

Accreditation

2017 Follow-Up
Report

STUDENT SERVICES

Directory

Allan Hancock College

Follow-Up Report

Submitted by:

Allan Hancock College

800 South College Drive, Santa Maria, California 93454

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Submitted

May 9, 2017

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Follow-Up Report Certification

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

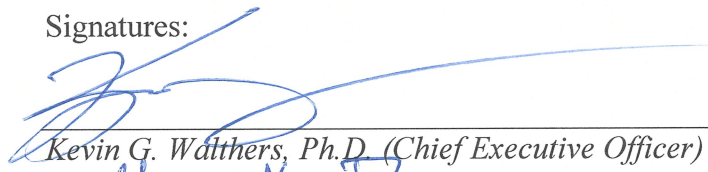
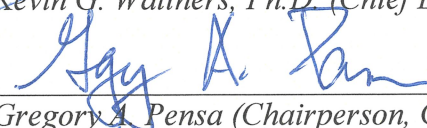


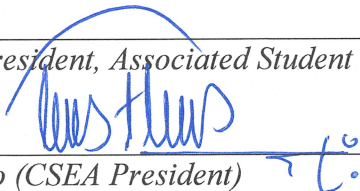
Kevin G. Walthers, Ph.D.

Allan Hancock College

800 South College Drive, Santa Maria, California 93454

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

 Kevin G. Walthers, Ph.D. (Chief Executive Officer)	4/27/17 (Date)
 Gregory A. Pensa (Chairperson, Governing Board)	4/28/2017 (Date)
 Marla Allegre (President, Academic Senate)	5/1/17 (Date)
 Michael Huggins (President, Associated Student Body Government)	4/28/17 (Date)
 Luis Flores-Gallardo (CSEA President)	5/2/2017 (Date)

Report Preparation

Upon receipt of the Commission's action letter dated February 3, 2017, the college had completed a considerable portion of its response to the anticipated recommendations referenced by the visiting team at its September 2016 exit interview. The college Board of Trustees was apprised of the accreditation visit and the subsequent submissions of Report of Omissions and Errors of Fact, Institutional Self-Study Addendum, and the president's presentation at the Accrediting Commission for Community and Junior Colleges (ACCJC) meeting.

Faculty, administrators, the Faculty Association, human resources, and classified staff were immediately engaged in supporting the response to the recommendations. Faculty and staff engaged in instruction and support of our distance education program, administrators responsible for faculty and staff evaluations, and our Academic Senate and the Academic Policy & Planning (AP&P) committee were engaged in addressing the recommendations that pertained to curriculum, distance education, and faculty and staff evaluations.

This work continued as a campus-wide effort in spring 2017. Follow-up was conducted with campus constituencies responsible for responding to the three recommendations and supporting evidence was assembled to document the college had fully met the standards.

The Allan Hancock College Board of Trustees will review the follow-up report at its May 9, 2017 meeting.

Response to Commission Letter

Allan Hancock College received notification of the Accrediting Commission for Community and Junior Colleges (ACCJC) review of evidentiary materials and the Institutional Self-Evaluation Report (ISER) submitted by Allan Hancock College, the presentation made by the College president at the commission meeting, and the External Evaluation Team Report prepared by the evaluation team that visited September 26-29, 2016. The ACCJC acted to reaffirm accreditation for 18 months and to require a follow-up report on the issues identified in the team's findings of noncompliance at the college.

The ACCJC found Allan Hancock College was out of compliance with Standards II.A.2, II.A.3, and II.A.16 (Recommendation 2), II.A.2, II.A.7, and II.A.16, Policy of Distance Education and Correspondence Education (Recommendation 3), and III.A.5 (Recommendation 6)

The evidence and analysis that follows will demonstrate the College fully meets the standards

Recommendation 2

In order to meet the Standards, the team recommends the college review, modify, and implement the curriculum approval and tracking process of course outlines, including distance education, to ensure accuracy, currency, and systematic evaluation. (Standards II.A.2, II.A.3, and II.A.16)

