

PEER REVIEW TEAM REPORT

Allan Hancock College
800 South College Drive
Santa Maria, CA 93454

This report represents the findings of the Peer Review Team that conducted a focused site visit to Allan Hancock College from October 4, 2023 to October 6, 2023. The Commission acted on the accredited status of the institution during its January 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Kevin Trutna
Team Chair

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**Allan Hancock College
Peer Review Team Roster
Team ISER Review**

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Superintendent/President
Feather River College

Dr. Carlos Peñaloza, Vice Chair
Chancellor
Leeward Community College

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Vice President of Academic Affairs/ALO
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Mr. Trevor Stewart
Vice Chancellor, District Administrative Services
Yosemite Community College District

Mr. Rajinder Samra
Director of Institutional Research, Planning & Effectiveness
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ACCJC STAFF LIAISON

Dr. Kevin Bontenbal
Vice President

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Focused Site Visit**

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Yosemite Community College District

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Vice President

Summary of Focused Site Visit

INSTITUTION: Allan Hancock College

DATES OF VISIT: October 4 – 6, 2023

TEAM CHAIR: Dr. Kevin Trutna

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. The Team Chair held a pre-review meeting with the College Superintendent/President and Accreditation Liaison Officer ALO on February 21, 2023 to discuss updates since the ISER submission and to plan for the ISER review and Focused Site Visit. The peer review team attended training provided by staff from ACCJC on February 7, 2023, and on March 28, 2023, the team conducted the Team ISER Review. This is the formative component to identify where the College meets standards and to identify areas of attention for the Focused Visit (summative component) by providing Core Inquiries of ACCJC Standards that the team pursued to validate compliance, improvement, or areas of excellence. The Core Inquiries are attached to this report.

The four-member peer review team met to coordinate the Focused Site Visit on October 4, 2023. The small team then conducted a Focused Site Visit to Allan Hancock College October 5-6, 2023, for the purpose of completing its Peer Review Team Report and determination of whether the College continued to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education Regulations.

During the Focused Site Visit, team members met with the faculty, administrators, and staff members in formal meetings, and group interviews. The team held an open forum and provided the College community an opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purpose, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

None

Recommendations:

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

Recommendation : In order to increase effectiveness, the team recommends Allan Hancock College strengthens the review process of its Distance Education courses and its 30-hour Canvas training course to ensure consistency across all Distance Education courses. (II.A.7, *Policy on Distance Education and Correspondence Education*)

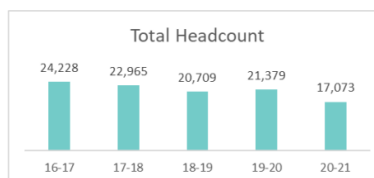
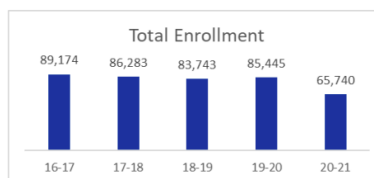
Introduction

Celebrating its 100th year in 2020-21, Allan Hancock College was founded in 1920 when the Santa Maria High School District established Santa Maria Junior College. Classes were held in high school rooms from 1920 to 1937, when a bond issue passed and a wing was built on the high school campus for college courses. In 1954, the college moved from the high school campus to Hancock Field, which had housed the Santa Maria Airport, Hancock College of Aeronautics and, later, the University of Southern California's School of Aeronautics. The name of the College was changed in 1954 to Allan Hancock College to honor Captain G. Allan Hancock, a prominent state and local community leader who owned the land and facilities of the airfield. In 1963, the Lompoc Unified School District and Santa Ynez Union High School District were annexed to the community college district, and the district was renamed the Allan Hancock Joint Community College District.

The service area includes all of northern Santa Barbara County and small parts of San Luis Obispo and Ventura counties, including the cities of Santa Maria, Lompoc, Cuyama, Guadalupe, Solvang, Buellton, and Vandenberg Space Force Base.

Allan Hancock College is a leader in providing student support and community involvement. The Tutorial Center has a long history of providing services, and has been supplemented by additions such as the Math, Engineering, and Science Achievement (MESA) Center and growing financial aid support programs and Student Emergency Fund. During the pandemic, Allan Hancock College stepped up to support the local community through the Food Share Because We Care program. The Pacific Conservatory Theatre (PCPA) brings in regional audiences to first-class productions, and goes further to expose local residents and school children to cultural activities that are otherwise not available.

The pandemic impacted enrollment Allan Hancock College due to its dedication serving unique local community needs for substantial programs in non-credit and CTE courses, both of which could not be effectively offered online during the pandemic. Enrollments seem to have rebounded and are trending higher as these programs are reinstated.



The College proudly serves its local communities on the Central Coast region of California. The population is 60 percent Hispanic/Latino compared to 39 percent for California and 18 percent nationwide. Allan Hancock College draws a larger percentage of Hispanic/Latino students at 65 percent of campus enrollment, largely because of the demographics of local feeder high schools. The service area is below national and state averages for educational attainment and employment. Agriculture is the largest area employer, followed by health care, and service industries. Allan Hancock College has developed a multitude of programs to specifically serve the educational and workforce training needs for these unique populations, including a large percentage of ESL students.

Eligibility Requirements

1. Authority

The team confirms that Allan Hancock College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

In addition, the College operates under the authority of the State of California Education Code, which establishes the California community college system under the leadership and direction of the Board of Governors (State of California Education Code 70900-70901).

The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that Allan Hancock College is operational and provided educational services to 17,087 students who were enrolled in credit and non-credit offerings in 2020-21. The College offers courses through onsite and distance education modes, as well as the Lompoc Federal Corrections Institute. The College provides day, evening, and weekend courses at the Santa Maria and Lompoc Valley campuses. Degree and certificate programs are available through both onsite and online modalities, depending on the program.

The College meets the Eligibility Requirement.

3. Degrees

The team confirmed that as of fall 2022, Allan Hancock College offers 83 two-year associate of arts (AA) and associate of science (AS) degrees, 27 two-year associate degrees for transfer (ADT), and 74 certificates of varying unit length. In 2020-21, 1,358 students earned 2,606 degrees and 1,403 students earned 1,957 certificates.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that the Board of Trustees employs a Superintendent/President as the chief executive officer of Allan Hancock College. The Superintendent/President of Allan Hancock College, Dr. Kevin Walthers, was appointed by the Allan Hancock College Board of Trustees in July 2013. The Superintendent/President does not serve as a member of the Board of Trustees nor as the board president. The team found that the Board of Trustees delegates authority to the Allan Hancock College Superintendent/President to administer board policies and implement administrative procedures.

The College meets the Eligibility Requirement.

5. Financial Accountability

The peer review team confirmed that Allan Hancock College performs audits for all financial records, which are conducted by an independent accounting firm. Audit reports are certified, findings and associated college responses are appropriately documented. The Board of Trustees reviews and approves this audit report each year during their January meeting.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Allan Hancock College meets the requirement.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Allan Hancock College meets the requirement. The College posts Institutional Set Standards

(ISS) on the Institutional Effectiveness website. If an ISS falls below standards, the College has a further in-depth discussion, including a presentation to the Board of Trustees regarding additional resources and funding to meet program needs. A recent example was presented where one program had lower than anticipated pass rates on an industry certification. Data and information was presented that addressed the challenges faced by the program, resulting in a focus and additional funding that lead to an eventual outcome of improved pass rates.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Allan Hancock College meets the requirement. Oversight is built into the committee structure as part of the curriculum review process and the curriculum specialist job responsibilities, including senate curriculum approval.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Allan Hancock College meets the requirement. A full-time articulation officer works with the faculty and the Academic Policy and Planning Committee to provide oversight of the process.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> .

X	The institution ensures, through the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative:

The College has adopted Administrative Policies and Board Procedures to define regular and substantive interaction. The team found in some instances that policy requirements are not consistently applied across all distance education (DE) courses. The Academic Senate has recently led the development of a peer review process and rubric to assess regular and

substantive interaction in existing DE courses, with the goal of assessing all DE courses using this rubric within the six-year program review process. As part of this process, departments report progress through the annual program review template. The College also has created a 30-hour training program via Canvas for DE course design, that also includes instruction on substantive interaction. This training is provided to existing and new DE instructors.

