 ([I.A.1-1](#)). They are stated in every annual catalog ([I.A.1-2](#)):

Mission of the College

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

Vision Statement

Allan Hancock College will be the recognized leader in student success through excellence in teaching, learning, and services in an environment of mutual respect.

Student Success
Diversity
Innovation
Academic Freedom
Mutual Respect
Shared Governance
Lifelong Learning
Excellence

Shared Values

We at Allan Hancock College express our values in all that we do. Our commitment is to find innovative ways to enhance student achievement and to always put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning, and services through open and honest communication.

The mission and functions of Allan Hancock College fulfill the state-legislated requirements of California Community Colleges as stated in California Education Code section 66010.4(a) ([I.A.1-3](#)).

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Allan Hancock College has regularly reviewed its mission statement at the annual strategic planning retreat, which is attended by representatives of all constituencies, including students, as part of its planning processes. At its annual strategic planning retreat in 2013, the District revisited the purpose and intent of its mission, vision, and values ([I.A.1-4](#)). The Board of Trustees reviews the mission annually ([I.A.1-5](#)), and it is widely disseminated and promoted; for example, the mission is found on Board agendas ([I.A.1-6](#)) and council meeting agendas ([I.A.1-7](#)).

The AHC mission is defined, published, and reviewed regularly by the Board of Trustees and representatives of all campus groups as part of strategic planning ([I.A.1-8](#)). It states the college commitment to student learning and achievement and is broadly disseminated to the college community as well as the public. The mission statement drives all planning and governance activities, including strategic directions.

The College meets the standard.

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I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the education needs of students.

Evidence of Meeting the Standard

Allan Hancock College has many internal and external data sources that are analyzed in planning goals and directions to support the College mission. The mission is the foundation for all planning documents and directs resource allocation priorities to meet the needs of students.

I.A.2-1	Strategic Plan 2014-2020
I.A.2-2	Strategic Plan 2014-2020, pages 16-17
I.A.2-3	Educational Master Plan 2014-2020
I.A.2-4	Facilities Master Plan 2014-2024
I.A.2-5	Technology Master Plan 2014-2020
I.A.2-6	Credit Student Success and Support Program Plan 2015-2016 and Noncredit Student Success and Support Program Plan 2015-2016
I.A.2-7	Student Equity Plan 2014-2017
I.A.2-8	Academic Senate
I.A.2-9	Councils and Committees
I.A.2-10	Pathways to Decisions 2014 Planning Retreat Agenda
I.A.2.11	2015 Planning Retreat Agenda
I.A.2.12	EEO Report to the Chancellor's Office
I.A.2-13	Fact Book 2013
I.A.2-14	Fact Book 2014
I.A.2-15	Tableau
I.A.2-16	eLumen

I.A.2-17	National Student Clearinghouse
I.A.2-18	Labor Market Information: State of California Employment Development Department
I.A.2-19	LaunchBoard
I.A.2-20	Santa Barbara County Workforce Investment Board
I.A.2-21	San Luis Obispo County Workforce Investment Board
I.A.2-22	Ventura County Workforce Investment Board
I.A.2-23	U.S. Department of Labor, Bureau of Labor Statistics
I.A.2-24	Auto Body Technology
I.A.2-25	Agribusiness
I.A.2-26	Instructional Equipment Request Form
I.A.2-27	Distance Learning Profile
I.A.2-28	Summer School Survey and Results

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Analysis and Evaluation

External and internal data are utilized to determine how effectively Allan Hancock College is accomplishing its mission and whether the District follows institutional priorities in meeting the educational needs of students. These data serve to drive the planning process of the College and were foundational in developing the *Strategic Plan 2014-2020* at the annual planning retreat ([I.A.2-1](#)). Global, national, state, and regional/local data were analyzed from a number of sources to identify those factors that are impacting the College or are likely to impact or influence the College's future; analysis resulted in the development of strategic directions. The strategic directions are directly connected to the mission; for example, strategic direction two "student learning and success" connects with the mission in that it "provides quality educational opportunities that enhance student learning." Strategic direction five "integration," partner with workforce and industry, connects to the mission of enhancing "the economic vitality of our diverse community" ([I.A.2-2](#)).

The *Strategic Plan 2014-2020* serves as the cornerstone of AHC's planning process, and all other plans are in alignment with this plan, including the Educational Master Plan, Facilities Master Plan, Technology Master Plan, Student Success and Support Program Plans, and Student Equity Plan ([I.A.2-3](#); [I.A.2-4](#); [I.A.2-5](#); [I.A.2-6](#); [I.A.2-7](#)). As with the *Strategic Plan 2014-2020*, data served to inform the development of each of these plans; the result of analysis was the development of goals or directions in each

plan, which align with the mission and the strategic plan directions.

Data are widely utilized at the administrative, department, and programmatic levels to inform and assess the effectiveness of the College in meeting the needs of students and the community it serves. For example, the Enrollment Management Committee regularly reviews enrollment reports, including wait lists, when recommending classes be added or canceled. Data are also used to drive continuous improvement efforts and to identify performance gaps and resource needs. At the AHC Annual Student Success Summit in spring 2015, data were presented on the gap in distance learning success compared to onsite success. Similarly, data are utilized by the Academic Senate, councils, and committees across the College to gauge effectiveness in support of students and the College's mission ([I.A.2-8](#); [I.A.2-9](#)).

To ensure a broad based institutional focus on data, student learning and achievement data are shared and discussed at the annual planning retreat ([I.A.2-10](#), [I.A.2.11](#)). For example, the 2015 planning retreat focused attention on data used for Institution Set Standards and for the Institutional Effectiveness Partnership Initiative to clarify data definitions and differences in criteria, as well as establishment of thresholds.

Various offices on campus provide institutional data. For example, Human Resources submits an Equal Employment Opportunity Report ([I.A.2.12](#)) and the Office of Institutional Effectiveness (formerly the Office of Research and Planning) publishes an annual Fact Book

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that is utilized across the District ([I.A.2-13](#); [I.A.2-14](#)). Additionally, several online research tools are readily available to collect data to inform institutional planning and effectiveness, including the software program Tableau ([I.A.2-15](#)). Tableau Dashboard was acquired in late 2014 in order to improve access to data for all programs and better allow disaggregation for analysis, including comparison of onsite and online outcomes. Institutional Learning Outcomes, Program Learning Outcomes, and Student Learning Outcomes are regularly assessed, and data relative to these are readily available within eLumen ([I.A.2-16](#)).

Comprehensive and annual program reviews provide analysis of data that reflect national, state, and regional/local trends. Sources include the National Student Clearinghouse, Labor Market Information supplied from the State of California Employment Development Department, the *Doing What Matters for Jobs and the Economy* initiative of the California Community Colleges Chancellor's Office via LaunchBoard, and Workforce Investment Boards throughout the region. U.S. Department of Labor, Bureau of Labor Statistics data are available to career technical education students and others on program specific web pages, including annual salary estimates ([I.A.2-17](#); [I.A.2-18](#); [I.A.2-19](#); [I.A.2-20](#); [I.A.2-21](#); [I.A.2-22](#); [I.A.2-23](#); [I.A.2-24](#); [I.A.2-25](#)).

Data analysis leads to resource requests in the program reviews, which lead to improvements in carrying out the College mission. For example, instructional equipment requests are derived from program reviews, and they are prioritized primarily on how critical they are to achieving student learning and success and are funded based on the priority order ([I.A.2-26](#)).

The College uses data at all levels of aggregation from program to institutional to assess accomplishments of program and College missions. Because of the large array of data available for institutional assessment, the Office of Institutional Effectiveness began to centralize critical data elements into a more centralized dashboard; this effort will also help in integrating plans across the College as common outcomes and data metrics are developed.

Additionally, the AHC 2015 Fact Book Distance Education Profile and the Summer School survey provide examples of how the college utilizes data to inform institutional decision making ([I.A.2-27](#); [I.A.2-28](#)).

The College meets the standard.

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I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

As stated in its mission, the College “provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.” The mission is demonstrated through the various programs and activities described below which contribute to the District’s high success rates for student learning and achievement.

- [I.A.3-1](#) Agenda of the 2014 Planning Retreat
- [I.A.3-2](#) Agenda of the 2015 Planning Retreat
- [I.A.3-3](#) Strategic Plan 2014-2020, pg. 3
- [I.A.3-4](#) Program Review Forms
- [I.A.3-5](#) Prioritization Forms for faculty, staff and equipment
- [I.A.3-6](#) Allan Hancock College Catalog 2015-2016 list of programs
- [I.A.3-7](#) Contract Education Website
- [I.A.3-8](#) Pacific Conservatory of the Performing Arts
- [I.A.3-9](#) The San Patricios
- [I.A.3-10](#) College Outreach Posters
- [I.A.3-11](#) Career Technical Education
- [I.A.3-12](#) Economic and Workforce Development
- [I.A.3-13](#) Santa Barbara County Workforce Development Board
- [I.A.3-14](#) South Central Coast Regional Consortium

- [I.A.3-15](#) California Community Colleges Doing What Matters for Jobs and the Economy
- [I.A.3-16](#) Agriculture, Water & Environmental Technologies Environmental Training Center
- [I.A.3-17](#) City of Lompoc, Economic Development Committee
- [I.A.3-18](#) Apprenticeship Training
- [I.A.3-19](#) Degree and Certificate Sequencing: Federal Prisons
- [I.A.3-20](#) The Extended Campus
- [I.A.3-21](#) California Corporate College
- [I.A.3-22](#) Petroleum Education Council
- [I.A.3-23](#) Citizenship Classes
- [I.A.3-24](#) Credit English as a Second Language Classes
- [I.A.3-25](#) Noncredit English as a Second Language Classes

Analysis and Evaluation

The mission of Allan Hancock College is deliberately broad, as AHC strives to serve the diverse needs of our 3,000 square mile District. The mission guides institutional goals for student learning and achievement, institutional decision making and planning, and resource allocation. The mission statement has been reviewed regularly at the 2013, 2014, and 2015 annual planning retreats that include participation of all constituents ([I.A.3-1](#); [I.A.3-2](#)). College programs and services align with the adopted mission and, in addition, support the mission of the California Community Colleges ([I.A.3-3](#)).

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The AHC mission is at the center of College programs and offerings in all locations and in all modalities. It is at the front of the shared governance *Councils and Committees Pathways to Decisions* manual, at the bottom of meeting agendas and notes, and on posters throughout the campus. All programs must include a mission statement in their program review and demonstrate how the program mission aligns with the College mission ([I.A.3-4](#)). The mission statement drives the District strategic plan directions; all resource requests through program review, faculty and classified staff prioritization, and equipment prioritization processes must link to those directions ([I.A.3-5](#)). To further inculcate the mission into College priorities, Strategic Directions from the Strategic Plan are noted in each Board agenda item.

District programs supporting the mission include a broad array of transfer programs, career technical education programs, basic skills courses, and student support services. An average of 175 course sections are offered online every spring and fall and 12 degrees and certificates are available 100% online. 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) ([I.A.3-6](#)). In addition to credit programs, the District's robust Community Education division offers a variety of not-for-credit, noncredit, and fee-based opportunities that provide community members with lifelong learning, career preparation, and personal enrichment. The College also offers custom, specialized training to industry and agencies across the region and beyond

([I.A.3-7](#)). As noted in the mission, these “quality educational opportunities” are all designed to “enhance student learning.”

Opportunities across the District enhance the “creative, intellectual, cultural, and economic vitality of our diverse community.” AHC’s Pacific Conservatory of the Performing Arts (PCPA) is a professional conservatory theatre that embraces the community’s diversity through education and outreach efforts, such as *The San Patricios*—a production that brought history to life for Chicano/Latino Studies students at Santa Maria High School and PCPA patrons ([I.A.3-8](#); [I.A.3-9](#)). Examples of other outreach activities that integrate with the College mission and programs include Friday Night Science, Dance Spectrum Dimensions in Dance, Folklorico, Choir, and Jazz Band ([I.A.3-10](#)).

Examples of support for the “economic vitality” of the College’s “diverse community” include career technical education programs and economic and workforce development initiatives ([I.A.3-11](#); [I.A.3-12](#)). AHC is a member of the Santa Barbara County Workforce Development Board and the South Central Coast Regional Consortium ([I.A.3-13](#); [I.A.3-14](#)) – an organization including career technical education deans and others from eight community Colleges within Region 6—San Luis Obispo, Santa Barbara, Ventura, and Northern Los Angeles Counties. The *Doing What Matters for Jobs and the Economy* framework of the Economic Development Department of California Community Colleges Chancellor’s Office ([I.A.3-15](#)) supports the consortium. The regional Environmental Training Center at the

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Lompoc Valley Center also operates under this framework ([I.A.3-16](#)) and focuses on agriculture, water, and environmental technologies. Additionally, AHC supports the City of Lompoc in its economic development initiatives; two College managers serve on the Economic Development Committee ([I.A.3-17](#)). Career technical education also includes apprenticeship opportunities for three careers: electricians, plumbers (pipe trades), and operating engineers (heavy equipment) ([I.A.3-18](#)). The District offers courses at the U.S. Penitentiary in Lompoc, offered in a partnership effort to reduce recidivism ([I.A.3-19](#)). Contract education, a unit within the Extended Campus, supports the specialized and custom needs of industry and public agencies ([I.A.3-7](#); [I.A.3-20](#)), providing the training needs of corporations and agencies across the District. AHC is a member of the California Corporate College ([I.A.3-21](#)) and has provided training for initiatives such as the Affordable Care Act and the Pacific Gas and Electric's Solar System Training Program. The College is the only California community College authorized by the Petroleum Education Council to

offer the SafeLandUSA, SafeGulf, Core Compliance, and Core Compliance Refresher certifications and is the exclusive provider of ExxonMobil's CalOps Site Orientation ([I.A.3-22](#)).

