

All Staff Day

Friday, January 18 | Spring 2019

SANTA MARIA CAMPUS, MARIAN THEATRE

AGENDA

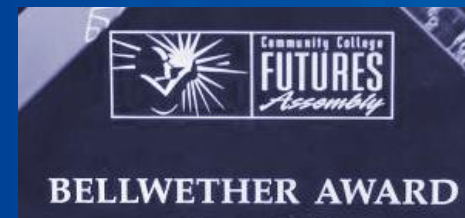
- 8:15 a.m.** Morning check-in & Refreshments
- 9 a.m.** Spring Kickoff
- 10:30 a.m.** Campus Conversations
- 12 p.m.** Lunch provided by Jaffa Café Rabobank Student Center (G-106 A/B)

ASSOCIATION MEETINGS

- CSEA: 1:30-3:30 p.m., H105
- Faculty Association: 2-4 p.m., C40
- Part-time Faculty Association: 3-4 p.m., C31

DEPARTMENT MEETINGS

Please contact your department chair or administrative assistant for your department's meeting time/location.



In Remembrance: *Janet Hooghuis*



In Remembrance



New Staff and Promotions



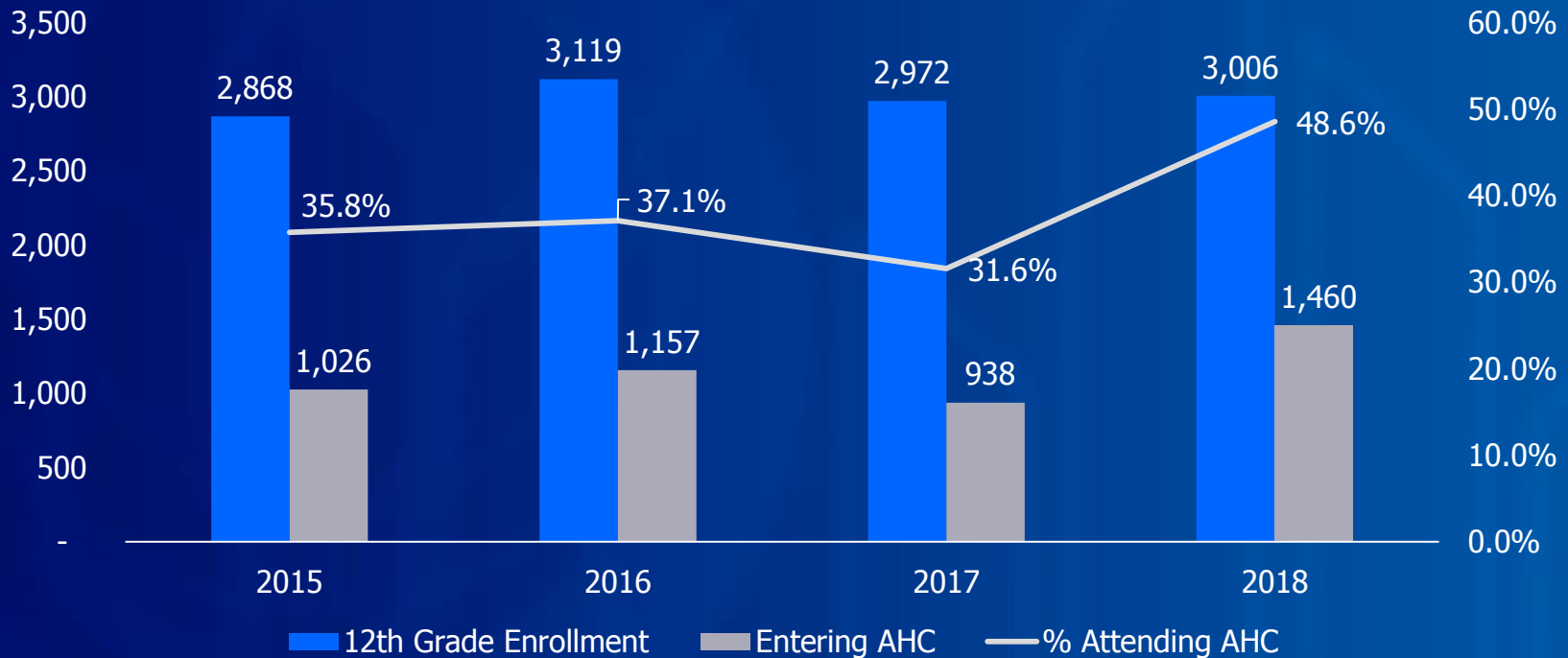


Hancock
PROMISE



Enrollment by Local High Schools Grew Dramatically

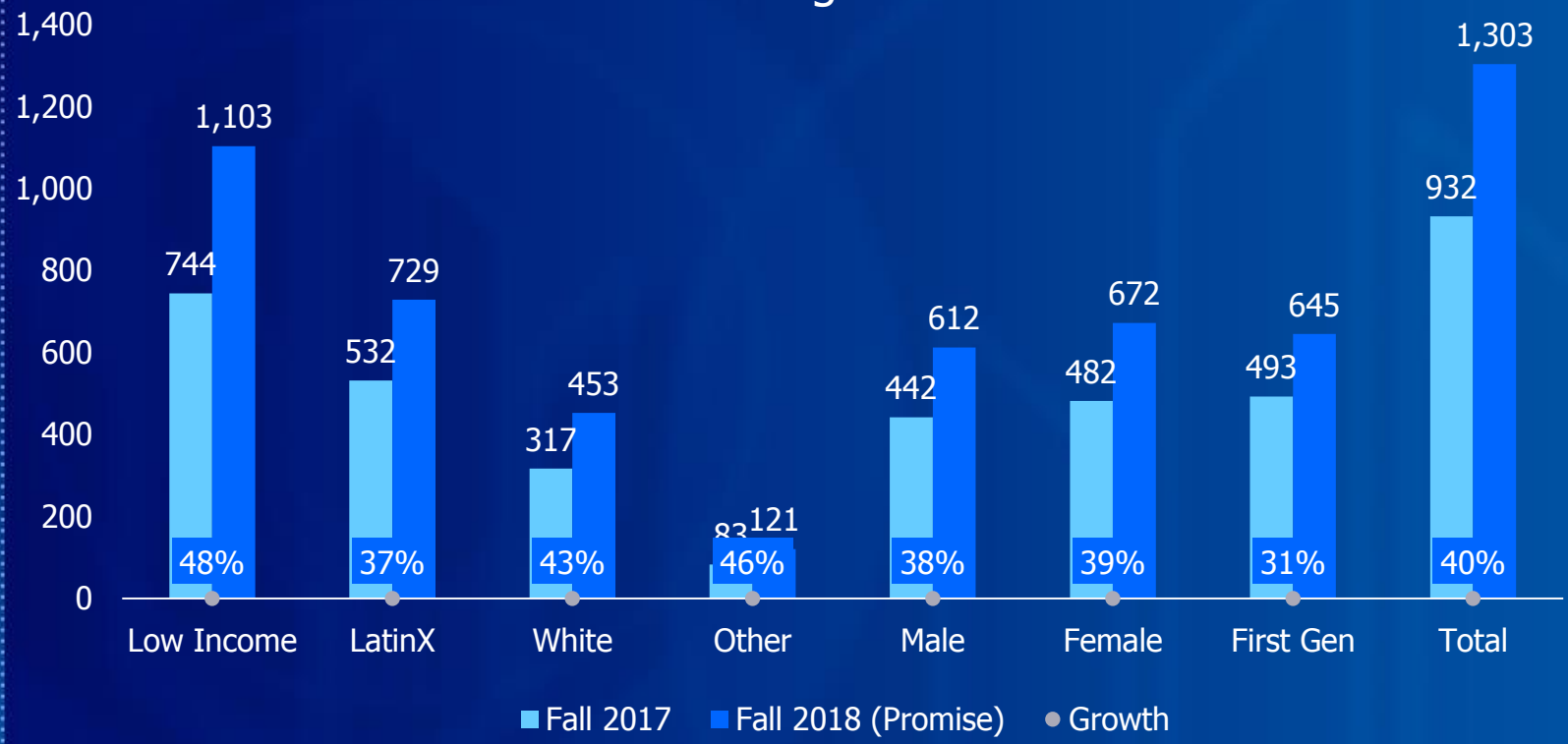
Enrollment at AHC by Top Feeder High Schools in District (Public, Charter and Continuation)





