ALLAN HANCOCK COLLEGE

Accreditation Self Study

2003

ALLAN HANCOCK COLLEGE

Institutional Self Study In Support of Reaffirmation of Accreditation

Submitted by

Allan Hancock Joint Community College District
800 South College
Santa Maria, California 93454

to

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

December 2003

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ALLAN HANCOCK COLLEGE

Certification of the Institutional Self Study Report

Certification of the Institutional Self Study Report

Date: November 25, 2003

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

From: Allan Hancock Joint Community College District
800 South College Drive
Santa Maria, California 93454

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed

_____
Carol Anders President, Board of Trustees

_____
Ann Foxworthy, Ph.D. Superintendent/President

_____
Stephen O'NeillPresident, Academic Senate

_____
Gary Bierly President, Faculty Association

_____
Gordon Rivera President, CSEA, Chapter 251

Abstract of the Report

Abstract of the Report

Standard One: Institutional Mission

Allan Hancock College has a board-adopted philosophy and mission statement identifying its educational purposes and defining the students the college intends to serve. The college also maintains a vision statement which emphasizes student success as the college's number one priority. As a California public community college, the Allan Hancock College mission and philosophy conform with the parameters and priorities established by the state. The mission statement guides both strategic planning and budget development. Undertaken every three years, strategic planning includes review of the mission statement and philosophy of the college. Since the last accreditation, the college has twice engaged in strategic planning. The mission statement was last revised in fall 1997 to incorporate the state's required addition of economic development as a component of the California community college mission.

Standard Two: Institutional Integrity

A solid framework of public information materials, board policies, administrative procedures, and faculty and staff access to information ensures that Allan Hancock College subscribes to, advocates, and demonstrates honesty and truthfulness in representations to the public and in the pursuit of academic excellence.

In addition to the myriad publications for students and the public, the college Web site has emerged as one of the most effective means of communicating new developments at Allan Hancock College. Since its inception in 1995, the Web site has continued to evolve in its level of sophistication and usefulness. In 2003, the Web site was commended for its effectiveness and ease of use by the Santa Barbara County Grand Jury in a comparison with 42 other government Web sites.

Although diversity has been part of the college culture for many years, Allan Hancock College has increased its efforts to highlight equity and diversity issues. The focus on equity and diversity is widespread-encompassing board policies, hiring practices, staff development activities, curriculum offerings, and educational programs and services. Hiring practices follow equal opportunity guidelines and all efforts are made to ensure the employment process emphasizes the college's effort to seek diverse pools of applicants. However, the college, through an academic senate subcommittee, has identified the need to increase faculty diversity and is intensifying efforts to address this issue.

Honesty and integrity are demonstrated in the college's athletic department. The college makes great efforts to keep coaches and student athletes informed of the latest developments on Commission on Athletics (COA) and Western State Conference (WSC) rules and regulations. Student and coaching handbooks provide pertinent information, but are in need of updating.

Allan Hancock College is committed to integrity in the teaching-learning process and to principles of academic honesty. The college has a longstanding policy on academic freedom and responsibility; this policy was formally adopted by the board of trustees in 1998. All courses offered by the college are taught in accordance with adopted course outlines. The institution provides an environment conducive to academic freedom and is committed to the free pursuit and dissemination of knowledge. Allan Hancock College has a well-publicized statement on academic honesty emphasizing expectations that faculty, staff, and students adhere to the principles of academic honesty. In addition, the Code of Student Conduct details the guidelines to which students are expected to conform.

Standard Three: Institutional Effectiveness

Since the last accreditation visit, the college, in spring 1999, created the Office of Institutional Research and Planning. With the creation of this office, the college is much more capable of developing and implementing research and planning efforts which are expanded in scope,

more integrated, based on and validated by more objective evidence, outcomes-based, and better communicated to college constituents and the community. Consequently, the institution is able to respond more quickly to areas of concern and formulate strategies to increase institutional effectiveness.

The planning process and the data that supports planning have significantly improved. The college continues to review and improves a systematic planning process which is described in the *Shared Governance Manual 2002-2003*. The Planning Committee reviews and analyzes internal and external factors that impact the college and recommends annual priority objectives and, through its leadership, college representatives establish a new strategic plan every three years. College planning documents such as the *Strategic Plan 2001-2004*, *Educational and Facilities Master Plan 2001-2006*, and *Technology Master Plan* are integrated and reflect the mission and purpose of the college. Research data and information provided by the Office of Institutional Research and Planning is also communicated to the college constituencies through such avenues as the intranet, the annual *Fact Book* and the Accountability Report, both available on the Internet, and to the community through multiple means including the Superintendent/president's *Annual Report to the Community*, meetings with community leaders, and the college Web site.

Some of the tangible outcomes of the improved state of planning and research are the Planning Committee's yearly evaluation of the progress towards the goals of the strategic plan and the educational, financial, physical, and human resource outcomes that are presented. For example, learning outcomes are evaluated in a rigorous program review process which, although it was an already well-honed process, has been overhauled to enable a closer connection between planning and evaluation. Hiring, facilities, and equipment planning and decisions are tied to the review process.

Although there have been many improvements since the last accreditation, there still remain areas to improve. Even though extensive work has been done to communicate the planning process and the availability and interpretation of data, the level of knowledge and awareness of members of the college community can be improved.

Standard Four: Educational Programs

Allan Hancock College offers a variety of educational programs to meet the transfer, vocational, and personal needs of its students and the business and economic needs of the community. There are 87 degree and 103 certificate programs, a comprehensive general education curriculum, extensive noncredit and fee-based community education offerings, and a growing number of contract programs designed to meet the training requirements of specific fields or employers. Since the last accreditation visit, the college has developed a number of new programs.

District faculty are central to curriculum development; well-defined processes are in place which regularly assess the educational effectiveness and currency of all courses and programs. Course learning objectives are clearly identified in institutional documents. The college is working to systematically address the shift to learning outcomes at the program and course levels. The Academic Policy and Planning Committee has developed intended outcomes for students who complete the college's general education curriculum, which is designed to provide students with a broad base of knowledge and skills to make them effective learners and citizens in accordance with the college mission statement.

Policies regarding the transfer of credit are clearly stated in college documents and the college has established articulation agreements with a growing number of public and private institutions.

Innovative scheduling and instructional strategies such as learning communities, along with the enhanced use of technology, have enabled faculty to explore ways to increase student success. In particular, the college's distance education program has experienced phenomenal growth (nearly 100 distance learning classes are listed in the schedule) since the last accreditation visit.

Standard Five: Student Support and Development

Allan Hancock College offers a comprehensive student services program designed to aid students in achieving their individual educational goals. The student services programs are committed to helping students matriculate to the campus and aid them in understanding and completing their educational and employment goals in a welcoming and supportive environment.

Since the last accreditation visit, student services use of technology has increased. Computerized testing is now offered on local high school campuses. The college's Web site is providing students with up-to-date information about the college and its programs. The Counseling Department now offers e-mail advising. Admissions and Records is in the process of providing students with access to their personal records; online registration will begin in fall 2003. The safety of student records has improved with the purchase of a document imaging system, ATI-Filer. Job Placement Career Services has added additional computers and a new computerized career exploration program.

Student Services has sought to improve its current services and has added several new support programs. The college nurse has a new location with increased hours to serve students. The Learning Assistance Program has added additional personnel and services. A new outreach program was started with the addition of an outreach director and an outreach counselor. The bookstore is now located in the new Student Center. The University Transfer Center has been relocated and has improved transfer agreements with 18 California colleges and universities. A new articulation position was created and filled. MESA and Puente are new programs aimed at working with underrepresented students in the areas of math and science and transfer. The college has increased its efforts to reach and accommodate the needs of the growing Hispanic population. The college now offers orientations in Spanish, several of the college's publications are in Spanish, and advertising is in Spanish.

Adequate facilities for student services programs is a concern. Currently, services are housed in several buildings throughout the campus and are typically located in spaces too small for the size of the operations. Plans have been submitted to the state to build a one-stop student service center with a target opening date of 2008. In addition, student participation in student government has been inconsistent over the last several years. Steps are currently being investigated to improve this area of student life on campus.

Standard Six: Information and Learning Resources

Information and learning resources services cover a wide variety of activities at Allan Hancock College. Traditional learning resources include the libraries, tutoring centers, open access student computer labs, and the multimedia services unit. On the Santa Maria campus, there is a Teacher Learning Center, a multimedia development and training operation. This standard also describes the college's discipline-specific computer labs for students and the Information Technology Services (ITS) division, which oversees district-wide institutional and instructional computer support and data services.

The college is pleased to report that many of the concerns expressed in the last self study have been addressed and planning agendas have been completed. Since the last visit, the college has added a second librarian position at the Santa Maria campus and a whole new Learning Resources Center at the Lompoc Valley campus. Funding for library hours and materials continues to be challenging for the college, more so since the state budget has been reduced. However, through most of the last six years library hours were increased and materials budgets were improved through the use of Partnership for Excellence and Instructional Equipment/Library Materials funds. The college equipped the Lompoc Valley Center with 13 "smart" classrooms and a videoconferencing facility. The Santa Maria campus has equipped nine "smart" classrooms and two wireless sites. The videoconferencing facility on the Santa Maria campus was recently upgraded and

supports both Allan Hancock College courses and "off campus" university offerings.

Student perceptions of services offered in Learning Resources/library are very positive and have improved. Student evaluations of the various open and discipline labs do indicate satisfaction with the lab services. However, staff still express concern about technical support. A recent review of accessibility and compliance with Americans with Disabilities Act requirements was extremely positive although the study indicated there is more to do in the discipline-specific labs.

The district has been engaged in an evaluation of its institutional computing support and is close to completion of a new *Technology Master Plan*. The district has developed a major Web presence and will be implementing Web registration during the winter of 2003-2004. Several staff positions in Information Technology Services were added in the last three years in response to demand for desktop computing and student lab support. However, ITS faces additional challenges as staff use of technology expands and funding for replacement equipment and infrastructure services declines.

The college uses the Blackboard course management system for both on-site and distance learning classes. Staff technicians provide extensive training in Blackboard and in the use of multimedia in instruction. The college purchased a videostreaming server in the summer of 2003 and expects to see a rapid migration to the use of video materials in distance learning courses.

Tutorial services covered in this standard are generally limited to the services offered at the two main tutoring centers. However, staff note the presence of many smaller, discipline-specific tutoring units and do indicate difficulties in coordinating services and hours throughout the district.

Standard Seven: Faculty and Staff

Allan Hancock College employs sufficient faculty, administrators, and staff to support district programs and services at all sites. The number of staff has grown significantly in all employment categories since the last self-study and, as a result, staffing has kept pace with growth in programs and services.

Minimum qualifications for employment are clearly stated, widely advertised both on-line and in print, and directly related to job responsibilities. Sensitivity to diversity is listed as a special qualification for all positions. The faculty hiring process is designed to ensure that those selected are skilled and effective in their field, and all staff meet or exceed minimum qualifications. However, achieving ethnic diversity among faculty continues to present a challenge. A joint committee of the Academic Senate and administration is currently examining the hiring process in an effort to improve staff diversity.

Evaluation of all categories of staff is governed by collective bargaining agreements or board policy. All evaluation processes include components designed to assess effectiveness and emphasize continuous improvement. Faculty evaluation places strong emphasis on teaching effectiveness and includes classroom observation and student evaluation. Although evaluation of all staff is generally timely and conforms to the processes prescribed by contract or policy, staff survey results indicate concerns among all categories of employees with respect to the meaningfulness and effectiveness of the evaluation process.

The college encourages all staff to remain current and to enhance skills and knowledge in their fields through various means including professional growth salary advancement; sabbatical leave; support for attendance at conferences, seminars, and workshops; and more than 400 hours of staff development activities offered through the Human Resource Development Committee (HRDC), a committee composed of representatives from all employee groups. Participants evaluate every activity offered through HRDC. The HRDC also conducts an annual needs assessment as a guide for planning the staff development program for the coming year.

Policies governing fairness in employment procedures are addressed in board policy, bargaining unit agreements, and procedural

handbooks. The district closely follows these policies and procedures throughout the recruitment and selection process. In addition, all faculty and classified positions go through a district prioritization process based on strategic planning and all members of selection committees participate in an Equal Employment Opportunity (EEO) orientation. The *AHC Fact Book* provides an annual update of the district's progress in staff diversity, and the EEO Committee periodically updates the district's *Staff Diversity/Equal Opportunity Plan*. Human Resource records are maintained in locked, fireproof cabinets.

Standard Eight: Physical Resources

The district's primary operations occur in Santa Maria on the 106-acre main campus that is comprised of buildings ranging in age from eleven to more than sixty years. The district owns both instructional and maintenance facilities on nine acres of land (South Campus) located three blocks away. This operation is augmented by 34,641 square feet of leased space in the Columbia Business Center, which is adjacent South Campus. In downtown Santa Maria the district leases 1,425 square feet of space for the Workforce Resource Center.

The district owns 156 acres in the Lompoc Valley where the Lompoc Valley Center was completed in 1999. This facility is comprised of three buildings on twenty-five acres of land with 54,000 square feet of space. The college also operates a 2,880 square foot center at Vandenberg Air Force Base. During 2001 the college opened the Solvang Center in 2,600 square feet of leased space. In addition to campus and off-campus centers, the college offers courses in numerous sites throughout the district.

Many of the district's Santa Maria campus buildings are old and a few do not meet the Field Act, which limits their use. Laboratory space does not provide for new instructional approaches and does not meet enrollment needs. This problem is most pronounced in the science and fine arts programs. The paucity of office space is a continuing problem, causing the college to convert corridor and storage areas into office space. A recently completed *Educational and Facilities Master Plan 2001-2006*, which includes the *Technology Master Plan*, includes an analysis of all district buildings and leased space except the Solvang Center. This assessment examines building condition and projects useful life expectancy.

In response to its most pressing inadequacies, the college has developed plans for new buildings and the renovation of several others. Construction of the Library/Media Technology Center is expected in 2004. A new Skills Center and the Science and Health Occupations Complex are scheduled for preliminary planning in 2003. The next projects planned are a new Fine Arts Complex and an addition to the Physical Education building.

The communications infrastructure has been significantly upgraded with optical cabling to all buildings on the Santa Maria campus. South Campus is connected via microwave and Lompoc, Vandenberg, and Solvang centers are connected to the main campus through T1 lines.

The district has been successful in securing funds for facility improvements from the state scheduled maintenance program. These funds have allowed the college to make many necessary replacements and upgrades. The college has also utilized the state hazardous materials removal program to remove asbestos and lead based paints in several locations. In the last several years state block grants and instructional equipment funds have assisted the college in upgrading equipment and expanding the use of technology. Federal grants have been aggressively pursued. Categorical funds have provided for significant increases in the acquisition of computers and development of "smart" classrooms and labs.

Although there remains room for improvement, college sites are generally safe and secure. The Safety Committee is active in identifying areas for improvement, and the college has put in place procedures to comply with safety, emergency preparedness, and hazardous materials regulations.

Because institutional needs exceed available funding, processes to prioritize and allocate

resources are in place. Planning has become more integrated. Budget, planning, and facilities committees share information. The college's *Strategic Plan* is examined annually and rewritten every three years. Program review data is synthesized and shared with the Planning Committee so that facility and equipment requests are incorporated into the planning process.

Standard Nine: Financial Resources

Allan Hancock College offers diverse, high quality programs and services designed to meet the needs of students and community. At a time of reduced state funding, the college is faced with the challenge of meeting these needs and balancing them with the need for fiscal responsibility.

The district has developed a financial management system that has significantly improved fiscal controls, provided improved access to financial data, and met audit requirements.

In response to ongoing fiscal challenges, the district *Strategic Plan* states the goal "to manage financial resources in order to carry out plans based on the college's goals and objectives." Upon completion of planning activities, the district links decisions on staffing and other budget augmentations to identified goals and annual priorities. Limited resources have required the district to develop procedures to prioritize its needs.

The district has in place systems to maintain financial stability including risk management, the use of tax revenue anticipation notes (TRANs), and sufficient reserves.

Standard Ten: Governance and Administration

The board of trustees adheres to the rules and policies that define board responsibilities. Election by the voters in the five trustee areas as well as staggered terms of office ensure board continuity and the reflection of public interest.

The board oversees the fiscal condition of the college and is committed to the college's fiscal strength. Board members frequently ask questions at board meetings about individual expenses as well as about larger budget issues. Board members annually attend a budget workshop to keep current with budgeting processes, developments, and challenges. As a result of the prudent budget practices of the board and administration, the college has maintained a reserve at or near five percent for the past few years. Because of budget reductions at the state level, the number of meetings concerning the budget increased in spring 2003, and a list of cost saving measures was developed that allowed the college to anticipate mid-year cuts. Further cost-saving measures are currently being negotiated with college constituencies. The college has also increased its efforts to obtain grants in order to augment the funds received from the state.

Despite budget constraints, the board and administration continue to promote the high quality of programs the college offers. In addition to implementing a new academic and vocational program review process, the college evaluates administrative and student support services programs. Summaries of all program reviews are now provided to the Planning Committee so that they may be used in the planning process. The college has brought in consultants to help develop a technology plan for the college.

With leadership provided by the superintendent/president, the college continues to enjoy broad-based participation in the planning process. The Planning Committee is comprised of representatives from the administration, the faculty, confidential staff, classified staff, and the student body. Yearly planning retreats involve numerous participants from these groups as well as participants from the board.

In addition to planning, all college constituencies are involved in other aspects of shared governance. As provided by policy, shared governance committees include members from each constituency and other committees typically involve members from various groups as a matter of practice. A strong Academic Senate and the Academic Policy and Procedures

Committee ensure that faculty are primarily responsible for curriculum. All decisions of importance at the college come to the President's Advisory Council for discussion and further dissemination to constituencies. All policies and procedures involving governance are defined and delineated in the *Shared Governance Manual*.

The Associated Student Body continues to play a role in college governance. A student trustee with an advisory vote is elected by the students to represent their views and interests on the board. The student body president serves on the President's Advisory Council for the same reasons. There are student representatives on the Academic Senate as well as on other shared governance committees.

ALLAN HANCOCK COLLEGE

Organization of the Self Study

ORGANIZATION FOR THE SELF STUDY

Planning for the self study began in February 2002 when a steering committee was formed to coordinate and facilitate the self-study process. The steering committee was comprised of representatives from the administration, faculty, and classified staff and was responsible for overseeing the self-study process, guiding development of the document, and maintaining an accurate portrayal of Allan Hancock College. In July 2002 the steering committee appointed a faculty editor and recommended that the editor participate in steering committee meetings in order to serve as a resource to the standard committees.

The steering committee determined that a committee for each of the ten standards (except for standards one and two, which had one committee) would assume responsibility to gather appropriate information and draft the report. Each standard committee was led by two facilitators (one administrator appointed by the steering committee and one faculty member appointed by the Academic Senate). Faculty facilitators received 20 percent reassigned time for their participation.

In August 2002 the steering committee conducted an orientation meeting for co-facilitators. At this orientation meeting, the steering committee shared the following charge with the co-facilitators:

- Assist in selection and recruitment of standard committee members
- Call and facilitate standard committee meetings
- Organize and guide the standard committee's research and writing activities
- Plan and conduct appropriate information-gathering activities including developing an accreditation survey and conducting focus groups
- Communicate the progress of standard committees on a regular basis to the steering committee
- Compile and organize resource documentation
- Assure adherence to the defined format and writing style
- Assure completion of the written report for the appropriate standard

Following the orientation meeting with co-facilitators, a general meeting with participants representing a broad spectrum of the college community (faculty, administrators, trustees, classified staff, and students) took place at the end of August 2002. In September 2002 Dr. Darlene Pacheco from the Accrediting Commission for Community and Junior Colleges (ACCJC) facilitated a training meeting for the steering committee, co-facilitators, editor, and standard committee members. This training session focused on the role of the Accrediting Commission and included guidelines designed to aid the standard committees in writing a high quality self study that focuses on continuous institutional improvement.

The data-gathering process began in September when, at the general orientation meeting with all self-study participants, the director of institutional planning and research provided the group with a list of resources (for example, data from reports produced by the Office of Institutional Planning and Research as well as examples of key documents such as the *Educational and Facilities Master Plan*). The director of institutional planning and research identified key resources by standard. In September 2002 the standard co-facilitators were asked to identify questions to be incorporated in the accreditation survey. The steering committee reviewed all the questions submitted to ensure that there was no duplication in their content. The director of institutional research and planning and an economics faculty member with expertise in research designed the survey. To facilitate comparison, most questions on the 2002 accreditation survey were the same as the 1996 survey questions. In October 2002 all college employees received the accreditation and climate survey. The steering committee distributed survey results to the co-facilitators at a meeting in November 2002. The meeting also provided an opportunity for the steering committee to present information on other research mechanisms (for example, focus groups).

In March 2003 a focus group was conducted with high school administrators who are members of Allan Hancock College's Central

Coast Articulation Group (CCAG). In late March a focus group was conducted with AHC students. In June 2003 a focus group was conducted with classified staff. Appropriate focus group information was incorporated in the self study.

During fall 2002 the steering committee met periodically with standard co-facilitators in order to help them with the data-gathering process. The steering committee also communicated with standard co-facilitators regarding gaps in first drafts or suggestions to help improve the writing of the drafts. The steering committee reviewed self study first drafts in December 2002. In January 2003 the steering committee invited the co-facilitators and members of the standard committees to review the steering committee's responses to the drafts. In a similar manner, the steering committee reviewed second drafts in March 2003 and scheduled meetings with the co-facilitators of the ten standards to review the second drafts. The steering committee and co-facilitators continued to review the third drafts in May and June 2003.

The community was updated regularly on the self study process through the superintendent/president's newsletter *By the Way* and her regular community roundtables including meetings with the Allan Hancock College Foundation Board of Directors and Friends of Allan Hancock College (a group of prominent community and business leaders). In terms of the friends meetings, the superintendent/president apprised community members of self-study activities and asked for input regarding public perceptions of the college. In addition, the accreditation editor informed the campus community of accreditation efforts through the *Accreditation Times*. During the self-study process, the board of trustees received six written accreditation updates designed to keep them informed of accreditation activities. In July 2003 the board approved the Certification of Continued Compliance with Eligibility Requirements.

Drafts were submitted to the editor during summer and fall 2003. The steering committee continued to work closely with the editor to ensure that all standards were complete and that information was consistent among standards.

At the August 15, 2003 All Staff Day meeting, the accreditation liaison officer, the self-study editor, the faculty senate president, and the classified steering committee member made a presentation about the self study process. At the All Staff Day, co-facilitators met with members of the campus community in an effort to share key findings and solicit input. In September 2003, all ten standards were available on the Intranet for review by campus constituencies.

Throughout summer and fall 2003, the steering committee met with media services and campus graphics regarding the report's layout. The report was presented to the board of trustees in October 2003 and approved by the board at its November meeting. The final document was printed in November 2003. The final planning summary and planning agendas were published in the superintendent/president's newsletter *By the Way* in November 2003.

Committee Membership for the Self Study

Superintendent/President: Ann Foxworthy
Accreditation Liaison Officer: Betty Inclan
Self Study Editor: Leslie Mosson
Secretary to the Steering Committee: Mary Girty

Steering Committee

Rebecca Alarcio, Ann Foxworthy, Betty Inclan, Leslie Mosson, Paul Murphy, Steve O'Neill, Marian Quaid-Maltagliati

Standard Committees

Standard One – Institutional Mission
Rebecca Alarcio*, Sharon Alldredge, Howard Amborn, Shari Bates, Tim Durnin, Paul Fahey, Hiram Garcia (S), Julie Niles, Charles Pasquini**, Jim West, Irene Wong

Standard Two – Institutional Integrity
Rebecca Alarcio*, Sharon Alldredge, Howard Amborn, Shari Bates, Tim Durnin, Paul Fahey, Hiram Garcia (S), Julie Niles, Charles Pasquini**, Jim West, Irene Wong

Standard Three – Institutional Effectiveness
Gary Bierly, Herb Elliott, Bruce Gourley, Paul Murphy*, Rob Parisi, Dottie Phillips, Ila Phillips, Ethelwynne Reeves**, Megan Weber (S)

Standard 4 – Educational Programs
Marla Allegre**, Dave DeGroot, Roger Hall, Ray Hobson*, Dave Humphreys, Erik Long, Kathy McGarry, Derek Mitchem, Jessica Parker (S), Joe Selzler, Rayvell Snowden, Rick Staley, Pat Stubblefield, Karen Tait**

Standard Five – Student Support and Development
Donna Bishop, Debbie Castillo, Debra Chandler, Blake English**, Frank Grosbayne*, Linda Maxwell, Rachel Moye, Norma Razo, Margaret Segura, Margaret Shigenaka, Maureen Turner

Standard Six – Information and Learning Resources
Joanne Britton, Lil Clary*, Dyanna Cridelich, Janet Ford, Leo Fryckman (S), Grace Gonzalez, Michael Gros, Edda Hayes, Kathy Headtke, Domenico Maceri**, Nancy Meddings, Chuck Rorabaugh, Mimi Velasquez

Standard Seven – Faculty and Staff
Bob Alldredge, Richard Borunda (S), Debbie Franzman, Judy Markline, Jan Pieper*, Joe Sampson, Jan Stollberg, Margaret Tillery**, Karen Vasquez, Donna Whitman

Standard Eight – Physical Resources
Juanita Avila (S), David Brown, Heracio Carrillo, Felix Hernandez*, Steve Lewis, Mark Malangko, Bob Nichols**, Mary Perry, Brian Shigenaka, Craig Wilde

Standard Nine – Financial Resources
Shelly Allen, Tim Flemming, Judy Frost, Chris Jenkins, Robert Lennihan, Betty Miller*, Glenn Owen**, Victor Salas

Standard Ten – Governance and Administration
Gary Bierly**, Connie Buher, Cheryl Dettrick, Frank Hernandez (S), Eileen Hervey, Kristi Jenkins, Mark Miller, Howard Ramsden*, Gordon Rivera, Roger Welt

*Administrative co-facilitator
**Faculty co-facilitator
(S) Student

SELF STUDY TIMETABLE

02/98 Response to 1996 Self Study visiting accreditation team recommendations initiated

11/00 Midterm report submitted to Western Association of Schools and Colleges (WASC)

02/02 Steering committee selected

04/02 Standard committee co-facilitators appointed

05/02 Standard committee members recruited and selected

05/02 Steering committee met with standard co-facilitators

06/02 Overview of self study activities provided to board of trustees

07/02 Self study editor appointed

08/02 Steering committee met to plan orientation

08/23/02 Steering committee held orientation meeting with co-facilitators and editor

08/30/02 First general meeting of steering committee, editor, co-facilitators, and standard committee members was held

09/25/02 Training meeting scheduled with member of Accrediting Commission- Forum

10/02 Accreditation update presented to the board of trustees
Standard Committees worked in preparation of first draft
Community roundtables and forums held
Survey questions reviewed by steering committee
Faculty and staff survey distributed

11/1/02 Researcher met with steering committee and co-facilitators to review the results of the survey

11/02 Standard committees continued to meet
Joint meetings of steering committee and co-facilitators were scheduled
Community roundtables, forums, and focus groups held

12/02 First draft of standard committees' reports submitted to steering committee
Steering committee reviewed first drafts
Accreditation update presented to the board of trustees

01/03 Accreditation information presented at All Staff Day
Steering committee returned first draft to standard committees
Standard committees continued to meet
Joint steering committee and co-facilitators meetings were held

02/03 Accreditation update presented to the board of trustees
Focus group meeting was held with AHC Foundation Board

03/03 Steering committee reviewed second drafts and returned to standard committees
Joint meeting of steering committee and co-facilitators were held
Draft revisions returned to standard committees
Standard committees met
Focus group with the Central Coast Articulation Group (CCAG) conducted

3/10/03 Standard committees submitted second draft to the steering committee

04/03 Joint meeting of steering committee and co-facilitators was held
Standard committees prepared final drafts

5/5/03 Final drafts from standard committees were submitted to steering committee
Accreditation update presented to the board of trustees

06/03 Editing of standard reports began
Steering committee worked on eligibility report and demographics section of the self study report

07/03 Standard committees submitted final revisions to steering committee
Editing of standard report continued

Accreditation update presented to the board of trustees
08/03 Eligibility report submitted to and certified by the board of trustees
Steering committee reviewed edited self study
Steering committee reported on self study process at All Staff Day (fall 2003)

09/03 Steering committee, co-facilitators, and standard committees met to review edited self study
Self study reviewed by campus constituencies including "all staff" messages requesting staff to review edited standards on the intranet
Accreditation process and final self study draft shared with ASBG

9/29/03 Steering committee approved self study document

10/03 Self study reviewed by the board of trustees at a special meeting
Standard One and Three shared with the Planning Committee
Standard Four shared with the Academic Policy and Planning Committee
Standard Five shared with the Student Services Council
Standard Seven shared with the Diversity/Equal Employment Opportunity Committee
Standard Eight shared with Facilities Advisory Committee
Standard Nine shared with Budget Advisory Committee
Standard Ten shared with President's Advisory Council
Co-facilitators reviewed final self study drafts with standard committee members

11/03 Standard Four and Six planning agendas related to distance learning were shared with the Technology Advisory Committee
Self study planning summary and planning agendas published in *By The Way…* and distributed college-wide and to the community
Board of trustees reviewed and certified self study

12/03 Completed self study submitted to the printer
Self study mailed to accreditation commission

03/04 Accreditation visit

Descriptive Background and Demographics

DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS

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 until 1937 when a bond issue passed and a college wing was built on the northwest corner of the high school campus. In 1954, because of expanding enrollment, the college moved from the high school to Hancock Field, which for a number of years had housed the Hancock College of Aeronautics and, later, the University of Southern California's School of Aeronautics. Shortly thereafter, the community voted to establish a separate junior college district. At this time the name of the college was changed to Allan Hancock College to honor Captain G. Allan Hancock, a prominent community member who owned the land and facilities of the airfield. On July 1, 1963, the Allan Hancock Joint Community College District was formed by expanding the district to include the areas served by the Santa Ynez Valley High School District and the Lompoc Unified School District. This action enlarged the district to 3,000 square miles.

In 1957 the college's Vandenberg Air Force Base Center opened. The district has also operated a center at various locations in Lompoc since 1974. In addition, courses have been offered in numerous sites throughout the district, including the Santa Ynez Valley, since 1971.

In 1992 the district secured 156 acres for a new center in Lompoc. Initial construction of the Lompoc Valley Center began in February 1997, and the center opened in spring 1999. In fall 2000 the college expanded its presence in the Santa Ynez Valley when it began offering classes in a leased retail center in Solvang.

Student Enrollment

Allan Hancock College uses the reporting method adopted by the California Community College Chancellor's Office. Credit enrollment includes students enrolled in credit only or credit and noncredit; noncredit headcount enrollment includes students who are enrolled only in noncredit courses. This reporting method allows for the sum of credit and noncredit without duplicating students. The college also uses the Chancellor's Office full-term reporting criteria: a student is counted only if he/she completes at least one half unit of census-based instruction or eight hours of positive attendance instruction. In the most recent academic year, 27,075 students (unduplicated) enrolled with 7,800 students enrolled in summer, 14,854 students enrolled in fall, and 18,280 students enrolled in spring (Exhibits 1 and 2).

Historically, fall enrollment at Allan Hancock College (AHC) peaked in 1992, with a total of 15,926 students. With the imposition in 1993 of a $50 per unit fee for students with bachelor degrees, enrollment fell statewide by nine percent and by 3.3 percent at AHC. Enrollment continued to decline statewide and at the college after 1993. The decline in enrollment at the statewide level is also attributed to funding cuts, a decline in unemployment, and a decline in high school graduates. With the sun-setting of the $50 fee differential in 1996, statewide enrollment began to increase. At AHC enrollment began to reverse its trend in 1998. Enrollment at the college grew 4.6 percent in 1998 and 8.5 percent in 1999. The large growth in 1999 is attributed to the opening of the Lompoc Valley Center where enrollment grew 30 percent to over 2,200 credit and noncredit students. Fall enrollment growth was flat between 1999 and 2000, but grew 2.8 percent to 14,469 in fall 2001, and by 2.7 percent to 14,854 in fall 2002. Credit enrollment grew by 4.7 percent in fall 2002 while noncredit enrollment declined slightly in the fall, but increased by 6.3 percent to 4,557 students in spring 2003. Overall total annual unduplicated enrollment grew nine percent in the 2002-03 academic year.

In comparison to the community college system as a whole, AHC places a greater emphasis on noncredit education. Fall 2002 enrollment was comprised of 75 percent credit and 25 percent noncredit student enrollment compared to 86 percent credit and 14 percent noncredit statewide (Exhibit 3).

The majority of credit students attend classes in day and evening on the Santa Maria "main" campus. In fall 2002 there were 7,671 students who attended the main campus either in the day,

evening or both. In the same semester there were 2,658 students who attended one or more of the three primary off-campus locations (Lompoc Valley Center, Vandenberg Air Force Base, and Solvang Center). Distance education enrollment (for example, two-way video, Internet) has grown considerably at Allan Hancock College. There were 1,645 students enrolled in distance education in fall 2002 compared to 500 students in fall 1999 (Exhibit 4).

The variety of course offerings on the Santa Maria campus, off-campus, and in distance education offers many students the opportunity to enroll at multiple locations. For example, 44 percent of the credit students enrolled at the Lompoc Valley Center were also enrolled at another center, including 12 percent who enrolled in distance education. Among the 1,645 students enrolled in distance education in fall 2002, 68 percent were also enrolled at an on-site location.

Full-time equivalent students (FTES) have increased each year since 1994-95, although in some years growth was less than one percent (Exhibit 5). As noted earlier, noncredit enrollment is relatively large at Allan Hancock College. In the most recent academic year noncredit FTES comprised 13 percent of total FTES, but has been as high as 16.5 percent of total FTES. The relatively large component of FTES generated from noncredit instruction puts the college at a fiscal disadvantage because of the funding differential between noncredit and credit FTES with regard to apportionment distributions.

Student Demographics

The college collects and reports a wide variety of data on student demographics. These data can be found in the *Fact Book* and on the Web site of the office of Institutional Research and Planning (http://research.hancockcollege.edu/). Student data are taken from the Chancellor's Office MIS data extracts, which serve as the primary source of data for outcome analysis, research and reporting. The following credit student demographic data are found in Exhibit 6.

Ethnicity
The ethnic composition of the college has historically reflected that of the community in which the two largest populations are white and Hispanic. In 1990, 80 percent of the students were from these two groups with 64.7 percent white and 17 percent Hispanic. In fall 2002, 81 percent of credit students were identified as either white (49.5 percent) or Hispanic (31.2 percent). Mirroring national and statewide trends, Hispanics are the fastest growing segment of the population and student group in the district. Since fall 1999, overall credit enrollment has grown by slightly more than seven percent, while Hispanic enrollment has grown by 19 percent and enrollment of white students increased by less than two percent. Fall 2002 was the first semester at the college in which white students comprised less than 50 percent of the student population. The other ethnic groups include African American (3.3 percent), Filipino (2.7 percent), Asian (2.1 percent), Native American (1.4 percent), and Pacific Islander (0.5 percent). The rest of the ethnic mix includes other non-white students and students who did not self report an ethnicity. There is some variation in ethnic composition by center, which also reflects community differences. For example, the percentage of African American students enrolled at the Lompoc Valley Center (6.4 percent) is twice that of the district rate because of a larger population of African Americans living in the Lompoc Valley, including the Vandenberg Air Force Base.

Gender
Females have comprised approximately 56 percent of fall credit enrollment district wide over the past five years, although there is some fluctuation in the gender distribution over the course of a semester. For example, female students typically comprise a larger percent of enrollment (60 percent) at census than over the full term. Many academy courses (for example, police and fire) which tend to be male dominated, are offered between the fourth and last week of the semester, which lowers the overall full term percent of female enrollment.

Age
Approximately 48 percent of district credit students are under the age of 25. An equal percentage is between the ages of 25 and 54, and about five percent are age 55 and over. The trend in recent years shows growth among students under the age of 25 at twice the rate of total credit growth, while the 25 to 34 year old age group grew at slightly less than the district

rate. There was a decline among those age 35 and above. The age profile of students also varies by location with the youngest students found at the main campus during the day (60 percent under age 25) and the oldest students found at the Solvang Center (62 percent age 35 and older).

Unit Load
District-wide, students on average enroll in seven units per semester. In fall 2002, 25 percent of AHC students were enrolled full time compared to 26 percent in 2001 and 27 percent in 2000. Compared to the statewide norm of 28 percent full time, AHC students tend to be slightly less likely to attend full time. Over the past few years enrollment growth has been most pronounced among students enrolled in 9.0 to 11.9 units.

City of Origin
Approximately 50 percent of the credit students enrolled at one or more locations in fall 2002 were living in the Santa Maria Valley, including the cities of Santa Maria, Orcutt, and Guadalupe. The percentage of students from the Santa Maria Valley has remained relatively stable over the past five years. Residents from the Lompoc Valley (city of Lompoc, unincorporated areas, and Vandenberg Air Force Base) contribute to 23 percent of district enrollment. The percentage of students from the Lompoc region increased from approximately 20 percent prior to opening of the new Lompoc Valley Center, to 23 percent in fall 1999 when the center opened, and has remained at that level since. Although the district boundaries do not include San Luis Obispo County, residents from South San Luis Obispo county (Nipomo, Arroyo Grande, Pismo Beach, Grover Beach, and Oceano) made up 13.5 percent of credit enrollment in fall 2002.

Educational Goals
In fall 2002, 37 percent of credit students indicated a goal of transfer up from 35 percent in fall 2001. Over the past four years this group grew by 20 percent compared to seven percent growth among all credit students. Most of the increase in this group occurred between 2001 and 2002, although the percentage of students indicating this goal has not reached the 39 percent level of fall 1998. With regard to the clustering of other goals, approximately 11 percent indicate a goal of degree or certificate, 20 percent indicate a goal related to career interests or job skills, nine percent indicate a goal related to improved educational skills, and 22 percent are undecided.

Other Student Characteristics
As part of the environmental scanning and planning activities of the college, the research office assesses trends in a number of other student characteristics. One notable student characteristic is the increasing number of first generation students, especially among first-time high school students. Approximately 33 percent of credit students and 45 percent of incoming high school students indicate that they are the first in their family to attend college.

High School to College Going Rates
Over the course of a full academic year, over 30 percent of high school graduates from the top feeder high schools attend AHC. The trend in college going rates to AHC has been declining and is an area of concern. College going rates (percent of high school graduates attending colleges) to UC and CSU systems, as well as input from high school superintendents, indicated that there is an overall decline in the percent of students going on to college. Over the past five years Allan Hancock College has drawn the largest number of students from Santa Maria High School and Righetti High School – both located in the Santa Maria valley. For many years the college has drawn as many or more students from Arroyo Grande High (outside of the district) than from the two public high schools in the Lompoc valley (Lompoc High School and Cabrillo High School).

Noncredit Students
Because of the nature of course offerings through the noncredit program, noncredit students tend to be older (77 percent age 35 and above) and more predominately female (71 percent). Compared to credit students, noncredit students are also more likely to live in the Santa Maria Valley (66 percent). The ethnic composition of noncredit students is somewhat difficult to describe because of the high percentage of unknown or "decline to state" (35 percent), which is largely a function of the mostly Hispanic ESL population (Exhibit 7).

The Community

The college service area has experienced phenomenal growth in the past two decades. According to U.S. census data, service area

population increased from 170,262 in 1980 to 236,877 in 1990, a 39.1 percent increase. Service area population increased 12.8 percent (to 267,305) between 1990 and 2000. Among the U.S. census divisions within the service area, the fastest growing division in the last decade was the Santa Maria Valley (19 percent), which brought the 2000 census population to 110,773. The Arroyo Grande census division, which includes south San Luis Obispo County, grew 17.6 percent over the past decade and brought the population of this area to 68,960. The only area in the college service area that did not grow was the Lompoc Valley census division (Exhibit 8). The Santa Barbara County Association of Governments projects a 14 percent population growth between 2000 and 2005 and a 23 percent growth between 2000 and 2010 for the district (Exhibit 9).

Students enrolled at the college reflect the ethnic composition of the service area. In the Santa Maria Valley 50 percent of all births are to Hispanic households. In 2000, 35 percent of the service area population was Hispanic compared to 26.4 percent in 1990 and 20 percent in 1980. Some of the census divisions in the service area are close to or more than 50 percent Hispanic. Guadalupe, with a population of 6,063, is 83 percent Hispanic while the Santa Maria Valley is 47 percent Hispanic (Exhibit 10).

College Staff

Allan Hancock College employs, as of fall 2002, 176 full-time faculty and 439 credit and 61 noncredit associate faculty. The college employs 183 full-time and part-time permanent classified staff, 36 full-time administrators (22 academic administrators and 14 classified administrators) and 15 supervisor/confidential employees (Exhibit 11). The total number of staff has grown 19 percent over the past five years from 770 in 1996-1997.

EXHIBIT 1 – HISTORICAL FALL ENROLLMENT

Year	Enrollment	Year	Enrollment
1974	11619	1988	12973
1975	11606	1989	13289
1976	11413	1990	13353
1977	11122	1991	13521
1978	9009	1992	15926
1979	9760	1993	15395
1980	10686	1994	13127
1981	10160	1995	14546
1982	10321	1996	12909
1983	9586	1997	12418
1984	9471	1998	12993
1985	11639	1999	14095
1986	12066	2000	14080
1987	10912	2001	14469
		2002	14854

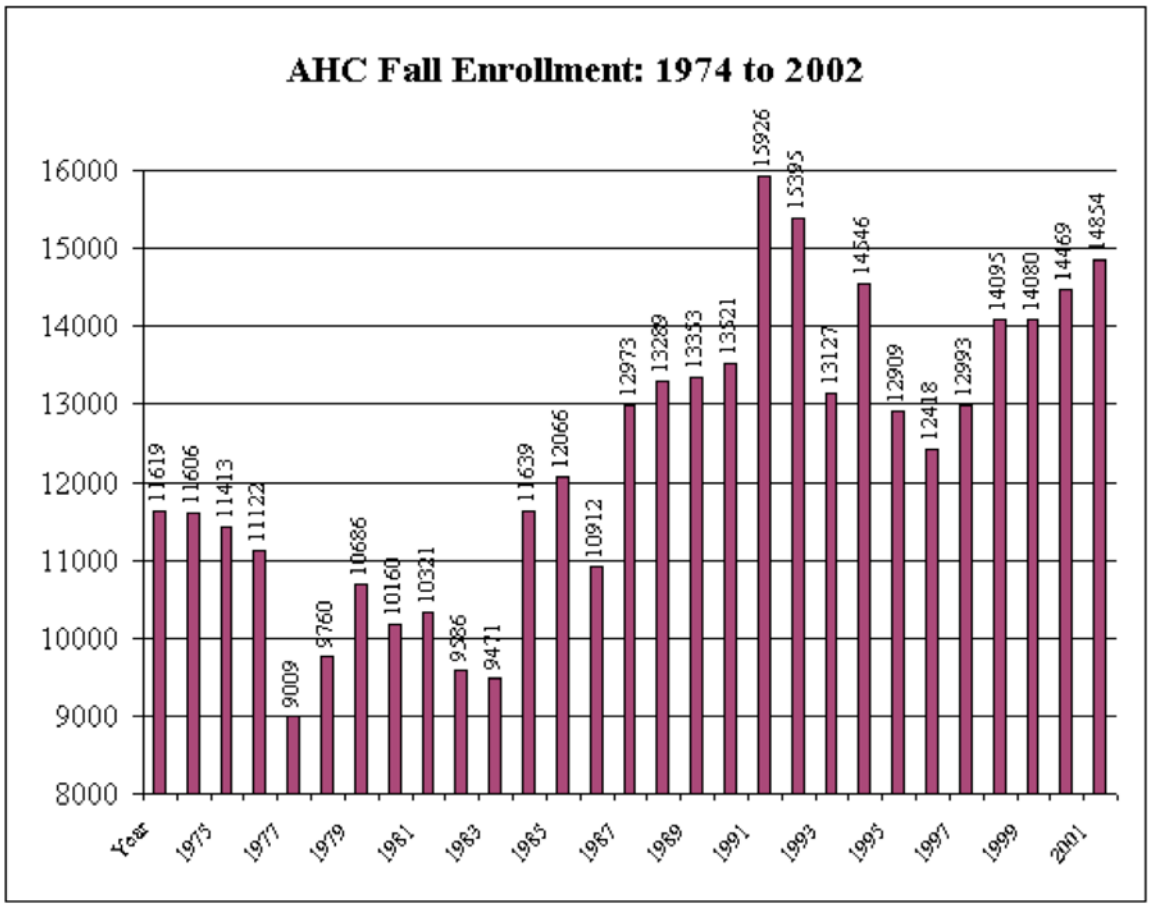


EXHIBIT 2: CREDIT AND NONCREDIT ENROLLMENT

Semester	Credit Enrollment	Noncredit Enrollment	Total	Annual Counts		
				Credit	Non-Credit	Total
U97	3993	1885	**5878**	*N/A*		
F97	9282	3136	**12418**			
S98	10071	3498	**13569**			
U98	4011	2191	**6202**	*16019*	*5466*	*21485*
F98	10070	2923	**12993**			
S99	10514	3599	**14113**			
U99	3999	2257	**6256**	*16902*	*6381*	*23283*
F99	10490	3605	**14095**			
S00	11182	4141	**15323**			
U00	4424	2690	**7114**	*17166*	*6785*	*23951*
F00	10209	3871	**14080**			
S01	11300	4325	**15625**			
U01	4701	2599	**7300**	*18140*	*6648*	*24788*
F01	10730	3739	**14469**			
S02	11874	4283	**16157**			
U02	5451	2337	**7788**	*20588*	*6487*	*27075*
F02	11236	3618	**14854**			
S03	13725	4557	**18282**			

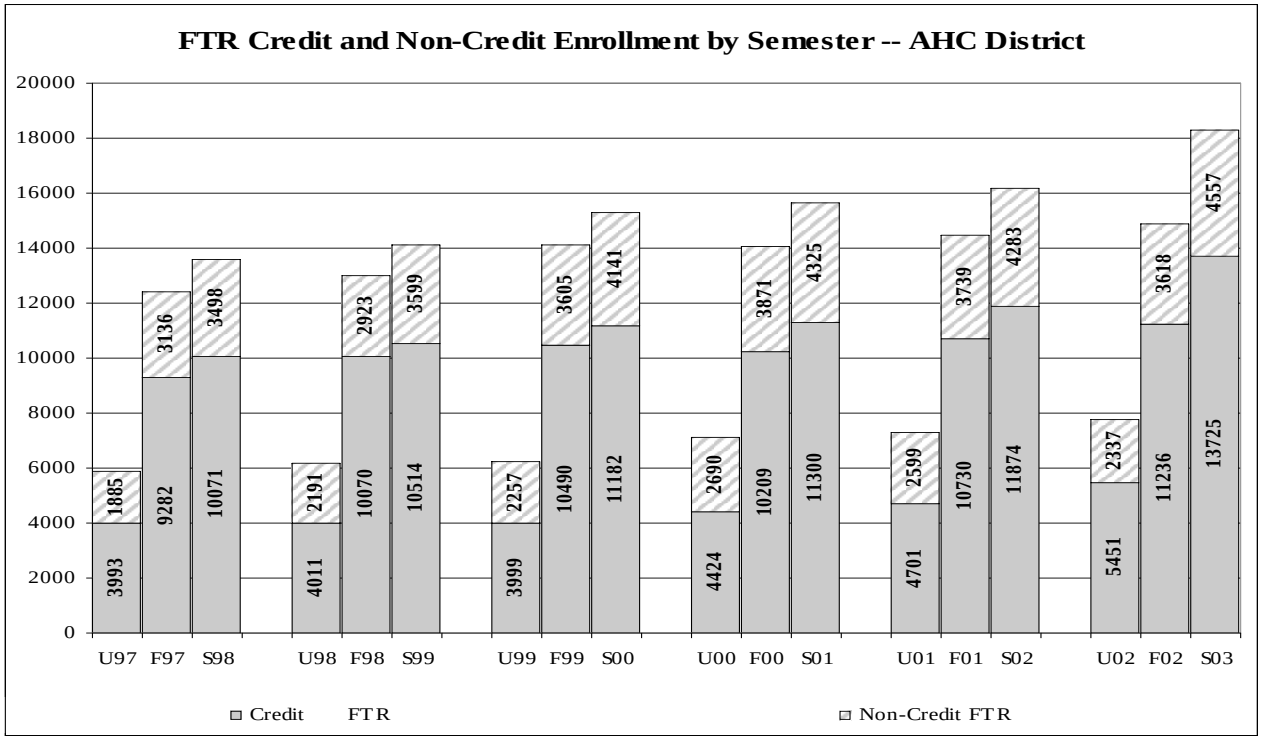
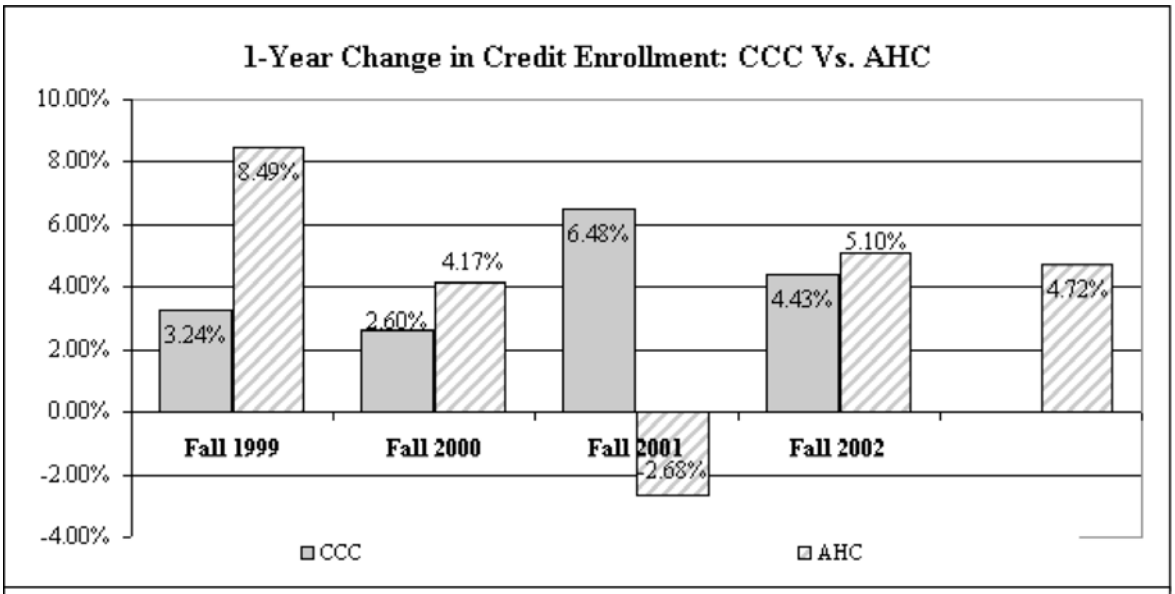


EXHIBIT 3 – AHC and STATEWIDE ENROLLMENT

		CCC	1-Year % Change		AHC	1-Year % Change
Fall 1999	Credit	1,336,746	3.24%		10,490	4.17%
	Non-Credit	211,214	4.84%		3,605	23.33%
	Total	1,547,960	3.45%		14,095	8.48%
Fall 2000	Credit	1,371,442	2.60%		10,209	-2.68%
	Non-Credit	213,829	1.24%		3,871	7.38%
	Total	1,585,271	2.41%		14,080	-0.11%
Fall 2001	Credit	1,460,294	6.48%		10,730	5.10%
	Non-Credit	226,622	5.98%		3,739	-3.41%
	Total	1,686,916	6.41%		14,469	2.76%
Fall 2002	Credit	1,525,001	4.43%		11,236	4.72%
	Non-Credit	221,727	-2.16%		3,618	-3.24%
	Total	1,746,728	3.55%		14,854	2.66%



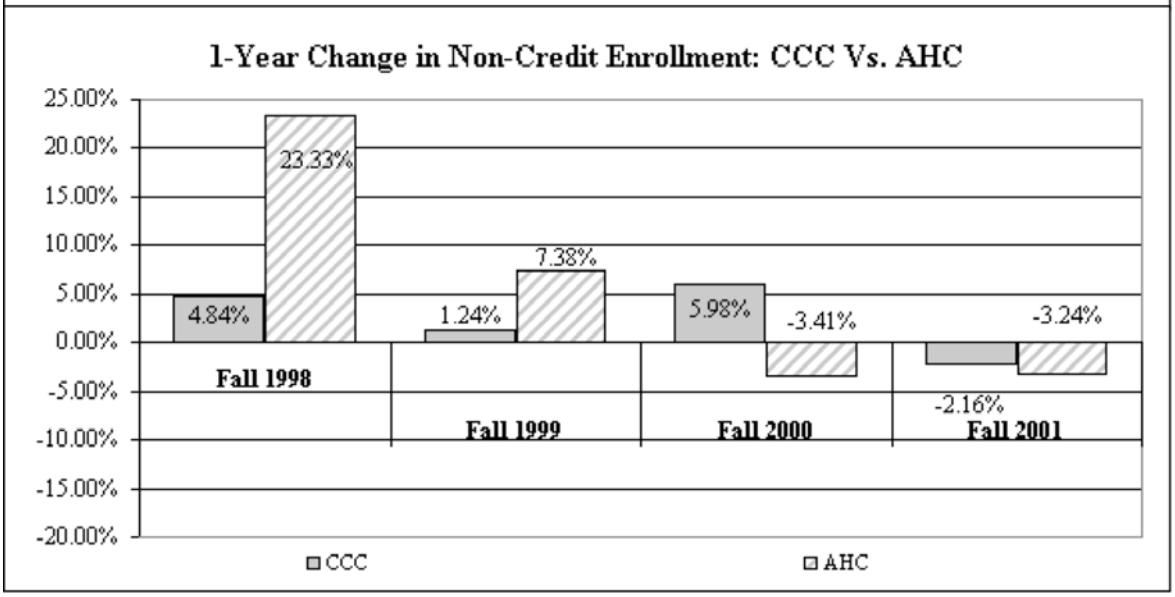
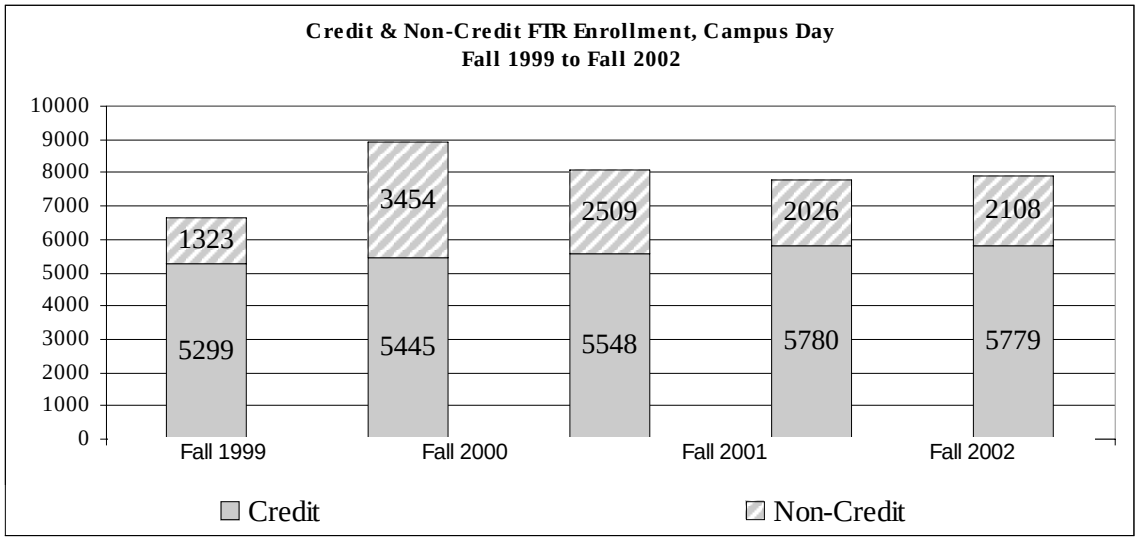
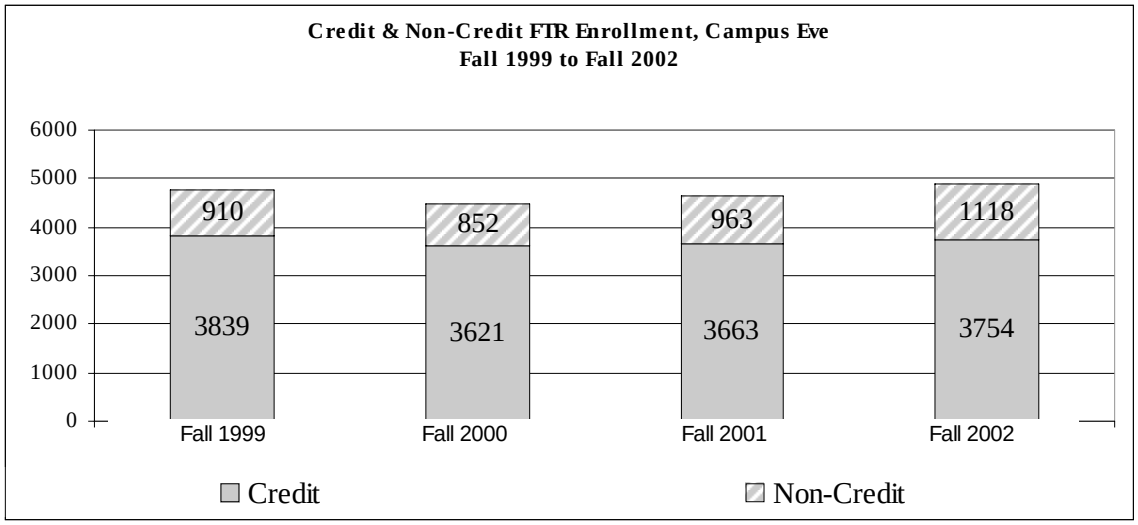


EXHIBIT 4 – ENROLLMENT BY CENTER





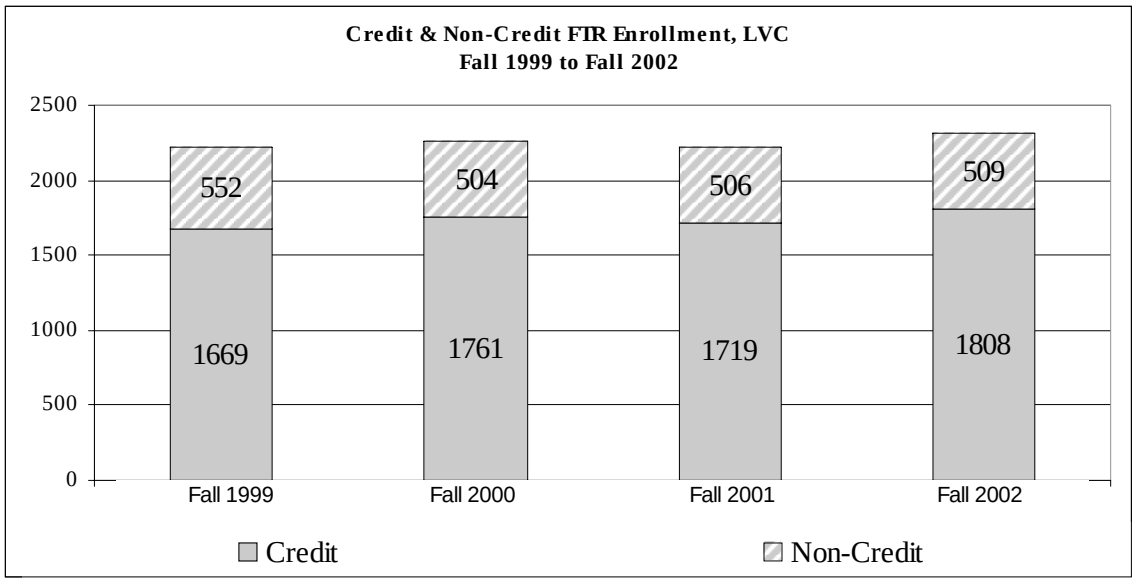
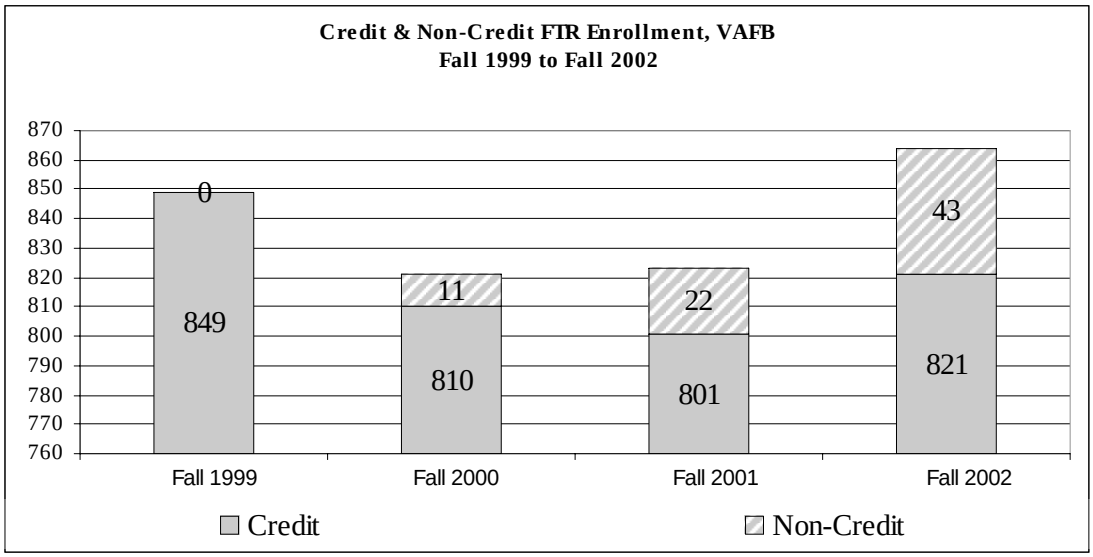
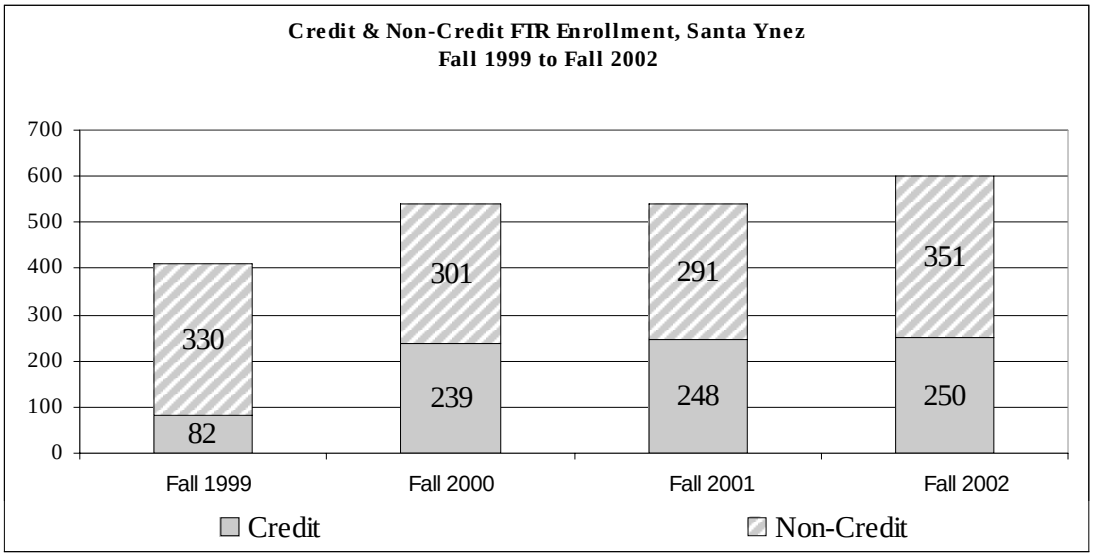


EXHIBIT 4 – ENROLLMENT BY CENTER (continued)





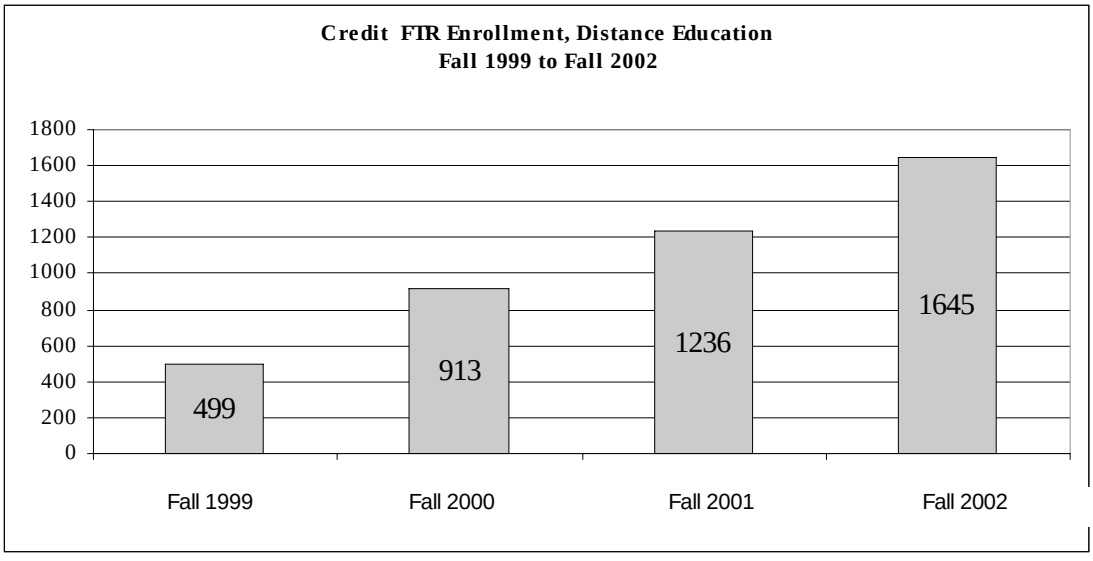


EXHIBIT 5 – AHC HISTORICAL FTES

Year	Total FTES	Primary Terms	Summer current year	Summer next year	Weekly Census	Daily Census	IS/WE	Credit PA	Total Credit in Primary Terms	Noncredit PA	Total Credit Including Summer
92-93	7481.2	6831.79	649.41		4249.65	189.2	48.2	1120.83	5607.88	1223.91	6257.29
93-94	7418.44	6858.92	559.52		4225.12	176.62	85.05	1146.72	5633.51	1225.41	6193.03
94-95	7337.45	6691.21	586.24	60	4136.23	163.62	79.63	1276.05	5655.53	1035.68	6301.77
95-96	7410.16	6728.93	567.37	113.86	4141.22	187.89	85.07	1238.58	5652.76	1076.17	6333.99
96-97	7459.26	6780.62	499.94	178.7	4402.23	192.56	120.45	1036.83	5752.07	1028.55	6430.71
97-98	7942.26	6953.82	534.08	454.36	4500.64	237.52	105.3	1138.69	5982.15	971.67	6970.59
98-99	7949.26	7131.99	294.26	523.01	4439.97	342.13	122.83	1247.87	6152.8	979.19	6970.07
99-00	8312.38	7569.65	267.22	475.51	4754.5	332.64	210.25	1109.98	6407.37	1162.28	7150.1
00-01	8590.54	7781.19	276.65	532.7	4784.03	301.52	395.87	1111.56	6592.98	1188.21	7402.33
01-02	8835.27	8189	207.91	438.36	4953.00	310.00	500.00	1269.00	7032.00	1157.00	7678.27
02-03	9320.68	8472.58	428.25	419.85	5567.53	348.62	88.62	1270.28	7275.05	1197.53	8123.15

Year	Total	Primary Terms	Summer current year	Summer next year	Weekly Census	Daily Census	IS/WE	Credit PA	Total Credit in Primary Terms	Noncredit PA	Total Credit Including Summer
93-94	-0.8%	0.4%	-13.8%		-0.6%	-6.6%	76.5%	2.3%	0.5%	0.1%	-1.0%
94-95	-1.1%	-2.4%	4.8%		-2.1%	-7.4%	-6.4%	11.3%	0.4%	-15.5%	1.8%
95-96	1.0%	0.6%	-3.2%	89.8%	0.1%	14.8%	6.8%	-2.9%	0.0%	3.9%	0.5%
96-97	0.7%	0.8%	-11.9%	56.9%	6.3%	2.5%	41.6%	-16.3%	1.8%	-4.4%	1.5%
97-98	6.5%	2.6%	6.8%	154.3%	2.2%	23.3%	-12.6%	9.8%	4.0%	-5.5%	8.4%
98-99	0.1%	2.6%	-44.9%	15.1%	-1.3%	44.0%	16.6%	9.6%	2.9%	0.8%	0.0%
99-00	4.6%	6.1%	-9.2%	-9.1%	7.1%	-2.8%	71.2%	-11.1%	4.1%	18.7%	2.6%
00-01	3.3%	2.8%	3.5%	12.0%	0.6%	-9.4%	88.3%	0.1%	2.9%	2.2%	3.5%
01-02	2.8%	5.2%	-24.8%	-17.7%	3.5%	2.8%	26.3%	14.2%	6.7%	-2.6%	3.7%
02-03	5.5%	3.5%	106.0%	-4.2%	12.4%	12.5%	-82.3%	0.1%	3.5%	3.5%	5.8%

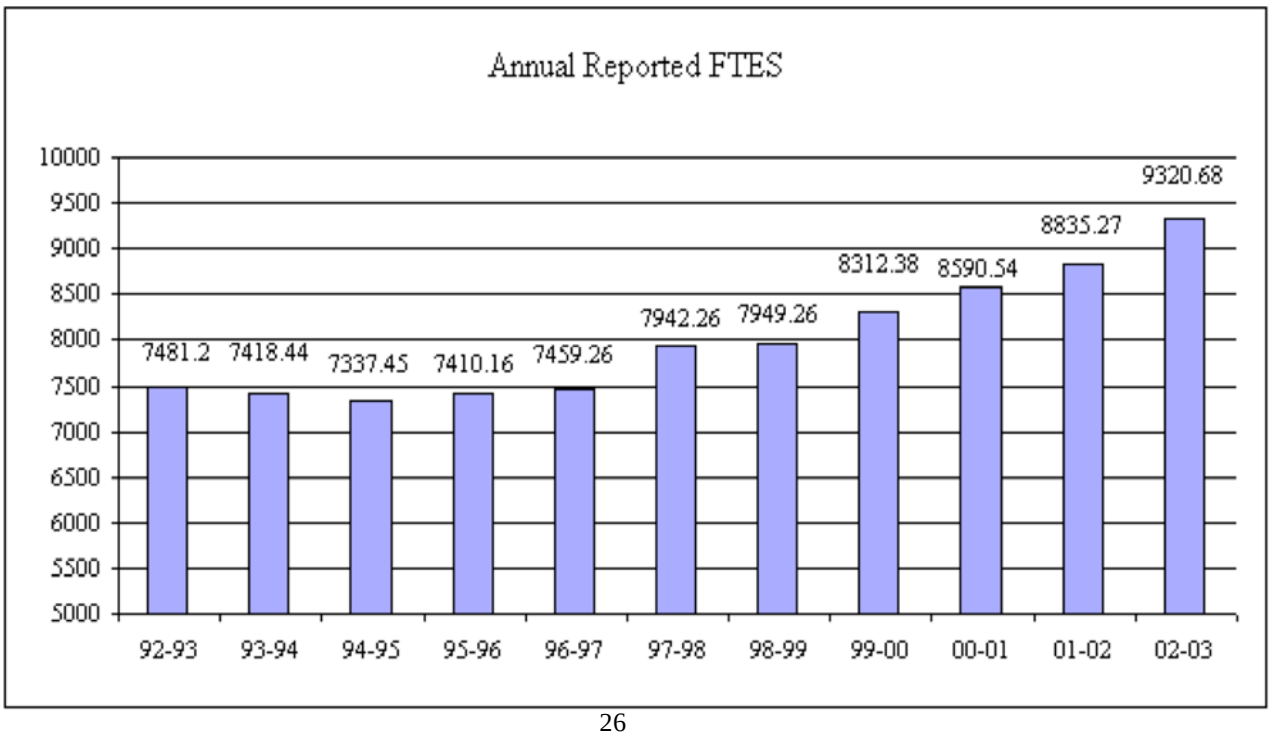


EXHIBIT 6 – STUDENT CHARACTERISTICS

Ethnicity

AHC District	F97		F99		F00		F01		F02		4-Year Change
	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
Asian	179	1.9%	218	2.1%	216	2.1%	217	2.0%	237	2.1%	8.72%
Black	419	4.5%	409	3.9%	369	3.6%	402	3.7%	368	3.3%	-10.02%
Filipino	244	2.6%	285	2.7%	265	2.6%	267	2.5%	303	2.7%	6.32%
Hispanic	2401	25.9%	2943	28.1%	3014	29.5%	3224	30.0%	3508	31.2%	19.20%
Nat American	112	1.2%	139	1.3%	123	1.2%	131	1.2%	154	1.4%	10.79%
Other Non-White	119	1.3%	123	1.2%	133	1.3%	157	1.5%	152	1.4%	23.58%
Pacific Islander	64	0.7%	52	0.5%	52	0.5%	39	0.4%	54	0.5%	3.85%
White	5088	54.8%	5444	51.9%	5307	52.0%	5479	51.1%	5546	49.4%	1.87%
Unknown	22	0.2%	40	0.4%	38	0.4%	111	1.0%	165	1.5%	312.50%
Decline to State	634	6.8%	837	8.0%	692	6.8%	703	6.6%	749	6.7%	-10.51%
Total	9282	100.0%	10490	100.0%	10209	100.0%	10730	100.0%	11236	100.0%	7.11%

Gender

AHC District	F97		F99		F00		F01		F02		4-Year Change
	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
Female	5443	58.6%	5805	55.3%	5807	56.9%	6059	56.5%	6327	56.3%	8.99%
Male	3839	41.4%	4685	44.7%	4402	43.1%	4671	43.5%	4909	43.7%	4.78%
Total	9282	100.0%	10490	100.0%	10209	100.0%	10730	100.0%	11236	100.0%	7.11%

Age

AHC District	F97		F99		F00		F01		F02		4-Year Change
	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
Under 20	1787	19.3%	2020	19.3%	2063	20.2%	2163	20.2%	2296	20.4%	13.66%
20 to24	2386	25.7%	2613	24.9%	2652	26.0%	2809	26.2%	3026	26.9%	15.81%
25 to 34	2096	22.6%	2261	21.6%	2112	20.7%	2292	21.4%	2360	21.0%	4.38%
35 to 54	2553	27.5%	3021	28.8%	2819	27.6%	2931	27.3%	3008	26.8%	-0.43%
55 and Over	460	5.0%	575	5.5%	563	5.5%	535	5.0%	540	4.8%	-6.09%
Unknown									6	0.1%	N/A
Total	9282	100.0%	10490	100.0%	10209	100.0%	10730	100.0%	11236	100.0%	7.11%

Unit Load

AHC District	F97		F99		F00		F01		F02		4-Year Change
	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
Part Time											
0.1 - 2.9	1367	14.7%	2188	20.9%	2110	20.7%	2274	21.2%	2061	18.3%	-5.80%
3.0 - 5.9	2488	26.8%	2575	24.5%	2476	24.3%	2546	23.7%	2933	26.1%	13.90%
6.0 - 8.9	1705	18.4%	1776	16.9%	1772	17.4%	1900	17.7%	2052	18.3%	15.54%
9.0 - 11.9	1049	11.3%	1174	11.2%	1093	10.7%	1233	11.5%	1389	12.4%	18.31%
Part Time Sub-Total	*6609*	*71.2%*	*7713*	*73.5%*	*7451*	*73.0%*	*7953*	*74.1%*	*8435*	*75.1%*	*9.36%*
Full Time											
12.0 - 14.9	1921	20.7%	1969	18.8%	1874	18.4%	1845	17.2%	1878	16.7%	-4.62%
15.0 and Over	752	8.1%	808	7.7%	884	8.7%	932	8.7%	923	8.2%	14.23%
Full Time Sub-Total	*2673*	*28.8%*	*2777*	*26.5%*	*2758*	*27.0%*	*2777*	*25.9%*	*2801*	*24.9%*	*0.86%*

EXHIBIT 6 – STUDENT CHARACTERISTICS (continued)

City of Origin

AHC District	F97		F99		F00		F01		F02		4-Year Change
	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
Arroyo Grande	430	4.6%	414	3.9%	417	4.1%	450	4.2%	480	4.3%	15.94%
Atascadero/Templeton	69	0.7%	90	0.9%	122	1.2%	120	1.1%	154	1.4%	71.11%
Avila	9	0.1%	8	0.1%	2	0.0%	8	0.1%	6	0.1%	-25.00%
Cuyama	7	0.1%	3	0.0%	5	0.0%	7	0.1%	9	0.1%	200.00%
Goleta	29	0.3%	113	1.1%	45	0.4%	118	1.1%	81	0.7%	-28.32%
Grover/Oceano	356	3.8%	387	3.7%	373	3.7%	355	3.3%	392	3.5%	1.29%
Guadalupe/Casmalia	216	2.3%	245	2.3%	275	2.7%	258	2.4%	292	2.6%	19.18%
Lompoc	1645	17.7%	1948	18.6%	1856	18.2%	2011	18.7%	2089	18.6%	7.24%
Los Alamos	40	0.4%	43	0.4%	49	0.5%	49	0.5%	46	0.4%	6.98%
Los Osos	0	0.0%	2	0.0%	3	0.0%	2	0.0%	5	0.0%	150.00%
Morro Bay/Cambria	39	0.4%	50	0.5%	54	0.5%	51	0.5%	45	0.4%	-10.00%
Nipomo	509	5.5%	517	4.9%	493	4.8%	532	5.0%	529	4.7%	2.32%
Orcutt	1631	17.6%	1844	17.6%	1849	18.1%	1895	17.7%	1952	17.4%	5.86%
Other	194	2.1%	302	2.9%	160	1.6%	259	2.4%	336	3.0%	11.26%
Paso Robles/Creston	46	0.5%	101	1.0%	99	1.0%	122	1.1%	110	1.0%	8.91%
Pismo/Shell	114	1.2%	131	1.2%	102	1.0%	125	1.2%	114	1.0%	-12.98%
San Luis Obisbo	221	2.4%	240	2.3%	199	1.9%	226	2.1%	257	2.3%	7.08%
Santa Barbara	44	0.5%	41	0.4%	63	0.6%	91	0.8%	67	0.6%	63.41%
Santa Maria	2794	30.1%	3145	30.0%	3125	30.6%	3169	29.5%	3302	29.4%	4.99%
Santa Ynez/Los Olivos	134	1.4%	140	1.3%	158	1.5%	136	1.3%	137	1.2%	-2.14%
Solvang/Buellton	213	2.3%	240	2.3%	301	2.9%	270	2.5%	338	3.0%	40.83%
Vandenberg	531	5.7%	483	4.6%	458	4.5%	475	4.4%	494	4.4%	2.28%
Unknown	11	0.1%	3	0.0%	1	0.0%	1	0.0%	1	0.0%	-66.67%
Total	9282	100.0%	10490	100.0%	10209	100.0%	10730	100.0%	11236	100.0%	7.11%

Educational Goals

AHC District	F97		F99		F00		F01		F02		4-Year Change
	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
AA + Transfer	2874	31.0%	2809	26.8%	2804	27.5%	3030	28.2%	3342	29.7%	18.97%
Transfer, No AA	738	8.0%	690	6.6%	714	7.0%	776	7.2%	845	7.5%	22.46%
AA, No Transfer	366	3.9%	357	3.4%	338	3.3%	382	3.6%	381	3.4%	6.72%
Voc Degree, No Transfer	551	5.9%	430	4.1%	428	4.2%	504	4.7%	528	4.7%	22.79%
Voc Cert, No Transfer	419	4.5%	340	3.2%	305	3.0%	313	2.9%	364	3.2%	7.06%
Career Interests/Goals	393	4.2%	454	4.3%	390	3.8%	352	3.3%	351	3.1%	-22.69%
Acquire Job Skills	674	7.3%	752	7.2%	754	7.4%	727	6.8%	747	6.6%	-0.66%
Update Job Skills	766	8.3%	886	8.4%	756	7.4%	887	8.3%	843	7.5%	-4.85%
Maintain Certificate/License	155	1.7%	248	2.4%	230	2.3%	312	2.9%	336	3.0%	35.48%
Educational Development	558	6.0%	754	7.2%	732	7.2%	754	7.0%	755	6.7%	0.13%
Improve Basic Skills	82	0.9%	105	1.0%	89	0.9%	140	1.3%	192	1.7%	82.86%
HS Diploma/GED	57	0.6%	57	0.5%	75	0.7%	76	0.7%	71	0.6%	24.56%
Undecided	1598	17.2%	2549	24.3%	2535	24.8%	2302	21.5%	2283	20.3%	-10.44%
Unknown	51	0.5%	59	0.6%	59	0.6%	175	1.6%	198	1.8%	235.59%
Total	9282	100.0%	10490	100.0%	10209	100.0%	10730	100.0%	11236	100.0%	7.11%

EXHIBIT 7 – NONCREDIT STUDENT CHARACTERISTICS

Ethnicity

Non-Credit	F97		F99		F00		F01		F02		4-Year Change
	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
Asian	59	1.9%	84	2.3%	86	2.2%	82	2.2%	76	2.1%	-9.52%
Black	44	1.4%	49	1.4%	39	1.0%	40	1.1%	27	0.7%	-44.90%
Filipino	22	0.7%	31	0.9%	38	1.0%	33	0.9%	43	1.2%	38.71%
Hispanic	1142	36.4%	1053	29.2%	949	24.5%	1005	26.9%	974	26.9%	-7.50%
Nat American	11	0.4%	21	0.6%	18	0.5%	14	0.4%	11	0.3%	-47.62%
Other Non-White	16	0.5%	17	0.5%	17	0.4%	18	0.5%	10	0.3%	-41.18%
Pacific Islander	2	0.1%	4	0.1%	1	0.0%	1	0.0%	1	0.0%	-75.00%
White	1665	53.1%	1507	41.8%	1612	41.6%	1413	37.8%	1222	33.8%	-18.91%
Unknown	40	1.3%	540	15.0%	759	19.6%	869	23.2%	982	27.1%	81.85%
Decline to State	135	4.3%	299	8.3%	352	9.1%	264	7.1%	272	7.5%	-9.03%
Total	3136	100.0%	3605	100.0%	3871	100.0%	3739	100.0%	3618	100.0%	0.36%

Gender

Non-Credit	F97		F99		F00		F01		F02		4-Year Change
	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
Female	2226	71.0%	2532	70.2%	2749	71.0%	2672	71.5%	2562	70.8%	1.18%
Male	894	28.5%	1068	29.6%	1114	28.8%	1067	28.5%	1046	28.9%	-2.06%
Unknown/No Response	16	0.5%	5	0.1%	8	0.2%	0	0.0%	10	0.3%	100.00%
Total	3136	100.0%	3605	100.0%	3871	100.0%	3739	100.0%	3618	100.0%	0.36%

Age

Non-Credit	F97		F99		F00		F01		F02		4-Year Change
	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
Under 20	80	2.6%	118	3.3%	85	2.2%	93	2.5%	82	2.3%	-30.51%
20 to24	202	6.4%	247	6.9%	256	6.6%	202	5.4%	233	6.4%	-5.67%
25 to 34	532	17.0%	492	13.6%	543	14.0%	485	13.0%	498	13.8%	1.22%
35 to 54	984	31.4%	1041	28.9%	1186	30.6%	1063	28.4%	1089	30.1%	4.61%
55 and Over	1338	42.7%	1707	47.4%	1801	46.5%	1744	46.6%	1706	47.2%	-0.06%
Unknown							152	4.1%	10	0.3%	N/A
Total	3136	100.0%	3605	100.0%	3871	100.0%	3739	100.0%	3618	100.0%	0.36%

EXHIBIT 8 – SERVICE AREA POPULATION

Population Totals

	Santa Maria Valley	Lompoc Valley	Santa Ynez Valley	Cuyama	Guadalupe	District	Arroyo Grande	Service Area
1980	63440	44738	14097		4383	126658	43604	170262
1990	92993	58447	19542	1206	6030	178218	58659	236877
2000	110773	58301	21859	1349	6063	198345	68960	267305

Percent Changes

	Santa Maria Valley	Lompoc Valley	Santa Ynez Valley	Cuyama	Guadalupe	District	Arroyo Grande	Service Area
1980-1990	46.6%	30.6%	38.6%		37.6%	40.7%	34.5%	39.1%
1990-2000	19.1%	-0.2%	11.9%	11.9%	0.5%	11.3%	17.6%	12.8%

Numeric Changes

	Santa Maria Valley	Lompoc Valley	Santa Ynez Valley	Cuyama	Guadalupe	District	Arroyo Grande	Service Area
1980-1990	29553	13709	5445		1647	51560	15055	66615
1990-2000	17780	-146	2317	143	33	20127	10301	30428

These data reflect population totals for census divisions in the AHC district and service areas (including unincorporated areas).