The District supports northern Santa Barbara's "diverse community" in a variety of ways. The Community Education division offers free classes to prepare students for the citizenship test ([I.A.3-23](#)) as well as courses to prepare for the GED and noncredit ESL classes. The credit English as a Second Language (ESL) program prepares non-native speakers of English for academic study ([I.A.3-24](#); [I.A.3-25](#)) and includes courses in reading, writing, grammar, and listening/speaking skills at four levels from beginning to advanced. AHC also provides student support programs through the 3SP Plan that supports elementary and secondary education, basic skills, ESL, short-term vocational, and workforce preparation.

The College meets the standard.

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I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Eligibility Requirement 6 – Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

Evidence of Meeting the Standard

Allan Hancock College widely publicizes its mission statement approved by the governing board. The mission statement reflects the College commitment to learning and serving the diverse community of northern Santa Barbara County ([I.A.4-1](#)). The mission statement can be found online, on posters around campus, on the back of staff and faculty business cards, in planning documents, and in other District publications.

- [I.A.4-1](#) Board Policy 1200, Mission
- [I.A.4-2](#) Board Minutes 1-20-09, item 8F
- [I.A.4-3](#) Mission and Values
- [I.A.4-4](#) Allan Hancock College Catalog 2015-2016, page 8
- [I.A.4-5](#) Sample Council Agendas
- [I.A.4-6](#) Human Resources Reception Screen – Screen Shot
- [I.A.4-7](#) New hire packet from Human Resources
- [I.A.4-8](#) Strategic Plan 2014-2020, page 2
- [I.A.4-9](#) Educational Master Plan 2014-2020, page 5
- [I.A.4-10](#) Planning Retreat 2011, (slides 13-15); Planning Retreat 2012,;

- [I.A.4-11](#) Mission Vision Values, Planning Retreat 2013-14, Mission, Vision, Values Feedback, AHC's Planning Retreat 2013, (slides 2-5)
- [I.A.4-12](#) Minutes of ASBG Executive Council, February 26, 2014, new business item 2
- [I.A.4-13](#) Minutes from College Council
- [I.A.4-14](#) Board Agenda January 17, 2014, Item 3.C; minutes

Analysis and Evaluation

Allan Hancock College's mission statement is reviewed annually to ensure the District's commitment to serving all students, regardless of their location or the modality used to deliver learning opportunities. Acknowledging the diverse needs of the community in the semi-rural 3,000 square mile District while aligning with the mission of the California Community Colleges drives the structure of the mission. AHC's Board of Trustees first approved the current mission statement on January 20, 2009 when it was revised to provide a description of the College's purpose and to focus on student learning ([I.A.4-2](#)):

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Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

The Board approved the mission statement most recently in January 2014 as part of the strategic planning process. AHC's mission, vision, and values are widely published on the website, College catalog, publications and brochures, posters throughout campus buildings, and in the Board Agenda ([I.A.4-3](#); [I.A.4-4](#)). The mission statement appears on agendas for many groups, including College Council, Institutional Effectiveness Council, Technology Council, Cabinet, Administrative Team, and the Bond Measure I Citizens Oversight Committee ([I.A.4-5](#)). A screen in the Human Resources reception area displays information regarding College employment, including the mission, values, and goals of AHC ([I.A.4-6](#)). As part of new employee orientations, the mission, vision, and values are on the first page of the new hire packets ([I.A.4-7](#)). AHC's mission, vision, and values drive its planning processes. The Strategic Plan

begins with these cornerstones ([I.A.4-8](#)), as does the Educational Master Plan ([I.A.4-9](#)). The mission is reviewed at the start of each annual strategic planning initiative as part of the planning retreats ([I.A.4-10](#)).

The mission review process is conducted in a manner that ensures all campus interests are represented. During the 2013 Planning Retreat, focused feedback was obtained from attendees representing all employee groups ([I.A.4-11](#)). After the 2013 planning retreat, the superintendent/president met with the Associated Student Body Government and leadership class students and gave a presentation on the mission statement ([I.A.4-12](#)). The mission, vision, and values were also discussed at College Council, whose members include shared governance representatives of full-time faculty, part-time faculty, administration, classified staff, supervisory/confidential staff, and students ([I.A.4-13](#)). The Board of Trustees revisited the mission, vision, and values at its January 17, 2014 meeting ([I.A.4-14](#)).

The College meets the standard.

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I.B Assuring Academic Quality and Institutional Effectiveness

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

Evidence of Meeting the Standard

Allan Hancock College has established policies and processes that ensure a sustained District-wide dialogue on student outcomes and equity, academic quality, institutional effectiveness, and continuous quality improvement. Through review of the mission, planning processes, committee and council meetings, all-staff convocations, and retreats, student learning and achievement remain at center of discussions.

[I.B.1-1](#) Councils and Committees

Pathways to Decisions

[I.B.1-2](#) ASL Program Review

[I.B.1-3](#) CBIS Annual Update

[I.B.1-4](#) Sample Student Outcomes

Report – Library

[I.B.1-5](#) Sample Student Program

Review Data - Biology

[I.B.1-6](#) Sample Program Review

Survey

[I.B.1-7](#) LOAC Retreat Minutes

January 14, 2015

[I.B.1-8](#) Institutional Assessment Plan

[I.B.1-9](#) Student Equity Plan 2014-2017

[I.B.1-10](#) Student Equity Plan 2015-2018

[I.B.1-11](#) Student Equity Focus Group

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[I.B.1-12](#) 2015 Planning Retreat

Student Equity Plan

Presentation

[I.B.1-13](#) 2015 Planning Retreat Equity and Preparedness Presentation

[I.B.1-14](#) Program Review Matrix

[I.B.1-15](#) Vice President Prioritization Lists

[I.B.1-16](#) Calendar Committee Agenda and Notes Regarding Winter Intersession

[I.B.1-17](#) Student Learning Council Agenda and Notes Regarding Short-term courses 10-22-14

[I.B.1-18](#) Academic Senate Agenda and Minutes Discussion on Winter Intersession

[I.B.1-19](#) Distance Learning Committee Notes 10-21-2014

[I.B.1-20](#) Distance Learning

Committee Notes 9-15-2015

[I.B.1-21](#) Academic Senate Minutes 11-3-15

[I.B.1-22](#) CCPD Council Descriptions of IEC, SLC, and SSC

[I.B.1-23](#) IEC Agendas and Notes Various Meetings (including recommendation to College Council to form a council co-chair meeting)

[I.B.1-24](#) College Co-Chair Meeting Agenda and Notes

[I.B.1-25](#) 2014, 2015 and 2016 Student Success Summit Agendas

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Dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous quality improvement takes place in a number of forums across the District. As noted in the *Councils and Committees: Pathway to Decisions (CCPD)*, the College's councils and committees and Academic Senate are venues through which substantive dialogue occurs ([I.B.1-1](#))

Student Outcomes

Ongoing dialogue about outcomes occurs at the department and program level ([I.B.1-2](#); [I.B.1-3](#)). These examples of program review show how data on student outcomes result in programmatic dialogue about improvements. The Office of Institutional Effectiveness provides each instructional program data on student outcomes ([I.B.1-4](#)) and student achievement ([I.B.1-5](#)). Institutional Effectiveness also provides instructional and student services programs with survey support ([I.B.1-6](#)) that are used to complete program reviews and facilitate dialogue among faculty and staff in programs.

Dialogue about Student Learning Outcomes (SLOs) also occurs within campus committees. The Learning Outcomes and Assessment Committee (LOAC) meets regularly to discuss assessment regarding topics such as Institutional Learning Outcomes (ILO) results, professional development, mapping course and ILO outcomes, the process for writing course improvement plans, and assessment of basic skills and

transfer level courses ([I.B.1-7](#)) The College Institutional Assessment Plan guides assessment of teaching and learning. It documents the College's assessment policy; provides a structure and reference resource for campus-wide outcomes and assessment efforts; and clearly states roles, responsibilities, and timelines for outcomes and assessment activities ([I.B.1-8](#)). In addition, the plan outlines assessment roles and responsibilities of the Academic Senate, faculty, staff, and students as well as department chairs, deans, directors, coordinators, the vice president of Academic Affairs and the vice president of Student Services ([I.B.1-8](#), pages 4-6 and 8-9).

Student Equity

Alan Hancock College's (AHC) mission statement and its strategic direction guided development of the Student Equity Plan 2014-2017 ([I.B.1-9](#)) and the new plan for 2015-2018 ([I.B.1-10](#)). The College's strategic direction of "student learning and success" focuses on providing educational programs and comprehensive support services to promote student success, defined by student achievement of their educational goals, and respond to the qualitative and quantitative assessment of learning. The Student Equity Plan outlines the District's plan to improve outcomes on five student success indicators for students regardless of race and ethnicity, gender, age, disability, economic circumstances, veteran, or foster youth status. There are five student success indicators: access, course completion, ESL and basic skills completion, degree and certificate

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completion, and transfer ([I.B.1-9](#); [I.B.1-10](#)). Data on student outcomes used in the plan were shared and discussed at various focus groups, where AHC faculty and staff could discuss the implications of the data and possible actions for improvement ([I.B.1-11](#)).

Student equity data are shared and discussed at various venues. Data from the 2015 Student Equity Plan and Student Preparedness, with a focus on equity, were part of the dialogue at the 2015 annual planning retreat ([I.B.1-12](#); [I.B.1-13](#)).

Academic Quality

Conversations about academic quality form the foundation of the program review process that occurs every six years for instructional and student services programs. ([I.B.1-14](#)). Comprehensive program reviews and annual updates assess and document resource needs associated with student outcomes, student equity, and student achievement. These needs are prioritized by departments, deans, and cabinet-level administrators, and are then reviewed by Academic Senate and College Council as part of the planning and resource allocation process ([I.B.1-15](#)).

Discussions of academic quality occur in various College councils and committees and at Academic Senate meetings. For example, when the Calendar Committee proposed a four-week winter intersession ([I.B.1-16](#)), Student Learning Council discussed the merits and best practices associated with short-term instruction ([I.B.1-17](#)). The Academic Senate further discussed the merits of a short-term winter and voted in favor after considerable dialogue ([I.B.1-18](#)). Emphasis on

academic quality with regard to distance learning has been a focus for the College over the last few years. The Distance Learning Committee has provided ongoing dialogue on topics such as effective contact, student success and retention, the distance learning success gap, and adoption of a new course management platform (Canvas) ([I.B.1-19](#); [I.B.1-20](#); [I.B.1-21](#)).

Institutional Effectiveness

Collective dialogue around institutional effectiveness takes place within venues such as the Institutional Effectiveness Council (IEC), the Student Learning Council, and the Student Services Council ([I.B.1-22](#)). The IEC organizes the annual AHC planning retreat, conducts a periodic council and governance survey, reviews annual reports from all other councils, and is charged with recommending improved institutional practices ([I.B.1-23](#)). Recommendations from IEC to College Council from surveys and annual reports led to the formation of a council co-chair meeting to make improvements to communication and organization of Council meetings ([I.B.1-23](#); [I.B.1-24](#)). The Student Learning Council develops and recommends strategies to support and improve student learning programs across the District and seeks to advance and encourage innovation in teaching and learning to meet changing student needs both onsite and online. Among other things, the Student Services Council is a resource and recommending body on issues related to student services and the improvement of student services programs. In an effort to promote and support innovative best practices, these two councils organized Student Success

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Summits in 2014, 2015, and 2016 ([I.B.1-25](#)).

Continuous Quality Improvement of Student Learning and Achievement

The aforementioned examples of dialogue in various College settings support student learning and achievement. The College provides ample opportunity for dialogue about student learning and achievement not only through the program review process where student outcomes and achievement data are discussed at the program level but also through councils

and committees, where an institutional focus is provided for discussion of such topics as institution-set standards and scaling up innovative, successful practices. For example, the focus of the second Student Success Summit, planned by the Student Learning and Student Services Councils, was exploring ways to expand successful our successful summer bridge and acceleration programs ([I.B.1-25](#)).

The College meets the standard.

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I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Eligibility Requirement 11 – Student Learning and Student 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. (Standard I.B.2, I.B.3, and II.A.1)

Evidence of Meeting the Standard

Allan Hancock College defines and assesses student learning outcomes on a sustained and continuous process of six-year comprehensive program reviews and annual updates in all instructional programs and student support services. Regular and systematic assessment is part of the program review process. Course outcomes are identified in the course outlines of record and are the same regardless of location or modality. Course outcomes are mapped to program outcomes, which are publicized in the catalog online and in print.