The Promise Program Resulted in a 48% Increase in Low Income Students

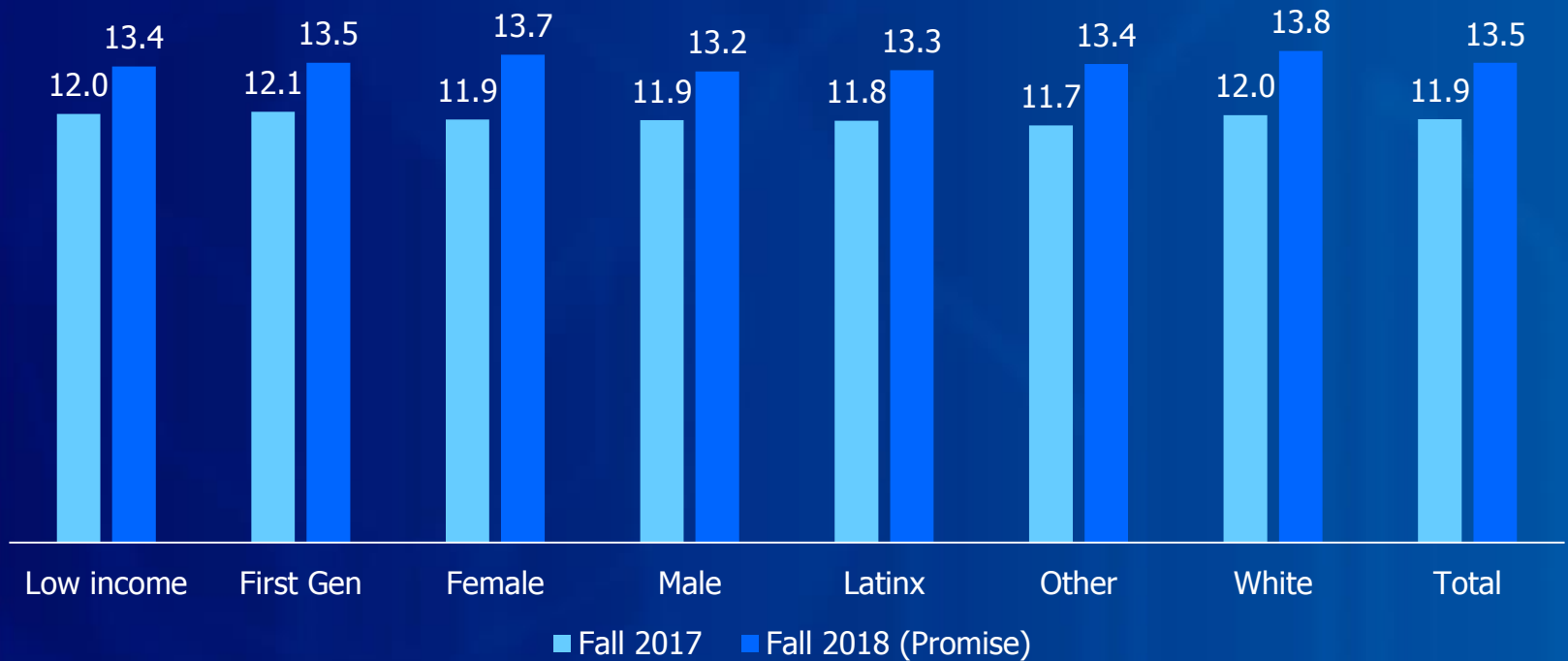
Enrollment of High School Students





Promise Students Enrolled in More Units

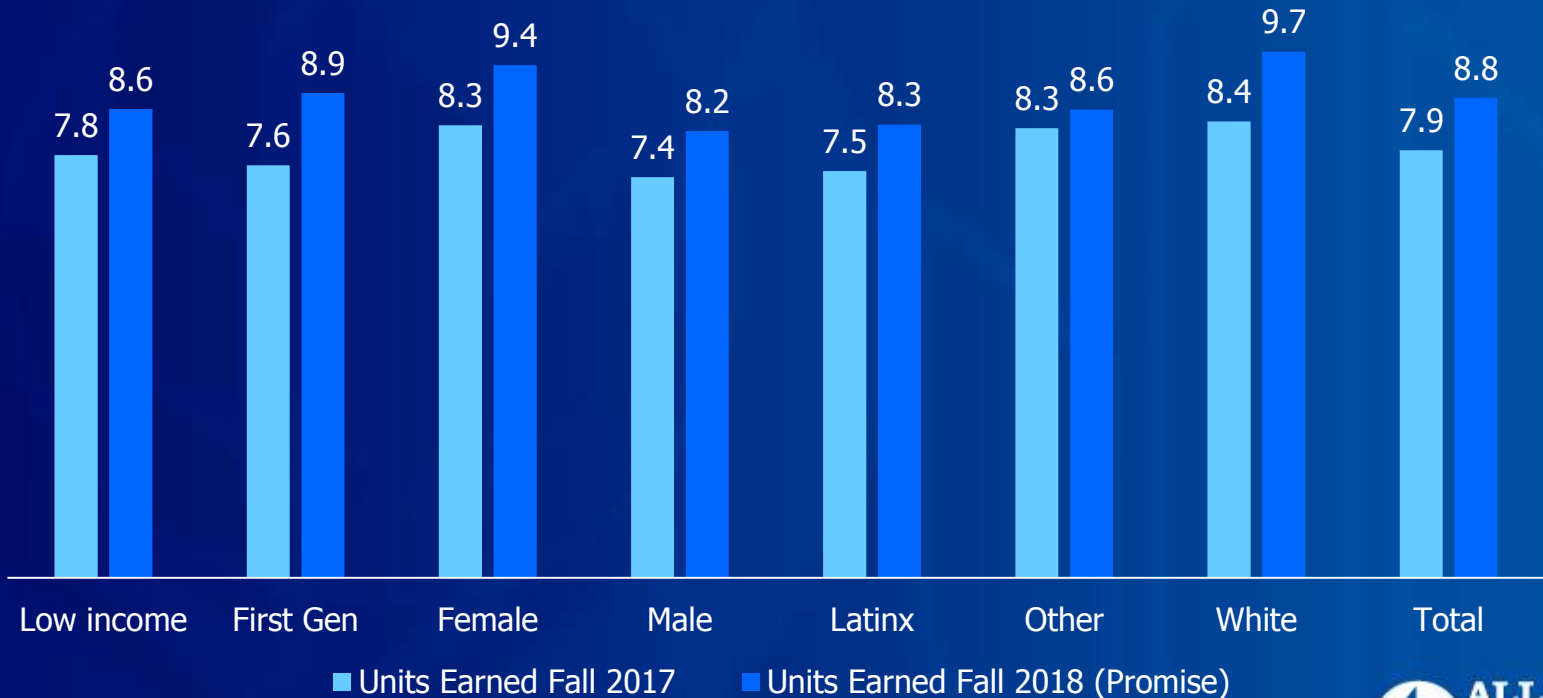
Units Attempted





