AGENDA
Special Board Meeting
Friday, January 29, 2016

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1. Call to Order 1:00 PM

2. Public Comment

The section of the agenda is intended for members of the public to address the board on items involving the school district. Time limits and procedures to address the Board of Trustees, as stated in the Public Comment to Closed Session, apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under public comment. Please note that Board members are prohibited by the Brown Act from responding to comments made regarding topics not on the official agenda. Testimony on specific agenda items will be welcome during consideration of the item by the Board of Trustees. When public testimony is completed regarding a specific agenda item, discussion is then confined to board members only. This practice is in accordance with laws governing Board of Trustees public meetings.

3. Information 1:00 PM


An opportunity for the board and the superintendent/president to review goals and priorities for the district, consistent with the 2014-2020 Strategic Plan.

3.B. Accreditation Standards

The board of trustees will review Accreditation Standard I and IV and direct staff to make changes as needed.

3.C. Review of College Sponsored Events

An opportunity for the board of trustees to review attendance to college sponsored events.
3.D. Employee Retirements and Resignations

The superintendent/president has accepted the retirement of Margaret Tillery, counselor, learning assistance program, effective June 30, 2016.

4. Public Comment to Closed Session

5. Adjourn Closed Session

5.A. Conference with Labor Negotiator – (Government Code §54957.6)

Agency designated representatives: Dr. Kevin Walthers
Employee Association: Faculty Association

Agency designated representatives: Dr. Kevin Walthers
Employee Association: Part-Time Faculty Association

Agency designated representatives: Dr. Kevin Walthers
Unrepresented Employees: Management

Agency designated representatives: Dr. Kevin Walthers
Unrepresented Employees: Supervisory/Confidential

Agency designated representatives: Felix Hernandez Jr.
Employee Organization: California School Employees Association (CSEA) Chapter #251

5.B. Discipline/Dismissal/Release of Public Employee (1 case) (Govt. Code §54957)

6. Adjournment

The next regular meeting of the Board of Trustees will be held on Tuesday, February 9, 2016. Closed session begins at 5:00 p.m. Open session begins at 6:00 p.m.

In compliance with the Americans with Disabilities Act, if you need assistance to participate in this meeting, please contact the President’s Office at (805) 922-6966 ext. 3245. Please make requests 48 hours prior to the meeting in order to make reasonable arrangements to ensure accessibility to this meeting.

Kevin G. Walthers, Ph.D.
Secretary to the Board of Trustees
BACKGROUND

The Board of Trustees and Dr. Walthers meet twice a year to set and review goals and priorities for the college. Below is a summary of goals from last year’s board retreat and recommended goals for spring 2016:

- Completion of Public Safety Training Center strategic and budget plan
  - The Strategic Plan includes a three-year financial report for the Public Safety Training Complex supported by goals, objectives, and strategies that will maintain the public safety program’s high academic standards while covering the operational and maintenance cost. A planning retreat took place on June 5, 2015 to allow staff to explore comparable facilities rental fees, establish staffing needs assumptions, and evaluate the cost of offering each course. Staff anticipates completing the Strategic Plan during the spring 2016 semester.

- Investigate options involving student housing
  - On August 28, 2015, President Walthers and Vice Presidents Railey and Hernandez, conducted a site visit of the newly constructed student housing at Reedley Community College.

- Bachelor Degrees/University Center
  - Staff is exploring opportunities to partner with CSU Channel Islands and Cal Poly to offer our students local access to Bachelor Degrees. The Bachelor Degree courses would be offered on Allan Hancock’s campus and taught by CSU/Cal Poly professors.

- Concurrent Enrollment
  - The Concurrent Enrollment Pilot is in its second semester of offering courses in our participating Concurrent Enrollment Pilot high schools. Student performance data is being collected and an assessment of our pilot will be conducted with anticipated completion before the end of spring 2016.

- Outreach to Junior High and Elementary Schools
  - Efforts to expand outreach to junior high and elementary schools is underway. School visits with principals and support staff are being scheduled for the spring semester.

- Enrollment Management (IEPI Project)
  - We have a plan to be approved by the planning resource team that came to Hancock College. The plan is for funds to be provided through IEPI in the approximate amount of $150,000 to support improvements in enrollment management.

Additional Goals for the spring 2016:

- Complete accreditation self-report
- CTE/concurrent enrollment at Santa Ynez High School District
- Create a staffing plan
BACKGROUND

Staff has reviewed all accreditation standards. The Board of Trustees and Dr. Walthers will review standards I and IV and revise as needed. Attached are the current drafts for both standards.
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. (ER 6)

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

I.A.1-1  Board of Trustees Agenda, 1/17/2014  Item 3.C., pg. 11 “Mission, Vision, and Values Statement”
http://df.hancockcollege.edu/Board/docs/2014-01-17%20Board%20Book.pdf
I.A.1-2  California Education Code section 66010.4(a),
http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=66001-67000&file=66010.1-66010.8
I.A.1-3  Catalog, 2014-15, pg. 8
http://epubs.hancockcollege.edu/catalog/2014-15/#?page=10
I.A.1-4  Mission Vision Values presentation, Planning Retreat 2013-14,
http://research.hancockcollege.edu/Planning%20Retreat%202013/MISSION%20STATEMENT.ppt
I.A.1-5  Strategic Plan, 2014-2020, pg. 2
I.A.1-6  Sample Board Agenda
I.A.1-7  Council Meeting Agendas

Analysis and Evaluation
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. To meet the needs of our community, the college provides basic skills education, career and technical training, and transfer-level programs preparing students for upper-level courses at universities. AHC offers associates degrees, associates for transfer degrees, and certificate programs.

The current mission, vision, and values of Allan Hancock College were adopted by the Board of Trustees in 2009-10. They are stated in every annual catalog:

**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.

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<thead>
<tr>
<th>Student Success</th>
<th>Diversity</th>
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<tr>
<td>Innovation</td>
<td>Academic Freedom</td>
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<td>Mutual Respect</td>
<td>Shared Governance</td>
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<td>Lifelong Learning</td>
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**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).

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. The board of trustees reviews the mission annually, 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. 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.

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 Educational Master Plan

I.A.2-3 Facilities Master Plan

I.A.2-4 Technology Master Plan

I.A.2-5 Student Success and Support Program Plan

I.A.2-6 Student Equity Plan
http://dfl.hancockcollege.edu/Planning/docs/Student%20Equity%20Plan.pdf

I.A.2-7 Academic Senate
http://www.hancockcollege.edu/academic_senate/

I.A.2-8 Councils and Committees: Pathways to Decisions

I.A.2-9 2014 Planning Retreat Agenda

I.A.2.10 2015 Planning Retreat Agenda

I.A.2.11 EEO Report to the Chancellor’s Office

I.A.2.12 Fact Book 2013

I.A.2-13 Fact Book 2014
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 “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” (Strategic Plan, pgs. 16-17).

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 Plan, and Student Equity Plan (I.A.2-2; I.A.2-3; I.A.2-4; I.A.2-5; I.A.2-6). 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 is utilized by the Academic Senate, councils, and committees across the college to gage effectiveness in support of students and the College’s mission (IA2-7; IA2-8).

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.2-9, I.A.2-10). 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 EEO Report and the Office of Institutional Research and Planning publishes an annual Fact Book that is utilized across the District (I.A.2-12; I.A.2-13). Additionally, several online research tools are readily available to collect data to inform institutional planning and effectiveness, including the software program Tableau (I.A.2-14). 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.2-15).

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.2-16; 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).

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 funded based on the priority order (I.A.2-25).
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’s mission “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 (under revision as of 3/30/15)
I.A.3-5 Prioritization Forms for faculty, staff and equipment
I.A.3-6 Contract Education Website (under development)
I.A.3-8 Pacific Conservatory of the Performing Arts
http://www.pcpa.org/
I.A.3-9 The San Patricios
[link to PDF]
I.A.3-10 Career Technical Education
http://www.hancockcollege.edu/cte/
I.A.3-11 Economic and Workforce Development (Webpage under development)
I.A.3-12 Santa Barbara County Workforce Development Board
http://www.santabarbaracountywib.org/
I.A.3-13 South Central Coast Regional Consortium
http://sccrcolleges.org/
I.A.3-14 California Community Colleges Doing What Matters for Jobs and the Economy
http://doingwhatmatters.cccco.edu/
I.A.3-15 Agriculture, Water & Environmental Technologies Environmental Training Center
http://www.cccewd.net/initiative_etc.cfm
I.A.3-16 City of Lompoc, Economic Development Committee
http://www.cityoflompoc.com/government/committees/EDCommittees.htm
I.A.3-17 The Extended Campus (Website under development)
I.A.3-18 California Corporate College
http://www.cccewd.net/initiative_ccc.cfm
I.A.3-19 Petroleum Education Council
http://www.pecpremier.com/
I.A.3-21 Apprenticeship Training
I.A.3-23 Degree and Certificate Sequencing: Federal Prisons  [link to PDF]
I.A.3-32 Citizenship 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).

The AHC mission is at the center of college programs and offerings. 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. Courses and services are offered both onsite and online through Blackboard. AHC offers 87 associate of arts and associate of science degrees and 117 certificates in a variety of university transfer and technical programs (I.A.3-35). 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.3-6). 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” [Mission]. 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, Forlorico, Choir, and Jazz Band (I.A.3-36).

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.3-10; I.A.3-11). AHC is a member of the Santa Barbara County Workforce Development Board and the South Central Coast Regional Consortium (I.A.3-12; I.A.3-13) – 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.3-14) supports the consortium. The regional Environmental Training Center at the Lompoc Valley Center also operates under this framework (I.A.3-15) 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.3-16). Career technical education also includes apprenticeship opportunities for three careers: electricians, plumbers (pipe trades), and operating engineers (heavy equipment) (I.A.3-21). The District offers two sequenced degree programs and one certificate program at the U.S. Penitentiary in Lompoc, offered in a partnership effort to reduce recidivism (I.A.3-23).

Contract education, a unit within the Extended Campus, supports the specialized and custom needs of industry and public agencies (I.A.3-6; I.A.3-17), providing the training needs of corporations and agencies across the district and beyond. AHC is a member of the California Corporate College (I.A.3-18) 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.3-19).

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.3-32) 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.3-33; I.A.3-34) 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.

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. (ER 6)

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. 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.4-2 Mission and Values http://www.hancockcollege.edu/public_affairs/mission.php
I.A.4-4 Human Resources reception screen – screen shot
I.A.4-5 New hire packet from Human Resources; Laurie has a hardcopy
I.A.4-6 New student online orientation, email from Margaret Shigenaka to Laurie Pemberton dated October 1, 2014
I.A.4-7 AHC Strategic Plan 2014-2020, page 2
I.A.4-8 AHC Educational Master Plan 2014-2020, page 5
I.A.4-10 Mission, Vision, Values Feedback, AHC’s Planning Retreat 2013, (slides 2-5) http://research.hancockcollege.edu/Planning%20Retreat%202013/Mission%20Feedback.pptx
I.A.4-12 Minutes of ASBG Executive Council, February 26, 2014, new business item 2; Laurie has a hardcopy ‘ASBG_MEETING_MINUTES_02-26-2014.doc’
I.A.4-14 Sample Council Agendas
I.A.4-15  Board Policy 1200 Mission

Analysis and Evaluation

Allan Hancock College’s mission statement is reviewed annually. 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.4-1):

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 (I.A.4-2), college catalog (I.A.4-3), publications and brochures, posters throughout campus buildings, and in the Board Agenda. 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.4-14). A screen in the Human Resources reception area displays information regarding college employment, including the mission, values, and goals of AHC (I.A.4-4). As part of new employee orientations, the mission, vision, and values are on the first page of the new hire packets (I.A.4-5). The information is also included in the online orientation for new students (I.A.4-6).

AHC’s mission, vision, and values drive its planning processes. The Strategic Plan begins with these cornerstones (I.A.4-7), as does the Educational Master Plan (I.A.4-8). The mission is reviewed at the start of each annual strategic planning initiative as part of the planning retreats (I.A.4-9).

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.4-10). 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, 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.4-11).
I.B.1 The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Allan Hancock College has established policies and processes that ensure a sustained District-wide dialog 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
I.B.1-5 Sample Student Achievement (Program Review) Data
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
http://dfl.hancockcollege.edu/Planning/docs/Institutional%20Assessment%20Plan%20(4-2014).pdf
I.B.1-9 Student Equity Plan 2014
I.B.1-10 Student Equity Plan 2015
I.B.1-11 Student Equity Focus Group Evidence
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
I.B.1-18 Academic Senate Agenda and Minutes Discussion on Winter Intersession
I.B.1-19 DL Committee Agenda and Notes 10-12-2014
I.B.1-20 DL Committee Agenda and Notes 11-12-2015
I.B.1-21 CCPD Council Descriptions of IEC, SCL, and SSC
I.B.1-22 IEC Agendas and Notes Various Meetings
I.B.1-24 College Co-Chair Meeting Agenda and Notes
I.B.1-24 2014 and 2015 Student Success Summit Agendas

Analysis and Evaluation
Dialog about student outcomes, student equity, and academic quality, institutional effectiveness, and continuous quality improvement takes place in a number of forums across the District. As noted in the 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 SLOs also occurs within campus committees. LOAC meets regularly to discuss assessment regarding topics such as 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, and the vice president of academic affairs and the vice president of student services (I.B.1-8, pages 4-6 & 8-9).

**Student Equity**
AHC’s 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 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 data 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**
As part of the comprehensive program review process that occurs every six years along with dialog takes place within academic affairs, administrative units, and student services regarding
academic quality (I.B.1-14). Comprehensive program reviews and updates assess and document resource needs associated with student outcomes, student equity, and student achievement. These needs are prioritized by cabinet-level administrators 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-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 DL success gap, and adoption of a new course management platform (Canvas) (I.B.1-19, I.B.1-20)

Institutional Effectiveness
Collective dialog 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.1-21). 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.1-22). 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). 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 Summits in 2014 and 2015 (I.B.1-24).