The team observed through its review of DE courses inconsistencies in the implementation of regular and substantive interaction. The team recommends the College strengthen its review process for DE courses and its 30-hour Canvas training course to ensure consistency across all of its DE courses.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution

	does not meet the Commission's requirements.
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Narrative:

Allan Hancock College meets the requirements.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Allan Hancock College meets the requirements through efforts such as the student outreach director position, outreach visits of staff and counselors to local high schools, on-campus events like the Bulldog Bow Wow, and Pacific Conservatory (PCPA) Theatre events for school-aged children.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by
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	the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Allan Hancock College meets the requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Allan Hancock College demonstrates its commitment to its students through its mission, which articulates its educational opportunities and the students supported. The mission is reviewed on a regular cycle, updated, approved by the Board of Trustees, and communicated widely.

Findings and Evidence:

Allan Hancock College's Mission is defined in Board Policy 1200. The most recent Mission revision is date June of 2022. Through its Mission, Vision, and Values, Allan Hancock College broadly describes the students they serve, pathways, degrees and credentials they offer; and through its Vision and Values a commitment to student success. (I.A.1)

Allan Hancock College makes available broad sets of data, publications and dashboards to help support decision making at the College, in meeting the educational needs of students. The College provided evidence of data, data presentation and support documentation of academic program reviews. The College makes use of its StaSizzle newsletter, going over data, to help address current data and issues. The data coach training, provided by the Institutional Effectiveness Office, offers definitions of data points, questions to guide understanding of data, why the data is analyzed, and how to more effectively understand the data. (I.A.2)

Through the Colleges Education Master Plan, it is evident that Mission is central to planning. In its Planning & Resource Allocation *Multi-Level Integrated Planning Model* the College articulates making its Mission a critical component of planning and budget development process. There is a clear workflow model, showing how communication and collaboration work between groups, demonstrating engagement with the college constituents. Resource requests and prioritization operates through a Resource Allocation Committee that reviews requests and a Budget Council with broad representation in its membership. (I.A.3)

Allan Hancock College articulates its mission widely through official websites and publications. It also undergoes a review process that includes receiving feedback from stakeholders utilizing a survey; followed by college constituents reviewing other Mission statements, surveys, and other feedback. The revised mission was then reviewed and approved by the Board of Trustees. (I.A.4)

Conclusion:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The team finds that Allan Hancock College assures academic quality and institutional effectiveness through the college's committee structure and planning process. The College uses committees to evaluate student outcomes and assesses its equity efforts. The team observes that the college has established and evaluates student learning outcomes for all its instructional programs and services. In addition, the College sets institution-set standards for student achievement and uses data to improve student learning and achievement. The College aligns the missions of student services and instructional programs to ensure that they support the overall college mission. Additionally, the College conducts systematic evaluations of its policies and practices and communicates evaluation results through various channels.

Findings and Evidence:

Allan Hancock College regularly engages in collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement outcomes. The College assesses and discusses student outcomes through various committees, including the Student Learning Council, Student Services Council, and Learning Outcomes and Assessment Committee. The College also places a strong emphasis on equity planning and discussions; these take place in number of areas, including the Student Success and Equity Committee (SSEC). The Student Equity Plan, which outlines a sustainable and systemic approach to eliminating demographic disparities and achieving equity, is developed by the SSEC every three years. The plan undergoes an extensive vetting process that involves input and discussions from councils and committees before it is finally approved by the board of trustee. The Institutional Effectiveness Office and the Institutional Effectiveness Council facilitate equity dialogue at annual planning retreats. (I.B.1)

The College has established student learning outcomes for all instructional programs and services. Course learning outcomes are defined and posted on all course outlines; student services and support programs outcomes are publicly available on the College's website and the SLOs dashboard. Allan Hancock has extensive procedures for SLOs, which are documented in the Program Review Process for instruction, student services and support services. The College is on a six-year assessment cycle where every course and program learning outcome is evaluated. The assessment cycle is aligned with the program review cycle. The guidelines for program review necessitate the analysis of student learning outcomes for both instructional and service programs. (I.B.2)

Allan Hancock College has established Institution-Set Standards (ISS) for student achievement that are appropriate to its mission and regularly monitors their performance. The ISS report is published on the Institutional Effectiveness website, reviewed annually, and updated during the process of responding to the ACCJC Annual Report. The Educational Master Plan includes these

same metrics to integrate the use of data into college planning and continuous improvement. (I.B.3)

Allan Hancock College uses assessment data to improve student learning and achievement. The College incorporates assessment of student learning and achievement data into instructional and student services program reviews to identify gaps in student performance and program improvements. Data are used by different groups on campus to make decisions and allocate resources to improve student learning and achievement. The Education Master Plan incorporates the data, and the Guided Pathways Success Teams utilize it to develop plans and recommendations that aim at advancing student learning and achievement. (I.B.4)

The College aligns the missions of student services and instructional programs with the overall college mission to ensure achievement of its goals. The College uses program assessments through the program review process to improve student learning and achievement. Both instructional programs and student services integrate the assessment of student learning outcomes into their program review process, which results in the analysis of outcomes and the development of improvement plans that align with the college's mission. Through program review analysis, academic and student services programs determine the resources required to support student achievement and success. Furthermore, regular discussions occur at various committees and councils to address learning outcomes and assessment. The College evaluates its institutional learning outcomes to provide input for its Educational Master Plan. (I.B.5)

As part of the program review process, the College examines learning outcomes and achievement for subgroups of students. The College focuses on equitable outcomes and provides professional development opportunities to train individuals on the utilization of disaggregated data. The College directs resources towards addressing performance gaps. For example, the prioritization process for equipment is directly linked to program review to close gaps in performance. (I.B.6)

The College regularly evaluates its policies and practices using largely systematic mechanisms to ensure the evaluations are continual. Evaluations include the practices related resource allocation, governance and decision-making functions, program review, and communication. The College's self-evaluation and involvement in the Institutional Effectiveness Partnership Initiative (IEPI) planning resource team process were used to assess resource allocation and integrated processes. The Institutional Effectiveness Council (IEC) is responsible for supervising the yearly evaluation of council processes in relation to decisions and functions. The College conducted a climate survey in spring 2018 which covered engagement, enablement, leadership, trust, and communication. The IEC had previously conducted biennial governance surveys to collect input on college decision making. The results of these surveys prompted enhancements in the accessibility of council and committee documents and decisions. (I.B.7)

Allan Hancock College communicates assessment and evaluation results through various channels, including the Institutional Effectiveness website, newsletters, trustee meetings, and committees. Dashboards provide program data on achievement and outcomes. Guided

pathways implementation has improved the use of data to understand college strengths and weaknesses, and success teams meet regularly to interpret data and identify areas for improvement. Planning retreats are held to review student achievement data and identify opportunities for improvement. (I.B.8)

The team finds the College uses various strategies to ensure ongoing broad-based systematic evaluation and planning. The council and committee framework and college-wide planning initiatives are utilized to ensure improvement. The document Councils and Committees Pathways to Decisions (CCPD) outlines the college's governance and decision-making procedures. The CCPD specifies the primary councils that make suggestions on planning, evaluation, and resource allocation. The newly created Educational Master Plan (EMP) facilitates coordinated planning related to student progress that ultimately results in the achievement of the college's mission. The College combines program review, planning, and resource allocation into processes that bolster the college's mission. The program review process encompasses not only an annual update to address immediate needs but also a comprehensive procedure that identifies long-term plans and requirements. The budget development process meets both short-term and long-term needs by producing yearly funding assumptions and conducting multi-year analysis and fiscal planning. (I.B.9)

Conclusion:

The College meets the Standard.

I.C. Institutional Integrity

General Observations:

Allan Hancock College demonstrates institutional integrity throughout its decisions, communications, policies, procedures, and plans. College materials, including resources such as the catalog and Student achievement data are clearly displayed, accessible and convey relevant information to all constituency groups. College materials, including academic planning information on the “Find Your Path” website, presents information about degrees, certificates, learning outcomes, and labor market information.

Findings and Evidence:

Allan Hancock College provides information to the public through online and print communications. Student achievement data, including retention and success rates, persistence, degrees, and certificates are published on the Institutional Effectiveness website. The annual college catalog describes all certificates and degrees offered at Allan Hancock College, including the purpose, content, course requirements, and learning outcomes (I.C.1).

Allan Hancock College has several layers of institutional review to ensure integrity in all representations of its mission, programs, and services. Review cycles for institutional policies,

procedures, and catalog were provided. The catalog review committee meets throughout the year to ensure accurate and updated information. The catalog contains the mission statement, all college program information, and student services (I.C.2).