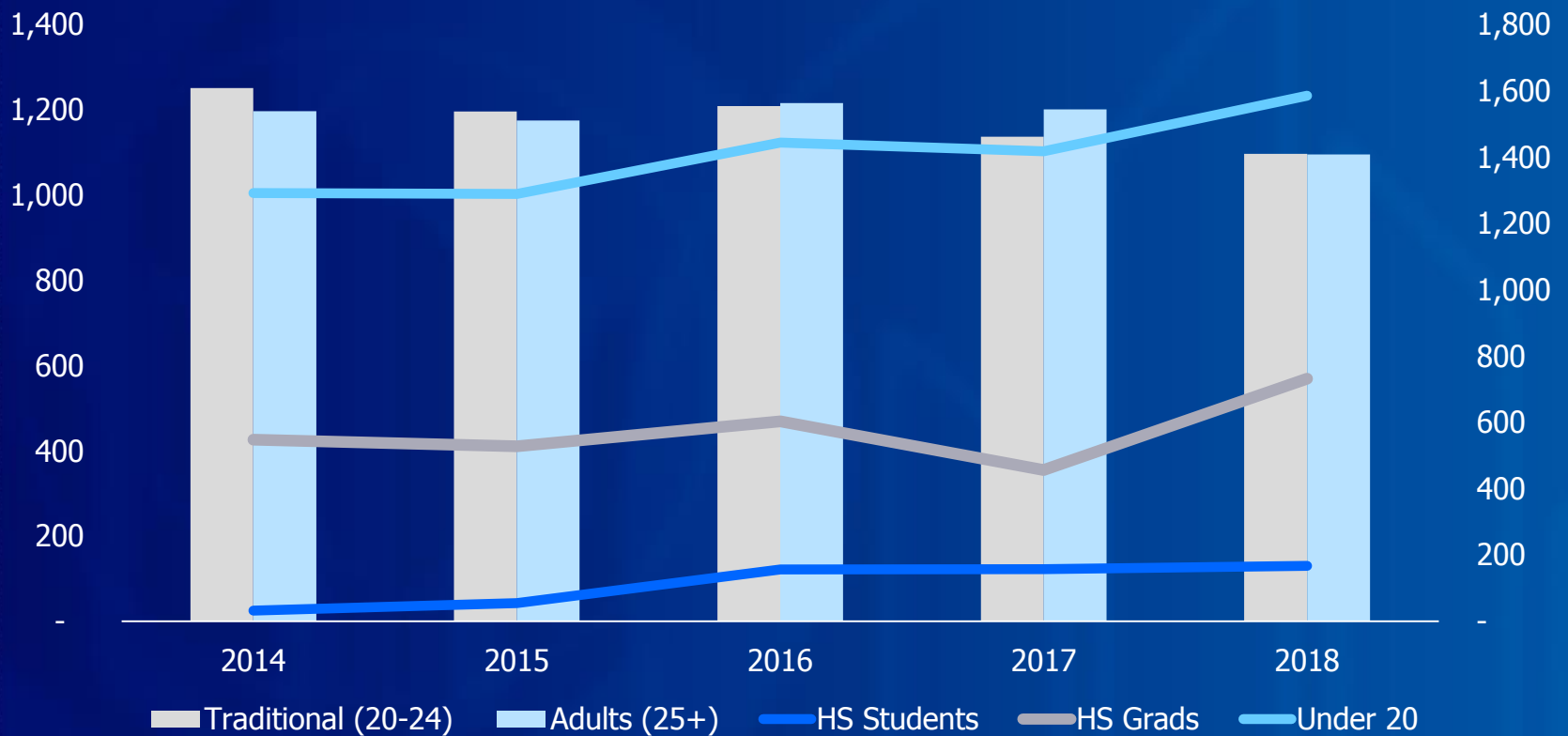
Promise Students Completed More Units

Units Earned



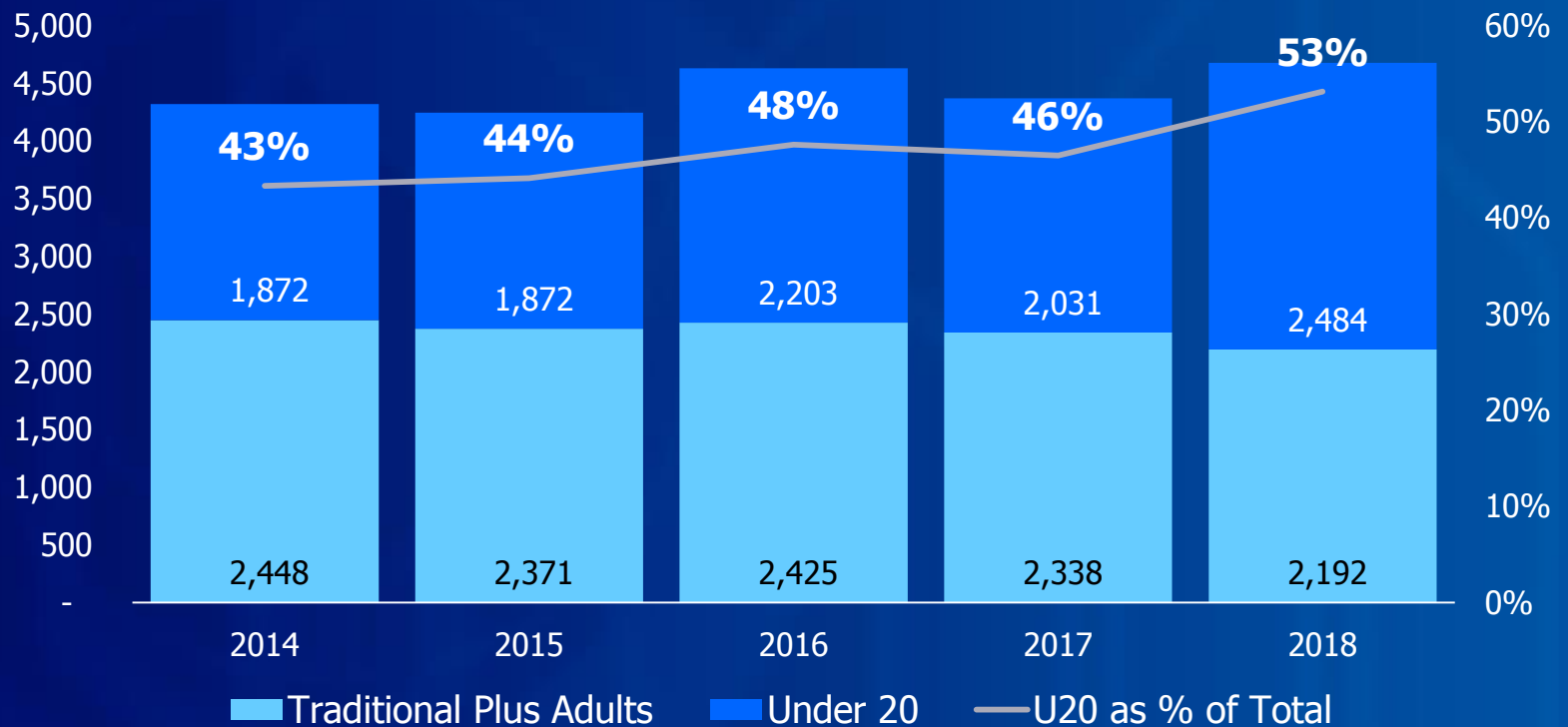
Average Student

Enrollment by Age



Average Student

Change in Students by Age