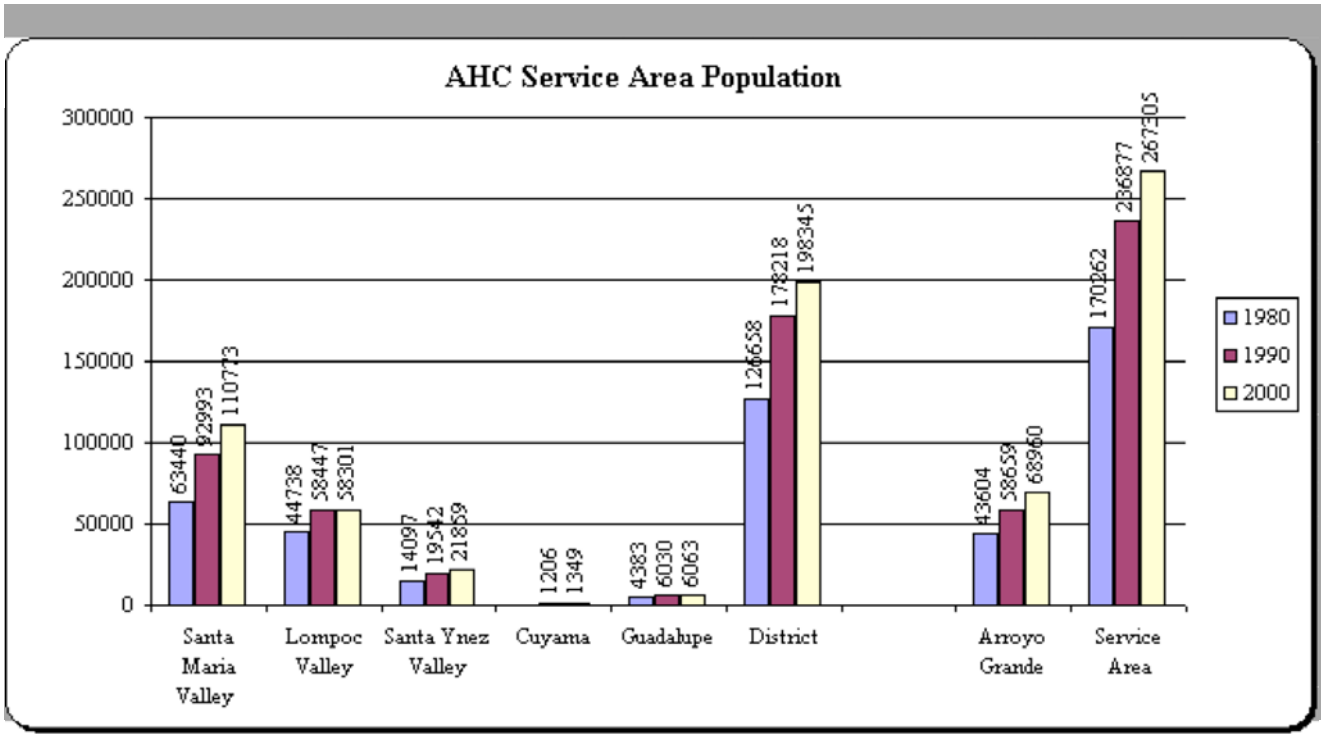


EXHIBIT 9 – POPULATION PROJECTION

Source: Santa Barbara County Association of Governments, Forecast of Population, Employment, Land Use 2000 - 2030

	2000	2005	2010	2015	2020	2025	2030
Lompoc Valley	**58,300**	65,000	68,600	71,100	72,300	73,700	75,100
City of Lompoc	41,100	43,500	44,900	46,100	47,200	48,500	49900
Lompoc CCD - uninc	17,200	22,000	23,800	25,000	25,100	25,200	25,300
Santa Maria Valley	**110,700**	**127,400**	**141,100**	**155,100**	**163,300**	**165,500**	**167,400**
City of Santa Maria	77,400	87,800	96,300	105,000	109,600	111,200	112,300
SM CCD - Uninc	33,300	39,600	44,800	50,100	53,700	54,300	55,100
Guadalupe	**6,100**	**6,600**	**6,700**	**7,000**	**7,200**	**7,300**	**7,600**
City Guadalupe	5,700	5,900	6,000	6,200	6,400	6,500	6,700
Guadalupe -- Uninc	400	700	700	800	800	800	900
Santa Ynez Valley	**21,800**	25,200	26,900	27,400	27,300	27,500	**27,600**
City of Solvang	5,300	5,700	6,100	6,400	6,400	6,500	6,500
SY CCD - Uninc	12,700	14,100	15,000	15,100	15,100	15,100	15,200
City of Buellton	3,800	5,400	5,800	5,800	5,800	5,900	5,900
Cuyama	**1,400**	1,300	1,400	1,400	1,400	1,500	**1,600**
Total North County	**198,300**	**225,500**	**244,700**	**262,000**	**271,500**	**275,500**	**279,300**
Percent Change		13.7%	8.5%	7.1%	3.6%	1.5%	1.4%

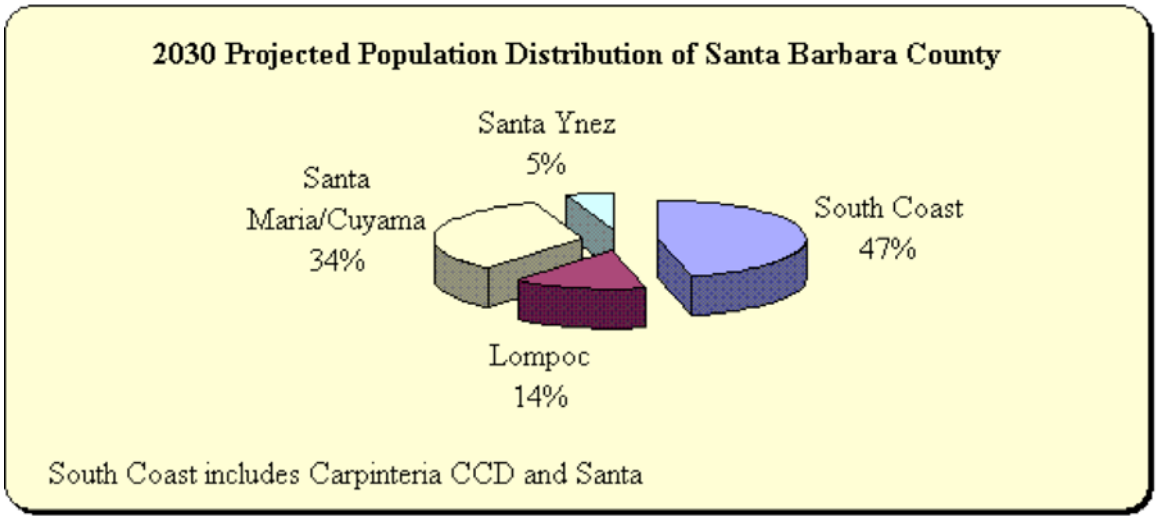
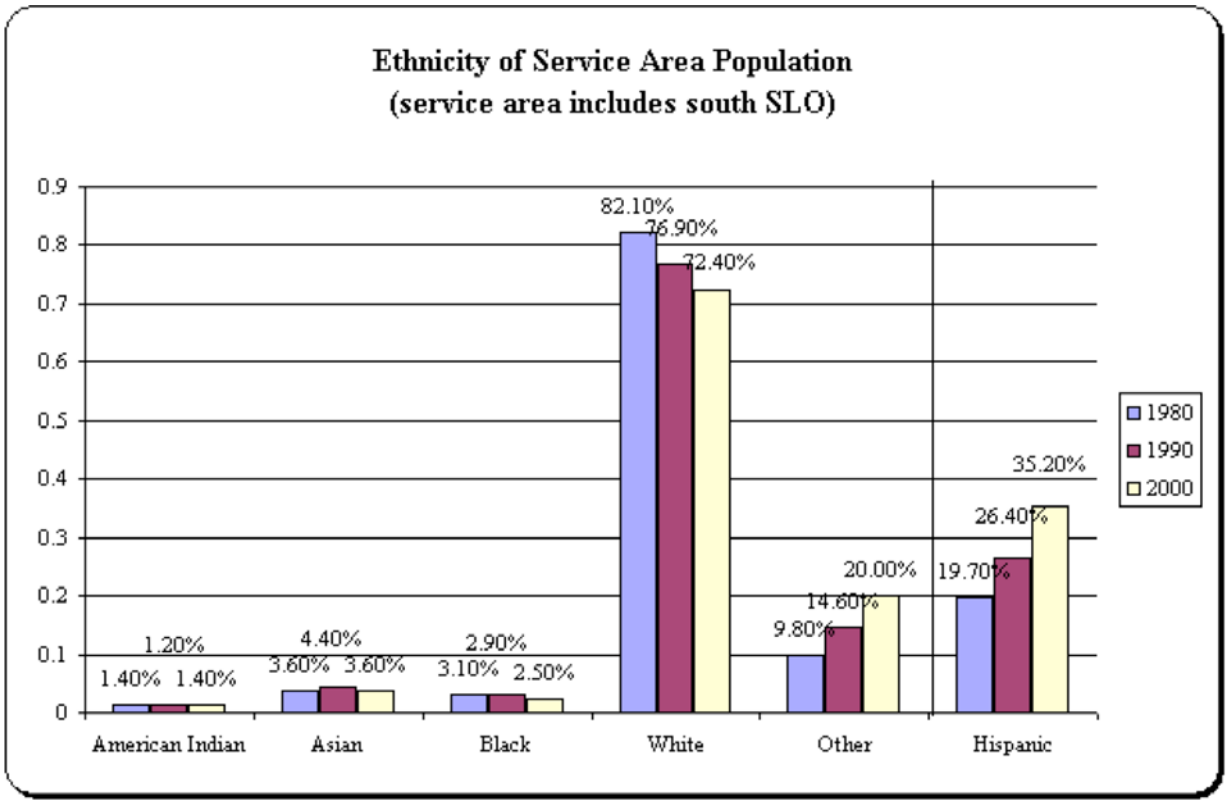


EXHIBIT 10 – SERVICE AREA ETHNICITY



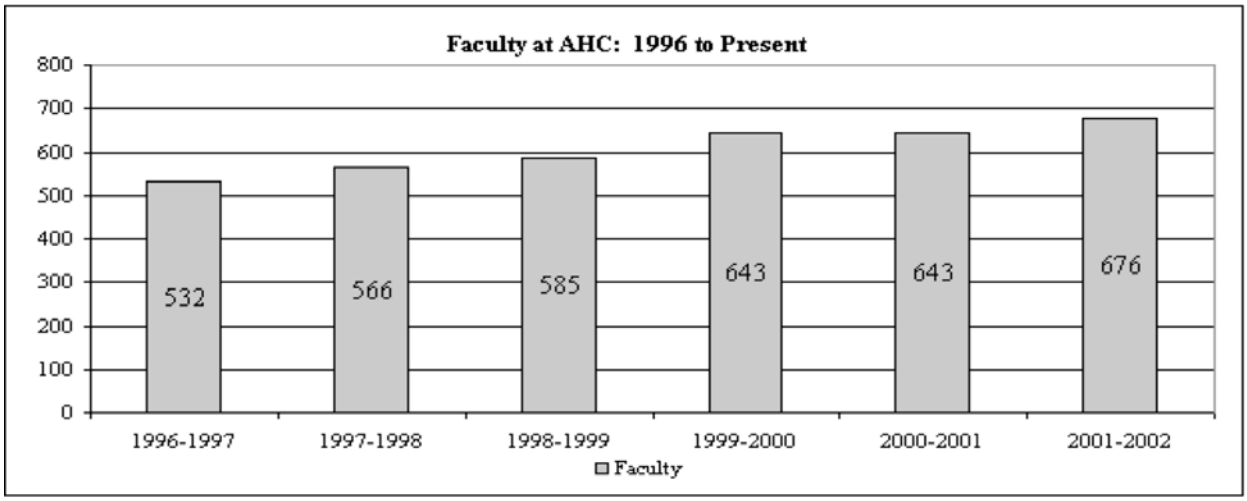
	SM Valley		Lompoc Valley		SY Valley		Guadalupe		Arroyo Grande	
Total population	**110,773**		**58,301**		**21,859**		**6,063**		**68,960**	
One race	105,310		55,348		21,147		5,629		66,282	
White	73,065	66%	40,712	70%	18,855	86%	2,863	47%	57,095	83%
Black or African Amr.	1,941	2%	4,201	7%	83	0%	40	1%	490	1%
Native Am and Alaska Native	1,683	2%	800	1%	402	2%	107	2%	738	1%
Asian	4,682	4%	2,138	4%	238	1%	346	6%	1,765	3%
Native Hawaiian and Pacific Isl	181	0%	202	0%	24	0%	9	0%	92	0%
Some other race	23,758	21%	7,295	13%	1,545	7%	2,264	37%	6,102	9%
Two or more races	5,463	5%	2,953	5%	712	3%	434	7%	2,678	4%

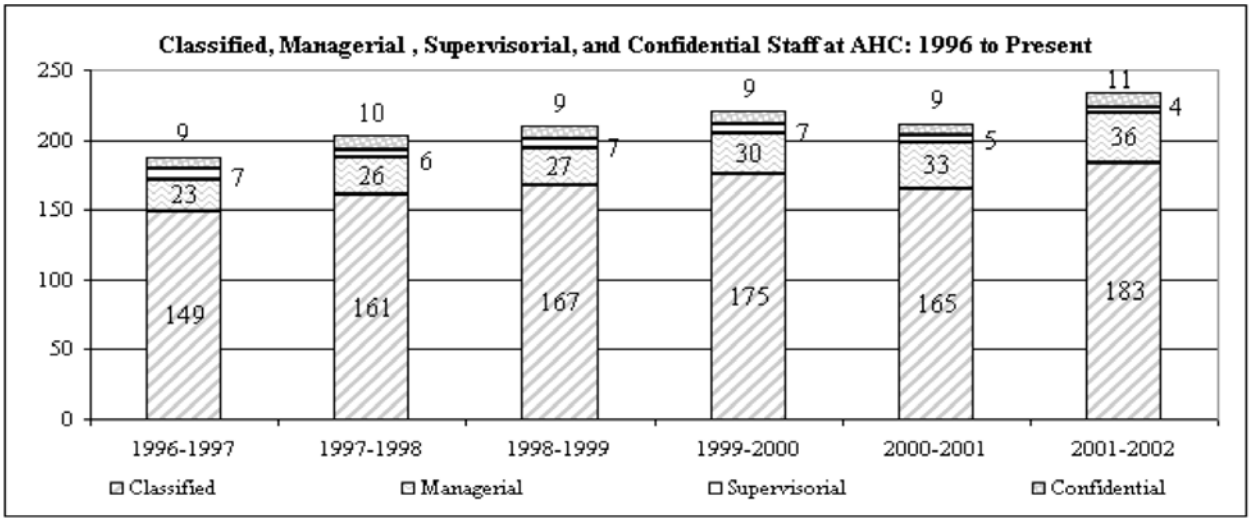
Hispanic or Latino										
	SM Valley		**Lompoc Valley**		**SY Valley**		**Guadalupe**		**Arroyo Grande**	
Total population	**110,773**		**58,301**		**21,859**		**6,063**		**68,960**	
Hispanic or Latino	52,444	47%	17,564	30%	4,318	20%	5,009	83%	14,361	21%
Not Hispanic or Latino	58,329	53%	40,737	70%	17,541	80%	1,054	17%	54,599	79%

Source: *U.S. Census Bureau.* *http://www.census.gov/*

EXHIBIT 11 – COLLEGE FACULTY AND STAFF

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	5-Year % Change
Faculty							
Full Time	125	127	137	142	151	176	20.80%
Part Time	351	381	390	425	424	439	20.80%
Non-Credit Teaching	56	58	58	76	68	61	21.43%
Sub-Total:	532	566	585	643	643	676	20.86%
Classified							
Full Time Classified	133	143	146	157	150	168	12.78%
Part Time Classified	16	18	21	18	15	15	-6.25%
Sub-Total:	149	161	167	175	165	183	10.74%
Managerial							
Academic	15	16	17	20	20	22	33.33%
Classified	8	10	10	10	13	14	62.50%
Sub-Total:	23	26	27	30	33	36	43.48%
Supervisorial	7	6	7	7	5	4	-28.57%
Confidential	9	10	9	9	9	11	0.00%
Grand Total:	**720**	**769**	**795**	**864**	**855**	**910**	**18.75%**



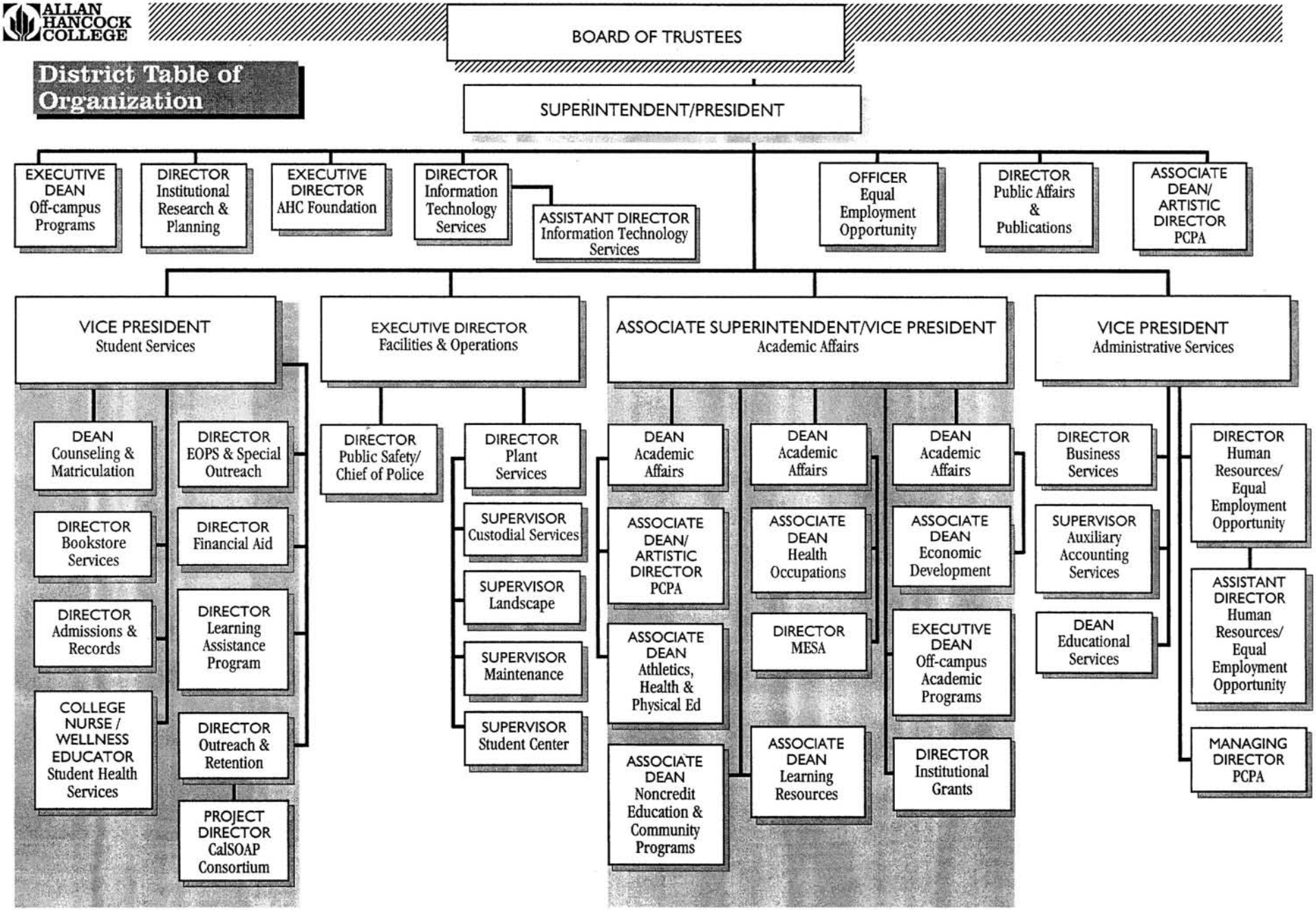


ALLAN HANCOCK COLLEGE

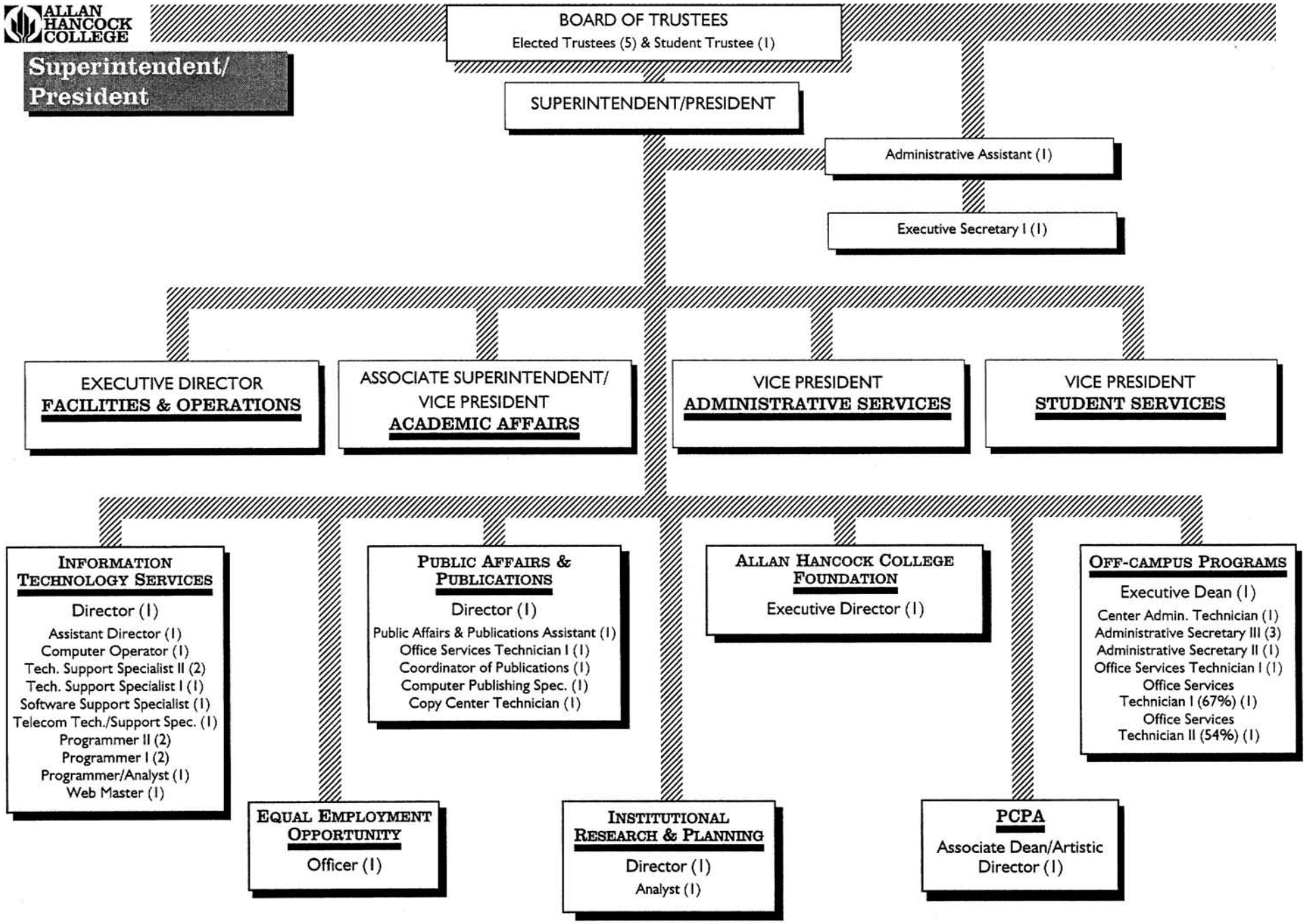
Organization of the Institution

ALLAN HANCOCK COLLEGE

District Table of Organization



REV 11-2003


ALLAN HANCOCK COLLEGE
Superintendent/ President
BOARD OF TRUSTEES
Elected Trustees (5) & Student Trustee (1)
SUPERINTENDENT/PRESIDENT
Administrative Assistant (1)
Executive Secretary I (1)
EXECUTIVE DIRECTOR
FACILITIES & OPERATIONS
ASSOCIATE SUPERINTENDENT/
VICE PRESIDENT
ACADEMIC AFFAIRS
VICE PRESIDENT
ADMINISTRATIVE SERVICES
VICE PRESIDENT
STUDENT SERVICES
INFORMATION TECHNOLOGY SERVICES
Director (1)
Assistant Director (1)
Computer Operator (1)
Tech. Support Specialist II (2)
Tech. Support Specialist I (1)
Software Support Specialist (1)
Telecom Tech./Support Spec. (1)
Programmer II (2)
Programmer I (2)
Programmer/Analyst (1)
Web Master (1)
EQUAL EMPLOYMENT OPPORTUNITY
Officer (1)
PUBLIC AFFAIRS & PUBLICATIONS
Director (1)
Public Affairs & Publications Assistant (1)
Office Services Technician I (1)
Coordinator of Publications (1)
Computer Publishing Spec. (1)
Copy Center Technician (1)
INSTITUTIONAL RESEARCH & PLANNING
Director (1)
Analyst (1)
ALLAN HANCOCK COLLEGE FOUNDATION
Executive Director (1)
PCPA
Associate Dean/Artistic Director (1)
OFF-CAMPUS PROGRAMS
Executive Dean (1)
Center Admin. Technician (1)
Administrative Secretary III (3)
Administrative Secretary II (1)
Office Services Technician I (1)
Office Services Technician I (67%) (1)
Office Services Technician II (54%) (1)

REV 11-2003

ALLAN HANCOCK COLLEGE

Academic Affairs

ASSOCIATE SUPERINTENDENT/ VICE PRESIDENT

Academic Services Coordinator (1)
Administrative Secretary V (1)
Academic Affairs Technician (1)

ACADEMIC AFFAIRS

Dean (1)
Administrative Secretary III (1)
Office Services Technician II (1)

Fine Arts
Department Chair
Administrative Secretary I (50%) / Fine Arts Assistant I (50%) (1)
Instructors (13)

Language Arts
Department Chair
Administrative Secretary I (1)
Instructors (25)
ESL Coordinator/Instructor (1)
ESL Outreach Program Specialist (1)
Coordinator/Instructional Asst.
Language Lab (1)
Instructional Asst. (1)
Lab Asst. (2)

HEALTH & PHYSICAL EDUCATION/ATHLETICS
Associate Dean (1)
Department Chair
Administrative Secretary II (1)
Instructors (8)
Athletic Equip Attend. / Custodian (2)
Athletic Equip. Mgr. (1)
Sports Info. Specialist (1)

PCPA
Associate Dean/ Artistic Director (1)
Instructors (3)

ACADEMIC AFFAIRS

Dean (1)
Administrative Secretary III (1)

Business
Department Chair
Administrative Secretary I (1)
Instructors (9)

Life, Physical & Health Sciences
Associate Dean, Health Occupations (1)
Administrative Secretary II (1)
Instructors (6)
Department Chair
Administrative Secretary I (1)
Instructors (11)
Instructional Asst. (2)

Mathematical Sciences
Department Chair
Administrative Secretary I (1)
Lab Assistants (1)
Instructors (17)

Mathematics, Engineering, & Science Achievement (MESA) Program
Director (1)

Computer Resource Center
Coordinator/Instr. Asst. (1)
Instructional Assoc. (1)
Lab Assistants (2)

ACADEMIC AFFAIRS

Dean (1)
Administrative Secretary III (1)
Articulation Technician (1)
REBRAC Coordinator (1)
Administrative Secretary II (1)
Cosmetology/Apprenticeship Coordinator (1)
Workforce Preparation Director (1)
Job Placement Technician (1)
Career Center Technician (1)

Industrial Technology & Public Safety
Department Chair
Administrative Secretary I (1)
Public Safety Program Technician (1)
Instructors (11)
Instructional Asst. (3)
Fire Tech. Coordinator (1)
Admin. of Justice Coordinator (1)

Social Sciences
Department Chair
Administrative Secretary I (1)
ECS Coordinator/Instructor (1)
FCS Coordinator/Instructor (1)
Office Services Asst. II (54%)
Human Services Coordinator/Instructor (1)
Instructors (20)

ECONOMIC DEVELOPMENT
Associate Dean (1) Interim Dir.
Administrative Secretary II (1)

OFF-CAMPUS ACADEMIC PROGRAMS

Executive Dean (1)
Instructors (5)
LPHS Instructional Assistant (1)
CRC Laboratory Assistant II (1)
Transfer & Job Placement Technician (1)

NONCREDIT EDUCATION & COMMUNITY PROGRAMS

Associate Dean (1)
Administrative Secretary II (1)
Administrative Secretary I (1)
Community Education Coordinator (1)
Noncredit Programs Coordinator (1)
Public Information Specialist (.5)
Office Services Technician II (1)
Office Services Technician I (1)
Lab Asst./Business Skills Lab (1)

LEARNING RESOURCES

Associate Dean (1)
Administrative Secretary II (1)
College Librarian (3)
Library MultiMedia Technician (4)
Coordinator, Media Services (1)
MultiMedia Services Technician (2)
Media Production Assistant/Photographic (50%) (1)
Educational Technology Specialist (1)
Tutorial /Computer Assisted Instructor/Coordinator (1)
Internet/Distance Learning Technician (1)
Adaptive Technician/Internet Access Specialist (1)

INSTITUTIONAL GRANTS

Director (1)
Grants Analyst (1)
Administrative Secretary II (1)

REV 11-2003

ALLAN HANCOCK COLLEGE

Student Services

VICE PRESIDENT

Admin. Secretary V (1)

LEARNING ASSISTANCE PROGRAM
Director (1)
Admin. Secretary II (1)
Counselor (2)
Instructional Asst. (1)
Lab Asst. (2.5)
Instructors (2)
Interpreter/Support Services Coordinator (1)
Assessment Tech (1)
Adapted Computer Technology Specialist (1)
Support Services Asst. (1)
Learning Disability Specialist (3)

COUNSELING & MATRICULATION
Dean (1)
Admin. Secretary III (1)

University Transfer Center
Coordinator/Counselor (1)
Office Services Tech. I (1)
Counselor (1)

Testing Center
Coor. Assessment (1)
Testing Program Asst. (1)
Assessment Technician (1)

Counseling Department
Dept. Chair (1)
Academic Coun. (5)
Noncredit Matriculation Coor./Coun. (1) (vacant)
LVC Coun. (1)
Mental Health Coun. (2 PT)
Counseling Asst. (2) (1 vacant)
Transfer/Job Placement/Career Center Technician LVC (1)
Coordinator, Student Activities (1)
Adapted Technology/Internet Access Specialist (1)
Psychological Disabilities Specialist (1)
Admin. Secretary I (1)
Office Services Asst. II (1)

OUTREACH & RETENTION
Director (1)

ADMISSIONS & RECORDS
Director (1)
A & R Specialist (1)
A & R Tech III (2)
A & R Tech II (2)
A & R Tech I (1) (vacant)
Transcript Evaluator (1)

FINANCIAL AID
Director (1)
Academic Counselor (1)
Financial Aid Acct. Tech (1)
Financial Aid Asst. (1)
Financial Aid Tech (2)
Scholarship & Veterans Affairs Tech (1)
Financial Aid Technical Asst. I (1)
Project Director, CalSOAP Consortium (1)

BOOKSTORE SERVICES
Director (1)

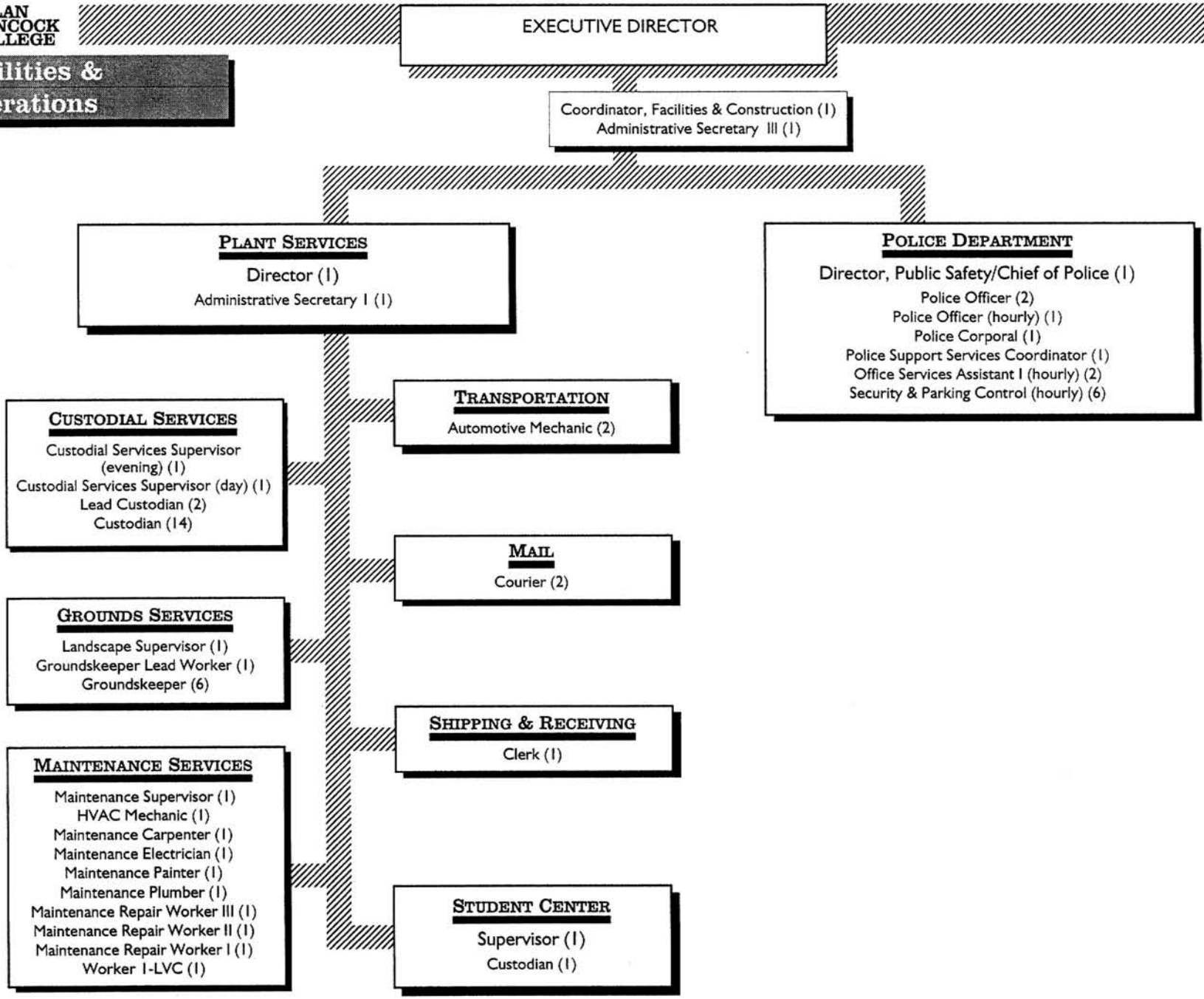
EOPS & SPECIAL OUTREACH
Director (1)
Admin. Secretary II (1)
CARE Counselor (1) (vacant)
EOPS Counselor (1)
EOPS Specialist/Counseling Asst. LVC (1) (vacant)
EOPS Specialist (1)
EOPS/CalWORKs Tech (1)
CARE Program Asst. (1)

STUDENT HEALTH SERVICES
College Nurse/Wellness Educator (1)
Office Asst. II (75%) (1)

REV 11-2003

ALLAN HANCOCK COLLEGE

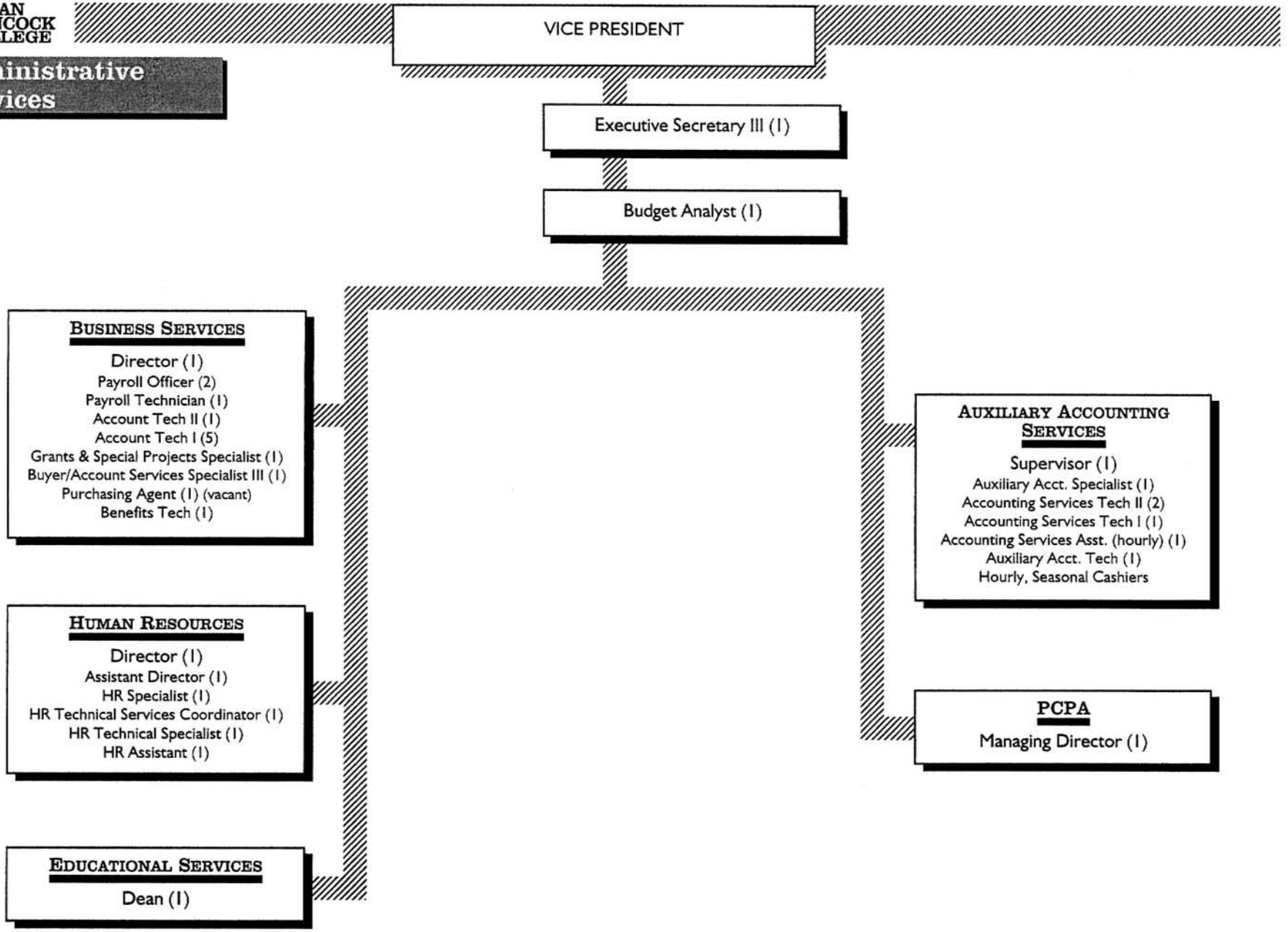
Facilities & Operations



REV 11-2003

ALLAN HANCOCK COLLEGE

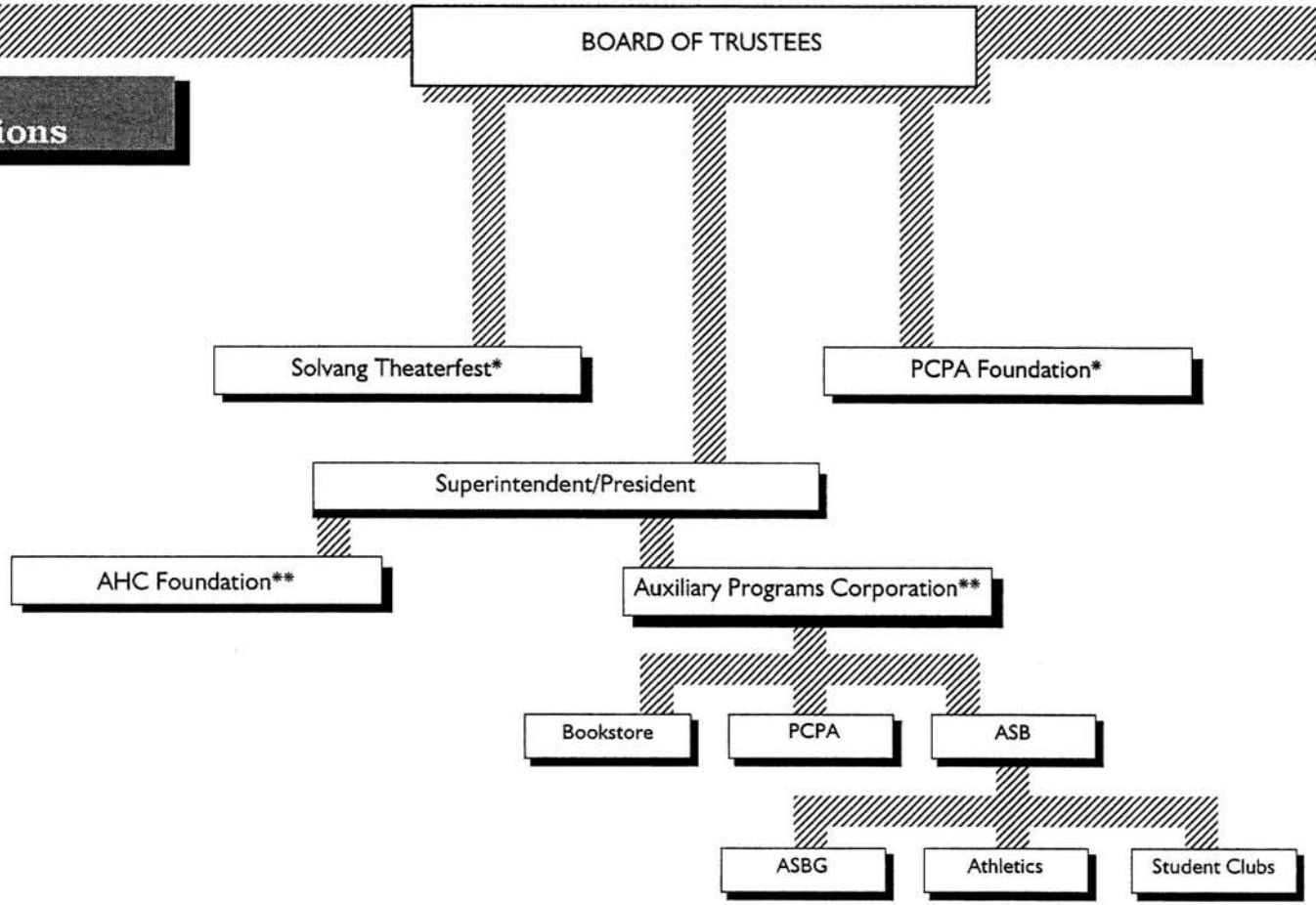
Administrative Services



REV 11-2003

ALLAN HANCOCK COLLEGE

Nonprofit Organizations



* Independent
** Auxiliary

ALLAN HANCOCK COLLEGE

Certification of Continued Compliance with Eligibility Requirements

Certification of Continued Compliance with Eligibility Requirements

AUTHORITY

1. The institution is authorized to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Allan Hancock College was founded in 1920 when the Santa Maria School District established Santa Maria Junior College. Allan Hancock College is authorized by the California Education Code and the California Community Colleges under the jurisdiction of the Board of Governors to operate as an educational institution and to award degrees. Allan Hancock College has the authority to operate as a degree-granting institution based on its continuous accreditation with the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education.

MISSION

2. The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve.

Allan Hancock College's mission statement identifies the educational purposes of the college as defined by the established mission of California community colleges. The Allan Hancock College Board of Trustees adopts the college mission. The board last amended the college mission statement in 1997 in order to add economic development as a primary mission of the college. The mission statement is reviewed annually each spring as part of the college's planning process. The mission statement is published annually in the college catalog and is consistent with the California Master Plan for Higher Education.

GOVERNING BOARD

3. The institution has a functioning governing board responsible for the integrity of the institution and for ensuring that the institution's mission is being carried out. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The Allan Hancock College Board of Trustees is composed of five public members elected by trustee area on alternating years for a term of four years. In addition to the five elected trustees, the board is comprised of one nonvoting student trustee who is elected by the student body of Allan Hancock College during the regular election of officers of the Associated Student Body Government. The term of office of the student trustee is one year.

The board is responsible for the quality of the college's educational programs and services. Board decisions pertaining to educational programs, financial health, and the integrity of the college are consistent with the board-approved institutional mission statement and goals. The governing board is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. Board members submit conflict of interest forms annually. Each trustee represents voters from one of five geographic areas. The five geographic areas provide for area representation of all the territory in the district.

CHIEF EXECUTIVE OFFICER

4. The institution has a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution.

The Allan Hancock College Board of Trustees selects and appoints the superintendent/president of the district. The chief executive officer provides leadership in planning, establishing priorities for the institution, managing resources, setting a process for budget priorities, and ensuring the implementation of statutes, regulations, and board policies. The college is the superintendent/president's primary responsibility.

ADMINISTRATIVE CAPACITY

5. The institution has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Allan Hancock College has an administrative structure established to meet the institution's purpose, size, and complexity. Administrative officers are qualified by training and experience to perform their administrative responsibilities.

OPERATIONAL STATUS

6. The institution is operational with students actively pursuing its degree programs.

Allan Hancock College currently enrolls approximately 11,000 credit students and 3,600 noncredit students each semester. Students are actively pursuing transfer and occupational degree programs: 40.6 percent of credit students are planning to transfer to a four-year institution whereas 34.8 percent are seeking an associate's degree or vocational training. The institution is fully operational with fall, spring, summer, and intersession courses designed to meet the varied educational needs of students.

DEGREES

7. A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

In accordance with the Chancellor's Office curriculum standards handbook, educational programs by definition are organized sequences of courses leading to a degree, a certificate, a diploma, a license, or transfer to another post-secondary institution. In May 2003, 663 associate in arts, 264 associate in science, and 863 certificates were awarded.

EDUCATIONAL PROGRAMS

8. The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. At least one degree program must be of two academic years in length.

Degree programs are congruent with the community college's mission. The institution offers collegiate-level programs in recognized fields of study leading to degrees and certificates. Degree and certificate programs meet state guidelines and college requirements in relation to length, depth, breadth, scope, and rigor. The college offers 27 associate in arts degree programs and 54 associate in science degree programs that are designed to be two years in length. The institution awards certificates in 98 areas of study.

ACADEMIC CREDIT

9. The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by

statutory or system regulatory requirements should provide appropriate information regarding the award of academic credit.

Credit for all coursework is awarded based on the Carnegie unit: lecture classes with one hour of lecture are equivalent to one unit and longer times are required for the earning of a unit in lab or activity classes. The award of credit is consistent with California Education Code and Title 5 regulations. Clearly stated criteria for the award of credit are published in the college catalog and the faculty resource guide.

EDUCATIONAL OBJECTIVES

10. The institution defines and publishes for each program the program's educational objectives for students.

Educational objectives and expected learning outcomes are published in the college catalog, approved program descriptions, official course outlines, course syllabi, and online at the college's Web site.

GENERAL EDUCATION

11. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component should include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. Degree credit for general education programs should be consistent with levels of quality and rigor appropriate to higher education.

Allan Hancock College's general education component of the associate in arts and associate in science degrees is designed to develop in students a breadth of knowledge and to promote intellectual inquiry. A minimum of 21 semester units in general education is required for all degree programs. Students are required to demonstrate competency in written communication, scientific and quantitative reasoning, and critical analysis. The Academic Policy and Planning Committee (the college's curriculum committee) assures that the humanities, fine arts, natural science, and social science courses included in the general education program introduce the content and methodology of the discipline. In spring 2003, the Academic Policy and Planning Committee revised the general education philosophy statement in the catalog by identifying intended student outcomes for general education. Courses in general education satisfy lower-division general education requirements of four-year colleges and universities.

FACULTY

12. The institution has a substantial core of qualified faculty with full-time responsibility to the institution and sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must exist.

Allan Hancock College employs 173 full-time faculty to serve a population of approximately 11,000 credit students each semester. The substantial core of full-time faculty supports the college's educational program. Allan Hancock College faculty meet state minimum experience and education qualifications or the equivalent. Faculty responsibilities and other conditions of employment are clearly identified and published in personnel policies and procedures, the Faculty Association collective bargaining contract, the Faculty Resource Guide, and in job announcements.

STUDENT SERVICES

13. The institution provides for all of its students appropriate student services and development programs consistent with student characteristics and its institutional mission.

The college's comprehensive student services and development programs are consistent with the institutional mission and support the needs of Allan Hancock College's diverse student population as documented in program reviews and student surveys. The college's mission is reinforced as student services programs aid students in meeting their educational goals.

ADMISSIONS

14. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

In accordance with the college mission, admission policies are reflective of the open access policy for California community colleges. Some programs such as nursing, administration of justice, fire technology, emergency medical services, drama, and music specify qualifications for admitting students into their programs.

INFORMATION AND LEARNING RESOURCES

15. The institution owns or otherwise provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs.

Information and learning resources and services are sufficient in quality, depth, and currency to support the college's educational programs as evidenced by 70,000 volumes (53,000 titles), access to 3,000 e-books, and over 2,500 journals via the Internet.

FINANCIAL RESOURCES

16. The institution documents a funding base, financial resources, and plans for financial development adequate to support its mission and all of its educational programs and to assure financial stability.

Allocations to support programs and services are in accordance with the mission of the college and reflect institutional planning efforts. Budget goals and assumptions are developed annually through a shared governance process and shared with campus constituencies. Resources available to the district are carefully identified, documented, and monitored throughout the year.

FINANCIAL ACCOUNTABILITY

17. The institution regularly undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit a copy of the current audited financial statement prepared by an outside certified public accountant who has no other relationship to the institution. The audit must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants.

As evidenced in the district's annual financial and budget report (CCFS 311) and the annual independent audit report, the district is in compliance with mandated reporting and expenditure requirements. This audit report is reviewed and accepted by the board of trustees annually.

INSTITUTIONAL PLANNING AND EVALUATION

18. The institution provides evidence of basic planning for the development of the institution, planning which identifies and integrates plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review and institutional improvement.

Strategic and annual planning is undertaken by the planning and budget committees and major shared governance committees such as the Facilities Advisory Committee. A planning and budget development process has been established and implemented. Programs undergo review on prescribed schedules. Academic programs undergo a review every six years and occupational programs conduct a review every two years. Plans of action resulting from program review become part of institutional planning and the basis for departmental input in the Educational and Facilities Master Plan. The Educational and Facilities Master Plan documents the integration of the college's planning efforts, including educational, financial, staffing, facilities, and technology.

PUBLIC INFORMATION

19. The institution publishes in its catalog and other appropriate places accurate and current information that describes its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs, and courses, degrees offered and the degree requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from it.

Allan Hancock College through its catalogs, class schedules, Web site, program brochures, admissions forms and other publications disseminates accurate and current information.

RELATIONS WITH ACCREDITING COMMISSION

20. The governing board provides assurance that the institution adheres to the eligibility requirements and accreditation standards and policies of the commission, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out is accrediting responsibilities.

The Allan Hancock College Board of Trustees assures that the institution adheres to the eligibility requirements and accreditation standards and policies of the commission. The board of trustees certifies that the college will disclose to the commission required information necessary to carry out the commission's accrediting responsibilities.

Ann Foxworthy, Ph.D.
District Superintendent/President

Carol Anders
President, Board of Trustees

ALLAN HANCOCK COLLEGE

Responses to Recommendations from the Most Recent Evaluation

RESPONSE TO 1997 ACCREDITATION SELF STUDY TEAM RECOMMENDATIONS

Standard Two: Institutional Integrity

1. Recommendation: The college should increase efforts to provide in-service training in cultural diversity and equity issues. Additionally, the college should carefully structure its employment procedures to ensure recruitment and hiring efforts that result in further diversification of the faculty in particular. Leadership and support in these efforts must come from the Board, President, and the faculty. (Standard 2.6 and 7, 7.A.3, & D)

In-service Training in Cultural Diversity and Equity Issues

The college approached this recommendation in two ways. First, it sought to infuse support for diversity into the college climate. Second, it took direct action to teach diversity through its recruitment and hiring efforts. The superintendent/president created a multicultural committee in 1999; the committee has assumed a leadership role in efforts to provide more in-service training and activities promoting cultural diversity and equity. The committee's goal is to create a greater awareness and appreciation for diversity throughout the college. In an effort to reach the greatest numbers of employees, many all staff meetings at the beginning of each fall and spring semester focus on diversity. For example in August 1999, along with the President's Advisory Council, the committee took on the planning of the All Staff Day with actors from the college's theater training program—Pacific Conservatory for the Performing Arts—presenting an original dramatization related to cultural diversity. The presentation, which depicted various reactions to a series of "different" individuals, was effective in emphasizing the message of valuing diversity and was well received by the more than 300 faculty and staff members who attended. In her introductory talk, the superintendent/president stressed the importance of recruiting and retaining a staff reflective of the student body and the community. Since then, the committee has continued to have a hand in planning portions of most bi-annual All Staff Day events in order to use this valuable time to reach as many employees as possible to promote diversity and multiculturalism on campus. The fall and spring all staff days are mandatory duty days for full-time faculty.

In spring 2001 the All Staff Day featured keynote speaker Alex Saragoza, Ph.D., the University of California's system-wide vice president for educational outreach. His presentation focused on the success of underrepresented student transfers into the UC system and UC initiatives to increase community college transfers. In fall 2001 Kenneth Wesson, educational consultant on neuroscience, spoke on the topic: "Looking at Diversity through the Lens of the Latest Brain Research." His talk focused on enhancing learning and promoting effective citizenship in a multiracial democracy.

In fall 2002, Roberta Youtan Kay, MA, an international trainer and consultant who specializes in workplace diversity, addressed the common challenges that emerge between employees of different ages, physical abilities, gender, sexual orientation, and ethnic and cultural backgrounds.

The college offered multicultural programming in several venues even before the multicultural committee was formed. In fall 1998, the faculty lecture series included presentations on Nazi Germany and the Holocaust and studies of Chumash rock art. A classical guitar concert by Judicael Perroy and the first of several Japanese-American lecture series were also offered.

The multicultural committee also planned and coordinated a series of college-wide events beginning in 1999. In fall 1999 the college promoted President Clinton's "Campus Week of Dialogue." As part of that activity, the vice

president, student services, led a campus discussion on race and the president's newsletter encouraged all faculty to incorporate the topic into their classroom activities during the week. Also in 1999, the college offered its first Japanese-American lecture series co-sponsored by the Japanese-American Citizens League and the Santa Maria Japanese Community Center. Discussion and presentations focused on World War II Japanese-American internment as well as sports and the media in the Japanese-American community. That spring the college also scheduled the first Younger/Older conference bringing together mature adults and high school seniors to bridge the "generation gap."

In March 2000 the college celebrated its first annual Diversity Month with a series of activities, including noontime speakers and luncheons with various ethnic menus. Prominent speakers, including Jaime Escalante (profiled in the movie *Stand and Deliver*) and Francisco Jimenez, author and professor at Santa Clara University, made presentations to staff and students and the dance program offered family entertainment with "Tales from Around the World-Boxtales" (storytelling in two languages). An art show featuring artist Mary Heussenstamm's watercolor portraits of multi-ethnic faces was also part of the month-long celebration. Diversity Month culminated in a diversity march on the Santa Maria campus that included participants representing all college constituencies. College and public events in 2000 included a classical guitar concert by Denis Azabagic from Bosnia and Herzegovina and a bus tour to the Museum of Tolerance.

In 2001 Cultural Diversity Month included a concert with international musician Lorenzo Michelo of Italy, a Latino foreign film series, and a comedy performance with actress/cellist Maria Elena Gaitan performing "The Adventures of Connie Chancla!" The second Younger/Older conference was also held. In addition, the college offered a series of writer's nights with an opportunity to meet published authors and hear them read their works. The 2001 series featured among others, David Olivera, Santa Barbara's first poet laureate, and Gary Soto, considered to be one of the most famous and charismatic Latino writers in the United States. In September 2001 the college offered a one-day seminar focusing on the pioneer Japanese-American families on the central coast.

In 2002 the college offered a successful foreign film series featuring four films from around the world. A short educational discussion by a college faculty member preceded each film. Also included in the Cultural Diversity Month celebration was an art exhibit by Francisco (Pancho) Jimenez, a presentation by Jeanne Wakatsuki Houston, the author of "Farewell to Manzanar," and an educational bus tour to the Japanese American National Museum. Students and staff gathered for a unity rally that included ethnic food, dancers, and fun. Other 2002 events included readings by Allan Hancock College faculty featuring authors from Spain, South America, and Germany. Works were read in the languages in which they were originally composed and English translations were provided. In addition a Writer's Night program featured African-American author/poet Wanda Coleman. In February 2003 the art gallery featured a photo exhibit by Manuel Echavarria called "Viva La Causa." The show documents photographs of the farm worker's movement since the early 1960s.

The Human Resources Development Committee in conjunction with the three staff development committees that represent faculty, classified staff, and administration also supported activities promoting multiculturalism and diversity. Activities in 1998-1999 and 1999-2000 included a faculty and staff trip to the Museum of Tolerance, a Spanish language series, a day-long workshop on valuing and managing diversity, a course on language learning, and a course in making success happen in the classroom. For the 2000-2001 academic year, staff development activities included visits to Casa del Herrero (displaying Spanish and Moorish style architecture) and Rancho Asi Es Mi Tierra (a modern day replica of a Mexican town). Workshops were held on diversity in teaching and learning styles, awareness of gangs and graffiti in the community, and preventive health care and wellness using Chinese medicine. In the 2001-2002 academic year, professional development opportunities included community safaris to La Purisima Mission and the Dana Adobe, exhibiting Hispanic heritage of early California. A workshop was held on preventing workplace harassment, and the same subject was presented in April 2003 with

attendance required for all administrators and department chairs.

Recruiting and hiring highly qualified faculty representing the diversity of the community was the focus of meetings on improving the interview and hiring process. A writer's series emphasized diversity and featured works by African-American, Chinese, Hispanic, and Jewish authors. In 2002-2003 the staff development committee offered a workshop on different teaching and learning styles, as well as a follow-up discussion on hiring committee practices. A trip to the Santa Barbara Museum of Art highlighted the culturally significant Siqueiros mural. "True Colors," an ABC news expose exploring prejudice in America, was featured at a lunch workshop. "The Fairer Sex," another ABC news expose investigating discriminatory practices against women in our society, was shown at a lunch workshop and was followed by a discussion of gender bias.

The college aggressively and successfully sought grants aimed at supporting the learning needs of underrepresented students. In fact, the college was recognized as a Hispanic-serving institution when it received its first five-year Title V grant in 1999. The college subsequently was awarded a second five-year Title V cooperative grant in 2002. Both grants focused on diversifying the curriculum, staff development, establishing and enhancing learning and technology centers, and providing support programs to address the learning styles and increase the academic success of underrepresented students. Results of the Title V grant efforts have included higher retention and success rates, higher reading scores, and increased numbers of transfer-ready students.

The college has offered the Mathematics, Engineering, Science Achievement (MESA) program since 1999 – the program provides academic support to economically disadvantaged students. The program's goal is to promote enrollment, increase retention, and encourage transfer of underrepresented students in mathematics, engineering, and science majors. The MESA program grant was awarded because the college demonstrated a real need in this area and a strong commitment to achieving the goals of the program through both faculty and administrative support. The college funded both the director's position and space for the operation.

In 2002 the college actively pursued and established the Puente Project. In addition to grant funding, Allan Hancock College supports the Puente Project by funding a 50 percent counselor. The Puente Project helps underrepresented students transfer to four-year colleges and universities, earn degrees, and return to their communities as leaders and mentors for future generations.

In 2001 Allan Hancock College took the lead in initiating a grant application and enlisting various education partners to establish a new student retention effort through the Central Coast Consortium of the California Student Opportunity Access Program (CalSOAP). The project is in cooperation with seven local school districts, Cal Poly San Luis Obispo, Fresno State University, University of California Santa Barbara, and other primary and secondary school participants. The program was established to improve information flow about post secondary education and financial aid while raising the college-going rates of students who are historically underrepresented in post secondary education. Because of these kinds of efforts, *Hispanic Outlook in Higher Education Magazine* has recognized the college each of the last three years as one of the country's top colleges and universities for Hispanic students.

Since 1998 focused efforts by college administration and staff have heightened employee and student awareness of cultural diversity and equity issues. In 2001 the Higher Education Research Institute at UCLA surveyed Allan Hancock College faculty, along with faculty in public and private two and four-year institutions, on a variety of topics. The results compared Allan Hancock College faculty responses to the national average. In the area of diversity awareness, 78 percent of the Allan Hancock College faculty who responded identified "enhancing students' knowledge of and appreciation for other racial/ethnic groups" as one of the most important or essential goals for students, as compared with 60.6 percent at all public two-year colleges. Seventy-two percent of the Allan Hancock College faculty reported that "helping promote racial understanding" is one of the most important or essential personal goals, compared with 56.8

percent at all public two-year colleges. Ninety-two percent of the Allan Hancock College faculty agreed strongly or somewhat agreed to the statement "A racially/ethnically diverse student body enhances the educational experience of all students," compared with 88.6 percent from all public two-year colleges.

The Allan Hancock College accreditation and staff assessment surveys in 1996 and 2002 included several questions about equity and diversity. The results indicate broad agreement that college employees believe equity and diversity are emphasized appropriately on campus. Employee responses to the question "How often during the past year have you personally experienced or directly observed insensitive behavior or remarks at the college" indicated that the vast majority of staff rarely or never experienced these behaviors. In 2002 responses ranged from 81 percent to 96 percent. In 1996 similar responses ranged from 35.8 percent to 76.9 percent.

The Allan Hancock College student climate surveys in 1997 and 2001 also provided data that strongly indicate a heightened awareness of and appreciation for cultural diversity and equity issues. When students were asked how often during the past year students have personally experienced or directly observed (at the college) insensitive behavior and/or remarks directed at themselves or another based on various factors, the percentages of students responding "Never" or "Rarely" in the 2001 survey increased between 4.14 percent and 8.50 percent when compared to the 1997 survey. In fact, no response in the 2001 survey fell below 87.86 percent. Not only were students less likely to observe insensitive behavior, survey results show that they were less likely to observe college efforts to reduce insensitive behavior – perhaps indicating students believe there is not a problem to observe or address.

Employment Procedures

The Staff Diversity/EEO Committee assumed leadership in responding to the recommendation "to structure its employment procedures to ensure recruitment and hiring efforts that result in further diversification of the faculty in particular." To support this effort the college created a new position in the Human Resources department – manager of recruitment and training. When a vacancy occurred in June 2001, the position was upgraded to encompass a greater role in policy development, office management, staff development, and relationships with academic departments and administrative staff. The title was changed to assistant director of human resources. The incumbent in this position works closely with the Staff Diversity Committee (now Staff Diversity/Equal Employment Opportunity Committee) and the human resources staff to provide broad distribution of faculty recruitment materials through discipline-specific advertising, online publications and Websites, and attendance by faculty members at regional job fairs. The Human Resources department regularly surveys applicants and hiring committee members to assist in improving the search and selection process.

As part of its efforts to re-structure employment procedures, the Staff Diversity/EEO Committee assisted Human Resources staff to develop a timeline and flow chart for faculty recruitment. The timeline emphasizes early and broad advertising and clarifies the role of faculty committee members in the recruitment process. In spring 2000 academic deans and department chairs received a memorandum directing them to do the following:

- provide the Human Resources department with lists of discipline-related publications for early advertising and names of individuals or organizations representing diverse potential applicants
- serve on screening committees and help develop appropriate interview questions
- select a department liaison to work with Human Resources on recruitment
- commit to attend at least one annual job fair, if their department was advertising a full-time position

Administrators and department chairs receive timely written reminders of their obligations each time they are involved in faculty recruitment. As part of its staff development program, the college held three training sessions on performance-based hiring procedures. In addition, in November 2002 the superintendent/president conducted a workshop on the recruitment process that was mandatory for administrators and invitational for faculty. Agenda items included overview of the

recruitment process, review of survey results, "What's Working? What Needs Improvement?," "Recruitment: How Effective?," testimonials from recent successful candidates, and a wrap-up and critique. To follow-up and to respond to an Academic Senate committee report on faculty hiring, the superintendent/president delegated the task of reviewing the faculty hiring process to an ad hoc task force. The task force includes two administrators appointed by the superintendent/president and two faculty members appointed by the Academic Senate. The group is charged with identifying any areas needing modification and ensuring compliance with state guidelines. The taskforce seeks to increase the effectiveness and efficiency of the process, respond to Academic Senate concerns, and recommend changes to the board policy on staff diversity and affirmative action. Any recommendations will be considered through the shared governance process prior to board action. The target date for completion is summer 2003.

Hiring results are among the statistics reviewed and analyzed by the Staff Diversity/EEO Committee and the ad hoc task force on faculty hiring. For example, in 2001-2002 of 34 regular positions filled, 11 were faculty positions; five were administrative; and 18 were classified. Overall, 17 of those hired (50 percent) were female and nine (26.5 percent) were minorities. Of the 11 in the faculty group, four (36.3 percent) were female, three (27.3 percent) were Hispanic, and one (9 percent) is an Asian. The total percentage of minorities among the new faculty was 36.3 percent. Among the five administrative hires (one position was filled twice), two (40 percent) are female and one (20 percent) is Hispanic. Among classified positions filled, the statistics show 11 (61 percent) are female, three (16.7 percent) are Hispanic, and one (5.5 percent) is Asian.

Standard Three: Institutional Effectiveness

1. Recommendation: The college should structure the institutional research and planning functions to eliminate fragmentation and to ensure that the efforts are coordinated to meet the college's need to assess institutional effectiveness. (Standard 3.A.1., 3.C.3.)

As explained in the "Focused Midterm Accreditation Report" submitted November 2002, the college created the office of Institutional Research and Planning in spring 1999. The office includes a director and an analyst. The director, who reports to the superintendent/president, coordinates and conducts institutional research and helps facilitate the planning process.

Research and assessment of institutional effectiveness are integrated into the planning process through the coordination of the Office of Institutional Research and Planning. Development of the current strategic plan (*Strategic Plan 2001-2004*) included a comprehensive and inclusive review of measures of institutional effectiveness, and internal and external environmental scanning. Using data provided by research and planning and other offices, every year the college assesses progress towards measurable objectives in the strategic plan. The research and planning office coordinates and conducts research and analysis to assess progress towards planning objectives. Data integrity is ensured by using consistently defined measures of effectiveness.

Throughout the year research is conducted to assess institutional effectiveness; data is found in documents such as the *Fact Book*, Accountability Report, and Student Characteristics and Enrollment trends, which are available on the college Web site. The research and planning office provides short research reports to college faculty and staff and posts these documents on the college Web site as well. Because the director of institutional research and planning is a permanent member of the Planning Committee and the Budget Advisory Committee, relevant and timely enrollment, FTES, and student outcomes data are available

to these committees for budget development and planning.

Data and survey research from the research and planning office support program review and planning. All surveys for program review, including administrative program review, are developed and analyzed with support from the research and planning office. MIS data are provided to academic and student services programs to assess student trends and outcomes. Prior to establishment of the research and planning office, there was limited data for student services programs and no survey support. Academic program review data are now more consistently defined and departments are given additional assistance in data interpretation and use.

Other examples of improved research include ad hoc requests and matriculation research. Before the existence of the research and planning office, outside consultants conducted matriculation research; data integrity and consistency was compromised. Recent evidence demonstrated that student success has improved with a placement algorithm recently developed by the research and planning office.

2. Recommendation: The college should integrate the self-study planning agenda items into the overall planning process and development of priorities. (Standard 3.B.2.)

As noted in the "Focused Midterm Accreditation Report" submitted November 2002, the Planning Committee reviewed the accreditation planning agendas in relation to the existing strategic plan. The planning committee created a planning matrix that mapped strategic planning objectives to accreditation planning agendas. Additionally, vice presidents were asked to identify necessary resources, provide a completion date, identify responsible parties charged with completing the planning agenda, and rank the planning agenda in order of priority. Each year since 1997, cabinet members have submitted a progress report on accomplishments of planning agendas along with a report on accomplishments of annual college priority objectives.

The current strategic plan includes the years 2001 to 2004. In spring 2004, a new strategic plan will be developed during the annual planning process. Planning agenda items from the current self-study along with any accreditation visiting team recommendations will be shared with planning participants and used to develop strategic planning objectives and action items.

Standard Five: Student Support and Development

1. Recommendation: The college should review its practices in Health Services related to appropriateness of facilities and comprehensiveness of services offered to students. It is recommended that this review include student participation in prioritizing services. (Standard 5.6.)

A health services survey was administered to 207 students during the fall 199 walk-in registration period. The student needs analysis culminated in a recommendation to increase the student health fee from $10 per semester to $11 per semester in order to hire a nurse practitioner, increase staff hours, and increase the number of health services hours at the Lompoc Valley Center.

In fall 2000 the health services staff expanded to include a nurse practitioner and another registered nurse. These individuals each work two days a week. Effective fall 2002, the tenured registered nurse coordinator went from

30 hours per week to full time, 37 hours per week.

The health services office on the Santa Maria campus moved to an expanded and improved health center during fall 2002. The new facility has increased space for the secretary, an office for mental health counseling, and a much-needed bathroom. With the opening of the Lompoc Valley Center in 1999, students now have access to a fully equipped health services office staffed by a registered nurse 14 hours a week.

2. Recommendation: The college should evaluate the adequacy of student record storage, especially for transcripts dating before 1980. (Standard 5.9.)

Allan Hancock College handles student records confidentially, permanently, and securely. In response to a 1997 accreditation study citing pertaining to the security and storage of student records, the Admissions and Records office and the college implemented new procedures and methods of record retention. As a first step, the college purchased additional fireproof file cabinets for off-site records storage. To improve the security of student records, the college purchased a document imaging system, ATI-Filer, in July 2002. ATI-Filer meets the needs for a more efficient and safer method to store, maintain, and retrieve student and instructor related records. Student permanent records prior to fall 1980 were scanned and indexed on to CD-ROM by the ATI-Filer personnel; the project was completed during the 2002-03 academic year. The transfer of these records to CD-ROM will eliminate the need to store them in fireproof file cabinets. The Admissions and Records office maintains copies of the CD-ROMs and a second copy is located elsewhere on campus. Beginning in the 2001-2002 academic year, student and instructor roster records are scanned and indexed through the document imaging system. The document imaging system alleviates the need for office space by freeing up space formerly occupied by file cabinets. A recommendation during the last accreditation process was to place student files in fireproof filing cabinets. The district purchased cabinets and transferred student records.

Standard Seven: Faculty and Staff

1. Recommendation: The college should adhere to established procedures for completion of all classified staff evaluations. (Standard 7.B.2.)

Because of better monitoring of the classified evaluation process, the return rate on classified evaluations has improved significantly, with close to 100 percent return. The college established an aggressive approach to encourage the timely completion of classified staff evaluations. Booklets entitled "Classified Performance Evaluation Instructions and Guide," along with names of employees to be evaluated, are sent to all supervisors of classified staff in early to mid-March. The immediate supervisor of that supervisor, if appropriate, is sent an information copy at the same time. The booklets contain detailed sections on frequency of evaluations, evaluation procedures, definition of rating standards, and performance factor definitions, as well as evaluation forms. There are two separate forms, with somewhat different performance factors; one is for custodians and groundskeepers and the other is for all other classified personnel.

Supervisors are asked to complete and return the forms by the end of April. If the appropriate forms are not completed by late April, the supervisor is sent a reminder memorandum; a copy is also sent to the supervisor's supervisor and to the appropriate dean or vice president. The reminder asks that the completed form be returned within ten working days.

If a third reminder is necessary, it is sent in mid-May. This reminder and a summary of previous reminders is sent to the immediate supervisor's direct supervisor and, if appropriate, to the superintendent/president and other supervisors in between. The memorandum requests assistance in guaranteeing that the employee's evaluation is completed annually as required by the evaluation procedure. The immediate supervisor also gets a copy of this memorandum.

The director of human resources/equal employment opportunity is informed as the process continues and reminds deans and directors, through the appropriate cabinet member, that missing evaluations need to be completed and also makes reminder announcements at monthly Administrative Council meetings. During the late stages of the process, the superintendent/president periodically asks Human Resources for a list of employees who are lacking a recent evaluation, so that she can remind the appropriate vice president to follow up with the immediate supervisor.

Evaluation procedures include a face-to-face meeting between the supervisor and the employee once the evaluation has been completed. The guidelines state: "No evaluation of any employee can be placed in the personnel file without the opportunity for discussion between the employee and the evaluator." In the case of classified staff members who work in academic departments, the faculty member/department chair is now instructed to work with the dean of academic affairs to complete the evaluation, and the dean is required to sign the evaluation as the reviewer prior to the meeting with the employee. The human resources director also reviews all completed evaluation forms prior to filing in the employee's personnel file to ensure that the appropriate administrator has reviewed the form and that any performance issues are being addressed.

Although the process is in place, there was some breakdown in 2002 due to staffing challenges and administrative changes. This process requires diligence and careful monitoring; this year it is proceeding according to the prescribed schedule.

Several years ago the college created a new position of technical services coordinator in the Human Resources department. The incumbent in this position is charged with monitoring the classified staff evaluation process to ensure adherence to established procedures.

Standard Ten: Governance and Administration

1. Recommendation: The Board of Trustees must develop a process for assessing its own performance, which is published in board-policy or by-laws. (Standard 10.A.5.)

At its April 21, 1998 meeting, the board approved a modification to the Board of Trustees Rules and Regulations. This modification stated that the board would conduct an annual self-evaluation. Development of the process was discussed at the July 14, 1998 board planning retreat. In order to prepare for annual evaluations, a self-evaluation survey was developed and approved by the board on September 15, 1998. Board members complete this survey and propose any specific topics for the self-evaluation that takes place in open session at a meeting of the board.

Since the development of the process, the board has undertaken self-evaluation at their annual retreats on July 14, 1999, June 29, 2000, July 9, 2001, July 22, 2002, and July 28, 2003.

ALLAN HANCOCK COLLEGE

STANDARD 1
Institutional Mission

FACILITATORS

Rebecca Alarcio
Tim Durnin

COMMITTEE MEMBERS

Jim West
Howard Amborn
Shari Bates
Paul Fahey
Irene Wong
Sharon Alldredge
Julie Niles
Hiram Garcia(S)

STANDARD ONE: INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1. The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

Descriptive Summary

The Allan Hancock College Board of Trustees has adopted philosophy and mission statements that identify the college's broad-based educational purposes, which include transfer education, vocational education, general education, basic skills education, support services, community education and economic development. The philosophy statement defines education as "a lifelong quest" and the college as "a center of learning." The programs and services offered by the college are broadly defined in the philosophy statement as those "which promote educational, social and cultural enrichment." The mission statement specifically outlines the role of the college and its priority purposes in serving the community.

