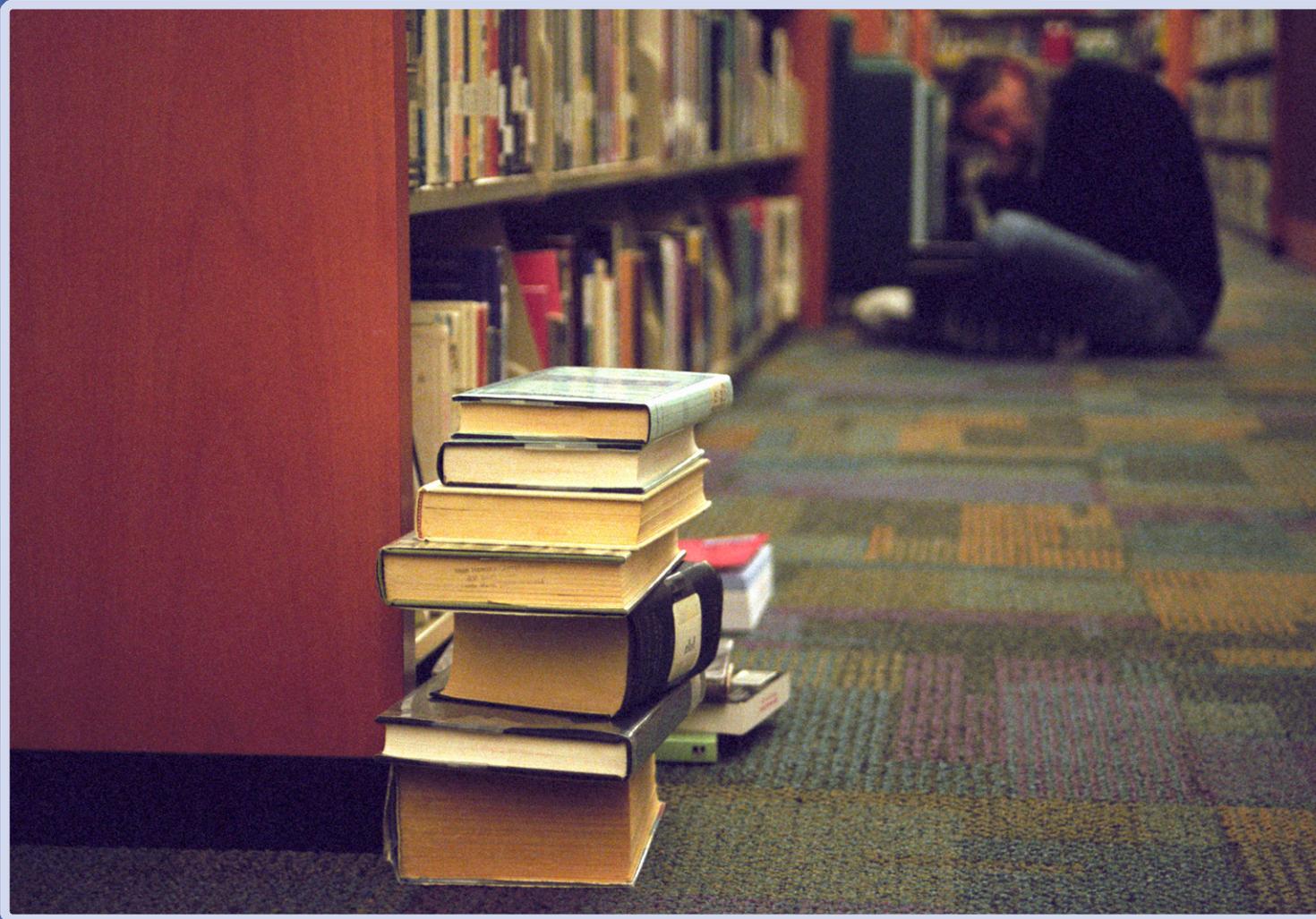


# *Accreditation 2010*

Comprehensive Institutional Self Study Report



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Accreditation Liaison Officer: Anna Davies  
Self Study Editor: Leslie Mosson  
Secretary to the Steering Committee: Mary Girty

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Yvonne Teniente

Margaret Tillery

Suzanne Valery

Carol Van Name

Roger Welt\*

\*Administrative standard co-chair

\*\*Faculty standard co-chair

(S) Student

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**INSTITUTIONAL SELF STUDY**  
**FOR**  
**ALLAN HANCOCK COLLEGE**

INSTITUTIONAL SELF STUDY REPORT IN SUPPORT OF  
REAFFIRMATION OF ACCREDITATION

SUBMITTED BY

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT  
800 SOUTH COLLEGE DRIVE  
SANTA MARIA, CA 93454

SUBMITTED TO

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

JANUARY 2010

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## Certification of the Institutional Self Study Report

Date: December 15, 2009

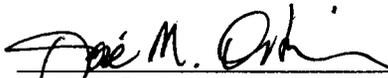
To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

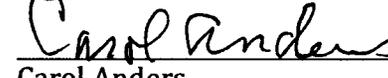
From: Allan Hancock Joint Community College District  
800 South College Drive  
Santa Maria, CA 93454

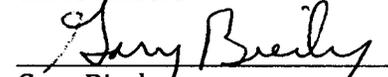
This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

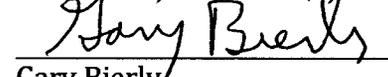
We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution:

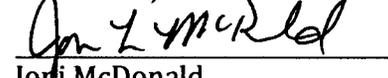
Signed:

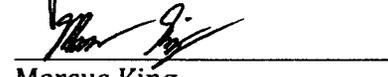
  
Superintendent/President  
José M. Ortiz, Ed. D.

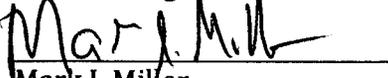
  
President, Board of Trustees  
Carol Anders

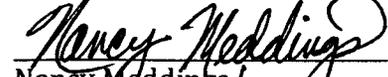
  
President, Academic Senate  
Gary Bierly

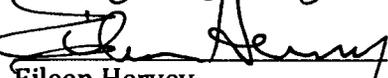
  
President, Faculty Association  
Gary Bierly

  
President, CSEA, Chapter 251  
Joni McDonald

  
President, Associated Student Body Government  
Marcus King

  
President, Part-time Faculty Association  
Mark J. Miller

  
President, Management Association  
Nancy Meddings

  
Representative, Supervisory/Confidential Employees  
Eileen Hervey

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Allan Hancock College  
Comprehensive Institutional Self Study Report

# *Accreditation 2010*

*History of the College and  
Demographic Information*



*Science labs allow me to gain  
knowledge through active learning and  
teamwork.*



Katie O'Neill  
Major: geology and photography

# History of the College and Demographic Information

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 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.

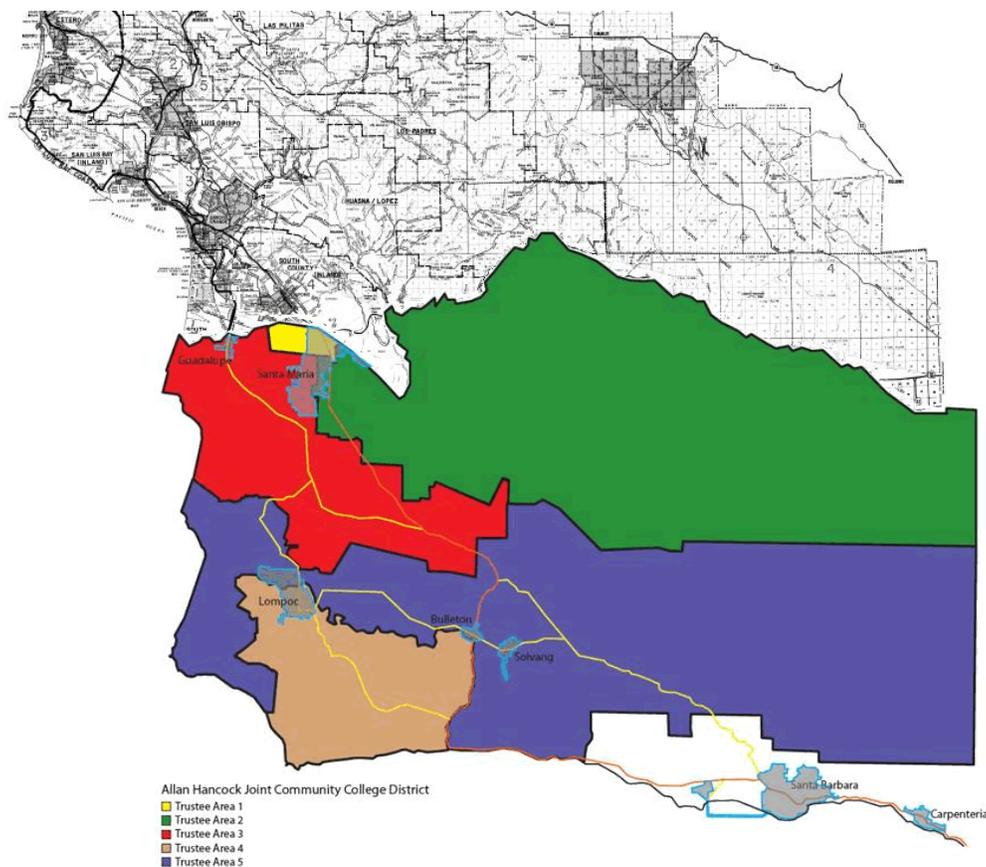
In 1992 the district secured 156 acres for a new center in Lompoc. Initial construction began in 1997, and the Lompoc Valley Center opened in spring 1999. In 2000, the district leased space in Solvang to establish a permanent presence for classroom instruction to be offered in the Santa Ynez Valley.

Allan Hancock College has a long history of meeting the varied needs of its large district service area through a broad range of course and program offerings. As mentioned earlier, the district has been a strategic partner of the Vandenberg Air Force Base education center since 1957. Although at its peak enrollment at this center reached over three thousand students per semester, in recent years enrollment declined. International deployments have reduced the Air Force base population, and the district has seen corresponding decreases in demand. In 2009, after a thorough fiscal review and discussion with the base education administrator, the district eliminated one staff position and adjusted the hours of operation to reduce expenses and align the workforce with the changing needs of students. The district continues to work closely with the base to ensure educational offerings are available to earn an associate of arts and Community College of the Air Force credits for both base and members of the public.

The Lompoc Valley and Solvang Centers provide general education transfer programs, student services, and community education offerings. The Lompoc Valley Center (LVC) was opened in its current facility in 1999; although primarily focused on general education, the district has added career and technical education offerings (certified nurse assistant, public safety). This center is the future location of a state-of-the-art public safety facility which will provide police and fire academy training, emergency medical services training, and a high speed emergency vehicle operations course (EVOC). The Solvang Center, opened in 2000, was intended to provide general education offerings to the residents of the Santa Ynez Valley. Early attempts at offering general education were not fully successful due to lack of enrollment. Over the past several years the center has transitioned to a

primary provider of community education and non-credit programs. In 2009 the district completed a community needs assessment to aid in program planning for the Solvang Center. As a result of this needs assessment, the district increased the number of general education offerings by expanding its partnership with Santa Ynez High School to offer additional courses at its location. This partnership serves both the Santa Ynez students and members of the public who are seeking credit general education courses. These offerings have been successful and now include eight sections of general education each semester. Through this strategic partnership the district now has successful general education, community, and non credit programs in the Santa Ynez Valley service area.

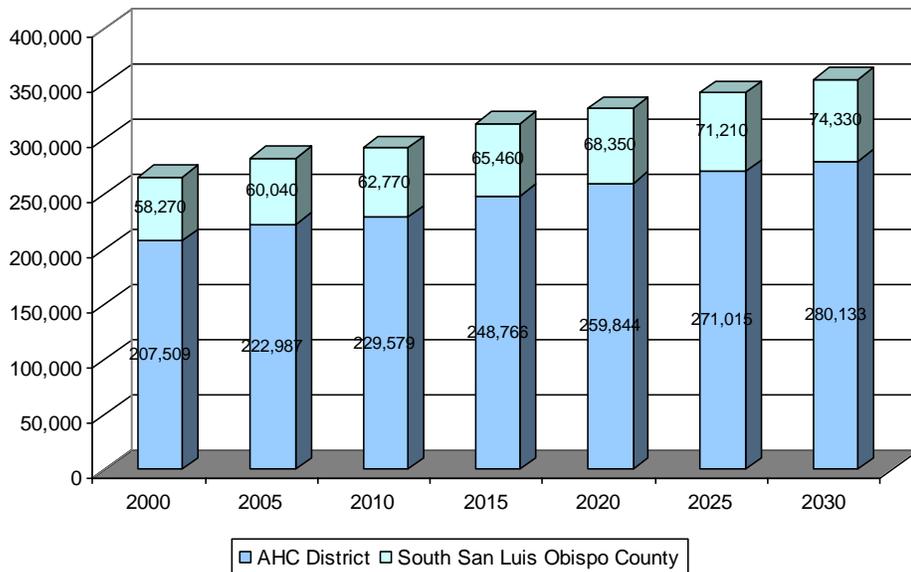
In addition to physical locations throughout the service area, the district has ongoing partnerships with local organizations to provide cosmetology, manicuring, electrical apprenticeship, plumbing and operational engineering apprenticeships, as well as public safety curriculum. These partnerships facilitate local community members' access to a broad range of offerings without the need to travel long distances.



**Figure 1. Allan Hancock College District Service Area Boundary, North Santa Barbara County and Southern San Luis Obispo County**

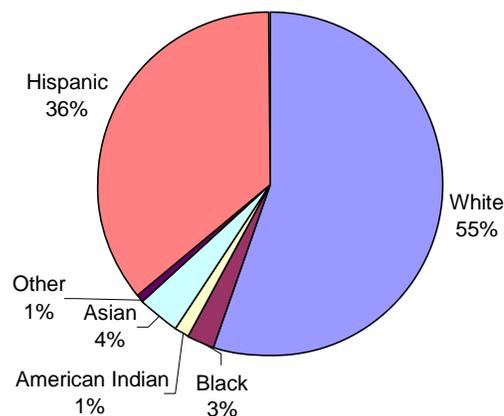
The official district covers most of Santa Barbara County except for a narrow strip in the south containing the cities of Santa Barbara, Goleta and Carpinteria. However, the college serves a significant number of students from southern San Luis Obispo County, including the cities of Nipomo, Pismo Beach, Grover Beach, Oceano, and Arroyo Grande. While these cities technically lie

in the Cuesta Community College District, their proximity to Santa Maria makes Allan Hancock College a more convenient option for students from that region. Allan Hancock College uses the term “service area” to refer to the combination of the college district and the southern zone from San Luis Obispo County. Where available, this document presents data for the “service area”; otherwise data is presented based on the county or district.



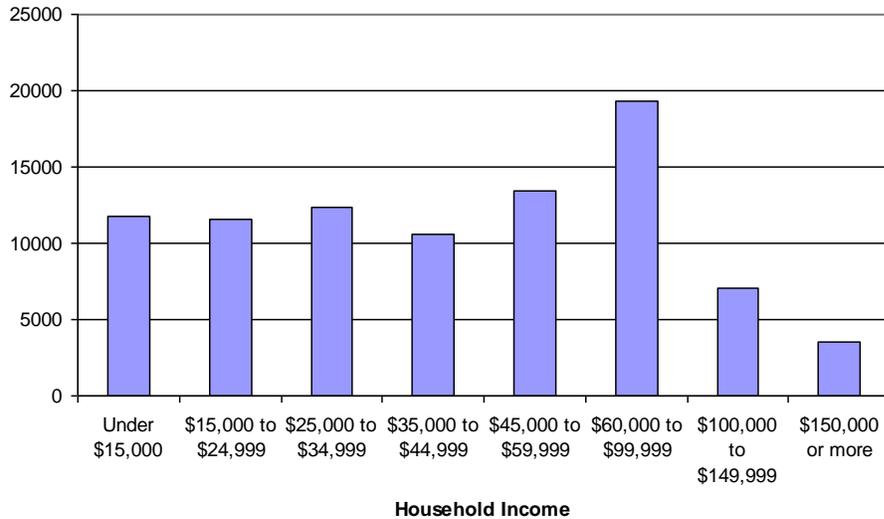
**Figure 2. Service Area Population Projections: Allan Hancock College District and Southern San Luis Obispo County.**

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, 2001-2008, with 2000 Benchmark. Sacramento, California, May 2008; Santa Barbara County Association of Governments Regional Growth Forecast: 2005-2040 August 2007; Long Range Socio-Economic Projections (Year 2030) San Luis Obispo County, CA San Luis Obispo Council of Governments Submitted by Economics Research Associates July 2006



**Figure 3. Service Area Ethnic Group Distribution.**

Source: U.S. Census 2000 by 5 Digit Zip Code for AHC District and South San Luis Obispo County



**Figure 4. Service Area Household Income Distribution.**

Source: U.S. Census 2000 by five-digit zip code for AHC District and South San Luis Obispo County

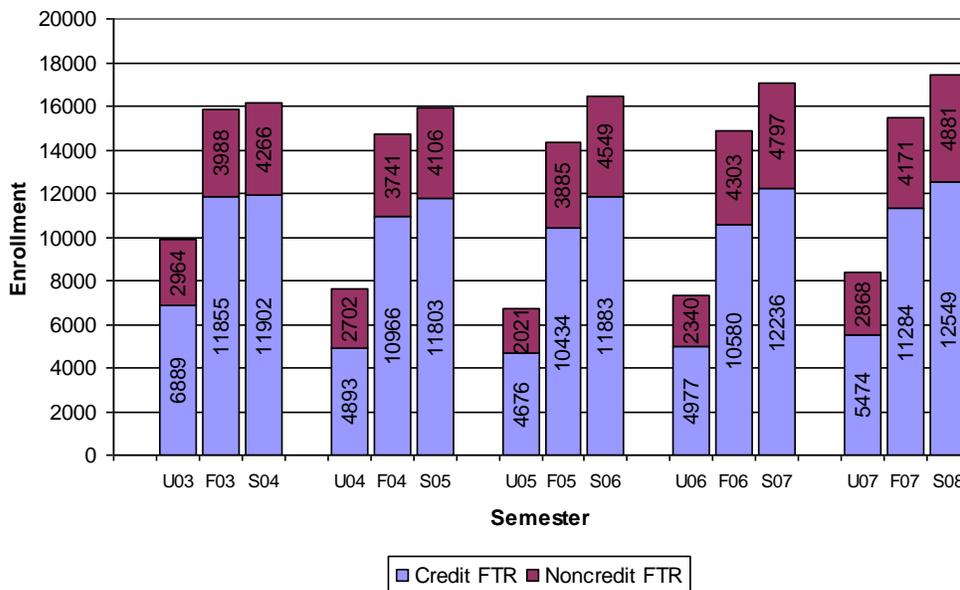
Long term projections to 2030 for Allan Hancock College’s service area suggest large growth in population, with the AHC service area growing by about 35 percent over the year 2000 level and south San Luis Obispo County growing 27 percent. However, those growth extrapolations are based on trends from the late 1990s and early 2000s – a time when the cost of housing in the cities of Santa Barbara and San Luis Obispo drove a housing boom in the Allan Hancock College service area. It is unclear whether the current economic conditions will result in long term changes to the population trend. It is possible that growth may slow or even reverse.

The ethnic distribution of AHC’s service area is reflected well in the college enrolled student ethnicity. White residents are the majority at 55 percent but Hispanic residents, mirroring state-wide trends, have steadily increased to about 36 percent. It is possible that within five years, there will be no ethnic majority in our service area. Note that the ethnic distributions vary by location. The city of Santa Maria is nearly 80 percent Hispanic while the neighboring unincorporated city of Orcutt is nearly 80 percent white.

While both Santa Barbara and San Luis Obispo have reputations as wealthy enclaves and resort cities, Allan Hancock College’s service area clearly contains a wide range of income levels with many households at the middle or low income levels.



**Figure 5. Allan Hancock College Historic Fall Headcount Enrollment (Credit and Noncredit)**



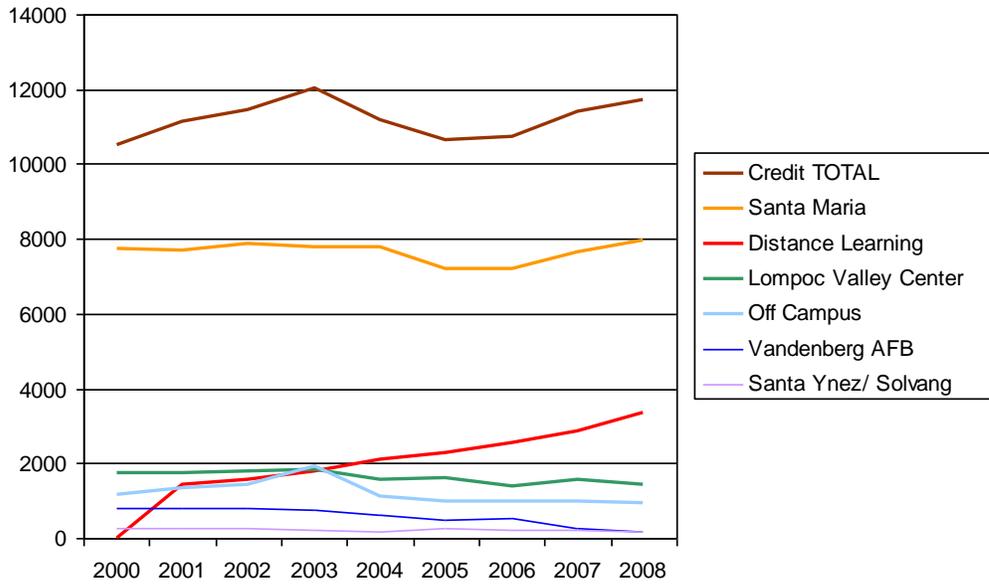
**Figure 6. Credit and Noncredit Full-term Reporting (FTR) Headcount Enrollment by Semester.**

Full-term Enrollment (FTE) is a Chancellor’s Office definition that only counts credit students that complete more than 0.5 units or noncredit students that complete six hours or more of attendance.

Headcount enrollment has grown steadily at Allan Hancock College in the last 30 years, more or less in keeping with the local population growth. But significant deviations have occurred reflecting the economic realities that many community colleges face; during poor economic times, enrollments have surged, and in the last two years, Allan Hancock College has experienced record enrollments.

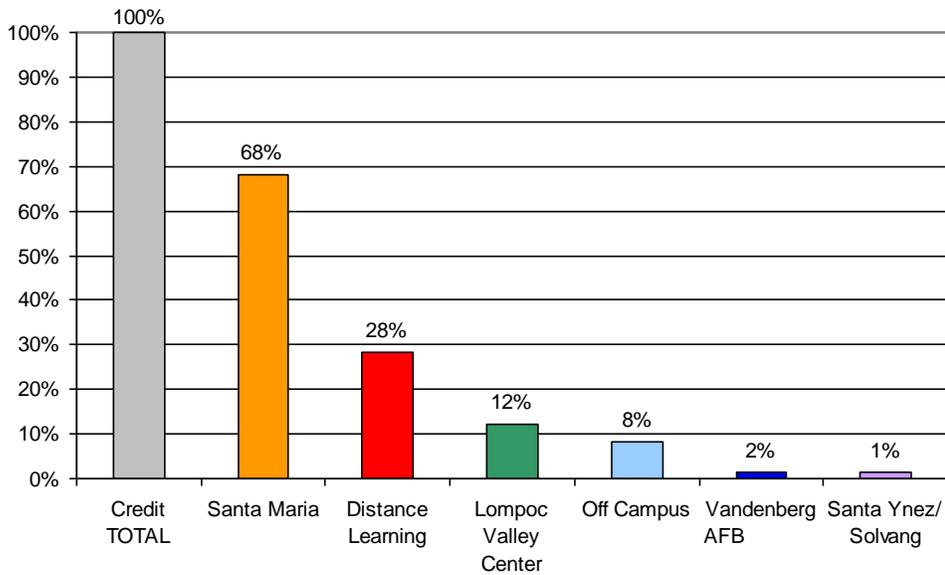
Historically, enrollments are somewhat larger in spring semester than in fall, partly because spring semester included a spring “jumpstart” that served as a winter intersession. However, in an effort to

trim enrollments during state budget cuts, the winter intersession has been eliminated the last two years. Summer enrollments are less than half those of primary terms.



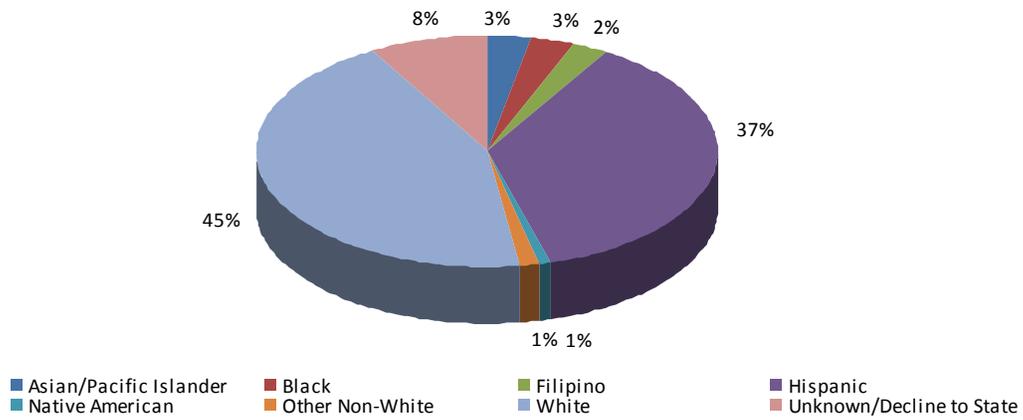
**Figure 7. Reported Annual Full-time Equivalent Student (FTES) Enrollment and Enrollment Growth Capacity (CAP).**

Allan Hancock College has generally met its enrollment cap except during periods of good economic times when student enrollments dropped. It appears that the college will maintain record levels of about 10,000 FTES for the near future despite cuts to its apportionment base. Given long-term population expectations, this seems to be a stable level of annual FTES generation.



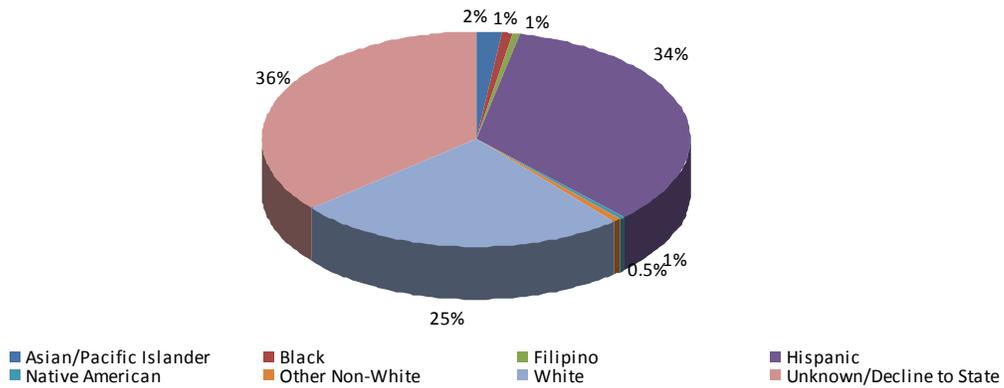
**Figure 8. Percentage of credit headcount students enrolled at campus centers**

Enrollment has been stable in headcount, although it did drop during good economic times in the middle of the decade. Allan Hancock College has one major center (Lompoc Valley Center) and small centers in Solvang and Vandenberg Air Force Base. Lompoc Valley, Solvang/Santa Ynez and Vandenberg AFB centers have experienced steady drops in enrollment in recent years, coinciding with explosive growth in distance learning (on-line) courses. Indeed, populations taking courses in these centers are highly inclined to taking distance learning courses; they also tend to be part-time students. About 25 percent of students that take courses at Lompoc or Vandenberg take distance learning courses. The Santa Maria campus is a big lure, having a wider array of courses and programs. About 28 percent of students at the Lompoc Valley Center also take classes at the main Santa Maria campus.



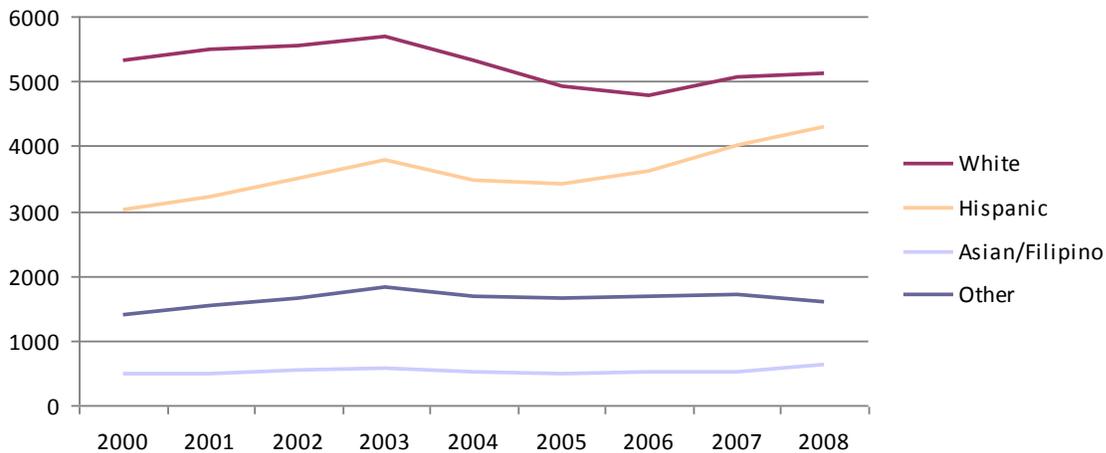
**Figure 9. Fall 2008 Credit Student Ethnic Distribution.**

Source: AHC MIS Data



**Figure 10. Fall 2008 Noncredit Student Ethnic Distribution.**

Source: AHC MIS Data

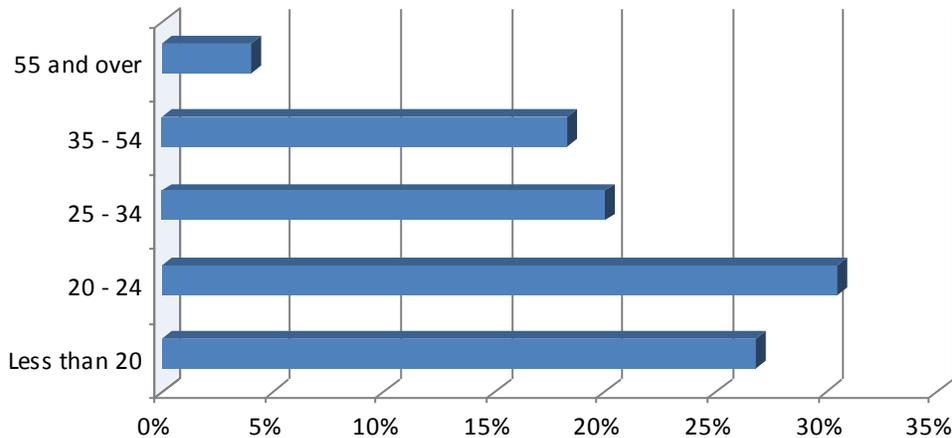


**Figure 11. Fall Semester Credit Student Ethnic Trends: 2000 to 2008**

Source: AHC MIS Data

Credit student ethnic distribution reflects the service area population very well. When one includes the “decline to state/unknown” category, white students are still a slight majority of students, although they are 45 percent in the self-reported numbers. About 37 percent of enrolled students are Hispanic. Most other ethnic percentages are small, in the single digits. If recent trends continue, Hispanic students may be the majority within five years. Allan Hancock College currently has the “Hispanic Serving Institution” designation from the U.S. Department of Education.

Non-credit students appear to be about 25 percent white and 36 percent Hispanic, however, there are a large percentage of students with missing ethnic designations and, most likely, this population has a large majority of Hispanic students. In general, the non-credit courses are primarily in two strands: (1) ESL, citizenship and vocational preparation by Santa Maria and Lompoc residents who are likely to be Hispanic and (2) recreational classes taken by older adults in the same cities by residents more likely to be white.



**Figure 12. Fall 2008 Credit Student Age Distribution.**

Source: AHC MIS Data

Allan Hancock College (AHC) serves many non-traditional (over age 24) students, about 45 percent of its enrolled credit students. The 25 to 54 year-old students are the most volatile in their enrollment patterns; they leave more readily when jobs are in good supply and return when the economy turns sour. Slightly more than 25 percent of AHC students are of the recent high school graduation age (although not all graduated from high school). Recent high school graduates are a concern because trends for most local high schools suggest long-term drops in the number of graduates.

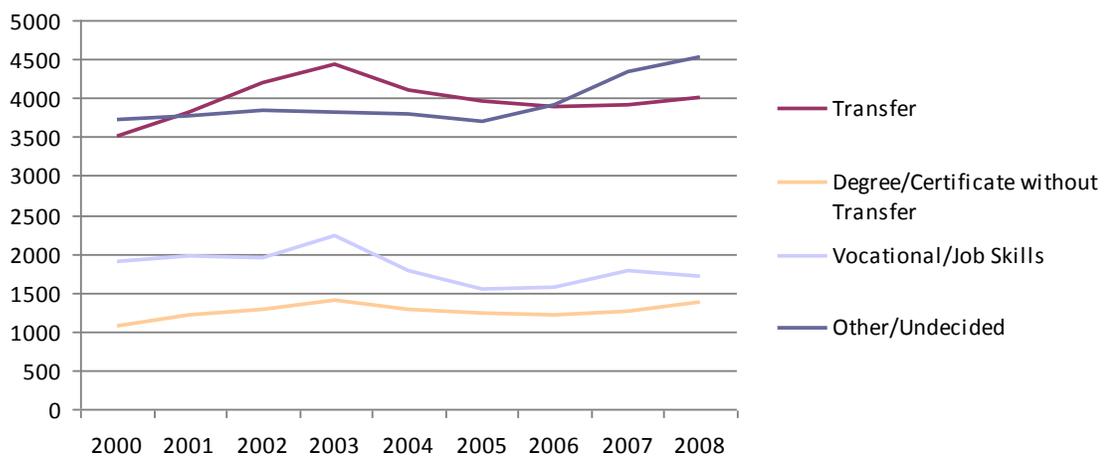
Table 1 (on the next page) indicates that of newly matriculated students, about 34 percent intend to transfer to a four-year university with or without obtaining an associate degree. Another 11 percent intend to obtain an associate degree or vocational certificate without transferring. A fairly large 30 percent are undecided or do not know their plans. AHC's comprehensive matriculation process attempts to help as many students as possible in defining their objectives and developing educational plans to meet those objectives.

In the fall 2005 first-time AHC student cohort, 13 percent of students who indicated they intended to receive an AA degree received one within four years of matriculating. However, 8 percent of those who indicated they were undecided also received an AA degree within four years. Indeed, of the 196 AA degrees awarded to this cohort, 53 percent of recipients did not indicate at matriculation that they intended to receive an AA degree.

**Table 1 - Fall 2008 Credit Student Educational Goal at Matriculation**

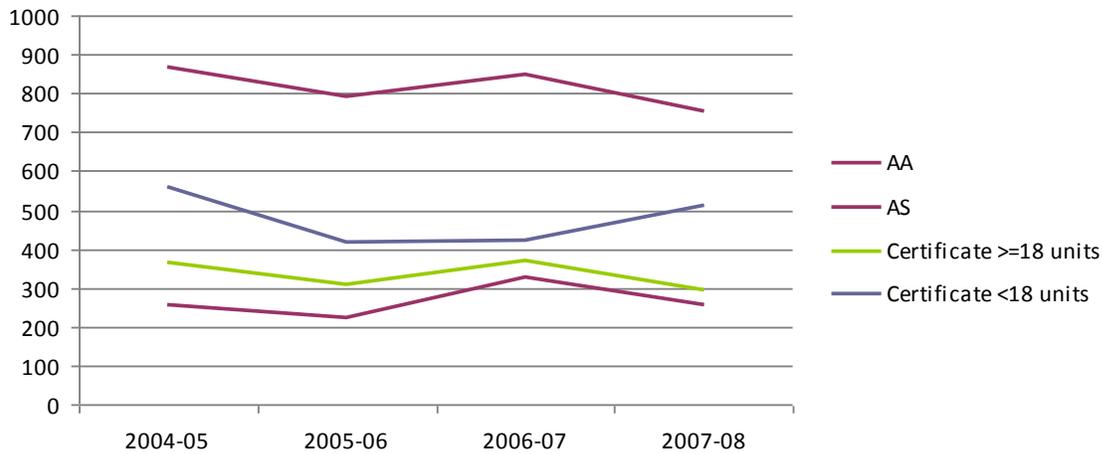
<b>GOAL</b>	<b>TOTAL</b>	<b>PERCENT</b>
AA + Transfer	3,278	28 percent
Transfer, No AA	725	6 percent
AA, No Transfer	715	6 percent
Vocational Degree, No Transfer	263	2 percent
Vocational Certificate, No Transfer	389	3 percent
Career Interests/Goals	372	3 percent
Acquire Job Skills	665	6 percent
Update Job Skills	674	6 percent
Maintain Certificate/License	245	2 percent
Educational Development	468	4 percent
Improve Basic Skills	170	1 percent
HS Diploma/GED	120	1 percent
Undecided	3,162	27 percent
Unknown	364	3 percent
<b>TOTAL</b>	<b>11,610</b>	<b>100 percent</b>

The number of enrolled students indicating they intended to transfer (with or without a degree) peaked at about 4,500 in 2003 and then dropped to a stable level of about 4,000. Those seeking a degree without transferring have increased at a modest but steady rate. Curiously, the number of undecided has grown from about 3,700 to 4,500 in the last four years. The reasons for this are not clear but in recent years, a larger proportion of local area high school graduates have attended Allan Hancock College, either for their primary schooling or to add general education courses to their studies at other locations. Perhaps these students tend to indicate undecided or unknown as their educational goal.



**Figure 13. Fall Semester Credit Educational Goal Trends: 2000 to 2008.**

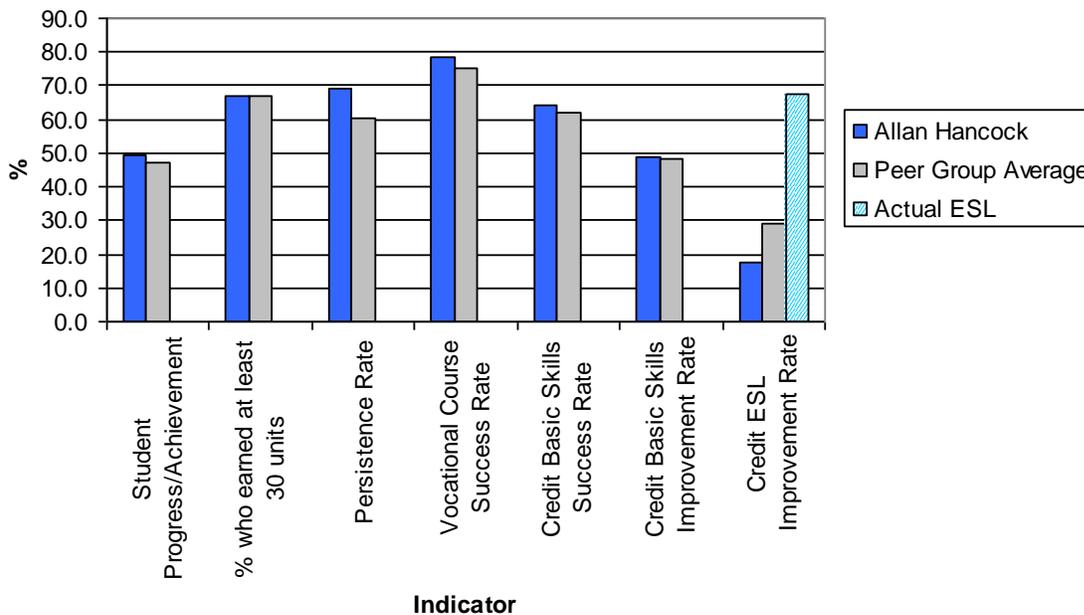
Source: AHC MIS Data



**Figure 14. Degrees and Certificates Awarded: 2004-2005 to 2007-2008**

Source: AHC MIS Data

The number of associate degrees (both AS and AA) awarded has dropped in recent years; that drop correlates with a drop in enrollment two years prior. Clearly, there will be a two to three year lag in the effect of an enrollment drop on degrees earned. The short-term certificates (requiring less than 18 units) show a similar reaction to lowered enrollments, but the time lag is shorter. The recent year increase reflects our recent enrollment growth.



**Figure 15. Accountability Reporting for the Community Colleges**

Source: California Community Colleges Chancellor’s Office ARCC Report

Accountability Reporting for the Community Colleges (ARCC) measures of student performance compares Allan Hancock College to other peer groups around the state. These results are reported annually to the Board of Trustees. They are also included in the review of data in the annual strategic

planning retreat. In general, Allan Hancock College performs at or above the peer group average, with particular distinction in the persistence rate. While the data includes the official credit ESL improvement rate from the ARCC report in Figure 16, it also provides a correction. Both the college and the Chancellor's office are aware that a key variable used in computing the improvement rate has a severe limitation that does not properly reflect the rate for campuses (such as AHC) that have many ESL levels and instructional paths. Thus, the college includes a corrected computation of the ESL improvement rate for Allan Hancock College using actual course numbers.

While using ARCC data in comparison with peer groups is a useful metric, Allan Hancock College (AHC) is also concerned about the absolute rates. For example, AHC may be above average in the "student progress/ achievement" rate but we are still only at 50 percent. This rate reflects the percent of students who have completed a minimum of 12 transfer-level units and have, within three years, completed one or more of a set of achievements: became "transfer-prepared", received a degree or high-unit certificate, or actually transferred to a four-year university. The college does not find the 50 percent rate acceptable, so the results of this report provide a basis for campus departments and committees to establish benchmarks for improvement of student achievement.

Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

## Organization of the Institution



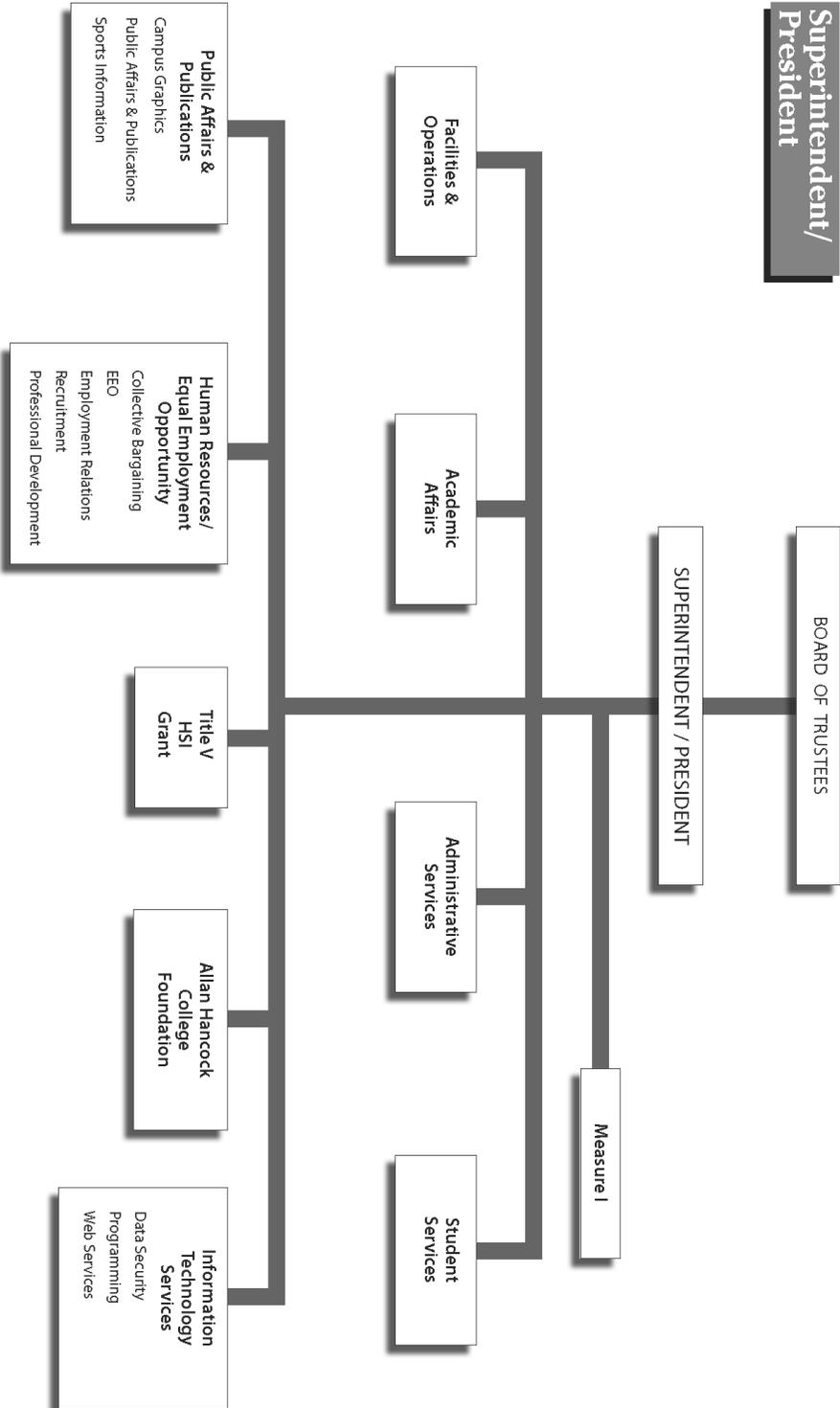
*I liked the way these pennants boldly  
carry the name of my college.*

Marynn Vilarino  
Major: photography





# Superintendent/ President





# District Organization

BOARD OF TRUSTEES

SUPERINTENDENT/  
PRESIDENT

AHC  
Foundation  
EXECUTIVE  
DIRECTOR

Human Resources/  
Equal Employment  
Opportunity  
DIRECTOR

Professional  
Development  
& Training  
DIRECTOR

Information  
Technology  
Services  
DIRECTOR

Information  
Technology  
Services  
ASST. DIRECTOR

Public  
Affairs  
& Publications  
DIRECTOR

Title V  
HSI  
Grant  
DIRECTOR

Student Services  
VICE PRESIDENT

Facilities &  
Operations  
VICE PRESIDENT

Academic Affairs  
ASSOCIATE SUPERINTENDENT/  
VICE PRESIDENT

Administrative Services  
ASSOCIATE SUPERINTENDENT/  
VICE PRESIDENT

Counseling &  
Matriculation  
DEAN

Financial  
Aid  
DIRECTOR

Plant  
Services  
DIRECTOR

Arts,  
Communication  
& Athletics  
Division  
DEAN

PCPA  
ASSOCIATE  
DEAN/ARTISTIC  
DIRECTOR

Health &  
Physical Ed /  
Athletics  
ASSOCIATE  
DEAN

Auxiliary  
Accounting  
Services  
DIRECTOR

Admissions  
& Records  
DIRECTOR

Learning  
Assistance  
Program  
DIRECTOR

Custodial  
Services  
SUPERVISORS

Mathematics,  
Engineering, Science  
& Health  
Division  
DEAN

MESA  
DIRECTOR

Library & Learning  
Resources  
Division  
DEAN

Bookstore  
Services  
DIRECTOR

EOPS/  
CARE  
CalWORKS  
DIRECTOR

CalSOAP  
Consortium  
PROJECT  
DIRECTOR

Landscape  
SUPERVISOR

Career & Technical  
Education  
Division  
DEAN

Extended  
Campus  
Division  
DEAN

Business  
Services  
DIRECTOR

Student  
Activities  
COORDINATOR

Student  
Health  
Services  
COORDINATOR/  
NURSE

Maintenance  
SUPERVISOR

Liberal Arts  
Division  
DEAN

Institutional  
Grants  
DIRECTOR

Institutional  
Research &  
Planning  
DIRECTOR

Public Safety/  
Chief of Police  
DIRECTOR

PCPA  
MANAGING  
DIRECTOR



**Academic Affairs**

**ASSOCIATE SUPERINTENDENT / VICE PRESIDENT**

**Mathematics, Engineering, Science, & Health Division**

**Health Sciences**  
Dental Assisting  
Medical Assisting  
Nursing  
Pharmacy Technology

**Life & Physical Sciences**  
Life Sciences  
Astronomy  
Biology  
Chemistry  
Environmental Studies  
Geographic Info System  
Geology  
Physical Science  
Physics

**Mathematics & Engineering**  
Computer Sciences  
Engineering  
Mathematics  
Math Center

**Mathematics, Engineering, & Science Achievement (MESA) Program**

**Career & Technical Education Division**

**Business**  
Accounting  
Business  
Computer Business Info Systems  
Computer Business Office Tech  
Computer Resource Center  
Real Estate

**Industrial Technology**  
Architecture  
Auto Body  
Automotive Technology  
Electronic/Computer Electronics  
Engineering Technology  
Machine Technology  
Maintenance Technology  
Space Operations  
Welding Technology

**Public Safety**  
Emergency Medical Services  
Environmental Technology  
Environmental Training Center  
Fire Technology  
Law Enforcement Academy  
Wildland Fire Technology

**Job Placement Center- Career & Technical Education Center**

**Cooperative Work Experience**

**CA Mini-Corps**

**Arts, Communications & Athletics Division**

**Fine Arts**  
Applied Design/Media  
Art/Ceramics  
Dance  
Drama  
Film & Video  
Music

**Health, Physical Education, & Athletics**  
Athletic Training  
Health Education  
Intercollegiate Athletics  
Physical Education  
Recreation

**Language & Communication**  
ESL  
Foreign Languages/Lab  
Interdisciplinary Studies  
Speech/Communication

**Pacific Conservatory of the Performing Arts**  
Professional Acting  
Technical Theater

**Liberal Arts Division**

**Applied Social Sciences**  
Administration of Justice  
Culinary Arts  
Early Childhood Studies  
Education  
Family & Consumer Sciences  
Human Services

**English**  
Composition/Literature  
Developmental English  
Reading

**Social & Behavioral Sciences**  
Anthropology  
Economics  
Geography  
History  
International Studies  
Philosophy  
Political Science  
Psychology  
Sociology

**Child Care Center**

**Library & Learning Resources Division**

**Library & Learning Resources**  
Academic Resource Center  
Writing Center

**Noncredit Programs**  
Adult Basic Ed/GED  
Basic Skills Initiative  
Clericalship  
Disabled Adult  
ESL  
Older Adult

**Community-based Programs**  
Atkinson Center  
Other Sites

**Extended Campus Division**

**Credit Programs**  
**Economic & Workforce Development**  
Apprenticeship Training  
Contract Education  
Cosmetology Contract

**Off-Campus Programs**  
Lompoc Valley Center  
Spring Valley Center  
Ventura Bay Base  
Federal Prison at Lompoc  
Other off-campus sites

**Institutional Research & Planning**

**Institutional Grants**

**Articulation**

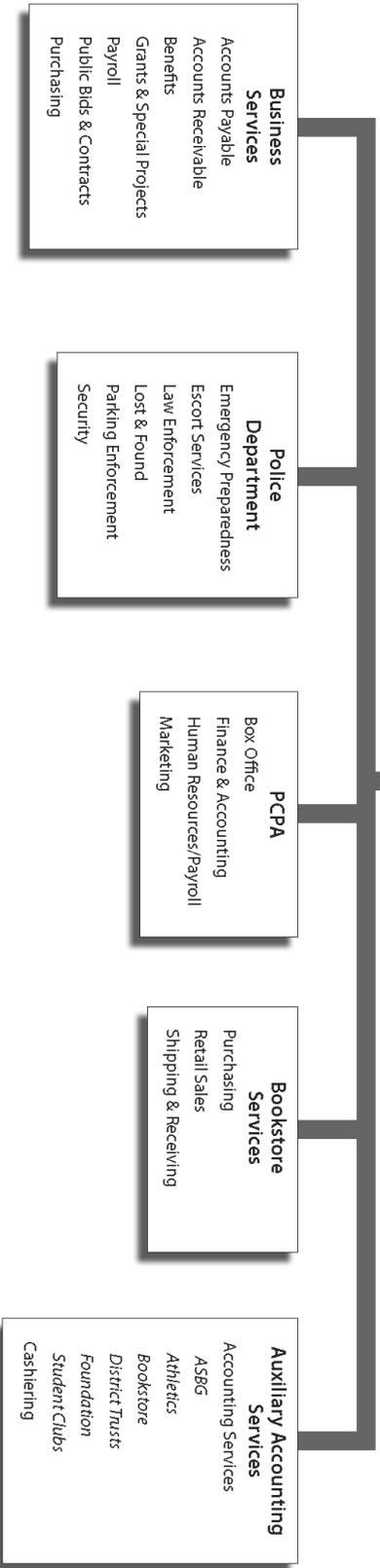
**Noncredit Programs**  
Parent Education  
Health & Safety  
Home Economics  
Short-term Vocational

**Fee-Based Programs**



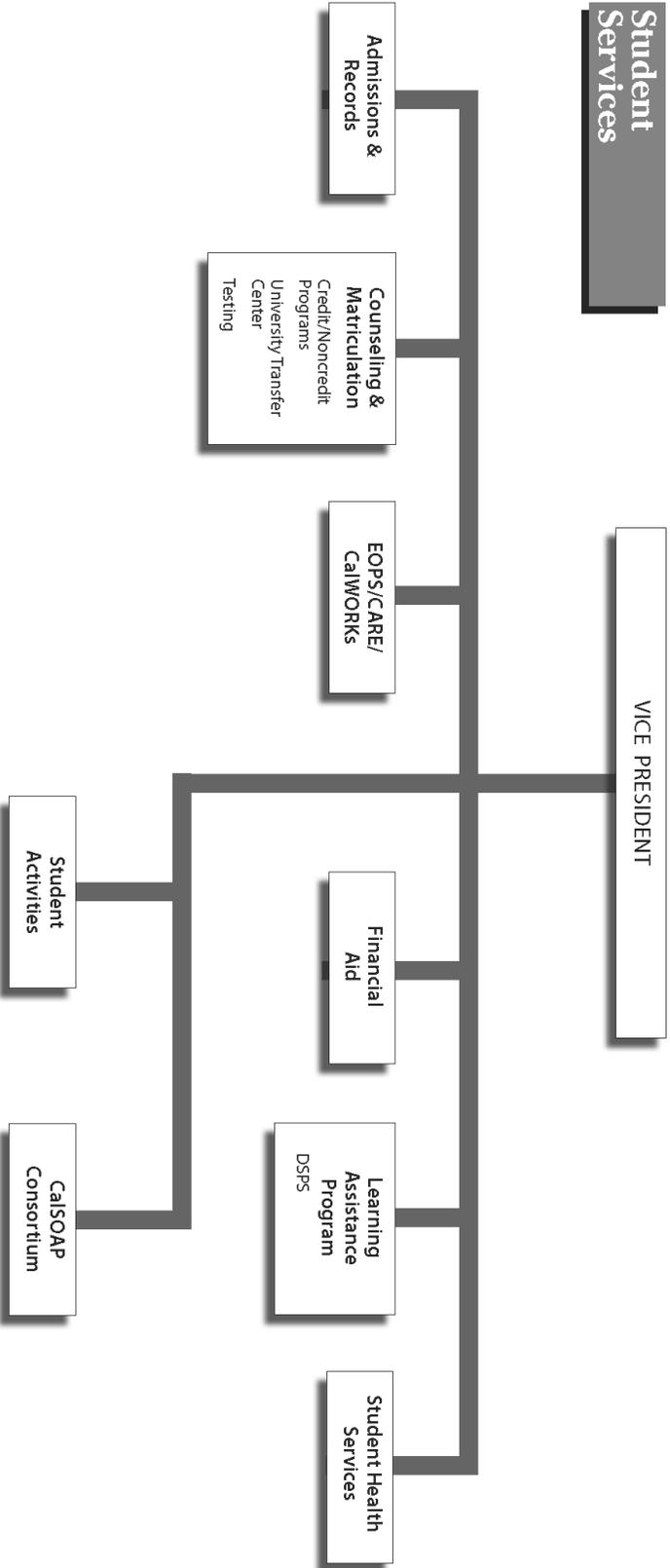
# Administrative Services

ASSOCIATE SUPERINTENDENT / VICE PRESIDENT



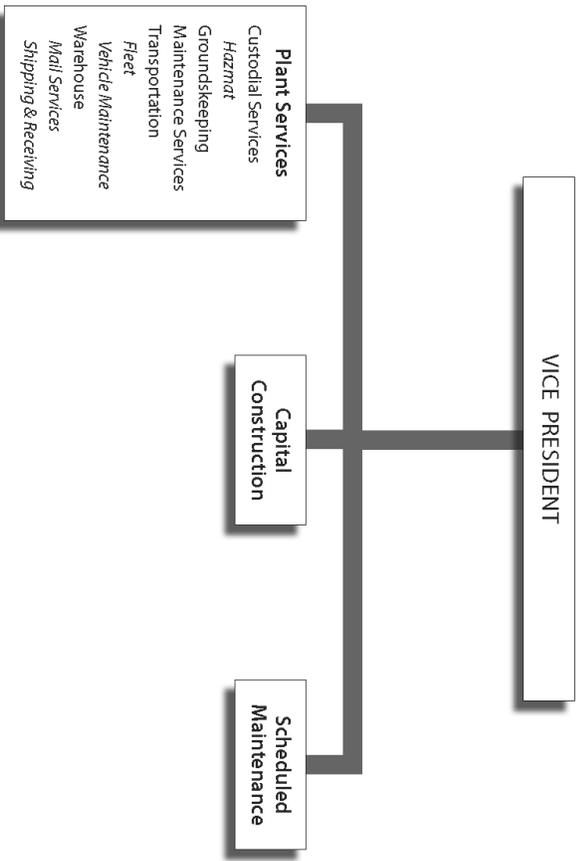


# Student Services





# Facilities & Operations



Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

## Organization of the Self Study



*Our enthusiastic teachers inspire us  
to learn.*

Katie O'Neill  
Major: geology and photography



## Organization and Preparation of the Self-Study Report

Since the last accreditation visit in 2004, the college has undergone tremendous change. José M. Ortiz, Ed. D., was hired as the superintendent/president of the college in July 2005 following the retirement of long time superintendent/president Ann Foxworthy, Ph.D. In the four following years many of the college's long term administrators retired or pursued positions at other districts. Between 2007 and 2009, the district replaced four of the eight academic deans/associate deans, the dean of matriculation and counseling, the associate superintendent/vice president of Academic Affairs and the vice president of Student Services. Bringing new leadership to the college provided tremendous opportunity as well as challenges. This self study was prepared during this time of change and will reflect progress in many areas, as well as our self-identified areas of focus for improvement.