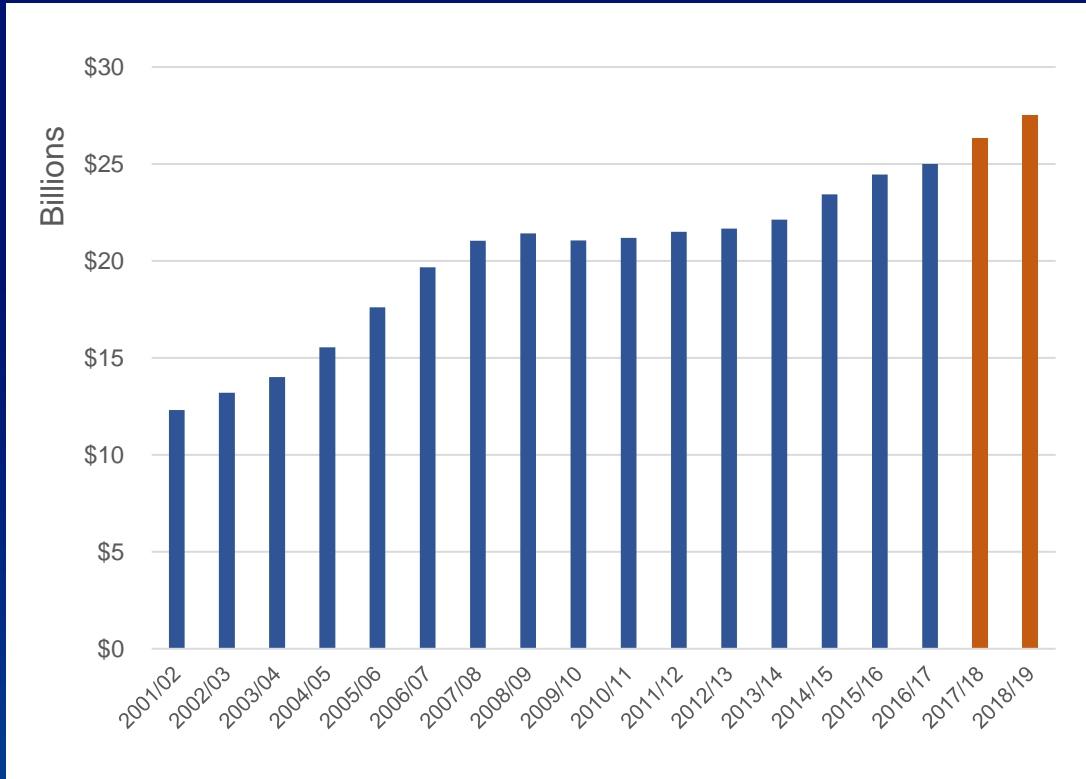
Fine Arts Complex



Fine Arts Complex Funding

	Project Proceeds	Funding Share
State Funds	\$24,394,000	50.7%
Patty Boyd	\$10,000,000	20.8%
District Funds	\$13,663,000	28.4%
Local Funds	\$23,663,000	49.3%
Total	\$48,057,000	

