



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

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2014 Annual Report REVIEW

Allan Hancock College
800 South College Drive
Santa Maria, CA 93454-6399

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Nancy Meddings
3.	Phone number of person preparing report:	805-922-6966 ext. 3475
4.	E-mail of person preparing report:	nmeddings@hancockcollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://epubs.hancockcollege.edu/catalog/2013-14/#?page=10
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.hancockcollege.edu/public_affairs/accreditation.php
6.	Total unduplicated headcount enrollment:	Fall 2013: 15,608 Fall 2012: 15,723 Fall 2011: 14,671
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	10,523
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	2,458
9.	Number of courses offered via distance education:	Fall 2013: 154 Fall 2012: 146 Fall 2011: 145
10.	Number of programs offered via distance education:	10
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 3,839 Fall 2012: 3,793 Fall 2011: 3,884
	Total unduplicated headcount	Fall 2013: 0

12.	enrollment in all types of Correspondence Education:	Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	67 %									
14b.	Successful student course completion rate for the fall 2013 semester:	71 %									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">a.</td> <td style="width: 75%;">If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td style="width: 20%; text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td style="text-align: center;">880</td> </tr> <tr> <td style="text-align: center;">c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td style="text-align: center;">545</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	880	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	545
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	545									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,594									
16b.	Number of students who received a degree in the 2012-2013 academic year:	954									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	640									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,500									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	1,627									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Transfer Studies									
19a.	Number of career-technical education (CTE) certificates and degrees:	149									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	149									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	n/a									

19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	n/a																									
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																										
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Nursing, RN</td> <td>51.38</td> <td>national</td> <td>0 %</td> <td>87 %</td> </tr> <tr> <td>Nursing, LVN</td> <td>51.39</td> <td>national</td> <td>0 %</td> <td>100 %</td> </tr> <tr> <td>Law Enforcement Academy</td> <td>43.01</td> <td>state</td> <td>0 %</td> <td>100 %</td> </tr> <tr> <td>Fire Technology Academy</td> <td>43.02</td> <td>state</td> <td>0 %</td> <td>100 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	Nursing, RN	51.38	national	0 %	87 %	Nursing, LVN	51.39	national	0 %	100 %	Law Enforcement Academy	43.01	state	0 %	100 %	Fire Technology Academy	43.02	state	0 %	100 %	
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21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:																										
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22.	Please list any other instituion set standards at your college:																										
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23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Allan Hancock College (AHC) has held campus-wide Assessment Days several times each semester since August 2010. All staff, especially faculty, are invited to participate in 1/2 or full day activities on SLOs outcomes and achievement. A highlight is reports from our ILO cross-disciplinary evidence teams, who present (anonymously) student artifacts, assessments, and their analysis. The ILO teams have modeled the use of rubrics in assessment. Some departments, such as math and Spanish, follow up Assessment Day with department-wide SLOs retreats. The Spanish department has engaged adjunct faculty in these activities through the use of simple assessment templates, and training on how to create columns for SLOs assessment in the Blackboard system (hidden from student view, but easy to incorporate when grading work).</p> </div>																										

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	926

	b.	Number of college courses with ongoing assessment of learning outcomes	883
		Auto-calculated field: percentage of total:	95.4
Programs			
25.	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	210
	b.	Number of college programs with ongoing assessment of learning outcomes	190
		Auto-calculated field: percentage of total:	90.5
Student and Learning Support Activities			
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	13
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	13
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:		n/a
28.	Number of courses identified as part of the GE program:		153
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		97 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?		Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:		140
32.	Number of Institutional Student Learning Outcomes defined:		7
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).		90 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:		100 %
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>Two of the non-instructional ILOs at Allan Hancock College are Personal Responsibility and Global Awareness. These are often documented through the Associated Student Body Government activities or other student organization events. Activities include the March in March, Diversity Week, and One in Every Backpack, a drive to give every student a small brochure with mental health and crisis support contact information. ILO evidence teams assess and report out on these activities using rubrics, much like other ILOs. AHC made free student planners featuring our mascot Spike the Bulldog and the ILOs, which were distributed to day and evening students. The ILOs are presented in an endless loop Power Point on a large screen in the Student Center. There is also a page on the public website featuring outcomes including ILOs at: http://www.hancockcollege.edu/institutional_research_planning/learning_outcomes/outcomes.php.</p>		
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this</p>			

section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

The Allan Hancock College Institutional Assessment Plan assists faculty and staff in alignment of outcomes, as well as analysis of assessments and how to revise outcomes. The final step of the four step SLOs assessment process at AHC is reflection and revision. Following this process, faculty have made changes and improvement plans; for example, after reflecting as a group, the Spanish department changed all their course level SLOs to better align with program level SLOs. At AHC, SLOs are reviewed every year either through the comprehensive (every six years) program review or an annual program review update. This allows an opportunity for curriculum and resource needs to be revised frequently. For example, a geology instructor realized the need for more mineral identification resources and field trips after assessing course-level SLOs. This need was then reflected in his program review, and if funded would also lead to a revision in the course outline of record.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

At Allan Hancock College, faculty SLOs liaisons and SLOs coordinators, as well as the faculty chairs of the Learning Outcomes and Assessment Committees (LOACS) communicate and promote dialog on SLOs assessment in their departments. There are two LOAC committees, one for academics and one for student services. The LOACs report to the Student Learning Council and Student Services Council, which in turn report to College Council. The shared governance College Council facilitates communication district-wide on policy and planning. College Council also assigns district-wide goals, objectives, and priorities. SLOs assessment dialog and information can occur through this council process, or the program review process mentioned earlier. SLOs information directly impacts strategic planning goals and resource allocation. One example of this occurred in 2011-12, when improving basic skills outcomes was selected at the AHC annual strategic planning retreat as the major district focus for that year, based in part on SLOs assessment.

38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

SLOs dialog and reporting of assessment results occurs at Assessment Days and at the LOAC committees and other meetings at Allan Hancock College, as mentioned above. In addition, there have been presentations on SLOs assessment at all-staff convocation days and in campus newsletters. SLOs assessment results and resource requests are forwarded to Cabinet-level administrators, who then present them at the annual strategic planning retreat. The retreat is attended by 100 or so faculty and staff from all programs, departments, and constituencies, as well as governing board members and students. At the retreat, which occurs over several days, needs and resource requests based on SLOs assessment are prioritized. The highest priority needs guide annual planning directions, as well as suggesting possible funding sources such as district, grant, categorical and/or foundations.

39. Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

One memorable demonstration of SLOs assessment at Allan Hancock College was presented at an Assessment Day by an accounting instructor, who shared his own surprise at his SLOs assessment results. This long-time and well respected teacher had taken SLOs assessment "with a grain of salt", until the results clearly demonstrated his students were not grasping an important concept. He then reflected and made revisions, which was one of the best aspects

of his presentation. His clear understanding of how to make an improvement plan helped other instructors who had not done so yet. Another excellent presentation was by a math instructor who uses student response systems, AKA "clickers" for her assessments. This led other teachers to consider using appropriate technology tools for assessment, and several have been using tablets ever since. The willingness of the faculty to share their experiences and best practices has increased institutional effectiveness in SLOs assessment.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 2 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	AHC has already had 2 substantive changes for distance education approved; there are more degrees available 51% or more online.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Lompoc Valley Center and Online through Blackboard
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Dr. Kevin Walthers). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

Send e-mail Notification to CEO to certify report

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