[I.B.2-1](#) Allan Hancock College Catalog 2015-2016; Institutional Learning Outcomes pages 8-10

[I.B.2-2](#) Institutional Learning Outcomes Website

[I.B.2-3](#) Allan Hancock College Institutional Assessment Plan, March 2014

[I.B.2-4](#) Learning Outcomes and Assessment Committee Charge

[I.B.2-5](#) Assessment Professional Development Schedule and Attendance

[I.B.2-6](#) Allan Hancock College Catalog 2015-2016, Degrees & Certificates listings pages 64-125

[I.B.2-7](#) Student Services Outcomes Website

[I.B.2-8](#) Administrative Service Area Outcomes Website

[I.B.2-9](#) Program Review Matrix Website

[I.B.2-10](#) Technology Information ILO Report

[I.B.2-11](#) Critical Thinking ILO Report

[I.A.2-12](#) ACCJC Annual Report

[I.B.2-13](#) Allan Hancock College Institutional Assessment Plan, Roles and Responsibilities Faculty page 5

[I.B.2-14](#) LOAC Annual Report of Accomplishments

[I.B.2-15](#) Program SLO Report Sample - Graphics

[I.B.2-16](#) ILO Assessment Report Final

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Analysis and Evaluation

Allan Hancock College (AHC) has defined program and institutional learning outcomes and communicates them through the printed and online catalogs ([I.B.2-1](#)), the online Institutional Research and Planning learning outcomes web page ([I.B.2-2](#)), and the “Institutional Assessment Plan” (IAP) ([I.B.2-3](#), pages 20-21). Course level outcomes appear on all syllabi and are mapped to program outcomes as part of the program review cycle. Guidance and training for the process of assessment is provided through Learning Outcomes Assessment Committee (LOAC) ([I.B.2-4](#)), the Institutional Assessment Plan ([I.B.2-3](#)), and through ongoing professional development ([I.B.2-5](#)).

Courses and programs offered online follow the identical processes as onsite courses for defining and assessing student learning outcomes. Course outlines of record in CurricUNET apply to all courses, and student learning outcomes do not change based on modality. Therefore, all courses and programs in any modality are included in the established program review processes.

Since 2009, Allan Hancock College has clearly defined and published learning outcomes for all instructional programs in the printed and online catalogs ([I.B.2-6](#)). Learning outcomes to support student services are also identified and are posted online in both the individual student services web pages and the Institutional Research and Planning learning outcomes page ([I.B.2-7](#)). Administrative areas have defined service area outcomes, which are posted online through the Institutional Research and Planning learning outcomes page ([I.B.2-8](#)).

Allan Hancock College evidence teams completed initial assessments of each of its institutional learning outcomes during 2011-2013. AHC regards the purpose of learning outcomes assessment to be the improvement of teaching and learning. Reports by each team are available internally to faculty and staff, and the evidence teams held meetings to present and discuss their findings ([I.B.2-9](#)). The four steps listed are in the IAP and shown below for regular ongoing assessment of the institutional learning outcomes are clear and concise, showing this is an easily sustainable practice.

**STEP D:
Reflect and
Revise**

- Discuss areas of instruction or processes that can be changed to improve outcomes
- Implement changes

**STEP C:
Assess Learning**

- Assess outcomes per assessment plan
- Evaluate assessment results
- Decide if outcomes met established goals



**STEP A:
Plan for Learning**

- Establish course, program or department goals

**STEP B:
Identify Learning**

- Design outcomes that specify what students learn or the service customers receive
- Determine methods to assess outcomes
- Establish desired outcome levels

AHC expects that every learning outcome will be assessed at least once within a six-year period, including institutional, program, course, student services, learning support services, and administrative services outcomes. Many areas assess every learning outcome every year, gathering comprehensive and longitudinal data for analysis and improvement plans ([I.B.2-9](#)).

AHC's comprehensive program review and annual update processes include measures and reports of student achievement data ([I.B.2-10](#); [I.B.2-11](#)). Since learning outcomes assessment is incorporated in AHC's program review and annual updates processes, programs have done assessment of program learning outcomes if they are current in their program reviews. As of fall 2014, all instructional programs have ongoing assessment of program learning outcomes. Our student learning and support areas have shown consistent, ongoing

assessment of 100% of learning outcomes since 2013 ([I.A.2-12](#)).

Additionally, all course outcomes and student and learning support services outcomes map to program level outcomes and institutional level outcomes, so data collected from direct student level assessments also assists in program assessment and is documented in program reviews. Faculty members use the results of assessment data to strengthen and improve the curriculum, textbooks, and pedagogy and thus improve student learning ([I.B.2-13](#)).

LOAC evaluates the committee accomplishments and status of assessments through an annual report ([I.B.2-14](#)), program summary reports (for example, Nursing, BIS, and Graphics) ([I.B.2-15](#)), as well as summary reports of ILOs ([I.B.2-16](#)).

The College meets the standard.

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

Eligibility Requirement 11 – Student Learning and Student 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. (Standard I.B.2, I.B.3; See Standard II.A.1 for program level standards.)

Evidence of Meeting the Standard

Institutional standards represent minimum levels that the District expects to meet, and below which it is expected to initiate intentional action for improvement. Student achievement data are published and available publicly through the Office of Institutional Effectiveness that are evaluated at various College venues. The institutional standards are being met and evaluation will continue annually.

- [I.B.3-1](#) AHC Institution Set Standards
- [I.B.3-2](#) Institutional Effectiveness Accreditation Measures
- [I.B.3-3](#) ACCJC Annual Report, 2015
- [I.B.3-4](#) California Community Colleges Student Success Scorecard
- [I.B.3-5](#) Fact Book 2014
- [I.B.3-6](#) Tableau Dashboards
- [I.B.3-7](#) Institutional Effectiveness State Student Success Scorecard I

- [I.B.3-8](#) Institutional Effectiveness Council Agenda and Notes Annual Planning Retreat Agendas 2014 and 2015
- [I.B.3-9](#)
- [I.B.3-10](#) Institutional Effectiveness Council Agenda and Notes April 13, 2015

Analysis and Evaluation

Allan Hancock College (AHC) has established institution set standards in the areas of course completion (percentage of students completing a course), successful course completion (percentage of student passing a course with a “C” or better), degrees (duplicated and unduplicated), certificates (duplicated and unduplicated), and transfer (to CSU, UC, private, and out of state) ([I.B.3-1](#)). AHC has established institution set standards for CTE programs with regards to licensure pass rates and employment. At the 2014 and 2015 Planning Retreats, there was dialogue about the definition of the standards as a minimum threshold (floor), and the criteria used to set the floor was discussed. Prior

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to the retreat, there were numerous discussions about appropriate measures and standards at various College meetings including the Student Learning Council and Academic Senate ([I.B.3-2](#)). The College standard for all outcomes is based on setting a threshold at 95% of a 3 to 5 year average. Data on AHC's performance compared to its institution-set standards are reported in the Annual Report to ACCJC ([I.B.3-3](#)).

In addition to these measures, the California Chancellor's Office developed a scorecard tool which provides data on defined measures related to student achievement. This information is available to the public ([I.B.3-4](#)). AHC also makes these data available internally to faculty and staff in an annual Fact Book ([I.B.3-5](#)).

To ensure regular and systematic assessment, AHC's Office of Institutional Effectiveness purchased licenses for the Tableau visual analytics tool. Dashboards are made available internally to faculty and staff that utilize data related to student achievement ([I.B.3-6](#)). Program and institutional outcomes data are readily available to all College employees; the dashboards also allow the end user to disaggregate data by student groups.

The Office of Institutional Effectiveness updates AHC's Fact Book every year and makes this information available both internally and externally ([I.B.3-7](#)). The Fact Book includes state-wide performance indicators for comparison and detailed student demographic

information as well as additional student outcomes data beyond those used in the Institution Set Standards.

Colleges are required to establish goals for as part of the Institutional Effectiveness Partnership Initiative (IEPI) ([I.B.3-8](#)). Although similar to institution set standards, which are minimum thresholds, IEPI goals are aspirational. The IEPI data measures are also prescribed to institutions. These distinctions and data definitions were discussed at the 2015 Planning Retreat ([I.B.3-9](#)) and IEC meeting in 2015 ([I.B.3-10](#)) shortly after the data measures were made available to Colleges.

The College establishes, measures, and publishes institution set standards. Student achievement data are evaluated at the institution and programmatic level. Evidence of institutional achievement includes the recent recognition by the Aspen Institute once again as one of the nation's top 150 community colleges. AHC establishes institution set standards for college outcomes and CTE program licensure and employment achievement.

Dialogue about student achievement at the program level is fostered through the program review process, where faculty discuss disaggregated student achievement data including course success and retention for online and onsite courses, as well as certificate and degree outcomes. In order to improve the use of institution set standards, the program review committee plans to revise the prompts in the program

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review guideline to align assessment of student performance at the program level to College set standards where appropriate.

The College meets the standard.

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

Evidence of Meeting the Standard

Allan Hancock College (AHC) uses assessment data to improve institutional effectiveness through integrated processes that support student learning and student achievement. The College has established organized processes that support wide-scale dialogue about student learning and student achievement through committees, institutional planning, and comprehensive program review.

- [I.B.4-1](#) Strategic Plan Strategic Direction: Support Student Learning and Success
- [I.B.4-2](#) Comprehensive Program Review Guide
- [I.B.4-3](#) Annual Program Review Guide
- [I.B.4-4](#) Learning Outcomes and Assessment Committees Functions
- [I.B.4-5](#) LOAC Sample Minutes
- [I.B.4-6](#) ILO Assessment Results Chart
- [I.B.4-7](#) Information and Technology Literacy Planning Retreat Presentation
- [I.B.4-8](#) SLO Assessment Professional Development Fall 2010 - Present
- [I.B.4-9](#) Annual Planning Retreat Agendas 2013, 2014, 2015
- [I.B.4-10](#) 2015 Planning Retreat Student Equity Presentation
- [I.B.4-11](#) 2015 Planning Retreat IEPI Data
- [I.B.4-12](#) 2015 Planning Retreat Institution Set Standards Data

- [I.B.4-13](#) Distance Learning Committee meeting notes 10/21/14
- [I.B.4-14](#) Student Success Summit Agendas 2014 and 2015

Evaluation and Analysis

Assessment of student learning and achievement is a primary focus of AHC as it is one of the Strategic Plan Strategic Directions: Support Student Learning and Success ([I.B.4-1](#)). This strategic direction includes two goals:

Goal SLS1

To ensure continuous improvement based on Student Learning Outcomes assessment data.

Goal SLS2

To support student access, achievement, and success.

Assessment of student learning occurs through various processes at AHC. Program and course assessment data are integrated into six-year comprehensive and annual program reviews ([I.B.4-2](#); [I.B.4-3](#)). The program review guides require that faculty tie program improvement plans and resource requests (e.g., equipment and faculty) to evaluation of student learning and achievement.

AHC analyzes Institutional Learning Outcomes (ILOs) through various processes. Course Student Learning Objectives (SLOs) are tied to Institutional Learning Outcomes so that as a result of

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course assessment, ILOs are assessed and reviewed by the Learning Outcomes and Assessment Committees (LOAC) ([I.B.4-4](#)). The LOACs regularly meet to discuss assessment results ([I.B.4-5](#)). Results from ILO assessment are summarized for annual comparison of student performance ([I.B.4-6](#)). LOACs also organize faculty inquiry groups to gather artifacts to evaluate one ILO each year. Results of

those assessments are shared and discussed; for example, assessment results for the ILO *Information Technology and Literacy* were presented at the fall 2015 Planning Retreat ([I.B.4-7](#)). ILOs have been discussed across the campus over time in various venues as summarized in the following list from December 17, 2015:

Institutional Learning Outcomes Assessment and Information Sessions

Date	Topics	Participants
8/16/2012	ASSESSMENT DAY: Overview of Assessment, Historical Perspective on ILOs, ILO Communication Team Results , Evidence Team Leader Introductions & Overview on Assessment of ILOs, L&PS SLO Retreat Model, and where do we go from here?	65
9/18/2012	Critical Thinking & Problem Solving ILO Session/Results	18
10/19/2012	Personal Responsibility & Development ILO Session/Results	11
1/17/2013	ASSESSMENT DAY: "Where we are with Assessment-Making Your Life Easier," and Breakouts on Global Awareness ILO, eLumen and Closing the Loop	33
2/22/2013	Quantitative & Scientific Literacy ILO Session/Results	7
3/1/2013	Information & Technology Literacy Session/Results	16
1/17/2014	Global Awareness & Cultural Competence ILO Session/Results	17
8/14/2014	ILO Forum: Information & Technology Literacy - Discuss Split	11
9/3/2014	LOAC-SS Mtg / Shared ILO Update on Info & Tech Literacy	
9/5/2014	Fine Arts Dept / Shared ILO Update on Info & Tech Literacy	10
9/5/2014	Mathematical Sciences Dept / Shared ILO Update on Info & Tech Literacy	12
9/9/2014	Business Dept / Shared ILO Update on Info & Tech Literacy	7
9/18/2014	Kinesiology, Rec & Athletics Dept / Shared ILO Update on Info & Tech Literacy	6
9/19/2014	Industrial Technology Dept / Shared ILO Update on Info & Tech Literacy	6
9/19/2014	Life & Physical Sciences Dept / Shared ILO Update on Info & Tech Literacy	11
9/23/2014	Social & Behavioral Sciences Dept / Shared ILO Update on Info & Tech Literacy	6
9/24/2014	Languages & Comm Dept / Shared ILO Update on Info & Tech Literacy	7
10/2/2014	Health Sciences Dept / Shared ILO Update on Info & Tech Literacy	8
10/8/2014	Applied Behavioral Sciences Dept / Shared ILO Update on Info & Tech Literacy	9
10/8/2014	Public Safety Dept / Shared ILO Update on Info & Tech Literacy	2
10/16/2014	Counseling Dept / Shared ILO Update on Info & Tech Literacy	28
11/19/2014	English Dept / Shared ILO Update on Info & Tech Literacy	9
9/15/2015	ILO Dialog: Information & Technology Literacy Session/Results	9
11/12/2015	AHC Planning Retreat: ILO Presentation on Information & Technology Literacy Results	40

In order to ensure effective processes to support assessment of student learning, professional development activities are provided throughout the year for faculty to learn about assessment as well as to learn

how assessment data are entered into the assessment database, eLumen ([I.B.4-8](#)).