The board of trustees last amended the college mission statement at its November 18, 1997, meeting to add economic development. A new state mandate prompted this action.

In addition to mission and philosophy statements, the college has a vision statement which appears in a variety of college publications including the catalog, strategic plans, event programs, and general college folders used to distribute college information and materials on campus and in the community.

Self Evaluation

With its emphasis on education as a lifelong quest, Allan Hancock College provides access to all who can benefit. The college mission and philosophy statements are outcome-based and clearly defined, and the college catalog and schedules reflect the breadth of offerings that fulfill the mission.

Past practice has shown that the mission and philosophy statements are always presented together. The vision statement, with its emphasis on student success as the college's number one priority, is a dominant theme reflected in publications, marketing, and formal presentations to students and the community.

Planning Agenda

None

2. The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

Descriptive Summary

The college philosophy statement defines the student population it serves as "all who can benefit" and is based on mandated state law and the *California Master Plan for Higher Education*. The college mission statement further describes this population as students who plan to earn an associate degree and/or transfer to four-year colleges and universities; who seek specialized vocational and technical education; who require basic skills education and support services; who seek cultural, recreational and life enrichment programs; or who need comprehensive services and workforce development training offered in collaboration with community resources and agencies.

The parameters under which programs can be offered are defined under the specific mission components (transfer education, vocational education, general education, basic skills education, support services, community education and economic development).

The college admission criteria, printed in the class schedule and catalog, further define parameters for offering programs and services. It says "Students who have not previously attended a college or university may be admitted to Allan Hancock College if they are either:

a. graduates of an accredited high school (high school graduates under 18 years of age must provide proof of high school completion).
b. non-high school graduates, but 18 years of age or older and able to profit from the instructional program of the college.
c. high school students who have completed the tenth grade."

Students who have attended another college or university are admitted to Allan Hancock College by completing the admissions and registration forms.

Board policy 6900 ("Admission") is currently under review. A recommendation will be forthcoming to address enrollment of high school students below the tenth grade providing they have met the eligibility requirements in board policy 6900 and as documented on the *College Now!* enrollment form.

Self Evaluation

The definition of students served flows directly from the mission statement of the California Community Colleges. "By law the California Community Colleges shall admit any California resident with a high school diploma or the equivalent and may admit anyone who is capable of profiting by the instruction offered."

The *Allan Hancock College Educational and Facilities Master Plans for* 1997-2000 and 2001-2006 address the strategic planning process for the college. Specifically, the "Planning and Budget Development" flowchart clearly shows that the staffing, budgetary, equipment and facilities planning processes flow directly from the college's philosophy, mission, and vision statements with student success the number one priority. Thus, the college mission statement guides the college's programs and services. College resources, allocated to programs and services, are based on state funding formulae.

Planning Agenda

None

3. Institutional planning and decision making are guided by the mission statement.

Descriptive Summary

As part of the strategic planning process, each annual planning session begins with a review of the philosophy and mission statements. The college's mission statement, along with the philosophy statement, drives the planning and budget development processes. The *Allan Hancock College Educational and Facilities Master Plans* 1997-2000 and 2001-2006 display a planning and budgeting development flow chart headed by the philosophy and mission statements. The flow chart, which is also distributed in the *Shared Governance Manual* every year, shows each step in the planning and budget development process. In addition, since 1997, the *Shared Governance Manual* has included a matrix that fully defines the timelines for decision making related to planning, facilities/equipment, and human resources/staffing. The booklet also provides detailed instructions about how and when to participate in the decision-making process for each of those elements.

Self Evaluation

To ensure all participants were guided by its goals and core values, the mission statement was among the first issues addressed in the pre-meetings for the 1997-2000 and 2001-2004 strategic planning retreats. The seven identified areas of emphasis contained in the mission statement were included in the "Introduction and

Overview of Planning" used to prepare for both retreats. The mission statement is also reviewed each spring when priority objectives are identified at the annual planning retreat. In the *Strategic Plan 2001-2004* each of the six identified strategic issues contains a set of objectives, as well as action plans, which flow from the mission statement**.** A dynamic group representing all college constituencies developed them at the annual retreat.

Planning Agenda

None

4. The institution evaluates and revises its mission statement on a regular basis.

Descriptive Summary

The mission statement is reviewed regularly as called for in the Allan Hancock College *Shared Governance Manual*. The manual states that the Planning Committee shall review and update the college philosophy, mission statement, and goals. This charge is also identified in the planning process section of the *Allan Hancock College Educational and Facilities Master Plans* (1997-2000 and 2001-2006).

Self Evaluation

The Planning Committee conducts a review of the mission and philosophy statements prior to the development of each strategic plan. The college has adopted two strategic plans since the last accreditation self study. Each year, the mission and philosophy statements are reviewed at the college's annual planning retreat to identify planning priorities for the next year. In 1997 the mission statement was revised in order to incorporate the state's required addition of economic development as a component of the college's mission.

The summary report from the 2000 planning retreat identified a proposed change to the philosophy statement. The recommendation was to "Include a reference to diversity in the philosophy statement, [e.g. improve the college's climate to encourage the understanding, appreciation and acceptance of diversity]." The college's current philosophy statement includes the sentence: "It takes pride in its diverse student body and staff and recognizes in them an important educational resource."

The Planning Committee reviewed the recommendation to amend the philosophy statement, and after much discussion, the committee decided the existing statement sufficiently conveyed the college's commitment to diversity and did not recommend the change.

Planning Agenda

None

Supplemental Documents

Allan Hancock College Board of Trustees Agenda, November 18, 1997
Allan Hancock College Board Policies and Administrative Procedures Manual
Allan Hancock College Catalog (1998-1999 through 2002-2003)
Allan Hancock College Educational and Facilities Master Plan (1997-2000 and 2001-2006)
Allan Hancock College general folder
Allan Hancock College Mission Statement (page 8 of the 2002-2003 catalog)
Allan Hancock College Philosophy Statement (page 8 of the 2002-2003 catalog)
Allan Hancock College Schedule of Classes (Fall 2002, Spring 2003)
Allan Hancock College Shared Governance Manual

Allan Hancock College Strategic Plan (1997-2000 and 2001-2004)
Allan Hancock College Vision Statement
California Master Plan for Higher Education
College Now! Form
Mission Statement of the California Community Colleges
Planning Retreat Agendas
Strategic Planning Meeting Minutes (September 15, 2000)
Summary Report, Allan Hancock College Strategic Planning Retreat (April 24, 2000)

ALLAN HANCOCK COLLEGE

STANDARD 2
Institutional Integrity

FACILITATORS

Charles Pasquini
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COMMITTEE MEMBERS

Tim Durnin
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Howard Amborn
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Sharon Alldredge
Julie Niles
Hiram Garcia(S

STANDARD TWO: INSTITUTIONAL INTEGRITY

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Descriptive Summary

Allan Hancock College distributes a variety of publications which provide detailed information to students and the greater community. In addition, the college maintains an Internet Web site which offers online information about the college. The college catalog, schedule of classes, publications, academic calendar and other pertinent information about the institution are available 24 hours a day, seven days a week on the college Web site.

The Allan Hancock College catalog provides precise, accurate and current information about all topics included in Standard 2.1. With the exception of a list of degrees, the class schedule includes all information listed in Standard 2.1 that is pertinent to registering for classes. Extensive additional referral information is listed for students with questions. The comprehensive schedule of classes is mailed to all district residents, current out-of-district students, and is available online. *Spectrum*, the community education class schedule, is also mailed to all district residents and provides detailed information about noncredit, fee-based, and College for Kids course offerings. The recently created "Agenda" student planner (developed in 2001) is available for a nominal fee and is free to students in some programs. It includes basic information or referral information for the topics in Standard 2.1, as well as a helpful flow chart for English, math, and ESL course sequences, a schedule planner/calendar, and a goal setting chart. Prior to the development of the student planner, the college provided another planning document, *Passport*, to all students who participated in a counseling session.

Numerous additional publications are targeted to specific groups and inform the community about college offerings. The *Community News* newsletter is mailed two times annually to all district residents and highlights new programs, campus news, and a helpful listing of current classes. General statistical information about Allan Hancock College is available in the "Statistical Picture" brochure. Other documents, including "Choose Success" (the general college promotional brochure) and staff recruitment brochures are available to the community through outreach events and from the office of Public Affairs. Specific literature targeted to high school counselors includes the *CampusLink* quarterly newsletter. Various other publications including posters and brochures in English and

Spanish are also available. A brochure for parents, also in English and Spanish, explains the costs of college. In 2002, the college produced a video, *Start Here. Go Anywhere,* to reinforce the college mission of "serving all students who can benefit." The award winning video is aired on local television and is used for outreach events.

Self Evaluation

In spring 2001 the college's office of Institutional Research and Planning conducted a student climate survey. When asked to rate academic services, 97 percent of the respondents rated the publications (catalog, schedule of classes, and student handbook) as either good or fair, representing an increase of 4 percent over the fall 1997 student climate survey. The percentage of respondents who were unaware of the publications was 1.86, which represented a decrease from fall 1997 of 2.01 percent. When asked to rate academic advising, 95.1 percent of the respondents rated the campus catalog or other department/program publications as good or fair, representing a 4.4 percent increase over the fall 1997 survey.

The college Web site generally works well in providing clear, accurate, and consistent information to students and the community. The Web site, www.hancockcollege.edu, is available 24 hours a day, seven days a week. The site is continuously maintained and updated by a full-time Webmaster. Despite this, keeping the Web site current is an ongoing challenge. The Webmaster, as a means of keeping data current, is training various personnel to update Web site sections pertaining to their programs.

Planning Agenda

None

2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

Descriptive Summary

The institution's commitment to protecting academic freedom and responsibility is governed by the rules and regulations set by the California Community College Board of Governors and the Allan Hancock College Board of Trustees. Board policy 7200, "Academic Freedom and Responsibility Policy," was adopted by the board of trustees on July 21, 1998. However, prior to establishing a board policy, there was a longstanding statement in the *Faculty Resource Guide* regarding academic freedom and responsibility. In addition, the Allan Hancock College Academic Policy and Planning Committee, one of four permanent standing Academic Senate committees, is involved in areas in which curriculum is of prime importance. These areas include academic freedom and standards.

According to the "Professional Responsibilities of Tenured and Probationary Instructors" section in the *Faculty Resource Guide*, "The professional responsibilities of tenured and probationary instructors shall be to instruct students in accordance with the philosophy and purposes of the college district as stated in the college catalog, the established course outlines, and the rules and regulations set by the Allan Hancock College Board of Trustees and the California Community Colleges' Board of Governors."

Instructors' professional responsibilities are published in the *Faculty Resource Guide* and include "respecting the academic freedom of students to express their opinions on controversial matters germane to the subject matter of courses taught." The "Academic Freedom and Responsibility Policy," established by Allan Hancock College board policy 7200, is

published in Appendix K of the *Faculty Resource Guide*.

Self Evaluation

Allan Hancock College has a board-adopted policy, "Academic Freedom and Responsibility Policy," protecting academic freedom and responsibilities. It was developed in cooperation with faculty and through shared governance review. A summary of the board policy can be found in Appendix K of the *Faculty Resource Guide*. The *Faculty Resource Guide* is distributed to all full-time and part-time faculty annually.

The accreditation and staff assessment survey conducted in fall 2002 showed that 85 percent of the total district respondents agreed that "the institution provides an environment conducive to academic freedom, and is committed to the free pursuit and dissemination of knowledge (question 19)." In the fall 1996 accreditation and staff assessment survey, 81.3 percent of the total district respondents agreed with this statement. It appears that establishing a board policy and therefore placing more emphasis on this area has heightened staff awareness of academic freedom and responsibility.

The procedure for student complaints on the grounds of a violation of students' rights (described in board policies or the college catalog) is published in the "Policies and Procedures" section of the college catalog. Allan Hancock College administrative procedure 7200.01 addresses the process for an instructor to file a complaint of violation of academic freedom. This procedure is published in Appendix K of the *Faculty Resource Guide*.

Planning Agenda

None

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Descriptive Summary

All courses offered by the college are taught in accordance with course outlines approved by the Allan Hancock College Academic Policy and Planning Committee. The college monitors the teaching-learning process via regular faculty evaluation by students, peers, and administrators. In addition, the district's board-adopted "Academic Freedom and Responsibility Policy" supports the integrity of the teaching-learning process. According to this policy, faculty have the freedom to teach and conduct research without censorship or discipline provided they do so with integrity and objectivity.

Self Evaluation

Through appropriate curriculum planning, the institution maintains high standards of scholarship and ensures that faculty distinguish between personal conviction and proven conclusions. The Academic Policy and Planning Committee, one of four standing committees of the Academic Senate, involves itself in those areas where curriculum is of prime importance. Included in this area of concern are the coordination and organization of instructional planning practices as they relate to the teaching faculty. For information regarding the development of new curriculum and modification of existing curriculum, instructors refer to the *Curriculum Development Guide*, which is available from the office of academic affairs.

Criteria for faculty evaluation are determined by Article 17.3 of the agreement between the college district and the college's faculty association. Major areas of performance evaluation include: currency and depth of knowledge of teaching field or job duties, appropriateness of teaching methods and textbooks, incorporation of materials challenging to the student and appropriate to the

subject matter, responsiveness to student needs, and consistency with departmental practices.

The instructors' professional responsibilities are published in the *Faculty Resource Guide*. "A member of the faculty has freedom and an obligation, in the classroom or in research, to discuss and pursue the faculty member's subject with candor, integrity, and objectivity even when the subject requires consideration of topics which may be politically, socially, or scientifically controversial." The academic freedom and responsibility policy for instructors, established by Allan Hancock College board policy 7200, is published in Appendix K of the *Faculty Resource Guide*.

In the accreditation and staff assessment survey conducted in fall 2002, 100 percent of the full-time and 86 percent of the part-time faculty agreed that "faculty are knowledgeable in their field (question 7)." Eighty-nine percent of the full-time and 94 percent of the part-time faculty agreed that "the institution provides an environment conducive to academic freedom, and is committed to the free pursuit and dissemination of knowledge (question 19)." Fifty-six percent of the full-time and 60 percent of the part-time faculty agreed that "the faculty evaluation process supports meaningful assessment of faculty effectiveness (question 41)."

Data gathered through student climate surveys administered in 1997 and 2001 provides evidence that, overall, students rate the quality of instruction and the faculty's ability to communicate subject matter as "good." Students were asked eight questions in 1997 and ten questions in spring and fall 2001 related to areas of instruction. Students were asked to respond on a Likert scale with responses including "Excellent", "Good", "Fair", "Poor", and "Very Poor". In both 1997 and 2001, 85 percent or more of the students rated all areas related to instruction as fair or better. In particular, in spring 2001 "Quality of instruction" was rated good or excellent by 88 percent, and fair or better by 98.5 percent. In 1997 "Quality of instruction" was rated good or excellent by 88.95 percent, and fair or better by 98.4 percent. In 2001 "Faculty ability to communicate the subject" was rated good or excellent by 82.97 percent, and fair or better by 98.2 percent. In 1997 "Faculty ability to communicate the subject" was rated good or excellent by 82.15 percent, and fair or better by 98 percent.

In 2003 the college president met separately with two student groups: the President's Student Ambassador Program and a group of Puente students. The students reported no issues regarding faculty bias or ability to teach objectively. It appears that faculty are doing a good job in presenting materials objectively.

In addition, college information provided to the community by the president, faculty, and staff incorporates statistics gathered by the college's institutional researcher to ensure objectivity and consistency of data.

Planning Agenda

None

4. Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.

Descriptive Summary

Allan Hancock College does not hold or impose any specific beliefs or world views on its students or employees. In 1979, the board of trustees adopted "Standards of Student Conduct and Disciplinary Action." These standards are clearly stated in the policies and procedures section of the college catalog. Instructors at Allan Hancock College are expected to follow "Professional Responsibilities of Tenured and Probationary Instructors" published in the

Faculty Resource Guide (distributed annually to all faculty and available on the college intranet). Twenty-one components in this code guide the professional conduct of Allan Hancock College faculty and the responsibilities reflect board policy 4800, "Professional Responsibility."

Self Evaluation

As a public institution of higher education, Allan Hancock College does not strive to instill specific beliefs or world views. Guidelines for conduct appear to be well publicized and sufficient to guide the professional conduct of all employees and students.

Planning Agenda

None

5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty.

Descriptive Summary

The Allan Hancock College statement on academic honesty outlines the principles and expectations for academic honesty. The statement is published in both the college catalog and semester schedules. It is board policy because of its presence in the catalog, even though it does not carry a separate board policy number. Faculty members are made aware of this statement through its inclusion in the *Faculty Resource Guide*. In addition, Allan Hancock College's "Code of Student Conduct" directly addresses the issue of academic honesty. The "Code of Student Conduct" is found in the catalog, the semester schedule, and is referenced in the *Faculty Resource Guide*. All of these resources are also found on the Web site.

Self Evaluation

The Allan Hancock College policy on academic honesty and the student code of conduct clearly state the principles for academic honesty as well as the expectations for students with regard to these principles. In addition, the statement is widely disseminated through appropriate campus wide publications. Faculty also inform students informally and through course syllabi. In addition to being in the catalog, many faculty reinforce the academic honesty statement by including it in their syllabi. A random review of course syllabi (62) indicates that approximately 50 percent of faculty members include references to this policy in their course syllabus. Additionally a March 2003 luncheon meeting between the college president and a Puente English class, provided evidence that students felt they had a clear understanding of the academic honesty policy. Several students remarked that the policies are clearly stated in course syllabi. They added that English faculty also explain what plagiarism is and give examples of how to correctly attribute the work or statements of others. Students have exercised their right to appeal decisions related to this policy, although infrequently. Since the last accreditation visit all cases that were appealed have been successfully resolved in the office of the vice president for student services.

Planning Agenda

None

6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The college promotes an understanding of and demonstrates concern for equity and diversity through a variety of policies, programs, and curriculum offerings. The focus on equity and diversity is widespread, encompassing board policies, hiring practices, staff development, curriculum, and educational programs and services. Pertinent board policies include a staff diversity/affirmative action policy, a sexual harassment policy, a reasonable accommodations policy, and a work environment statement. College programs related to equity and diversity range from special events to student support services. The college curriculum includes a multicultural/gender studies graduation requirement and offerings that address the learning needs of underrepresented students.

Employee Staff Development

The Academic Senate has identified diversity as a priority for the last three years (see Academic Senate minutes for September 24, 2002) and recently discussed adding multicultural education as a staff development category (see Academic Senate minutes for May 14, 2002).

Staff development activities focusing on diversity have been offered each year. Since 1997, the college has offered approximately 60 opportunities for staff development and training in the areas of diversity and equity. The training has ranged from cultural awareness and dynamics of racism and prejudice to preventing workplace harassment.

For the semiannual opening day activities for all staff, the Multicultural Committee (formed in 1999 and chaired by the college president) has brought in several keynote speakers on the topic of diversity. These presentations have featured experts in student behavior, discussions on understanding and appreciating cultural/gender differences, and even a skit by the college's theater program depicting "different" students and emphasizing the value of diversity.

Community Opportunities

Noncredit Education & Community Programs events focusing on diversity include the annual Speaker's Series, Writer's Night, Foreign Film Series, and special programming such as the Japanese American seminars. Many of these activities were planned by the Multicultural Committee. Art exhibits with an ethnic theme, theater productions with gender or equity issues (such as *Oleanna*, *Last Night at Ballyhoo*, *Mother's Day*, and *Boy Gets Girl*), floricanto dance productions, and professional dance company performances are also available to staff, students, and the public. The theater productions provide additional staff development opportunities with post-production panel discussions focused on diversity issues. Student-sponsored activities such as Diversity Month, Unity Day and Dia de los Muertos add to the mix.

Curriculum and Student Support

Allan Hancock College curriculum and student support services reflect the college's commitment to diversity and multicultural awareness.

Since 1995 the college has had a three-unit minimum graduation requirement in multicultural/gender studies. Students can choose from 30 courses identified in the 2002-2003 *College Catalog* (page 46) that satisfy this requirement. Thirteen courses have been added since 1997. Other classes offered by the college address the issue of diversity, such as Introduction to Adult Disabilities (Human Services 115), five different adaptive physical education courses, and five American Sign Language courses.

The college offers both credit and noncredit English as a second language (ESL) opportunities for students to become proficient

in English so that they can be successful in a college setting, their work environment, and society. Enrollment in noncredit ESL classes averaged 3,431 students per year between 1997-1998 and 2001-2002, ranging from 2,939 in 2000-2001 to 3,676 in 2001-2002. Enrollment in credit ESL classes averaged 844 students per year between 1997-1998 and 2001-2002, ranging from 701 in 2000-2001 to 1,016 in 2001-2002. According to statistics in *Fact Book* 2001 and from the office of Institutional Research and Planning, success rates of credit ESL students (indicating percentages of basic skills students earning a grade of C or better in ESL classes) have ranged between 74 percent and 81 percent during the fall semesters between 1997 and 2001.

To better accommodate students who communicate best in Spanish, registration documents are available in both Spanish and English and some brochures are also in both languages. The 2002 Title V co-op grant funding will help the college create more bilingual brochures and materials.

The community education program supports diversity through its noncredit offerings in citizenship, English as a second language (ESL), and vocational ESL, as well as classes for disabled, frail, and confined adults. College for Kids offerings range from Chinese folk dancing and ballet folklorico to American Sign Language. Noncredit Education & Community Programs also offers noncredit classes taught in Spanish including parenting, life skills, gardening certification, and more.

The college received a five-year Title V grant for Hispanic serving institutions in 1999 and a five-year Title V cooperative grant in 2002. Both grants focus on increasing the academic success of underrepresented student populations and increasing the number of underrepresented students at the college. The primary goals of the grants are twofold: to increase transfer of Hispanic students and to improve basic skills instruction. Title V has helped fund the development of new curriculum including mathematics and English courses in different modes to better suit the learning styles of a diverse student population. It allowed the establishment of a reading center, a wireless computer lab, the remodel of the writing center to create a language arts center, and more. It also helped create faculty support programs to enhance the developmental student programs. Results of Title V grant efforts have included higher retention and pass rates, increased reading scores, and increased numbers of students who are transfer ready (see Title V interim reports for 2001 and 2002).

Since 1997 the dance program has expanded with additional curriculum in the folklorico genre. Instructors have used sabbaticals and other opportunities to immerse themselves in the Hispanic culture and to learn folklorico dance techniques in order to bring the art to the students. Five courses have been added to the curriculum including Ballet Folklorico Ensemble, Floricanto Dance, Folklorico Zapateados, Folklorico Concert Production, and Folkloric Touring Production. More than 675 students have enrolled in these courses since 1997.

Programs Supporting a Diverse Student Body

The college offers numerous retention and success-oriented programs targeted at underrepresented students.

Extended Opportunity Programs and Services (EOPS) provides academic and financial assistance to academically disadvantaged students to help them achieve confidence and meet their educational goals. Services provided by EOPS include counseling, childcare, tutoring, workshops, field trips to four-year universities, and textbook grants. The number of students served by EOPS has increased from 512 in 1996-1997 to 873 in 2001-2002. The percentage of EOPS students who persist and return from fall to spring semester has consistently been in the 80 percent range. The average grade point average of EOPS students over the past six years has ranged from 2.69 to 2.80.

Cooperative Agencies Resources for Education (CARE) works in conjunction with EOPS to provide support to single parent CalWORKs students. The number of students served by

CARE was 114 in 1996-1997 and 221 in 2001-2002 with a high of 236 students in 1999-2000.

The Reentry program, supported through EOPS funding, is designed to assist new students returning to school and serves between 300 and 400 students per year.

A total college commitment to the Mathematics, Engineering, Science Achievement California Community College Program (MESA CCCP) resulted in a grant to begin offering the program in 1999. The program's goals were supported by both faculty and administration and required an ongoing commitment by the college to provide space for the operation and to fund the director position. This program provides academic support in mathematics, engineering, and science to economically disadvantaged students with the goal of retaining students and encouraging transfer to four-year universities in those majors. The number of participants has grown from 23 in 1999-2000 to 110 in 2001-2002. MESA offers an orientation course, academic excellence workshops in math and physics courses, a study center with tutorial support, academic support and advising, assistance in the transfer process, and career development activities. The average cumulative grade point average of participants in MESA is 3.19.

The Puente Project began at the college in 2002 with 31 student participants. The project is a national award-winning program that has helped tens of thousands of educationally underserved students enroll in four-year colleges and universities, earn degrees, and return to their communities as leaders and mentors to future generations. Allan Hancock College is the first educational institution at any level in Santa Barbara or San Luis Obispo counties to institute a Puente program. The college sought the Puente Program since it is a valuable student resource. To fund a counselor for the program required a financial commitment beyond grant funding.

Allan Hancock College took the lead in initiating a grant application and enlisting various education partners to establish a new student retention effort through the California Student Opportunity Access Program (Cal-SOAP), Central Coast Consortium. The project is in cooperation with seven local school districts: Cal Poly, San Luis Obispo; Fresno State; University of California, Santa Barbara; and other primary and secondary school participants. The program was established to improve the flow of information about postsecondary education and financial aid while raising the college-going rates of students who are historically underrepresented in postsecondary education.

The Student Athlete Retention Program started at the college (with grant funding) in 1997-1998. The program is designed to enhance athlete success in the classroom. In the first year of the program, the average grade point average of athletes in 10 out of 13 sports increased between 0.03 and 0.93 points. The grant was renewed for a second year in 1998-1999 to include readmit students (students who apply for readmission after being on probation three times) and for a third year in 1999-2000 to include CalWORKs students. Funding support for the athlete retention program is now institutionalized. An illustration of the program's positive impact is the increased academic success of students on the football team. In 1996-1997 seven of 22 sophomores earned associate degrees. In 2001-2002, 25 of 29 sophomores earned associate degrees. In 1996-1997, the graduation rate was 31.82 percent while in 2001-2002 the graduation rate was 86.21 percent.

The Learning Assistance Program (LAP) supports students with a wide range of disabilities, from learning and psychological disabilities to physical and medical conditions requiring special accommodations. The LAP enables students to access the full range of college instructional and support services so they have an equal opportunity to achieve success under the same academic standards as all other students. LAP enrollment has increased 40 percent in the past five years, from 681 in 1997-1998 to 956 in 2001-2002. For students served by the LAP, successful course completion rates have been around 70 percent, retention rates have been consistently 83 percent, and persistence rates have ranged from 69 to 84 percent. The mean semester grade

point average for LAP students has ranged from 2.75 to 2.84.

A number of student clubs foster cultural awareness and respect for diversity. The clubs start and stop with the interest level of the current student body. These clubs have included the multicultural/EOPS club, the MESA club, the international club, MeCha, MEXA, Deaf Awareness Now (DAWN), College Level Understanding Become More Enlightened About Disabilities (CLUB MED), Chicanos Latinos United (CLU), and the African American Cultural Club.

Self Evaluation

Although diversity has been a part of the Allan Hancock College culture for many years, efforts to highlight equity and diversity issues were stepped up following a 1997 recommendation by the accreditation evaluation team. At Allan Hancock College diversity and equity are approached from several angles, from hiring practices and employee staff development to curriculum and student support programs. The college has been recognized as a Hispanic serving institution since 1999 with the receipt of its first Title V grant. A second Title V grant, awarded in 2002, continues the college's emphasis on addressing the needs of underrepresented students. Each year since 1999, the college has been selected by *Hispanic Outlook in Higher Education Magazine* as one of the top colleges in the country for Hispanic students.

Hiring practices follow strict guidelines regarding equity and diversity. The staff diversity/affirmative action policy and plan, the *Employee Selection Committee Handbook*, job fliers and announcements, and the employment application reflect the college's effort to seek diverse pools of applicants and to ensure equity in all hiring practices. Proposition 209, a measure to end affirmative action practices in California, was passed by the voters in 1996. Subsequent court interpretations have caused California community colleges to be advised by the Chancellor's Office to drop its affirmative action requirements and instead focus on equal opportunity employment. However, this move has not altered Allan Hancock College's commitment to diversity and nondiscrimination. For example, the *2001-2004 Strategic Plan* lists efforts to recruit and retain a staff that reflects the community as a priority objective under the human resources planning agenda. (See standard 7 for detailed description of hiring practices.)

In 2001-2002 the Academic Senate subcommittee on faculty hiring prepared a draft report that the senate accepted as a point for future discussion and as a priority item for action in the 2002-2003 academic year. The report addressed, among other things, the need to increase staff diversity. Currently a senate adhoc committee of faculty and administrators is working to address the recommendations for the faculty role in the hiring process.

Over the past six years, about 60 diversity-focused professional development workshops and activities were offered for staff participation. These opportunities were in addition to the myriad other diversity events such as the foreign film series, community education seminars, administrator workshop, diversity month activities, and more. Although the opportunities have been plentiful, overall attendance has been low. The average enrollment in diversity-related staff development activities has been about nine staff members per workshop. This, however, has been offset by the all-staff programming at the beginning of each semester developed by the Multicultural Committee and supported by the Human Resources Development Committee. Additionally, multicultural and diversity-focused events sponsored by Noncredit Education & Community Programs are available to both employees and the public.

Staff Awareness and Response

The many diversity activities sponsored by the college are indicative of the college's concerted efforts to enhance staff and student sensitivity to and understanding of equity and diversity issues. Evidence that these efforts are effective can be found in the staff assessment surveys conducted in 1996 and again in 2002. These surveys included several questions about equity and diversity. The results indicate broad agreement

that college employees believe equity and diversity are handled fairly on campus.

Staff was asked how often at the college during the past year they personally experienced or directly observed insensitive behavior or remarks related to various factors. The percentages of staff responding "rarely" or "never" are summarized below.

Factor	1996	2002	Difference
Gender	35.8%	83%	47.2%
Sexual Orientation	72.4%	89%	16.6%
Race or Ethnicity	72.4%	86%	13.6%
Age	72.3%	85%	12.7%
Physical Disability	76.9%	96%	19.1%
Learning Difficulties	76.8%	89%	12.2%
Religion	75.6%	91%	15.4%
Non-English Language Background	67.2%	81%	13.8%

Clearly, sensitivity to all factors improved significantly.

Staff members were also asked to indicate how often during the past year they personally experienced or directly observed college efforts to reduce or eliminate insensitive behavior or remarks. The percentages of staff responding "frequently" or "occasionally" are summarized below.

Factor	1996	2002	Difference
Gender	51.9%	55%	3.1%
Sexual Orientation	41.5%	44%	2.5%
Race or Ethnicity	58.2%	63%	4.8%
Age	32.0%	39%	7.0%
Physical Disability	54.4%	61%	6.6%
Learning Difficulties	55.0%	64%	9.0%
Religion	28.8%	38%	9.2%
Non-English Language Background	52.6%	56%	3.4%

Again, there appear to be heightened efforts to improve sensitivity in all factors. Also, the relatively high percentages of staff never or rarely observing insensitive behavior or remarks, suggest that the college efforts to reduce these incidents are at an appropriate level.
In 2002, 79 percent of staff agreed or strongly agreed that the college was equally supportive of all racial/ethnic groups, compared to 71.1 percent in 1996. In 2002, 84 percent agreed or strongly agreed that the college was equally supportive of women and men, compared to 73 percent in 1996.

Additional data supporting the strong awareness of diversity and equity issues on campus comes from a 2001 faculty survey conducted by the Higher Education Research Institute at UCLA. Allan Hancock College faculty, along with faculty in public and private two and four-year institutions, were surveyed on a variety of topics. The results provided a comparison of Allan Hancock College faculty responses to the national average. In the area of diversity awareness, 78 percent of the responding Allan Hancock College faculty identified "enhancing students' knowledge of and appreciation for other racial/ethnic groups" as one of the most important or essential goals for students, as compared with 60.6 percent at all public two-year colleges. Also, 72 percent of the Allan Hancock College faculty reported "helping promote racial understanding" as one of the most important or essential personal goals, compared with 56.8 percent at all public two-year colleges. Ninety-two percent of the Allan Hancock College faculty agreed strongly or somewhat to the statement "A racially/ethnically diverse student body enhances the educational experience of all students," compared with 88.6 percent of responses from all public two-year colleges.

Student Awareness and Response

It appears that the additional college-wide emphasis on cultural awareness has resulted in strong positive student opinion regarding college cultural sensitivity and awareness.

In the Allan Hancock College student climate surveys, students were asked to indicate how often during the past year they have personally experienced or directly observed (at this college) insensitive behavior and/or remarks directed at themselves or another.

The percentages of students responding "Never" or "Rarely" are summarized below.

Factor	Fall 1997	Fall 2001	Difference
Gender	80.21%	88.71%	8.50%
Sexual Orientation	83.10%	90.75%	7.65%
Race or Ethnicity	80.76%	87.86%	7.10%
Age	82.41%	88.99%	6.58%
Physical Disability	90.41%	94.55%	4.14%
Learning Difficulties	87.44%	92.09%	4.65%
Religion	85.89%	91.16%	5.27%
Non-English Language Background	82.73%	89.83%	7.10%

As an example of the breadth of positive response across all ethnic groups, in the 2001 survey Hispanic students reported rarely or never experiencing insensitive behavior or remarks 86.21 percent of the time (compared to 88.77 percent among white students). In fact the survey results, as analyzed by the college researcher, concluded that all ethnic groups showed improvement across all of the factors between 1997 and 2001.

Students were asked to indicate how often during the past year they had personally experienced or directly observed college efforts to reduce or eliminate insensitive behavior and/or remarks directed at themselves or another. The percentages of students responding "Never" or "Rarely" are summarized below.

Factor	Fall 1997	Fall 2001	Difference
Gender	67.60%	81.10%	13.50%
Sexual Orientation	69.96%	80.73%	10.77%
Race or Ethnicity	65.84%	76.69%	10.85%
Age	71.05%	81.03%	9.98%
Physical Disability	68.97%	75.57%	6.60%
Learning Difficulties	68.03%	75.46%	7.43%
Religion	75.24%	81.91%	6.67%
Non-English Language Background	69.02%	77.06%	8.04%

These results show that not only were students less likely to observe insensitive behavior, students were also less likely to observe college efforts to reduce insensitive behavior. One interpretation of this data is that students believe there is not a problem to be observed or addressed. Moreover, based on the student climate results, students appear satisfied with the level of multicultural emphasis at the college.

Additionally, the student survey asked the question: "Is the college equally supportive of all racial/ethnic groups?" Responses in spring 2001 (agree or strongly agree: 73.7 percent) and fall 2001 (agree or strongly agree: 74.2 percent) were very similar. They compare to the 78.3 percent who agreed or strongly agreed in 1997. However, according to the college researcher, the results are not comparable because the order of the survey responses was modified in the 2001 surveys. The "strongly agree" responses did increase from 28.3 percent in 1997 to 30.5 percent and 32.8 percent in spring 2001 and fall 2001, respectively.

Planning Agenda

Complete the review of the faculty hiring process by the ad hoc committee and take the committee's recommendations through the shared governance process prior to implementation.

Increase faculty and staff participation in diversity-focused staff development activities.

7. The institution demonstrates honesty and integrity in its athletic programs.

Descriptive Summary

The intercollegiate athletic program underwent college program evaluation during 2000-2001. Various aspects of the program were reviewed. Additionally, the program underwent program review through the Western State Conference (WSC) in 1995. The next WSC program review is scheduled to occur in 2002-2003. The Commission on Athletics (COA) is the governing body for all California community college athletics. The COA identifies and publishes rules and regulations to which all athletic programs in the state must adhere. The WSC additionally provides this information in written form.

The athletic director, supervising dean, vice president, and college president oversee adherence to the COA rules and regulations. The college establishes policies and guidelines which identify procedures, should a violation occur. This process includes communication between students, coaches and the athletic director.

Self Evaluation

Honesty and integrity is demonstrated in the college's athletic department. Rules and regulations are communicated through a variety of sources. Each semester the department holds a meeting for all coaches and staff personnel. At these meetings coaching handbooks are distributed, as well as updated materials from the COA and WSC. Specific regulations, policies, and procedures are discussed. This information identifies how athletic programs are to be conducted, and what steps or procedures are to be followed should a situation arise which requires the more direct application of one or more existing regulations or guidelines. Coaches subsequently communicate to student athletes in their respective programs. A student athlete handbook is available which outlines many rules and guidelines. Although in need of updating, the coaching handbook and student athlete handbook provide pertinent information.

Student athlete eligibility is overseen by various individuals including college counselors, a college eligibility clerk, and a student athlete retention program coordinator. These individuals are specifically aware of eligibility guidelines for new and returning athletes. The college catalog clearly indicates that a student's participation in athletics is part of an overall academic educational experience, and specifically identifies the academic standards and criteria for current and continuing participation. The resources indicated above ensure student athletes remain eligible.

The college has moved the eligibility clerk from the health and physical education department to the Admissions and Records office, as recommended by the most recent WSC program review. This move helps eliminate any appearance of a conflict of interest. Violations of codes or regulations are brought to the attention of the athletic director and are addressed. Additionally, regulations, guidelines, and decorum policies are communicated to students via a personal development course offered each semester.

One example illustrating that the current eligibility process operates as it should relates to the intercollegiate softball program. In 2003, subsequent to an eligibility check, some student athletes were found to be ineligible. This information was promptly communicated and the appropriate steps were followed in a timely manner. Contests in which these student athletes participated were forfeited and the team's status was properly updated in terms of all active participants retaining an eligible status.

Planning Agenda

Regularly update the Student Athlete Handbook and Coach's Handbook.

8. The institution demonstrates honesty and integrity in its relationships with the commission and agrees to comply with commission standards, policies, guidelines, public disclosure, and self study requirements.

Descriptive Summary

The college's accreditation liaison officer receives current and comprehensive information from the commission regarding policies, guidelines, and requirements established by the commission, as well as their interpretations and intentions. This information is disseminated throughout the campus community including to the superintendent/president, Accreditation Steering Committee, and subcommittees (which consist of administrative, faculty, and classified personnel) who work directly with the accreditation standards. The information is also available on the Internet.

The college receives further information during the accreditation process from commission representatives visiting the campus, upon invitation. In preparation for these visits, subcommittees and the steering committee prepare questions and concerns to be presented to commission representatives in order to ensure the accurate, thorough, and comprehensive content of the self study.

Self Evaluation

The extent, depth, and breadth of resources used, demonstrate that the college exhibits honesty and integrity throughout the accreditation process. The college commits resources from various areas and levels in order to fully comply with the commission's requirements for the accreditation process. The college clearly identifies a self study timetable which includes regularly scheduled meetings for the steering committee, standard committees, community roundtables, forums, and focus groups. The involvement of various individuals demonstrates, in part, the college's community-wide effort to provide an accurate and complete self study.

Various student and faculty surveys address specific items related to accreditation. Results are included in the appropriate self study standards. Furthermore, the college evaluates its progress via a mid-term report addressing previous planning agenda items, as well as commission recommendations.

Planning Agenda

None

9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Allan Hancock College consistently evaluates and revises institutional policies, practices, publications, and its Web site to ensure integrity in all representations about its mission, programs, and services. Board policy outlines the process for the adoption, revision, and addition of policies (board policy 1110). The policy also provides for the review of documents such as the *Allan Hancock College Catalog*, student rules and regulations, the *Faculty Resource Guide*, and association contracts (considered part of these policies and procedures). The *Shared Governance Manual* contains a diagrammed procedure for developing or revising a policy.

Annually (more frequently if needed) the college reviews and updates its publications. The *Allan Hancock College Catalog*, *Faculty Resource*

Guide, and *Shared Governance Manual* are updated and reprinted once a year. The credit class schedule is printed five times a year and is updated with each printing. The noncredit schedule, *Spectrum*, is printed three times a year and is reviewed and updated each time.

The college subscribes to the California Community College League Policy and Procedure Service. The service provides the district with a comprehensive list of policies and procedures/regulations each district should have on record. The service continually provides the district with both new and updated policies and procedures/regulations as required by changing laws and regulations.

Self Evaluation

The process for the adoption, revision, and addition of policies works well. A procedure diagrammed in the *Shared Governance Manual* provides a way for the college community to introduce or revise policies. Once a draft of a new or revised policy is complete, the superintendent/president presents the draft to the President's Advisory Council (PAC). This shared governance body reports to its constituents and then to PAC with recommended changes. The college developed this process for adopting and revising policy in 1993. Though some staff would like the procedure to move more quickly, the process is effective in including all segments of the college community in policy development or revision. Over the last six years, 48 board policies and procedures have been revised or added. Nearly every board agenda contains one or more first or second readings on board policy revisions.

Before each printing, program and college publications are reviewed by parties responsible for content and are updated if the program and information have undergone significant changes. The superintendent/president and cabinet members annually review the list of policies in order to identify which if any require revision and to prioritize policies to be updated.

Planning Agenda

None

Supplemental Documents

Academic Senate minutes (May 14, 2002 and September 24, 2002)
Accreditation self study timetable
Agenda Student Planner
Agreement between Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock College
Allan Hancock College Accreditation and Staff Assessment Survey (fall 1996 and fall 2002)
Allan Hancock College Board of Trustees meeting records (12/6/83 to 10/15/02)
Allan Hancock College Board Policies and Administrative Procedures Manual
Allan Hancock College Catalog (2002-2003)
Allan Hancock College Climate Survey (fall 1997 and fall 2001)
Allan Hancock College Fact Book (2001)
Allan Hancock College Schedule of Classes (1997-2003)
Allan Hancock College Shared Governance Manual
Allan Hancock College Statistical Picture brochure
Allan Hancock College Strategic Plan 2001-2004
Allan Hancock College Student Climate Survey (fall 1997, spring 2001, fall 2001)
Annual Report to the Community (1999-2000 and 2000-2001)
Application for Employment
Athletic Program Review
CampusLink newsletter
CCC League Policy and Procedure Service documents
Choose Success brochure
Coach's Handbook
Commission on Athletics (COA) Code/Web site
Community News publication
Course Syllabi
Curriculum Development Guide (AP&P)
Draft Report from the Academic Senate subcommittee on Faculty Hiring 2001-2002
Employee Selection Committee Handbook

English as a Second Language Enrollment Data from Office of Institutional Research and Planning (1995-2002)
EOPS/CARE/Reentry statistics (1996-1997 to 2001-2002)
Faculty Resource Guide (2002-2003)
Guidelines for Student Conduct (2002–2003 college catalog, page 32)
Handbook of Accreditation and Policy Manual (Revised summer 2002)
Higher Education Research Institute at UCLA 2001 Faculty Survey
List of All Staff Day keynote addresses regarding diversity
List of staff development opportunities related to diversity/equity
MESA information and reports to the Board of Trustees
Puente Luncheon Notes (March 2003)
Registration documents in Spanish
SPECTRUM (1997-2003)
Start Here. Go Anywhere video
Student Athlete Handbook
Student Outcomes, LAP program
Student Passport
Title V Coop Grant 2002
Title V Grant 1999
Title V Interim Reports (2001 and 2002)
Various brochures
Web site: www.hancockcollege.edu
Western State Conference Code

ALLAN HANCOCK COLLEGE

STANDARD 3
Institutional Effectiveness

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STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

A. Institutional Research and Evaluation

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary

Institutional research is integrated with and supportive of planning and evaluation at all levels of planning at Allan Hancock College. The *Shared Governance Manual 2002-2003* and *Educational and Facilities Master Plan 2001-2006* describe the college's integrated planning process which includes unit-level planning as well as institutional planning. The Planning Committee is responsible for the integration and consistency of planning by the district. All college plans are reviewed by the Planning Committee as a matter of board policy (policy 9100). Additionally, the Planning Committee reviews program review summaries and planning agendas. Research data provided by the office of Institutional Research and Planning are reviewed and used by the Planning Committee throughout the year, and in particular during the annual review of progress towards strategic plan objectives.

The Planning Committee has as its primary charge the review and update of the college philosophy, mission statement, and goals. The committee reviews and analyzes internal and external factors that impact the college and recommends annual priority objectives. Strategic planning is developed through a comprehensive process of environmental scanning, with most of the data provided by the office of Institutional Research and Planning. These data include, but are not limited to, college demographics and outcomes, measures of community access, and labor market trends. Integrated unit-level plans are also supported by institutional research with data and survey development provided by the research and planning office. The process of strategic planning also includes the review of program outcomes, which facilitates integration of planning at the college.

The research and planning office, in its current structure, was created in April 1999 when the director was hired. The director of institutional research and planning also serves as a permanent member of the Budget Advisory Committee. Institutional planning initiatives are coordinated with the research support from the director who also serves on related committees such as the Enrollment Management Committee, Matriculation Committee, and Transfer Committee. Research is further integrated with planning through membership on the Planning Committee of representatives from other campus committees, such as the Budget Advisory Committee, Academic Senate, and the Facilities Advisory Committee. To further improve communication and integrated planning, the agenda for all Planning Committee meetings includes reports from the Budget Advisory and Facilities Advisory Committees.

The office of Institutional Research and Planning serves a supportive role for institutional planning and is the key coordinating office for assessing progress on strategic goals. With input and feedback from the Planning Committee, the director has developed a set of key performance indicators that are used to

evaluate annual performance on all of the college's strategic goals and objectives. The Planning Committee also participates in progress assessment and environmental scanning throughout the year. Recent planning retreats included a presentation by the director of institutional research and planning on environmental scanning data and a performance report on the strategic plan (Annual Progress Report on the 2001-2004 Strategic Plan). Planning Committee minutes and agendas show that the committee actively evaluates the environment in which the college functions, and uses environmental data to make strategic recommendations. Additionally, during budget development, the Budget Advisory Committee uses research data to develop funding and growth assumptions. The board of trustees is included in the process of research, evaluation and planning as well. Annual planning retreats always include one or two trustees, and environmental planning data are shared with the board. For example at the June 2003 board meeting, the next year's priority objectives in the *Strategic Plan 2001-2004* were shared with the board; the director of institutional research and planning also presented an assessment of progress on the strategic objectives and an overview of the environmental data used at the planning retreat.

The research office produces a fact book, containing outcomes data used in many aspects of college planning. This document includes institutionally defined data related to student and program outcomes, as well as externally mandated outcomes required by Partnership for Excellence (PFE) and Student Right to Know (SRTK). An *Accountability Report*, initially developed in 1996, is updated periodically. In addition, the research office produces research summaries with condensed student outcomes and research studies. These summaries are typically two to four page reports on student outcomes such as retention and success, or enrollment trends that impact enrollment management. Most of these publications are made available on the Institutional Research and Planning Website for college and public access. These same data are used by planning participants in the annual review of progress towards strategic planning objectives.

Research data are also used in the development of grants to enhance teaching and learning. For example, the college has two Title V grants that required extensive analysis at the grant development stage, and continue to require annual outcomes assessment of measurable goals stated in the grants. Because of limited district resources to carry out all strategic initiatives supporting the strategic plan, grant funding has provided an additional means by which many planning objectives are achieved.

Throughout the year, the research and planning office provides data to support program evaluation and planning. Enrollment, full-time equivalent students (FTES), full-time equivalent faculty (FTEF), and various student outcomes data are provided to faculty and deans in instructional programs. Comprehensive data is provided during the program review process. Demographic data, as well as outcomes data such as success, retention and persistence rates, are provided to academic and student services programs to help describe and evaluate the changing profiles of the students served in various programs. Administrative programs are assisted with survey development and other data collection and analysis needs during program review. Unit-level planning summaries from the program review process are then integrated into institutional planning through committees such as the Planning Committee, Budget Advisory Committee, and Facilities Advisory Committee. Unit-level plans and needs are reflected in the *Educational and Facilities Master Plan 2001-2006*.

The research office supports institutional planning and evaluation by administering many types of surveys throughout the year. For example, two student climate surveys were conducted in 2001; two technology needs surveys were conducted in spring 2002, along with a computer services program review survey; and a distance learning survey was also conducted in spring 2002. Additionally, all administrative and student services programs are required to consult with the institutional research and planning office for survey development and data support when undergoing program review.

Self Evaluation

Institutional research is integrated with and supportive of planning and evaluation at all levels of planning at Allan Hancock College. Prior to the creation of the research and planning office in 1999, research was conducted regularly to support planning and evaluation. The *Fact Book* and *Accountability Report* date well back into the 1990s. However, research was conducted on a part-time basis by a faculty member on release time, and, as such, some research was limited. As noted in the Focused Midterm Accreditation Report (page 3), the college created the office of Institutional Research and Planning in spring 1999. With an office now dedicated to research and planning efforts, statistical analysis and evaluation of planning data has expanded and become more centralized. Programs and committees are given more support, data, and assistance in data interpretation to conduct evaluation and assessment of program review. As an example of the success with which research is supporting evaluation, in a recent state evaluation of the Learning Assistance Program, a commendation was given to the office of Institutional Research and Planning for providing comprehensive data that allowed comparison of outcomes to the general credit student population.

In addition to expanding the scope of research efforts at the college, the research and planning office is increasing the availability of information to the college constituencies and the public through the use of the Internet and intranet. Many publications are now available for downloading, and additional data and reporting capabilities are planned in the near future.

Planning Agenda

None

A.2 The institution provides the necessary resources for effective research and evaluation.

Descriptive Summary

The college has long supported research and evaluation, even during times of limited budget to support a research and planning office. Throughout the 1990s a faculty member on release time conducted a substantial amount of research. Fact books, surveys, and other reports were generated for use in planning, program review, grant development, and accountability reporting. The faculty researcher provided assistance and expertise in areas of data analysis, survey design, and provided the Planning Committee with data used in environmental scanning. The district provided budgetary and technical support to this faculty researcher for an office computer, student worker support, and funding for memberships and conferences. Consultants were used through matriculation funding to assist with various studies, including development of initial placement levels when new assessment instruments were introduced. In addition, a 60 percent position in Information Technology Services (funded through matriculation funds) supports information, reporting, and programming needs of student service programs such as counseling, assessment, and Extended Opportunities and Programs and Services (EOPS).

Institutional Research and Planning, created in spring 1999, is comprised of one full-time academic administrator (director) who reports directly to the superintendent/president, and one full-time research and planning analyst (classified employee). To support growing demands on the research and planning office, the analyst position was upgraded in summer 1999 from the original position of research and planning assistant (at an additional cost to the district). The current office has been supported through district and grant funds which have provided computers, a server, a scanner for survey evaluation, and software.

Increasing research and reporting demands led Institutional Research and Planning to find ways to automate much of the current labor intensive

reporting used in college decision making. In concert with the need to automate reporting, the office also identified a need for a browser-based data query system that would be accessible and user friendly for college decision making. In 2002 the college obtained funding from a cooperative Title V grant, which funded purchase of a server and additional hardware and software to support development of a dedicated data query system, which will increase effective communication of college data. Grant funding also supports a research technician who assists with Web programming. There are also numerous grants for which the office of Institutional Research and Planning provides technical expertise with support for additional resources provided in the grant.

District resources have been used to hire consultants to conduct specific evaluations, including a retention study in spring 1997 and an evaluation of Human Resources and Business Services in 1997. More recently, consultants were employed to evaluate the Pacific Conservatory of the Performing Arts (PCPA) and to facilitate completion of a program review for the office of Information Technology Services, which will be a template for all administrative programs.

The district provides resources for institutional planning efforts as well. Various categorical and district funding sources have been used to hire planning consultants. The college also conducts community surveys; a recent example is a comprehensive analysis by Eckstone Communications (*Community Needs Assessment and Image Study*), which included data from more than 900 college students, staff, community members, business operators, and high school students and teachers. Experts have been used as well to facilitate college planning. For example when the college developed the *Strategic Plan 2001-2004*, a consulting group (Moore, Iacofano, Goltsman – MIG, Inc.) established the planning framework and facilitated the two-day planning retreat. Facilitators are also used for annual planning retreats when the college ranks strategic objectives. More recently, consultants were hired to help facilitate a revision of the college's *Technology Master Plan* and to assist with a preliminary needs assessment of student housing.

Self Evaluation

The district provides adequate resources to conduct effective institutional research. Funding from district and categorical sources has provided the necessary tools to conduct thorough research. As with many institutional research offices in the community college system, Partnership for Excellence and matriculation funds have been used to support research and planning at Allan Hancock College. However, these funds have recently been subject to state cuts, which could have an impact on institutional research and many other community college functions across the state. Fortunately, if funding presents itself as a challenge to continuing the current scope of research and evaluation at Allan Hancock, the institutional research and planning office is well positioned to seek additional support through grant funding.

With regard to the issue of effective research and evaluation, the creation of a full-time research and planning office has improved the consistency, timeliness, and scope of college research efforts. There is an increased focus on using information for programmatic as well as college-level decision making and planning. Rather than paying consultants or a faculty member on reassignment, college research is ongoing, centralized, and conducted by trained staff. The research and planning office has also increased assistance to departments in the area of data interpretation and has worked collaboratively with outside consultants providing data and survey oversight.

Perhaps there is no better example of effective research than that which improves student outcomes. A recent example is the modification of the placement algorithm for basic skills writing, based on correlational studies of grades and use of multiple placement tests. The language arts department reports that pass rates on the holistic exam increased from the 55 percent range to over 70 percent in fall 2002 as a result of increased placement accuracy. The department has asked that additional research be conducted for college and transfer-level writing

courses. Another example of effective research includes a comprehensive analysis of student persistence and goal attainment among students starting in basic skills writing. The need for this particular research came out of annual reviews of progress towards Partnership For Excellence goals. As a result of the findings in this research, the language arts department is working with transfer center counselors to identify effective strategies for increasing transfer preparedness. Institutional Research and Planning also provides data for enrollment management decisions, such as enrollment and FTES projections throughout the beginning of each semester, FTES targets by discipline, analysis of fall to spring persistence, updates on high school going rates, and performance reports of local high schools. Additionally, pilot programs are critically evaluated to determine their value before any attempt is made to institutionalize the program.

To date, evaluative feedback regarding research efficacy has been collected from *Fact Book* surveys, planning participants at annual planning retreats, continual feedback at Planning Committee meetings, and from end users of research. In general the feedback is positive. The Accreditation and Staff Assessment Survey (fall 2002) does, however, indicate that only 35 percent of faculty and staff agree that sufficient resources are provided for research and program evaluation. Knowledge regarding available resources is fairly limited among classified staff (41 percent do not know) and part-time faculty (44 percent do not know) because of general lack of ongoing participation in the process. Administrators were more likely to agree that there are adequate resources (54 percent agree). Anecdotal evidence suggests that one reason faculty members are less likely to agree that there are sufficient resources, is the perceived time and effort to complete program reviews. Many programs have yet to complete a program review with the new research office in place and some faculty may not know about available resources, data, and support. In many instances staff simply does not know who or what to ask. The research and planning office continually adds data and resources to the Website and sends emails with research summaries; yet there is still some confusion as to the function and scope of Institutional Research and Planning. Some of these impressions were validated during a comprehensive program review survey for Institutional Research and Planning. Faculty tended to know less about the office, including services available, and indicated difficulty in understanding program review data.

Planning Agenda

Use a variety of methods to advertise and clarify the data and research available to college personnel, including data for program evaluation through such means as expanded use of the college Internet and intranet.

Pursue additional resources to support research and planning through efforts such as grant funding sources.

A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Descriptive Summary

Because the strategic plan is developed to achieve the college mission and purposes, review of accomplishments towards achieving planning objectives ensures evaluation of how the college accomplishes its mission and purposes. The college evaluates how well it accomplishes its mission and purposes by engaging in the following types of activities:

1. Reviewing accomplishments towards planning objectives, which are developed to achieve the college mission and purposes (*Annual Progress Report on the 2001-2004 Strategic Plan*),
2. The superintendent/president's annual report,
3. Instructional, student services, and administrative program reviews,

4. Charge to the Planning Committee to review all program reviews and unit plans,
5. As part of administrative evaluation, administrators report on progress towards reaching strategic planning goals,
6. Ongoing and ad hoc research studies,
7. Performance outcome comparisons with statewide data,
8. Progress in achieving statewide accountability standards.

The primary means by which the evaluation process occurs is through a systematic planning process detailed in the S*hared Governance Manual*. The Planning Committee oversees the college planning processes and ensures that unit-level plans across the college are integrated and consistent with the college mission. College planning documents such as the *Strategic Plan 2001-2004*, *Educational and Facilities Master Plan 2001-2006*, and *Technology Master Plan* are integrated and reflect the mission and purposes of the college. Through the program review process, unit-level plans are tied to institutional goals. As well, staffing, technology, and facilities needs are identified in the unit plans; this information is documented in the *Educational and Facilities Master Plan 2001-2006*, which includes a staffing plan, a technology plan, and a facilities master plan.

To gain a broader perspective of how the institution is meeting its goals, the superintendent/president, using departmental status reports, has published an annual report every year since 1995 on the progress toward strategic planning objectives. This document was distributed to 1,000 faculty and staff and 4,000 community members in the 2001-02 academic year.

As noted earlier, the office of Institutional Research and Planning produces a variety of reports on institutional effectiveness. These reports draw from management information systems (MIS) data, Chancellor's Office reports, and other external reports that document evaluation and evidence of institutional progress towards accomplishing the college's mission and purposes. Sample indicators include: success and retention rates, transfer and completion rates, student access, VTEA core skill indicators, and outcomes of basic skills students. When weak areas are identified, increased attention is directed towards these areas. For example, after assessing Partnership for Excellence data related to basic skills improvement (Summary of Partnership for Excellence Basic Skills Improvement, December 2002), the Basic Skills Advisory Committee convened and began developing a course of action. Numerous other examples include transfer data shared with the college on all staff day, at the college's "Transfer Summit", and the Transfer Committee and review of progress towards the strategic plan (*Progress Report on the 2001-2004 Strategic Plan*).

Not only does the institution consistently evaluate student outcomes related to the mission, it also assesses student and community needs through a student climate survey administered every three years. This survey addresses the quality of instruction, student support services, and general climate, and is used to assess progress towards achieving planning goals.

Self Evaluation

The college's mission and purposes are evaluated regularly through systematic planning processes. Not only does the college have a means to accomplish this process, the process and timelines are well documented in such publications as the *Shared Governance Manual* and *Educational and Facilities Master Plan*.

Survey results from the Accreditation and Staff Assessment Survey (fall 2002) indicate that the majority of college personnel understand the planning process and agree that college staff effectively evaluate how well the college accomplishes its mission and purposes. Seventy-seven percent of administrators and 65 percent of full-time faculty agreed that the mission is effectively evaluated; because of lack of familiarity with the process, 22 percent of the full-time faculty indicated that they were not sure. Classified staff members were similarly more likely to indicate uncertainty (20 percent), although they were twice as likely to agree with this statement than disagree.

Planning Agenda

None

A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

Descriptive Summary

Program evaluations are scheduled and conducted for all instructional and student services departments every five or six years. The exception is vocational programs, which are evaluated every two years because of education code requirements. Administrative programs have recently been put on a repetitive cycle of five years as well; in past years administrative program reviews were typically conducted by outside consultants who had expertise in the area under review. Since 1995 consultants have conducted reviews of the Pacific Conservatory of the Performing Arts (PCPA), Business Services, and Human Resources (see KH Consulting Group, *Work Effectiveness Student: Business and Personnel Services,* March 1997). More recently, Information Technology Services employed the assistance of consultants. The first administrative programs through a program review cycle and a self study include Institutional Research and Planning, Business Services, Information Technology Services, and the campus police department.

All program reviews include a self study which culminates in an evaluation of components in the *Educational and Facilities Master Plan*. This process helps link programmatic planning to institutional planning. Staffing and facility needs, along with enrollment trends and other programmatic factors, are centralized in this plan. Annually administrators collect input at the unit level regarding accomplishments towards the strategic plan. This information is fed into the planning process as accomplishments and areas of concern are identified. Because planning priorities direct resource allocation, all major initiatives can be traced back to planning at some level in the institution.

Program review for academic disciplines at Allan Hancock College is a two-year process conducted every six years. One year prior to the scheduled program review, one or more members of the self-study team conducts a review of all courses and a review of the prerequisites, co-requisites, advisories, and limitations of the courses. In the second year, the self study includes responding to questions that are tied to institutional objectives, conducting research via student surveys, analyzing information from the institutional research office, and examining the relationship of the discipline to various quantitative and qualitative outcomes. At the end of the process, a final plan of action is developed. As part of this process, a validation team of internal and often external evaluators, evaluates the program and provides feedback and direction to the plan of action. Pursuant to the *Education Code,* all vocational programs undergo a program evaluation every two years. A full description of the processes can be found in the *Program Evaluation Resource Guide*.

Evidence indicates that instructional program review leads to improvements. Space needs identified in many program reviews facilitated development of project plans to expand the Learning Resources Center and the physical education facility. Additionally, plans were developed for a new fine arts and health occupations science complex. Improvements have occurred in existing facilities; for example a wireless computer lab was installed in building C. New faculty positions considered in the faculty prioritization process are identified through program review. The annual review of accomplishments for 2001-2002 shows that 174 new courses were introduced in an effort to meet community needs. New degree programs are under review annually; for example a new psychology degree program was created

recently. Instructional programs critically review curriculum and make improvements to address weaknesses. For example, the nursing program revised the first year RN curriculum and began offering the RN program annually. Faculty members in language arts and mathematics have created new courses and instructional methods to increase the persistence of basic skills students to transfer-level courses. Most instructional programs have evaluated offering distance learning courses and are responding to the demand. The number of distance learning courses increased from 66 in 2000-2001 to 106 in 2001-2002. Student feedback shows that quality of instruction consistently rates high, with 98.5 percent rating instructional quality fair, good or excellent, and 88.2 percent rating instructional quality good or excellent.

Prior to fall 2002, the student services program review process was based upon a model derived from the program review process utilized in academic affairs. In 2002 a program review task force consisting of student services staff and the director of institutional research and planning reassessed the student services program review process, and made significant modifications to improve its usefulness. The task force developed a final program review consisting of a self-study format that includes responses to questions focusing on seven components: curriculum and services, student support and development, student outcomes, personnel and support services, facilities, resources, and community outreach and program awareness. The program review model also contains a plan of action and validation by a team of internal or external evaluators who provide feedback and direction to the plan of action. This model was approved by the administration for implementation during fall 2002. A schedule for program reviews of all student services has been set through the year 2004.

Evidence is plentiful that student services improve as a result of program review. One major concern identified consistently through program reviews was lack of adequate space. This has been dealt with by remodeling the counseling area to create a University Transfer Center; moving Health Services into a new building, Building W; and planning and funding a new one-stop student services building to house Counseling, Financial Aid, EOPS, and the Learning Assistance Program (slated for construction in 2006). Because of concerns, a full-time counselor was hired for the Lompoc Valley Center. In addition, the Health Services nurse became full time along with full-time clerical support, and another part-time nurse was hired for the Lompoc Valley Center; DSPS hired numerous staff including a high technology center specialist, psychological disabilities counselor, and a learning disabilities counselor to serve the main campus and Lompoc Valley Center; the University Transfer Center hired counseling assistants and part time counselors to assist the Santa Maria and Lompoc Valley centers; and EOPS hired a student services specialist for the Lompoc Valley Center and a counselor for the Santa Maria campus. Financial Aid, through a Title V grant, is expected to hire a bilingual financial aid counselor soon.

Many other recommendations cited in student services program reviews have been implemented to better serve students. These include recommendations to implement new technology into all programs including document imaging for Financial Aid; new hardware and software for EOPS, and the Learning Assistant Program's high tech center; and a new electronic student educational plan for counseling. Student surveys concur that improvements have resulted from the program review process. Results from the Allan Hancock Student Climate Survey (spring and fall 2001) show statistically significant improvement in 18 of 20 programs and services compared to responses in fall 1997. In addition, students in the 2001 survey indicated that they were more aware of student services.

Improvements to instructional labs and computer facilities resulted from the program review process. The 2001 student climate survey asks students to rate the quality of lab facilities for physical sciences and foreign languages, as well as computer facilities such as the writing lab. All three areas showed statistically significant improvement compared to results from the 1997 survey.

Self Evaluation

The examples provided in the description clearly show that program evaluation, which is integrated in the college planning process, leads to improvement. The improvements are directly observable increases in faculty and staffing to serve students and in new or modified facilities that enhance learning outcomes. It can be asserted that overall student satisfaction with the college would suffer if program improvement was not a continuing and effective process. In the 2001 student climate survey, 93.5 percent of the respondents agreed or strongly agreed when asked if they were pleased with their overall experience at the college, suggesting that program improvement is indeed occurring.

As noted above, the program review process has undergone review and modification. Best practices and process improvement are imbedded in the process. Modifications are intended to strengthen follow-through on action plans and tie action plans to improvement of student performance, changes in student characteristics, improvement in the educational environment, and better justification for resource recommendations. The college requires facility, equipment, or staffing requests to be documented in the program review study and plan of action. Facility planning, in particular, had not been as well linked to program review as it should have been. The new process should facilitate the linkage with an increased emphasis in the program review of student learning outcomes. Data should be more readily available to assess the relationship between student successes to facility conditions. A tighter connection of budget priorities to program review plans of action will have particular consequences for some disciplines that have not, in the past, completed their program review in a timely manner. Program review is useful and appropriate documentation for prioritization of needs. If the process is followed, the link between planning and program review will be stronger. However, budget constraints continue to be an impediment to implementing many program review recommendations. Although the connection between program review and prioritization has improved, funding for facilities, equipment, and new staff positions recommended in program review is limited.

Another improvement is the more direct involvement of the office of Academic Affairs in communicating with faculty regarding planning processes. This office has reviewed all program reviews in the past, but with the change in post-validation procedures, the vice president will have a clearer snapshot of the specifics of the plan. Information about processes has been provided to those who participate in the self-study report. The vice president also plans to strengthen communication by providing discipline leaders with her specific response to program review and post validations. Additionally, summary program review reports are now sent to the Planning Committee for review and inclusion into institutional planning.

Evaluation of student services programs is now on a regular cycle after a hiatus in the late 1990s. The new process, based on best practices at other institutions, is more data driven and tied to student outcomes. Furthermore, the process more clearly delineates responsibilities and timelines of self study teams and includes more feedback with a review of all program evaluations sent to the Academic Senate and Planning Committee.

Some faculty complaints in the past concern the lack of availability of data and the inability to pose specific research questions; these have been addressed by the addition of an institutional researcher and research office (as a result of the last accreditation study). However despite the attempts of the research and planning office to communicate with faculty, many faculty members remain unaware of the resources that are available to them through this office and often spend unnecessary time researching information. In the accreditation survey, only 37 percent of full-time faculty and 30 percent of part-time faculty agreed that the college provides sufficient resources to conduct institutional research and program evaluation. However many faculty are uncertain regarding the availability of resources; 22 percent of full-time and 44 percent of part-time faculty indicate that they do not know if sufficient resources are available.

Overall, there has been significant improvement in an already well-honed program review process and the creation of an office of Institutional Research and Planning has greatly facilitated the connection between program review and planning. However, more work needs to be done as evidenced by a 55 percent agreement on the part of AHC staff that program review leads to improved programs and service. While the percent that agreed the process leads to improvement is twice the percent that disagreed, there is a fairly large level of lack of knowledge about outcomes from the program review process.

Planning Agenda

Have program review teams meet periodically for a progress update with appropriate administrators.

Provide research workshops as part of the program review process.

B. Institutional Planning

B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

Descriptive Summary

The *Shared Governance Manual*, which is available to all college personnel on the Intranet, and the *Strategic Plan 2001-2004* are distributed to all constituencies. They define the planning process, including the college staff involved, and the link to resource allocation as it pertains to planning priorities. In addition to these documents, the board of trustees recently approved board policy 9100 and administrative procedure 9100.01 which include the same description of strategic planning, integration of planning, and the annual planning and budget development process. Although the planning process had been followed for many years and was written into the *Shared Governance Manual* since 1996, it was not adopted as a board policy and administrative procedure until recently. The policy, along with the administrative procedures, defines the scope of institutional planning and its relationship to all college plans. The policy requires that plans developed in other areas or committees (for example, the "Matriculation Plan") be reviewed by the Planning Committee for consistency with institutional level planning.

The strategic planning process involves broad-based participation of college constituencies and is coordinated by the Planning Committee. As noted in the *Shared Governance Manual*, the Planning Committee is a shared governance committee with members from the Academic Senate, Faculty Association, Part-time Faculty Association, classified bargaining unit, supervisor/confidential group, Management Association, and administration. The current strategic planning process dates back to 1992. Strategic plans were developed in 1992, 1996, and 2000.

Each year planning and budget advisory committee members join for a planning retreat. The Planning Committee recommends additional participants such as department chairs, recently hired faculty, and additional classified staff. Students are represented on both committees. In years when a new strategic plan is developed, college workshops (open to all faculty and staff) are conducted prior to the planning retreat; the workshops allow sharing of environmental data and trends. Feedback and discussion from participants is used to derive assumptions and implications related to strategic

planning. This information is then used to formulate the main planning themes. This planning process also includes a thorough review of the college's philosophy, mission, and vision. During years between development of new plans, an annual review of progress towards planning objectives is conducted. At these annual planning retreats representatives from all constituencies participate in large and small groups and through collegial team work review progress and relevant data to formulate priority objectives for the following year. Progress towards the strategic plan is compiled in the *Progress Report on the 2001-2004 Strategic Plan*, which includes input from all administrators.

Since 1992 when the current superintendent/ president arrived at the college, development of the college strategic plan has been comprehensive and inclusive with many representatives from all constituencies (faculty senate, faculty bargaining unit, classified employee bargaining unit, supervisor/ confidential, students, administration, and trustee representatives).

Most recently, the current *Strategic Plan 2001-2004* was developed using a yearlong process which included collection and evaluation of environmental scanning data and input from the Planning Committee on the process itself. Additionally, the Planning Committee met with outside consultants (Moore, Iacofano, Goltsman --- MIG, Inc.) to develop the input, planning, and follow-up processes. Prior to the retreat, open college workshops were held in the Student Center where information about the college was shared and discussed. Participants at these workshops developed assumptions and implications regarding the environment in which the college was likely to operate over the next three years. From these strategic guidelines common planning themes and strategic issues were developed; the strategic issues include student learning, outreach and partnerships, human resources, technology, physical resources, and financial resources. Planning participants took these issues and background data to a two-day retreat where the 2001-2004 strategic plan was developed. Small groups organized around the strategic issues developed planning objectives and action items. These sessions included all campus constituencies, including representatives of the board of trustees and the Allan Hancock College Foundation who provided input from a community perspective. Information from the planning retreat and workshops, as well as departmental plans, program reviews, and additional research and informational materials, became the basis for the development of the three-year strategic plan. To attain broad understanding and validation, institutional goals and objectives developed at the retreat were presented campuswide and discussed in breakout sessions at fall 2000 opening day activities. The Planning Committee discussed information from these sessions and refined the plan before it was sent to the board of trustees for final adoption in October 2000.

Self Evaluation

The processes to develop new strategic plans, initiated in 1992, 1996, and 2000, were inclusive and involved representatives from all college constituencies. Many staff members participated in strategic planning activities and, in order to allow for input, information has been widely disseminated about the process and the college goals. The Planning Committee evaluates the process and has made changes and improvements in disseminating information. The planning process has become more defined and has been published in the *Shared Governance Manual* since 1996. The Planning Committee attempted to demonstrate more clearly the connection between planning, program review, and budget development. The plan itself has been formulated with broad based input. "Pre-retreat" workshops were attended by over 80 college employees and students and included data from community and student surveys. There were approximately 60 representatives at the planning retreat in spring 2000 (see the *Strategic Plan 2001-2004* for a list of attendees).

In fall 2000, a series of open staff meetings were held to inform staff about the planning and budget development process. Information about the process, the published *Strategic Plan 2001-2004*, and annual priority objectives were distributed to all staff. These staff development

activities have increased awareness of the planning process. The Accreditation and Staff Assessment Survey (fall 2002) indicated that there was an increase, since the last survey in 1996, in the percent of faculty and staff who agreed that the planning process is inclusive. Only 15 percent indicated that the process is not inclusive, and faculty and staff were twice as likely to agree than disagree that they understood the college planning process.

Effort is continually directed at informing employees about the college planning process. The superintendent/president regularly publishes planning related updates in *By the Way*. Additionally, the new faculty orientation (for both full-time and part-time faculty) includes an overview of planning and research functions at the college. In addition, college-wide workshops and all staff meetings are used to review the planning process with all college employees.

Planning Agenda

None

B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

Descriptive Summary

As described in the *Shared Governance Manual*, planning processes are integrated across unit (program) level planning and institutional planning objectives. All program reviews link back to college planning through the *Educational and Facilities Master Plan*. Annually each unit of the college, through administrators, reports on accomplishments and progress on planning goals. Additionally, as part of a revised evaluation process for administrators, all administrators must provide an annual report on progress in achieving planning objectives.

Annual planning retreats include broad scale participation in evaluating accomplishments and determining priorities for the next year. The office of Institutional Research and Planning presents a summary report at the planning retreat relating performance measures to planning objectives. Based on environmental scanning and relative successes in achieving planning objectives, priority objectives are established for the next year. These priorities impact decisions for budget allocation and new positions. All requests for increased funding or positions are required to identify the specific college objective to be met. The details of the budgeting process are found in the *Budget Development Guide* and in the staff prioritization request form.

The college has also developed written descriptions for staffing prioritization and instructional equipment prioritization. These descriptions indicate that requests are reviewed by appropriate administrators and departments, the Academic Senate, the President's Advisory Council, and the President's Cabinet. To be considered, all requests for budget augmentations or new staff must be linked to a specific strategic planning objective.

Faculty directly tie program review plans of action to the evaluative data gathered, addressing concerns raised in the student surveys, the self study, or the validation team report. Minutes indicate that the Planning Committee and other bodies regularly refer to evaluative data in their decision making. External reviews and audits also provide assessment information in non-instructional/administrative areas. The *Educational and Facilities Master Plan 2001-2006* integrates educational, facility, technology, staffing, and resource planning in one document and identifies priorities for improvement in these areas.

Self Evaluation

In the fall 2002 Accreditation and Staff Assessment Survey, 75 percent of all faculty and

staff, and 77 percent of full-time faculty and staff agreed or strongly agreed that the institution effectively defines goals, develops plans, and establishes priorities for the institution. Eighty-five percent of administrators and 81 percent of full-time faculty agreed with the statement. The percentage of full-time faculty agreeing with this statement increased from 60 percent in the 1996 accreditation survey. The relatively high level of agreement that the college effectively defines goals and priorities, reflects the fact that these processes are not only well documented but also well understood. Efforts such as college-wide workshops and all staff events have helped bring an understanding of the planning process to college staff. As evidenced by the accreditation survey data, integration of the planning process, which includes input that is both top down and bottom up (through program review and department input), has clearly improved.

The *Shared Governance Manual 2002-2003* and *Strategic Plan 2001-2004* define the process for institutional planning. This process has remained fairly constant since being developed in 1992-1993, although integration of the planning and budget functions was improved (with joint meetings and overlapping members) after the last accreditation. Additionally, the processes for staffing and equipment prioritization have been improved and communicated.

The development of the measures of institutional effectiveness, such as the key performance indicators published in the *Fact Book*, *Accountability Report*, annual report on strategic objective accomplishments, and ad hoc research reports, provide evaluation of the college's progress in achieving institutional goals and objectives. In addition, the program review process requires departments to evaluate outcomes and establish goals tied to program improvement. In administrative areas evaluation has been less well defined, and the college has invested in outside reviews or audits to provide the necessary assessments. These reviews by consultants are more thorough and objective than a typical departmental self study, and the consultants bring expertise to the evaluation. A trade off is the cost of outside consultants, which would make it prohibitively expensive as a means of evaluation for each administrative unit. As a result, a new model is under development for administrative offices with an emphasis on an internal self-evaluation and collection of survey data; a timeline for program review for all administrative units was disseminated by the superintendent/president in 2002.

Planning Agenda

None

B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Descriptive Summary

The college, under the leadership of the Planning Committee, undertakes strategic planning every three years to develop or revise institutional goals and objectives driven by the college philosophy and mission. Planning objectives, which direct college resources, are prioritized annually. The planning process includes the review of program outcomes, mission and philosophy, internal and external planning data, and financial resources in order to develop assumptions and identify opportunities and challenges facing the college. Since 1996 these processes have been delineated in the *Shared Governance Manual*, which includes a chapter outlining the tasks and timelines for the institutional planning processes and includes a description of each one of the stages. This document illustrates the links between departmental program review, educational planning, facilities planning, technology planning, staffing, and resources planning. This manual is distributed broadly to departments,

executive boards of constituent groups, and is also available at the Learning Resources Center for public review. The *Educational and Facilities Master Plan*, which has been published four times, integrates the planning efforts of all constituencies at the college. It represents an overall evaluation of the college's strengths and weaknesses and identifies recommendations for the next five years. The *Strategic Plan 2001– 2004* provides the institutional priorities and objectives. Representatives of the college's constituencies review the plan at the annual planning retreat, and identify priority objectives for the next year.

In addition to the *Shared Governance Manual 2002-2003*, the *Educational and Facilities Master Plan 2001-2006*, and the *Strategic Plan 2001-2004*, each area (educational, financial, physical, and human resources) has developed documents to delineate their planning procedures and how these are integrated into the overall institutional process.

Educational Planning

Educational planning includes the instructional and student services areas. In the instructional area, educational planning is a process that takes place at multiple levels within the instructional components of the college. Processes are identified and timelines are provided in documents such as the *Shared Governance Manual 2002-2003*, and *Curriculum Development Guide*. The Academic Policy and Planning Committee is responsible for curriculum planning and curriculum review, and for recommendation of new courses and programs. This committee has developed the *Curriculum Development Guide*, which identifies the criteria, process, timelines, and forms that need to be completed for curriculum approval. This handbook is available at each departmental office. The *Program Evaluation Resource Guide* delineates in detail the tasks that are undertaken in program review. These tasks serve as an evaluation and planning tool for changes in programs, course offerings, and curriculum development. This process is open for ongoing feedback and modification. Similarly, planning in the student services area is done within each program area with direction given in the *Student Services Program Review: Guidelines and Procedures.* All student service programs are now on a regular cycle of program evaluation, a process that identifies major program strengths, challenges, plans, and direct feedback to the *Educational and Facilities Master Plan*.

Financial Planning

As delineated in the *Educational and Facilities Master Plan 2001-2006*, the Budget Advisory Committee, a standing, shared governance committee, serves as the primary body to make recommendations on financial resources to support the institution's goals. Institutional priorities for budget development are linked to the annual priority objectives and departmental action plans. Expenditure assumptions are developed based on staffing obligations, ongoing program needs, and prioritized expenditure plans. The income and expenditure assumptions are routinely monitored to ensure achievement of budget goals, which are established by the committee on an annual basis.

Physical Planning

The Facilities Advisory Committee, the Planning Committee, and the President's Cabinet constantly evaluate the need for new and/or modified facilities to adequately support the educational programs and support services. The *Educational and Facilities Master Plan 2001-2006* identifies needed facility maintenance, provides a space utilization review, and delineates prioritized construction projects for the next five years. From the *Educational and Facilities Master Plan*, annual five-year construction plans are developed, approved by the board, and submitted to the state.

Human Resources Planning

Annual review of staffing needs is a regular part of the college's planning cycle. Following the development of program and department objectives and action plans in the spring of each year, institutional priorities are established. As noted in the *Educational and Facilities Master Plan 2001-2006*, requests for classified and

administrative positions follow a regular process of justification, review, and analysis. Supervising vice presidents rank department requests and the ranked positions, with rationale and cost, are reviewed by the President's Cabinet. These staffing requests are then reviewed by campus constituencies through various channels such as the Planning Committee, Budget Advisory Committee, and the President's Advisory Council. Positions supported by categorical funds are considered on an individual basis. Faculty prioritization is completed after a careful analysis of projected enrollment growth rates, faculty retirements, availability of part time faculty, emerging community needs, and resource availability. The *Educational and Facilities Master Plan 2001-2006* identifies staff needs and projected needs based on program review from instructional, student services, and administrative programs ("Staffing and Resource Plans" in the *Educational and Facilities Master Plan 2001-2006*, page 161). Of course needs change over time, but at the time the staffing plan was developed over 140 positions were proposed at an estimated cost of over $6.9 million. As stated in the plan, proposals will exceed funding levels which necessitates the continuation of ranking and prioritizing.