The College provides student achievement data to the public. Examples of student achievement data published include the fact book, board reports, and licensure exam results (I.C.3).

The College catalog and public website provides descriptions for every certificate and degree offered at Allan Hancock College. This includes program student learning outcomes. Program descriptions include course sequence, and units or credit hours (I.C.4).

Allan Hancock College reviews its board policies and administrative procedures periodically, noting review dates in each document. Public affairs and communications oversee ongoing review of marketing materials. (I.C.5)

Allan Hancock College publicizes costs associated with classes, including tuition, fees, books, and other instructional materials through the College's online and print catalog, bookstore website, and assorted outreach materials. The College provides college financial literacy education to potential students and families. (I.C.6)

Allan Hancock College Board Policy and Administrative Procedure 4030 states the district's commitment to academic freedom and responsibility as "essential to the free search for truth and knowledge and their free exposition", which is also embraced by students through the Associated Student Body Government Code of Ethics. (I.C.7)

The institution has Administrative Procedures (AP) and Board Policies (BP) on student academic honesty and student behavior which are printed in the catalog and are communicated to current and future students. Academic Freedom and Responsibility policy applies to faculty, and the Board Policy 3050 applies to all employees. (I.C.8).

Faculty are made aware of Board Policy 4030 and 3050 with signed confirmation that address faculty standards for professional integrity as well as Institutional Code of Ethics respectively. BP 4030 distinguishes between personal conviction and professionally accepted views. (I.C.9)

As a public institution of higher education, Allan Hancock College does not seek to instill specific beliefs or world views on students and has clear codes of conduct for students and employees. (I.C.10)

Allan Hancock does not operate in foreign locations. (I.C.11)

Allan Hancock College has maintained compliance with the commission since 1952. The accreditation webpage lists all accreditation reports, communications, and other documents necessary for complete disclosure. (I.C.12)

Allan Hancock College complies with the U.S. Department of Education regulation on public notifications, as well as the California Community College Athletic Association (3C2A) among others. (I.C.13)

The College shows budgetary transparency and aligns the Educational Master Plan and other planning documents with the mission of the College, in line with resource allocation. (I.C.14)

To ensure institutional and academic integrity and transparency, Hancock publicly posts monthly board documents and policies online. Further, Allan Hancock College shares communications with the Commission. The College communicates its ongoing reaffirmed status with internal constituent groups, as well as students and the public.

Conclusion:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Allan Hancock College's instructional programs, including learning outcomes, degrees, and certificates, are aligned with the mission of the College to foster an educational culture that values equity and diversity. Instructional programming is offered consistently, regardless of location or delivery method. Board Policies (BP) and Administrative Procedures (AP) are in place, along with catalog information, to ensure currency of curriculum and faculty engagement in curriculum processes. The College adheres to state guidelines and maintains accurate catalog records. The Student Learning Outcome (SLO) assessment cycle and program review cycle occur once per six years, along with annual program review. Clear policies and procedures dictate development and maintenance of academic programs and ensure alignment with the mission of the College.

Findings and Evidence

Programs and courses offered align with the mission and are appropriate for higher education. Allan Hancock College maintains a college catalog that is published annually and includes a description of all instructional programs and corresponding program-level learning outcomes. Board Policy 4020 Program, Curriculum, and Course Development specifies that all programs and curricula be of high quality, relevant to the needs of students and the community, and regularly evaluated for quality and currency. The Academic Policy and Planning Committee is guided by the Curriculum Development Guide. (II.A.1)

Faculty are involved in curriculum development for courses and programs. AP/BP 4020 is in place to ensure faculty engagement in curriculum processes. The Academic Policy and Planning Committee manages curriculum and new General Education course designations and reports to the Academic Senate. Criteria used in the program review template include student achievement data, learning outcomes, and planning goals. There are manuals and procedures for program review. The program review process is consistently followed for all college programs, regardless of the type of program and mode of delivery. In person and online achievement data are evaluated through program review and guided by policies. (II.A.2)

The institution identifies student learning outcomes for courses, programs, certificates and degrees. Course SLOs from the approved course outline are provided to students on the syllabus. There is an institutional assessment plan which outlines the steps for assessment for Course SLOs, Program SLOs, and Institutional SLOs and how assessment connects with the program review assessment process. The team observed course SLOs are included in the Course Outline of Record (COR). Program SLO's are described in the catalog. (II.A.3)

Remedial, or pre-collegiate level, curriculum is defined in Board Policy and Administrative Policy 4222 and expressed in the class schedule through the course numbering system, as described in the college catalog. The College has adjusted remedial course offerings in recent years to increase completion rates in transfer-level English and mathematics. Noncredit basic skills courses provide tutoring in the Math, Language, and Writing Center, as co-requisite support courses or in-course embedded tutoring. (II.A.4)

As a California community college, Allan Hancock College degrees and programs are guided by California Education Code, Title 5 regulations, and procedures developed by the California Community College Chancellor's Office (CCCCO). These regulatory guidelines described in the Program and Course Approval Handbook maintain standards for curriculum, and the Academic Policy and Planning Committee oversees the development of academic programs and degrees. Faculty develop and revise curriculum according to the committee's Curriculum Development Guide, and all curriculum is approved by the Academic Policy and Planning Committee to ensure it meets the academic standards appropriate to higher Education. Board Policy 4100 sets forth graduation requirements which dictate the 60-unit minimum for degree. (II.A.5)

Allan Hancock College schedules courses in ways that allow students to complete certificate and degree programs according to timeframes that are consistent with expectations in higher education. Discipline faculty have created program maps, indicating the sequence by which to offer required courses for all programs of study. An *Enrollment Management Plan* informs scheduling practices. An Innovative Scheduling team was tasked in 2020-21 with examining alternative program offerings. (II.A.6)

Allan Hancock College uses delivery modes, teaching methods, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. The effectiveness of various delivery modes is analyzed through the program review process, including assessment of course-level retention and completion data. There is a robust complement of academic support services for programs designed to support specific student populations, such as MESA (Math, Engineering, Science Achievement) to adult basic skills, GED preparation, and noncredit ESL. Academic services offer online as well as onsite support. Each service is regularly evaluated as part of the annual program review cycle and uses assessment data to continuously improve. A review process and rubric, led by the Academic Senate is being implemented to evaluate substantive interaction in distance education (DE) courses. A 30-hour Canvas training program is also available for DE faculty. The team observed inconsistencies in the implementation of regular and substantive interaction and recommends the College strengthen its review process for DE courses and its 30-hour Canvas training course to ensure consistency across all of its DE courses.

Because DE course design impacts the ability to provide opportunities for substantive and regular interaction, the team encourages the College consider including course design elements

from the 30-hour training as part of the DE peer review rubric, which would increase effectiveness and the application of regular and substantive interaction in DE courses. (II.A.7) Board Policy 4235 Credit for Prior Learning assigns sole authority for prior learning assessment to the appropriate discipline. Given the recency of these procedures since its adoption in 2020, there have been few petitions for prior learning assessments, and the College has not yet evaluated their effectiveness. (II.A.8)

Aligned mapping of course level outcomes and program level outcomes are published on the Institutional Effectiveness Outcomes Dashboard. Units of credit are awarded as indicated in with Board Policy 4100 Graduation Requirements and 4020 Program, Curriculum & Course Development are aligned with federal aid eligibility requirements. Board Policy 4020 defines the credit hour based on federal regulations. (II.A.9).