Institutional processes to support student learning include the annual Planning

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Retreat; Student Success Summit; efforts in committees, such as the Distance Learning Committee, Basic Skills Committee; and grant funded initiatives. Data on student outcomes are regularly shared and discussed at the College Planning Retreat ([I.B.4-9](#)). At the most recent retreat, approximately 60 College faculty, staff, and administrators reviewed and discussed data on Student Equity, Institutional Effectiveness Indicators, and Institution-Set Standards ([I.B.4-10](#); [I.B.4-11](#); [I.B.4-12](#)). A result of this dialogue led to establishing an additional Institutional Effectiveness outcome regarding basic skills progression.

Student learning and achievement are supported through various processes, including program review. The program review process requires a comprehensive analysis of program contribution to the institution mission every six years, with an annual update each year. The process includes evaluation of disaggregated data on student success in courses, degrees/certificates, and, where appropriate, labor market outcomes. At the institution level as part of the review of institution-set standards, transfer is also evaluated. In conjunction with review of student performance online compared to onsite that took place in the Distance Learning Committee ([I.B.4-13](#)), program evaluation now explicitly requires an analysis of student performance in online versus onsite courses.

Through dialogue at the Student Learning Council and Student Services Council, Student Success Summits were convened in 2014 and 2015 to share data on student outcomes and best practices aimed at improvements in student outcomes. Topics discussed included initiatives AHC faculty have undertaken, including summer bridge programs in math and English to accelerate student progression through developmental courses and multiple measures assessment using high school coursework ([I.B.4-14](#)). The faculty in math and English, in response to data on student progression through developmental courses, have revised curriculum to improve student outcomes. For example, the math department is now offering a course for non-STEM students that will allow students to complete Algebra I and Algebra II in one semester.

The College uses a variety of student learning and achievement data to inform improvements and has provided an organizational structure to support assessment of student data through program, committee, and institutional dialogue. The College is committed to improving continuously in this area by linking assessment Student Learning Outcomes and achievement data to improvements in student outcomes.

The College meets the standard.

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

Evidence of Meeting the Standard

Allan Hancock College assesses its mission through program review and evaluation of goals and objectives. The College analyzes disaggregated quantitative and qualitative data for programs.

<u>I.B.5-1</u>	Institutional Assessment Plan
<u>I.B.5-2</u>	Library Program Review SLO Data 2016
<u>I.B.5-3</u>	ILO Team Report 2012
<u>I.B.5-4</u>	Accounting Program Review data (DL comparison)
<u>I.B.5-5</u>	Tableau Dashboard
<u>I.B.5-6</u>	2013 Planning Retreat
<u>I.B.5-7</u>	2014 Planning Retreat
<u>I.B.5-8</u>	Program Review Annual Update – Accounting
<u>I.B.5-9</u>	Program Review Annual Update – RN
<u>I.B.5-10</u>	Program Review Matrix
<u>I.B.5-11</u>	Lists of faculty, staff, and equipment requested

Analysis and Evaluation

Allan Hancock College assesses the accomplishment of its mission through program review and evaluating goals and objectives, Student Learning Outcomes, and student achievement. An Institutional Assessment Plan, developed by a faculty-led committee and approved through the Councils and Committee structure, is used widely across the College to guide both instructional and student services

assessments ([I.B.5-1](#)). The plan's purpose is to document assessment policy; provide a structure and reference for campus wide outcomes and assessment efforts; and clearly state roles, responsibilities, and timelines for outcomes and assessment activities.

The College has three interrelated levels of assessment:

1. **Course level**—assessment provides evidence of student learning using both direct and indirect measures. Faculty, as discipline experts, lead the effort and are responsible for developing and assessing course Student Learning Outcomes (SLOs). These course outcomes are mapped to both program and institutional outcomes ([I.B.5-2](#)).
2. **Program level**—outcomes are identified in academic, student support, and administrative units. Academic program outcomes are mapped to course level outcomes and are assessed using course level assessments along with annual program review reports.
3. **Institutional level**—Institutional Learning Outcomes (ILOs) are linked to course and program outcomes and are integrated as knowledge, skills, abilities, and attitudes into a variety of courses and student services ([I.B.5-1](#), pages

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9-10). General education courses that are not part of a defined program can be mapped directly to ILOs. A six-year assessment cycle ensures all ILOs are assessed at least once every six years. ILO assessment was completed using an evidence-team model; multidisciplinary faculty used an institutional level rubric to score student artifacts ([I.B.5-3](#)).

Assessment data are collected and recorded either at the student level or in aggregated format and are housed in eLumen assessment software. The minimum data collected for each SLO is aggregated data.

Student achievement data disaggregated by course, program, and modality (online versus onsite) are made available for instructional programs in PDF form ([I.B.5-4](#)). For faculty who want to disaggregate more thoroughly than required, they can query program and College data through the Tableau Dashboard ([I.B.5-5](#)). Tableau and the annual college Fact Book both have data on distance learning that can be retrieved by faculty for assessment. The Tableau Dashboard allows faculty to disaggregate the data to determine if there are disproportionate impacts on student learning for different groups of students, such as by gender, ethnicity, age, previous College work, and more. The Office of Institutional Effectiveness has developed new student outcomes reporting capabilities in eLumen that will give programs disaggregated student data by age, ethnicity, gender, foster youth status, economically disadvantaged status, veteran's status, individuals with disabilities, first generation, EOPS/CARE

& CalWORKs, and MESA; these data will be available beginning spring 2016.

In support of the College's mission, program reviews and annual updates guide institutional decision-making, planning, and resource allocation ([I.B.5-6](#); [I.B.5-7](#)). AHC evaluates program quality through these comprehensive program reviews conducted on a six-year cycle (two years for some vocational programs) and reinforced with annual updates ([I.B.5-8](#); [I.B.5-9](#); [I.B.5-10](#)). The findings and conclusions are fundamental to program and course improvement. Resource needs documented in program reviews are prioritized by departments and divisions and forwarded to the appropriate vice president for consideration. In addition, program reviews and annual updates are pivotal in determining full-time faculty and classified staff hiring prioritization as well as equipment prioritization ([I.B.5-11](#))

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 are 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.

The College meets the standard.

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

Evidence of Meeting the Standard

Allan Hancock College has a number of systems, plans, and practices for disaggregating data to examine performance gaps. When gaps are noted, the College develops strategies and actions for improving teaching and services that may include allocation or reallocation of resources.

- [I.B.6-1](#) Fact Book 2014
- [I.B.6-2](#) eLumen
- [I.B.6-3](#) Tableau
- [I.B.6-4](#) Spanish Program Review
- [I.B.6-5](#) Library Program Review
- [I.B.6-6](#) EOPS/CARE & CalWORKs Program Review
- [I.B.6-7](#) Distance Learning Committee Notes 10/21/14
- [I.B.6-8](#) Educational Master Plan 2014-2020, pages 8-9
- [I.B.6-9](#) Student Equity Plan, 2014-2017

Analysis and Evaluation

At Allan Hancock College, collecting data, analyzing learning outcomes, and measuring student success is accomplished in a variety of ways. The Office of Institutional Effectiveness guides and manages much of the data gathering. Data are publicly available online in the college Fact Book ([I.B.6-1](#)), with completion indicators and outcomes by subject/section.

District-wide Student Learning Outcomes (SLOs) data are compiled in the eLumen system; results are analyzed and reviewed regularly by faculty, staff, and administrators as part of the annual or comprehensive program review process ([I.B.6-2](#)). The Tableau data dashboard provides retention and success analytics by course, term, delivery method, ethnicity, gender, age, enrollment status, and other subsets ([I.B.6-3](#)). Both eLumen and Tableau assist with disaggregation of data for program review and improvement, grant proposals and reports, and other purposes ([I.B.6-4](#)).

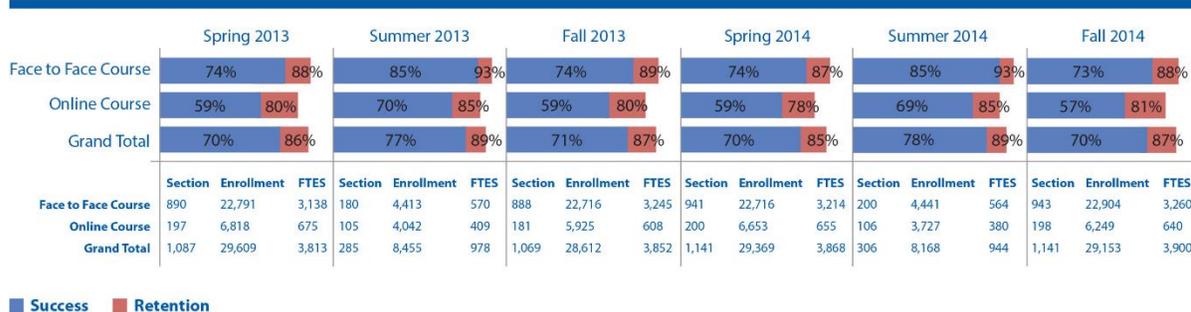
Spanish faculty noted that assessment results in Spanish 101 were skewed by the number of enrolled native Spanish speakers. AHC is a Hispanic-serving institution with a substantial number of native speakers enrolled in Spanish courses. An improvement suggestion documented in eLumen is to develop a placement test designed specifically for native Spanish speakers ([I.B.6-4](#)). Other examples of programs responding to data are found in the Library, art, and EOPS/CARE & CalWORKs program reviews ([I.B.6-5](#); [I.B.6-6](#)).

Tableau enables the College to recognize the gap in student retention and success easily between onsite and online students. The illustration below shows overall retention and success over several semesters for onsite and distance

learning students. The clear gap became a discussion topic for the Distance Learning Committee in 2014-2015. Several improvement approaches were

initiated, including tutorial modules for online-instructor training ([I.B.6-7](#)).

Retention and Success for all AHC



The *Educational Master Plan 2014-2020* (EMP) demonstrates that AHC embeds the analysis and use of data in enrollment management, educational directions and initiatives, and integrated planning. After discussion of data, listed in EMP appendices, at forums and various council meetings, initiatives were developed that are listed on page 11 of the EMP. Some of these initiatives were endorsed at the annual Student Success Summit in April 2015, and initial actions from EMP Initiative One included expanding summer bridge programs in summer 2015 and launching an online student orientation in English ([I.B.6-8](#)).

The *AHC Student Equity Plan 2014-2017* provides another example of using disaggregated data for improvement planning ([I.B.6-9](#)). Campus-based student-population data were disaggregated by race and ethnicity, gender, age, economically disadvantaged, disability, Veterans, and foster youth to examine the five student success indicators. As goals and activities were developed, each of

these student populations were considered; however, through the review of campus data on the five student success indicators, specific attention was given to the target student groups of individuals with disabilities, males, Latinos, economically disadvantaged, African Americans, Veterans, and foster youth. Improvements based on data included the creation of a Student Ambassador Program and counseling support for Veterans and foster youth.

Disaggregated achievement data are readily available and analyzed as part of program review. The Office of Institutional Effectiveness has developed new student outcomes reporting capabilities in eLumen that will give programs disaggregated student data by age, ethnicity, gender, foster youth status, economically disadvantaged status, veteran’s status, DSPS, First Generation , EOPS & CARE, CalWORKs, and MESA; these data will be available beginning spring 2016.

The College uses data at all levels of aggregation from program to institutional to assess accomplishments of program and College missions. Because of the large array of data available for institutional assessment, the Office of Institutional Effectiveness began to centralize critical data elements into a more centralized

dashboard; this effort will also help in integrating plans across the College as common outcomes and data metrics are developed.

The College meets the standard.

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

Evidence of Meeting the Standard

Allan Hancock College evaluates its policies and procedures across all areas of the institution to assure effective support of academic quality and accomplishment of mission. The instructional programs, student and learning support services, resource management, and governance process are evaluated through a variety of mechanisms.

- [I.B.7-1](#) Curriculum Development Handbook
- [I.B.7-2](#) Student Learning Council Minutes 10/08/14, Winter Intersession
- [I.B.7-3](#) Annual Program Review Update Template (2015-2016)
- [I.B.7-4](#) Sample Program Review Data, Chemistry
- [I.B.7-5](#) RN Annual Update (2015-2016)
- [I.B.7-6](#) Program Review Feedback Form
- [I.B.7-7](#) Academic Senate Program Review Committee Charge
- [I.B.7-8](#) 2014-15 Comprehensive Program Review Draft with changes
- [I.B.7-9](#) Program Review Committee Minutes 10/26/15 and 10/9/15
- [I.B.7-10](#) 2016 LOAC Retreat Agenda
- [I.B.7-11](#) CCPD Survey Results
- [I.B.7-12](#) College Council Meeting Notes on CCPD

[I.B.7-13](#) College Council Notes 2/01/2016

[I.B.7-14](#) Policy Updates, Board Book, 04/14/14

[I.B.7-15](#) Board Policy and Procedures Presentation

Analysis and Evaluation

Allan Hancock College regularly evaluates its policies and procedures for all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes.

The quality and currency of new courses and programs is monitored through the Academic Policy and Planning Committee (AP&P), a subcommittee of Academic Senate. All new courses and programs, along with modifications to courses and programs, undergo a rigorous approval process overseen by AP&P, including separate review of distance learning courses to ensure compliance with federal and state standards ([I.B.7-1](#)). Prior to submission to AP&P, course and program modifications are thoroughly discussed by discipline faculty within each department.