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 through the program review process where student outcomes and achievement data are discussed at the program level, and through councils and committees, where an institutional focus is provided.
I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

*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 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 AHC Catalog 2014-15; Institutional Learning Outcomes pgs. 8-9  
http://epubs.hancockcollege.edu/catalog/2014-15/#?page=10

I.B.2-2 AHC Website, Institutional Learning Outcomes  
http://www.hancockcollege.edu/institutional_research_planning/ilo.php

I.B.2-3 AHC Institutional Assessment Plan  
http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/IAP_April_2014x.pdf

I.B.2-4 AHC Catalog 2014-15, Degrees & Certificates listings pgs. 64-121  
http://epubs.hancockcollege.edu/catalog/2014-15/#?page=66

I.B.2-5 Learning Outcomes and Assessment Committee Charge

I.B.2-6 Assessment Professional Development Schedule and Attendance

I.B.2-7 AHC Website, Student Services Outcomes  
http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/student_services.php

I.B.2-8 AHC Website, Administrative Service Area outcomes  
http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/admin_units.php

I.B.2-9 myHancock, Institutional Learning Outcomes  
http://research.h Hancockcollege.edu/student_learning_outcomes/ilo-reports.html

I.B.2-10 myHancock, Program Review Matrix  
http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top

I.B.2-11 myHancock, Faculty Tab, Academic Program Review Channel (all forms and guides listed)

I.B.2-12 AHC Institutional Assessment Plan, Roles and Responsibilities Faculty pg. 5  
http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/IAP_April_2014x.pdf
Analysis and Evaluation

Allan Hancock College 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 LOAC (I.B.2-5), the Institutional Assessment Plan (I.B.2-12), and through ongoing professional development (I.B.2-6).

Since 2009, Allan Hancock College has clearly defined and published learning outcomes for all instructional programs in the printed and online catalogs (I.B.2-7). 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 (I.B.2-11), and the evidence teams held meetings to present and discuss their findings. 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.
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.2-8).

AHC’s comprehensive program review and annual update processes (I.B.2-9) include measures and reports of student achievement data. 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.2-13).

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.2-12).

LOAC evaluates the committee accomplishments and status of assessments through an annual report (I.A.2-14) as well as program summary reports (for example, Nursing, BIS, and Art) (I.A.2-15), as well as summary reports of ILOs (I.A.2-16).
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. (ER 11)

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 ACCJC Annual Report, 2013—on file in ALO’s Office
I.B.3-2 myHancock Institutional Effectiveness Accreditation Measures
http://research.hancockcollege.edu/accreditation.html
I.B.3-3 2014 and 2015 Planning Retreat Agenda
I.B.3-4 California Community Colleges Student Success Scorecard
http://scorecard.cccco.edu/scorecard.aspx
I.B.3-5 myHancock Institutional Effectiveness State Student Success Scorecard
http://research.hancockcollege.edu/scorecard.html
I.B.3-6 myHancock Tableau dashboards http://research.hancockcollege.edu/tableau.html
I.B.3-7 AHC Fact Book 2014
I.B.3-8 IEPI Data and Goals
I.B.3-9 IEC Agenda and Notes April 13, 2015

Analysis and Evaluation

Allan Hancock College 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.1-1). AHC began identifying student outcomes data and the dialogue regarding minimum standards (I.B.1-2). 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 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.3-3). Data on AHC’s performance compared to its institution-set standards are reported in the Annual Report to ACCJC (I.B.3-2).

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.

A recent development related to institution set standards are the data colleges are required to establish goals for as part of the Institutional Effectiveness Partnership Initiative (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.3-3) and IEC meeting in 2015 (I.B.3-8) shortly after the data measures were made available to colleges.
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 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 Committee Charge

I.B.4-5 LOAC Annual Reports and Retreat Minutes 2013 to Present

I.B.4-6 ILO 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.4-10 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 on student performance

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 – 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 SLOs are tied to Institutional Learning Outcomes so that as a result of course assessment, ILOs are assessed and reviewed by the Learning Outcomes and Assessment Committee (LOAC) (I.B.4-4). LOAC regularly meets to discuss assessment results (I.B.4-5). Results from ILO assessment are summarized for annual comparison of student performance (I.B.4-6) LOAC also organizes 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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/16/2012</td>
<td>ASSESSMENT DAY: Overview of Assessment, Historical Perspective on ILOs, ILO Communication Team Results, Evidence Team Leader Introductions &amp; Overview on Assessment of ILOs, L&amp;P SLO Retreat Model, and where do we go from here?</td>
<td>65</td>
</tr>
<tr>
<td>9/18/2012</td>
<td>Critical Thinking &amp; Problem Solving ILO Session/Results</td>
<td>18</td>
</tr>
<tr>
<td>10/19/2012</td>
<td>Personal Responsibility &amp; Development ILO Session/Results</td>
<td>11</td>
</tr>
<tr>
<td>1/17/2013</td>
<td>ASSESSMENT DAY: “Where we are with Assessment-Making Your Life Easier,” and Breakouts on Global Awareness ILO, eLumen and Closing the Loop</td>
<td>33</td>
</tr>
<tr>
<td>2/22/2013</td>
<td>Quantitative &amp; Scientific Literacy ILO Session/Results</td>
<td>7</td>
</tr>
<tr>
<td>3/1/2013</td>
<td>Information &amp; Technology Literacy Session/Results</td>
<td>16</td>
</tr>
<tr>
<td>1/17/2014</td>
<td>Global Awareness &amp; Cultural Competence ILO Session/Results</td>
<td>17</td>
</tr>
<tr>
<td>8/14/2014</td>
<td>ILO Forum: Information &amp; Technology Literacy - Discuss Split</td>
<td>11</td>
</tr>
<tr>
<td>9/5/2014</td>
<td>LOAC-55 Mtg / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>10</td>
</tr>
<tr>
<td>9/3/2014</td>
<td>Business Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>12</td>
</tr>
<tr>
<td>9/18/2014</td>
<td>Kinesiology, Rec &amp; Athletics Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>7</td>
</tr>
<tr>
<td>9/19/2014</td>
<td>Industrial Technology Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>6</td>
</tr>
<tr>
<td>9/19/2014</td>
<td>Life &amp; Physical Sciences Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>11</td>
</tr>
<tr>
<td>9/23/2014</td>
<td>Social &amp; Behavioral Sciences Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>6</td>
</tr>
<tr>
<td>9/24/2014</td>
<td>Languages &amp; Comm Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>7</td>
</tr>
<tr>
<td>10/2/2014</td>
<td>Health Sciences Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>8</td>
</tr>
<tr>
<td>10/8/2014</td>
<td>Applied Behavioral Sciences Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>9</td>
</tr>
<tr>
<td>10/8/2014</td>
<td>Public Safety Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>2</td>
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<tr>
<td>10/14/2014</td>
<td>Counseling Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>28</td>
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<tr>
<td>11/19/2014</td>
<td>English Dept / Shared ILO Update on Info &amp; Tech Literacy</td>
<td>9</td>
</tr>
<tr>
<td>9/15/2015</td>
<td>ILO Dialog: Information &amp; Technology Literacy Session/Results</td>
<td>9</td>
</tr>
<tr>
<td>11/12/2015</td>
<td>AHC Planning Retreat: ILO Presentation on Information &amp; Technology Literacy Results</td>
<td>40</td>
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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 Retreat, Student Success Summit, and 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.4-12), 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. 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 continuously improving in this area by linking assessment student learning outcomes and achievement data to improvements in student outcomes.
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 assess its mission through program review and evaluation of goals and
objectives. The college analyzes disaggregated quantitative and qualitative data for programs.
I.B.5-1 Institutional Assessment Plan
http://dfl.hancockcollege.edu/Planning/docs/Institutional%20Assessment%20Plan%20(4-2014).pdf
I.B.5-2 Library Program Review ISLO/PSLO Summary Map by Course
I.B.5-3 Program Review Matrix
http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top
I.B.5-4 ILO Mapping Evidence
I.B.5-3 2013 Planning Retreat
http://research.hancockcollege.edu/planning.html
I.B.5-4 2014 Planning Retreat
http://research.hancockcollege.edu/planning.html
I.B.5-5 Accounting Program Review data
I.B.5-6 Board Retreat Presentation on Public Safety and Nursing
I.B.5-7 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, page 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.5-4)

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.5-5). For faculty who want to disaggregate more thoroughly than required, they can query program and college data through 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, etc.. (I.B.5-6).

In support of the College’s mission, program reviews and annual updates guide institutional decision-making, planning, and resource allocation (I.B.5-3; I.B.5-4; I.B.5-5). 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.5-2). 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 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.5-6)

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- 2 Elumen Reports
I.B.6-3 Tableau myHancock/WorkTools/Assessment&IRP/Tableau
I.B.6-4 Spanish Program Review
I.B.6-5 Library Program Review
Analysis and Evaluation

At Allan Hancock College, collecting data, analyzing learning outcomes, and measuring student success is accomplished in a variety of ways. The Institutional Effectiveness department 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 program reviews (I.B.6-5, I.B.6-6, I.B.6-7).

Tableau enables the College to easily recognize the gap in student retention and success 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 regular discussion topic for the Distance Learning Committee in 2014-15. Several improvement approaches were initiated, including tutorial modules for online-instructor training (I.B.6-8).
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 and Spanish (I.B.6-6).

The AHC Student Equity Plan 2014-2017 provides another example of using disaggregated data for improvement planning (I.B.6-7). 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 (I.B.6-8).

Disaggregated achievement data are readily available and analyzed as part of program review. However, the college has not yet implemented the technology to provide disaggregated SLOs data at the program level. The SLO database system (eLumen) has the capacity to provide these types of data, and the institution fully intends to implement this feature, but at this point in time the data are not available.

Planning Agenda: Fully implement the data analysis features in eLumen to provide disaggregated student outcomes data.
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. This is evidenced by AHC board policies and administrative procedures, which are set after review and recommendation of the shared governance process.

I.B.7-1 BP 2410 Policies of the Board of Trustees
(http://dfl.hancockcollege.edu/Board_Policies/docs/Policies%20of%20the%20Board%20of%20Trustees%20[2410].pdf)

I.B.7-2 BP 2411 Changes in Policy of the Board of Trustees
(http://dfl.hancockcollege.edu/Board_Policies/docs/Changes%20in%20Policy%20of%20the%20Board%20of%20Trustees%20[2411].pdf)

I.B.7-3 Item 12.A, Board of Trustees meeting April 15, 2014
(http://dfl.hancockcollege.edu/Board/docs/2014-04-15%20Board%20Book.pdf)

I.B.7-4 Presentation to the Board of Trustees by Dr. Jane Wright of the Community College League of California on September 9, 2014 (dropbox ‘Board policy and Procedure Presentation 2014 Sept.pdf’)


I.B.7-6 Item 3.A, Board of Trustees meeting July 28, 2014
(http://dfl.hancockcollege.edu/Board/docs/2014-07-28%20Board%20Book.pdf);
Items 10.M through 10.Y, Board of Trustees meeting October 21, 2014
(http://dfl.hancockcollege.edu/Board/docs/2014-10-21%20Board%20Book.pdf)

I.B.7-7 Email dated October 23, 2014 from Carmen Camacho to ‘ahcall’, subject “New/Revised Board Policies and Administrative Procedures” (dropbox ‘New_Revised Board Policies Notice 2014 October.pdf’)


I.B.7-9 Email dated December 18, 2014 from Carmen Camacho, subject “Accreditation Standard I.B.7 on policies and procedures” (dropbox ‘Review of Policies.doc’)

I.B.7-10 Councils and Committees: Pathways to Decisions, page 29 (March 2014 version)

I.B.7-11 Accomplishments of AHC’s Councils,
http://research.hancockcollege.edu/councils.html

I.B.7-12 Program Review Inventory,
http://research.hancockcollege.edu/student_learning_outcomes/matrix.html


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.

Board policies (BPs) are organized into chapters related to the District, Board of Trustees, General Instruction, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources. Periodic review of BPs includes accuracy of legal and education code requirements as well as institutional relevancy. Specifically, BP 2410 states that AHC policies and procedures will be automatically amended to comply when a statute or administrative code section of the State of California is added, repealed, or amended, or should a court decision or an opinion of the County Council or the Attorney General of the State of California make changes in any of the BPs or the administrative procedures of the District. Policies may be adopted, revised, added to, or amended at any meeting of the Board by a majority vote of the board members. Administrative procedures are statements of the methods used in implementing board policies. Administrative procedures may be revised as deemed necessary by the superintendent/president (I.B.7-1). Before changes in policy are adopted, there is an opportunity for review and feedback by representatives of faculty, classified staff, administration, students, and community (I.B.7-2).

In 2012-2013, the College subscribed to a service provided by the Community College League of California (League). The League provides templates for policies and procedures that include suggested language to meet state and federal laws and regulations, along with specific references to the requirements. The foundation for policies includes federal and state statutes, California Title 5 Regulations, California Community Colleges Chancellor’s Office requisites, and ACCJC standards for compliance. The League also periodically provides notices of changes in state and federal laws and regulations that require policy changes to maintain compliance.

In order to take advantage of League materials (I.B.7-3), in 2014, the District renumbered all board policies and administrative procedures to match the League numbering system and began a process of review and revision while evaluating the language and content suggested by the League. This process includes 165 existing board policies and 216 administrative procedures (I.B.7-4), including those legally required, legally advised, and suggested. To assist with the reviews, spreadsheets maintained by the President’s Office (I.B.7-5) reference the policy or procedure title, new number, old number and title, date Board last adopted or approved, previous revision dates, and legal references. Depending on the issues involved, work on specific policies and procedures was delegated to appropriate councils, committees, the Academic Senate, other responsible groups, and the Board of Trustees (I.B.7-6). All policies and procedures are routed through the shared governance process and approved by the Board of Trustees. After the Board adopts policies, notice is sent to all staff (I.B.7-7).

AHC’s current policies are widely available through the public website (I.B.7-8). In order to make sure that AHC’s policies and procedures continue to assure effectiveness in supporting academic quality and accomplishment of mission across all areas of the institution,
administrative policy was developed in 2015 which will stipulate regular review on a proposed time cycle of at least once every five years (I.B.7-9).

Besides its policies and procedures, the District regularly practices other forms of evaluation across the institution. The “Councils and Committees: Pathways to Decisions” manual (CCPD) defines the purpose of councils and committees at AHC, along with Council/Committee Responsibilities (I.B.7-10). At the beginning of each academic year, all councils and committees review their functions and membership and set goals for the year. At the end of each academic year, the councils and committees report on their accomplishments along with recommendations for improvement (I.B.7-11). An example of an improvement from that process is separating information and action items on College Council’s agendas for clarity. Also, the CCPD document itself is continually updated (see CCPD change log).

Comprehensive program reviews are scheduled every six years, and annual updates are to be conducted every year when a comprehensive program review does not occur to evaluate academic quality and accomplishment of mission continually (I.B.7-12). The academic program review process was revised in 2010 and is currently undergoing another evaluation with the implementation of new technology that was not available in 2010 (e.g., CurricuNet, eLumen, Banner, and Tableau).

AHC’s Multi-level Integrated Planning Model is defined in the CCPD (I.B.7-13) showing review of the mission, vision, and values; environmental scan and SWOT information; and the cycle of strategic directions and goals, activity and program planning, budget development, and outcomes and evaluation. This cycle occurs every year, as demonstrated by the Annual Planning Retreat (I.B.7-14) and the resource allocation process (see Glenn’s multi-step flow chart). Resource requests begin through the program review and annual updates processes and are considered depending on the type of resource: equipment, facilities, staffing, supplies, technology, or other. AHC has processes that are reviewed annually for faculty prioritization, staff prioritization, equipment prioritization, and technology.
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 dialog regarding assessment and evaluation through committees, including the learning outcomes committees, and activities such as assessment days.