Allan Hancock College allows for the transfer of credit to and from other institutions, as indicated in Board Policy 4900 Transfer of Credit and Course Waiver. Students can apply to transfer credit using the Course Substitution and/or Waiver Form. Board Policy 4050 Articulation expresses the District's desire to develop and maintain formal written agreements with local high schools and four-year universities. (II.A.10)

All programs of study require Institutional Learning Outcomes (ILOs) in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. This is captured in the college's *Institutional Assessment Plan* and catalog. Institutional Learning Outcomes are indicated in the following areas: 1) communication, 2) critical thinking and problem solving, 3) global awareness and cultural competence, 4) information and technology literacy, 5) quantitative literacy, 6) scientific literacy, and 7) personal responsibility and development. (II.A.11)

Allan Hancock College requires a breadth of Liberal Arts general education based on a philosophy stated in board policy, the college catalog, the Allan Hancock College Curriculum Development Handbook. As a part of program review, each course offered in a discipline is reviewed to ensure currency in content and all other aspects of the course, including appropriateness for continued incorporation in the General Education portion of the college's degrees. (II.A.12)

Allan Hancock College offers 83 two-year associate of arts (AA) and associate of science (AS) degrees, 27 two-year associate degrees for transfer (ADT), and 74 certificates of varying unit length, and 19 noncredit certificates. Associations between Course SLOs, Program SLOs, and Institutional SLOs are published in a searchable dashboard in the Institutional Effectiveness Factbook. Faculty develop course learning outcomes that are mapped to program learning outcomes and institutional level outcomes. Mastery of key theories and practices within each program's sequence of courses is identified and regularly reviewed as part of program review. (II.A.13)

Community professionals serve on academic program-specific advisory committees. The statewide data system, LaunchBoard, provides data on progress, success, employment, and earnings outcomes for California community colleges students. The institution determines competency levels and measurable student learning outcomes based upon faculty expertise and input from industry representatives. CTE faculty and professional advisory groups discuss current employment standards and revise curriculum as needed. Licensure pass rates, program completion, and employment metrics speak to the effectiveness of programs. (II.A.14)

Allan Hancock College has clear policies and procedures that specify how a program can be significantly modified or eliminated. The Academic Policy and Planning Committee (AP&P), in alignment with the Board Policy 4020 Program, Curriculum, and Course Development, are resources to inform implementation of modifications to courses and programs. (II.A.15)

Allan Hancock College regularly conducts a thorough evaluation of all instructional programs. Pursuant to Board Policy 3255 Program Review, each program undergoes comprehensive evaluation every six years to ensure quality, currency, and continuous improvement program. The program review process is defined for every six years (CTE every two years) and was recently updated. The College reports 73% progress through the six-year cycle at this point. The template includes review of SLO and achievement data. At the conclusion of program review, the department/discipline creates a plan to improve address performance gaps. (II.A.16)

Conclusion:

The College meets the Standard.

Recommendation 1

In order to increase effectiveness, the team recommends Allan Hancock College strengthens the review process of its Distance Education courses and its 30-hour Canvas training course to ensure consistency across all Distance Education courses. (II.A.7, *Policy on Distance Education and Correspondence Education*)

II.B. Library and Learning Support Services

General Observations:

The team finds Allan Hancock College offers support to student learning and success through its library and other learning support services. The library consists of three locations: physical locations at the Santa Maria campus and Lompoc Valley Center, and an online library. The collection and resources are selected based on expertise from librarians, instructional faculty, and discipline experts. The library conducts annual updates and comprehensive program reviews every six years to measure performance and evaluate needs. In addition, data are gathered through surveys and workshops to monitor progress and evaluate performance.

Findings and Evidence:

The team finds that Allan Hancock College sufficiently supports student learning and achievement by providing library and other learning support services. The library at Allan Hancock College is composed of three components: Santa Maria campus library, Lompoc Valley Center campus library (Jacoby Learning Resources Center), and online library. The physical library locations provide research materials, including books, journals, newspapers, DVDs, and reference materials, to support students, faculty, and staff. Additionally, on-site help is available, with circulation staff managing borrowing and returns, and librarians responding to user queries. Librarians conduct orientations, tours, research sessions, and workshops to aid classes and individual students in using library resources and conducting research. Allan Hancock College offers both online and in-person tutoring services to support student learning and achievement. The Academic Resource Center offers appointment-based and drop-in tutoring to students, with a full-time faculty coordinator, staff, peer tutors, and student workers. Services can be found in the Writing Center, Tutorial Center, Open Access Computer Lab, and Math Center. (II.B.1)

The team finds that the materials for the library collection and learning resources are driven by the expertise the librarians, instructional faculty, and discipline experts. For example, during 2019-20, the library recognized wireless hotspots as essential educational equipment in its program review. To address this need, the library purchased 25 hotspots with funds from the Strong Workforce Program and the Higher Education Emergency Relief Funds. In addition, the Distance Education department provides extensive training on Canvas, which includes 27 different learning tools. (II.B.2)

The team finds the library and learning resources conduct annual updates and comprehensive program reviews every six years to evaluate services and programs related to learning outcomes. Data are gathered through surveys and workshops to monitor progress and evaluate performance. In addition, the library provides an online research course that is evaluated by examining the learning outcomes achieved by students in the course. The College assesses the effectiveness of tutoring services and student satisfaction through surveys. The Academic Resource Center collaborates with Institutional Effectiveness to assess the effect of tutoring on student success and retention. (II.B.3)

The team finds the library and learning resources relies and collaborates with outside sources to support institutional programs. Through a shared system consortium, the library collaborates with the Council of Chief Librarians California Community Colleges (CCLC) to exchange library databases. The College employs Canvas as its learning management system, which enables instructors to communicate and teach their students through the online platform, whether they are onsite or remote. In addition, Smarthinking and NetTutor are managed by the Academic Resource Center. (II.B.4)

Conclusion:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Allan Hancock College meets its mission through comprehensive student support services. The College is committed to provide support services beyond the traditional model as student needs shift. The College has shifted to provide innovative holistic supports for students including basic needs, emergency funds, and food share through unique programs and modes of delivery. Counseling and support services remain high quality to ensure students' needs are being met. Traditional student service functions at Allan Hancock College are comprehensive and regularly assessed for their quality and the results of those evaluations are shared and lead to improvement where necessary.

Findings and Evidence:

The College regularly evaluates student services programs through collaborative processes including evaluation of student learning outcomes, student surveys and focus groups, and a comprehensive program review every six years regardless of modality or location. The College provides support and training through the established Learning Outcomes Assessment Committee for Student Services including retreats to review and discuss student learning outcomes. The College provides a wide variety of student support services and has demonstrated the quality of these services to advance student engagement, student learning, and meeting the institutional mission. (II.C.1)

Student learning outcomes are identified and assessed by the College regularly and across all student services programs. The College engages in multiple collaborative processes in order to measure the effectiveness of the services. These programs and review include embedded efforts through the Student Equity and Achievement (SEA) Program by providing support services for disproportionately impacted student populations. The College ensures comprehensive support services in compliance with board policy, and these services are informed by the results collected through regular support services assessments. (II.C.2)

The College offers appropriate, comprehensive, and reliable information and services to students through multiple methods to ensure equitable access to these services for all students, and intentionally centers equity to advance student success through the Diversity, Equity, and Inclusion Taskforce, the Student Equity Plan, an Aim to Dream Center, and professional development for faculty and staff. The College maintains a comprehensive network of services to serve students equitably from application to graduation regardless of service location or delivery. Services are provided in-person, by phone, online, or at the multiple centers and campuses within the institutions service area. (II.C.3)

The College adheres to state athletic association regulations and board policies for all co-curricular activities and athletics. The associated student organization maintains a constitution and bylaws which are regularly evaluated. Students have access to a wide array of athletic

programs, co-curricular experiences, and leadership opportunities. These programs are evaluated regularly to ensure the quality of the programs consistent with the college mission and to enrich the student experience through a philosophy of inclusion and equity in mind. All financials for student government and athletics programs are managed appropriately through an auxiliary, follow board policy and Fiscal Crisis Management Assistance Team (FCMAT) guidelines which maintain the integrity and financial compliance of the programs at the College. (II.C.4)

The College provides comprehensive counseling and advising services to students at each stage of progression, and follows established board policies and administrative procedures. The College maintains a robust team of full time and part-time counselors to assist students with academic planning, transfer, and ensures comprehensive onboarding for students through a K-12 pipeline, orientation and matriculation services including targeted services for specialized populations. Counseling staff and faculty are committed to equity through an equity-minded lens, annual convenings centered on equity, and professional development to receive updates on changing requirements and regular analysis of student learning outcome data. Counselors are involved in the assessment processes, and respond appropriately to areas which impact students' progress towards their goals. (II.C.5)

The College admissions policies are consistent with its mission and adheres to relevant board policies. These policies are published in the college catalog and on the college's website. The qualifications for various specialized programs are specified as they pertain to certifying boards or state law. The College defines and advises students on clear pathways for various programs through Roadmaps for Success and success teams to ensure students have the support necessary. Students are given customized educational plans which can be accessed electronically through the college portal. The College catalog is updated annually and provides information on degree, certificate, and transfer requirements. (II.C.6)

The College evaluates its admissions and placement practices to meet the needs of students and minimizes bias. In meeting state mandated placement changes, the college adopted methodologies for English, mathematics, and ESL placement into college-level courses to reduce the students' time taking developmental courses. The College regularly assesses and evaluates its placement process to ensure effectiveness, reduce bias, and maximize student success. Multiple measures are utilized with high school GPA and prior coursework to place students in English and mathematics courses, and the college developed a self-placement tool for ESL. Counseling faculty have been responsive to the mandates and have made modifications to ensure implementation, review, and adjustment to support and increase course completion and success. (II.C.7)

The College follows board policies, and has detailed procedures and practices that ensure student records are maintained permanently, securely, and confidentially. A backup of files is maintained regardless of the form of files, either paper or electronic. The College ensures protection of student records through Family Educational Rights and Privacy Act (FERPA). Board

policies and administrative procedures related to student records is provided on the college website. (II.C.8)

Conclusion:

The College meets the Standard.