The council and committee process through entities such as the Distance Learning Committee, Student Learning Council, and Student Services Council provides opportunity for dialogue about best practices and institutional improvement in onsite and online

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instructional and student learning programs. For example, when the Calendar Committee proposed reinstatement of a four-week winter intersession, Student Learning Council assessed best practices in the area of instruction in short terms and contributed recommendations to the Academic Senate as part of the determination whether to move forward with the term ([I.B.7-2](#)).

All instructional and student learning programs undergo a comprehensive review every six years as well as annual review. Established in 2010-2011 in response to an evaluation of program review, the annual update revisits the plan of action established at the end of the most current comprehensive program, asks programs to assess continued relevance and progress toward identified goals, and updates enrollment and labor market trends, as well as student learning outcomes assessment data ([I.B.7-3](#)). The Office of Institutional Effectiveness, formally Institutional Research and Planning, provides common data sets, including student achievement data disaggregated by modality and student demographics ([I.B.7-4](#)). The comprehensive six-year program review requires programs to establish a six-year calendar of assessment of SLOs and to incorporate recommendations to improve learning outcomes and student performance into the final plan of action. The annual update asks for reports on assessments conducted and resulting changes and recommendations ([I.B.7-5](#)).

Program review processes are subject to evaluation on an ongoing basis to ensure program review leads to programmatic improvements. In 2010, a major revision

to program review was undertaken, and since that time, input into the evaluation of the program review process has been through feedback from faculty and staff who completed a program review each year ([I.B.7-6](#)). In order to ensure a more systematic process of program review evaluation and improvements, the Academic Senate created a program review committee in 2014 that meets regularly to review processes and policies and make recommendations for improvement to the academic senate ([I.B.7-7](#)). In the 2014-2015 academic year, the committee made changes to the instructional program review to add data elements, including disaggregated distance learning data and prompts in the Guide asking for analysis of the data ([I.B.7-8](#)). In fall 2015, modifications were made to the student services program review to align it more with the instructional program review. During this same time, the committee also addressed the need for CTE programs to evaluate labor market trends more rigorously, and the guidelines now provide more direction with regard to the availability of, and analysis of labor market data. The Program Review also asks for a more focused assessment of how the program mission ties to the College mission ([I.B.7-9](#)).

In addition to ensuring that SLOs are integrated into program review and that programs establish a cycle and six-year assessment plan, the College Institutional Assessment Plan forms the basis for everyone's roles and responsibilities in the assessment process. As noted in the plan, The purpose of this document is to

- Document the assessment policy for Allan Hancock College;

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- Provide a structure and reference for campus wide outcomes and assessment efforts;
- Clearly state roles, responsibilities and timelines for outcomes and assessment activities.

Since the policy and practices of assessment are integral to effective use of student outcomes data, the plan is periodically reviewed by the Learning Outcomes Assessment Committee (LOAC), with the most recent review and revision occurring in spring 2016 ([I.B.7-10](#)). The Assessment Plan states that, “All constituencies have a role in assessment and learning and the reporting structure is defined by the Council and Committee Pathways to Decisions (CCPD).” The Plan indicates roles and responsibilities through the governance process of faculty, staff, administrators, students, and committees and councils in the assessment of student learning. After review and draft revisions of the Assessment Plan are finalized, LOAC will forward the recommendations to Student Learning Council, Student Services Council and to constituencies such as the Academic Senate for review and approval.

Governance and resource processes are identified in the CCPD. The document, as well as institutional processes, is evaluated by the Institutional Effectiveness Council (IEC) through a bi-annual evaluation ([I.B.7-11](#)). In 2013, the College Council created a task force to develop language that more clearly articulates the planning and resource allocation process. New language was included on pages of the CCPD that shows in a flow chart the processes for various types of resource

allocation needs ([I.B.7-12](#)). As part of the ongoing assessment of the planning and resource process, and in light of additional improvements, a new task force was convened in 2014-2015 to provide a complete review of the CCPD for clarity to ensure understanding of both governance and resource allocation processes. The task force made clarifying edits to sections of the CCPD that dealt with governance and decision making, as well as a recommendation to College Council that IEC continue to refine the documentation related to planning and resource allocation. In light of the comprehensive scope of planning and resource allocation processes, IEC recommended to College Council that this task be one area of the Quality Focus Essay ([I.B.7-13](#)).

Allan Hancock College evaluates its policies and procedures across all areas of the institution to assure effective support of academic quality and accomplishment of mission. The Board of Trustees ensures all board policies are accurate, relevant to the institution and in line with new laws ([I.B.7-14](#); [I.B.7-15](#)).

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 are 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

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evaluation, planning, and resource allocation to improve student learning and achievement.

The College meets the standard.

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

Evidence of Meeting the Standard

Allan Hancock College maintains an ongoing dialogue regarding assessment and evaluation through committees, including the learning outcomes committees, and activities such as assessment days.

- [I.B.8-1](#) Learning Outcomes and Assessment Committees Website
- [I.B.8-2](#) Learning Outcomes and Assessment Committee Notes
- [I.B.8-3](#) ILO Information Sessions 2012 to Present
- [I.B.8-4](#) Program Review Matrix
- [I.B.8-5](#) Council/Committee Responsibilities, Councils and Committees Pathways to Decisions, pages 29-30
- [I.B.8-6](#) Accomplishments of AHC's Councils
- [I.B.8-7](#) AHC District Accomplishments, Board of Trustees 10/21/14, pgs. 136-141
- [I.B.8-8](#) Student Equity Information Session Flyer
- [I.B.8-9](#) Student Equity Focus Group Flyer
- [I.B.8-10](#) Student Success Summit Agendas 2014 and 2015
- [I.B.8-11](#) Superintendent Roundtable Agendas

Analysis and Evaluation

Results of assessment and evaluation activities are communicated so that the College has a shared understanding of its strengths and weaknesses and sets appropriate priorities. Key to this communication are two Learning Outcomes Assessment Committees (LOACs) – one focused on academic affairs and the other focused on student services ([I.B.8-1](#)). Both committees have liaisons from the different campus departments. During meetings, liaisons communicate what their areas are doing in regards to learning outcomes assessment and share information, concerns, problems, and progress ([I.B.8-2](#)).

In addition, information sessions and special assessment days are held throughout the academic year to engage all faculty and staff in dialogue and sharing about assessment activities and results ([I.B.8-3](#)). Tips and ideas for defining student learning outcomes, developing appropriate methods to measure and gather data, and analyzing and preparing improvement plans are shared and discussed.

Instructional, student services, and administrative programs regularly evaluate strengths and weaknesses through program review. Areas in which students are not performing as well as expected become priorities for improvement.

Administrative units also assess the degree to which they support the teaching and

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learning environment. To facilitate sharing of information, the most recent program review and annual update for each area are available through an internal electronic archive ([I.B.8-4](#)).

Assessment and evaluation occurs in all areas of the campus through the shared governance process. At the beginning of each academic year, all councils and committees review their purpose and set goals for the coming year ([I.B.8-5](#)). The groups continually review their goals and monitor progress. At the end of each academic year, all councils and committees evaluate and report on their accomplishments as well as challenges and suggestions for improvement ([I.B.8-6](#)). The Institutional Effectiveness Council (IEC) aggregates the findings and makes recommendations to College Council. The superintendent/president annually provides a progress report on accomplishments to the campus community and Board of Trustees ([I.B.8-7](#)).

During development of the 2015 Student Equity Plan, Information Sessions ([I.B.8-8](#)) and Focus Groups ([I.B.8-9](#)) were held to discuss areas of strengths and weaknesses to help prioritize action items. An additional example of communication are the Student Success Summits in 2014 and 2015 ([I.B.8-10](#)).

Student performance is shared with local high school officials at the annual Superintendent's Roundtable ([I.B.8-11](#)). This setting provides an opportunity for College and high school faculty and administrators to identify solutions that will improve the success of incoming students.

The College meets the standard.

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

Eligibility Requirement 19 – Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Evidence of Meeting the Standard

Allan Hancock College has an integrated planning process that links program review to resource allocation. Systematic evaluation and planning occurs annually at the department/program levels leading to comprehensive program review every six years. Short and long-range needs for educational programs and services are identified for human, physical, technology, and financial resources.

I.B.9-9	CCPD Overview of Planning
I.B.9-10	Faculty Prioritization Process
I.B.9-11	Staff Prioritization Lists
I.B.9-12	Facilities Prioritization Lists
I.B.9-13	Instructional Equipment Request Form
I.B.9-14	Council Co-Chairs Meeting Agenda and Notes

Analysis and Evaluation

All instructional, student services, and administrative programs participate in the program review process ([I.B.9-1](#)).

I.B.9-1	Board Policy 3255, Program Review
I.B.9-2	Comprehensive Program Review Guide
I.B.9-3	Annual Program Review Update
I.B.9-4	ASL Program Review
I.B.9-5	CBIS Program Review
I.B.9-6	Art Program Review
I.B.9-7	Library Program Review
I.B.9-8	EOPS/CARE & CalWORKs Program Review

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As stated in the Board Policy, The primary purpose of program review is to determine program effectiveness; its processes are designed to recognize good performance and to identify and assist programs needing improvement. Program review also drives the institution's annual planning and resource allocation processes. All educational programs, student support services, and administrative departments of Allan Hancock College will be reviewed at least once every six years in accordance with the procedures. Based on findings and recommendations, such reviews may result in expansion or modification of programs, services, or departments, or a recommendation of further review to assess vitality and feasibility.

As part of the program review process, units evaluate data relevant to the evaluation of the program, define plans of action, and identify necessary resources to accomplish programmatic goals for all onsite and online programs. Long-range planning is conducted in the comprehensive program reviews for academic and student service programs, where short-term plans are made through annual updates. Programs must ensure integration into the College institutional mission and priorities by identifying a program specific mission and explicating the relationship of the program to the institution ([I.B.9-2](#); [I.B.9-3](#)). Recent examples of program review leading to improvement include, ASL, CBIS, art, library, and EOPS/CARE & CalWORKs ([I.B.9-4](#); [I.B.9-5](#); [I.B.9-6](#); [I.B.9-7](#); [I.B.9-8](#)). The ASL program review demonstrates a need for a full-time faculty member, art identified the need for course advisories, the library made improvements to its

assessment instrument, and EOPS worked towards improving integration with other support programs on campus to improve transfer among their students.

The program review process requires that resource requests be tied to institutional planning. Likewise, resource requests at any District location or in any modality are required to have program review documentation supporting the request, including requests for faculty, support staff, facilities, and technology. The outline of planning and resource allocation is described in the Councils and Committees Pathway to Decisions (CCPD) ([I.B.9-9](#)), in which allocation processes for human, physical, technology, and financial resources are described.

Faculty Prioritization ([I.B.9-10](#))

The process to determine which full-time faculty positions to fund has evolved over time after reviewing different types of quantitative and qualitative objective and subjective data to rank requested positions. The current process requires identification of need in program review and linkages to institutional mission and priorities. Currently proposed positions are prioritized by deans, department chairs, and Academic Senate Exec and ranked separately by vice presidents; these rankings are forwarded to College Council for a recommendation to the superintendent/president.

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Staff Prioritization (I.B.9-11)

Staffing requests are forwarded through the program review process to vice presidents where positions are prioritized based on institutional needs.

Facilities Prioritization (I.B.9-12)

Similar to staffing requests, vice presidents receive facilities needs from program reviews. They prioritize the facilities needs based on institutional needs and forward their respective needs to the Facilities Council for further consideration.

Equipment Prioritization (I.B.9-13)

The instructional equipment prioritization process starts with program review. After funds are determined for the annual distribution for instructional equipment, deans allocate funds towards programs with greatest impact and need. Funds from state allocations as well as technology funding from Bond Measure I and CTEA funds are jointly considered to integrate the allocation mechanism.

In 2013 a revision to the CCPD Institutional Planning processes was made to update the document with recent institutional changes. However, in the time since then, the College has modified and adopted processes that are not reflected in the document. It further became evident that processes did not consistently involve all appropriate stakeholders or follow

identified timelines. In order to articulate the linkage of planning and resource allocation more effectively, a taskforce of council co-chairs began to review documentation in the CCPD and elsewhere across the institution where planning and resources are addressed (I.B.9-14). The taskforce found that an institutional-focused effort needs to be put into a thorough inventory of all related processes so that greater clarity can be made to the cycle of program review, planning, and resource allocation.

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 are 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.

The College meets the standard.

Standard I.C Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Eligibility Requirement 20-Integrity in Communication with the Public (I.C.1-1 see below). The institution provides a print or electronic catalog for its constituencies with precise, accurate and current information concerning the following:

General Information

- *Official name, addresses, telephone numbers, and website address of the Institution (Catalog, inside front cover)*
- *Educational mission (Catalog, page 8)*
- *Representation of accredited status with ACCJC and with programmatic accreditors, if any (Catalog, page 8)*
- *Course, program and degree offerings (Catalog, page 64-125; Catalog Addendum, pages 7-12)*
- *Student learning outcomes for programs and degrees (Catalog, page 64-125; Catalog Addendum, pages 7-12)*
- *Academic Calendar and program length (Catalog, back cover)*
- *Academic freedom statement (Catalog Addendum, page 4)*
- *Available student financial aid (Catalog, page 23)*
- *Available learning resources (Catalog, page 28)*
- *Names of governing board members (Catalog, pages 227-231)*

Requirements

- *Admissions (Catalog, page 12)*
- *Student fees and other financial obligations (Catalog, page 18)*
- *Degrees, certificates, graduation and transfer (Catalog, pages 52-62)*

Major Policies Affecting Students

- *Academic regulations, including academic honesty (Catalog, pages 34-41)*
- *NONDISCRIMINATION (Catalog, page 34)*
- *Acceptance and transfer of credits (Catalog, page 41)*
- *Transcripts (Catalog, page 48)*
- *Grievance and complaint procedures (Catalog, pages 34-38)*
- *Sexual harassment (Catalog, pages 34-35)*

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- *Refund of fees (Catalog, pages 19-20)*
- *Locations or publications where other policies may be found (Standard 1.C.2; Note: See 1.C.2 for complete analysis of ER 20)*

Evidence of Meeting the Standard

In all the District's various communication channels including the public website, the myHancock portal, and print publications including the catalog, Allan Hancock College ensures the integrity, clarity, currency, and accuracy of the information the College presents to all its constituencies, to prospective students, and to the public.