Self Evaluation

As noted in the descriptive summary, many documents demonstrate that college planning processes are systematic and have become well integrated into the institutional culture. The planning process is documented and easily validated for usefulness and completeness. The processes outlined above demonstrate a dynamic but consistent process of planning and institutional renewal; planning and evaluation are continuous and on-going. An examination of the four educational and facilities master plans and strategic plans provides an account of programs, services, and facilities originally identified as part of the strategic goals that are now a reality. Because there is a clear and precise relationship between unit-level and college-level plans as demonstrated in the *Shared Governance Manual*, college planning is well integrated. Input from program reviews respond to the college's mission and strategic plan; and as such influence expenditures.

The *Educational and Facilities Master Plan 2001-2006* and planning calendar found in the *Shared Governance Manual* demonstrate the integration of educational, financial, physical, and human resources planning. The planning calendar explicates the specific planning actions for these various areas on a month by month basis.

Annual reports clearly delineate progress on planning objectives that demonstrate improvements. A review of year-end accomplishments found in the annual report, provide many examples of improvements directly related to planning. The list of improvements includes development of new classes, enrollment growth, new outreach programs, completed infrastructure and facility improvements (including the University Transfer Center, Workforce Resource Center, and the Solvang Center). Among the many technological improvements are the addition of wireless classrooms, the modernization of labs and instructional equipment, and the development of Web-based registration. The recent addition of University of California and California State University centers on Allan Hancock College's grounds, are examples of strategic planning results. Preparing and assisting students to transfer to universities was a goal that has resulted in bringing the university to a community-bound population.

After the last accreditation self study, the college sought to better integrate the budget and planning processes. New processes were developed and identified in the S*hared Governance Manual* to tighten the relationship between budget and planning. Many members now sit on both committees and in 1996 the decision was made to hold joint meetings at critical times. The Planning Committee and Budget Advisory Committees continue to discuss ways to improve integration, with recent proposed changes to schedule more joint meetings of the two committees. These joint meetings have become more critical in recent months with the current state budget crisis and its impact on community colleges. For example,

there have been more joint meetings in the spring 2003 to review suggested cost reduction and revenue enhancement suggestions. Also, as a follow up to the annual planning retreat, the Planning, Budget Advisory, and Facilities Advisory Committees met to review and approve priority strategic planning objectives for 2003-2004.

Fiscal planning for district funds has become more systematized and integrated at the college. The Budget Advisory Committee has developed prioritization and review processes that are standard routine for the college. The college has held workshops specifically to cover the budget and planning process, and the superintendent/president's *By The Way* provides information for all district employees regarding planning and budget information. However, results from the Faculty and Staff Accreditation Survey (fall 2002) suggest that while awareness and perception regarding fiscal planning have improved since the last self study, increased efforts are needed to communicate the relationship between expenditures and priorities. While 77 percent of administrators agreed that expenditures reflect institutional priorities, only 43 percent of all personnel agreed. The percent of classified staff and faculty who disagreed with this statement declined from the previous accreditation survey, yet, there was still a larger percentage of non-administrators who disagreed than agreed. Funding limitations curtail the implementation of institutional plans of action and may result in a perception that planning priorities are not linked to resource allocations.

Funding limitations also necessitate a search for funding alternatives to supplement the district funding base and to address specific institutional objectives. Categorical funding has aided the college in fulfilling many of the institutional goals and objectives. Grant funding comes from many sources, with a large number of grants providing funds for improving student success and teaching. The institution has been extremely successful in obtaining large federal grants such as a Title III, a Title V, and a cooperative Title V grant. These grants are directed towards Hispanic serving institutions so that they can address the needs of students who have been traditionally underrepresented and underserved in higher education. Funding from these grants financed many college improvements. Some examples include the construction of the University Transfer Center, introduction of technology in classrooms and labs, and introduction of innovative instructional activities to improve the success of developmental and transfer students.

With the addition of the office of Institutional Research and Planning, planning processes have been streamlined, systematized, and better integrated. Fine tuning is needed to improve the feedback loop among the various committees and constituencies. Planning Committee minutes will reflect that the committee concurs that the college is meeting the standard.

Planning Agenda

None

C. Institutional Outcomes Assessment

C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Summary

Allan Hancock College assesses institutional outcomes in many ways and at all college levels. Throughout the year the Planning Committee evaluates progress towards goals identified in the strategic plan. In order to effectively evaluate and document progress towards achieving institutional outcomes, the strategic plan includes key performance indicators that can be measured. During the on-going environmental scanning process, data are related to key performance indicators that are tied to measurable objectives in the strategic plan. At

the annual planning retreat, a comprehensive report on progress towards college objectives is presented and discussed by attendees. Some of the key performance indicators include measures of access, student performance, and survey results. Of particular interest recently is the trend in college going rates among local high school graduates. College research and analysis is extended to external/system-wide measures such as Partnership for Excellence (PFE) and Student Right to Know (SRTK). Annual PFE goals are evaluated relative to college targets. Areas of deficiency are then identified as priorities for internal resource allocation.

Not only does the college assess and report external outcomes, it attempts to determine the usefulness and comprehensiveness of outcomes such as SRTK. For example, because of local concerns regarding data definitions in the SRTK transfer rate, additional research is undertaken to determine the success of students who actually applied for transfer at local four-year institutions. The research office annually updates transfer acceptance and attendance to the local four-year institutions where approximately half of the Allan Hancock College CSU and UC transfers attend.

The research and planning office annually updates the *Fact Book*, and regularly updates the *Accountability Report*. These documents, which are available on the college Website, provide data related to student outcomes in general, as well as performance of basic skills students and students in categorical programs such as EOPS and Learning Assistance. Outcomes are disaggregated by key areas such as gender, age, and ethnicity so that college staff can remedy problems of bias and disproportionate impact. The office of Institutional Research and Planning also publishes and distributes research summaries that document student outcomes. For example, one report compared the college's success and retention rates to system wide rates, with data disaggregated by gender, age, and ethnicity.

Learning outcomes are evaluated via an intensive program review process which includes student input, student enrollment patterns, student success patterns, staff assessment, and validation by a team which includes faculty from other disciplines and professionals from outside the college. Additionally, with support from a grant, the college has recently infused classroom-based assessment of learning outcomes into the evaluation process. Faculty members were given release time and resources to attend workshops and conferences sponsored by the American Association for Higher Education, such as the California Assessment Institute and the National Assessment Institute.
In addition, the superintendent/president publicizes, in *By The Way*, the progress report on the Planning Committee's annual priority objectives (*Progress Report on the 2001-2004 Strategic Plan*) and also publishes the institutional staffing and equipment priorities. Additionally, an annual report of accomplishments in the form of a calendar has been distributed to all college faculty, staff, and the public since 1995.

Self Evaluation

With the creation of the office of Institutional Research and Planning in 1999, the institution has expanded the availability of data and analysis of institutional outcomes. Consequently, the institution is able to respond more quickly to areas of concern and formulate various strategies through unit and college planning. For example, basic skills outcome data demonstrated concerns with regard to basic skills outcomes in English. Through the program review process, the department is re-examining the curriculum. Additionally, to obtain a better understanding of where improvements might be made, a Basic Skills Advisory Committee was formed to assess persistence and goal attainment of students in basic skills courses.

Faculty who have recently revised curriculum, teaching, and assessment styles, or made other modifications related to classroom assessment of learning outcomes, have reported marked improvement in the ability to specifically identify the skills and knowledge obtained by students.

Planning priorities are also systematically assessed with on-going research and outcomes assessment that are available to all college staff. With an increased college Web presence and the use of email, this information is more accessible than in the past. However, with this increased access to information have come challenges regarding skills in data interpretation and the use of technology. For example, the research office is now experiencing an increase in questions about data found in the online *Fact Book*. The research office now fields basic questions concerning the use of technology to open email attachments, download PDF documents, open Microsoft Excel documents, and navigate Websites.

Planning Agenda

Offer workshops to train college staff in areas of data interpretation.

Increase the level of technology training for administration, staff, and faculty to ensure that routine tasks such as Web navigation and the sharing of documents can be facilitated.

C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Descriptive Summary

Several means are used to communicate evaluation and planning activities to the public. Data from internal evaluation and planning efforts are shared with local high schools, businesses, and various community groups. The most widely distributed and comprehensive document used in communicating quality assurance is the superintendent/president's *Annual Report to the Community* which has been distributed for seven years. In 2002 over 2,800 annual reports were distributed to the community. This report documents progress towards achieving the college's strategic planning objectives.

The class schedule is distributed to every household in the district and is reflective of intensive marketing efforts by the Public Affairs and Publications office. Not only does the schedule of classes offer information about college programs, it also provides data on student completion and transfer rates in accordance with the Student Right to Know Act (SRTK). Other marketing efforts that provide the community with knowledge about college quality include press releases, brochures, a marketing video for recruitment, a television program ("Inside Hancock") which spotlights various quality programs, and public forums conducted on campus. The office of Institutional Research and Planning also publishes fact books, accountability data and other college data, which are accessible to the public on the college Website.

College administrators, faculty, and classified workers represent the college and quality education through presentations and meetings with community leaders. For example, the director of institutional research and planning communicates student performance data (such as transfer and college going rates) to local high school administrators and counselors in outcome areas. In spring 2002 the director of institutional research and planning gave a presentation to approximately 400 community leaders describing the local economic impact of Allan Hancock College on the community. In addition, the superintendent/president communicates facts and information about college quality to the public in speeches and community forums such as "Friends of the College" where she updates and asks for input from community leaders. During fall 2002, results from a student climate survey were shared with this group. The superintendent/ president also conducts "roundtable luncheons" with focused community groups four to five times a year to initiate additional dialogue. Presentations at board of trustees meetings (which are open to the public) are another means of communication, as is publication and

distribution of *By the Way*, graduation speeches, etc. Community leaders are members of various campus advisory committees and validate the quality of specified programs. College personnel also represent the college and quality education through their involvement in community groups such as Rotary, chambers of commerce, Leadership Santa Maria/Lompoc, and other local organizations.

The college's Website can be accessed worldwide and contains extensive information about the depth and breadth of college class offerings, departments, university transfer, news and current events, and student outcomes. For example, the college *Fact Book*, which contains data related to PFE, Student Right to Know, and common metrics such as success and retention, is accessible in PDF and HTML format for public review. Planning documents, including accomplishments towards strategic objectives, will also be made available on the Website. Media are constantly informed about college evaluation and planning activities as well. For example, at a public board meeting with media present, a consultant presented results from a community needs assessment conducted by Eckstone Communications. *By the Way*, a newsletter from the superintendent/president, is distributed to the media and public. The director of outreach and retention coordinates efforts to reach schools, future students, and their parents with activities including annual college night, career days, outreach counselors at all local high schools, and the kinder/career program. Information is provided to local K-12 representatives at counselors' workshops.

Self Evaluation

An extensive amount of information from internal planning and evaluation is disseminated to the student body, college community, business and professional community, and the various constituencies within the district. Excellent coverage is provided in the local newspapers, and outreach to potential students is ongoing in an effort to assure them of the value and excellence of college offerings. In addition, various members of the staff and administration speak to the issue of quality education in a variety of local arenas, and continue to be invited back for additional information and updates. Also, the college Website is accessed freely by members of the public. Care is taken that publications distributed by the college are accurate, and reflect the quality of the college. This is done through reviewing the process by which information derived from the college's evaluation and planning activities is used and communicated to the public.

Planning Agenda

None

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Descriptive Summary

The college utilizes both formal and informal methods to assess its efforts in this area. All administrative programs, including institutional research, participate in program review. Through the college administrator evaluation process, in which evaluation feedback is obtained from faculty and subordinates, the director of research and planning is given feedback and suggestions regarding research and planning related issues. For example, one suggestion was to provide summary reports of student enrollment and outcomes. This suggestion was implemented and has received positive feedback. Annual evaluations of college administrators are tied to accomplishments towards objectives in the strategic plan; furthermore, meetings between the superintendent/president and the director of research and planning provide substantial input to and feedback on the college's institutional

research processes. All administrative offices, including the office of Institutional Research and Planning, submit annual priority goals and objectives, which are assessed at the end of the year. As noted earlier, the research and planning functions were evaluated as part of the program review process in spring 2003.

Program review processes were recently modified in the instructional and student services areas, and a new model is being developed for administrative programs. Faculty and staff provide feedback and input on the evaluation and program review processes, and best practices from other institutions are identified. For example, an outside consultant worked with the instructional program review steering committee (comprised of faculty, senate leadership and academic administrators) and, with input used from other models, modified the academic program review. Feedback from the first year of the modified program review will be shared with the steering committee to make necessary changes for improvement.

Evaluation and modification of the strategic plan is a systematic process and is described in detail in the *Shared Governance Manual*. As described in the manual, every three to five years the college undertakes strategic planning in order to develop or revise institutional goals and objectives which are driven by the college philosophy and mission. Unit-level program plan evaluation is also described in detail in the *Shared Governance Manual*, and through this evaluation and review process, unit plans are linked to institutional planning as they address the college mission and goals in the strategic plan.

Review of Planning Committee minutes shows that the committee reviews the planning process each year; annual planning retreats are evaluated by participants, which include a larger audience than the Planning Committee. The *Shared Governance Manual* specifically indicates that every three years the Planning Committee will review and revise, as necessary, the planning and budget development process. Institutional plans (objectives) are annually evaluated at the planning retreat for relevance and comprehensiveness. Because the strategic plan is flexible and developed every three years, it maintains its utility for directing college efforts and resources. Detailed planning timelines are delineated in the *Shared Governance Manual* to further improve the planning process. Beyond the detailed planning timeline explained in the *Shared Governance Manual*, the college also conducted an open workshop in spring 2002 in which the superintendent/president, vice president of administration, and director of institutional research and planning provided a thorough explanation of the planning timelines and relationships of unit planning to institutional planning and budgeting.

Self Evaluation

There are on-going processes which are systematically followed to assess research, evaluation, and planning. Feedback from planning retreats and evaluations indicate overall satisfaction with the planning and research functions. Feedback was obtained concerning the effectiveness of institutional research during spring 2003 when the research office began a program review self-study and distributed a survey to faculty and administrators. Additionally, as communication through email and Internet continue, more input will be obtained regarding the efficacy of research and planning functions. To improve communication and feedback regarding institutional research, the office of Institutional Research and Planning will continue to offer workshops on data use and availability to the college community.

Evidence that the planning process is effective and benefits from ongoing evaluation is found in the Accreditation and Staff Assessment Survey (fall 2002). When faculty and staff were asked if they understood the planning process, twice as many respondents agreed than disagreed. Not surprisingly, classified staff and part-time faculty were the least likely to agree and the most likely to indicate uncertainty. When asked if the institution effectively defines goals, develops plans, and establishes priorities, 75 percent of all respondents agreed; this aggregate response includes 85 percent of administrators and 81 percent of full-time faculty. Part-time faculty were the least likely to agree (68 percent), and most likely to indicate uncertainty.

When faculty and staff were asked this same question in the Accreditation and Staff Assessment Survey (fall 1996), overall 71 percent agreed (no part-time faculty were surveyed), and only 60 percent of full-time faculty agreed. Among respondents in the fall 2002 survey who indicated participation in one of the main institutional governance committees, 93 percent agreed that the institution effectively defines goals, develops plans, and establishes priorities for the institution. When committee participants responded to this same question in the last accreditation survey, only 68 percent agreed. Thus, as a result of efforts to inform college faculty and staff, there has been notable improvement in the awareness and belief in the effectiveness of the institutional planning process since the last self study.

Planning Agenda

None

Supplemental Documents

Accountability Report
Adopted College Budget
Allan Hancock College Accreditation and Staff Assessment Survey (fall 2002)
Allan Hancock College Board Policies and Administrative Procedures Manual
Allan Hancock College Educational and Facilities Master Plan (1997-2000 and 2001-2006)
Allan Hancock College Fact Book
Allan Hancock College Shared Governance Manual (2002-3003)
Allan Hancock College Staff Technology Needs Survey
Allan Hancock College Strategic Plan 2001-2004
Allan Hancock College Student Climate Survey (spring and fall 2001)
Annual Progress Reports on the Strategic Plan
Annual Report to the Community
Budget Development Guide
By the Way
Curriculum Development Guide (AP&P)
Eckstone Community Needs Assessment and Image Study (December 2001)
Information Technology Faculty and Staff Survey (spring 2002)
Institutional Research and Planning Web site
KH Consulting Group, *Work Effectiveness Student: Business and Personnel Services*, March 1997
Program Evaluation Resource Guide
Staff Prioritization Request Form
Student Services Program Review Guide
Summary of Partnership for Excellence Basic Skills Improvement, December 2002
Technology Master Plan

ALLAN HANCOCK COLLEGE

STANDARD 4
Educational Programs

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STANDARD FOUR: EDUCATIONAL PROGRAMS

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

A. General Provisions

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Descriptive Summary

The college seeks to meet the varied educational needs of its students through a wide variety of programs and courses that are consistent with its primary mission of providing transfer education, vocational education, general education, and basic skills. There are 87 degree programs, 103 certificate programs, and many workshops designed to meet special needs of students, employers, and other community constituencies. The college has 2,364 approved credit courses and based upon the s*pring 2003 Schedule of Classes* offered 1,389 credit class sections. Consistent with the primary mission and purposes of the college, 58 percent (797) of these course sections were in transfer programs and/or general education, 37 percent (519) were in vocational education, and five percent (73) were in basic skills.

The college also offers noncredit courses in nine areas to meet specific community needs, including: adult basic education; citizenship; English as a second language; programs for the developmentally disabled; health and safety; home economics; programs for older adults; parenting; and short-term vocational.

Additionally, the college offers community service classes and activities assigned to meet the educational, avocational, vocational, and cultural needs of the community. With significant community input, discipline faculty members develop all programs. Community demographics and the economic environment are primary factors in determining the need for a program offering. In order to assess these needs, the college superintendent/president meets with various community groups in executive roundtables to discuss perceptions of the college and needs of the community. For example, roundtables are held with representative groups from agriculture, business, chambers of commerce, manufacturers and processors, health care providers, women's organizations, Hispanic leaders, retiree organizations, and economic development organizations. College staff, selected based upon the relationship of their assignment to the nature of the group, participate in the roundtables. In addition, the college has established a community advisory group, Friends of the College, to provide input on college programs and community needs and to assist the college with community information campaigns.

Another method to assess community demographic and economic needs is the use of advisory committees comprised of community members, employers, neighboring universities, and feeder high schools. These committees review program data including core standards and measures, unemployment insurance wage data provided by the California Community College Chancellor's Office, and labor market information provided by the California Employment Development Department (for example, *Occupational Outlook 2002-2003, Santa Barbara County*). Advisory committees also use economic profile studies conducted by the University of California Santa Barbara for specific geographic areas of the county to determine the need for a new or expanded

program. Advisory committees assist in assessing program effectiveness and make recommendations for maintaining program currency.

The college conducts community surveys. As a result of these surveys, needs for new programs are identified, investigated, and developed if feasible and warranted. Eckstone Communications conducted one such study for the college in 2001. This study, *Community Needs Assessment and Image Study*, collected information from more than 900 college students, staff, community members, business operators, high school students, and teachers through personal interviews and paper and telephone surveys. The study was designed to search out public needs and perceptions in order to assess the quality of college programs and to identify ways the college might better serve the community. In addition, the college has conducted telephone surveys of local high school faculty, counselors, and students, and community surveys at public places such as supermarkets to determine perceptions of the college and community needs.

Many members of the college staff, from the superintendent/president to cabinet members, administrators, faculty, and classified staff, participate in community organizations. In these forums, community perceptions and needs are garnered and translated into program improvement activities.

Self Evaluation

As evidenced by the breadth and scope of its many programs, the college does an effective job assessing the varied educational needs of its students and developing programs that are consistent with its institutional mission, purposes, and the community demographics and economics. While there is insufficient funding for the college to offer all of the programs desired and needed by the community, the college works diligently to assess needs and meet those needs to the fullest extent possible. A frequently mentioned perception reported in the Eckstone study (p. 3) is that the college offers more programs, more sections, and more variety than any neighboring institution.

The college conducts an annual strategic planning workshop to review all available data regarding the community and its needs and to establish priorities for meeting those needs. Through these priorities the college develops strategies to identify programs that will meet the needs of students and has an established budget development process to identify programs that are practical to implement.

Local, regional, and state labor market information is used extensively to plan new programs. The college focuses on developing and expanding programs in areas of high occupational growth, high employment, and new and emerging occupational areas. To that end, programs have been initiated in such disciplines as: enology/viticulture, the largest growing industry in two counties; multimedia, a new and emerging occupational area; culinary arts, a high employment area; environmental technology; and emergency medical services, a high growth area. The college created the first, and currently only, ambulance academy as a part of the emergency medical services program.

Since its last accreditation report, the college has added associate in arts degrees in areas such as space engineering and environmental studies, and associate in science degrees and certificates in space operations, maintenance technology, pharmacy technology, and electronics (including network maintenance and digital technologies such as a Cisco Academy). These programs have been added in direct response to emerging industry needs and new technologies.

To better meet the needs of transfer students the college has begun a shift from encouraging a major in liberal arts to counseling students to select specific majors. To accomplish this goal, the college has increased the number of transfer-oriented associate in arts degrees. This shift encourages students to select a baccalaureate degree appropriate major and begin discipline specific preparation earlier, or to select a university and a major and begin their preparation at Allan Hancock College. To that end, the college has created associate degrees in environmental studies, mathematics, psychology, and speech. Other degree programs are currently being developed. The college has also created a liberal studies associate in arts degree program to prepare students to transfer into teacher preparation programs. The liberal studies program was developed in concert with neighboring California Polytechnic College, San

Luis Obispo as well as administrators and faculty from local K-12 schools in an effort to help them meet their growing needs for qualified teachers.

Planning Agenda

None

A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Descriptive Summary

The college offers courses in a manner that provides students ample opportunity to complete program requirements as announced in the catalog and within a reasonable time. Degrees are designed so that students can complete all requirements within two years, while certificates vary in length from very short (one day) to two years. Degrees require a discipline major of at least 18 units and 21 general education units, and not less than 60 total units. Included in the degree requirements are a minimum of two units of physical education, health education, or first aid and safety, a minimum of three units in multi-cultural/gender studies, and demonstrated competency in reading, written expression, and mathematics.

Some degree programs and options within programs require more than 60 units to complete. These include: early childhood studies (option 4, elementary education with bilingual/bicultural emphasis), electronics (option 3, digital systems technician; option 5, communications system technician; option 6, electronics technology with emphasis on space operations; option 7, electronic engineering technology; option 9, computer network maintenance and digital specialist), and vocational nursing. The early childhood studies option is longer because it requires added units to develop proficiency in Spanish or another language. The electronics options are greater in length than most AHC programs but are typical of programs at other colleges and provide sufficient breadth and depth for students to achieve industry-defined learning and performance outcomes. The vocational nursing program is longer than other vocational programs due to Board of Registered Nursing requirements that dictate hours of training and specific science prerequisites in chemistry, physiology, anatomy, and microbiology.

Selected degrees and certificates are offered in a manner that they can be completed at the Lompoc Valley Center (three associate in arts degrees, six associate in science degrees, and ten certificates).

Self Evaluation

The college offers 28 associate in arts degrees, 59 associate in science degrees, and 103 certificates. A spot test was conducted to determine if students could complete programs as announced and in a reasonable amount of time. A sample of 37 of 87 degree programs (including associate in arts and associate in science degrees) and 14 of 103 certificate programs was tested across four semesters. Programs were selected to include academic and vocational programs, with no other specific criteria. It was assumed that students enter the program at an appropriate academic level and do not require remediation and that students complete a minimum of fifteen units each semester. It was also assumed that students who enter the program meet all prerequisite requirements. Class schedules from fall 2000 to spring 2003 were the sources of data for this test.

The table below lists the degrees and certificates in this study.

ASSOCIATE DEGREES OFFERED AT THE SANTA MARIA CAMPUS		ASSOCIATE DEGREES OFFERED AT THE LOMPOC CAMPUS
Accounting		Accounting
Administration of Justice		Administration of Justice
Business Administration		Business Administration
Business (2 options)		Computer Business Office Technology (2 options)
Computer Business Office Technology (2 options)		Liberal Arts
Liberal Arts		
Pharmacy Technology		Pharmacy Technology
Social Science		Science
Biology		
Applied Design (2 options)		
Art		
Auto Body Technology		
Early Childhood Studies		
Engineering Technology		
Human Services		
Machine Technology		
Medical Assisting		
Welding Technology		

CERTIFICATES OFFERED AT THE SANTA MARIA CAMPUS		CERTIFICATES OFFERED AT THE LOMPOC CAMPUS
Accounting		Accounting
Business (3 options)		Computer Business Office Technology (2 options)
Emergency Medical Services		Emergency Medical Services
Nursing		Certified Nursing Assistant
Drama (2 options)		Pharmacy Technician
Medical Assisting		

In all cases students could complete major requirements, general education requirements, and sufficient electives to complete the degree program in two years. In addition, students could complete all requirements for the certificate program within a time line consistent with the program design.

Students report satisfaction with the availability of course offerings. The student surveys conducted in spring and fall of 2001 asked students for their perceptions of the course availability. The majority of students (89.4 percent) rated course availability as fair to excellent, with 63 percent of fall 2001 respondents rating course availability as good or excellent. This finding represents no significant change in student perceptions from 1997 to 2001.

Planning Agenda

None

A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

The college makes appropriate arrangements so that students in programs being eliminated can complete their programs in a timely manner and with a minimum of disruption. The college has eliminated two programs in the past six years: space operations and diesel and industrial technology. The space operations program is being substantially revised as a part of a National Science Foundation project in a consortium with 13 colleges across the nation. In the case of diesel and industrial technology, the college arranged for a private post-secondary institution, Western Truck School, to offer training at no additional cost to students until

they all completed their training and received truck driving licenses.

Over the past six years the college significantly modified two programs. Both the business associate in science degree and certificate program and the physical education associate in arts degree had one of several degree/certificate options eliminated. In these cases, students were able to complete the program based on the catalog in effect when they started or under the new program requirements.

The college has a process for eliminating courses that have not been successfully offered for two years. This sunset process requires department staff to review an unsuccessful course and, if it can be shown to be viable and necessary, petition the Academic Policy and Planning Committee to maintain the course. This curriculum policy enables the college to anticipate well in advance when programs are in jeopardy. If a decision to eliminate a program seems imminent, student completion issues can be addressed early on.

Self Evaluation

The college has demonstrated a commitment to ensure all students affected by a significant program change, including the elimination of a program, are provided an opportunity to complete the program in a reasonable amount of time. As evidenced by the agreement with Western Truck School, the college does find ways to accommodate students affected by program elimination.

In all cases in which programs were eliminated or significantly modified, arrangements were made to ensure all students in progress were accommodated. This was done either by notifying students of the pending change and advising them to take all remaining courses by a specific date, by continuing some needed classes with lower enrollments until all students had an opportunity to finish their requirements, or by substituting appropriate courses for original degree requirements.

Planning Agenda

None

A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Descriptive Summary

The college provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs at all service locations and for all instructional delivery methods. However, these programs are not supported to the desired level as a result of persistent under-funding and less than adequate apportionment income. Consequently, there are elaborate processes in place for prioritizing limited funds. These processes include annual strategic planning and budgeting activities with representation from all areas of the college.

Self Evaluation

The college has been able to continue providing sufficient human, financial, and physical resources to maintain quality programs even while funding has not increased proportionally to growth and rising costs.

Human Resources

The ratio of full-time to part-time faculty is about 1:3 and full-time faculty members teach more than half of the instructional hours. This is essential to maintaining quality programs since full-time faculty develop, modify, and maintain currency of curricula, order equipment and supplies, articulate with universities, and serve on committees that review and recommend curriculum modifications. Ideally the college should have a minimum of one full-time faculty

member assigned to each instructional program. In a few cases, such as computer science, machine technology, pharmacy technology, and international studies, there are no full-time staff assigned to develop and nurture the program. In the face of limited funding, the college has made a concerted and successful effort to increase the number of full-time faculty. Currently the college has 176 full-time and part-time tenured or tenure track faculty. This is an increase of 51 since the last accreditation self-study was completed six years ago. There are 439 part-time credit faculty, representing an increase of 163 over that same time period (*Accreditation Self Study 1997*, p. 121).

The high number of part-time faculty results, to a large extent, from several programs: the Basic Law Enforcement Academy (780 hours), the Firefighter Academy (460 hours), and the environmental technology program (modules ranging to 48 hours each) all of which are offered in three college districts (Cuesta College – all of San Luis Obispo County, Santa Barbara City College – South Santa Barbara County, and AHC – North Santa Barbara County). These programs meet prescribed federal, state, and/or local standards. Regulating agencies require all instructors to be current in the field. The college can best meet these standards by hiring individuals currently employed by agencies and private companies and who also meet the qualifications of the regulatory agencies and the minimum qualifications of the college. Because these programs are of extended duration, it is necessary to hire a large number of part-time faculty to assure no individual exceeds 60 percent of a full-time assignment and to accommodate the wide variety of work schedules they must fulfill with their primary employer.

Even as the college has made successful strides to increase the number of full-time faculty, there is recognition that this still is an issue of concern. The Accreditation and Staff Assessment Survey (fall 2002) report indicates that only 23 percent (16 percent of classified staff, 42 percent of administrators, 14 percent of faculty) of respondents strongly agree or agree that the college employs sufficient full-time faculty to support its academic programs. As funding permits, the college needs to continue to increase the ratio of full-time to part-time faculty.

As evidenced in part by student perceptions, the college is able to provide sufficient numbers of faculty to assure quality programs. Quality of instruction in both the 1997 and 2001 student climate surveys was highly regarded by students (Allan Hancock College Student Climate Survey, spring and fall 2001). In both periods, 88–89 percent of the respondents rated instruction as good or excellent, while 99 percent rated it fair or better. It should be noted that 89.4 percent of respondents to the survey in 2001 rated availability of necessary classes as excellent, good, or fair – further evidence that sufficient numbers of faculty are available to meet student needs.

There are 13 academic administrators. These administrators include an associate superintendent/vice president with overall responsibility for the academic programs, an executive dean responsible for off-campus programs, three deans of academic affairs responsible for specific educational program divisions, an associate dean responsible for noncredit and community education programs, and an associate dean responsible for learning resources and distance learning. The other five academic administrators are responsible for specific programs. The Accreditation and Staff Assessment Survey (fall 2002) revealed that 74 percent of respondents agreed or strongly agreed that there are sufficient administrators to support programs and services.

Classified employees directly support educational programs by providing clerical assistance, lab maintenance and set-up, and instructional assistance. While several programs, including science, math, language arts, multimedia, and public safety, are supported by full-time regular classified staff, there remains a need for additional help in a number of programs. Twenty-nine percent of the respondents to the Accreditation and Staff Assessment Survey (fall 2002) agreed or strongly agreed that there is sufficient classified staff to support programs.

Financial

The college is not funded at a sufficient level to meet all community needs within its mission. However, using a budget development process tied to strategic planning, the college funds all programs sufficiently to assure quality. In

addition, the college strongly encourages faculty to seek grants and other alternative sources of funding to support educational programs. In 2001-2002 the college was awarded 39 grants for $4,697,045, and in the prior year was awarded 45 grants for $4,933,450 (*Strategic Plan Accomplishments, Priority Objectives 2001-2002 Report*). As a result of grant efforts, the college serves as a model center of excellence in several areas.

The Tech Prep Consortium serves feeder high schools and the college as a resource for tech prep education. This project has provided the college with numerous curriculum development and professional development opportunities across many programs such as business, computer business information systems, culinary arts, family and consumer sciences, human services, and welding.

The college is also designated a "Hispanic Serving Institution," and is the recipient of a U.S. Department of Education Title V grant to meet the needs of underrepresented students who are at risk and need additional assistance. This grant, along with a precursor Title III Developing Institutions grant, enabled the college to develop numerous strategies to assure the success of at-risk students. One counselor and three full-time faculty were hired through this grant. Several computer labs (including a wireless reading computer lab and new science and mathematics labs) have been funded. Learning communities have been supported. A Teacher Learning Center was created to help faculty develop computer skills and computer-based instructional materials to facilitate student success. Research indicates that instructional strategies developed through these projects are resulting in measurable improvement in success rates of the target population.

The college received a Math, Engineering, Science Achievement (MESA) grant to assist underrepresented students with an interest in these disciplines. This project focuses on outreach, recruitment, and strong student support activities designed to greatly enhance success in these disciplines. Students in this program are involved in statewide leadership activities. The college has provided dedicated facilities and computer support to MESA students.

Physical Resources

Facilities continue to be a challenge to the college. However, recently the college has been successful in accessing state processes for acquiring new and replacement buildings. Since the last accreditation study, the college has built the Lompoc Valley Center. This campus greatly enhanced the ability to offer programs in that service area. In response to increasing student demand, the college has also established a center in Solvang. Details on plans and progress in meeting the college's physical needs are included in standard eight, physical resources.

Through its successful efforts in acquiring grants such as the United States Department of Education Title III (Developing Institutions), United States Department of Education Title V (Hispanic Serving Institutions), California Community College Chancellor's Office Telecommunications and Technology Program, and Workforce Investment Act, the college has upgraded instructional technology. Eleven computer labs were created on the Santa Maria campus, and two computer labs were created at the Workforce Resource Center (the local "one-stop" center). The entire Lompoc Valley Center was developed as a high tech facility with "smart" classrooms, fiber optic connectivity, and several computer labs. Over two million dollars was spent on the Santa Maria campus computer and fiber optic infrastructure so every classroom can be connected to the Internet. All full-time faculty were provided with a personal computer connected to the campus intranet and the Internet, and with email accounts. Several classrooms on the Santa Maria campus have had computer projection systems installed, and the college has acquired a number of portable computer projection systems for use in classrooms without permanent installations. A wireless lab was created to support language arts, reading, and social science classes. Specific details on the acquisition and use of computer technology can be found in standard six of this self study.

In order to expand capacity without new facilities and to meet the needs of a broader audience, the college has developed an extensive distance learning program. This program includes online classes, video classes, audio classes, and hybrid classes utilizing distance and traditional classroom modalities. The college

offered 101 sections via distance learning in spring 2003 (schedule of classes, pages 110 – 116). Specific information on distance learning is covered in section D.7 of this standard.

Planning Agenda

Maintain commitment towards increasing the ratio of full-time to part-time faculty.

Seek funds for instructional equipment and utilize a prioritization process for allocation of those funds.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The college has designed and maintains academic advising programs that effectively meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function. Although most academic advising is provided through the Counseling department, additional advising is provided through the Economic Opportunity Program and Services (EOPS), noncredit matriculation, and the Learning Assistance Program. Counseling is provided at all college sites. The college also has provided academic advising at the Workforce Resource Center, which is funded by the Workforce Investment Act (WIA) for youth and WIA eligible adults.

Counselors meet two times per month to discuss issues including changes to transfer requirements, curriculum modifications, and testing requirements and results. Faculty members are invited to make presentations on specific curriculum and student advising issues. Counselors provide faculty with academic advising assistance as needed. The National Academic Advisor Association (NACADA) training programs are used as the basis for the professional development of counselors.

Self Evaluation

Overall, academic advising programs are effective. Evidence can be found by comparing college student success and retention rates to those of colleges throughout the state. According to the "Research Summary" prepared by the office of Institutional Research and Planning, the percentage of students who earned a grade of "C" or better or "CR" in credit courses was 71.4 in fall 2001, compared to 66.6 percent statewide. In fall 2001 the percentage of students retained to the end of class regardless of grade, was 86.1 percent for the college compared to 82.2 percent statewide. These success rates in part indicate successful advising that places students into appropriate levels and sequences of courses.

Further evidence of academic advising effectiveness comes from part one of the "Allan Hancock College Student Climate Survey, Spring and Fall 2001," prepared by the office of Institutional Research and Planning. A large majority of students reported good or fair responses for academic advising. Specifically, students were generally pleased with the following programs: pre-college outreach and advising from AHC staff (81.7 percent); transfer center advising from the AHC University Transfer Center (84.9 percent); academic advising from the counseling center (81.4 percent); campus catalog or other department/ program publications (95.1 percent); and START placement testing (85.4 percent).

Finally, in the Accreditation and Staff Assessment Survey (fall 2002), 71 percent of staff strongly agreed and agreed that counselors and advisors are knowledgeable. Eighty-two percent of respondents strongly agreed and agreed that counselors and advisors are supportive of students. This highly important perception lends support to the conclusion that the academic advising programs are effective.

The primary area of concern regarding academic advising is the number of full-time counselors available to advise students and oversee academic advising activities. The ratio of students to academic counselors in fall 2001 was 871.2:1, and in spring 2002 was 965:1. Pressures for enrollment growth have impacted the ability of the college to add counselors at a pace equivalent to student growth. The college needs to continue efforts to improve the ratio of students to counselors. As an additional strategy, the college has implemented an online advising program. This program is in its initial phase and will further extend academic advising services to students.

Planning Agenda

Improve the ratio of counselors to students.

Complete implementation of an online academic advising system.

B. Degree and Certificate Programs

B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Descriptive Summary

The college's degree and certificate offerings reflect the mission of Allan Hancock College to provide transfer, vocational, general, and basic skills education. That relationship is clearly expressed in the college catalog, which describes and explains the various degree and certificate requirements; moreover, the catalog identifies the specific intent of each degree or certificate, all of which meet state guidelines and requirements.

To ensure the coherent design of all degree and certificate curriculum, new courses, modifications, whole programs, majors, and all graduation requirements are carefully reviewed and evaluated by the Academic Policy and Planning Committee (AP&P). AP&P also oversees course content review for validation of prerequisites, which directly affects sequencing of a given degree or certificate program. Program reviews, conducted by discipline departments, have the greatest influence on the length, depth, breadth, and sequencing of the degree and certificate programs. These reviews are conducted every six years (every two years for vocational programs beginning in 2002-2003) and evaluate content, relevance, and outcomes of the current course offerings for each degree or certificate. Also during program review, the committee reevaluates prerequisites and how they affect the sequencing of the courses. Program reviews, in turn, trigger course review and modification and further improvement of programs.

Self Evaluation

The curriculum for all AHC degrees and certificates undergoes rigorous review and continuous improvement to ensure continued support of the college mission. Through this thorough monitoring and evaluation of each course and program, the college and the community can be assured that the college provides high quality education. Over the last five years, Allan Hancock College has created on average 146 new courses per year and has modified 75. In fall 2001 for example, Allan Hancock College created 100 new courses, modified 44 courses, and created nine new certificates (three in culinary arts, one in business, one in agribusiness, and four in computer business information systems) that were approved by AP&P and the board of

trustees. In spring 2002 the college created 74 new courses, modified 38 courses, and created two new degrees (liberal studies and environmental studies). Regular six-year departmental reviews (every two years for vocational programs) of courses, degrees, and certificates, guarantee the validity and appropriateness of the content and structure of degree programs. AP&P also regulates the proper sequencing of courses.

Allan Hancock College revised its comprehensive program review process in 2002, placing greater emphasis on student outcomes. Any additions or modifications recommended through program review are submitted to the appropriate dean and forwarded to AP&P. The results of these reviews are included in a final action plan and are carried forward to the college's equipment and faculty prioritization processes.

Biannual program reviews of all vocational programs verify that each program addresses the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and attendant basic skills. These reviews also examine all Vocational and Technology Education Act (VTEA) funded programs, suggesting modifications where appropriate.

Students at AHC have easy access to complete information in the college catalog and class schedules published each semester. The catalog clearly specifies degree and program requirements as a total number of units to be completed within a reasonable time by full-time students. Students can plan their academic schedules with ease by consulting the catalog and schedule of classes for a listing of the semesters in which required or elective courses are normally offered. Student satisfaction with the college catalog and other publications improved by four percentage points between 1997 and 2001, rising from 93 percent to 97 percent of respondents who rated them as "good" or "fair."

Within their general education courses, students are expected to use the full range of information and learning resources; these skills are stated as objectives in specific course outlines. Furthermore, the course approval process requires that faculty have all course outlines reviewed by the associate dean for learning resources to determine whether sufficient resources exist to support the course.

Planning Agenda

None

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Descriptive Summary

Students can easily and quickly obtain necessary information about their courses of study from the college catalog. Details of program content, degree objectives, and student mastery of knowledge and skills are listed; moreover, career objectives of the various programs, whether university transfer or employment, are clearly stated. In addition to the course syllabus distributed in each class, students can request copies of course outlines kept on file in the appropriate dean's office in order to learn about the specific requirements for mastery of knowledge, skills, and competencies. Specific required knowledge and skills are also defined in the course master outlines. Additional information can be found in program fliers and brochures and on the college Web site.

Consistency of information is maintained through the constant involvement of program faculty in updating course outlines and constructing syllabi and assignments.

Consistency is also addressed through program review every six years (every two years for vocational programs). Responsibility for overall coherence of course and program content rests with the college curriculum committee, AP&P.

Self Evaluation

Whether for immediate employment or for transfer to a four-year institution, the intent of each program or certificate is clearly identified. For those programs intended to prepare the student for a vocation in a given area of study, the college identifies competencies and proficiencies for all who complete the program. These requirements implement SCANS in validating student competencies; additional competencies may be spelled out in the individual course outlines available through the office of the respective dean. Some programs incorporate a cooperative education course which directly provides career preparation and competencies.

For programs intended to prepare the student for transfer to a four-year college or university, the college catalog provides detailed information not only about the objectives, content, and requirements of the degree program, but also includes information about similar programs that might better serve the student's interest. Allan Hancock College has established a University Transfer Center on the Santa Maria and Lompoc Valley Center campuses and has created a new classified position to help students through the maze of transfer requirements of California State University and the University of California. Students are routinely cautioned to refer to the transfer institution for complete information.

Allan Hancock College also offers a variety of credit and noncredit classes designed to increase job skills at the Workforce Resource Center. The center is located at 1410 South Broadway and houses, in one location, over 15 community agencies that provide assessment of client needs, career and job search information, and links to employment and training opportunities. In addition to training, the college provides services in academic counseling, financial aid, registration, and work search assistance.

Job Placement Career Services at Allan Hancock College is committed to serving a diverse student population and assists students in making sound career choices that lead to successful and life-long employment plans. Job Placement provides a 24 hour-a-day, seven day-a-week online job service. This service offers part-time and full-time employment opportunities locally and at transferring colleges and universities throughout California. Career Services offers students the opportunity to gain current career information, personal awareness, and assistance with resume and interview preparation, as well as to use contemporary software programs and an online job service. Staff members are well trained and qualified to assist with career planning, employment information/referral, and career counseling.

The college has a strong and thorough program of public information. One example is the superintendent/president's television show which provides the public with clear and adequate notice of college programs and expectations.

Planning Agenda

None

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary

The college makes known its expectations for student learning outcomes primarily at the course level and is now developing more rigorous means of assessing degree options.

The office of the associate superintendent/vice president, academic affairs maintains a file of all AP&P approved course outlines and objectives for degree and certificate programs. Students are apprised of expectations through the course

syllabi that instructors distribute in all classes. Instructors then assess the level of student achievement through the evaluative measures identified in the syllabi: examinations, essays, and completion of other course assignments. Each program identifies specific sequencing of required courses.

Complete descriptions and definitions of student outcomes at the program level are delineated in the college catalog. Through regularly scheduled outreach activities (for example, College Night and Technology Day) and visits to high schools and local organizations, the college publicizes both its programs and their expected outcomes. Furthermore, through the Central Coast Articulation Group (CCAG), regular contact between the college and local high school faculty and administrators disseminates understanding of program outcomes. Outside agency certification and accreditation provide further definition of learning outcomes for many of the vocational programs (for example, nursing, police and fire technology, emergency medical services, environmental technology, Cisco, automotive technology, and welding).

Articulation activities with high schools result in agreements about student learning outcomes. These agreements are reviewed periodically and published annually in the CCAG end of year report. The college articulation officer confers with representatives from four-year universities and colleges to develop course-to-course agreements and with representatives from the University of California (UC) and California State University (CSU) to develop statewide agreements based on learning outcomes. The agreements are continuously updated on ASSIST (Articulation System Stimulating Inter-institutional Student Transfer) at www.assist.org. ASSIST is California's official statewide repository of transfer information.

Teaching expectations for every course have long been identified in course outlines. However, we are now beginning to identify learning outcomes and how to measure them more systematically. The learning outcomes grant began in July 2000; it sought to apply learning assessment concepts to a redefined set of competency criteria or core skills for general education courses at Allan Hancock College. The college seeks to embed learning assessment practices into key institutional documents to encourage and require faculty to shape their instructional programs and individual course materials around learning outcomes. A primary goal was to define, teach, and test students in identified core skills. Five general education courses were directly involved in this effort: English, history, mathematics, biology, and physics. In total, 130 faculty and staff have participated in one or more workshops or other activities through the learning outcomes grant.

Self Evaluation

While AHC has done a creditable job in defining and publicizing its learning outcomes, college-wide it has not developed an effective means of assessing learning outcomes in programs other than those in developmental English and the health and public safety programs. Outcomes at the course level in all the health occupations and most of the public safety programs are measured and evaluated through external monitoring agencies. For example, outcomes in the police academy are routinely measured against the Police Officer Standards and Training Commission (POST) requirements. Students who take developmental English courses submit to a holistically graded, departmental final exam. The results of these exams and an examination of the course's expected outcomes are fed back into the curriculum process for correction or refinement.

In most other courses, learning outcomes are evaluated via an intensive program review process which includes student input, student enrollment patterns, student success patterns (via final grade summary data), linkage of specific identified student outcomes at the course level, staff assessment, and validation by a team which includes faculty from other disciplines and professionals from outside the college. The process serves as a valuable tool to ensure that programs are designed appropriately for student success. The self-evaluation also defines program improvement strategies which lead to modifying expected learning outcomes when appropriate. In addition, advisory committees participate in program development and improvement, and assist in the evaluation of program outcomes based on employee performance. The superintendent/president regularly hosts community roundtables with targeted groups, including employers from

specific industries, to solicit their input on program outcomes and suggestions for improvements. The results of these roundtables are shared with all appropriate staff for follow up activities.

The CSU Analytical Studies Department reports for community colleges, found at http://www.asd.calstate.edu/performance/ccc0001/index.shtml, compare AHC students to all transfer students. The current data, which fluctuates slightly from year-to-year, show that over time Allan Hancock College graduates compare at a level equal to or somewhat better than that of their peers from other community colleges, especially at the upper-division level.

AHC gathers data from our top transfer institutions to assess how our students fare after transfer. For example, UCSB provides us with data on students' GPA and persistence rates, and Cal Poly provides data on how competitive AHC students are in admissions to each different college.

Planning Agenda

Develop measurable learning outcomes for all programs and courses.

B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary

The majority of programs train Allan Hancock College students in both the broader areas of knowledge, theory, and methods of inquiry as well as in the narrower, more specific inquiry of the individual discipline. For example, the culinary arts and management program (food services production), in addition to the general education component, requires familiarity with a broad range of general principles of the hospitality industry as well as advanced knowledge of food, its preparation, and management. Other examples include sociology, in which students not only learn the specific theories of the discipline, but are also exposed to the research methodologies used by sociologists to study human interactions; psychology, in which students are exposed to the scientific methods of inquiry used to study human behaviors; and, biology, in which students not only learn the general principles of scientific inquiry as applied to biology, but also use mathematical applications and examine historical perspectives in the development of biological theories. In order to ensure consistency among programs, each course and program is subject to oversight by the department chair, and review by the appropriate dean, the Learning Resources Center, and the AP&P committee, before being sent to the board of trustees in whom final approval authority is vested.

Self Evaluation

AHC faculty ensure that the broad areas of knowledge within a discipline are included in the sequence of courses that culminate in a degree. The theories and methods normally associated with the discipline are incorporated in all degree programs, and the sequence of courses is typically focused within a defined area of inquiry and/or established interdisciplinary core. Degree programs include both core and, in some cases, elective courses. Core courses within a degree offer a defined area of inquiry in order to provide students with sufficient depth in some field of study and contribute to a lifetime interest. AHC's curriculum committee adheres to strict processes for development of new degree options, and program approval applications require intensive and complete analysis of program needs and rationale demonstrating student demand for a program (either transfer applicability for a university major or job availability for vocational programs based on current labor market information).

The liberal arts and transfer studies programs are entirely interdisciplinary and therefore provide a broad general introduction to the theories and methods of many disciplines without advanced inquiry into one. These two degrees are designed for the student who has not chosen a specific major, but wishes to transfer to a four-year college or university.

Planning Agenda

None

B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary

Incorporation of competence in language, computation, and critical thinking are guaranteed through both the approval of the AP&P committee and the graduation requirements for each associate degree. By completing the required pattern of general education courses, students demonstrate critical thinking skills through language and computation. Courses at AHC do not receive the approval of the curriculum committee without certifying that each course's description, goals and objectives, and student evaluation activities ask students for a demonstration of competence in these skills. Furthermore, competency in reading, in written expression, and in mathematics is required before any degree is conferred.

Self Evaluation

Competence is demonstrated by satisfactorily completing the graduation requirements, including those for math and English. Assurance that students are meeting the objectives of each course is provided through course syllabi which have been reviewed by the dean of each area. In the syllabi faculty members stipulate how competency in language and computation will be measured and provide sample assignments and test questions.

At the developmental level, competence in the use of language is monitored closely through the use of a holistically scored common final exam. Faculty in both English 501 and 300 developmental courses meet early in the semester and work from a common rubric to norm their expectations and approach. This final exam assures that all students completing the sequence have mastered the required level of proficiency. Please refer to the supplemental documents for copies of the rubrics ("Scoring Rubrics for English 300 and English 501 Final Exams").

Competence in computation, however, is measured through successful completion of the course. The department considers that a passing grade in the course means achieving the requisite level of competence.

As a further check on student success in meeting program objectives, each semester the deans examine a grade distribution report to ensure that grading trends are appropriate. College faculty assume that a grade of C means meeting the objectives of the course. In addition, the college obtains feedback on AHC student accomplishments once students have matriculated to four-year colleges and universities.

Planning Agenda

Develop more rigorous means of assessment of competence in computation.

B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Descriptive Summary

In a variety of ways Allan Hancock College documents the technical and professional competence of students completing its vocational and occupational programs. Local advisory committees review our vocational programs, examining expected outcomes and students' performance against business and industry expectations, as well as level of instruction and academic rigor. This input guides program changes and ensures appropriate learning outcomes. The superintendent/president regularly holds roundtable sessions with selected government, business, and industry representatives in order to solicit feedback on program success. Roundtable sessions are thematic, based on specific vocational areas or programs, and provide an effective feedback mechanism for those responsible for the vocational programs.

Student outcomes in vocational programs are measured via the California Community College Core Standards and Measures system. This system focuses on four indicators of success. These are:

1. academic, vocational, and technical skill proficiencies measured by the number of students completing courses with a "C" or better grade
2. percentage of students leaving or completing a program who receive a degree or certificate, transfer to a California State University or University of California, or join the military
3. placement of students leaving or completing a program moving on to postsecondary education, employment, or the military (Indicator 3a measures employment, 3b measures employment retention.)
4. percentage of students participating and completing programs leading to nontraditional employment who are of the underrepresented gender (Indicator 4a measures nontraditional participation, 4b measures nontraditional completion.)

In certain specific programs, outside agencies review programs, mandate content, and ultimately measure student success. Specifically, registered nursing students must pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and the vocational nursing students must pass the National Council Licensure Examination for Vocational Nurses (NCLEX-PN). Certified nursing assistants must pass examination by state licensing board inspectors. Dental assisting students must also pass a state examination in order to practice in the field. Law Enforcement Academy recruits and in-service law enforcement personnel must meet California Commission on Peace Officers Standards and Training (POST) competency mandates to achieve and maintain professional certification. Emergency medical technology students may opt to take a National Registry certification test as a part of the college ambulance academy. Cosmetology students desiring licensure must pass a State Board of Cosmetology written and performance test. Other examples include a certification test for welding students and certification in selected specializations of automotive technology and auto body by the American Standards in Excellence test program. In general, efforts to conduct employer surveys have not been effective; therefore, vocational departments rely on examinations and advisory committee feedback.

Self Evaluation

All VTEA funded programs are analyzed periodically to determine the extent to which SCANS competencies and integration of vocational and academic education have been realized. Data and analysis are reflected in the final VTEA II C report. Overall, the college exceeds the state negotiated performance levels for core indicators 1-3a (Academic and Vocational and Technical Skills Proficiencies; Completion; and Placement in Post Secondary Education or Employment). It meets standard for 3b (Retention in Employment), exceeds for indicator 4a (Measure for Participation, Non-traditional Programs), and is below the state level for indicator 4b (Measure for Completion, Non-traditional Programs). Whenever the college is at or below the state negotiated level,

activities targeting that indicator are identified to improve specific programs. This aggregated information is also made available through the system at the two, four, and six digit taxonomy of programs (TOPs) level so that individual programs can be reviewed.

Student outcome competencies are seen in course syllabi that also document instructor expectations. Faculty evaluate students in individual courses based on their performance on exams, assignments, class projects, and other activities appropriate to assessing student achievement. Grade summary reports document student success, retention, and persistence.

The college uses a variety of measures to document technical and professional competencies of vocational students. The measures vary by discipline and some meet specific certification requirements of outside agencies and organizations. Selected examples are provided.

The fire academy program has a detailed listing of expected student outcome competencies within learning domains identified by the California State Fire Marshal's Office. In 2002-2003, the college offered three academies. Seventy-nine students enrolled initially. Of these, seventy-four students successfully completed the academy by meeting these outcome competencies.

Environmental technology program students receive a variety of federal, state, and local certifications after completing selected courses. Out of 220 students taking state certification exams, 209 received passing scores, for a success rate of 95 percent.

Students in each of the health occupation programs are required to meet certification standards. Registered Nursing (RN) and vocational nursing (LVN) students must pass all courses with a minimum score of 75 percent and pass a comprehensive final exam with a minimum score of 75 percent. A skills check-off sheet must be completed and validated. California Board of Registered Nursing exams must be taken by all graduates (NCLEX-RN for RNs and NCLEX-PN for LVNs). Nursing assisting students must successfully pass a course and may be sponsored for the Certified Nursing Assistant exam (NATAP). Dental assisting students successfully passing courses may be sponsored for Registered Dental Assistant (RDA) exams.

Reports are provided to the college by testing agencies. As an example, 92.6 percent of college LVN students in 2001 passed the state test on the first try, and in 2000, 75 percent of associate degree in nursing (ADN) students passed the state test on the first attempt.

Planning Agenda

None

C. General Education

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary

Allan Hancock College offers associate in arts and associate in science degrees and this information is published in the college catalog. Each degree requires a minimum of 21 semester units of general education. Courses used to fulfill major requirements may not be used to meet general education requirements. In addition, each degree requires a minimum of two units in physical education, health education or first aid safety; a minimum of three units in multicultural/gender studies; and a

demonstration of competency in reading, written expression, and mathematics.

Self Evaluation

The college offers a complete and comprehensive general education program that fulfills requirements for the associate in arts and associate in science degrees. These requirements are published in clear and complete terms in the college catalog.

Planning Agenda

None

C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary

The philosophy and rationale of the college's general education component are clearly stated in two sections of the college catalog. The first is in the mission statement of the college. It states that the college recognizes that individual, community, and global needs are diverse and changing and seeks to meet those needs by offering appropriately diverse general education courses that are designed to contribute to associate degree programs, broaden knowledge and perspectives, develop critical thinking and communication skills, enhance cultural literacy, encourage a positive attitude toward learning, and equip students to participate in a complex, interdependent world.

The college's general education philosophy is clearly outlined in the introduction to general education requirements listed under the graduation requirements for the associate in arts and associate in science degrees section of the college catalog. Through general education, students expand their understanding of the physical world and the complex interrelationships of individuals and groups within their social environments; understand the modes of inquiry of the major disciplines; deepen appreciation of their artistic and cultural heritage; become aware of other cultures and times; strengthen their ability to communicate, reason, and critically evaluate information both orally and in writing; acquire a positive attitude toward learning; and develop self-understanding.

A list of criteria for determining the appropriateness of each course in the general education component is provided in the *Curriculum Development Guide* of the Academic Policy and Planning Committee (AP&P). The AP&P committee refers to the criteria as guiding principles. To be accepted as a general education course, the course must meet each of the following guiding principles defined in the *Curriculum Development Guide*: level, scope, integrity, generality, critical thinking, continuing study, and cultural diversity. Faculty create and submit courses to be included in the general education component by referring to these criteria. The AP&P committee reviews and approves these courses if each of the seven required criteria is satisfied.

A minimum of three units in multicultural/ gender studies is required for a degree. This graduation requirement is based on a philosophy and rationale that is clearly stated in the graduation requirement section of the college catalog. It states that these courses promote an understanding of the diversities and similarities of individuals and groups, and study the roles of specific cultures and gender in contemporary America. The criteria and purpose of the multicultural gender studies graduation requirement are described in the *Curriculum Development Guide*. In order to be accepted as a multicultural/gender studies course, the course must promote awareness, understanding, appreciation, and respect for under-represented groups and ethnic minorities and must help students link their personal experiences and their education with broader cultural perspectives.

The emphasis in each course should be substantial and thematic rather than incidental or supplemental to a different focus. The course must meet at least six of eleven goals and guiding principles described in the *Curriculum Development Guide*.

Self Evaluation

The college provides clearly stated criteria to determine the appropriateness of each course in the general education component. However, it has been the experience of the AP&P committee that although the current criteria provide good overall guiding principles for general education course selection, they do not provide content specific criteria. Therefore it is difficult to determine whether a course belongs in, for example, category two – Human Institutions or category three - Humanities. In November 2002 the AP&P committee began to define each general education category. First the committee created a statement of intended student outcomes to be demonstrated after a student successfully completes the college's general education curriculum. After all faculty members had an opportunity to provide input, the statement of intended student outcomes was approved by the AP&P committee in February 2003. These student outcomes were then used by the committee to create definitions for each general education category. After extensive input and revisions by faculty, the category definitions were approved by the AP&P committee in May 2003. The category definitions were then forwarded to the Academic Senate in May 2003 for approval. Final approval of the category definitions will likely be followed by a reestablishment of the current list of approved general education courses according to the new definitions.

Planning Agenda

Finalize and approve the statement of intended student outcomes and the category definitions for general education.

Reestablish the current list of approved general education courses according to the new definitions.

C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Descriptive Summary

The college's general education curriculum introduces the content and methodology of the major areas of knowledge listed above by requiring three semester units of coursework in each of the following categories: the humanities (which includes fine arts courses), the natural sciences, and the social sciences. In addition, the college requires students to complete three semesters of coursework in each of the following categories to round out their general education experience: American history or government, written composition, communication or analytical thinking, and living skills. Courses used to satisfy associate degree majors cannot be used to satisfy general education requirements. The general education curriculum and degree requirements are also designed to provide students with the skills that will make them effective learners and citizens.

In addition to general education coursework, a minimum of two units in physical education, health education or first aid safety; a minimum of three units in multicultural/gender studies; and a demonstration of competency in reading, written expression, and mathematics are required for graduation.

The college also provides general education offerings for students who plan to transfer to four-year universities. These courses are designed to fulfill the Intersegmental General

Education Transfer Curriculum (IGETC) requirements for transfer to the University of California or California State University and to fulfill the California State University General Education Certification Breadth Requirements. Students who take these courses will maximize their transferability to a California public university. However, this self study only addresses the general education requirements for students who will attain an associate in arts or associate in science degree from the college.

Self Evaluation

The AP&P committee assures that the humanities, fine arts, natural sciences, and social sciences courses included in the general education program introduce the content and methodology of their discipline. This assurance is accomplished by verifying that courses accepted as general education courses fulfill the seven criteria described in the *Curriculum Development Guide*. In particular, the course must "expose the student to a wide range of principles, perspectives, and knowledge of the discipline" (scope) and the course must "provide a broad base of knowledge or technique from which the student can continue learning in the discipline" (continuing study).

In the past, the college has been confident that the general education program provided the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, and social attitudes that will make them effective learners and citizens. However, two concerns have arisen in the AP&P committee. First, the committee was concerned about whether the college can be certain that students develop these skills, capabilities, or attitudes within a particular general education course. This concern is being addressed by a learning outcomes project that was funded by a state grant beginning in July 2000. The grant was funded to study, develop, and institutionalize new learning assessment practices within the college's general education courses.

Secondly, the committee was concerned that it was possible for a student to select courses from the various general education categories and never have the opportunity to develop one of the listed skills, capabilities, or attitudes. In part to address this problem, the faculty working on the learning outcomes project submitted a draft of proposed general education desired student outcomes to the AP&P committee. The outcomes included communication, cognitive thinking, information management, knowledge of technology, and social and emotional responsiveness. The AP&P committee, with the input of the entire college, used these proposed student outcomes to write content-specific criteria for all of the general education categories.

The college does not have a computer competency requirement within the general education curriculum. With the leadership of the Technology Advisory Committee, all faculty members were involved in providing input which resulted in six motions that were voted on by the Academic Senate in April 2001. The senate voted to support the following: provide students with the information they need concerning computer competencies and how they can acquire these skills, develop more ways for students to acquire essential proficiencies, have the business and counseling departments put together ways to use a skill check program to assist students in identifying and developing needed computer skills, communicate with partner high schools concerning computer competency testing and preparation, and develop a general and advanced computer competency certificate.

There are two overall concerns about the college's general education curriculum. First, there are currently (as of October 2002) twenty-two courses that satisfy category one (natural science), 23 courses that satisfy category two (social science and American history or government), 63 courses that satisfy category three (humanities), 18 courses that satisfy category four (language and rationality), and 21 courses that satisfy category five (living skills) for a total of 147 courses that satisfy general education requirements. Some faculty members have expressed concern about the number of general education courses – an increase of 24 in the last five years. Secondly, the last extensive general education review was in 1991-1992. Ten years have passed without a thorough review of the general education curriculum. As stated before, the AP&P committee is in the process of developing definitions for each of the general education categories. After this is

completed, it is likely that a thorough review will be initiated.

Planning Agenda

Create a systematic process for the regular review of general education curriculum and the review of individual courses satisfying this curriculum to assure the periodic review of general education.

C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary

Students completing the institution's general education and graduation requirements have taken courses in written communication, scientific reasoning, quantitative reasoning, and oral communication or critical analysis/logical thinking. Scientific reasoning courses are grouped under category one - natural sciences. A student must choose one course in this category. Students will take one course in oral communication or critical analysis/logical thinking by selecting a course from category 4B - communication and analytical thinking.

The college requires demonstrated competency in reading, written expression and mathematics (see the 2003-2004 college catalog, page 47). A student must demonstrate competence in written expression by completing English 301 with a grade of C or higher or English 101. Students demonstrate competence in mathematics by achieving a math placement recommendation of intermediate algebra (or higher) on the college START test, or by completing an approved math course with a grade of C or higher.

Self Evaluation

Because a student is only required to take one course from category 4B, communication and analytical thinking, there might be a concern that a student might not have the opportunity to learn critical analysis, logical thinking, or oral communication skills. However, every general education course must meet the seven criteria described in the *Curriculum Development Guide*. Since one of the criteria is critical thinking, every course that is listed in category 4B contains a critical thinking component. For students transferring to California State University, transfer requirements include speech, and those students will meet the oral communication requirement directly through that course. It is assumed that other students will develop oral communication skills in other general education courses, such as English, which often require oral presentations and group collaboration. However, there is no guarantee that a student will in fact have the opportunity to learn oral communication skills. This issue is being addressed while the AP&P committee develops definitions for each of the general education categories.

Planning Agenda

None

D. Curriculum and Instruction

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary

The college's educational programs are developed and established in accordance with the *Curriculum Development Guide* of the Academic Policy and Planning Committee (see D.6.). In addition, board policy requires that all educational programs undergo evaluation every six years to determine how well the program functions in relation to its objectives and the needs of the community. Vocational programs undergo review every two years. Programs that must comply with more frequent review requirements mandated by outside agencies, such as nursing and dental assisting, are evaluated as often as required.

Upon being notified by the associate superintendent/vice president, academic affairs, that a program is due for review, the department forms a self-study team consisting of full-time instructors in the discipline; part-time faculty who wish to participate are included when possible. The *Program Evaluation Resource Guide*, revised in fall 2002, is provided to members of the self-study team; this handbook outlines the philosophy and procedures for the review process. The team reviews the previous program evaluation and collects and analyzes student and faculty surveys, enrollment trends, demographic information, course outlines, and other relevant data to identify program strengths and weaknesses. The team then writes the self-study report, proposing program refinements and modifications based upon the data.

In the next phase of the process, the self-study report is forwarded to a validation team comprised of the dean of the area, one faculty member from a related discipline or program, and two faculty members from unrelated disciplines. Validation teams may also include a representative from a four-year institution, another community college, a high school, or an advisory committee. After reviewing the self-study report and accompanying documentation, the validation team writes a summary report, including recommendations. The self-study team then develops a five-year plan of action for the program, linking these plans to institutional goals and objectives. The entire report is forwarded to the associate superintendent/vice president, academic affairs, who presents it to the Planning Committee.

Self Evaluation

Allan Hancock College has clearly defined processes, driven by discipline faculty, for establishing and evaluating its educational programs. Programs are evaluated on a regular basis in accordance with board policy. The Accreditation and Staff Assessment Survey, administered in fall 2002, indicates widespread agreement that faculty "have a central role in the development and maintenance of educational programs"; 77 percent of all respondents, and 90 percent of full-time faculty, strongly agreed or agreed.

The link between institutional planning and program evaluation has been significantly strengthened in the last several years. As a result of the last accreditation self-study, an ad hoc program review committee was convened during 2001-2002. In line with the college's strategic plan, the program review process was substantially revised to include a greater emphasis on student outcomes. New questions were developed in four categories: student outcomes, student characteristics, educational environment, and resource use. The college is providing more and improved data to program faculty serving on self-study teams. In addition, self-study team members must now link the plans of action directly to institutional goals and objectives in order to help the college determine how that program contributes to achieving the strategic plan. An overview of the planning process and the role of department planning and

program review is contained in the *Educational and Facilities Master Plan 2001-2006*. This document also incorporates an in-depth summary and analysis of existing educational programs based upon recent program reviews as well as input from departments regarding facilities, staffing, and equipment needs.

Despite these changes, the accreditation survey reveals the following perceptions about the effectiveness of program review. In response to the survey statement, "The program review process leads to improved programs and services," 58 percent of administrators agreed or strongly agreed; 31 percent did not know. In addition, 52 percent of full-time faculty agreed or strongly agreed; 14 percent did not know. In response to the statement, "The college provides sufficient resources to conduct effective institutional research and program evaluation," 54 percent of administrators agreed or strongly agreed; 12 percent did not know. Thirty-seven percent of full-time faculty agreed or strongly agreed; 22 percent did not know. These responses show that large numbers in the college's relevant constituencies do not believe adequate resources are allocated to make program review an effective process that results in improved educational programs. Full-time faculty members, in particular, perceive insufficient resources as a major weakness in the process despite the fact that the institutional researcher has provided more and better data than previously, perhaps indicating dissatisfaction with funding or staffing. There were no questions in the 1996 accreditation survey to enable a comparison of responses. However, because 2002-2003 is the first year of the newly revised program review process, it is possible that these perceptions may change.

Planning Agenda

Review the effectiveness of the revised program review process.

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary

The college assesses quality of instruction, academic rigor, and the educational effectiveness of its courses and programs in a number of ways. The college regularly conducts a student climate survey in which students answer questions pertaining to the quality of instruction at the college. Quality of instruction is also assessed when an instructor is evaluated (by students in classroom evaluations and by the evaluation team through classroom observations and inspection of exams and handouts provided to the team by the instructor being evaluated). Tenured faculty are evaluated every three years; probationary faculty every semester for the first three semesters and then periodically until tenure; part-time instructors are evaluated as often as every semester for the first two years, and every three years thereafter.

To ensure academic rigor, all credit courses and programs, whether conducted on or off campus and by traditional or non-traditional delivery systems, are designed and approved under established institutional procedures described in the *Curriculum Development Guide* of the Academic Policy and Planning Committee (AP&P). Courses and programs are developed by faculty and reviewed by the department in which the course or program resides. Then they are submitted to the AP&P committee for extensive review, including assessment of academic rigor appropriate to course level. After approval by the AP&P Committee, the courses or programs are reviewed and approved

by the Academic Senate Executive Board and submitted as information items to the superintendent/president, who then submits them to the board of trustees for adoption. Beginning in spring 2002, a "Request for Distance Learning Offering" form must also be submitted for courses delivered via Internet, instructional TV/video, audio, and videoconferencing. Once a course is approved, all courses must follow the same course outline regardless of service location or delivery method.

To assess educational effectiveness of transfer-level courses, the college tracks GPAs and continuation rates for students who have transferred to the California State University system. In addition, innovative instructional pilot projects, such as linked courses or learning communities, are assessed for educational effectiveness (see also 4.D.5). The state Partnership for Excellence (PFE) program, which ties state funding to specific student and performance outcomes, will eventually yield results that can be used to evaluate educational effectiveness at the basic skills level. PFE challenges the college to increase the number of students who complete coursework at least one level above their prior basic skills enrollment by about 50 percent over a 10 year period.

Self Evaluation

Recent survey data suggest that instruction at the college is of high quality. The AHC spring 2001 student climate survey found that 88 percent of students rated quality of instruction as either good or excellent, and 98.5 percent rated quality of instruction as fair or better. Eight questions on the survey addressed quality of instruction. In the aggregate, 79 percent of students rated all comparable areas of instruction as good or excellent; 96 percent rated them fair or better. The college conducted a similar survey in 1997. The difference between fall 1997 and spring 2001 was not statistically significant, suggesting that quality of instruction at the college is consistently high. Chi-square tests indicate that there is no significant difference in the rating of instructional quality among centers (Santa Maria, Lompoc, and Vandenberg Air Force Base), suggesting that the college ensures the quality of instruction regardless of service location.

Academic rigor is ensured through the college's curriculum development process. The process is largely controlled by faculty, ensuring that experts in curricula examine each course before approval. All courses must follow an AP&P-approved course outline regardless of service location or delivery method, ensuring that all courses offered by the college are at an appropriate level of academic rigor. The Academic Senate approves AP&P recommendations after assessing academic rigor. Curriculum recommendations are then reviewed by the superintendent/president and approved by the board of trustees.

Figures reported in the college *Fact Book* (2001) indicate high levels of educational effectiveness for courses taken by transfer students. According to data compiled by the California State Universities (CSUs) in both the 1998-1999 and 1999-2000 academic years, AHC transfer students had a higher continuation rate at the CSU (87 percent in 1998-1999 and 85 percent in 1999-2000) than the average community college transfer student. The CSU GPA for AHC transfer students was about the same as the average (slightly higher one year at 2.9 vs. 2.88; slightly lower the next at 2.84 vs. 2.9). In addition, students enrolled in linked courses under the First Year Student Success (FYSS) grant during fall 2000 and fall 2001, experienced higher success and retention rates than students enrolled in non-FYSS courses in the aggregate. The FYSS program was designed around a learning communities format, with a structure in which all participating students enrolled in a common core course such as history, a common personal development course, and either English 301 or English 101. Faculty collaborated on thematic approaches in all of the courses.

To determine educational effectiveness, one can examine responses to surveys conducted during program reviews for developmental-level disciplines. For example, in the 1997-1998 math department program review, 98 percent of developmental students for whom math courses were applicable to their major, agreed that the math courses prepared them "very well" or "adequately." In the last developmental English program review (2002-2003), students indicated that their courses helped to improve their understanding of the writing process (97.7 percent), to write clear sentences with fewer

errors (96.8 percent), and to be successful in other college classes (92.8 percent).

Currently, online students do not evaluate their instructors as part of the institution's faculty evaluation process, although individual faculty members do survey their distance learning students. Furthermore, the student climate survey did not poll students enrolled only in distance learning courses, so it is difficult to determine whether quality of instruction and educational effectiveness are independent of delivery method. Annual student surveys show that students are pleased with their distance learning experiences (see 4.D.7). However, a comparison of thirteen sets of courses indicates lower pass rates in distance learning courses. These courses were offered from fall 2000 to present and were drawn from math, English, history, early childhood studies, and electronics. Each set of courses (one online and one on-site) was taught by the same instructor during the same semester. Of the thirteen pairs of courses examined, eleven had higher pass rates for the on-campus class, one had equal pass rates, and one had a higher pass rate for the online class. Distance learning pass rates were typically 10 to 20 percent lower than for on-campus classes, consistent with statewide averages reported by the Chancellor's Office (65 percent completion rate for traditional courses versus 52 percent for distance education courses).

Planning Agenda

Develop a process for evaluating online courses and instruction, in particular for students enrolled only in distance learning modalities.

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Descriptive Summary

All courses have official outlines that are approved by the Academic Policy and Planning (AP&P) Committee and are reviewed regularly during program review. In these outlines, instructional goals and objectives are identified as well as methods of assessment. Grades, and the subsequent award of credit, are based upon students' achievement of stated objectives. Instructors are expected to teach the course and to assess student work in accordance with the official outlines. In addition, instructors provide students with syllabi that detail grading policies and specify how the course objectives will be met. Academic deans collect and review these syllabi every semester, and the faculty evaluation process includes a review of syllabi, course materials, and assessment instruments to determine the instructor's achievement of course goals and objectives. In addition, campus grading policies are described in the *Allan Hancock College 2002-2003 Catalog*, the *Faculty Resource Guide*, and *Part-Time Faculty Handbook*.

The course numbering system, outlined in the college catalog, indicates the type of credit awarded for each course. Courses numbered 500-599 are remedial and are not applicable to degree programs; courses numbered 400-499 are vocational and not intended as part of a degree program. Courses appropriate for associate degree and certificate programs are numbered 300-399. Lower division baccalaureate-level courses which transfer to four-year institutions are numbered 100-199. Credit awarded for each type of course is determined by state mandates, the number of student contact hours, and the requirements of transfer institutions. Articulation agreements ensure that transfer offerings meet standards for student learning and course equivalencies of the target four-year institution.

Students can also earn credit by other means described in the college catalog under "Academic Credit." Subject to departmental approval, a student who can demonstrate mastery of the content of a specific Allan Hancock College course, may petition to receive credit by examination. Students may also receive credit for the successful completion of

examinations in the College Board Advanced Placement Program, the College Level Examination Program, or the 2+2 high school articulation program. The college offers credit as well for courses taken during military service and basic military training according to the American Council on Education's guidelines.

Self Evaluation

The college provides clearly stated and published criteria for the evaluation of student learning and award of credit in several key institutional documents, as well as in course outlines and syllabi.

In line with the new accreditation standards, the college is seeking to ensure that learning outcomes are clearly defined. The "Accreditation and Staff Survey," conducted in fall 2002, asked for responses to the statement "Learning outcomes and assessment in courses I teach are defined and clearly stated." Of faculty respondents, 84 percent strongly agreed or agreed.

In July 2000 the college began a learning outcomes project funded by a three-year state grant. The project sought to apply learning assessment concepts to a redefined set of competency criteria, or core skills, for all college general education courses. In addition, the project sought to embed learning assessment practices into key institutional documents and to encourage faculty to shape their instructional program and individual course materials around learning assessment. Since the grant began, faculty in history, English, mathematics, physics, and biology have worked with the grant's project director to pilot courses with redesigned outlines and assignments that incorporate new standards and definitions of core skills.

In October 2001, forty-five full-time faculty members attended an assessment-based workshop ("Designing the Appropriate Test for Your Students and Mentoring Students") led by the project director. In August 2002 a faculty ad hoc committee attended an assessment-based workshop ("Incorporating Assessment and Learning Outcomes into Program Review") led by the project director. That committee has completed its work and the newly revised *Program Review Resource Guide* for 2002-2003 includes a section of questions specifically related to assessment.

In August 2002 the college curriculum committee received a draft of proposed general education desired student outcomes. The proposed criteria included communication, cognitive, information, technical, social, and emotional competencies. A draft process is forthcoming.

Responses to the student climate survey conducted in spring and fall 2001, indicate that students are satisfied with the evaluation of their learning. Asked to rate the fairness of testing and grading, 81.6 percent responded "excellent" or "good." In addition, the increasing number of articulation agreements (see 4.D.4) is an indication that the college's transfer-level course offerings assess student learning and award credit in line with generally accepted norms and standards. Lastly, the college *Fact Book* provides data on the performance of Allan Hancock College students who transfer to the CSU; their GPAs are comparable after one year to those of other students, indicating that the college's transfer courses provide a learning experience that more than adequately prepares them for coursework at the four-year institutions.

Planning Agenda

Develop a plan to implement learning outcomes standards, practices, and assessments across the curriculum.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary

Allan Hancock College (AHC) clearly provides information about transferring credit to other institutions in the college catalog under the "Transfer Information" section. The conditions for acceptance of AHC transfer courses and the responsibility of the student to provide official transcripts, catalog descriptions and, if required, dated course outline(s) are clearly stated under both the "Transfer to the University of California" and the "Transfer to the California State University" portions of the "Transfer Information" section.

Allan Hancock College has over 500 baccalaureate-level courses that potentially articulate with lower-division courses at four-year colleges and universities. Of this number, approximately 165 courses potentially qualify as California Articulation Number System (CAN) courses. Institutions that have the same CAN-numbered course will accept each other's courses as equivalent and fully transferable. The description of the CAN system and the list of Allan Hancock College qualified CAN courses are listed at the end of the "Transfer Information" section of the college catalog as well. In addition, each course that qualifies as a CAN course is identified as such in the course descriptions listed in the "Announcement of Courses" section of the college catalog. In 2002, nineteen new CAN courses were added, bringing the total to 114 qualified CAN courses for Allan Hancock College.

Formal articulation agreements have been established with California State University (CSU), University of California (UC), and private institution campuses. The college continues to increase the number of articulation agreements with both public and private institutions. Students, faculty, and counselors can assess course transferability through the database called Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST). ASSIST is the official statewide repository of articulation agreements that lists transferable courses at CSU and UC campuses that can be compared with courses at California community colleges. The number of by-department articulation agreements increased from 333 in 1997-1998 to 763 in 2001-2002. The number of by-major articulation agreements increased from 504 in 1997-1998 to 1,193 in 2001-2002. System wide articulations for the 2002-2003 year included 32 new CSU courses, 22 new UC courses, four new IGETC courses, and three new CSU general education courses.

In addition to articulation agreements, the college has a Priority Admissions Transfer (P.A.T.) program that currently ensures academically qualified students priority admissions to seventeen colleges and universities in California: UC Davis (guarantee), UC Irvine (Honors Program students only), UC Riverside (guarantee), UC Santa Barbara (guarantee), UC Santa Cruz (guarantee), Cal Poly Pomona (guarantee, except for Architecture), Cal Poly San Luis Obispo, CSU Bakersfield (admits all eligible AHC students), CSU Channel Islands (guarantee), CSU Fresno (admits all eligible AHC students), CSU Fullerton (guarantee), CSU Northridge (guarantee), Chapman University (admits all eligible AHC students), La Verne University (admits all eligible AHC students), San Jose State University (guarantee), San Diego State (Honors Program students only), and Westmont College. In 2002, three new institutions were added to the P.A.T. list, Cal Poly Pomona, CSU Fullerton, and San Jose State University. While some universities offer transfer guarantees, at other colleges it is ultimately the student's responsibility to complete the correct classes and earn a competitive grade point average (GPA). Students who follow the P.A.T. plan will earn priority admission consideration during the application process.

When accepting course credit from other institutions, the board of trustees' adopted policy is to accept courses for credit from schools

identified in *Accredited Institutions of Post Secondary Education*, a guidebook published by the American Council on Education. If a student has taken a course relevant to a specific major that is not a CAN course, the respective department chair or program coordinator makes the determination. The department chair or program coordinator compares the course in question to existing courses. If equivalency is determined, credit is accorded the course. The approval of the academic dean is required for courses completed out of state.