Historical Assessed Valuations: Comparing 2016/17 to 2018/19



Fiscal Year	Total Assessed Valuation	Percent Change
2001/02	\$12,306,004,729	-
2002/03	\$13,195,944,804	7.23%
2003/04	\$14,017,792,442	6.23%
2004/05	\$15,546,770,828	10.91%
2005/06	\$17,599,338,068	13.20%
2006/07	\$19,669,873,916	11.76%
2007/08	\$21,043,875,065	6.99%
2008/09	\$21,424,891,672	1.81%
2009/10	\$21,046,027,489	-1.77%
2010/11	\$21,184,771,644	0.66%
2011/12	\$21,496,263,037	1.47%
2012/13	\$21,656,384,272	0.74%
2013/14	\$22,120,965,429	2.15%
2014/15	\$23,431,526,544	5.92%
2015/16	\$24,447,130,278	4.33%
2016/17	\$25,000,048,020	2.26%
2017/18	\$26,297,838,201	5.19%
2018/19	\$27,513,278,756	4.62%

CAGR: 2001/02 – 2016/17

Average since 2001/02	4.84%
10 year	2.43%
5 year	3.07%
3 year	4.16%

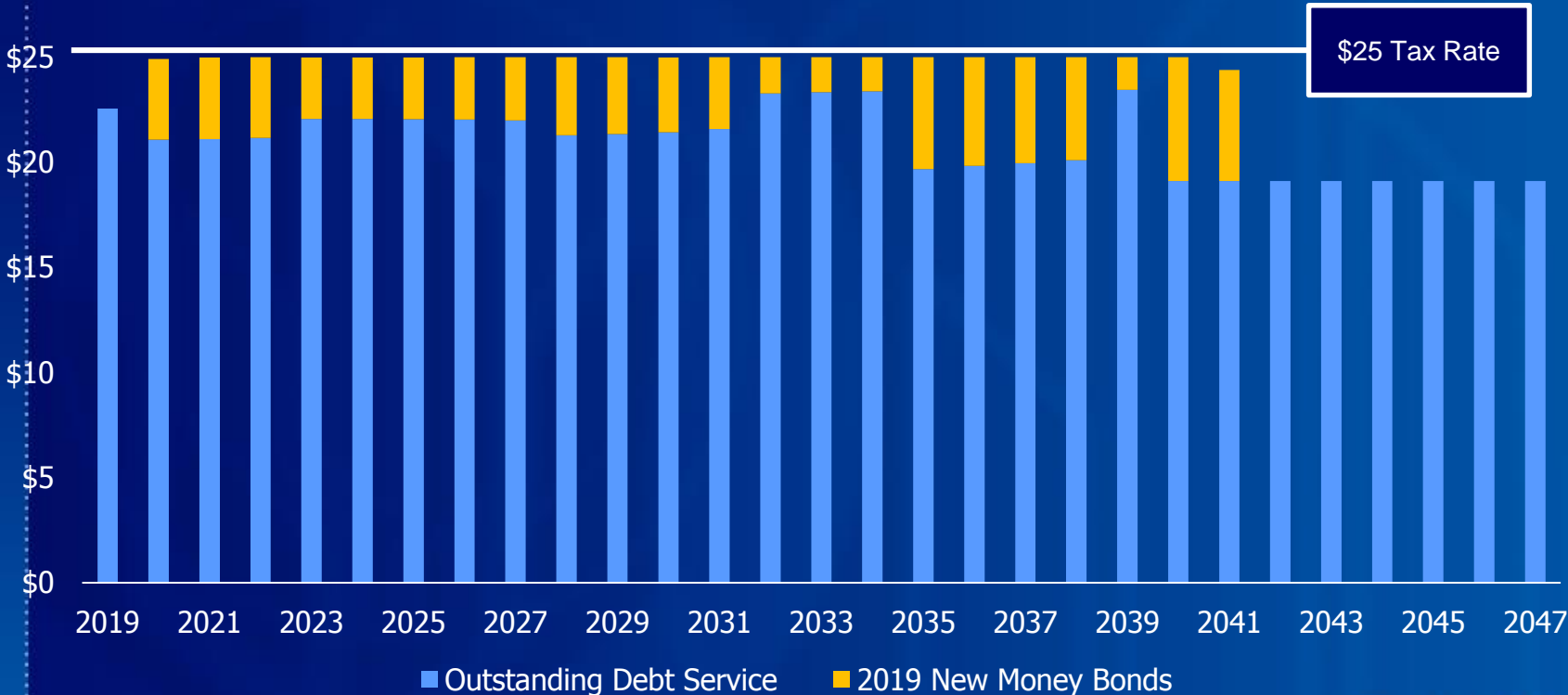
CAGR: 2001/02 - 2018/19

Average since 2001/02	4.85%
10 year	2.53%
5 year	4.46%
3 year	4.02%

Source: Cal Muni

Next Series of Measure I General Obligation Bonds

- 4% AV Growth assumption
- Measure I will not exceed \$25 per \$100,000 tax rate
- Current interest bonds only, no capital appreciation bonds
- Estimated issuance of \$21.3 million



Note: Assumes 4% AV growth and uses AA MMD GO rates as of 12/12/2018 + 50 basis points (0.50%)

Climate Survey Focus Groups: *Building a Culture of Trust*

- Shared Purpose
- Transparent Decision Making
- Investment in People
- Recognition of Excellence

Shared Purpose

- Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.



Transparency: Enhanced Internal Communications

Athletics | Calendar | Library | Bookstore | Human Resources | AHC Foundation | Directories | myHancock | ASK SPIKE


ALLAN HANCOCK COLLEGE
Start here. Go anywhere.

Enter search terms Quick Links

About AHC | College Resources | Students | Admissions & Registration | Financial Aid

Home > President's Office > Welcome from the President: Kevin G. Walthers, Ph.D.

WELCOME FROM THE PRESIDENT: KEVIN G. WALTHERS, PH.D.



As Allan Hancock College approaches its 100th anniversary, we are more dedicated than ever to supporting student success. Our comprehensive programs are structured to help students achieve their goals and build better lives. We continue to sharpen our focus on providing access to higher education, while acting as a catalyst for changing the odds in Northern Santa Barbara County.

Local recent high school graduates now have the opportunity to attend Hancock tuition and fee-free with The Hancock Promise, a scholarship that breaks down financial barriers to a college education. So far, more than 1,400 Bulldog students have received The Promise.

For the seventeenth straight year, transfer students from Hancock had the highest transfer rate in the state to Cal Poly, San Luis Obispo. This exceptional transfer rate is due in part to our university transfer counseling process, coupled with the quality of instruction that students receive as they prepare to transfer.

In 2018, eighteen career technical education (CTE) programs at Hancock were recognized by the state for successfully preparing students for success in the workplace. The programs were recognized by the California Community College's Chancellor's Office as *Strong Workforce Stars*.