- [I.C.1-1](#) *Allan Hancock College Catalog 2015-16 and Allan Hancock College Catalog Addendum 2015-2016* (various pages as indicated in ER 20 above)
- [I.C.1-2](#) Allan Hancock College Website
- [I.C.1-3](#) Web Services Committee agendas and notes
- [I.C.1-4](#) *Allan Hancock College Catalog 2015-2016*
- [I.C.1-5](#) *Allan Hancock College Catalog 2015-2016*, page 32
- [I.C.1-6](#) *Schedule at a Glance* samples
- [I.C.1-7](#) *Spectrum*
- [I.C.1-8](#) Sample brochures

Analysis and Evaluation

Allan Hancock College (AHC) assures the clarity, accuracy, and integrity of information when it communicates its mission, learning outcomes, educational programs, student support services, and accreditation status to students,

prospective students, College personnel, the public, and other organizations ([I.C.1-1](#)). Since 2010, AHC has relied primarily on web-based content to provide clear, accurate, and complete information ([I.C.1-2](#)). The website is an effective way to communicate throughout the 3,000-square mile District and provide services to distance learning students, especially the distance learning webpages. In order to ensure accuracy in new web content, the AHC Web Committee meets twice monthly to review potential new content or pages for the website, to study usage analytics to ensure content is easily accessible, and to make changes as needed ([I.C.1-3](#)). In addition, new web content is vetted through the web content coordinator who relays substantial new content to the Office of Public Affairs and Publications before it is published.

The mission statement and current information about the College's accreditation status are accessible online through the About Hancock link on the College homepage. The College catalog, both in print and online, includes the mission statement; learning outcomes; a complete list of degrees and certificates; course descriptions, content, and requirements; as well as information about each student support program and student policies ([I.C.1-4](#)).

In coordination with the Office of the vice president of student services, academic affairs coordinate the review and updates the catalog in the spring each year. All of

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the catalog elements listed in Eligibility Requirement 20 are checked for accuracy at that time. The entire campus community is asked to review, update, and revise information related to their areas. The Office of Public Affairs and Publications then edits the catalog for consistency, style, grammar, and formatting and prints and distributes the print and online catalog.

Learning outcomes are updated in the eLumen system by faculty and the learning outcomes analyst. The learning outcomes analyst annually compares outcomes in eLumen with ones in the catalog to ensure they are accurate and identical. Outcomes listed in the online curriculum system CurricUNET are also cross-checked with the catalog by the academic services coordinator ([I.C.1-5](#)).

In the past, AHC sent a printed credit class schedule, *Schedule at a Glance*, to students, prospective students, and the public ([I.C.1-6](#)). These newspaper documents contained basic information about classes and referred users to the online class schedules for details. To ensure accuracy, the list of courses was downloaded directly from the Banner student information system and was reviewed by several offices, including Admissions and Records. In spring 2015, the *Schedule at a Glance* was changed to a mailer that contains a brief list of courses with directions to check online for complete information. This is mailed to all District residents and out-of-district current students.

Distance learning students can limit a class schedule search only to those available

online. The distance learning webpages list all the programs that can be completed 100 percent online. The student services webpage is a comprehensive list of all academic and student support services, with links to many online services.

All District noncredit and community education classes are listed online, 24 hours a day, through “class search.” The College also prints a separate community education schedule, *Spectrum*, which is mailed to 77,000 homes district-wide and currently-enrolled, out-of-district community education students; it is also distributed to public libraries and other relevant community locations ([I.C.1-7](#)). The content for *Spectrum* is developed and reviewed for accuracy by the community education department with course downloads from Banner.

In addition to the catalogs, the College publishes online information and numerous printed brochures about its educational and student support programs. The Office of Public Affairs and Publications reviews all content for accuracy and clarity and consults frequently with departments to confirm content ([I.C.1-8](#)).

Through ongoing review and revision, as well as monitoring current content, the College demonstrates integrity in all its efforts to ensure information is clear and accurate.

The College meets the standard

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I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote).

*Eligibility Requirement 20: Integrity in Communication with the Public
(See complete bulleted list in I.C.1 for ER 20)*

Evidence of Meeting the Standard

The Allan Hancock College catalog is available both in print and online versions. The catalog is kept current through an established timeline and contains all the required elements for integrity in communication with students, prospective students and the public.

- [I.C.2-1](#) *Allan Hancock College Catalog 2014-2015*
- [I.C.2-2](#) *Allan Hancock College Catalog 2015-2016*
- [I.C.2-3](#) *Allan Hancock College Catalog Addendum 2015-2016*
- [I.C.2-4](#) *Allan Hancock College Website*
- [I.C.2-5](#) *Catalog Production Timeline*
- [I.C.2-6](#) *Academic Policy and Planning Committee (AP&P) Curriculum Summary to Board of Trustees*

Analysis and Evaluation

Allan Hancock College provides print and online catalogs for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures. Required information regarding its mission statement, admission requirements and procedures, campus rules, academic programs and courses, services available to students, and other important information is available on the District’s website and catalogs ([I.C.2-1](#); [I.C.2-2](#); [I.C.2-3](#); [I.C.2-4](#)). The District catalog is published annually and produced by a team from Student Services, Academic Affairs, and Public Affairs and Publications, with significant input and content provided by deans and faculty. All College policies and procedures in the catalog are completely reviewed following an established production timeline that starts with the completed curriculum and program work of the Academic Policy and Planning committee (AP&P) ([I.C.2-5](#); [I.C.2-6](#)).

The College meets the standard.

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I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Eligibility Requirement 19 – Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Evidence of Meeting the Standard

Allan Hancock College has a number of methods to measure and document student learning and achievement. The College publicizes measures of academic quality to all appropriate constituencies. Allocations support instruction and priorities established through program review.

[I.C.3-1](#) *Fact Book 2014* Completion Indicators (pages 11-2 through 11-11)

[I.C.3-2](#) Allan Hancock College Homepage

[I.C.3-3](#) Allan Hancock College Institutional Planning Webpage

[I.C.3-4](#) Educational Master Plan 2014-2020

[I.C.3-5](#) Tableau Dashboards

[I.C.3-6](#) Program Achievement Data, November 2014

[I.C.3-7](#) Six-year assessment cycle for Institutional Learning Outcomes, Institutional Assessment Plan, page 12

[I.C.3-8](#) Assessment of Institutional Learning Outcomes

[I.C.3-9](#) Institutional Learning Outcomes Assessment Reports

[I.C.3-10](#) Allan Hancock College Adopted Budget 2015-2016

[I.C.3-11](#) Instructional Equipment prioritization spreadsheet 2015

[I.C.3-12](#) CTEA Spreadsheet 2015

[I.C.3-13](#) Presentation to the Board of Trustees

[I.C.3-14](#) *Community News*, Fall 2015

[I.C.3-15](#) *Community News*, January 2016

[I.C.3-16](#) The Annual Report inside the *Community News*, January 2016, pages 4-5

[I.C.3-17](#) *Inside Hancock*, April 2015

[I.C.3-18](#) Keynote address to Lompoc Chamber of Commerce

[I.C.3-19](#) Editorial published by the *Santa Barbara Independent*

Analysis and Evaluation

The College documents assessment of student learning and evaluation of student achievement to inform the appropriate

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constituencies, current and prospective students, and public.

Student achievement data, including retention and success rates, fall to spring persistence, degrees and certificates, and retention and success rates by subject, are made public through the AHC Fact Book, which is updated annually and posted on the public website ([I.C.3-1](#)).

The statewide *Student Success Scorecard* has a link on the AHC home page. On the home page, under “About AHC—You Should Know” there is a section on Student Success Facts ([I.C.3-2](#)). The public also has access to the major planning documents of the College through the public institutional planning page ([I.C.3-3](#)). The *Educational Master Plan 2014-2020* in particular has a great deal of information on student performance, as well as planning goals ([I.C.3-4](#)).

Through the Office of Institutional Effectiveness and the Tableau system, faculty and staff access information, for example, enrollment, student success, and degree and certificate completion, to use in program and course review, enrollment management, and other purposes ([I.C.3-5](#)).

At Allan Hancock College, Student Learning Outcomes (SLOs) are assessed at the course, program, and institutional level for both academic programs and student services. Every SLO is assessed at least once every six years and, in some cases, such as Spanish, assessment occurs every academic year or even every semester ([I.C.3-6](#)).

Institutional Learning Outcomes (ILOs) are assessed on a six-year schedule ([I.C.3-](#)

[7](#)). Results are documented and are available to the campus, prospective students, and the public in an institutional assessment report ([I.C.3-8](#)). All seven ILOs were assessed by interdisciplinary evidence teams during 2011-13 ([I.C.3-9](#)).

The annual *Adopted Budget* (Budget Book) is available to the public and students through the public website. The largest part of the unrestricted budget goes to academic salaries, evidence that the District is placing a high priority on instruction ([I.C.3-10](#)).

Student Learning Outcomes are assessed by faculty and resource requests for program improvements go into program reviews or annual program review updates. For example, in the 2014-2015 academic year, over \$200,000 of instructional equipment funds and \$440,000 of CTEA/Perkins funds went to improvements identified in program review based on SLOs. In both cases, funds were allocated through a committee process, deans’ council and shared governance CTE taskforce ([I.C.3-11](#); [I.C.3-12](#)).

The superintendent/president and vice presidents regularly present measures of student achievement and evaluations to the Board of Trustees during the annual retreat and at the board meetings ([I.C.3-13](#)). The goal is to keep the trustees as informed as possible.

The Public Affairs and Publications office also produces biannual publications to share stories and measures of success and student learning outcomes with the general public. *Community News* is mailed to every household in the District in January

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and in July ([I.C.3-14](#); [I.C.3-15](#)) to increase awareness in the community. The January issue includes the Annual Report with a message from the superintendent/president and highlights from various departments and programs ([I.C.3-16](#)).

Public Affairs and Publications also produces *Inside Hancock*, a four-page publication distributed to new and prospective students during community outreach events and at high schools ([I.C.3-17](#)). Both publications include measures of academic quality and academic success.

The superintendent/president makes several presentations throughout the year in the community to educate constituents about the state of the College and programs. For example, during the 2014-2015 year, the superintendent/president was the keynote speaker at a Lompoc Chamber of Commerce event ([I.C.3-18](#)) and wrote an editorial about the state of the College that was published in local newspapers ([I.C.3-19](#)).

The College meets the standard.

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I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The annual College catalog contains a comprehensive description for every certificate and degree offered at Allan Hancock College, including the purpose, content, course requirements, and learning outcomes.

[I.C.4-1](#) *Allan Hancock College Catalog 2015-2016*, pages 64-125

[I.C.4-2](#) *Allan Hancock College Catalog Addendum 2015-2016*, pages 7-9

[I.C.4-3](#) *Allan Hancock College Catalog 2015-2016*, page 99, Fashion Design Program

[I.C.4-4](#) *Allan Hancock College Catalog 2015-2016*, page 93, Engineering

[I.C.4-5](#) Image of Program Brochures at the Counseling Department

[I.C.4-6](#) Sample Program Brochures

Analysis and Evaluation

All degrees and certificates offered through Allan Hancock College are described completely in the annual catalog ([I.C.4-1](#); [I.C.4-2](#)). The catalog is available on the College homepage and also in a print version.

In the section on each certificate or degree, there are four consistent characteristics;

- A statement of purpose or what type of student the program will

serve. For example, for the fashion merchandising certificate the catalog states: “The certificate program in fashion merchandising prepares students for immediate employment and to transfer to universities and technical schools of fashion and costume design.” ([I.C.4-3](#)).

- A general description of the content. For an Engineering A.A., the catalog states: “The engineering program provides a general background suitable for a variety of engineering fields including mechanical, civil, aerospace, electrical, computer, and biomedical engineering.” ([I.C.4-4](#), page 93)
- A list of course requirements, including the units required, course numbers, and course titles.
- Learning outcomes listed as bullet points under the general description for each degree or certificate.

Program information can also be found in the Counseling Office ([I.C.4-5](#)) where brochures describing programs and contact information are available for students ([I.C.4-6](#)). Distance learning students can find information on online programs through the distance learning webpages.

The College meets the standard.

STANDARD I:

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I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Allan Hancock College has several layers of institutional review to assure integrity in all representations of its mission, programs, and services.