The self study report development began in 2007 when the Accreditation Steering Committee was formed to facilitate the overall process. The committee, comprised of faculty, staff, and management representatives, was chaired by the accreditation liaison officer (associate superintendent/vice president, academic affairs). The committee established parameters for the organization of the study, organized technical assistance workshops for committee chairpersons, and provided ongoing feedback to committees during the draft stages of the document. Each standard committee was required to submit a first and second draft to the committee and attend a meeting to receive feedback. This process allowed for the continued development of standard drafts while ensuring regular feedback from a centralized representative body.

The steering committee made a concerted effort to educate the campus community on issues related to the accreditation standards. This was done in recognition of the need to focus on evidence and the limited experience Allan Hancock College has had writing to the updated standards. The superintendent/president addressed the entire college and officially launched the accreditation self study process during his opening day all staff address in fall 2008. Regular reports were submitted to update the Board of Trustees on the self study process. A draft of the self study was distributed to all campus constituencies for a full review during the fall 2009 semester. The final draft was submitted to the Board of Trustees for its consideration and approval in December 2009.

It is important to note the Accreditation Steering Committee was formed when the full-time faculty association and the district were jointly declaring "impasse" status in the collective bargaining negotiations process. This impasse resulted in limited faculty participation in governance and committee work. It was difficult to recruit full-time faculty participation because many expressed a lack of motivation primarily related to issues surrounding negotiations. Although the impasse was resolved in spring 2008, faculty participation remained limited. The steering committee included two full-time service faculty and no instructional faculty. The standard subcommittees did, however, include additional faculty participants. Although repeated requests were made by the Academic Senate to recruit representatives, there were limited faculty volunteers to participate on the steering committee or act as "co-chairs" of each standard. As in the past, the district offered full-time faculty reassignment and/or stipend compensation to ensure broad opportunities to participate. Despite continuous invitations during the writing and development of this self study, full-time faculty participation remained limited.

The photographs depicted on the following pages were taken by students in a fall 2009 Basic Photography and Photojournalism course. Their assignment was to photograph and describe something important to them about their college. This “day in the life” approach garnered responses as varied as classroom instruction to a friendly game of chess. In total, they provide a snapshot in time about the student experience at Allan Hancock College.

## SELF STUDY TIMETABLE

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|--|--|
| <p><b>06/04</b> Response to 2003 Self Study visiting accreditation team recommendations initiated</p> <p><b>01/07</b> Midterm report submitted to Western Association of Schools and Colleges (WASC)</p> <p><b>05/07</b> Steering committee selected</p> <p><b>02/08</b> Kick off meeting with accreditation steering committee</p> <p><b>03/08</b> Review timeline for accreditation<br/>Steering committee members attend ACCJC Self Study workshop at Cuesta College<br/>Standard committee administrator co-chairs appointed</p> <p><b>04/08</b> Review of new accreditation standards by steering committee<br/>Standard committee faculty co-chairs appointed</p> <p><b>05/08</b> Steering committee to meet with standard co-chairs<br/>Standard committee members recruited and selected<br/>Overview of self study activities provided to Board of Trustees</p> <p><b>08/08</b> Steering committee meet to plan orientation<br/>Steering committee holds orientation meeting with co-chairs<br/>Survey questions reviewed by steering committee</p> <p><b>09/08</b> First general meeting of steering committee, co-chairs, and standard committee members<br/>Student survey distributed</p> <p><b>10/08</b> Standard committees work in preparation of first draft<br/>Community roundtables and forums held<br/>Faculty and staff survey distributed<br/>Accreditation update presented to the Board of Trustees</p> | <p><b>11/08</b> Researcher meets with steering committee and co-chairs to review the results of the survey</p> <p><b>11/08</b> Standard committees continue to meet<br/>Joint meeting of steering committee and co-chairs<br/>Community roundtables, forums, and focus groups (CCAG, AHC Foundation Board)</p> <p><b>12/08</b> First draft of standard committees' reports due<br/>Steering committee reviews first drafts<br/>Accreditation update presented to the Board of Trustees</p> <p><b>01/09</b> Accreditation information presented at All Staff Day<br/>Steering committee returns first draft to standard committees<br/>Standard committees continue to meet<br/>Joint steering committee and co-chairs meeting</p> <p><b>02/09</b> Steering committee reviews second drafts and returns to standard committees<br/>Accreditation update presented to the Board of Trustees</p> <p><b>03/09</b> Joint meeting of steering committee and co-chairs<br/>Draft revisions returned to standard committees<br/>Standard committees meet<br/>Standard committees submit second draft to the steering committee</p> <p><b>04/09</b> Joint meeting of steering committee and co-chairs<br/>Standard committees prepared final drafts</p> <p><b>05/09</b> Final drafts due from standard committees<br/>Accreditation update presented to the Board of Trustees</p> |
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| <p><b>06/09</b> Editing of standard reports begins<br/>Steering committee worked on eligibility report and demographics section of the self study report</p> <p><b>07/09</b> Standard committees submitted final revisions to steering committee<br/>Editing of standard report continues</p> <p><b>08/09</b> Steering committee reviewed edited self study</p> <p><b>09/09</b> Steering committee meets to review edited self study<br/>Self study reviewed by all campus constituencies and feedback submitted<br/>Accreditation update presented to the Board of Trustees<br/>Self Study Review Open Forum for all campus constituencies</p> <p><b>10/09</b> Self Study Review Open Forum for all campus constituencies</p> | <p><b>11/09</b> Steering committee approved self study document<br/>Self study reviewed by the Board of Trustees at a special meeting<br/>Self study planning summary and planning agendas published in Take Five and distributed college-wide and to the community</p> <p><b>12/09</b> Eligibility report submitted to and certified by the Board of Trustees<br/>Board of trustees reviewed and certified self study<br/>Completed self study submitted to the coordinator of multimedia services<br/>Completed self study submitted to the printer</p> <p><b>01/10</b> Self study mailed to accreditation commission</p> <p><b>03/10</b> Accreditation visit</p> |
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The self study process has been an informative, reflective, and collaborative process and has resulted in a careful examination of our college's practices and operational procedures.

Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

*Certificate of Continued Compliance  
with Eligibility Requirements*



*I think it's awesome that we have our  
own doctor's office to go to.*

Justin Koenen  
Major: film and video



# **Certification of Continued Compliance with Eligibility Requirements**

## **1. AUTHORITY**

Allan Hancock College has authority to operate as a degree granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on page 8 of the 2009-2010 catalog and on the college website <http://www.hancockcollege.edu/Default.asp?Page=1366>.

## **2. MISSION**

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

## **3. GOVERNING BOARD**

A five-member Board of Trustees governs the Allan Hancock Joint Community College District. The trustees are elected to the board for four-year terms. The terms of the trustees are staggered to provide continuity. The student body elects a student trustee who votes on college business (except for closed session issues) in an advisory capacity. The board holds monthly meetings open to the public with notices and agendas widely posted in advance.

## **4. CHIEF EXECUTIVE OFFICER**

The Allan Hancock College Board of Trustees selects and appoints the superintendent/president of the district. José Ortiz, Ed.D. was appointed as superintendent/president in July 2005 and has primary responsibility for the institution.

## **5. ADMINISTRATIVE CAPACITY**

The administration is adequate in number, experience and qualifications to provide appropriate oversight. Although the district has seen a number of senior administrators retire or leave the college, it has had tremendous success recruiting and filling vacant positions. In 2008-2009 the college's academic affairs division completed a thorough review and the resulting recommendations led to a proposed restructuring of the administrative positions. Although full implementation has been prohibited by fiscal challenges, the district has been responsive to the needs of the academic programs and has ensured that all credit and non-credit programs are under the responsibility of an academic administrator. A broader institutional review was launched in

October 2009 to further validate current structures and administrative capacity. The superintendent/president's cabinet members (four vice presidents and the director, public affairs and publications) provides input on staffing needs and makes recommendations if change is required.

## **6. OPERATIONAL STATUS**

Students enroll in a variety of courses that lead to two-year degrees; certificates of achievement, accomplishment, completion and competency; and that lead to placement in the workforce, in internships and in professions.

## **7. DEGREES**

The majority of the college's offerings are in programs that lead to degrees, as described in the college's catalog. A significant number of students enroll in these courses and the numbers of students earning degrees is growing. Degree opportunities and transfer courses are also clearly identified in the catalog.

## **8. EDUCATIONAL PROGRAMS**

The college's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. The college offers 81 degree and 104 certificate programs.

## **9. ACADEMIC CREDIT**

Academic credit is based on Title 5, Section 55002.5 of the California Administrative Code.

## **10. STUDENT LEARNING OUTCOMES**

The college defines and publishes program student learning outcomes in the college catalog. Course level outcomes are published in all course syllabi.

## **11. GENERAL EDUCATION**

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competency in writing and computational skills and serve as an introduction to major areas of knowledge. The quality and rigor of these courses are consistent

with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards.

## **12. ACADEMIC FREEDOM STATEMENT**

The college's faculty and students are encouraged to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/intellectual community in general. The college maintains an atmosphere in which intellectual freedom and independence exist. The college publishes this statement in the college catalog, board policy, as well as in the faculty resource guide.

## **13. FACULTY**

The college has 158 full-time faculty and over 400 part-time faculty teaching over 11,500 students. The faculty ensures quality learning in transfer, career and technical education, as well as basic skills and ESL. The names and qualifications of full-time faculty are published in the college catalog. Faculty responsibilities are stated in the faculty resource guide as well as in the contracts between the college and the full-time Faculty Association and the American Federation of Teachers.

## **14. STUDENT SERVICES**

The college provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population. The college provides services in the following areas: Admissions and Records, Testing Center, Extended Opportunity Programs and Services, Athletics, Bookstore, Cafeteria, Career and Technical education Center, University Transfer Center, Counseling Matriculation, Learning Assistance Program (DSP&S), Financial Aid/Scholarships, and Foundation.

## **15. ADMISSIONS**

The college's admissions policies are consistent with its mission and conform to the parameters outlined in state law and college regulations. They are published in the college catalog, the schedules of classes and on the college's website. To enroll at the college, a student must satisfy the published requirements.

## **16. INFORMATION AND LEARNING RESOURCES**

The college provides access to information and learning resources and services to support its educational mission. These resources and services are provided for and delivered by several different departments, centers and divisions; but, in general, they are the primary responsibility of the Library and Learning Resources Department and the Academic Resource Center.

## **17. FINANCIAL RESOURCES**

Most of the financial resources of the college come from taxpayers throughout the state of California; however, additional funds are aggressively sought to augment and leverage the college's programs. Local, state, and federal grant programs have successfully brought over \$10 million dollars to the college each year for the past three years and have been utilized to enhance student learning programs and services. Passage of Bond Measure I in 2006, provided \$180 million for technological and capital improvements. The district maintains adequate reserves and plans for a six percent ending fund balance. The district is careful to use one-time dollars for one-time expenses and also plans for future expenditures such as retiree health benefits. The college maintains conservative financial management policies and practices that ensure continued fiscal stability.

## **18. FINANCIAL ACCOUNTABILITY**

The college is audited on an annual basis by an independent auditing firm. The firm is selected based on the scope of its experience, the size of the firm and its ability to provide personnel with a wide range of expertise. The Board of Trustees reviews the audit findings, exceptions, letters to management, and any recommendations made by the contracted firm. The annual audits have been excellent with no audit exceptions and no material weaknesses found in the last several years.

## **19. INSTITUTIONAL PLANNING AND EVALUATION**

The descriptive summaries, self evaluations, and planning agendas within the self study, as well as the sections in each standard which specifically address planning, demonstrate wide-range basic planning for the growth and development of the college. The college utilizes strategic as well as annual planning documents in determining goals and evaluates planning processes on a regular basis. Ongoing planning processes are described and broadly published in a variety of documents including the program review manual, educational and facilities master plans, and annual budget development documents. The college's planning committee develops and reviews documents and aides to establish district priorities to continuously improve educational programs and services. The college recently completed strategic planning and an update to the educational and facilities master plan.

## **20. PUBLIC INFORMATION**

The college displays and practices institutional integrity. The mission statement of the college is published in the college catalog, the college's website, in the educational and facilities master plan, and on various other college publications. The college catalog, schedule of classes and the website also provide the public with current information on degrees and offerings, student fees, financial

aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information for college programs, services, and personnel. The college works with local media to ensure publication of important dates and activities of interest in various community and media calendars. The names of the Board of Trustees are listed in the catalog, as well as on the website.

## **21. RELATIONS WITH THE ACCREDITING COMMISSION**

The Board of Trustees provides assurance that the college adheres to the eligibility requirements, accreditation standards and policies of the commission.

Allan Hancock College  
Comprehensive Institutional Self Study Report

# *Accreditation 2010*

*Responses to Recommendations from the  
Most Recent Comprehensive Evaluation*



*Healthy competition helps us do our  
best.*

Andrew Jones  
Major: photography



## Responses to Recommendations from the Most Recent Comprehensive Evaluation

The college initiated work towards addressing the recommendations of the 2004 site visit immediately. The result of this effort is detailed in the midterm accreditation report submitted to the commission in 2007.

The report detailed the recommendations and progress made by the college as follows:

**Recommendation #1 – The team recommends that the college complete the revision of the faculty hiring process currently underway so that the positive changes can impact the current round of faculty hiring and perhaps move the college toward its goal. The team further recommends that the college aggressively seek ideas from its own faculty and staff, neighboring institutions, and colleagues beyond the state about ways in which the college could achieve greater staff and faculty diversity. Finally, the visible commitment of the Board must guide this effort. (Standards 2.6, 5.7, 7.A.2 7.A.3)**

Allan Hancock College completed the revision of the faculty hiring process during fall 2004. Substantive changes proposed in the 2004 revision included:

- Diversity - trained diversity monitor on all faculty hiring committees as a voting member and required diversity training for all committee members;
- Efficiency – tightening process timelines, including interview dates on job announcements, completing all regular hires before April 15; and,
- Inclusiveness – department chair functions as chair of committee and confers with the superintendent/president prior to the final interviews.

The appointment of a new superintendent/president in July 2005 opened the opportunity for further refinement of the faculty hiring policy and procedures. Substantive changes proposed in 2006 included:

- Diversity – strengthening language related to diversity in the board policy, enhancing the role of the diversity monitor, defining standards for committee diversity training, and strengthening the requirement for attendance at job fairs;
- Efficiency – reducing committee size; and,
- Inclusiveness – inclusion of senate president and faculty chair in final interviews with the superintendent/president and associate superintendent/vice president, Academic Affairs.

In its efforts to achieve more diversity among all employees, the college sought ideas from other colleges and then brought in a trainer from another college to focus specifically on diversity efforts in the hiring process. Revisions in policy and procedures and focusing attention on hiring and staff diversity have contributed to a positive impact on faculty hiring as exemplified below:

2002-2003	12 Hires	2 from underrepresented groups
2003-2004	2 Hires	0 from underrepresented groups
2004-2005	23 Hires	12 from underrepresented groups (first full year under revised policy)
2005-2006	14 Hires	3 from underrepresented groups

The board approved 2006 revision of the faculty hiring policy focused much more clearly on commitment of the board to faculty diversity. Hiring committees, faculty, and human resources staff will continue to pursue strategies to attract diverse applicants.

**Recommendation #2 - The team suggests that the college needs to specifically integrate planning for grant funding, and the cessation of such funding, into the planning/budgeting process with particular attention to: the use of grants to support core operations or services, the increased expectations that result from added, grant-funded programming, and the cost of staff to support increased equipment. (Standards 3.B.3, 4.A.4, 6.5, 6.7, 8.5, 9.A.2)**

The director of institutional grants serves on the planning and budget advisory committees, as well as the strategic planning task group (a sub-group of the planning committee). The idea of integrating grant projects into the strategic fabric of the college is now embraced by all administrators; deans play a major role in planning grant projects with faculty and with the grants office. The Notice of Intent to Apply form and process has been streamlined, but all concept ideas must still address how the proposed project meets strategic objectives, what funding is needed for technology or facility planning, and how staffing will be classified, compensated, and sometimes institutionalized. An annual grants calendar is kept by the Budget Advisory Committee when requested by the chair, the director of institutional grants prepares an annual summary report of grant activity that includes information on proposals submitted, awards received, proposals pending, and total awards being managed by the grants and business offices. These reports include information about grants that will have costs that need to be maintained by the institution after the grant closes.

The Planning Committee is developing an annual planning process at the program level that will include budget data delineated by sources (state, grant, etc.). This will allow thinking about grant funding to occur routinely throughout the planning process. Also, it permits feedback and education on proper application of grant funds.

**Recommendation #3 - The team recommends that the college complete its development of general education learning outcomes as well as program competencies for academic and vocational degrees and certificates. This process should extend to the collection of evidence of student learning through assessment of the extent to which students have met these competencies. This process should further extend to the development of outcomes for student services programs, similarly assessed by identified indicators. These results should be published and used as the basis for improvement through actions developed in the college program review, planning, and budget development processes. (Standards 3.A.4, 3.C.1, 4.B.3, 4.B.6, 4.C.2, 4.C.4, 4.D.3, 5.10)**

In the last three years, the college has made significant progress in its development of program competencies for academic and vocational degrees and certificates. Processes for assessing outcomes in student services program have also been developed. Student learning outcomes assessment has been

integrated into planning and budget development through revision of the college program review process.

To address the accreditation recommendation, a task force composed of two faculty assessment coordinators and nine faculty and administrators was formed in fall 2004. Also in fall 2004, ongoing training for faculty and staff in both instruction and student services continued. Thirty-six task force members, faculty and administrators were trained in learning outcomes assessment. These participants attended four statewide workshops.

In academic year 2004-2005, 39 academic and occupational faculty members conducted 18 outcomes projects at the course level. During this time, the two faculty assessment coordinators conducted training meetings with all academic departments to introduce all faculty across campus to student learning outcomes assessment and worked with individual faculty members on specific projects. The coordinators trained 80 faculty in all eight academic departments. In the area of general education, the program review process was revised to include questions regarding learning outcomes at the program and course levels, including general education.

In 2005-2006 all 12 academic departments held fall retreats, facilitated by faculty assessment coordinators, to begin development of program learning outcomes. Follow-up meetings were held in the spring to finalize program outcomes and to begin plans to implement assessment measures in 2006-2007. Nine course outcomes and 32 program outcomes have been identified. In all, approximately 125 faculty participated in developing 98 outcomes for academic and vocational programs. Also, during the year, the task force added part-time representation, developed a process for standardized reporting from academic units, and worked with academic deans to develop time lines and to incorporate these processes into existing organizational structures. The two faculty assessment coordinators and the faculty chair of the curriculum committee attended a national conference on assessment of general education outcomes in spring 2006. Also in spring 2006 the Academic Senate adopted a "Philosophy Statement on Assessments and Student Learning Outcomes," which is being published in key institutional documents. Finally, in 2005-2006 most student services units developed program outcomes and planned implementation strategies for achieving each outcome.

General education outcomes and category definitions were adopted by the Board of Trustees in 2003. In 2005-2006 the current list of approved general education courses was reviewed, according to the new definition, by appropriate faculty and academic departments to either bring the course into compliance, establish that the course was already in compliance, or drop the general education status of the course. The Academic Policy and Planning Committee (AHC's curriculum committee) chair will determine whether courses will be accepted, sent back to the department for further work, or sent to the committee for review.

By fall 2006, all academic units were expected to begin implementation of program learning outcomes and to report annually, and in the six-year program review cycle, how the results are being used for program improvements. Staff development activities have been scheduled to assist faculty in developing, implementing, and evaluating methods for assessing program outcomes. In addition to monitoring progress at these levels and refining processes as needed, the task force initiated a campus-wide dialogue

on institutional learning outcomes and began to collect evidence to assess the extent to which students are meeting the general education competencies.

In the area of student services, all programs are actively engaged in the initial cycle of student outcomes assessment. The student services division initiated a structured program of student outcome assessment in spring 2005 with the appointment of two student services faculty assigned as student learning outcomes (SLO) coordinators. This approach mirrors the structure adopted by instruction and underscores the district's awareness of the importance of student services in the achievement of student learning outcomes.

The SLO coordinators began their work by examining models in California and nationally, compiling resource materials, developing a SLO timeline, and compiling initial training materials. Informal meetings were then scheduled with each student services department to discuss the transition to a student learning outcomes model.

Division-wide training was launched with a mandatory three-hour workshop for all student services faculty, administration, and support staff in fall 2005. The workshop was conducted by a research consultant with a background in student services. The broad focus of the workshop was on the development of a shared understanding of the role of student services in an institution-wide culture of evidence that supports continuous improvement of student learning outcomes. However, in addition to addressing these broad institutional issues, the workshop provided concrete examples of student services outcomes assessment cycles as well as an opportunity for staff working in small groups to begin translating these concepts to local outcomes. Sixty-five student services staff attended this workshop.

Following this initial staff development workshop, the SLO coordinators held a series of meetings with individual student services departments to begin the process of developing student outcomes and methods of assessment based on the mission and primary functions of each department. This process continued through spring 2006, and departments were informed by on-going staff development. In February 2006, each student services department sent at least one representative to the South Central Regional Consortium student learning outcomes workshop. This professional development process culminated in the formation of a student learning outcomes and assessment model which served to inform and guide the development of the student learning outcomes and assessment plans of each student services unit. Along with this, a "how to" paper was written and distributed to student services staff at the end of the 2005-2006 academic year.

In June 2006, the student services coordinators attended the International Assessment and Retention Conference in Phoenix. In October 2006, one of the coordinators presented a workshop based on her paper "A Student Learning Outcomes and Assessment Model for Student Services" at the California Assessment Institute in San Diego. During this time the student services SLO coordinators joined the college's student learning outcomes task force.

Through fall 2006, student services departments have been actively engaged in various stages of the student outcome assessment cycle. All departments have defined two or more outcomes as their current focus and have established a target population and method of assessment. Some departments are in the

process of collecting baseline data and will begin outcome assessment in the spring. Other departments already have access to baseline data and are positioned to move forward with outcome assessment this fall.

The great diversity among student services departments is reflected in the variety of student outcomes that have been developed. All these outcomes are consistent with the overall institutional mission of the college. Counseling, EOPS, and the Learning Assistance Program have identified outcomes that involve building student capacity to identify and overcome barriers, and to self-advocate and to navigate the degree and transfer processes. In departments in which student contact is more random and often confined to a single encounter, such as the Testing Center or Admissions and Records Office, the outcomes have been more centered on ensuring that students are aware of services and that services are provided in a manner that support students' ability to comprehend essential information. Although this diversity of functions has required some flexibility in the student services approach to student outcomes, all student services departments now use a common matrix to organize the components of the SLO assessment cycle.

The initial timeline for completion of a full cycle of learning outcomes for student services proved overly optimistic and has required some adjustment along the way. However, a more moderate pace has resulted in a more consistent understanding and greater buy-in among student services staff. As student outcomes are folded into program review and directly linked to budget allocation, the expectation is that the process will become a seamless component of the student services culture.

The Planning Committee has a sub-committee on student learning outcomes that will develop a master schedule to review and evaluate the progress in learning outcomes development. Also, learning outcomes will be part of standard data provided to programs for their annual planning.

**Recommendation #4 - The team recommends that the college develop and implement institutional processes and schedules for the evaluation of the effectiveness of both on-line education and student support services, including in particular the training of faculty/staff in technology and pedagogy as well as the quality of instruction and academic rigor, assessed through both program review and faculty/staff performance evaluation. (Standards 4.A.5, 4.D.2, 4.D.5, 4.D.7, 5.6, 6.7)**

The college has implemented institutional processes to evaluate the effectiveness of online education and online student support services. In fall 2004, a faculty member worked with faculty and administrators to develop a student survey to be administered at the time of faculty evaluation. In spring 2005, the instrument was pilot tested and faculty teaching courses online administered the survey. In fall 2005, the instrument was used to evaluate faculty teaching online as part of the regular evaluation process. Also, academic programs undergoing program review addressed questions related to the impact of new instructional technologies on their programs. As part of an ongoing effort to improve the quality of instruction and academic rigor for online education, a faculty member developed a peer evaluation instrument for online course sites. The instrument has been shared with selected distance learning instructors. The instrument was shared with the Faculty Association during fall 2006 for possible adoption as part of the evaluation process.

In terms of services for online students, the following services are currently available: (1) online registration and related services such as course adds and drops; (2) financial aid applications; (3) online student orientation; (4) online tutoring through SMARTHINKING; (5) a self-assessment quiz for students to determine whether they can be successful in a distance learning environment; and (6) an online screening tool to determine whether students may have a learning disability and be eligible to receive services from the Learning Assistance Program. In terms of online advising, there is a link on the current AHC website that enables students to access online advising services. Currently, online students can access the student educational plans (SEP'S) online via the new student portal. Also, in March 2006 a new Standard of Student Conduct was developed. The code of conduct refers specifically to online situations such as tampering with the district's network or other misuse of electronic resources.

In addition, progress has been made in providing online library services. Currently, online students can take advantage of E-reference services, electronic books through Netlibrary, and electronic journal and magazine databases. These library services are evaluated regularly through program review.

In spring 2006, a distance learning ad hoc committee was formed, co-chaired by a faculty member and an academic administrator. Some of the major goals of the committee are to maintain the quality of distance education, expand support services for online students, and support faculty who teach online through training in technology and pedagogy.

The district is planning to integrate measures of on-line service usage into the MIS system for routine analysis and evaluation.

## **Conclusion**

The college was notified of the acceptance of the midterm report (2007) in a letter dated June 29, 2007, from the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges. The letter also commended the college for the work towards addressing the recommendations.

Since the midterm report in 2007 the college has continued work in the areas of the recommendations and related planning agendas. This work is detailed in the following section.

Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

*Self Identified Planning Agendas from the  
Most Recent Comprehensive Evaluation*



*Since I don't have enough money to pay  
monthly for a gym, I love working out  
at Allan Hancock College where I don't  
waste one penny.*



Daisy Linares  
Major: photography

## **Self-Identified Planning Agendas from the Most Recent Comprehensive Evaluation in 2004 (related to recommendations)**

The planning agendas from the previous self study were organized around the ten standards used to evaluate the college. These planning agendas were intended to address self-identified areas of improvement for the college. As a result of the last accreditation visit and review, the college received five recommendations. In order to respond to the recommendations effectively the college organized relevant planning agendas to align with the recommendations in its midterm report submitted in 2007. Although not included in the midterm report, other planning agendas from the previous self study were also informally addressed.

The following section provides information from the midterm report submitted in 2007, as well as an update on the planning agendas since 2007. This section summarizes the extension of dialogue in these areas at the college over the last three years.

### **Standard II: Institutional Integrity**

**Planning Agenda** *(related to Recommendation 1)* 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.

The faculty hiring process review was completed by the ad hoc committee. The ad hoc committee shared its findings and recommendations with the district's constituency groups and a final faculty hiring policy was presented to the Board of Trustees in December 2004. The Board of Trustees adopted the changes to the faculty hiring policy at its December 2004 meeting. The faculty hiring process was further refined by the ad hoc committee and the board adopted additional changes to Board Policy 4100 on March 21, 2006.

#### **Update:**

The college has fully implemented the revised faculty hiring procedures. At the end of each faculty hiring process recruitment teams are asked to complete a survey to evaluate the effectiveness of the process demonstrating a mechanism to continuously monitor and evaluate the practice. The college has furthered its commitment to diversity by formalizing it as a college value in the new strategic plan. In addition, the college recently approved a diversity committee as a central point to support the variety of activities of the college and extend the dialogue to promote cultural competence.

**Planning Agenda** *(related to Recommendation 1)* Increase faculty and staff participation in diversity-focused staff development activities.

The district sponsored various staff development activities focused on diversity. These activities included a campus-wide workshop in February 2005 dedicated to enhancing diversity programs and training workshops which solicited feedback on ways to improve diversity (January through March 2006). The ad hoc committee and Human Resources reviewed the effectiveness of the newly drafted faculty hiring policy and the impact the policy has had on diversity (May 2006). In addition to the above endeavors, the campus hosted approximately six professional development events in 2005-2006 with diversity themes.

**Update:**

The college has continuously scheduled staff development activities around issues of diversity and cultural competence. Diversity topics have been given a significant role in the full-time faculty orientation process which has resulted in expanded discussion and consideration. The request for a district diversity committee was a result of these discussions demonstrating the importance of this topic. Other activities, including a grant focused on the improvement of services to students with disabilities, further demonstrate how the college continues to keep diversity and cultural competence in the forefront.

**Standard III: Institutional Effectiveness**

**Planning Agenda** *(related to Recommendation 2)* Pursue additional resources to support research and planning through efforts such as grant funding sources.

Previous grant efforts that included the Institutional Research and Planning (IRP) office have successfully supported the purchase of necessary and up-to-date equipment and software, as well as professional development and consultant time. For example, grant funds for the following year will likely be spent on a modern database server to replace the existing one, which is serviceable, but growing close to obsolescence. As most technical infrastructure is complete, future grant requests for research support will be focused on items related to the specifics of the grant itself, such as survey material and administration expenses.

**Update:**

The college has increased general fund support to ensure that research and planning goals can be achieved. Recently, the college purchased a software system to support institutional surveys and plans for implementation of college wide surveys are in process.

## **Standard IV: Educational Programs**

**Planning Agenda** *(related to Recommendation 4)* Complete implementation of an online academic advising system.

This program is fully implemented. The counseling department is looking into additional ways to inform students of the service. The new student portal and the revision of the college's website are potential methods that are being investigated.

### **Update:**

The college continues to make online counseling available to students to expand access to educational advising. Currently, a new student management system is being implemented to further student access to information regarding educational programs. Beginning in spring 2010 all students will be issued a college email address to enhance opportunities for communication with educational and student support services staff.

**Planning Agenda** *(related to Recommendation 3)* Develop measurable learning outcomes for all programs and courses.

In academic year 2004-2005, 39 faculty members conducted 18 outcomes projects at the course level. During this time, two faculty assessment coordinators conducted training meetings with all academic departments to introduce faculty across campus to student learning outcomes assessment and work with individual faculty members on specific projects.

In 2005-2006 all 12 academic departments held fall retreats, facilitated by faculty assessment coordinators, to begin development of program learning outcomes. In all, approximately 125 faculty participated in developing 98 outcomes for academic and vocational programs.

During fall 2006-2007, all academic units will be expected to begin implementation of program learning outcomes and to report annually and in the six-year program review cycle how the results are being used for program improvement.

### **Update:**

The college has successfully developed student learning outcomes for over 95 percent of educational programs and 100 percent of student services programs. Through the college's outcomes and assessment taskforce, department liaisons are in place and assist faculty members in their outcomes work. The college annually collects documentation of the assessment of course and program outcomes. The college is currently in the development phase of an institutional assessment plan which will further define methods to document course, program, and institutional learning outcomes assessment activities.

**Planning Agenda** *(related to Recommendation 3)* Finalize and approve the statement of intended student outcomes and the category definitions for general education.

In spring 2006, the Academic Senate adopted a “Philosophy Statement on Assessment and Student Learning Outcomes,” which is being published in key institutional documents.

In 2003 general education outcomes and category definitions were adopted by the Board of Trustees.

**Update:**

The philosophy statement on assessment and student learning outcomes is published in the college catalog, the Faculty Resource Guide and the college website. General education category definitions are published in the college’s curriculum development guide and catalog. College general education courses have been mapped to learning outcomes and will be used in the development of the college’s institutional assessment plan.

**Planning Agenda** *(related to Recommendation 3)* Reestablish the current list of approved general education courses according to the new definitions.

In 2005-2006 the current list of approved general education courses was reviewed, according to the new definition, by appropriate faculty and academic departments to either bring the course into compliance, establish that the course was already in compliance, or drop the general education status of the course. The Academic Policy and Planning (AP&P) committee chair will determine whether courses will be accepted, sent back to the department for further work, or sent to the committee for review during fall 2006.

**Update:**

A review of general education courses was completed by faculty and departments during 2007. This information was submitted to the AP&P chairperson for consideration. After evaluating the process established in the previous planning agenda, the chairperson brought this topic to the full committee for reconsideration in 2009. Currently the committee is formulating a recommendation and process to complete the evaluation and ensure all courses are reviewed to align with general education outcomes.

**Planning Agenda** *(related to Recommendation 3)* 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.

The review of individual courses that satisfy general education curriculum has been integrated into the first year of program review. While the course outlines are reviewed and updated, the outlines will also be checked to see if they still align with the criteria and category definitions of general education.

The AP&P committee is currently considering various options on how and when to review the philosophy of general education, the stated learning outcomes, the number and scope of the categories, and the category definitions.

**Update:**

The development of outcomes and an assessment model for general education is complete. This information will be provided to the AP&P committee for consideration and once approved, implemented for all general education categories.

The Academic Senate is actively reviewing the college's instructional program review process to include the documentation of the assessment of student learning outcomes, including general education.

**Planning Agenda** *(related to Recommendation 4)* Develop a process for evaluating online courses and instruction, in particular for students enrolled only in distance learning modalities.

The college has implemented institutional processes to evaluate the effectiveness of online education. In fall 2004, a faculty member worked with faculty and administrators to develop a student survey to be administered at the time of faculty evaluation. In spring 2005, the instrument was pilot tested, and faculty teaching courses online administered the survey. In fall 2005, the instrument was used to evaluate faculty teaching online as part of the regular evaluation process.

**Update:**

In 2008 the college purchased "Quality Matters," an established peer review program for ensuring the quality of distance learning programs. Faculty have participated in training to adapt quality matters processes to align with college processes utilizing an eight element rubric.

All full-time faculty evaluations include the completion of student evaluations. The instrument for online courses continues to be utilized to provide faculty feedback on the effectiveness of student learning in the online environment. Recently, full-time faculty also agreed to the evaluation of online courses for all faculty teaching distance learning classes and who have not been previously evaluated in this modality.

**Planning Agenda** *(related to Recommendation 3)* Develop a plan to implement learning outcomes standards, practices, and assessments across the curriculum.

During the 2006-2007 academic year, all academic units will be expected to begin implementation of program learning outcomes and to report annually and in the six-year program review cycle how the results are being used for program improvements. In addition to monitoring progress at these levels and refining processes as needed, the task force plans to initiate a campus-wide dialogue on institutional learning outcomes and to begin to collect evidence to assess the extent to which students are meeting the general education competencies.

**Update:**

The college has begun the institutionalization of student learning outcomes assessment by establishing a support position to focus on these efforts. A learning outcomes analyst was hired in 2008 and works continuously with faculty student learning outcomes coordinators, staff, and administrators to coordinate activities across the institution. Housed in the office of Institutional Research and Planning, this position provides broad support and manages the development and implementation of a college student learning outcomes and assessment website.

**Planning Agenda** *(related to Recommendation 4)* 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.

The college is planning to institutionalize a position of coordinator of distance learning.

**Update:**

In addition to the hiring of a learning outcomes analyst, the district approved and hired a distance learning specialist faculty position in 2009. This position is dedicated to the support of online educational and student services programs and provides technical assistance and training to faculty and staff college wide. Overall, the college has increased the number of positions dedicated to the support of online instruction from two to four since 2007.

**Planning Agenda** *(related to Recommendation 4)* Add to the college Web site an interactive component whereby students can assess their readiness for the distance learning experience.

There is a ten question self-test to assess student readiness for distance learning on the distance learning page. In addition, the Learning Assistance Program is currently completing a similar online self-assessment for students with disabilities that will be located on the learning assistance webpage.

**Update:**

The student self assessment for distance learning continues to be utilized and is available on the college's webpage. A learning assistance survey was developed and has been implemented by the Learning Assistance Program (LAP). This survey is available on the college's LAP website and provides online students an opportunity to evaluate whether they may need an accommodation to succeed in online learning.

**Planning Agenda** *(related to Recommendation 4)* Expand access to services for distance education students to include financial aid applications, learning assistance screening, and other essential services.

The following services are currently available for online students: (1) online registration and related services such as course adds and drops; (2) financial aid applications; (3) online student orientation; (4) online tutoring through SMARTHINKING; (5) a self-assessment quiz for students to determine whether they can be successful in a distance learning environment; and (6) an online screening tool to determine whether students may have a learning disability and be eligible to receive services from the Learning Assistance Program. In terms of online advising, there is a link on the current AHC website that enables students to access online advising services. Currently, online students can access the student educational plans (SEP'S) online via the new student portal.

**Update:**

In addition to the ongoing services identified in the 2007 midterm report the college has added Presidium, a third party online support vendor to assist students with technical needs anytime. Health Services has also developed a website which is listed on Blackboard and available to students seeking online health services information.

**Standard 6: Information and Learning Resources**

**Planning Agenda** *(related to Recommendation 2)* Pursue grants and other avenues of funding to update and expand library collections at the Santa Maria campus.

The Allan Hancock College Foundation Morrow Fund, established in honor of a faculty emeritus, provided funding to upgrade life sciences and biology materials. Additionally, the Clary Fund was established through the foundation with \$1,300 dedicated for welding and ornamental metalwork materials. The Schwabe Bookmobile book sales, sponsored by Friends of the Library, resulted in money and books being donated to the library (15 percent to 20 percent of total sales, a value of about \$2,500). Additionally, through the Friends of the Library and other sponsors the library has received hundreds of donated compact discs and books.

**Update:**

Since 2007 the college has increased its general fund support of the library by increasing the annual allocation for library materials. In 2009, TTIP funds were eliminated by the state and the district allocated an additional \$39,000 of general funds to continue the support of electronic databases for the college library. Grant funds have also been sought and recently the Dority Fund provided money to purchase basic skills readers and children's materials.

**Planning Agenda** *(related to Recommendation 4)* Evaluate the impact of distance learning support requirements and recommend appropriate library staffing required to serve remote students.

In fall 2005, a faculty librarian sabbatical project evaluated library services to remote students. Staffing remains low due to factors including one faculty librarian acting as the interim associate dean. However, additional electronic resources and a redesigned library web page were targeted at remote students.

**Update:**

In 2007 the college filled a full-time librarian position when the interim associate dean accepted the position on a permanent basis.

The college purchased and provides online support services through Presidium, a third party service provider. This program provides technical assistance for students on a 24/7 basis. College library staff continue to recommend and purchase electronic databases to ensure remote access to information in a variety of topics across the curriculum.

**Planning Agenda** *(related to Recommendations 2 & 4)* Seek alternate funding sources, including grants, to expand and improve tutorial services to onsite and remote students.

Due to student demand, the Title V Cooperative grant purchased an additional 200 hours of SMARTHINKING online tutoring for the 2005-2006 academic year. In 2006-2007, an additional \$10,000 was available for basic skills tutoring.

**Update:**

The college continues to purchase SMARTHINKING online tutoring services and in 2008 developed the OWL (online writing lab) program to provide live support in the area of writing across the curriculum. The college also piloted online tutoring in 2009, using the Adobe Connect platform, with limited results and is evaluating how to improve the use of tutoring in a virtual environment.

## **Standard 7: Faculty and Staff**

**Planning Agenda** *(related to Recommendation 1)* 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.

The Human Resources department seeks input and suggestions from the faculty liaison, the hiring committee chair, and the hiring committee on advertising venues that focus on diversity outreach. With each faculty recruitment, key stakeholders are asked for suggestions and feedback on targeted, diversity advertising.

**Update:**

Each time a recruitment is approved and initiated, Human Resources works directly with the chairperson of the hiring committee and college administration to identify specific recommendations for targeted advertising. Human Resources provides several standardized sources for consideration and solicits additional input to ensure that opportunities exist for targeted advertising intended to solicit a diverse applicant pool. Various methods of advertising, including print, web based, and industry specific organizations are utilized as recommended by discipline based experts and college administration.

**Planning Agenda** *(related to Recommendation 1)* 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.

The district sponsored district-wide diversity training in February 2005. All faculty members seeking to serve on faculty hiring committees were encouraged to attend this training. In addition to this training, each faculty hiring committee has a trained, diversity resource specialist and equal employment opportunity monitor.

**Update:**

All college faculty hiring committees include a diversity resources specialist as well as a district equal employment opportunity monitor. Training is provided to each committee in the form of an orientation and committee members are provided information to ensure fair and equitable evaluation of all applicants occurs. The Academic Senate plays an integral role in the training and appointment of diversity resource specialists and works closely with Human Resources to continuously monitor the effectiveness of hiring practices and procedures.

**Planning Agenda** *(related to Recommendation 1)* 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).

Each faculty interview contains a series of diversity related questions posed by the hiring committee. The hiring committee itself suggests, crafts, and creates diversity related questions so that the entire committee is involved in gauging a candidate's diversity exposure. In addition to diversity related questions, each faculty applicant is asked to provide evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students and to staff and students with disabilities in the materials submitted for consideration by the hiring committee.

**Update:**

Each hiring committee is provided with sample questions related to diversity and cultural competence. All candidates are asked at least one question related to diversity, selected from the examples provided or

developed collaboratively by the committee. This practice ensures all candidates are aware of the importance of diversity issues for the college and all hiring committees can consider responses as part of the overall interview and selection process.

**Planning Agenda** *(related to Recommendation 1)* 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.

The district now tracks equal employment opportunity (EEO) information in three phases of the recruitment process. These phases include EEO information related to the overall applicant pool, EEO information on the applicants selected for interview, and EEO information on all newly hired faculty.

**Update:**

The district continues to track and document information related to equal employment opportunity information. This information is confidential, collected in phases by Human Resources staff and summarized for each hiring process. The information is maintained by the Human Resources department and provided upon request to the college administration for continuous monitoring and evaluation.

**Conclusion**

As the college has responded to the previous recommendations it has also reoriented to the change from ten to the four standards utilized in this self study. In the executive summary that follows the six themes which integrate the standards will be explored and the related planning agendas from the current self study will be identified.

Allan Hancock College  
Comprehensive Institutional Self Study Report

# *Accreditation 2010*

*Thematic Essay and  
Abstract of the Report*



*The library is always a necessary stop  
for me. It's important to me because it's  
a wonderful place to study, relax and  
just put your feet up for a while.*



Caitlyn Grasso  
Major: photography

## **Thematic Essay and Abstract of the Report**

Allan Hancock College meets the standards of accreditation through its conscious and inclusive attention to the themes that pervade each of the four standards. The following abstract is designed to provide a description of the college's strengths, as well as self-identified areas of improvement in relationship to the themes: Dialogue; Student Learning Outcomes; Institutional Commitments; Evaluation, Planning, and Improvement; Organization; and Institutional Integrity.

### **Dialogue**

The governance structure of Allan Hancock College has been organized and is periodically modified to facilitate broad-based participation and dialogue among all members of the college community. In addition, informal structures provide significant opportunity for students, faculty, administrators and staff to spend time together to problem solve, brainstorm, and explore new opportunities for program improvement. Both formal and informal dialogue remain focused on improving the services we collectively provide to the students and communities we serve.

Evidence of broad dialogue begins at the most basic level of the institution: the development of the college mission, vision and shared values. These statements were developed in collaboration with all college constituencies and form the basis for all decision-making. Based on this foundation the college committee structure provides a systematic and integrated forum for focused dialogue. Through shared governance committees, such as the President's Advisory Council and the Budget and Planning committees, all constituents have a voice in the direction of the college. At the division and department level, dialogue occurs formally around program review, regular division and department meetings, staff development programs and committee and grant participation. The college faculty hiring process also supports an in-depth and multi-phased dialogue that includes faculty, administrators and students. Informally, dialogue among colleagues occurs on a daily basis around issues ranging from ideas for instructional or service improvement to specific concerns about individual student progress. When appropriate, these issues emerge as agenda items at the formal department or division level.

Student achievement and success data are evaluated and discussed in a variety of settings. The Student Services Council holds bi-monthly meetings to discuss issues and opportunities related to improving student success and retention. The Academic Senate's Academic Policy and Planning (AP&P) Committee approves new and modified courses and programs and develops and recommends policy related to student success. Additionally, the academic affairs and student services areas utilize data to assist in discussion and decision making in educational programs, services provided, schedules of classes, and student service hours.

The college's program review process for educational programs include the formation of a "validation team" composed of discipline-based faculty, as well as others from outside the discipline area. This collaborative team works closely together to discuss, evaluate, and make recommendations for program improvement. This highly effective practice ensures all educational program faculty and staff have opportunities for in-depth dialogue on program improvement on a regular basis.

Each year the college organizes a spring planning retreat. This retreat, most often held off campus in a two-day format, provides opportunity for focused and broad-based participation to reflect upon the college's performance and the establishment of institutional planning priorities. Key institutional information is shared with the entire college community during the All Staff meetings held at the beginning of each semester. Extensive dialogue with all stakeholders also occurs prior to facilities construction or remodeling to ensure that student and staff needs are addressed.

In spring 2008, after failed negotiations, the full-time Faculty Association and district mutually declared impasse status. At that time the Faculty Association recommended a work-to-contract action for members. As a result of this action, faculty participation in governance significantly reduced and opportunities for dialogue were curtailed. Even after contract negotiations were settled, participation remained limited and criticism emerged about decisions and documents which were completed during the time of faculty absence. A theme began to emerge that communication was being impeded by what seemed to be disagreement on the definition and implementation of shared governance. Based on this realization, the college's superintendent/president organized a retreat in the fall of 2008 to address the issue. A one-day workshop was held with a former statewide Academic Senate president and a current vice president of instruction (Dr. Regina Steinbeck-Stroud), in an effort to bring clarity to what shared or "participatory" governance means and how it can function more effectively at the college. This dialogue led to a year and half effort to review, discuss, revise, and improve the college's communication, as well as decision-making processes. The effort resulted in the development and recommendation of a clearly stated "shared governance philosophy" and implementation of a new integrated planning and committee structure model. Both of these are published in the college's draft *Decision Making Manual*, January 2010.