Self Evaluation

The college provides clearly stated and published information on transfer of credit policies in the college catalog and in handouts available in the University Transfer Center. In addition, the counseling department has developed and implemented processes to certify transfer of credit.

The college has made significant strides in the area of articulation. Articulation with California public universities has doubled in the last five years. In addition, a full-time articulation officer was hired in 2001 to coordinate additional course articulation agreements, assess the general currency of agreements, and educate the faculty and staff about the articulation process.

Planning Agenda

None

D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary

In the credit program, the college offers many different types of instruction to meet student needs. The most common delivery systems and modes of instruction employed at the college are lecture, Internet, and video. According to the fall 2002 schedule of classes, many credit courses were delivered using alternate methods of delivery, including video, Internet (online), audiotape, CDROM, and field studies. Though classified as lecture many courses are presented in more collaborative formats involving discussion and group activity, enabling instructors to address different learning styles in the classroom.

The college continues to explore innovative instructional strategies to meet student needs. Under a Title V grant, the college has introduced new modes of instruction in math and English to strengthen developmental programs and increase student success. For example, the math department now offers Math 311 (Algebra 1) in three different modes: traditional lecture, a series of four self-paced one-unit modules, and a two-semester series. These different modes are designed to meet the needs of different types of learners. Other grant activities include computer-assisted instruction in reading, summer bridge and Puente Project sections of developmental English for underrepresented students, sheltered sections of developmental composition for nonnative speakers, and remodeling the Writing Center, as a venue in which much instruction (computer-assisted and tutorial) takes place. Both a computerized classroom (developed as a reading lab) and a wireless laptop classroom have been created with support from the Title V grant. Furthermore, under the First-Year Student Success (FYSS) and later the Title V grants, the college has offered linked classes or "learning communities" in which a group of students takes several courses together and instructors help foster a connection from one subject to the next. These courses have experienced higher success and retention rates than non-FYSS courses.

The college offers several modes which appeal to students who have difficulty matching their schedule to the traditional college schedule: "jump start" classes, which are intensive three-week sessions held between fall and spring semesters and between spring and summer semesters; "fast track" classes, which are offered periodically throughout the normal semester and are often one or two days, frequently on weekends; and eight-week-term classes, which

compress a standard one-semester course into half a semester. These courses cover the same objectives as their traditional counterparts, so an eight-week course has class meetings twice the length of a semester-length version of the same course.

In addition, the college offers contract education in several fields to provide employee training for a particular employer or to enable students to pass a state board exam. Examples include programs in cosmetology, administration of justice, and fire technology. The college has a contract with Atascadero State Hospital in the administration of justice program to train guards, and has contracts with Atascadero, Santa Maria, and San Luis Obispo City fire departments.

In the noncredit program, modes of instruction and delivery vary as widely as the types of offerings. English as a second language (ESL) courses might include an audio cassette lab; a course in GED preparation uses lecture and discussion. Business skills classes are offered as an open lab (open entry/exit) or in an ESL format and a course in fitness walking meets at the local mall.

Self Evaluation

The college utilizes a wide range of delivery systems and modes of instruction in both its credit and noncredit courses, and is constantly updating its offerings to meet the needs of students and the objectives of the curriculum. Evidence can be found in the phenomenal growth in the college's online offerings over the last several years, the wide range of classes offered during "jump start" sessions between semesters, and in the many innovative instructional strategies that have been introduced and tested. Faculty members have embraced new modes of instruction and delivery systems: many sabbatical leaves approved over the last few years involved the use of technology in the classroom and delivery of courses via the Internet. According to the 2001 student climate survey, students feel that their needs are being met: 72.71 percent rate "variety of courses offered" as excellent or good, and 62.92 percent rate "regard for differences in student learning styles" as excellent or good.

However, it is important to ensure that academic standards are not compromised as the college explores new ways to meet students' needs. An examination of course syllabi reveals that some "jump start" courses have offered students a somewhat different experience than the same course provided in the traditional format. In some cases the number and scope of out of class assignments were reduced in the "jump start" format to accommodate the shorter time span.

Planning Agenda

Monitor courses offered in a compressed format to determine if these courses meet the requirements specified in the course outlines.

D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Descriptive Summary

All credit courses and programs, whether conducted on or off campus by traditional or non-traditional delivery systems, are designed and approved under established institutional procedures described in the *Curriculum Development Guide* of the Academic Policy and Planning Committee (AP&P). Courses and programs are developed by faculty and reviewed by the department in which the course or program resides. Deans also review the documents to verify that appropriate facilities and equipment are available to support the course or program before it is submitted to the AP&P Committee for extensive review. After

approval by the AP&P Committee (which consists of faculty, a student, a non-voting associate superintendent/vice president, academic affairs, and a non-voting classified staff member), the courses or programs are reviewed and approved by the Academic Senate Executive Board and submitted as an information item to the superintendent/president, who then submits them to the board of trustees for adoption. A "Request for Distance Learning Offering" form was developed recently to address the quickly expanding list of courses being delivered via Internet, instructional TV/video, audio, and videoconferencing. Beginning in spring 2002, a form must be submitted for any course that is delivered in a distance learning mode; the approval process is the same as that described above.

Proposals for new noncredit classes result from formal and informal needs assessments. Before an outline for a new noncredit course is developed, the coordinator of noncredit programs verifies that it conforms to one of the nine categories authorized by the *California Education Code*. In addition, the associate dean ascertains whether or not a similar course is already on the chancellor's office list for the college. The associate dean may confer with the chair of the associated department to make certain that the proposed course will not compete with a current credit offering.

Once a decision has been made to proceed with a new noncredit course proposal, the proposal is submitted on a form developed and approved by the college. It is circulated for review and approval to the associate dean, community education; the chair of the department, if necessary; the dean of the discipline; AP&P; the associate superintendent/vice president, academic affairs; and the superintendent/president. Then it is returned to the associate dean for taxonomy of program (TOP) codes and is put on the agenda for approval by the board of trustees.

At a minimum, course outlines are reviewed during program review, which occurs at least once every six years (see 4.D.1). Other changes in the environment or the discipline may lead to more frequent examination. The college has a course sunset policy (see *Curriculum Development Guide*) that provides another venue to review the effectiveness and currency of specific courses. In this process, courses not successfully offered over a two year period are required to be reviewed by the department and the AP&P committee. While this process does not specifically cover noncredit courses, the Chancellor's Office of the California Community Colleges requires the college to update its course inventory annually, and inactive noncredit and credit courses are dropped from the inventory at that time.

Fee-based/community service courses usually begin with a potential instructor submitting a course proposal or a community member requesting a particular class be offered. In some instances, a "hot tip" for a popular class may come from professional publications or from deans of community education at other colleges. At this point the search begins for a qualified instructor to teach the new course.

Faculty and administrators (sometimes including a discipline coordinator or department chair) review new proposals to make certain that they do not compete with courses already offered through the credit and noncredit programs. All fee-based community service courses are approved by the associate superintendent/vice president, academic affairs, the superintendent/ president, and the board of trustees prior to the start of each semester in which they will be offered.

To meet the employee training needs of local businesses and government agencies, the college also provides contract education through the credit and community education fee-based program. In 2001-2002 the college provided training to 463 individuals through contract education.

Student evaluations of courses and instruction are done using a survey form for the credit, non-credit, and fee-based/community service courses. Contract education effectiveness is determined by periodic surveys of employers to assess client satisfaction.

Self Evaluation

The college has in place institutional policies and administrative procedures for approval of credit and noncredit programs. The college utilizes a comprehensive procedure for the development and approval of new credit and

noncredit courses. The procedure appears to work effectively and involves appropriate faculty, campus groups, and administrators. Periodic review of existing courses and programs results in revisions and/or deletions as appropriate.

Development and approval of community service and fee-based classes is somewhat less formal than the processes for credit and noncredit courses. However, the procedure that is in place has resulted in a spectrum of community service and fee-based course offerings that are generally well received and positively evaluated by students. The process allows for rapid response to community requests. In the area of contract education, contract renewal and employer feedback attest to the value of the program in meeting specific community needs for services and training.

Planning Agenda

None

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

Descriptive Summary

Distance learning is the fastest growing segment of the district's course offerings, according to research summaries and semester census reports. At the time of the last accreditation self-study, Allan Hancock College's distance learning program consisted of six to 10 videotape classes per semester and no Internet courses. During fall 2002, the college offered 83 distance education credit courses: sixty Internet, twelve videotape, four live video-link, two audiotape, three instructional TV home study, and two CDROM classes. In addition, 31 fee-based community education classes were offered online. In 1999 the college purchased a license from Blackboard.com, and most Internet courses are offered using this course management system. Offerings include vocational, general education, and transfer courses. At this time, we do not offer a degree or certificate program entirely through electronically-mediated means.

Distance education courses are designed and approved according to the same procedures as traditionally delivered courses. The Academic Policy and Planning Committee (AP&P) reviews proposed courses to ensure that they are consistent with the institution's mission, the objectives of the program, and the needs of students (see 4.D.6.). In addition to standard paperwork and on the recommendation of a broad-based campus committee, proposals for distance learning courses must also include the "Request for Distance Learning" form developed in spring 2002. Instructors of existing courses that will be offered via distance technologies must also submit this form.

Oversight of the college's growing distance education program has been the purview of the associate dean, learning resources, and the Distance Learning Task Force, an ad hoc group called once each semester. Members of this group developed a "Distance Learning Vision and Goals" statement which was reviewed and reaffirmed in March 2002. Among stated goals are:

- Ensure that distance learning courses meet the same standards as on-site offerings in both credit and noncredit.
- Train faculty in new technologies and in methodologies appropriate to distance learning courses.
- Provide distance learning students with equity of access.

This document also lists strategies to help the college achieve these goals.

The current faculty contract outlines the college policy regarding ownership of and faculty compensation for developing distance learning materials; such matters are negotiated with individual faculty on a case-by-case basis.

Faculty developing an online course will receive a stipend, and faculty teaching online for the first time receive $1,000. The contract also requires that faculty teaching online courses either undergo training or demonstrate the skills necessary to teach online courses to the satisfaction of the associate dean, learning resources. An ad hoc group of faculty using the Blackboard course management system meets once per semester.

Distance learning courses are identified in the schedule of classes in both the regular course listings and on the "Internet and Distance Learning" pages. These pages list the time and place of class orientations. Every semester the descriptive materials in the schedule are reviewed and updated to make the information more user-friendly. Most recently, staff added information about the nature of course examinations. Some instructors require on-site attendance at exams; others conduct assessments partially or wholly online. Distance learning courses are also listed on the college Web site, operational since 1998.

The college provides access to online learning and support services. The library provides online access to its catalog of books, videos, and CDs as well as to research tools such as SIRS and Proquest. The library also has over 3,000 e-books, that is, books available in full text via the Internet. An e-reference service enables students and staff to ask a librarian for information via e-mail. The Workforce Preparation Center, previously Job Placement Career Services, offers online orientation and 24-hour access to employment listings through MonsterTRAK.com. Online academic advising and tutoring (through the college's participation in Smarthinking.com) are also available. The district will pilot test Internet registration in fall 2003. The district has assigned the matter of coordinating student services for remote students to its Project ACCESS committee, augmented by additional appointees.

The *Educational and Facilities Master Plan* (2001-2006) integrates distance education into the institution's long-range planning processes. The 2001-2004 *Strategic Plan* makes integrating instructional and student support for distance education a priority in technology planning. The *Technology Master Plan* identifies ongoing training and technical support, as well as expansion of distance education, as central recommendations. Both the educational and facilities master plans are similarly linked to technology planning.

Self Evaluation

Allan Hancock College's distance education program operates in accordance with the Commission's *Policy on Distance Learning, Including Electronically-Mediated Learning*.

The college has continued to expand its distance learning program and support services. In fall 2000, 37 Internet classes were listed in the schedule of classes; in fall 2002, Internet offerings increased by over 60 percent. After three years with part-time staffing, the district hired a full-time Web master in fall 2001, with responsibilities split between Web services and maintenance of the Blackboard course management system. In fall 2002, the college added an adaptive technician/Internet learning specialist whose job it is to review distance education offerings and to train staff on accessibility issues. The district upgraded the Blackboard server in 2002, allowing for higher volume use to match the demand for services. During 2001-2002, a joint administration and Academic Senate ad hoc committee met to review the curriculum approval process for distance courses; this group developed the "Request for Distance Learning" form to monitor the types and amount of instructor-student contact and to ensure a minimum level of instructor training or expertise to teach Internet courses.

The associate dean, learning resources oversees the college's distance learning program. As originally conceived, this responsibility was a minor component of her overall assignment. However, the number and breadth of classes offered, the enrollment in distance learning courses, and the number of faculty teaching online have significantly increased; consequently, so has the need to expand availability of student services and technical support. Thus, the *Educational and Facilities Master Plan* (2001-2006) recommends the creation of a new position with general responsibility for distance learning.

Annual surveys of student perceptions have indicated overall satisfaction with the distance

learning program. During fall 1999, the college conducted a distance learning course survey in videotape, Internet, videoconferencing, multimedia, audiotape, and instructional television courses. The findings included:

- Eighty-seven percent of enrolled students said they learned a lot in the distance learning course.
- The number of study hours for distance learning versus traditionally delivered courses showed almost no difference.
- Ninety percent indicated that they were pleased with their distance learning experience.

A study conducted with the support of the California Virtual Campus consortium in spring 2001 showed the following results:

- Sixty-eight percent strongly agreed or agreed that online technologies were effectively used to provide course content.
- Fifty-one percent rated the quality of instruction as excellent or above average.
- Sixty-five percent indicated that they had learned as effectively as they would have in a traditional classroom setting.
- Forty-nine percent indicated satisfaction with the amount of interaction they had with the instructor and other students.
- Twenty-nine percent said that they took a distance learning course because the on-site course was not convenient; 24 percent took the course because they preferred to "learn at my own pace."
- Sixty-five percent rated their online experience as excellent or above average.

Respondents also indicated that access to student services was important to them. When asked what service was most important, 40 percent selected access to financial aid, 44 percent selected online registration, and 65 percent selected online grades.

In addition, the college beta-tested a survey in spring 2002 to compare student experiences in traditional courses with experiences in distance learning courses in the following areas: 1) use of services, 2) methods of communication with instructors, 3) participation in college-sponsored events, 4) participation in study groups, 5) interest in events, and 6) interaction with other students. The survey found no significant differences in attendance at events or participation in study groups. On-site students were more likely to interact with other students with various backgrounds and opinions; distance learning students were more likely to use email to communicate with instructors, electronic advising, and the college Web site. However, the small sample size for the distance learning students (27 of 116 responses) and the difficulty of generating wide faculty participation in the survey, indicate a need for further discussion and study in these areas.

Overall, the assessment of distance learning has been sporadic. While there have been annual surveys of student perceptions and the college participates in online evaluations hosted by the Chancellor's Office, these do not always lead to substantive information to help guide the program. Furthermore, there is in place no regular and systematic means to evaluate individual distance learning courses. While available data indicate that retention and success rates for distance education are lower than those for traditionally delivered courses (80-84 percent retention versus 75 percent; 68-71 percent success rate versus 55-58 percent according to the *Educational and Facilities Master Plan*), the college has not regularly gathered and compared such outcome data.

While the college Web site does include a page describing the characteristics of a successful online student, the college has no direct way to assess a student's background, technical skills, or capability to succeed in distance learning modalities. A project to develop an interactive survey linked to the college Web site, whereby students can self-assess their readiness for distance learning, is underway.

Although the faculty contract requires faculty, prior to teaching online, to demonstrate proficiency in the skills necessary to teach online courses, the faculty evaluation process, as defined in the faculty contract, provides no clear means to evaluate the quality of instruction or the level of technical skill for teaching distance learning courses. Evaluation teams may visit online course sites, but only if given access by the instructor.

Technical support and training are identified as continuing needs. In a spring 2002 information technology plan survey for faculty and staff,

52.7 percent of full-time faculty cited insufficient technical support as a problem very frequently or somewhat frequently; 56.4 percent indicated a need for training on software they were currently using; and 81.8 percent expressed a need for information and training on new ways to use computers and information technologies. The college does provide six hours of Blackboard training as a staff development activity, and there is a Blackboard user support group. The Teaching Learning Center staff provides specialty training, such as the use of streaming video. However, it may be necessary to hire more technical support staff as the distance learning program grows.

Finally, the college has reviewed the commission's substantive change policy and determined that, at this point, our distance education program has not reached the level where it represents a significant departure from previous practice. However, administrators are closely monitoring the situation.

Planning Agenda

Assure adequate resources and staff, consistent with the *Educational and Facilities Master Plan*, to coordinate distance education support and services and provide staff training and assistance.

Add to the college Web site an interactive component whereby students can assess their readiness for the distance learning experience.

Expand access to services for distance education students to include financial aid applications, learning assistance screening, and other essential services.

Supplemental Documents

Academic Policy and Planning Committee meeting minutes (fall 2002 to spring 2003)
Accredited Institutions of Post Secondary Education (American Council on Education)
Agreement between Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock College
Allan Hancock College Accreditation and Staff Assessment Survey (fall 2002)
Allan Hancock College Accreditation Self-Study (1997)
Allan Hancock College Catalog (2002–2003)
Allan Hancock College Counseling and Matriculation Annual Report
Allan Hancock College Distance Learning Survey (spring 2002)
Allan Hancock College Educational and Facilities Master Plan 2001-2006
Allan Hancock College Fact Book (2001, 2002)
Allan Hancock College Schedule of Classes (fall 2001 to spring 2003)
Allan Hancock College Strategic Plan 2001-2004
Allan Hancock College Student Climate Survey (spring and fall 2001)
Allan Hancock College Web site
Analysis of Allan Hancock College Learning Communities (fall 2001)
Annual Report to the Community (2001-2002)
Articulation agreements
ASSIST database
California Board of Registered Nursing
California Community Colleges Distance Education Report (August 2001)
California Education Code
Course Outlines (samples)
Course Survey (fall 1999)
Course Syllabi (samples)
Coursemetric Student Survey: Comparative Report (spring 2001)
Curriculum Development Guide (2002-2003) (AP&P)
Departmental Program Reviews
Distance Learning Task Force Vision and Goals Statement
Eckstone Community Needs Assessment and Image Study (December 2001)
Economic Outcome 2000
Faculty Resource Guide (2002-2003)
Fast Track Schedule (fall 2001 to spring 2003)
Friends of the College Minutes
Information Technology Plan Faculty and Staff Survey (spring 2002)
Issue: Computer Competency Policy (Academic Senate document)
Learning Outcomes workshop materials
NCLEX pass rates for BRN Accredited Registered Nursing Programs
Occupational Outlook 2002-2003, Santa Barbara County
President's Roundtable Minutes
Program and Course Approval Handbook (California Community Colleges)

Program Brochures/Degree Sheets
Program Review Resource Guide (fall 2002)
Program Reviews for Math and Developmental English
Research Summary, office of Institutional Research and Planning, Success and Retention Rates, September 2002
Sample Core Standards and Measures
Scoring Rubrics for English 300 and English 501 Final Exams
SPECTRUM
Strategic Plan Accomplishments, Priority Objectives 2001-2002 report
Title V
Title V (Activity One): Report to the Basic Skills Advisory Committee (Feb. 5, 2003)
Transfer Center handouts
USC transfer reports
VTEA II C Report

ALLAN HANCOCK COLLEGE

STANDARD 5
Student Support and Development

FACILITATORS

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STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

1. The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Descriptive Summary

The college publishes admissions policies in the college catalog, the schedule of classes, and on the college Web site in accordance with board policy 6900 and administrative procedure 6900.01. State regulations and the state's community college mission govern Allan Hancock College's open admissions policies. Nursing, police academy, fire academy, Pacific Conservatory of the Performing Arts (PCPA), and dental assisting are specialized programs that have additional admissions procedures published and updated by each department. Students are admitted and enrolled in-person or by mail in accordance with the admissions procedures. On-line registration is scheduled to begin in 2003.

The Admissions and Records office admits and enrolls students into credit classes at the main campus in Santa Maria, and the centers at Lompoc Valley, Vandenberg Air Force Base, the Workforce Resource Center in Santa Maria, and Solvang. The office also provides registration services at local high schools when deemed necessary. The Admissions and Records office is open six days a week providing service to day, evening, and weekend students. Noncredit students enroll in-person at the Noncredit Education & Community Programs office, in the classroom, or by mail. Noncredit English as a second language students may also register in-person on specified registration dates. Credit and noncredit students complete admissions forms that provide demographic information for required reporting.

With increased enrollment, the demands for different instructional delivery methods, that is Fast Track (short-term including weekend classes), Jump Start (three week classes), and distance education have had a great impact on the college. Distance education has also affected the manner in which the college registers students. In order to respond to the growing demand of distance learning students, a subcommittee of Project Access (Internet registration) will address student services needs to maintain consistency with the college's established policies and procedures.

Self Evaluation

The college publishes and follows admissions policies that are consistent with its mission and appropriate to its programs. The Admissions and Records office is audited annually and has consistently been compliant with administrative procedure 6900.01, board policy 6900, and *California Education Code* regulations. Students surveyed during spring and fall 2001 gave the Admissions and Records office a 92 percent positive satisfaction rating.

To serve students whose first language is Spanish, the campus publishes admissions and registration procedures in Spanish. Data show that the Hispanic population of the college has continued to grow. In fall 2002, Hispanic students made up 33 percent of the total student population.

Planning Agenda

None

2. The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Descriptive Summary

The college provides current and accurate information to all prospective and enrolled students through a variety of publications. The college catalog, the schedule of classes, the *Passport Planner* (student guidebook), and the college Web site provide students with information needed to be successful at Allan Hancock College.

The college catalog is revised and published annually. It provides program and course descriptions, admissions and registration information, graduation requirements, transfer information, information regarding student services programs, as well as policies and procedures including refund policies, guidelines for student conduct, discrimination complaints, and student complaints other than discrimination. Catalogs are available for a minimal cost at the campus bookstore or can be viewed on the college's Web site. They are also available for review at the Admissions and Records office, the counseling office, and can be checked out at the Learning Resources Center.

Schedules of classes (credit and noncredit) are mailed to every postal address in the college district. The schedule of classes provides information on admissions policies, course scheduling and descriptions, refund policies, transfer information, and assessment information. The schedule of classes can also be found on the college Web site and is updated each time it is published. Three credit schedules and two noncredit schedules are published annually.

The *Passport Planner* is given to students who complete the assessment process. It provides information on degrees, general education requirements, transfer, student service programs, affirmative action, sexual harassment, grade review, probation, student complaints, student organizations, and the academic calendar.

An online orientation is available for students through the college Web site. It provides information regarding college programs, enrollment requirements, registration procedures, tips for success, and student services programs. The orientation is also available in Spanish.

Department fliers and information sheets provide specific information about individual programs and services. The vice president for student services delivers classroom presentations on college policies and procedures regarding sexual harassment, discrimination, standards of conduct, as well as complaint and grievance procedures and the appeal process.

Each department annually reviews the catalog, schedule, department fliers, and program information sheets to ensure accuracy for their area. Department chairs are responsible for maintaining up-to-date accurate information about their areas. The catalog is also reviewed and revised annually by the academic services coordinator and the student services administrative secretary to ensure current information. Each semester, the schedule of classes is reviewed and revised on three separate occasions by department chairs and academic deans. To ensure accuracy, a full time counselor annually reviews the *Passport Planner* and online orientation.

Self Evaluation

The updating of each publication demonstrates college efforts to ensure students are receiving accurate and current information. Evidence that the college provides prospective and currently enrolled students current and accurate information about the college's programs, policies, and procedures can be found in the results of several self studies. The *Eckstone Community Needs Assessment and Image Study* (2001) found that the college catalog, schedule of classes, and the Web site were among the top five sources of information used by the

community. In the 2001-2002 academic year, the college designed and implemented the Allan Hancock College (AHC) Web site -- part of the strategic plan to ensure that people contacting AHC for the first time could easily find up-to-date information about the campus. The site is updated as needed by the college's Webmaster and individual departments. There were over 12,000,000 hits on the site during the 2001-2002 academic year.

The Allan Hancock College Student Climate Survey 2001 found that 97 percent of students rated the catalog, the schedule of classes, and the *Passport Planner* as good or fair. In the same study, 95 percent of students rated the college catalog or other department/program publications as good or fair. These results reflect increases of four percent and 4.4 percent respectively from the 1997 student climate survey. The 2001 student climate survey also found that between fall 1997 and fall 2001, students' awareness of the college catalog and other department/program publications ranged between 96 and 98 percent.

Students participating at a recent president's roundtable lunch expressed their satisfaction with college information. They rated the information they received as very accurate and were positive about the data regarding what courses were transferable, the IGETC (Intersegmental General Education Transfer Curriculum) sequence information, and the catalog.

Planning Agenda

Increase the number of students who participate in a student orientation process.

Revise, update, and disseminate the student code of conduct.

3. The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Allan Hancock College uses several sources to identify students' educational support needs. The college follows Title 5 requirements for educational support services to be provided by California community colleges and specific state categorical funding guidelines for required services, such as financial aid, Extended Opportunities Program and Services (EOPS), and the Learning Assistance Program (LAP). The college's admissions form asks students to self-identify areas such as single parent, displaced homemaker, physical/learning impaired, reentry student, or first generation college student. This information is then used to identify and serve students with special needs.

The college offers a full spectrum of support services and programs. Most students who enroll at Allan Hancock College participate in the Student Testing Advisement Retention and Transition (START) process. This matriculation process is composed of basic skills assessment, orientation information, and advising by counselors. The program's goal is to help students succeed by assessing their educational skills and goals and by providing advice on course selection and services.

When counselors meet with students, they identify the students' individual educational, career, and/or vocational needs. Counselors then assist students to make appropriate course selections, develop individual academic and career plans, and inform them of appropriate support services. An online orientation is available during the START session; however, during peak testing periods, time and equipment constraints may preclude completion of this portion of the process.

Based on assessment and admissions information, students with special needs or those at high risk (basic skills students, limited English speaking students, or students with undecided majors) are referred to the appropriate support services. In addition, several personal development classes are designed to provide students with information and skills to help them succeed in college or select a career. Faculty members also identify and refer students as needed. During new faculty orientation and departmental meetings, all faculty members are

provided with information on student support programs. Finally, if students are placed on academic and/or progress probation, the college provides follow-up, including tracking and individual counseling.

Self Evaluation

Results from student assessments, student advising, admissions forms, and student surveys are all used to identify student needs and then provide services to meet those needs. The President's Ambassador Program is one example of the college responding to student input. Students were questioned during orientation as to how to improve the orientation process; students indicated that they wanted to meet currently enrolled students. The President's Ambassador Program was established to train students to represent the college to new students and the community in an effective and professional manner.

Another example of responding to students' suggestions can be derived from the 2001 student climate survey and the *Eckstone Community Needs Assessment and Image Study*, the results led to the college expanding orientation, assessment, and follow-up. In response to expressed student interests, the college now provides orientation options over a two-day period at the beginning of each semester.

Evidence that college personnel constantly strive to assist students achieve their goals, can be seen in the ongoing efforts to improve retention and persistence rates in basic skills courses. The campus researcher conducted a study of students' completion and persistence rates in basic reading, writing, and math classes. The results of this study led to changes in math, reading, and English sequences. To improve success, students are now advised to take specific combinations of these basic skills. Math labs were also added to the campus services to help students with math completion.

Further evidence that the college provides appropriate services and programs to support students can be found the student climate survey of 2001, which shows that 86.9 percent of students rate student services as good or fair. Eighty-four percent of students were aware of these services – a 3.6 percent increase over the 1997 survey. The study further showed that 92 percent of students rated academic services as good or fair. Only 8.6 percent of students were unaware of the academic services. It appears from these findings that students are satisfied with the services provided by the college.

Planning Agenda

None

4. The institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary

The college involves students in planning the development and delivery of student services through student representation on college boards, councils, and committees. Members of the Associated Student Body are invited to participate on a number of campus-wide committees. Students serve on the board of trustees, the President's Advisory Council, the Matriculation Committee, the Planning Committee, the Budget Advisory Committee, the Academic Policy and Planning Committee, the Bookstore Commission, student services committees, and various other committees.

In addition to serving on representative bodies, students participate in surveys (for example, climate surveys, needs assessments, health services assessment, and campus surveys), program reviews, on-campus hiring committees, and faculty evaluations. Each year the college's superintendent/president invites an entire English or math class to lunch as a focus group for student input to improve campus services. Within their own clubs and student committees, students can also initiate ideas for planning and development of student services. Finally, students employed part time in student services areas have the opportunity to be involved in the planning of department events through informal communication (for example, AHC Connect,

counseling workshops, University Transfer Center field trips, and EOPS events).

In fall 2001 the college introduced a new President's Ambassadors Program to involve students in the college orientation process, community events, and high school outreach. Ambassadors learn about college history, college programs and services, and receive a unique insider's perspective of the college. The development of this program was partly a result of information gathered from students during previous orientations. The college superintendent/president continues to meet at least twice a year with the ambassadors for their input.

Self Evaluation

Allan Hancock College provides students with multiple opportunities to be involved in the planning and evaluation process of student services. Results of the fall 2001 campus-wide survey showed that 64.7 percent of students agreed or strongly agreed that the college welcomes and uses feedback from students to make improvements. This appears to be a positive indication of student involvement given the fact that the average student load is 7.7 units, and 86 percent of the students are employed or seeking employment.

In a classroom setting during fall 2002, members of the current Associated Student Body Government (ASBG) were asked if they believed the college welcomed and used student input in the college's planning process. They agreed with the statement and expressed the opinion that issues were thoroughly discussed during committee meetings, and that their input was taken very seriously at the college. When questioned by a counselor in fall 2002, students from the Lompoc Valley Center expressed the view that the executive dean, off-campus programs, listened and addressed their concerns effectively. However, during a recent president's class roundtable lunch, students not participating in ASBG indicated they did not have much information about joining or forming clubs. As a result, the college plans to provide information about student government in the fall 2003 schedule of classes.

Planning Agenda

None

5. Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Descriptive Summary

The district does not test for college admission. All assessment instruments used for student placement are approved and validated by the Chancellor's Office. The computerized placement test for reading comprehension, sentence skills, and math skills (ACCUPLACER), and the COMPANION (paper-pencil) test are currently used as part of the matriculation program with its emphasis upon Student Testing, Advising, Retention and Transition (START).

The START program consists of assessment testing, an orientation to the college, and an advisement process conducted by academic counselors who provide guidance in course selection. START assessment scores are used to advise students of their skill levels and are not used to determine admission to Allan Hancock College. All new students participating in START undergo the same comprehensive process. Separate START sessions are available for English as a second language (ESL) students using the Combined English Language Skills Assessment (CELSA) for ESL reading and writing placements. The College Board created these assessments and conducts all of the studies addressing reliability, bias, content-related validity, and disproportionate impact. START sessions are held prior to admissions and registration and throughout the year at various times, dates, and locations.

The college began utilizing an online version of ACCUPLACER in 2000. This version is used during high school outreach, on high schools

campuses with Internet connections, and in computer labs to facilitate student testing. Although assessment in basic skills is strongly encouraged to help students select classes in which they will have the best chance to succeed, it is not mandatory unless a student wants to enroll in an English or math course. Students enrolling in more than nine units or certain specified programs at the college, as well as students applying for financial aid, are also required to take the placement assessment.

Students are allowed to retake the assessment test one time if they feel their scores do not reflect their abilities. If students believe the assessment is discriminatory, they may appeal to the dean, counseling and matriculation. Appeals are sent to the math and English department chairs for review. Students submit a writing sample as part of the English appeal process. Students are notified of the college's decision within five working days of receipt of the appeal.

Self Evaluation

The college makes every effort to avoid assessment and placement bias by continually evaluating the effectiveness of its process and providing multiple measures, thereby ensuring a holistic view of the student. The computerized placement test (CPT) ACCUPLACER (Windows version) and the paper-pencil COMPANION test have full approval from the Chancellor's Office through February 2006. The CELSA test has full approval through 2005. The assessment instruments are tested for bias every six years. In addition, to ensure proper placement, the college regularly tracks the success of students placed into reading, English, and math classes. A recent result of tracking basic English completion rates, as related to reading levels, found that students who completed basic levels in reading before attempting a basic English class were more successful than students who did not. As a result, students are now strongly encouraged to begin their basic reading sequence prior to starting the English sequence.

The 2001 student climate survey showed that 85.4 percent of the students rated the placement testing (START) as good or fair. Only three percent of the student population was unaware of the service. Furthermore, only 72 students out of 4752 (1.5 percent) appealed their assessment scores during the fall of 2001 and spring 2002 semesters.

Planning Agenda

None

6. The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Descriptive Summary

Allan Hancock College strives to provide all students with an integrated, comprehensive student services program. Outreach and Retention, Admissions and Records, Counseling and Matriculation, assessment and orientation, the University Transfer Center (UTC), Student Health Services, AHC Bookstore, Children's Center, Job Placement Career Services (JPCS), and the Workforce Resource Center are open to all students. The goals of these programs are to admit, assess, advise, and support each student in meeting his or her own individual goals. Financial Aid; Extended Opportunities Programs and Services (EOPS); Learning Assistance; Mathematics, Engineering, Science Achievement (MESA); and the Puente Program are available to provide information to all students, but in order to qualify for their services students must meet specific eligibility criteria. These programs offer additional support by helping eligible students overcome obstacles to meet their individual goals. All student services programs operate during the daytime hours. With the exception of MESA, Puente, and the Children's Center, all other student services programs are available at least two evenings a week or provide services on an as-needed basis at both the Santa Maria campus and LVC. Student services are also provided at the Vandenberg and Solvang Centers by local staff

and representatives from the Santa Maria and LVC student services offices.

In spring 2001 an outreach director and outreach counselor were hired to direct plans for outreach activities and to add additional activities. These positions, along with the funding provided by the California Student Opportunity and Access Program (Cal-SOAP) grant, have allowed the college to expand its outreach efforts significantly. This has led to an expansion of elementary, junior high, and high school visitation programs, as well as the creation of the President's Ambassador Program. Throughout the year meetings of the Central Coast Articulation Group (CCAG) are held during which college and high school administrators plan articulation efforts. College and local high school faculty also meet to discuss curriculum and share information. During the annual high school counselor workshop, AHC counselors and high school counselors and staff come together to share information, developments, ideas, and concerns regarding outreach and organization. The fall semester college fair and the spring open house career expo are two major high school outreach events held annually on the college campus. "Kinder Career" is an exciting annual event sponsored by the outreach office during which several hundred local kindergartners visit the campus for a special tour and career presentations.

Admissions and Records services include admission to the college, all registration processes, maintenance of enrollment statistics, evaluation of student academic records for the associate's degree or certificate of completion, athletic eligibility, and maintenance and processing of all records pertaining to the student's academic history and attendance. The Admissions and Records office provides services at the Santa Maria campus, the Lompoc Valley Center, the Vandenberg AFB Center, and the Solvang Center.

The counseling department provides a comprehensive program of services designed to assist students in the assessment, evaluation, and selection of educational goals and the development of a student educational plan to implement those goals. Counselors provide graduation, certificate, and degree information as well as identify students on academic and progress probation and assist them in developing realistic goals and strategies. Counselors are present at all registration activities. In addition, they provide career counseling and personal counseling and assist students to identify potential barriers to academic success and develop strategies to overcome those barriers. Counseling also serves as a referral agency to services within the college and in the community. Counselors are available at all sites day and evening with the exception of the new Solvang Center, which only serves about 250 part-time, non-degree seeking students. Solvang students have access to counselors via phone, e-mail, or by visiting one of the other sites.

The Testing Center provides assessment and student orientations to all new students of the college. The START academic placement-testing program is offered on the Santa Maria campus, the Lompoc Valley Center, the Vandenberg AFB Center, and local high schools. At this point it is not offered at the Solvang Center and there does not appear to be a demand for the service.

The University Transfer Center (UTC) provides students with academic transfer counseling to four-year universities. This information includes admissions and individual program requirements, campus selection, transcript evaluation, and certification of general education advising. In addition, the UTC maintains a college reference library, hosts four-year university representatives during campus visits, sponsors field trips to transfer institutions, and coordinates the annual transfer day on which representatives from 30 to 40 four-year colleges come to the Santa Maria campus. University Transfer Center services are available on the Santa Maria campus and at the Lompoc Valley Center. Students at the other sites use the Santa Maria campus, the Lompoc Valley Center, or phone appointments.

Student Health Services are located on the Santa Maria campus and the Lompoc Valley Center. Services focus on the physical and mental well being of students through confidential personal counseling and clinical care services, prevention activities, health and wellness promotion, and a student insurance program. The Santa Maria health center is open for appointments and walk-in daily. The LVC health center is open a total of 14 hours per week, and VAFB students are provided with a self-care center.

The AHC Bookstore is located on the Santa Maria campus, the Lompoc Valley Center, and Vandenberg AFB Center. Each site offers services during normal college operating hours. The Santa Maria bookstore is also open on Saturdays and evenings. Students at the Solvang Center can order textbooks that are then couriered within 24 hours of the order. In addition, the AHC Bookstore offers access to its textbook inventory via an online booklist.

The Children's Center provides quality care for toddlers and preschoolers between 18 months and five years of age. Students must be enrolled in nine or more units and/or be a CalWORKs participant at the college to be eligible for the services. Services are provided on a first come, first served basis.

Job Placement Career Services (JPCS) has offices at the Santa Maria campus and the Lompoc Valley Center. JPCS provides students with personalized career counseling, current and future job/career information, and other information that will assist them in completing their quest for successful employment. In addition, an online job service offering full and part-time employment opportunities is available to students with Internet access. The Workforce Resource Center (WRC) is located off campus in Santa Maria and operates in conjunction with JPCS. The WRC is a joint effort between the college and fifteen other community agencies; it provides students and community members with career assessment, job search information, and links to employment and job training.

The following programs have eligibility criteria that students must meet in order to receive services:

The financial aid program provides financial assistance to eligible students through federal Pell grants, Federal Supplemental Educational Opportunity Grants (F.S.E.O.G.), state Cal Grants, Board of Governors Fee Waiver (BOG-FW), the Federal Robert Stafford Loan Program, and Federal Work Study. The Financial Aid office also coordinates veteran services and administers, advertises, and distributes scholarship information. Administrative staff members at the Lompoc Valley Center, Vandenberg Air Force Base, and Solvang Center give financial aid information to students, distribute applications, and handle basic initial processing. A telephone option gives students the ability to connect directly with the Santa Maria Financial Aid office from the other sites.

Extended Opportunities Programs and Services (EOPS) offers "over and above" financial assistance, support, and encouragement to educationally and economically disadvantaged students. Depending upon need, eligible students receive services including outreach, orientation, admission, early registration, workshops, peer advising, counseling, extra tutoring, early alert grade check services, job placement, financial aid, book grants and loans, an annual conference, a yearly recognition celebration, and other supportive services. The EOPS program also administers the Cooperative Agencies Resources for Education program (CARE), CalWORKs, and the reentry programs. A full-time EOPS specialist and two student peer advisors are available at the Lompoc Valley Center during the day.

The main goal of the Learning Assistance Program is to provide equal access for students with disabilities to gain maximum benefit from their educational experience. It provides educational support services to students with disabilities who would not be able to benefit without such services. Services include, but are not limited to, registration assistance; mobility assistance; sign language interpreters; readers; note takers; tutoring; test accommodations; academic, vocational and personal counseling; diagnostic testing; books on tape; learning aids; an adaptive computer lab with assistive software; and specialized instruction courses. All program accommodations help to provide students with disabilities equal educational opportunities to compete and succeed compared with their non-disabled peers. Offices and staff are located on the Santa Maria campus and the LVC.

The Mathematics, Engineering, Science Achievement (MESA) program is a support program that provides academic enrichment and preparatory services to disadvantaged community college students to excel in math, engineering, and science, so they can transfer to four-year institutions and graduate with math-based degrees. It was introduced three years ago.

The Puente Project is new at the college. Its goals are to increase the number of underrepresented students who transfer to four-year colleges and universities and complete degrees. It also encourages students to return to their communities as mentors and leaders of future generations. The Puente Project counselor is located within the University Transfer Center and provides student contact during normal business hours. Additional student contacts are completed as needed and vary depending upon student need. Each student receives specialized academic counseling to develop an educational plan that meets his or her academic goals. In addition, the community mentor component of Puente provides students with the opportunity to interact with successful role models from beyond the campus borders.

Self Evaluation

Research and analysis indicate that Allan Hancock College offers all students an appropriate, comprehensive, reliable and accessible program of services designed to aid them in achieving their academic goals regardless of service location or delivery mode.

Outreach efforts to local high schools increased more than 10 percent between the 2000-2001 and 2001-2002 academic years. These increased efforts appear to have contributed to the positive results of the 2001 student climate survey, in which 81.7 percent of students surveyed rated pre-college advising from AHC as good or fair. The outreach program also ran a pilot project in the spring 2002 semester during which in-depth registration services were provided to students on the Santa Maria High School campus before summer break. The result of these efforts has been a 31 percent increase in the number of Santa Maria High School students enrolling in fall 2002 compared to fall 2001. This increase is strong evidence to support similar efforts in the future. Another key element of the outreach program is increased communication with counselors at local high schools. Because of these efforts, 77.5 percent of students surveyed during the 2001 student climate survey rated pre-college advising from high school advisors/counselors as good or fair, an increase compared to 66.6 percent in 1997.

The Admissions and Records staff is student centered and quick to respond to the needs of students, staff, and faculty. The student climate survey found that 92 percent of students rated their overall services as good or fair in 2001. In addition, the registration process received a rating of good or fair 93 percent of the time. The survey was administered to collect feedback from all students regardless of location.

Admissions and Records continues to improve its services and recently allocated funding to implement Project ACCESS. The focus of this project is the creation and development of a new student enrollment process via the Internet. This system will provide students with the opportunity to register for classes and use computers to access other pertinent information about the institution and their own records. In January 2001 the Admissions and Records office hired a transcript evaluator to help increase graduation rates. Of the 226 students who met graduation requirements and were contacted by the transcript evaluator, 159 have since received their associate degrees or certificates. The majority indicated they would not have otherwise done so. Additionally, another 326 students who were within a few courses of completing degree or certificate requirements, have been contacted and encouraged to complete the requirements, which would make them eligible to apply for a degree or certificate in the near future. Successful implementation of this program continues into the fall 2003 semester.

The *Eckstone Community Needs Assessment and Image Study of 2001* revealed a perception that counseling advice was sometimes inaccurate. However, the student climate survey (fall 200l) indicated that 85.6 percent of the students surveyed rated academic advising provided by counseling as good or fair, consistent with the 86.5 percent rating from the fall 1997 survey. The counseling role is a major function of the registration process. The 2001 student climate survey found that the registration process was rated as good or fair by 93 percent of the students. Pre-college outreach and advising was rated as good or fair by 81.7 percent of student respondents. The Accreditation and Staff Assessment Survey (fall 2002) found that 73 percent of the college staff strongly agreed or agreed that counselors and advisors are knowledgeable. Fourteen percent answered that they “do not know.” Students rated mental health counseling as good or fair 87 percent of the time. It would appear that the perception of

counseling sometimes being inaccurate, as portrayed in the community survey, is not supported by the majority of students and college staff, as evidenced in the on-campus survey. When the LVC opened, a new full-time counselor was hired to serve students. Counselors from the Santa Maria campus continue to provide additional coverage for the LVC as needed.

With the addition of the Solvang Center, counseling uses a variety of means to meet the counseling needs of these students. Solvang students have access to counselors by phone, Internet, or by driving to either the Santa Maria campus or the Lompoc Valley Center. This appears to be meeting the counseling needs of the 250 students Solvang at this time.

Since the last accreditation study, the counseling department, in an effort to improve academic completion for student athletes, assigned a full-time counselor and counseling assistant to work with athletes in conjunction with the Student Athlete Success Program. Because of these efforts, 63 percent of athletes in fall 1997 passed 12 or more units as compared with 36 percent the prior fall. This percentage increased to 72 percent in fall 2001. Thirty-five percent of the fall 2001 athletes won scholar athlete awards for having achieved a 3.0 GPA or higher, and 41 percent earned this award in spring 2002. At the end of the 1996 fall semester, 28 percent of athletes were on probation. During the last five years that figure has been reduced to between seven and 12 percent. These results demonstrate a very positive retention rate for a group of students who traditionally drop out or are placed on probation in high numbers.

A new counseling Web page was completed in spring 2002. This site facilitates disseminating information, online advising, and an online orientation. Much of the information on the Web site is available in Spanish and encourages students to visit a counselor in addition to the online service. Noncredit matriculation and counseling are explained on the Web site along with the goal of transitioning noncredit students into credit programs.

An early alert pilot program targeting Algebra I students was established in 2001-2002 as a part of the high-risk student program. The program's purpose is to provide more intervention during first-time probation instead of waiting for second-time probation.

The orientation portion of START was revised to allow test administration at the same time as assessment. Presently, the majority of students who participate in START assessment view a video college orientation delivered via computer. For students who attend the ESL/START assessment, the test administrator presents a verbal orientation. This orientation is designed to enhance the college experience for all students and to increase the likelihood of success regardless of the student's skill level. In spring 2001 the Testing Center began assessing students at eleven area high schools. A total of 782 high school students were tested while still in high school. Such outreach efforts have allowed the college to serve more students and provide test results earlier in the enrollment process. In March 2001 a new permanent testing program assistant position was added to the Testing Center to run the Santa Maria computer lab. The Lompoc Valley Center also has two new temporary classified hourly positions to administer the START and ESL START tests. The 2001 student climate survey found that 85.4 percent of students surveyed rated the placement testing as good or fair.

In 2001-2002, University Transfer Center (UTC) student contacts totaled 11,446. This number is a 64 percent increase over the 1996-1997 academic year. Coupled with this significant increase, the student climate survey (fall 2001) found that 89.4 percent of the students surveyed rated the academic advising provided by the UTC as good or fair compared to 84.3 percent in fall 1997. The significant increase in student contacts and student satisfaction with UTC services is a reflection of the college's continued emphasis on student success and transfer.

The University Transfer Center's Priority Admission Transfer (PAT) program continues to be a great resource for transfer students. The college has increased the number of colleges and universities participating in the PAT program from 10 in 1998 to 16 in 2002. Since the last accreditation study, the University Transfer Center has added an hourly office services assistant and a full-time university transfer/outreach counselor for the Santa Maria campus.

In addition, the UTC added a full-time technician, who also provides job placement services, at the Lompoc Valley Center (LVC). These additional positions have allowed students attending the LVC to have convenient access to all the services offered through the UTC. The LVC has witnessed an increase of 368 percent in student transfer contacts (425 in 1999 to 1,988 in 2002). In 2002 the University Transfer Center began implementation of Web-based recruiting. With the use of Web cams, the UTC hopes to offer more university representative appointments to students.

Responding to recommendations from the previous accreditation report, Health Services administered a survey to 207 students during spring 1999 walk-in registration. The student needs analysis culminated in a recommendation to increase the student health fee from $10 to $11 per semester in order to hire a nurse practitioner, increase staff hours, and increase the number of health services hours at the Lompoc Valley Center. In fall 2000 the staff expanded to include a nurse practitioner two days a week to write prescriptions and order tests under the supervision of a doctor and an RN. The nurse practitioner assists the coordinator with routine duties, thus freeing the coordinator's time for education/wellness activities such as classroom presentations. In 2002-03 the nurse practitioner provided 168 student contacts. Effective fall 2002 the college nurse/wellness coordinator went from 30 hours per week to full time, 37 hours per week. Secretarial support, however, remains at three-quarter time, not allowing for an increase in service hours, as the coordinator cannot see students privately and run the service desk in the other room.

The 1999 program review found that most students who had visited health services on either campus rated the quality of services high. Of those who had not used the services, a significant percentage (34 percent for Santa Maria, 60 percent for Lompoc, and 70 percent for VAFB) was not aware of the services. Marketing strategies were evaluated, and a flyer was included in mail-in registration packets. The major responsibility for a student worker hired for the Santa Maria Health Services office is to advertise all events on all campuses. This strategy seems to be working. Results of the 2001 student climate survey found that 86.3 percent of the students were aware of student health services. Students also gave student health services a good or fair rating 93 percent of the time.

In fall 2002 the Santa Maria campus health services office moved to an expanded and greatly improved Health Center. The new facility has increased space for the secretary, an office for mental health counseling, and a much needed bathroom facility. With the opening of the Lompoc Valley Center in 1999, students now have access to a fully equipped health services office staffed by a registered nurse 14 hours a week.

In 2002-2003 the state, and on a local level, the ASBG and the Wellness Advisory Committee, recommended a $1 increase in the student health fee, raising the fee from $11 to $12; however, the district is reticent to increase student fees. If implemented, secretarial support could increase to full time, leading to increased center hours and expanded nurse practitioner hours to include family planning and STD treatment. The vice president of student services continues to seek other funding to meet secretarial-related needs without having to increase student fees.

The 2001 student climate survey rated the AHC bookstore as good or fair by 87 percent of the students surveyed. Students under 25 years of age who used the bookstore responded more favorably than older students. With the completion of the new, spacious bookstore within the Student Center on the Santa Maria campus, it is anticipated that student ratings will continue to improve. The 2001 student climate survey also found that fewer students used the bookstore at Lompoc Valley Center (LVC), and those who did rated it lower than the Santa Maria bookstore. The LVC bookstore is too small to allow students to enter the premises to make their purchases. All transactions are handled through a service window and a single cash register. Due to the lack of space, store personnel cannot always maintain an adequate supply of the required textbooks, and students must often return the next day when an additional supply of books can be couriered from the Santa Maria store. To address the increased demands at the Lompoc Valley Center, it is anticipated that the store facilities will expand as enrollment at this site increases. This expansion will be designed to include an

additional cash register and appropriate staff to maintain a high level of service.
The 2001 student climate survey revealed that childcare services were a high priority for the students surveyed. In fall 1998, the Children's Center was open during scheduled semester classes but not during semester finals; it was only open half-days during the six-week summer session. In an effort to respond to student demands for childcare services, the Children's Center now provides full-time childcare when AHC classes are in session (with the exception of winter Jump Start during the first three weeks in January). Prior to 2000, the Children's Center in building J had three full-time teachers and one full-time director. Currently, in buildings Z and J there are two tenured faculty, ten non-tenure track full-time teachers (some of whom are on grants), a program director, four part-time teachers, and ten to fifteen student workers. The Childcare/Children's Center received a rating of good or fair by 92 percent of surveyed student respondents. This is a 13 percent increase from the 1997 survey. Currently, there is no childcare at the other college sites. However, an outside group is currently working with the city of Lompoc to build a child center on city land adjacent to the campus.

In 2001-2002, 5,042 students accessed the Job Placement Career Services (JPCS) office, including 721 students served at the LVC. Through the 2001 student climate survey, it was discovered that 88 percent of students surveyed rated the services provided by the JPCS office as good or fair. This is an eight percent increase over the 1997 survey – an indication that efforts to make services more applicable and accessible are working. This survey also indicated that there was an increase in the student awareness of the program. In 1997, 17.6 percent of students surveyed were unaware of the available services in comparison to only 15.5 percent in 2001. The career planning provided by the career center also received a high rating of good to fair by 85 percent of the students.

The JPCS office is now located in the N Annex. This larger location provides a dedicated space for students to work on the computers to complete the online orientation, perform career and job searches, or update their resume. Recently, JPCS personnel solicited and received five newer computers and monitors from the Learning Assistance Program to help support the increased demand for computers in the office.

In 2002 the JPCS staff augmented accessibility of its services by revising the new student orientation to expedite delivery online. This change not only allowed students more convenience but also enabled the JPCS office to implement an online job database. The implementation of Monstertrak.com, which is the online job database, allows the JPCS office to manage job listings and make job openings available to all AHC students via the Internet. In addition, to meet the needs created at the Lompoc Valley Center, a permanent, full-time technician position with dual responsibilities for JPCS and UTC was added in 2001. This position and new office space allow LVC students to access all the services offered at the Santa Maria JPCS office.

The job placement office collaborates with the Workforce Resource Center, CalWORKs, the State of California Employment Development Department, and Santa Barbara County Department of Social Services. These collaborations have improved the Job Placement Career Services office's ability to provide appropriate services to students associated with these agencies. The JPCS office has also created new working relationships with many employers in surrounding communities, resulting in improved services to meet the employment needs of Allan Hancock College students. Finally, in fall 2002, Cooperative Education merged with JPCS to provide students with one location to meet their career and work experience needs. All of these partnerships have improved students' abilities to network locally and seek employment within the community.

The following services have specific program requirements that students must meet in order to receive services. These services include financial aid, EOPS, LAP, MESA, and the Puente Program.

Financial aid applications have increased 22 percent since 1997. While the number of Pell grants awarded for 2001-2002 decreased in comparison to the previous year by eight percent, the actual dollar amount awarded increased by five percent. Although the number of financial aid classroom and community presentations increased in 2001-2002, the

number of applications received decreased 14 percent over the previous year. It is believed that this recent decrease in applicants is as result of the strength of the national economy during that time. During the last five years (1997-2002), the total dollars awarded increased from $3.2 to $4.3 million (an increase of 34 percent), and the number of students awarded BOG-FW increased by seven percent.

Federal Stafford student loan dollars have varied over the past several years with an average of 60-70 students receiving such loans annually. The 2001 student climate survey revealed that students rated financial aid services as good or fair 85 percent of the time. During the 2001-2002 academic year, 219 veterans were served. These students rated the services as good or fair 89 percent of the time.

In 2001-2002, the Financial Aid office conducted over 40 financial aid on-campus and outreach presentations and implemented new ideas to "get the word out" about scholarships provided by the Allan Hancock College Foundation. Scholarship applications are now online and new professional signs stating, "Need money for college? Apply for a scholarship" are posted in key campus areas. The Scholarship Committee has reported a 50 percent increase in the number of scholarship applicants.

In 2000-2001, due to an audit by the state guarantee agency, EdFund, the US Department of Education required a rewrite of the satisfactory academic progress standards and conducted an onsite program review of 198 student files. The new standards were implemented in January 2001 and have been published in the college catalog since 2001-2002. During that year, a new mailing system was implemented to remind all financial aid recipients and BOGW students to reapply. Staff reconfigured the Financial Aid office and remodeled in 1999-2000 to reduce safety hazards, expand Internet access for technical staff, and improve accessibility for all students. The Financial Aid office has requested and will be receiving a part-time bilingual transfer counselor under a Title V HSI Student Support Grant for the 2003-04 year to help meet the needs of the growing Spanish speaking population.

Extended Opportunities Program and Services (EOPS) has grown significantly in the past five years, serving 42 percent more students in 2001-2002 than were served in 1996-1997. Eighty-two percent of students served in fall 2001 returned in spring 2002. CARE students almost doubled from 114 students five years ago to 221 students in 2001-2002. During that same time, the average GPA for EOPS students increased from 2.69 to 2.74. Students rated these services as good or fair 88 percent of the time in the 2001 student climate survey. This is a six percent increase from the 1997 survey.

A full-time EOPS specialist at LVC and a CalWORKs technician have been added to the staff in the past five years. The CARE technician's hours were also increased. The full-time reentry coordinator position ended in 2000 when the gender equity grant was no longer funded. Rather than close reentry services altogether, EOPS funded the program on a limited basis and currently provides a textbook loan service, a part-time counselor, and a reentry program assistant to keep the center open on a limited basis in Santa Maria. In spite of the fact that reentry center services have been cut, they still received a 93 percent good or fair rating by students in the 2001 student climate survey.

The *Fall 2001 Student Climate Survey* (conducted by the director of institutional research) indicated that 95 percent of the students surveyed rated the Learning Assistance Program (LAP) services as good or fair compared to 84 percent in 1997. In 1997 the state Chancellor's Office conducted a program review of LAP and commended the program as an exemplary model for having both mainstreamed students and implemented a student tracking system that assures accuracy of MIS reports. LAP has since completed its fall 2002 Chancellor's Office state program review. The LAP program once again received very positive responses from the review committee. Statements such as "stellar" were used to describe unique aspects of the Hancock program, which places primary emphasis on mainstreaming students. There were, however, four compliance issues requiring attention: testing accommodations were not adequate to provide accommodations for all LAP students, college printed materials lacked prominent notices about availability in alternate formats,

paper versions of student records were not always complete, and finally, several access issues were noted on the Santa Maria campus. The LAP program is currently reviewing several additional recommendations.

In the 2001-2002 academic year, 956 verified and enrolled students received services from LAP. Based on the required reporting to the Chancellor's Office, this is a 23.5 percent increase over the 2000-2001 academic year and a 27.5 percent increase over the 1996-1997 academic year in which 693 students received services. The High Tech Center alone served 163 students in 2001-2002. Outcome reports from the last five years reveal that 124 LAP students graduated with AA/AS degrees and 81 received certificates. Combined figures thus denote 205 students who have completed academic programs. Records also show that 70 percent of LAP students remain persistent in the pursuit of their original educational goals.

Six new positions were added between 1997 and 2002 to help meet this increased demand for LAP services. The Santa Maria campus added a high tech specialist, a learning disabilities specialist, an adaptive tech/Internet access specialist, and a student services assistant to its staff. Upon the opening of the new Lompoc Valley Center (LVC), LAP was able to hire a counselor and a lab assistant to serve the LVC students. With the addition of the new office space and additional staff at the LVC, 128 LVC students were able to receive services from LAP in the 2001-2002 academic year.

LAP publishes a nationally recognized literary journal called *Mindprints*, that includes a collection of student, faculty, and staff artwork and writings. *Mindprints* was selected by *Writer's Digest* as one of the top 30 collections of short stories on the market. The literary journal was also honored with the number three spot on the list of awards for "Best Bet for Beginning Writers" in 2001-2002.

Mathematics, Engineering, Science Achievement (MESA) began with a group of 23 students in spring 2000 and has grown to a population of 105 students. The area with the largest participation rate is engineering followed by biology and mathematics. During the 2001-2002 academic year (during which 105 students were served), 56 percent indicated the CSU system as their transfer choice, 34 percent selected the UC system, and the remaining 10 percent indicated a transfer preference for a private or out of state university. Since spring 2000, MESA has supported the transfer of 39 students.

The Puente Project successfully enrolled 35 students in fall 2002, the first semester of the program. Students were also enrolled in the associated personal development courses, which focus upon completing the matriculation process during the first semester and the implementation of individual academic planning and transfer pathway information during the second semester. Puente has successfully integrated its initial group of students into an accelerated two-course English class sequence with a curricular focus on Latino literature and experience. The personal development course assists students in navigating the college application process and following a college-prep curriculum. Additionally, Puente has begun developing a core of professionals to serve as mentors and is developing a schedule of field trips to college campuses in coordination with the University Transfer Center.

Planning Agenda

Implement Project ACCESS.

Pursue the hiring of full-time counselors and a bilingual student services worker for the Lompoc Valley Center.

Pursue and plan for a new student services "One-Stop" center.

7. The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

Descriptive Summary

In support of the college mission, the Allan Hancock Joint Community College District Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, mutual understanding, respect, and harmony for all students. The district is

committed to the active promotion of campus diversity through recruitment for qualified members of underrepresented groups. The district assures that all employees and applicants for employment will enjoy equal opportunity regardless of race, color, ancestry, religion, gender, national origin, age, disability, medical condition, status as a Vietnam-era veteran, marital status, or sexual orientation. The district's equal employment opportunity policy includes complaint procedures to protect students and staff who experience discrimination.

In order to provide support for a diverse student population, the college offers externally funded programs such as EOPS, MESA, Cal-SOAP, Puente, Learning Assistance, and CalWORKs which are designed to serve special populations. These programs provide direct support to underrepresented students.

Extended Opportunities Programs and Services (EOPS) is a state-funded program designed to promote the recruitment and retention of underrepresented and academically under-prepared students. This program offers "over and above" services to students to assist them in achieving their academic goals at the community college level. Students are also encouraged and assisted with transfer services. In 2001-2002, 60 percent of the 873 students served were of Latino heritage. Reflective of the changing demographics of the community, it is anticipated that the Latino student population will continue to grow.

The Learning Assistance Program (LAP) staff work cooperatively with instruction to meet the needs of students with physical, psychological, or learning disabilities. The Learning Assistance Program also provides in-service training for faculty and staff on working with students with disabilities. In 2001, LAP provided 1,203 testing accommodations to 243 students, and 1,428 students used the LAP high tech center.

In fall 2002 the college started the Puente Project, and has a membership of 27 Latino students out of a total enrollment of 35. Puente's mission is to increase the number of underserved students who transfer to four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders for future generations.

The California Student Opportunity Access Program (Cal-SOAP) commenced at AHC in 2001. The program was established by the state in 1978 to improve the flow of information about post-secondary education and financial aid, while raising the college-going rates of students who are historically underrepresented in post-secondary education. Activities at AHC include advising and tutoring junior high students, parent outreach, college awareness workshops, and transfer center support.

The Math Engineering Science Achievement (MESA) program began at AHC in 2000. The program's purpose is to increase the number of historically underrepresented minority and low-income students in science majors by facilitating academic preparation necessary for success in college. The program provides academic support for students and encourages them to pursue careers in math, engineering, and science. This program has a current membership of 115 students – 73 percent are minority students.

In 1999 Allan Hancock College received its first Title V grant for Hispanic serving institutions. Grant funds are designed to support two primary functions lending further support to the college's diversity efforts. The first function focuses on comprehensive strategies to unlock gateways for Hispanic and high-risk students in reading, English, ESL, and math courses in order to improve their success, retention and persistence. The second function is the Transfer Achievement Program (TAP), which targets under-prepared, first-generation Hispanic students at the high school level and provides support enabling them to complete two-year degree programs or elect to transfer to appropriate four-year institutions. In 2002 AHC and Ventura College received a Title V cooperative grant to build the institution's capacity to serve Hispanic students.

To promote transfer of underrepresented students, the University Transfer Center collaborates with the programs described above in sponsoring field trips to four-year colleges and universities. Allan Hancock College's ambassador and leadership programs provide students with opportunities to learn leadership skills by participating in leadership conferences.

These programs also attract students from diverse backgrounds.

The college also supports cultural pluralism by encouraging involvement of underrepresented students in clubs such as the Multicultural EOPS Club, MESA Club, and International Club. The Multicultural club recently sponsored a "Dia de los Muertos" activity to help promote cultural awareness among students and staff. Since 1999 the college has increased multicultural activities on the campus to include a faculty lecture series, noontime speakers, art exhibits, foreign film series, concerts, dances, museum tours, and readings. March is now designated as a month to celebrate cultural diversity; many cultural activities are presented by various organizations on campus. Although Hispanics are the largest ethnic group after white, these activities also feature Native American, Asian, the Black ethnic groups and their cultures. The Learning Resources Center also highlights various ethnic groups throughout the year. Recently, the college approved two new multicultural courses, Sociology of Hispanics and History of the Mexican American, that meet the multicultural general education requirement.

Self Evaluation

Allan Hancock College is committed to achieving a college climate and composition of students and staff that demonstrates an application of, and respect for, diversity. Since the last accreditation study, the college has made a strong effort to respond to changing demographics. Two Title V grants, increased multicultural activities, and new programs like MESA, Puente, and Cal-SOAP have all been efforts to increase educational persistence and meet the needs of the increasing ethnic minority student population. Furthermore, the overall student services staff is the most diverse group of employees on campus.

As the number of Hispanic students continues to grow, the college has increased its efforts to reach and accommodate this population. Admissions and registration procedures and student guides are published in Spanish, while the college's online and traditional orientations are also available in both English and Spanish. Outreach efforts are conducted in the same manner as well. Advertising on local Spanish radio stations, Spanish billboards, and in Spanish newspapers has increased since the last accreditation. Student services offices are also able to offer Spanish-speaking services for Hispanic students.

A measure of campus climate was revealed in the AHC student climate surveys conducted in the fall semesters of 1997 and 2001. In these studies, students were asked to respond to personal experiences with regard to insensitive behavior at the college or remarks directed at them by other individuals. Student responses indicated improvement during the four-year time span. In 2001, 87.59 percent indicated that they had rarely or never experienced a gender-biased comment compared to 80.21 percent in 1997. In 2001, 90.11 percent indicated they had rarely or never observed insensitive behavior compared to 83.1 percent in 1997. In 2001, 93.3 percent indicated they had rarely or never observed insensitive behavior compared to 80.8 percent in 1997. The fall 2002 accreditation and staff assessment survey confirmed that 79 percent of the staff strongly agreed or agreed that the college is equally supportive of all racial/ethnic groups. In addition, 86 percent of the staff never or rarely observed insensitive behavior or remarks regarding race or ethnicity while on the campus.

The Higher Education Research Institute at UCLA conducted a national faculty climate survey. This study found that Allan Hancock College faculty rated "enhancing students' knowledge of and appreciation for other racial/ethnic groups, and helping promote racial understanding" as one of the most important or essential personal goals. This response was higher than responses at other public two-year colleges. Ninety-two percent of the responding AHC faculty agreed to the statement, "A racially/ethnically diverse student body enhances the educational experience of all students," compared to 88.6 percent from all public two-year colleges.

In 2001, Eckstone Communications conducted a *Community Needs Assessment and Image Study* and found two perceived strengths of the college. The first was: "faculty are perceived as being caring and supportive—recognized for treating students as individuals, and in many cases, providing a structured situation in which all students feel comfortable." The second was: "the diversity of the AHC student population

contributes to a more interesting classroom allowing students to learn about different cultures and differing perspectives first hand."

Planning Agenda

None

8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Descriptive Summary

The college offers a co-curricular environment by providing students with a variety of culturally enriching experiences and opportunities such as its lecture series, film festivals, art exhibits, theater, dance, and music concerts. The college provides additional co-curricular opportunities through its student government, the President's Ambassadors Program, clubs and organizations, student leadership development, student athletics, and a wide range of cultural events.

The Associated Student Body Government (ASBG) Student Council is the executive branch of officers governing the Associated Student Body (ASB). Student council members operate under the auspices of their constitution and are elected by popular vote in the spring. Members of ASBG are invited to participate in campus-wide governance and policymaking committees. These opportunities not only foster intellectual and personal growth, but also help develop qualities of leadership and cooperation while working with administration and faculty.

Since 1997 ASBG's primary goals have been to develop an awareness of ASBG and enhance involvement in their activities, improve visibility within the community, identify strategies and develop a plan to address diversity issues, promote the AHC Bookstore, plan a faculty recognition program, sponsor a disabilities awareness week, and reinstitute homecoming activities.

Student participation in ASBG and community activities in the Lompoc area has increased since the opening of the Lompoc Valley Center (LVC) in 1998. ASBG members from the Santa Maria campus travel to LVC to provide students with information about ASBG opportunities, involvement in existing clubs, and starting new clubs. Currently, the EOPS/Multicultural Club and an International Club are in development. The leadership class is now held via teleconference every Monday. These activities provide students at the LVC and Vandenberg AFB opportunities for involvement in student governance and voting in student elections without leaving their site.

For the past three years, ASBG has participated in "March Diversity Month" and has held a variety of events, which include guest speakers, cultural displays, ethnic food sales, and ethnic dance programs. These multicultural activities culminate in a unity march. In 1999 the ASBG established a faculty appreciation program; involved students vote for a teacher who has made the most positive impact upon them at AHC. This program was expanded in 2000 to include other staff; in 2001 ASBG began sponsoring an annual faculty and staff appreciation day. Progress has been made in increasing student visibility in the community through participation in the Parade of Lights, Lompoc Bed Race, and the Flower Festival. The Aquarius Chapter of Alpha Gamma Sigma is also active at the LVC and Vandenberg Center.

The coordinator of student activities serves as advisor to the ASBG Student Council, which operates independently under the auspices of its constitution and within the parameters of college policy. Under the supervision of the director of outreach and retention, the coordinator provides guidance to the Associated Student Body establishing annual student government and activities goals.

AHC is a member of the Western State Conference (WSC) and competes in athletics under the direction of the Commission on Athletics. An average of 274 male and female students annually participate in 15 competitive intercollegiate athletics programs. Men's sports include baseball, basketball, cross-country, football, golf, soccer, tennis, and track and field.

Women's sports programs include basketball, cross-country, soccer, softball, tennis, track and field, and volleyball.

In an effort to provide culturally enriching experiences to the college's diverse population, Noncredit Education & Community Programs has, since 1997, expanded their arts and lectures series by increasing the number of events and types of programs. All events are available to community residents, students, faculty, and staff. Over 120 events have been scheduled; attendance varies from 30 to 600 individuals per event. To increase outreach and obtain financial support, an effort has been made to collaborate with campus departments, programs, and community groups on the arts and lectures activities. To attract a varied audience, the majority of events are offered at no charge.

Self Evaluation

Allan Hancock College makes every effort to develop an environment in which students have many opportunities to participate in co-curricular activities designed to foster personal growth and civic responsibility. The 2001 student climate survey found that 84 percent of students rated student activities as good or fair. Social and cultural activities were rated as good or fair by 82 percent of students. Student clubs and organizations were rated good or fair by 81 percent. The Associated Student Body Government also received a high rating of good or fair by 84 percent of the students.

In spite of these ratings, the number of students who are active in ASBG and clubs is small. With many older students and a high percentage of part-time students, there may not always be much interest in student government. During regular ASB elections in the spring semester, the number of students who vote has fluctuated between a low of 58 in 1998, to a high of 192 in 2001. In 2002, 84 voted. In an effort to increase student awareness and involvement, the college began publishing information about student involvement opportunities in the fall 2003 schedule of classes.

The number of students involved in student government varies from year to year. Enrollment in the leadership class is required for students who wish to participate in student government. The class is designed for any student interested in leadership within an organization, particularly at Allan Hancock College, and the number of enrolled students ranges from 14 to 26, with the average of 18 students per semester. Because the new director, outreach and retention, requires the president's student ambassadors to enroll in the leadership class, enrollment has increased.

In spring 1996, ASBG demonstrated strong leadership and involvement in the campaign to approve a student center fee. The student voter turnout was high and the overwhelming majority voted in favor of the fee. The remodeled student center has provided the ASBG with greatly improved facilities for their activities. Community members, the Allan Hancock College Foundation, and the AHC board of trustees, have expressed their appreciation to the President's Ambassadors for their role in the community. The ambassadors provide visibility for the college and are able to interact professionally with administrators, faculty, and the public. These opportunities help develop students' critical thinking and communication skills while providing a chance to be involved in campus and community development.

Since the last accreditation, new areas for student involvement have developed. These include cheerleading at football and basketball games and a homecoming football game (new last year; resulting in increased student attendance). It is hoped that with a new gym floor and bleachers, attendance at basketball and volleyball games will increase.

The college provides a wide range of athletic options for both men and women. In the 1997 accreditation process, gender equity was an expressed concern. Gender equity was reviewed in the Intercollegiate Athletic Program Review 2000-2001, and remains a concern. In 1994 the number of female participants in intercollegiate athletics was 24 percent of all participants, a figure that decreased to 12 percent in 1999. There were 250 student athletes during the 2002-2003 school year. The percentage of female athletes during this period increased to 31.6 percent. The 2001 student climate survey found that 88 percent of students rated the intercollegiate athletic programs at the college as good or fair.

It is understood that the rates of athletic program participation for women and men should be substantially proportionate to their rates of enrollment as full-time students. Therefore the college staff recognizes the importance of addressing gender equity concerns by increasing female participation. Of the full-time students enrolled at AHC during spring 2000, 55 percent were female and 45 percent were male. In the 2000-2001 program review, it was noted that six men's teams have increased enrollment, and two have decreased. Four women's teams have shown a decrease while three have shown an increase. In most situations, coaching changes affected the enrollment. Since the last accreditation study, the college hired a female full-time women's basketball coach; a tenured faculty member will resume her assignment as volleyball coach. Additionally, one of the staffing needs expressed in the 2000-2001 program review was the hiring of a full-time sports information/promotions/marketing director. In fall 2001, the college hired a full-time sports information director in an effort to promote athletics. The sports information director has since resigned, and, at this point, the athletic director has taken over his duties.

The college is currently looking into developing a women's golf team. Women's golf has recently been added to local high school programs. In a relatively short time there should be a sufficient number of women golfers transferring to AHC to provide the college with a competitive golf team. The athletic department has also considered adding a women's water polo and swimming program. The area feeder high schools have strong programs and maintain large numbers of participants in both water polo and swimming. Unfortunately, the college pool does not meet competition requirements.

Planning Agenda

Increase student involvement in student governance and activities.

9. Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Descriptive Summary

Student records are maintained, retained, and destroyed in accordance with board policy 8941 and administrative procedure 8941.01. The release of student records is governed by the Family Educational Rights and Privacy Act (FERPA) and board policy 6910 regulations. The college does not release student information or records without the written consent of the student or a legally issued subpoena.

The college maintains and accesses students' permanent records on the computer mainframe system. Student records have been maintained on the college database since fall 1980. Student permanent records prior to fall 1980 are stored on microfilm, and the original hard copies are stored in fireproof file cabinets in a metal storage container at the South Campus. In recent years the college archived student permanent records for inactive students onto CD-ROM. Microfilm and CD-ROM records are stored in the Admissions and Records office and are accessible to authorized staff and student workers. An additional copy of the microfilmed and CD-ROM records is stored in building B.

Information technology staff back-up and download student records onto magnetic tapes every twenty-four hours. The magnetic tapes are stored in a fireproof safe in building K for two weeks and are then moved to a secure area in building B. In case of disaster, staff can retrieve and reconstruct student records by loading the magnetic tapes onto the database.

All student services departments maintain working files for the current and previous years within their individual offices. The Counseling and Matriculation office maintains various student records in student folders located in a file room. Most student services departments maintain student records for three to five years in file boxes located at the campus storage area in the CBC building. Student health records are

retained for seven years in secure cabinets. Student insurance claims and accident reports are classified as permanent records and kept in storage at the CBC building. The office of the vice president, student services maintains confidential student records dealing with student discipline, student complaints, sexual harassment, discrimination, and grade reviews in locked file cabinets that are accessible solely by the vice president and his secretary.

Self Evaluation

Allan Hancock College handles student records confidentially, permanently, and securely. In response to a citing in the evaluation report after the February 1998 comprehensive visit pertaining to the security and storage of student records, the Admissions and Records office and the college implemented new procedures and methods for record retention. Additional fireproof files were purchased for records storage in the college's warehouse. In an effort to improve security of student records, the college also purchased a document imaging system, ATI-Filer, in July 2002. ATI-Filer will meet the needs for a more efficient and safer method to store, maintain, and retrieve student and instructor records. Student permanent records prior to fall 1980 were scanned and indexed on to CD-ROM by ATI-Filer personnel during the 2002-2003 academic year. The transfer of these records to CD-ROM will eliminate the need to store them in fireproof file cabinets. A copy of the CDs will be maintained in the Admissions and Records office with a second copy located elsewhere on campus. Beginning with the 2001-2002 academic year, student and instructor roster records will be scanned and indexed through the document imaging system. The document imaging system will alleviate the need for office space by freeing up space formerly occupied by file cabinets.

ATI-Filer is a networked system linked to the college student database. Eventually, other student services departments will maintain student records via document imaging as well. Access to the ATI-Filer system is by security log-on and password issued to authorized personnel and assigned by the system administrator (the director, admissions and records).

Planning Agenda

None

10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary

On a recommendation in the 1994 *Allan Hancock College Accreditation Self Study* and subsequent mid-year report, the college developed a systematic evaluation for student services. In 1996-1997 the college developed a standardized method to evaluate the effectiveness of student services programs. After the initial program review, departments would undergo reviews every five years. Between 1996 and 1998, five program reviews were completed. For various reasons, student services did not meet the evaluation timetables. In 2002 a three-year plan to conduct program reviews for all student services departments was implemented by the new vice president for student services and 13 are scheduled for completion by spring 2005. In addition to college program reviews, the Learning Assistance Program, EOPS, and matriculation program are subject to state audits, while Financial Aid conducts an internal audit annually. In addition, the Federal Department of Education conducts a Financial Aid program review of its own every three to five years. The 1997 and 2001 AHC student climate surveys evaluated students' level of satisfaction with the college student services, the results of which have been utilized to provide data in the self study evaluation process.

Self Evaluation

In order to evaluate student services systematically, a student climate survey is conducted every three years. The 2001 student climate survey found that 86.9 percent of the

students rated the overall student services programs as good or fair. This was an increase of 5.1 percent above the 1997 survey. In addition, 83.6 percent of the students were aware of the student service programs. Individual services were also rated highly by students. Although these findings do not fully evaluate the effectiveness of the programs, they can be viewed as an indication of student satisfaction with the current programs.

The college has augmented its systematic evaluation of student services and is utilizing this information to improve its services. Each program director submits departmental goals and objectives reflecting the greater institutional mission and subsequent college-wide strategic goals and objectives developed annually at the college retreat. Periodic reviews of goal attainment status are conducted with final results and analysis submitted as part of the end-of-year reporting process. This information is reported in the college's annual report. This process also takes into consideration the status of institutional budgetary parameters and is reflective of each director's individual evaluation. Program evaluation and subsequent improvements are thus a function of multiple variables and cooperative effort.

The college's matriculation plan is now cyclical, incorporating a plan to revise and update a minimum of two of its eight components annually. The dean of counseling and matriculation, chair of California's Region Six Matriculation Advisory Committee, assisted in the coordination of a regional retreat in spring 2002 to share best practices with other colleges, and to incorporate recommended best practices at Allan Hancock College. For example, plans are currently being developed to institute a mandatory orientation program for incoming freshmen, having already implemented a series of counseling preparation workshops as part of the current voluntary orientation program. Current concerns are lack of a mandated orientation program (less than 200 students attend the “AHC Connect” orientation program annually), the impact of severe budget cuts on the matriculation program (a cut of 28 percent in 2002 alone with more cuts to follow in 2003-2004), and the impact upon the testing area (START) because of reduced funding.

Planning Agenda

None

Supplemental Documents

Allan Hancock College Accreditation and Staff Assessment Survey (fall 2002)
Allan Hancock College Accreditation Self Study (1994 and 1997)
Allan Hancock College Board Policies and Administrative Procedures Manual
Allan Hancock College Board Report, June 18, 2002, Item 8.H.
Allan Hancock College Catalog (2002-2003)
Allan Hancock College Educational and Facilities Master Plan (2001-2006)
Allan Hancock College Fact Book (2001)
Allan Hancock College Schedule of Classes
Allan Hancock College Shared Governance Manual (2001-2002)
Allan Hancock College Strategic Plan 2001-2004
Allan Hancock College Student Climate Survey (fall 1997 and spring and fall 2001)
Allan Hancock College Web Site
Annual Report to the Community
ATI-Filer User Manual
Barcode Activity Report, July 2001-June 2002 (provided by SM UTC)
Counseling and Matriculation Annual Report (2000-2001, 2001-2002)
Credit Enrollment Research Summary (September 2002)
Eckstone Community Needs Assessment and Image Study (December 2001)
EOPS Web site
EOPS/CARE/Reentry Statistics
Evaluation Team Report
Executive Summary; Review of Learning Assistance Program at Allan Hancock College. Review dates: November 19-21, 2002
Faculty Resource Guide (2002-2003)
Family Educational Rights and Privacy Act (FERPA) Regulations
Financial Aid/Veterans Affairs Office Annual Report (1997-1998, 1998-1999, 1999-2000, 2000-2001, 2001-2002)
Intercollegiate Athletics Program Review (2000-2001)

Learning Assistance Program Annual Report (2001-2002)
Matriculation Plan (June 2000)
MESA Prospectus (2001-2002)
National Postsecondary Education Cooperative (NPEC)
Passport Planner (2003-2003)
Puente Fact Sheet (www.puenteproject.org)
Puente Internet Source (http://www.puente.net)
Student Athlete Retention Program Reports (fall 2001 and spring 2002)
Student Health Services Annual Report (2001-2002)
Student Health Services Program Review (1998-1999)
Student Services Priority Objectives Action Plans (2001-2002)
Test Statistics Report for 2001-2002
Title V CoopGrant 2002
Title V Grant 1999

ALLAN HANCOCK COLLEGE

STANDARD 6
Information and Learning Resources

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STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Descriptive Summary

Since definitions of information and learning resources vary from college to college, it is important to describe the scope of these services at Allan Hancock College (AHC). The Learning Resources Centers (LRCs) on both the Santa Maria and Lompoc Valley campuses include the libraries, tutorial centers, open access student computer labs, and the multimedia (audiovisual) services units. The LRCs support library and audiovisual services for the much smaller Solvang and Vandenberg centers. The Santa Maria LRC houses the Teacher Learning Center, a multimedia development and training center. This standard also describes the college's discipline-specific computer labs for students and the Information Technology Services (ITS) division, which oversees district-wide institutional and instructional computer support and data services. Each of these units provides information or learning resources services and is described, where appropriate, in sub-sections of this standard.