- [I.C.5-1](#) Graphic Standards
- [I.C.5-2](#) Publication Guidelines & Stylebook, December 2015
- [I.C.5-3](#) Public Affairs Review Matrix
- [I.C.5-4](#) Priority Registration Brochure (English)
- [I.C.5-5](#) Priority Registration Brochure (Spanish)
- [I.C.5-6](#) Allan Hancock College website
- [I.C.5-7](#) Planning Retreat Materials
- [I.C.5-8](#) Board Agenda January 17, 2014, Item 3.C; minutes
- [I.C.5-9](#) Board Policies
- [I.C.5-10](#) *Allan Hancock College Catalog 2015-2016*
- [I.C.5-11](#) College Catalog Timeline

Analysis and Evaluation

The College has systems in place to review its policies, procedures and publications regularly to assure integrity in all representations of its mission, programs, and services. The mission is reviewed annually as part of strategic planning, and academic programs and all student services participate in annual program review updates. All departments update catalog information annually and course schedules each semester on a timeline set by Academic Affairs. After

these processes, information conveyed both internally and externally is examined again through the Office of Public Affairs and Publications.

The Office of Public Affairs and Publications is responsible for quality control of AHC publications across all programs and adds a layer of review to ensure accuracy. The College graphic standards ensure publications maintain a consistent presentation, and an internal style guide assists individual departments in content development ([I.C.5-1](#); [I.C.5-2](#)). All printed flyers, brochures, and other documents designed for the public are expected to go through a review process ([I.C.5-3](#)). If the Office of Public Affairs and Publications develops a new flyer or brochure, the information is evaluated and confirmed by content experts in the areas involved. For example, when the vice president of Student Services requested a new brochure be made to explain how new students could receive priority registration, the Office of Public Affairs and Publications worked with faculty and staff in the counseling department and with members of the outreach committee to ensure the accuracy and simplicity of the brochure ([I.C.5-4](#)). The Office of Public Affairs and Publications and the Counseling Department oversaw the production of the brochure, as well as its Spanish translation to better serve the community ([I.C.5-5](#)).

AHC website content is also reviewed by the Office of Public Affairs and

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Publications and then uploaded directly by departments or by the web content coordinator ([I.C.5-6](#)). The information on the website stays current because departments are able to make minor changes to their own webpages in real time, maintaining accuracy and currency while eliminating bottlenecks. The web content coordinator has a high-level view of the site to make sure all pages stay consistent.

The College mission is reviewed every year at the annual planning retreat as discussed in Standard I.A.4 then presented to the Board of Trustees for review and approval, either in its new form or for reaffirmation ([I.C.5-7](#); [I.C.5-8](#)). This process ensures integrity in all representations of the mission and makes it available for public review.

As discussed in Standard I.B.7, AHC reviews its board policies and administrative procedures periodically, with the dates of review and revisions listed at the bottom of each policy. Consistency is also checked across policies and procedures by careful attention of council and committee members and the various constituencies. A major review project took place in 2014-2015 in order to bring AHC board policies in alignment with the recommended League for California Community Colleges language and numbering system ([I.C.5-9](#)). The process involved the AHC Board of Trustees, the superintendent/president's office, College councils and committees, and constituency groups collaborating on the realignment.

Allan Hancock College provides print and online catalogs for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures ([I.C.5-10](#)). Required information regarding its mission statement, admission requirements and procedures, campus rules, academic programs and courses, services available to students, and other important information is available to students in the printed and online catalog. The process to update the catalog takes more than three months and involves staff across disciplines and service areas. The process has built-in review redundancy in an effort to avoid any inaccuracies and to ensure all pertinent information is included ([I.C.5-11](#)). All College policies and procedures in the catalog are completely reviewed and revised each year, coordinated by the academic affairs curriculum specialist and the student services administrative assistant. Further input comes from deans, department chairs, articulation coordinator, and learning outcomes analyst. The superintendent/president is also consulted in the final review rounds.

All College policies and procedures in the catalog are completely reviewed following an established production timeline that starts with the completed curriculum and program work of the Academic Policy and Planning committee (AP&P) ([I.C.5-8](#); [I.C.5-9](#)).

The College meets the standard.

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I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Allan Hancock College informs current and prospective students on the total cost of education at the College through multiple information channels, including the College website, myHancock student portal, community presentations and workshops, and outreach materials.

- [I.C.6-1](#) *Allan Hancock College Catalog 2015-2016*, pages 18-20
- [I.C.6-2](#) CCCCO Net Price Calculator
- [I.C.6-3](#) Cashier Services – Cost to Attend
- [I.C.6-4](#) AHC Bookstore
- [I.C.6-5](#) AHC Class Search
- [I.C.6-6](#) Apply and Register
- [I.C.6-7](#) Schedule of Financial Aid presentations and workshops
- [I.C.6-8](#) Financial Aid presentation slides (English)
- [I.C.6-9](#) Financial Aid presentation slides (Spanish)
- [I.C.6-10](#) Financial Aid advertisement placed in Righetti High School newspaper
- [I.C.6-11](#) *Inside Hancock* publication, April 2015 and February 2016

Analysis and Evaluation

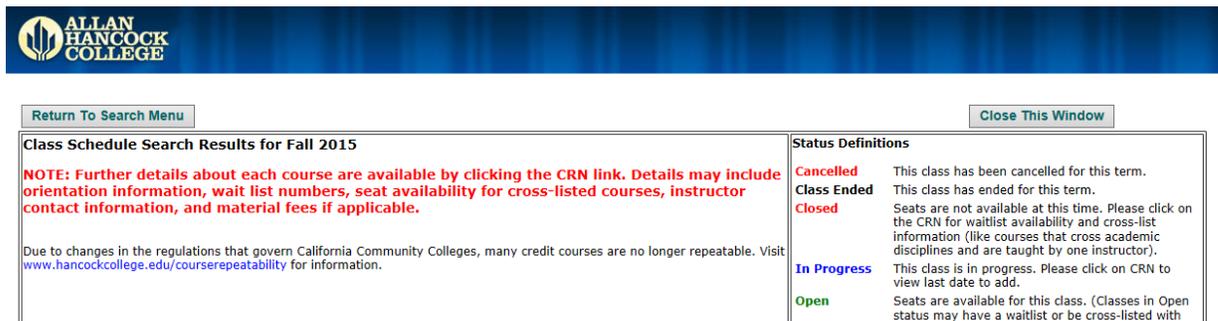
Allan Hancock College accurately informs and publicizes the costs related with classes, including tuition, fees, books, and

other instructional materials primarily through the AHC online and print catalog, bookstore website, and outreach materials ([I.C.6-1](#)).

The College estimates the total cost of attendance for students through the Net Price Calculator provided by the California Community College Chancellor's Office ([I.C.6-2](#)). The total cost is estimated using actual tuition and fees at Allan Hancock College, and the California Student Aid Commission's annual student expense budget that factors in room, board, transportation, and personal miscellaneous components. Total cost information is available through the "Financial Aid" tab in the myHancock student portal ([I.C.6-3](#)).

The online bookstore site provides rental, new, and used texts for College classes. The Bookstore also makes public the costs of instructional materials, such as supplies for art classes ([I.C.6-4](#)).

In addition, through the College class schedule available online, students are able to select a link on the schedule to view required materials and book costs associated with each class. Students may also link to materials and book costs from the registration module when signing up for classes as shown below ([I.C.6-5](#)).



Return To Search Menu **Close This Window**

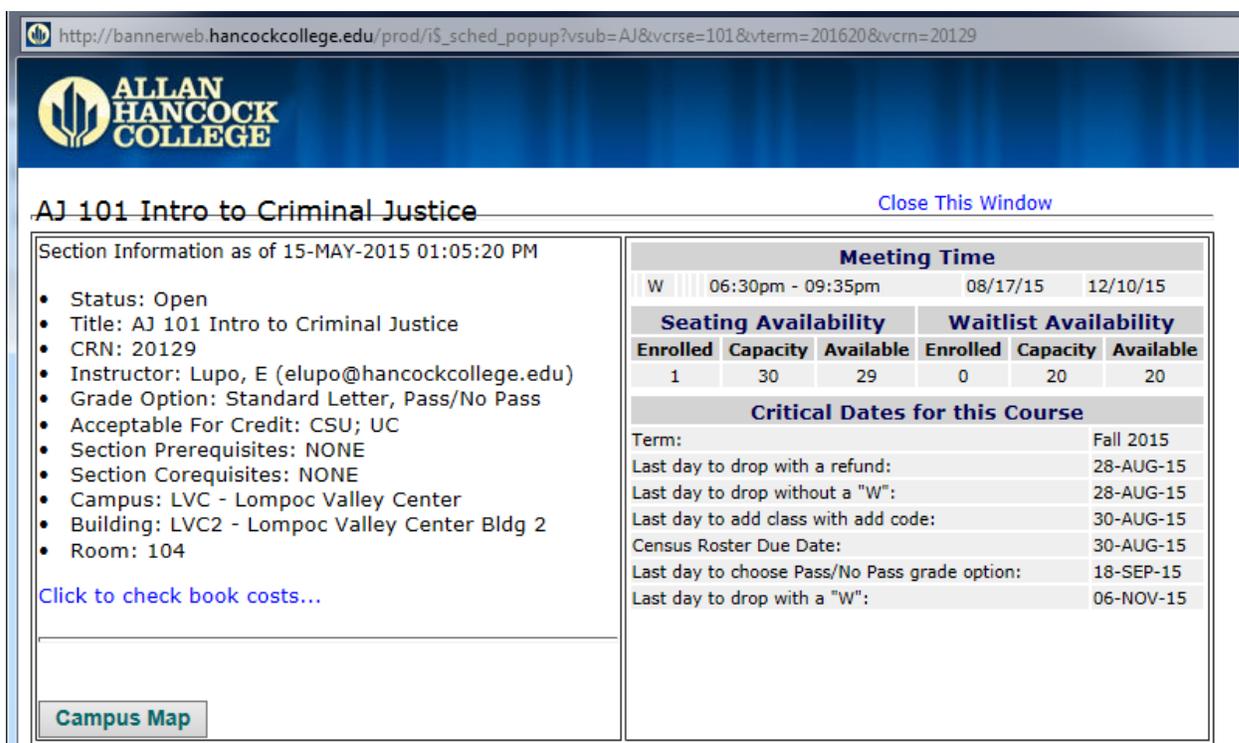
Class Schedule Search Results for Fall 2015

NOTE: Further details about each course are available by clicking the CRN link. Details may include orientation information, wait list numbers, seat availability for cross-listed courses, instructor contact information, and material fees if applicable.

Due to changes in the regulations that govern California Community Colleges, many credit courses are no longer repeatable. Visit www.hancockcollege.edu/courserepeatability for information.

Status Definitions

- Cancelled** This class has been cancelled for this term.
- Class Ended** This class has ended for this term.
- Closed** Seats are not available at this time. Please click on the CRN for waitlist availability and cross-list information (like courses that cross academic disciplines and are taught by one instructor).
- In Progress** This class is in progress. Please click on CRN to view last date to add.
- Open** Seats are available for this class. (Classes in Open status may have a waitlist or be cross-listed with another course. Click on the CRN link for details.)



http://bannerweb.hancockcollege.edu/prod/iS_sched_popup?vsub=AJ&vcrse=101&vterm=201620&vcrn=20129

ALLAN HANCOCK COLLEGE

AJ 101 Intro to Criminal Justice **Close This Window**

Section Information as of 15-MAY-2015 01:05:20 PM

- Status: Open
- Title: AJ 101 Intro to Criminal Justice
- CRN: 20129
- Instructor: Lupo, E (elupo@hancockcollege.edu)
- Grade Option: Standard Letter, Pass/No Pass
- Acceptable For Credit: CSU; UC
- Section Prerequisites: NONE
- Section Corequisites: NONE
- Campus: LVC - Lompoc Valley Center
- Building: LVC2 - Lompoc Valley Center Bldg 2
- Room: 104

[Click to check book costs...](#)

Campus Map

Meeting Time					
W	06:30pm - 09:35pm	08/17/15	12/10/15		
Seating Availability			Waitlist Availability		
Enrolled	Capacity	Available	Enrolled	Capacity	Available
1	30	29	0	20	20
Critical Dates for this Course					
Term:	Fall 2015				
Last day to drop with a refund:	28-AUG-15				
Last day to drop without a "W":	28-AUG-15				
Last day to add class with add code:	30-AUG-15				
Census Roster Due Date:	30-AUG-15				
Last day to choose Pass/No Pass grade option:	18-SEP-15				
Last day to drop with a "W":	06-NOV-15				

Tuition costs are listed in a number of places on the main AHC website, under links with labels like “Future Students,” “Apply & Register,” and “Cashier Services” (I.C.6-6). Tuition costs are broken down into various categories like enrollment fees, health fees, parking, and materials fees. Tuition costs are also identified and itemized when a student registers and receives a print out of courses and fees.

The financial aid and counseling departments have taken a proactive approach to educate new and prospective students, as well as their parents, about the costs associated with attending the College. Faculty and staff hold parent and student presentations throughout the District to explain the cost of education, as well as the available scholarships and financial aid (I.C.6-7). The workshops and

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presentations take place in the afternoon and evenings, as well as in English and in Spanish to serve the District better ([I.C.6-8](#); [I.C.6-9](#)).

The Public Affairs and Publications office also places advertisements in high school newspapers, parent newsletters, and magazines about the costs associated with attending the College ([I.C.6-10](#)). Information is also included in a biannual

publication *Inside Hancock* that is distributed to prospective students during outreach events at the high schools and throughout the District ([I.C.6-11](#)). Public Affairs and Publications staff uses the Net Price Calculator for all data included in the materials ([I.C.6-2](#)).

The College meets the standard.

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I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Eligibility Requirement 13 – Academic Freedom

The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

Evidence of Meeting the Standard

The AHC Board of Trustees, the Academic Senate, and the Associated Student Body Government adhere to clearly stated and published policies that support an atmosphere of freedom for all constituencies in the pursuit and dissemination of knowledge throughout the Allan Hancock College District.