College stakeholders have shown great commitment to continuing dialogue and gaining shared understanding of the challenges and opportunities of the college. One example of this shared commitment was the decision to identify "communication" as a theme for the 2009-2010 academic year. College-wide activities have been planned around topics of communication with the intent to broaden access to development activities, as well as opportunities to participate in decision-making processes. Dialogue will continue to be an area of focus for the college as we move into implementing revisions to decision-making processes and structures.

Planning Agendas focused on Dialogue:

- Support the professional development program and training (IIIA.5.a)
- Develop communication methods and strategies to inform the campus community about planning and budgeting processes. (IV.B.2.d)
- Complete and implement the shared governance and integrated planning processes (IV.A.I)

## **Student Learning Outcomes**

Allan Hancock College's commitment to student learning is reflected in the college mission and vision. The college recognizes that this commitment must be operationalized through a comprehensive program

of learning assessment and ongoing program improvement. Based on this understanding, the Academic Senate adopted its Philosophy Statement on Assessment and Student Learning Outcomes and assumed a leadership role in the development of student learning outcomes at the course, program, degree, and institutional levels. It has also been responsible for the development of student learning outcomes for our comprehensive student services programs at the college.

In 2003, recognizing that institutional priorities must drive resource decisions, the college allocated \$120,000 to Academic Affairs and Student Services to support student learning outcomes development. This budget was divided by the two areas and each established a position of “student learning outcomes coordinator” and organized annual professional development activities. Early activities included departmental retreats to educate faculty and staff about the philosophy of student learning outcomes and to begin the process of writing course and program level outcomes. Attendance at conferences and workshops many other professional development activities facilitated dialogue on how student learning outcomes and assessment lead to program and institutional improvement.

In 2005 the Learning Outcomes Taskforce was formed to provide an ongoing forum to discuss issues related to the development and implementation of student learning outcomes and assessment activities. This taskforce, composed of faculty, classified staff, and administrators, has worked collaboratively to establish procedures for tracking outcomes and recommending policy to the Academic Senate. In 2009 the taskforce became a standing committee to further formalize and institutionalize dialogue on topics related to student learning outcomes and assessment across the institution.

In 2005-2006, Allan Hancock College faculty, staff, administrators and students participated in a year-long dialogue to identify seven institutional learning outcomes (ILOs) that encompass the skills and abilities that students who leave Hancock possess and can demonstrate to some level. These ILOs were reported at the September 18, 2007 Board of Trustees meeting. The seven institutional learning outcomes are: communication, critical thinking and problem solving, global awareness and cultural competence, information and technology literacy, quantitative literacy, scientific literacy, and personal responsibility and development.

The Allan Hancock College 2008-2009 report to ACCJC on student learning outcomes, indicated that 97 percent of degrees and certificates have stated student learning outcomes.

Through comprehensive educational and planning efforts, the college is now well positioned to transition into the full assessment and evaluation of student learning outcomes for courses and programs. Although a strong foundation has been built to support future efforts and begin the institutionalization of student learning outcomes and assessment, the college also recognizes specific activities to be accomplished in the coming year. These efforts will include the development of program maps which will tie the courses to programs, and programs to institutional learning outcomes. In addition, the college will revise the program review to integrate the documentation of student learning outcomes and assessment activities.

Planning agendas focused on Student Learning Outcomes:

- Specifically link student learning outcomes and assessment to the educational program review process. (II.A.2.a)
- Solidify a plan for a full cycle of program review for general education, including the assessment of student learning outcomes and program improvement. (II.A.2.a)
- Move forward with the assessment of general education student learning outcomes and institutional learning outcomes for program improvement. (II.A.2.b)
- Develop a procedure for the review of courses placed on the college's general education list prior to the development of the general education outcomes. (II.A.2.b)
- Develop and implement a policy and procedure for recording and tracking the updates of course outlines of record. (II.A.2.e.)
- Establish infrastructure to effectively track students' completion in career technical education programs. (II.A.5)
- Develop student learning outcomes and assessment activities for the Multicultural/Gender Studies and the PE, Health Education or First Aid Safety graduation requirements. (II.A.3.c)
- Develop a program elimination Administrative Procedure Policy. (II.A.6.b)

## **Institutional Commitments**

The college regularly evaluates its institutional mission as part of the overall district strategic planning. Following a review of the mission in 2008-2009, changes were made to clarify the primacy of student learning, as well as the intended student population. The current mission statement reads:

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

To enhance the ability of all constituents to make a clear connection between the core mission of the college and institutional planning, the college expanded upon its mission statement with the development of a revised vision statement and a statement of shared values.

The new mission statement is integrated into the overall planning and prioritization activities of the college. It has also been expanded in publication to ensure all college constituency groups have a regular opportunity to review and discuss. Recently, the college has included the mission statement on the back of all college business cards and has printed posters with the college's mission, vision and values to post in offices for employee review. This was done recognizing that we must seek all opportunities to share our mission within and outside of the college community.

The Academic Senate recently revised its curriculum approval guide to include several references to the curriculum of the college and its relationship with the mission of the college. This inclusion ensures that faculty considers and discusses how curriculum development and modifications align with the overall mission of the college. The strong emphasis on student learning outcomes and the substantial progress made in that area further support the connection between college mission and practice.

Student learning remains the highest priority of the college. Despite challenging fiscal and economic times, the college has continued to develop quality educational programs and services for students with diverse educational needs and goals.

Planning agendas focused on Institutional Commitments:

- Include mission statement in program review documents and process. (I.A.4)
- Include emphasis on mission, vision, strategic plan in all new employee training. (I.A.3)

## **Evaluation, Planning, and Improvement**

The college engages in regular and systematic evaluation through program review and institutional planning. These processes are informed by internal and external data and focus intensively on student success and program effectiveness in meeting student needs. Both program review and annual planning lead to plans for improvement that are tracked during the following year(s). The college's program review and planning processes link institutional planning with resource consideration and allocation.

Consistent with a culture of ongoing evaluation, planning and improvement, the college has recently undergone extensive dialogue and modifications of the decision making and planning structures with implementation planned for the spring 2010 semester. These revisions will further strengthen planning activities and place student learning outcomes and assessment data more prominently in the college's annual planning activities. Additionally, the proposed decision making structures will enhance awareness and access to information, and provide opportunities for staff participation on college committees.

The college continues to utilize a continuous improvement model in areas of facilities planning. The college's successful general obligation bond campaign resulted in the planning and construction of several new buildings on both the Santa Maria campus and Lompoc Valley Center. These planning efforts have focused on student learning programs and the needs of faculty and students. Processes are continuously refined based on constituency feedback for a more inclusive and open process.

Planning agendas focused on Evaluation, Planning, and Improvement:

- Develop a program elimination Administrative Procedure Policy. (II.A.6.b)
- Update and revise the Technology Master Plan. (III.C.1.c)
- Develop a total cost of ownership model for new capital construction projects. (III.B.2.a)
- Review by Management Association of current opportunities for professional development and consider how the program can be made more robust. (IV.B.2.a.)

## **Organization**

The college is organized to operate in support of its mission to enhance student learning and has sufficient faculty, support staff, and resources to operate effectively. Over the past two years, the college has evaluated its structure in the context of its effectiveness in achieving its mission. As a result of this

evaluation process, a variety of measures have been taken to ensure the maximization of its workforce and effective alignment of administrative responsibilities. These efforts have resulted in a restructuring of the Academic Affairs division in 2008, as well as an overall college-wide workforce analysis completed in the fall 2009. The restructuring of the Academic Affairs division resulted in the reduction of a dean by reassigning the dean for community education to the liberal arts division. In addition to the overall reduction, other administrators were reassigned to new divisions or given additional assignments. The college also created two new departments during the restructuring to ensure faculty worked within departments which were closely aligned and had adequate administrative support. In each of these cases the driving consideration has been the improvement of the student learning environment.

Other organizational changes specifically targeting the college's capacity to assess and make public student learning have occurred in recent years. These include establishing positions for student learning outcomes coordinators in instruction and student services, as well as funding SLO liaisons in all departments. The college has also funded a new learning outcomes analyst position and significantly redirected the efforts of the office of Institutional Research and Planning to support this work. Institutional learning outcomes and program outcomes are communicated to the public through the college catalog which is available both in print and on-line. Learning outcomes are also included in course syllabi.

The college continues to rely on a highly successful grants program to support educational innovation and support of student success. Currently, the college is managing a Title V grant to support student learning outcomes across the college, as well as a variety of grants focused on student learning in the areas of math, science, health sciences, and engineering. These grant programs are managed by faculty, staff, and administrators who provide oversight and ensure grant outcomes are achieved.

### **Institutional Integrity**

The college demonstrates honesty and clarity in publications and is truthful in all representations of itself to stakeholders, both internal and external. College publications are carefully reviewed regularly to ensure accuracy of information and to validate the availability of adequate information for students and community members. Information is available via the college's website in addition to printed copies of the college's schedule of classes and annual catalog. This ensures broad access to our community as well as our current student body.

The college practices integrity in the development of its policies and procedures.

Issues of equity and diversity are an integral part of the work of the college. Policies and procedures are developed to ensure sensitivity to the broad and diverse student body which we serve. As a clearly stated value in the college's strategic plan, diversity remains a thread which is woven across the work of the institution. This thread is evidenced in the curriculum, which includes a multicultural/gender studies requirement, ADA compliance in all aspects of instruction and service provision and the many student activities and campus cultural events that speak to the rich diversity of our community. Careful consideration of sensitivity to diversity and cultural competence is also central to the district's hiring and

evaluation practices. Student and faculty surveys are used to assess the college's effectiveness in creating an environment free of discrimination and welcoming of diversity.

The college's Academic Senate is responsible for review and approval of policies relevant to student success which include the integrity of curriculum and granting of grades and credit. The Academic Senate's curriculum committee (AP&P) regularly reviews curriculum proposals to validate alignment with pedagogical standards, educational code and college mission.

Planning agendas focused on Institutional Integrity:

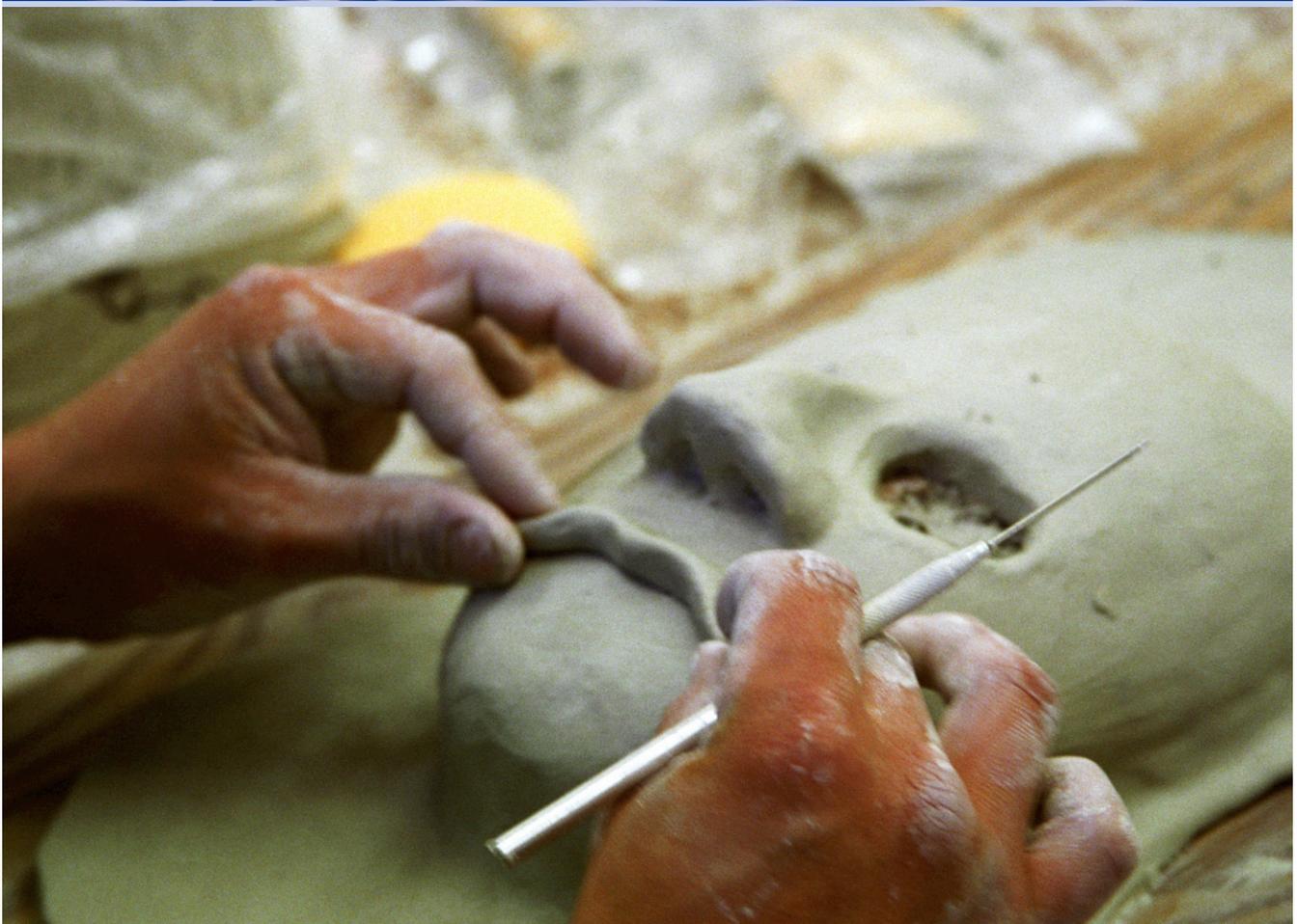
- Increase technology and dedicate human resources for online student support services. (II.B.1)
- Update Board Policy 8990 "Electronic Communications." (III.C.1.a.)
- Develop and approve new/revised board policies related to human resources. (III.A.3.a)
- Develop training for managers related to human resources processes and procedures. (III.A.3.a)
- Complete development of the District Equal Employment Opportunity Plan. (III.A.4.a)

Allan Hancock College  
Comprehensive Institutional Self Study Report

# *Accreditation 2010*

Standard I ■ Institutional Mission  
and Effectiveness

*Standard IA Mission*



*An artist's hands at work are a truly  
amazing sight.*

Caitlyn Grasso  
Major: photography



## **Standard I: Institutional Mission and Effectiveness**

*The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.*

### **Standard I A: Mission**

<b>I.A. The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.</b>
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#### **Descriptive Summary**

Since its inception in 1920 the mission of Allan Hancock College has centered on providing quality education to our community. While both the college and the community have changed over the years that guiding principle has not. The college commitment to quality educational opportunities is embodied in instructional programs, student services and co-curricular activities that support learning.

While the college mission remains constant, the mission statement has been reviewed and revised throughout the years. For example, the college mission statement in effect from 2004 until recently listed the California community college mission “areas” – instructional options that community colleges may offer according to the California Education Code. In crafting the current mission statement, the college understood that it would still fulfill its state-legislated higher education functions but did not need to specify them in the mission statement.

The new mission statement is also an expression of campus and community self reflection. In fall 2005 the new superintendent/president conducted a campus and community-wide survey – asking “Six Key Questions” (“Six Key Questions”). He presented the responses to the campus on All Staff Day in 2006 – a presentation that included a “collective vision” for the college (All Staff Day August 2006 agenda). Based on the survey responses and collective vision, the superintendent/president authorized a review and revision of the college mission statement, vision and values. Campus dialogue led to a formal evaluation, an ongoing consultation process that began in the campus Planning Committee and resulted in the mission, vision, and values that guide the campus today. The resulting mission statement is:

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

Allan Hancock College’s intended student population is all students within the district service area and distance-education students who can benefit from our instruction (some students are beyond our boundaries, but within our “community”). Meeting the needs of our diverse community means that we view providing basic skills education, transfer-level programs, and career and technical training as equally important.

The college community shares a strong commitment to providing student learning opportunities. This commitment is reflected in the college mission statement and is fostered through academic and student services programs (discussed in pertinent sections of this document). The mission statement formally links all instructional and student support processes to one goal – student learning. This is the fundamental college standard against which the effectiveness of any college process is judged.

### **Self Evaluation**

AHC has a long history of defining its mission – a mission focusing on student learning. The mission statement is periodically reviewed and refined to clarify, if needed, the college’s broad educational purposes, its intended student population, and its commitment to achieving student learning. Our most recent mission, approved in 2009, was a result of campus and community self reflection – undertaken after the superintendent/president asked both the campus and the community to answer the “Six Key Questions.” A campus-wide dialogue ensued that resulted in a new mission statement, vision and values.

### **Planning Agenda**

None.

<b>I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</b>
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### **Descriptive Summary**

As a public California community college conforming to California Education Code, the purposes, character and student population of Allan Hancock College are firmly grounded in state law (California Education Code § 66010.4 (a)). Community college purposes and character are further delineated in the California community college mission statement (<http://strategicplan.cccco.edu>). The community college statewide strategic plan distills legislated roles into mission areas.

In practice, because of legislated roles, California community college student learning programs and services have long been aligned with their purposes, character and student population. Thus, all Allan Hancock College student-learning programs and services align with the mission. For example, state law authorizes lower-division instruction that is transferable to four-year universities and mandates that such instruction is accessible to all students over 18 years of age or who are high-school graduates (provided

they can “benefit” from the instruction). The college aligns with these mandates by offering a broad transfer-level curriculum, having a faculty-led program and course approval process, articulating Allan Hancock College courses with four-year universities, and offering a matriculation process to enroll eligible students.

Although it is evident that our student programs and services align with the college mission, the college strives to ascertain the degree and quality of this alignment. At Allan Hancock College, dialogue about the mission takes place at all levels, from program and department-level meetings to institution-wide strategic planning endeavors. The latter in particular is the primary vehicle to include all key constituencies (faculty, staff, administration, students, trustees, community members and local employers) in discussions on the mission statement’s relevance to student learning, program development and institutional planning.

While the 2004-2008 mission statement served the college well and complied with previous standards, it was missing explicit definitions of the intended population and student learning, although they could be inferred. Both are required in the current accreditation standard I.A.1., which has specific requirements for mission statement content.

In spring 2007 the college Planning Committee began to review the mission statement, both to produce a succinct statement and a better guide for strategic planning. The committee’s main goal was to bring student learning to the forefront and remove the implied valuations of various instructional categories. The phrase “educational opportunities that result in student learning,” while a fairly simple cause-and-effect statement, embeds in our mission statement the idea that all educational programs and services must lead to student learning.

The prior mission statement (2004 to 2008) mirrored the California community college mission areas by outlining college educational purposes (*Allan Hancock College Catalog 2008-2009*, page 8). The statement specified primary missions: preparing students to transfer to a four-year colleges or universities, preparing students to enter the workforce, and advancing California’s economic growth and global competitiveness through education and training. The statement also listed an additional set of “essential and important functions”: basic skills education, instructional and student support services, and adult noncredit education. The statement ended with a general declaration that the college was authorized to offer other community services, courses and programs, as long as they did not conflict with the college’s ability to meet its primary obligations.

Although the college mission statement changes, our core mission does not. The college fulfills its mission to support student learning in career education, transfer studies, and basic skills in a variety of ways. For example, the transfer mission is promoted by the University Transfer Center, Extended Opportunity Programs and Services (EOPS), the Mathematics, Engineering, Science Achievement program (MESA), the transfer studies degree and other transfer-oriented support programs (EOPS, MESA, and University Transfer Center brochures). Workforce programs are supported by pursuing career technical grants and developing vocational pipeline programs, typically linked to grants. One of the first facilities completed with bond money was a community education building to support noncredit adult and basic-skills education (news release “New Buildings Start New Chapter...”, August 8, 2007).

To assess student needs, the college has for years conducted institutional research (via the *Fact Book*, student needs assessments, climate surveys, and engagement surveys). This data informs program review and institutional planning. Systematic tracking of enrollment trends and student scores on reading, math, and English placement tests further supports alignment of programs and services with the needs of students. The college also closely tracks economic trends as well as student and community demographics and retention, success and persistence rates. To better address student needs, the college pursued and was awarded a Title V Hispanic-Serving Institutions (HSI) grant in 2002 that focused on building college technology and research capacity.

In the mission statement adopted in 2009, “enhancing the creative, intellectual, cultural and economic vitality” is a restated reflection of the mission areas. For example, “creative vitality” includes student learning and growth for transfer in artistic fields, life-long learners taking art or music classes for pleasure, and dramatic performances in the community. “Our diverse community” directly addresses our commitment to serving all demographic categories in our local community, including (but not limited to) ethnicity, gender, age, disability, and economic status.

Consistent with our mission and analysis of both internal and external data, the college has introduced new programs such as viticulture and space technology and expanded student services hours to ensure improved student access.

## **Self Evaluation**

The current mission statement, together with the complementary vision and values, was developed through a collective planning process that included an analysis of the college’s purposes and its changing student population.

## **Planning Agenda**

None.

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### **I.A.2. The mission statement is approved by the governing board and published.**

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## **Descriptive Summary**

The current mission statement was approved by the Board of Trustees in January 2009 (Board Agenda item 8.F, January 20, 2009) and is published in *Allan Hancock College Catalog 2009-2010* (page 8), the *Strategic Plan 2009-2013*, and on the college website (<http://www.hancockcollege.edu>).

The prior mission statement was approved by the Board of Trustees in May 2004 (Board Agenda item 5.P, May 20, 2004) and was published in the *Allan Hancock College Catalog 2008-2009* (page 8), the *Strategic Plan 2004-2007*, and on the college website.

## Self Evaluation

The college mission statement is board approved and widely disseminated.

## Planning Agenda

None.

<b>I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</b>
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## Descriptive Summary

As called for in the *Committees of Allan Hancock College Manual* (previously titled the *Allan Hancock College Shared Governance Manual*), the college regularly reviews the Allan Hancock College mission statement. The manual states that the Planning Committee (a shared governance committee) shall review and update the college philosophy, mission statement and goals. During the recent strategic planning process, the college dropped the philosophy statement in favor of a list of values and an explanatory paragraph describing how those values fit with institutional practices (Planning Committee agenda October 2007, March 27, 2008; Strategic Planning Retreat agenda January 2008). In essence, the values statement replaces the previous philosophy statement. Allan Hancock College also has a vision statement (*Strategic Plan 2009-2013*).

Prior to each strategic planning initiative, the college reviews the mission statement and makes changes as needed to enhance clarity and focus. Over the past 12 years the college has revised its mission statement three times; each revision has reflected the college commitment to ensure that the mission statement is a dynamic document reflective of our current educational focus and responsive to the needs of our diverse community. In 2009 the mission statement was updated to provide a succinct description of the college's purpose and to focus on student learning. In 2004 the college rewrote the mission statement to more clearly describe the mission areas prescribed by state law (Board Agenda item 5.P, May 20, 2004). In 1997 the mission statement was revised to incorporate the state's addition of economic development as a component of the college mission (Board Agenda, November 18, 1997).

The mission statement review process is conducted in a manner that ensures all campus interests are represented. The Planning Committee and the President's Advisory Committee are shared-governance, composed of representatives from key campus constituencies including full-time faculty, part-time

faculty, administration, classified staff, supervisory/confidential staff and students. The Planning Committee conducts strategic planning and reviews institutional effectiveness; the President's Advisory Committee reviews major institutional policy proposals and provides feedback from key constituencies to the president/superintendent. Ad hoc mission review groups have even broader representation. For example, the 2008 strategic planning retreat included trustees, as well as local political and chamber of commerce representatives.

The revision of the most recent mission statement illustrates the inclusiveness of the process. The Planning Committee reviewed and discussed the mission statement in spring 2007 – with comment and discussion from all shared governance constituencies (Planning Committee minutes, June 11, 2007). Based on feedback, the mission and vision statements were revised and sent again to constituencies, including three sessions with the Academic Senate (Academic Senate minutes March 13, 2007). Draft mission and vision statements were then included in the strategic planning process (from fall 2007 to fall 2008) and were revalidated by focus groups representing the constituencies (Strategic Plan Proposal August 10, 2007). In addition, the college developed institutional “values” along with an explanatory statement (Strategic Planning Retreat January 2008 list of attendees; Planning Committee minutes, *Strategic Plan 2009-2013 page 8*). After incorporation into the draft strategic plan, the mission statement approval process continued in the Planning Committee and the President's Advisory Committee before being presented as an information item to the Board of Trustees in December 2008 (Board Agenda item 10.A, December 16, 2008). The mission statement was approved by the Board of Trustees in January 2009 (Board Agenda item 8.F, January 2009).

## **Self Evaluation**

In the *Faculty and Staff Accreditation Survey 2008*, 39 percent of respondents agreed or strongly agreed that they participated in or were aware of the development of the current college mission statement; about 46 percent of classified staff, 44 percent of administrators and 47 percent of full-time faculty agreed or strongly agreed. Since the new statement was being developed when the survey was administered, there could have been confusion about which mission statement was current. In the *Student Accreditation Survey 2008*, 21 percent of students agreed or strongly agreed that they participated in or were aware of the development of the college mission statement – a fairly high percentage considering AHC is a commuter college with a large part-time population.

Given the central role the mission plays in college planning and the high value the college places on dialogue and inclusion, the college needs to improve its communication flow. Involving nearly half of full-time college staff and faculty (or at least having them cognizant of the process) is noteworthy. However, survey results suggest that some staff are not participants in the critical discussion cycle. Even if constituents choose not to participate, they should be aware that the option exists.

## **Planning Agenda**

Include emphasis on mission, vision, strategic plan in all new employee training.

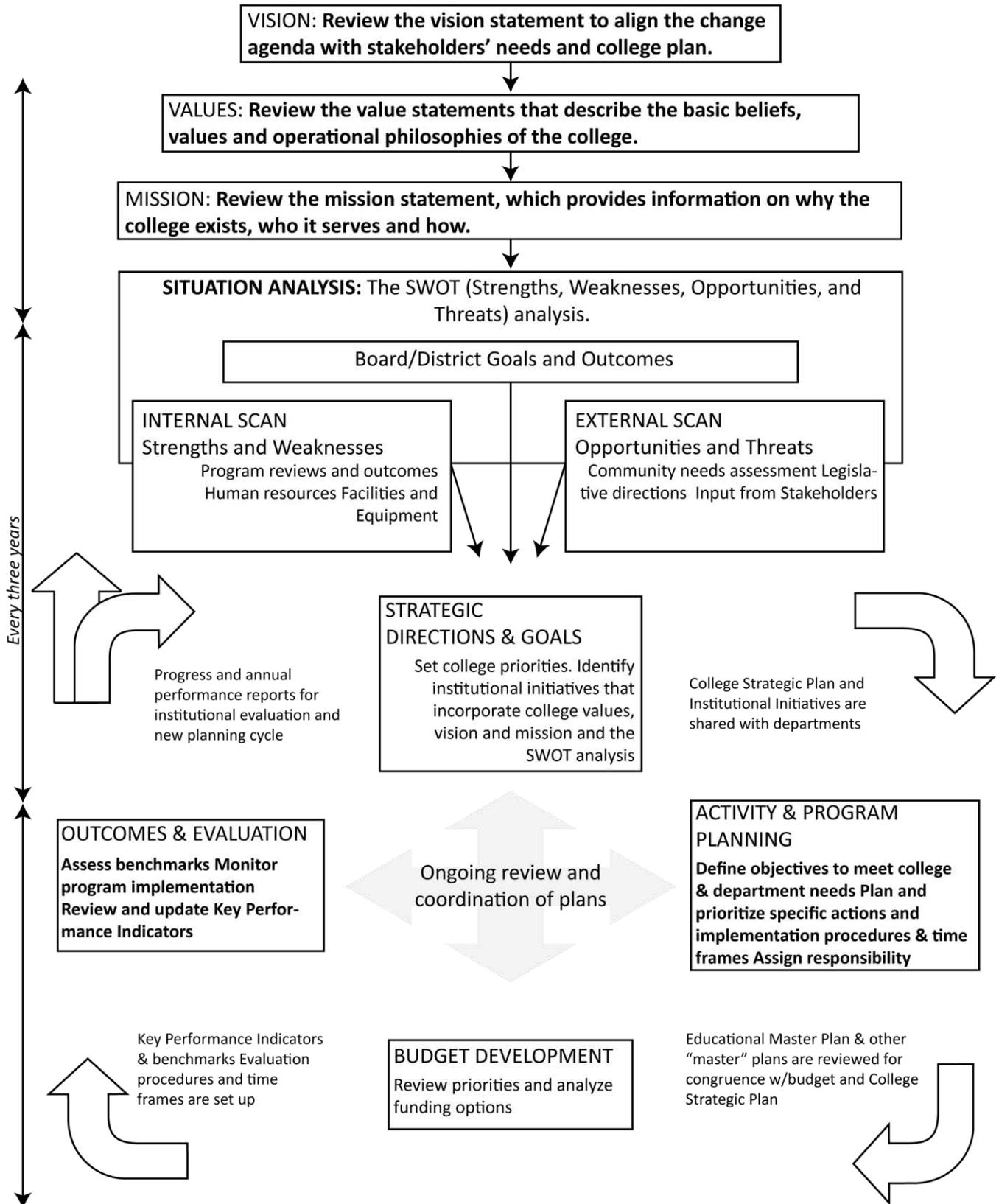
#### **I.A.4. The institution's mission is central to institutional planning and decision making.**

##### **Descriptive Summary**

The Allan Hancock College mission statement is the starting point for strategic planning which in turn provides guidelines for decision making. At AHC all strategic planning processes commence with reviewing and reaching a common understanding of the mission statement (Planning Committee minutes September 22, 2008, October 13, 2008, November 24, 2008; Planning and Budget Development; Annual Planning Calendar). For example, each year at the college planning retreat the first order of business is a review of the college mission and its role in planning and decision making (Annual Planning Retreat agendas). Campus-wide dialog and reflection on the mission statement, in concert with analysis of internal and external factors, evolves into development of the strategic plan. The strategic plan serves as the framework for implementing the mission. Operational plans such the *Educational and Facilities Master Plan* (which includes the technology, human resources and finance plans) incorporate the college mission as the starting point (*Educational and Facilities Master Plan 2001-2006*). Assumptions for the annual district budget are informed by strategic plan goals and thus are linked to the college mission (Adopted Budget 2007-2008).

The *Allan Hancock College Educational and Facilities Master Plans* for 1997-2000 and 2001-2006 (pages 31-35) feature a planning and budget development flow chart headed by the mission and philosophy statement. This flowchart is also in the *Committees of Allan Hancock College Manual* and its predecessor, the *Shared Governance Manual*. In addition, the *Committees of Allan Hancock College Manual* includes decision-making timelines for planning, facilities and equipment, budget, and human resources and staffing as well as how these processes are linked.

**Allan Hancock Community College  
Multi-Level Integrated Planning Model  
For Institutional Effectiveness**



## Self Evaluation

The college mission statement is the foundation for all planning and decision making. Because the core mission of the college has remained consistent for over 80 years, it is well integrated into the fabric of the institution. It is prominently displayed in the college catalog and on the website. The college mission provided the foundation for the development of Institutional Learning Outcomes which in turn drive student learning outcomes. In response to the *Faculty and Staff Accreditation Survey 2008*, 55 percent of all respondents agreed or strongly agreed that they knew the college's formal mission statement – 67 percent of administrators and 63 percent of full-time faculty agreed or strongly agreed. Twenty-two percent of students also agreed that they knew the formal mission statement.

Although, the college mission statement is implicitly understood, it is not formally included in the program review planning and evaluation documents. In 2008 the Academic Senate was asked to review and update the program review process (Academic Senate minutes). Given the prominence of program review in institutional level planning, this modification is a high priority.

## Planning Agenda

Include mission statement in program review documents and process.

## Standard I: Summary of Evidence

Academic Senate Minutes April 24, 2007 (on instructional matters)  
Academic Senate Minutes, March 13, 2007 (review of mission statements)  
*Accreditation and Staff Assessment Survey Fall 2002*  
*Accreditation Evaluation Report – March 2004*  
Administrative Departments Program Review Schedule  
Admissions and Records Department Minutes March 27, 2008, December 3, 2008, December 12, 2008  
Adopted Budget 2007-2008  
All Staff Day Agenda August 2006 (college vision presentation)  
All Staff Day Flyer January 23, 2009 (ILO mapping workshop)  
All Staff Day Flyer January 18, 2008(with SLO topics)  
*Allan Hancock College Catalog 2008-2009*  
Allan Hancock College Institutional Research website ([research.hancock.edu](http://research.hancock.edu))  
*Allan Hancock College Shared Governance Manual*  
Annual Planning Retreat Agenda 2002  
Annual Planning Retreat Agenda 2003  
Annual Planning Retreat Agenda 2004  
Annual Planning Retreat Agenda 2009  
Annual Planning Calendar  
Academic Policy & Planning Minutes September 15, 2005, April 6, 2006, October 26, 2006, March 29, 2007, October 11, 2007

Academic Policy & Planning Minutes February 14, 2008  
Basic Skills/ESL Survey Spring 2007 Pilot Results  
Board Agenda December 16, 2008  
Board Agenda May 20, 2004  
Board Agenda January 20, 2009  
Board Agenda November 18, 1997  
Board Agenda Item October 20, 2009 (9B)  
Board Agenda September 18, 2007 (presentation of ILOs)  
Board Policy 7930, Administrative Procedure 7930.03  
Bond Measure I Facilities Site and Utilities Master Plan, December 16, 2008  
Bond Measure I Website (<http://www.hancockcollege.edu/Default.asp?Page=1191>)  
Bridges to Baccalaureate grant proposal  
Budget Advisory Committee Minutes  
Budget Development Guide 2006-2007  
California Community College Mission (<http://strategicplan.cccco.edu>)  
California Education Code § 66010.4  
College Website ([www.hancockcollege.edu](http://www.hancockcollege.edu))  
Committees at AHC Intranet site  
Compressed Calendar sample student schedules  
Compressed Calendar (16 Week) benefits/disadvantages planning document  
Compressed Calendar FAQs  
Compressed Calendar Proposed Scheduling Block Template  
Counseling Department Minutes (SLO discussion) [dates?] (SLO or student learning outcome – see next)  
Department Chairs Minutes (student learning outcome discussions)  
*Educational and Facilities Master Plan 1997-2000*  
*Educational and Facilities Master Plan 2001-2006*  
Educational Master Planning Process March 2006  
Educational Master Plan Development Process (hand out)  
Educational Master Planning Proposal Annual Process  
Enrollment Management Committee Minutes August 2, 2006, September 6, 2006, October 5, 2006, October 18, 2006, November 29, 2006, February 7, 2006, July 23, 2007, February 26, 2007, October 13, 2008, February 19, 2009, March 19, 2009, May 21, 2009  
Enrollment Management Plan  
Enrollment Management Plan Outcomes  
Enrollment Target 2000  
Enrollment Target 2001  
Enrollment Target 2002  
Enrollment Target 2003  
EOPS Brochure  
EOPS Department Minutes September 15, 2008  
2010 – 2014 Five Year Construction Plan  
Facilities Advisory Committee Minutes  
*Fact Book 2007-2008* ([http://research.hancockcollege.edu/fact\\_book2007.asp](http://research.hancockcollege.edu/fact_book2007.asp))

*Faculty and Staff Accreditation Survey 2008*  
Faculty Prioritization Process document  
*Faculty Resource Guide 2009-2010*  
Financial Aid Cash for College Survey  
Financial Aid Cash for College Survey Results  
Fiscal Year 2005-2006 Grant Activity  
Fiscal Year 2006-2007 Grant Activity  
Fiscal Year 2007-2008 Grant Activity  
Fiscal Year 2008-2009 Grant Activity  
Guidelines for the use of CTEA funds  
*Institutional Research Decision Support System Instructions*  
Institutional Research Decision Support System screenshots  
Instruction for submitting proposals (Career Technical Education grants)  
Job Description, Learning outcomes analyst  
Job Description, Senior IRP analyst  
Job Placement survey  
Learning Assistance Program Department Minutes (SLO discussion)  
Learning Outcomes Taskforce Minutes October 23, 2006, November 14, 2006, November 27, 2006  
Learning Outcomes Taskforce Minutes February 15, 2008, March 7, 2008, December 1, 2008  
Learning Outcomes website ([research.hancockcollege.edu/reports/SLO\\_web/index.html](http://research.hancockcollege.edu/reports/SLO_web/index.html))  
Liaison Stipend Schedule  
Mathematics Student Learning Outcome Data Report  
MESA brochure  
New Directions Retreat December 9, 2005 Report and Recommendations  
News Release: New buildings start new chapter... August 8, 2007  
News Release on ARCC Report March 19, 2009  
Non-credit Matriculation Minutes (SLO discussion)  
Notice of Intent Form (grant application)  
Planning Committee Agenda March 27, 2008  
Planning Committee Agenda Nov 24, 2008  
Planning Committee memo March 13, 2009: Shared Governance and Integrated Planning Taskforce Charge  
Planning Committee Minutes September 22, 2008, October 13, 2008, November 24, 2008  
Planning Committee Minutes (request to Academic senate for review /update program review process)  
[date]  
Planning Committee Minutes October 23, 2006  
Planning Committee Minutes February 12, 2007  
Planning Committee Minutes May 14, 2007  
Planning Committee Minutes June 11, 2007  
Planning and Budget Development  
Planning SharePoint site screenshot  
Preparing your local CTEA application for 09-10 PowerPoint  
President's Advisory Committee Minutes May 16, 2006  
President's Advisory Committee Minutes November 17, 2008

Prioritized Activities Worksheet from Planning Retreat April 2009  
Program Review Process Modifications August 3, 2004  
*Program Review Resource Guide, 2 Year Review*  
*Program Review Resource Guide, 6 Year Review*  
Program Review workshop PowerPoint  
Recommended changes from 2007-08 strategic planning process (from consultant's 6-30-08 AHC Strategic Plan draft)  
Registration Report at Census Spring 2009  
Revised Administrative Program Review Process and Document Outline  
Sample Program Review Data Page Fall 2008  
Shared Governance and Integrated Planning Committee draft proposal  
Shared Governance Retreat Summary Report  
Shared Governance Retreat participant list  
Six Key Questions Survey  
*Strategic Plan 2004-2007*  
*Strategic Plan 2009-2013*  
Strategic Planning Consultant Request for Proposal 2007  
Strategic Plan Proposal August 10, 2007 (consultant schedule)  
Strategic Planning Retreat Agenda January 2008  
Strategic Planning Retreat April 2009 Activity Prioritizing Template  
Strategic Planning Retreat April 2009 Environmental Scan Data Review Template  
Strategic Planning Retreat January 2008 list of attendees  
Strategic Planning Retreat April 2009 list of attendees  
*Student Accreditation Survey 2008*  
Student Learning Outcomes Assessment Report (Biology 132, 135, 145, 150, 155)  
Student Learning Outcomes Assessment Report Financial Aid Fall 2007- Spring 2008  
Student Learning Outcome Development Template  
Student Learning Outcome Liaison Reports  
Student Services Program Review manual  
Technology 5 Year Plan [check title]  
Technology Advisory Committee Minutes  
Testing (change based on SLO results)  
The Effect of a Compressed Schedule on Success and Retention Rates  
Title V Hispanic Serving Institution 2002 grant proposal  
Title V Hispanic Serving Institution 2007 grant proposal  
University Transfer Center brochure  
Transfer Summit Summary Report  
University Transfer Center survey  
Vocational Pipeline grant proposal  
VP Academic Affairs Program Review Summary to Planning Committee 2001-02  
VTEA/CTEA grant proposals  
WASC Annual Report

Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

*Standard IB  
Improving Institutional Effectiveness*



*I am grateful for the funding to  
improve our school even more.*

Tara Da Re  
Major: photography



## **Standard I B: Improving Institutional Effectiveness**

*The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

### **I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

#### **Descriptive Summary**

Allan Hancock College has a long tradition of continuous discussion and planning to improve student learning and processes that support student learning. This dialogue involves all campus constituencies – faculty, staff, administrators and students – and occurs at a college-wide level as well as within functional areas, programs and departments.

In fall 2008, as a result of the 2007-2008 strategic planning process (*Strategic Plan 2009-2013*) the college began a self-reflective dialogue on its campus committee and planning structure (Planning Committee agenda, November 24, 2008; Shared Governance retreat summary report). However, for the activities and processes described in this self-study, the college used the structure in place during the prior accreditation study.

The college's core planning structure consists of shared-governance committees: Planning Committee, Budget Advisory Committee, Facilities Advisory Committee, and Technology Advisory Committee (*Committees of Allan Hancock College*). These committees provide a forum for representatives from all campus constituencies to convey concerns and viewpoints to committee discussions and then communicate information back to their respective groups (minutes from Planning, Budget Advisory, Technology Advisory and Facilities Advisory Committees). In addition, the President's Advisory Council (PAC) serves as the highest-level shared governance committee, providing a final review of major policy recommendations. PAC is a final sounding board for constituencies to review items discussed in specific area committees. PAC also provides the superintendent/president with final recommendations from representative group discussions (President's Advisory Committee minutes May 16, 2006, November 17, 2008).

In the Academic Senate, full and part-time faculty representatives discuss student learning, professional and instructional issues. Its Executive Committee is the primary source of the faculty's recommendations on instruction (Faculty Resource Guide, Academic Senate minutes April 24, 2007).

The Academic Policy and Planning Committee (AP&P) is a senate subcommittee that reviews proposed changes to courses and course content, including elimination or creation of new courses and establishment of new programs. AP&P is composed of:

- a member from each instructional department,
- a member from Counseling,
- a single member from the Learning Assistance Program, Learning Resources, or Health Services,
- a student member,
- the articulation officer, and
- the vice president, Academic Affairs.

In 2008 the committee recognized that programmatic decisions impact other areas such as Admissions and Records and, as a result, added a representative from that department (AP&P minutes February 14, 2008). With such broad representation, AP&P ensures wide participation (AP&P minutes). AP&P regularly reviews its practices and institutes modifications to improve committee effectiveness. For example, recently when the volume of new course submissions increased, a new timeline was instituted so that the committee would have sufficient time to effectively review and approve courses.

Much of the day-to-day dialogue on student learning and instruction takes place in academic department and student services meetings. The presence in each department of a designated SLO liaison strengthens the effectiveness of this dialogue. Academic department chairs (including Counseling) meet twice a month along with academic administrators to discuss critical issues regarding student learning (Department Chairs minutes). Committees such as the Basic Skills Committee, the Distance Learning Committee, the Student Services Management Council and the Technology Advisory Committee engage in an ongoing examination of student learning. Discussion of student learning also occurs as a part of All Staff Day meetings at the beginning of each semester and during department retreats and on-going staff development opportunities throughout the year.

The program review process was jointly developed by campus administration and the Academic Senate. In 2004 the Program Review Committee, reacting to accreditation visit recommendations (Program Review Process Modifications August 3, 2004), developed and approved a program review manual for instructional programs (*Program Review Resource Guide, 6-Year Review, Program Review Resource Guide, 2-Year Review*). Program review is the primary vehicle for in-depth discussion and reflection at the program and discipline levels. While the instructional program manual requires analysis of “student outcomes,” data collected has generally involved “production” measures such as retention and success rates, not data measuring aspects of the current connotation of “student learning outcomes” (*Program Review Resource Guide, 6-Year Review, pages 16-19*). Still, this program review process was the college’s initial attempt to link student outcomes to resources. Since the college was just beginning to establish and define its student learning outcome processes at the time the guide was developed, a more pertinent SLO analysis was not built into program review. That analysis is currently underway with the Academic Senate.

The Learning Outcomes Taskforce was established in 2004 and leads campus efforts to implement institutional, program, and course-level student learning outcomes (Learning Outcomes Taskforce

minutes, All Staff Day ILO presentation). While not a formal shared governance committee, membership includes full and part-time faculty, instructional and student services staff, and administrators. Through department liaisons, the committee fosters routine discussion of student learning outcomes at department and discipline levels and regularly forwards departmental concerns for campus-wide discussion (Learning Outcomes Taskforce minutes, Student Learning Outcome Liaison reports). Faculty liaisons and coordinators were paid a stipend from institutional funds (liaison stipend schedule), demonstrating the college commitment to an environment conducive to regular discussion of learning outcomes.

Academic departments have made great strides in developing program and course student learning outcomes (SLOs). As of May 2009, 97 percent of degree and certificate programs have program SLOs (annual WASC report). Such a high completion rate is possible through extensive self-reflection within the academic departments and programs (Student Learning Outcome Liaison reports).

Student Services departments have developed student learning outcomes for all programs and departments, have conducted comprehensive training for most personnel, and regularly collect assessment data (Student Learning Outcome Liaison reports, Student Learning Outcome Development template). Discussing student learning outcomes is a regular part of Student Services department meetings (EOPS department meeting minutes September 15, 2008; and Admissions and Records department minutes March 27, 2008, December 3, 2008, and December 12, 2008; Financial Aid Cash for College Survey Results; Student Learning Outcomes Assessment Report – Financial Aid fall 2007 to spring 2008). The division has its own program review manual (*Student Services Program Review*) and has begun inclusion of SLOs in the program review process.

Similar dialogue about student learning and support practices takes place in committees such as the Basic Skills Taskforce, Basic Skills Committee, Matriculation Committee, Distance Learning Committee and Student Equity Plan Committee. Campus All Staff Days, occurring at the beginning of fall and spring semesters, are a forum for presentations on student learning outcome topics and professional development (All Staff Day flyer January 2008 and January 2009).

## **Self Evaluation**

The college is at the proficiency level. Dialogue on improving institutional processes is collegial and on-going. Discussions on student learning outcomes began in 2003 and need to be incorporated into routine discussions at all levels. Data collection mechanisms are being implemented; as a result, dialogue on quantitative and qualitative student learning outcome measures has been conducted in a few departments such as biology, English, mathematics, Financial Aid, University Transfer Center, and the Testing Center (Student Learning Outcomes Assessment Report- Biology 132, 135, 145, 150, 155; Mathematics Student Learning Outcomes data report; Student Learning Outcomes Assessment Report – Financial Aid fall 2007 to spring 2008). Working in collaboration with the Institutional Research and Planning office, these departments reflect on what the assessment data means and what changes they can implement to reach desired student learning targets. With regard to the continuous process-improvement loop, the college needs to broaden its dialogue to include learning outcomes assessment and process improvement.

## Planning Agenda

None.

**I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

## Descriptive Summary

Historically, the Planning Committee reviews annual progress towards strategic plan goals and recommends goals for the following year. Goals are established at an annual spring retreat, where results from recent program reviews are included in planning (budget and planning calendar, *Shared Governance Manual*). The retreat also includes a review of key performance indicators such as student retention and course success rates (VP academic affairs program review summary to Planning Committee 2001-2002). In 2005-2006 much of the college planning endeavor was devoted to preparing for the Measure I general obligation bond election – an effort directly linked to college goals and improved institutional effectiveness. The bond effort provides one of the clearest examples of broad constituency understanding and collaboration in achieving an institutional goal. Another example of the college intent to improve institutional effectiveness is the modeling of the strategic plan on accreditation standards. Our strategic directions reflect accreditation standards which lead to institutional effectiveness. College goals and objectives are aligned with these strategic directions.

### STRATEGIC DIRECTIONS

<b>Strategic Direction One</b>	<b>Institutional Effectiveness:</b> district policies and processes that ensure the effectiveness of the teaching/learning culture while improving communication and collaboration.
<b>Strategic Direction Two</b>	<b>Student Learning:</b> educational programs and comprehensive student support services that are responsive to the assessment of learning outcomes.
<b>Strategic Direction Three</b>	<b>Resources:</b> the responsible and effective management of institutional resources (human, financial, technology, facility).
<b>Strategic Direction Four</b>	<b>Governance:</b> leadership, shared governance, and communication responsive to college and community.

The Planning Committee establishes guidelines and oversees development of an updated or “new” strategic plan approximately every three years. The development cycle includes requesting and

analyzing environmental scans of internal and external trends and data, focused interviews of key constituencies, and broad surveys of constituencies on strategic and school climate matters.

Before the new *Strategic Plan 2009-2013* was approved in December 2008, the college operated under a plan approved in 2004 (*Strategic Plan 2004-2007*). This plan included specific measurable objectives (called “strategies”) that were incorporated into annual plans (*Strategic Plan 2004-2007*, pages 4-12). In the new 2009-2013 plan, the Planning Committee opted to write the strategic plan at a broad level. To ensure that the program review is the primary source of annual departmental planning, the committee decided to have departments use the program review process to create their own specific measurable objectives that address both strategic goals and departmental requirements. Thus, a version of the *Educational and Facilities Master Plan*, along with annual updates to that plan, would be based on program reviews that incorporate strategic goals (Planning Committee minutes, Shared Governance Retreat results). The October 2008 shared governance retreat also provided impetus to make shared governance more effective. The college articulates institutional goals in venues such as All Staff Day meetings, Planning Committee meetings and board presentations.

Shared governance committees (Budget Advisory, Facilities Advisory, and Technology Advisory) create annual plans based on current strategic and educational master plan goals (Adopted Budget 2008-2009, facilities annual plan, technology five-year plan). In addition, the Facilities Advisory Committee (FAC) regularly updates five-year facilities plans as required by state law (2010-2014 Five-Year Construction Plan). In addition, FAC and the Bond Implementation Committee oversaw development of a general campus facilities master plan that, for the first time, established long-term goals for the physical development of campus structures, roads, parking, signage and utilities. Rather than waiting for available finances before planning, the campus master plan establishes new-construction standards that will continually improve the campus for the foreseeable future, pending revenue sources (Bond Measure I Facilities Site and Utilities Master Plan December 16, 2008).

The Enrollment Management Committee (a standalone committee outside the shared governance structure) exists to achieve enrollment goals – including managing full-time equivalent student (FTES) growth, making the most efficient use of instructor time and classroom space, and ensuring that the course schedule is balanced, varied and provides sufficient access to meet student needs (Enrollment Management Plan, page 1). Early efforts in 2000-2003 included setting broad enrollment targets for various departments or discipline areas (Enrollment Target 2000, 2001, 2002, 2003), but during declining enrollment from 2004 to 2006, enrollment management action plans listed activities but did not include enrollment growth targets (planning matrix from 2006). The committee was on hiatus from 2007 to 2008 but is currently developing a robust enrollment management plan addressing both strategic goals and on-going fiscal pressures (Enrollment Management committee minutes; Enrollment Management Plan; Enrollment Management Plan Outcomes).

The Enrollment Management Committee conducted a major planning effort during 2005-2007 when advocating and planning for conversion to a “compressed” academic calendar. The committee engaged the entire campus community in self-reflective dialogue through surveys, focus groups, and quantitative and qualitative data assessment (Compressed Calendar 16-week Benefits/Disadvantages Planning document; Compressed Calendar FAQs; Compressed Calendar Proposed Scheduling Block Template).

The college also collected and analyzed data from other colleges that have implemented a compressed calendar (The Effect of a Compressed Schedule on Success and Retention Rates). Indeed, since a compressed calendar affects all campus constituents, inclusion was a high priority. For example, students were concerned about possible negative effects. To allay fears that block scheduling would limit enrollment choices, the committee answered questions and provided actual student-schedule scenarios during several forums for students and the Associated Student Body Government (Compressed Calendar Sample Student Schedules).

Each program review results in a plan with goals to address opportunities for improvement. The vice president of Academic Affairs provides the Planning Committee with a summary of program review results for broad-level discussion (VP academic affairs program review summary to Planning Committee 2001-2002). Although in some cases the college has been challenged in its efforts to translate program review goals into specific improvements, there are examples of successful efforts. One example is department chairs and deans formally incorporating program review results into proposals for new faculty positions and annual instructional equipment requests.