I.B.8-1 Learning Outcomes & Assessment Committees, [http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/support.php](http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/support.php)


AHC Learning Outcomes & Assessment Committee Reports, [http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/resources.php](http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/resources.php)

I.B.8-3 “ILO Information Sessions 2012 to present.pdf” (dropbox)

I.B.8-4 Program Review Inventory, [http://research.hancockcollege.edu/student_learning_outcomes/matrix.html](http://research.hancockcollege.edu/student_learning_outcomes/matrix.html)


I.B.8-6 Accomplishments of AHC’s Councils, [http://research.hancockcollege.edu/councils.html](http://research.hancockcollege.edu/councils.html)

[myHancock -> Work Tools tab -> Assessment & IRP channel -> Institutional Effectiveness -> Accomplishments of AHC’s Councils]

I.B.8-7 AHC District Accomplishments, [http://research.hancockcollege.edu/district.html](http://research.hancockcollege.edu/district.html)

[myH Hancock -> Work Tools tab -> Assessment & IRP channel -> Institutional Effectiveness -> AHC District Accomplishments]

I.B.8-8 Student Equity Information Session Flyer

I.B.8-9 Student Equity Focus Group Flyer

I.B.8-10 2014 and 2015 Student Success Summit Agendas

I.B.8-11 Superintendent Roundtable Agendas

**Analysis and Evaluation**

Results of assessment and evaluation activities are communicated so that the institution 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 dialog 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.

Course, program, and student services assessment are part of program review and the annual update process. Areas in which students are not performing as well as expected become priorities for improvement. 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 superintendent/president annually provides a progress report on accomplishments to the 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) to discuss areas of strength and weakness to help prioritize action items. An additional example of communication is 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.
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. (ER 19)

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

As noted elsewhere in Standard I, 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.9-1 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.9-10 Library Program Review
I.B.9-11 EOPS Program Review
I.B.9-12 CCPD Overview of Panning
I.B.9-13 Faculty Prioritization Process
I.B.9-14 Staff Prioritization Lists
Analysis and Evaluation

All instructional, student services, and administrative programs participate in the program review process (I.B.9-1). 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. 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 for example, ASL, CBIS, Art, Library, and EOPS (I.B.9-4 through I.B.9-11). The ASL program review demonstrates a need for a full-time faculty member, Art identified the need for course advisories, 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 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 CCPD (I.B.9-12), in which allocation processes for human, physical, technology, and financial resources are described.

**FACULTY PRIORITIZATION (I.B.9-13).** 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 have been used to rank requested positions. The current process requires identification of need in program review and linkages to institutional mission and priorities.
STAFF PRIORITIZATION (I.B.9-14). Staffing requests are forwarded through the program review and other processes to vice presidents where positions are prioritized based on institutional needs.

FACILITIES PRIORITIZATION (I.B.9-15). Similar to staffing requests, vice presidents receive facilities needs from program reviews and prioritize based on institutional needs and forward their respective facilities needs to the Facilities Council for further consideration.

EQUIPMENT PRIORITIZATION. (I.B.9-16). 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 sense then the college has modified and adopted processes that are not reflected in the document. In order to more effectively articulate the linkage of planning and resource allocation, a taskforce of council co-chairs began to review documentation in the CCPD and elsewhere across the institution where planning and resources are addressed. 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.

**QFE Statement:** While there is evidence that the college integrates program review, planning, and resource allocation, improvements can be made in the clarity of the processes in order to demonstrate that they lead to institutional effectiveness. The College will draft a Quality Focus Essay in order to improve the linkage between integrated evaluation, planning, and resource allocation to improve student learning and achievement.
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. (ER 20)

Eligibility Requirement 20-Integrity in Communication with the Public. 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
- Educational mission
- Representation of accredited status with ACCJC and with programmatic accreditors, if any
- Course, program and degree offerings
- Student learning outcomes for programs and degrees
- Academic Calendar and program length
- Academic freedom statement
- Available student financial aid
- Available learning resources
- Names of governing board members

Requirements
- Admissions
- Student fees and other financial obligations
- Degrees, certificates, graduation and transfer

Major Policies Affecting Students
- Academic regulations, including academic honesty
- Nondiscrimination
- Acceptance and transfer of credits
- Transcripts
- Grievance and complaint procedures
- Sexual harassment
- Refund of fees

Locations or publications where other policies may be found
(Standard 1.C.2) Note: Please see 1.C.2 for a 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, prospective students, and to the public.
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 online students. 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 & 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 (I.C.1-4), 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.

In coordination with the secretary to the vice president of student services, the academic services coordinator completely reviews and updates the catalog in the spring each year. All of 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 & 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 newsprint 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-area current students.

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 & 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.
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). (ER 20)

Eligibility Requirement 20: Integrity in Communication with the Public
(Please see bulleted list below for point-by-point response to ER 20; See I.C.1 for complete text of 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.

1.C.2-1    Allan Hancock College Catalog 2015-2016 Required
1.C.2-2    Allan Hancock College Website
1.C.2-3    Catalog Production Timeline
1.C.2-4    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 (1.C.2-1, I.C.2-2). The District catalog is published annually and produced by team from student services, academic affairs and public affairs & 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) (1.C.2-3, I.C.2-4).

Andrew to edit
I.C.3

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. (ER 19)
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 Allan Hancock College Fact Book 2014 Completion Indicators (pages 11-2 – 11-11)
I.C.3-2 Allan Hancock College Homepage
I.C.3-3 AHC Institutional Planning webpage
I.C.3-4 AHC Educational Master Plan
I.C.3-5 myHancock Tableau dashboards
I.C.3-6 “Program Achievement Data.pdf”, November 2014 (dropbox)
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 AHC Budget Book
I.C.3-11 Instructional Equipment prioritization spreadsheet 2014 (office of VPAA)
I.C.3-12 CTEA Spreadsheet 2015 (located in grants office)
Analysis and Evaluation
The College documents assessment of student learning and evaluation of student achievement to inform the appropriate 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 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 Research and Planning 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 for 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 AHC 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 resources requests for program improvements go into program reviews, or annual program review updates. For example, in the 2014-15 academic year, over $200,000 of instructional equipment funds and $440,000 of CTEA/Perkins funds went to improvements called out 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 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 President/Superintendent, and highlights from various departments and programs (I.C.3-16).

Public Affairs 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 2014-15 year, the superintendent/president was the keynote speaker at a Lompoc Chamber of Commerce event (I.C.3-18), wrote an editorial about the state of the College that was published in local newspapers (I.C.3-19).

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 Catalog 2015-16 pages 66 – 125
I.C.4-2 Allan Hancock Catalog 2015-16 page 99, Fashion Design Program
I.C.4-3 Image of Program Brochures at the Counseling Department
I.C.4-4 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). The catalog is available on the college homepage and also in a print version.

In the section on each certificate or degree, there is:

- 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.4-2)

- 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.4-1, page 91)

- 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.4-3) where brochures describing programs and contact information are available for students (I.C.4-4).

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

I.C.5-1 Allan Hancock College website,
I.C.5-2 Planning Retreat Materials
I.C.5-3 Board Agenda Item 3.C.; minutes
I.C.5-4 Board Policies,
I.C.5-5 Publication Guidelines & Stylebook, December 2015
I.C.5-6 PA review matrix (dropbox ‘PA review process matrix.docx)
I.C.5-7 Graphic Standards
I.C.5-8 College Catalog
I.C.5-9 College Catalog Timeline
I.C.5-10 Priority Registration Brochure (English)
I.C.5-11 Priority Registration Brochure (Spanish)
Analysis and Evaluation

The College has systems in place to regularly review its policies, procedures and publications 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 (PA).

PA is responsible for quality control of AHC publications across all programs and adds a layer of review to ensure accuracy. The college graphic standards (I.C.5-7) ensure publications maintain a consistent presentation, and an internal style guide (I.C.5-5) assists individual departments in content development. All printed flyers, brochures and other documents designed for the public are expected to go through a review process (I.C.5-6). If PA 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, PA 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.5-10). PA oversaw the production of the brochure, as well as its Spanish translation to better serve the community (I.C.5-11).

AHC website content (I.C.5-1) is also reviewed by PA, and then uploaded directly by departments or by the web content coordinator. 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 (I.C.5-2) as discussed in Standard I.A.4, and then presented to the Board of Trustees for review and approval—either in
its new form, or for reaffirmation (I.C.5-3). 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 2014-15 in order to bring AHC board policies in alignment with the recommended League for California Community Colleges language and numbering system (I.C.5-4). 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 (I.C.5-8) 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 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.5-9). 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, learning outcomes analyst, and institutional research director. 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 Academy Policy and Planning committee (AP&P). (I.C.2-3, I.C.2-4).
I.C.6

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

AHC 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 AHC Catalog 2015-16
I.C.6-2 CCCC0 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, pg.4

Analysis and evaluation

Allan Hancock College accurately informs and makes public the costs related with classes, including tuition, fees, books, and other instructional materials primarily through the AHC online and print catalog (I.C.6-1, pg. 16-17), bookstore website and outreach materials.
The college estimates the total coast 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 Hancock, 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, instruments required for chemistry classes, and uniforms for medical programs (1.C.6-4).

In addition, through the college Schedule of Classes 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 (1.C.6-5).
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 presentations take place in the afternoon and evenings, as well as in English (I.C.6-8) and in Spanish (I.C.6-9) to better serve the District.

The Public Affairs 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 school and throughout the District (I.C.6-11). Public Affairs staff uses the Net Price Calculator (I.C.6-2) for all data included in the materials.

**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. (ER 13)

*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 4030 Academic Freedom and Responsibility


I.C.7.2 Allan Hancock College Shared Values, Catalog 2014-15, pg. 8

http://epubs.hancockcollege.edu/catalog/2014-15/#?page=10

I.C.7-3 Academic Senate Articles of Agreement, Senate Webpage 12/18/14

I.C.7-4 AS Academic Integrity Committee Functions (myHancock, Doc/Forms library, search “academic integrity”)

I.C.7-5 CCPD page 8, Allan Hancock College Values

I.C.7-6 Associated Student Body Code of Ethics, Part 1

http://www.hancockcollege.edu/ASBG/docs/ASBG%20Code%20of%20Ethics%20from%20By-Laws.pdf

I.C.7-7 Standards of Student Conduct, AKA Guidelines for Student Conduct

http://epubs.hancockcollege.edu/catalog/2014-15/#?page=36

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 state 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 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)
Kelly to Edit

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.8-4 Academic Senate Academic Integrity Committee http://www.hancockcollege.edu/academic_senate/docs/Academic%20Integrity%20Committee.pdf


I.C.8-8 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 (I.C.8-1) which states “employees of the Allan Hancock Joint Community College District are committed to the ethical values of honesty”. 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 (I.C.8-3), which is particularly applicable to faculty. The Academic Senate has a standing committee, the Academic Integrity Committee, with the stated function to “educate student, staff, faculty, and administrators in pursuit of academic honesty” (I.C.8-4).
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 (I.C.8-6, clause 16, pg. 36) and the Code of Ethics for the Associated Student Body Government (I.C.8-7). In addition, many faculty include academic honesty guidelines in their syllabus and course content (I.C.8-8).

**Kelly to provide information on consequences**

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

http://dfl.hancockcollege.edu/Human_Resources/docs/Faculty%20Evaluation%20Form%20(FT).pdf

I.C.9-3  Board Policy 3050 Institutional Code of Ethics

http://dfl.hancockcollege.edu/Board_Policies/docs/Institutional%20Code%20of%20Ethics%20[3050].pdf

**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).

Kelly and Nohemy

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 Mission, Vision, Values in Catalog

Analysis and Evaluation

The Allan Hancock College mission, vision and values are widely published, 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).
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. (ER 21)

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 AHC Website, Accreditation Page
http://www.hancockcollege.edu/public_affairs/accreditation.php
I.C.12-2 News to Know Accreditation updates
I.C.12-3 Institutional Effectiveness meeting notes
I.C.12-4 Department Chair’s meetings Presentation
I.C.12-5 AP&P Meeting presentation
I.C.12-6 Student Service Council meeting (Nancy Meddings presented)
I.C.12-7 AHC January 19, 2016 Board meeting presentation
I.C.12-8 Sports Medicine Substantive Change Proposal
I.C.12-9 ACCJC December 10, 2015 Sports Medicine Substantive Change approval letter
I.C.12-10 Substantive Change proposal for online programs with fifty percent for greater program completion online
I.C.12-11 ACCJC ____________, 2016 Substantive Change approval letter
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.

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), Department Chair’s meetings (I.C.12-4), AP & P meeting (I.C.12-5), Student Service Council meeting (I.C.12-6), and at the January 19, 2016 AHC Board meeting (I.C.12-7).

A substantive change was submitted to ACCJC in fall of 2015 for a new program in Sports Medicine (I.C.12-8) ACCJC provided the college notification of its’ approval on December 10, 2015. (I.C.12-9) A second substantive change was submitted to ACCJC in spring 2016 for programs offered on line that allow students to complete fifty percent or more of the program online. (I.C.12-10).

ACCJC provided the college notification of its’ approval on _________________ 2016.

Accreditation at AHC is an ongoing process, and the College makes every effort to keep current with accreditation requirements.

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)

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)

External program accreditation is addressed by Board policy & Administrative Procedure 3200, External Program Accreditation, and Board Policy & Administrative Procedure 4102, Advisory Committees for Instructional Programs. External agency review and program licensure or certification occur per agency requirements.