- [I.C.7-1](#) Board Policy/Administrative Procedure 4030, Academic Freedom and Responsibility
- [I.C.7.2](#) *Allan Hancock College Catalog Addendum 2015-2016*, page 4
- [I.C.7-3](#) Academic Senate Articles of Agreement, Senate Webpage 12/18/14
- [I.C.7-4](#) Academic Integrity Committee Functions (Academic Senate)
- [I.C.7-5](#) CCPD, Allan Hancock College Values, page 2
- [I.C.7-6](#) Associated Student Body Code of Ethics, Part 1
- [I.C.7-7](#) Standards of Student Conduct

[I.C.7-8](#) Student Pledge of Honor Image in Student Center

Analysis and Evaluation

Allan Hancock College Board Policy and Administrative Procedure 4030 clearly states the District’s commitment to academic freedom and responsibility as “essential to the free search for truth and knowledge and their free exposition” ([I.C.7-1](#)). In addition, the administrative procedure provides guidelines for filing a complaint if a faculty member believes academic freedom has been violated. Academic freedom is one of the eight shared values frequently published with the College mission statement and vision ([I.C.7.2](#)).

The AHC Academic Senate reflects and restates the faculty commitment to academic freedom in their articles of agreement that state in part “...we uphold a philosophy of shared governance through open communication and collaboration and of academic freedom and integrity” ([I.C.7-3](#)). The Academic Senate standing committee “Academic

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Integrity Committee” has two functions that demonstrate commitment to academic responsibility and integrity:

1. Promote campus-wide efforts to educate students, staff, faculty, and administrators in the pursuit of academic honesty.
2. Review institutional academic integrity policies and processes and recommend changes as needed to align with best practices and regulatory mandates ([I.C.7-4](#)).

Allan Hancock College also publishes a list of shared values that include academic freedom ([I.C.7-5](#)).

Students echo the importance of academic freedom through the AHC Associated Student Body code of ethics, which

includes “...being a member of this organization involves participating in an environment by which freedom of expression is of paramount importance to ensure total student input on the policy depictions and the free exchange of ideas” ([I.C.7-6](#)).

In the Standards of Student Conduct established by the AHC Board of Trustees and published in the catalog, the first sentence is “A student enrolling in Allan Hancock College may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn” ([I.C.7-7](#)); this commitment is further enhanced by the student *Pledge of Honor* found in the Student Center ([I.C.7-8](#))

The College meets the standard.

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I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard

Allan Hancock College has established policies and procedures promoting honesty, responsibility, and integrity with processes in place for violations that occur. These policies are published and include guidelines for student conduct and an academic honesty policy.

- [I.C.8-1](#) Board Policy 3050, Institutional Code of Ethics
- [I.C.8-2](#) Board Policy 2715, Code of Ethics/Standards of Practice
- [I.C.8-3](#) Board Policy 4030, Academic Freedom and Responsibility
- [I.C.8-4](#) Academic Senate Academic Integrity Committee
- [I.C.8-5](#) Allan Hancock College Catalog 2015-2016 Academic Honesty, page 40
- [I.C.8-6](#) Allan Hancock College Catalog 2015-2016 Guidelines for Student Conduct, pages 38-39
- [I.C.8-7](#) Associated Student Body Government, Code of Ethics
- [I.C.8-8](#) ASBG Honor Pledge
- [I.C.8-9](#) Sample Syllabi with Academic Honesty Guidelines

Analysis and Evaluation

All constituencies at Allan Hancock College are expected to promote academic honesty and integrity. A core document is the Institutional Code of Ethics which states “employees of the Allan Hancock Joint Community College District are committed to the ethical values of honesty” ([I.C.8-1](#)). The Board of Trustees follows a specific Code of Ethics as defined in board policy ([I.C.8-2](#)). Integrity and responsibility are also part of the Board Policy on Academic Freedom and Responsibility, which is particularly applicable to faculty ([I.C.8-3](#)). The Academic Senate has a standing committee, the Academic Integrity Committee, that meets regularly and currently consists of three faculty members, a student, a staff member, the vice presidents of Academic Affairs and Student Services. This committee will recommend to the Senate in spring 2016 that faculty include the Academic Integrity policy in their syllabi, and will recommend specific penalties for violations of academic integrity in order to maintain consistency in application of them. Though the committee believes specifically outlined penalties can deter cheating and plagiarism, its primary role is to “educate students, staff, faculty, and administrators in pursuit of academic honesty” ([I.C.8-4](#)). The faculty distance education specialist includes academic honesty and student verification in the

required training for all first-time online instructors.

Students are made aware of academic honesty through the College catalog, which is available both in print and on the AHC website in an Academic Honesty section that includes the consequences of dishonesty ([I.C.8-5](#)). As spelled out in the catalog, the first consequence of academic dishonesty is a failing grade on an assignment that is plagiarized or otherwise fraudulent; however, the instructor may take other measures that are “reasonable and appropriate.” There are also separate guidelines for student conduct and the Code of Ethics for the Associated Student Body Government (ASBG) ([I.C.8-6](#); [I.C.8-7](#)). ASBG has also adopted an Allan Hancock College Honor Pledge ([I.C.8-8](#)). In addition, many faculty include academic honesty guidelines in their syllabus and course content ([I.C.8-9](#)).

The College meets the standard.

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The District has policies in place to ensure faculty and other employees act in a fair, objective, and ethical manner.

- [I.C.9-1](#) Board Policy 4030, Academic Freedom and Responsibility
- [I.C.9-2](#) Full-Time Faculty Evaluation Form
- [I.C.9-3](#) Board Policy 3050, Institutional Code of Ethics

Analysis and Evaluation

Faculty standards for professional integrity at Allan Hancock College are described in Board Policy 4030, Academic Freedom and Responsibility: “A member of the faculty has freedom and an obligation, in the classroom or in research, to discuss and pursue the faculty member’s subject with candor, integrity, and objectivity even when the subject requires consideration of topics which may be politically, socially, or scientifically controversial.” Moreover, the faculty member “...should not purport to be an institutional spokesperson, should

show respect for the rights of others to express their opinions, and has the responsibility to present the subject matter of his/her course as announced to students and as approved by the faculty in their collective responsibility for the curriculum” ([I.C.9-1](#)).

Faculty evaluations take into account the following criteria: “acknowledging and defending the free inquiry of their associates in the exchange of ideas”, “acknowledging academic debts (crediting sources to avoid plagiarism)”, and “acting in accordance with the ethics of the profession and with a sense of personal integrity” ([I.C.9-2](#)).

In addition, all employees of the College, including faculty, are subject to Board Policy 3050, the Institutional Code of Ethics, which states employees are “fair, honest, straightforward, trustworthy, and unprejudiced” ([I.C.9-3](#)).

The College meets the standard.

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I.C.10 **Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

Evidence of Meeting the Standard

Allan Hancock College is a public institution that is open to all students regardless of race or religion. The College does not require conformity to specific codes of conduct, nor does it seek to instill specific beliefs or world views.

I.C.10-1 Allan Hancock College
Catalog 2015-2016, page 8

Analysis and Evaluation

The Allan Hancock College mission, vision, and values are widely published and do not contain language requiring conformity to specific codes of conduct and do not seek to instill specific beliefs or worldviews. All constituencies at Allan Hancock College campuses frequently see the mission, vision, and values on framed posters throughout the buildings. Both the vision and value statements encompass “mutual respect” as part of the culture. The mission, vision, and values are also on the public website and in the print catalog (I.C.10-1).

The College meets the standard.

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I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

This standard does not apply to
Allan Hancock College.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Eligibility Requirement 21. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (I.C.12, I.C.13)

Evidence of Meeting the Standard

Allan Hancock College (AHC) has complied with all Commission requirements since it became accredited and continues to act as directed to within identified time frames. The superintendent/president and accreditation liaison officer (ALO) work together to keep the Board of Trustees and the entire College community informed and responsive in staying in compliance with the Commission.

- [I.C.12-1](#) Allan Hancock College Website, Accreditation Page
- [I.C.12-2](#) News2Know Accreditation updates
- [I.C.12-3](#) Institutional Effectiveness meeting notes, 01/25/16 and 04/11/16

Analysis and Evaluation

AHC complies with all ACCJC standards, requirements, policies, and guidelines. The District maintains an accreditation webpage one mouse click away from the homepage, as directed by the Commission. The public accreditation web page contains all reports, communications, substantive changes, and other documents necessary for complete and honest disclosure ([I.C.12-1](#)).

All annual reports and other required documents for institutional reporting are submitted to the Commission as directed and in a timely manner. An archive of past self-evaluation reports and other accreditation documents is housed in the Santa Maria campus library in building L.

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Changes in reporting requirements, standards, and policies are shared widely in the campus community by the superintendent/president and ALO through newsletters ([I.C.12-2](#)) and at council and committee meetings ([I.C.12-3](#)). Accreditation at AHC is an ongoing

process, and the College makes every effort to keep current with accreditation requirements.

The College meets the standard.

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I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

ER 21: Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and I.C.13)

Evidence of Meeting the Standard

External program accreditation is addressed by Board Policy and Administrative Procedure 3200, External Program Accreditation, and Board Policy and Administrative Procedure 4102, Advisory Committees for Instructional Programs ([I.C.13-1](#);[I.C.13-2](#)). External agency review and program licensure or certification occur per agency requirements.

I.C.13-5

U.S. Department of Education Letter dated 05/23/11

I.C.13-6

California Student Aid Commission Letter – Cal Grants dated 03/23/16

I.C.13-7

Allan Hancock College Student-Athlete Forms to Align with California Community College Athletic Association Guidelines

I.C.13-1

Board Policy/Administrative Procedure 3200, External Program Accreditation

I.C.13-2

Board Policy/Administrative Procedure 4102, Advisory Committees for Instructional Programs

I.C.13-3

Accreditation website link to last Accreditation Report

I.C.13-4

Programs which require external licensing

Analysis and Evaluation

Allan Hancock College (AHC) is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The College has been continuously accredited since 1952, and the latest accreditation report is available for review on the Allan Hancock College website ([I.C.13-3](#)).

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AHC currently offers 16 programs that require outside accreditation or certification. It maintains relations with various agencies including California Veterinary Medical Board (CAVMB), Dental Board of California, California Department of Public Health, Board of Registered Nurses (BRN), and California Certifying Board for Medical Assistants (complete list of programs licensing and certifying agencies ([I.C.13-4](#))).

Allan Hancock College's Financial Aid Office cooperates with the U. S. Department of Education on a regular basis in order to comply with federal Title IV regulations affecting the administration of financial aid programs. This is verified by the College being recertified to continue with the U.S. Department of Education federal financial aid program ([I.C.13-5](#)). The College maintains relationships with the California Student Aid Commission for students to obtain Cal Grants ([I.C.13-6](#)). The College maintains a relationships with the California Community College Athletic Association (CCCAA) and complies with its rules and regulations affecting the College's athletic program. In order to become eligible, every student-athlete must sign forms to adhere to CCCAA rules and regulations ([I.C.13-7](#)).

The College meets the standard.

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Allan Hancock College (AHC) demonstrates commitment to high quality education, student achievement, and student learning through its mission, vision, and values; through integrated planning focused on student learning; through high quality student support services; through faculty professional development; and through themes the superintendent/president has introduced that have been widely adopted through the College.

- [I.C.14-1](#) Allan Hancock College Mission, Vision, and Values
- [I.C.14-2](#) *Strategic Plan 2014-2020*, pages 16-17
- [I.C.14-3](#) *Educational Master Plan 2014-2020*, pages 10-11
- [I.C.14-4](#) Aspen Prize Nomination - Applications/Notifications
- [I.C.14-5](#) Student Services Webpage
- [I.C.14-6](#) Professional Development Schedules
- [I.C.14-7](#) *Adopted Budget 2015-2016*
- [I.C.14-8](#) Measure I Bond Oversight Committee Reports
- [I.C.14-9](#) Measure I Bond Updates to the Board of Trustees

Analysis and Evaluation

The mission statement of the District begins: “Allan Hancock College

provides quality educational opportunities that enhance student learning” ([I.C.14-1](#)). All of the College’s integrated plans start with this mission, and the largest and most significant direction in the AHC Strategic Plan is “Student Learning and Success” ([I.C.14-2](#)). The first direction in the AHC *Educational Master Plan 2014-2020* is “Student Success” ([I.C.14-3](#)). In recognition of AHC’s commitment to high quality education, the College has been nominated for the Aspen Prize three times, in 2011, 2014, and 2016 ([I.C.14-4](#)).

The motto of the AHC Extended Opportunities Programs and Services (EOPS) program is “Above and Beyond”, and that summarizes the philosophy of student services at the College. The extensive list of student support services available in various modalities reflects the District’s commitment to student achievement and learning ([I.C.14-5](#)).

High quality education begins with dedicated, highly trained faculty. AHC provides a substantial list of professional development opportunities to faculty every academic year. In addition, many faculty choose to attend conferences in their discipline areas, at least partially funded by the College ([I.C.14-6](#)).

STANDARD I:

Mission, Academic Quality and Institutional Effectiveness, and Integrity



As a public institution and single College District, AHC does not contribute to a parent organization. The annual District budget shows the largest allocation of resources goes to support instruction ([I.C.14-7](#)). The Measure I Bond from 2006-2016 has been carefully monitored by the AHC Board of Trustees and a

Citizens' Oversight Committee to ensure projects followed priorities and stayed within allocated funding amounts ([I.C.14-8](#); [I.C.14-9](#)).

The College meets the standard.