Standard III Resources

III.A. Human Resources

General Observations:

Allan Hancock College demonstrates effective use of its Human Resources to achieve its mission and to improve academic quality and institutional effectiveness. Systematic evaluation supports effectiveness. Policies and procedures govern fairness among employee groups. Hiring processes appear well-defined, with Human Resources functions taking place at the district level. There are processes in place to evaluate minimum qualifications. There are clear evaluation processes in place. Clear procedures are in place for employee records, hiring, on boarding, and professional learning; the College's Equal Employment Opportunity (EEO) plan and work is included. Professional learning is identified, as is work outlined in the EEO plan to ensure equity in the hiring process.

Findings and Evidence:

The College has established clear and concise criteria for employing individuals who possess the appropriate education, training, and experience to provide and support its programs and services. The College ensures that faculty, staff, and administrators are hired according to the minimum qualifications. Criteria, qualifications, and procedures are clearly and publicly stated. Human Resources is a centralized function whose role is the implementation of policies and procedures governing job descriptions, position announcements, recruitment and selection practices for all positions to ensure quality and alignment to Mission and student needs. Procedures are made readily available, including policies and procedures that govern the recruitment and hiring process, in alignment with federal, state and bargaining requirements. (III.A.1)

Allan Hancock College utilizes the California Community College System Employee Minimum Qualifications handbook, which describes minimum qualification by way of degrees, professional experience, and some experiential equivalencies for certain employee classification. A sample job description for a Chemistry faculty member clearly indicated "Design, review, and evaluate curriculum" as part of essential functions and qualifications. To address additional minimum qualifications equivalencies, the College has a Professional Standards Committee (PSC) that utilizes the Academic Senate for California Community Colleges toolkit, designed to help screen for minimum qualifications. The interview process also supports the alignment of intuitional mission, student needs and incumbents. (III.A.2)

Hiring practices follow Administrative Procedures 7120 and 7924 Management Recruitment and Hiring, as well as Title 5 requirements. These practices demonstrate that there are

processes to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. (III.A.3)

The Human Resources staff verifies that degrees are from accredited institutions or that an equivalency argument has been submitted. All faculty job announcements also list the information regarding non-U.S. institutions as well as align with Administrative Procedure 7211. Academic Senate Professional Standards Committee responds to Human Resources' requests for equivalency review. (III.A.4)

Effectiveness of human resources is achieved by systematic evaluation of personnel. Through policies and procedures provided, all employees of different classifications have an evaluation timeline. Academic Affairs tracks when faculty evaluations are due and communicates with respective faculty that will be evaluated. Similarly, staff are evaluated systematically, as probationary, and non-probationary. Tracking, notification and reminders are systematically sent to ensure compliance. Administrators are peer evaluated and then evaluated by their supervisors. The College has an established mechanism to ensure the effectiveness of its personnel and policies and procedures document the means to do it. (III.A.5)

Standard II.A.6 is no longer applicable.

The College maintains sufficient faculty to support faculty responsibilities essential to the quality of educational programs and services. The College meets the 50% Law and Faculty Obligation Number which demonstrates efforts to provide sufficient faculty. Faculty prioritization instructions and recent recommendations were reviewed. (III.A.7)

The institution has policies and practices demonstrating that part-time and adjunct faculty have opportunities for professional development, orientations, and are involved in the institutional processes, including Academic Senate. (III.A.8)

The College has sufficient staff with appropriate qualifications to support the institution's needs. The College provides mechanism to backfill, redescribe vacancies that become available. (III.A.9)

The College uses integrated planning, shared governance, and board policies/administrative procedures to staff sufficiently, including adding new positions and reclassifying positions. The College maintains sufficient administrators with expertise to effectively lead and support the institutional Mission. (III.A.10)

The College establishes, publishes, and adheres to personnel policies and procedures available for information and review. The College's Board and Administrative policies are reviewed cyclically. The College has board policies for Equal Employment Opportunity, Prohibition of

Harassment, and Nondiscrimination. Various employee handbooks include personnel policies and procedures. (III.A.11)

The College through its procedures support its diverse personnel, while continually assessing its record in employment equity and diversity consistent with its Mission. The College has developed an Equal Employment Opportunity Plan including policies, procedures, resources, contacts and data on employment data and opportunities to address equity gaps in employment and representation. Data is trended and plentiful to help inform decision-making around hiring a diverse workforce. Faculty and management positions require a written diversity statement when submitting applications. Hiring committees must participate in training that includes implicit bias among other Equal Employment Opportunity topics. The Board adopted the Diversity Equity and Inclusion taskforce recommendation to work on equalized employment opportunities. (III.A.12)

The College upholds a written code of professional ethics for all its personnel, including consequences for violation. Board Policy/Administrative Procedure 3050 Intuitional Code of Professional Ethics identifies shared values, encourages complaint filing if there are concerns around ethical behaviors, and describes consequences that are further defined in bargaining agreements. (III.A.13)

The College provides its employees with professional development opportunities consistent with its Mission. It also systematically evaluates its professional development programming and uses the results for continuous improvement. The Human Resources Development Committee coordinates annual professional development programming. (III.A.14)

The College makes provision for the security and confidentiality of personnel records. Personnel files are held in locked file cabinets in Human Resources. District policy on retention and destruction of records describes employee access to their files. Additionally, the College adheres to collective bargaining requirements on personnel files. (III.A.15)

Conclusion:

The College meets the Standard.

III.B. Physical Resources

General Observations:

Allan Hancock College has done significant planning as it relates to the physical resources of the College. The 2014-2024 Facilities Master Plan and Five Year Construction Plan are two documents that identify the improvement needs to facilities. The College also utilizes the program review process to evaluate physical resources. Space Inventory Data is also used for

planning purposes. The College has utilized bond funds and other funding sources to improve instructional and student services spaces.

Findings and Evidence:

Allan Hancock College offers educational facilities that are safe and sufficient at each location where it offers instruction. The College has a work order system where faculty and staff can report issues that have been observed in a classroom or around campus. The College has a Safety Committee that has robust conversations on safety practices, hazard reports, and emergency response activities per review of the agendas and minutes. The College has installed an automated door locking system on several buildings which improves safety and security in the event of an emergency. An anonymous hotline provides an additional layer of safety. (III.B.1)

The College is effectively using Bond Measure I funds as well as state construction dollars to improve the facilities. The most recent Five Year Construction Plan lays out over \$65 million in prioritized district projects. The Facilities Department endeavors to provide safe, well-maintained, and inviting facilities and grounds that create a positive learning and working environment for all that attend, work, and visit the college campuses. The College has established a reserve fund for furniture, fixtures, and equipment requests that are approved through the Facilities and Budget Councils. The 2014-2024 Facilities Master Plan demonstrates the College has done appropriate planning to maintain, upgrade, or replace its physical resources to support its programs and services and achieve its mission. (III.B.2)

In addition to working on developing a new facilities master plan, the College utilizes the program review process to identify needs for instructional, student support, and administrative service functions. The College utilizes several resources to evaluate its facilities and equipment including the use of external agencies per review of property and liability insurance inspections. The development of a Barrier Removal and Transition Plan demonstrates the support of institutional programs and services for faculty, staff, students, and the public. (III.B.3)

The College has developed long range plans to support institutional improvement goals including the 2014-2024 Facilities Master Plan, Five Year Construction Plan, and Program Review. The Team found examples where total cost of ownership was being evaluated, such as in staffing needs associated with the construction of the Fine Arts Complex. The College has increased the number of custodial staff to clean the Fine Arts Complex to meet total cost of ownership needs. (III.B.4)

Conclusion:

The College meets the Standard.