Allan Hancock College has sixteen programs governed by external licensing agencies. Those programs are as follows:

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>LICENSING AGENCY</th>
<th>TYPE OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Technology</td>
<td>Automotive Service Excellence</td>
<td>ASE A1 through ASE A8</td>
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<tr>
<td>Auto Body</td>
<td>California Bureau of Automotive</td>
<td>ASE Refrigerant Recovery</td>
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<tr>
<td>C.N.A./Acute Care Aide</td>
<td>Auto Service Excellence (ASE)</td>
<td>Qualified for Smog Check</td>
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<tr>
<td>Culinology</td>
<td>California Department of Public</td>
<td>Damage Analysis/Estimating</td>
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<tr>
<td>Cosmetology</td>
<td>Board of Barbering and</td>
<td>Certification</td>
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<td>American Culinary Federation, National Restaurant Association</td>
<td>Chef Certification</td>
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<tr>
<td>Dental Assisting</td>
<td>Dental Board of California</td>
<td>Registered Dental Assistant</td>
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<tr>
<td>Dietetic Service Supervision</td>
<td>California Department of Health</td>
<td>Approval of Dietetic Service</td>
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<td>Dietary Managers Association</td>
<td>The Allan Hancock College</td>
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<tr>
<td>Early Childhood Studies</td>
<td>Department of Social Services</td>
<td>ECS Teaching Credential or EMT-Basic/EMS Level</td>
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<tr>
<td>Emergency Medical</td>
<td>National Registry of Emergency</td>
<td>EMT-Basic/EMS Level</td>
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<tr>
<td>Environmental Technology</td>
<td>California Specialized Training</td>
<td>CSTI Hazmat Certification</td>
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<td>Department of Homeland Security</td>
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<td>Occupational Safety and Health</td>
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<td></td>
<td>Environmental Protection Agency</td>
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<tr>
<td>Fire Technology (degree and academy)</td>
<td>California State Fire Marshal's</td>
<td>State Fire Marshal Fire</td>
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<td>Department of Transportation</td>
<td>Slate Fire Marshal Fire</td>
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<tr>
<td>Human Services</td>
<td>California Association for Alcohol</td>
<td>Certified Addiction</td>
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<tr>
<td>Law Enforcement Academy</td>
<td>CA Commission on Peace Officers</td>
<td>P'OST Regular Basic Course</td>
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<tr>
<td>Licensed Vocational</td>
<td>Board of Vocational Nursing and</td>
<td>Licensed Vocational Nurse</td>
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<tr>
<td>Medical Assisting</td>
<td>American Medical Technologies</td>
<td>Registered Medical Assistant</td>
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<td>California Certifying Board for</td>
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<tr>
<td>Paralegal</td>
<td>California Department of Real</td>
<td>Real Estate Sales and/or</td>
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<td>Real Estate</td>
<td>Department of Real</td>
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<td>PROGRAM NAME</td>
<td>LICENSING AGENCY</td>
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<td>Auto Technology</td>
<td>Automotive Service Excellence</td>
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<td>Auto Body</td>
<td>Auto Service Excellence (ASE)</td>
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<td>Cosmetology</td>
<td>Consumer Affairs</td>
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<td>Culinology</td>
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<tr>
<td>Dental Assisting</td>
<td>Commission on Dental Auxiliaries/Dental Board of</td>
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<tr>
<td>Early Childhood Studies (ECS)</td>
<td>Department of Social Services Community Care Licensing Division Commission on Teacher Credentialing</td>
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<tr>
<td>Environmental Technology (ENVT)</td>
<td>National Registry of Emergency Medical Technicians (NREMT)</td>
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<tr>
<td>Registered Nurse</td>
<td>Provides the educational</td>
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<tr>
<td>Welding Technology</td>
<td>American Welding Society (AWS) Structural Steel</td>
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<tr>
<td>Int'l Boiler &amp; Vessel Pressure</td>
<td>Pressure Pipe Welding</td>
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<tr>
<td>American National Standards</td>
<td>Petroleum/Natural Gas</td>
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<tr>
<td>American Petroleum Institute</td>
<td>Cross Country Pipe Welding</td>
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<tr>
<td>Wildland Fire Technology</td>
<td>California Slate Fire Marshal's Slate Fire Marshal WFT</td>
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<tr>
<td>National Wildland Fire Coord.</td>
<td>National WFT certificate</td>
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<tr>
<td>EPA/CalEPA</td>
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<tr>
<td>Program</td>
<td>Institution/Agency</td>
<td>Certification/Title</td>
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<tr>
<td>Fire Technology (degree and academy)</td>
<td>California State Fire Marshal's Office</td>
<td>State Fire Marshal Fire Academy Certificate</td>
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<td>Slate Fire Marshal Fire Technology Degree Certificate</td>
</tr>
<tr>
<td>Human Services</td>
<td>California Association for Alcohol &amp; Drug Educators (CAADE)</td>
<td>Certified Addiction Counselor</td>
</tr>
<tr>
<td>Law Enforcement Academy</td>
<td>Police Officers Standards and Training POST</td>
<td>POST Basic Police Academy</td>
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<tr>
<td>Licensed Vocational Nursing (LVN)</td>
<td>Board of Vocational Nursing and Psychiatric Technicians (BVNPT)</td>
<td>Licensed Vocational Nurse</td>
</tr>
<tr>
<td>Wildland Fire Technology (WFT)</td>
<td>California State Fire Marshal's Office</td>
<td>Slate Fire Marshal WFT</td>
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<td></td>
<td>National Wildland Fire Coord. Group</td>
<td>National WFT certificate</td>
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<td>(NWFCG) - federal level</td>
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</table>

**Evidence of Meeting the Standard**

External program accreditation is addressed by Board policy & Administrative Procedure 3200, External Program Accreditation, and Board Policy & Administrative Procedure 4102, Advisory Committees for Instructional Programs. External agency review and program licensure or certification occur per agency requirements.

Accreditation website link to last Accreditation Report

BP 3200, External Program Accreditation (*needs to be updated*)

AP 3200, External Program Accreditation (*needs to be updated*)

BP 4102, Advisory Committees for Instructional Programs (*needs to be updated*)

AP 4102, Advisory Committees for Instructional Programs (*needs to be updated*)

Pdf listing of the sixteen programs which require external licensing

Evidence (external agency program review docs for each program)
Analysis and Evaluation

Allan Hancock College is accredited by the Accrediting Commission for Community and Junior Colleges of the Wester 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 (evidence link here).

Allan Hancock College remains in good standing with external accrediting and licensure agencies and required certification testing follow the instructional standards and staffing prescribed by the appropriate agency.

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

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 AHC Mission, Vision, and Values
I.C.14-2 Strategic Plan 2014-2020, pg. 16
I.C.14-3 Educational Master Plan 2014-2020, pg. 10
I.C.14-4 Aspen Prize Nomination Notifications
I.C.14-5 Student services webpage
I.C.14-6 Professional development schedules
I.C.14-7 AHC Adopted Budget 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 twice (in 2011 and 2014) (I.C.14-4).
The motto of the AHC Extended Opportunities (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).

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).
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A: Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Allan Hancock College (AHC) institutional leaders support administrators, faculty, staff, and students in taking initiative to improve practices, programs, and services in which they are involved. AHC board policies and administrative procedures, as well as shared governance council notes and reports, are evidence of this practice.

IV.A.1-1 Councils and Committees Pathways to Decisions Manual (CCPD)  
(http://dfl.hancockcollege.edu/Presidents_Office/docs/CCPD%20Councils%20and%20Committees%20Manual.pdf)
Analysis and Evaluation

Allan Hancock College (AHC) institutional leaders support administrators, faculty, staff, and students in taking initiative to improve practices, programs, and services in which they are involved. AHC board policies and administrative procedures, as well as shared governance council notes and reports, are evidence of this practice.

As stated in the Councils and Committees Pathways to Decisions Manual (CCPD) (IV.A.1-1), Allan Hancock College (AHC) is dedicated to open, honest, and effective decision making. All campus constituencies participate in shared governance and their decisions reflect the College’s core values and mission, as well as improve policies and programs. The District’s Strategic Plan (IV.A.1-2) specifies a key strategic direction involving shared governance – calling for informed leadership, shared governance, and communication committed to meeting the needs of the
college and community. The plan identifies three goals: 1) to sustain a college-wide culture that values qualitative and quantitative data in the decision-making process, 2) to sustain a planning framework that values input from all constituencies and the Board of Trustees, and 3) to refine a committee/process improvement initiative, across campus, to improve coordination, communication, and effectiveness. The committee/process is defined in the CCPD and is based on a consensus model. The consensus model requires that (INSERT EXACT QUOTE FROM CCPD AND PROVIDE EVIDENCE CITATION).

The CCPD process is designed to facilitate council and committee decision making by clarifying the path decisions take or process they follow. To ensure effective collaboration, the CCPD reinforces that each campus constituency is responsible for its role in decision making. All councils have membership from eight constituencies: Administration, Academic Senate, Full-time Faculty Association, Part-Time Faculty Association, CSEA, supervisor/confidential, management, and students (via the Associated Student Body Government). Evidence of systematic participative processes assuring effective planning and implementation is inherent throughout the CCPD and is reflected in council and committee meeting notes housed on the AHC portal.

Administrators and faculty serve as institutional leaders in the shared governance process by co-chairing all councils. The CCPD process is also led by the AHC Board of Trustees through Board Policy (BP) and Administrative Procedure (AP) 2510 – “Shared Governance” (IV.A.1-3) which states that “Allan Hancock College is strongly committed to the concept and the practice of shared governance as a process for institutional decision making. Shared governance is the meaningful involvement of those affected by decisions in the decision making process in a climate of mutual trust and respect.” Council membership from all constituencies is extremely important as well.

The College Council (CC) is a key entity in implementing the College’s shared governance process. The CCPD states: “The College Council serves as the shared governance entity that integrates strategic planning and resource allocation.” This council makes recommendations for significant institution-wide policies and practices. All recommended changes to board policies
and related administrative procedures are reviewed by the council and are sent to the superintendency/president before being addressed by the Board of Trustees. One example of this is in the CC notes of 2/2/15 (IV.A.1-4) -- consensus was reached on the modification of BP/AP 4020 (“Curriculum Development”) and the related recommendation to the board. This policy had already been reviewed and consensus reached by the Student Learning Council. It had also been reviewed and approved by Academic Senate at its 10/14/14 meeting (IV.A.1-5).

The superintendent/president actively demonstrates innovative institutional leadership. At the beginning of every semester, college personnel gather together on All-Staff Day. A portion of the day is devoted to a presentation by the superintendent/president and other leaders on issues of importance to all college constituencies. All-Staff Days include break-out sessions led by faculty and administrators. Participants are randomly assigned to breakout groups to allow for interaction between faculty disciplines and staff divisions. Breakout sessions over the past three years have included a discussion of how to operationalize the six factors of student success (from the January 2013 RP Group report Student Support (Re)Defined) (IV.A.1-6), an input gathering session on the strategic plan, and campus wide conversations on the college’s accreditation self-evaluations. Input from the break-out sessions are presented in College Council, and Council co-chairs share the results in their individual Councils.

The Institutional Effectiveness Council (IEC) is an example of the systematic participative processes that ensure effectiveness. Annually, the IEC surveys all councils on their accomplishments, challenges, institutional improvement needs, and actions needed. In 2013-2014, IEC identified issues and recommendations for improvement (IV.A.1-7) which were then discussed at College Council and then redirected back to Councils for discussion and implementation.

NOHEMY TO INSERT PARAGRAPH ABOUT PROCESS TO DEVELOP CONCURRENT ENROLLMENT, DROP FOR NONPAYMENT, and/or CALENDAR DATES.
IV.A

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

AHC encourages administrator, faculty, and staff participation in decision-making processes and student participation in all matters in which students have a direct and reasonable interest. AHC board policies and administrative procedures, the Councils and Committees Pathways to Decision Making (CCPD) manual, Associated Student Body Government (ASBG) documents, and shared governance council notes and reports are evidence of this participation.

IV.A.2-1  Student Activities /Leadership 2013-2014 Program Review


IV.A.2-2  Accrediting Commission for Community and Junior Colleges letter dated 6/60/10


IV.A.2-3  Campus wide Committee List

http://hancockcollege.edu/asbg/documents/Councils%20and%20Committees%20fall%20term%202014.pdf

IV.A.2-4  ASBG By Laws

http://www.hancockcollege.edu/ASBG/docs/BY%20LAWS%20final%20revisions%20August%202012.pdf

IV.A.2-5  Leadership 111 Course Outline of Record

http://dfl.hancockcollege.edu/Academic_Planning_And_Policy/docs/Course%20Outline-%20LDER111.pdf
IV.A.2-6  Leadership 112 Course Outline of Record
http://dfl.hancockcollege.edu/Academic_Planning_And_Policy/docs/Course%20Outline%20-%20LDER112%20.pdf

IV.A.2-7  AHC Board of Trustee Agendas and Minutes
http://www.hancockcollege.edu/board/minutes-agendas.php

IV.A.2-8  Board Policy 3420 Staff/Diversity Equal Employment Opportunity
http://dfl.hancockcollege.edu/Board_Policies/docs/Staff%20Diversity-Equal%20Employment%20Opportunity%20%5b3420%5d.pdf

IV.A.2-9  Annual Planning Retreats
(http://research.hancockcollege.edu/planning.html)

IV.A.2-10 Notes from College Council meeting on 9/22/14

IV.A.2-11 Associated Student Body Constitution

IV.A.2-x1 Shared Governance Policy

IV.A.2-x2 CCPD – specific page describing participation.

IV.A.2-x3 ASBG Policies (5400, 5410, 5420)

IV.A.2-x4 Decision making flow chart from Carmen

**Analysis and Evaluation**

AHC encourages administrator, faculty, and staff participation in decision-making processes and student participation in all matters in which students have a direct and reasonable interest. AHC board policies and administrative procedures, the Councils and Committees Pathways to Decision Making (CCPD) manual, Associated Student Body Government (ASBG) documents, and shared governance council notes and reports are evidence of this participation.
Most ideas come through the council process – any individual or constituency can raise an issue for consideration at the council level. Councils may act or assign suggestions to committees for further study. Administrators and faculty have additional pathways (IV.A.2-x4) based on their enhanced responsibilities for educational quality. Administrators may submit requests through the president’s cabinet and faculty members may bring forward initiatives through academic senate.

Students are involved at many levels of decision making within Allan Hancock College and at regional and state student organization meetings, as appropriate, to promote and encourage student success. As written in their mission statement (highlighted in the Student Activities/Leadership 2013-2014 Program Review), the Associated Student Body Government (ASBG) strives to represent the needs, interests and perspectives of students and also provides students with opportunities to engage in learning and leadership, governing processes and parliamentary procedure (IV.A.2-1).

The District was commended by the Accrediting Commission for Community and Junior Colleges on June 30, 2010 for the active participation from all constituent groups including students (IV.A.2-2). Students continue to actively participate on district committees (IV.A.2-3). ASBG officers are on specific councils or committees according to their position and ASBG by-laws (IV.A.2-4) or are appointed by the ASBG advisor based on their availability. Students participating on campus committees are also enrolled in Leadership 111 “Principles and Practices of Student Government” (IV.A.2-5) or Leadership 112 “Practices and Application of Leadership Applications” (IV.A.2-6). These classes provide an opportunity for students to enhance and apply leadership skills while participating in the decision-making process at the College. Leadership classes have weekly meetings that utilize Roberts Rules of Order. The student representatives give weekly reports on the meetings they attend and gather feedback from the class, as needed, to report back to the committees and councils. Minutes of each weekly meeting are recorded and distributed for approval.