## **Self Evaluation**

The college routinely engages in institutional planning and establishes goals to improve institutional effectiveness based on its mission, vision, and values. Measurable objectives are developed and evaluated through the instructional and student services program review processes. Unlike instructional and student services departments, program review was conducted less consistently in administrative service departments, despite the existence of a program review calendar since 2000. In 2008 the college took positive steps to address this discrepancy by updating the administrative program review calendar and the board policy for these reviews (administrative departments' program review schedule, Board Policy 7930, Administrative Procedure 7930.03; revised administrative program review process and document outline). The new cycle is now in place.

Although the college has a long history of integrated planning and was commended for effectiveness in this area in the previous accreditation cycle, there is always a need to improve college-wide understanding and engagement with the planning process. In the 2008 *Faculty and Staff Accreditation Survey* 41 percent of respondents agreed that the institution effectively defined goals, developed plans and established priorities for the institution. Changes in the planning process may have contributed to the relatively low level of perceived effectiveness. However, anecdotal feedback of the 2009 planning process was positive, suggesting improvement in constituent engagement and understanding.

Measurable objectives are routinely developed for student learning outcomes—SLOs lend themselves to establishment of benchmarks and targets. Academic and student services departments submit student learning outcome forms that include outcome targets (Student Learning Outcome Development template). As student learning outcome development and assessment is fully infused into the campus culture, SLO objectives will be incorporated in all planning efforts.

## Planning Agenda

None.

**I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analysis of both quantitative and qualitative data.**

### Descriptive Summary

Allan Hancock College collects and analyzes a great deal of data, both quantitative and qualitative. Typical data sources include the college student information system, campus and community surveys, focus groups and interviews, research related to workforce and demographic trends, student achievement data, input from advisory groups and enrollment data. This data, combined with the analysis of program reviews, guides institutional planning.

As mentioned earlier, the program review process includes collection and analysis of enrollment “production” data (retention, course grade success rates), student perceptions using classroom surveys, and input from validation team reviews (Program Review Resource Guide). In the future, student learning outcome data will be included in the review (sample Program Review data page, fall 2008) resulting in a more robust integration of program review into the general planning process.

Routinely, the annual Planning Committee retreat is the venue for integrating data into goal development and, by implication, program decisions. At the retreat, general program review results, along with environmental scan data and key performance indicators, are considered when developing annual goals for the following year (Strategic Planning Retreat April 2009 activity prioritizing template; Strategic Planning Retreat April 2009 Environmental Scan Data Review Template; Prioritized Planning Worksheet from April 24, 2009). During the 2009 planning retreat, preliminary accreditation self-study planning agendas were discussed as annual goals were created.

Committees and departments consistently consider data when making decisions. Standard data is available in the college *Fact Book* – available either printed or on the college intranet (*Fact Book*, Allan Hancock College Institutional Research and Planning website [http://research.hancockcollege.edu/fact\\_book.asp](http://research.hancockcollege.edu/fact_book.asp)). The Institutional Research and Planning (IRP) web and intranet sites also provide tools to create custom data tables on various student enrollment, demographic, performance, and instructor full-time equivalent measures (<http://research.hancockcollege.edu>, Institutional Research Decision Support System instructions and screenshots). Although data is available, staff and faculty who infrequently use these websites sometimes have difficulty extracting information. In fall 2008 the IRP office returned to a prior practice of providing formatted data tables for program review (sample program review data page, fall 2008). IRP provided data sets in the past but in response to department requests created the web-based tools. Ensuing feedback suggested it would be more effective to provide departments with data up front and

improve staff development workshops, converting them from “how to use web data tools” sessions (the former format for annual workshops) to “how to interpret and use the data results” sessions (Program Review workshop PowerPoint). As a result, academic departments are able to spend more time on self-reflection. Since departments are required to attend training sessions to receive their data sets, they now analyze program review data more consistently.

Resource allocation has been linked to goals through the process and procedures of the Budget Advisory Committee (BAC). The Budget Advisory Committee sets budget development goals based on broad strategic goals and Board of Trustees policies (Budget Development Guide 2006-2007). Once general budget categories are set and non-discretionary funds determined, discretionary funds are allocated to departments in conjunction with a review of budget augmentation requests. This process begins at the departmental level with an analysis of relevant data and projected needs and later moves to a divisional prioritization process which references strategic plan goals and objective data. Ultimately, the cabinet determines allocations based on divisional input.

Department and division requests for new classified staff are addressed through a similar process. In prioritizing full-time faculty positions, requests are made through a separate prioritization process. Historically, departments prepare applications for new faculty positions using an analysis of pertinent internal and external data drawn from program review. Each department is then invited to make their case to the Faculty Prioritization Committee, a joint faculty and administrative body. An improved process includes a standardized evaluation point system using common data provided by the Institutional Research and Planning office and a qualitative description of unique departmental needs (faculty prioritization process document). This process improvement reflects an ongoing effort to make decision-making more systematic and transparent.

The institutionalization of student learning outcomes has had an impact on departmental and institutional decision-making. The mathematical sciences department is at the forefront of collecting and analyzing program-level student learning outcomes, with support from Institutional Research and Planning (Mathematics Student Learning Outcomes data report). Based on focus groups conducted by Institutional Research and Planning, Non-credit Counseling and Matriculation revised their approach to orientation and counseling to better meet the needs of nontraditional students (non-credit SLO matrix). After reviewing SLO results, the Testing Center changed instructions for students taking the Ability to Benefit exam. Students are now actively encouraged to review the testing study guide before taking the exam, resulting in an increased level of student confidence in attempting this test (Testing Center SLO matrix).

Grant development is a key area in which the college successfully links resource allocation to planning. All external grants are coordinated through the Institutional Grants office. Grant proposals are directly driven by the college mission and are linked to strategic plan objectives. Although some grants are designed for one time spending (for example, curriculum development, equipment purchase or scholarship grants), other grants are an opportunity to develop new programs or practices that may be institutionalized. For these grants, the grant development process requires the establishment of plans to integrate the activities and continued funding into the planning and budgeting processes (Title V Hispanic Serving Institution 2007 grant proposal; Bridges to the Baccalaureate grant proposal).

## Self Evaluation

While the college is proficient at collecting and using data in many of its deliberations, it needs to improve its systematic use of data in overall planning. Similarly, linking data to resource allocation and operational changes is the focus of ongoing process improvement.

There are some limitations in data access due to the college's ancient computer mainframe and database system. The college is currently migrating to the Banner data enterprise system with a modern Oracle database at the core. Expectations exist that this will solve many issues. However a large amount of data is already available in usable forms through Institutional Research and Planning web tools and reports. The data resides in a Microsoft SQL database, as modern and flexible as the new Banner system. Thus, while Banner will expand integration of data across all campus departments and will simplify many operations it will not, by itself, lead to systematic data use in decision making and resource allocation.

Revision of the planning process, including improved integration of program review as recommended in the 2009 strategic planning retreat, will result in a more robust integration of data and planning. This process improvement will blend some of the strengths of the prior annual planning retreat process (emphasizing benchmarks and quantitative data) with the qualitative and self-reflective emphasis of more recent planning efforts.

Although we continue to improve our processes, results from the 2008 shared governance retreat suggest the need for greater transparency in the decision-making process. The college is addressing this through a hardworking taskforce on shared governance and integrated planning (Recommended changes from 2007-2008 strategic planning process). The result of this is the Decision Making Manual which is currently in draft form.

## Planning Agenda

None.

<b>I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.</b>
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## Descriptive Summary

Allan Hancock College is inclusive in its planning process and affords many opportunities for its constituencies to provide input. Planning activities are adequately supported; the college provides time, meeting space, and, when needed, supporting materials and technologies.

The shared governance committee structure promotes representation from all key constituencies. For example, the Academic Senate, Faculty Association, Part-time Faculty Association, Classified School Employee Association (CSEA), Management Association, President’s Cabinet, Associated Student Body Government, and supervisory/confidential staff are all allotted positions in the key shared governance committees (Planning, Budget Advisory, Facilities Advisory, Technology Advisory, President’s Advisory) (*Shared Governance Manual, Committees of Allan Hancock College Manual*). Committees not classified as shared governance usually seek wide divisional representation. For example, the Learning Outcomes Taskforce has representatives from both instruction and student services, with liaisons representing departments within these divisions. But Administrative Services (for example, Business Services, Human Resources, Facilities and Plant Services) are not represented (Learning Outcome Taskforce agenda).

Most standing committees have regular posted meeting times and locations. Meeting frequency is included in the campus committee manual (*Shared Governance Manual, Committees of Allan Hancock College Manual*). A number of committees have web-based SharePoint sites for member access; some sections of the sites (such as calendars) are accessible to non-members (Planning Sharepoint Screen Shot). Academic Senate minutes are sent to all faculty.

Ad hoc meetings and taskforces are open to the same broad representation as shared governance committees; some are not open to any individual who wants to attend, but are limited by invitation (Strategic Planning Retreat April 2009 list of attendees, Strategic Planning Retreat January 2008 list of attendees, Shared Governance Retreat participant list). All of these processes are designed to support institutional effectiveness and advance the college mission.

In spring 2007, collective bargaining between the district and the Faculty Association (representing full-time faculty) led to an impasse. During the impasse, full-time faculty had limited participation on most campus committees – including the finalization of the new strategic plan, proposed revisions to program review, and accreditation self-study committees. However, faculty continued to participate in functions that had immediate impact on students such as Academic Senate, the curriculum committee (AP&P), department meetings, scholarship and graduation activities, and grants such as basic skills and distance learning. This was a difficult period for the college; Hancock had never experienced a faculty impasse and prior to the impasse full-time faculty had been full participants in the year-long strategic planning process. Once the impasse was resolved, faculty engagement gradually resumed. Although participatory governance still presents challenges, both faculty and administration remain cognizant of the importance of broad participation to institutional effectiveness.

## **Self Evaluation**

For the most part, inclusion in the planning process is highly developed and a strong part of the Allan Hancock College tradition. The prior accreditation team commended the college for “the deliberate and successful attention to the development and implementation of budgeting linked to research and planning” (Accreditation Evaluation Report - March 2004). Processes continue to be in place to support

broad-based planning leading to improvement of institutional effectiveness. However work remains to be done to continue improving processes as well as to rebuild understanding of these processes.

Survey results indicate that representation is broad; however, actual participation may not be perceived as effective at both informing constituencies and allowing relevant input to the planning process from the general campus community. In the most recent faculty and staff accreditation survey, 34 percent agreed that they understood the college institutional planning process. Forty-four percent of administrators indicated they understood whereas 30 percent in other groups agreed. Six years before, 44 percent of all respondents and 77 percent of administrators felt they understood the process. The drop in administrator understanding may be due, in part, to the large turnover in administrators in the last three years. Of 36 administrator positions, 58 percent are filled by persons who were employed as administrators on the campus in 2004-2005. The drop in faculty understanding, although far less severe, may be attributable in part to the interruption of participation during the jointly declared impasse (which coincided with a change in leadership). During this time alternative approaches to planning were explored and changes were implemented. Continuity and quality of participation impact how well participants understand the process, the subject content of their committees, and how they transmit information to their constituencies. The campus has recognized this challenge. On-going efforts at remediation include the shared governance retreat mentioned earlier, initial development of a survey on shared governance and committee structure, and development of an integrated planning and decision-making manual that clearly delineates a decision-making process and structure, committee composition and roles, and the flow of communication between the committees and the campus community.

## Planning Agenda

None.

<b>I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</b>
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## Descriptive Summary

Institutional Research and Planning (IRP), in collaboration with Information Technology Services (ITS), extracts data sets from the student information system, Human Resources staffing data, and the California Community College Chancellor's office. Data is then organized and consolidated into a Microsoft SQL database residing on a dedicated server. IRP also gathers pertinent data from national IPEDS databases, the California Postsecondary Education Commission, and the University of California and California State University systems.

Every year IRP constructs a *Fact Book* containing detailed data on students and staff, including enrollment and student performance indicators; core data is disaggregated to assess for equity (<http://research.hancockcollege.edu/Factbook.asp>, *Fact Book* performance indicators section). The *Fact Book* and various data chart tools are available to the public on the college website. The college intranet

site provides college staff with additional enrollment data table tools – including charts with student-performance data used during program review (program review data table screen shots). IRP also maintains a Planning Committee website containing documents used in strategic planning and a learning outcomes website. Ultimately, IRP plans to house all program and course student learning outcomes on the site (Learning Outcomes website [http://research.hancockcollege.edu/reports/SLO\\_web/index.html](http://research.hancockcollege.edu/reports/SLO_web/index.html)).

At various times during the semester, IRP produces a registration report. Deans and department chairs use the report to monitor and make changes in course offerings and the vice president for Academic Affairs uses it to implement enrollment management strategies (Registration Report at Census, Spring 2009). The registration report (based on the census date) is typically presented to the Board of Trustees and provides the public with an AHC enrollment update (Board Agenda, March 2009). The report is also distributed to deans, directors, department chairs, and the Academic Senate.

Most campus surveys (including program review, accreditation, climate, and strategic planning surveys) are designed and administered by IRP. In addition, IRP occasionally assists outside entities conduct surveys (for example, the National Postsecondary Student Aid Study). Finally, IRP consults with programs developing surveys to measure their student learning outcomes (Financial Aid Cash for College Survey and Results, Job Placement Survey, University Transfer Center Survey).

Information Technology Services (ITS) provides some data required by the federal Student Right to Know Act to the chancellor's office Management Information System (MIS). This data, showing graduation and transfer rates for selected students (first-time, full-time students pursuing a degree or certificate), is published in the college catalog.

The Accountability Reporting for Community Colleges (ARCC) report is presented each year to the Board of Trustees, along with a basic analysis of key areas for improvement and an update on progress to date (Board Agenda item 9.D, May 20, 2008). The Public Affairs and Publications office prepares press releases on the annual ARCC report results (news release on ARCC Report, March 19, 2007). Print copies of reports are available to the public by request. *Take Five*, the president's campus newsletter, and *Community News*, a community publication, also include data trends. Graduation programs and news releases provide data on degrees and certificates and other student accomplishments. Program brochures and websites are an additional source of public information. Advisory committees receive data related to student achievement and enrollment rates –providing an indirect measure of institutional quality to community members.

Efforts to heighten public awareness as a part of the Bond campaign continue to pay residual benefits in terms of community awareness of institutional quality issues. A Measure I webpage on the college website provides progress reports on Measure I projects and includes design information, facilities plans and schedules, expenditures, and Bond Oversight Committee meeting times (Bond Measure I website <http://www.hancockcollege.edu/Default.asp?Page=1191>, screen shots).

## Self Evaluation

The college is proficient at data collection and routinely analyzes and provides data to all campus constituencies. The director of Institutional Research and Planning sits on the Planning Committee, Budget Advisory Committee, Research Advisory Committee, Basic Skills Committee, Enrollment Management Committee, Learning Outcomes Taskforce, Matriculation Committee, and various ad hoc committees (Budget Advisory Committee minutes, Learning Outcomes Taskforce minutes). Thus, the director ascertains data needs directly and provides interpretation and consulting on analysis results.

The IRP office employs two staff in addition to the director: a senior research analyst and a learning outcomes analyst. The senior research analyst conducts statistical analyses, manages data extractions and the SQL database, and coordinates much of the survey administration. The learning outcomes analyst provides a central collection point for student learning outcome plans and data, supports Learning Outcomes Taskforce operations, and is the Title V grant Activity II coordinator. Activity II supports professional development in the assessment of student learning outcomes, especially institutional learning outcomes (job description senior research analyst, job description learning outcomes analyst, Title V Hispanic Serving Institution 2007 grant proposal).

On the most recent faculty and staff accreditation survey, 42 percent of respondents agreed that the college provided sufficient resources to conduct effective institutional research and program evaluation. This is a marked improvement from 35 percent agreement six years ago. Survey results probably reflect the degree to which data users feel they have adequate access to the specific data and reports required to meet their departmental needs. New dedicated technology (installed since the last accreditation survey) appears to have improved perceptions, although there is room for improvement.

Systematic use of student learning outcomes assessment data is an institutional priority for continued improvement. In the *Faculty and Staff Accreditation Survey 2008*, 58 percent of classified staff, 49 percent of full-time faculty, and 43 percent of part-time faculty agreed that because they receive or read reports on student learning or customer service outcomes, they know their department or area improvement in quality. Twenty-eight percent of administrators agreed. This disparity may be because the initial focus of SLOs has been in instructional and student services. As a result administrators in non-instructional or student service areas have had less direct experience. As the SLO model extends throughout the college and is fully integrated into institutional planning, broad administrative awareness should increase. The college's creation of a full-time learning outcomes analyst staff position reflects a serious commitment to effective use of student learning outcomes assessment data.

## Planning Agenda

None.

**I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**Descriptive Summary**

Although the college has a history of effective planning, a systematic review of previous practices renewed the emphasis on evidence-based planning, decision making and resource allocation (following planning) and lead to revisions in the planning cycle.

Typically, the college reflected on its planning cycle when undergoing strategic planning (Annual Planning Retreat Agenda 2002, 2003, 2004, 2009). With the arrival of the new superintendent/president in 2005 and with the aid of two consultants, the college began reviewing the planning process. No consensus on new approaches resulted from those attempts (New Directions Retreat December 9, 2005 report and recommendations; Educational Master Planning Process March 2006; Educational Master Plan Development Process; Educational Master Planning Proposal Annual Process).

Following the arrival of the new director of Institutional Research and Planning in 2006, the college embarked on updating the college strategic plan with a special emphasis on realigning and streamlining the planning process (strategic planning consultant request for proposal 2007). As strategic planning began in 2007, the college hired a new vice president for Academic Affairs. The vice president was also interested in restructuring the process to bring program review and annual departmental and unit planning to the forefront of campus planning activities, as well as improving the integration of resource allocation into these activities. The Planning Committee and the President’s Cabinet discussed strategies for both streamlining and strengthening institutional planning (agendas, minutes, strategic plan recommendations). A Planning Committee taskforce is completing a proposal for restructuring the planning cycle. Recognizing that a strong foundation of participatory governance is critical for effective planning, the college simultaneously began discussions on strategies to clarify and enhance the effectiveness of shared governance (the policy-making environment in which planning is carried out). These discussions resulted in a consultant-led retreat (retreat information) and initial ideas for redesigning the committee structure and improving campus-wide dialogue. The taskforce, composed of two subcommittees, has developed recommendations for improvements in both governance and planning (Planning Committee memo March 13, 2009: Shared Governance and Integrated Planning Taskforce charge; the draft *Decision Making Manual*).

As a result of the prior accreditation visit, the team recommended that the college integrate planning for grant funding and the cessation of grant funding into the planning and budgeting process. In response to the team’s recommendation, the college reported in its midterm report that the director of Institutional Grants serves on both the Planning and Budget Advisory Committees. Integrating grant projects into strategic planning is now a key component. Along with faculty and the grants office, deans play a major role in planning grant projects. The “Notice of Intent to Apply” and “Grant Application Approval Form” and process are streamlined but concept ideas must address how the proposed project meets strategic objectives, what funding is needed for technology or facility planning, and how staffing

will be classified, compensated, and sometimes institutionalized (Notice of Intent Form-grant application). The grants office finds out about grant opportunities through a variety of means – for example, listservs, federal subscription newsletters, annual conferences and other networking venues. The director of Institutional Grants strategically plans and positions the college to apply for initiatives – sometimes as much as a year before the grant due date – in partnership with the college administration and high school and university partners as appropriate. The director of Institutional Grants prepares an annual grant activity summary report (Fiscal Year 2005-2006 Grant Activity) including proposals submitted, awards received, and total awards managed by the grants and business offices. As a member of the Budget Advisory Committee, the director provides input on grant costs that will be borne by the district. Grant project directors annually prepare “cost share” forms that delineate district resources required to support the grant project’s activities and in some cases institutionalize personnel, service contracts, and activities. These costs are considered in the district’s budget development process.

In October 2008, the grants director developed a new process for grant applications (new grant flow policy). In addition, the Academic Affairs office and the dean overseeing Career Technical Education (CTE) created a consolidated process for application and distribution of CTE funds (Guidelines for the Use of CTEA Funds; Preparing Your Local CTEA Application for 09/10 PowerPoint; Instructions for Submitting Proposals Career Technical Education Grants).

## **Self Evaluation**

The college continues its practice of reviewing and revising the planning process as an attempt to continuous improvement. Since the last accreditation team visit, the college launched a systematic review of the planning process and is currently undergoing consultation with constituency groups for implementation in 2010. Heretofore, the review of the planning process occurred informally as part of the regularly scheduled strategic planning retreat. The revised planning process is expected to include a formal regular evaluation schedule.

## **Planning Agenda**

None.

<b>I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.</b>
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## **Descriptive Summary**

The program review process is the primary systematic evaluation mechanism for all instructional and student service departments (Program Review Resource Guides). Program review for instructional programs, student services, the library and other learning support services is well developed at Allan

Hancock College, is based on data, and requires departments to assess effectiveness in meeting goals. Student Services conducted an evaluation of its program review process in 2007 and made modifications to the process based on the findings (Student Services program review procedure, 2008). Modifications in instructional program review are currently under consideration. For administrative programs, regular implementation began recently. Program review contents are included in Educational Master Plans, which are organized similarly to program reviews and cover many of the same concerns (*Educational and Facilities Master Plan 2001-2006*).

The recent strategic planning process (2007-2008) resulted in a recommendation to restructure institutional planning, with program review as the primary source for integrating departmental evaluation results into campus-wide planning. During this process, the Academic Senate was asked to look at program review to see if updates are needed (Planning Committee minutes). Similar requests were made to Student Services and the administrative units. The vice president, Academic Affairs and a small committee developed a standard program review process for the administrative units, including an updated calendar for reviews, a manual, and reporting template (revised administrative program review process and document outline).

The restructure of the planning cycle is intended to give program review a more central role in planning.

## **Self Evaluation**

With the infusion of new leadership, comes new perspectives. The college has experienced an increase in self-reflection and analysis of established evaluation processes. Although a well established tradition of data-driven program review continues to be the foundation of assessment and planning for instructional, student services, library and other academic support services, dialogue on how to improve this process is occurring in all areas. In part, this examination is influenced by the ongoing integration of student learning outcomes into program review as well as improved access to data. Once program review modifications are completed the college will need to reestablish a schedule of systematic review of all planning processes.

## **Planning Agenda**

None.

## Standard I: Summary of Evidence

Academic Senate Minutes April 24, 2007 (on instructional matters)  
Academic Senate Minutes, March 13, 2007 (review of mission statements)  
*Accreditation and Staff Assessment Survey Fall 2002*  
*Accreditation Evaluation Report – March 2004*  
Administrative Departments Program Review Schedule  
Admissions and Records Department Minutes March 27, 2008, December 3, 2008, December 12, 2008  
Adopted Budget 2007-2008  
All Staff Day Agenda August 2006 (college vision presentation)  
All Staff Day Flyer January 23, 2009 (ILO mapping workshop)  
All Staff Day Flyer January 18, 2008(with SLO topics)  
*Allan Hancock College Catalog 2008-2009*  
Allan Hancock College Institutional Research website (research.hancock.edu)  
*Allan Hancock College Shared Governance Manual*  
Annual Planning Retreat Agenda 2002  
Annual Planning Retreat Agenda 2003  
Annual Planning Retreat Agenda 2004  
Annual Planning Retreat Agenda 2009  
Annual Planning Calendar  
Academic Policy & Planning Minutes September 15, 2005, April 6, 2006, October 26, 2006, March 29, 2007, October 11, 2007  
Academic Policy & Planning Minutes February 14, 2008  
Basic Skills/ESL Survey Spring 2007 Pilot Results  
Board Agenda December 16, 2008  
Board Agenda May 20, 2004  
Board Agenda January 20, 2009  
Board Agenda November 18, 1997  
Board Agenda Item October 20, 2009 (9B)  
Board Agenda September 18, 2007 (presentation of ILOs)  
Board Policy 7930, Administrative Procedure 7930.03  
Bond Measure I Facilities Site and Utilities Master Plan, December 16, 2008  
Bond Measure I Website (<http://www.hancockcollege.edu/Default.asp?Page=1191>)  
Bridges to Baccalaureate grant proposal  
Budget Advisory Committee Minutes  
Budget Development Guide 2006-2007  
California Community College Mission (<http://strategicplan.cccco.edu>)  
California Education Code § 66010.4  
College Website ([www.hancockcollege.edu](http://www.hancockcollege.edu))  
Committees at AHC Intranet site  
Compressed Calendar sample student schedules  
Compressed Calendar (16 Week) benefits/disadvantages planning document  
Compressed Calendar FAQs  
Compressed Calendar Proposed Scheduling Block Template

Counseling Department Minutes (SLO discussion) [dates?] (SLO or student learning outcome – see next)

Department Chairs Minutes (student learning outcome discussions)

*Educational and Facilities Master Plan 1997-2000*

*Educational and Facilities Master Plan 2001-2006*

Educational Master Planning Process March 2006

Educational Master Plan Development Process (hand out)

Educational Master Planning Proposal Annual Process

Enrollment Management Committee Minutes August 2, 2006, September 6, 2006, October 5, 2006, October 18, 2006, November 29, 2006, February 7, 2006, July 23, 2007, February 26, 2007, October 13, 2008, February 19, 2009, March 19, 2009, May 21, 2009

Enrollment Management Plan

Enrollment Management Plan Outcomes

Enrollment Target 2000

Enrollment Target 2001

Enrollment Target 2002

Enrollment Target 2003

EOPS Brochure

EOPS Department Minutes September 15, 2008

2010 – 2014 Five Year Construction Plan

Facilities Advisory Committee Minutes

*Fact Book 2007-2008* ([http://research.hancockcollege.edu/fact\\_book2007.asp](http://research.hancockcollege.edu/fact_book2007.asp))

*Faculty and Staff Accreditation Survey 2008*

Faculty Prioritization Process document

*Faculty Resource Guide 2009-2010*

Financial Aid Cash for College Survey

Financial Aid Cash for College Survey Results

Fiscal Year 2005-2006 Grant Activity

Fiscal Year 2006-2007 Grant Activity

Fiscal Year 2007-2008 Grant Activity

Fiscal Year 2008-2009 Grant Activity

Guidelines for the use of CTEA funds

*Institutional Research Decision Support System Instructions*

Institutional Research Decision Support System screenshots

Instruction for submitting proposals (Career Technical Education grants)

Job Description, Learning outcomes analyst

Job Description, Senior IRP analyst

Job Placement survey

Learning Assistance Program Department Minutes (SLO discussion)

Learning Outcomes Taskforce Minutes October 23, 2006, November 14, 2006, November 27, 2006

Learning Outcomes Taskforce Minutes February 15, 2008, March 7, 2008, December 1, 2008

Learning Outcomes website ([research.hancockcollege.edu/reports/SLO\\_web/index.html](http://research.hancockcollege.edu/reports/SLO_web/index.html))

Liaison Stipend Schedule

Mathematics Student Learning Outcome Data Report

MESA brochure  
New Directions Retreat December 9, 2005 Report and Recommendations  
News Release: New buildings start new chapter... August 8, 2007  
News Release on ARCC Report March 19, 2009  
Non-credit Matriculation Minutes (SLO discussion)  
Notice of Intent Form (grant application)  
Planning Committee Agenda March 27, 2008  
Planning Committee Agenda Nov 24, 2008  
Planning Committee memo March 13, 2009: Shared Governance and Integrated Planning Taskforce Charge  
Planning Committee Minutes September 22, 2008, October 13, 2008, November 24, 2008  
Planning Committee Minutes (request to Academic senate for review /update program review process) [date]  
Planning Committee Minutes October 23, 2006  
Planning Committee Minutes February 12, 2007  
Planning Committee Minutes May 14, 2007  
Planning Committee Minutes June 11, 2007  
Planning and Budget Development  
Planning SharePoint site screenshot  
Preparing your local CTEA application for 09-10 PowerPoint  
President's Advisory Committee Minutes May 16, 2006  
President's Advisory Committee Minutes November 17, 2008  
Prioritized Activities Worksheet from Planning Retreat April 2009  
Program Review Process Modifications August 3, 2004  
*Program Review Resource Guide, 2 Year Review*  
*Program Review Resource Guide, 6 Year Review*  
Program Review workshop PowerPoint  
Recommended changes from 2007-08 strategic planning process (from consultant's 6-30-08 AHC Strategic Plan draft)  
Registration Report at Census Spring 2009  
Revised Administrative Program Review Process and Document Outline  
Sample Program Review Data Page Fall 2008  
Shared Governance and Integrated Planning Committee draft proposal  
Shared Governance Retreat Summary Report  
Shared Governance Retreat participant list  
Six Key Questions Survey  
*Strategic Plan 2004-2007*  
*Strategic Plan 2009-2013*  
Strategic Planning Consultant Request for Proposal 2007  
Strategic Plan Proposal August 10, 2007 (consultant schedule)  
Strategic Planning Retreat Agenda January 2008  
Strategic Planning Retreat April 2009 Activity Prioritizing Template  
Strategic Planning Retreat April 2009 Environmental Scan Data Review Template  
Strategic Planning Retreat January 2008 list of attendees

Strategic Planning Retreat April 2009 list of attendees  
*Student Accreditation Survey 2008*  
Student Learning Outcomes Assessment Report (Biology 132, 135, 145, 150, 155)  
Student Learning Outcomes Assessment Report Financial Aid Fall 2007- Spring 2008  
Student Learning Outcome Development Template  
Student Learning Outcome Liaison Reports  
Student Services Program Review manual  
Technology 5 Year Plan [check title]  
Technology Advisory Committee Minutes  
Testing (change based on SLO results)  
The Effect of a Compressed Schedule on Success and Retention Rates  
Title V Hispanic Serving Institution 2002 grant proposal  
Title V Hispanic Serving Institution 2007 grant proposal  
University Transfer Center brochure  
Transfer Summit Summary Report  
University Transfer Center survey  
Vocational Pipeline grant proposal  
VP Academic Affairs Program Review Summary to Planning Committee 2001-02  
VTEA/CTEA grant proposals  
WASC Annual Report

Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

Standard II ■ Student Learning  
Programs and Services

*Standard IIA Instructional Programs*



*The use of a light table is a great way  
to see if your negatives are properly  
exposed. If they are, you can make  
great prints!*



Jessica Worthington  
Major: liberal arts

## **Standard II: Student Learning Programs and Services**

*The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

### **Standard II A: Instructional Programs**

*The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.*

**II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

#### **Descriptive Summary**

The Allan Hancock College mission statement focuses on quality education and responsiveness to community needs. As documented in the Allan Hancock College strategic plan, the institution seeks to provide “quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.” All courses, regardless of length or mode of delivery, conform to the same standards. Specific courses, regardless of mode of delivery, have the same learning outcomes. In order to accomplish the mission, four primary strategic directions were established (*Strategic Plan 2009-2013*, pages 9-10) with student learning as the focus of strategic direction two: “Student Learning: educational programs and comprehensive student support services that are responsive to the assessment of learning outcomes.” Goals and objectives were designed to direct activities in this area; instructional programs at Allan Hancock College (AHC) address and meet the college mission through activities that support these goals and objectives and are described throughout Standard II.

AHC students who plan to transfer to four-year colleges and universities choose from specific discipline degree options or four broader degrees:

- Liberal Arts A.A. degree in Arts and Humanities,
- Liberal Arts A.A. degree in Mathematics and Science,

- Liberal Arts A.A. degree in Social and Behavioral Sciences, or
- Liberal Studies A.A. degree in Teacher Preparation.

During the application process for a new degree program, faculty evaluate community interest and need and engage in dialogue with colleagues and administrators. In the curriculum committee, referred to as Academic Policy and Planning (AP&P), new programs are reviewed for institutional relevance, academic rigor and course integrity including appropriate length, breadth and depth. Close attention is also given to appropriate sequencing of courses and access to qualified instructional staff. All new programs are reviewed by the Chancellor's Office and Board of Trustees for final approval. Career Technical Education (CTE) degree and certificate programs are developed in response to long-standing community needs in areas such as health science, public safety, and automotive; more recently, programs were developed in emerging fields such as animation, film and video production, culinary arts, and environmental technology. CTE programs undergo the same curriculum application and review process, and all programs are part of a regular program review cycle in which they are evaluated for currency, relevance, and strategies that address teaching and learning. The college also sponsors apprentice training in electricity, plumbing, and operating engineering. Ninety-seven percent of programs have developed student learning outcomes.

The extent to which students progress to complete degrees and certificates, gain employment, or transfer to four-year institutions is published annually in the college *Fact Book* (both online and paper copies are available) (*Fact Book 2007-2008* Section 11 Key Performance Indicators pages 21-28).

The college also fulfills its mission by providing non-credit instruction to address the needs of its diverse community. The college recently completed a facility dedicated to non-credit education. Non-credit instruction includes English as a second language, GED preparation, and courses in areas such as fitness, nutrition, computer skills, and art. Approximately 28 percent of our total enrollment is in non-credit classes (*Fact Book 2007-2008*, Section 2-7).

## **Self Evaluation**

The assurance of quality educational programs is rooted in the college history of following common higher education standards and WASC requirements for curriculum committee processes and procedures, development of articulated curriculum, program review that includes course review and data analysis, planning for improvement through a validation process, and employment of faculty with demonstrated expertise. Each of these areas will be more fully explored throughout Standard II.A.

## Planning Agenda

None.

**II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

### Descriptive Summary

Allan Hancock College (AHC) uses a variety of assessment tools and research methods to identify students' educational needs and assess their educational progress. The central component of this process is the Student Testing Advisement, Retention, and Transition (START) program, a multifaceted assessment tool designed to facilitate students' placement in courses beneficial to their educational advancement. The START program, administered at the campus Testing Center (Testing Center brochure) measures students' needs via the ACCUPLACER, the Combined English Language Skills Assessment (CELSA), and the Level of English Proficiency (LOEP) assessment. Results of these assessments, combined with other student measures, serve as the basis for student entry-level placement in key courses such as math and English. These testing services are available at the Lompoc Valley Center as well as the Santa Maria campus, and the local high schools in April and May each year. The cut-scores are periodically validated with a student/instructor survey, most recently administered in spring 2009 for English placement. In addition, research based multiple measures were also included as part of the recent cut-score validity studies in order to increase opportunities for student success. If needed, the cut-scores and other student measures are adjusted to more accurately place students for success. When a new assessment instrument is considered, it is reviewed for adoption by the Assessment Sub-committee of the Matriculation Committee. This dialogue encourages expression of various opinions, as is currently the case with the Early Assessment Program being reviewed at the state and local level and being considered for campus adoption.

Some disciplines, such as mathematics and engineering, track students who take more than two courses in a departmental sequence. As documented in its most recent Program Review (2008–2009, page 32), the mathematical sciences department collects data and measures the persistence of students in sequential classes. Beginning with entry-level courses, the department monitors how many students proceed to transfer-level courses, including calculus. Departmental faculty dialogue is useful in generating ideas to assist students pursuing particular educational objectives such as engineering. Significant institutional and departmental dialogue occurred when the Title 5 graduation requirement for mathematics was raised from elementary algebra (AHC Algebra 1, Math 311) to intermediate algebra (AHC Algebra 2, Math 331). The mathematical sciences department responded by developing an alternative option for completing intermediate algebra. The faculty split the content of Algebra 2 into a two semester sequence so that students could choose to move at a slower pace yet cover the same curriculum.

Student Educational Plans (SEPs) are developed by students, with the aid of a counselor, to assist in mapping educational goals and identifying needed courses. The SEP also enables counselors to refer students to services such as Financial Aid or Disabled Students Programs and Services, referred to as the Learning Assistance Program (LAP). These services are described further in Standard II.B.

Through the Institutional Research and Planning office, various surveys are conducted for specific groups and to determine changing student needs. An example is the pilot basic skills survey conducted in 2007 to identify perceptions and barriers to credit ESL education or the tracking of placement and progress through the sequence of developmental English courses (Basic Skills/ESL Survey report).

The Writing Center is another example in which student learning needs were identified, analyzed, and change was implemented. Writing Center staff began conducting student climate surveys in 2006 to identify student needs and then work to meet those needs (Writing Center Lab Use Survey results fall, 2007). Upon completion of their 2002–2003 program review (Program Evaluation 2002–2003 Language Arts: Developmental Composition), they identified the need to update curriculum in the developmental writing program (for English 300 in particular – the most populated developmental English course) which they completed in spring 2007. In order to increase student engagement and allow students to see their progress throughout the semester, they moved from a “fill-in-the-blank” curriculum to two progressive 8-week recursive curriculum modules. Evidence shows an increase in the number of hours students use the Writing Center, an increase of sixty percent from fall 2006 to fall 2007 (Writing Center Attendance Over Time chart, spring 2005–spring 2009). On average, students enrolled in English 300 and 501 began to log hours above the course requirement in spring 2007. In addition to revising the curriculum, in spring 2006 the center expanded to include all disciplines and developed a half-unit course, English 306, to serve those students. Prior to that semester the Writing Center was a developmental lab limited to English students. This change has resulted in an increase of approximately 130 percent in student usage hours each semester.

### REQUIRED HOURS

(varied depending on length of semester and holidays):

Semester	ENGL 300	ENGL 501	ESL
	21.4 – 26 Required <i>Average Hrs</i>	21.4 – 26 Required <i>Average Hrs</i>	15 – 17 Required <i>Average Hrs</i>
	Course	Course	Course
S05	25.78	15.93	13.80
F05	24.11	21.76	15.95
S06	25.20	28.02	13.57
F06	23.83	21.23	14.37
S07	28.44	30.02	14.62
F07	31.14	27.77	14.87
S08	28.38	27.49	15.30
F08	31.63	25.82	17.98
S09	30.08	35.65	16.39

In the opening section of each instructional and student services program review, a summary chart enumerates progress on needed changes that were identified in the previous review. Common data sets are prepared for each program conducting a program review and, if requested, program specific surveys are conducted by faculty through the Institutional Research and Planning office. This data assists faculty in assessing and building action plans for the next five years and, in some cases, assessing program growth potential. Recent examples of program changes made based on the program review process can be seen in the program review documents for Art (2008–2009), ESL (2008–2009), and Economics (2008–2009).

Required external reporting is also useful for reflection and change. When Accountability Reporting for the Community Colleges (ARCC) data showed only a small percentage of students progressing through the ESL course sequence, ESL faculty teamed up with Institutional Research and Planning staff to probe the matter. They identified the source of the issue as an MIS coding limitation for the multiple levels of course work below entry-level English. This allowed for a recalculation of the data (ARCC - AB1417, Board Item 9F, June 16, 2009) that was communicated to the broader campus community through the spring planning retreat and board agenda. ESL faculty participated in broader regional discussions of the coding issue and contributed to changes being considered statewide.

The college regularly updates college and county-wide data in order to determine community demographic and economic characteristics, such as income, ethnicity, age, level of education, and occupational growth. The data is reported in the annual Allan Hancock College *Fact Book* (2007–2008, Section 3, District Profile, pages 2-21). The *Fact Book* is also a resource for information on performance and composition of local high schools according to the criteria mentioned above. The *Fact Book* records AHC enrollment according to academic calendar terms, the number of credit and noncredit students enrolled, retention rates, success, persistence rates and the general profile of instructors and faculty members affiliated with Allan Hancock College.

To meet student scheduling needs, courses are offered both day and evening (7:30 a.m.–10:00 p.m.) on the Santa Maria campus and the Lompoc Valley Center. Courses are also offered at various other sites such as Solvang or Santa Ynez High School while evening-only courses are offered at Vandenberg Air Force Base. Classes are presented at both sites of the Federal Penitentiary in Lompoc. Since 1974 the college has offered distance learning courses, including correspondence, audiotape, online, and hybrid online. The number of online courses has increased to meet student demand and currently AHC has 12 fully-online degrees. Substantive change requests were filed and the college received approval for 29 degrees that now meet the 50 percent rule. Refer to the earlier charts on pages 5-11 for headcount by center, credit and noncredit comparisons and other pertinent information.

Additional course offerings to meet student demand include weekend courses, short-term courses, winter intersession, summer six or eight-week terms, off-site programs, apprenticeship programs, internships, contract education, high school concurrent enrollment program, and work experience. As part of its transfer mission, the college has partnered with universities that offer bachelor degree programs in the local area since 2001. AHC provides the lower-division coursework, including general education and major preparation requirements, while the universities provide the upper-division coursework required to earn a bachelor degree. The college maintains a university programs link on the college website

<http://www.hancockcollege.edu/Default.asp?Page=1266>) that provides information about university partners, bachelor degrees available, cost of attendance and contact information. In the AHC University Transfer Center, university representatives have space to meet with students interested in transferring into their programs.

The college seeks to meet additional community needs through noncredit courses in all nine categories of adult education – ranging from students wishing to upgrade job skills, preparing to enter college-level courses, or pursuing personal development through lifelong learning. Approximately 50 percent of noncredit classes take place in 80 to 100 community locations district-wide as well as at each campus site. Fee-based classes are primarily delivered at the Santa Maria campus and through online education.

The college offers 81 associate degree programs and 101 certificate programs (*AHC College Catalog*, 2009–2010, pages 56-57). Several of these programs or program revisions were implemented in response to local industry input – for example, viticulture, culinary arts, EMS, and multi-media programs. Ongoing dialogue with local media companies (Visual Purple, Café FX, and Cinethetics) helped shape the recent revisions to media degrees (advisory meetings of Applied Design/Media: 4/11/2008 and 4/17/2009) and the addition in spring 2009 of an upgraded Mac computer lab at the Lompoc Valley Center (LVC). Specific sites, such as Solvang and the Santa Ynez Valley, were assessed to determine local program and course needs (Solvang Center Community Conversations, February 17, 2009). The Lompoc Valley Center (LVC) offers courses so that students can complete a few specific degree programs in two years. Course sequencing is currently being considered by the deans and department chairs to expand the ability for students to complete degree programs at the LVC.

AHC administrators and career technical education (CTE) faculty often attend or host the quarterly economic forecasting seminars held by the UC Santa Barbara Economic Forecast Project (North Santa Barbara County Economic Outlook: 2009). These forecasts alert AHC to local, state, and national trends that can influence program decisions or direction. The president also hosts three to four annual Executive Roundtables to gather input from community members, staff, and students (Executive Roundtable April 29, 2009) for additional insight of local trends. Academic administrators are active in the local Workforce Investment Board (WIB); administrative response to the most current information includes working with regional Workforce Resource Centers (WRC) in Santa Maria and Santa Barbara to explore ways to access and use federal stimulus funds (Workforce Resource Center material, 2009). Action plans and a proposal were submitted in fall 2009 to provide training for high-growth high-demand occupations (Proposal for American Recovery and Reinvestment Act [ARRA] stimulus funding, 2009).

The college uses data, including the *Fact Book*, program review and student survey data, to inform program decisions. In an effort to meet the needs of our diverse community and in response to student needs, class schedules are developed considering input from students, faculty, administrators, through program review, and the community. AHC offers morning, evening and weekend classes as well as 24/7 online classes and classes at off-campus sites.

## Self Evaluation

Allan Hancock College meets the needs of its diverse community and student body by responding to relevant research gathered from a variety of sources. Through appropriate testing, students are placed in courses that ensure succession of skills and academic success. While students are enrolled, their current and ongoing needs are assessed and changes are implemented to meet their needs.

In addition, community needs are assessed and considered for program and course development. Regardless of location or means of delivery, quality instructional programs are available to students, including local opportunities for bachelor degrees for students who choose to remain in the area or cannot relocate to continue their education. Noncredit, off-campus classes are particularly important to meet the needs of disadvantaged population groups, including low-income, immigrant, disabled, and older adults who face transportation barriers.

## Planning Agenda

None.

**II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

## Descriptive Summary

For the benefit of students, AHC employs instructional-delivery systems and modes of instruction that are appropriate and aligned with curriculum objectives. In order to improve programs for increased student learning and success, the college collects course feedback from students and periodically conducts student satisfaction surveys. Faculty and deans use this data to inform curricular decisions about delivery systems and modes. The traditional face-to-face setting has recently been influenced by the Measure I general obligation bond (passed in spring 2006) – upgraded equipment is available in many classrooms (Media Services brochure, fall 2009). Multimedia Services oversees equipment reservations as well as service and repair requests. They also provide equipment training, manage video conferences, assist with media needs such as closed-captioning, and participate in new faculty orientations so faculty are aware of available resources.

In addition to the traditional classroom, AHC offers course content in modes of instruction that are compatible with curriculum objectives and that support program outcomes – including a wide variety of labs and activity classes such as science labs, ceramics labs, physical education activity classes, a physical fitness lab, the Writing Center, and the Math Center. Several programs offer field trips as an alternative to the classroom setting pursuant to Board Policy 6930 (Field Trips and/or Excursions). Recent examples include art classes visiting the Getty Museum in Los Angeles; geology students exploring the Sierra Nevada mountains, Death Valley, and the Colorado Plateau over a five-day period; pottery classes

camping and hiking for four days to document Native American rock art in the Owens Valley; and students in world music appreciation attending concerts featuring performers from various cultures.

Online distance learning (DL) is rapidly growing at AHC and is very popular with students. The semi-rural nature of AHC's 3,000 square-mile district makes DL a necessity for some students accessing credit classes. It also meets the needs of many working students, parents and individuals with disabilities. The college is aware that many of our students are not fully prepared to benefit from distance learning courses. Hybrid courses offer an alternative approach and allow students to gain requisite skills for distance learning at a gradual pace. At this time DL is not used for noncredit courses. However, as off-site classroom rental space costs increase, the online modality may be used for selected noncredit course work.

Distance education is one of the fastest growing areas at AHC, with 177 courses offered in 2007 and FTE growth from 334 in 2000-2001 to 1325.9 in 2006-2007 (*Fact Book 2007-2008*, page 14). The Blackboard Enterprise system is the online platform for students to attend college 24/7; as of March 2008 the Presidium 24/7 student support service is available from a link on the Blackboard login page and ensures students and faculty have consistent and reliable access to services and technologies they rely on daily. Faculty developing online courses follow a process through the office of the vice president, Academic Affairs that includes documenting the need and indicating how online course delivery will benefit students and enhance the program. Online courses developed from existing courses by full-time AHC faculty are forwarded to the curriculum committee (AP&P) for approval (*Curriculum Development Guide 2009-2010*, Online Form page 119). New curriculum that will be offered online goes through the same process as other new curriculum. For instructors wishing to teach online, the AP&P committee established a requirement for demonstrated technical competency. Prior to teaching online, faculty must be on the approved list documenting online teaching skills and/or training. DL course scheduling is a collaboration between the academic and counseling departments to assure correct sequencing and ability to complete a program in two years.

Several programs are available for AHC students wishing to study in fields in which off-site locations are preferable. The cosmetology program offered in Santa Maria and San Luis Obispo locations features six weeks of lecture and study of written materials as well as 34 weeks of hands-on experience with colleagues and actual clients. At the end of the 42-week training, students are eligible and equipped to take the state licensing exam for cosmetology (Cosmetology Program Information Sheet, 2009). AHC conducts apprenticeship training in three contracting trades: electrical, plumbing, and general operations (Apprenticeship: Training for your Future, 2009). Each is formatted as single course enrollment with application through the trade union office.

## **Self Evaluation**

To support and enhance the curriculum, AHC uses a variety of delivery systems and modes of instruction that are appropriate to the current and future needs of students and are adequately assessed during program review for suitability to a specific program.

In the *Student Accreditation Survey* (2008: Instruction, page 1), results show that 77 percent of respondents find the variety of courses offered as excellent or good. Providing online and other distance learning opportunities is rated by 79 percent as excellent or good (page 6) and the quality of noncredit classes for personal enrichment was rated as excellent or good by 75 percent (page 7). Overall, students are satisfied with instructional offerings. Targeted continual improvements are implemented in response to data collected during program review and course evaluation.

## Planning Agenda

None.

**II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

## Descriptive Summary

At AHC the work of identifying course and program student learning outcomes has been in motion for several years; systematic assessment and use of data for program improvement has gained momentum more recently. For many years the program review cycle has served as a source for reflection on data and changing courses, programs, certificates, and degrees. AHC's history of using program review to improve programs, aids in the transition to assessing course and program student learning outcomes (SLOs) to support program improvement.

In September 2004, the Learning Outcomes Steering Committee (later the Learning Outcomes Taskforce and referred to as the SLO Taskforce), including faculty, administrators, and staff from instruction and student services, focused on completing the college's development of general education student learning outcomes as well as student learning outcomes for academic and vocational degrees and certificates (Learning Outcomes Taskforce agenda, 2004). This work was conducted, in part, as a response to the WASC Recommendation #3 on General Education (Accreditation Evaluation Report and Affirmation Letter, page 4). Two faculty coordinators were hired and basic student learning outcomes training was conducted. Workshops and retreats were held in all academic departments in fall 2005 and spring 2006, assisting faculty to develop discipline-level student learning outcomes and SLO training was incorporated into new and part-time faculty orientations. The college offers on-going staff development opportunities in the areas of student learning outcomes and assessment. The college further supports the integration of SLOs and assessment through the hiring of the learning outcomes analyst in the Institutional Research and Planning (IRP) office. The IRP office works closely in development of assessment instruments and analysis of data. The college SLO website is an additional source of information for college faculty and staff ([http://research.hancockcollege.edu/reports/SLO\\_web/index.html](http://research.hancockcollege.edu/reports/SLO_web/index.html)).

### COURSE SLOs

Currently, course-level SLOs are identified in at least 69 percent of all courses. Of these courses, 47 percent have also identified assessment methods. Biology 135 (a general education, non-major offering) provides an example of course assessment leading to instructional modifications and improved student outcomes. The assessment method is a midterm exam based on information covered in class lectures. When results of the first exam fell short of the projected outcome goal, the instructor inquired about student study methods. Many of the students had not taken a prior college-level science course, so the instructor focused on the importance of the lecture packet and lecture resources accessible on the Biology 135 Blackboard site. Emphasis was placed on these guides, spending adequate time to learn the material, and forming study groups to aid learning. From that point on, all other midterm exams hit or surpassed the expected performance target. The exam was not changed, but additional time was spent in class reviewing how to use lecture packets for exam preparation (Biology 135 Course SLO Assessment Report, 2008-2009).

The development of general education course outcomes is complete (WASC Annual Report Update 2007–2008 on SLOs, Part I: SLOs for General Education and Part II: SLOs for Courses, page 1). A general education assessment model is designed (Proposal for Two-Tiered Approach to General Education Assessment) and is under review by the SLO Taskforce. The expectation is that an assessment pilot will begin (Learning Outcomes Taskforce minutes: October 20, 2008) once AP&P (the college curriculum committee) reviews and approves the mapping of the general education outcomes to the ILOs.

### NONCREDIT SLOs

A major update and revision to noncredit curriculum commenced in fall 2008 when SLOs and assessments began to be developed for 235 noncredit course outlines. During 2008 community education faculty, staff, and the dean participated in several professional development activities focused on SLO and assessment training, including a WASC training conference, an Association of Community and Continuing Educators' state conference, and campus workshops led by a SLO coordinator. As part of the project, the first noncredit certificates were created, five of which are approved by the state for enhanced funding, and were awarded to students beginning 2009 (Community Education Certificates of Completion, 2009). Five additional certificates are in progress. Currently student surveys are the evaluation tool for noncredit and fee-based classes. The surveys are summarized and reviewed by the dean and program coordinators, and faculty follow-up is conducted (Noncredit Student Evaluation of Instruction, 2008). In addition, the largest noncredit program, ESL, benefits from a part-time resource faculty member who assists ESL faculty who would benefit from mentoring on various instructional methodologies.

### PUBLICATION of SLOs

In September 2008 (Academic Senate minutes: September 23), the Academic Senate elected to publish course student learning outcomes in all course syllabi, but not to require publishing SLOs in the course outline of record. Because students receive the syllabus, not the course outline of record, the Academic Senate deems the syllabus the most appropriate way to communicate SLOs and methods of evaluation to students. Each course has one common set of SLOs regardless of who teaches a particular section. All course syllabi are submitted to the appropriate department at the beginning of each semester and are

forwarded to the deans' offices. As necessary, reports documenting the college progress with SLOs are compiled by deans' offices (fall 2009 staff locator memo, June 24, 2009) and by the Office of Institutional Research and Planning (for example, WASC Annual Report Update).