Evidence of Meeting the Standard

- [II.A-1](#) Technical Review Committee Roles and Responsibilities
- [II.A-2](#) 02-09-2017 Technical Review Committee Notes
- [II.A-3](#) 03-30-2017 Technical Review Committee Notes
- [II.A-4](#) 04-20-2017 AP&P Agenda Technical Review Committee Review Approval
- [II.A-5](#) 02-02-2017 AP&P Minutes APPROVED
- [II.A-6](#) 02-16-2017 AP&P Minutes APPROVED
- [II.A-7](#) 03-02-2017 AP&P Minutes APPROVED
- [II.A-8](#) 03-16-2017 AP&P Minutes APPROVED
- [II.A-9](#) 04-06-2017 AP&P Minutes DRAFT
- [II.A-10](#) 04-20-2017 AP&P Agenda
- [II.A-11](#) 05-19-2017 AP&P Summary Report APPROVED
- [II.A-12](#) First Reading: Revised Board Policy and Administrative Procedure 4020, Program, Curriculum, and Course Development
- [II.A-13](#) CurricUNET Course Review - Spring 2017

Analysis and Evaluation

Evidence the college meets the standard and analysis provided will show the college faculty have taken immediate actions to modify and implement the curriculum approval and tracking process of course outlines, including distance education, to ensure accuracy, currency, and systematic evaluation.

The college faculty took ownership of the state of our course reviews and curriculum processes that contributed to this recommendation. Immediately following the Visiting Team exit statements, the Academic Senate, Academic Policy and Planning (AP&P) committee, and the Technical Review Committee (TRC) launched a comprehensive review of the course outlines of record referenced by the team as being out of date. The Academic Senate, AP&P, and Technical Review Committee (a subcommittee of the Academic Senate), worked together to put into place process improvements to ensure regular review of all courses, including distance education, implementation of curriculum process improvements, and tracking of curriculum actions are documented effectively. Allan Hancock College's curriculum processes were reviewed and the Technical Review Committee developed recommendations for improving the curriculum review and approval process, ([II.A-1](#)), ([II.A-2](#)), ([II.A-3](#)), and on April 20, 2017, AP&P reviewed the Technical Review Committee's recommendations for approval. ([II.A-4](#))

The recommendations are as follows:

Goal: Identify and address issues regarding course and program proposals prior to full AP&P committee review.

Roles and Responsibilities of TRC Chair

- Coordinate and assign proposals to the TRC members.
- Determine proposal readiness for full AP&P committee review.
- Participate in other curriculum-related activities.

Roles and Responsibilities of TRC Members

- Ensure completion of required curriculum management system fields.
- Ensure consistency among the different proposal fields.
- Correct spelling, grammar, and format issues.
- Ensure adequate supportive documentation.
- Ensure an integrated course outline of record.
- Participate in other curriculum-related activities.

Evaluation Process

1. Evaluate proposal process
 - TRC proposal review to AP&P committee review and approval.

2. Survey initiators

Use a 3-point Likert scale – strongly agree, agree, and disagree:

- The TRC is helpful in writing the course/program proposal.
- The TRC is available and responds in a timely manner.
- The worksheets facilitate ease of completion of course/program proposals.
- Any suggestions for improving the TRC process?

Progress Made Since the Team Visit:

In spring 2017, the Academic Policy & Planning committee reviewed and approved course outlines of record in spring 2017 from February through May. The AP&P committee will review the remaining 44 courses by the close of the 2017 semester in May ([II.A-5](#)), ([II.A.6](#)), ([II.A-7](#)), ([II.A-8](#)), ([II.A-9](#)), ([II.A-10](#)), ([II.A-11](#)), ([II.A-12](#)), ([II.A-13](#)). All curriculum actions will be submitted to the Board of Trustees for review and approval.

Following the visiting team's visit in September, 2016, the college immediately launched a review of the 205 courses needing review. All, but 59 of those courses were reviewed by the AP&P committee and Board approved by the second week of December, 2016. The schedule for reviewing the remaining courses was part of the college's response to the recommendation and provided in the evidence in December, 2016. The AP&P committee continued the review of the remaining courses commencing in February, 2017. During the review, additional courses were found to be duplicated on the list, not in our catalog or had been reviewed and approved by the AP&P committee. The remaining 44 courses will be launched in Meta, our new version of CurricUNET the first week of May for faculty and AP&P review. After this process, we will have reviewed the 205 courses and now meet the standard.