High school students now have more opportunities to get ahead on their college education without leaving their high school campuses. Hancock now offers concurrent enrollment classes at nine area high schools: Cabrillo, Lompoc, Orcutt Academy, Pioneer Valley, Ernest Righetti, Santa Maria, Santa Ynez, St. Joseph, and Family Partnership Charter School.

Whether you are interested in transferring to a four-year university, earning a certificate in career education, enhancing your skills, or starting college early, Hancock is truly the place for you. Our faculty and staff are committed to student success in the classroom and beyond the campus.

I invite you to visit this webpage regularly as it serves as a Hancock information hub. You will find updates on exciting college initiatives, links to monthly College Forums, and weekly reports on newsworthy happenings at Hancock. My hope is that this page will give you a taste of Allan Hancock College's welcoming community.

I look forward to seeing you on campus.

[Meet the Members of the President's Cabinet](#)

President's Office Staff

Ms. Carmen S. Camacho
Executive Assistant to the Superintendent/President and Board of Trustees
1-805-922-6966, ext. 3245
ccamacho@hancockcollege.edu

Ms. Melinda Martinez
Executive Secretary to the Superintendent/President
(805) 922-6966, ext. 3454
melinda.martinez1@hancockcollege.edu

[top of page](#)

Transparency: *Traditional Methods*

News2Know

Information **for** you, **from** you, and about your **college**.

Compiled by Public Affairs



Transparency:
Traditional Media and New Media



Transparency: *Collaborative Communication*



Transparency: *Lompoc*

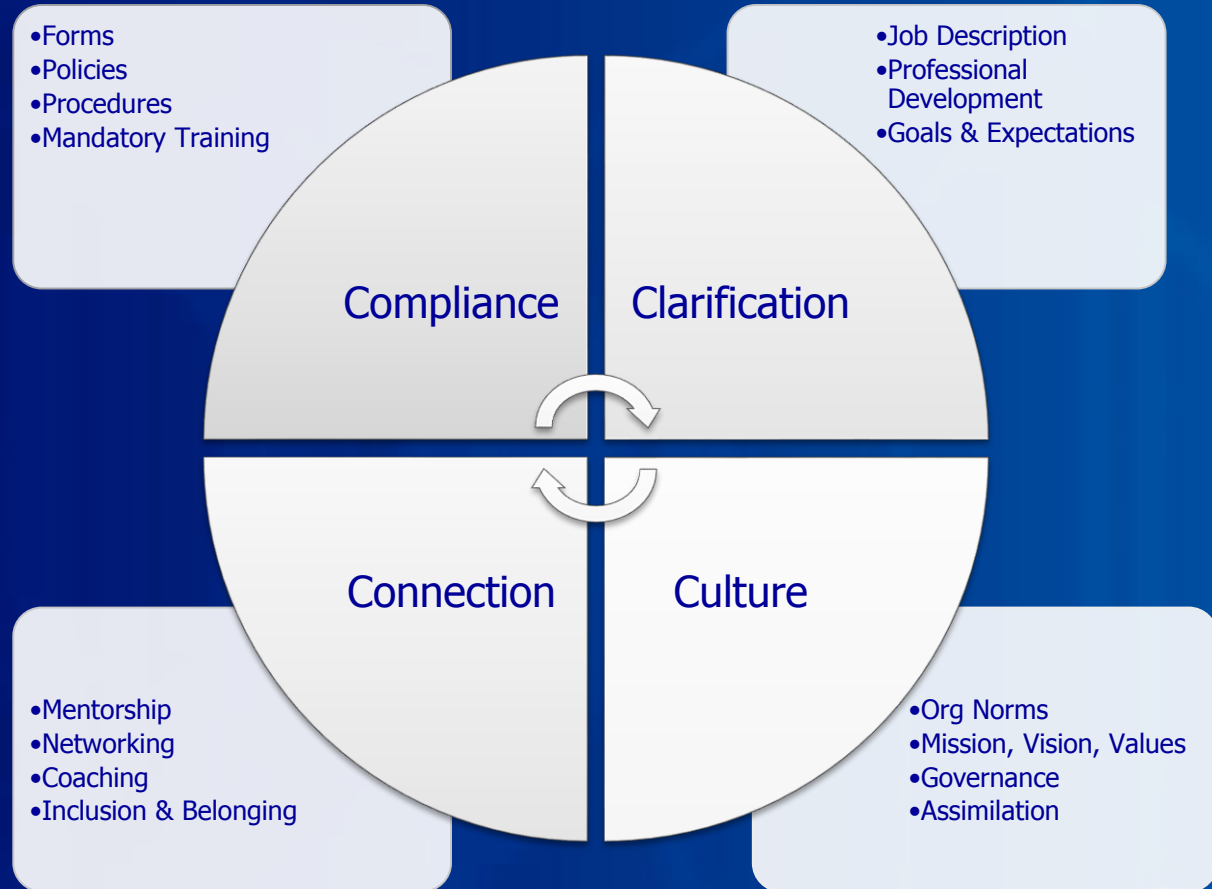
- Associate Dean will provide administrative leadership for entire campus
- Streaming for council meetings



Investment in People: *Onboarding*



Investment in People: Onboarding



Investment in People: *Onboarding*

Day One

- New Hire Appointment
- Campus Tour

1st 30 Days

- *New Employee Experience*
- Role Clarification
- Goals & Expectation Setting

60 - 90 Days

- Check-in
- Professional Development
- Networking Opportunities
- 360 Feedback

90 Days +

- Check-in
- Professional Development
- Mentorship Opportunities
- 360 Feedback

Recognizing Excellence

Lead from Where You Are
President's Leadership Academy
2018

AGENT OF CHANGE

Lead from Where You Are
Leadership Academy 2018

For video link – click below.

<https://www.youtube.com/watch?v=Lv-bUh7QH9U>



ALLAN HANCOCK COLLEGE
ROADMAPS
T O S U C C E S S

Roadmaps to Success

Mission Statement

“to provide guided career exploration, structured academic planning, and integrated student support throughout the student experience to enable students to make better informed choices and to complete their educational goals in an efficient and timely manner.”