### PROGRAM SLOs

Training and work with discipline faculty in fall 2005 and spring 2006 aided in establishing degree and certificate program student learning outcomes beginning in fall 2006. The writing and publishing of all degree and certificate outcomes was nearly complete in spring 2009 with 97 percent of those program outcomes published in the *Allan Hancock College Catalog 2009-2010* (pages 58-108).

### INSTITUTIONAL SLOs

In 2005-2006, Allan Hancock College faculty, staff, administrators and students participated in a yearlong dialogue to identify seven institutional learning outcomes (ILOs) that encompass the skills and abilities that students who leave Hancock possess and can demonstrate to some level (FAQs <http://www.hancockcollege.edu/pdf/ilofaqs.pdf>). These ILOs were reported at the September 18, 2007 Board of Trustees meeting. The seven ILOs are:

1. Communication
2. Critical Thinking and Problem Solving
3. Global Awareness and Cultural Competence
4. Information and Technology Literacy
5. Quantitative Literacy
6. Scientific Literacy
7. Personal Responsibility and Development

An assessment activity in spring 2009 initiated mapping all campus program outcomes (but primarily degree and certificate outcomes) to one or more of the seven ILOs. During the initial activity, 49 degrees and certificates were mapped to one or more ILOs. This mapping will assist the campus begin a four-year assessment of each ILO, which will in turn provide assessment data of our degree, certificate, and general education program outcomes. An objective of the Title V grant (Activity Two) is to assess all seven ILOs by 2012 through both a curricular assessment and with an evidence team. This ILO pilot project will begin in fall 2009 with the Communication ILO (Title V HSI Grant narrative).

In an attempt to strengthen faculty efforts, the SLO Taskforce is working through departmental liaisons to map general education outcomes to the institutional learning outcomes so that this assessment effort can be consolidated and data collected can be used to support both areas. Once the draft is complete, it will be forwarded to the AP&P committee for review and approval. The general education assessment plan and the institutional assessment plan are awaiting final approval before this step is complete.

### INSTITUTIONAL ASSESSMENT PLAN

In an effort to understand the importance of creating and maintaining an institutional assessment plan (IAP), the Title V HSI grant's Activity 2 brought Dr. Daniel McLaughlin, from Northern New Mexico College, to campus spring 2009. He worked with the SLO Taskforce to draft an AHC institutional assessment plan. Dr. McLaughlin facilitated the session for 16 faculty, staff and administrators where key points for the plan were identified. The next steps are for the committee to work with the AHC Planning Committee to ensure the IAP is integrated in the campus wide planning processes and work with

department chairs to establish departmental assessment plans to facilitate and support program review. (SLO Taskforce May 4, 2009 minutes; SLO Taskforce/Institutional Assessment Plan notes, April 20, 2009)

### SLO SOFTWARE

In September 2007, the college was awarded a five-year Title V HSI (Hispanic Serving Institution) grant totaling \$2.75 million. A key component of Activity Two, the Assessment Institute, is to purchase and institutionalize assessment software to facilitate the tracking of student learning outcomes and monitor student outcomes data (Title V HSI grant, page 21). Over \$42,000 was allocated for this purchase and annual licensing. Two semesters were spent researching software options and comparing packages (including on-site demonstrations and comparing user-friendliness, cost considerations, feedback from other institutions, and the ability of faculty to input their own SLOs and house the assessment data). The eLumen software was purchased in July 2008 and implementation trainings were held in September 2008 for the SLO Taskforce. An implementation timeline was developed. With the implementation of eLumen software in 2009, assessment results will be more accessible to faculty and departments. eLumen provides a place to house student learning outcomes, assessments and assessment results, and provides comprehensive reports – encouraging and supporting faculty dialogue to improve student learning.

### **Self Evaluation**

Allan Hancock College is fully engaged in the student learning outcome development stage and is moving toward proficiency. The college has supported the establishment of student learning outcomes at the course, program, and institutional level, including the assessment of those outcomes, and faculty are fully engaged in SLO development. With identification and publication of 97 percent of all program outcomes and the recent Academic Senate adoption of SLO publication in syllabi, faculty are now mapping their course outcomes to program outcomes and beginning assessment. The goal is to complete that mapping in spring 2010.

In department meetings and on various committees, such as the Enrollment Management Committee, colleagues discuss implementation of student learning outcomes assessment and the use of assessment for improvement. Several departments initiated their first assessment cycle and are in the process of evaluating the results. There is institutional responsiveness to student learning outcomes assessment and the need for program improvement. Although there is not currently a formal institutional dialogue about assessment results, dialogue occurs at the discipline level, at department meetings and through program review. The SLO Taskforce is working on a structure to facilitate broader systematic dialogue. Currently there is resource allocation for the ongoing SLO work through the SLO Coordinator position, departmental liaisons, and support staff. The Title V HSI grant supports the institutionalization of an ongoing and sustainable SLO process and demonstrated this when hiring a full-time learning outcomes analyst to facilitate this progression. Each year a portion of the grant funding is replaced by district funding.

## Planning Agenda

None.

**II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

## Descriptive Summary

Allan Hancock College demonstrates diligence in assuring quality and improvement in all instructional courses and programs. This begins with the process of hiring qualified faculty for all types of classes offered at the college, including developmental, collegiate, community education, fee based, and special programs. Faculty (who possess minimum qualifications set by the state Academic Senate) have primary responsibility for courses and programs and are hired for their discipline expertise and ability to contribute to the college mission. The effectiveness of instructional faculty is monitored through a process of systematic evaluation which includes a review of course materials, classroom observations and student evaluation. The quality of new courses and programs is monitored through the curriculum committee, Academic Policy and Planning (AP&P), a subcommittee of the Academic Senate. All credit courses and programs, including collegiate, developmental and pre-collegiate, undergo a rigorous approval process. Modifications designed to improve existing courses must also be submitted to AP&P for review and approval. Prior to submission to AP&P, course development and modification is subject to extensive dialogue at the discipline, department and administrative levels. Courses offered in the distance mode undergo additional scrutiny to ensure that those courses conform to the technical and pedagogical standards established by the college. The Distance Learning Committee contributes to quality assurance through examination of issues pertinent to on-line instruction such as defining effective student contact.

To ensure quality and provide for continuous improvement, programs and courses are part of a well developed program review process which extends to all locations and modalities. Credit programs are formally reviewed every six years, preceded by a course review during the year prior to the program review. Common data sets are used to review student success, retention rates, enrollment trends, and other pertinent information. Program reviews conclude with an external review by a validation team that reports its findings. In alignment with state guidelines, CTE programs conduct less rigorous reviews every two years between the six-year program review cycles. Sites offering courses away from the main campus in Santa Maria, including Lompoc, Solvang, Vandenberg, and various community locations, are included in the established processes and standards. Online distance education classes are part of this process as well and must adhere to the same standards as their face-to-face equivalents.

In addition to these formal processes, dialogue on instructional quality and opportunities for program improvement occurs at regular department meetings, flex activities and department retreats as well as

through on-going dialogue with feeder high schools, transfer institutions and local industry. Non-credit instruction conducts class visits, student surveys, instructor evaluations and tracks enrollment trends.

The Board of Trustees assumes ultimate responsibility for ensuring the quality of all instructional courses and programs. Board Policy and Administrative Procedures address pertinent program and course concerns; for example, educational program review is addressed in Board Policy 7930 (“Program Review”) and Administrative Procedure 7930.01. Community Education and program review are addressed in Board Policy 7910 (“Community Education”) as well as Board Policy 7930 and Administrative Procedures 7910.01 and 7930.01. Campus administration facilitates development and improvement of courses and programs through the structure of departments and divisions. The Board of Trustees approves all curriculum development, changes, and deletions. As discussed throughout Standard IIA, consistent hiring practices, curriculum development, scheduling, and access to student services are provided at each location and in various modes.

## **Self Evaluation**

AHC is able to demonstrate and assure the quality and improvement of instructional programs. The procedures for hiring well-qualified faculty for general education programs, career technical education programs, noncredit programs, or fee-based programs are consistently practiced at the college (these practices are discussed further in Standard III A). There is a four-year tenure track review process for full-time permanent faculty positions. The institution recognizes the faculty’s central role in improving instructional courses and programs by ensuring they have primary responsibility for curriculum modification through the course approval process (AP&P), course and program evaluation through the program review process, and development and assessment of student learning outcomes. In fall 2007, departmental student learning outcomes liaisons were chosen in most student services and academic departments. They attend bi-monthly SLO Taskforce meetings to inform the taskforce of departmental progress and to report SLO activities back to their departments. The Title V grant supports this activity with stipends for liaisons and there is a plan to institutionalize the positions. The district’s efforts in support of the community college Basic Skills Initiative provide an additional means of analysis of student needs and opportunities for implementation of strategies to meet those needs.

Quality is ensured through an institutionalized faculty evaluation process. Credit faculty at all sites, including online instructors, are evaluated by their peers, students, and administrators regularly every three years. The process is contractual and it is uniformly practiced (including full-time faculty evaluation of part-time faculty). Noncredit and fee-based faculty are evaluated less formally.

The commitment to instructional quality and student learning pervades the culture of the college. In addition to the many formal mechanisms in place to support and monitor this function there is a rich and continuous informal dialogue that occurs within and between departments and disciplines on methods of improving teaching and learning. These include issues ranging from portfolio assessment to the use of emerging technologies to enhance instruction. For example, a growing number of instructors are posting lecture notes on Blackboard to support better student preparation for the classroom experience.

## Planning Agenda

None.

**II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

## Descriptive Summary

The central role for establishing and improving quality of instructional courses and programs lies with college faculty. The curriculum committee (AP&P) is the primary body for this work. All courses and programs must be approved by AP&P following the *Curriculum Development Guide* and its timelines (*Curriculum Development Guide 2009–2010*, pages 5-6). Committee membership includes representatives from all instructional departments; one representative from instructional services including Learning Assistance Program, Health Services, and the Learning Resources Center; and one student representative (*Curriculum Development Guide: 2009-2010*, pages 6-7). The associate superintendent/vice president of Academic Affairs, a representative from Admissions and Records, and the articulation officer are ex-officio members. AP&P is an Academic Senate committee that meets weekly throughout the fall and spring semesters (*Decision Making Manual, draft*).

AP&P responsibilities include reviewing proposed changes and revisions to existing curriculum, academic standards applying to curriculum, future curriculum planning, and the coordination and organization of instructional planning and practices as they relate to teaching faculty. The process for course design begins with discipline faculty or, for a CTE program, through an advisory committee. The process also includes reviewing existing curriculum and data that support interest and need for new curriculum (*Curriculum Development Guide 2009-2010*, new course proposal form, pages 38-46).

The approval process for new programs is modeled after the Chancellor's Office process and requires approval from AP&P and the Board of Trustees. This process is outlined in the *Curriculum Development Guide 2009-2010* (pages 124-131) and considers economic trends, community needs, current programs, and program interest (data that is also considered during the college faculty prioritization process when a new full-time position is being considered). Course and program evaluation takes place on a six-year cycle of program review; vocational programs are on a two-year evaluation cycle. One year prior to the scheduled six-year program review, one or more members of the self-study team review all courses – including their prerequisites, co-requisites, advisories, and limitations. All major curriculum decisions are voted on in the department to ensure discussion and support (*Curriculum Development Guide, 2009-2010*, page 12). Curriculum approval is centralized in the AP&P committee so that standards and processes are handled consistently across campus. This oversight applies to all AHC sites.

Online-only distance learning (DL) classes are also subject to the AP&P approval process. DL courses that evolve from face-to-face courses are forwarded to the AP&P chair for approval; new curriculum that will be offered online goes through the same process as other new curriculum. On-line course proposals require an additional application component to ensure that all technical and pedagogical standards for distance learning are met. The Distance Learning Committee, Technology Advisory Committee, and Academic Senate support the success of distance learning. In fall 2008, a faculty distance education specialist was hired to assist faculty with both pedagogy and technology.

Program review is a well established process at Allan Hancock College and is the primary vehicle for evaluating quality and improving effectiveness of courses and programs. Instructional programs are defined as “a grouping of courses that lead to a defined objective such as, but not limited to, a degree, certificate, diploma, license, or transfer” (*Program Review Resource Guide – Two and Six Year Review: 2009–2010*, page 2). Many programs, such as anthropology and economics, encompass a single discipline; some programs include multiple disciplines such as foreign languages (French, Italian, and Latin). Some programs, such as English and developmental English, share a common discipline.

The program review cycle begins with an analysis of the previous action plan items and the progress over the ensuing years. This is followed by a thorough analysis of internal and external data and input from a validation team. Each program review concludes with a summary action plan that specifically links program improvement plans to AHC strategic planning. There are many documented examples of program review fostering program improvement. For example, the developmental English program assesses student learning outcomes with a common exam. Based on the program review, faculty revised the midterm and final rubrics and are in the process of revising two of the core developmental courses.

This long-standing practice of thorough program review is enhanced by the incorporation of student learning outcomes beginning in 2004. A more complete description appears in Standard II.A.1.c but it is important to be reminded that the Learning Outcomes Taskforce (SLO Taskforce) is made up of department faculty liaisons from instruction and student services, representation from the Institutional Research and Planning office, deans, and the vice president of Academic Affairs. This group draws together campus-wide representatives to foster dialogue, employ common language, and agree upon procedures and processes to identify student learning outcomes for all courses and programs. As work toward outcomes assessment is accomplished, it will supplement and inform the current work of program review.

Through the Professional Development Committee, faculty assume responsibility for currency and professional growth in their disciplines. In conjunction with Human Resources, a listing of professional development opportunities for faculty and staff is published each semester. Through an annual faculty professional development survey, feedback is gathered along with suggested topics for the coming year (Professional Development Needs Assessment Survey 2008–2009). Offerings, both on and off campus, address physical and mental wellness, technology, diversity, cultural activities, teaching and learning strategies, business and marketing topics, and many other subjects that draw on the expertise of faculty presenters and other professionals (Professional Development Schedule 2009-2010). In addition to these activities, faculty may craft their own individual activity agreements to enhance their professional

development (for example, attendance at conferences and seminars). Professional development maintains faculty currency and engagement, and, by extension, affords a similar benefit to students.

The sabbatical program is an important element in maintaining faculty currency and fostering innovation in the classroom. AHC has a Sabbatical Committee as part of its Academic Senate; the committee is chaired by a faculty member and staffed by three tenured faculty members and the associate superintendent/vice presidents of both Academic Affairs and Student Services (*Committees of Allan Hancock College 2007-2008*). Currently sabbatical duration is one semester. Recent sabbatical projects include a staff diversity focus as an ongoing part of the response to a WASC recommendation (Accreditation Evaluation Report and Affirmation letter page 16), retraining and study of software to support graphics and animation courses, completion of an Adult Learning Disabilities Certificate, and a study of success strategies in an internet-borne reading environment. These sabbaticals have outcomes that directly affect programs, courses, and the classroom. As a result of the reading instructor's sabbatical, curriculum changes were proposed (AP&P minutes April 2009). Adjustments were made to recruitment fliers and processes, and updated equipment was purchased for the graphics lab. Sabbatical applications and processes are currently a part of the negotiated faculty contract (Faculty Association contract, Article 13).

## **Self Evaluation**

Central responsibility for design or modification of courses and programs resides with faculty. Through program review and ongoing analysis of student success data and external trends, faculty continuously pursue opportunities to improve teaching and learning. Recommendations for new courses or course modification begin in the department with dialogue among the discipline experts and collaboration with academic deans and community advisors when appropriate. Matters such as mode of delivery, course sequencing and prerequisites, learning outcomes and resource needs are identified by the department prior to submission to the AP&P committee. The AP&P committee provides a forum for rigorous review across disciplines of course quality, rigor and appropriateness. The AP&P approval process ensures that the same high standards apply to every discipline and at every site where AHC offers classes – including online. Noncredit and other community education classes are surveyed.

Program review is the central vehicle for evaluation and improvement of courses and programs. Through analysis of progress in achieving previous goals and a thorough examination of internal and external data, departments systematically assess the quality of current courses and programs. The results of this analysis are used to direct program improvement. This process of systematic program review is enhanced by regular dialogue about the quality of instruction within departments and across the college community. Dialogue is supported by regular department meetings and staff development opportunities and the continued funding of sabbatical leaves.

## Planning Agenda

- Specifically link student learning outcomes and assessment to the educational program review process.
- Solidify a plan for a full cycle of program review for general education, including the assessment of student learning outcomes and program improvement.

**II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

## Descriptive Summary

Faculty have historically recognized their central role in identifying appropriate levels of student competency and using those standards as the basis of assessing student learning. Prior to the adoption of student learning outcomes this responsibility was addressed through grading standards, clear syllabi and in some departments the use of common textbooks and exams, grading rubrics, and blind reading and holistic grading of exams. Departments also used analysis of student performance across course sections as well as test item analysis within sections to assess student learning and improve outcomes. These practices have fostered a culture of on-going dialogue about academic standards and student learning within departments.

With the introduction of student learning outcomes (SLOs) this process of identification and assessment of student learning has become much more formalized. With support of the faculty-led SLO Taskforce and a faculty SLO coordinator, faculty have taken the lead in identifying competency levels and measurable student learning outcomes since 2005 (also discussed in Standard II.A.1.c). The college supports faculty leadership through stipends and release time and through training in developing course and program student learning outcomes. A SLO activities needs assessment was conducted in fall 2008 and published results are guiding SLO Taskforce staff and faculty in designing and implementing future professional development activities.

In fall 2007, in an effort to create a consistent and sustainable SLO process on campus, the position of faculty departmental SLO liaison was created to support ongoing work within departments as well as integration at an institutional level through liaison membership in the SLO Taskforce. Funds were allocated from the Title V HSI grant for 22 liaison stipends in Academic Affairs and Student Services; stipends will be institutionalized by 2012. Liaisons ensure active SLO dialogue within their departments and coordinate their department's SLO review (departmental SLO liaison job description). In addition, they attend the bi-monthly SLO Taskforce meetings to report progress and stay informed on campus activities. As of fall 2009, 25 liaisons are identified and only three instructional departments are not represented (Student Learning Outcome Department Liaisons Roster).

Professional development opportunities are available through grant funding to increase faculty expertise and improve college efforts in the student learning outcomes movement. Professional development focusing on SLOs, assessment, and working with Institutional Research and Planning is scheduled each semester to address current liaison and faculty needs per the results of a survey done in the fall of 2008 (Summary of Professional Development Survey and Liaison Report). Survey results and faculty interest have triggered additional training and staff development opportunities to address the desire for more opportunities to learn about student learning outcomes and assessment.

<b>Professional Development Workshop Questions</b> <i>Faculty (81) &amp; Student Services (15) responses</i>	<i>Answered Maybe or Definitely</i>	
	<b>Faculty</b>	<b>Staff/Admin</b>
Would you need a basic introduction to SLOs class (SLO 101)?	44%	60%
Would you need a course SLO development workshop?	61%	n/a
Would you need a program SLO development workshop?	61%	73%
Would you need training on survey development?	69%	80%
Would you need training on creating rubrics?	65%	87%
Would you need training on analyzing and interpreting quantitative data?	68%	60%

*(excerpt from Summary of Professional Development Survey and Liaison Report from fall 2008)*

In most career technical education (CTE) programs, advisory committees meet at least once per semester to review curriculum, identify competencies needed in the industry or profession, and offer general advice to faculty. Through this process, vocational programs are able to respond to critical industry needs. For example, the Vocational Nursing (VN) Advisory Committee meets each spring and fall fulfilling a requirement of the Board of Vocational Nursing and Psychiatric Technicians to have an advisory board (Nursing Advisory Committee meeting minutes). The committee includes representatives from community organizations – hospitals, long term care facilities, and public health agencies. The Vocational Nurse (VN), Registered Nurse (RN), and the Certified Nursing Assistant (CNA) programs share the same advisory committee for input into the programs – facilitating dialogue and coordination. Advisory committee members clarify the current state of employment and events in their agencies. In addition they discuss how well AHC graduates are meeting their needs and performing in the work place (nursing survey of the advisory members 2007). In nursing, student learning outcomes are specifically tied to state board examinations and students’ performance on exams as well as other employment and predictive activities (Associate Degree Nursing Program 2-Year Vocational Program Review, fall 2008).

Allan Hancock College participates in a collaborative grant awarded by the Chancellor’s Office to nursing programs in five community colleges (Workforce Investment Act (WIA) Funds for Associate Nursing (RN) Program, Oct 2005-2010). Allan Hancock College, Cuesta College, Santa Barbara City College, Moorpark College, and Ventura College augmented enrollment in their nursing programs with funds from this five-year grant. Even with increases in enrollment, all colleges report continued waitlists.

## Nursing success and retention rates:

Year	Enter	Exit	Attrition	NCLEX* pass
2004-2005	23	19	17%	88%
2005-2006	25	22	12%	90%
2006-2007	40	36	10%	88%
2007-2008	40	40	0%	82%
2008-2009	40	40	0%	78%

\* National Council of State Boards of Nursing (NCLEX)

The chart above shows trends in attrition and success in the RN program for the past four years. College student success might be measured by program completion – however, if a student is unable to pass the licensing exam, the program is not successful in providing licensed nurses to the community.

Considerable discussion takes place at the local and state level regarding nursing program enrollment and retention. A statewide initiative was implemented with a goal of reducing RN program attrition to no more than 10 percent – keeping the scarce and expensive nursing seats filled so more nurses are educated. A significant factor contributing to high attrition is inadequate academic preparation. Recognized at the state level, the Chancellor’s office correlated merit-based admissions with future funding to promote a system that admits the best-prepared students into the nursing program. The goal is to increase numbers of graduates by decreasing attrition due to inadequate academic preparation.

Beginning with the 2009 class, a merit-based admission policy was implemented at AHC. Faculty in the discipline, with the assistance of the institutional researcher, developed and validated a merit-based admission policy specifically for our students and considering demographic information. If the student’s AHC formula score is too low and he or she wishes to pursue admission, the student will pay for and complete the Test of Essential Academic Skills (TEAS). Upon meeting or exceeding the composite cut-score of 67 (selected by the California Community College Chancellor’s office), the student’s application is processed. If the student does not meet the composite cut-score, an individualized remediation plan is developed with the program director.

Health science programs demonstrate faculty expertise at work. With the assistance of an advisory committee, the faculty identify competency levels and measurable student learning outcomes. Students are admitted to the program with specific skills so that they will be successful in the program and obtain a license and/or degree. For further examples of CTE program work, see II.A.5. In general education programs there are various means of assessing progress, such as developing portfolios in art or graphics programs.

## Self Evaluation

Allan Hancock College faculty have developed general education learning outcomes and identified program outcomes for 97 percent of the academic and vocational degrees and certificates; these outcomes are now published in the college catalog (2009-2010, pages 58-108). As reported spring 2009, 69 percent of course student learning outcomes are identified (WASC Annual Update Report on SLOs 2008–2009, page 28). Course SLOs are on course syllabi, and assessment activities are beginning.

Vocational competencies align with skills students must possess in the various occupational disciplines in order to pass state board examinations as well as other employment and predictive activities. If students receive the desired degree or pass the licensing exam, there is general agreement that they have accomplished the student learning outcomes. In general education areas, competency levels can be seen in the grading of specific course assignments.

Allan Hancock College is fully engaged in the developmental stage and working diligently to move toward proficiency in student learning outcomes. SLO development and assessment at the course, program and institutional level is progressing while initial steps to align program outcomes to our institutional learning outcomes is currently underway. The Title V HSI grant supports the institutionalization of an ongoing and sustainable SLO process by supporting faculty and increasing their expertise through training and professional development in assessment practices.

### **Planning Agenda**

- Move forward with the assessment of general education student learning outcomes and institutional learning outcomes for program improvement.
- Develop a procedure for the completion of the review of courses placed on the college's general education list prior to the development of the general education outcomes.

**II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

### **Descriptive Summary**

Allan Hancock College programs are characterized by high quality instruction; this begins with highly qualified faculty and well developed curriculum. Instructional quality assurance begins with the course development and approval process. Careful development by discipline experts and close scrutiny by the curriculum committee result in thorough attention to breadth, depth, rigor and sequencing of courses. The course outline of record (COR) is the standard requirement for course content in all courses. When a new faculty member teaches a course for the first time, the course outline of record provides the information necessary for the development of the course syllabus. SLOs are placed on the course syllabus which is given to every student enrolled in the course. SLOs are available through the department office, the department chair, or the Institutional Research and Planning office, and in conjunction with the COR, are part of any initial course development. The Institutional Research and Planning office is also compiling SLOs for student tracking, institutional planning and external reporting.

As new programs with a series of courses are developed, the *Curriculum Development Guide* requires that consideration is given to sequencing, time to completion, and synthesis of learning (pages 128-131). All programs are submitted to the AP&P committee, the Board of Trustees, and the Chancellor's Office for approval. Programs are designed so that students can complete the program within two-years. The

articulation officer participates in course approval to address transfer issues that include breadth, depth, and rigor. Once developed, programs enter a six-year cycle of program review.

In the year preceding formal program review, course reviews are conducted including the progression of prerequisites, corequisites, and/or advisories. This activity validates articulation and demonstrates the review of course sequencing (*Program Review Resource Guide – Course Review: 2009–2010*). During program review, required activities include dialogue and written responses to the general education courses' relationship to general education outcomes (pages 12-16). Standardized data is collected prior to the review, previous goals are reviewed, and additional assessment instruments are administered. The various aspects of program review allow discipline faculty to engage in dialogue and assessment, and set the stage for the five-year plan of action and the final step in which a validation team reviews the work. This team includes faculty and experts from outside the college and the dean of the department who meet with the program review team to ask questions after reviewing the report. The validation team writes a response of major findings and recommendations which becomes part of the program review document and the final plan of action. This broad-based review process offers depth in consideration of topics for the wide range of programs under review.

High-quality instruction is dependent upon hiring highly-qualified faculty. Faculty evaluations are regularly scheduled for tenure-track, non-tenure-track, tenured, and part-time faculty. The process includes student evaluations, peer evaluations, administrative evaluation, and self-evaluation and provides a forum for dialogue on classroom style, content work, and pedagogical practices – offering reflection necessary for improvement.

There are both student and peer assessment instruments for online courses, developed in 2004 and 2006 respectively. In addition, a subscription to Quality Matters (QM), a faculty-centered peer review process designed to certify the quality of online courses and course components, was purchased in fall 2008 by the Title V grant. In 2008 faculty began training on the QM rubric – a tool to assess quality of course content and organization (Quality Matters rubric for online and hybrid courses brochure 2008-2010). Faculty participated in an all day peer-reviewer training; the plan is to adapt the QM process into an AHC internal process that assist faculty in improving online course content to better serve students. QM elements are grouped in eight standards: course overview and introduction, learning objectives, assessment and measurement, resources and materials, learner engagement, course technology, learner support, and accessibility. As of June 2009, six faculty have completed QM Peer Review Certification (Quality Matters Training Chart, June 8, 2009) and will begin to review courses in fall 2009. Also in fall 2009, the DL Committee plans to implement an internal online-course peer-review process on campus.

Professional development sessions are continuously offered in the fall and spring semesters – including online technology, such as adding video or sound files, and best practices, such as utilizing universal design in online and hybrid courses. In spring 2009 the Title V HSI grant funded a new faculty position, distance-learning specialist, to offer training in online instructional design, collaborate with faculty, and assist with data collection. The DL specialist assists faculty with development of online course materials, consults with and trains faculty, and attends training and planning workshops on innovations in online education (Title V HSI grant, page 20). This full-time position will be institutionalized when the grant ends.

## Self Evaluation

Well-developed faculty hiring and evaluation practices as well as adherence to effective course development, approval and review processes form the foundation of the college's ability to ensure high-quality instruction. Careful attention is given to breadth, depth, rigor, sequencing and time to completion through the initial curriculum approval process as well as regular program review. In addition to the traditional methods of assessing student learning through tests, labs, portfolios, and performance critiques, faculty are actively engaged in the use of student learning outcomes as a systematic approach to quality assurance.

The *Student Accreditation Survey* of 2008 shows the strength of student confidence in faculty and course quality. Ninety percent of students responded that the quality of instruction is excellent or good; 88 percent responded that both faculty ability to communicate subject matter and faculty preparation for class are excellent or good; and 87 percent responded that faculty enthusiasm for teaching is excellent or good. The survey collected student responses from the entire AHC spectrum of students: credit, noncredit, online or hybrid, distance learning, returning, and first-time students.

## Planning Agenda

None.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

## Descriptive Summary

Teaching methodologies are designed to facilitate effective learning of course content and meet the diverse needs and learning styles of our students. To that end, a variety of instructional techniques are employed including lecture, discussion, small group work, labs, activities, clinical experience, field trips, work experience, internships, apprenticeships, and the academy model. To more fully address both the learning style and real-world constraints that our students face, the college offers courses in a variety of modes and formats including face-to-face, on-line and hybrid as well as courses offered in 16, 8, 6 and 4-week formats and weekend workshops. Modes and methodologies are carefully considered at the time of course development and approval – they are regularly revisited during program review and faculty evaluation. The college maintains extensive resources for classroom support and enhancement.

The Teaching and Learning Center (TLC) is located in the Academic Resource Center and provides individual and group training on classroom technologies. The distance learning staff and Information Technology Services (ITS) manage campus internet access and the Blackboard course management system. Blackboard is used increasingly by faculty for regular classroom support as well as for online and

hybrid courses. Multimedia Services personnel close-caption videos and DVDs and the college provides adaptive technology for disabled students.

In an effort to improve teaching methodologies and extend training to all faculty, professional development on learning styles is offered each semester and during the new faculty orientation (New Contract Faculty Orientation Agenda, fall 2008). At least three times per semester staff development is provided by the adaptive technology specialist covering such topics as closed-captioning, e-text, posting PDFs in Blackboard and creating accessible html. New classroom technologies are introduced as they become available – for example, classroom clickers are now being used following a campus dialog to establish an institutional standard (Part-time Faculty Workshop, fall 2009).

In an effort to address the diverse educational needs of specific populations, the college supports instructional programs ranging from MESA to non-credit ESL, adult basic skills, and GED preparation. The college also supports student services such as EOPS/CARE and CalWORKS which provide services such as peer mentoring, book loans, and extra hours of tutoring for disadvantaged and historically underrepresented students. The special needs of students with disabilities are met through the Learning Assistance Program (LAP). The LAP, provides a variety of services including academic counseling, learning disabilities assessment, study-skills training, adaptive computer training, high-tech computer lab access, captioning, sign language interpreters, note-taking assistance, test proctoring, audio textbooks, and mobility assistance. Additional college resources include subject-specific tutoring, an on-site health services office, and off-campus assistance from organizations such as the Department of Rehabilitation, the Braille Institute, or the Central Coast Assistive Technology Training Center.

Through a U.S. Department of Education grant focused on distance learning for the learning disabled, the district incorporated multiple approaches to learning styles and universal design in learning (UDL) into selected online courses. Results showed improved success for both learning disabled and non-learning disabled students. Onsite workshops and webinars on these methods trained a cohort of ten faculty and several distance-learning staff members, who in turn are training other faculty (Distance Learning for the Learning Disabled Grant Outcomes Report, 2009).

## **Self Evaluation**

The college regards the rich diversity of its student body as an asset and is cognizant of its responsibility to meet the varied needs of the community it serves. Decisions regarding teaching methodologies and modes of delivery are driven, first and foremost, by the diverse needs of our student population. We are committed to offering students a wide variety of instructional methods and modes and to continuously reevaluate the effectiveness of those options. Student instructional needs are further addressed through comprehensive student services and close collaboration between instructional and student service faculty. The college offers frequent staff development workshops focusing on topics such as learning styles, effective communication, and effective use of technology both in the classroom and in the distant mode – providing opportunities for faculty to continue to hone their skills in this area. The 2008 student accreditation survey indicated successful delivery of services to disabled students – more than 72 percent of students using those services indicated they are excellent or good (Student Services section, page 6).

Information Technology Services and Media Services hold workshops and professional development seminars throughout the academic year (*Professional Development Schedule, 2009-2010*).

## Planning Agenda

None.

**II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

## Descriptive Summary

The currency and appropriateness of course and program content is maintained through the constant involvement of faculty – creating new courses, updating course outlines, developing student learning outcomes, and revising syllabi. New programs and courses are submitted to AP&P utilizing appropriate forms. If approved, curriculum changes are submitted to the Board of Trustees at the end of each semester for final approval before being adopted and implemented (Board item AP&P Committee Curriculum Report, May 19, 2009, pages 146-159). Each discipline is required to complete a program review cycle every six years (every two years for CTE programs). During program review, course outlines of record are examined and revised for relevance, appropriateness, and currency (*Program Review Course Review Guide: 2009*). Course and program modifications are submitted to the college curriculum committee, AP&P, for review and approval through established procedures for major or minor course or program modification (*Curriculum Development Guide: 2009, pages 70–75, 77-81*).

During the program review process, future program needs are examined in light of current data. All instructional program reviews conform to a standard format and include common data points which facilitate program decisions and inform institutional planning. Plans to meet current and future program needs are determined by the program review team, consisting primarily of faculty in the discipline. Once the report is in draft form, it is submitted to a validation team for review and recommendations; the validation team is made up of faculty from other disciplines and outside discipline experts. An executive summary report is prepared for institutional use. Career and technical programs follow a similar program review process with a few additional components. These programs conduct community surveys, incorporate advisory committee input and, when applicable, track certification or licensure pass rates.

As a component of program review faculty are required to address how they assess student learning in relation to the AHC general education outcomes appropriate to their program and how they assess program outcomes (*Program Review Resource Guide – Two Year Review, 2009–2010, page 3* and *Program Review Resource Guide – Six Year Review, 2009–2010, page 4*). Program reviews are part of institutional planning during yearly planning retreats and are used to inform other institutional processes, such as faculty prioritization and budget augmentation.

## Self Evaluation

Hancock College has a well-established tradition of course approval and program review. The program review process addresses relevance, appropriateness, student achievement and future needs. This data is then used for institutional planning. Program review is enhanced by the work of the Enrollment Management committee and the SLO Taskforce. These committees engage in ongoing dialogue on program effectiveness, new programs, and program discontinuance; advisory committees are continually involved with the CTE programs.

The college program review process includes a requirement to review and update course outlines of record. However, not all disciplines have complied with this requirement.

## Planning Agenda

Develop and implement a policy and procedure for recording and tracking the updates of course outlines of record.

**II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

## Descriptive Summary

Ongoing evaluation occurs as a result of systematic program review. The Office of Institutional Planning and Research plays a critical role in this process by providing common data sets, training faculty in the use of data, and providing additional technical assistance as needed. During annual institutional planning retreats, program review information informs comprehensive planning and the determination of priority activities for the coming academic year.

Program review has traditionally included indirect measures of student learning such as course completion, grades and student retention. In 2004 AHC began a college-wide transition to the use of student learning outcomes as a measure of student learning. Over the past five years the college has advanced this agenda through a number of initiatives including hiring a learning outcomes analyst, identifying departmental SLO liaisons to bridge the communication gap between individual departments and the SLO Taskforce, and developing a SLO website to communicate information to all constituencies ([http://research.hancockcollege.edu/reports/SLO\\_web/index.html](http://research.hancockcollege.edu/reports/SLO_web/index.html)). SLO professional development focusing on assessment continues to increase (SLO-related professional development fall 2008 to the present).

As mentioned in Standard II.A.1.c., the college was awarded a Title V Hispanic Serving Institution grant. The first of the two grant activities provides students with opportunities to develop the skills identified in the institutional learning outcomes. The second activity, the “Assessment Institute,” focuses on faculty training to enhance student learning and provides outcomes-based and evidence-based assessment of learning – including training faculty and staff in ongoing and sustainable assessment practices. Grant activities include funding a new faculty position, the distance-learning specialist, to develop and coordinate the college distance education offerings through training in online instructional design, collaboration with faculty, and assisting with data collection.

### **Self Evaluation**

The college has a long-standing history of effective use of the program review process and a defined planning process. Program review has a well established role in human resource allocation and facilities planning. The annual planning process has recently been under review and revision to strengthen integration of program review in all areas of institutional planning.

### **Planning Agenda**

None.

**II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

### **Descriptive Summary**

A few disciplines use a common exam to promote consistent measurement of student learning and to minimize instructor bias in testing. Faculty teaching several entry-level English courses developed and conducted common midterms and/or final writing assignments which were then compared to grade and completion rates. In addition, since fall 2006 the mathematics and engineering department has implemented a common final exam to assess student learning for algebra courses. To establish content validity, selected departmental personnel identified exam questions based on course curriculum. Several instructors are involved in scoring the exams; each instructor grades a portion of all exams to reduce bias. After Institutional Research reports results, test questions and processes are reviewed and improved before administering the next final exam.

Some programs such as nursing, public safety and cosmetology have external licensure or certification exams. The college closely monitors student pass rates on such exams.

The Institutional Research and Planning office also evaluates the validity of multiple measures used for math and English placement. For example, the English department reviewed the appropriateness of

background questions used with placement scores in 2004 and again in January 2007. Adjustments were made to more closely align placement with correlation between student response and course performance.

## Self Evaluation

Common course or program exams are used on a limited basis. When common exams are used careful measures are taken to validate reliability and minimize test bias. In both math and English the common exams are used primarily to reduce potential grading bias and to enhance effective assessment of common learning outcomes. The institution regularly evaluates departmental course and/or program examination instruments and validates their effectiveness while minimizing biases. The college uses standardized and widely accepted assessments for English and math placement and assesses for validity of multiple measures.

## Planning Agenda

None.

**II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

## Descriptive Summary

Course syllabi are distributed in each section of every course at AHC. A course syllabus contains the subject matter, skills to be acquired, course requirements, evaluation and grading processes, attendance and drop policies as well as the course student learning outcomes. The integration of course grading and SLOs is managed by instructors. Although usually conventional grading is used to measure student competence, work toward integrating SLOs in grading is progressing through training opportunities and SLO liaisons. For example, the mathematics and engineering department is mapping individual course objectives to common course SLOs. Faculty can find assistance in the *Faculty Resource Guide* (2009–2010, pages 41–42) for common practices with the grading system.

All courses comply with the Chancellor's Office and Title 5 regulations regarding the course outline of record. The course outline of record is used by the articulation officer to initiate and maintain course-to-course, by major, and system-wide articulation agreements. California's official database of public higher education articulation agreements is located on the ASSIST website ([www.ASSIST.org](http://www.ASSIST.org)). The Allan Hancock College ASSIST link is <http://www.assist.org/web-assist/ahc.html>. AHC's articulation agreements with the 23 California State University (CSU) and nine University of California (UC) campuses, as well as system-wide articulation agreements, can be found at this ASSIST link. Cal Poly, San Luis Obispo (104); San Diego State University (27); CSU Fresno (26); and CSU Long Beach (24) and CSU, Northridge (22) were the top five CSU transfer institutions for AHC students in 2007–2008. The

top UC transfer institutions in 2007–2008 by a wide margin was UC Santa Barbara (45) followed by UC Davis (9), UC Berkeley (6) and UC Los Angeles (6). In 2007-2008 297 AHC students transferred to the CSU and 81 to the UC system. (California Post-Secondary Education Commission Transfer Pathway Chart, 2007–2008 or <http://www.cpec.ca.gov/OnLineData/TransferPathway.asp>).

AHC uses the same grade-point system as the four-year colleges and universities for overall appraisal of a student's level of achievement; these are clearly stated in the college catalog (2009–2010, pages 41-42). In addition, the college's course numbering system clearly indicates transfer level, associate degree level, or college preparatory level coursework. Courses numbered 100–199 are baccalaureate-level courses and will transfer to the CSU system colleges and most other four-year institutions. Many of the 100–199 level courses are transferable to the University of California campuses and are identified as such in the college catalog and schedule of classes. Courses numbered 300–399 are intended for certificate and associate degree programs. The courses numbered 400 – 499 are primarily for vocational credit courses that are not applicable to the associate degree. Finally, the courses numbered 500 – 599 are college preparatory or developmental and are not applicable to the associate degree. The college's transfer of credit and course waiver policy state that if a student wants to transfer a course into AHC, it must be comparable in content to those at AHC and be from an accredited college (*Allan Hancock College Catalog 2009–2010*, page 40).

## **Self Evaluation**

Allan Hancock College awards course credit based on student learning outcomes identified in every course syllabus and uses the same system of grade points and minimum contact hours (Carnegie Standard) which four-year colleges and universities use to give an overall appraisal of a student's level of achievement. On the *Student Accreditation Survey 2008*, quality of instruction is identified as excellent or good by 87 percent of the students and fair by 12 percent (Instruction Section, page 1). Seventy-nine percent of students also responded that fairness of testing and grading is excellent or good, 15 percent responded fair, and 3 percent did not respond (Instruction Section, page 3).

To determine eligibility, all students petitioning for graduation must meet with an AHC counselor prior to submitting their petition (*Allan Hancock College Catalog 2009–2010*, pages 53-54). The counselor evaluates all completed courses except mathematics and English which are evaluated by the transcript evaluator in Admissions and Records. Determination is made on whether or not the student meets all graduation requirements.

## **Planning Agenda**

None.

## **II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

### **Descriptive Summary**

The college catalog lists all program requirements for the award of degrees and certificates (*Allan Hancock College Catalog 2009–2010*, pages 58-109). The college awards degrees and certificates based upon completion of coursework from a program's required core and selective-units lists. Nearly all programs have stated student learning outcomes. The mapping of course SLOs to program SLOs is progressing and summative program activities and/or rubrics are being developed. These activities and evaluation techniques more closely integrate SLOs with grades and therefore the awarding of degrees and certificates. Some vocational and art degree programs require the development of portfolios to document work and progress through a program (Graphics 108 course syllabus, fall 2009).

Students petition to graduate through a standard procedure (*Allan Hancock College Catalog 2009-2010*, pages 53–54) which includes a meeting with a counselor. Transcript evaluation is done after completing the Petition for Certificate of Completion or the Petition for Graduation forms.

In the academic year 2009–2010, Title 5 regulations increased the proficiency levels for community college graduation in mathematics and English (as seen in comparisons of catalogs 2008–2009, page 52 and 2009–2010, page 52). The new graduation regulations prompted faculty dialogue and review of the requirement for a transfer-level English course and a math course that are a minimum of one level below transfer-level algebra. In response to the change, AHC faculty developed new curriculum in English (ENGL 100) and Math (MATH 333/334) to assist students with meeting the new proficiency levels. These changes further illustrate a reliance on faculty for comprehensive learning outcomes in general education coursework.

### **Self Evaluation**

The awarding of degrees and certificates is based on the completion of program-required coursework with a minimum number of units and acceptable grades. Programs have student learning outcomes and the mapping of courses to programs is in progress; the link between grades, SLO activity, and the awarding of degrees and certificates will continue to be strengthened as this work progresses.

To earn an associate degree, students must meet additional requirements beyond the 18 minimum units required in the major and the minimum of 21 units of general education. A minimum of two units in physical education, health education, or first aid safety; a minimum of three units in multicultural/gender studies; and competency in reading, written expression and mathematics are also required (*Allan Hancock College Catalog 2009–2010*, pages 52-53).

## Planning Agenda

None.

**II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

## Descriptive Summary

The college's general education philosophy and learning outcomes are clearly stated in the catalog's introduction to general education requirements (*Allan Hancock College Catalog 2009-2010*, pages 52-53). AHC requires all academic and vocational degree programs to include a minimum of 21-semester units of general education. In addition, all courses listed as applicable to general education have student learning outcomes on syllabi; for example Anthropology 101 includes outcomes that align with the institutional category 1 outcome: natural sciences (Anthropology 101 course syllabi, spring 2009). Art 101 includes learning outcomes that align with the institutional category 3 outcome: humanities (Art 101 syllabus, spring 2009).

The college relies on faculty expertise to determine the appropriateness of the general education (GE) curriculum. When faculty submit new courses to AP&P (the college curriculum committee) for general education approval, they must identify the essential GE information from the course outline of record. The course outline of record identifies which course objectives address each general education breadth criteria and which objectives address learning outcomes in the selected general education category. An established list of criteria determines the breadth a course must have to be included in general education; to be included a new course must meet the criteria of level, scope, integrity, generality, critical thinking, continuing study, and cultural diversity (*Curriculum Development Guide 2009-2010*, page 99). Once courses are considered for inclusion on the GE list because they meet the breadth criteria, specific learning outcomes are reviewed for appropriateness in the selected general education category definitions. When submitting courses for GE approval, faculty are required to use the general education breadth criteria and category learning outcomes forms found in the *Curriculum Development Guide* – ensuring the process is consistent for all disciplines (*Curriculum Development Guide 2009-2010*, pages 99-102). The *Curriculum Development Guide* is published yearly and was last reviewed and revised summer 2009.

The current general education (GE) approval process has been in place for several years. GE learning outcomes were introduced into the GE curriculum approval process in 2004-2005 (AP&P Final Report, December 16, 2003). During 2005-2006, the existing general education courses were reviewed by appropriate faculty and academic departments to either bring the course into compliance, establish that the course was already in compliance, or drop the course from the general education list. The college *Mid-Term Accreditation Report* (January 2007, page 13) identified the AP&P chair as the person

determining if the course was accepted, sent back to the department, or sent to AP&P for review. The process is being reconsidered; as AP&P leadership changes during summer 2009, the process will be reviewed by the committee in 2009-2010.

In fall 2006 the review of both general education breadth criteria and general education category learning outcomes was added to the program review process for courses on the general education list (*Program Review Resource Guide – Course Review*; 2009-2010, pages 12-16). The general education processes are now fully integrated into the curriculum development and review process. The SLO Taskforce continues to address general education outcomes assessment as well as the mapping of general education outcomes to institutional learning outcomes.

## **Self Evaluation**

The AHC *Strategic Plan 2009-2013* strategic direction two is: “Student Learning: educational programs and comprehensive student support services that are responsive to the assessment of learning outcomes.” This strategic direction is supported by goals that are focused on student learning and assessment (*Strategic Plan 2009-2013*, page 9). AP&P work on general education student learning outcomes is faculty developed and driven to advance understanding of student achievement in these areas.

General education criteria and learning outcomes ensure that courses have the breadth of knowledge and appropriate category objectives required for inclusion in the college’s general education listing. The AP&P review process for potential general education courses requires documentation showing how the course complies and uses course objectives and other evidence from the course outline (*Curriculum Development Guide: 2008-2009*, pages 99-102). The *Curriculum Development Guide* is reviewed annually – offering the opportunity for continuous improvement.

Some aspects of GE student learning outcomes were included in the 2008 *Student Accreditation Survey* (Instruction Section, pages 9-12). From the student perspective, 60 percent of students surveyed responded with a good or excellent rating that they were being taught how to function in a complex global world (22 percent rated AHC as fair and seven percent responded they did not know or did not respond). When queried about whether AHC teaches students how to use computers and technology effectively to gather and summarize information, 69 percent rated faculty as good or excellent, 22 percent as fair, and 5 percent had no response (page 10). When students were asked whether faculty taught students to communicate effectively, 75 percent rated AHC instruction as excellent and good while four percent responded they did not know or they did not respond (page 9). When asked if they were taught to think critically in solving problems and approaching problems from different perspectives, 73 percent of students rated the faculty as good or excellent, 19 percent fair, and 4 percent did not respond.

## **Planning Agendas**

None

**II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

### **Descriptive Summary**

The three major areas of knowledge identified in Title 5 general education requirements are (A) Natural Sciences, (B) Social and Behavioral Sciences, and (C) Humanities. These are addressed by requiring three semester units of coursework in the humanities category (including fine arts courses), three semester units in the natural sciences category, and six semester units in human institutions, which includes a three-unit social science class and three-unit American history or government class. Comprehensive learning outcomes are developed for each category (*Curriculum Development Guide 2009-2010*, pages 100-101).

Courses approved for the natural science category must impart knowledge of the facts and principles that form the foundations of living and non-living systems. Courses must emphasize experimental methodology, the testing of a hypothesis, the power of systematic questioning, and the influence of the scientific method on the world's civilizations. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

The human institutions category courses must deal with human behavior in relation to social, political and economic institutions. The courses ensure opportunities for students to develop understanding of discipline perspectives and methods. Problems and issues should be examined in their contemporary, historical, and geographical settings. Courses in this category include American government, cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

Courses in the humanities category must encourage students to analyze and appreciate western and non-western works of philosophical, historical, literary, aesthetic and cultural importance. Students will be encouraged to develop an independent and critical aesthetic perspective. Courses in this category include the arts, foreign language, literature and philosophy.

### **Self Evaluation**

When new courses are submitted for approval in the humanities, natural sciences, and human institutions categories, AP&P considers general education criteria and the specific category learning outcomes to ensure that students will gain understanding of the basic content and methodology of the major areas of knowledge. This process is reviewed by AP&P each summer when the *Curriculum Development Guide* is revised.

From the student perspective, 64 percent responded that the teaching of how to understand the natural world and to apply the scientific method was good or excellent; 73 percent responded that faculty are teaching students to think critically in solving problems (*Student Accreditation Survey 2008*, pages 9-11).

## Planning Agendas

None.

**II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including capability to be a productive individual and life-long learner. Skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

## Descriptive Summary

The college's general education and graduation requirements prepare the student to be a productive individual and lifelong learner. The Title 5 general education language and rationality requirements are represented in the college's general education language and rationality category– requiring three units in written composition and three units in communication and analytical thinking (*Allan Hancock College Catalog 2009-2010*, page 53).

Courses approved for the written composition category must be composition courses that emphasize active student participation in writing and speaking assignments – including accurate reporting and evaluation of information, as well as advocating points of view in a logical, well-organized, and clear manner. Courses fulfilling this requirement include English composition courses.

Courses in the communication and analytical category must develop the use of logical thought, clear and precise expression, and require critical evaluation of communication in whatever symbol system the student uses. For mathematical concepts and quantitative reasoning, courses must not merely require computational skills but should encourage understanding of basic mathematical concepts. Statistics courses should emphasize the mathematical basis of statistical tests, probability, applications, abuses, and the analysis and criticism of statistical arguments in public disclosure. Courses fulfilling this requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

The general education information competency and computer literacy components are embedded in required courses across the curriculum. The requisite skills in these areas are not separate, but rather integrated in the students' college experience as it is in daily life. If students desire to pursue computer science, courses are available. As a reinforcement of the general education program, the Institutional Learning Outcomes identify information and technology literacy as part of students' comprehensive experience and will be assessed from that vantage point.

In addition to general education requirements, students must fulfill a graduation requirement demonstrating competency in reading, written expression, and mathematics. Students demonstrate competence in reading by completing all general education requirements. Students demonstrate competence in written expression by completing either the transferable English 100 or 101 composition courses with a grade of C or higher. Students demonstrate competence in mathematics by achieving a math placement recommendation of college algebra (or higher) on the college START placement test or by completing an approved mathematics course with a grade of C or higher (*Allan Hancock College Catalog 2009–2010*, page 52).

## Self Evaluation

The college general education language and rationality category and the graduation requirements of demonstrated reading, written expression, and mathematics competency prepare students to be productive individuals and lifelong learners. Faculty dialogue on the integration of information competency and computer literacy into course content, and the development of institutional learning outcomes for these attributes, ensure assessment and feedback for improvement. The college has a philosophy that learning is a lifelong quest, as seen in the catalog (page 8) and the *Strategic Plan* (2009-2013, page 8).

Seventy-five percent of students report faculty teaching students to communicate effectively in writing, reading, and speaking is good or excellent; 68 percent report they are good or excellent at teaching using mathematics to solve problems and to understand graphs, charts, and tables (*Student Accreditation Survey 2008*, pages 9-11).

## Planning Agenda

None.

<b>II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</b>
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## Descriptive Summary

A number of GE learning outcomes found in the humanities and human institutions categories address becoming an ethical human being and an effective citizen; but these outcomes are found most specifically in the living skills category (*Allan Hancock College Catalog 2009-2010*, page 53). Courses approved for the living skills category must prepare students to understand themselves as physical, social, and psychological beings, and they must include an emphasis on self-development throughout life stages.