An elected student trustee serves as the “6th member” of the AHC Board of Trustees. The student trustee informs the board of student views and issues and can either concur with Board decisions or present a reason for not concurring. The Board also welcomes input from students during
public comment, and an ASBG representative (usually the president or another officer) gives a student update to the board during the “Association Reports” segment of the regular monthly board meetings (IV.A.2-7).

Students actively participate in hiring faculty, administrators, and staff by serving as selection committee members. According to Board Policy 3420 “Staff/Diversity Equal Employment Opportunity” (IV.A.2-8), the advisor and ASBG select and appoint students to serve on hiring committees. In addition, students participate in the annual planning retreat. Three students attended the fall 2014 Planning Retreat (IV.A.2-9).

Students played a key role the creation of the College’s Veteran Success Center. College Council addressed creation of a Veterans’ Center in the existing staff lounge in the Student Center (IV.A.2-10). ASBG student representatives provided input in support of the Veterans’ Center and requested that the staff lounge be restored by transforming an open space to an enclosed room, thus making room for both needs.

Student participation and student views are integrated into the institutional planning process through involvement on committees, councils and strategic planning meetings. Board policies, leadership courses, the ASB constitution (IV.A.2-11) and by-laws (IV.A.2-4) provide procedures to integrate student involvement and participation as part of the shared governance process. In order to continue to grow and strengthen student participation in decision-making and the
IV.A

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Allan Hancock College administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget. AHC board policies and administrative procedures, the Councils and Committees: Pathways to Decisions (CCPD), and shared governance council notes and reports are evidence of this involvement.

IV.A.3-1 CCPD

(http://dfl.hancockcollege.edu/Presidents_Office/docs/CCPD%20Councils%20and%20Committees%20Manual.pdf)

IV.A.3-2 Facilities Council notes of 5/2/13


IV.A.3-3 College Council notes of 6/17/13

IV.A.3-4 Board of Trustee minutes of 7/16/13

http://dfl.hancockcollege.edu/Board/docs/2013-07-16%20Board%20Minutes.pdf

IV.A.3-5 Board of Trustee minutes of 8/20/13

http://dfl.hancockcollege.edu/Board/docs/2013-08-20%20Board%20Minutes.pdf

IV.A.3-6 Board of Trustee minutes of 9/10/13

http://dfl.hancockcollege.edu/Board/docs/2013-09-10%20Board%20Minutes.pdf

IV.A.3-7 Planning Retreat Materials from 2011 - 2014

IV.A.3-8 Program Review Matrix
IV.A.3-9 Budget Council notes of 9/3/14
http://dfl.hancockcollege.edu/Budget_Council/docs/2014-09-03%20Budget%20Council%20Notes.doc

IV.A.3-10 CC notes of 9/8/14

IV.A.3-11 BOT minutes of 9/9/14
http://dfl.hancockcollege.edu/Board/docs/2014-09-09%20Board%20Book.pdf

IV.A.3-x1 Add policies regarding administrator and faculty roles.
IV.A.3-x2 Add flowchart for decision making process.

Analysis and Evaluation

As described in the *Councils and Committees: Pathways to Decisions* (CCPD) (IV.A.3-1), faculty and administrators have a substantive and clearly defined role in institutional governance. Councils are co-chaired by an administrator and a faculty member – agendas are set collaboratively and administrators take a primary role in assuring that tasks are completed in a timely fashion.

College Council (CC) is the shared governance entity at Allan Hancock College that integrates strategic planning and resource allocation. One CC function is to review recommendations from all other councils and make recommendations to the president on policies, procedures, budget, and related college issues. A new board policy (BP) or recommended revision to a BP must be reviewed by CC and any other relevant councils (for example, Budget, Technology, Student Services) prior to submission to the Board of Trustees.

AHC shared governance councils have a key role in college decision making and have members from seven constituencies: administration, Academic Senate, fulltime faculty association, part-time faculty association, classified employees, supervisor/confidential employees, and students...
appointed through the Associated Student Body Government. Administrators, managers, and faculty serve as institutional leaders in the shared governance process by co-chairing all councils.

The District’s multi-level integrated-planning model is described in the CCPD. This model includes an annual planning retreat in November that is developed by administrators and faculty members. Planning retreat attendees include trustees, administrators, managers, faculty, staff, and students. At the 2014 planning retreat participants suggested ways to operationalize the recently completed Education Master Plan and the Strategic Plan (IV.A.3-7). Suggestions were sent to appropriate councils, and councils decided on actions to take. For example, the student learning council chose to work on accelerating students through summer-bridge programs after the retreat. Funding was provided by a federal STEM grant (for math) and the state Basic Skills Initiative (for English).

CCPD processes require that the annual Allan Hancock Joint Community College District budget is driven by program reviews submitted by faculty (IV.A.3-8). CCPD also requires that, prior to submission to the Board of Trustees, the budget is reviewed by the Budget Council and College Council, as well as other relevant councils. For example, on September 3, 2014, the Budget Council discussed the 2014-2015 budget and reached consensus to recommend it to College Council (IV.A.3-9). On September 8, 2014, College Council reviewed the budget and reached consensus to recommend that the superintendent/president take it to the Board of Trustees (IV.A.3-10). The BOT met on September 9, 2014 and adopted the 2014-2015 Allan Hancock Joint Community College District Budget (IV.A.3-11).

Shared governance at Allan Hancock College ensures that all constituencies participate in decision making. AHC administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

- More needed on the role of the Academic Senate?
IV.A

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Through policy, procedures and well-defined structures, Allan Hancock College faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services. Evidence of this responsibility is in AHC board policies and administrative procedures, the Councils and Committees: Pathways to Decisions (CCPD), Academic Senate minutes, and shared-governance Council notes and reports.

IV.A.4-1 Board Policy 4020 Curriculum Development
http://dfl.hancockcollege.edu/Board_Policies/docs/Curriculum%20Development%20%5B4020%5D.pdf

IV.A.4-2 Councils and Committees: Pathways to Decisions (CCPD)

IV.A.4-3 Academic Senate minutes of 9/10/2013
http://www.hancockcollege.edu/academic_senate/documents/2013%2009%2010%20minutes.pdf

IV.A.4-4 Academic Policy and Planning (AP&P) website
http://www.hancockcollege.edu/app/index.php

IV.A.4-5 AP&P minutes of 10/30/13
http://www.hancockcollege.edu/app/documents/10-30-2014%20APP%20Minutes%20FINAL.pdf

IV.A.4-6 Final Fall 2013 AP&P report (in Board report—date?)

IV.A.4-7 Academic Senate minutes of 11/26/13
http://www.hancockcollege.edu/academic_senate/docs/2013%2011%2026%20minutes.pdf
Analysis and Evaluation

Allan Hancock College Board Policy 4020, “Curriculum Development,” states: “Curriculum development is the responsibility of the faculty under the guidance and leadership of the Vice President, Academic Affairs” (IV.A.4-1). In addition, the policy states that “The chief agency for the coordination of curriculum changes is the Academic Policy and Planning Committee (AP&P), a standing committee of the Academic Senate (AS).” These responsibilities are reiterated in “Councils and Committees: Pathways to Decisions” (CCPD) (IV.A.4-2).

(SOFIA to provide update and include role of the dean) In its oversight of the curriculum committee (AP&P), the Academic Senate plays an integral role in curriculum development. The College recognizes AP&P as a very important committee and as the gatekeeper for curriculum and program development. The AP&P website (IV.A.4-4) is a resource for faculty developing and reviewing curriculum and programs. AP&P minutes for October 30, 2013 (IV.A.4-5) reflect the committee’s approval of the Final Fall 2013 AP&P Report to the AHC Board of Trustees (IV.A.4-6); November 26, 2013 Academic Senate minutes (IV.A.4-7) reflect their approval of this report. Finally, the December, 10, 2013 Board of Trustee minutes (IV.A.4-8) document the Board’s subsequent approval of the Fall 2013 AP&P Report (Add more current reports).

The Student Learning Council (SLC), co-chaired by a faculty member and the Vice President of Academic Affairs, advocates for student learning. SLC develops and recommends strategies to support, protect, and improve student learning programs, and seeks to advance and encourage
teaching and learning innovation to meet changing student needs. For example, September 24, 2014 SLC meeting notes reflect discussions of concurrent enrollment and possibly adding a 2015 winter intersession to the academic calendar (IV.A.4-9). These discussions were prompted by analysis of enrollment statistics and the desire to increase enrollments, as well as requests from local high school districts. The concurrent enrollment discussion highlighted topics such as a pilot program at Santa Ynez High School, related Ed Code provisions, and course rigor. SLC established a plan to discuss the topic further and focus on how concurrent enrollment might impact student learning. The calendar discussion identified a variety of faculty, staff, and student issues. The Council appointed members to research best practices for short-term courses and recommendations to aid in student success.

SLC also oversees the Basic Skills and Distance Learning committees, which have extensive faculty and administrator representation. Key functions of the Basic Skills committee are to identify and recommend instructional and student support strategies to improve student success in basic skills, to identify learning gaps and needs in basic skills instruction and student support services, and to recommend improvements for student success. The Distance Learning committee addresses issues, explores options, and recommends policies, procedures and tools to enhance the quality of student learning and services in delivering distance education at AHC.

The Student Services Council (SSC) advocates for effective student services. This Council is co-chaired by a faculty member appointed by the Academic Senate and the Vice President of Student Services. It develops and recommends strategies to support, protect, and improve student service programs, and seeks to advance and encourage innovation in a variety of services to meet students’ changing needs. For example, SSC met on November 26, 2014 and the notes reflect discussion on the development of AHC’s Student Equity Plan (IV.A.4-10). The plan’s intention is to promote student success for all students, regardless of race, ethnicity, age, gender, disability, Veteran status, foster youth status, or economic circumstances. The Council reached consensus on the plan which was forwarded to Academic Senate, College Council and later to the Board of Trustees for approval prior to posting on the myHancock portal and on the public website institutional planning page.
Tenured and tenure-track faculty elect five faculty to the Academic Senate Executive committee (ASE). ASE members, who often attend statewide Academic Senate plenary sessions to stay current with student learning and services issues, appoint faculty co-chairs to all councils and appoint Academic Senate faculty representatives to all committees (including AP&P). This process includes appointments to the Student Services Council, the Student Learning Council, and other groups that make recommendations concerning student learning and services. ASE presents their appointments to the full Academic Senate for approval. For example, the Academic Senate minutes of September 10, 2013 (IV.A.4-3) document the approval of faculty assignments to Councils, College committees, and Academic Senate standing committees. ASE also recommends faculty for committees, work groups, or task forces that develop the College’s Strategic Plan, Educational Master Plan, Facilities Master Plan, Technology Master Plan, Student Equity Plan, EEO Plan, and other plans.

**NM Note:** “These items are not current—evidence should be updated in 2nd draft. Items that should be in evidence are being revised and are not accessible—for example, the Curriculum Development Handbook, the Course Review Resource Guide, and Academic Program Review Resource Guide were not available during the 2014-1015 academic year.”
IV.A

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Allan Hancock College, through board of trustee and institutional governance, ensures appropriate consideration of relevant perspectives; aligns decision making with expertise and responsibility; and acts in a timely manner.

IV.A.5-1 AHC Mission statement
IV.A.5-2 AHC Strategic Plan, 2014-2020
IV.A.5-3 CCPD Manual
IV.A.5-4 Sample college council agendas
IV.A.5.5 AHC Institutional Plans from public webpage; Presentation by Underwood and Walthers to ACCT (Kelly has a copy)
IV.A.5-6 AHC Board of Trustee agendas and minutes
IV.A.5-x1 Examples of AP&P board agenda items.

Analysis and Evaluation

Institutional governance at Allan Hancock College starts with the mission statement and the College’s strategic plan (IV.A.5-1, IV.A.5-2). Both are reviewed annually at the strategic planning retreat by a group of representatives (usually at least 70 attendees) from every college constituency. All other decision-making activity at the College takes these documents into consideration. For example, resource requests in program reviews and annual updates must link to the strategic plan, as do instructional equipment and CTEA funding requests (evidence - Dr. Railey to provide PDF of instructional equipment?).
The council and committees structure at Allan Hancock College is the system of shared governance that ultimately forwards recommendations to the governing board. This structure is outlined in the *Councils and Committees - Pathway to Decisions* manual (CCPD) (IV.A.5-3). All committees and councils ultimately report to college council where recommendations on action are provided to the superintendent/president to take to the board of trustees.

Councils serve as general recommending bodies and rely on input from front line faculty and staff in making recommendations. Relevant perspectives and expertise are often obtained in committees or subcommittees. For example, the web services committee reports to the technology council; the distance learning committee makes recommendations to the student learning council; and the diversity/EEO committee is a subgroup that assists the human resources council. Once recommendations are crafted at the council level, council chairpersons then take recommendations to college council for action.

In order to take timely action on plans and policies, the college council divides its agenda into information items and action items (IV.A.5-4) – items generally come to college council no more than two times – once for information, once for action. At the action stage, College Council may recommend approval to the superintendent/president, assert that consensus does not exist to support the recommendation or return the item to the originating council for further action. In 2014 the college embarked on an aggressive project to bring all major planning documents up to date. This required coordination from College Council to ensure that other councils were able to move forward with the educational master plan, technology master plan and facilities master plan while the Strategic Plan was being updated. At various points along the way College Council held meetings to ensure that all four plans were complementary and coordinated (IV.A.5-5).

The AHC Board of Trustees’ agendas are also divided into information and action items (IV.A.5-6). In addition to approving items coming up from councils such as the revision of relevant board policies, there are often presentations made at the start of the monthly board meetings to share the perspectives and expertise of various departments or individuals, such as faculty who present outcomes from sabbatical projects or counselors describing outreach efforts. Presentations to the
board are also made by external experts advising the college, such as architects on construction projects.

Curricular changes are outside the shared-governance structure; they are the purview of the faculty through the Academic Senate curriculum committee (known as AP&P). AP&P keeps a calendar to inform faculty when curriculum proposals can be submitted for consideration, which keeps the process moving in a timely manner. Curricular changes based on faculty expertise move from AP&P through the Academic Senate to the board of trustees (IV.A.5-x1); changes are finalized in the CurricuNet system after approval from the local board of trustees, the Chancellor’s Office and, if necessary, ACCJC.

IV.A

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

In a variety of ways, Allan Hancock College communicates decision-making processes and the resulting decisions across the institution. Many of these methods are technology based, including electronic newsletters, notices on the public website, and posting meeting notes on the myHancock portal.