Library

The libraries in the Learning Resources Centers provide print and electronic books, videos, compacts disks, DVDs, print periodicals and newspapers, and online full text databases to support all credit and noncredit programs. These materials are listed at www.hancockcollege.edu/library. In 1999 staff at the Santa Maria campus LRC decided to shelve all titles together irrespective of format, (for example print, CD, and DVD). Thus, there is no separate media center as is common in other community colleges.

As of October 2002, the combined library collections listed more than 53,000 titles (over 70,000 volumes). Approximately 20 percent of the titles are held in the Lompoc collection. Students have access to over 3,000 electronic books via the Internet and a large array of full-text databases, many available 24 hours a day. There are 15 on-site computers available for students using the libraries to access these resources. This total does not include the computers in the libraries' open access labs. In addition, the libraries have handicap accessible computer stations with Jaws and other similar programs, and specialized services such as Kurzweil readers and braillers.

In the 2001-2002 academic year, 22,000 items were loaned to students, staff, and faculty; 347 items were supplied via interlibrary loan to AHC students and staff. The libraries provide service to remote students through the libraries' Web site. The site has links to the Web-accessible catalog of the collection, electronic books, electronic (email) reference service, the journal and newspaper databases, and an orientation for new users highlighting use of various resources.

Library staff are very proud to have established a Friends of the Library under the umbrella of the Allan Hancock Foundation. Initiated in fall 2000, the Friends has grown to 38 members including students, community members, and AHC staff. The Friends group has sponsored several events including an annual Celebration

of the Arts; a booth at the annual United Way chili cook-off; and, coming in fall 2003, the "Frankenstein: Penetrating the Secrets of Nature" traveling exhibit from the National Library of Medicine. The Friends is a fundraising as well as an outreach organization. Its efforts to date have raised over $4,000 for various projects and material purchases.

Multimedia Services

Multimedia Services provides support functions ranging from selection and maintenance of audiovisual (AV) equipment to design and production assistance for classroom and institutional media presentations. The district provides faculty with audiovisual equipment in two modes: permanent classroom installations and portable "delivered on demand" units. A mix of traditional AV resources (for example, overhead and slide projectors) and high tech systems (multimedia projectors, digital video, etc.) is provided. At both the Santa Maria and Lompoc Valley sites, full-time technicians are available to faculty for equipment delivery, training, and on-site trouble-shooting.

This unit manages the district's Internet-based course management system, Blackboard. The district adopted Blackboard in 1999-2000. It is increasingly popular for both on-site and distance learning courses. In January 2003 the use of Blackboard hit an all-time high of 46,796 interactions. Multimedia Services also ensures that ADA (Americans with Disabilities Act) standards are met with regard to access to the Web site and print and non-print library materials.

Student Access Computer Labs

The college has fifteen student computer labs. Two of these are the main "open access" labs housed in the Santa Maria and Lompoc Valley LRCs. The district has two additional large labs, known as the Computer Resources Centers (CRCs). These labs, one in Santa Maria and one in Lompoc, serve mainly students taking business courses. The other eleven labs support specific programs including math, English, foreign languages, theater, graphics, and film. The CRCs and discipline labs house more than 350 computers (over 250 PCs and 120 Macs). Lab software ranges from standard Microsoft Office products (word processing and spreadsheets, etc.) to specialized programs supporting specific disciplines. Internet access is available in all labs.

The use of technology has grown dramatically since the last accreditation. For example, in 1996-1997 the Santa Maria LRC had nine Internet computers for student use. The Santa Maria LRC now provides 45 computers for student use and the Lompoc LRC provides 49. Students logged nearly 32,000 hours in these labs in 2001-2002.

The following matrix details the non-LRC labs, equipment, and service populations.

NAME	EQUIPMENT	USED BY
Business Skills	24 PCs	students taking non-credit courses in computer skills
Computer Resources Center (Lompoc)	50 PCs	major emphasis is on business but it's open to all AHC students
Computer Resources Center (Santa Maria)	75 PCs	open to all students, but primary users are students in CBIS/CBOT & CS courses
Design Studio (PCPA)	12 Macs	students enrolled in PCPA courses
Film Editing	7 Macs	film students
Graphics	27 Macs	graphics students
Journalism	10 Macs	students who publish *Harvest* (literary magazine) and film students
Language	16 PCs	students enrolled in most foreign languages and ESL classes
Learning Assistance Program	14 PCs, 3 Macs	students with physical, visual, learning, and psychological disabilities
Math Lab	23 PCs	math students
Photo Multimedia	22 Macs	photography, film, and multimedia students
Writing Center	32 Macs	English, reading, and ESL students
ESL lab	16 PCs	ESL non-credit students

Information Technology Services

The district's Information Technology Services (ITS) division, headquartered on the Santa Maria campus, supports all district operations. A fiber optic infrastructure combined with T1 lines, wireless systems, and a microwave link provides telecommunication services for the entire district and links staff and students to email, the Internet, intranet, and mainframe databases, as appropriate.

ITS provides support for the entire infrastructure as well as troubleshooting, repair, and maintenance of the district's computer technologies from the server to the desktop. Other activities include programming and maintenance of district proprietary databases, support for enrollment, and mandated MIS reporting. By fall 2003, ITS will be conducting trials of a Web-based registration system.

Since the early 1990s, the ITS division has absorbed increasing responsibility for instructional computing services and maintenance of staff computers. As of March 2002, the total number of desktop computer stations was 1,414. This includes 78 servers, 759 computers for student use, 98 in faculty offices, and 432 in use by classified and administrative staff. District-wide, 47 student accessible stations meet ADA requirements. Three hundred of the workstations are located at the Lompoc Valley Center, 30 are at Vandenberg and the remainder are at other locations (for example, the district's south campus site, the Solvang Center, and the CBC building).

Self Evaluation

Library

Library resources are sufficient to support the college's programs yet there is an interesting difference between student and staff evaluations of library collections. Sixty-nine percent of college staff rated the library collections (both print and non-print) "very good" or "good" (*Accreditation and Staff Assessment Survey, Fall*

2002, Question 26). Student evaluations of library materials improved from 88 percent "good or fair" in 1997 to 93 percent "good or fair" in 2001. LRC staff believe that college employees are more experienced library users who have higher expectations for quality and quantity of available materials. Faculty in particular seek resources suited to their individual research and teaching projects. Students are less sophisticated consumers, willing to take what is available in the rush to complete assigned work. Overall, students expressed high levels of satisfaction with library services; the percentage of students responding "good or fair" increased from 87 percent in 1997 to 95 percent in 2001 (*Allan Hancock College Student Climate Survey Spring and Fall 2001*).

In terms of quality and relevance of materials, the libraries gained ground since the last accreditation visit. The growth in electronic resources has been dramatic and offsets, to a degree, the limitations imposed by the relatively small collection. In 1996 most of the databases were bibliographic; that is, they provided only citations leaving students to try to locate the full text materials. In 2002 students have onsite and remote access to thousands of full text journal and periodical articles. In 1996 three percent of the titles in the Santa Maria collection were published in the 1990s. By 2002, 26 percent of all titles were published since 1990. Since the Lompoc Valley Center opened recently, it follows that the majority of books published in the 1990s were purchased by and are housed at the Lompoc Valley Center LRC. Unfortunately, this does mean that the collection at the Santa Maria campus still has a larger proportion of older titles.

Multimedia Services

Services in the areas of instructional equipment, accessibility (ADA), and remote access to instructional resources meet standards. Although demand for high tech multimedia instructional equipment frequently exceeds availability, the district has made it a priority to establish permanent installations. Support for the district's course management system is excellent and has kept pace with demand. Since the inception of Blackboard in 1999, the district has upgraded the server to handle the increasing use. In addition, the district has created a permanent staff position responsible for oversight of the Blackboard system.

Library materials are made accessible to disabled students through the efforts of staff in Multimedia Services. The external review of the district's Learning Assistance Program praised the high level of cooperation between the Learning Resources Centers and Learning Assistance (see the Galvin Group, LLC report *Access, Programs and Services for Students with Disabilities. Review Results 2002*).

Student Access Computer Labs

The district provides adequate numbers of computers in student labs. According to a spring 2002 student survey (Information Technology Student Survey, spring 2002), 38 percent of students report using Learning Resources Center computer labs and another 30 percent use another college lab. However, there are some interesting differences between student and faculty perceptions. Seventy-six percent of students agree or strongly agree that AHC provides the technology resources necessary to meet their learning objectives and over 77 percent say that they never or seldom experience on-campus barriers to equipment or software access, technical support, or skills (Information Technology Student Survey, spring 2002). Faculty and staff do not see the situation in the same terms. In a faculty survey (Faculty and Staff Information Technology Plan Survey, MIG 2002), 41 percent of the faculty indicated that the college provides insufficient technical support. Although technical support and services have improved in the past few years (ITS added a third technician in 1999), the perception is that services still need to be improved.

An additional concern centers on the lack of coordination and communication among labs. Operating systems and software versions vary and there are no standardized student use policies (for example, some labs prohibit students from doing non-instructional activities such as chat and email on the computers). Some labs have received funding from grants such as

Title III and V to replace outdated equipment. Others must rely on a prioritization process dependent on annual state instructional equipment allocations.

Information Technology Services

The college recently hired a consulting firm, Moore, Iacofano, Goltsman (MIG), to review district technology issues. The project included an evaluation of the telecommunications infrastructure. The firm deemed the infrastructure adequate and sufficient to support the district's current technology needs. However, the report also states that technology is changing rapidly and a comprehensive equipment maintenance and replacement plan needs to be implemented to ensure currency. In addition, MIG identified the need for a network administration plan to identify staff and equipment necessary to upgrade and maintain the network infrastructure. Finding the necessary funds will be a challenge.

The district's Internet site is heavily used as both a public resource and, through the intranet, as a staff information resource. The college's intranet is very recent but is already proving to be a valuable service; it houses district forms, the staff development site, and staff directories. The Santa Barbara County Grand Jury Report, July 2003, rated the district's site as one of the top three in most categories (Santa Barbara County Grand Jury's "And the Winners Are", June 16, 2003).

Planning Agenda

Improve the currency of the Santa Maria campus library materials collection.

Establish coordination among computer labs so student access guidelines are consistent, where appropriate.

Address issues related to long-term maintenance and upgrades for technology equipment.

Develop a network administration plan to address issues related to long-term maintenance and upgrades for equipment.

Develop a funding mechanism for periodic replacement of computers in student access computer labs.

2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Descriptive Summary

Library

The libraries acquire or provide materials in numerous formats to support existing curriculum. Material selection is primarily performed by the three full-time faculty librarians, with input from associate faculty librarians at both campuses. The librarians are guided by board policy 7110, "Selection of Library Materials," and the related administrative procedure (both revised in 2003). In addition, the associate dean, learning resources, reviews each new course proposal to identify needed support materials and what, if any, funding is available. Faculty are invited to suggest purchases (*Faculty Resource Guide 2002-2003*). Suggestions by students and other staff are welcomed and the LRC may accept appropriate donations consistent with board policy 8050 ("Gifts and Contributions to the District") and administrative procedure 8050.01.

All materials are cataloged using MARC record standards and the Library of Congress subject headings and classification system. The catalog, first automated in 1985, came online in its current iteration (Voyager) in September 1999 and is capable of Z39.50 connections to other catalogs, a feature currently used to participate

in the Cat-A-Link Gold program described in standard 6.6.

Multimedia Services

The Multimedia Services division helps select, order, install, and maintain a broad range of equipment, from high-end multimedia projection units and laptop computers to laser pointers and TV/VCR units. Staff receive and test new equipment and archive instructional manuals and warranties. Staff also identify common replacement parts and maintain an inventory for emergency replacement. In addition, one staff member handles all videoconferencing operations for the district and for its four-year college partners.

Funding for equipment has varied dramatically over the last six years as the district has relied primarily on state and federal grant funds. For example, the college funded permanent classroom installations and several wireless systems using VTEA, Telecommunications Technology Infrastructure Program (TTIP), Title III, and Title V dollars.

Consistent with its planning and budgeting processes, the district uses a number of different mechanisms to allocate funds. TTIP allocations are made through a joint review of the college's Human Resources Development and Technology Advisory Committees. Instructional equipment/library materials funds are subject to an annual prioritization process. Title III and Title V grant staff generally identify appropriate resource purchases within grant guidelines and based on college needs. Faculty are involved in all of these mechanisms, either through service on shared governance committees or participation in the equipment prioritization processes. Every year the associate dean/learning resources solicits faculty input on instructional equipment needs in advance of the formal equipment prioritization activity.

Self Evaluation

Library

Library materials support the college's curriculum because there is strong faculty involvement in material selection. The three full-time librarians meet in person or through videoconferencing once a month in spring and fall semesters. These discussions result in successful cooperative efforts to acquire more materials in needed areas such as remedial skills, Spanish language, and non-book formats. Librarians have made great efforts to support new programs, including the Pharmacy Technician program at LVC and the Enology and Viticulture program on the Santa Maria campus. Staff also continue to appeal for faculty input on materials to support existing courses through the Senate Library Advisory Committee, the *LRC Newsletter*, and by contacting new and continuing faculty in orientations, department meetings, and individually by phone or e-mail.

The college has made substantial improvements to the library's collections since the last accreditation visit. According to the Learning Resources/Library Services Program Evaluation in 1998-1999, the most frequent complaint from students, staff, and faculty about the library was the age, size, and inadequacy of the book collection. The district budget for print materials has been static for over 10 years at $12,100 per annum; this funding does not stretch far when the average cost of a general topic hardcover book is $63.32, as reported in the 1999 *Bowker Annual of Library and Book Trade Information*. Fortunately, the district has been generous with instructional equipment/library materials funding over the past five years. The following table shows the numbers of books added to the Santa Maria campus library over the past few years (chiefly as a result of this allocation):

FISCAL YEAR	NUMBER OF BOOKS PURCHASED
1996-1997	778
1997-1998	1702
1998-1999	702
1999-2000	1532
2000-2001	1220
2001-2002	1363
2002-2003	1724 (Estimated through 4/03)

In addition, since the inception of the Telecommunications and Technology Infrastructure Program (TTIP) in 1996-1997, TTIP funds have supported the cost of electronic databases and Web-based resources.

More than $820,000 was allocated for library materials and equipment over a three-year period at the Lompoc Valley Center LRC. The 1999 LVC opening resulted in the selection and acquisition of over 10,000 new books and videos as well as electronic books and other resources.

Online periodical databases have offered a tremendous improvement in services to all users. In the 1998-1999 program review, there were many complaints about the periodical collection. Periodicals did not check out, many issues were missing, and the selection did not cover all topics assigned by instructors. With access to over 4,000 periodicals 24 hours a day, many with graphics and the capacity to email articles to a home terminal, service has improved substantially and complaints are now rare.

In terms of collection organization and maintenance, one library multimedia technician is primarily responsible for the acquisition and cataloging of materials in all formats. While the college has an account with OCLC, a bibliographic utility, and imports records from Baker & Taylor, library staff feel that this level of staffing is inadequate to handle the volume of purchases and related processing and cataloging. Staff conducted a telephone survey of colleges with comparable enrollments ("Staff and Collection Comparisons") and reported that AHC is understaffed by about one FTE in the library paraprofessional category. While one position may not seem critical, it is important to note that Hancock operates two libraries with the assigned staff.

Multimedia Services

The district has made creative use of limited funds to support educational equipment. Faculty are provided support in using multimedia systems and in development of multimedia for use in classes. Processes are in place for faculty to identify needed equipment.

The heavy reliance on grant dollars has resulted in some problems; the connection between grant-funded programs and purchase of instructional equipment could use improvement. For example, Multimedia Services recommends standard "industrial grade" VCRs and high lumen multimedia projectors for use in classrooms without window coverings. This type of equipment lasts longer and has fewer breakdowns than consumer grade items. Some grant programs purchased equipment without discussing models with Multimedia Services. On occasion, Multimedia Services has discovered the existence of equipment only after components have broken and the grant source is no longer available for maintenance and/or repairs. Information Technology Services staff have faced similar problems as they discover that they are expected to install and maintain systems on which they had no input. The lack of coordination creates long term maintenance and support issues.

Planning Agenda

Pursue grants and other avenues of funding to update and expand library collections at the Santa Maria campus.

Explore options for increasing library staff's capabilities and/or services.

Ensure that all technology purchases (instructional equipment and computers) are reviewed and approved by Multimedia Services and Information Technology Services.

3. Information and learning resources are readily accessible to students, faculty, and administrators.

Descriptive Summary

Library

Fifty-five computers in the Santa Maria Learning Resources Center (LRC) and 52 computers in the Lompoc Valley Center LRC (primarily housed in open access lab areas) are available for student use. All computers may be used to access the catalog of joint library holdings, the Internet, and the library's specialized databases. Three computers at Santa Maria and five at the LVC are equipped with an array of programs and equipment to meet the needs of disabled students. In addition, there is an accessibility center in the Santa Maria LRC with a Braille printer, adaptive computer center, and a variety of other assistive technologies including Reading Edge machines.

Over the last 13 years, service hours during the traditional academic year have changed in response to student requests and budget situations. Weekend hours were added in 1990, but dropped during the recession in the mid 1990s. Program review surveys (1997-1998) supported the demand for additional hours at a time when the budget situation improved. However, the current state fiscal crisis has resulted in reduction of hours to the level of the mid 1990s.

Santa Maria Library	hours/week	Lompoc Valley Center Library	hours/week
1990	70.5 hours		
1991-1997	59 hours		
1997-2003	65.5 hours	1999-2003	55 hours
2003 (effective fall semester)	59 hours	2003 (effective fall semester)	52.5 hours

In order to increase student and faculty awareness of resources and services, librarians conduct over 200 orientations annually. In addition, the Santa Maria library redesigned and published a new print brochure in 2002 with a list of hours, services, and frequently asked questions. An LRC newsletter comes out regularly in the fall and spring semesters. It highlights new services and resources at both sites. For students, a two-unit library skills course taught by librarians is available in two formats: an independent studies self-paced workbook with exercises or a traditional lecture class.

If a book, video, or other item is housed at one campus and someone at the other campus needs it, it is retrieved free of charge through the speedi-book interlibrary loan system. Books are also delivered to the Solvang and Vandenberg centers.

In 2001 an adaptive technology/internet access specialist was hired to assist bringing the college into compliance with ADA standards. Learning resources tasks handled by this position include scanning books into more accessible formats, close captioning videos, and checking online databases for accessibility.

Both libraries support distance learning students by housing videos for instructional television classes, providing computers for accessing Internet-based classes, and allotting space for distance learning course orientations. The libraries have developed an online orientation to assist remote students. In addition, as noted earlier, the libraries provide access to full text newspaper and periodical resources online.

Tutorial

The district provides tutorial services at both LRCs. In addition, the college has tutoring linked to discipline areas or special programs. These include tutoring services in the writing center, math lab, MESA office, and in other locations through grant-funded programs

(CalSOAP and Title V). On-site tutoring is only available during the fall and spring semesters in the LRCs. However, the LRC tutorial centers do provide accounts for a commercial, Internet-based tutoring service (Smarthinking) during the academic year and during intersessions and summer session. Smarthinking offers tutoring in a wide variety of subjects and is available 24 hours a day for many disciplines.

The Santa Maria campus Tutorial Center seats sixty students. At the Lompoc Valley Center, there are seven tables shared with other students using the library. Some quiet study rooms are available at each site. Smarthinking accounts are accessible from student homes and the computers in the Learning Resources Centers.

Tutoring is offered free to all credit students, either online or on campus, and to a limited number of noncredit students onsite. The noncredit services (available to CalWORKs students) are a recent addition. The on-campus options include group or individual tutoring. Under the leadership of the faculty member responsible for the Learning Resources tutoring services, a tutorial coordinating council has been formed. This council is addressing issues of recruiting qualified tutors and finding tutors in all of the requested subject areas.

Use of tutorial services has increased during the last three years. The following table illustrates hours of tutoring provided by the Santa Maria and Lompoc tutorial centers:

YEAR	HOURS
2000-2001	6,483
2001-2002	7,770
2002-2003	8,370

The Santa Maria campus Tutorial Center is slated to move to a large building addition, planned for occupation in 2006. The Writing Center will also move into the addition. The district believes that bringing these two important tutoring components together will be advantageous to students.

Student Access Computer Labs

The district's 15 student computer labs have varying hours. Those in the LRCs mirror library hours. The Computer Resources Center (CRC) sites are open more hours than discipline labs but have slightly fewer hours than the LRC units. Discipline labs have varying schedules to meet students' needs. Some staff have expressed concern because labs that serve large numbers of students during fall and spring are not open or have reduced hours for service during the intersession and summer sessions. This results in fewer resources for students enrolling outside the traditional academic calendar.

The LRC labs have made extensive accommodations for disabled students. Learning Assistance Program staff are helping other labs develop appropriate accommodations.

Information Technology Services

Information resources necessary for daily college operations are available to all district staff who are able to log on to the Internet, intranet, and proprietary databases (for example, student information, purchasing, faculty load) using their office computers. The Information Technology Services (ITS) group is responsible for maintaining all programs and databases used to record and report student information as well as the district's financial data and accounting activities. In addition, ITS supports the district's Internet and intranet which includes activities ranging from access to the Blackboard course management system to "behind the firewall" course rosters.

Self Evaluation

Library

In the last few years clear improvements in library services were made possible via the Internet. Catalog information, periodical access, and electronic books are available any time to any Hancock student or staff member with a computer and an Internet connection. Onsite access remains limited and persistent requests for additional evening and weekend hours at both libraries have only partially been fulfilled.

Recent improvements in hours were negated by the state's current budget situation.

Progress has been made for students with disabilities through the cooperative efforts of the Learning Assistance Program (LAP) and library staff. Because trained LAP staff who are responsible for the equipment are available only on weekdays, there have been some problems in supporting and maintaining the accessible workstations for evening and weekend use.

Distance education is one of the college's most rapidly growing instructional areas. LRC staff spearheaded development of services to remote students with the online catalog, electronic resources, and electronic reference access. Remote authentication, an issue in terms of accessing commercial databases, will be completely resolved once the district has implemented online registration.

Tutorial

Tutee evaluation of the Santa Maria Tutorial Center services in a spring 2002 survey was overwhelmingly positive. Ninety percent of students responded that they had a positive experience with tutorial services; 69 percent stated that tutoring helped; 51 percent noted that their grades had improved. The Allan Hancock College Student Climate Survey (spring and fall 2001) indicates that 89 percent of all students who use the services find tutorial services within the "good" or "fair" range. This is consistent with the 1997 survey in which 88 percent of students ranked the services "good" or "fair." Staff have also tracked the success rate of students receiving tutoring services from the tutorial centers. Over the last four years, rates for successful completion of courses ranged from a low of 66.9 percent in fall 1998 to a high of 79.2 percent in spring 2000. The rate for spring 2002 was 77.7 percent. Smarthinking, the Internet-based program, is a new service that is gaining user hours, but has not yet been formally evaluated.

Space at the Santa Maria campus is inadequate for onsite tutoring during peak hours (weekdays, 10 a.m. to 1 p.m.); there are no conference rooms or small group study zones that are quiet or private in the immediate vicinity. Fortunately, the Santa Maria Tutorial Center is scheduled to move to the new two-story addition planned as part of the remodel of Building L. The architectural plans include private rooms and space for group tutoring. Tutors and tutees will have direct access to computers for computer-assisted instruction.

Tutoring services at the Santa Maria and Lompoc Valley LRCs are available most hours the buildings are open. Remote students and students needing services after hours are supported by online tutoring. Staff make improvements to the tutorial Web page to ensure that remote students are aware of services.

Although intersession and summer semester classes have gained enrollment, tutoring through the LRCs is not available during those times other than via the online service. Availability of tutoring services through discipline departments and special programs varies widely, reflecting disparate levels of funding. There is clearly a need for at least the math and writing centers to provide services during the intersession and summer sessions.

Physically, neither LRC tutoring site has ADA accessible counters. Staff has tried to accommodate tutors/tutees in wheelchairs by using wall-mounted file holders placed at accessible heights. The problem of physical accessibility was cited in the Galvin Group report as an issue (Access, Programs and Services for Students with Disabilities. Review Results, 2002). In Santa Maria many, if not all, of these issues will be resolved when the Santa Maria tutorial site is relocated. Staff have incorporated ADA accessibility into the new furniture and room layout. The situation at the LVC is being evaluated.

Student Access Computer Labs

As noted earlier, the most recent student survey indicated that 77 percent of students are satisfied with the college's computer access labs (Information Technology Student Survey, spring 2002). Student computer labs are open sufficient hours throughout the regular academic year; but availability is limited during

intersessions and summer sessions, particularly for the writing center and math center, is cause for concern. Hours for the Learning Resources Center open access labs and the Computer Resources Center labs are published in the schedule of classes. Hours for discipline specific labs are not published since they are linked to specific courses.

Based on Americans with Disabilities Act (ADA) standards, the district has assessed the physical accessibility of a number of labs. Taking into account the types of disabilities and limitations most often observed, labs are evaluated with criteria ranging from physical restrictions to learning disabilities. Staff in the Learning Assistance Program recommended a package consisting of computer systems, external devices, software, and furniture. Generally, about 10 percent of the computer stations in a given lab should be equipped with access devices. The LRC and CRC labs meet standards set by the Learning Assistance Program. Learning assistance employees work closely with other campus labs to ensure their accessibility.

Information Technology Services

Employees have complete access to information resources via the district's telecommunications infrastructure. The Internet and intranet services are extremely responsive, expanding and changing on an almost daily basis. The district's Web site is reviewed periodically for accuracy and content and is updated by either Web services or other college staff. The Webmaster, the district's public information officer, the ITS director, and the associate dean/learning resources have monthly meetings to ensure that the Internet and intranet meet the district's needs. In addition, an informal Web committee consisting of faculty, classified staff, and administrators meets several times a semester to discuss issues, review new technologies, and share information.

Planning Agenda

Explore funding sources to expand Santa Maria LRC hours.

Extend tutorial services to promote student success when funding improves.

Complete a review of accessibility issues for student access computer labs and recommend appropriate equipment, software and furniture to meet the needs of disabled students.

Evaluate student needs for access to some discipline-based labs in summer and intersessions and develop recommendations for improvements in access.

4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Descriptive Summary

Employees providing services appropriate to this standard have degrees and/or experience to qualify them to teach or provide ancillary support at Allan Hancock College. Learning resources full-time and associate faculty have, at a minimum, master's degrees. Classified staff have degrees or experience that meet district requirements. In several cases, the individual's qualifications exceed those stated in job descriptions. The Learning Resources administrator has a master's degree and the interim Information Technology Services administrator has a bachelor of arts degree.

The district provides access to training, either through formal classes or through on-site and off-site workshops and conferences, to help staff stay current in their fields. All three faculty librarians and the associate dean regularly attend conferences such as the Internet Librarian, the California Library Association annual meeting, and the "deans and directors" sessions hosted by

the Chancellor's Office. The district also takes advantage of grant and other resource funding to ensure that staff in Multimedia Services are up to date on new technologies. One staff member, the educational technology specialist, has had extensive training in the development of "smart" classrooms. Others have developed specialties in specific programs used to develop multimedia products for the classroom. Multimedia Services employees have attended the League for Innovation and TechEd conferences. Other technical staff have attended training sessions offered by Kodak (on digital imagery) and CCCSAT (satellite teleconferencing). In addition, employees in learning resources are active participants in the college's own staff development program, presenting sessions on Blackboard, on the use of online plagiarism resources, Internet search strategies, PowerPoint for the classroom, etc. The associate dean/learning resources and three of the multimedia services staff have presented at statewide and national conferences in recent years. The district has used grant funding to send ITS staff to training sessions related to Web-based registration, Microsoft Exchange, and the use of ".net" programming techniques for Web-based database structures.

Taking on another role, Multimedia Services staff actively train other employees in equipment use. When new installations are completed, a multimedia technician schedules training sessions. Both multimedia technicians (one at the Lompoc Valley Center and one at the Santa Maria campus) offer a regular series of hands-on workshops as part of the district's staff development program. The district's Teacher Learning Center (TLC) houses specialized equipment and support activities for faculty developing multimedia or using the Blackboard course management system. In addition, one specialist assists distance learning faculty to ensure that courses are accessible to disabled students. Staff in the TLC present staff development programs in Blackboard, Web accessibility, and the use of multimedia in instruction.

Self Evaluation

The district has staff with appropriate degrees and experience to support learning resources and information technologies. The district has allocated funding to ensure that staff are current in their fields. In addition, many staff in Learning Resources and Information Technology Services play an active role in staff development as program presenters.

Loss of funding for staff development will create challenges in the next few years. It will be difficult to maintain the level of commitment to training that has allowed staff in these areas to keep abreast of new technologies.

Planning Agenda

Identify funding mechanisms to support the training of faculty and staff responsible for Learning Resources and Information Technology Services.

5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Descriptive Summary

Library

Since 1990, the Santa Maria LRC has consistently received $12,100 a year from district funds for print materials (books, reference titles, etc.). The college has generously allocated additional "Partnership for Excellence" (PFE) and categorical funds in amounts that vary from $25,000 to $80,000, when the overall district allocation allows. Using PFE, the college added a second reference librarian position at the Santa Maria campus.

The Lompoc Valley Center LRC opened in April 1999 with a start-up budget of $820,000 for equipment and materials that was spent over three years. One full-time librarian and one full-time library paraprofessional are assigned to the center. Once the start-up budget was expended, however, the annual budget for print and media materials dropped to $2,000; the LVC library relies on the Santa Maria campus library to purchase access to electronic resources.

The addition of a second library, dramatic increases in the use of electronic resources, and expansion of the district's distance learning curriculum have resulted in the need for a technology and remote services librarian position to be shared between the two libraries. A telephone survey of comparable colleges indicates that the librarian faculty staffing levels are consistent with those of colleges with similar enrollments, but these institutions do not have two complete libraries (each operates only one facility) and these colleges do not have extensive distance learning programs (Staff and Collection Comparisons).

As noted earlier, the Santa Maria LRC combines its print and non-print collections; there is no separate media center. Consolidating library and media units allowed the district to reassign one library multimedia technician to operate the open access computer lab sited in the building. In effect however, the reassignment has reduced actual staffing levels for library services because the lab assignment precludes working at the reference desk, doing project work to support library operations, presenting library orientations, or acting as back-up for the other library multimedia technicians in their service areas. In 2006, when the new construction project is completed, the staff person supervising the open access computer lab will move physically from the library side of the building to the two-story addition. The remaining functions she currently performs for library services, which include managing periodicals and distance learning materials, cannot be moved to the new location. Library employees are concerned about maintaining existing library services and expect to address this issue through the district's planning and budget processes.

Tutorial

District funding for student tutors was $25,099 in academic year 2001-2002. Supplemental funding was supplied by CalWORKs, EOPS, VTEA, the Learning Assistance Program, and PFE, bringing the total budget to $47,786 (2001-2002 Year-End Tutorial Center Report). With this supplemental funding, the tutorial centers ended the year with a positive balance; however, reliance on district support alone would have left a deficit of over $16,000. In addition, while the 2001-2002 district funding level appears to be an increase over 2000-2001, it does not reflect the two increases in the minimum wage paid to tutors (in January 2001 and 2002). This raised tutor salaries from $5.75 to $6.75 per hour, effectively reducing the college's ability to provide tutors.

The addition of the Smarthinking online tutorial service extends tutoring to remote students, but no district funds are available to support costs. Fortunately, staff have found ways to pay the Smarthinking account using grant funding. Staff have experimented with providing on-line tutoring using the college's own student tutors and feel this would be cost effective. However, existing state regulations prohibit the college from generating revenues in this fashion.

Finally, grant-funded tutorial services generally pay tutors more per hour than the minimum wage set by the college. This creates competition for tutors and siphons off experienced tutors from the tutorial centers.

Student Access Computer Labs

Funding for equipment in the various student access computer labs comes from a wide variety of sources including district funds, categorical dollars, and grants. The district has generously allocated categorical resources but it is not possible to plan effectively as these funding sources vary from year to year. The college does have an effective equipment prioritization process but as the current state budget situation demonstrates, when there is no money, even the highest priority purchases cannot be made.

The college made great strides, when funding was available, in developing labs. Grant applications were designed to meet curriculum needs defined in departmental program reviews and to allow the college to use new technologies. Reading and math programs, as well as the Santa Maria LRC open access lab, benefited from Title III and Title V resources. The CRC labs have consistently received VTEA support. The addition of a third service technician in ITS has improved support for the labs.

Multimedia Services

Classroom instructional equipment is funded through Instructional Equipment/Library Materials, VTEA, grant, and TTIP dollars as well as "one time" funds (dollars saved in one budget year applied to the next fiscal year). Multimedia classrooms were developed at the district's Lompoc Valley Center using construction funding. Since 1996-1997 the college has added multimedia systems to a number of classrooms. Staff are pleased that Title V grant funding has supported more and more sophisticated applications, demonstrated most recently with the purchase of several "smart" boards.

TTIP funding allowed the Teacher Learning Center to remain at the forefront in the use of multimedia in both on-site and distance learning classes. For the last six years, multimedia staff have developed new applications and trained faculty in the use of PowerPoint and video. In 2003-2004, staff will be supporting videostreaming for distance learning faculty.

Information Technology Services

Funding for institutional technology support comes through a combination of district and categorical program dollars. The district has used TTIP funding in the total cost of ownership category and deferred maintenance resources to support ITS operations and the district-wide infrastructure. Between 1997 and 2001, the college allocated over $1,200,000 to extend the combined fiberoptic/microwave system to the entire district.

For 2003-2004, the budget and technology advisory committees have identified nearly $93,000 in continuing annual costs for software, maintenance, and hardware upgrades that are considered mission critical. As with other expenditures in the past, much of the necessary funding was allocated from categorical resources. At this point, the college is struggling to find new resources.

Staffing levels in the ITS unit deserve a special mention because recent surveys conducted by MIG and the district's research staff show high levels of dissatisfaction. Over 40 percent of faculty and staff felt that there was inadequate technical support and faculty gave poor marks to ITS when asked about the abilities of current technical staff (Faculty and Staff Information Technology Plan Survey, MIG 2002). Historically ITS provided mainframe support. The addition of desk-top computing and direct user support without a concomitant addition of staff has created serious problems. Until 1999-2000 there were only two technicians. A third position was added to improve service levels, but problems remain and will certainly escalate as additional computer labs and desktop systems are added. However, the unit was allocated funding for a full-time Web master and for a help desk staffer in recent years.

Self Evaluation

Library

Library funding for materials has not kept pace with the growth of the student body. The budget for print materials has been static for over 13 years. Funding from other sources has been helpful but is not allocated on a consistent basis. This makes long-range planning for acquisitions difficult. Staffing levels for professional staff and paraprofessional support positions would be adequate for a single library at an institution that has a small distance learning program. Unfortunately, this college has two separate libraries and a large and growing distance education service. In addition, LRC staff have expressed serious concern about the loss of one permanent library multimedia technician whose physical work location in the new building will preclude support for library services.

Tutorial

Under-funding has created a variety of problems, from difficulty recruiting qualified tutors willing to work for minimum wages to limiting expansion of service to remote students. The funding situation also reduces the amount of help that a student can receive (usually one hour of tutoring per class each week) even if more help is needed and a tutor is available. Reliance on grant funding creates a feast or famine situation in which students cannot be provided comparable services from year to year; given the exigencies of the state budget this grant funding may be the only recourse. Obtaining adequate funding to serve demand for both on-site and remote students will continue to be a challenge.

Student Access Computer Labs

Funding has varied by year and by source, but the overall picture for student access computer labs improved dramatically since the last visit. The new technician position in ITS will result in faster, more focused service support. As with the other areas of information and learning resources, however, there will be difficult challenges in the coming years as budget reductions take effect.

Multimedia Services

Constant innovation has been the hallmark of the multimedia services area. Judicious use of grant and other categorical funding has allowed staff to assist faculty in learning the effective use of instructional multimedia. The entire Blackboard system, new multimedia systems, and video-streaming have been added in recent years. The constant refrain, however, is that challenges in maintaining this innovative unit have to be faced in coming years. Staff must stay ahead of the curve on technology innovations; they must find resources to purchase and implement new technologies and obtain appropriate training to stay current. All of these challenges translate into dollar costs.

Information Technology Services

The college has relied on categorical monies for equipment replacement and upgrades, and for staff training. TTIP, in particular, provided the funding for software licenses and other long-term equipment maintenance agreements. TTIP funding has dropped over 60 percent for 2003-2004. In the technology master plan currently being prepared by MIG, the consultants cite the need for an institutionalized funding mechanism that helps move the college away from the uncertainties of categorical dollars.
The Faculty and Staff Information Technology Plan Survey (MIG 2002) indicates that less than 45 percent of district staff agreed or strongly agreed that the college provides the technological resources and services necessary to enhance its operations and effectiveness. ITS employees realize that the demand for services far exceeds the availability of technicians in the area of desktop trouble-shooting, set-up and installation of student computer lab systems, and daily help-desk activities. While one new technician was added to the ITS staff, it will be difficult to provide maintenance and security of computer technologies.

While comparisons with “standard” or recommended staffing levels are not always appropriate, the state does have a benchmark for staff in its “total cost of ownership model.” The ITS administrator has evaluated this college’s services against the model and the college falls short in many areas (Total Cost of Ownership Model Comparisons, J. Ford, 2003). Staff expect that the completed ITS program review will document this situation more clearly.

Overall, the college has demonstrated its commitment to the use and support of technology by moving rapidly to establish new services. The college has developed a strong Web presence for its institutional and instructional applications over the past four years. The district identified funding to make Web services and the necessary equipment to operate on the Internet a high priority. Conducting trials of Web registration, another major commitment, is expected in fall 2003.

Planning Agenda

Improve funding for library materials. (see 6.1)

Evaluate the impact of distance learning support requirements and recommend appropriate library staffing required to serve remote students.

Support staffing needs for library services in view of the relocation of the open access computer lab and recommend changes necessary to continue existing levels of support for library services.

Institutionalize funding mechanisms to meet the needs of technology demands in ITS.

Implement recommendations of ITS program review in the area of staffing.

Seek alternate funding sources, including grants, to expand and improve tutorial services to onsite and remote students.

6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Descriptive Summary

The Allan Hancock College libraries joined the Library of California region seven "Gold Coast Network" in 2000 when the existing multi-type network (Total Interlibrary Exchange) was converted to a region of the new state system. The membership agreement is current.

Through membership in the Library of California, the library has participated in the Cat-A-Link Gold union catalog and interlibrary loan program since it became active in February 2002. This allows expedited interlibrary loan between libraries in California. Annually, nearly 60 items are borrowed and about the same number are loaned via this service.

Self Evaluation

Documentation of agreements with other institutions is available and demonstrates appropriate and adequate services.

Planning Agenda

None

7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Descriptive Summary

<u>Library</u>

Prior to 1998, Learning Resources services were not evaluated other than by the results of student and staff climate surveys and, for the library, input from the Academic Senate's Library Advisory Committee. In 1998-1999, Learning Resources completed its first program review (Learning Resources/Library Services Program Evaluation 1998-1999). During program review, the LRC performed a self-assessment that included qualitative and quantitative analysis with focus groups and user surveys in the areas of staffing, marketing and outreach, service hours, and physical structures. Participants included administrators, community members, faculty members, LRC staff, student workers, and students.

Tutorial

Tutorial services offered by the tutorial centers (Santa Maria and Lompoc) will undergo program review in fall 2003. Currently, the Santa Maria Tutorial Center coordinator asks onsite tutors and tutees to evaluate their experience. In spring 2002, surveys were collected from tutees; when asked to evaluate their overall experience, 119 out of 120 respondents ranked it as positive (Tutee Evaluations Spring 2002).

Student Access Computer Labs

The LRC open access student labs and the Computer Resources Center labs have not participated in any program review. However, the labs have been assessed as part of student and staff climate studies. Discipline specific labs, for example the Writing Center and the math lab, are reviewed as part of curriculum-based program review. There are no plans at present for formal program reviews of these labs independent from their curriculum-based reviews.

Multimedia Services

Multimedia Services has not been formally evaluated; it is slated to undergo program review in fall 2004. The associate dean/learning resources does query departments about audiovisual equipment needs annually and uses the results of the survey to plan for new equipment installations in the context of the district's strategic plan. Training needs in the area of technology are assessed through the college's staff development questionnaire. Staff in Multimedia Services offer training sessions based on the survey results.

Information Technology Services

A formal program review of ITS was begun in early 2002 by the technology consulting firm of Moore, Iacofano and Goltsman (MIG). The firm created student and faculty/staff surveys to determine technology needs and services as well as to identify levels of technology awareness and degrees of satisfaction with current services provided by ITS. Information from these surveys has been shared with the campus. The final recommendations will be used to update the *Educational and Facilities Master Plan* and create specific recommendations for organizational, technological, staffing, and budgetary support of the district's IT needs. By linking the technology plan to the college's strategic plan, the necessary prioritization and integration is achieved. The program review should be completed by spring 2004.

Self Evaluation

Library

Through program review, library services are included in the district's formal assessment processes. As an example of program review effectiveness, many of the 1998-1999 program review recommendations have been implemented. For example, a second full-time librarian position was added at the Santa Maria LRC and hours were increased (though later budget shortages resulted in a reduction of hours). Other program review recommendations guided change in many areas such as creation of additional quiet study areas, new signage, publication of a library newsletter, purchase of online research tools, and library handouts and user guides.

Tutorial

Tutorial Services offered within Learning Resources are slated to be evaluated in a formal program review process in fall 2003. While informal surveys have been helpful in assessing student perceptions and statistics kept by staff show clear successes, participation in program review will ensure responsiveness. Services offered by discipline programs (Writing Center, Math Lab, etc.) will continue to be evaluated in the context of curriculum-specific program review.

Student Access Computer Labs

The student computer labs are generally evaluated in the program review cycle. Equipment is upgraded (funding permitting) through the district's prioritization process and software is updated as the curriculum changes.

Information Technology Services

Previously, the district used internal climate surveys to assess and to accomplish improvements in ITS. At present, ITS is undergoing a program review being conducted by MIG Consulting, Inc. The district intends to use the survey format developed by MIG in future to better monitor the needs and perceptions of students and staff.

Planning Agenda

None

Supplemental Documents

Access, Programs and Services for Students with Disabilities. Review Results 2002. Galvin Group, LLC.
Allan Hancock College Accreditation and Staff Assessment Survey (fall 2002)
Allan Hancock College Board Policy and Administrative Procedure Manual
Allan Hancock College Student Climate Survey (spring and fall 2001)
Faculty Resource Guide (2002-2003)
Information Technology Faculty and Staff Survey (spring 2002)
Information Technology Student Survey (spring 2002)
Information Technology Services Program Review (in progress)
Learning Resources/Library Services Program Evaluation
Library of California Membership Agreement
"And the Winners Are" (Santa Barbara County Grand Jury Report, June 16, 2003)
Staff and Collection Comparisons
Total Cost of Ownership Model Comparisons, J. Ford (2003)
Tutee Evaluations (spring 2002)
Year-End Tutorial Center Report (2001-2002)

ALLAN HANCOCK COLLEGE

STANDARD 7
Faculty and Staff

FACILITATORS

Margaret Tillery
Jan Pieper

COMMITTEE MEMBERS

Judy Markline
Joe Sampson
Bob Alldredge
Debbie Franzman
Donna Whitman
Jan Stollberg
Karen Vasquez
Richard Borunda (S

STANDARD SEVEN: FACULTY AND STAFF

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. Qualifications and Selection

A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Descriptive Summary

The ratio of faculty, administrators, and classified staff to the size of the student population has improved at Allan Hancock College in recent years. The college now employs 176 full-time faculty members, 36 administrators (22 academic and 14 classified), 183 regular classified employees, and 15 supervisor/confidential employees, along with 500 hourly credit and noncredit part-time faculty members.

During the period between academic years 1996-1997 and 2001-2002, total permanent staff at Allan Hancock College increased from 313 to 410 (31.0 percent). Full-time faculty increased by 51, from 125 to 176 (40.8 percent), while the part-time credit and noncredit faculty increased from 407 to 500 (22.8 percent). Classified bargaining unit staff also increased by 22.8 percent, from 149 employees to 183. The management team increased from 23 to 36, a 56.5 percent increase. Supervisors and confidential employees decreased from 16 to 15 (6.25 percent). In the same time period, the total FTES (full-time equivalent students) reported to the Chancellor's Office was 7459.26 in 1996-1997 and 8835.27 in 2001-2002, reflecting an increase of 18.45 percent. In the four-year period from 1998 to 2002, annual student unduplicated headcount increased from 21,485 to 24,788 – an increase of 15.37 percent. (Full-term reporting began in 1998, so no comparable figures are available for 1996 and 1997.)

Funding from grants and categorical programs accounted for a significant part of the larger increases in management and full-time faculty positions. Certain grants provide initial funding for management or faculty positions, with the understanding that the district will eventually assume financial obligations for the program, including staff salaries and benefits. Examples of positions originally funded by grants or currently supporting grant-funded or categorical programs include: the associate dean, economic development; director, California Student Opportunity and Access Program (Cal-SOAP); interim director, Title V (CO-OP) – Developing Hispanic Serving Institutions Program; instructor/coordinator emergency medical services; psychological disabilities, high tech, and learning disabilities specialists, Learning Assistance Program; instructor/coordinator administration of justice; coordinator, workforce development; director, environmental technology; counselor/coordinator, economic development; reading instructor; mathematics instructors; licensed vocational nursing instructors; and infant/toddler and preschool teachers.

The ratio of full-time faculty members (credit and noncredit) to total FTES has improved during the six years since the last self evaluation. In 1996-1997 there was one full-time faculty member for every 60 FTES; the ratio in 2001-

2002 was one full-time faculty member for every 50 FTES. Considering credit-only classes during primary terms (fall and spring) during the same six-year time period, the ratio decreased from 1:46 to 1:40. When summer term is included, the credit-only ratio decreased from 1:51 to 1:44. The ratio of full-time classified staff to FTES has varied little, from 1:56 in 1996-1997 to 1:53 in 2001-2002. While the number of part-time faculty members continues to increase as the college grows, the percent of increase for full-time faculty exceeds the rate of increase in part-time faculty (40.8 percent increase in full-time faculty compared to 22.8 percent increase in part-time faculty). The district continues to have large numbers of part-time faculty in vocational programs such as the police academy and the fire technology program (each of which employs about 60 on-call instructors from city and county public safety staffs for short-term assignments). In addition, the college employs a large number of part-time faculty for noncredit classes -- accounting for another 60 or more part-time instructors at any one time.

The college employs temporary part-time support staff who are knowledgeable and skilled in their respective areas. The number of temporary staff varies from semester to semester. Categorical projects and competitive grants fund some regular classified staff and temporary workers.

All faculty and staff meet minimum qualifications for education, training, and experience to support the current programs and services. As listed in the 2002-2003 college catalog, 11 administrators and 15 faculty members have doctorates, and 25 administrators and 122 full-time faculty members have master's degrees.

Self Evaluation

The district has experienced significant growth in staffing over the last six years. This growth has resulted in sufficient staffing to meet growing demands created by the increase in academic offerings and services to students and the public, the proliferation of categorical programs and grant projects, the addition of a part-time bargaining unit, and the moderate growth in student population. Contractual changes in load for lab instructors have also had an impact on growth in the number of full-time and part-time faculty, since each laboratory hour now makes up a larger portion of a faculty member's teaching load.

In response to recommendations from the previous accreditation team as well as the district's program review and planning processes, the college has added employees in key areas. The *Allan Hancock College Educational and Facilities Master Plan 2001-2006*, in the section on staffing and resource plans, confirms that "the college has engaged in careful review of its organizational structure and staffing needs. After a period of moderate growth, limited funding increases have permitted moderate increases in positions based on highest priority needs…The district will be required to continue its process of establishing priorities for positions and seeking alternative sources of funding."

Examples of positions added as a result of accreditation recommendations, program review, and strategic planning include: (1) administrators in the areas of institutional research, outreach and retention, educational services, information technology, athletics, and human resources/equal employment opportunity; and (2) classified staff in key areas such as transcript evaluator, Internet and distance learning technician, payroll technician, college district police corporal, Webmaster, technical services coordinator, and institutional research and planning analyst.

The college's practice has been to increase the number of full-time faculty each year by at least two more than the number retiring or resigning. In recent years the college has consistently exceeded this goal. In response to requests from academic departments and reflected in planning documents, the college added full-time faculty members in areas such as emergency medical services, environmental technology, articulation, speech, human services, tutor coordination, film/video, sociology, music, and learning assistance (three positions) as well as in other disciplines with increasing student enrollment

such as English, science, and mathematics. The college filled nine full-time tenure track faculty positions for the academic year 2001-2002 when one faculty member retired and two resigned; it added 11 in 2002-2003 (hired during 2001-2002) when six retired or resigned. The board of trustees approved six recruitments for 2003-2004, based on two announced retirements as of December 2002. Three of the latter are for positions approved for 2002-2003, but not yet filled (an engineering position was filled mid-year for spring 2003). As of spring 2003, the faculty positions advertised for 2003-2004 have been withdrawn because of unresolved budget uncertainties.

The college constantly maintains updated priority lists for both faculty and classified positions. As funding allows, positions are filled in order of priority. For instance, when the state provided special funding to meet Partnership for Excellence (PFE) goals, the college used its priority listings to select positions to add within PFE established goals. In addition to full-time classroom instructors, librarians, and an outreach counselor, the college added an articulation officer (a faculty position) and a number of classified positions in instructional and administrative areas. As planning for the Lompoc Valley Center progressed three or four years in advance of its opening in spring 1999, the college continually updated lists of necessary staff positions. When the new center opened, positions were in place and the college hired a full-time librarian and five new full-time classified employees in time for the first classes. Since that time, the college has added four additional classified positions to provide clerical and student support services at the Lompoc Valley Center and has provided staffing for the new Solvang Center.

The increase in staffing from 1996 to 2002 compensates for the decrease in hiring during and after the hiring freeze of 1992-1993 and 1993-1994. The president's cabinet reviews all vacant positions to determine whether they are needed or should be modified. The impacts of growth in technology use, expansion in compliance requirements related to grants and categorical programs, and the addition of part-time faculty collective bargaining have contributed to the need for additional staff in some areas. In addition, the college employs a relatively large pool of part-time faculty to support vocational programs such as fire technology, viticulture, and administration of justice, as well as a large noncredit instructional program. As the college approves new employee positions through its prioritization processes, the college community places emphasis on the changing needs of instructional programs as well as on institutional planning priorities.

Requests for new classified and faculty positions generally exceed the budget allocations available; however, special funding from the state, along with grant funding, has enabled the college to increase staff in some areas as the workload increased. As of this time, the college has reinstated many classified positions that could not be filled in the early 1990s and has added new positions as needed.

Whether a new position is created or a vacancy occurs, the college has a selection process designed to ensure that it hires qualified staff in all categories. A revised hiring process introduced during the last year emphasizes evaluating top candidates objectively by focusing on past successful performance and accomplishments as well as on credentials and general experience.

Planning Agenda

None

A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

Descriptive Summary

Detailed job descriptions list job duties and minimum qualifications as approved by the board of trustees. In its selection process, the district complies with state minimum qualifications and equivalency criteria for faculty and administrators. The Professional Standards Committee, an Academic Senate subcommittee composed of administrators and faculty members, reviews the equivalency criteria for both full-time (prior to interview) and part-time faculty candidates who do not meet minimum qualifications. Every list of qualifications includes the following "special qualification": "A sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students and to staff and students with disabilities."

The district has developed recruitment and selection procedures that it follows to fill all vacancies. Updated in February 2002, the *Employee Selection Committee Handbook* outlines all procedures as well as emphasizes equal employment opportunity and diversity. This document clearly states the selection procedures for administrators, faculty members, and classified staff. Recruitment announcements describe primary duties as well as other terms and conditions of employment, identify minimum qualifications and selection criteria by which candidates will be evaluated, and describe procedures the district will follow in identifying successful candidates. This information is available to the public through print advertising, Web sites, and extensive mailing of job announcements.

A number of policies, manuals, and procedures govern personnel recruitment and the selection processes:

- *Employee Selection Committee Handbook*
- "Staff Diversity/Affirmative Action Policy and Plan" (Board Policy 3010 and Administrative Procedure 3010.01)
- "District Equivalency to Minimum Qualifications" (Board Policy 4105 and Administrative Procedures 4105.01 and 4105.02)
- "Faculty Hiring Policies and Procedures" (Board Policy 4100 and Administrative Procedure 4100.01)
- Screening Committee Confidentiality Statement

Self Evaluation

The district has developed comprehensive recruitment and selection policies and procedures. Position announcements, based on job descriptions approved by the board of trustees, clearly state job qualifications and selection procedures for all positions. The college reviews job duties and qualifications before it advertises a permanent position to ensure the appropriateness of the selection criteria and currency of the job description. The college advertises open positions widely in local and, if appropriate, national and discipline-based publications, as well as on the Allan Hancock College Web site and several national Web sites. Applicants are increasingly using Web sites to obtain information about district positions. During calendar year 2002, there were more than 32,500 views of the Allan Hancock College employment Web site; of those, more than 10,000 visited a specific site to research a current job opening. In just the first three months of 2003, there were more than 62,000 views and almost 22,000 specific visits.

The college has standardized the selection process to ensure fairness to all applicants and that committees only interview qualified candidates. Once the screening committee selects candidates to interview, Human Resources sends each candidate a schedule for a written exercise, a skills test (for some classified

positions), a teaching demonstration (for faculty positions), a question review, an interview, and a campus tour (if applicable).

The *Employee Selection Committee Handbook* summarizes various policies and procedures and provides detailed instructions regarding confidentiality, screening, interviewing, and adherence to recommended timelines, with an emphasis on diversity and equal employment opportunity. Following each recruitment Human Resources surveys applicants who were interviewed and members of interview committees. Recent survey results showed high levels of applicant satisfaction with Human Resources services and the interview process. Specific comments included: "HR staff was professional and courteous," "friendly staff and interview panel," "thorough and relevant process," "very timely process," "enjoyed the teaching demo," and "like the question review." Apparently, applicants find the question review process unique, and they appreciate the time allowed for reviewing the questions immediately before the interview. Applicants who have been interviewed by other colleges and universities frequently comment to Human Resources staff and others that they have never had the experience of reviewing the questions they will be asked.

Survey data from January 2002 through February 2003 indicate that selection committee members are positive about the total selection process. With a 90 percent return rate, responses were 93 percent positive and seven percent negative. The same survey in 2001 showed 87 percent were positive and 13 percent were negative.

Although the hiring process for all positions is thorough in its attention to state and federal compliance, the Academic Senate has expressed concerns about the efficiency and effectiveness of the full-time faculty hiring process and the degree of faculty inclusion in final stages of the faculty selection process. To examine these issues, in fall 2001 the Academic Senate established a subcommittee on faculty hiring. The committee's initial report recommended compressing the faculty hiring timeline, including fuller faculty participation in the final stages of selection, and incorporating practices to heighten the focus on faculty diversity. That committee is now working with an ad hoc committee composed of faculty members and administrators to review current hiring policies and practices and to recommend modifications where appropriate.

Planning Agenda

None

A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

Descriptive Summary

Job announcements for both full-time and part-time instructors clearly state criteria for selecting faculty. Criteria include a thorough knowledge of the discipline, effective teaching or student service skills, ability to contribute to the mission of the college, and sensitivity to the district's diverse student population. All job announcements describe essential job functions, minimum qualifications, and desirable qualifications of the candidate.

Screening and selection committees for full-time faculty positions include a majority of faculty (some of whom are discipline experts), the appropriate dean and/or administrators (including on occasion the associate superintendent/vice president, academic affairs, or the vice president, student services), and a student (who does not screen applications, but does participate in interviews). Although not required by established policy, some committee chairs also request that a classified employee participate. The committee bases the criteria for screening of job applications on the qualifications stated in the job announcements. All applicants must satisfy minimum qualifications or meet equivalency standards. Evaluation criteria listed for faculty positions in the *Employee Selection Committee Handbook* include oral communication skills, ability to work effectively with others, professional development (efforts to keep abreast with developments in the subject matter area), sensitivity to cultural diversity, motivation (potential for continued development), understanding of the position (class preparation, student evaluation/assessment, and advising/ counseling), and planning (involvement with planning and/or innovative accomplishments in current or previous positions).

The committee develops interview questions based on the job qualifications and directs them to the applicant's past performance, knowledge, related experience, and abilities. A trained human resources monitor provides the committee with an equal employment opportunity (EEO) orientation and monitors the interview process for compliance. The committee asks all applicants an identical set of questions with the opportunity for clarification through follow-up questions. In addition to the oral interview, applicants for faculty positions must demonstrate their discipline knowledge and teaching or counseling techniques in a twenty-minute demonstration presented to the selection committee and a "class" of students. Committee members rate the demonstration on a rating sheet listing the various criteria, including items such as method of presentation, examples used, support materials, pacing, voice level and tone, and summation. A committee member, usually the chair, asks the students in the demonstration "class" to assess strengths of the presentation, perceived weaknesses, and willingness to enroll in the candidate's class. Based on the information gained through this process, the committee generally recommends at least three unranked candidates to the superintendent/ president for a final interview. Finally, the district conducts extensive reference checks before offering employment. The process for hiring part-time faculty is similar, but less extensive.

The college's philosophy statement, institutional goals, and numerous documents, (including the *Employee Selection Committee Handbook,* which is provided to all members of selection committees) reflect the recognition of the importance of staff diversity. The handbook reminds committee members of the district's belief that "we must mirror the rich cultural diversity emerging throughout the state by providing a setting and context in which comparable diversity in faculty, staff and administration exists." The board of trustees adopted the district's "Staff Diversity/ Affirmative Action Policy and Plan" in 1994, and the college reviews it periodically (a new revision focusing on equal employment opportunity is to be completed for submission to the Chancellor's Office early in 2004). As a component of that plan, the human resources monitor assesses the pool for diversity at each step of the process. The college reopens some recruitments if the applicant pool is not adequate or sufficiently diverse.

Self Evaluation

The district clearly uses criteria for selecting faculty members which ensures that those hired are knowledgeable of their disciplines or service areas; skillful and effective in their teaching, counseling, or library responsibilities; and capable of contributing to the district's mission. For full-time faculty hiring, the selection committee's composition, its responsibilities, and the selection procedures seek to support the goal of hiring faculty who meet these criteria, and – according to student survey data – the results are positive. The level of student satisfaction reported in the spring 2001 Student Climate survey suggests that the district's hiring

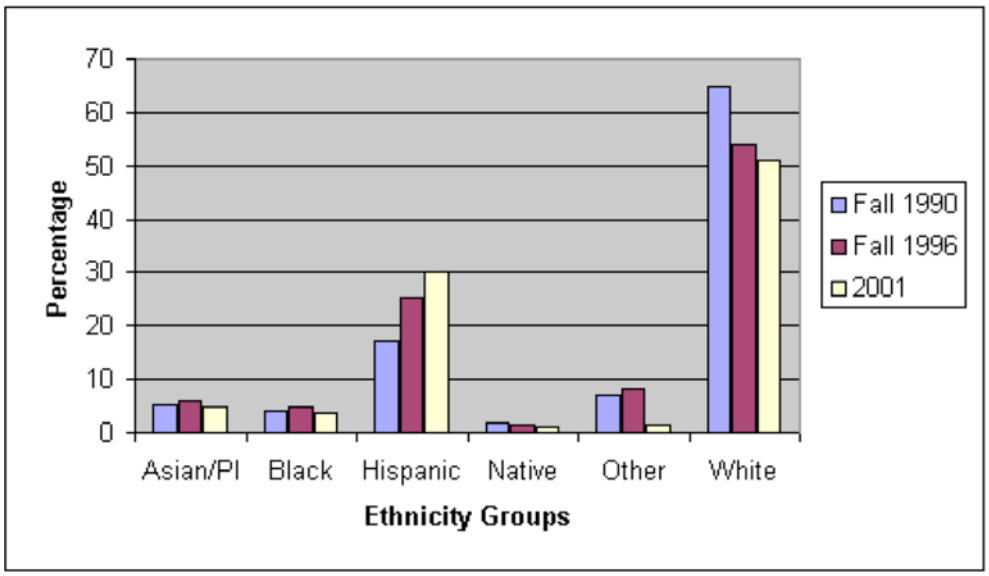
practices are effective in supporting the selection of qualified candidates. According to the survey, 88.1 percent of students who responded believe the quality of instruction is either excellent or good and 82 percent think the faculty's ability to communicate the subject matter is excellent or good. Student satisfaction statistics cover both full-time and part-time faculty. Although the process for hiring part-time faculty members is less extensive and is not as clearly spelled out in policy statements, the college believes that the quality of instruction is similar for both faculty groups.
Although the faculty hiring process is effective in many respects and although the faculty members who are hired possess the required criteria, the issue of faculty diversity continues to present a challenge. The district's commitment to mirror the diversity of our community has been difficult to achieve – a problem that the 1998 accreditation visitation team noted.

Intensified efforts to recruit full-time faculty through advertisements in professional publications and newspapers, mailings to educational agencies, Internet postings, participation in job fairs, and professional networking have resulted in recent progress in some departments (see section 7.D.2.). The district recently implemented a policy requiring the appointment of a faculty liaison to Human Resources from each department with a faculty position approved for hiring. The college established this policy, which has met with varying degrees of success, in an effort to broaden recruitment and enhance efficiency. Despite these efforts, the current ethnic composition of faculty is not representative of the student population or the community. For example, statistics highlighted in section 7.D.2. of this report show that the percentage of Hispanic students increased from 25.9 percent in 1997 to 31.2 percent in 2002, while the percentage of Hispanic full-time faculty members increased from 8.8 percent in 1997 to 12.5 percent in 2002. The percentage of Hispanic part-time faculty increased from 4.6 to 5.7 percent during the same time period.

A more complete picture of student and faculty ethnicity for the year 2001 (published in the *Allan Hancock College Fact Book 2001* and illustrated in the graphs and chart below) shows that while the percentage of Hispanic students was 30 percent in 2001, the percentage of full-time Hispanic faculty was only 11.2 percent. The percentage of part-time Hispanic faculty was 5.7 percent. The percentage of black full-time faculty members (5.3 percent) was higher than the student percentage (3.7 percent), but the percentage of black part-time faculty members (1.2 percent) was lower.

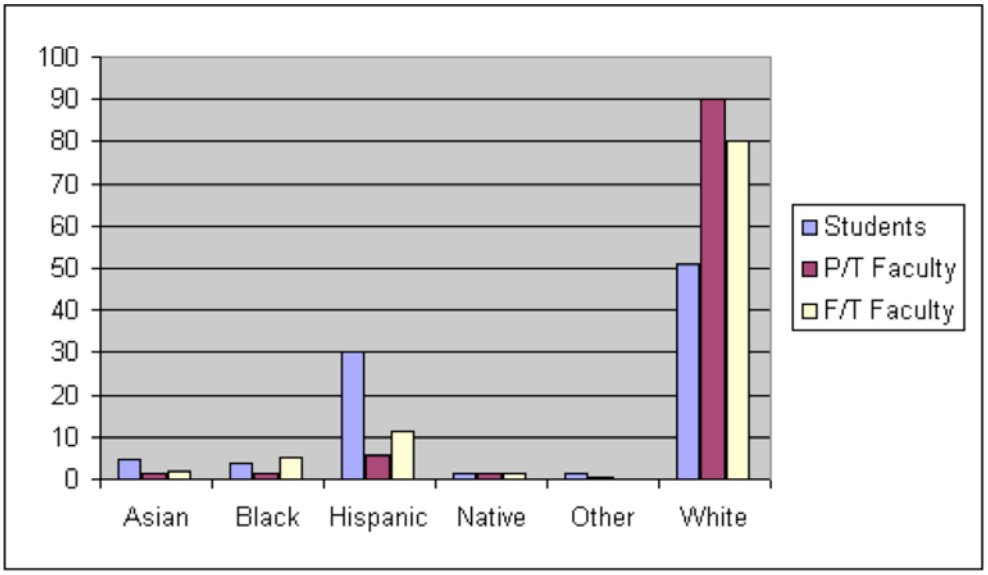
Students by Ethnicity
Student Percentages (1990, 1996, and 2001)

Students	1990	1996	2001
Asian/PI	5.2	6	4.9
Black	4.2	5	3.7
Hispanic	17	25.5	30
Native	1.8	1.4	1.2
Other	7.1	8.2	1.5
White	64.7	53.9	51.1



Students and Faculty by Ethnicity (2001 Percentages)

	Students	P/T Faculty	F/T Faculty
Asian	4.9	1.4	2
Black	3.7	1.2	5.3
Hispanic	30	5.7	11.2
Native	1.2	1.2	1.3
Other	1.5	0.7	0
White	51.1	89.9	80.3



Students and Faculty by Ethnicity (Total Numbers and Percentages)

2001	Students	P/T Faculty	F/T Faculty
Asian/Pacific Islander/Filipino	523 (4.9%)	6 (1.4%)	3 (2.0%)
Black	402 (3.7%)	5 (1.2%)	8 (5.3%)
Hispanic	3,224(30.0%)	24 (5.7%)	17 (11.2%)
Native American	131 (1.2%)	5 (1.2%)	2 (1.3%)
Other-Non-White	157 (1.5%)	3 (0.7%)	0 (0.0%)
White	5,479(51.1%)	381 (89.9%)	122 (80.3%)

*Student data – *Fact Book 2001*, p. 3-11; staff data – *Fact Book 2001*, p. 12-17

District hiring from 1998 to 2001 resulted in the employment of 43 full-time faculty members including eight Hispanics (18.6 percent) and one Asian (2.3 percent). While the district has made progress in faculty diversity over the last few years, the rate of progress is insufficient to close the gap between the faculty and student ethnicity ratios. For example, during the 2001-2002 academic year the district filled 11 full-time faculty positions. Of those, three (27.3 percent) were Hispanic and one (nine percent) was Asian. Of the 240 applications received for the 11 positions, 34 (14.2 percent) were from ethnic minorities. The selection committees interviewed 14 (41.2 percent) of the minorities who applied and the college hired four, for a total of 36.3 percent of the new faculty. However, the retirements of two Hispanic and one black faculty member at the end of the 2001-2002 fiscal year somewhat offset the increase in minority faculty.

While the district's staff development program has emphasized diversity. While results were positive during academic year 2001-2002, no formalized mechanism exists for specifically focusing the attention of selection committee members on the value of diversity during the hiring process. Committees have also experienced difficulty in framing meaningful interview questions related to experience with and sensitivity to diversity.

The college needs a more focused analysis of data related to faculty diversity in hiring. Although the equal employment opportunity monitor assesses the diversity of individual pools, the college has not tracked data indicating the point(s) in the process when the district is least successful in achieving or retaining diversity, particularly as the pool moves from the hiring committee recommendation to final selection by the superintendent/president. Also, the college does not systematically analyze hiring trends. Analysis of patterns in applicant diversity at each stage of the hiring process, from initial pool to offer of employment, would be helpful in more effectively targeting the college's efforts to improve staff diversity.

Planning Agenda

Improve coordination between human resources and faculty liaisons in broadening advertising for faculty recruitments to attract members of all ethnic groups and expand recruitment through personal outreach by faculty members.

Provide recent diversity training for all participants in faculty and administrative hiring and include a trained diversity representative on each selection committee in addition to the equal employment opportunity monitor.

Devise more meaningful interview questions related to diversity in order to better weigh each candidate's sensitivity and potential contributions in this area as important qualifications for employment (trained diversity member and equal employment opportunity monitor should assist in this task).

Develop a system for tracking patterns in the diversity of applicant pools throughout the hiring process, including patterns of committee recommendations and final offers of employment.

A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The *Allan Hancock College Catalog 2002-2003* lists the degrees obtained by full-time faculty and administrators. Of 176 faculty members, 122 (69 percent) have master's degrees and 15 (8.5 percent) have doctorates. Of 36 administrators, 25 (70 percent) have master's degrees and 11 (30 percent) have doctorates. All degrees received in the United States are from accredited institutions. The district recognizes foreign degrees only if the Professional Standards Committee determines that the candidate has established equivalency. Human Resources staff members check the accreditation status of institutions in the annual publication, *Accredited Institutions of Postsecondary Education: A Directory of Accredited Institutions, Professional Accredited Programs, and Candidates for Accreditation*. The directory lists degree-granting and non-degree-granting institutions both inside and outside the United States.

Self Evaluation

Because the college publishes degrees of faculty members and administrators annually in the *Allan Hancock College Catalog* and because these employees hold degrees from accredited institutions or institutions that meet equivalency standards, the college meets this standard.

Planning Agenda

None

B. Evaluation

B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

Descriptive Summary

The collective bargaining agreements for full-time faculty, part-time faculty, and classified staff govern the evaluation processes of the respective constituencies. Board policy addresses the evaluation of administrators. The college evaluates confidential and supervisory employees using the classified staff process.

Article 17 of the *Agreement Between Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock College* details the evaluation process for full-time faculty. College staff evaluates tenured faculty members at least once every three years, but may evaluate them at any time based upon special circumstances as determined by the dean or appropriate vice president. The college evaluates probationary faculty members in their first, second, and third semesters, once in their third year, and in the first semester of their fourth year. The college evaluates non-tenure track faculty members following a schedule and process very similar to that of regular full-time faculty. All full-time credit faculty evaluations include a review of syllabi and/or materials related to the faculty member's assignment, classroom or worksite observations, student evaluations, self-evaluations (optional for tenured faculty), and review by a committee of peers and the appropriate administrator. Academic deans or the appropriate administrators, who prepare and sign the final written recommendations along with peer committee members, keep close track of the evaluation process for all faculty in their discipline areas. The associate

superintendent/vice president, academic affairs, and the vice president, student services, carefully track the evaluation of probationary faculty members and recommend reappointment or tenure to the superintendent/president for board of trustees' approval.

Article 13 of the *Agreement Between Allan Hancock Joint Community College District and the Part-Time Faculty Association of Allan Hancock College* addresses part-time credit and noncredit faculty evaluation. This article states:

> "First time bargaining unit employees compensated on the credit salary schedule may be evaluated in each of their first two years; first time bargaining unit employees compensated on the noncredit salary schedule may be evaluated during their first year. Continuing bargaining unit employees may be evaluated at least once every three years. The district shall make every reasonable effort to evaluate bargaining unit employees as scheduled."

The appropriate administrator or district designee, usually a full-time faculty member in the discipline, performs the evaluation and a classified employee tracks the process for the district. Part-time faculty evaluation includes self-evaluation, review of syllabi and/or documentation related to assignments, classroom or worksite observation(s), student evaluations, and a final report by the appropriate administrator or district designee.

Article 6 of the *Agreement Between Allan Hancock Joint Community College District and the California School Employees Association (CSEA) Allan Hancock College Chapter #251* governs the evaluation of classified staff. The immediate supervisor, defined as the administrator in charge of the area, assumes the responsibility. The appropriate supervisor evaluates probationary staff members three times during their first year and permanent employees annually. The Human Resources office monitors the evaluation process for classified staff.

Board policy 2110 outlines the administrator evaluation process. All administrators on the management salary schedule participate in a comprehensive evaluation during their first full year of employment and a modified comprehensive evaluation once every four years thereafter. The comprehensive evaluation process includes self-evaluation with a professional development plan, goals, and objectives as well as evaluation by the immediate supervisor, input from a peer group, and, if appropriate, faculty, classified staff, and student evaluations. The Academic Senate Administrator Review Committee provides advisory input regarding faculty to be surveyed as part of an administrator's comprehensive evaluation. The modified comprehensive process includes the development of goals and objectives, a professional development plan, faculty and staff input, and a written evaluation by the supervising administrator. During the interim periods between more comprehensive evaluations, administrators complete goals and objectives and a professional development plan annually; their supervisors complete written evaluations annually.

The evaluation process for all full-time employees culminates with a summative meeting in which the employee and supervisor review all elements of the evaluation process, and the supervisor makes a final recommendation. Follow-up of part-time faculty evaluation is less formal. Part-time faculty generally do not have a summative meeting; however, the evaluator completes a performance evaluation report that the part-time faculty member signs. In all cases, if the supervisor determines job performance is unsatisfactory, the district takes appropriate action. The collective bargaining agreement with part-time faculty outlines the evaluation process, and the process is summarized in the *Faculty Resource Guide* (Supplemental Information for Part-Time Instructors).

Board policy 2110 references the evaluation of the superintendent/president, and an addendum to the superintendent/president's contract details the process. The superintendent/president reports to the board of trustees, and the board evaluates her at the board's annual self-evaluation and planning retreat. During the retreat, the superintendent/president reviews the

accomplishments and challenges of the previous year and discusses priorities and proposed priorities for the coming year. Following the retreat, the president of the board prepares a written evaluation of the superintendent/president that all trustees review in a closed session at the next board meeting. The board president reviews the final evaluation with the superintendent/president, and both parties sign the evaluation.

Self Evaluation

Evaluation of full-time faculty members, classified staff, and administrators is systematic and conducted at stated intervals. Follow-up, generally in the form of a final meeting with a peer group and the appropriate administrator, is formal and timely. Article 17 of the collective bargaining agreement with full-time faculty, provides substantial procedural detail for evaluation, and those involved adhere closely to the process. For classified staff, the process noted in the collective bargaining agreement is spelled out in detail in *Classified Performance Evaluation Instructions and Guide*, a booklet distributed annually to all evaluators with a list of those to be evaluated.

The process for evaluating administrators was changed with the adoption of board policy 2110 in November 2001. Prior to the board of trustees' approval of the final language, the Academic Senate expressed concerns about proposed changes to the role of the Senate's Administrator Review Committee, which had previously received survey data as well as comments submitted by faculty members. In the new process, the administrator being evaluated informs the Academic Senate committee of the faculty members to be surveyed, and the administrator summarizes the faculty survey responses for the senate committee prior to meeting with the committee. As the district implemented the new process, not all faculty members were supportive of the changes. However, as more administrators provide input to the Academic Senate committee, both administrators and faculty members appear satisfied with the confidentiality of the process and with the cooperation between those being evaluated and the faculty committee.

Contract language governing scheduling of part-time faculty evaluation is intentionally less directive than the language of the full-time faculty collective bargaining agreement. Article 13.1, the section on scheduling, uses the term "may" rather than "shall," allowing for some latitude in scheduling evaluations. There is anecdotal evidence of concern on the part of some part-time faculty members with respect to timeliness and thoroughness of their evaluations. Although records indicate that evaluation of part-time faculty generally occurs on schedule, in practice, because the district does not necessarily employ part-time faculty in consecutive semesters, it is possible for a substantial amount of time to pass between evaluations. Additionally, because part-time employees may be on campus only a few hours a week, they may be unaware of opportunities for more frequent feedback. Another challenge in part-time faculty evaluation arises from the many relatively new formats for instruction. It is more difficult to employ standard evaluation procedures for part-time faculty who begin working mid-semester as well as for those teaching in one of the various "fast-track" (often courses taught over a weekend or two) or distance modes. Finally, because the collective bargaining agreement assigns responsibility for part-time faculty evaluation to both administrators and other faculty members, the skill and experience of evaluators varies greatly. Given the high use of part-time instructors and the multiple factors that impact evaluation, the college may need to review this process with respect to timeliness and formality of follow-up.

The evaluation of non-credit faculty has undergone some recent modifications. Historically, follow-up to non-credit faculty evaluation was often limited and varied considerably between disciplines. In many cases there was no follow-up unless there was a concern. Under the revised process, the college provides non-credit faculty members with the numerical data and a transcript of comments from student evaluations as well as feedback from classroom observations. The Noncredit Education and Community Programs department tracks the evaluation process.

A Human Resources staff member monitors the evaluation process for classified employees. Historically, the college has encountered inconsistency in both implementation and tracking of classified staff evaluation. Classified evaluation presents a particular challenge because of the number of employees (183 in 2001-2002) and the frequency of evaluation. Regardless of longevity or performance, the collective bargaining agreement requires annual evaluation for all classified employees. Since the last accreditation visit, the district has hired a new Human Resources office staff member, the technical services coordinator, whose responsibilities include monitoring the process for classified evaluations, including a tracking system and frequent reminders to individual administrators and their supervisors. The college put the new system in place in an effort to address past problems with timeliness and consistency. Significant improvement has occurred in the timeliness and consistency of the process; however, in the accreditation survey, 39 percent of classified employees who responded expressed concerns about the meaningfulness of the process.

The Academic Senate strongly recommended a district policy that would provide a formal mechanism for faculty input as a source of information in the board of trustees' evaluation of the superintendent/president. Although the board rejected that proposal, the superintendent/president has conducted (with a consultant summarizing the results) a voluntary survey to assess faculty and staff satisfaction with her job performance and has shared the results of that survey with the Academic Senate and with the leadership of the classified collective bargaining unit. The board of trustees reviews the superintendent/president's performance annually in July or August. The minutes of the August 20, 2002, meeting of the board of trustees report the following documentation of the evaluation of the superintendent/president: "Mrs. Anders reported that the board, at its July 22 planning retreat, evaluated the superintendent/president's performance. She said trustees reviewed Dr. Foxworthy's progress toward achieving major initiatives set in conjunction with the board the previous year. She said it was the board's unanimous appraisal that Dr. Foxworthy was providing the highest level of leadership to the college."

While specific policies supported by an ample array of written guidelines and forms govern the evaluation of each segment of the workforce, consistency varies in the implementation and follow-up of evaluations for classified staff and part-time faculty.

Planning Agenda

Review efficiency of classified and part-time faculty evaluation procedures and follow-up.

Include information on evaluation as a component of part-time faculty orientation.

B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

Descriptive Summary

Evaluation processes for faculty, administration, and classified staff all include components designed to assess effectiveness. Evaluation criteria for full-time faculty include effective classroom and worksite performance, respect for students and colleagues, and continued professional growth. A team composed of a minimum of two colleagues and an administrator facilitates the evaluation process for full-time faculty. The evaluation process includes classroom or worksite observations, student surveys and/or Small Group Instructional Diagnosis (SGID), and a review of faculty syllabi and/or professional materials as well as the faculty member's statement of goals and objectives (optional for tenured faculty) and professional growth and responsibilities. Two alternative processes are available for tenured faculty. The appropriate department chair or a designee evaluates each part-time faculty

member through a process which includes self-evaluation, a review of syllabi and/or materials related to the assignment, a classroom or worksite observation, and student evaluations.

Classified staff evaluation includes a scaled ranking in 22 categories of job performance, as well as a narrative assessment of strengths, weaknesses, goals, and professional development. Comprehensive management evaluation includes self-evaluation, a professional development plan, goals and objectives, and survey and/or SGID results, as well as evaluation by the supervisor and peer group, as measures of effectiveness.

Each evaluation process has the goal of continuous improvement. Both the full-time faculty agreement and the administrative evaluation policy define the primary purpose of evaluation as "continued improvement." Although part-time faculty and classified collective bargaining agreements do not identify improvement as a stated goal of evaluation, each process incorporates elements relevant to improvement.

Self-Evaluation

All of the evaluation processes employ multiple measures of effectiveness. Despite variations in contract language, the evaluation processes governing each segment of the workforce include components which focus on opportunities for self-improvement through feedback and staff development.