Courses fulfilling the living-skills requirement include courses from the business, economics, early childhood, health, personal development, psychology, sociology, and speech communication disciplines.

In addition to general education requirements, each degree requires a minimum of two units in physical education, health education, or first aid safety and a minimum of three units in multicultural/gender studies.

The purpose of the multicultural/gender studies graduation requirement is to promote awareness, understanding, appreciation, and respect for under-represented groups and ethnic minorities and to help students link their personal and educational experiences with broader cultural perspectives (*Allan Hancock College Catalog 2009-2010*, page 52). The faculty recently redefined under-represented groups and ethnic minorities to more accurately reflect current perspectives. During fall 2009, the AP&P committee had on its agenda to review, edit if necessary, and approve the faculty recommendations for implementation in the review of courses submitted for inclusion in the multicultural/gender studies list.

The institutional learning outcome (ILO) of global awareness and cultural competence addresses both the respect for cultural diversity and the willingness to assume social responsibilities locally, nationally, and globally (*Allan Hancock College Catalog 2009-2010*, page 108). This ILO will be assessed through work overseen by the SLO Taskforce.

## **Self Evaluation**

The college general education and graduation requirements assure that students will recognize what it means to be an ethical human being and an effective citizen. Recent submissions for the general education category five, living skills, are screened for learning outcomes focusing on what it means to be an ethical human being and effective citizen. However, unlike the general education categories, no learning outcomes are developed for the multicultural/gender studies graduation requirement nor is there a policy and procedure for review of this graduation requirement. This work will be on the 2009-2010 AP&P agenda.

## **Planning Agenda**

Develop student learning outcomes and assessment activities for the Multicultural/Gender Studies and the PE, Health Education or First Aid Safety graduation requirements.

**II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**Descriptive Summary**

Allan Hancock College offers two types of associate degrees. The associate of arts (AA) degree is designed for a student desiring a lower-division experience and preparing for transfer to a four-year public or private university or college. The associate of science (AS) degree is designed for the occupationally-oriented student and provides training within a specific occupational area. AHC currently offers 27 AA and 54 AS degrees. Each degree requires completion of at least 18 units within the major and minimum of 60 total units. A grade of C or better is necessary in each major course and a minimum of 25 percent of the required units, in the major, must be completed at AHC (*Allan Hancock College Catalog 2009-2010*, pages 52-53).

**Self Evaluation**

All college degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Significant adjustments were made to the vague “transferable degree” when the Liberal Arts transfer and Liberal Arts non-transfer degree options were developed. Each of these degrees requires students to choose an area of emphasis from arts and humanities, mathematics and science, or social and behavioral sciences (*Allan Hancock College Catalog 2009-2010*, pages 96–97).

**Planning Agenda**

None.

**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Descriptive Summary**

The college offers career technical education (CTE) programs in 31 fields including 57 associate degrees and 93 certificates. Degrees and certifications are listed in the college catalog (2009-2010, pages 56-57), the class schedule (fall 2009, page 31), and various brochures and advertising publications such as the Statistical Picture (brochure, 2008-2009) or the new CTE brochure (2009, pages 2-17). Programs publish student learning outcomes in the college catalog and are structured to ensure students develop requisite skills by the program’s completion (*Allan Hancock College Catalog 2009-2010*, pages 58-109). Student learning outcomes published on course syllabi support the program outcomes. For example, by the end

of Network Essentials 2 (COM SC 107 and EL 107), students will demonstrate an understanding of network router components, fundamental router configuration and troubleshooting, evaluate and explain basic routing protocols, and explain and apply basic router access lists for security and flow control (COM SC 107 and EL 107 syllabus, page 2).

External program accreditation is addressed by Board Policy 7950 (“External Program Accreditation”) and Administrative Procedure 7950.01 – covering approval, funding, supervision, and response to any recommendations. Board Policy 7500 (“Advisory Committees for Instructional Programs”) and Administrative Procedure 7500.01 cover advisory committee membership, guidelines, duties, and meetings. In fall 2008 a half-time CTE counselor was hired to provide vocational, occupational, academic, and personal guidance to prospective, new, and continuing CTE students. He will serve as a liaison to feeder high schools, consult with CTE faculty, and participate in outreach and professional development activities.

Programs with external licensure or certification testing follow the instructional standards and staffing prescribed by the appropriate board or agency. Those programs include: registered nursing, licensed vocational nursing, dental, cosmetology, fire, police, emergency medical services, real estate, child care, auto, welding, and human services:

<b>PROGRAM NAME</b>	<b>LICENSING AGENCY</b>	<b>TYPE OF LICENSE/CERTIFICATE</b>
Registered Nursing (RN)	Board of Registered Nurses (BRN)	Registered Nurse
Licensed Vocational Nursing (LVN)	Board of Vocational Nursing and Psychiatric Technicians (BVNPT)	Licensed Vocational Nurse
Dental Assisting	Commission on Dental Auxiliaries/Dental Board of California	Registered Dental Assistant
Cosmetology	Consumer Affairs	Cosmetology, Manicuring, Esthetician
Emergency Medical Services (EMS)	Emergency Medical Services Agency (EMSA)	EMSA EMS Academy certificate
Environmental Technology (ENVT)	California State Training Institute (CSTI)	CSTI Hazmat Certification
Law Enforcement Academy	Police Officers Standards and Training (POST)	POST Basic Police Academy
Fire (degree and academy)	State Fire Marshal’s Office	State Fire Marshal Fire Technology Academy Certificate State Fire Marshal Fire Technology Degree Certificate
Wildland Fire Technology (WFT)	State Fire Marshal’s Office National Wildland Fire Coord. Group (NWFCG) – federal level	State Fire Marshal WFT Certificate National WFT certificate
Early Childhood Studies (ECS)	Department of Social Services Community Care Licensing Division Commission on Teacher Credentialing	ECS Teaching Credential or permit
Human Services	California Association for Alcohol & Drug Educators (CAADE) California Association for Alcohol & Drug counselors (CAADAC)	Certified Addiction Counselor
Real Estate	California Department of Real Estate	Real Estate Sales and/or Brokers License

Auto Technology	National Automotive Technicians Education Foundation (NATEF) - pending Auto Service Excellence (ASE): multiple exams	NATEF Certified auto technician  Auto/light truck Certification Auto Service Consultant Alternate Fuels Medium/heavy truck Truck Equipment School Bus Transit Bus Engine Machinist Parts Specialist Adv. Engine Performance Electronic Diesel Eng Diag Undercar specialist
Auto Body	Auto Service Excellence (ASE)	Damage Analysis/Estimating Collision Repair/Refinish
Welding	American Welding Society (AWS) Int'l Boiler & Vessel Pressure Code (ASME) Amer National Standards Institute (ANSI) Amer Petroleum Institute (API)	Structural Steel certification Pressure Pipe welding  Petroleum/Natural Gas Storage & Transport by Pipeline Cross Country Pipe Welding

Institutional Research and Planning tracks all programs through yearly discipline reporting in the *Fact Book* in section 10 and CTE (previously VTEA) programs specifically in section 12 (*Fact Book* 2007-2008, section 10 and section 12, pages 24–32). Key performance indicators for CTE and transfer are compared in section 11 (*Fact Book*, pages 21-22). CTE programs without external licensure (for example, film and video production, computer business office, applied design/media and machine technology are all compliant with CTE reporting requirements and use advisory committees and/or industry partners. Advisory committees meet a minimum of once per year (twice for those receiving grant funding) and are relied upon for updating coursework, technology, and trends in their fields. An annual evening gathering for all CTE advisory group members is planned to thank the advisory participants and allow time for breakout meetings with the program faculty (CTEA Spring 2009 flyer). Faculty revise curriculum and program requirements to meet the changing industry needs that they identify or that are identified by advisory committees and industry partners.

A matrix of CTE programs (Career Technical Education Matrix 2009-2010) is kept current in the Career Technical Education Center (CTEC) though all program coordination, program review, and curriculum work is performed in the appropriate department. Cooperative Work Experience and Job Placement are also managed in the CTEC.

To assist in maintaining the currency and innovation of both faculty and programs, the college received over one million dollars in Perkins Title I-C grant funding for academic year 2008-2009. Through a campus application process requests are submitted to the Campus Allocation Committee – the committee reviews the submitted program requests to determine how they align with program reviews, learning outcomes and institutional priorities to award specific yearly funding (Campus Allocation agenda packet: application form 2009, committee agenda and materials, 2008 and 2009, chart of awarded

funds: 2008-2009). Quarterly and year-end reports are compiled (CTEA Grant Year-end Report 2009). Other grant sources, such as the CTE Community Collaborative grant SB70/SB1133 with the San Luis Obispo Community College District and a Tech Prep Regional Coordination grant, support faculty, curriculum development, liaison work, professional development, and equipment needs. Year-end reports are prepared for all grants.

Program review for CTE programs is conducted every two years as well as during the regular six-year cycle required for all programs. Faculty incorporate advisory board and industry partner input in developing program competencies. For example, the design/technical theater program works with Walt Disney Studio staff and re-examines industry competencies in sound technology, set design, costume preparation and repair, and special theater effects through regular discussions of current developments, upgraded technology, and industry needs. The program's stated competencies will be online for students and perspective students to view fall of 2009. In the design/technical theater program, summer internships are required and may be completed locally or at a distance (*PCPA Conservatory Training Programs Student Handbook, 2008 -2009*).

On their public website, the state Chancellor's Office annually produces and publishes the Perkins IV Core Indicators of Performance by Vocational TOP Code (<http://reports.cccco.edu/Reports/Pages/Folder.aspx?ItemPath=%fPERKINS=IV&ViewMode=List>). This information assists CTE faculty with program review and planning.

## **Self Evaluation**

Through current CTE programs, the college is successful in preparing students for employment in various fields. Updated faculty skills and innovative programs result from a well-established process of grant application, implementation, assessment, and reporting as well as regular participation in the program review cycle. Along with these cycles, involvement of industry partners and advisory groups assists in keeping the career technical education work under regular review and revision.

The *Student Accreditation Survey 2008* indicates that 67 percent of students think AHC does a good or excellent job providing students with vocational training, 24 percent think AHC does a fair job, and 7 percent did not respond (instruction, page 7). Students responded similarly when asked about AHC's preparation of students for current jobs in the area (instruction, page 8).

## **Planning Agenda**

Establish infrastructure to effectively track students' completion in career technical education programs.

**II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.**

## **Descriptive Summary**

The college provides current and accurate information on educational courses, programs, and transfer policies to all prospective and enrolled students. The college catalog, both published and online ([http://www.hancockcollege.edu/public\\_affairs/pdf/09-10catalog1.pdf](http://www.hancockcollege.edu/public_affairs/pdf/09-10catalog1.pdf)), includes course descriptions and content, course requirements, graduation requirements, and transfer policies. The annually-published college catalog is reviewed and revised by the academic services coordinator and the student services administrative secretary in coordination with department chairs, the articulation officer, and the transfer center coordinator (Catalog production timetable for 2009-2010). For each program, the purpose, content, and course requirements are listed in the Instructional Programs section (*Allan Hancock College Catalog 2009-2010*, pages 55-108). The catalog currently contains student learning outcomes for 97 percent of the degree and certificate programs at Allan Hancock College. In addition, the General Information section includes a philosophy statement on assessment and student learning outcomes (*Allan Hancock College Catalog 2009-2010*, page 8).

Three credit schedules of classes (fall, spring, summer) and two noncredit schedules (called *Spectrum*) are published annually. Each schedule is reviewed and revised by department chairs and deans prior to publication (Public Affairs fall 2009 schedule production timeline). The announcement of a new schedule of classes is mailed to every postal address in the college district. Schedules are available free of charge at key locations in the community and can also be found on the college website ([www.hancockcollege.edu](http://www.hancockcollege.edu)). The schedule of classes provides course descriptions and transfer information.

For every class section, enrolled students receive a course syllabus; syllabi align learning objectives from the official course outline of record with the course student learning outcomes (memo from vice president, academic affairs to all faculty August 2008). Syllabi for all courses are on file with department chairs and deans; the appropriate dean reviews syllabi for student learning outcomes and other required elements (memo with dates, spring 2009). At least once every six years (during the regular program review cycle), faculty review each course outline of record in their discipline. The review is verified by peer review during the program review validation step (*Program Review Resource Guide: Six Year Review 2009-2010* page35).

## Self Evaluation

Through ongoing review and revision of each publication, the college demonstrates its efforts in ensuring students receive current and accurate information about educational courses, programs, and transfer policies.

## Planning Agenda

None.

**II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

## Descriptive Summary

Allan Hancock College students can readily access a variety of resources related to transfer policies. These policies are detailed in the college catalog (2009-2010, pages 47-54). Transfer information and graduation requirements are also in the schedule of classes (fall 2009, pages 30, 33-36) and are available at the University Transfer Centers (UTC) located on both the Santa Maria campus and Lompoc Valley Center. They are most easily located on the UTC link on the college website <http://www.hancockcollege.edu/default.asp?page=115>. In addition to providing transfer policy information, staff and counselors in the UTC provide coursework evaluation and transfer advising, transfer and application workshops, and transfer programs such as the Transfer Achievement Program (TAP). TAP provides qualified students with an opportunity to earn guaranteed admission or priority admission consideration at a number of CSU, UC and independent universities. A monthly newsletter informs the college community about the UTC's activities (AHC University Transfer Center Bulletin, February 2009).

When accepting transfer credits from other colleges to fulfill degree requirements, AHC implements a substitution and waiver process (Administrative Procedure 6905.01 Transfer of Credit and Course Waiver) to ensure courses are comparable with the desired AHC course. A course substitution/waiver form (Admissions and Records Course Waiver or Substitution for Degree or Certificate form) with attached course description, content, and objectives and/or learning outcomes is submitted to the appropriate department chair for review. The department chair reviews the petition and evaluates the course objectives and description to determine if it is comparable to the AHC course.

In order to support the college mission, AHC developed articulation agreements with local high schools, California State Universities, University of California and selected private colleges and universities. Board

Policy 6902 (“High School and University Articulation”) addresses high school and university articulation; Administrative Procedure 6902.01 addresses specific practices. In addition, starting in fall 2009, the college funded a part-time support person to focus exclusively on Career Technical Education (CTE) articulation agreements including local high school to college and college to four-year institutions.

The college works closely with local high schools to provide numerous opportunities to earn college credit while in high school. High school to college articulation agreements are one opportunity. For over 25 years the Central Coast Articulation Group (CCAG) has provided a forum for local high school instructors and Allan Hancock College faculty to discuss common curriculum and, when appropriate, annually develop and revise articulation agreements. The 2008-2009 high school articulation agreements are available on the internet at <http://www.bused.org/schools.html>. The college catalog also describes high school articulation courses (page 40). In addition to articulation agreements, there are two other ways local high school students can earn college credit. The first is through the college’s concurrent enrollment CollegeNow! program (*Allan Hancock College Catalog 2009-2010*, page 14) and the second is through Advanced Placement (AP) and College Level Examination Program (CLEP) equivalencies (*Allan Hancock College Catalog 2009-2010*, page 38).

Articulation agreements with four-year colleges and universities provide students with information to develop effective transfer education plans – ensuring a shorter time to completion of a bachelor degree. The 2001 hiring of a full-time articulation officer demonstrated the college commitment to transfer students. Articulation agreements have significantly increased since the articulation officer was hired. The number of CSU and UC by-major articulation agreements increased from 831 in 2000-2001 to 2,149 in 2007-2008 ([http://www.assist.org/cgi-bin/MaintReps\\_2PcOD41.pl?kind=3&selldb=reports\\_prod&mver=2&ic=Y](http://www.assist.org/cgi-bin/MaintReps_2PcOD41.pl?kind=3&selldb=reports_prod&mver=2&ic=Y)). A significant portion of this increase was the result of having a full-time articulation officer to research and facilitate the development of new agreements.

## **Self Evaluation**

Allan Hancock College has clearly stated transfer-of-credit policies printed in college publications, online and in the University Transfer Center. In accepting transfer credits to fulfill degree requirements, Allan Hancock College has a process for evaluation of coursework from other institutions that assures consistency for students and department faculty in the various programs. Allan Hancock College continues to focus on articulation, both from the local high schools to the college and from the college to four-year colleges and universities. This focus is a high priority, demonstrated by increased staff support and the increase in number of successfully articulated courses.

In the *Student Accreditation Survey 2008*, 29 percent of the respondents reported that they knew of the UTC but never used it and 23 percent were not aware of the service or did not respond. Sixty-seven percent of the students using the University Transfer Center found the services of the UTC to be excellent or good (Academic Advising section, page 2).

## Planning Agenda

None.

**II.A.6.b. 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 has a process, managed through the AP&P committee, for “sun setting” courses that have not been successfully offered for two or more years (*Curriculum Development Guide 2009–2010*, pages 171-172). The process requires faculty members to review the course; if it is a viable or necessary course, the discipline department votes and then petitions AP&P to retain it. Because these courses are part of academic programs, this policy assists the college in anticipating changes in majors or the decline of programs through elimination of courses. If a decision to eliminate a program seems imminent, student completion issues are discussed. Currently, faculty can identify a program for elimination through program review. If a program needs to be eliminated between program review cycles, a memo requesting elimination is addressed to the vice president of Academic Affairs following department discussion and vote (memo to deans, spring 2009).

The college schedules courses in programs being eliminated so that students can complete their programs in a timely manner and with a minimum of disruption. For example, in spring 2009 the applied design/media program decided to update programs and combined the traditional animation and the 3D animation programs into one animation program. In addition, the graphic communications degree was eliminated. Instructors asked students in all classes beyond entry level if they were intending to graduate in either area. They identified affected students and spoke with them about options for finishing programs. Discussions included how to arrange upcoming semester schedules, substitute similar courses, or change majors..

When a program is undergoing a “major” modification (defined in the *Curriculum Development Guide* on page 71), the review process for changes includes submission on standard forms, a first and second reading by the AP&P committee, the requisite approval, and final submission to the Board of Trustees (*Curriculum Resource Guide 2009–2010*). Students in programs undergoing major modifications are assisted through the process in a manner similar to those in programs being eliminated.

### Self Evaluation

The college has an informal process to assist students affected by significant program changes, including program elimination. This process illustrates the college commitment to providing opportunities to complete a program in a reasonable amount of time. The Enrollment Management Committee is further

formalizing the process of program elimination through the development of policy and procedure by a taskforce formed in spring 2009 (Enrollment Management meeting minutes: March 2009).

## Planning Agenda

Develop a program elimination Administrative Procedure Policy.

**II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

## Descriptive Summary

Allan Hancock College develops and produces a variety of print and electronic materials for prospective and current students, the public, and its own personnel. The schedule of classes, catalog, brochures, newsletters, and many other documents are a primary means for the college to represent itself and its programs. In addition, both the Web site and intranet provide a wide array of information for both public access (<http://www.hancockcollege.edu>) and personnel access (<http://www.staff.hancockcollege.edu>). Both website and intranet information are available 24/7.

The college credit schedule is produced three times a year – for the summer, fall, and spring semesters. Up until summer 2009, it was mailed to all district residents and to current students who live outside of the district. The schedule is also available online about two weeks before the print schedule is delivered. The current schedule distribution practice is to send a postcard to all district residents and out-of-district students reminding them of the schedule's availability online, and the various community locations where a free schedule can be obtained. Prior to this change in distribution, there was a 50 cent charge for any credit schedules provided beyond the initial mailing. Until fall 2008, the college also produced a separate Fast Track/Term pamphlet for the second eight-week credit terms during both fall and spring semesters. That information is now available online in a separate document and is also included in the fall and spring semester schedules. In addition, the Community Education program develops two schedules a year (*Spectrum*) which were also mailed to all district residents until fall 2009, when mass mailing was curtailed. In summer 2003, the college combined the summer Community Education schedule and the summer credit schedule in an effort to save printing and postage costs. This combination schedule is still in place for summer only.

Both the credit and Community Education schedules go through an extensive development process with detailed review timelines to ensure accuracy of information. Academic Affairs, Public Affairs and Publications, and Community Education are active participants in the process – reviewing, updating and adding information to these publications. In addition, all schedule information is reviewed by the appropriate department or program early in the process.

The college catalog is produced annually and the new catalog is available at the end of May. As with the schedules of classes, the catalog is scrutinized by various offices to ensure accuracy and currency (timeline for the spring 2009 schedule). For example, in the academic programs and transfer sections of the catalog, the articulation officer and University Transfer Center coordinator review and update pages to ensure that course, program, and transfer information is accurate. The catalog is the official document for students to find information such as the college mission, as well as relevant programs, services, policies, and procedures. The catalog is available on the college website at all times. In addition, students can purchase a print copy in college bookstores for \$3.00. Up until 2009, a “value added” CD was available for \$1.00 that included not only the catalog, but additional information about the college, athletic programs, information videos, contact numbers, and more. That information has now been included in the online version for free.

In addition to the schedule of classes and catalog, the college produces a plethora of materials ranging from program brochures to posters, fliers, promotional videos, bookmarks, website pages, handbooks, media guides, and more. Student support documents such as the *Student Athlete Handbook* continue to be reviewed annually for updates. Other documents, such as the list of online classes for Cal Poly students, are maintained completely online and updated annually by the Public Affairs and Publications office and the articulation officer.

The accuracy and consistency of program information is maintained through the constant involvement of faculty who develop new courses, update course outlines and revise syllabi. All programs are responsible for keeping their program information up to date. When courses or programs change, faculty or department secretaries submit requests for updates to program brochures or other materials. Department chairs are responsible for maintaining up-to-date, accurate information about their courses, program and learning outcomes. When applicable, this same process is used to update website pages.

To help ensure clear communication, the Public Affairs and Publications office develops or reviews all materials that are considered outreach in nature (non-classroom). From there they are sent to Campus Graphics, which applies established graphic standards to official college documents for a consistent and familiar look. Graphic standards developed in 2007 and fully implemented in 2008 (Graphics Standards brochure) allow the college to use branding elements to produce professional publications for all college constituencies, from students to community members. Also, the 2007 implementation of an online-ordering system allows employees to request design and printing needs 24/7 from home or work, expediting the process of producing timely materials. This has proved especially helpful to part-time faculty who are not always on campus to conduct business.

## **Self Evaluation**

College publications, including information provided electronically, are professional and consistent. Students believe the materials are helpful and the college has a process to regularly review printed materials, especially the catalog and schedule of classes. A comparison of student surveys conducted in 2004 and 2008 shows an increase in satisfaction with college publications (*Climate Assessment and*

*Student Needs Survey*, fall 2004 and *Student Accreditation Survey*, 2008). In 2004, 73 percent of students rated publications (including the catalog and schedule) as good (45 percent) or fair (28 percent). In 2008, 90 percent of students rated publications excellent (48 percent) or good (42 percent). In 2008, 51 percent of students noted the college website is easy to navigate, 3 percent thought it is hard to find what they want, and 18 percent had no opinion. Likewise, 58 percent of students believed the website is very helpful, 2 percent believed it is not helpful, and 19 percent had no opinion.

The vastness of the college website presents a challenge to keeping information current. However, a new content management system, Omni Update, was purchased in the spring of 2009 and is poised to replace the somewhat cumbersome homegrown system the college has used for many years. The new Omni Update system will make it easier for individual departments to update their website pages and should help all departments provide more current online information. In addition, the college has secured the services of a professional web development company to redesign the entire site. This work commences in fall 2009. Finally the new Luminis portal, also recently purchased by the college as part of its Banner implementation, will replace the current intranet system for employees and students, eventually providing more organized and accessible information to those who need it.

## **Planning Agenda**

None.

**II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

## **Descriptive Summary**

Allan Hancock College Board Policy 7200 ("Academic Freedom") addresses faculty academic freedom and responsibility and Administrative Procedure 7200.01 is the procedure for filing a complaint if a faculty member believes that academic freedom rights were violated. All board policies are available to the public in the college libraries and on the college website. Academic freedom and student honesty have been the subject of discussion in Academic Senate and within departments.

The Allan Hancock College mission is secular and nonpolitical and does not include dissemination of any specific worldview. Faculty clearly distinguish personal opinion from accepted views in the discipline.

## Self Evaluation

There is a Board-approved policy on academic freedom and an updated policy regarding student academic honesty is currently in the approval process. This policy will address issues of academic honesty in the context of 21<sup>st</sup> century technologies.

## Planning Agenda

None.

**II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

## Descriptive Summary

The college publishes a *Faculty Resource Guide* that clearly states the academic freedom and responsibility policy and also includes the professional responsibilities of tenured and probationary faculty (*Faculty Resource Guide* 2008-2009, page 48 and pages 20-21). These policies are a focus during new faculty orientation sessions (New Faculty Orientation: 2008, PowerPoint) and are reviewed during the orientation session so that questions can be immediately addressed (New Faculty Orientation Agenda: 2008).

Faculty are evaluated regularly through a well-established process that includes student surveys and the Small Group Interactive Diagnosis (SGID) – a face-to-face interaction with students about the class. If students raise an issue about the fair and objective presentation of data, the issue is discussed during the SGID summary with students and faculty or during the instructor’s evaluation meeting.

## Self Evaluation

Allan Hancock College provides clear guidelines for faculty regarding academic freedom and responsibility, and offers students the opportunity to give feedback.

## Planning Agenda

None.

**II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

**Descriptive Summary**

The college position on academic dishonesty is published in the *Allan Hancock College Catalog* as article 16 in the “Guidelines for Student Conduct” (2009-2010, page 35). These guidelines were approved by the board in 2006. In addition, the college catalog publishes possible consequences for situations of academic dishonesty under “Authority of Instructors” (page 38). Due-process guidelines for student disciplinary cases are found in the office of the vice president, Student Services (AHC Guidelines for Student Conduct, Disciplinary Action and Procedural Fairness: 1991). A statement concerning academic honesty and integrity is also on the first screen of the college Blackboard site. Many faculty reiterate academic integrity policies in their syllabi.

Some individual AHC programs state expectations concerning academic dishonesty. The Pacific Conservatory of Performing Arts (PCPA) publishes a book of guidelines (*PCPA Conservatory Training Programs Student Handbook, 2008-2009*) and directly quotes the AHC catalog, as does the nursing program (*Nursing Programs Student Handbooks, 2009*). Public safety, including law enforcement and firefighting, publishes its own guidelines which contain a statement of academic offenses and academic standards (*AHC Firefighters Manual 2008 page 22; Academy Basic Recruit Manual 2008, section 12.00.*)

The ASBG promoted the topic of academic integrity in spring 2009 and developed an Academic Code of Ethics for students. During an Awareness Day they hosted a panel of speakers on integrity and invited students to sign an honor pledge (April 1, 2009, Academic Integrity Awareness Day flyer). These efforts were supported by the college’s Title V Hispanic Serving Institutions grant and focused on the institutional learning outcome for personal responsibility and development.

**Self Evaluation**

AHC firmly states its academic integrity policies in multiple venues. The college responds to academic integrity issues with programs such as Turnitin.com, Library orientations, Writing Center curriculum and classroom discussions about plagiarism. In addition, students have supported a climate of academic integrity through campus-wide promotion of awareness, including Academic Integrity Awareness Day in spring 2009.

**Planning Agenda.**

None.

**II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

**Descriptive Summary**

The Allan Hancock College mission statement and philosophy are widely published. They do not contain language requiring conformity to specific codes of conduct and do not seek to instill specific beliefs or worldviews. In addition to the general code of conduct stated in the catalog, several programs publish statements of conduct – for example, the nursing program (National Student Nurses’ Association Inc Code of Academic and Clinical conduct, page 14 of *Nursing Programs Student Handbook*) and the professional theater/dramatic arts program (*PCPA Conservatory Training Programs Student Handbook*, 2008–2009 page 23 Classroom Expectations, Ethics, and Decorum). These program statements are consistent with the overall mission and philosophy of the college.

**Self Evaluation**

The Allan Hancock College mission does not include dissemination of any specific system of beliefs or world views. Codes of conduct for both students and staff conform to accepted norms for public institutions.

**Planning Agenda.**

None.

**II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

**Descriptive Summary**

Allan Hancock College does not offer curricula to non-U.S. national students in foreign locations. The college does offer the opportunity for AHC students interested in studying in a foreign location to meet with a study abroad program liaison from Santa Barbara City College (SBCC). If AHC students participate in the SBCC program, they do so as registered SBCC students (this is clearly stated in the promotional material) (Central Coast Study Abroad Consortium, summer 2008).

**Self Evaluation**

This criterion does not apply directly to Allan Hancock College.

**Planning Agenda**

None.

## Standard II A: Summary of Evidence

Academic Integrity Assessment Guide, 2009  
Academic Integrity Awareness Day: Flyer, Memo and SM Times Article, 2009  
Academic Policy & Planning (AP&P) Curriculum Report, May 2009  
Academic Policy & Planning (AP&P) Minutes (2005-2008)  
Academic Senate Minutes: September 23, 2008  
Academy Basic Recruit Manual, 2008  
Accountability Reporting for Community Colleges (ARCC) 2009 Report  
WASC Annual Report Update on SLOs, 2007-2008, 2008-2009  
Accreditation Evaluation Report & Affirmation Letter, March 2004  
Admissions & Records Course Waiver or Substitution for Degree or Certificate Form  
*Allan Hancock College Catalog 2008-2009*  
*Allan Hancock College Catalog 2009-2010*  
Anthropology 101: Intro Physical Anthropology Course Syllabi, Spring 2009  
Applied Design/Media Advisory Panel Minutes, April 11, 2008, April 17, 2009  
Apprenticeship: Training for your Future, 2009  
ARCC AB1417 Board Item 9F, June 2009  
Art 101 Course Syllabi, Spring 2009  
Art Program Review 2008-2009  
Articulation Agreements AHC and Local High Schools [www.bused.org/schools.html](http://www.bused.org/schools.html), 2007  
ASBG Academic Honor Pledge (ethics code), 2009  
Assist.org ([www.assist.org/web-assist/ahc.html](http://www.assist.org/web-assist/ahc.html)), 2009  
Basic Skills/ESL Survey Report, 2007  
BIOL 135 Course SLO Annual Assessment Report - October 31, 2007  
Board Policy #6902: High School and University Articulation; AP #6902.01  
Board Policy #6905: Transfer of Credit and Course Waiver, AP#6905.01, 2004  
Board Policy #6930: Field Trips and/or Excursions AP#6930.01, 1999  
Board Policy #7200: Academic Freedom & Responsibility Policy, AP#7200.01, 1998  
Board Policy #7500: Advisory Committees for Instructional Programs, AP#7500.01, 2003  
Board Policy #7900: Curriculum Development, AP#7900.01, 2001  
Board Policy #7910: Community Education, AP#7910.01, 1997  
Board Policy #7930: Program Review, Educational Program Review AP#7930.01, Student Services Program Review AP#7930.02, Administrative Department Program Review AP#7930.03, 2008  
Board Policy #7950: External Program Accreditation, AP#7950.01, 2008  
California Postsecondary Education Commission - Transfer Pathway Charts  
<http://www.cpec.ca.gov/OnLineData/TransferPathway.asp>  
Campus Allocation Committee Agenda Packet, 2008  
Campus Graphics Design Standards, 2008  
Career Technical Education (CTE) Brochure (Large Cross Discipline), 2009  
Career Technical Education (CTE) Brochures (by Discipline), 2009  
Career Technical Education (CTE) Matrix, 2009  
Career Technical Education Act Kick Off Meeting Materials, 2009-2010  
Catalog production timetable for 2009-10 (April 9, 2009)

Central Coast Articulation Group (CCAG) Year End Report, 2007-2008  
 Central Coast Study Abroad Brochure & Other materials, 2008  
 Climate Assessment and Student Needs Survey - Fall 2004  
 COM SC 107 & EL 107 Network Essentials Syllabus, 2009  
*Committees of Allan Hancock College 2007-2008*  
 Community Education Certificates of Completion, 2009  
 Cosmetology Program Information Sheet  
 Course Outlines by Discipline ([staff.hancockcollege.edu](http://staff.hancockcollege.edu)) 2005-2006  
 Course Outlines of Record (COR) Review Dates by Department Matrices, 2009  
 Course Syllabus Graphics 108, Fall 2009  
 CTEA 5-year Plan & Materials (Was Perkins SB 70), 2008-2012  
 CTEA Allocations Chart, 2008-2009  
 CTEA grant year-end report, 2009  
 CTEA Request for Proposals, 2008-2009  
 CTEA Spring 2009 Flyer  
*Curriculum Development Guide, 2008-2009*  
*Curriculum Development Guide, 2009-2010*  
 Decision Making Manual 2009-2010  
 Distance Learning for the Learning Disabled Grant Outcomes Report, 2009  
 Economics Program Review 2008-2009  
*Educational & Facilities Master Plan 2001-2006*  
 Enrollment Management Minutes: 2009: Feb 5, Feb 19, Mar 19, Apr 16  
 ESL Program Review 2008-2009  
 Executive Roundtable Attendance as of April 29, 2009  
*Fact Book 2007-2008*  
*Agreement Between Allan Hancock College and the Faculty Association Contract, Article 13*  
 Faculty Evaluation Forms & Article 17 Evaluation and Tenure from Contract 2005-2008  
*Faculty Resource Guide 2009-2010*  
 Fall 2009 Staff Locator Memo/Syllabi Requirements dated June 24, 2009  
 Firefighter I Recruit Academy: Rules and Regulations Standard Operating Procedure Manual 100; 2008-2009  
 Foreign Language Program Review 2008-2009  
 Guidelines for Student Conduct, Disciplinary Action and Procedural Fairness, 1991  
 History of SLOs at AHC (SLO\_web/history.html), 2009  
 Institutional Learning Outcomes & FAQs ([www.hancockcollege.edu/pdf/ilofaqs.pdf](http://www.hancockcollege.edu/pdf/ilofaqs.pdf)), 2008  
 Learning Assistance Program (LAP) Materials  
 Learning Outcomes Taskforce agenda, 2004  
 LVC Draft Program development, 2009  
 Mathematics & Engineering Department Program Review, 2008-2009  
 Media Services Brochure, 2009  
 Memo from vice president, academic affairs to all faculty August 2008  
 Memo to Deans, VPSS, etc, Spring 2009  
 Midterm Accreditation Report, 2007  
 New Contract Faculty Orientation Agenda, fall 2008

New Faculty Orientation PowerPoint Presentation, 2008  
Northern Santa Barbara County Economic Outlook, 2009, 2008, 2007, 2006 (library copy)  
Noncredit Certificate of Completion: Advanced English as a Second Language (236 hours), 2009  
Noncredit Certificate of Completion: Basic English as a Second Language (284 hours), 2009  
Noncredit Certificate of Completion: Career Prep (24 hours), 2009  
Noncredit Certificate of Completion: Computer Applications (296 hours), 2009  
Noncredit Certificate of Completion: Income Tax Preparation (64 hours), 2009  
Noncredit Student Evaluation of Instruction, 2009  
Nursing Advisory Committee meeting minutes  
Nursing Program 2-year Vocational program review, fall 2008  
Nursing Programs Student Handbook, 2009  
Part-time Faculty Orientation Agenda, August 2009  
PCPA Conservatory Training Programs Student Handbook, 2008-2009  
Perkins IV Core Indicators of Performance by Vocational Top Code, 2008-2009  
Petition for Certificate of Completion Form, 2009  
Petition for Graduation Form, 2009  
Professional Development Faculty Needs Assessment, 2008-2009  
Professional Development Schedule 2009-2010  
Program Evaluation 2002–2003 Language Arts: Developmental Composition  
Program Discontinuance Memo (FR: Anna Davies), 2009  
Program Review Resource Guide, 2006-2007, 2007-2008, 2009–2010  
Program Evaluation 2002–2003 Language Arts: Developmental Composition  
Proposal for Two-Tiered Approach to General Education Assessment, 2008  
Public Affairs Fall 2009 Schedule Production Timeline  
Quality Matters Rubric for Online & Hybrid Courses  
Quality Matters Training Matrix as of June 8, 2008  
Schedule of Classes, Fall 2009  
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Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

*Standard IIB  
Student Support Services*



*I love the enthusiasm and effort we see  
across campus.*

Caitlyn Grasso  
Major: photography



## Standard II B: Student Support Services

*The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

**II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

### Descriptive Summary

Allan Hancock College is committed to delivering comprehensive, high quality student services which address student needs, enhance learning and support achievement of the college mission. The college commitment to quality services is articulated in the statement of mission, vision and shared values as well as in the *Student Equity Plan*.

The philosophy of Allan Hancock College (AHC) reflects the conviction that education is a lifelong quest. The college exists as a center of learning that guarantees access to all who can benefit. It offers each individual the opportunity to identify and realize educational objectives in pursuit of a full and productive life and to prepare for a future of changing personal, local, national, and global responsibilities (*Student Equity Plan*, page 8).

The college engages in systematic evaluation of its processes and services through regular student services departmental program review, state categorical-program reviews, student services management council meetings, and regular department meetings. The college adheres to an open access policy – actively recruiting, admitting, and supporting students from diverse populations. Student services programs play an important role in the teaching and learning process and support instruction at all locations in a variety of ways. Services such as outreach, placement testing, admissions, orientation and advising, and financial aid typically constitute a new student’s first contact with the college. Student services staff are committed to making that initial college connection a positive and productive experience. Departments self-reflect after each major enrollment period and examine ways to improve services.

Services such as counseling, Extended Opportunity Programs and Services (EOPS), CalWORKs, Learning Assistance Program (LAP) and Health Services enjoy ongoing relationships with many of the students they serve. These services support student success on multiple levels ranging from guidance in prudent course selection to supporting personal growth and healthy lifestyle choices. Student Activities and the Associated Student Body Government (ASBG) play a unique role in the college mission as an avenue for social, cultural, and civic engagement and as a platform for leadership development. Student services departments are highly cognizant of their role in supporting the college mission of student

success as well as contributing directly to student learning, as evidenced by their active participation in assessment of student learning outcomes.

The college supports a philosophy of integration between Student Services and instruction which results in ongoing collaboration between the two areas. For example EOPS enlists the support of instructional faculty through student progress reports. Student Services faculty and staff are regularly invited to conduct classroom presentations to ensure that students are aware of essential services. The Learning Assistance Program partnered with distance-learning faculty on a grant project to assess the effectiveness of universal design in online instruction. The Basic Skills Initiative (BSI) Report is used to inform student support service interventions adopted by the college. A systematic orientation process and intrusive counseling strategies have been adopted as part of the Basic Skills Action Plan (Basic Skills Action Plan 2008-2009, pages 5-9). These endeavors reflect a climate of respect and ongoing dialogue between divisions.

Since the last ACCJC accreditation visit in 2004, all student support services have developed student learning outcomes (SLO) and are actively engaged in assessment. SLO assessment results are used to systematically evaluate program effectiveness and make program improvements. Programs have identified SLO assessment cycles, established improvement benchmarks and integrated targeted improvements to assure quality of services (see SLO plan binders and annual Student Services SLO reports).

The college is committed to access to student services regardless of location or mode of instructional delivery. A continuum of student support services is available Mondays through Thursdays on the Santa Maria campus from 8 a.m. to 6 p.m. and at the Lompoc Valley Center from 8 a.m. to 4:30 p.m. Services are available on Fridays from 8 a.m. to 4 p.m. at both sites. These services include:

- Admissions and Records
- Testing Center
- Counseling
- Financial Aid
- Extended Opportunity Programs and Services (EOPS)
- Learning Assistance Program (LAP)
- University Transfer Center (UTC)
- Noncredit Matriculation and Counseling
- Health Services
- Student Activities
- Associated Student Body Government

Extended and evening hours are offered during high demand times at the beginning and end of each term. Counseling services are also available at the Vandenberg Air Force Base and in Solvang.

Students continue to request and use more online student support services. Admissions and web registration, financial aid applications, counseling and advising, and other student support services are offered online. A counselor is designated to provide online counseling to address the needs of distance learning students. EOPS provides online counseling with use of webcam technology, a Blackboard site and a discussion board. The Learning Assistance Program (LAP) provides advising and addresses

requests for accommodations online. In addition, a learning disabilities screening survey can be completed and submitted electronically and evening hours are available by appointment. To enhance student support services, the college technological infrastructure is being upgraded with funding from Measure I, a bond measure passed by district voters. To address many student support needs (including those of distance learning students), the college purchased the Banner Unified Digital Campus technology system. After implementation, web registration will be accessible real time on a 24-hour basis. Services for distance learning students are offered via e-mail, fax and phone.

## **Self Evaluation**

The quality of student services is ensured through program review and planning, assessment of student learning outcomes and regular division and department meetings. All planning, from program review to SLOs, is directly linked to the college mission. The college provides equitable services at all sites and continues to expand electronic access as student use of distance learning and technology increase.

Online student support services continue in a dynamic state of development. Online counseling is revamped and is available to students whether they are enrolled in online classes and programs or attend on campus. Due to increasing online enrollments more attention—human and technological—needs to be devoted to this area. Specialized technology for online services (comparable to those used for on-campus instruction), dedicated staff time, and professional development for counseling faculty are needed.

Student support services have made a paradigm shift and are teaching and learning centers supporting student success. In addition to the systematic student satisfaction surveys conducted by the college's Institutional Research and Planning office (program review, strategic planning student survey, accreditation student survey), student services programs use student learning outcomes assessment as a primary source of evidence to identify and modify areas of need. As a result program effectiveness, quality of services, and student learning is increasing (Student Services' Program SLO Binders: Annual Reports). The Learning Assistance Program (LAP) and University Transfer Center (UTC) examples on Table 1 are typical of how the college uses assessment results to continuously improve programs. Student learning outcomes are integrated into program review and the college is currently working to strengthen the link between student learning outcomes assessment, planning and budget.

**TABLE 1. SLOs, Assessment, and Program Improvements Made**

<b>LEARNING ASSISTANCE PROGRAM:</b>				
<b>Student Learning Outcome &amp; Link to Institutional Learning Outcome</b>	<b>Interventions</b>	<b>Means for Assessment</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
LAP SLO 1.2 Students will be able to successfully request and use an appropriate disability related accommodation from a college instructor in a timely manner.  Link to ILO: Communication	Students meet with their LAP counselor or specialist to discuss and arrange out of class testing (OCT) accommodations  Students meet with their instructors to discuss and arrange OCT accommodations	Student interviews  Instructor interviews  LAP database contact records	Students struggled with explaining the purpose of OCT to their instructors  Instructors had suggestions for improving the OCT authorization forms  Instructors expressed areas that students could improve communication	Revision of the OCT procedures and forms for clarity  Inclusion of OCT information in the LAP Faculty Handbook, a resource guide  Communication tips for students posted on the LAP Blackboard site
<b>UNIVERSITY TRANSFER CENTER:</b>				
UTC SLO1.1 Students will create a transfer student education plan (SEP).  Link to ILO VII.h: Develop career goals and plans to accomplish them.	Transfer counselors will meet for 30 minute appointment one-on-one with target population at least three times and develop an SEP.	Baseline Data: 77 percent  Assessment Cycle #1: Due spring 2010  Progress made: Baseline data established  Percent over baseline: benchmark goal = 10 percent	32 students total: 7 no; 24 yes; 1 n/a = 77 percent created a transfer SEP	Counselors are focusing their efforts on stressing to students the importance of establishing a transfer SEP. They are also making sure to utilize the E-SEP program when developing these plans.

The office of the vice president, Student Services, developed an “Administrative Unit Outcomes and Assessment Plan” (see office of the vice president, Student Services SLO Binder). The plan is tailored to strengthen the feedback loop between program-level SLOs, the office of the vice president, Student Services, and institutional planning.

**Planning Agenda**

Increase technology and dedicate human resources for online student support services.

**II.B.2. The institution provides a catalog for its constituents with precise, accurate, and current information concerning the following:**

**a. General Information**

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Program Length
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

**b. Requirements**

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

**c. Major Policies Affecting Students**

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

**d. Locations or Publications Where Other Policies May Be Found**

**Descriptive Summary**

Allan Hancock College annually publishes a catalog for its constituencies which contains precise, accurate, and current information. The college catalog provides the latest information for all the items listed in the standard. A new hard copy and online versions of the catalog are available at the end of each spring semester. Upon request Allan Hancock College provides alternate translations of general information documents in Braille, large print, and e-text (*Allan Hancock College Catalog 2009-2010*, page 26).

In the catalog Allan Hancock College is identified as a public two-year community college accredited by the Western Association of Schools and Colleges (WASC). The primary mission of the college is published along with the vision statement, shared values and accreditation information.

The following general information is included in the *Allan Hancock College Catalog 2009-2010* on the cited pages.

<b>a. General Information</b>	<b>Page #</b>
• Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution	1
• Educational Mission	8
• Course, Program, and Degree Offerings	56
• Program Length	54
• Available Student Financial Aid	20
• Available Learning Resources	24
• Names and Degrees of Administrators and Faculty	204
• Names of Governing Board Members	2

The following information about college requirements is located in the 2009-2010 catalog on the pages cited.

<b>b. Requirements</b>	<b>Page #</b>
• Admissions	10
• Student Fees and Other Financial Obligations	15
• Degree, Certificates, Graduation and Transfer	46

Major policies affecting students are included in the 2009-2010 catalog on the pages cited below.

<b>c. Major Policies Affecting Students</b>	<b>Page #</b>
• Academic Regulations, including Academic Honesty	30
• Nondiscrimination	31
• Acceptance of Transfer Credits	40
• Grievance and Complaint Procedures	31
• Sexual Harassment	35
• Refund of Fees	16

In addition to the catalog, board policies are available for students and the public to see in board policy books in the superintendent/president's office, campus libraries, and departments as well as on the college website. For example, Board Policy 7200 deals with academic freedom and is available for viewing.

In addition to the college catalog, the schedule of classes contains information on enrollment policies, procedures, matriculation, testing, and more. The schedule includes the academic calendar, faculty and administration college directory and a Student Services directory. The schedule is available online (at [www.hancockcollege.edu](http://www.hancockcollege.edu)) and print copies are available free of charge on campus and at selected locations throughout the community. Three class schedules are published each year.

## Self Evaluation

The college catalog provides detailed college information or indicates where to obtain the information. The catalog is reviewed annually to ensure content accuracy and currency and is available in print (for purchase in the college bookstore), alternate media, and online. In addition, the schedule of classes is available in print and online and is free of charge at various locations in the district.

In spring 2004, 64 percent of survey participants rated the quality of college publications as good and 46 percent rated them as good tools for advising (*2004 Climate Assessment and Student Needs Survey*, questions 17 and 42). In contrast, during fall 2008, 90 percent of survey participants rated the quality of the catalog, schedule of classes, and student handbook as excellent or good and 78 percent rated these publications as excellent or good for advising purposes (*Student Accreditation Survey 2008—Academic Services and Facilities*, questions 4g and 6e). These results from the spring 2004 and fall 2008 surveys suggest that student satisfaction increased. During this time period the college began offering its publications online; this may account for the increased level of satisfaction.

## Planning Agenda

None.

<b>II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</b>
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## Descriptive Summary

Student support needs are researched and identified through systematic program review. The office of Institutional Research and Planning (IRP) provides core data for program review and IRP staff is available to assist in survey development or additional data collection and analysis. State required program reviews provide an additional level of analysis for categorically-funded programs. Some programs also benefit as a result of input from advisory committees. All program reviews include student-satisfaction surveys and other measures of student needs. This data drives program goals which are linked to institutional goals.

Through the active use of student learning outcomes, ongoing assessment and implementation of program improvements occur in all areas of student services. For example, student services recently modified the hours of many essential services in response to concerns about the division's ability to meet the diverse needs of our student body. The use of student data has also resulted in an expansion of distance services to meet changing enrollment patterns.

## Self Evaluation

Hancock College has a culture that is highly student centered. The college relies on research to identify and address the needs of its students. The office of Institutional Research and Planning supports this effort by providing student and community data. Program review, student learning outcomes, staff development, grant initiatives, and frequent dialogue at the department, division and institutional levels, ensure that students have access to appropriate services and programs.

## Planning agenda

None.

**II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

## Descriptive Summary

The college is committed to equitable access and excellence in all aspects of student services and provides a comprehensive range of these services in a variety of locations and settings. Consistent with the college mission, key services are available in all district locations: Santa Maria, Lompoc, Vandenberg Air Force Base and Solvang, as well as via the internet. On the Santa Maria campus the central service locations maximize student access. In close proximity are:

- Admissions and Records
- Counseling Department
- Financial Aid
- EOPS and CARE Programs
- CalWorks
- University Transfer Center

The Testing Center, Learning Assistance Program (LAP), and Health Services Center are located at other accessible locations throughout the campus. Services are available during regular hours; hours are extended during high-demand times. All student support services, except the Health Services Center, will be housed under one roof once the One-Stop Student Services building is completed. Student services offered at the Lompoc Valley Center include Counseling, Financial Aid, EOPS, Learning Assistance, Health Services, University Transfer Center, and Job Placement and Career Services. Student services are also available at the Vandenberg Air Force Base and Solvang Center (AHC catalog).

The office of Student Activities is located inside the Student Center in close proximity to the Associated Student Body Government office – a location providing students with more opportunities to provide input and leadership on the direction, quantity, and type of student activities and student life

opportunities. Increasing numbers of students have participated in student life activities since the office relocated two years ago (ASBG minutes, activity sign in sheets).

The Testing Center offers assessment and placement for English-speaking students, students with English as a second language and students with disabilities. The college places students in reading, writing, and math courses using scores from the ACCUPLACER Computer Placement Test (CPT). Students with limited English proficiency also take the LOEP Sentence Meaning and Language Use tests. The placement tests, ACCUPLACER, LOEP and CELSA, are available in alternative formats for students with disabilities and special testing accommodations are provided. The Testing Center is an approved GED testing site which complements the adult basic education course offerings under Community Education. The Testing Center has flexible hours of operation and serves students during days, evenings, and weekends. During the beginning and end of each term, Testing Center hours are increased to accommodate larger numbers of students requesting services (Testing Center Calendar: <http://www.hancockcollege.edu/Default.asp?Page=618>). Services are available on the Santa Maria campus and at the Lompoc Valley Center; testing information is available by phone or online (*AHC Schedule of Classes, fall 2009*, pages 22-23).

To accommodate the broad array of student needs, levels of computer literacy, and access to technology, the Admissions and Records office provides both online and paper-and-pencil admission applications. Forms are available in English and Spanish to address the needs of the large Spanish-speaking population served by the college district and in alternative formats for students with disabilities. Bilingual instructions are provided in print and easily-accessible online media at the Santa Maria campus and all off-campus locations. Bilingual staff assist limited English-proficient students at the Santa Maria Campus and the Lompoc Valley Center. Staff are also available by phone to assist potential students with the online admission application process.

Counseling and advising are offered by the Counseling Department, EOPS, Learning Assistance Program, the University Transfer Center and the Noncredit Matriculation and Counseling program. Each program has tailored interventions to address their target population's needs; a variety of services help students reach their educational goals (AHC catalog, program brochures, AHC website). Student Educational Plans (SEP) are available to students in both paper-and-pencil and electronic formats. The electronic SEP is used as a counseling tool. Counseling services are also provided online. Distance learning is growing rapidly and student support services are working to make online services fully accessible.

The primary role of the Learning Assistance Program (LAP) is to support disabled students with access and equal opportunities for success. By providing reasonable accommodations and academic support services, LAP advocates for students with disabilities and assists the district fulfill its commitment to the fundamental principles of non-discrimination. LAP also provides outreach to and collaboration with local high schools and community agencies who serve individuals with disabilities (LAP department minutes and outreach calendar). In order to meet the needs of a growing population of distance learning students, online services are provided through both the LAP and Blackboard websites. LAP created online access to as many of its services as possible and requires students who enroll in LAP special instruction courses to use Blackboard. The LAP counselor and Support Services coordinator

communicate with distance education deaf students through a video phone and instant messaging. The following online services are available to all disabled students:

- LAP forms
- Order forms for E-text, Braille, Recording For the Blind and the Dyslectic (RFBD)
- E-text versions of textbooks
- Access to screen reader software
- Strategies and assistive technology training videos
- All LAP study skills and assistive technology tutorials and learning materials
- Downloadable free or trial versions of assistive technology
- Electronic office hours
- Most LAP courses learning materials
- Notification of important program services and events

Extended Opportunity Programs and Services (EOPS) is a state-funded program offering a broad spectrum of support services and financial assistance for educationally and economically disadvantaged students. Students receive assistance with counseling (academic, career, and personal), registration, free application for federal student aid (FAFSA) paperwork, extra hours of tutoring, limited textbook loans, workshops, peer advising, and annual social and cultural activities and cash grants (EOPS program brochures and departmental minutes). EOPS/CARE utilizes an in-house Access database to monitor the programs and persistence of its students. The department has gone “paperless”—all documents are scanned into the database. The EOPS Blackboard site is used to post current information about program activities and services and also is a way to disseminate important information to students via email. A discussion board is available for students to pose questions and communicate with one another. Online counseling and the use of webcam technology is available to improve access regardless of location or mode of instructional delivery. EOPS documents are available online. Electronic student education plans (SEPs) are utilized in the academic planning process with students.