IV.A.6-2 myHancock web site home page CCPD agendas and minutes
IV.A.6-3 Institutional Effectiveness Council biannual survey responses
IV.A.6-4 Board of Trustees Agendas and Minutes
IV.A.6-5 News 2 Know past issues
IV.A.6-6 Thinking Out Loud past issues
IV.A.6-7 public affairs and publications media updates (ask Andrew Masuda?)
IV.A.6-x1 New Agenda Process – see Carmen for an example.
IV.A.6-x2 Email from President to campus regarding Anthem negotiations
IV.A.6-x3 Example of This week in LVC newsletter
Analysis and Evaluation

The Councils and Committees – Pathways to Decisions manual (CCPD) is the primary source for describing how decisions are made at Allan Hancock College (IV.A.6-1). Decisions made through shared-governance committees and councils are documented in meeting notes, which are posted on the myHancock portal homepage, and as seen below, are accessible by all AHC students, faculty, and staff (IV.A.6-2).

College Council, as the official “final stop” for making recommendations to the superintendent/president, has expressed a desire to make the decision making process even more transparent. In response to internal surveys conducted by the Institutional Effectiveness Council (IV.A.6-3), College Council has made a point to ensure that constituent representatives attend all council meetings, that notes and agendas are more readily accessible and that decisions are shared back to the college community as a whole. More recently, agendas and notes have been moved to a part of the college website that does not require additional login. Agendas are also formatted to be part of one large document so that an individual looking for a specific item does not have to open multiple files looking for the right agenda item (IV.A.6-x1).
The college community is aware that many decisions are finalized by the AHC Board of Trustees during their regular public meetings. Agendas and minutes from these meetings are easily accessed through the public webpage (IV.A.6-4). To broaden understanding of pending issues, board agendas are discussed in advance in multiple venues including College Council, the monthly administrative team meeting, academic senate and the president’s cabinet.

The College has several electronic newsletters, including the general newsletter *News to Know* and the superintendent/president’s *Thinking Out Loud*. These newsletters are archived on the myHancock portal (IV.A.6-5, IV.A.6-6). The Lompoc campus weekly email news brief *This Week at LVC* (IV.A.6-x3) focuses on events and policies pertinent to that campus.

Important news and decisions are often communicated via all-staff emails; for example, when executive level positions are filled, all-staff notices are sent out. All-staff invitations may be sent for the grand opening of new facilities, or when there is an opportunity to participate in the strategic planning retreat. In the summer of 2014 the College was at risk of losing its major health care provider due to stalled negotiations with Anthem Blue Cross. Facing such an important issue, the college administration sent out information on an almost daily basis to keep faculty and staff aware of the status of their health care coverage (IV.A.6-x2).

In addition to internal communications, the District issues regular press releases and is often featured in the local media. A section on the college homepage includes press coverage and the public affairs and publications office regularly emails links to recent local media stories about AHC (IV.A.6-7).

**Glenn Owen Note:**
- Gaps here should lead to improvement plan, or be included in the quality focus essay
IV.A –

7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
The self-evaluation processes built into the College’s council and committee structure provides a purposeful context for improvements in the College’s governance structures and decision making to ensure integrity and institutional effectiveness through regular evaluation of these processes. Results of the evaluations are disseminated through the council structure in order to ensure wide scale communication and feedback.

IV.A.7-1 Council and Committees: Pathways to Decisions
IV.A. 7-2 Institutional Effectiveness Council functions
IV.A.7-3 CCPD Survey Results 2013
IV.A. 7-4 CCPD Survey Results 2015
IV.A.7-5 Annual Report of Accomplishments 2014
IV.A.7-6 Annual Report of Accomplishments 2015
IV.A. 7-7 IEC Memo to CC Regarding CCPD Survey 2013
IV.A. 7-8 IEC Memo to CC Regarding CCPD Survey 2015
IV. A 7-9 IEC Annual Report of Accomplishments 2015
IV.A7-10 CCPD Task Force Memo to College Council 2015
IV. A 7-11 Council Co-Chair Agenda and Notes 2015

Analysis and Evaluation
In order to ensure systematic evaluation of governance and decision making policies and procedures, Allan Hancock College developed an inclusive and clearly articulated structure with the document, Council and Committees: Pathways to Decisions (IV.A.7-1). The document articulates the institutional decision making philosophy and processes as well as roles and responsibilities among each constituency group in the governance process. Along with the framework for governance and decision-making, the process includes evaluation components to assess the integrity and effectiveness of these processes.

The governance and decision-making processes are organized around college councils in which each constituency group has representation. There are eight councils, including College Council, which serves as the shared governance entity that integrates strategic planning and resource allocations. The other councils report to college council:

1. Budget Council
2. Facilities Council
3. Human Resources Council
4. Institutional Effectiveness Council
5. Student Learning Council
6. Student Services Council
7. Technology Council

Among many roles, one function of the Institutional Effectiveness Council (IEC) is to “develop and implement processes and procedures to evaluate the integrity and effectiveness of governance and decision-making structures and processes; widely communicate these results and recommend their use for institutional improvement” (IV.A.7-2).

The two primary mechanisms for evaluation of governance and decision-making are bi-annual surveys of all employees (IV.A 7-3, IV.A 7-4) and annual reports of accomplishments evaluated by each council (IV.A 7-5, IV.A 7-6). The surveys have evolved over time in terms of focus, but they ask about timeliness of decisions, accomplishing tasks, communication, continuous improvement, and campus climate. Results of the surveys are discussed at IEC first, with a written summary and recommendation sent to College Council (IV.7-7, IV.7-8). The 2013 survey results led to changes in council communication practices and improved efforts to facilitate attendance and constituency responsibilities to invite input. The IEC survey summary of 2015 (IV.A 7-8) showed improvement in responses regarding college climate, understanding of the CCPD process, and communication. The 2015 summary also made further recommendations for improvement. As a result of those recommendations, a meeting of Council co-chairs was convened to discuss improvements. Action items include annual training each year for council co-chairs regarding the governance and decision making process and easier to read documentation of council agendas and notes (I. A 7-11).

IEC also sends College Council a summary of council-wide accomplishments and challenges to further evaluate the governance and decision making process (IV.A 7-9). Each council summarizes accomplishments and challenges at year end and sends their data to IEC. When larger-scale responses to evaluation of the governance and decision making processes were identified in 2013, College Council recommended the formation of a task force to address concerns gleaned through evaluations. The task force met in 2014 and made changes to the CCPD along and forwarded additional recommendations (IV.A 7-10). The recommendations led to improved clarity in the governance and decision making documentation, a better understanding of leadership roles in the college processes, clarity with regard to decision by consensus, and clearer reporting structures.

IV.B

Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard
The superintendent/president (CEO) of the Allan Hancock Joint Community College District provides effective leadership through the shared governance process and with delegated authority from the AHC Board of Trustees.

IV.B.1-1 Board Policy 2430
IV.B.1-2 All Staff Day agendas and materials
IV.B.1-3 Planning Retreat agendas, handouts, summaries and materials
IV.B.1-4 Strategic Plan
IV.B.1-5 Facilities Master Plan
IV.B.1-6 Educational Master Plan
IV.B.1-7 Technology Master Plan
IV.B.1-x1 Faculty Hiring Policy

**Analysis and Evaluation**

“The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action” (Board Policy 2430) (IV.B.1-1). As the College and District CEO, the superintendent/president holds primary responsibility for the institution.

The superintendent/president leads All Staff day (convocation) at the beginning of the fall and spring semesters, providing updates on the institutional mission and providing collaborative workshops to facilitate fulfillment of college goals (IV.B.1-2). Each fall the superintendent/president holds an annual two-day planning retreat to evaluate progress on overall goals and set priorities for the coming year (IV.B.1-3). The fall 2013 planning retreat kicked off a planning process that resulted in a new strategic plan (IV.B.1-4), a new facilities master plan (IV.B.1-5) and completion of the education and technology master plans (IV.B.1-6, IV.B.1-7).

The superintendent/president co-chairs College Council, the primary shared governance body for recommendations on decisions affecting all areas of the College. He conducts second interviews with candidates for management positions and is the final signatory on all new hires before recommending them to the Board of Trustees. He reviews, signs off on and (in the case of ACCJC) submits mandated reports on the status of the District.
The superintendent/president initiates the budget process by conveying trustee goals to constituent groups. This provides guidance to the Budget Council as it develops options for the coming year. With the improved budget prospects from the state, two key events provide an example for this process.

1. With the FY 2016 budget, the legislature provided $5.2 million in one-time funds to offset unmet needs during the Great Recession. The Board took great interest in this and set parameters that the funds should be used judiciously and not be expended for ongoing costs. The president conveyed this message and delegated responsibility to the Associate Superintendent/Vice President for Finance and Administration to work with the Budget Council to develop a plan to take back to the Board for approval.

2. The FY 2016 budget allocation also included funding for additional faculty members, based on compliance with the state Faculty Obligation Number (FON). Although the college exceeded the FON, an examination of faculty counts showed that additional instructional faculty were needed to fully meet educational needs of students. This was conveyed to the trustees, who supported the expansion of full time instructional faculty. Using the college’s process for prioritizing faculty, the college embarked on an ambitious goal that will expand instructional faculty by almost 15 percent.

Recruiting faculty is a key component of the superintendent/president’s ability to improve institutional effectiveness. The process for hiring faculty is clearly outlined in policy (IV.B.1-x1) and final level interviews have been expanded to include input from faculty department chairs, the academic senate and the associate superintendent/vice president for academic affairs. As is the case with the hiring of administrators, though, it is the CEO that has the ultimate responsibility to recommend new faculty to the Board of Trustees.

**NM Additional Ideas**

- His review of reports and data, including ACCJC, grants, reports to CCCCO (for institutional effectiveness)
- Involvement in budget process (all editors/readers agreed there needs to be something added)
IV.B

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The following documents are evidence that the CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IV.B.2-1 Board Policy 7260
http://dfl.hancockcollege.edu/Board_Policies/docs/Creating%20and%20Filling%20Administrative%20Positions%205B7260%5D.pdf

IV.B.2-2 Administrative Job Descriptions, HR Webpage

IV.B.2-3 Administrative Organization chart from 2013 and Current

IV.B.2-4 Administrative Team Notes (Sample)

IV.B.2-x1 Initial report from Binns Consulting and Compression planning follow up report (see Suzanne Valery)

Analysis and Evaluation

Allan Hancock College Board Policy 7260 assigns responsibility for creating and filling administrative positions to the superintendent/president and the Board of Trustees, with review through the shared governance process (IV.B.2-1). The College administrative structure is designed to align with the mission, vision and values of AHC, and be of appropriate size to support its planning goals and purposes.

As outlined in their job descriptions (IV.B.2-2), authority is delegated to all administrators and they are assessed through the evaluation process. As the organization chart shows, there are President’s Cabinet-level senior administrators who are evaluated by the superintendent/president; cabinet members in turn evaluate managers in their areas (IV.B.2-3). Many
administrators have program reviews and program review annual updates in their areas, which provide details on accomplished activities.

In a variety of settings, administrators meet regularly to confer and conduct their duties. The President’s Cabinet meets as often as needed, usually several times each week. Deans meet weekly as a group, and other managers meet with appropriate councils and committees in their areas (for example, Student Services Council, Facilities Council, and so on). The entire administration team meets once a month before the regularly scheduled Board of Trustees meeting. Board agendas are always discussed in these regular administrative team meetings; other topics vary based on current projects and activities (IV.B.2-4).

Since 2013 the administrative structure has changed in response to needs, budget considerations, and increased efficiency. This includes the creation of three new senior positions: Associate Superintendent for Student Services, Vice President for Institutional Advancement and Executive Director of College Advancement. In each case, the positions were created from previously funded positions.

Among the first actions of the new superintendent/president included upgrading the position of Vice President of Student Services to the Associate Superintendent level. This position had been held vacant or filled by an acting VP for several years. The new position indicated the importance of the student services program and allowed for a more robust candidate pool in hiring a permanent leader for the area.

In consultation with the Academic Senate, the superintendent/president used a vacancy in a director position to create a Vice President for Institutional Effectiveness. The new position has an expanded role that includes assisting with program review, accreditation and tracking of progress on Institution-Set Standards and the goals as established through the Institutional Effectiveness Program Initiative.

With the retirement of directors in the public affairs and foundation programs, the superintendent/president proposed a new position titled Executive Director of College Advancement. This new position will oversee all aspects of fundraising and outreach, including grant development, community relations, endowments, and planned giving. The position was
recommended through a constituent-driven process that took a holistic view of campus outreach efforts (IV.B.2-x1).

**NM Notes:**

- Org charts, both existing in 2013-14 and new are needed for evidence
IV.B

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The following evidence documents how, through policies and procedures, the College CEO guides the institutional improvement of the teaching and learning environment.

IV.B. 3-1 College Council Minutes, http://myhancock.hancockcollege.edu/jsp/grouptools/frame/FrameSet.jsp?tab=1&url=%2Fjsp%2Fgrouptools%2Fhome%2FHomePage.jsp%3FgroupId%3D1155
IV.B.3-2 CCPD
IV.B.3-3 Planning Retreat documents, http://research.hancockcollege.edu/planning.html
IV.B.3-4 AHC Fact Book 2014-15
IV.B.3-5 Program Review Matrix, IRP Office
IV.B.3-6 CCPD Definition of Consensus (page extract)
IV.B.3.-7 IEC Notes
Analysis and Evaluation

The superintendent/president guides institutional improvement at Allan Hancock College. As co-chair of the College Council, the CEO worked with a taskforce in spring 2015 to update and revise the *Council and Committees: Pathways to Decisions* (CCPD) manual, which outlines the collegial process for setting priorities and making decisions (IV.B.3-1, IV.B.3-2).

The superintendent/president also organizes and oversees the development of goals and priorities guided by the Strategic Plan and associated master plans, with annual review and prioritization taking place during the fall planning retreat. At the planning retreat, key data are shared to provide context for decision making. During the planning retreat, resource needs, primarily from the program review process, are presented and discussed prior to being handed over to shared governance councils for action (IV.B.3-3).

Institution-set standards for student achievement are set by the Board, based on the recommendation of the CEO in consultation with Academic Senate and councils such as the Student Learning Council. AHC’s standards were originally set in 2012 and revised in 2015 to more accurately reflect five years of data and analysis. The student achievement data are reviewed and revised if needed by shared governance councils annually each spring when preparing the annual ACCJC report.

A core component of the College’s process for institutional improvement is dissemination of relevant data and analysis. The superintendent/president works closely with the Vice President for Institutional Effectiveness to ensure high-quality research is conducted. Data from Banner, the Tableau dashboard, internal reports to the CCCCO, and the Santa Barbara County Economic Forecast are used in planning and decision making. The Office of Institutional Effectiveness prepares an annual *AHC Fact Book*, a compilation of data that are used for decision making (IV.B.3-4).
Resource allocation to support institutional improvement of the teaching and learning environment requires that faculty, instructional equipment, facility, and budget resource needs are identified. These needs are primarily identified through comprehensive program reviews and annual program review updates written by faculty and submitted for consideration through appropriate vice-presidents (IV.B.3-5).