III.C. Technology Resources

General Observations:

The College has sufficient technology services, hardware, software, facilities, and professional support to sustain operational functions, management, academic programs, and teaching and learning. The institution has a council and committee structure for technology governance, planning, and decision-making. In addition, the College has a technology master plan and regularly updates and replaces technology. The College provides a sufficient level of technology at multiple campuses and provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology. The College has policies and procedures in place to guide the appropriate use of technology in the teaching and learning process.

Findings and Evidence:

Allan Hancock College's Information Technology Services (ITS) department manages the operations of computers, phones, enterprise software, websites, servers and networks. After reviewing the ITS organization chart and Program Review, technology resources are appropriate and adequate to support the institution. Students have access to check out laptops and hotspots from the library if they need technology. All campus sites are supported. (III.C.1)

The College's technology planning is evident through the newly completed Technology Master Plan 2022-26 document. Institutional goals are captured in the Technology Plan while the Informational Technology Services (ITS) departmental services and functions are in the department's program review allowing departmental and college-wide needs to be addressed. ITS maintains obsolescence guidelines for technology which is reviewed by the Technology Council. ITS has a building standards document for new building projects to make sure that technology infrastructure is supported. (III.C.2)

The College has appropriate network and internet access at each location. Improvements to these resources are evident through a statement of work for internet access and board action on an award of a contract for a fiber upgrade project. Disaster recovery capabilities utilizing cloud based services has improved network safety and security. Program Review for the ITS department plans for the development of a comprehensive security program and the hiring of a dedicated security analyst position. (III.C.3)

The Information Technology Services (ITS) department provides support to students and employees through an online help desk system. The ITS Help Desk is also available by phone for audio visual and classroom issues. The Distance Education team provides both in-person and online training for faculty. The College has several resources available including information security training, tutorial videos for students, curriculum for employees who edit the website, and courses on computer basics. (III.C.4)

Allan Hancock College has policies and procedures that guide appropriate use of technology, such as Board Policy 3720 Computer and Network Use. The College also has Board Policy 4105

Distance Education. Instructors teaching a distance education course complete a “DE Technical and Pedagogical Readiness Training” per review of the administrative procedure. (III.C.5)

Conclusion:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Allan Hancock College has appropriate board policies on budget development that ensure that the mission and goals of the College drive the budget development process. Financial information is disseminated widely. Shared governance processes allow constituency input into the budget process. The College has a reserve policy that was recently updated that establishes reserve balances significantly higher than before. The College has a balanced budget and has evaluated future scenarios where declining enrollment and other fiscal considerations will impact the College. The budget development process incorporates planning and assessment to ensure that departments receive support for student programs and services. The College undergoes an annual audit to ensure compliance with rules and regulations. Internal controls are in place and are tested annually through the audit process.

Findings and Evidence:

Board Policy 6305 Reserves was updated subsequent to the ISER and indicates that reserves shall be no less than two months of regular general fund operating revenues or regular general fund operating expenditures. Per review of the Budget Book for 2021-2022, the unrestricted reserves exceed this requirement. The Budget Book presented a balanced budget which provides resources to support and sustain student learning. (III.D.1)

Allan Hancock College has a board required reserve policy that is above the minimum requirements for California community colleges. Board Policy 6200 provides direction for the budget development process and the Administrative Procedure directs that budget planning support institutional goals. The Budget Development Calendar demonstrates that the College plans for the creation and dissemination of financial information. (III.D.2)

The College has a Budget Council that provides constituency input into financial planning and budget development. The Budget Council reviews and recommends changes to board policies specific to fiscal areas before they are forwarded to College Council. Per review of Budget Council agendas and minutes it appears that discussions cover appropriate fiscal areas for constituency participation. (III.D.3)

Allan Hancock College prepares Tentative and Final Budgets that are presented to the Board of Trustees. These budgets are developed based on the timelines presented in the Budget

Development Calendar which includes several action items during the development process. The College has an augmentation request process which is used as financial resources are available. (III.D.4)

Allan Hancock College has an external audit conducted each year that evaluates whether the College has appropriate controls in place. A review of the annual external audit reports demonstrates that internal control testing is conducted each year. No findings of material weakness as it relates to internal controls have been found. The College utilizes its enterprise resource system and other third-party software to establish control and approval processes. The enterprise resource system has controls built into it to allow for separation of duties. The College appropriately evaluates which users have access to different aspects of the system. (III.D.5)

Allan Hancock College presents budgets to the Board of Trustees three times per year. The tentative and adopted budgets and supplemented by a revised adopted budget in the spring. Quarterly financial status reports are approved by the Board of Trustees and submitted to the California Community College Chancellor's Office. Decisions from Budget Council, Resource Alignment Committee, and Facilities Council incorporate program reviews and funding requests into the budget documents. (III.D.6)

Allan Hancock College contracts with an external audit firm to conduct an annual evaluation of the financial statements and that evaluates whether the College has appropriate controls in place. These audits are approved by the Board of Trustees on an annual basis. The audit identifies findings or compliance issues that the College must correct. The College has a prior year finding in the most recent audit report dated June 30, 2021 that relates to not having Academic Accommodation Plans in certain DSPS student files. This finding was corrected in a timely manner. (III.D.7, III.D.8)

Allan Hancock College has reserve amounts that are above the minimum requirements for California community colleges. The College board policy on reserves maintains an unrestricted budgetary fund balance of no less than two months of regular general fund operating revenues or regular general fund operating expenditures. (III.D.9)

Allan Hancock College practices effective oversight of its finances through the implementation of internal controls and separation of functions as called for in several board policies and procedures. The Financial Aid and Business Services departments work together to create and reconcile financial aid transactions. The College provides management and financial oversight of the auxiliary organization and foundations. Board policies and procedures over fiscal areas including BP 6300 demonstrate that the College has effective oversight of its finances. The federal financial aid program is audited annually to ensure compliance with federal rules and regulations. (III.D.10)

Allan Hancock College recently updated Board Policy 6305 Reserves subsequent to the ISER and indicates that reserves shall be no less than two months of regular general fund operating

revenues or regular general fund operating expenditures. The increased reserve levels provide reasonable expectation of financial solvency. The College prepared a Fiscal Cliff Simulator as the Student Centered Funding Formula has some uncertainty for districts that are suffering from declining enrollment. This simulator demonstrates long range planning is being done by the institution. The College recently set aside funds in a Pension Rate Stabilization Program to mitigate cost increases in PERS and STRS pension programs. Other short and long term obligations are incorporated into the budget development process. (III.D.11)

Allan Hancock College offers other post-employment benefits (OPEB) with benefits paid for retirees. The College has an irrevocable trust established to set aside funds for future payments. Based on the actuarial study and review of account balances the College had more assets set aside than liabilities for OPEB. The College appropriately accounts for leave balances as seen in the external audit reports. (III.D.12)

Allan Hancock College has no locally incurred debt instruments that can affect the financial condition of the institution. (III.D.13)

Allan Hancock College manages debt, auxiliary activities, and grant programs consistent with the original purpose and in line with the College mission. The annual external audit for the College, auxiliary, and the foundations evaluates the processes of expenditures to make sure they are consistent with the law and agreements that are in place. Compliance testing by the external auditors looks at federal and state requirements. Internal controls established by the College provide oversight of expenditures including the Associated Student Body Government, Associated Student Athletics, and the Pacific Conservatory of Performing Arts. A review of the external annual audits for the foundation verifies compliance with accounting regulations. (III.D.14)

Allan Hancock College has been able to reduce student loan default rates during the last three years of available data. The most recent rate of 7.1 percent is within the 30 percent federal guidelines. The College provides student loan exit counseling to any students that graduate or drop below six units. The College completes an external financial audit each year which includes an examination of federal programs. (III.D.15)

Allan Hancock College has effective policies and procedures over contractual agreements to ensure the mission and goals of the College are incorporated into the supplies, services, and equipment that it purchases. Purchasing processes follow California law. A review of board policies and administrative procedures on purchasing and contracts shows that purchases made by the College are consistent with the mission and goals. The Business Serviced Department Purchasing Contracts Guide provides employees with detailed steps to follow. (III.D.16)

Conclusion:

The College meets the Standard.

Standard IV Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The governance and leadership structures at Allan Hancock College ensures academic quality and student success through the encouragement of innovation, collaboration, and institutional improvement. Avenues exist for the vetting, planning, and implementation of improvements from all constituency groups. Governance roles are set in policy and procedure to ensure a balance of administrative leadership and involvement of constituency groups and facilitate decisions that support student learning and improve institutional effectiveness.