Recommendation 3

In order to meet the Standards and policy on Distance Education and Correspondence Education, the team recommends the College ensure courses taught through distance education include regular and substantive contact initiated by the instructor (Standards II.A.2, II.A.7, and II.A.16 and the policy on Distance Education and Correspondence Education).

The evidence and analysis that follows will demonstrate the college fully meets the standards

Evidence of Meeting the Standard

[II.A.2-1](#) AGENDA ITEM 9B Plan for Addressing Distance Education Accreditation

Analysis and Evaluation

The college did not adequately provide evidence of regular and substantive contact for distance education courses. This was primarily due to a practice of faculty members using their college email accounts to have contact. We have provided additional evidence to show that we do meet the standard and federal guidelines. Further, both the Academic Senate and Faculty Association have taken ownership of the process and will put in place new guidelines to ensure that contact is recorded, documented and retained in a consistent manner by all faculty.

In response to the recommendation, the Academic Senate took the lead in the development of processes that address quality substantive contact and the overall evaluation and quality of Allan Hancock College's Distance Education program. The following reflects the planned implementation components:

Plan for Addressing Distance Education Accreditation Recommendation:

(New components are in **bold**.)

Phase 1: Course Development

1. New Distance Education instructors must be trained/certified in technology, accessibility, and **pedagogy**. (Distance Learning Specialist, Academic Resources Technical Specialist, Professional Development sessions)
2. **Pre-Launch Review** for new Distance Education courses to examine for Regular Substantive Contact, accessibility (Distance Learning Specialist, approved Department Mentors, Academic Resources Technical Specialist).
3. Separate Course Approval for Distance Education Offerings (AP & P)
4. **Syllabus Statements**: regarding regular substantive contact, communication within Canvas, "attendance" and participation requirements (*Sample template provided by Academic Senate for best practices.*)

Phase 2: Institutional Quality Review

1. Professional Development Calendar
Attending scheduled Professional Development activities on effective contact, accessibility, communication tools and strategies, etc.
2. **Peer Review Options**: Distance Education instructors participate in peer review activities chosen from those listed below, using the Senate-approved rubric*. **All Distance Education courses should be reviewed within the three-year evaluation cycle.** Documentation of participation lives in annually reported Professional Development, sign-in sheets, and reports in self-evaluation.
 - Submitting a course to Online Education Initiative, Quality Matters, or some other professional Distance Education organization* approved by the Distance Learning Specialist (may use Online Education Initiative, Quality Matters, or other organizational rubric as required);
 - One-on-one review with the Distance Learning Specialist or a **Distance Education Mentor** approved by Distance Learning Specialist;
 - Attending a **scheduled peer review** session through Professional Development;
 - Participating in a **departmental peer review session with provided training (or led by approved Distance Education Mentor)**.
3. **Revised Program Review Annual Update** will ask faculty to include any new Distance Education courses and document how the program establishes and maintains regular substantive contact.

Phase 3: Sustainability

1. Program Review Comprehensive (six years) documents how faculty in the program maintain regular effective contact.
2. Evaluation Process (every three years for tenured faculty) includes at least one visit. Add to that through MOU:
 - **Ensure that training is provided for team members who conduct Distance Education class visits if they are not experienced Distance Education faculty.**
 - **Reintroduction of Distance Education student ratings instrument.**
 - **Checklist for collecting evidence to document regular effective contact. (Faculty Association/District to sign MOU)**
3. Accreditation
Maintain a system by which documents faculty regular substantive contact, as well as, evidence of distance education quality assessments.

Recommendation 6

In order to meet the Standards, the team recommends the college continue the progress made on updating evaluations and ensure that performance evaluations are regularly and consistently completed for all employees (Standard III.A.5).