Final decisions on expenditures are vetted through appropriate councils and sent to College Council for a final recommendation to the superintendent/president. College Council works on a consensus basis as defined in the shared governance document, the *College and Council Pathway to Decisions* (IV.B.3-6).

The superintendent/president serves as an ex-officio member of the Institutional Effectiveness Council (IEC). The IEC is charged with evaluating the planning and shared governance processes. AHC committees and councils annually report their achievements and challenges to IEC, where they are reviewed and compiled as a record of actions taken to improve learning and achievement. In addition, the IEC periodically surveys both the college community at large and council and committee members regarding their understanding and satisfaction with the planning and decision making process as outlined in the CCPD (IV.B.3-7).
IV.B

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

The superintendent/president ensures that accreditation compliance and reporting are ongoing processes. By attending training sessions and staying up to date with Commission publications, the CEO and accreditation liaison officer (ALO) remain current on changes in eligibility requirements, accreditation standards, and Commission policies.

Evidence of Meeting the Standard

IV.B.4-1 ACCJC Reports
http://www.hancockcollege.edu/public_affairs/accreditation.php

IV.B.4-2 FA Contract, Article 18.11
http://dfl.hancockcollege.edu/Human_Resources/docs/Faculty%20Agreement.pdf

IV.B.4-3 CCPD description of the IEC functions

IV.B.4-4 News 2 Know Accreditation Updates

IV.B.4.x1 Agenda from regional ACCJC meeting

IV.B.4.x2 Example of accreditation standard at a council meeting (contact Nohemy or George)

IV.B.4.x3 Agenda for all staff day Fall 2015 and Spring 2016

Analysis and Evaluation

The superintendent/president ensures that accreditation compliance and reporting are ongoing processes. By attending training sessions and staying up to date with Commission publications, the CEO and accreditation liaison officer (ALO) remain current on changes in eligibility requirements, accreditation standards, and Commission policies. An indication that the process
is ongoing is that all AHC reports are submitted to the Commission in a timely manner (IV.B.4-1).

As part of an ongoing commitment to supporting accreditation, the District’s ALO maintains a standing meeting with the superintendent/president to stay up to date on substantive changes, annual reports and the college’s self-evaluation reports. In conjunction with ACCJC, the District hosted a regional training session on the new standards that was attended by representatives from several districts (IV.B.4.x1). Faculty and staff are encouraged to participate in site visits. Over the past two years, AHC representatives have participated in visits to at least ten different colleges.

Faculty, staff, and administrators play an integral role in ensuring that the college meets or exceeds standards at all times. Faculty are charged with maintaining curriculum standards and the district invests funds to support faculty in curriculum planning and accreditation reporting (IV.B.4-2). Faculty also take the lead on assessing student and service learning outcomes and developing improvement plans. The Board of Trustees is kept informed on accreditation issues by the superintendent/president, and they review and approve major reports such as the self-evaluation.

At appropriate council meetings (for example, Budget Council, Technology Council, Student Services Council) and as part of campus governance and decision-making, relevant accreditation standards, policies and requirements are discussed (IV.B.4.x2). The Institutional Effectiveness Council, in particular, has a primary responsibility for accreditation (IV.B.4-3).

The CEO ensures the campus community is aware of all accreditation activities and conveys a philosophy that accreditation is ongoing and includes all campus constituencies. Accreditation topics are frequently addressed at all-staff convocations and updates are provided regularly through several of the AHC newsletters (IV.B.4-4). Input on major ACCJC reports (for example, the mid-term report) is sought from all constituencies. Draft reports are posted on the AHC portal for a minimum of two months, and drafts are revised based on comments and corrections. Preparation for the self-evaluation included campus wide participation in focused breakout sessions as part of convocation in Fall 2015 and Spring 2016 (IV.B.4.x3).
IV.B

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

The superintendent/president of Allan Hancock College keeps abreast of changing federal and state statutes and regulations, and regularly communicates those to the board of trustees.

Evidence of Meeting the Standard

IV.B.5-1 Sample college council meeting agendas and notes
IV.B.5-2 Examples of mission statements in agenda
IV.B.5-3 Monthly reports in board agenda books
IV.B.5-4 Budget council meeting notes with budget projection sheets
IV.B.5-5 College council meeting notes regarding OPEB
IV.B.5-6 AHC Board of Trustees meeting notes regarding OPEB

Analysis and Evaluation

The superintendent/president of Allan Hancock College keeps abreast of changing federal and state statutes and regulations, and regularly communicates those to the board of trustees.

The superintendent/president’s office provides leadership for updating of policies and works with faculty, staff and administrators to ensure best practices are implemented. One of the main processes for implementing changes to regulations and policies is to review them at the shared governance college council prior to board approval (if needed) (IV.B.5-1). College constituency leaders are responsible for communicating policy updates and changes to their respective groups.

To ensure policies are consistent with changing statutes, the District is currently reviewing and updating all board policies with a goal of aligning policies with standards established by the Community College League of California. In order to keep the College mission in the forefront
at all times, the mission is widely published, including placement on the monthly board agenda. In addition, board agenda items provide a link to the college strategic plan (IV.B.5-2).

The superintendent/president and cabinet members provide monthly reports to the Board of Trustees (IV.B.5-3). Regular updates are provided to all constituencies through the shared governance budget council in regard to anticipated annual funding from the state, using a process that estimates pessimistic, optimistic and most likely scenarios (IV.B.5-4).

During the 2014-2015 year, the district evaluated options for creating an irrevocable trust for other post-employment benefits (OPEB). Prior to this, the district held OPEB funds in a locally restricted account. As the state’s budget improved and new rules requiring the recognition of OPEB costs as a liability emerged, the superintendent/president and the CFO proposed establishing an irrevocable trust to ensure long term liabilities are funded (IV.B.5-5, IV.B.5-6).
IV.B

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

IV.B.6-1 Evidence of additional resources for LVC and Santa Ynez
IV.B.6-2 Evidence of expanded services for LVC
IV.B.6-3 AB 86 Evidence
IV.B.6-4 Career pathways evidence
IV.B.6-5 Superintendent/Principals roundtable meetings evidence
IV.B.6-6 Sample media coverage featuring superintendent/president


Economy discussion at Lompoc Chamber meeting:


Op-Ed: The Nexus of Poverty, Education and Economic Development:

Graduation, Spring 2015: 
http://www.noozhawk.com/article/hundreds_graduates_from_allan_hancock_college


**Analysis and Evaluation**

The superintendent/president is an active and recognized member of the community, serving on the board of directors for two chambers of commerce, the local hospital board and participating in Rotary International.

A particular focus of the superintendent/president is outreach to outlying parts of the large geographic service area. Additional resources have been provided to serve the communities of Lompoc and the Santa Ynez Valley (Los Olivos, Santa Ynez and Solvang)(IV.B.6-1). Increased services at the Lompoc Valley Center include additional counseling, more support for student equity programs (e.g., EOPS) and expanded hours for the LVC library (IV.B.6-2).

The superintendent/president is active in college areas such as serving as the lead agent for adult education planning, bringing together school districts, service organizations and local non-profits to streamline education for adult learners (IV.B.6-3). Under the superintendent/president’s leadership, AHC is providing support for a District-wide consortium designed to develop career pathways that will support students beginning in high school until they have successfully completed a program for career readiness or transfer (IV.B.6-4).
In order to work closely and communicate with feeder high schools and other educational institutions, the superintendent/president hosts a periodic roundtable luncheon (IV.B.6-5). As the educational and cultural center of northern Santa Barbara County, AHC also releases frequent press releases, utilizes social media, and is well publicized in the local media (IV.B.6-6).
IV.C

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Eligibility Requirement 7: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution’s mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Evidence of meeting the Standard

IV.C.1-1 Board Policy 2200 Board Duties and Responsibilities
http://dfl.hancockcollege.edu/Board_Policies/docs/Board%20Duties%20and%20Responsibilities.pdf

IV.C.1-2 Map of AHC District Trustee Area Boundaries
http://www.hancockcollege.edu/board/boundary-map.php

IV.C.1-3 Notes from the annual AHC Board retreat

IV.C.1-4 Notes from strategic planning retreat

IV.C.1-5 Sample board agenda/minutes that include mission statement and strategic plan reference

IV.C.1-6 AHC Board of Trustees Webpage
Analysis and Evaluation

According to board policy 2200, “The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902” (IV.C.1-1). This quote describes a primary responsibility of the five-member elected Allan Hancock College Board of Trustees. There is also a student trustee appointed through the student government every year; though a non-voting member, the student trustee adds an important perspective, particularly on student learning programs and services.

Board members are elected to four-year terms on a staggered schedule that provides continuity and experience. The board meets regularly once every month, usually on the second Tuesday of the month and holds additional special meetings as needed. One board member represents each of the five diverse communities within the 3,000 square mile district ((IV.C.1-2).

By reviewing the College mission at its annual board retreat and by attending various planning meeting (such as the District’s annual strategic planning retreat), the AHC Board ensures the College mission is achieved (IV.C.1-3, IV.C.1-4). The board ensures the college mission is widely available, including on the website and on each board agenda book. The board reviews the District budget and financial statement at every regular board meeting to verify adequate financial support for the educational programs (IV.C.1-5).

The board takes an active role, from a policy perspective, in the District’s academic quality, integrity, and financial stability. All board policies and administrative procedures are available on the public board webpage (IV.C.1-6). In 2014-15 the College undertook an ambitious project to update all board policies and revise language to conform to the Community College League of California templates (evidence?).
All new AHC Board members undergo extensive training that includes an orientation process (IV.C.1-7). This training assists board members in understanding their role as an independent body representing the public interests, as well as the importance of disclosing any possible conflict of interest. Two board policies describe the integrity expected from all board members, the Board Code of Ethics (IV.C.1-8) and Conflict of Interest (IV.C.1-9).
IV.C

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

IV.C.2-1 Board Policy 2010 Board Membership

Analysis and Evaluation

“Board members have authority only when acting as a board of trustees legally in session. The board will not be bound in any way by any statement or action on the part of any individual board member or employee, except when such statement or action is in pursuance of specific instructions by the board” (IV.C.2-1).

The board works as a singular entity and members respect the bounds of their individual office. Members are encouraged to ask questions and pursue lines of inquiry during board meetings to ensure issues are fully vetted. On the rare occasion that a vote is not unanimous, board members support the decision as the will of the duly elected board.
IV.C

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

IV.C.3-1  Board Policy 2431 Superintendent/President Selection
http://dfl.hancockcollege.edu/Board_Policies/docs/Superintendent-President%20Selection%20[2431].pdf

IV.C.3-2  Board Policy 2435 Evaluation of the Superintendent/President
http://dfl.hancockcollege.edu/Board_Policies/docs/Evaluation%20of%20the%20Superintendent-President%20[2435].pdf

IV.C.3-x1 Minutes from 2014 and 2015 summer retreats.

Analysis and Evaluation

In the event of a vacancy in the superintendent/president position, the board is committed to a fair and open process for selecting a new CEO (IV.C.3-1). In selecting a new CEO in 2013, the board solicited input from the campus community to develop ideal characteristics for interested candidates. The process was clearly defined so that internal constituents and external applicants were aware of the steps being taken.

Board policy states that the board “shall conduct an evaluation of the Superintendent/President at least annually and that “the criteria for evaluation shall be based on board policy, the Superintendent/President’s job description, and performance goals and objectives” (IC.C.3-2). The evaluation process occurs annually, typically at the summer AHC Board of Trustees retreat (IV.C.3-x1).
IV.C

4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Eligibility Requirement 7: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution’s mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Evidence of Meeting the Standard

The Allan Hancock College Board of Trustees acts in accordance with the board policy that outlines their duties and responsibilities.

IV.C.4-1 Board Policy 2200 Board Duties and Responsibilities

http://dfl.hancockcollege.edu/Board_Policies/docs/Board%20Duties%20and%20Responsibilit ies%20[2200].pdf

IV.C.4-2 Board Meeting minutes, 1/29/2008

IV.C.4-3 Board Meeting minutes, 2/19/2008

Analysis and Evaluation
The AHC Board of Trustees serves in the best interest of the institution and in accordance with board policy (IV.C.4-1). Board members are elected by district to reflect the constituent and public interest of a diverse community.

Woven into the fabric of the Board’s commitment to institutional quality is the outcome of one of the community’s most difficult issues. Following successful passage of a bond measure, the Board prepared to build a new public safety training complex to replace an inadequate facility located in Santa Maria. As the project launched, the city of Lompoc (20 miles to the south) offered more than 60 acres of land for the project if it would be built adjacent to the Lompoc Valley Center (LVC).

There was a great deal of community interest and input to the AHC Board of Trustees prior to the final project approval, which is documented in the board agendas and minutes. Public safety agencies located to the north, especially San Luis Obispo County, preferred that the College find a location in or near Santa Maria. City officials and many in the Santa Maria business community insisted that the project should be built in Santa Maria given that the existing program was already located within the city. Much of the public commentary occurred at a special Board meeting held January 29, 2008 (IV.C.4-2).

After hearing all viewpoints in public comment and considering options, the Board determined that the Lompoc site would provide the best location to ensure educational quality. The decision was finalized at the February 19, 2008 Board meeting (IV.C.4-3).
IV.C

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Board policies identify key roles of the Allan Hancock College Board of Trustees. The board is appropriately engaged in curriculum development and legal issues, as well as its fiduciary responsibilities.

IV.C.5-1 Board Policy 2200 Board Duties and Responsibilities
http://dfl.hancockcollege.edu/Board_Policies/docs/Board%20Duties%20and%20Responsibilities%20[2200].pdf

IV.C.5-2 Board Policy Directory Webpage
http://www.hancockcollege.edu/board/BoardPolicies.php

IV.C.5-3 Sample board agendas showing monthly financial statements

IV.C.5-4 Board Policy 6400 Audits
http://dfl.hancockcollege.edu/Board_Policies/docs/Audits%20[6400].pdf

Analysis and Evaluation

The AHC Board of Trustees (BOT) takes seriously its role “to consider and pass upon the recommendations of the superintendent/president in all matters of policy pertaining to the welfare of the college” (IV.C.5-1). There are many board policies and corresponding administrative procedures in place to ensure the quality of student learning programs and student services. These include:

<table>
<thead>
<tr>
<th>Policy Topic</th>
<th>Policy Number</th>
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<tbody>
<tr>
<td>Advisory Committees for Instructional Programs</td>
<td>4102</td>
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The BOT ensures financial integrity and stability by approving the annual budget and the expenditure of all funds (IV.C.5-1), thereby allocating resources to support all the programs and services of the college. Each board agenda includes financial statements to allow the board to provide ongoing oversight of expenditures and budget integrity (IV.C.5-3). The Board rotates firms that prepare the annual audit and approves the audit report before it is sent to the Chancellor’s Office (IV.C.5-4).