Findings and Evidence:

The team observed the College maintains process for participative planning and implementation, with all campus constituencies contributing to institutional innovation and effectiveness. When ideas for improvement have policy or significant institution-wide implications, systematic participatory processes are used to assure effective planning and implementation. Allan Hancock College has formal shared governance structures described in the Councils and Committees Pathways to Decisions (CCPD) Manual, in addition to cultivating innovation in less formal capacities, including ad hoc and self-formed task forces. (IV.A.1)

Shared governance is a value held at Allan Hancock College. It can be seen in the values statement, committee structure, board policy, communication between constituency groups. In addition to shared governance with faculty and staff, the students are included. Policies and Procedures authorize various employee group's participation in decision-making. Policy specifies ways in which individuals bring ideas and work together to achieve outcomes. The Councils and Committees Pathways to Decisions (CCPD) document describes the shared governance process, with councils and committees being the primary mechanism for vetting opportunities and recommendations; the employees based on their role may have other mechanisms for decision-making that allows the institutional Shared Governance process to vet and inform decisions. (IV.A.2)

Administrators and faculty exercise substantial voice in policies, planning and budget within their responsibilities and expertise. The CCPD defines roles and responsibilities for employees, including faculty and administrators in governance and decision-making. All councils are co-chaired by an administrator and a faculty member (appointed by Academic Senate). College Council integrates planning and resource allocation as well as proposed board policies which can then be recommended to the Board of Trustees. Examples include work from the Institutional Effectiveness Council, the Educational Master Plan retreat, and Completion by Design Framework. (IV.A.3)

The CCPD describes the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters. It provides both the guiding principles and the day-to-day procedures for the college's shared governance processes. The document is routinely reviewed and updated as needed, most recently in 2020. BP 4020 delegates to the Academic Senate through its curriculum committee the authority to establish procedures for the development and review of all curricular offerings, including establishment, modification, or discontinuance. (IV.A.4)

The College maintains approved policies specifying the participation and roles of campus constituency groups and takes care to distinguish curricular decisions from broader institutional concerns. The breadth of involvement detailed in the CCPD ensures a diversity of opinions are included in decision-making. Documents show campus groups regularly participate in council and committee meetings on behalf of their constituency groups. The College maintains structures for communicating decisions and ensuring transparency of council and committee deliberations. Decision-making is documented and widely communicated. Agendas and meeting notes as well as other resources are on the myHancock portal and accessible to the campus community. Schedules for councils and committees are posted annually. (IV.A.5, IV.A.6)

The College regularly assesses its governance and decision-making structures through multiple instruments and processes. The results are disseminated to all constituencies and posted online for public review. The CCPD tasks the Institutional Effectiveness Council to develop and implement processes to assess the integrity and effectiveness of governance and decision-making. The team observed the results are examined for potential improvements in process or adjustments in policy. For example, using a campus climate survey administered by a third party, the results included First Friday Forums, more frequently town halls, open office hours for senior administrators, among others. (IV.A.7)

Conclusion:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Allan Hancock College employs a Superintendent/President who has authority for implementing board policies, directing college employees, and developing and implementing administrative procedures. The Board of Trustees delegates authority to the Superintendent/President for overall operations of the College and quality of the institution. The Superintendent/President has developed a culture of evidence for participatory decision making as a co-chair of the College Council. The Superintendent/President communicates effectively with the campus and local community.

Findings and Evidence:

The Board of Trustees delegates administrative authority to the Superintendent/President as defined in policy and holds the office responsible for the quality of instruction, support services, and the overall college operations. The Board receives regular reports on institutional performance and progress from the Superintendent/President. The Superintendent/President chairs or co-chairs key shared-governance committees, as well as maintaining policies and procedures for the effective operations of Allan Hancock College. (IV.B.1)

Board policy and observed practice place responsibility for the College's hiring and staffing to the Superintendent/President. Through an organizational structure of administrators, faculty, and staff, the Superintendent/President ensures that the mission, goals, and board policies of Allan Hancock are enacted to best serve students. Appropriate authority is delegated to administrators and shared governance committees, as exemplified by the College Council, President's Cabinet, and senates. (IV.B.2)

The Superintendent/President is responsible for establishing policy and practice which guide goals, values, and mission. A revised Educational Master Plan in 2021 provides evidence of this work continuing even through the pandemic. Shared governance bodies such as the College Council, Institutional Effectiveness Council, and Resource Alignment Committee provide input from campus constituents and align planning with resources and support. (IV.B.3)

Institutional data for student success, institutional performance, and fiscal operations are shared throughout campus in various reports, presentations, and committees. An accreditation liaison officer is identified for the lead contact with the Commission. Additionally, the Superintendent/President maintains a culture that values accreditation, as administrators and faculty participate with other college accreditation visits. Structurally, the Institutional Effectiveness Council has primary responsibility for representing campus constituents in the accreditation process. (IV.B.4)

The Superintendent/President is charged with maintaining and implementation of policies that assure institutional practices align with mission and budget control. The team observed that through practice, the College's mission is reviewed and widely distributed including on monthly Board of Trustees' agendas. The Superintendent/President stays current with changing regulations and statutes, and includes structural fiscal reporting and expenditures to ensure control of budgeting and purchasing that support student learning and mission effectiveness. (IV.B.5)

The team observed an extremely strong relationship with local communities served by Allan Hancock College. Throughout the pandemic, the College was a community leader in providing basic services and food security for students and local residents. A strong outreach program is maintained that brings local school students onto campus for regular interaction. Through the PCPA Pacific Conservatory Theatre program, a regional presence has been established further strengthening community connections, including a unique outreach to school-aged children who otherwise would not be exposed to live theater events. The Superintendent/President is

active in local committees and boards and communicates effectively with the service area through activities such as a monthly op-ed column in a local newspaper. (IV.B.6)

Conclusion:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Board of Trustees provides leadership for the College. The board maintains hiring and regular evaluation processes and delegates authority for daily operations to the Superintendent/President. The Board evaluates itself annually, adheres to strict ethical requirements, speaks with one voice, and participates in professional development for better trusteeship.

Evidence and Findings:

The Board of Trustees and its policies address quality improvement and adherence to the mission and vision for Allan Hancock College. The Board maintains policies and procedures that detail the body's accountability for academic quality and effectiveness of learning programs, student services, and financial ability to work toward the institutional mission. These policies are reviewed on a regular basis. (IV.C.1)

The Board maintains and adheres to policies that prescribe the ways in which it may make decisions or act. The Board of Trustees has policies for selecting and evaluating a Superintendent/President and evidence provided shows it follows those processes. The Board of Trustees' composition is representative of the communities the college serves, maintains strict controls between political and district business, and avoids any conflict of interest. (IV.C.2, IV.C.3)

Policies are maintained that describe and assess expectations for quality, integrity and improvement of student learning programs and services. The Board also exercises its responsibility to support institutional standards for the improvement of student achievement and learning. They communicate actions to the public which are consistent with policies and bylaws. (IV.C.4, IV.C.5)

The Board of Trustees regularly reviews and updates its policies, which are documented in its public documents. Regularly review of data on college progress and student performance occur. The Board maintains and follows policies for continuity of leadership, staggered terms of office, ongoing development, and orientation for new members. (IV.C.6, IV.C.7, IV.C.8)

The Board of Trustees conducts a self-evaluation process regarding its role, functioning, and effectiveness. Policies and procedures exist for addressing unethical behavior and conflicts of interest. During the review period, no conflicts of interest have been noted nor do any board members have any ownership of the institution. (IV.C.9. IV.C.10, IV.C.11)

The Board of Trustees delegates administrative authority to the Superintendent/President as defined in policy, and that authority is publicly available to all parties. The Board receives regular reports on institutional performance and progress so that it can fulfill its legal and financial obligations and ensure academic quality for students. (IV.C.12)

The Board of Trustees receives training about the accreditation process, including accreditation standards, eligibility requirements, and commission policies. They participate in institutional self-evaluation and planning efforts, and board actions indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes. (IV.C.13)

Conclusion:

The College meets the Standard.

Quality Focus Essay

Topic 1:

Much work has been done at the College to eliminate pre-transfer level English and mathematics courses and to improve throughput in transfer-level mathematics and English courses. The focus of Project 1 for the Quality Focus Essay is to continue this work, with specific focus on mathematics. Specifics include expanding tutoring support (embedded in courses and peer mentoring), incentivizing student participation, early alerts and interventions, and communication to potential students.

In addition, the College plans to provide professional learning for culturally responsive teaching, including communities of practice. The overall goal of this project is to continue to improve throughput in transfer-level mathematics and English courses.