The evidence and analysis that follows will demonstrate the college fully meets the standards

Evidence of Meeting the Standard

<u>III.A.5-1</u>	Board Policy/Administrative Procedure 7150, Administrator Evaluations
<u>III.A.5-2</u>	Board Policy/Administrative Procedure 2435, Evaluation of the Superintendent/President
<u>III.A.5-3</u>	Board Policy/Administrative Procedure 2745, Board Self-Evaluation
<u>III.A.5-4</u>	District/CSEA Collective Bargaining Agreement, Evaluation Article
<u>III.A.5-5</u>	District/Faculty Association Collective Bargaining Agreement, Evaluation Forms
<u>III.A.5-6</u>	District/Part-time Faculty Association Collective Bargaining Agreement, Evaluation Article
<u>III.A.5-7</u>	Student Worker Evaluation Form
<u>III.A.5-8</u>	Classified Performance Evaluation Guide
<u>III.A.5-9</u>	Faculty Evaluation of the Superintendent President, Academic Senate
<u>III.A.5-10</u>	Part-time Faculty Evaluation Forms
<u>III.A.5-11</u>	Classified Evaluation Form
<u>III.A.5-12</u>	Administrator Evaluation Forms
<u>III.A.5-13</u>	Administrator Evaluation Tracking Document
<u>III.A.5-14</u>	Sample (redacted) Improvement Plan
<u>III.A.5-15</u>	Administrative Team agenda reflecting discussion of classified evaluations
<u>III.A.5-16</u>	Classified Staff Evaluation Tracking Document
<u>III.A.5-17</u>	Memorandum of Understanding between District and Faculty Association, Part-time Faculty Evaluations
<u>III.A.5-18</u>	Public Hearing CFTPFA for MOU Article
<u>III.A.5-19</u>	MOU Pool 2 Evaluations, Spring 2016
<u>III.A.5-20</u>	Tentative Agreement Memorandum of Understanding with the Faculty Association of Allan Hancock College and Department Chairs, Spring 2017

Analysis and Evaluation

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. Board Policies 7150, 2435, and 2745 and collective bargaining agreements cover the intervals and processes for evaluation of the Board of Trustees, superintendent/president, faculty (full and part-time), and classified staff ([III.A.5-1](#), [III.A.5-2](#)

[III.A.5-3](#), [III.A.5-4](#), [III.A.5-5](#), [III.A.5-6](#)). Student workers are evaluated each semester via the Student Worker Evaluation Form ([III.A.5-7](#)).

The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation criteria for the Board of Trustees, superintendent/president, and administrators are included in the respective board policies ([III.A.5-1](#), [III.A.5-2](#), [III.A.5-3](#)). Criteria for full-time faculty are included in the collective bargaining agreement while criteria for classified employees are provided on the Classified Performance Evaluation Guide ([III.A.5-4](#), [III.A.5-8](#)).

Evaluation processes assess effectiveness of personnel and encourage improvement. The Board of Trustees self-evaluation policy affirms, “The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning” ([III.A.5-3](#)). Likewise, the superintendent/president evaluation policy establishes that “Employee evaluation has as its primary purpose, the improvement of performance. For maximum benefit to both the individual and the District, employee evaluations will be conducted in a positive manner” ([III.A.5-2](#), [III.A.5-9](#)). The Board of Trustees and superintendent/president evaluation processes set the tone for employee evaluations and ensure that the focus remains on continuous improvement of the institution and its personnel.

All personnel evaluations are meant primarily to encourage improvement and are directly linked to the instructional mission of the college. Article 17.2.1 of the District/Faculty Association Collective Bargaining Agreement states, “The primary purpose of the evaluation of faculty is the continuous improvement of instruction and support services at Allan Hancock College. Other purposes include the maintenance of quality programs and instruction and the professional competence of the faculty” ([III.A.5-5](#)). The District/Part-Time Faculty Association Collective Bargaining Agreement duplicates this language and adds, “The evaluation process shall promote professionalism, enhance performance, and be closely linked with professional growth efforts” ([III.A.5-6](#), [III.A.5-10](#)). Article 6.3.3 of the District/CSEA Collective Bargaining Agreement states that “Any evaluation with an ‘improvement needed’ or ‘unsatisfactory’ rating in any category shall include specific recommendations for improvements and provisions for assisting the employee in implementing and recommendations made” ([III.A.5-4](#), [III.A.5-11](#)). Board Policy 7150, which directs the evaluation of District administrators, duplicates this additional language ([III.A.5-4](#), [III.A.5-12](#), [III.A.5-13](#)).