Although elements for an effective and supportive evaluation process seem to be in place, in the 2002 accreditation survey more than one third of administrators, full-time faculty, and classified staff who responded expressed concerns about the meaningfulness of their evaluation process as well as its effectiveness in encouraging improvement. Among administrators, 46 percent of respondents disagreed or strongly disagreed that administrative evaluation was meaningful or that it supported improvement. (More than 50 percent of full-time faculty expressed similar concerns about administrative evaluation.) In response to a survey question about the meaningfulness of faculty evaluation, 41 percent of full-time faculty disagreed or strongly disagreed that the process was meaningful. Thirty-nine percent of faculty respondents disapproved of the evaluation process as a means of encouraging professional development. Among administrators who indicated some knowledge of faculty evaluation, 37.5 percent shared the faculty's concern in this area. Among classified staff responding to the survey, 39 percent indicated that the evaluation process was not meaningful and 48 percent felt it did not encourage improvement. The classified total response rate was relatively low (only 24 percent of classified staff responded to the survey), making it somewhat difficult to generalize for this employee group. Although only 11 percent of part-time faculty responded to the survey, 60 percent of that group indicated satisfaction with the evaluation process.

While the satisfaction rate for administrative, full-time faculty, and classified staff evaluation generally hovered in the 50 percent range on all scales, the degree of concern expressed at all levels merits further examination. As suggestions for improvements, full-time faculty members suggested a need for mentors, opportunities for probationary instructors to observe classes, and training for team chairs. A number of part-time faculty members indicated that the evaluation process is only as meaningful as the evaluator makes it. However, modification of the evaluation processes for faculty and classified staff requires agreement through the collective bargaining process.

Planning Agenda

Review the evaluation processes to identify opportunities to enhance the value and meaningfulness of evaluation for each employee group and propose appropriate modifications.

Explore opportunities for peer mentoring for all employee groups as a method of encouraging improvement.

Provide training for managers, supervisors, and department chairs/coordinators in effective evaluation of classified staff and include assessment of effectiveness in classified evaluation and follow up as a component of management evaluation.

Provide training for managers, supervisors, and department chairs/coordinators in effective evaluation of full-time and part-time faculty.

B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Descriptive Summary

Evaluation of full-time faculty includes classroom observations, student evaluations, and a review of syllabi and/or professional course materials, as well as an analysis of the faculty member's goals, objectives, professional growth, and responsibilities. The latter component requires the faculty member to evaluate his or her performance in relationship to professional goals established by the prior evaluation and to set new goals for the next three years. It also incorporates an examination of professional growth and responsibilities. This evaluation component includes information on participation in professional activities such as course work, attendance at conferences, collegial governance and campus life, as well as scholarly activities such as research and publication. Article 17 of the full-time collective bargaining agreement clearly defines these standards. The process also provides for a self-evaluation component for probationary faculty.

Part-time faculty evaluation requires assessment of teaching effectiveness through methods similar to those used for full-time faculty: classroom or worksite observations, review of syllabi and course materials, student evaluations, and self-evaluations.

Self Evaluation

The process for full-time faculty evaluation is thorough in its attention to effectiveness, professional growth, and institutional service with emphasis on effectiveness in teaching or student services. Part-time faculty evaluation is less rigorous and focuses almost exclusively on teaching effectiveness because part-timers' responsibilities for service to the college are minimal.

Planning Agenda

None

C. Staff Development

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development consistent with the institutional mission.

Descriptive Summary

The college encourages all staff to remain current and to enhance skills and knowledge in their fields through various avenues and incentives: professional growth salary advancement for faculty and classified staff, sabbatical leave opportunities for faculty, professional conferences/seminar/workshop attendance, and college-sponsored staff development activities. Each year the college provides more than 400 hours of workshops, orientations, seminars, retreats, and excursions.

The Human Resources Development Committee (HRDC), chaired by the associate dean, learning resources, assumes responsibility for overall

coordination of staff development and the creation and oversight of the state-required three-year staff development plan. With representation from each employee group, this committee annually surveys all employees to determine professional development needs and then plans and schedules activities to meet those needs. During the period in which a state assembly bill allocated substantial funding for staff development, this committee recommended distribution of those development dollars. The committee annually reviews the three-year plan, usually each fall, to note if the college has met its goals and to decide where it needs to create programs – for example, customer service training. In addition to this overall coordinating committee, each category of staff has its own committee to review conference travel and workshop attendance requests and to plan targeted activities which are consistent with the institutional mission.

In addition to college funding for sabbatical leaves and salary advancement based on professional growth, the Human Resources Development Committee draws upon the following sources to support professional growth: state staff development allocations, Partnership for Excellence (PFE) funds, Telecommunications and Technology Infrastructure Program (TTIP) funds, Vocational Training Education Act (VTEA) funds, and competitive grants. According to the "Faculty and Staff Development Expenditure Summary Report Fiscal Year 2001-2002," the faculty and staff development programs spent $268,035 of district dollars in addition to the AB 1725 allocation of $21,424.

In spring 2002 the Human Resources Development Committee went online with its listing of staff development activities for classified staff, faculty, and administrators. Now the HRDC can revise current listings and add new activities in response to institutional change. The HRDC still publishes flyers monthly to highlight upcoming workshops.

During 2001-2002, the HRDC scheduled more than 490 hours of staff development activities. In addition to seven days for faculty professional development activities under the flexible calendar (usually scheduled the weeks before classes begin in August and in January), the HRDC offers on-campus presentations and workshops, field experiences, and self-directed professional improvement opportunities throughout the academic year.

The college designates one day prior to the beginning of each semester as All Staff Day. The two all staff days, with mandatory attendance by faculty members, frequently include a keynote address or session on topics such as diversity, student retention, transfer, student success, and other institutional issues. With diversity as the focus for the fall 2002 All Staff Day, the featured speaker was Roberta Youtan Kay, a nationally recognized diversity trainer. The speaker for All Staff Day in spring 2001 was Alex Saragoza of the University of California, who spoke on diversity and transfer issues. The fall 2001 All Staff Day featured Kenneth Wesson speaking on "Looking at Diversity Through the Lens of the Latest Brain Research" and the fall 1999 All Staff Day included a skit called "Diversity 101" presented by actors from the Pacific Conservatory of the Performing Arts (PCPA). In addition to these all staff days with a diversity focus, the college sponsored workshops and activities with a diversity theme. When warranted during other times in the year, the superintendent/president schedules all staff open meetings on budget development, planning, facilities, full-time/part-time ratio, health benefits, and other key issues. When the superintendent/president introduced performance-based hiring in spring 2002, she and the Human Resources staff conducted several training workshops for college staff. In November 2002 this same group coordinated a workshop to evaluate the process.

In fall 2002, the district and the Faculty Association agreed to increase the amount of funding available to replace/backfill faculty on sabbatical leave to $60,000 and agreed to specific language requiring that some portion of district-scheduled professional development activities be related to serving a diverse student population or to the use of technology. Because of funding uncertainties, and with the agreement of the faculty groups, the college suspended sabbatical leaves during 2003-2004.

New full-time faculty members participate in a weeklong orientation prior to the beginning of fall semester as well as sessions planned throughout their first year. Planned by the office of Academic Affairs, the orientation begins with a welcoming continental breakfast, an overview of the college, and a chance to meet administrators and faculty leaders. Other sessions include teaching and learning strategies and a walk-through of the *Faculty Resource Guide*. The week ends with a late afternoon reception, another opportunity to meet college staff.

Although the district includes part-time faculty in all staff days, the office of Academic Affairs and the executive dean of off-campus programs offer returning credit part-time faculty the opportunity to attend an evening session specifically designed for them. The two-hour activity includes a general session on current college-wide trends and policies as well as department or discipline meetings. In the fall Academic Affairs schedules the activity on the Santa Maria campus and in the spring schedules two sessions – on the Santa Maria campus and at the Lompoc Valley Center.

The orientation workshop for new part-time credit faculty, required by the part-time collective bargaining agreement with the district, moved online fall 2001. Previously, prior to the semester's beginning, new part-timers attended a nine-hour workshop on teaching and learning and on the essentials of various job requirements. New Lompoc faculty may still attend a one-hour session each semester. All new part-time faculty members receive a packet of materials containing model syllabi, information on effective teaching and learning strategies, the college catalog, and the *Faculty Resource Guide*. The cover memo contains directions on how to access the online orientation.

In addition to staff development activities planned by the Classified Staff Development Committee, the district provides employment orientations and coordinates in-service and on-the-job training for classified staff. Additionally, classified employees who take college classes are reimbursed for enrollment fees as outlined in the agreement between the district and the California School Employees Association (CSEA), chapter 251. As an alternative to fee reimbursement, employees who complete units of Allan Hancock College credit courses receive a salary increment ($45/month for nine units and $90/month for 18 units) for the three years following completion of the units. Part of the annual evaluation process for full-time classified employees requires that the employee and the supervisor note staff development activities in which the employee has participated during the year and list activities related to job performance and growth for the next year.

In fall 2002 college staff initiated the third year of its leadership program. Three years ago, under the leadership of the district's superintendent/president and the HRDC chair, the college established the Allan Hancock College leadership program, open to all full-time faculty and staff. Fifteen employees participated in the first year-long class, attending a series of workshops designed to create a pool of individuals qualified to apply for higher level positions or to improve skills within their current assignments. Mentors from the administrative staff worked with participants to complete projects that were outside of their job requirements and that had an institutional focus and benefit. Beginning in fall 2001, graduates of each class assume responsibility for the next year's program, from recruitment and selection of participants to selection of workshop topics and presenters. In fall 2002 the graduates of the leadership class requested additional workshops, specifically one on job interview techniques. Beginning spring 2003, the leadership oversight committee scheduled a six-week series of one-hour lunchtime sessions on this topic.

Self Evaluation

The college has provided appropriate opportunities to all staff categories for continued professional development consistent with the institutional mission.
Of the 133 full-time responses to the fall 2002 accreditation self study survey, 78 percent agreed or strongly agreed that the college

provided the necessary information and opportunities to participate in professional development. Although 77 percent of the full-time respondents to the 2002 survey also believed that they have used staff development opportunities as a means to improve their job performance, in the fall 1996 survey the percent of respondents who agreed or strongly agreed was significantly higher – 90.3 percent. Possibly in an attempt to make information about staff development activities more accessible and current, HRDC's decision to go online may have had the opposite effect. Staff members may not be accessing the information, and therefore may not be aware of the available opportunities to improve their job performance.

The district included part-time faculty in the fall 2002 accreditation and staff assessment survey. Even though this group does not have a representative on the HRDC nor does it have its own staff development committee, 62 percent of the part-time faculty who responded agreed or strongly agreed that the institution supports an appropriate range of opportunities for faculty development, and 68 percent said they have used staff development opportunities as a means of improving their job performance. In an effort to improve coordination of staff development, in 1996 the district established a new position in Human Resources, manager of employment and training, with some responsibilities for training coordination. When the initial manager relocated in June 2001, the district reviewed and revised the job title and job description to create the position of assistant director, human resources. At this point, with numerous staffing changes within Human Resources/Affirmative Action and the resulting added responsibilities, the assistant director has not yet assumed the coordination and participation role of liaison to the staff development committees.

With the loss of state professional development funds in fall 2002, the HRDC and the individual employee groups used rollover dollars from the previous year, along with general and categorical funds. In order to continue to fund staff development, the district will need to establish a funding source for the HRDC.

Planning Agenda

Seek alternative funding sources to increase professional development under the leadership of the Human Resources Development Committee.

C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Descriptive Summary

Each employee group plans staff development activities for its group, with the Human Resources Development Committee (HRDC) assuming overall coordination. As outlined in the *Shared Governance Manual 2002-2003*, the Academic Senate selects its members for the HRDC and the Professional Development Committee. For the Classified Staff Development Committee, both CSEA and the supervisory/confidential staff select representatives. For the Administrative Staff Development Committee, the superintendent/president appoints two administrators and the Management Association appoints two management members. The HRDC members represent all three employee groups. The associate dean, learning resources, chairs the committee, and the assistant director, human resources, serves as an ex officio member.

The HRDC annually distributes needs assessment surveys to determine program needs for each group and for the college staff in general. At the end of each staff development activity, participants complete evaluation forms. The committees and the HRDC use that evaluative information for future program planning.

Self Evaluation

Faculty, classified staff, and administrators participate in planning and evaluation of the staff development programs either by serving on one of the employee groups or by completing the yearly assessment surveys and the evaluation forms for each activity attended.

Planning Agenda

None

D. General Personnel Provisions

D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Allan Hancock College board policies 3010, 3210, 4100, and administrative procedure 3010.01 dictate the standards for district employment procedures. These employment procedures represent sound personnel practices that may be abrogated only in case of a demonstrated business necessity. District employment practices are based on job-related factors and the district's Staff Diversity/ Affirmative Action Policy and Plan (soon to be renamed Staff Diversity/Equal Employment Opportunity – EEO –Plan).

In addition to board policy, the following documents outline and support district Human Resources department employment practices and procedures: *Employee Selection Committee Handbook;* Staff Diversity/Affirmative Action/ Sexual Harassment Policy and Plan*; Agreement Between Allan Hancock Joint Community College District and the California School Employees Association (CSEA), Allan Hancock College Chapter #251; Agreement Between Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock College; Agreement Between Allan Hancock Joint Community College District and the Part-Time Faculty Association of Allan Hancock College*; and the *Allan Hancock College Management Handbook.*

To ensure fairness in all employment procedures, the district closely follows the various board policies and collective bargaining agreements. Administrators, supervisors, confidential employees, and bargaining unit members are represented on shared governance committees related to human resources procedures, such as the Safety Committee, the Budget Committee, and the Staff Diversity/EEO Committee. To the extent possible, similar leave and health and welfare benefits apply to all groups. Compensation packages vary according to the negotiated agreements of each group of employees. The staff diversity/affirmative action policy includes a complaint procedure for employees who believe they have been discriminated against, and the sexual harassment policy uses the same complaint procedure. Collective bargaining agreements have grievance procedures to address issues raised by employees.

Each proposed recruitment for faculty and classified staff positions goes through a district prioritization process based on objectives derived from strategic planning efforts. For each approved new or replacement position, college staff members follow clearly delineated procedures in the preparation of job announcements, screening committee appointment and orientation, interview panel orientation, recommendations, reference checks, and candidate notification. Human Resources staff members maintain a flowchart with specific guidelines and completion dates for each step of the hiring process. In addition, Human Resources staff members ensure that the institution follows written policies governing

minimum qualifications and equivalencies for faculty employment.

All members of selection committees participate in an EEO orientation. A trained EEO monitor sits on all hiring committees and monitors the screening and interview process to ensure compliance with the principles of fair employment and equal opportunity and to ensure confidentiality of the process.

Self Evaluation

By rigidly adhering to board policies and collective bargaining agreements which govern employment policies, the district ensures fairness to all employees. Effective complaint and grievance procedures provide a mechanism for resolving employee/supervisor issues quickly and with a "win-win" approach. Administrators and supervisors participate in a variety of professional development activities designed to maintain consistency and fairness in employment matters (see section 7.C).

The district carefully structured the recruitment and hiring process so that it remains fair and equitable throughout each stage. During the past year, the superintendent/president and Human Resources staff provided in-service training to district hiring committee members in a new method of interviewing candidates. This approach, used for all full-time faculty, classified staff, and administrative positions, assists the committee in objectively assessing each candidate's ability to meet the expectations of the position. The approach emphasizes interview questions based on relevant past accomplishments and attempts to minimize the impact of personality on committee recommendations. An effective step in the new process is the practice of stopping briefly after each interview for each interviewer to state one strength and one weakness of the person just interviewed. A committee member takes notes so that during final deliberations, members can recall each candidate's job-related qualities. The technique not only ensures fairness but also allows the committee to complete its work in a timely manner. At the end of the process, each candidate and interview committee member receive surveys in order to provide feedback and suggest improvements to Human Resources regarding the process's efficacy.

In an effort to maintain clear lines of communication during the application and screening process, Human Resources employees contact candidates by phone and by letter to confirm interview appointments and travel arrangements. Candidates who are not chosen for an interview receive notification after the college has selected a candidate.
After final interviews and the board of trustees' approval of the recommendation, Human Resources staff notifies (by letter) the other interviewed applicants of the district's selection. The assistant director, human resources/equal employment opportunity, closely monitors the hiring process to ensure clarity, fairness, and confidentiality.

In 2002, the Human Resources staff surveyed 372 applicants to assess the hiring process. Of the 9.1 percent who responded, 82.5 percent reported satisfaction with Human Resources services, commenting that the process was thorough and relevant and that staff members were professional, courteous, and friendly. The primary area of dissatisfaction was the length of time it took to notify applicants of their status in the process. Current full-time and part-time faculty members have also expressed this concern, a concern the Academic Senate addressed in its report on faculty hiring. However, 93 percent of committee members surveyed (with a 90 percent return rate) were positive about the total selection process.

Planning Agenda

Improve timeliness of communication with candidates at each stage of the selection process, especially those who are deselected at some point.

Provide full-time faculty candidates with a more detailed and timely explanation of the complete hiring process, including all relevant timelines.

D.2 The institution regularly assesses and reports its achievement of its employment equity objectives consistent with the institutional mission.

Descriptive Summary

The district has a standing Staff Diversity/Affirmative Action Committee, recently renamed Staff Diversity/Equal Employment Opportunity (EEO) Committee, composed of representatives from all campus constituencies. The committee chair is the director of human resources/equal employment opportunity. Prior to 1998, the responsibility for staff diversity/affirmative action rested with the vice president of student services. The change in leadership occurred in 1998, based on a recommendation by a consulting group.

The district's overarching goal is to be fair and equitable in all of its hiring procedures. Part of this process includes ensuring that job announcements reach a diverse pool of potential candidates. In addition to being advertised on the Allan Hancock College Web site, district job announcements are posted in a variety of publications including, but not limited to, local and regional newspapers, *The Chronicle of Higher Education*, *Black Careers Now*, *Hispanic Job Bulletin*, and various national discipline-specific publications. Human Resources staff members also send announcements to other community colleges, the Community College Registry, California State Universities, protected class groups, and the California Job Bank. Faculty and Human Resources staff also attend state job fairs. The advertising budget in Human Resources, supplemented by the diversity/affirmative action budget, has increased steadily during the past six years. Some of that increase is due to broader use of advertising resources and some is due to rapidly increasing costs of print advertising. The current trend (proving cost-effective and effective in attracting applicants) is toward Web-based advertising and personal email correspondence.

The district formerly set staff diversity numerical goals based on workforce availability and projected hiring opportunities. The Human Resources office completed a detailed workforce analysis in 2001-2002, using statistics from the local management information system and applicant availability data provided by the Chancellor's Office. The superintendent/ president and director of human resources, after providing the information to the Staff Diversity Committee and the President's Advisory Council, met with the board of trustees. The board reviewed the charts showing numbers of women and minorities in each job category, along with possible numerical goals. However, with the advent of recent court rulings prohibiting the use of hiring goals based on ethnic diversity or protected class status, the California Community College Chancellor's Office issued a ruling prohibiting goals and timetables for hiring women and minorities. Community college districts will need to change their hiring policies based on revised regulations passed by the California Community College's Board of Governors in November 2002. The new regulations, which allow goals for hiring persons with disabilities but not for other minority groups, will be the basis for a district-wide plan to be developed by early 2004. However, the college has continued to publish data for ethnicity and gender each year in the *Allan Hancock College Fact Book.*

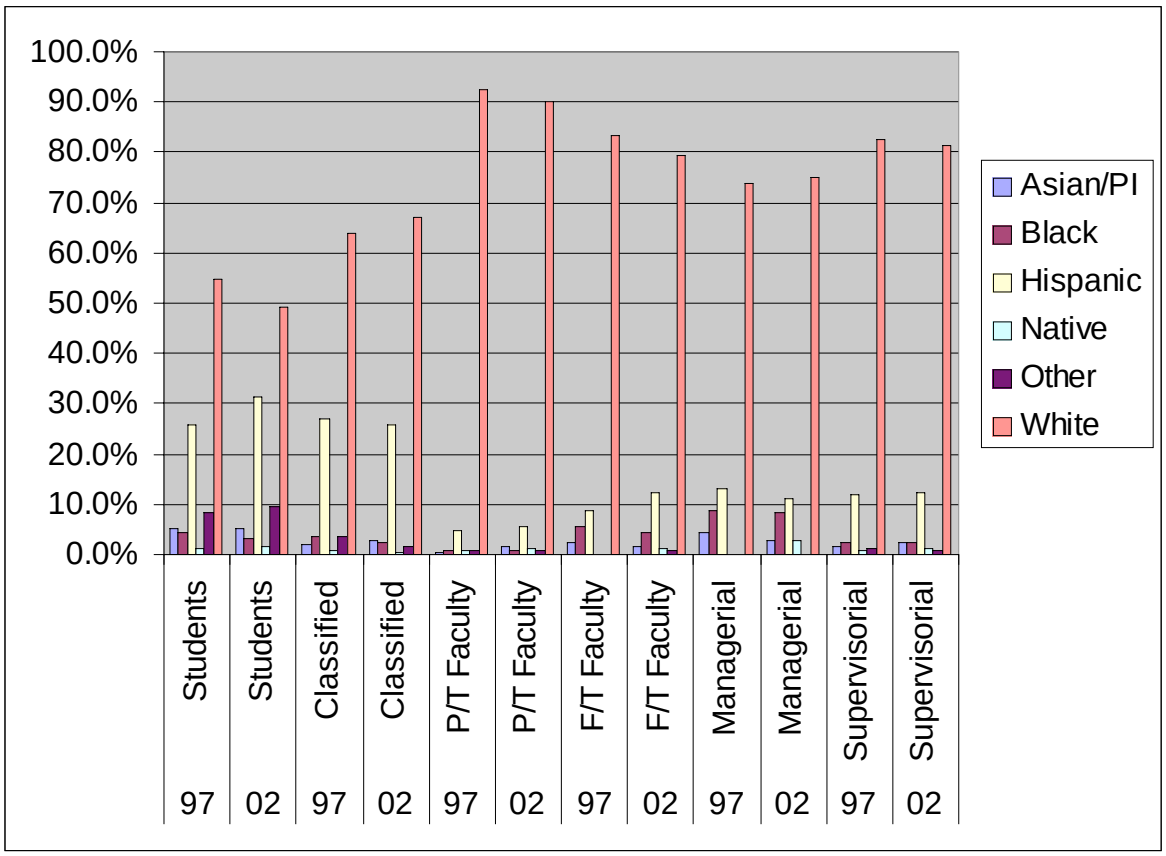
Self Evaluation

The district regularly assesses its progress toward its staff ethnic and gender diversity objectives. Statistical information from the district *Fact Book* and its updates on the college Web site, demonstrate that, as expected, the largest ethnic group among all employee groups is white, followed by Hispanic, and then black. Data for full-time and part-time faculty show that more full-time faculty members are non-white than are part-time faculty. The percentage of full-time Hispanic faculty increased from 8.8 percent in 1997 to 12.5 percent in 2002. There has been a slight decline in the percentage of part-time instructors who are white (92.6 percent in 1997 to 90 percent in 2002), and the most recent snapshot (2002) shows that the

percentage of part-time Hispanic faculty has increased from 4.6 percent to 5.7 percent.

More diversity exists among other full-time employee groups than among faculty. As of 2002, classified employees were 25.7 percent Hispanic and 2.2 percent black. Approximately 25 percent of the administrative staff is non-white. The confidential and supervisor groups, although small in number, are the most diverse. Data indicate that 60 percent of the supervisory and 55 percent of the confidential employees are non-white. Total staff data show that for 2001-2002 the gender balance is nearly equal – 49.0 percent are male and 51.0 percent are female.

Students and Employees by Ethnicity (by percentage)



As the chart above shows, the ethnicity of the student population has changed over the five-year period from 1997 through 2002 – from 54.8 percent white in 1997 to 49.4 percent white in 2002. The ethnicity of various staff groups has also changed, and the percentages of whites among full-time faculty has decreased from 83.2 percent in 1997 to 79.5 percent in 2002 – still not representative of the student non-white majority.

The district has employed a variety of strategies to achieve employment equity objectives and to create an environment where diversity is appreciated. Both classified and academic staffs have participated in staff retreats with diversity themes. The superintendent/president has often devoted mandatory all staff days (twice a year) to speakers and workshops on diversity and equity issues (see section 7.C.1.). The Staff Diversity/Equal Employment Opportunity (EEO) Committee continues to work on strategies to recruit and retain qualified staff and faculty in all disciplines. The Academic Senate established a subcommittee on hiring that is also examining strategies for improving faculty

diversity. In addition, an ad hoc committee composed of administrators appointed by the superintendent/president and faculty members appointed by the Academic Senate, is considering these issues.

Planning Agenda

See Planning Agenda items listed in Section 7.A.3.

D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administrated, and available for information and review.

Descriptive Summary

The district develops official policies and administrative procedures through the shared governance process for board of trustees' approval. Many additional policies and procedures for regular faculty, regular classified staff, and part-time faculty are developed through the collective bargaining process and are detailed in the respective agreements. The district distributes *The Agreement Between Allan Hancock Joint Community College District and the California School Employees Association Allan Hancock College Chapter #251*, the *Agreement Between Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock College*, and the *Agreement Between the Part-Time Faculty and the Allan Hancock Joint Community College District* to all bargaining unit employees, administrators, and supervisors. In addition, the district publishes policies and procedures affecting the management team in the board of trustee's policy manual and the 1996 edition of the *Allan Hancock College Management Handbook*, currently being revised.

The assistant director, human resources/equal employment opportunity, is responsible for developing and reviewing personnel policies that affect all categories of staff. The assistant director prepares a year-end report containing recruitment and hiring statistics that is available for public review. Additionally, Human Resources maintains all job descriptions, following approval by the board of trustees, in the *Human Resources Job Description Manual*. The new employee orientation manual and the *Faculty Resource Guide* contain information affecting different employee groups. Human Resources staff members meet with all new employees to address such issues as diversity, salary placement, workplace safety, worker's compensation, and sexual harassment. Academic and classified administrators also conduct new full-time faculty orientations (at the beginning of each semester) and new classified staff orientations (each fall) in order to address specific instructional and student services policies and procedures that are interrelated with personnel procedures.

College staff develop district policies and procedures under the umbrella of the shared governance process. The district has published the *Shared Governance Manual* which is distributed to all employee groups and bargaining agents. This manual contains the shared governance policy and administrative procedure, explains the planning and budget development process, and describes the charge of each district standing committee, including those that impact the development and review of personnel procedures.

Self Evaluation

As a part of the shared governance process, the district systematically develops personnel policies and procedures through input from various committees and employee groups and with the board of trustees' approval. The addition of the assistant director, human resources/equal employment opportunity to the Human Resources office staff in 2001 led to more clear control, oversight, and equitable administration of personnel policies affecting all levels of district staff. Collective bargaining agreements are continually updated through the negotiation process. All administrative personnel receive updated copies of board policies, collective bargaining agreements, and

other publications related to personnel policies. The *Allan Hancock College Management Handbook*, currently being revised, needs to be continually updated as policies change.

Planning Agenda

Develop process for updating the *Allan Hancock College Management Handbook* annually.

D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Descriptive Summary

Human Resources staff is responsible for maintaining complete, confidential, and accurate personnel records for all employees of the district. Although the office of the vice president, academic affairs, formerly kept the files of full-time faculty, the Human Resources office now keeps these files, along with files for regular and temporary classified staff, part-time faculty members, and supervisory and confidential employees. The office of the superintendent/president keeps the files for administrative employees in fireproof cabinets and in compliance with state and federal regulations. The Human Resources department follows written procedures and guidelines for maintenance of files based on state and federal regulations and collective bargaining agreements. The department also maintains strict adherence to record retention policies as established by the district and maintains all personnel files in fireproof cabinets.

Each employee has access to his/her own file (with the exception of employment references), but the files are not accessible to others except Human Resources staff and the employee's supervisor(s), the appropriate vice president, and the superintendent/president. If the employee gives written permission for a representative to view his/her file, a Human Resources staff member closely monitors the process. The representative has access to portions of the file which do not include confidential medical information and/or employment references.

The college keeps active employee files throughout each employee's tenure with the district. After an employee leaves district employment, the college keeps the paper files in an inactive file storage area for at least five years. Human Resources staff purges electronic databases periodically; however, since part-time employees often leave for a semester or a year and then return, information remains on the electronic database until the employee requests its removal (usually in order to collect retirement contributions). Human Resources retains recruitment and selection records for a period of 10 years prior to destruction.

Self Evaluation

College staff manage employee files and applicant records effectively with respect to confidentiality and the security offered by fire-proof filing cabinets. Additional Human Resources support positions created since 1998 have led to improvement in the accuracy and completeness of all applicant files. Employees hired for these positions have also increased overall department efficiency. They ensure that orientation information has been provided to each new employee, that compensation material is accurate, and that employee evaluations are completed and filed in a timely manner.

Human Resources employees create a file for each new employee, ensuring it is complete by using a check list of required items. Certain items must be in place before Business Services adds an employee to the payroll data base. Other items such as fingerprint data, transcripts, and tuberculosis test results may be added later. The director of Human Resources assumes responsibility for ensuring that no one places negative material in an employee file unless the employee has received a copy of the material and has been given appropriate time to prepare a written response. Anything generated by the employee may be placed in the file, with or without a response.

Planning Agenda

None

Supplemental Documents

Accredited Institutions of Postsecondary Education: A Directory of Accredited Institutions, Professional Accredited Programs, and Candidates for Accreditation
*Agreement Between Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock Colleg*e
Agreement Between Allan Hancock Joint Community College District and the Part-Time Faculty Association
Agreement Between Allan Hancock Joint Community College District and the California School Employees Association (CSEA) – Allan Hancock Chapter #251
All Staff Day Schedule of Events, Staff Attendance, and Speakers, office of the superintendent/president
Allan Hancock College Accreditation and Staff Assessment Survey (fall 1996, fall 2002)
Allan Hancock College Board Policies and Administrative Procedures Manual
Allan Hancock College Catalog (2002-2003)
Allan Hancock College Fact Book 2001
Allan Hancock College Management Handbook
Allan Hancock College Recruitment Statistics, 2001-2002 (Department of Human Resources)
Allan Hancock College Shared Governance Manual (2002-2003)
Allan Hancock College Student Climate Survey (spring 2001)
Allan Hancock Community College Educational and Facilities Master Plan (2001-2006)
Classified Performance Evaluation Instructions and Guide, Human Resources booklet
Employee Selection Committee Handbook
Employee Selection Committee Handbook
Evaluation Team Report
Fact Book Updates on AHC Web Site
Faculty and Staff Development Expenditure Summary Report Fiscal Year 2001-2002
Faculty Resource Guide
Focused Midterm Accreditation Report and 2003 Update
Screening Committee Confidentiality Statement
Staff Diversity/Affirmative Action Policy and Plan

ALLAN HANCOCK COLLEGE

STANDARD 8
Physical Resources

FACILITATORS

Bob Nichols
Felix Hernandez

COMMITTEE MEMBERS

Mark Malangko
Craig Wilde
Steve Lewis
Mary Perry
Brian Shigenaka
David Brown
Heracio Carrillo
Juanita Avila (S)

STANDARD EIGHT: PHYSICAL RESOURCES

The institution has sufficient and appropriate physical resources to support its purposes and goals.

1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Descriptive Summary

The district's main campus is on 106 acres in Santa Maria with 30 buildings providing 342,884 gross square feet (GSF). The site was acquired from Allan Hancock College of Aeronautics in the late 1950s. The 9.6 acre South Campus is about a quarter mile away and includes three buildings (24,519 GSF), purchased from The Gas Company in 1974. Additionally, the district leases 35,380 square feet in the Columbia Business Center (CBC), adjacent to the South Campus, and leases 1,425 square feet in the Workforce Resource Center in downtown Santa Maria. The college owns 156 acres in the city of Lompoc (25 acres are developed) with four buildings (54,442 GSF). These facilities comprise the Lompoc Valley Center (LVC) that opened in 1999. In addition, the college leases 2,880 square feet on Vandenberg Air Force Base near Lompoc (11 classrooms, one computer lab, and one administrative office). In 2001 the Solvang Center opened in leased space. This facility includes an office and two classrooms (2,600 GSF). In total, the district operates facilities that total 464,130 GSF.

The *Educational and Facilities Master Plan 2001-2006* provides an assessment of age, condition, and expected useful life for each of the college's buildings. According to the *Age Profile for the Santa Maria Campus*, 25 buildings are at least 30 years old and 10 are over 50 years old; only six structures are less than 20 years old. On the Santa Maria campus, seven buildings were part of the original aeronautics college, constructed in the 1920s and 1940s and are now used for student services and general offices, noncredit classrooms, and storage. Following consultation with a representative of the state Chancellor's Office in fall 2002, two older buildings, Y and S, are being fast tracked for replacement and are no longer used. Temporary buildings house some student services functions and many of these services are scattered across the campus. In addition, the college owns three homes built in the 1950s that are adjacent to the Santa Maria campus and that now house offices; two have been completely remodeled.

In the late 1990s, the college acquired a moveable building with 24 modules from the U.S. Air Force. An older building on the Santa Maria campus (building W built in the 1930s) was demolished to provide a location for the 12,240 GSF modular building. The building continues to be developed and provides space for some offices and classrooms that, as explained in the paragraph above, were in buildings recently designated as unsafe for occupation.

The college's new viticulture/enology program has forged working relationships with the wine industry to develop instructional resources. The Kendall-Jackson Corporation supports a demonstration vineyard in Los Alamos. A small instructional vineyard was planted on the Santa Maria campus with generous support from local grape growers and industry suppliers. The district also uses off-site facilities for police and fire academy specialized training. These facilities include the fairgrounds for scenario training, the Santa Maria Airport for emergency vehicle operations training, firing ranges owned by Santa Barbara and San Luis Obispo county sheriff offices and other local police agencies, Santa Barbara City Fire Department training facilities, and the forest fire training facilities at Vandenberg Air Force Base.

The college has improved its Internet capabilities by installing new fiberoptic cabling throughout the Santa Maria campus. Funds were provided by state scheduled maintenance and college matching funds. Installation of the

cable was completed in 2001 and all classrooms on the main campus now have Internet capability. Microwave connects the south campus. T1 lines to the main campus connect the Lompoc Valley, Vandenberg Air Force Base, and Solvang centers. Since the LVC was built in the late 1990s, the buildings are linked by a fiber-optic backbone.

In an effort to support its educational programs and services, the college strives to maintain and update all of its equipment. Processes for prioritizing equipment requests are in place. Instructional equipment needs are identified as part of the college's annual planning, particularly in response to discipline-specific program review recommendations. The college also sets aside district funding to support institutional equipment needs. District funds, categorical funding, and fundraising efforts continue to aid the district in obtaining technology and equipping classrooms and laboratories.

Self Evaluation

Although physical resources are adequate to support educational programs and services, the age of some buildings presents challenges. Since the last accreditation self-study, the college has taken a number of significant steps to upgrade and expand facilities and equipment to support programs.

In order to provide adequate facilities in the Lompoc Valley, construction began at the Lompoc Valley Center in February 1997; it opened for classes in April 1999. The new center centralized AHC in Lompoc Valley into one facility, vacating 8,100 square feet in the Flower Valley Plaza and classrooms and offices at Cabrillo High School. The center provides up-to-date technology, modern facilities, and equipment to meet the needs of the educational programs and support services.

The district identified the need for classrooms in Santa Ynez Valley (located approximately 20 miles east of Lompoc and 35 miles south of Santa Maria). In response, it opened the Solvang Center in 2001 in 2,600 square feet of leased retail space. The facility provides offices and two large classrooms in Solvang's retail district. The center is adequate to meet the needs of this limited program, although some classes still meet in other leased spaces; for example, computer classes meet at Santa Ynez High School.

The *Educational and Facilities Master Plan 2001-2006* includes a thorough review of each college building and all the leased space, except that in Solvang. This review makes it very clear that the college faces significant challenges providing up-to-date facilities on the Santa Maria campus and justifies seeking state funding. Despite the challenges that exist with aging buildings and campus utilities, the college continues to make improvements and aggressively pursues replacement building projects, new facilities, and technological innovation. The college has made some significant progress.

In 1996, students voted to pay a student center fee to renovate and expand the Student Center on the Santa Maria campus. The Student Center renovation was completed and opened for use during fall 2002. The remodeled facility includes the student government office, bookstore, food court with dining spaces, espresso bar, meeting rooms, and offices. It is the center for student life on campus. Though a district certification of participation (COP) funded the cost, most of the furnishings were purchased with donations made to an Allan Hancock College Foundation capital campaign.

Upcoming construction projects are evidence of the college's commitment to improve and expand facilities. The next six to eight years may prove to be the most expansive period of new construction on the Santa Maria campus since the original development in the 1960's. The institution successfully planned and placed over $60 million in capital building projects in the state funding process. Projects include the Library/Media Technology Center (construction is scheduled to begin in spring 2004), the new Skills Center, and Science and Health Occupations Complex (both expected to start preliminary planning in 2003 with construction the following year). Projects awaiting state approval include a one-stop student services building, a fine arts complex, and a physical education building addition.

The college faces challenges in providing adequate facilities for its programs on South Campus. The public safety programs include

emergency medical technology, hazardous materials handling, and the fire and police academies (serving two counties). Building Q, located on South Campus, houses these programs as well as the health occupations programs. The facility is heavily used and does not meet all the programs' needs. For this reason, some aspects of the public safety program (for example, driving and firearms training) are taught elsewhere. The California Commission on Peace Officer Standards and Training (POST) recommends facility improvement and expansion; however, the existing South Campus property cannot accommodate all the needed expansion. A scenario village and a driving skid pad are in development, and once the health occupation programs move to their new building, public safety programs can expand. However, to meet all needs including a shooting range and speed-driving course, a new site may be needed. The college is working with Santa Barbara County and several cities to explore cooperative and innovative solutions for the more specialized facilities.

Since the last accreditation visit, instructional equipment and grant funding have allowed the college to acquire equipment to support teaching and learning. The college has acquired more than 500 computers in the past two years alone, an expansion critical for the support of students and staff. Since its opening, the college equipped the Lompoc Valley Center with thirteen "smart" classrooms and a videoconferencing facility. In Santa Maria, the college acquired nine "smart" classrooms and two wireless sites. In addition, the videoconferencing facility on the Santa Maria campus was recently upgraded.

In order to improve facilities and equipment, the college has aggressively sought grant funding. For example, federal grants such as Title III ($1.25 million over five years, beginning October 1995), Title V ($2.125 million over five years, beginning October 2000), and the Title V cooperative grant with Ventura College (beginning October 2002) have provided resources to fund increased access to technology and improved classrooms. Workforce Investment Act (WIA) and CalWORKs grants also provided funds and enabled the college to open two classrooms in the Workforce Resource Center (WRC). The college used these grant resources very effectively, remodeling the University Transfer Center, writing center, and the math lab, as well as equipping two wireless labs and a reading lab.

The existing electrical infrastructure for the Santa Maria campus will require upgrading to meet the needs of future construction projects beyond the Library/Media Technology Center. New structures added during the 1980s and major building renovations during the 1990s have exhausted available electrical service capacity. The district plans to upgrade the service during the construction of the new Skills Center (already approved for funding). Each year's annual report (the "Five-Year Construction Plan") documents significant facility improvements to ensure facilities meet programs needs. Grants, state technology, and instructional equipment funds have been used to improve equipment based on college priorities.

Planning Agenda

Seek funding for building replacement and upgrading of older facilities on the Santa Maria campus.

2. The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Descriptive Summary

Management of facilities and operations is the responsibility of the director of plant services, overseen by the new executive director, facilities and operations hired in September 2002. The director was previously at the vice president level and included responsibility for human resources. Now the position focuses on facilities, operations, campus police, and safety

departments. The executive director, facilities and operations is directly responsible for the development and implementation of the district's five-year construction plan, scheduled maintenance, hazardous substance plans, and major construction projects.

Under the direction of the executive director, facilities and operations, the director of plant services is responsible for the minor building maintenance and construction projects under $15,000. A maintenance supervisor, day custodial supervisor, night custodial supervisor, and landscape supervisor support him. The plant services staff is made up of eight maintenance staff, seven grounds maintenance personnel, 18 custodians, three mailroom/ shipping and receiving staff, two automotive mechanics, and one administrative secretary.

Requests for service to the Plant Services department, under the present work order process, involve a verbal request to management, the Plant Services office, or a written work order sent via campus mail. Approval by the requesting administrator is required and is submitted to Plant Services for approval and completion.

The college participates in the annual state scheduled maintenance program that requires project by project application and approval. Projects require a 50 percent match from the district. Since 1995-1996, the college has received approval for 33 projects, totaling $6.7 million. The range of projects includes repairs and replacement for heating, ventilation and air conditioning systems; exterior lighting; removal of asbestos and lead-based paint; replacing and improving communication infrastructure; removal of architectural barriers; improvements to building security; and roof repairs.

Once every three years the college's strategic plan is reviewed. As part of the strategic plan, goals and objectives are developed for the district. Sections related to physical resources become the primary responsibility of the executive director, facilities and operations, who must make an annual report regarding progress in these areas. He oversees long range facility planning and development, while working closely with the director of plant services on day-to-day issues of maintenance, repair projects, and minor remodeling.

Self Evaluation

The college's Plant Services and Grounds departments are effective in maintaining and operating facilities. By aggressively seeking scheduled maintenance funds and other forms of support, the college has made facilities improvements to increase the staff's ability to maintain older facilities. Since the last accreditation self study, the district has spent $5,660,073 (state and district matching funds) on deferred maintenance projects.

The director of plant services is responsible for what seems to be never-ending problem solving on the Santa Maria campus. In addition to routine maintenance, the Plant Services department successfully performs some in-house construction projects to maximize the use of limited space on the Santa Maria campus. Some solutions require staff and contractors to remodel existing facilities and create functional spaces where none existed. These projects have been of significant benefit to the college. For example, better space utilization was created by remodeling faculty offices in buildings K, M, O, W, the University Transfer Center, and the Writing Center. However, the time and energy required for these projects may exist at the price of maintenance tasks that need attention.

In the last several years, priority has been given to improving classroom environments with new window coverings, carpeting, furniture, painting, and white boards. However, much remains to be accomplished on the Santa Maria campus.

Maintenance of older college facilities is one of the primary challenges facing the district. According to the fall 2002 accreditation survey, 50 percent of the district's employees strongly agree or agree that classrooms and labs are maintained in a manner that supports programs and services, while 37 percent disagree with the statement that classrooms and labs are well maintained. In terms of the physical condition and maintenance of offices, only 43 percent of the district's employees are satisfied with the physical condition of their personal workspace. There is a problem of over-crowded offices in many areas. Planned construction is designed to relieve this problem. The state has approved the LRC expansion, new Skills Center, and Science/ Health Occupations building; all of these projects increase office space.

Another challenge affecting the maintenance of older facilities is the current paper work-order system that no longer provides an effective management tool to meet the needs of the district. Presently, the department receives approximately 900 written work orders a year; however, the department estimates that it responds to an average of 10,000 to 15,000 work requests per year. Obviously, a large number of requests for service are verbal. Although the Plant Services department does an outstanding job of responding to verbal requests, the results are not measurable and cause accountability and prioritization challenges for the service management and staff.

Although verbal work orders are appropriate for emergencies, routine requests should be submitted in writing. One consequence of verbal work orders is that aging requests are not prioritized along with the new work orders. This causes problems: poor response time for written work orders following the process, lack of accountability or follow up to verbal requests if they are not completed the same day, and the next day a new set of circumstances may reprioritize the previous day's request without a record (the requests may be forgotten). In addition, the existing paper system does not provide a means for adequate feedback to the work order initiator. For all these reasons, the executive director of facilities and operations initiated the purchase and implementation of a computerized work order system. Staff members are currently learning the new process.

The district submits a yearly updated space inventory report to the state Chancellor's Office. State funding for facilities maintenance is dependent on how the district reports its inventory of space utilization. During fall 2002, the district undertook a comprehensive review of its space inventory. The review resulted in increased program-based funding due to increased square footage. Additionally, major corrections in assignment of laboratory, office, and assembly spaces should result in capacity loads showing more need and therefore placing the college's capital outlay projects in a better funding position.

Planning Agenda

Improve and automate the plant services work order system in 2003-2004.

3. Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

Descriptive Summary

The college is dedicated to ensuring accessible, safe, secure, and healthy environments for students and staff. The Lompoc Valley Center was designed in compliance with ADA and all health and safety requirements in effect at the time of its construction in 1999. However, the Santa Maria and South Campus face compliance challenges due in part to their age. Twenty-four percent of the facilities at the Santa Maria campus are over 40 years old.

The aging buildings at the Santa Maria campus include a 1928 aeronautics building (Y), and World War II barracks (S, T, U, V, X, Z). Although fire alarm systems were recently installed, these buildings are not Field Act or fully ADA compliant. In the case of two of these buildings, S and Y, the structural conditions forced the district to vacate them and build out building W (a modular building from VAFB) to temporarily house some programs. Some offices were temporarily moved to a house owned by the college. Although there are still areas to address, they are identified and plans are under development.

The college's South Campus is a former Southern California Gas Company property built in 1963. It was converted into maintenance facilities and instructional classrooms in 1972. In the winter of 2003, a new fire alarm system was installed throughout the facility; however, the buildings are not fully ADA compliant. Off-campus leased sites include Vandenberg Air Force Base, the Columbia Business Center (CBC), and the Solvang Center. These facilities

are ADA compliant; however, the Columbia Business Center and the Solvang Center lack fire alarm systems. The college has devoted significant effort to seek funding to upgrade facilities through state scheduled maintenance and ADA funding. Projects such as HVAC upgrades, electrical upgrades, re-roofing, and restroom ADA remodels have been successfully completed.

The college has had an effective safety committee since the early 1990's. The committee developed, under the leadership of the vice president of administrative services, an award program for campus staff involved in the safety compliance program. In December 2002, the HAZMAT Committee was combined with the Safety Committee and moved under the direction of the executive director, facilities and operations.

In 1998 the district established the Standardized Emergency Management System (SEMS) program, a system for managing emergency or disaster situations on college properties. The SEMS program is under the auspices of the director, public safety/chief of police. Two emergency operation centers were created, one on the Santa Maria campus and one for the Lompoc Valley Center. Various emergency preparedness committees and task forces have addressed specific issues related to emergency/disaster response throughout the district. The college has purchased special equipment, radios, and vehicles to implement the life safety plan and drills have occurred since May 1999.

Self Evaluation

Facility condition varies by site due to the range of building ages. Nonetheless, maintenance and construction at all sites demonstrate the college's commitment and concern for health, safety, access, and security. Significant improvements have been made in the last six years.

The district has made great progress in correcting ADA compliance issues on the Santa Maria campus. In 1998 the district was awarded $244,687 in state funding to make ADA improvements. In fall 2002 the Galvin Group conducted a review of the district's Learning Assistance Program that included an ADA compliance review of the college's facilities. It recognized that the Santa Maria campus has numerous older buildings and has ADA compliance issues. However, the report commended the institution for making significant progress in complying with ADA requirements and aggressively planning to bring the remaining facilities into compliance. The college has aggressively planned over $40 million in construction projects correcting or replacing buildings that are non-ADA compliant on the Santa Maria campus (for example, the Skills Center, One Stop Student Services building, Library/Media Technology Center remodeling project, Science/Health Occupation Complex, Fine Arts Complex, and Administrative Services building).

The district's Safety Committee effectively promotes and develops safety programs. In the 2002 accreditation survey, 93 percent of students and staff stated that they feel safe on campus. Since 1996, the Safety Committee has reviewed reports of safety issues and hazardous conditions. These conditions are tracked until the problems are resolved. Each building has a safety warden that conducts regular safety inspections. The district staff has the opportunity to submit safety concerns to the Safety Committee, which addresses the issues.

The college has sponsored many workshops on safety issues; conducted an ergonomic review of all office staff workstations; purchased and installed ergonomic furniture in over 20 offices, including approximately 200 ergonomic chairs for staff and students; designed and fabricated over 100 student computer workstations; and instituted a 90-day cycle HAZMAT removal program.

In fall 1998 the district successfully, under the auspices of the director, public safety/chief of police, established a system for managing emergency/disaster situations on district properties. The system established a timely method of systematic, safe, and orderly response to emergency/disaster situations throughout the district. Much effort has been made to inform the campus about emergency procedures. The process has even been a topic for All Staff Day presentations. Simulated emergencies have been staged to test staff roles.

Planning Agenda

Improve compliance with ADA code requirements.

4. Selection, maintenance, inventory, and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

Descriptive Summary

Individual departments request and select most equipment after researching the equipments' specifications, pricing, and availability. Information Technology Services reviews computer related purchases and Media Services reviews audiovisual purchases. Staff in both departments may assist in making selections, however, this support is limited. In some cases campus standards are set; for example, all PCs meet prescribed specifications adopted by the Technology Advisory Committee and the Information Technology Services department. The Business Services office provides recommendations for office machines.

The district utilizes equipment prioritization processes outlined in the *Shared Governance Manual* to ensure purchases are linked to institutional priorities established in the college's strategic plan. Reconsidered every three years, the current *Strategic Plan 2001-2004* includes objectives, actions, and initiatives that are the foundation for resource distribution at the college. Although instructional equipment replacement is primarily funded by one-time state dollars, the district also relies heavily on categorical and grant funding such as the Telecommunications and Technology Infrastructure Program (TTIP), Title V, Partnership for Excellence, CalWORKs, and Vocational and Technical Education Act (VTEA) funds.

Insufficient resources are available to purchase or replace all equipment requested by each academic department on a yearly basis. Therefore, a systematic process is in place for departments to assess their needs and submit requests for equipment at the beginning of the academic year. As part of the program review process, faculty members identify needs for new or replacement equipment. The justification for the equipment, therefore, is based on the program review process and the objectives of the college as delineated in the strategic plan. The department chairperson presents all the department requests to the appropriate instructional dean. The department chairs have requested the deans meet and collectively agree on the requests to fund for any given year. Equipment funded through grants or categorical funds meet the specific requirements of the grant or categorical program.

The college has a system to redistribute older computers. Instructional labs generally are equipped with the latest computer models. When these instructional computers are replaced, if they still meet college standards, administrative and instructional support areas submit prioritized requests to the President's Cabinet for distribution approval.

Any equipment either purchased new or donated from an outside source is inventoried upon receipt at the college. An inventory tag identifies the equipment, and the final destination is logged into the college's BiTech computer system. This documentation process is also employed for transfer and surplus of equipment.

Significant district funds are expended to purchase computing and technologically-based equipment including one-time funds for non-instructional equipment. The college's *Technology Master Plan* is included in the *Educational and Facilities Master Plan 2001-2006*. The technology plan articulates the district's major needs. Considerations include the mainframe, standardization of computing platforms, staffing, organizational structure, staff training, project ACCESS (Internet registration), distance learning, and the district Web site.

Since the adoption of the technology plan in the *Educational and Facilities Master Plan*, consultants have assisted the college in refining

and expanding the technology plan. Recommendations in the technology plan guide the district in providing appropriate levels of technical support for computer systems, maintaining a district-wide inventory of equipment and software, following the obsolescence policy to govern inventory decisions, and implementing Project ACCESS.

The college purchases maintenance contracts whenever appropriate. These contracts cover major office equipment such as copiers. Two plant services mechanics maintain the district vehicle fleet. The college's in-house multimedia department maintains audiovisual equipment.

In 1997 the district adopted vehicle replacement guidelines. The guidelines are in four categories: vehicles used to transport students off campus; general-purpose vehicles used by maintenance staff and the police department; specialized vehicles including lawn mowers, chippers, tractors, trucks, and trailers; and vehicles used for instructional purposes such as fire technology, police academy, ambulance academy, and the diesel program. The district's four-year vehicle replacement plan identifies district vehicles that are in need of replacement and the district guidelines for their replacement. With the exception of a large bus, the college leases vehicles for student transportation; the district owns the remaining fleet. Leased vehicles require less maintenance (since they are newer) and safety has improved. In 1997 the college began leasing these vehicles. In the 1997 budget the college established a practice of allocating $30,800 annually for vehicle replacement. The vehicle replacement plan identifies priorities for these funds. Clearly, the challenge is to replace the aging fleet when resources are limited.

In addition to the vehicle replacement procedure, replacement processes are also in place for other equipment. Heating and air conditioning units undergo periodic inspection and replacement of filters to ensure proper functioning. Emergency lighting on all campuses and centers undergoes routine testing and replacement to ensure proper working order at all times, as do the fire extinguishers in every classroom. Some software programs and most office equipment, for example copiers, come with a maintenance plan and the district has utilized these plans. Information technology staff members maintain computers and the telephone system. A regular maintenance schedule has been contracted for the microscopes in the science labs. Electronics instructors are paid in the summer to maintain equipment in the electronics labs.

Self Evaluation

The institution successfully uses a systematic process to replace equipment and purchase new equipment. Unfortunately, funding limits the district's ability to replace all equipment in as timely a manner as would be preferred. For administrative equipment replacement, the college primarily uses district and categorical one-time funds. The President's Cabinet prioritizes these requests. For instruction, department chairs and academic administrators develop the priorities. Student services equipment purchases are heavily dependent on categorical and grant funds, as well as one-time funds.

The college has been highly successful in garnering grant and foundation funding for equipment replacement and augmentation. As noted in the Annual Reports on Accomplishments, grants provided major contributions to support educational programs. In particular, grant funding has greatly enhanced classroom and faculty use of technology (for example, wireless labs, open access lab, the writing center, the reading center, and vocational labs). In addition, the AHC Foundation raised funds for faculty office computers, LVC furnishings and equipment, and student center furnishings and equipment. The district is reliant now more than ever on grant and foundation funding for the replacement and expansion of equipment. Shrinking state funds have made the systematic process for replacing equipment a challenge.

The Chancellor's Office total cost of ownership (TCO) model suggests a broad anticipation of costs be considered and proposed when planning for future developments, among them purchase cost, replacement cost, license fees, repair/maintenance expenses, installation costs, and staffing costs. With limitations on funding for equipment, the college recognizes the need for this level of consideration when planning academic equipment purchases. As an institutional model, embracing TCO should lead to more informed planning and decision making;

however, current limitations on resources presents challenges.

While the college has made continuing expansion and upgrade of technology a high priority in each annual budget development, data from the accreditation survey indicate concerns from staff regarding the maintenance of equipment. For instance, 49 percent of the district's employees were satisfied with the maintenance of equipment, while 41 percent indicated dissatisfaction. In terms of full-time faculty, only 37 percent were satisfied with the maintenance of equipment and 59 percent were not satisfied.

The district also faces the challenge of replacing or reducing the number of aging vehicles. The college owns a large fleet of vehicles. Many of these have high mileage and consequently are maintenance intensive. There is also no regular periodic maintenance schedule for vehicles with lower mileage. The board of trustees has directed college administrators to dispose of vehicles beyond a prescribed age, using annually budgeted funds for replacement. There is now an annual systematic review and regular removal of vehicles when they have high mileage or when repair costs exceed the vehicle's value. When demand for vans exceeds availability, a rental agency provides additional capacity. To improve safety, a new bus was purchased in 1998 to support the travel requirements of athletic teams and large groups; the college still rents buses as needed.

Although the district conducts periodic inspection and replacement of items such as air conditioning and heating units, there is no formal preventive maintenance schedule for these pieces of equipment or many others on the college campuses. Although an analysis is undertaken to justify replacements, there are no guidelines regarding the cost effectiveness of repair versus replacement for many items. Currently the responsibility for upkeep and maintenance of instructional equipment (except computers, audio visual, and maintenance agreements) falls primarily on the shoulders of the discipline faculty. This maintenance includes both equipment, such as that found in laboratories or vocational classrooms, and software, such as virus protection. Other maintenance takes place on an as needed, mostly emergency, basis by the district's maintenance or computer support staff. Some of the difficulty in implementing a formal system of preventive maintenance and cost analysis is the lack of sufficient staffing to carry out additional duties. However, some preventive maintenance and subsequent cost savings could be incorporated into the district's planning processes.

The Business Services department oversees the inventory of equipment. Once equipment is delivered to the college and logged into the BiTech system it becomes part of the inventory. Equipment is tracked in the BiTech system database. The threshold for tagging a piece of equipment is $500 or above. Annually, Business Services provides inventory reports for departments to confirm. Faculty and staff know the importance of tracking equipment and routinely complete the necessary forms to document any changes to the inventory. One of the challenges of tracking equipment is keeping the database current. Over the past couple of years, the equipment transfers and surplus records have not been updated into the BiTech system because of lack of staffing.

Although Business Services, Information Technology Services, and Media Services provide guidelines and assistance in equipment purchases, individual departments must often devote considerable time to research purchases and seek price quotes. This situation may result in inappropriate purchases. One recommendation by an outside consulting group was for the college to hire a purchasing agent to improve this process.

Planning Agenda

Seek alternative sources of funding for replacement of equipment and vehicles.

Implement recommendation to hire a purchasing agent to ensure purchases are cost effective.

Increase routine preventive maintenance.

Develop a process to keep the equipment inventory current in order to track location of equipment.

Develop an effective vehicle scheduling process.

5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Descriptive Summary

The college has an integrated planning process. All college planning flows through the Planning Committee. Information generated through program review is reflected in plans of action, which are then validated by administrators, faculty from other disciplines, and representatives from other colleges. When appropriate, validation is also provided by members of advisory committees that include community representation. Beginning in 2002-2003 these plans are summarized by the vice president of academic affairs and reported to the Facilities Advisory Committee and the Planning Committee.

The college has developed three educational and facilities master plans since the last accreditation self study in 1996. The *Educational and Facilities Master Plan 2001-2006* is the latest and includes a review of all college departments and facilities. Along with other information in the master plan, each department provides an assessment of delivery systems required, facility needs, and future plans. These plans respond to the objectives of the strategic plan and the college mission. This departmental information and an in-depth assessment of facilities by age and condition, provided the basis for the technology and facilities plans in the overall educational and facilities master plan. The facilities component of the master plan assesses the adequacy and condition of every building owned or utilized by the college, except the Solvang Center, which opened after the plan was written. Additionally, there is a planning component for each building.

The *Educational and Facilities Master Plan 2001-2006* incorporates educational plans, facilities plans, and staffing plans in one document. The Planning Committee reviews all plans in the master plan and ensures they all link back to the college's strategic plan. More importantly, recommendations identified by the Facilities Advisory Committee are reported to the Planning Committee. Integrated planning schedules are also outlined in the *Shared Governance Manual*. The planning process integrates program review; for example, program review recommendations for facility and equipment are distributed to the Planning Committee and incorporated in the master plan.

Once every three years the college's strategic plan undergoes review. As part of the strategic plan, strategic issues or goals are established along with objectives and actions to achieve them. Appropriate sections related to physical resources become the responsibility of the executive director of facilities and operations, who must make an annual report regarding progress in these areas. The executive director of facilities and operations (reporting directly to the superintendent/president) oversees long-range facility planning and development while working closely with the director of plant services on day-to-day issues of maintenance, repair, and minor remodeling projects. Progress on objectives is reported annually.

The district must annually update and submit to the Chancellor's Office of the California Community Colleges a five-year construction plan for state funding consideration. The executive director of facilities and operations chairs the Facilities Advisory Committee that reviews facility needs and the five-year plan. The committee meets monthly. Its membership is composed of administrative, classified, faculty, and program representatives. The five-year plan is developed from the integrated planning found in the *Educational and Facilities Master Plan*.

Institutional committees providing evaluation and information specifically related to facilities planning are the Planning Committee, Facilities Advisory Committee, Technology Advisory Committee, Safety Committee, and Budget Advisory Committee. Reviews by some onsite agencies also provide recommendations for facility planning. For example, the Extended Opportunity Programs and Services (EOPS), Learning Assistance Program, and police academy site visits have resulted in recommendations/improvements.

Self Evaluation

The *Educational and Facilities Master Plan 2001-2006* demonstrates that physical resource planning supports and links to institutional planning. This master plan integrates facility, educational, staffing, resource, and technology planning with the college's three-year strategic plan. With planning integrated at every level of the college's processes, planning for physical resources should continue to improve. Much of the development in planning at Allan Hancock College has been motivated by attempts to make decisions, if not more inclusive, then, at least, better informed, with all constituencies involved in campus developments.

Over the last six years, the college has engaged in significant planning for opening the new LVC and construction and remodeling of new buildings on the Santa Maria campus. For example, since 1996 the college has submitted plans to the state for the LRC, the new Science/Health Occupations building, Skills Center, physical education addition, One-Stop Student Services Center, the Fine Arts Complex, and Administrative Services building. These proposed new and remodeled facilities, while respecting the 1991 site plan, have departed somewhat from it. For this reason, the site plan should be revisited and modified.

Planning Agenda

Update the facility site master plan to reflect proposed and future construction.

Supplemental Documents

1991 Site Facility Master Plan
Access, Programs and Services for Students with Disabilities, Review Results 2002, Galvin Group, LLC
Administrative Services Building Initial Project Proposal
Age Profile for the Santa Maria Campus
Allan Hancock College Educational and Facilities Master Plan (2001-2006 and 1997-2000)
Allan Hancock College Shared Governance Manual
Allan Hancock College Strategic Plan 2001-2004
Annual Reports on Accomplishments
Fine Arts Complex Final Project Proposal
Five-Year Construction Plan 2004-2009
Five-Year Scheduled Maintenance Plans (1996-2003)
Hazardous Substance Program Plans (1996-2003)
Hazardous Suggestion Reports (1998-2003)
Library/Media Technology Services Final Project Proposal
One-Stop Student Services Center Final Project Proposal
Physical Education Addition Final Project Proposal
Science/Health Occupations Complex Final Project Proposal
Skills Center Replacement Final Project Proposal
Technology Master Plan 2003

ALLAN HANCOCK COLLEGE

STANDARD 9
Financial Resources

FACILITATORS

Glenn Owen
Betty Miller

COMMITTEE MEMBERS

Tim Flemming
Judy Frost
Robert Lennihan
Shelly Allen
Chris Jenkins
Victor Salas

STANDARD NINE: FINANCIAL PLANNING

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

A. Financial Planning

A.1 Financial planning supports institutional goals and is linked to institutional planning and financial planning efforts.

Descriptive Summary

The district develops its strategic plan every three years. In the intervening years, the college, with participation of all constituencies, identifies its priority objectives for the year. The *Shared Governance Manual* (distributed each year) describes the strategic planning and budget development processes. The *Educational and Facilities Master Plan* (the "master plan") includes the strategic plan and integrates facility, program, staff, financial, and technology planning. The master plan also describes the planning process.

A flow chart and timelines included in the *Shared Governance Manual* integrate planning activities including financial planning. The manual documents facility, staff, financial, and planning activities and describes college committees and purposes, including the roles of the planning, facilities, and budget committees. Approximately half of the Budget Advisory Committee members also serve on the Planning Committee. This dual membership allows an exchange of information and reporting between the committees. The director, institutional research and planning, is a permanent member on both the planning and the budget advisory committees. Each committee meets separately bi-monthly and jointly at specified times or as needed. The agenda for joint meetings is to review budget assumptions and planning priorities. Both committees review the preliminary and revised budgets. The shared membership and joint meetings provide integration of planning and budget development. This effort was especially important when the college faced funding reductions in 2002-2003.

Prior to launching the most recent capital campaign, the Allan Hancock College Foundation reviewed the district's strategic plan, institutional priorities, and documented facility needs. A community assessment identified facilities the community would be willing to support financially and to what level. Ultimately, the foundation announced a $4 million campaign to support facility improvements in the district.

Self Evaluation

Financial planning activities focus on achieving institutional priorities as identified through strategic planning. The college planning processes illustrate the strong link between financial and strategic planning. Each year at the annual planning retreat, participants review the district financial status, as well as the progress on institutional goals and objectives. The district's proposed annual budget clearly identifies changes related to the strategic plan. During budget development, institutional objectives must be linked to any requests for increased funding. Requests for new positions (full-time faculty, administrative, classified) and equipment require identification of the planning objective that will be supported by the position or equipment. Program review recommendations related to college goals and

department requests for funds, must be supported by the program review.

An illustration of how financial planning supports institutional planning efforts occurred when Partnership for Excellence (PFE) funds became available. The existing strategic plan and the list of proposed new positions (ranked in order of priority to achieve the planning goals) enabled the college to allocate funds to support PFE and college goals. For example, PFE funding was the source for the much-needed institutional research and planning office, full-time faculty, and a transcript evaluator.

According to the fall 2002 staff self-study survey, a much larger percentage of staff members know about college planning than understand the link between strategic planning and financial planning. A survey question asked if the district's expenditures reflect institutional established priorities. Of the 180 people responding, 75 agreed or strongly agreed, 55 either disagreed or strongly disagreed, and 50 did not know. The survey also asked if the institution efficiently manages resources and implements institutional established priorities. Of the 178 people responding, 76 indicated that they agreed or strongly agreed, 65 either disagreed or strongly disagreed and 39 did not know. This lack of knowledge about the process may be either the result of few staff being involved with committees or being new to the college. The lack of knowledge or disagreement could also relate to differing perceptions about the planning process and the concerns about lack of adequate funds.

Over the last six years, much effort has been made to distribute more information about the link between budget development and planning including through all staff meetings and frequent articles in *By the Way*. Furthermore, the Planning Committee developed timetables and procedures to clarify the processes. This information has been included in the *Shared Governance Manual* since 1997. The manual is widely distributed and is more accessible now that it is on the intranet. All staff members have access to the college Website and intranet.

Planning Agenda

None

A.2 Annual and long-range financial planning reflects realistic assessments of resources availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

Descriptive Summary

The Budget Advisory Committee (BAC) annually develops income and expenditure assumptions for the subsequent budget year in order to project expenditures and funding availability. These assumptions are presented using "pessimistic," "most likely," and "optimistic" scenarios. Income assumptions primarily depend on the ability to project full-time equivalent students (FTES) and levels of state funding for cost of living adjustments and categorical programs. The BAC develops expenditure assumptions based on staffing obligations, ongoing program needs, and prioritized expenditure plans, and routinely monitors projections to ensure achievement of budget goals.

The comprehensive information source for college needs, planning priorities, and financial resources is the *Educational and Facilities Master Plan*. One chapter is devoted to financial planning, although long-term planning for California community colleges is extremely difficult and subject to sudden changes. The master plan and the *Shared Governance Manual* describe planning activities related to staffing, resources, technology, programs, and facilities. As the college develops the various plans

summarized in the master plan, it identifies timelines and associated costs, when appropriate.

The state establishes student enrollment fees; however, the district sets nonresident fees. The nonresident tuition fees are set within parameters established by the state and are only minimally influenced by the college. In any event, the district receives less than five percent of total unrestricted income from student fees and tuition. Increases in the nonresident tuition rate are intended to be gradual and predictable and are based on district and statewide expenditures per FTES. The state legislature establishes enrollment fees at a level intended to ensure open access to all students.

Self Evaluation

The college is thorough in seeking information for financial planning. Long-range planning efforts are critical for major projects undertaken by the district, particularly with limited resources. The district frequently takes an incremental approach to project implementation, for example, in planning financially for scheduled maintenance and technology. An example of long-term planning involving expenditure and income projections is the preparation for opening the Lompoc Valley Center. For at least four years, a cost of operations report was created and updated every year until the new center opened. The report identified staff positions and support services needed to meet anticipated operational needs and projected state income. The district followed and evaluated the report's recommendations after the center opened.

Staffing needs identified in the master plan led the district to set a goal to increase the number of full-time faculty. When funding permitted, the district made a commitment to hire at least two new full-time faculty members more than the number of resignations and retirements. This effort resulted in the district moving from only .5 full-time equivalent faculty (FTEF) positions over the state's full-time faculty obligation in 1993, to 25.07 FTEF positions over in fall 2002. Unfortunately, funding uncertainties and shortfalls caused the district to be cautious in this effort and, in the most recent 2003-2004 budget year, not only were new positions not added, a faculty position vacant due to a retirement was not filled.

In order to manage the timing of district match obligations, the district maintains a matrix of approved scheduled maintenance projects. This approach has been necessary due to limited funding available to meet the obligation and to ensure funding when the project begins. Uncertainty of future funding has caused the district to identify funding sources as soon as possible and to seek funding support from other sources. Most recently, the AHC Boosters and the foundation committed to raise funding to support the match obligation for the gymnasium floor and bleacher replacement project. Projects such as the technology infrastructure and transition to Web-based student registration (Project Access) received annual allocations that allowed the projects to progress over time.

Funding uncertainties led to questioning if long-term planning is possible in this environment. Although, over time, the district has been successful in increasing full-time faculty and receiving state funds for construction and scheduled maintenance projects, the funding uncertainty has made the district cautious about making future commitments. The uncertainty has also led the district to revise priorities and to seek funding from other sources such as the federal government, foundations, and other external groups.

Annual budget planning efforts have proven to be realistic and have helped the district maintain appropriate reserve levels. These efforts were particularly important for the 2002-2003 fiscal year when community colleges were hit with major mid-year budget reductions. The BAC anticipated a deficit at the state level and included a one percent reserve to offset the expected shortfall in apportionment funding. Another 1.2 percent reserve was retained and not reallocated until the district received notification of the anticipated deficit. If the deficit had not been greater than one percent, this reserve was to be distributed to various departments and projects based on the district's planning priorities. These planning efforts significantly

helped the district meet the major budget reduction that ultimately occurred.
Growth projections for budget development purposes have proven to be realistic and over the years have resulted in the district meeting its revenue projections. The BAC develops annual income, expenditure, and growth assumptions and then presents three scenarios: pessimistic, most likely, and optimistic. For 1999-2000 the three growth assumptions were two percent, four percent, and six percent. The budget was based on two percent and actual growth for that year was 4.6 percent. For 2000-2001 the assumptions were zero percent, two percent, and 3.5 percent; the budget was based on two percent and actual growth was 3.35 percent. For 2001-2002 the assumptions were two percent, three percent, and four percent; the budget was based on 2.66 percent and actual growth was 2.8 percent. For 2002-2003 the assumptions were zero percent, 1.5 percent, and three percent; the budget was based on 3.96 percent and actual growth was 5.5 percent. This additional growth helped offset the revenue lost because of the 2002-2003 mid-year reductions.

Planning Agenda

None

A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

Descriptive Summary

Several institutional planning processes relate annual and long-range capital plans to educational objectives and the plans for physical facilities. The *Strategic Plan 2001-2004* outlines the college objectives, actions, and initiatives. The educational objectives are then used to generate annual strategic priority objectives (most recently listed in the *Allan Hancock College Strategic Plan 2003-2004*). The institution requires that annual and long-range capital plans support and are based on the strategic plan and priority objectives. This support is seen in the institutional planning processes and resulting capital plans.

A key example of capital plans supporting educational objectives is the program review that departments undergo every six years. Needs identified by program review help drive annual capital planning for equipment and facilities such as the five-year construction plan and scheduled maintenance plan.

The *Educational and Facilities Master Plan 2001-2006* is the best documentation of the integral connection between strategic, educational, long-range, and physical facility planning. Educational objectives are prominent in this document, and the planning process section clearly outlines the primary importance and role of strategic planning as a starting point for the planning and budget process. The master plan forms the basis for the five-year construction plan.

Finally, each adopted budget reflects the objectives supported by any funding increases that the college must address and respond to as part of budget planning and development. Each adopted budget also contains the "Capital Outlay Projects Fund" which accounts for the accumulation of the moneys for acquisition or construction of capital outlay items.

Self Evaluation

The annual and long-range capital plans strongly support educational objectives and relate directly to the physical facilities plan as evidenced in the *Educational and Facilities Master Plan* and the *Five-Year Construction Plan*. Each college program identifies its facility and delivery needs and these are described in the *Educational and Facilities Master Plan*. The institutional research office provides substantial support for annual and long-range capital plans, providing much of the necessary data for the master plan.

At the Santa Maria campus, the deteriorating condition of some facilities and the lack of work

and office space is an ongoing concern, as indicated by the accreditation and staff assessment survey and the master plan. Given the increasingly limited state funds, the college has been successful in pursuing a variety of capital improvement or replacement projects, as directed by the strategic plan, the master plan and the *Five-Year Construction Plan.* These include the completion of a new campus (the Lompoc Valley Center); renovation of the Student Center, bookstore, and meeting rooms complex; and the purchase and installation of modular buildings from Vandenberg Air Force Base for a variety of purposes. A number of additional projects are in either the planning stage or starting construction phases. These include the Learning Resources Center remodel, the Health Occupations and Sciences Complex, and the Fine Arts Complex. This rapid pace of events necessitates updating planning documents such as the master plan and the site master plan.

The college has been aggressive and successful in seeking solutions to facility and equipment needs. For instance, when it was projected that equipment funding for the new Lompoc Valley Center and the remodeled Student Center would fall short, the Allan Hancock Foundation initiated capital campaign funding drives to help fill the gap. In recognizing and supporting institutional priorities, the Allan Hancock Foundation has made possible the completion of a number of important state-funded projects. Furthermore, educational objectives have been achieved with grants. Title III, Title V, and CalWORKs grants have funded improvements to classrooms and upgraded equipment.

When renovation of the Student Center was planned, a funding matrix was developed. In a show of support, the student body voted to assess a Student Center fee. Certificates of Participation (COP) were issued to fund construction costs, the bookstore funded equipment and furnishings for its new location, a grant from the Santa Barbara Foundation was approved for meeting room furnishings, and the Allan Hancock College Foundation included funding for additional furnishing in its capital campaign.

Facility needs not rising to the level of state construction funding thresholds, may be eligible for state scheduled maintenance funding. The district has been successful in identifying, applying for, and being approved for a variety of projects. To be eligible for state funding, scheduled maintenance projects require matching funds and must be completed within a specific timeframe. The facilities and administrative services offices monitor approved projects – assuring timeliness of completion and identifying funding needs.

Capital plans are strongly influenced by state priorities and requirements, ranging from the ratio of space devoted to lecture and lab rooms to significant changes in the priority for facilities projects. The facilities plans and the annual and long-range capital plans are determined by both district educational objectives and state requirements.

Planning Agenda

Update the Santa Maria campus site plan to reflect growth and changes of the last years.

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

Descriptive Summary

The college has a planning and budget development process that is published each year. The planning and budget development calendar is reviewed and published in the *Adopted Budget Book,* the *Shared Governance Manual,* and the *Educational and Facilities Master Plan.* This calendar identifies operational and legal times for district budget development, including tentative budget adoption prior to July 1 and final budget adoption by September 15. A calendar in the *Shared Governance Manual* indicates financial planning and budget development activities for each month.

Each fall the Budget Advisory Committee (BAC) begins to develop the next year's budget. The BAC reviews anticipated new revenue, related expenditures, and the assumptions developed to reflect optimistic, most likely, and pessimistic scenarios. These assumptions provide a preliminary budget message that is reviewed by the president's cabinet and the Planning Committee.

Every spring semester Administrative Services staff members provide a *Budget Development Guide* to budget-level managers to assist individual departments in developing income parameters and providing specific information for calculating expenditures. The guide offers an overview of the BAC's initial projections for unrestricted revenue and expenditures (based on anticipated receipts of COLA, growth funding, and any new funding programs such as Partnership for Excellence). Guidelines are included for projecting departmental expenditures – including guidelines for growth and FTES goals that affect faculty and classified salaries. Budget managers also receive the district's listing of institutional goals, guidelines, and the budget request augmentation forms requiring identification of the current priority objectives to be supported. Administrative Services also supports departmental representatives by providing budget updates, calculations, and reports.

As annual budget development begins, the BAC reviews the accuracy of assumptions made the previous year. The committee reviews the previous year's budget scenarios (pessimistic, most likely, and optimistic) to determine if the process was valid. This review assists the BAC to develop the most realistic assumptions. Throughout the year as the budget cycle develops and economic conditions change, assumptions are monitored to confirm if they are still valid.

Department members are invited to attend budget workshops for further clarification and discussion. Periodic meetings are held with the vice president, administrative services, to inform college staff of changes in funding and state requirements. The vice president, administrative services, is available to attend departmental meetings.

Every April the budget analyst verifies all departments have participated in the budget development process. This review ensures budget requests are submitted in a timely manner and all budget development guidelines have been followed. The responses from each department are reviewed and incorporated into the budget development document.

When departments request augmentations to their annual budget, they must submit documentation linking the augmentation to a college priority objective. There are also guidelines for distribution of one-time funds. In recent years, limited funding has led the district to significantly reduce or eliminate equipment budgets. When year-end fund balances have permitted, the district proposed a budget for the subsequent year with a reserve for non-instructional equipment. Departments were required to identify the equipment or other category of need and the related priority objective. Completed requests were prioritized and approved when funding sources were confirmed. The same process was followed for distribution of Partnership for Excellence funds but not only was it necessary to identify the related priority objective, it was also necessary to identify the related Partnership for Excellence goal. Separate guidelines are followed to distribute state instructional equipment funds.

Self Evaluation

The district complies with this standard; institutional guidelines and processes are in place for financial planning and budget development. The district publishes and follows a specific month-by-month calendar to develop each annual budget. Processes to distribute one-time funds for equipment are also established and followed. The *Shared Governance Manual* and the *Budget Development Guide* document these guidelines.

Planning Agenda

None

A.5 Administrators, faculty and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Descriptive Summary

The development of financial plans and budgets is central to shared governance; each year the planning and budget development process and calendar are outlined in the *Shared Governance Manual*. The process involves administrators, faculty, staff, and students from diverse college organizations. The first step in developing financial plans and budgets is strategic planning, an annual college-wide activity that culminates with a strategic planning retreat attended by representatives from all college constituencies. Strategic planning provides the foundation for the annual planning and budget development processes and for long-range financial plans such as the *Five-Year Construction Plan*. Through a process involving all constituencies, each year the college identifies priority objectives from the strategic plan.

The annual budget planning and development process is initiated with a summary budget sheet with the current year's projected income and expenditure assumptions (produced by the office of the vice president of administrative services). The Budget Advisory Committee (BAC), comprised of representatives from all college constituencies, reviews this document and provides input. This information is then shared and discussed with the President's Advisory Council (PAC), the Facilities Advisory Council (FAC), and the Planning Committee (PC). Each committee has a range of representatives from administration, faculty, staff, and students. The *Shared Governance Manual* specifies representation of administrators, faculty, and staff on these committees; the committees include representatives from the California School Employees Association, the Academic Senate, the Faculty Association, the Part-Time Faculty Association, the Associated Student Body, and department chairs. With the participation of these committees, BAC produces budget development guides that are distributed to departments and programs for budget planning by faculty and staff. Additional guidance for this activity is provided by the administration (Administrative Services) through budget workshops, which provide additional opportunities for participation and information exchange among college personnel. Department and program-level planning establish priorities used to generate staffing, equipment, and facilities plans and prioritization; division and component budgets; and a preliminary college budget. These plans and budgets are then reviewed as part of a college-wide activity by BAC, PAC, FAC, and the board of trustees. Ultimately, the administration composes a recommended final budget and sends it forward to the board of trustees for adoption. This lengthy and involved process requires the participation of many different college contributors, as exemplified by the membership of administration, faculty, and staff on the key budget committee.

Self Evaluation

The process for developing financial plans and budgets provides appropriate opportunities for personnel to participate. These opportunities are present not only in established procedures ranging from the strategic planning process to program review, but extend to other activities such as final plan proposals for facilities construction. For example, the final project proposal for the fine arts complex and student services building involved a successful collaboration of faculty, staff, administrators, and architects, and represents the coordination and participation of a wide range of interested staff. In addition, staff meetings are scheduled to review issues of interest to all employees, such as benefits, state budget reductions, and budget and planning processes.

The fall 2002 staff survey indicated that 81 percent of the respondents had not served on the Budget Advisory Committee, 82 percent had not served on the Planning Committee, and 82 percent had not served on the Facilities Advisory Committee. This level of participation may

explain why only 38 percent of the district employees agree or strongly agree that the district's expenditures reflect institutional established priorities and 26 percent indicated they did not know if expenditures reflected priorities.

Although the administration consistently strives to share information on budget planning and management through a variety of means (including the superintendent/president's newsletter, presentations at all staff days, budget workshops, all-staff open meetings, and presentations on facilities planning), the staff survey indicates a lack of understanding, as well as confusion over opportunities for input and participation. This is particularly true for those who have not served on budget-related committees. There may be a need for greater publication and exposure of the work of key committees such as BAC and PAC that contain representatives from administration, faculty and staff. In response to this survey finding, in spring 2003 at the request of President's Advisory Committee, the planning and budget development process was sent to all staff and is now on the intranet as part of the *Shared Governance Manual*.