Who's Involved

Roadmaps to Success Steering Committee:

Co-Leads:

Marla Allegre (instructional faculty)
Dr. Robert Curry (VP, Academic Affairs)
Dave DeGroot (non-instructional faculty)
Dr. Richard Mahon (dean, Academic Affairs)
Dr. Paul Murphy (VP, Institutional Effectiveness)

Members:

Lynn Becerra-Valencia (Personal Development, Counseling faculty)
Ashley Bracket (Transfer, Counseling faculty)
Kellye Cohn (Library faculty)
Dr. David Hernandez (CTE, Counseling faculty)
Margaret Lau (dean, administrative, Academic Affairs)
Patrick McGuire (CTE faculty)
Nohemy Ornelas (VP, administrative, Student Services)
Dr. Sofia Ramirez Gelpi (dean, administrative, Academic Affairs)
Yvonne Teniente (dean, administrative, Student Services)
Jennifer Schroeder (Speech faculty)
Juanita Tuan (EOPS, Counseling faculty)
Nancy Jo Ward (CTE faculty)

Roadmaps to Success

Trustee Larry Lahr on Guided Pathways:

“Isn’t this what we’ve
always done?”

It should be, and we’ve made
real progress, including our adoption of...

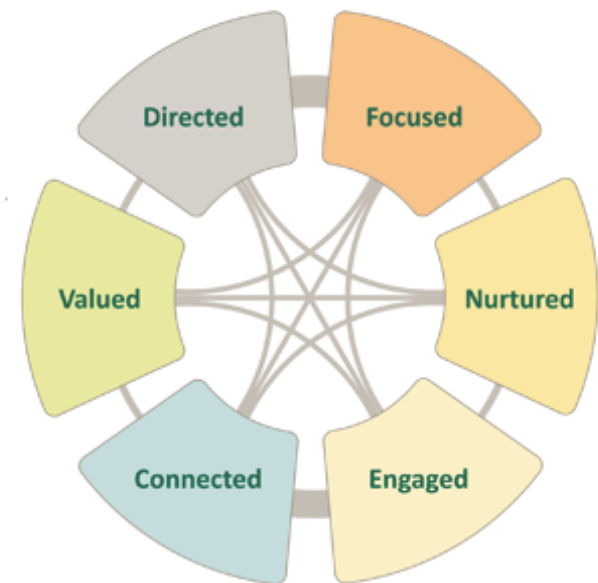
Why Roadmaps?

For video link – click below.

https://www.youtube.com/watch?time_continue=3&v=XG4Fw46m_Mk

Success Factors Definitions

- **Directed:** students have a goal and know how to achieve it
- **Focused:** students stay on track — keeping their eyes on the prize
- **Nurtured:** students feel somebody wants and helps them to succeed
- **Engaged:** students actively participate in class and extracurricular activities
- **Connected:** students feel like they are part of the college community
- **Valued:** students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated



Success Factors Citation

Use the following citation when referencing the Student Support (Re)defined success factors framework:

The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the Student Support (Re)defined study.

**From the
California
Community
College
Vision for
Success:**

"The CCCs have made significant strides in the last five years through sustained reform efforts in the areas of student success, transfer, and career technical education. The colleges are now well-poised to build on this success and accelerate the pace of improvement."

AHC Initiatives

- Guided Pathways
- Promise
- Multiple Measures
- Acceleration
- Strong workforce
- Student Equity/Integrated Plan
- AB 705
- Emergency Funds
- Early Alert
- Career and Major Academic Pathways
- Academic Mapping

The elephant in the room: *students are having a harder time than we acknowledge.*

"I know a lot of people who have been here for five or seven years, and they switched their major so many times, and that is why they are here for so long...and I think that happens so often because there isn't really someone to sit down with them and say, 'Here, these are your strengths, these are careers that would be really good for you, and these ones aren't.' So, that's why they keep jumping around...."

"I found out about a lot of resources after the third or fourth semester, and I'm like, 'Wow. These exist. It's too late for me to join that now.'"

"...there is a [web]site or two that I wish I had known [about]...it basically lists all these careers, and how much they're growing, and how much the top and bottom earners are, and what are important aspects of that job or careers in that [field]. And I think if I'd been able to look at that more, that would have been more helpful instead of waiting six years [to] do it."

GENERAL EDUCATION REQUIREMENTS

(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

Letters(L): 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 302(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

Mathematics(MQ): 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

Natural Sciences(N): 6 credits; satisfied by PHY

AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

Social Sciences(S): 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

5

“Yeah, since I’ve been here, I’ve met three counselors. The first one’s probably the one that was the most helpful. The other two knew about as much as I did about the program ... They told me, ‘Okay, well, which one of these classes do you want to take?’ And all [the course catalog is] showing me is the code and the class. I’m like, ‘Okay, do I close my eyes and pick one, or ...?’”

Source: Career Ladders Project, *Bring Student Voices to Guided Pathways Inquiry and Design*

(not an AHC student)

Allan Hancock Student Voices

I changed my major three times in a span of four years. I think it took a while [to find my interest] because I did a lot of drop-in [counseling appointments]... I ended up taking all of these classes for three different majors, and that's why I'm still here.

Last semester, I'd come in at 10 in the morning and was here until 10 at night. I struggled a lot, plus, I was homeless. I was fortunate that I met a Dean and right away she got me into a PE class. The gym's open until 10 at night so I had access to a shower any time I wanted.

[My parents] don't make enough to help me. So that's one reason I've been here for so long because I've had to work two jobs in order to, pay for books, pay for all [my living expenses] and that's stressful.

Allan Hancock Student Voices

After serving 14 years in prison, getting out, and trying to adjust to society, I was a little lost. I felt out of place, real[ly] out of place being the oldest one in the classroom. Everybody was 18 years old and nobody wanted to sit next to me. I'm sitting in the back of the class. After class, [the teacher] came up to me and introduced herself and asked me, "What are you doing after class?" My first answer was, "I'm going to go get high because I don't belong here." [Then the teacher] asked me, "Have you heard of the EOPS program?" I go, "No, this is my first day here." [Then she] literally walked me around campus to EOPS, the Learning Assistance program (LAP), and just literally gave me the applications. If it wasn't for her, I wouldn't be here; that lady changed my life. If it wasn't for [that teacher], I would have quit.