A major responsibility of the BOT is to set “prudent, ethical and legal standards for college operations” (IV.C.5-1). The board assumes responsibility for all legal matters pertaining to the College, including employee discipline and contractual disputes. While these matters may be handled in closed session or special board meetings, the BOT reports on legal actions to the extent it can without violating confidentiality laws.
IV.C

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Comprehensive information about the Allan Hancock College Board of Trustees is available on the public AHC website.

IV.C.6-1 AHC Board of Trustees webpage
http://www.hancockcollege.edu/board/index.php

IV.C.6-x1 Annual Organization of the Board 2305
IV.C.6-x2 Board Duties and Responsibilities 2200
IV.C.6-x3 Board Elections 2100
IV.C.6-x4 Officers of the Board of Trustees 2210
IV.C.6-x5 Policies of the Board of Trustees 2410
IV.C.6-x6 Regular Meetings of the Board 2310
IV.C.6-x7 Vacancies on the Board 2110

Analysis and Evaluation

Allan Hancock College maintains a public webpage that publishes biographies of the current board members; all board policies and related administrative procedures; the meeting schedule for the board; minutes and agendas, both current and an archive; and a map of the District showing the five trustee area boundaries (IV.C.6-1).

Among the board policies that describe the board’s size, duties, responsibilities, structure and operating procedures are:

<table>
<thead>
<tr>
<th>Board Policy Topic</th>
<th>Policy Number</th>
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<tbody>
<tr>
<td>Annual Organization of the Board</td>
<td>2305</td>
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Board Duties and Responsibilities | 2200
---|---
Board Elections | 2100
Officers of the Board of Trustees | 2210
Policies of the Board of Trustees | 2410
Regular Meetings of the Board | 2310
Vacancies on the Board | 2110

(IV.C.6-x1 to x7)

IV.C

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

IV.C.7-1 AHC Board of Trustee Orientation materials
IV.C.7-2 Planning Retreat fall 2014—agenda and minutes
IV.C.7-3 Sample Board agendas/minutes showing revised BPs (2014-15)
IV.C.7-4 Board agenda/minutes showing review/approval of AHC mission statement
IV.C.7-x1 August 2013 Retreat Agenda (include presentation from consultants)

Analysis and Evaluation

The new members of the Allan Hancock College Board of Trustees participate in an orientation that trains them regarding their responsibility to act as a unified body and represent the public interest, in accordance with board policies (IV.C.7-1). With the arrival of a new CEO, the Board used its 2013 summer retreat to establish expectations for both the Board and the CEO in regard to communication, participation and overall management (IV.C.7-x1).
Prior to 2014, the Board periodically reviewed and updated some board policies. During the 2014-2015 academic year, the AHC Board of Trustees undertook a complete and systematic review of all board policies (IV.C.7-2). Individual policies were updated to ensure compliance with current rules and regulations, and to conform to the recommended language from the Community College League of California (IV.C.7-3). The board reviews and approves the renewal of the college mission statement annually (IV.C.7-4).

**NM Note:** It would be great to have an example of a board action that demonstrates the revised CCLC language; or one where they specifically referenced board policy. NOHEMY to provide example.
IV.C

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Allan Hancock College (AHC) governing board receives monthly reports on student learning and achievement at the regular board meetings. Some of the board members attend the annual strategic planning retreat and other planning events where student learning and achievement are discussed. All institutional plans are presented to the board for approval before they are adopted.

IV.C.8-1 Sample Board Agendas, including August 2015 (DE Report) (ADD scorecard and IEPI)
IV.C.8-2 Annual Planning Retreat Agendas and Minutes
IV.C.8-3 Student Success Summit Agendas and Minutes
IV.C.8-4 All Staff Day Agendas
IV.C.8-5 Title V AIM Grant Abstract
IV.C.8-6 Institutional Plans Web page

http://www.hancockcollege.edu/public_affairs/strategic_plan.php

Analysis and Evaluation

The AHC Board of Trustees (BOT) regularly receives information, presentations, and updates on key indicators of student learning and success. At the beginning of many BOT regular monthly meetings, there are one or more presentations on student accomplishments and achievements. There are additional reports to the Board monthly by each vice-president, providing additional information about academic affairs, student services, finance and campus construction. In addition to these, there are also periodic mandated reports presented as part of board meetings,
including the annual distance learning report, California Community College Scorecard, and IEPI indicators (IV.C.8-1).

Board members appropriately participate in campus planning and summit events, maintaining a “hands on/fingers out” approach. BOT members attend the annual strategic planning retreat, where a great deal of data on student outcomes and achievement are reviewed and analyzed as part of the planning process (IV.C.8-2). Board members are invited (and frequently attend) other events focused on student achievement, such as the student success summit held each spring (IV.C.8-3).

Board members are in regular attendance at all-staff convocations that occur at the start of each spring and fall semester. Each all-staff is different, but some have focused almost entirely on student learning outcomes and assessment (IV.C.8-4).

The superintendent/president informs the board on grants and other awards that focus on improving academic quality, such as the US Dept. of Education Title V Hispanic Serving Institutions AIM Grant award in 2014 that focuses on improving outcomes for basic skills students (IV.C.8-5).

In addition to the Strategic Plan, major planning documents are presented to the board for review and/or approval. Recent plans presented to the Board include the Educational Master Plan, Technology Plan, Facilities Master Plan, SSSP Plan, Student Equity Plan, Cooperative Work Experience Plan, Concurrent Enrollment Plan and the EEO Plan. Plans are housed on the public website for ease of retrieval (IV.C.8-6).
IV.C

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Evidence of Meeting the Standard**

The five member AHC Board of Trustees participates in ongoing training and development. An orientation is provided for new trustees both locally and at the state level. Continuity is achieved through staggered terms of office.

- **IV.C.9-1** Minutes from retreats (2014, 2015)
- **IV.C.9-2** Minutes from retreats (2013)
- **IV.C.9-3** Agenda and sample content from new BOT member orientation
- **IV.C.9-4** Agenda from Community College League of California annual meeting
- **IV.C.9-5** Roster of statewide members of the California Community College Trustees (CCCT)

**Analysis and Evaluation**

At the beginning of each fall term, the AHC Board of Trustees schedules a retreat focusing on college issues and goals as well as the role of trustees in managing the College (IV.C.9-1). The fall 2013 retreat included a session on roles and expectations between the board and the new superintendent/president who started in July 2013 (IV.C.9-2).

Newly elected board members are given an orientation to the AHC District coordinated through the superintendent/president’s office (IV.C.9-3). Orientation content is primarily provided by AHC vice-presidents or cabinet-level administrators who oversee major areas such as academic affairs or administrative services.

Board members participate in various types of professional development including training offered by the Community College League of California (CCLC). In 2013 and 2014 board members attended the CCLC annual convention (IV.C.9-4). One board member has completed and the other four board members are actively pursuing the “Excellence in Trusteeship”
designation and participate in the state-wide board of trustees’ meetings. Board members serve statewide committees. One trustee is an elected member of the California Community College Trustees Board (IV.C.9-5) and another is an officer in the California Association of Latino Community College Trustees and Administrators.

Continuity of Board of Trustee membership is established through the election process. Elections occur every two years; three board members are elected in one cycle and two in the next. Each board member is elected for a four-year term.
IV.C

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

(Note: All evidence documents are in the superintendent/president’s office)

- IV.C.10-1 BP 2745 Board Self–Evaluation
- IV.C.10-2 Board of Trustees Self-Evaluation Form
- IV.C.10-3 Board of Trustees Evaluation-Community Survey Letter 2014
- IV.C.10-4 Board of Trustees Community Survey Response 2014
- IV.C.10-5 Board Agendas showing revision of Policies throughout 2015 (samples)
- IV.C.10-x1 Example of VP Board Reports showing link to strategic plan
- IV.C.10-x2 Example of Board Agenda Item showing link to strategic plan

Analysis and Evaluation

The process for evaluating the AHC Board of Trustees is clearly stated in Board Policy 2745 (IV.C.10-1). The board conducts the self-evaluation process annually, rating their performance individually and then discussing the results as a group before finalizing their results (IV.C.10-2).

Prior to 2014, input on board performance by various groups including students and local educators from other institutions were not part of the process. In assessing their 2014 evaluation, the board sought to make the instrument more useful by creating a separate questionnaire for those in the community that may not interact with the college on a daily basis (IV.C.10-3). The survey was reviewed during the fall 2014 annual retreat (IV.C.10-4).

Evaluation results in 2014 indicated that board performance and institutional effectiveness could be enhanced through additional trustee training and by updating board policies. As a result, all
board members have attended conferences geared toward trustee training and one has completed the “Effective Trustee Training” offered through the Community College League of California (CCLC). Board policies are being revised to reflect the uniform numbering system developed by the CCLC. The District maintains a schedule to track efforts to update and revise all board policies (IV.C.10-5). The Board invested in support for this project by engaging a consultant from the League’s policy and procedure service.

The 2015 Board evaluation found that Board members felt that they understood the college’s mission but wanted to see additional evidence of actions linked to the mission. As a result, staff developed an enhanced reporting tool for board agenda items and reports that clearly identifies how each action is tied to the college mission (IV.C.10-x1 and x2).
11. The governing board upholds a code of ethics and conflict of interest policy and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code, and implements it when necessary. A majority of board members have no employment, family, ownership or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of the governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Eligibility Requirement 7: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution’s mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Evidence of Meeting the Standard

Allan Hancock College (AHC) has board policies in place to ensure all board members maintain high standards of ethical conduct and disclose any possible conflicts of interest in business conducted by the board, including financial interest.
IV.C.11-1 Board Policy 2715 Code of Ethics/Standards of Practice
IV.C.11-2 Board Policy/Administrative Procedure 2710 Conflict of Interest
IV.C.11-x1 Evidence of ethics training from CCLC meeting in Monterey.
IV.C.11-x2 Evidence of Carmen attending training at CCLC meetings.

**Analysis and Evaluation**

The AHC Board of Trustees adheres to the code of ethics and standards of practice as outlined in board policy 2715 (IV.C.11-1). The policy provides for investigation of claims of ethics violations – no claims have been lodged during the self-evaluation period.

Board members engage in training provided by the Community College League of California in regard to ethics, including training on Brown Act requirements (IV.C.11-x1). The Board also provides extensive training to the Board secretary to ensure continued compliance with open meeting requirements (IV.C.11-x2).

No board member maintains employment or has a financial interest in the institution. Board policy 2710 details the parameters for conflicts of interest, and the accompanying administrative policy outlines the procedures to be followed when there is a possible conflict of interest. To foster transparency, Board members disclose financial interests through the California Fair Political Practices Commission.
IV.C.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Two board policies at Allan Hancock College (AHC) describe the delegation of authority to the superintendent/president and the annual evaluation process where the CEO is held accountable for the efficient operation of the District.

IV.C.12-1 Board Policy 2430 Delegation of Authority to the Superintendent/President
IV.C.12-2 Board Policy 2435 Evaluation of the Superintendent/President
IV.C.12-x1 Superintendent/President Evaluation Template
IV.C.12-x2 Agenda and minutes from Board Retreat – Summer 2014 and 2015

Analysis and Evaluation

Full “executive responsibility” and authority for District operations at AHC is delegated to the superintendent/president through Board Policy (BP) 2430 (IV.C.12-1). The BP specifically allows the CEO to further delegate administrative duties, but also clearly states that he or she “will be specifically responsible to the Board for the execution of such delegated powers and duties.”

The superintendent is evaluated annually (IV.C.12-x2) and held accountable through an evaluation process mutually developed with the Board (IV.C.12-2 and IV.C.12-x1):
IV.C

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Allan Hancock College Board Members are aware of accreditation requirements and take an active role in review and approval of ACCJC reports and training.

IV.C.13-1 Sample Board Policies with ACCJC cross-references
IV.C.13-2 BP 3200 External Program Accreditation
IV.C.13-3 Board of Trustees Self-Evaluation Form
   Board discussion of self-evaluation from summer retreats 2014 and 2015
IV.C.13-4 Board Meeting Notes 6/16/15 Items 15.A2 and 16
IV.C.13-x1 Annual Report to ACCJC
IV.C.13-x2 Institutional Set Standards (from Board Agenda)
IV.C.13-x3 IEPI Standards (Board Agenda)
IV.C.13-x4 Presentation from Annual Retreat

Analysis and Evaluation

The AHC Board of Trustees receives updates from the superintendent/president and the accreditation liaison officer (ALO) on all accreditation-related aspects of the College. The board reviews and approves reports sent to the Commission from the District (IV.C.13-x1).
Accreditation is woven into District policy with all WASC-ACCJC standards cross-referenced in board policy (IV.C.13-1). There is a separate board policy related to programs that have separate external accreditation (IV.C.13-2).

The board performs an annual self-evaluation that encompasses the role they perform in the accreditation process in various categories including quality and leadership (IV.C.13-3).

Reflecting the active role played by the AHC Board, AHC hosted a regional ACCJC training on the new standards that included attendees from four different community college districts. The AHC Board president attended the training to ensure he was informed of the changes in the standards and reported back to the Board the following month.

The trustees have taken action to approve Institutional Set Standards (IV.C.13-x2) and have also set aspirational goals as part of the Institutional Effectiveness Partnership Initiative (IV.C.13-x3). The board approved the initial standards and included the full IEPI program as part of its annual retreat (IV.C.13-4 and x4).
IV.D Multi-College Districts or Systems

This does not apply to Allan Hancock College.
To: Board of Trustees  
From: Superintendent/President  
Subject: Review of College Sponsored Events  
Enclosures: Page 1 of 1

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**BACKGROUND**

In addition to regular and special board meetings, the board of trustees attend many college sponsored events. They attend grand openings, planning retreats, sporting events, PCPA and foundation affairs, as well as represent the college at community events throughout the fiscal year. This is an opportunity to review the events attended.
To: Board of Trustees

From: Superintendent/President

Date: January 29, 2016

Subject: Employee Retirements and Resignations

Item Number: 3.D.

Enclosures: Page 1 of 1

Strategic Goal: Goal IR1: To recruit and retain quality employees.

BACKGROUND:

The superintendent/president has accepted the following:

Retirements:

1. Margaret Tillery, full time faculty/counselor, learning assistance program, effective July 1, 2016.

   Ms. Tillery has been employed with the district since August 1, 1982. She was a classified employee from August 1, 1982 through July 31, 1984, and she has been a full-time faculty member since August 1, 1984.

2. Daniel Hilker, equipment specialist, public safety department, effective February 28, 2016.

   Mr. Hilker has been employed with the district as a classified employee since January 4, 2010.