Currently no formalized procedure exists to present committee minutes to the college, and many employees may not understand their representation and opportunities to participate. The committee members do communicate with their constituencies, but as might be expected, a clear understanding of budget issues and opportunities to participate remains unrealized for many. One opportunity for additional or improved communication is use of the Internet or intranet. The Academic Senate now posts meeting agendas and minutes on the Internet, and this avenue could be used by other constituencies.

Currently every college constituency is represented in developing financial plans and budget; furthermore, a great deal of effort is made to involve administrators, faculty and staff. These collaborations will be even more important and critical during the difficult and financially challenging times that lie ahead.

Planning Agenda

Promote the dissemination of financial and budget information to increase the understanding of employee participation in the process.

B. Financial Management

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

Descriptive Summary

The district has a sound financial management system in place, which includes appropriate applications of technology, accounting practices, policies, and procedures. A mainframe-based system is used to run the interactive fund accounting system (IFAS), known to campus constituents as BiTech. The BiTech software provides all financial accounting and budgeting, offering a high level of security and budget control. A BiTech coordinating committee meets to review new software components, as they become available, for appropriateness to district applications and needs.

Direct access to current online budget information is granted to appropriate college personnel. This access provides managers with immediate and accurate budget information for making sound financial decisions. Additionally, hardbound copies of the approved budget are available for public inspection in the Learning Resources Center (Santa Maria Campus), the Administrative Services office, and the superintendent/president's office. Ongoing BiTech user training is provided on a regular basis.

Self Evaluation

BiTech provides adequate budget and financial control as well as reporting capability for the district – the college is in compliance with this standard. In addition to its use for all district functions, BiTech is used for the budget and reporting functions for the district's auxiliary corporations. Not only does this provide timely and complete accounting, it also provides the information with which the district board of trustees and directors of each auxiliary corporation make sound financial decisions. It provides accurate information to meet local, state, and federal financial reporting requirements. The system also provides the capability to present reports in a number of different formats, including graphic representations.

A staff programmer in the college's Information Technology Services department maintains the system on a daily basis. At the direction of the vice president, administrative services, that programmer alone writes program changes and provides or changes employee access to the system. Each end user is required to have two levels of security to enter BiTech. To date, no known breach of security has occurred.
The BiTech system was designed as a flexible system and is relatively complex. This flexibility often makes it difficult to use, particularly for the casual user. Minor report changes often require programming; running similar reports using different criteria will give different results, not always apparent to the casual user. Some programming changes can be accomplished in-house but it is often necessary to seek assistance from BiTech vendor support. This assistance is relatively slow and, due to the dated version of the software currently in use, fixes have not always worked as anticipated. BiTech provides periodic software updates but staff members in Business Services and Auxiliary Accounting Services have been reluctant to schedule implementation, particularly during critical times such as year-end. This reluctance is due to a history of unanticipated changes in software operations and failure of subsystems that resulted from updates.

In an effort to improve report-writing capabilities and to make the system easier to use for the casual user, the district acquired a program called "Click, Drag and Drill." The supplementary program applies a Windows-based application over the existing programs and enables the user to view data more efficiently. After over a year of attempting to implement the software (with BiTech's assistance), the district reached the conclusion that since the existing software is not a relational database system, it is unlikely the new software would work as hoped. It was fortunate that the software manufacturer allowed the district to return the software and refunded the cost.

The district's current mainframe, an HP 3000, has been declared obsolete by the manufacturer; the district has developed a plan to replace the mainframe and update the software systems. The updated BiTech software will then be on a relational database that should improve operations. Funding constraints require the district to take an incremental approach to this conversion.

Currently, the district has reviewed all BiTech components and has chosen to use only those modules that are appropriate; the district does not use all components of the human resource or payroll modules. The staff programmer maintains the integrity and operations of the BiTech system on a day-to-day basis, and serves as the liaison with the software vendor to resolve operating problems in a timely manner. User training is offered regularly to district employees, assuring that end-users have the ability to access needed information. The district's payroll functions are handled through a contractual agreement with Santa Barbara County Office of Education. A summary of each month's payroll is then downloaded into BiTech and each respective budget area within BiTech. The bookstore (a component of one of two auxiliary units) and the Allan Hancock College Foundation use the BiTech payroll function. In preparing annual budgets, the Business Services office uses a section of the human resources module as a stand-alone system.

To achieve greater efficiency and economy in purchasing while maintaining appropriate levels of control, district purchasing policies were updated and the purchasing guide is currently being revised. These steps assure that the end-user will not only have the most current data and purchasing information available, but will also have the greatest amount of flexibility and efficiency in process. The key improvements include the clarification and raising of the threshold for quotation and formal bidding process, and provision for expanded online access to budget information by the addition or upgrading of staff computers and software systems.

The staff survey conducted as part of program review for Business Services indicated overall satisfaction with Business Services. Approximately 970 surveys were sent to faculty and staff; 167 surveys were returned (18 percent response rate). Results were a mixture of positive and negative comments. One area of concern is the time it takes to process purchase requisitions into a purchase order. A few external factors contribute to this perception. First and probably most significantly, is the time to obtain all required signatures prior to the purchase requisition arriving in Business Services. Signature requirements may delay the process a few to several days depending on the availability of appropriate signers. Secondly, the budget code may be incorrect or funds may not be available under the budget code requested. This can result in additional delays until resolution with appropriate staff members. Other factors such as incorrect vendor information, pricing, or descriptions require follow-up prior to processing the purchase requisition. A review of current operations indicates that it typically takes four business days for purchasing to process a purchase requisition.

To streamline the purchase requisition signature process, during 2002-2003 the district initiated a pilot test of online purchasing approval. Training was provided for those involved in the test and an assessment of the process will be conducted during fall 2003. Mid-year state funding reductions in spring 2003 caused the district to limit purchasing to essential items. This cutback limited the ability to test the online process but highlighted areas of concern. Questions were raised about internal controls, how a requisition signer asks questions, and how to ensure responses are provided electronically prior to authorization. These questions will be addressed prior to full campuswide implementation.

In the survey, staff dissatisfaction with accounts payable was not a surprise. For several years, the Accounts Payable department utilized temporary classified employees and the three accounts payable technicians worked overtime to keep pace with the workload. Personnel issues resulted in vendors not being paid in a timely manner; payment issues were not resolved and phone calls were not returned. In August 2002 the college filled a newly approved accounting services technician position. This new position has greatly enhanced the department's ability to pay vendors in a timely manner. In January 2003 the college hired a technician to fill a position vacant due to an employee retirement in August 2002. The new staff members have made a positive impact in the department, particularly in the area of vendor relations, and the 2002-2003 year-end closing was accomplished on a timely basis with little or no overtime.

Questions have been raised regarding timeliness of data appearing in department budgets, particularly data related to grants. The number of grants managed by the district has increased significantly over the years and staffing levels have not kept up with this change. The number of grants has increased from 47 in 1993-1994 to more than 85 in 2000-2001. This led to delays in processing transfers, posting expenditure charge-backs, and budget revisions. The survey conducted as part of the Business Services program review, indicated that nearly twenty percent were either very dissatisfied or dissatisfied in response to the questions regarding "adequate fiscal accounting support being provided." Expenses charged to various grants can be delayed for a number of reasons. Various grant charges such as print shop, paper, and district vehicle use normally take up to a month to process. Expenses charged to the grant account may also be delayed if not all

documents are submitted appropriately to the Business Services office. The institutional grants and Business Services offices conduct an annual workshop for all grant program directors to review and discuss procedures and guidelines to track expenditures. Unfortunately, the workshop is poorly attended by program directors.

Improvements to the financial management system provide timely and complete financial statements and reports. These documents are published monthly in the board of trustee's agenda materials and are available online to each budget manager. These reports include statements of activity with current period and year-to-date information. The system also provides an automatic feature that prevents managers from overspending. Additionally, the district's budget analyst conducts a monthly analysis of actual revenues compared to budget to assure that cash flow assumptions are in line with current expenditures.

In 1997 the board of trustees commissioned KH Consulting Group to conduct a complete organizational and operational review of all college business and personnel services. In January 1999 the final progress report was presented to the board of trustees, outlining how each finding and recommendation in the KH report had been addressed.

Planning Agenda

Move the BiTech financial accounting application from its present operating system to a UNIX-based system.

B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Descriptive Summary

In accordance with the college policy and administrative procedure on institutional planning and budget development (board policy 9100), the college establishes budget development goals and priorities as part of the planning process (refer to sub-standard A.4 and A.5). Allocation decisions are made in accordance with the mission of the college and institutional planning efforts. Budget documents are reviewed and approved by the board of trustees as a part of the annual budget presentation workshop.

As required by law, the district annually contracts for its independent audit. To ensure integrity of the audit process, the board of trustees has adopted a practice of changing audit firms every three years. The audit report, which includes identification of any findings of control weaknesses together with the college's proposed plans to correct the weaknesses, is presented to the board of trustees for review and acceptance. The board of trustees has strongly supported district efforts to resolve outstanding issues and has actively followed up on district programs, including a review of any district action plans to resolve audit findings and the status of those plans.

Self Evaluation

The district's financial documents demonstrate appropriate allocation and use of financial resources. The district has complied with expenditure requirements and mandated reporting requirements as indicated in the "Annual Financial and Budget Report" (CCFS 311) and the "Annual Independent Audit Report." Furthermore, the district's budget documents reflect appropriate allocations and adherence to requirements of the *Budget and Accounting Manual* prepared by the California Community College Chancellor's Office, board policy 9100, and administrative procedure 9100.01.

The number of audit findings has decreased from six to none in the last two years. Resolution of audit findings was accomplished in a positive, comprehensive, and timely manner.

Planning Agenda

None

B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Descriptive Summary

The district's financial system of reporting, management (budget development, adoption, and monitoring), and auditing encompasses all components of the college, including auxiliary operations. The college has two auxiliary corporations: the Allan Hancock College Foundation and the Auxiliary Programs Corporation, which has operational responsibility for the Associated Student Body, athletics, the bookstore, and the Pacific Conservatory of the Performing Arts (PCPA). Each month district financial reports, including reports for the auxiliary corporations, are distributed to the board of trustees.

The Business Services office provides financial oversight for all district programs, including financial aid and externally funded programs, following district policies and procedures for contract and grant application and acceptance. All grant applications require board review for submission and approval to receive funding. A Business Services staff member monitors grant funds along with the director of institutional grants and the staff member responsible for the grant.

District investment funds either are in the county treasury (accounts related to governmental programs) or in accounts approved by the board of trustees (clearing and revolving cash accounts). Funds from trust, fiduciary, and auxiliary operations are deposited in separate bank accounts. The board of trustees reviews and approves all district bank accounts to ensure they either meet FDIC insurance thresholds or are fully collateralized by the holding bank. Agreements (contracts for deposit of moneys) are kept on file in the Business Services department.

The AHC Foundation has adopted an investment policy to define and meet security and earnings objectives. The AHC Foundation Investment Committee oversees development of the Foundation's annual budget. Two district trustees and the vice president, administrative services, sit on the AHC Foundation Board of Directors to provide continuity with district activities. Auxiliary Accounting Services administers accounts following college procedures.

Self Evaluation

Audit reports indicate that the college practices effective oversight of external organizations, including auxiliary enterprises, and their investments. Concerns have been expressed that a number of the district procedures are slow and burdensome.

Implementation has been slow for changes in accounting procedures requiring programming, for example when the AHC Foundation changed its income allocation procedure. Implementation required program modifications to the existing BiTech software; these changes took much longer to implement than anticipated. As a result, departmental financial statements were delayed. It is hoped that changes to the district mainframe's operating system (converting BiTech to a relational data base system) will improve the ability to modify to reports and operations. Another factor influencing the ability to provide necessary financial information is the long-term absence of critical staff, particularly in auxiliary accounting

services. Temporary solutions have not been successful and this situation has created on-going problems in recording data on a timely basis.

The bookstore, in an effort to improve operational efficiency, has acquired new point of sale software. Bookstore staff members received software training; initial implementation is scheduled for November 2003. It will be necessary to determine when to transfer bookstore data to the district's financial accounting system (BiTech) for financial reporting purposes.

Planning Agenda

None

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Descriptive Summary

The district has two auxiliary corporations and two independent nonprofit corporations supporting its programs. One auxiliary corporation, the Auxiliary Programs Corporation, represents four distinct program areas: the bookstore, the Pacific Conservatory of the Performing Arts (PCPA), athletics, and the Associated Student Body (ASB). The corporation is governed by an adopted set of bylaws that directly link its existence to the mission and goals of the institution and has a separate board of directors comprised of three administrators, one member of the district board of trustees, one faculty member, and one student. The corporation maintains a current master agreement with the district.

The second auxiliary corporation is the Allan Hancock College Foundation. Since a restatement of its articles of incorporation in 1994, the foundation has increased community, faculty, and student representation on its board of directors, while maintaining representation from college administration and the board of trustees. This restatement enabled a greater degree of involvement by community members, which has significantly enhanced fundraising activities (including three successful capital fund drives to enhance district technology and facilities and one endowment fund drive primarily to build scholarship capacity). The foundation also maintains a current master agreement with the district.

As part of the AHC Foundation's annual strategic planning session, the superintendent/ president reviews college goals and objectives with the board of directors. These college goals are used to establish foundation priorities for the upcoming year. As a result, foundation fundraising activities have been enhanced and successful campaigns have funded computers for faculty, assisted in the purchase of equipment and furnishings for the Lompoc Valley Center, and increased endowments. The current capital campaign will improve facilities on the Santa Maria campus. The campaign to purchase computers for faculty, the Launching Technology campaign, raised $90,000. The campaign to assist in furnishing the LVC, the Invest in the Dream Campaign, raised $700,000. The campaign to increase endowments received a boost through a successful application to the U.S. Department of Education Endowment Challenge Grant (Title III) in 1999. The result of that campaign, an endowment increase of $1,186,000, increased funding for student scholarships and program support. The current capital campaign for the Santa Maria campus has a $4 million target. All these activities support the college's mission.

The two independent nonprofit corporations are the PCPA Foundation and the Hancock College Boosters, Inc. Each was established as a California nonprofit public benefit corporation and each maintains an operating agreement with the college. Each has a district trustee elected to

serve on their board of directors. The sole purpose of these two corporations is to support the respective Allan Hancock College program, that is, PCPA and athletics. Each corporation is required to submit an annual audit to the district.

Self Evaluation

Auxiliary activities and fundraising efforts are consistent with the mission and goals of the institution. To ensure auxiliary corporations' funds are used in a manner consistent with the mission and goals of the college, each auxiliary corporation has a district administrator assigned and district representation, including a member of the board of trustees, on their board of directors. The district administers all financial accounting and purchasing.

PCPA, in response to an organizational and operations review commissioned by the district board of trustees and conducted in 1999 by the KH Consulting Group, added a full-time development professional position. However, due to staff turnover, the position has only been filled during a portion of the subsequent time period. As a result, contributed income has remained relatively flat. PCPA's associate dean/artistic director presented two reports to the trustees on the progress of each KH recommendation, and at this time all recommendations have been addressed.

The AHC Foundation conducts an annual retreat to review progress on the year's goals and to identify goals for the upcoming year. The retreat includes an update on budget issues that the district must address and priority objectives identified in the strategic planning process. This review has led to significant contributions for projects such as completion of the Lompoc Valley Center, and most recently projects included in the capital campaign.

The AHC Foundation investment and executive committees meet regularly. Foundation financial reports and any outstanding issues are discussed at these meetings. Delays in the district's ability to prepare financial statements have been a concern. In 2000-2001 the AHC Foundation contracted Glenn, Burdette, Phillips & Bryson, certified public accountants, to review various aspects of the foundation's financial operation. In June 2001 the foundation received a report from the accounting firm outlining their procedures, conclusions, and recommendations for areas of operation that included internal accounting and information flow, software, investments, and donor communication. Foundation and district staff members reviewed the recommendations for implementation and shared them with foundation committees and the foundation board of directors. Each recommendation has been addressed and implemented if appropriate.

Both auxiliary corporations are included in the district's annual independent audit and have complied with audit standards. Separate reports are prepared for the Foundation and PCPA and are presented to their respective oversight committees.

The two independent corporations are making significant contributions to the college. Each year the PCPA Foundation contributes an amount equal to five percent of its endowment to PCPA's general operating fund. That contribution is primarily used to support student scholarships and summer internships. The PCPA Foundation appears to be very responsibly run. It has regular meetings and the PCPA director is actively involved. In an effort to support PCPA on an on-going basis, the Foundation established an endowment. An annual audit is performed and the district receives a copy of this report.

AHC Boosters is more loosely structured; activity appears to fluctuate from year to year and the district is not always clear about its activities. The district's athletic director is expected to participate in the organization but, with recent staff turnover, continuity has been difficult. In 2002 the Boosters made a three-year pledge totaling $150,000 to assist in gymnasium renovation (including a new floor and bleachers). This project was identified as a priority by the college and was qualified for matching funds through state scheduled maintenance. The Booster's pledge was applied towards the matching funds making it possible to move forward with the renovation project. In their first year, the Boosters were successful in

raising more than half the total funds needed to fulfill the pledge. Additionally, the Boosters have pledged $15,000 to paint the gymnasium and have supported acquisition of new basketball backboards. Although they are not an auxiliary operation, financial statements for the organization are not routinely provided to the district nor are annual audit reports.

Planning Agenda

Ensure that all audit reports for independent nonprofits are performed and received by the district according to agreements.

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Board policy 8200 delegates authority to the superintendent/president to purchase supplies, materials, apparatus, equipment, and services necessary for the efficient operation of the district and requires that the board approve payment for all such transactions. The related administrative procedure identifies district purchasing requirements. Additionally, the district requires that all contracts entered into by its authorized agents comply with standard contract provisions including nondiscrimination statements, hold harmless clauses, and termination clauses when deemed suitable. These contracts may include joint powers agreements, consultant services, construction contracts, facilities use agreements, certificates of participation, and the purchase of goods and services. The board of trustees is responsible for the authorization of individuals who may act as agents to enter into contracts on behalf of the district. This authorization is in conformance with Section 81655 of the *California Education Code*.

Board policy 8905 directs that the board of trustees be informed of all grant applications and approve all grants received by the district. The superintendent/president is to establish procedures ensuring timely application and processing of grant applications. The related administrative procedure 8905.01 establishes the process that, upon board approval, all necessary contracts shall be signed and submitted to the funding agency by a designee.

Self Evaluation

The district has demonstrated compliance with this standard through its implementation of district guidelines and procedures for entering into various purchasing and contractual agreements. Administrative procedure 8200.01 states that the vice president, administrative services shall establish procedures by which district personnel may request materials and services. A district *Purchasing and Contracting Guide* outlining these procedures is available to departments. Understandable and comprehensive procedures are in place outlining requirements for such concerns as cost thresholds, how and when to seek written quotes, who may enter into contractual agreements, and appropriate language for providing adequate safeguards to protect district interests. There have been occasions when individuals have obligated the district without obtaining explicit district authorization. In response to this, individuals have been informed directly and have been provided the correct procedures to follow. Guidelines have been established with clear internal controls to verify that contract policies are followed. These guidelines are included in the purchasing guide.

Planning Agenda

Provide regularly scheduled purchasing workshops for departments to assure that all purchasing procedures are understood.

Distribute current purchasing guidelines to departments on a regular basis.

B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

Descriptive Summary

The district's annual audit is conducted in accordance with United States generally accepted auditing standards. The district utilizes the audit as one of the major means to measure and evaluate financial management.

The BiTech Coordinating Committee (comprised of staff from Administrative Services, Auxiliary Accounting, and Information Technology Services departments) is responsible for reviewing and setting priorities for management of the financial system. The committee meets periodically to assess current conditions and needs for the college's financial accounting system. When major software changes were needed this committee was very active. In recent years the need for regular meetings has diminished.

In 1999 the district contracted with KH Consulting Group to review Business and Personnel Services. The review's outcome was a number of recommendations related to operational efficiencies, organizational issues, and staffing. Progress on implementation of the recommendations was monitored and updates were provided to the board of trustees. The reorganization recommendations continue to be considered during planning, retreat sessions, and the classified staff prioritization process. In spring 2003 Business Services conducted an internal program review following college guidelines.

Self Evaluation

The district complies with this standard by carefully reviewing any audit exceptions as they relate to internal control and applicable laws. Audit findings are addressed immediately with the auditors to ensure resolution. Audit follow-up recommendations are presented to the board of trustees. (See substandard B.2 for prior year's summary of audit findings.)

To ensure additional standard compliance, staff continues to expand the use of the BiTech system. Learning Resources Center, Information Technology Services, and Academic Affairs staff members are currently testing online purchasing approval. Concerns have been raised and are being reviewed regarding security of the online purchasing approval process. For this reason, full implementation for all staff has been delayed.

As funding permits the college implemented staffing recommendations from the KH report. The district has enjoyed dramatic growth in recent years, however with that growth came additional demands on business services functions. Keeping institutional goals and priority objectives in mind, the Business Services office recently reorganized and hired additional staff to support the payroll and accounts payable departments. The hiring of these new permanent employees is expected to improve district efficiency and timeliness of payroll and vendor payments. As recommended by the KH report, the college planned to recruit a purchasing agent. This new position is expected to play a key role in maximizing the college's dollars for purchases, services, and contracts. Unfortunately, due to severe budget reductions for 2003-2004, recruitment for this position has been put on hold.

A Business Services program review commenced in spring 2003 and has provided further evaluation of financial management. Concerns were clearly expressed about the department's ability to meet its purchasing and accounts payable functions on a timely basis. Although it is hoped that the new staffing configuration in accounts payable will help remedy the situation, close follow-up will be needed to ensure improvement.

Planning Agenda

Develop a plan for implementation if any changes are needed based on the business services program review.

C. Financial Stability

C.1 Future obligations are clearly identified and plans exist for payment.

Descriptive Summary

As of the June 30, 2002 audit report, the district had long-term obligations of $11,314,980 consisting mainly of certificates of participation (COP) of $5,755,000 and estimated health benefits for retirees of $4,932,573. Future minimum lease payments amounted to $417,283. These obligations have not changed significantly in recent years.

When the district issued the most recent COP (primarily to fund the Student Center renovation and augment funding for the Lompoc Valley Center), an all staff presentation informed those who were interested about the structure of the debt instrument and the repayment plan and obligation. A funding matrix showed how the recently approved student center fee, bookstore, and district funds would be used to meet the repayment obligation. Updates were provided to the board of trustees and the annual budget (adopted by the board) includes information on the source and amount of funds needed to meet the current year's portion of the debt obligation.

The district currently has facility lease agreements for parts of the Columbia Broadcasting Company (CBC) building in Santa Maria and a retail facility in Solvang. The district had a ten-year lease agreement for the CBC building and subsequently negotiated a new ten-year lease effective July 1, 2001. Prior to renewing the lease, the district conducted a needs assessment and a financial review of options. Two members of the board of trustees participated in this review and the recommendation to renew the lease was approved by the board. In July 2000 the district entered into a three-year lease agreement for the facility in Solvang. Based upon a review to determine the need and costs associated with a site, the board of trustees approved establishing a center in Solvang. Following a financial assessment the district has renewed the lease agreement, at no increased cost, for an additional three years.

Employees of the district are covered by multi-employer defined benefit pension plans maintained by agencies of the state of California.

Self Evaluation

The district complies with the standard in that the future obligations and minimum lease payments described above are disclosed in the district's annual financial statements and thus are clearly identified.

The district is also in compliance with the standard in that plans exist for payment of the obligations via the district's annual budget plan. The budget plan specifies the annual obligation necessary to retire the COP and includes amounts to cover current year post-employment benefits. The district's expenditures for debt service (interest and principal) for 2001-2002 were $443,958. The budget for 2002-2003 is $435,210. The district's expenditures for post-employment benefits for 2001-2002 were $231,654. The budget for 2002-2003 is $241,322. One hundred percent of the required contributions to the pension plans are funded each year and thus no liability exists at the current time.

As part of the annual budget development process, all anticipated increased expenditure obligations are reviewed. The increased employer contribution to the Public Employees Retirement System (PERS) was identified as part of this process and included in the district's proposed budget for 2003-2004.

Planning Agenda

None

C.2 The institution has policies for appropriate risk management.

Descriptive Summary

The district has taken a variety of approaches to risk management. Board policy 8950, "Risk Management," states that it is the policy of the district to maintain membership, whenever possible, appropriate, and fiscally prudent, in joint powers agencies established to provide self-insured, pooled protection for educational entities. The district's board of trustees has adopted as district policy an Injury and Illness Protection Plan (IIPP) that was developed and is maintained by the Santa Barbara County Self-Insured Program for Employees (SIPE). The IIPP is a comprehensive plan that addresses prevention of occupational induced injuries or illnesses. The district also has a policy (8992) related to college district public safety which includes not only day to day operational issues but emergency/disaster preparedness and crime reporting issues. In the administrative procedure on community use of college facilities (board policy 8000), the listed regulations include the requirement that persons, groups, or organizations outside of the college be required to provide a certificate of insurance to the college. In addition the college has Safety and Hazardous Materials Committees that oversee and review various campus inspections and monitor hazardous waste collection, chemical usage, and other safety issues.

District collective bargaining agreements include provisions for participation on both the Safety and Hazardous Materials Committees. The agreements also include provisions for disciplinary action in the event an employee does not follow identified safety regulations and practices.

The District is a member of the following entities for its workers' compensation and property liability coverage:

- Bay Area Community College Districts (BACCD) joint powers authority (JPA) that provides property and liability coverage to member districts.
- Statewide Association of Community Colleges (SWACC) that provides property and liability coverage to member districts.
- Schools Excess Liability Fund (SELF) that provides excess property and liability coverage to member districts.
- Santa Barbara County SIPE that provides workers' compensation coverage to member districts.
- Schools Alliance for Workers' Compensation Excess Self-Funded JPA (SAWCX II) that provides excess workers' compensation coverage to member districts.

The various JPAs provide the district with advice, support, and direction for specific incidents that are reported to them. They also provide general guidelines for effective risk management programs.

In addition to the insurance coverage described above, the college continues to improve risk management by offering staff risk management workshops in safety, hazardous materials, discrimination, and sexual harassment.

The district is part of a consortium that provides managers with regular training sessions on various legal issues. The district encourages management and supervisory staff to participate in these activities. Through the district's Safety Committee a plan was developed to ensure that regular safety inspections are performed. The committee also established a safety awards program based on injuries incurred, safety inspections performed, and participation in safety training. Departments are grouped with other departments with similar risks. Awards are made annually at the year-end luncheon.

Self Evaluation

The district maintains adequate insurance coverage and continues its effective programs for risk management.

In an effort to reduce district liability, departments are provided with information on required releases to be signed by students

participating in district field trips and high-risk activities such as certain sports. When asked to do so the various departments have produced the required forms.

Various employees have received training in managing and handling hazardous materials. A number of employees are trained and have maintained currency in First Responder Operational (FRO) certification. During a recent site visit by a regulatory agency, all employees involved in the incident were able to provide their certification cards when asked to do so by the inspector.

The safety inspection program depends on an annual inspection performed by the Self-Insured Program for Employees (SIPE) safety officer and quarterly inspections performed by department staff. A representative of the district's property liability JPA performs an inspection every two or three years. The district has consistently received reports from inspections performed by the SIPE safety officer and JPA representative, but many departments do not complete or fail to document their quarterly inspections in a timely manner. Failure to perform inspections has ruled out some departments from safety award eligibility.

Planning Agenda

None

C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

Descriptive Summary

The district receives approximately 84 percent of its revenue from apportionment-related sources. State funding represents approximately 68 percent of the total apportionment calculation and is allocated monthly to districts based on a payment schedule certified by the chancellor of the California community colleges. Local property taxes represent approximately 29 percent of the total and are received primarily in December and April. Student fees represent approximately three percent of the total and are mainly assessed at the beginning of each semester. The significance of state funding and the timing of payment were particularly important during the budget stalemate in 2003; the state controller announced that without a state budget no state funds would be distributed to community colleges.

Due to the timing of income and expenditures, the district faces cash deficits at various times of the year. In order to meet cash needs exceeding reserves, the district issues annual tax revenue anticipation notes (TRANS). With these notes a reserve is established to help meet cash flow needs and to some extent augment district interest income. In recent years, the district had adequate cash reserves and met its obligations without having to draw upon TRANS funds. In 2001 through 2003, the TRANS monies were deposited with the Santa Barbara County Treasurer's office in order to attain the best interest rate available. At intervals set by the board of trustees, the district pledges or sets aside dollars to ensure adequate funds exist for repaying TRANS dollars.

The Budget Advisory Committee (BAC) established a budget development goal of a five percent reserve level and recommends that projected reserves not fall below three percent. Based on a board of trustees directive, the district does everything within its power to prevent reserves from falling below four percent.

Self Evaluation

The district complies with established state and local guidelines to ensure adequate cash flow arrangements and maintenance of reserves. Each quarter financial status reports are submitted to the board of trustees and the Chancellor's Office of the California community colleges to report the district's current financial health. The California Community College Chancellor's Office uses this report and other indicators to determine if the district is in a serious financial condition. Allan Hancock Joint

Community College District has been considered a "priority one district" (district with no discernable fiscal problems and requiring no follow-up) for a number of years. All board agenda items include a fiscal impact. In that way, the board knows if there is any impact on reserve levels.

The district is committed to ensure that adequate levels of reserves are maintained to decrease dependency on alternative cash flow arrangements. District year-end reserve levels have increased since the last accreditation visit as follows:

4.5% in 1997–1998
5.3% in 1998–1999
6.3% in 1999–2000
6.3% in 2000–2001
5.4% in 2001-2002
5.0% projected for 2002-2003

Fiscal year 2002-2003 proved to be a particularly difficult year for community colleges. Mid-year reductions impacted Allan Hancock College by about $1.8 million. As discussed in section A.2 of this standard, annual budget planning has proven to be realistic and has helped the district maintain appropriate reserve levels. The BAC anticipated there would be a deficit at the state level and included a one percent reserve to offset the expected shortfall in apportionment funding. Another 1.2 percent restricted reserve was retained and not planned for reallocation to expenditure budgets until it was clear that there would be a deficit. These planning efforts significantly helped the district meet the major budget reduction that ultimately occurred.

Anticipating cash flow problems due to late adoption of the 2003-2004 state budget, the district calculated its cash flow needs early in April 2003. At that time it was unclear if the June apportionment payment would be distributed in June or July if the state budget was adopted on a timely basis and if the July and later payments would be distributed if the budget was not adopted on a timely basis. In the event the budget was adopted on time, it was clear that the district would have sufficient cash if the June apportionment payment was delayed until July. After the state controller announced that, without an adopted state budget, his office would be unable to distribute payments to community colleges, the district was able to confirm that it had sufficient cash to continue to meet its obligations until after the September 10, 2003 payroll was distributed. At the time it was unclear when the budget stalemate would end and the district was exploring options available through the county treasury and the possibility of issuing an additional taxable TRANS.

Planning Agenda

None

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Descriptive Summary

The district provides for responding to financial emergencies and unforeseen occurrences through insurance and reserves. Through several joint powers authorities (JPAs), the district established coverage in areas that include property liability, professional liability, real property loss, fidelity bond, and workers compensation.

The Bay Area JPA provides coverage for property liability, auto liability, professional liability, and fidelity bond. The Bay Area JPA is a member of the Statewide Association of Community Colleges (SWACC). After a deductible of $10,000 per occurrence, coverage of up to $1,000,000 is provided. The School's Excess Liability Fund (SELF) provides coverage in excess of $1,000,000. This covers the district to its statutory limit of $15,000,000. After a deductible of $10,000 per occurrence, SWACC provides real property coverage of up to

$250,000 with excess coverage to a maximum of $150,000,000.

The Santa Barbara County Self Insurance Program for Employees (SIPE) provides workers compensation coverage up to $250,000. Excess coverage is provided through the Schools Alliance for Workers Compensation Excess (SAWCX).

The district continues to meet its need for adequate financial reserves. In the years when deficits have been applied to the budget and cost of living increases have been small, the district has sought to make the college more efficient. The district, on an ongoing basis, developed a process to determine its resources for meeting obligations. The Budget Advisory Committee annually prepares revenue and expenditure assumptions to assist in the budget development process. These revenue assumptions guide the development of expenditure budget levels. The district monitors the actual revenue and expenses throughout the year and makes budget adjustments and augmentations as warranted.

The district develops the general fund unrestricted budget with the intent of maintaining a prudent reserve level of five percent. The state has established a fiscal stability level of five percent with a minimum reserve of three percent. The district has established realistic revenue and expense assumptions to meet current and future budget shortfalls.

With the current budget uncertainties, the district uses the strategic planning process and planning priorities to meet the institution's needs. In doing so, the district has sustained its educational objectives while meeting its financial stability standards. The ongoing process ensured that the district ended each fiscal year with a positive ending balance.

Self Evaluation

The district plans for financial emergencies and unforeseen occurrences. The district maintains a prudent reserve and carries adequate insurance. For example, soon after occupancy of the renovated Student Center there was a flood causing significant damage to new fixtures and flooring. Other than the $10,000 retention, the JPA it belonged to for insurance purposes covered the damages.

During budget development activity the district ensures that the fund balance in the Insurance Liability Fund reflects outstanding reserves identified by the Bay Area JPA plus $50,000 for incurred but not reported (IBNRs) claims. This approach allowed the district to meet the self-insured obligation related to claims such as the flood in the Student Center.

As discussed in A.2, the district developed the 2002-2003 budget anticipating that there would be a deficit applied to the general fund apportionment. This action significantly helped the district meet the major budget reduction that ultimately occurred. When the district was faced with the mid-year loss of $1.8 million and a budget for the upcoming year that proposed even further reductions, a process was established to identify revenue enhancement and expenditure reduction possibilities. The proposals were reviewed by various constituencies and care was taken that the institutional planning priorities were taken into consideration. Once summarized, the proposals were reviewed at a special meeting of the board of trustees and presented at an all staff meeting held on the Santa Maria campus. A task force of the Budget Advisory Committee reviewed and made recommendations for implementations of all suggestions that were received.

Planning Agenda

None

Supplemental Documents

Adopted Budget Book
All Staff Presentation – COP Repayment
Allan Hancock College Accreditation and Staff Assessment Survey (fall 2002)
Allan Hancock College Board Policies and Administrative Procedures Manual
Allan Hancock College Boosters letter of support

Allan Hancock College Educational and Facilities Master Plan
Allan Hancock College Foundation investment policy
Allan Hancock College Shared Governance Manual
Allan Hancock College Strategic Plans (1997-2000 and 2001-2004)
Analysis of impact of mid-year reductions on Allan Hancock College
Annual Financial and Budget Audit Report (CCFS 311)
Annual Independent Audit Report
Annual Report as of June 2001
Auxiliary corporation by-laws
Auxiliary corporation master agreements
Budget and Accounting Manual
Budget Development Guide
Budget Income and Expenditure Assumptions
Budget presentations for budget adoptions
Business Services Program Review 2003
By the Way
California Education Code (Section 81655)
CBC lease agreement
Chart of Annual Ending Balances
Computer Services Log-on Request Form
COP repayment schedule
District bank accounts
District safety award listing
Five-Year Construction Plan
Foundation Independent Accountant's Report
Foundation Strategic Planning Retreat agenda
Full-Time Equivalent Faculty Annual Report
Injury and Illness Protection Plan
KH Consulting Group Report
Lompoc Valley Center Cost of Operations Report
Memorandum of Coverage Declarations
Monthly financial report
Non-Profit Organizations – organizational chart
Partnership for Excellence annual report
PCPA Organizational and Operations Review (August 1999 Final Report)
Purchasing and Contract Guide
Quarterly financial report
Sample board agenda
Scheduled Maintenance projects matrix
SIPE Bylaws
SIPE safety report
Solvang Center lease agreement
SWALL 2002-2003 Coverage Specifications Packet
TRANS documentation

ALLAN HANCOCK COLLEGE

STANDARD 10
Governance and Administration

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STANDARD TEN: GOVERNANCE AND ADMINISTRATION

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.

A. Governing Board

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The Allan Hancock College Board of Trustees is comprised of five members elected by the public for four-year terms. To ensure continuity, the election of board members is staggered. The district is divided into five geographical areas, each having approximately the same population. Each trustee represents one of the five areas. Following the release of federal census data collected through the national census, the trustee areas are reapportioned to equalize trustee area population. Each trustee is elected by voters within his/her area. In the event of a board member's resignation, the board has the option of holding an election or appointing a replacement. In the past the board has chosen to appoint replacements. Those trustees appointed by the board have subsequently been elected to their positions in a general election. A student trustee is elected by the students to represent them as a nonvoting member of the board.

Self Evaluation

Trustees adhere to the rules and regulations of the board of trustees and other college policies that define board responsibilities. Elections by voters in the five trustee areas plus staggered terms of office provide continuity of board membership and ensure that trustees reflect public interest. In accordance with laws governing board of trustees meetings in public, time is allowed on the agenda for public comment. The board holds its regular meetings on the Santa Maria campus except for two meetings a year held at other district locations (including Lompoc, the Santa Ynez Valley, and Guadalupe) to allow an opportunity for public to be involved.

Planning Agenda

None

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

Descriptive Summary

The board of trustees assumes responsibility for the educational and fiscal soundness of the college. Board decisions are consistent with the approved institutional mission statement and policies based on a formal, institutional strategic plan that provides a framework for decision-making.

The board reviews and approves recommendations from the Academic Policy and Planning Committee (AP&P) for all academic programs and courses. In response to board inquiries and the efforts of administration to keep the board informed, presentations on the college's programs are a part of most regular board meetings. The board also receives reports on institutional outcome measures and demographics.

The board continually reviews and approves fiscal matters. It approves all job descriptions and hiring. It accepts or approves warrants, monthly and quarterly financial reports, the district budget, and periodic budget revisions. All items presented to the board for action include a fiscal impact, whether the item is in the current budget, and whether it is categorically or district funded. A thorough review of the budget is conducted prior to the adoption of the proposed budget each year. The board approves the annual audit and selection of auditors, as well as the audit of auxiliary programs.

The board reviews and/or approves the Scheduled Maintenance Plan, the Five-Year Construction Plan, the *Technology Master Plan*, the *Educational and Facilities Master Plan*, and other documents related to the district's facilities, planning, and capital equipment.

Self Evaluation

The board of trustees acts in a fiscally prudent manner and is kept well informed. It frequently requires additional information on warrants, and trustees receive and ask questions about the monthly financial report. When members of the board identify concerns, the vice president, administrative services provides additional information or special reports. Each spring, one or two trustees participate in the district's planning retreat, and all trustees participate in a budget workshop preceding the adoption of the budget in September. Budget allocations are closely linked to the long-range and strategic planning process. Monthly financial information is provided to the board and includes a section on financial projections.

The board requested a community assessment of how the college was perceived in meeting needs of the community. Eckstone Communications conducted a study and presented its findings to the board in fall 2001. The board reviews the student climate survey, conducted approximately every three years, to evaluate student satisfaction. It also reviews periodic reports on the district's achievement of Partnership for Excellence goals and progress on meeting strategic plan objectives.

The board and administration are committed to the college's fiscal strength. As a result of prudent budget practices by the administration and the board's close monitoring of the budget, the financial health of the college is very good. The reserves have improved significantly in the last six years and have, in recent years, been at or above the five percent level. Because the financial procedures have been refined, the auditors have reported few findings.

Regarding perceptions of how efficiently resources are managed, results of the fall 2002 accreditation and staff assessment survey demonstrated significant improvement compared

to the same assessment in 1996. In response to question 21 ("The institution efficiently manages resources and implements institutional priorities"), 35 percent of the responding faculty agreed or strongly agreed (16 percent in 1996), 77 percent of the administrators agreed or strongly agreed (54 percent in 1996), and 34 percent of the classified staff agreed or strongly agreed (42 percent in 1996). On question 20 ("The district's expenditures reflect institutional established priorities"), 35 percent of faculty agreed or strongly agreed (33 percent in 1996), 77 percent of the administrators agreed or strongly agreed (61 percent in 1996), and 34 percent of the classified staff agreed or strongly agreed (31 percent in 1996). Even though there is an improved perception, the lower percentages for faculty and classified staff may reflect that most staff are unfamiliar with the process and do not follow board actions. In reality, decision-making and all major fund allocations are driven by strategic plan objectives. Efforts are being made to communicate better about the process.

Programs and curriculum are high priorities with the board; through its review of new programs and its tours of facilities, the board has demonstrated consistent interest in maintaining the quality of educational and support programs. Transfer rates and student success after leaving the institution are of particular interest. For this reason, the director, institutional research and planning, provides pertinent periodic reports to the board. The board also represents the needs of their constituents, especially the occupational training needs of the district.

Planning Agenda

None

A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

Board rules and regulations define the board's duties and responsibilities in determining general policies that govern the operation of the district. The board's role in policy determination, planning, and overall approval and evaluation as well as maintenance of the fiscal stability of the district is further defined in the board's "Code of Ethics." The board of trustees delegates the authority to propose revisions and updates to policies and procedures to the superintendent/president who brings them to the board for approval. The policies and procedures for Allan Hancock College are published in three-ring binders, allowing for pages to be replaced when modifications are made. The binders are distributed to all managers, officers of college organizations (for example, presidents of the Academic Senate, the Associated Student Body Government, and bargaining units representing full-time faculty, part-time faculty, and staff), and members of the board of trustees. The *Shared Governance Manual* outlines the policy development process and the role of constituencies in the process.

Self Evaluation

To ensure evaluation of policies and practices, the president's cabinet regularly reviews policies and administrative procedures to assess the need for revisions and development of new policies. To assist in this process, the college subscribes to a board policy and administrative procedure service through the Community College League of California (CCLC). The service provides samples of required and/or recommended policies and procedures. Policies and administrative procedures are written so that they indicate the administrator responsible for implementation. Before new or revised polices are forwarded to the board of trustees for approval, they are reviewed by campus constituents via the President's Advisory Council (PAC). Membership on PAC includes the presidents of the Management Association, Faculty Association, Academic Senate, Part-

time Faculty Association, California School Employees Association (CSEA), Associated Student Body, and a supervisory/ confidential representative. Board policy and procedure manuals are distributed and available in all administrative offices. Efforts are currently underway to place board policies and procedures online. During the past six years, the board has approved over 40 new and revised policies and procedures.

Planning Agenda

None

A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Descriptive Summary

Selection, appointment, and dismissal of the superintendent/president are specific duties and responsibilities of the board of trustees, as defined in the board rules and regulations. The board evaluates the superintendent/president's performance annually, as prescribed in the superintendent/president's contract. The written performance evaluation becomes part of the superintendent/president's personnel record and serves as the basis for salary adjustments. As part of the review process, the superintendent/ president provides the board with a list of accomplishments for the prior year and objectives for the following year.

Appointment and dismissal of all employees, upon the recommendation of the superintendent/ president, is included in the board's defined duties. The board actively participates in the hiring process for vice presidents and foundation director, including interviewing the top candidates.

The superintendent/president reviews evaluations of cabinet-level administrators and new administrators with the board. The annual step increase for an administrator whose evaluation is not satisfactory may be withheld upon recommendation of the superintendent/president.

Self Evaluation

The board of trustees complies with this standard by selecting and annually evaluating the superintendent/president. It not only confirms the appointment of other major academic and administrative officers, but participates in the hiring process by interviewing top cabinet-level candidates.

Planning Agenda

None

A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

Descriptive Summary

The size, duties, responsibilities, ethical conduct requirements, structure, operating procedures, and process for board assessment are clearly defined and published in the rules and regulations of the board of trustees and in district policies. The rules and regulations are intended to assist trustees in fulfilling the

requirements of their office in a consistent, equitable, and effective manner.

Board policies, together with the rules and regulations, establish and clarify relationships between the board, the college administration, faculty, classified personnel, and the general public. Board policies enable the district to function effectively and in conformity with the broad program of public education in California.

Self Evaluation

The college is in compliance with this standard. The board reviewed and modified its rules and regulations in 1998, adding the requirement that the board conduct an annual self-evaluation.

Minutes of board actions confirm that the board complies with policies governing size, duties and responsibilities, ethical conduct, structure, operating procedures, and performance assessment. The board of trustees follows the procedures of annual self-evaluation as reflected in the board agendas and minutes.

Planning Agenda

None

A.6 The governing board has a program for new member orientation and governing board development.

Descriptive Summary

The process for new trustee orientation is delineated in the "Rules and Regulations of the Board of Trustees," which states, in part, that the superintendent/president and board president shall assist each new member-elect to understand the board's functions, policies, procedures, and financial affairs and prescribes an ongoing process to keep trustees informed about college programs and services. Orientation of new board members begins with their declaration of candidacy for the position. Candidates are provided a packet of information about the district and the community college system and are invited, prior to the election, to meet with the superintendent/president to become familiar with the roles and responsibilities of the board and to develop familiarity with the district. Once elected or appointed, trustees meet with the superintendent/president and with each vice president for an in-depth briefing to gain an understanding of the college, its mission, its policies and procedures, and its financial, academic, and student services operations. The student trustee, appointed annually by the Associated Student Body Government, meets at the beginning of his or her term with the superintendent/president to review the role and responsibilities of student trustee.

Board members are encouraged to participate in new trustee training and other educational workshops sponsored by the Community College League of California (CCLC) for new trustees. Four of the current five board members have participated in the CCLC-sponsored new trustee orientation and/or other CCLC conferences. As an ongoing orientation at most monthly board meetings, special presentations provide information on some aspect of the district's programs. Recent presentations have included learning labs, smart technology, law enforcement academy driving and shooting simulations, cross-curricular field seminars, counseling, learning outcomes, the welding and ornamental metals program, the Math Engineering Science Achievement program, VTEA, and Tech Prep.

Between board meetings, the superintendent/president provides board updates to trustees—including the student trustee—on matters of interest. In addition, board members receive copies of the Association of Community College Trustees (ACCT) magazine and CCLC publications. One board member served on the California Community College Trustees (CCCT) board from 1991 to 1999. Two board members have attended ACCT meetings in Washington, D.C. Board members attend state Community

College League of California meetings and CCCT meetings.

As needed, additional workshops and presentations are organized, at the request of the board or the superintendent/president, to keep the board informed and up to date.

Self Evaluation

The college has an effective and thorough process for new trustee orientation and development. The sheer volume of information packaged and presented to new and ongoing trustees attests to the completeness of the orientation process. Both new and existing board members are provided a systematic orientation to board membership, including special presentations by different segments of the college at monthly board meetings.

A review of board agendas confirms ongoing board development through program presentations, periodic campus tours, and course updates. These presentations are developed at the request of the board and, in some cases, at the request of the superintendent/president.

The board periodically meets with neighboring college trustees (Cuesta College and Santa Barbara City College) to learn more about issues and legislation of mutual concern and to unite in advocacy efforts. In fall 2002 trustees met jointly with Cuesta College trustees to review the proposed *California Master Plan for Education* with a CCLC representative.

Planning Agenda

None

A.7 The board is informed about and involved in the accreditation process.

Descriptive Summary

The board is informed about the accreditation process and has had several opportunities for involvement. It reviewed and approved the mid-term report sent in November 2000. During the self-study process the board, at its regular meetings, received almost monthly updates regarding the progress of the self-study process. At the start of the self-study process, two trustees—together with faculty, staff, and students involved in the self-study—participated in a self-study workshop presented by an associate director of the Western Association of Schools and Colleges (WASC). The board president was interviewed by the Standard Ten team members on March 6, 2003, and she also participated in an accreditation visit to another college.

Self Evaluation

The board has been informed and involved in the accreditation process in a variety of ways. In addition to the monthly self-study progress reports at board meetings, board members have responded to questions from Standard Ten members, attended accreditation workshops, or, in the case of the board president, participated in an accreditation visit to another college to better understand the process.

Planning Agenda

None

B. Institutional Administration and Governance

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary

The superintendent/president provides leadership to and participates in the district's strategic planning process. She chairs the Planning Committee, established in 1992, which is responsible for developing, through a shared governance process, the college's goals and objectives. In addition, the superintendent/ president, together with the director of institutional research and planning, supports and coordinates planning activities and retreats which have broad-based college participation.

College-wide strategic planning, initiated by the superintendent/president in 1992, continues to guide the budget development process. The planning and budget development process involves strategic planning every three years and annual establishment of a list of priority objectives that guide budget development.

The *Educational and Facilities Master Plan*, developed under the superintendent/ president's leadership and last revised in 2001, integrates planning activities into one master plan and supports the college's proposal for new facilities. The 2001 edition of the master plan represents the college's long-range planning through 2005.

The superintendent/president strongly believes in information-based decision making and in 1999 created the office of Institutional Research and Planning and hired a research director and analyst. Research and analysis provided by that office not only drives the planning and budget development processes, but also provides a solid framework for decision making in virtually all areas of the college.

Through participatory governance, the superintendent/president involves all constituencies in decision making. She meets twice a month with the President's Advisory Council (comprised of leaders of management, faculty, students, classified, and supervisory/ confidential staff) and with the Academic Senate Executive Committee. Additionally she holds informal roundtable employee luncheons almost monthly, alternating between faculty and classified staff to listen to items of interest to these groups and facilitate communication flow.

To keep informed on the external environment, the superintendent/president is actively involved in local, state, and federal activities as well as public outreach to the college service area. She serves on the boards of many community agencies including the Santa Maria Valley Chamber of Commerce, Santa Maria Valley Economic Development Association, Santa Maria Industry Education Council, UCSB Economic Forecast Advisory Committee, Santa Barbara County Workforce Investment Board, and Marian Medical Center Community Advisory Board. She hosts business and community leaders at almost-monthly executive roundtable meetings to gain insight into the needs of local businesses and organizations and to disseminate information about the college's programs. She originated and meets quarterly with "Friends of the College," a group of influential community leaders who assist the college with advocacy and planning. To boost the college's outreach efforts into feeder high schools, she hired an outreach director in 2001 and developed a cadre of "President's Ambassadors," a select group of approximately 10 students each year who receive leadership training and serve as ambassadors and mentors to other students and volunteer at various college activities. Partnerships with neighboring colleges and universities are a tribute to her outstanding leadership, including collaboration with California State University Fresno and the University of California Santa Barbara to offer courses on the Allan Hancock College campus leading to a bachelor's degree. Additionally, the superintendent/president leads the college foundation in its fundraising efforts. Currently mid-way through a $4 million capital campaign,

she meets frequently with prospective donors to show them areas of campus targeted for improvement and solicits their support.

Self Evaluation

The superintendent/president has provided strong leadership in the college's progress toward established goals and objectives, as reflected in her annual reports each summer to the board of trustees in preparation for the board planning retreat. She administered a survey in spring 2002, conducted by Eckstone Communications, to assess her effectiveness and solicit information from staff about their perceived priorities for the college.

The superintendent/president has demonstrated a strong commitment to strategic planning and the linking of planning to budget allocations. Under her leadership, many changes have occurred in the last five years to strengthen the planning process. First, the Budget Advisory Committee and Planning Committee have increased the frequency of joint sessions from two to four times each year. It was determined that combining the two committees for every meeting would become too cumbersome and less efficient. One joint meeting is scheduled prior to the annual strategic planning retreat, when the annual priority objectives are established. Many members of the budget and planning committees, including the superintendent/president, are major participants in the retreat.

Each month the superintendent/president publishes a newsletter called *By the Way* that includes the latest budget and planning information, board actions, staff accomplishments, research and grant information, as well as news from the Chancellor's Office. The newsletter is distributed to all full-time and part-time faculty, staff, board members, and community education leaders. When there is a concern or need to provide more information on key topics (including budget, planning priorities, or health insurance/benefits issues), the superintendent/ president schedules all-staff meetings to present information and respond to questions and concerns. Additionally, the superintendent/ president has an open hour each Wednesday afternoon; at this time any person from the college or community may meet with her to discuss matters of concern.

In the 2002 faculty and staff survey, 75 percent agreed or strongly agreed that the institution effectively defines goals, develops plans, and establishes priorities for the institution, compared with 71 percent in 1996. Fifty-seven percent (compared to 40 percent in 1996) agreed or strongly agreed that the administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

Planning Agenda

None

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary

The college has an established planning and budget development process. Budget managers receive a budget development guide and fiscal directions each year from the Business Services department to assist in budget planning at the department level. Expenditure budgets are developed by individual departments based on institutional and department planning activities and are reviewed administratively. The budget planning process is year-round and is in the charge of the Budget Advisory Committee, an advisory body that formulates budget assumptions based on estimated income and expenditures. Other shared governance groups such as the President's Advisory Council and the Planning Committee are briefed and work with

the Budget Advisory Committee during the budget planning process.

The district measures the effectiveness of its progress towards identified goals, objectives, and action plans through a shared governance process overseen by a Planning Committee. Objectives are developed by department and program administrators who in turn develop action plans to identify steps to achieve measurable outcomes. To assess progress on the preceding year's priority objectives, each year the superintendent/president and the Planning Committee hold a planning retreat with members of the Planning Committee, Budget Advisory Committee, Administrative Council, Associated Student Body Government (ASBG), the President's Advisory Council (PAC) (comprised of all represented and non-represented employee groups), and other interested staff. The Planning Committee, which determines the feasibility of annual priority objectives based on actual and anticipated budget forecasts, reviews the objectives resulting from the retreat. Because of limited resources, the superintendent/president has encouraged development of processes to identify priorities (for example, in staffing, equipment and in facilities). Progress on strategic plan objectives is reviewed by the Planning Committee, the Budget Advisory Committee, and department administrators mid-year and in a year-end report to the superintendent/president that details the degree to which each objective was achieved.

The superintendent/president has continually monitored and maintained the budget planning process to allow for an adequate reserve and a balanced budget. In June 2002, Glenn, Burdette, Philips and Bryson Public Accountants reported that the district is in compliance with statutes, regulations, and board policies. In the 2002-2003 adopted budget, despite a status quo expenditure budget, the district posted an unrestricted reserve of 5.989 percent of total expenditures, with an additional one percent set aside in anticipation for the possibility of mid-year budget cuts.

In August 2002, the Chancellor's Office general counsel certified that the college was in full compliance with all regulatory requirements, with the exception of the equal employment opportunity which was deferred by the State until after January 2003.

Through shared governance, all-staff meetings, memorandums, and the monthly presidential publication *By The Way*, the superintendent/president continues to encourage the various constituents to participate in the budget and planning process.

Self Evaluation

The college remains financially solvent despite dismal state funding and is preparing for continuing lean years in the future. The superintendent/president, PAC, and the budget and planning committees are committed to working smarter with the limited resources and have put prioritization processes in place. Following board policies and statutes, the superintendent/president works effectively with staff to develop cost effective solutions to budgetary problems. For example, when faced with double-digit health premium increases, the superintendent/president met with staff to work out a solution to continue providing excellent health benefits for all full-time permanent employees and still be fiscally responsible. The recent state review and financial audits demonstrate that the CEO ensures compliance with regulations and policies.

Planning Agenda

None

B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

Descriptive Summary

Allan Hancock College has an administrative structure composed of a superintendent/ president, an associate superintendent/vice president of academic affairs, a vice president of administrative services, a vice president of student services, and an executive director of facilities and operations (refer to organizational chart). These managers have responsibility for all components of the college and meet weekly as the President's Cabinet. Responsible to the superintendent/president and vice presidents are one executive dean, five deans, five associate deans, one assistant dean, two executive directors, and fourteen directors who supervise the operational departments of the college. Four managers supervise the district's auxiliary services. There are nine faculty department chairs (40 percent reassigned time each) elected by faculty and recommended by the superintendent/president to the board to serve as liaisons between faculty and administration.

The college holds annual strategic planning retreats as well as team building, leadership, and diversity awareness training to enhance administrative skills and effectiveness. Each administrator prepares annual action plans related to the college's strategic plan. The superintendent/president holds all staff days at the beginning of each semester to introduce new strategic objectives, innovative strategies, and to disseminate information to all staff. The superintendent/president also holds open meetings and self-study committees to address campus wide issues. The superintendent/president ensures active student participation through student representation on shared governance committees.

During this last accreditation period, administrative vacancies were created by retirement, separation of employment, and new grant funded positions. Until spring 2003, most of these vacancies were filled through open recruitment. With state funding reductions and uncertainties, there are now three administrative positions filled with interim administrators who are reassigned from other positions. Two new departments were created to reflect district priorities: the office of Institutional Research and Planning and the office of Institutional Grants. Each is managed by a director and supported by an analyst. The district has reclassified the administrative oversight of facilities and operations from a vice president to an executive director position and has shifted additional responsibilities to the vice president of administrative services. The Computer Services department was restructured and renamed Information Technology Services. A new department was created to centralize and manage the increased outreach and retention efforts of the district and is managed by a director. Increased categorical funding has created new programs such as Mathematics Engineering and Science Achievement (MESA), California Student Opportunities and Achievement Program (Cal-SOAP), Title V Hispanic Serving Institutions (HSI) Cooperative grant, and the Department of Economic Development, each managed by an administrative director. Federal and state funding has in large part supported the additional costs of restructuring and managing new programs, thus minimizing the financial impact on the district.

Several new categorically funded programs for underrepresented and low-income students include the MESA Program, Puente, Cal-SOAP, Title V, and the Title V HSI Capacity Improvement Cooperative. Each of these programs is managed by an individual director to serve the large regional scope of influence and impact of each program. Another academic dean serves in an interim capacity as an educational services dean and is critical to faculty contract negotiations and human resources. This assignment was created when the part-time faculty unionized. An associate

dean of economic development supports workforce training needs and economic development efforts and is supported entirely with grant funding.

To effectively allocate limited resources, priority development processes for administration, faculty, and classified positions were developed and printed in the *Shared Governance Manual*. An instructional equipment prioritization procedure was developed by the academic vice president, academic deans, and department chairs. Each department chair presents his/her respective department's equipment requests; however, they have chosen not to participate in the final prioritization, which is done by the academic deans.

The college has developed a leadership program to provide staff development training for its classified staff and faculty. Administrators and staff make recommendations for applicants to the program. Many administrators participate either by serving as mentors or by making presentations.

The administration supports the pursuit of external funding through state and federal grants to support the teaching and learning environment and as a result has benefited from increased funding to the district. The district and the board of trustees have approved the creation of an Institutional Grants department to support these efforts and continue to reap the benefits of new programs, services, equipment, facilities and staff as a direct result of external funding for instruction and learning.

Self Evaluation

The college has made substantial gains in filling vacant administrative positions and has explored and secured alternative sources of funding for new positions. Institutional demands on administrators have increased as a result of growth in programs, expanded services, and increased the number of students served. The accreditation survey illustrates a significant disparity between the perception of classified staff and faculty and that of administrators with regard to whether there are sufficient numbers of administrators (only 57 percent of administrators compared to 77 percent of classified staff and 81 percent of faculty stated they agreed the college employs a sufficient number of administrators).

District staff feels that the institution effectively defines goals, develops plans, and establishes priorities for the institution (71 percent strongly agree or agree). Administrators were likely to agree that the institution provides effective leadership through a shared governance process (88 percent strongly agree) while other staff and faculty felt leadership through a shared governance process was much lower (59 percent).

Interviews with the board of trustees show a cohesive interest in working together to support the college while current membership demonstrates strong pride and active involvement in the institution. The board understands its role as a policy-making body and supports the superintendent/president in exercising effective leadership. The superintendent/president is proactive in aligning the staff, faculty, and business community, exercising initiatives developed in the planning process.

The planning process has improved greatly, however, at the departmental level it could be improved. Many classified staff report that their "level of participation in planning varies depending on the efforts of their supervisors to include them in the process." This aspect of planning needs to be more clearly explained to encourage greater participation among classified staff. Focus groups revealed that many classified employees are unaware of opportunities to participate in shared governance.

The administration has placed a high priority on improving physical resources, technology, and instructional equipment. With the opening of the new Lompoc Valley Center, the district provides state of the art computer labs and learning resources materials. In another example, the district has committed to providing email access to all full-time staff and has redesigned the writing and math labs to more effectively integrate instruction and laboratory instruction.

Each year, the superintendent/president compiles a list of accomplishments in achieving college goals and objectives to discuss at the board of trustees annual retreat. The accomplishments are then published in the *Allan Hancock College Annual Report to the Community*. The report demonstrates significant progress on meeting objectives and accountability measures.

The district has made considerable gains in securing additional funding from alternative sources including grants that increased funds to the college by as much as $29 million since 1997. In 1997 the district hired a resource development coordinator to develop grant proposals and to assist in generating categorical funding streams to the college; funding increased by $2.3 million in the first year alone. In 1997 funds were secured to support district planning efforts such as the regional and district economic development plan and the campus technology infrastructure plan. Funds also created computerized placement testing, the Regional Environmental and Business Resource Center (REBRAC), and a student athlete retention program. The following year the college increased grant funding to $6 million and enjoyed an 82 percent success rate of all funded proposals. In 1998 the college was funded for a five year federal Hispanic Serving Institutions grant which the college used to create a Transfer Achievement Program, made improvements in basic skills curriculum, and hired two faculty. Funds created a statewide tech prep resource consortium (one of four in the state). Financing was completed for the student center with a Certificate of Participation for $5 million and over $530,000 was raised by the foundation to furnish the new Lompoc Valley Center.

In 1999 the college created several new partnerships with local universities and businesses with new grant dollars secured from federal and state funding sources. Funds helped create a teacher preparation program with Cal Poly State University, San Luis Obispo; established a Small Business Development Center with Cuesta College and Santa Barbara City College; created the Math Engineering and Science Achievement (MESA) Program; and continued to support the CalWORKs program. Since 2000, the college has secured another five-year $3 million HSI Title V grant, a collaborative with a neighboring community college to increase the college institutional capacity to better serve Hispanic students and to increase its ability to generate and sustain new federal and corporate dollars to the colleges. Grant funding this year also supported the development of the Cal-SOAP program serving underrepresented students and several industry driven regional collaboratives in environmental technology, nutrition and food services, industrial technology and health occupations. Recently, the college generated grant funding from the National Science Foundation to support the development of a regional manufacturing center in cooperation with Cal Poly San Luis Obispo, Cuesta College, and K-12 partners. Corporate funding supports partnerships with local wineries, the Toyota Corporation, and Marian Hospital. To date, the college has generated well over $45 million in requested funds through grants and has secured over $30 million in funding to the district.

Data from the 2001 student climate survey indicated that 88.2 percent of the students rated the quality of instruction excellent or good, which is not significantly different than the 1997 survey. Students rated the quality of academic services higher in the 2001 survey (92.9 percent good or fair) than in the 1997 survey (87 percent good or fair).

Planning Agenda

None

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Descriptive Summary

The policies and regulations for administrative officers are defined and prescribed in board policy 2010. The policy includes clearly defined job descriptions and the scope of responsibility for each administrative position. Board policy 2110 prescribes the evaluation process for all administrators on the management salary schedule and the superintendent/president. The board of trustees evaluates the superintendent/ president annually in a separate process. The policy was revised in spring 2002 to include the same evaluation process for all administrators including the vice presidents who previously were evaluated only by the superintendent/ president.

Self Evaluation

Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly.

In spring 2002 the board approved a new administrator evaluation procedure placing more emphasis on professional development and annual objectives. The opportunity for faculty and staff input in the evaluation process has been more clearly defined; however, not all faculty members have embraced the new process. In the new process, administrators meet with the Academic Senate Administrator Review Committee, a subcommittee of the Academic Senate, which reviews materials collected during the evaluation process. The difference is that administrators are no longer required to share the comments on surveys with the committee -- they are required to summarize them for the committee. Administrators objected to the fact that confidential materials were shared with individuals not on the administrator's evaluation team.

Planning Agenda

None

B.5 Administration has a substantive and clearly defined role in institutional governance.

Descriptive Summary

Board policy 1112 and administrative procedure 1112.01 outline administrators' roles in governance. The institution has structured all standing and ad hoc committees to include appropriate administrative representation. An administrative representative selected by the Management Association, in addition to the superintendent/president, is also a member of the President's Advisory Council (PAC).

Self Evaluation

The *Shared Governance Manual* clearly defines the administrative role in college governance. Since the last self study, administrators have been more active in providing their collective voice as a management association.

Planning Agenda

None

B.6 Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

Descriptive Summary

Governance at Allan Hancock College has long included faculty involvement. With the passage of AB1725 in 1987, participation by faculty was more clearly defined and codified. The philosophy and organization of governance at Allan Hancock College are reflective of AB 1725 and are found in board policy 1112 and administrative procedure 1112.01. These documents define the areas in which primary decision-making responsibility rests with the Academic Senate and those areas in which the Academic Senate and the board of trustees shall reach mutual agreement. The umbrella committee for governance on the Allan Hancock College campus is the President's Advisory Council (PAC). The presidents of the Academic Senate, the Faculty Association, and the Part-time Faculty Association serve on PAC.

The Academic Senate includes membership from each of the academic departments. Part-time faculty members are also represented. The senate appoints faculty members to standing committees as well as to other governance committees, hiring committees, and ad hoc committees. The most important standing subcommittee of the senate is the Academic Policy and Planning Committee (AP&P) which has responsibility for all curriculum matters, subject to approval by the senate and the board of trustees.

Self Evaluation

The faculty at Allan Hancock College has an important and well-defined role in college governance. The faculty plays a key role in all aspects of the college dealing with academic issues. It plays a less central, though still important and substantive role, in areas outside the academic arena. These roles are clearly defined in the *Shared Governance Manual* which lists the purpose and membership of all committees.

Faculty members make up the membership of the Academic Senate which has purview over all academic committees. For example, the Academic Policy and Planning Committee (AP&P) is a subcommittee of the senate and has jurisdiction over all matters pertaining to curriculum. The senate makes recommendations to the board of trustees on academic matters. In the accreditation survey, 90 percent of full-time faculty and 78 percent of part-time faculty agreed with the statement, "Faculty have a central role in the development and maintenance of educational programs."

In areas that touch on but are not exclusively involved with instruction, shared governance committees are in part made up of faculty members. These faculty members are appointed by the Academic Senate and the Faculty Association. For example, the planning and the budget advisory committees are shared governance committees; each has two members appointed by the senate and two members appointed by the Faculty Association. Even in areas further removed from instruction such as the Bookstore Committee, the AHC Foundation Board of Directors, and the Auxiliary Corporation's Board, the faculty has representatives.

Perhaps the most important faculty involvement in governance is participation by the presidents of the Academic Senate and the Faculty Association on the President's Advisory Council (PAC). This committee meets twice a month and deals with any and all issues related to governance. All policy changes are reviewed by this committee. Participation by these two faculty presidents ensures that the faculty voice will be heard by the administration. These academic leaders also serve on the Planning Committee and the Budget Advisory Committee. The superintendent/president meets twice a month with the academic senate executive committee.

Planning Agenda

None

B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

Descriptive Summary

The Allan Hancock College Academic Senate was established in the 1970s. The senate meets bi-monthly and is made up of faculty members from each of the academic departments in a ratio of one senate representative for every five department members. The senate makes recommendations to the governing board on academic and professional matters as well as making faculty appointments to governance committees. The senate also reviews policy changes and makes recommendations through PAC. The Academic Senate Executive Committee collectively receives 80 percent FTE reassigned time to carry out its tasks.

Self Evaluation

The Academic Senate has an important role in advising the board of trustees on academic matters such as the development of curriculum and the creation of degree and certificate programs. The senate also provides input to the administration and board on issues which are less directly related to academics such as planning, budget and facilities. This input can take the form of direct recommendations made by the full senate but would also include input provided by senate representatives who serve on shared governance committees.

The senate has been effective over the years in influencing individual decisions as well as general policies. For example, the senate played a key role in revising the school's telecommunication and academic freedom policies. The positive relations between the senate and the administration have ensured that most major decisions have been made only after a consensus between the groups was reached.

Planning Agenda

None

B.8 The institution has written policy which identifies appropriate institutional support for faculty on appropriate policy, planning, and special purpose bodies.

Descriptive Summary

The Academic Senate's role in governance is explicitly defined in the *Shared Governance Manual* which lists all college committees and specifies their structure, membership, and responsibilities. The policies found in the *Shared Governance Manual* provide for faculty participation on senate committees as well as campus-wide committees such as budget and planning. A new planning policy (board policy 9100 and administrative procedure 9100.01) was implemented in fall 2002 which further delineates the role of faculty in the planning process.

The college supports faculty participation in governance by providing reassigned time for the Academic Senate Executive Committee and the Faculty Association Executive Committee as well as for chairs of the Academic Policy and Procedures and the Staff Development

Committees. Additional reassigned time is provided on an as needed basis for other faculty members working on special projects involving governance.

Self Evaluation

The shared governance policy (1112) and administrative procedure (1112.01) clearly delineate the role of the faculty in governance as well as the nature and composition of shared governance committees. The policy and procedure are published in the *Shared Governance Manual*. The manual also defines the functions and composition of shared governance committees such as the Academic Policy and Planning Committee (AP&P), the Academic Senate Executive Committee, the Administrator Review Committee, the Elections Committee, the Professional Development Committee, and the Professional Standards Committee. The *Shared Governance Manual* is made available to all faculty members.

Planning Agenda

None

B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Descriptive Summary

The *Shared Governance Manual* contains board policy 1112 and administrative procedure 1112.01 in which the role of staff in governance is defined. The manual lists all governance committees and outlines their memberships, procedures and responsibilities. Manuals are updated yearly and distributed broadly to administrators, faculty members, and classified staff. The classified union is responsible for appointing classified staff to committees.

Self Evaluation

In addition to publishing the *Shared Governance Manual*, the college also annually publishes an *Acronyms Handbook* that defines the common acronyms used in the shared governance and college leadership process. In February 2003, the *Shared Governance Manual* was placed online on the college's intranet server. Users are now able to download information on individual committees or download the entire manual.

In June 2003, a focus group of classified employees was held to gather perceptions on their participation in shared governance. Some concerns expressed by participants include: "many employees are unaware of their role in governance," "didn't have time to participate on committees," "were unaware of opportunities to participate," "didn't feel their opinions were appreciated or encouraged," "their supervisor didn't keep them informed," and "I have never seen a *Shared Governance Manual* and didn't know it existed." However, many employees (approximately 75 percent in the focus group) indicated that they were not interested in participating. Classified employees are represented on PAC and representatives are appointed to the Budget Advisory Committee and the Planning Committee. New classified employees participate in a one-day orientation.

Planning Agenda

Better inform classified employees of the opportunities to participate in shared governance activities by distributing more copies of the *Shared Governance Manual*.

Examine the use of the intranet to disseminate information regarding shared governance committees.

B.10 The institution clearly states and publicizes the role of students in institutional governance.

Descriptive Summary

The *Shared Governance Manual* includes policies related to student participation in governance. Board policy 1110 defines the role of the board of trustees and provides for election by the student body of a student member to the board. The student member possesses an advisory vote. Board policy 1112 and administrative procedure 1112.01 further clarify the role of students in governance and specify which committees shall contain student members. The student resource guide, "Allan Hancock College Agenda," contains information about the Associated Student Body Government (ASBG). Further information about the students' role in governance can be found in the "Student Activities, Student Government, and Campus Clubs" brochure.

Additionally students are informed about governance through participation in the ASBG, the leadership class (Leadership 111), as well as through information provided by the President's Ambassador Program which sends students into the community and schools as college ambassadors. Counseling, EOPS, and MESA also provide information to students about their role in governance.

Self Evaluation

The role of students in institutional governance is defined by college policy. These policies are made available to students in the *Shared Governance Manual*, the "Student Resource Guide," and the "Student Activities, Student Government and Campus Clubs" brochure. The *Shared Governance Manual* is updated yearly and is made available to faculty and administrators. Students have access to the manual in the Learning Resource Center (LRC). The "Student Resource Guide" and the "Student Activities, Student Government and Campus Clubs" brochure are available to all students and are updated as needed.

The ASBG puts on events, holds elections, and makes its presence known to students in a variety of other ways. The ASBG office is located in the Student Center, which provides students with easy access to information and the chance to participate in ASBG activities. The leadership class is another avenue for students to learn about and participate in governance. It is offered every semester and counts for two units of credit transferable to the CSU system. Nevertheless, student participation in governance activities has been inconsistent; it has been an ongoing challenge to maintain this high level of involvement. In a focus group with students, the superintendent/president found that most students are unaware of the opportunities to participate.

Planning Agenda

Better inform students of opportunities to participate in governance.

Supplemental Documents

Academic Policy and Procedures Reports
Academic Senate Minutes
Accreditation and Staff Assessment Survey (1997 and 2002)
Acronyms Handbook
Allan Hancock College Annual Report to the Community
Allan Hancock College Board Agendas
Allan Hancock College Board Minutes
Allan Hancock College Board Policies and Administrative Procedures Manual
Allan Hancock College Board Rules and Regulations
Allan Hancock College Educational and Facilities Master Plan
Allan Hancock College Shared Governance Manual
Allan Hancock College Strategic Plan 2001-2004
Allan Hancock College Student Climate Survey (fall 2001)

Association of Community College Trustees Magazine
Board of Trustees Self Evaluation (see Board of Trustee Meeting Agenda, August 2002)
By the Way
CCLC Policy Book
Code of Ethics
Eckstone Community Needs Assessment and Image Study
Executive roundtable meeting minutes
Five-year Construction Plan
Institutional Goals and Accomplishments
Partnership for Excellence Goals
President's Advisory Council (PAC) minutes
Program Review(s)
Report of progress on goals and objectives
Rules and Regulations of the Board of Trustees
Scheduled Maintenance Plan
Student Activities, Student Government and Campus Clubs brochure
Student Resource Guide (Allan Hancock College Agenda)
Technology Master Plan

Planning Summary

PLANNING SUMMARY

The self study identifies various planning agendas and helps set direction for the college for the next six years. From the planning agendas, the following themes emerged:

Theme One: Achieving student success and strengthening the assessment of learning outcomes

Allan Hancock College's vision statement clearly states that student success is the highest priority. Academic programs and services at the college are designed to ensure student success. New instructional strategies are routinely implemented in order to promote student achievement. More importantly, the college routinely tracks student success data by providing departments with retention, persistence, and transfer data. In this context and consistent with the *Allan Hancock College Strategic Plan 2001-2004*, several planning agendas in the self study refer to the need to "develop and implement strategies that increase student success" (strategic plan A1.7).

Another theme related to student success is the need to document expected student outcomes for all programs across the curriculum. Although the college has begun to define learning outcomes at the course level, the self-study planning agendas identify the need to develop measurable learning outcomes for all programs. Self-study planning agendas are consistent with the *Allan Hancock College Strategic Plan 2001-2004* in the area of student learning. The action plan calls for "a method to measure and document learning outcomes" (strategic plan 1.4).

Theme Two: Addressing equity and diversity

The focus on equity and diversity at Allan Hancock College is widespread, encompassing board policies, hiring practices, curriculum, staff development, Title V multicultural activities, and educational programs and services. More importantly, efforts to highlight equity and diversity issues were stepped up following a 1997 recommendation by the accreditation evaluation team. Since 1993 the college has had a three-unit graduation requirement in multicultural/gender studies. In addition, in order to better accommodate students who communicate best in Spanish, registration documents are available in both Spanish and English. The college has received major grants aimed at increasing the academic success of underrepresented student populations (Title V Hispanic serving institution grant in 1999 and a Title V Hispanic serving institution cooperative grant).

In the area of services, the college offers the following special services targeting underrepresented students: Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), the California Student Opportunity Access Program (Cal-SOAP), and the Mathematics, Engineering, Science Achievement (MESA) program. Although Allan Hancock College has had a tradition of embracing and celebrating diversity, the self study illustrated that while progress has been made in the number of underrepresented faculty that the district has hired, the current ethnic composition of faculty does not mimic the ethnic population of the community. Another self study finding indicated that while the district's staff development program emphasized diversity, the college plans to intensify the current process for training hiring committees on issues of diversity. Self-study planning agendas addressing diversity are consistent with the *Allan Hancock College Strategic Plan 2001-2004*, which calls for the recruitment and retention of staff reflective of the community (strategic plan 3.2).

Theme Three: Pursuing appropriate staffing levels, maintaining quality of staff, and expanding opportunities for staff and student involvement

Moderate enrollment growth and grant funding accounted for improvements in the number of full-time faculty positions since the last accreditation self study. However, the self study demonstrates that limited funding compelled the district to establish prioritization processes to hire personnel. Self-study planning agendas identified the need to continue to seek funding to maintain appropriate staffing levels. A related theme was the need to nurture and support staff through a meaningful evaluation system. Although the college has a rigorous evaluation process and the college reviews and updates the evaluation processes for all employees, self study planning agendas focused on ways (1) to improve the training of staff conducting evaluations and (2) to explore peer mentoring for all employee groups. These planning agendas reflect the need to retain quality staff and to provide funding to maintain adequate staffing levels and are consistent with the *Allan Hancock College Strategic Plan 2001-2004*, which identifies the imperative "to seek and obtain alternative revenue to support college priorities" (strategic plans 6.1 and 6.3). Moreover, the *Strategic Plan 2001-2002* addresses the need to foster professional growth and increase ongoing participation in professional growth activities including evaluation (strategic plan 3.3). In the area of staff participation and involvement, the self study clearly documents that Allan Hancock College has a long tradition of participation by campus groups and a climate that embraces shared governance. However, some self-study planning agendas revolve around the need to increase the level of participation among classified staff and students. These planning agendas are consistent with the *Strategic Plan 2001-2004* especially in terms of the goal of "increasing ongoing participation in professional growth activities" (strategic plan 3.3).

Theme Four: Expanding research and evaluation to increase systematic analysis of data and accountability

Even though the director of institutional planning and research position has enhanced the college's capability to analyze data and track student success data (for example, retention, course completion, persistence, and transfer data), the self study planning agendas reinforce the need to expand research and evaluation. Currently, the college has a comprehensive program review process that requires data gathering, appointment of a self study team to analyze the data and recommend findings, appointment of a validation team of external experts to review the data findings and make recommendations, and a carefully crafted plan of action that is submitted to the Planning Committee. More importantly, the college's program review processes have been revised for all areas: academic, student services, and administrative services. In this context, several planning agendas refer to the need to develop additional evaluation processes for program review, general education, distance learning, and compressed format courses. These self-study planning agendas are consistent with the *Strategic Plan 2001-2004*, which identifies the need to demonstrate increased student success and "measures of effectiveness" (strategic plan 1.6).

Theme Five: Improving process coordination and dissemination of college procedures

Although the college has well publicized processes and procedures, several of the self-study planning agendas focused on the need for coordinating processes to reduce duplication of effort. Some planning agendas also referred to the need to enhance channels of communication and dissemination of college procedures.

These themes are consistent with the *Allan Hancock College Strategic Plan 2001-2004*, which calls for improved process coordination and communication (strategic plan 3.4. and A.3.3.).

Theme Six: Increasing student access by expanding the number of students using new delivery systems and supporting students' on-line experience

While the college continues to experience growth in the number of students enrolled in distance learning courses, it is imperative for the college to provide coordinated programs and services for students using alternative delivery systems. Moreover, it is essential for the college to focus on the assessment and evaluation of distance learning courses. Planning agendas which cover such topics as the expansion and evaluation of distance learning courses are consistent with the *Strategic Plan 2001-2004* that clearly focuses on "increasing the number of students using new delivery systems in accessing programs and services, including: (a) distance learning and web based instruction, (b) on-line career assessment, (c) on-line registration and STAR, (d) on-line scheduling, and (e) on-line advising" (strategic plan 1.3.2.).

Theme Seven: Improving the physical environment

The *Educational and Facilities Master Plan (2001-2006)* includes a thorough review of each of the college's buildings and all of the leased space. The review makes it clear that the college faces significant challenges providing up-to-date facilities on the Santa Maria campus. While the college continues to make improvements and aggressively pursues new facilities and scheduled maintenance, several planning agendas refer to the need to improve the college's aging facilities. These planning agendas are consistent with the *Strategic Plan 2001-2004* which delineates the need "to expand and improve facilities" (strategic plan 5.6). In terms of equipment, district funds, categorical funding, and fundraising efforts have aided the district in obtaining technology, equipping classrooms and laboratories, and improving facilities. Self-study planning agendas identified the need to continue to seek funding to support facility improvements and to acquire new equipment and technology. These planning agendas are consistent with the *Strategic Plan 2001-2004* which identifies the need "to promote the efficient allocation and use of college resources" (strategic plan 6.1) and "to seek external funding to improve facilities and maintain up-to-date equipment" (strategic plan 5.7).