Topic 2:

Improving alignment of instructional assessment processes is the focus for Project 2 of the Quality Focus Essay. The College plans to update the Institutional Assessment Plan to reflect the current work being done on learning outcomes assessment and program review. Likewise, the College plans to develop evaluation processes for assessment procedures and assess governance structures involved in student learning outcome assessment. The overall goal for this project is to align program review and learning outcomes assessment work.

Appendix A: Core Inquiries



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

Allan Hancock College
800 South College Drive
Santa Maria, CA 93454

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 28, 2023.

Dr. Kevin Trutna
Team Chair

Allan Hancock College
Peer Review Team Roster

Team ISER Review
March 28, 2023

Dr. Kevin Trutna, Team Chair
Feather River College
Superintendent/President

Dr. Carlos Peñaloza, Vice Chair
Leeward Community College
Chancellor

ACADEMIC MEMBERS

Dr. Timothy Brown
Riverside City College
Professor

Ms. Cara Kreit
College of Marin
Faculty

Ms. Brandy Wilds
West Hills College Coalinga
English Faculty

Dr. Robert Holcomb
Santa Rosa Junior College
Vice President of Academic Affairs/ALO

ADMINISTRATIVE MEMBERS

Dr. Marsha Gable
Grossmont College
Vice President, Student Services

Mr. Rajinder Samra
Las Positas College
Director of Institutional Research, Planning &
Effectiveness

Mr. Trevor Stewart
Vice Chancellor, District Administrative
Services
Yosemite Community College District

ACCJC STAFF LIAISON

Dr. Kevin Bontenbal, Vice President

Summary of Team ISER Review

INSTITUTION: Allan Hancock College

DATE OF TEAM ISER REVIEW: March 28, 2023

TEAM CHAIR: Dr. Kevin Trutna

A nine-member accreditation peer review team conducted Team ISER Review of Allan Hancock College on March 28, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, administration, and board members. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on December 1, 2022 and held a pre-review meeting with the College CEO and staff through a site visit on February 21, 2023. The entire peer review team received team training provided by staff from ACCJC on February 7, 2023. Prior to the Team ISER Review, team members met on March 8, 2023, held a virtual Meet and Greet with College personnel on March 14, 2023, and led a virtual Open College Forum on March 15, 2023. Team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review. Team members were granted access to a random sampling of twenty online courses as part of the ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US Education Department regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur during the week of October 2-6, 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The College should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: The team seeks to learn more about the status of the instruments the college is developing to assess the effectiveness of the implementation of the Councils and Committees Pathways to Decisions (CCPD).</p>
<p>Standards or Policies: I.B.7</p>
<p>Description:</p> <p>The team is clear on the college's improvement plan to develop and implement an instrument that assesses the Councils and Committees Pathways to Decisions (CCPD). The team would like to learn more about the status with the development of the assessment models, the plan for their implementation, and how the results will be analyzed and used for improvements.</p>
<p>Topics of discussion during interviews:</p> <ol style="list-style-type: none">Who is responsible for the development of the instruments and their implementation?What is the timeline for deployment?What is the plan for the analysis of assessment results?
<p>Request for Additional Information/Evidence:</p> <ol style="list-style-type: none">Documents outlining the timeline and responsible parties for the creation of the assessment instrumentsDocuments detailing the instrumentsThe implementation planThe analysis plan
<p>Request for Observations/Interviews:</p> <ol style="list-style-type: none">Co-chairs of the Institutional Effectiveness Council and Academic Senate Executive committeeVice President of Institutional EffectivenessOthers involved with the development and implementation of the assessment instruments.

Core Inquiry 2: The Team seeks to understand how the institution ensures regular and substantive interaction (RSI) between students and instructors is occurring in its distance education courses.

Standards or Policies: Policy on Distance Education and Correspondence Education

Description:

The Team reviewed a random sample of 20 DE courses from Fall of 2022.

The team did not observe regular and substantive interaction occurring consistently in the sample of courses provided.

Topics of discussion during interviews:

- a. How are faculty trained to design and teach DE courses to include regular and substantive interaction?
- b. How is regular and substantive interaction being implemented in online courses?
- c. What is the approval process for new DE courses that determine if regular and substantive interaction is part of the course and how is the college determining if courses adhere to this policy?

Request for Additional Information/Evidence

- a. A new sampling of DE courses to assess regular and substantive interaction.
- b. Documentation of training for faculty in DE course design and implementation to include regular and substantive interaction.
- c. Documentation for the approval process for DE courses that ensures regular and substantive interaction.
- d. Evidence of how the college is evaluating regular and substantive interaction in occurring in DE courses.

Request for Observations/Interviews

- a. DE Coordinator
- b. DE Committee Chair
- c. DE Faculty
- d. Instructional Designer
- e. Flex/PL Coordinator

Core Inquiry 3: The team seeks to understand how the college ensures SLOs on syllabi match with SLOs on the official Course Outline of Records.

Standards or Policies: II.A.3

Description:

In its review of course syllabi, the team found missing and/or inconsistent SLOs to those on the official course outline of record.

Topics of discussion during interviews:

- a. What is the process for determining that SLOs on course syllabi are listed and match SLOs on the official course outline of record?

Request for Additional Information/Evidence:

- a. Random sampling of course syllabi and course outlines of record.
- b. Documentation informing faculty of their obligation to include SLOs on course syllabi.
- c. Documentation describing the process for ensuring SLOs on syllabi match those on the official course outline of record.

Request for Observations/Interviews:

- a. SLO Coordinator
- b. Academic Senate President
- c. Curriculum Committee Chair

Core Inquiry 4: The team seeks to understand more about how the college evaluates and determines it has sufficient staffing levels (faculty, staff and administrators) to achieve its mission.

Standards or Policies: III.A.7, III.A.9, III.A.10.

Description:

The team reviewed the following evidence but was unclear how the college determines and evaluates sufficient staffing levels for faculty, staff and administrators:

- Faculty Obligation Numbers, calculated by the CCCCO (III.A.07-01)
- Instructions for prioritizing positions document (III.A07-02)
- List of prioritized positions (III.A07-03)
- PAR/NE form describing position requested (III.A03-05)
- Sample Job descriptions for evidence of staffing qualifications (III.A09-01)
- Reclassification process (III.A09-04)

Topics of discussion during interviews:

- a. How does the prioritization flow work?
- b. What are the discussions about closing the loop from identified need, evaluation, prioritization, funding, and approval for appropriate staffing levels for Faculty, Staff and Administration?
- c. How do needs identified flow from program review to president decision.
- d. How is a sufficient staffing need evaluated?
- a. How does the college evaluate needs based on growth, needs, and/or new initiatives?

Request for Additional Information/Evidence:

- a. Meeting notes on prioritization efforts
- b. Document with qualitative and quantitative information informing the prioritization process
- c. Information describing how staffing levels are identified and evaluated

Request for Observations/Interviews:

- a. Resource Alignment Committee Chair
- b. Institutional Effectiveness Council Chair
- c. Vice President of Institutional Effectiveness
- d. Individuals involved in staffing prioritization

Core Inquiry 5: The team seeks clarification that long-range plans reflect projections of the total cost of ownership of new facilities and equipment.

Standards or Policies: III.B.4, III.C.2.

Description:

The Team found examples where total cost of ownership was being evaluated, such as in staffing needs associated with the construction of the Fine Arts Complex. The team could not find evidence that total cost of ownership analysis was being done consistently across all planning as it relates to the cost of staff for new facilities and equipment.

The Team further found examples where long-term technology planning was being evaluated, such as funding for technology replacement being allocated using Restricted Lottery resources. The team could not find evidence of a similar analysis across all planning as it relates to the cost of ownership for technology resources.

Topics of discussion during interviews:

- a. How is Total Cost of Ownership included in current planning being done by the College?
- b. How does Total Cost of Ownership for staffing new buildings occur as the building comes on line?
- c. How is Total Cost of Ownership for technology equipment as it relates to funding needs identified in the Technology Plan and other documents?

Request for Additional Information/Evidence:

- a. Information relating to staffing levels associated with new Fine Arts Complex.
- b. Documentation showing where staffing levels are included in long-range planning.
- c. Evidence showing how are funds allocated to meet new staffing needs.
- d. Evidence showing where technology improvement purchases identified in the Technology Plan are being or planned to be funded from.

Request for Observations/Interviews:

- a. CBO
- b. Facilities Council
- c. Technology Council