All EOPS student information can be found in the EOPS database (demographic information, eligibility status, staff notes, SEPs, progress reports, number of counseling or staff visits each semester, educational goals, external transcripts, etc.). Counselors track all online counseling contacts for reporting purposes. The English and Spanish versions of EOPS applications can be downloaded from the EOPS link on the campus website.

For single parents with children under the age of fourteen and who receive state or federal aid, CARE assists with support services including cash grants to supplement child care costs, transportation vouchers, meal vouchers, car repair reimbursements, and a lending laptop program. To qualify a student must be EOPS eligible.

CalWORKs offers services to students currently receiving cash assistance. Services are designed to help CalWORKs students complete their welfare-to-work plans through support services such as career assessment and educational planning; short-term classes and programs to develop or enhance job skills; referrals for child care; a CalWORKs center for studying, tutoring, work/study, and computer laptop lending; and personal counseling (AHC catalog). A lending library is available at the CalWORKs Center

and is open to any low income students in need of textbook support (AHC catalog) on a first come first served basis.

Health Services offers a variety of health-related services including first aid for accidents and illnesses, personal counseling, over-the-counter medications, blood pressure screening, and referrals to community agencies and medical facilities. The program has a high profile at the college and focuses on illness prevention and wellness-related activities (schedule of wellness events and health services flyers). The center engages in wellness campaigns and works closely with the Associated Student Body Government and other campus constituencies to raise awareness about current health issues and themes (All staff emails and AHC website: <http://www.hancockcollege.edu/news2.aspx?ID=258&subject=2053>).

The Student Activities office coordinates and supports all campus clubs (including the Associated Student Body Government) and provides students with resources to start a club, plan activities, and finance activities (ASBG Constitution and By-Laws; Student Club Policy and Form Handbook). Activities held on campus throughout the year include musical events, comedy performances and guest speakers, as well as Associated Student Body Government (ASBG) and club-sponsored activities (*Bulldog Beat*; AHC facilities calendar).

At every level of decision making within the college, the Associated Student Body Government represents the needs, interests and perspectives of AHC students (ASBG Constitution and By-Laws). ASBG also provides students with opportunities to engage in learning and leadership as well as governing processes and parliamentary procedure. In order to enhance the general welfare and academic success of AHC students, ASBG supports a vibrant student life consisting of extracurricular activities and events that encourage cultural diversity, unity and college pride (*Bulldog Beat*).

The Financial Aid office provides students with opportunities to obtain information and applications to a variety of financial aid sources including federal, state, local agencies and private sources. The office offers workshops for current students and outreach activities to inform potential students about financial opportunities supporting higher education (Financial Aid Outreach Calendar). On the Financial Aid webpage students review their financial aid status, financial aid awards, general financial aid information, and download and transmit forms. With these comprehensive functions, students can complete the financial aid process and receive funding without ever visiting the Financial Aid office. A frequently asked questions section on the website provides additional important information. Staff are available by e-mail and phone. The Financial Aid office assists current students, as well as high school seniors, in completing the Free Application for Federal Student Aid (FAFSA).

The University Transfer Center (UTC) provides students with four-year university and college information, academic counseling, visits with four-year university representatives, Priority Admission Transfers (PAT)/Transfer Admission Guarantee (TAG) programs, online support services, help filling out university applications and campus trips to four-year institutions (AHC Catalog and website). The UTC website includes transfer general education patterns, links to valuable transfer-related websites, transfer educational pathways, and UC and CSU transfer admissions information (UTC website). A frequently asked questions section offers additional important information including UTC staff email addresses and phone numbers.

The Noncredit Matriculation and Counseling program offers a broad range of counseling, advising, educational planning and other matriculation services to six target student groups: adult basic education, English as a second language (ESL), short-term vocational, citizenship, parenting, and students with disabilities. The program is located in the Community Education building – providing easy access to all target populations (AHC Campus Map). This building is the hub of community education classes and places the program at the heart of daily activities of these groups. The program offers ongoing services at off-campus locations and extended evening services on campus during high demand times. A systematic in-class orientation program delivers information directly to students who may not otherwise benefit from counseling and advising (Noncredit Orientation Schedule).

## **Self Evaluation**

The provision of equitable and comprehensive services to all students, regardless of location or mode of delivery, is a high priority for the college and the focus of Student Services program planning. Recent improvements, such as the extension of student service hours to better accommodate evening students, are a direct response to enrollment and student satisfaction data. Expansion of outreach efforts and the full integration of student learning outcomes into the Student Services culture have contributed to the division's capacity to provide equitable access and quality services (Outreach Calendar; Student Satisfaction Survey). The district expanded online student access in critical student service areas such as Admissions and Records, Counseling, Financial Aid, EOPS and Learning Assistance. Examples of the use of technology to improve student access, regardless of location or mode of delivery, include electronic student education plans (SEPs) and the student portal. The newly created position of a distance education specialist will further contribute to more equitable access for distance students. The college has increased the number of campus computers for student use (ITS inventory data). In order to enhance efficiency, Student Services departments expanded staff use of technology for data storage and tracking (for example, electronic SEPs).

The college is keenly aware of the challenges of ensuring continued equity in student access to reliable high-quality services (*AHC Strategic Plan*, Student Services Unit Plan, Student Services program reviews). Through its strategic planning process the college identified a number of external and internal factors that directly impact access to student services (*AHC Strategic Plan*). These factors include the current housing crisis and economic recession that contributed to a sudden spike in enrollment – a trend which is expected to continue. The district faces an increase in the number of residents with less than a high school diploma, resulting in a larger number of students who are academically underprepared and unfamiliar with college requirements and support services (*Fact Book*). On the other hand, there has also been significant growth in student participation in distance education and in the number of certificate and degree programs that can be completed partially or entirely online. These factors, in combination with state budget reductions, have created significant challenges and directly inform planning and program modification in all areas of student services. Critical components in meeting these challenges are the effective use of technology and on-going staff development. The implementation of Banner will increase efficiency and expand access to student information. In addition, the One-Stop Student Center

will be a tremendous advancement in providing student services in a convenient, efficient and integrated environment.

## Planning agenda

None.

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

## Descriptive Summary

Allan Hancock College has a long history of commitment to student social and cultural development. This commitment is embodied in the college statement of shared values and the district strategic plan. It is further reflected in the district's institutional learning outcomes which include global awareness and cultural competence. Attention to institutional values and learning outcomes is apparent throughout the student services and co-curricular environment.

Students are informed of their basic rights and responsibilities as college community members through the "Guidelines for Student Conduct on Academic Honesty" published in the college catalog (*Allan Hancock College Catalog 2009-2010*, page 35). The catalog also explains the student complaint policy and procedures (page 33 and Board Policy 6200). The college nondiscrimination statement is published in English and Spanish (*Allan Hancock College Catalog 2009-2010*, page 31). Information related to student responsibilities is disseminated through the college catalog and schedule of classes (available in print and on the college website at <http://www.hancockcollege.edu/Default.asp?Page=55>).

The theme of personal responsibility and development is apparent in all Student Services departments. Virtually every Student Services department actively focuses on student acquisition of skills related to personal awareness and responsibility (see Student Services SLO binders). Skills such as completing eligibility processes, meeting deadlines, following program guidelines, and independently accessing critical information are typical of skills essential to effective participation in college services. Attention to student growth and responsibility is apparent in many Student Services departmental SLOs (Student Services SLO binders). For example, a Learning Assistance Program outcome focuses on development of self-advocacy skills; an EOPS student learning outcome assesses and improves student compliance with EOPS regulations (EOPS SLO binder); Health Services uses SLOs as a vehicle to focus on student responsibility in the areas of sexually-transmitted diseases and smoking cessation (Health Services SLO binder); and Associated Student Body Government (ASBG) encourages civic responsibility through its many service projects and student leadership opportunities (*Bulldog Beat*).

In some Student Services areas there is also an emphasis on intellectual and aesthetic growth. EOPS sponsors trips to museums such as the Holocaust Museum and social activities such as the EOPS awards

banquet. MESA offers field trips to sites such as the NASA Jet Propulsion Laboratory, Disney Imagineering, and Ames Research Center as well as local industry presentations. The University Transfer Center sponsors visits to university campuses throughout the state (Student Services flyers).

As a forum for student participation in managing student affairs and institutional governance, the Associated Student Body Government (ASBG) fosters civic responsibility and personal development (ASBG Constitution & By-Laws). ASBG also provides opportunities for students to participate in state and national legislative matters pertaining to student issues (*Bulldog Beat*). ASBG members have lobbied on Capitol Hill and in Sacramento and attended state Student Senate General Assemblies to advocate for student interests. The student council, the executive arm of ASBG, is the primary means for student communication with faculty, administration and the Board of Trustees. The student body is represented by a student trustee who is a non-voting member on the Board of Trustees and can make and second motions. The council also appoints students to serve on shared governance committees and participate as voting members on faculty and administrative hiring committees (ASBG Constitution and By-Laws).

ASBG organizes regular campus activities focused on civic engagement and personal development. Student government was actively involved in the passage of the Measure I bond and annually sponsors student scholarships. Other ASBG-sponsored events encouraging civic responsibility include Academic Integrity Day, Volunteer Day, Earth Day, Cesar Chavez Day and Black History Month. Many events are offered during both the day and evening. Activities such as the Christmas toy drive, the blood drive and the food drive help build a sense of civic responsibility. Bow-WOW, one of the largest and most successful ASBG events, is a full-day campus-wide event held on the Santa Maria campus and the Lompoc Valley Center. Bow-WOW promotes student awareness of campus organizations, programs and services (*Bulldog Beat*).

The student council also charters and supports campus clubs. Through ASBG-chartered clubs students have opportunities to pursue specific areas of interest and develop leadership skills while contributing to the campus civic and social life (ASBG Constitution and By-Laws). Campus clubs support student interest in areas ranging from viticulture and enology to salsa dancing (list of ASBG approved clubs).

This standard is further addressed through personal development and leadership courses which are coordinated through Student Services. Personal development courses include Personal and Career Exploration, Success in College, and Human Relationships. Each course provides opportunities for exploration of personal values and includes student learning outcomes related to increasing knowledge of one's self and others (Personal Development course outlines of record). Leadership classes, a requirement of ASBG membership, address topics such as parliamentary procedure, group dynamics, cultural differences, ethics, communication and team building (Leadership 111 and 112 course outlines of record). Coordination and implementation of student activities are facilitated through these courses.

In addition to clubs and personal development courses, the college has an environment rich in civic, cultural, and aesthetic opportunities. These include a lecture series, film festivals, a campus art gallery, student and professional dance, choral and instrumental concerts and a year-round professional theater (departmental posters, flyers and email announcements). The college choir performs for both campus and community audiences –including a performance each spring for commencement. The dance

department sponsors student and professional performances and stages two major dance recitals each year that feature student performances and choreography. Performances often draw a full house and run for four consecutive nights. The film department sponsors an annual film festival of student work, as well as a foreign film festival sponsored by Community Education. The Foxworthy Gallery provides continuous displays of the work of students, faculty and guest artists.

The college's Pacific Conservatory of the Performing Arts (PCPA) Theaterfest offers a unique cultural opportunity. A professional conservatory theater in the heart of the Santa Maria campus, with a summer theater in Solvang, provides both student and community access to a remarkable range and quality of aesthetic and intellectual experiences (PCPA season play bills). Since its inception in 1964, PCPA has been the premier venue for professional theater on the central coast. The conservatory has staged nearly 500 full productions, 27 interplays, and 133 outreach productions.

## **Self Evaluation**

Allan Hancock College meets this standard through both comprehensive student services and a rich co-curricular environment. Student Services share a philosophy that fosters both student support and self-efficacy (Student Services Unit Plan). A strong emphasis on student learning outcomes enhances the capacity to implement this philosophy. Regular interaction, through biweekly Student Services Council meetings and formal and informal communication between departments, supports an integrated approach to student development and responsibility. Continuous improvement in technology supports effectiveness at the institutional and departmental level.

Electronic student educational plans and the student portal make student information more accessible and enhance a student's ability to take personal responsibility for academic progress. Students are able to independently review their course history and will soon be able to modify their student educational plan online. Access to critical student information will be further enhanced with the introduction of Banner, the new college data system. At the program level, the EOPS use of web cam technology, an online screening instrument for Learning Assistance Services, and the use of "clickers" by Health Services (measuring student awareness of sensitive issues) are examples of how technology improves student development and responsibility.

Forty-nine percent of the students who participated in the 2004 *Climate Assessment and Student Needs Survey* and who reported knowing about student activities and having used them, rated the effectiveness of student activities as excellent or good. Since that survey was conducted, ASBG hired a new coordinator and there has been a renewed focus on increasing student involvement in campus activities and clubs. In 2007-2008 ASBG-sponsored clubs increased from three to 11; in 2008-2009, leadership class (LDRSHP 111) enrollment increased from fewer than ten students per semester to the 25 maximum allowed and there was a waiting list. The 2008 Accreditation Student Survey reflects an improved perception – 68 percent of survey participants (2008 Accreditation Student Survey, question 5.a) rated the effectiveness of student activities as excellent or good, an increase of 19 percentage points since the 2004 survey (2004 *Climate Assessment and Student Needs Survey*, question 20).

The infusion of new energy in student activities coincided with a national election that inspired student engagement. ASBG sponsored presidential debate nights and supported voter registration drives on campus. ASBG is also instrumental in bringing high profile speakers to campus. Cesar Chavez' daughter was invited to campus for a celebration of his work and life. The Nobel Peace Prize Laureate Rigoberta Menchú participated in a campus forum and reception in which she shared her personal struggle for equity.

The park-like settings of both the Santa Maria and Lompoc campuses serve as a source of aesthetic enrichment for students. Ample green spaces, mature trees and well maintained shrubs and plants provide an environment that is aesthetically pleasing, encourages appreciation of the natural world and supports casual interactions that enrich personal development.

## **Planning Agenda**

None.

### **II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

## **Descriptive Summary**

The institution has well established counseling services and academic advising programs that are maintained and enhanced through various evaluation processes. These processes include monthly staff meetings (Counseling department meeting minutes), program review (Student Services program review matrix and binders), student learning outcomes assessment (Counseling Department SLO binders), student satisfaction surveys (Accreditation Student Survey) and faculty evaluations (Student Services Faculty Evaluation Schedule). Counseling programs are provided in the following departments: Counseling, Educational Opportunity Programs and Services (EOPS), Learning Assistance Program (LAP), University Transfer Center (UTC) and Noncredit Matriculation and Counseling services. The college does not currently utilize faculty advisors from individual academic departments. However, faculty in career technical and other disciplines informally advise students on the relationship between curriculum and employment opportunities. Math, science and engineering students receive similar guidance through the MESA program.

All programs providing counseling and advising have developed student learning outcomes and their assessments are currently underway (Student Services SLO Coordinator binder). The Counseling department completed a comprehensive program review in 2004 and is scheduled for another program review in fall 2010. The Counseling department conducted a student satisfaction survey in 2003 as part of its program review (Program Review Binder). Seventy-seven percent of survey participants were very satisfied or satisfied that counselors provided clear, concise, and accurate information; 82.8 percent were pleased with the overall service they received; 82.8 percent indicated they would return to see the same counselor; and 79.8 percent felt that the Counseling department was meeting their needs (2003 Program

Review Survey). The Noncredit Matriculation and Counseling program completed its program review in 2007. Seventy-six percent of program review survey participants indicated that counselors provided clear, concise, and accurate information; 65.6 percent indicated they were pleased with the overall service. In addition to the departmental-level program review, the Learning Assistance Program, Financial Aid, Credit and Noncredit Matriculation and EOPS completed a state-mandated program review in spring 2008 (categorical program review binders, 2008).

Counseling staff meetings are held regularly and include counselors from Counseling, EOPS, Learning Assistance Program, University Transfer Center and Noncredit Matriculation. Instructional faculty attend these meetings and provide updates in their areas of study (Counseling department meeting minutes). Representatives from four-year institutions also participate in counseling meetings in order to communicate changes on their campuses (Counseling department meeting minutes).

The institution adheres to guidelines for minimum counselor qualifications that are established by the California Community Colleges Chancellor's Office. Counselors participate in new faculty orientation throughout the first year of employment –covering all aspects of the institution including student services, curriculum and shared governance (new faculty orientation agendas). Throughout the year the college offers various opportunities for professional development (Professional Development Website: <http://staffportal.hancockcollege.edu/prodev/default.aspx> ). A full-time faculty member is required to complete 36 hours of professional development each year. Counselors and classified staff are provided professional development opportunities on and off campus at workshops and conferences. Counselors have attended various conferences including the UC/CSU conference, Tomas Rivera Institute, Academic Senate conference, Student Services State Conference, the Accreditation and Student Learning Outcomes Institute and the Student Success Conference.

The Learning Assistance Program (LAP), through collaboration with high school representatives and agencies like the Department of Rehabilitation and County Mental Health, develops timetables and discusses the content, activities, and tone for advising prospective students (LAP department meeting minutes, outreach calendar and database case notes). For current students, advising uses the counseling model currently in place at Allan Hancock College; in addition the program takes into account learning style and disability information that impacts the student's educational experience. The LAP includes an academic counselor specializing in counseling students with disabilities. Counseling procedures are discussed, planned, and implemented through staff meetings and trainings. The effectiveness of these activities is evaluated through individual evaluations, student learning outcomes assessment, and program review. LAP counselors and specialists attend regional meetings, professional conferences, and visit universities that accept most of Allan Hancock College's transfer students (outlook calendar).

In addition to program and division-level data, the college conducts systematic institutional-level surveys to assess campus climate and student satisfaction. Students were surveyed in fall 2008 and were invited to respond to questions about instruction as well as academic and student support services (among other things). The table below summarizes findings. Focus groups were conducted with students to discuss their perceptions of student support services and to obtain student feedback about improvements needed.

**TABLE 2: Student Perception of the Quality of Student Services (Advising)**

Source: AHC Student Accreditation Survey 2008

“Total” represents total students that responded with a rating; the indicated percentage under the ratings is the percent of “Total”. The “not aware” is for students that indicated they were not aware of the particular service; the percentage under not aware is out of all survey respondents, N = 898.

Student Service	Excellent/Good		Fair		Poor		Total	Not aware	
	n	percent	n	percent	N	percent	n	n	Percent
Academic Advising/ Counseling Center	452	73%	117	19%	50	8%	619	91	10%
Transfer Advising	339	73%	95	21%	28	6%	462	138	15%
Learning Assistance Program (LAP)	236	80%	52	18%	7	2%	295	155	17%
Extended Opportunity Programs & Services (EOPS)	258	82%	44	14%	14	4%	316	177	20%
Pre-College Outreach/ AHC Advising	330	69%	115	24%	34	7%	479	176	20%

## Self Evaluation

Both the college program review process and the state categorical program review process (conducted by the California Community Colleges Chancellor’s Office) assist the college in designing and evaluating services for student success. Student learning outcomes also provide an opportunity to evaluate interventions and services and offer a dynamic process for institutional improvement. To meet student needs, Student Services SLO liaisons meet with the SLO coordinator frequently to keep this dynamic process evolving (Student Services SLO coordinator meeting calendar).

Survey results suggest that Counseling department and University Transfer Center advising and counseling services need to continue to improve. Counseling and advising are key to ensuring student success. The Counseling department has conducted a series of focus groups to obtain more information from students and subsequently used their feedback to improve services.

Preliminary findings suggest that students with ongoing counseling contacts appear to be satisfied with services. However, students who report lower levels of satisfaction seem to be somewhat disconnected from services and appear to have used services on a limited basis. Subsequent focus groups will be conducted to find out how these students can be thoroughly engaged.

Student ratings of EOPS and LAP advising services show a higher level of student satisfaction. Fewer students rated these programs as fair or poor (Table 2). The college strives for excellence in its student services and this student feedback will be considered to improve programs.

Between 10 and 20 percent of survey respondents indicated they were not aware of advising services. Survey participants included noncredit students who are not served by the programs discussed in this section – this may account for some responses. Surveys were anonymous and data could not be disaggregated by credit and noncredit groups. Noncredit students are served by the Noncredit Matriculation and Counseling program. Their program review survey was conducted in spring 2006 and resulted in a high student satisfaction rate. On a scale of 1-5 (with five being the highest satisfaction), all questions dealing with student satisfaction yielded average scores between 4.2 and 4.61 (Noncredit Matriculation and Counseling program review questionnaire, 2006).

## Planning Agenda

None.

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

## Descriptive Summary

Allan Hancock College serves a highly diverse student body and community. Forty-seven percent of credit students are non-white; 37 percent are Hispanic. The college service area is 35.6 percent Hispanic (*Fact Book*). The district's understanding, appreciation, and commitment to diversity is embodied in board policy, the college shared values, the district's multicultural/gender studies associate degree course requirement and in the institutional learning outcomes in the areas of communication as well as global awareness and cultural competence (ILO document). This emphasis is further reflected both implicitly and explicitly in Student Services departmental student learning outcomes.

The college is designated a Hispanic-serving institution and has consistently sought and received grants that support multicultural activities and expand opportunities for historically underrepresented student populations. Over the past ten years these efforts resulted in three Title V grants aimed at increasing the college's capacity to serve Hispanic students (Grants office annual report). Many aspects of these grants (for example, targeting underprepared high school students and supporting degree completion and transfer for underrepresented populations) are now incorporated into the functions of Student Services departments (Counseling department and UTC program reviews). The current Title V grant includes establishing a multicultural center.

Programs providing direct support for diverse student populations play a prominent role in college life. These programs include EOPS, CARE, CalWORKs, LAP, MESA, Noncredit Matriculation and Counseling and Cal SOAP. They share a common mission to expand educational access and success to members of historically underrepresented or disadvantaged groups (Student Service Program SLO mission statements). Services such as specialized orientation and counseling, priority registration, peer

mentoring, workshops, book grants, child care assistance, field trips and social and cultural activities are specifically designed to create learning communities and extended opportunities for diverse populations (Student Service outreach calendar, EOPS and LAP brochures, calendar of events and student data bases).

Student clubs are another venue for support and appreciation of diversity. Clubs such as the Spanish Club, the Black Student Union, and Club Candela were established to promote entertainment on campus, reflect diversity of students and enhance opportunities for understanding and appreciation of diversity for all students. In addition the college sponsors a multitude of activities designed to foster diversity awareness – for example, El día de los muertos, Black history month events, disability awareness days, Cinco de Mayo celebrations and the Cesar Chavez soccer tournament (*Bulldog Beat*, ASBG Events Calendar).

In addition to offering a diverse curriculum, the college dance, film, music and theater departments enhance understanding and appreciation of diversity through their active role in the co-curricular life of the college. The dance department hosts campus performances of folkloric dance as well as biannual dance concerts that include dance styles ranging from ballet to break dancing (Dance Spectrum programs, dance performance calendar, flyers). In addition to a student film festival exploring a broad range of social topics, the college hosts film nights that include offerings such as *Like Water for Chocolate* and *Real Women Have Curves* (e-mail announcements, *By The Way, Take Five*). The college choir recently presented a multicultural concert with songs performed in seven languages; concerts frequently feature works from a variety of cultures (choral performance programs). The spectrum of diverse musical opportunities broadened when the college began hosting La Guitarra, a concert featuring world-renowned classical Spanish guitaristas (flyers and email announcements).

Diversity in its resident company, guest artists, and choice of productions is a priority at the Pacific Conservatory of the Performing Arts (PCPA). The theater's mission includes a commitment "to reflecting and transforming our diverse community..." and a belief that "theater has a vital role and responsibility in the community to enrich cultural literacy and improve the quality of life." Among recent, highly successful productions addressing diversity are *Anna in the Tropics*, *Ragtime*, and *The Heart's Desire* – a world premier play by José Cruz González. Audience discussion with the cast and director follows designated performances.

The college speaker series regularly presents topics focused on multiculturalism – ranging from Native American art and beauty to a series on immigration. Recently the college hosted an open lecture and lunch with Nobel Peace Prize winner Rigoberta Menchú who spoke on breaking barriers (flyers, email announcements).

## **Self Evaluation**

Faculty and staff consciousness of and commitment to multiculturalism steadily increased over the past few years – apparent in the increased diversity in curriculum (AP&P records), professional development offerings (<http://staffportal.hancockcollege.edu/prodev/default.aspx>), the range of diversity in programs

in the arts and student activities (PCPA and Dance Programs), and revisions to the faculty hiring policy and procedures designed to increase staff diversity (Board Policy 4100). This is, in part, the result of continued growth in the diversity of our students and greater activism among students, staff and the community. The shift begins at the executive level with the Board of Trustees and superintendent/president who have communicated a strong commitment to diversity. The Board of Trustees recognizes that “diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students” (*2009 Fall Schedule of Classes*, page 38). This philosophy is reflected in many actions of the superintendent/president, from support for diversity in faculty hiring to active engagement in the many co-curricular activities focused on diversity. The superintendent/president was instrumental in bringing La Guitarra to the college and is a strong supporter of PCPA Theaterfest.

Through its Committee on Faculty Hiring, the Academic Senate is a strong voice for hiring practices that support diversity (committee minutes). The senate recognizes that one of the most effective means of enhancing student understanding of diversity is exposure to diverse faculty. With that in mind, a central charge of this committee is to increase faculty diversity through more effective recruitment and interview processes (manual on committees, senate committee charge). All screening and interview committees are trained to assess faculty applicants for sensitivity to diversity (DRS training materials).

The college regularly supports faculty and staff training opportunities in understanding and valuing diversity. These have included guest speakers and staff development workshops (staff development calendar, community education calendar). While recognition of special occasions and important figures is important, the district understands that those gestures alone are insufficient. The transformation to a twenty-first century multicultural institution requires a continued willingness to engage in ongoing dialogue in a climate of mutual respect.

## **Planning Agenda**

Increase opportunities for training and dialogue on issues of diversity.

**II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

## **Descriptive Summary**

Allan Hancock College is an open-access institution. The college utilizes the California Community Colleges statewide admission application (CCC Apply). This statewide application system is monitored by an oversight committee (composed of representatives of California community colleges) evaluates effectiveness and ensures compliance with state and federal regulations. Annual audits ensure that Admissions and Records comply with these regulations. A new admission application supported by Banner will be adopted in spring 2010. The new application was developed to meet student and college reporting needs and has undergone several reviews for fine-tuning. Admission application updates will be monitored to ensure the process is responsive to institutional and student needs.

ACCUPLACER, COMPANION test, and Combined English Language Skills Assessment (CELSA) are used in the credit assessment process. These instruments have the full approval of the California Community College Chancellor's Office as meeting guidelines for reliability, bias, content validity and disproportionate impact (CCC List of Approved Instruments for Placement). During summer 2009 the college hired a consultant to assist with CELSA validation and officially implemented the CELSA in fall 2009/spring 2010. The ACCUPLACER and COMPANION test are approved through 2012 and the CELSA is approved through 2011. The college strives to evaluate the effectiveness of its process and to provide multiple measures. In 2004 the English department reviewed background questions used with placement scores for appropriateness. In collaboration with Institutional Research and Planning, the department also reviewed the English placement scores in January 2007. The Institutional Research and Planning office is working with the English and math departments to set the new cut scores and the college expects implementation in spring 2010. The mathematics survey was administered in fall 2008 and the English survey in spring 2009. New cut-off scores were identified as an outcome of these studies and are now used to place students in classes.

The Community Education program currently recommends placement of new ESL noncredit students using the CELSA exam as well as recommendations from noncredit matriculation counselors and ESL faculty. During summer 2009, the college hired a consultant to assist with CELSA validation and will officially implement use of the CELSA in spring 2010. This placement tool has been used and validated for credit ESL students for many years. By validating the tool for noncredit students, we increased options for students and enhanced the ability of counselors to place students in the most beneficial track of the two course sequences (credit and noncredit ESL).

### **Self Evaluation**

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing bias.

### **Planning Agenda**

None.

**II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **Descriptive Summary**

Student records are maintained in accordance with Board Policy 8941 ("Retention and Destruction of Records") and Administrative Procedure 8941.01. The college strictly adheres to the Family Educational

Rights to Privacy Act (FERPA); the Americans with Disabilities Act; Title 5 regulations governing the protection of confidential, sensitive, personal student information/data; Board Policy 8941; and Board Policy 6910 (“Release of Student Records”). Student records are maintained in various media including electronic files on the college mainframe, microfilm, CD-Rom and scanned digital images. Reference codes on the mainframe identify the location of specific documents. Electronic copies of all student records are protected by password security systems. Mainframe data is saved nightly and other data sources are saved regularly and then placed in secured fire-proof and locked campus facilities.

The college provides easy access to policies relating to the safe keeping and disposing of student records. The college has re-affirmed the Admissions and Records Director as the FERPA Officer and she is available to answer questions and provide assistance to comply with FERPA regulations.

### **Self Evaluation**

The college handles records confidentially and securely – recently conducting FERPA training for all student services staff and reaffirming the director of Admissions and Records as the officer responsible for addressing staff FERPA questions. In addition, the college developed secured systems to protect student records regardless of the form in which the information is stored. Admissions and Records staff work in a locked area, all data is password protected and access levels are established. Student workers do not have access to student records. In the case of a natural disaster in which student records are destroyed or damaged, they can be reconstructed from a multitude of sources.

### **Planning Agenda**

None.

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Descriptive Summary**

In spring semester 2002, the vice president of Student Services created a taskforce to review and revise the existing Student Services program review process. The taskforce, with representatives from Institutional Research and Planning, Student Services, and the Academic Policy and Planning committee, met regularly throughout the semester to complete an extensive review of the existing procedure and evaluate models from other community colleges. Existing Board Policy 7930 (“Program Evaluation”) was the reference point for developing the current Student Services program review guidelines and procedures manual. The manual delineates how Student Services address program goals within the college strategic themes and objectives. Revisions and progress reports are made on student learning outcomes and their assessment each year. At the request of the superintendent/president's office, the vice president of Student Services summarizes the

accomplishments made in meeting the established strategic objectives. The accomplishments are shared with the college and district-wide community.

All Student Services programs and departments have either conducted or are scheduled to conduct program reviews using the revised guidelines. Along with data from Institutional Research and Planning, program reviews are used as evidence to develop future departmental plans. The office of the vice president of Student Services maintains a matrix that outlines each Student Service department's status within the program review cycle (see Student Services program review planning cycle matrix). The current program review process incorporates student learning outcomes (SLOs).

The Student Services division, under the direction of the vice president of Student Services, initiated a structured program of SLO assessment in spring 2005, beginning with the appointment of two faculty assigned as Student Services SLO coordinators (see Student Services SLO long-term plans and matrices binder; Student Services SLO staff development binder; SLO reference materials binder). This approach mirrors the structure previously adopted by instruction and underscores the district's awareness of the importance of Student Services in measuring and evaluating SLOs. To enhance communication between instruction and Student Services, the Student Services SLO coordinators joined the district's SLO Taskforce in fall 2006 (see SLO Task Force meeting minutes, fall 2006 – present).

In collaboration and consultation with the SLO coordinators, all Student Service programs identified their mission statements, core competencies and related SLOs (see Student Service department SLO liaisons' binders). This was achieved in the 2005-2006 academic year through a series of meetings, workshops and retreats with the SLO coordinators as facilitators (see Student Service SLO staff development binder; SLO reference materials binder). Most student service departments have completed two or more cycles of SLO assessment.

Within each program, a faculty or staff member serves as the SLO liaison. The SLO liaison helps ensure a systematic process and review of SLOs at the program level. For example, the SLO liaison is responsible for promoting regular departmental dialogue on SLOs, providing updates on SLO progress at department meetings, coordinating analysis of SLO assessment data with the department, and communicating SLO data to the department administrator(s) in order to implement program improvements. Additionally, the liaison participates in continuing SLO training and staff development and identifies departmental needs for additional training and professional development. Annually the SLO liaison reports to the SLO coordinator and is invited to attend the SLO Taskforce meetings (a district-wide effort). In addition, Student Services programs report annually to the Student Services Directors' Council. A SLO liaison job description was developed and is available for review (see SLO liaison job description).

Since the 2006-2007 academic year, each Student Services program has engaged in annual measurement and evaluation of SLOs. Each program maintains SLO-related data and uses the data to drive program improvements. For example, Financial Aid recently modified its FAFSA workshops to allow students the opportunity for hands-on participation. This modification was based on survey data from the prior workshop. The department is now tracking student completion of all phases of the eligibility process using this new approach (see Student Services department SLO liaisons' binders). SLOs are now integrated into the program review process.

## **Self Evaluation**

Student Services are assessed, reviewed, and refined through a number of measures including annual program reviews, student services planning documents, and student learning outcomes assessment reports. The Student Services division assesses progress toward achieving its stated goals and makes decisions regarding the improvement of student learning outcomes on an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analysis of both quantitative and qualitative data. The Student Services division continually engages in dialogue and evaluation to reaffirm commitment to improving service to students.

Since the last self-study, student learning outcomes (SLOs) have emerged as a primary means to annually review efforts to support students and ensure student service adequacy in meeting needs. The Student Services division has created a workable SLO process which is used consistently to incorporate assessment of student learning outcomes and use of data for program improvement in all the Student Services programs.

All Student Services units undergo program review every six years. Units are required to document a summary description of programs and services, number of students served, types of services provided, and significant accomplishments. Program reviews, combined with the annual student learning outcome reports and data from Institutional Research and Planning, enable units to enhance services and develop programs that are responsive to student needs. This data in turn influences institutional planning and resource allocation – most evident in the faculty position allocation process which relies heavily on data related to student needs and institutional objectives.

## **Planning Agenda**

None.

## Standard II B: Summary of Evidence

2004 Climate Assessment and Student Needs Survey  
Academic Senate Committee on Faculty Hiring  
Academic Senate meeting minutes  
Allan Hancock College Campus Map  
Allan Hancock College Facilities Calendar  
ASBG Constitution & By-Laws  
ASBG Events Calendar  
Basic Skills Action Plan, 2008-2009  
Board Policy 4100  
Board Policy 6910  
Board Policy 7200  
Board Policy 7930  
Board Policy 8941  
Bulldog Beat  
College Catalog; 2009-2010  
College Website: [www.hancockcollege.edu](http://www.hancockcollege.edu)  
Counseling Department Meeting minutes  
Counseling Department Program Review Survey, 2003  
Course Schedule: <http://www.hancockcollege.edu/Default.asp?Page=55>  
DRS (Diversity Resource Specialist) Training Materials  
EOPS departmental minutes  
*Fact Book*  
Fall 2009 AHC Schedule of Classes  
Family Educational Rights and Privacy Act (FERPA) Regulations  
Financial Aid Outreach Calendar  
Financial Aid Webpage: <http://www.hancockcollege.edu/Default.asp?Page=99>  
Grants office annual report  
ILO document  
Intranet: <http://staff.hancockcollege.edu/>  
ITS inventory data  
LAP Department minutes  
Leadership 111 and 112 course outlines of record  
New faculty orientation agendas  
Noncredit Matriculation and Counseling program review questionnaire, 2006  
Noncredit Orientation Schedule  
Outlook Calendar  
Outreach Calendar  
Outreach Plan  
Personal Development course outlines of record  
Professional Development Schedule: <http://staffportal.hancockcollege.edu/prodev/default.aspx>  
Program Brochures: University Transfer Center, Noncredit Matriculation, EOPS, LAP  
Schedule of wellness events & Health services flyers

SLO liaison job description  
SLO plan binders and annual Student Services SLO reports  
SLO Task Force meeting minutes  
Spectrum: Community Education Calendar  
State Categorical Program Review, 2008  
*Strategic Plan 2004-2007*  
*Strategic Plan 2009-2013*  
Strategic Planning Student Survey  
*Student Accreditation Survey 2008*  
Student Club Policy and Form Handbook  
Student Equity Plan  
Student Services Divisions' Program Review Binders  
Student Services flyers  
Student Services program review planning cycle matrix  
Student Services Program Reviews  
Student Services SLO Binder  
Student Services SLO Coordinator Binder  
Student Services SLO coordinator meeting calendar  
Student Services Unit Plan  
Testing Center Calendar: <http://www.hancockcollege.edu/Default.asp?Page=618>  
UTC Website: <http://www.hancockcollege.edu/Default.asp?Page=115>



Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

*Standard IIC  
Library and Learning Support Services*



*It makes me feel connected to my school  
to see the achievements of my fellow  
students displayed and recognized.*



Tara Da Re  
Major: photography

## Standard II C: Library and Learning Support Services

*Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.*

**II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

### Descriptive Summary

The Learning Resources department at Allan Hancock College (AHC) encompasses the library, tutorial services, some computer labs and multimedia services. The library changed both physically and online since the last accreditation visit; the building was remodeled and online library services increased to serve a rapidly growing distance education program. The electronic book collection, for example, grew from 3,000 titles in 2003 to 25,000 in 2008. The Santa Maria campus library underwent a state bond-funded remodel beginning in late 2004 – officially culminating in March 2007. The project included new lighting and carpet, as well as an additional 1,500 square feet of quiet study space (requested by students in focus groups prior to the remodel) and 2,000 linear feet of stack space needed for the collections. The Lompoc Valley Center (LVC) Jacoby Library, which opened in 1999, developed an extensive media collection to meet instructor needs. The Vandenberg and Solvang sites rely primarily on online services, but materials are delivered there upon request.

As of fall 2007, the Santa Maria and the Lompoc Valley Center libraries held approximately 64,529 books, reference materials, videos, CDs, DVDs, audio books, and miscellaneous realia (Library Program Review 2007-2008, Exhibit 11) – a 20 percent growth since 2002 when 53,000 items were held. Several special collections were developed, one to support the Pacific Conservatory of the Performing Arts and another for the large remedial and basic skills population. The library subscribes to 297 print journals and magazines plus five local, four national, and one Spanish-language newspaper. Online services include the library catalog, 14 general and specialized databases, electronic reference services and a collection of over 25,000 Netlibrary electronic books (viewable on the AHC library webpage at [www.hancockcollege.edu/library](http://www.hancockcollege.edu/library)). Realia collections include geology specimens and anatomical models. Librarians in Santa Maria and the LVC attempt to obtain a copy of every required textbook for the heavily-used reserve collections. Students have access to 33 computer stations in the Santa Maria library and 47 stations in the Jacoby Library. Both locations have accessible stations with adaptive software.

Reference services provided by faculty librarians are available during all open hours and include group orientations, one-on-one assistance, telephone service, and electronic reference. Librarians also offer a two-unit online research skills course. Library hours vary by site; in fall and spring, the Santa Maria library is open 63 hour per week and the LVC library is open 55 hours per week. Remote access to the catalog, databases, and electronic book collection is available 24/7 to meet the heavy online student demand ([www.hancockcollege.edu/library](http://www.hancockcollege.edu/library)). Other library services include wireless access, photocopiers, DVD and video viewing stations, computer stations with adaptive software for disabled students, and interlibrary loan services. Students have access to several group study rooms in the library, one with a computer and plasma screen. Evidence that services are needed and well used is reflected in visitor gate counts: 136,886 in Santa Maria and 43,549 at LVC in 2006-2007 (Library Program Review 2007-2008, Exhibit 7).

Cultural and aesthetic programming is usually offered through the Friends of the AHC Library. Since 2000 the Friends have sponsored events including a traveling National Library of Medicine Frankenstein exhibit, festivals of the arts, an “Xtreme” research competition, a bilingual READ poster program featuring college celebrities, and various fundraisers to support both campus and community library events (Friends of the Library minutes).

Tutoring supports instruction across the curriculum and is offered free to students both onsite and online. Tutorial services are housed in the Santa Maria campus Academic Resources Center (ARC) and the LVC Jacoby Library. Peer group and one-on-one tutoring is available by appointment onsite 8 a.m. to 8 p.m. Mondays through Thursdays and 8 a.m. to 3 p.m. on Fridays. Bilingual tutors are usually available for ESL and mathematics. At both centers students have access to group study rooms with whiteboards, including one group room in Santa Maria with computers and a plasma screen. A classroom in the ARC is used for tutor training. Smarthinking online tutoring is available 24/7 for a variety of subjects and is provided by instructors typically holding a masters degree or higher. Demand for online tutoring has increased significantly: 52 students used 90 hours of online tutoring in spring 2003; in spring 2007, 265 students used 335 hours (Tutorial Year End Report, 2006-2007, page. 2). English students are by far the largest user group for online tutoring; in the Smarthinking spring 2009 usage report, online essay center tutoring hours accounted for 636 out of the total of 708 sessions. While English faculty have expressed great satisfaction with Smarthinking, the district, due to cost, is developing peer online tutoring.

A variety of discipline-specific and multi-disciplinary computer labs are located on the Santa Maria campus, at LVC, and at various other community locations such as the Workforce Resource Center and Atkinson Center (see table below). Computer labs are primarily PC-based, except for graphics and multimedia labs, and most have a host of standard Microsoft Office products as well as more specialized courseware such as Plato and Rosetta Stone. Because of superior network speed and equipment, many students choose to use onsite labs to access distance education courses.

### AHC Instructional Labs

Name	Location	# of stations	Hours (Spring/Fall)	PC or Mac
Computer Resources Center	Santa Maria	54 and 6 other stations (a/v, etc)	MTWR 9 a.m.-7:45 p.m. Fri 9 a.m. – 1:45 p.m.	PC and Mac
Language Lab	Santa Maria	20 and 2 other stations (a/v, etc)	MTWR 9a.m. – 8 p.m. Fri 9 a.m. – 3 p.m.	PC
Math Lab	Santa Maria	14 and 2 other stations (a/v, etc)	MTWR 9 a.m. – 6:30 p.m. Fri 9 a.m. – 2 p.m.	PC
Open Access Computer Lab	Santa Maria	58 and 1 other station (a/v)	MTWR 8 a.m. – 8 p.m. Fri 8 a.m. – 3 p.m. Sat 9 a.m. – 1 p.m.	PC
Writing Center	Santa Maria	48	MTWR 8 a.m. – 8 p.m. Fri 8 a.m. – 3pm Sat 9 a.m. – 1 p.m.	PC
Computer Resources Center	Lompoc Valley Center (LVC)	36 (34 PC and 2 Mac)	MTWR 9 a.m. – 2 p.m. & 5:30 p.m. – 8:30 p.m. Fri 9 a.m. – 12 noon Sat 9 a.m. – 1 p.m.	PC and Mac
Open Access Computer Lab	Lompoc Valley Center (LVC)	47 and 1 cctv magnifier for visually impaired	MTWR 8 a.m. – 8 p.m. Fri 8 a.m. – 3 p.m.	PC
Atkins Lifelong Learning Center	Santa Maria off-site location	30 and 2 other stations (a/v, etc)	MTWR 9 a.m. – 10 p.m.	PC
Workforce Resource Center	Santa Maria off-site location	20 and 1 other stations (a/v, etc)	M 8 a.m. – 12:30 p.m. TWR 8 a.m. – 10 p.m.	PC

Multimedia services staff facilitate instruction across disciplines with services from equipment delivery to instructional design, primarily for classroom support. At all centers they maintain classroom equipment such as data projectors and document cameras, provide photographic support, train faculty in a wide range of instructional technology applications for both onsite courses and distance learning, and ensure online accessibility for special populations. They manage the Teacher Learning Center, which houses both PC and Mac computers with a wide range of software for enhancing instruction. As part of bond-sponsored construction, the district is installing permanent-networked classroom equipment and moving away from mobile stock on carts. Although there is less need to move equipment, staff delivery service hours have remained constant since 2007 – between 1,100 to 1,200 hours per year, partially due to an increase in outreach and community education events that almost always require equipment set up (Multimedia Services Equipment Request/Support Report, Nov. 2008).

### Self Evaluation

The library underwent program review most recently in 2007-2008. Various surveys were conducted at both the LVC and Santa Maria campuses, including a sabbatical survey targeting online students. Results indicated that 68 percent of onsite students were satisfied with library orientations and 69 percent thought hours were adequate (Library Program Review 2007-2008, exhibits 2-5). In addition, the quality of library staff services was rated as good or excellent by 87 percent of onsite and online students in the 2008 accreditation survey; 85 percent rated the quality of the collections as good or excellent (Student Accreditation Survey, 2008).

Tutorial staff is committed to student achievement; regularly conducted surveys indicate their role in improved student retention and success. For example, 76 percent of 108 tutees surveyed in spring 2008 stated that tutoring helped them stay in class and 66 percent reported their grade improved (Tutorial spring 2008 tutee evaluations). This self reporting is correlated with grade reports for fall 2008, showing that 75.2 percent of students successfully completed the courses in which they were tutored (AHC Tutorial final grade reports, fall 2008).

Between labs and the library, almost 500 computer stations are available to students. Many labs have new or upgraded equipment as a result of the ongoing Bond Measure I technology modernization effort. Most labs have ADA-compliant stations with adaptive software (Instructional computer lab survey, fall 2008).

Multimedia staff strives to assess how satisfied employees are with their services. Equipment request, repair, and service forms are available online, so college staff can easily track the services they offer (Intranet District Forms, Multimedia). In the 2005 multimedia program review survey, 90 faculty and staff were surveyed and 82.7 percent were satisfied or very satisfied with services. Multimedia Services staff development activities are consistently rated as excellent or good by participants (staff development evaluation binders, 2007-2009). Challenges for staff include a dramatic increase in demand for after-hours services over the last three years, as well as learning the operation and maintenance of new permanently installed AV systems that operate through the district computer network.

## Planning Agenda

None.

**II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

## Descriptive Summary

The library materials selection policy, designed to support the overall AHC mission, is outlined in Board Policy 7110 (“Learning Resources Center, Selection of Materials”). In accordance with the policy, librarians regularly solicit purchase suggestions from faculty across the disciplines. Librarians also offer creative hands-on professional development sessions in the library, such as the 2008-2009 “Library Free for All.” Teaching faculty can earn professional development credit for reviewing their subject area in the library – removing out of date materials and suggesting replacements (Professional Development Schedule, 2008-2009). When the library moved in 2005, more than a dozen faculty joined in a pre-move weeding party. Faculty librarians share responsibility with discipline faculty for collection development – librarian tasks include reviewing new curriculum proposals for required readings; soliciting input from faculty, students and staff; and selecting new items based on professional journals and other reviews. An

Academic Senate subcommittee, the Senate Library Advisory Committee (SLAC), has both instructional faculty and librarians as members. The committee typically meets once a semester to review library issues (Senate Library Advisory Committee minutes). Collection development is coordinated district wide through librarian meetings; materials are delivered between campus centers for students and faculty use free of charge. Electronic resources are reviewed in the fall and spring semesters and teaching faculty are invited to test databases and provide input on purchasing decisions. Categorical funds and grants such as Career and Technical Education (CTEA) have provided specialized databases ([www.hancockcollege.edu/library](http://www.hancockcollege.edu/library)). In summer 2006 the Santa Maria library was the first area on campus to offer wireless access and currently both libraries are popular wireless centers. In response to student and faculty demand, there are also group-study rooms with equipment ranging from whiteboards to plasma screens.

The Santa Maria Tutoring Center offers four various-sized group tutoring rooms equipped with whiteboards; one room has a plasma screen for group training. Fifty-eight computers (including accessible stations) and a video-viewing station are available in the co-located Open Access Computer Lab. At LVC several group tutoring rooms with whiteboards are adjacent to the computer lab and audiovisual-viewing stations.

Since 2006 many campus computer labs were upgraded with Measure I bond funds (Technology Advisory Committee minutes, 2006-present). Campus standards for PC and Mac computers, updated through the shared-governance Technology Advisory Committee (TAC), are available on the intranet under Information Technology Services (ITS). The ITS department sets standards for browsers and versions of common software such as Microsoft Office; they also provide most routine maintenance. Course-related software varies based on each lab's discipline needs, but Plato is common to many. Most labs have accessible workstations with a variety of adaptive software such as Jaws and Kurzweil (installed by the learning assistance technology specialist). In fall 2008 an online writing center (OWL) was developed as a Title V grant project. The first semester it was available the OWL site was accessed 2,785 times ([www.hancockcollege.edu/owl/](http://www.hancockcollege.edu/owl/)).

In newly constructed buildings the campus is installing permanent AV systems that are networked for centralized troubleshooting. For ease of maintenance and less variety in replacement parts, Multimedia Services attempts to standardize all equipment. Networked systems are currently operable in buildings M and S on the Santa Maria campus. A few rooms, such as the dental lab in building M and the culinary arts area in building S, have specialized systems to meet program needs. Faculty and multimedia staff collaborated with project managers and AV consultants to design the installations (Multimedia services meeting notes, buildings M and S). Equipment to ensure accessibility, such as captioning devices, is always included.

## **Self Evaluation**

Library materials selection supports student learning outcomes by linking library materials directly to course outlines through the curriculum approval process. In addition, ongoing faculty professional development activities and dialogue with teaching faculty through the Senate Library Advisory

Committee ensure materials support learning outcomes. Due to these collaborative efforts, learning outcomes from the course to the institutional level are considered in purchase decisions. Each fall and spring semester faculty librarians review the collection, especially electronic resources. Funding is the greatest challenge in materials and equipment acquisition.

Prior to the remodel, complaints about lack of tutoring space were frequent. Currently the situation is improved, but ambient noise from the adjacent Open Access Computer Lab (OACL) and Writing Center disturbs some students when group rooms are not available.

Maintaining up to date equipment and software licenses is an ongoing process that is essential for student outcomes, especially in discipline labs. As additional labs come online as part of construction projects, infrastructure needs are considered. LVC labs benefited from infrastructure upgrades in 2008; increased bandwidth offered much better speed and more reliable connectivity in the labs (Technology Advisory Committee minutes, 2008).

As the shift to classrooms with installed equipment continues, faculty and staff involvement is crucial. All faculty media purchase requests are reviewed by the multimedia coordinator who helps identify the best products for each instructional situation. The district move to media equipment standardization remains challenging due to unique room configurations and specific instructional needs. New installations require multimedia staff training so they can, in turn, train faculty. Networked systems require that staff have a higher level of computer skill than in the past (Multimedia Services staff meeting notes, buildings M and S.)

## **Planning Agenda**

None.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

## **Descriptive Summary**

For many years the library has been a leader in providing information competency training. The first line of the library mission statement is: “The library’s mission is to support all Allan Hancock College students and staff with both immediate research needs and the development of information literacy skills to enhance lifelong learning” (Library Program Review 2007-2008, page 7). In 1995 librarians offered a classroom-based information skills course, LIBRY 169. After the California community college statewide Academic Senate published a position paper on information competency in 1998, a second self-paced course was added, LIBRY 170. In 2006 the courses were revamped as a single two-unit online course to serve distance as well as onsite students. Students who do not enroll in the course receive training in group orientations (155 sessions at Santa Maria and LVC in 2006-2007, serving 3,260 credit and non-

credit students). Librarians conduct constructivist and interactive orientations, resulting in student survey comments such as “I like how this presentation involved the class” and “The presentation in the library was fun, better than someone to tell us the information, more interactive” (Library Program Review, 2007-2008, Exhibit 3).