Actions taken following evaluations are formal, timely, and documented. The only action that would be directly triggered by an employee’s evaluation is an improvement plan or a 90-day notice. Human Resources receives copies of all completed evaluation forms and provides follow-up with the supervisor if an improvement plan is called for, but not already included in hard copy ([III.A.5-14](#)). Human Resources staff work with supervisors to ensure appropriate documentation and timelines.

Staff are currently working on improving processes to ensure that evaluations are completed in a timely manner by the administrator in charge. Restructuring of management positions through 2011 and 2012 led to a gap in the evaluation of classified employees assigned to them. When managers either left service with the college or when their workload was restructured into supervision over different departments, classified evaluations were sometimes left uncompleted. It would have been inappropriate to assign a manager with no direct experience over the employee to complete the evaluation. Therefore, the college chose to wait on completing performance evaluations until the manager was prepared to address the employee's performance based on direct knowledge. When the college discovered the gap while developing this self-evaluation, administrators began to complete outstanding evaluations immediately. Discussions on this began at President's Cabinet and Administration Team in fall 2015 ([III.A.5-15](#)). Since that discussion, the majority of evaluations have been updated based on employee hire date. Moving forward, the college is developing procedures to maintain the correct evaluation intervals ([III.A.5-16](#)).

Full-Time Faculty Association of Allan Hancock College collective bargaining agreement language allows for/calls for the evaluation of faculty coordinator reassignments and both the District and the Full-Time Faculty Association agree on the necessity of the evaluation ([III.A.5-5](#)). Unfortunately, the loss of employees who served on the negotiating teams meant that the college was unable to complete the process and develop rubrics. The remaining work is to negotiate the process and rubric for the evaluation of faculty coordinator reassignments.

In October 2013, the Part-Time Faculty Association and Allan Hancock Joint Community College District agreed to a Memorandum of Understanding (MOU), which suspended the evaluation of pool 2 part-time faculty given the increased workload on full-time faculty department chairs ([III.A.5-17](#)). This MOU expired on May 31, 2016; the District attempted to negotiate a new MOU with the Part-Time Faculty Association. The groups mutually reopened the evaluation article following public comment at the May 10, 2016 Board of Trustees meeting. The mutual interests were stated as follows:

The following issues and interests are mutually presented by the District and CFT/PFA Local 6185:

Per the Memorandum of Understanding originally signed by both parties on October 16, 2013 and set to expire on May 31, 2016 regarding part-time faculty evaluations, "If the District and Full-Time Faculty Association are unable to reach agreement regarding the expanded role of Department Chairs in part-time faculty evaluations by the end of the spring semester of 2016, the District and PFA agree to meet and confer regarding evaluations once again, and to negotiate in good faith an appropriate revision that meets both parties' needs."

"The parties have a mutual interest in adhering to the above agreement to negotiate the process for part-time faculty evaluation at the end of the spring semester. Consistent with Article 2.4 of

the collective bargaining agreement, this negotiation shall not constitute a reopener but shall result in a memorandum of understanding that meets the needs of both parties ([III.A.5-18](#)).”

The parties met on May 12, 2016 to negotiate. The meeting resulted in a draft MOU ([III.A.5-19](#)). While the District and Part-Time Faculty Association have not yet reached agreement, the District continues to work toward a solution.

Progress Made Since Last Update:

At the time of the team’s visits, eighty-eight classified staff were overdue for performance evaluations. As the filing of this update, seventy-four of those evaluations have been completed and the remaining fourteen will be completed by end of April 2017 ([III.A.5-16](#)).

On March 3, 2017, the District and Faculty Association of Allan Hancock College commenced negotiations for the evaluation of all pool 2 part-time faculty. That negotiation resulted on March 31, 2017 in a tentative agreement for a Memorandum of Understanding (MOU) with the Faculty Association and department chairs to complete all pool 2 part-time faculty evaluations within the 2017/2018 Academic Year ([III.A.5-20](#)). That MOU will be presented for Board of Trustees approval at the May 9, 2017 regular meeting.