Evidence of Challenges: First Year Momentum

Average Number of Credits Attempted in Year One

20

Units

Statewide: 19

Average Number of Degree-Applicable Credits Attempted in the Year One

17

Units

Statewide: 16

Successfully Earned 30+ College Credits in Year One

7%

Students

Statewide: 5%

Completed Both Transfer-Level Math and English

Among degree/transfer students, the proportion who completed both transfer-level math and English in their first academic year of enrollment within the district

13%

Statewide: 9%

Attempted 30+ Credits in Year One

16%

Students

Statewide: 14%

Unit completion by income and ethnicity show historical disproportionate impact

Evidence of Challenges: Outcomes

Average Number of Units Accumulated by Associate Degree Earners

Among degree/transfer students who earned an associate degree in the selected year, the average number of units earned in the California community college system among students who had taken at least 60 units at the college

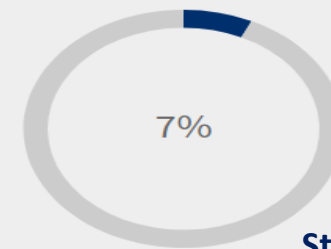
82

**37% more than the required 60*

Statewide: 81

Earned 9+ Career Education Units

Among short-term career education students, the proportion who successfully complete 9+ career education units for semester schools or 13.5+ units for quarter schools in the selected academic year within the same district



Statewide: 11%

Median Annual Earnings

Among all students who did not transfer to a four-year institution, the median sum of earnings for the four fiscal quarters immediately following the academic year of exit

\$23,276

Statewide: \$25,669

Median Change in Earnings

Among all students who did not transfer to a four-year institution, the median change in earnings when comparing earnings in the second fiscal quarter prior to the academic year of entry and the second fiscal quarter after the academic year of exit

188%

Statewide: 153%

What does Roadmaps to Success Bring Together?

ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST

THE WHY

Our Students and Communities



THE WHAT

Vision for Success

Increase certificates and degrees

Increase transfer to CSU and UC

Decrease units to complete

Increase employment in field of study

Close equity gaps

Close regional achievement gaps

GOALS

THE HOW

Guided Pathways

Clarify the path

Enter the path

Stay on the path

Ensure students are learning

PILLARS

THE TOOLS

System-level Support

Developmental Ed. Reform (AB 705)

California Promise (AB 19)

Associate Degrees for Transfer

Regulatory Reform

PROGRAM ALIGNMENT AND SUPPORT

Student Centered Funding Formula

Guided Pathways allocations

Student Equity and Achievement Program

FISCAL REFORM

Student Success Metrics

Vision Resource Center

Investment in staff and faculty

Regional support strategy

Local Board goals (AB 1809)

POLICY CONNECTIONS



ALLAN HANCOCK COLLEGE
ROADMAPS
TO SUCCESS

What to do?
The Roadmaps to Success program brings together a variety of interventions and initiatives to better serve students.

Roadmaps to Success is the AHC way of implementing Guided Pathways



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

Four pillars of the *Roadmaps to Success*

For video link – click below

https://www.youtube.com/watch?v=Y5Up_exyonw



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.

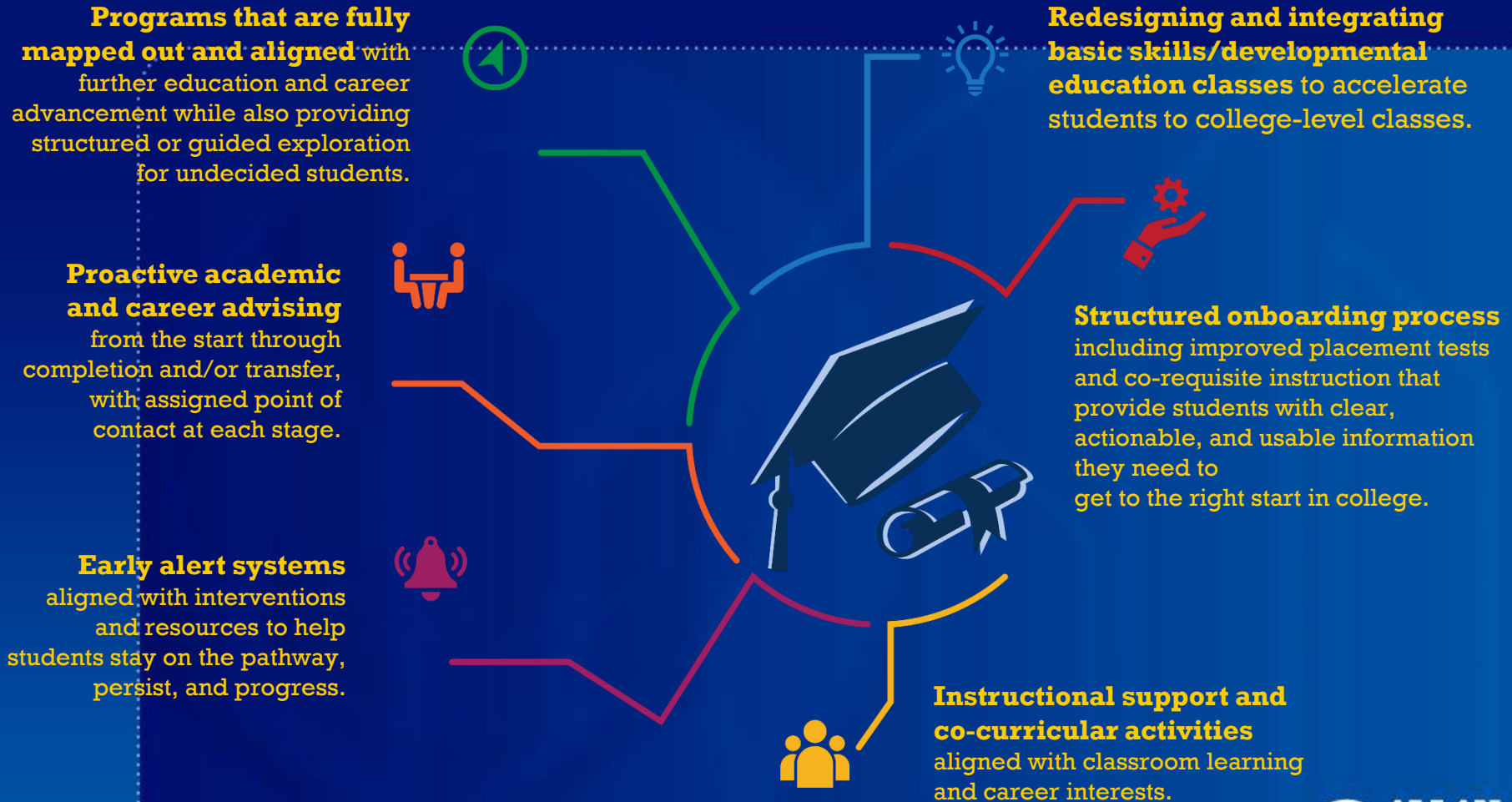


Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Key Elements for the *Roadmaps to Success*



Campus Conversatiom

Room	00-03	Room	20-23
	44-47		64-67
Room	24-27		48-51
	60-63		94-99
Room	40-43		08-11
	76-79		72-75
Room	12-15		36-39
	52-55		89-93
	32-35		16-19
	80-83		56-59
	28-31		04-07
	68-71		84-88