Since information literacy became an AHC institutional learning outcome (ILO) in 2007, librarians have attended workshops and are developing student learning outcomes focused on measuring student improvement in this area. With the Friends of the Library they have developed creative instructional methods such as the 2008 “Xtreme Research” contest to encourage students to determine their information needs, find information efficiently and effectively, and use it ethically and legally. Librarians market library services and resources through the library web page, brochures and bookmarks, and links to library resources from pages such as the Blackboard login page at <http://blackboard.hancockcollege.edu>. To support academic honesty and integrity, the library subscribes to Turnitin, plagiarism detection software which can be used either through Blackboard or as a stand-alone service. A librarian regularly offers Turnitin professional development sessions (professional development schedules).

All student peer tutors are required take PD 120, Effective Tutoring. Offered every semester, this eight-week onsite course prepares students to become effective peer tutors. Course objectives include study skills strategies, knowing campus resources, making appropriate referrals, and understanding the dynamics of working with diverse students, including the disabled (Syllabus, PD 120). Tutors are trained to provide information and techniques to help tutees become independent learners. In end of course evaluations, many peer tutors mention that they personally benefit from the skills learned in the course.

Staff is always available to assist students in the labs. Depending on the lab, faculty may also be available to assist with writing or research problems.

## **Self Evaluation**

The library and tutoring areas have well-established courses and processes.

In discipline specific labs such as the Writing Center, information competency skills are frequently imbedded in course work and supplemental assignments.

## **Planning Agenda**

None.

**II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

**Descriptive Summary**

The Santa Maria campus library is open 63 hours a week and the LVC Jacoby Library is open 55 hours a week for a total of 118 hours of service weekly, including phone service. Hours align with class schedules; both sites open at 8 a.m. and have evening hours Monday through Thursday (Santa Maria until 9 p.m. and LVC until 8 p.m.). Both libraries are open Fridays until 3 p.m. and the Santa Maria campus library is open on Saturdays from 9 a.m. to 1 p.m. Vandenberg and Solvang Center users can visit either campus or access online resources and the free delivery services described below. Use of online services is encouraged for distance learning students, with a link from the Blackboard log-in page at <http://blackboard.hancockcollege.edu>.

Onsite and remote students and faculty are encouraged to take advantage of resources available 24/7 through the library webpage at [www.hancockcollege.edu/library](http://www.hancockcollege.edu/library). Resources include the online catalog, electronic books, databases such as Proquest, and an e-reference service (an online form for questions that librarians answer). The library page was the ninth most accessed college webpage in 2005-2006, with 30,412 hits (Alterwind Log Analyzer Report). Both campus libraries have accessible stations with adaptive software such as Kurzweil, Dragon Naturally Speaking and Zoomtext. Accessible stations in the Santa Maria library orientation room and the LVC open lab (housed in the library) are used during group orientations.

Once per weekday a delivery van travels between the college libraries and centers, delivering library materials requested by students and faculty (a free service). When requested by students or staff, materials that the college does not own are borrowed from other colleges or libraries, but fees set by the lending institutions are passed on to the borrower. When requested, AHC libraries loan items to other institutions (a free service).

The Santa Maria Tutorial Center is open Mondays through Thursdays, 8 a.m. to 8 p.m. and Fridays 8 a.m. to 3 p.m.; LVC hours vary depending on need. Tutoring is one-on-one or in groups. Through Smarthinking, online tutoring is offered 24/7. Online tutors are available for many subjects, but the majority of Smarthinking tutoring is for English classes (Smarthinking usage report, 1/09-5/09). Peer online tutoring is currently in development.

Hours vary, but most computer labs in Santa Maria and the LVC are open during day and evening hours in the fall and spring semesters; a few like the Writing Center and Open Access Computer Lab (OACL) are open on Saturdays. Most labs have appropriate accessible stations and adaptive equipment as needed. At this time the only online lab is the Online Writing Lab (OWL), offering helpful links and limited faculty assistance. Some discipline labs offer informal drop-in tutoring with peers or faculty. All computer labs are well-used by students and some staff, especially part-time faculty. All students are required to sign in or present a student identification to use the labs.

At the Santa Maria campus, multimedia services are available from 8 a.m. to 8 p.m. Monday through Thursday and 8 a.m. to 7 p.m. on Friday. At LVC and other centers services are available from 8 a.m. to 4 p.m. weekdays. Faculty and staff request service through electronic forms on the staff intranet, which can be accessed from anywhere with an AHC login. Because of outreach efforts and community education programming, the number of evening and weekend events requiring support has risen the last few years – there were 34 requests for event support from February to early May 2009 (Multimedia Services staff database records).

## **Self Evaluation**

Library hours are about average for the region and community colleges of a similar size and type. Online resources are heavily used—in late 2007 the library webpage was the ninth most accessed of the more than 2000 AHC web pages (web statistics email from webmaster 5/23/07). In 2006-2007 over 45,000 searches were conducted on the Proquest database and 31,000 searches were conducted on the SIRS database. However, a survey of distance education students conducted by a librarian on sabbatical in 2005 revealed that 72 percent of the 102 online students rarely or never used online journal databases (Library Program Review, 2007-2008).

Online tutoring provides services during the evenings, summer semester and on weekends, when the Tutoring Center is usually closed. It is also an efficient way to serve LVC and other centers that lack space, qualified tutors, or both.

More discipline-specific computer labs should look into offering online services similar to the Writing Center. Categorical funds have periodically extended lab hours; for example, basic skills initiative funds extended Open Access Computer Lab and Writing Center hours in spring 2009. Students would benefit if more evening and weekend hours were regularly available.

Multimedia support is adequate for the majority of instructional needs. If the number of weekend events continues to grow, policies and procedures for after-hours service will need to be drafted.

## **Planning Agenda**

None.

## **II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

### **Descriptive Summary**

Due to the recent remodel, the library has a more secure layout with one main entrance that is protected by 3M security gates and is clearly visible from the service counter. The ITS department provides computer and network security and maintenance. Kensington security cables and locks prevent theft, Sophos anti-virus software is installed, and the Deep Freeze program automatically updates all computers each week. Plant Services provide facility maintenance –including custodial, grounds, plumbing, and electrical. All group study rooms have glass windows or doors so staff can monitor activity.

For security reasons all tutoring areas were designed with some degree of visibility, whether glass windows or open doors. Computer and maintenance services are the same as for the library.

Due to course requirements some computer labs require student ID logins, others have sign-in sheets. Lab-use policies are posted and available (Open Access Computer Lab brochure, Writing Center brochure). All computer labs are maintained by ITS, using the same products listed above for the library. Staff is present to ensure that equipment use is in accordance with district policies, including Board Policy 8990 (“Electronic Telecommunications” and Administrative Policy 8990.01).

Rolling media stock for classrooms or events is stored in a room secured with an electronic lock. Security cables are used for classroom installations, projectors and other equipment on carts. Equipment cabinetry has locks.

### **Self Evaluation**

There are few security concerns since the 2004-2007 remodel although in all areas students must be reminded not to leave personal possessions unattended. Campus police are cooperative and proactive when asked to assist with problems and they often walk through the library and labs in the evenings.

Computer lab equipment is secure and the ITS help desk and technicians resolve maintenance problems as they occur. Network safeguards are in place, such as firewalls and spam filters. Labs post brochures and rules, both onsite and, in cases such as the language lab, online ([www.hancockcollege.edu/Default.asp?Page=1424](http://www.hancockcollege.edu/Default.asp?Page=1424)).

### **Planning Agenda**

None.

**II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

## **Descriptive Summary**

The library uses the Community College Library Consortium (CCLC) as the agency to procure research databases and electronic book collections. Contracts are usually executed twice a year, once in the fall and once in the spring. Current offerings are listed on the library webpage at [www.hancockcollege.edu/Default.asp?Page=103](http://www.hancockcollege.edu/Default.asp?Page=103). There is minimal interlibrary loan (ILL) activity other than between AHC college centers; in 2005-2006 we filled four external requests (CCC Library and Learning Resources Annual Data Survey, 2005-2006). ILL numbers have decreased as online resource use increased. The Kennedy Library at Cal Poly in San Luis Obispo is the most frequent lender to AHC; their policy is on their library webpage at [www.lib.calpoly.edu/services/](http://www.lib.calpoly.edu/services/).

The district contracts with Smarthinking, a third-party provider of tutoring services, for asynchronous and synchronous online tutoring. The district purchases a certain number of hours annually or semi-annually and Smarthinking provides usage reports to assist the tutorial coordinator in determining future needs.

## **Self Evaluation**

All Community College Library Consortium resources are evaluated by librarians at least twice a year, before renewing or selecting new ones. Criteria include usage statistics, faculty and student opinions, comparison with similar products, and review of scope, currency, authority, and other key factors. Working through the consortium is efficient; they post comprehensive reviews and negotiate contracts at group rates. All purchases and agreements are documented and kept on file in the associate dean's office. The interlibrary loan process, while infrequent, is well-documented and efficient.

Smarthinking conducts satisfaction surveys for its services. The tutorial coordinator conducts in-house surveys and tracks grade improvement as a result of tutoring. Online tutoring hours have increased dramatically from 30.5 in fall 2001 to 369 in fall 2006 (Tutorial Year End Report, 2006-2007). Language arts instructors are enthusiastic about this service.

## **Planning Agenda**

None.

**II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Descriptive Summary**

The library and all learning support services conduct regularly scheduled program reviews and use the recommendations for planning purposes. In addition, the library is in the process of developing formal student learning outcomes (SLOs). Currently, student satisfaction surveys are conducted after some class orientations and also periodically to assess specific services and issues, such as online resources or hours of service. Six SLOs have been developed for the LIBRY 170 library skills course and measure if students can define an information need and then locate, assess, ethically use, and integrate appropriate research sources. Faculty input is solicited regularly, often through staff development activities designed to evaluate an area of the collection or electronic resources. Students, peers and the associate dean, Learning Resources regularly evaluate library faculty and staff. Per district policy, the associate dean is evaluated annually.

Formal student learning outcomes are being developed for tutoring. For several years student surveys have been conducted at the end of each semester and the final student project in PD 120 (“Effective Tutoring”) is for students to write an evaluation of what they learned and how they will apply it when tutoring. The tutorial coordinator works with faculty across disciplines – soliciting tutor recommendations and encouraging referrals. The tutorial coordinator is regularly evaluated by students, peers and the associate dean, Learning Resources.

There is variation across computer labs. Some, such as the Computer Resource Center, Language Lab, and Writing Center have defined outcomes and have collected several years of evaluation data (Writing Center Data summary and lab use survey, spring 2008). In most cases, student surveys are conducted. In discipline labs usage may be tracked to correlate with final course grades. Institutional evaluation of staff varies; full-time staff are annually evaluated by the appropriate administrator.

Multimedia staff do not directly serve students. All campus groups other than students are surveyed as part of their program review and are asked to rate each service provided: equipment delivery and support, equipment maintenance and repair, training on equipment, classroom installations, photographic services, and so on. A similar evaluation is part of climate surveys such as the one for accreditation in 2008. Evaluations of multimedia training sessions are consistently good (Staff Development Binder, Associate Dean’s Office). Multimedia staff are evaluated annually by the associate dean, Learning Resources.

## **Self Evaluation**

There are established student learning outcomes for the LIBRY 170 course; grade performance is based on a rubric. Surveys are conducted after library orientations and the comments are used to make adjustments. Faculty input ensures that both orientations and library materials support the discipline's student learning outcomes. A more systematic evaluation process for other library services is needed, especially for online services. This is hampered by lack of professional staff.

The tutorial coordinator has, over time, been vigilant in collecting tutee survey data and using student evaluations to make adjustments to the PD 120 course. In the future, the institution needs to focus on evaluating online tutoring and integrating program review results with planning and resource allocation.

Most computer labs are currently developing student learning outcomes; a few have completed the process and are collecting data. In developing outcomes it would be helpful if there was more consultation between staff from the various labs. Students would benefit if such consultation resulted in more consistent services across locations, including hours and printing policies.

Multimedia Services program review data indicates high satisfaction in some areas, such as photographic services and event support, and much lower satisfaction in areas such as equipment maintenance and repair (Multimedia Services Program Review 2005, pages 62-101). Multimedia Services indirectly affects student learning outcomes since services are provided to faculty, so periodic faculty survey data should drive adjustments in classroom services.

## **Planning Agenda**

None.

## **Standard II C: Summary of Evidence**

Board and administrative policies as cited  
California Community Colleges Library and Learning Resources Annual  
Data survey, 2005-06 and 2006-07  
Allan Hancock College Catalog  
Friends of the Library minutes fall 2007  
Library Services for Distance Learning Students (brochure)  
Library Program Review 2007-2008  
Lompoc Valley Center Library, OACL and Tutorial Services (brochure)  
Multimedia Services Brochure (on Intranet)  
Multimedia Services Equipment Request/Support Report, 2008 (On Intranet)  
Multimedia Services Program Review 2005  
Professional development schedule 2008 (On Intranet)  
Santa Maria Campus OACL and Tutorial Services (brochure)  
Schedule of Classes  
Survey of AHC computer labs fall 2008  
Technology Advisory Committee minutes fall 2006  
Tutorial Program Review 2004  
Tutorial Tutee Evaluation Report Spring 2008  
Tutorial Year End Report 2006-07  
Welcome to the Library (brochure/bookmark)

Allan Hancock College  
Comprehensive Institutional Self Study Report

# *Accreditation 2010*

Standard III ■ Resources  
*Standard IIIA Human Resources*



*I am inspired by the beautiful art  
created by students and professors that  
surrounds me.*



Andrew Jones  
Major: photography

## Standard III: Resources

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.*

### Standard III A: Human Resources

*The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.*

**III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

#### Descriptive Summary

The college develops and adheres to policies and procedures which assure that all employees are qualified by education, training and experience. All employment practices are grounded in the college mission and values and are guided by board policies governing faculty, classified, and administrative hiring (Board Policy 4100 [“Faculty Hiring”] and 4105 [“Equivalency to the Minimum Qualifications”]). To determine which positions to fill, departmental requests for positions are based on programmatic needs identified through the program review process. This process considers the populations to be served, service needs, duties to be performed, and helps ensure that qualifications for each position are closely matched to specific programmatic needs. Following departmental review, all classified and administrative position requests are initially prioritized by the appropriate vice president and then presented to the district’s Planning and Budget Advisory Committees for review and overall prioritization. Requests for faculty positions are submitted to the vice president of Academic Affairs through the deans and department chairs and are then forwarded to the Planning and Budget Advisory Committees. The faculty prioritization process and procedures are posted on the college intranet under Academic Affairs in the “Request for Faculty” section. This comprehensive prioritization process helps ensure that proposed positions are appropriately classified and directly support the integrity and quality of programs and services.

The Human Resources department monitors implementation of policies and procedures governing development of position announcements, recruitment and selection practices for all positions. All faculty

positions or assignments require that applicants meet the California Community College minimum qualifications of a master's degree in the appropriate discipline or, in areas in which a master's degree is not commonly required, a bachelor's degree and two years of experience or an associate's degree and six years of experience. All candidates are also required to provide evidence of sensitivity to diversity. Position announcements are developed in a collaborative process involving discipline experts, the program administrator and Human Resources. The college makes every effort to ensure that interview and screening committees are gender-balanced and have ethnic minority representation to ensure diversity of perspectives in the selection process. Following committee screening, interviews and teaching demonstrations conducted with a student audience, successful candidates are invited to participate in a second interview with the superintendent/president, the vice president of the appropriate area, the Academic Senate president and the hiring committee chair. Finalists undergo a thorough reference check prior to the final selection. Quality is further ensured by a rigorous process of peer, administrative and student evaluation prior to granting tenure and systematic evaluations thereafter.

Academic administrators must possess a minimum of a master's degree and experience in an area related to the assignment. Additional qualifications may be required based on the area of responsibility. Procedures related to screening and interview committee composition and processes are intended to enhance the quality of the pool and ensure the integrity of the selection process. Administrative committees are composed of broad representation with members appointed from all constituencies. At the vice president level, finalists are generally invited to conduct an open campus forum; to further insure integrity and quality in the selection process, the college uses a consultant firm for presidential searches.

Both administrative and full-time faculty positions are widely advertised both electronically and in print. Typical publications and services used for advertising include the *Chronicle of Higher Education*, the Chancellor's Registry Site, HigherEdjobs.com, local newspapers, Employment Development Department, Craigslist, professional journals, local universities such as UCSB and Cal Poly, and the Allan Hancock College website.

Minimum qualifications for classified employees are locally determined, are based on the position requirements, and may include specific education and/or experience. Local publications and services such as the Employment Development Department, local newspapers, UCSB, Cal Poly, and the Allan Hancock College website are used to provide a broad base of advertising to notify a large number of diverse applicants. A committee-based approach similar to that for faculty and administrator hiring is used to screen and interview applicants. When appropriate, a performance component is included in the selection process.

To ensure consistency, all position announcements conform to a standard format and include minimum qualifications, primary duties and desirable attributes to meet the specific needs of the program or service. Prior to posting, position announcements undergo a final review by Human Resources to monitor for adverse impact.

## Self Evaluation

The quality and integrity of our programs and services are supported by employment practices that ensure appropriate education, training, and experience of all employees. These practices begin with the planning process, which drives institutional decisions related to hiring. College policies and procedures and human resource practices focus on the education, training, and experience of the candidates. Screening and interview committees for administrative and faculty positions are required to participate in EEO training and an EEO monitor participates as a non-voting member on all committees to ensure that selection focuses on job-related qualifications. Teaching or counseling demonstrations with a student audience for faculty positions, campus forums for vice presidential finalists, and skills assessment for appropriate classified positions also support performance-based hiring.

## Planning Agenda

None.

**III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.**

## Descriptive Summary

Allan Hancock College is committed to selecting faculty and staff who are expert in their disciplines, are skilled in teaching and serving the needs of a varied student population, can foster overall college effectiveness, and are sensitive to and representative of the ethnic and cultural diversity of California's adult population. Recruitment announcements conform to a consistent format designed to ensure that all essential information related to the position is transparent to the public. All job opportunities are advertised on the Allan Hancock College website, EDD website, California Community College Registry, and the local newspapers in Santa Barbara County and San Luis Obispo County, and other publications and websites that are appropriate to the position. Allan Hancock College staff review all current and potential job recruitments and attend local and out-of-town job fairs when appropriate for the recruitment. Faculty and administrative positions are advertised more broadly than classified and hourly positions. Through the position identification process described in section III.A.1, the college ensures that all positions are consistent with the college mission and values. For example, the decision to hire a distance learning coordinator was a direct response to the growth in student demand for on-line courses and the district's expansion of instruction in the distance mode.

The district has developed recruitment and selection procedures for filling all vacancies. Updated in December 2005, the *Employee Selection Committee Handbook* outlines all procedures and emphasizes equal employment opportunity and diversity. This document clearly states the selection procedures for administrators, faculty members, and classified staff. This information is available to the public through print advertising, websites, and job announcements. Position 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 college mission, and sensitivity to the district's diverse student population. Desirable skills are established by discipline experts in consultation with the area dean.

All applicants must satisfy minimum qualifications or meet equivalency standards as defined by the California Community College Chancellor's Office. 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 of developments in the subject matter area), sensitivity to cultural diversity, motivation (potential for continued development), understanding of the position (class preparation, student evaluation and assessment, and advising and counseling), and planning (involvement with planning and/or innovative accomplishments in current or previous positions).

Faculty are involved in all stages of faculty hiring, from development of the job description and recruitment to screening, interviewing, and recommending finalists to the superintendent/president. A faculty member chairs the screening and interview committee and, along with the Academic Senate president, participates in the final interview with the superintendent/president and vice president of the area.

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 as a voting member in interviews). Although not required by established policy, committee chairs may request that a classified employee who works directly with students in an instructional or service setting participate. The criteria for screening job applications are the qualifications stated on the job announcement. The committee also develops interview questions to determine the subject-matter knowledge of the applicant. Interviews are scheduled to further verify the candidate's strengths and qualifications as an instructor as well as sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students, including those with disabilities.

In addition to an oral interview, applicants for faculty positions must demonstrate their discipline knowledge and teaching or counseling effectiveness in a twenty-minute demonstration presented to the selection committee and a "class" of students. Faculty applicants are informed of the nature of the demonstration and topic ahead of time so that they can prepare visual or teaching aids as they would when teaching in a class environment. Committee members rate the demonstration based on agreed upon criteria (Rating Sheet) such as presentation method, examples used, support materials, clarity,

organization, student engagement, pacing, voice level and tone, and summation. Following each teaching demonstration, 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. Effectiveness is further determined by reference checks of all finalists.

Positions may require specific credentials, proof of degrees, licensure, and verifications of occupational experience that reflect the essential job functions, and applicants are required to submit all applicable materials when applying for a particular position. Detailed job descriptions list duties and minimum qualifications as approved by the Board of Trustees.

Human Resources staff review all transcripts received from candidates and confirm whether degrees noted on the transcripts have been received from an accredited institution. This step is accomplished by checking 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. International degrees that have not previously been verified can be sent to the American Association of Collegiate Registrars and Admissions Officer (AACRAO) for transcript evaluation. Once evaluated, the degree-granting institution is verified by AACRAO.

The process for hiring part-time faculty is more flexible and allows the deans, in collaboration with department chairs, to interview and hire on an as-needed basis. All part-time applicants must meet the same standards as full-time applicants in regards to minimum qualifications and evidence of educational background and work experience.

The process for interviewing and hiring classified and administrative employees is monitored by a Human Resources staff member who is trained through an equal employment opportunity (EEO) orientation. These recruitments may include written performance exercises and a presentation during the interview process. A committee comprised of supervisor, dean, director and/or vice president of the particular department, CSEA member, and Human Resources representative asks the applicants an identical set of questions with an opportunity for clarification through follow-up questions. Before hiring is complete, thorough reference checks are conducted by the dean or designee. For administrator positions, the process includes a second interview with the vice president and/or the superintendent/president, a possible open forum for vice presidential candidates, and thorough reference checks.

## **Self Evaluation**

All information related to position qualifications and hiring is clearly defined and publicly posted in a variety of venues. In its selection process, the district insures compliance 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 the interview) and part-time faculty candidates who do not meet minimum qualifications. Every list of qualifications includes the following special qualification: “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.” Faculty play a primary role in all phases of faculty hiring, from development of job descriptions to final selection.

Allan Hancock College currently employs 33 administrators, eight of whom have a doctorate degree. The college employees 177 full-time faculty, 20 have completed a doctorate degree. Eighty-one have completed 36 units beyond the master’s degree, 25 have completed 18 units beyond their master’s, and 51 have completed only the master’s degree. Allan Hancock College currently has 838 part-time faculty credit instructors who are active in our payroll system. However, this number varies semester to semester based on the number of classes scheduled. Per their contract, part-time faculty can remain active in the human resources database for two years, even if they are not teaching in the current academic year.

Quality in faculty hiring is supported by thoughtful and thorough hiring processes that are regularly reviewed by the Academic Senate’s Faculty Hiring Committee. Further evidence of the district’s commitment to excellence in hiring practices can be found in the use of consultants for guidance in top management hiring, improvements in diversity and equal opportunity hiring practices, and funding of a sabbatical leave to conduct research on best practices in faculty hiring (Arturo Ocampo report on EEO, Sabbatical leave report). Positive faculty evaluations by peers, administrators and students and the high level of student satisfaction (Student Accreditation Survey 2008 and the Faculty and Staff Accreditation Survey Results 2008) are evidence of the long-term effectiveness of these processes.

## Planning Agenda

None.

**III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

## Descriptive Summary

Systematic and timely evaluation is required by employee organizations and board policy. All evaluations follow a written procedure and utilize standardized forms and processes. The primary purposes of staff evaluation are continuing improvement, enhancing performance, promoting professionalism, and professional growth so that the college mission and goals are met. Every regular full-time or part-time college employee is evaluated through a formal written process. The collective bargaining agreements for full-time faculty (Article 17), part-time faculty (Article 13), and classified staff (Article 6) govern the evaluation processes of the each constituency. Board policy addresses

administrator evaluation. The college evaluates confidential and supervisory employees using the classified staff process.

Continuous improvement is the goal of each evaluation process. 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 and promoting quality of work and job performance. Employees are given a copy of the written evaluation. A copy is placed in the employee’s personnel file in Human Resources where they are maintained confidentially. Timelines for evaluation follow-up are in each of the collective bargaining agreements.

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. Tenured faculty members are evaluated at least once every three years. 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 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. Faculty evaluations also include an assessment of institutional participation. Faculty participate in college life through committee service, departmental endeavors, and participation in state and national discipline and governance-related organizations. Most departments regularly rotate participation on certain key committees, such as Academic Senate and Academic Policy and Planning. Academic deans or the appropriate administrators, who prepare and sign the final written recommendations along with peer committee members, monitor the evaluation process for all faculty in their 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.

Evaluations support continuous improvement through the systematic identification of professional goals and the subsequent assessment of the achievement of those goals. Evaluation of full-time faculty includes an analysis of the faculty member’s goals, objectives, professional growth, and responsibilities – requiring the faculty member to evaluate his or her performance in relationship to professional goals established during the prior evaluation and to set new goals for the next three years. Evaluation also incorporates an examination of professional growth and responsibilities. This evaluation component includes information on participation in professional activities such as coursework, conference attendance, collegial governance and campus life, as well as scholarly activities such as research and publication. Faculty evaluation encourages self-reflection and invites input on ways in which the college can support ongoing professional growth.

Part-time faculty are evaluated by the appropriate administrator or district designee, usually a full-time faculty member in the discipline. 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. 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). 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. This assessment results in a performance evaluation that the part-time faculty member signs. In all cases, if the supervisor determines job performance is unsatisfactory, the district takes appropriate action.

Classified staff evaluations are governed by article 6 of the *Agreement Between Allan Hancock Joint Community College District and the California School Employees Association (CSEA) Allan Hancock College Chapter 251*. 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. Key components of classified evaluation are assessment of professional development activities, identification of goals to be undertaken and progress on achievement of previously identified goals – helping to assess effectiveness and encourage improvement (Employee Evaluation Report A). 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. The Human Resources office tracks timelines in the evaluation process for classified staff.

The administrator evaluation process (Board Policy 2110) was recently reviewed and revised (4/21/09). In 2005 the new superintendent/president directed the Management Association to improve the administrative evaluation process. During the transition, management evaluations were limited to a supervisor evaluation and did not include surveys to the field as previously practiced. With adoption of the new procedure, all administrators on the management salary schedule undergo either an initial, comprehensive, and/or annual evaluation each year, as indicated in the evaluation schedules below:

**Evaluation Schedule for Educational Administrators:**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Initial	Comp	Annual	Comp	Annual	Annual	Comp	Annual	Annual	Annual	Comp
<i>Following the eleventh year, a comprehensive evaluation will be performed every four years.</i>										

**Evaluation Schedule for Classified Administrators:**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Initial	Annual	Comp	Annual	Annual	Comp	Annual	Annual	Annual	Comp	Annual
<i>Following the tenth year, a comprehensive evaluation will be performed every four years.</i>										

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 and classified staff evaluations. During the interim periods between comprehensive evaluations, administrators complete goals and objectives and a professional development plan annually; their supervisors complete written evaluations annually.

The superintendent/president reports to the Board of Trustees, and the board evaluates the superintendent/president at the annual board planning retreat. During the retreat, the

superintendent/president reviews the accomplishments and challenges of the previous year and discusses current 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**

Job performance effectiveness is a key element of all evaluations. 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 professional materials as well as the faculty member's statement of goals and objectives (optional for tenured faculty) and professional growth 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 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. Completion of faculty evaluations, both full and part-time, are monitored by the appropriate academic administrator.

Classified and administrative evaluations are monitored by human resources. Departments are notified when classified and administrative evaluations are due and reminders are sent in the event copies of evaluations are not received in human resources on a timely basis. Timeliness has improved due to systematic reminders and follow-up by human resources.

## **Planning Agenda**

None.

**III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

**Descriptive Summary**

The district is in the process of institutionalizing student learning outcomes at course and program levels. Inclusion in evaluation is a bargaining issue. Although student learning outcomes are not currently explicitly a component of evaluation, evaluation processes include assessment of effectiveness in student mastery of course objectives, use of effective and varied teaching methodologies, and appropriate assessment of student achievement. Faculty continue to explore and embrace new methodologies and technologies to facilitate improved student outcomes such as use of collaborative methods, learning communities, team teaching, blackboard for class notes, and clickers for instant assessment of student understanding. Bargaining units are aware of the need to include some measure of effectiveness in student learning outcomes as a part of evaluation and efforts continue toward meeting that goal.

The college has made significant progress in its development of program competencies for academic and vocational degrees and certificates. Processes for assessing outcomes in student services programs have also been developed. Student learning outcomes assessment has been integrated into planning and budget development through revision of the college program review process.

Many institutional practices support student learning outcomes. It is now an integral component of the faculty selection processes. Student learning outcomes are required in all course syllabi (Academic Senate minutes 9/23/08) and are being addressed through systematic program review. Some departments have a long history of common course assessment for specific courses – for example, English and math. The effective use of student learning outcomes has been the focus of numerous professional development activities as well as ongoing dialogue at the departmental level. These strategies support faculty capacity to implement student learning outcomes.

In September 2004, the Student Learning Outcomes Taskforce, comprised of faculty, administrators, and staff from instruction and student services, was established to complete the college’s development of general education student learning outcomes as well as student learning outcomes for academic and vocational degrees and certificates. This began in part as a response to the WASC Recommendation #3 on General Education (2004 letter, page 6). Two faculty coordinators were hired and basic student learning outcomes training was conducted.

Thirty-nine academic and occupational faculty members conducted 18 course-level outcomes projects in 2004-2005. During this time, the two faculty assessment coordinators conducted training meetings with all academic departments to introduce all faculty across campus to student learning outcomes assessment and worked with individual faculty members on specific projects. The coordinators trained eighty faculty from academic departments. In the area of general education, the program review process was revised to include questions regarding learning outcomes at the program and course levels, including general education.

In 2005-2006 all academic departments held fall retreats, facilitated by student learning outcome coordinators to begin development of program learning outcomes. SLO training was incorporated into new and part-time faculty orientations. Nine course outcomes and 32 program outcomes were identified. In all, approximately 125 faculty participated in developing 98 outcomes for the academic and vocational programs. The task force also added part-time representation, developed a process for standardized reporting from academic units, and worked with academic deans to develop time lines and to incorporate these processes into existing organizational structures. In spring 2006, the Academic Senate adopted a "Philosophy Statement on Assessments and Student Learning Outcomes," which is published in the college catalog and the *Faculty Resource Guide*. In 2005-2006 most Student Services units developed program outcomes and planned implementation strategies for achieving each outcome.

In 2005-2006 faculty, staff, administrators and students participated in a year-long dialog (Board minutes, 9/2007) to identify seven institutional learning outcomes (ILOs): communication, critical thinking and problem solving, global awareness and cultural competence, information and technology literacy, quantitative literacy, scientific literacy, and personal responsibility and development. The final outcomes were approved by the Board of Trustees at their September 2007 meeting. Upon receiving an associate's degree or certificate from Allan Hancock College, students will have achieved proficiency in the ILOs which are integrated as knowledge, skills, abilities and attitudes into a variety of courses and student services at the college.

During fall 2006 all academic and Student Services units were expected to begin implementation of program learning outcomes and to report annually and in the six-year program review cycle how the results are used for program improvements. The Student Learning Outcomes Task Force is addressing the assessment of competence in computation and moving toward the creation of general education assessments. A general education assessment model has been designed and is under review at the SLO Taskforce with the expectation that a pilot will begin in spring 2009 (SLO Taskforce minutes, October 10, 2008).

In September 2007 the college was awarded a Title V HSI grant totaling \$2.75 million to support two activities. A key component of Activity Two, the Assessment Institute, is to provide outcomes-based, evidence-based assessment of the learning, including training of faculty and staff in assessment practices. To facilitate this, eLumen assessment software was purchased to track student learning outcomes and monitor student outcomes data (Title V HSI Grant, page 21). Targeted professional development activities related to classroom assessment and distance learning will be scheduled starting in spring 2009 (SLO/Assessment Professional Development email, March 2009).

The eLumen software was purchased in July 2008, implementation trainings were held in September for the SLO Taskforce, and an implementation timeline was established. Two additional eLumen "roles" demonstrations were held in November 2008 so faculty and staff could establish a use policy to launch a pilot group during 2009. With implementation of eLumen in 2009, assessment results will be more accessible to faculty and departments and eLumen will provide faculty with a place to house student learning outcomes, their assessments and results. In addition, eLumen provides comprehensive reports that encourage and support faculty dialog and improve student learning.

In 2008-2009 faculty revisited the program outcomes established in 2005-2006 and each department reviewed, updated or created outcomes for their degree and certificate programs. Three sessions supporting this development were held in October, November and December 2008. In January 2009 an assessment activity was held on all-staff day to initiate mapping all program outcomes (but primarily degree and certificate outcomes) to one or more of the seven ILOs. During the initial activity, 49 degrees and certificates were mapped to one or more ILOs.

## **Self Evaluation**

In February 2009, 97 percent of program outcomes had been written and are published in the 2009-2010 college catalog. This process allowed faculty, within their departments, to discuss the degrees and certificates being offered and evaluate them based on relevancy and ultimately improve their programs by eliminating degrees and/or certificates that were no longer appropriate or active. The district and the faculty bargaining units continue to explore the most effective way to integrate the significant faculty attention devoted to student learning outcomes into the formal evaluation process.

## **Planning Agenda**

None.

### **III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

#### **Descriptive Summary**

Allan Hancock College strives for a collegial and professional work environment. Several documents address professional standards and ethical behavior to support this standard. The Allan Hancock Governing Board Code of Ethics is found in Rules and Regulations of the Board of Trustees and specifically addresses ethical standards for the Board of Trustees and sets the tone for the institution as a whole. Issues of ethical conduct for all Allan Hancock College employees are addressed in: Board Policy 5980 (“Telecommuting”), Board Policy 3020 (“Sexual Harassment”), Board Policy 3030 (“Drug and Alcohol”), confidentiality agreements signed by hiring committee members, oath of office, and new hire packets. In addition, faculty in certain disciplines are governed by their professional organizations’ ethical codes.

Faculty are expected to follow the requirements of “Professional Responsibilities of Tenured and Probationary Instructors,” published in the *Faculty Resource Guide*. The guide is distributed annually to all faculty and is available on the college intranet.

Student complaint procedures are contained in Board Policy 6200, “Student Complaint Policy”, and administrative procedure 6200.01, “Student Complaints.” The policy addresses concerns related to unlawful discrimination and unfair and improper action by any member of the college community and draws attention to ethical behavior.

### **Self Evaluation**

Each of the policies, related procedures and the resource guide are readily available in written format and on the Allan Hancock intranet site. All employees are made aware of these policies during the initial employee orientation and at department meetings. All managers are required to participate in sexual harassment training. During spring 2009, the Human Resources office conducted a self-analysis. This review led to identification of policies in need of updating, necessity for staff training on changes that occur, and the need to remind employees of codes they are expected to follow.

The office of Human Resources is currently reviewing and making proposed changes to the human resources board policies to include a code of ethics for staff, faculty, and administration and standardize the policies for all employees on campus.

### **Planning Agenda**

None.

**III.A.2. The institution maintains a sufficient number of qualified faculty with fulltime responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

### **Descriptive Summary**

The mission of Allan Hancock College is to provide quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of the diverse community in which they are an integral part. Allan Hancock College is committed to this mission and exhibits its commitment by selecting faculty and staff who are expert in their disciplines, who are skilled in teaching and serving the needs of a varied student population, who foster overall college effectiveness, and who are sensitive to and representative of the ethnic and cultural diversity of the local population.

Programmatic and staffing needs are determined through the program review process (Board Policy 7930). All requested positions are reviewed and prioritized as part of the annual planning and budget development process. Various committees, including the Planning Committee, Budget Advisory Committee, President’s Advisory Committee and Administrative Council, review position requests and proposed changes to organizational structure. An assessment of the effectiveness of services is a key

component of administrative department program reviews. This assessment helps the district determine the need for organizational changes and levels of support staffing. Responses to surveys conducted as part of program review assist the district in determining the effectiveness of support functions.

To ensure that staff and administrators possess appropriate preparation and experience (the detailed essential functions outlined in the job flyer and descriptions), all applicants must submit educational transcripts, proof of degrees, credentials, licensures and verification of occupational experience. Detailed job descriptions list 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.

The full-time faculty obligation is one measure for determining the sufficient number of qualified faculty with fulltime responsibilities to the institution. The full-time/part-time or “75/25” ratio is a goal established in statute (Education Code Section 87482.6) by AB 1725/1988 and requires districts with less than 75 percent of their hours of credit instruction taught by full-time instructors to use a specified portion of their program improvement funds to hire full-time instructors. Once program-based funding was put into place, most of these provisions were converted into regulations. The amended language required that, in any fiscal year in which the Board of Governors certifies by January 20 that “adequate growth and adequate cost-of-living funds have been provided to allow full or partial implementation,” the districts are to increase their base number of full-time faculty over the prior year in proportion to the amount of growth funds received for credit FTES.

## **Self Evaluation**

The institution maintains a sufficient number of qualified faculty with fulltime responsibility to the institution and has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

In fall 2008 the college employed 33 administrators, including 19 certificated administrators and 14 classified managers. Of those 33 administrators, eight have doctorate degrees. The district also employed 177 full-time faculty – 51 have completed master’s degrees with no additional credits past the master’s program. Twenty-five have completed 18 units beyond their master’s, 81 have completed 36 units beyond their master’s, and 20 have completed their doctorate degree. Additionally, the district employed 212 classified employees, 14 supervisor/confidential employees, and 404 hourly credit and noncredit part-time faculty. All degrees received in the United States are confirmed to be from accredited institutions. The district recognizes foreign degrees only if the Professional Standards Committee determines that the candidate has established equivalency.

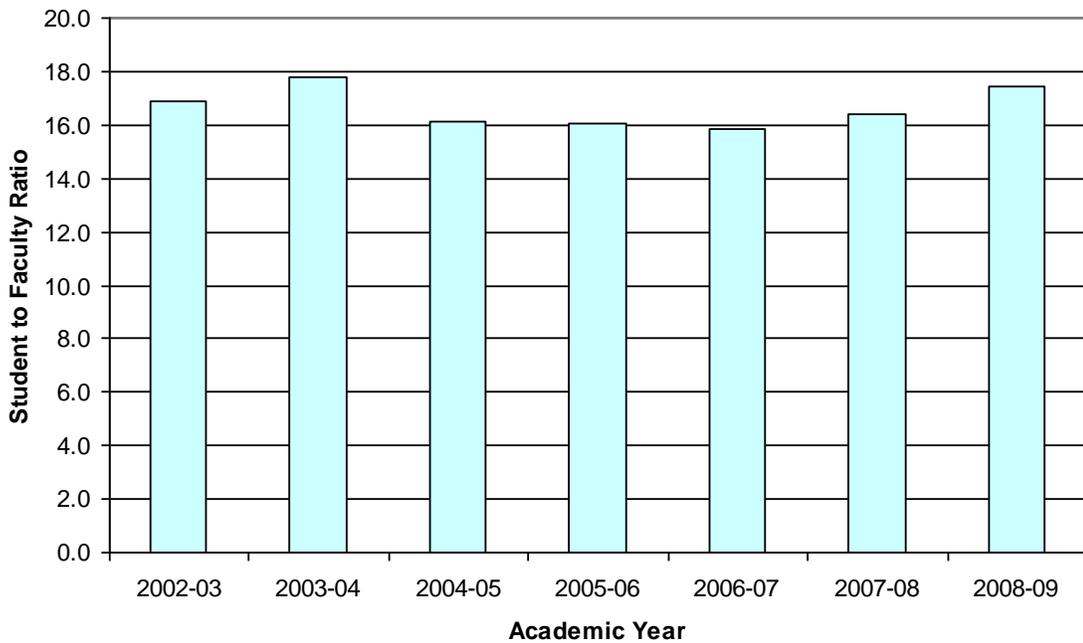


Figure 1. Allan Hancock College Fulltime Equivalent Student to Fulltime Equivalent Faculty Ratio: 2002-03 to 2008-09.

Source: Allan Hancock College Student Information System, MIS

Note: Since a majority of the students and faculty at the college are part-time, a headcount ratio is potentially misleading; the ratio given here is based on fulltime equivalent hours, thus the student-to-faculty ratio is on a per-hour basis. Academic year is computed as summer, fall and spring, e.g. 2002-2003 is summer 2002, fall 2002 and spring 2003

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.

Community college districts are notified annually of their full-time faculty obligations and are provided with a reporting document to report their actual full-time and part-time faculty data to the Chancellor's Office. Allan Hancock College has consistently exceeded the required full-time faculty obligation and, as of fall 2008, was 25.6 full-time equivalent faculty over the requirement (Full-time Faculty Obligation History).

**II.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**Descriptive Summary**

Through the shared governance process the district systematically develops official policies and administrative procedures for Board of Trustees approval. Additional 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. On the college website the district posts:

- the *Agreement Between Allan Hancock Joint Community College District and the California School Employees Association Allan Hancock 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*.

In addition, the district publishes Board of Trustee Policy Manual with policies and procedures affecting the management team and the 1996 edition of the Allan Hancock College Management Handbook, currently being revised.

The director, Human Resources/Equal Employment Opportunity, is responsible for developing and reviewing personnel policies that affect all categories of staff to ensure equity and consistency. Additionally, Human Resources staff maintain 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 issues such as diversity, salary placement, workplace safety, workers' 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.

Agreements between the district and classified staff, full-time faculty and part-time faculty contain articles to address potential grievances.

## **Self Evaluation**

Through both regular review and revision of board policies and agreements with bargaining units, the district strives to ensure that policies and procedures are clear and equitable. The board follows Community College League of California (CCLC) guidelines to further ensure the integrity of the policies it adopts. Board policies and bargaining unit agreements are available on the college intranet. New employees participate in an orientation designed to introduce pertinent district personnel policies and procedures. The President's Advisory Council (PAC), which includes members from all college constituencies, provides a forum for discussion of college policies and a vehicle for sharing relevant information with affected parties.

Human Resources is responsible for monitoring issues of equity and avenues for grievance are clearly defined in bargaining unit contracts and board policy. The district is committed to equity and consistency in treatment of all employees as reflected by the relatively low frequency of formal grievance and litigation.

## Planning Agenda

None.

### **III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

#### **Descriptive Summary**

Allan Hancock College Board Policies 3010 (“Staff Diversity/Affirmative Action Policy”), 3020 (“Sexual Harassment Policy”), 4100 (“Faculty Hiring”), 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, faculty, supervisors, confidential employees, and classified bargaining unit members are represented on committees related to human resources procedures. These committees include the Safety Committee, the Budget Advisory Committee, the Staff Benefits Committee, and the Staff Diversity/EEO Committee. Compensation and benefit packages vary according to the negotiated agreements for each employee group. The staff diversity/affirmative action policy includes a complaint procedure for employees who believe they have been discriminated against; 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 a faculty or classified staff position 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 a job announcement, recruitment, screening committee appointments 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 equivalences 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.

The district goal is to be fair and equitable in all of its hiring procedures. Part of this process includes ensuring that recruitment announcements reach a diverse pool of potential candidates. In addition to being advertised on the Allan Hancock website, 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/EEO 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 cost of print advertising. The current trend (proving cost-effective and effective in attracting applicants) is toward web-based advertising and personal email correspondence.

## **Self Evaluation**

In January 2009 the district hired the consulting firm of Internal Business Solutions, Inc. to work with the existing Human Resources (HR) staff to assess and evaluate all current human resources processes and policies, to create new ones if needed, and to coach HR staff and management on following through on these policies and best practices. By spring 2010, the district will develop and approve new, up-to-date board policies and regulations, will have training programs for staff on HR best practices, and will develop training courses for managers on following processes, procedures, and the California Education Code.

To ensure that this information is applied fairly and equitably, a checks and balances system will be developed through new forms, approval processes, a new software system for human resources and payroll, trained managers, and a strong director of Human Resources as the “gatekeeper” of a fair and equitable application of the policies.

## **Planning Agenda**

- Develop and approve new/revised board policies related to human resources.
- Develop training for managers related to human resources processes and procedures.

**III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

**Descriptive Summary**

Human Resources staff are responsible for maintaining complete, confidential, and accurate personnel records for all district employees. The Human Resources office keeps these files, along with the files for regular and temporary classified staff, part-time faculty members, supervisory and confidential employees, and administrative employees. HR personnel lock and unlock the cabinets each day to ensure safety and confidentiality. The HR department follows written procedures and guidelines for file maintenance 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 locked and fireproof cabinets.

Each employee has access to his or 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 or her file, a Human Resources staff member closely monitors the review process. The authorization document is obtained and placed in the employee's file. All items, with the exception of medical records, reference checks, and confidential forms, are reviewed under the direct supervision of Human Resources staff.

**Self Evaluation**

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 retains recruitment and selection records for a period of ten years prior to destruction. The department stores files for inactive employees in a separate, secure location on campus to provide adequate storage space for current leave records, employment history, and recruitment records. The campus is monitored by campus and Santa Maria police departments who are present on campus during both day and night shifts. The police are authorized to hold keys and access codes to enter various buildings on campus. In addition to round-the-clock police patrols, the Human Resources office is, at all times during business hours, staffed to answer questions and monitor individuals entering the building. The computer and database systems used by Human Resources staff for information entry and look-up, are protected by passwords and codes.

**Planning Agenda**

None.

### **III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

#### **Descriptive Summary**

The college vision and mission statements include a core value of respect for all people and cultures and a stated purpose to provide an accessible and effective learning environment. “Allan Hancock College provides quality education opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.” Board policies and administrative regulations are clear and specific regarding equal opportunity in hiring and in faculty search and selection procedures (Board Policies 4100 and 3010).

The Human Resources department oversees all hiring proceedings to help assure that fairness and consistency is maintained, followed by all committee chairs and members who participate in the hiring process. A trained human resources monitor provides the committee with an equal employment opportunity (EEO) orientation and monitors the interview process for compliance. For faculty hiring committees, a diversity resource specialist (DRS) (Board Policy 4100, Article 3.7) is responsible throughout the hiring process to represent the district’s commitment to staff diversity and, when appropriate, advocate on behalf of that commitment. During the interview, the committee asks all applicants an identical set of questions with the opportunity for clarification through follow-up questions. The Academic Senate includes a committee on faculty hiring that, in collaboration with Human Resources, facilitates compliance with the faculty hiring process. The faculty hiring committee recruits and trains the diversity resource specialists who serve on all faculty hiring committees.

The Academic Senate identified staff diversity as one of its highest priorities in faculty hiring. That concern is reflected in major revisions to the faculty hiring policy and procedures adopted in 2006, as well as numerous improvements in human resources practices. Most recently, the college approved a senate proposal to revamp the content and format of faculty job announcements to put greater emphasis on the college’s commitment to diversity. Practices such as requiring gender balance and ethnic diversity on all faculty hiring committees, an emphasis on meaningful questions related to diversity as an integral part of the interview, and attention to successful past experience working with diverse populations when conducting reference checks are further evidence of the college’s concern for equity and diversity in hiring.

#### **Self Evaluation**

Responses to accreditation survey questions related to discrimination issues are evidence of the college’s effectiveness in addressing issues of diversity. This perception is further validated by student survey responses to questions related to equity and diversity.

## Planning Agenda

None.

### **III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

#### **Descriptive Summary**

The college philosophy statement, institutional goals, and numerous documents, (including the Employee Selection Committee Handbook, which is provided to all members of selection committees) reflect 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 California State Chancellor's Office has developed and distributed new guidelines to districts called the Model Equal Employment Opportunity Plan. The college is developing its own District EEO Plan pursuant to Title V section 53003. The target date for completion of the plan is December 2009, but the California State Chancellor may change the date due to its inability to provide comparable data.

The Equal Employment Opportunity Committee is composed of three faculty members, three classified members, three administrators/managers, two students, and two community members. The committee meets a minimum of four times a year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress.

The *Strategic Plan 2009-2013* strategic directions (page 10) are designed to improve recruitment and increase retention of faculty and staff, including developing strategies to increase the number of underrepresented faculty and staff. All job announcements contain the following statement:

Allan Hancock Joint Community College District is committed to the active promotion of diversity and equal access and opportunities to all staff, students, and applicants, including qualified members of underrepresented/protected groups. The college assures that no person shall be discriminated against because of race, color, ancestry, religion, gender, national origin, age, disability, medical condition, status as a veteran, marital status, or sexual orientation.

The Human Resources department monitors and assesses the pool for diversity at each step of the recruitment process. The college reopens some recruitments if the applicant pool is not adequate or sufficiently diverse.

Allan Hancock College provides faculty, staff, and administrators with extensive opportunities for continuing professional development. These opportunities include ongoing, professional development workshops such as EEO Hiring/Training, New Faculty Orientation (Diversity), Exploring Cultural Differences (Diversity), Preventing Harassment (Diversity), La Purisima Mission Life (Diversity), and

Diversity in the Workplace. Staff can log on to the intranet to see the schedule and register for professional development.

Staff evaluate all professional development programs. In addition to ranking satisfaction with the program, surveys ask participants to indicate what follow-up programs they would find helpful. Staff also participate in an annual survey asking for areas of interest or specific topics for professional development in the coming year. The professional development program is highly flexible and is modified or expanded throughout the year as new interests emerge. This flexibility, in combination with the professional development coordinator's efforts to seek presenters whose expertise aligns with institutional priorities, results in a varied and robust professional development program.

Diversity resource training (DRS) is available to faculty interested in assuming a more active role in supporting diversity in faculty hiring. An equal employment opportunity (EEO) monitor and a diversity resource specialist sit on all faculty hiring committees reinforcing the college emphasis on faculty diversity.

The college recognizes that effective hiring practices must be accompanied by programs that support staff retention. This principle is particularly pertinent in the context of staff diversity. Retention of a diverse workforce is enhanced by a campus environment that honors the value of diversity. The college addresses this aspect of human resources directly through professional development opportunities and indirectly through the arts and co-curricular life.

All Staff Days include guest speakers such as Dr. McClenney promoting student success (spring 2008), Marc Prensky discussing new ideas and approaches to help students, and a breakout session on learning disabilities (fall 2007). In fall 2008, the Title V grant staff provided AHC staff an opportunity to learn more about the grant during a break-out session.

The Pacific Conservatory for the Performing Arts (PCPA) stages various productions throughout the year that promote diversity to staff, students and the community. These productions offer unique opportunities for the entire AHC community to enjoy local talent and help promote new ideas and approaches to staff. PCPA productions have addressed issues such as race, religion, immigration, and sexual orientation. Often productions are followed by an opportunity for the audience to engage in dialogue with the director and cast. The fine arts department also sponsors musical performances and film festivals that focus on ethnic and cultural diversity.

The Associated Student Body Government (ASBG) promotes diversity on campus by offering workshops and events throughout the academic year that are open to the AHC community. Examples include Diversity Day in March, Club Luau in October, Cinco de Mayo in May, the Lakota Sioux dance troupe in November 2009, and Disability Awareness Day – consisting of guest speakers, music, food, and performances supporting the college mission statement and emphasizing respect for all people and cultures.

## Self Evaluation

Allan Hancock College has a long history of commitment to open access and community responsiveness. This commitment has led to the belief that our faculty, staff and administration must mirror the rich cultural diversity of our community. Although we recognize the compelling need to ensure that our staff is culturally competent and provides visible role models for our changing student population, we face some special challenges. Our geographic location, salary scale, and rising home prices contribute to the challenge of staff diversity. These challenges require that we renew our commitment and improve recruitment and selection practices to maximize opportunities for staff diversity. Equal Employment Opportunity (EEO) representatives play a critical role in that effort as both monitors and guides throughout the hiring process.

The term “diversity” lends itself to a multitude of legitimate interpretations. In the context of the AHC community and student body, the most significant dimensions of diversity are race, ethnicity and, in the case of certain employment areas, gender. In order to best reflect and serve our diverse students and adequately prepare all students to live and work in a world that is increasingly diverse and globally interconnected, it is important that our staff reflect those critical dimensions of diversity. Defining race and ethnicity is particularly challenging, because classifications can be imprecise and an increasing number of individuals identify with more than one ethnic or cultural group. Every effort should be made to encourage candidates to self-identify as a part of the application process.

## Planning Agenda

Complete development of the District Equal Employment Opportunity plan.

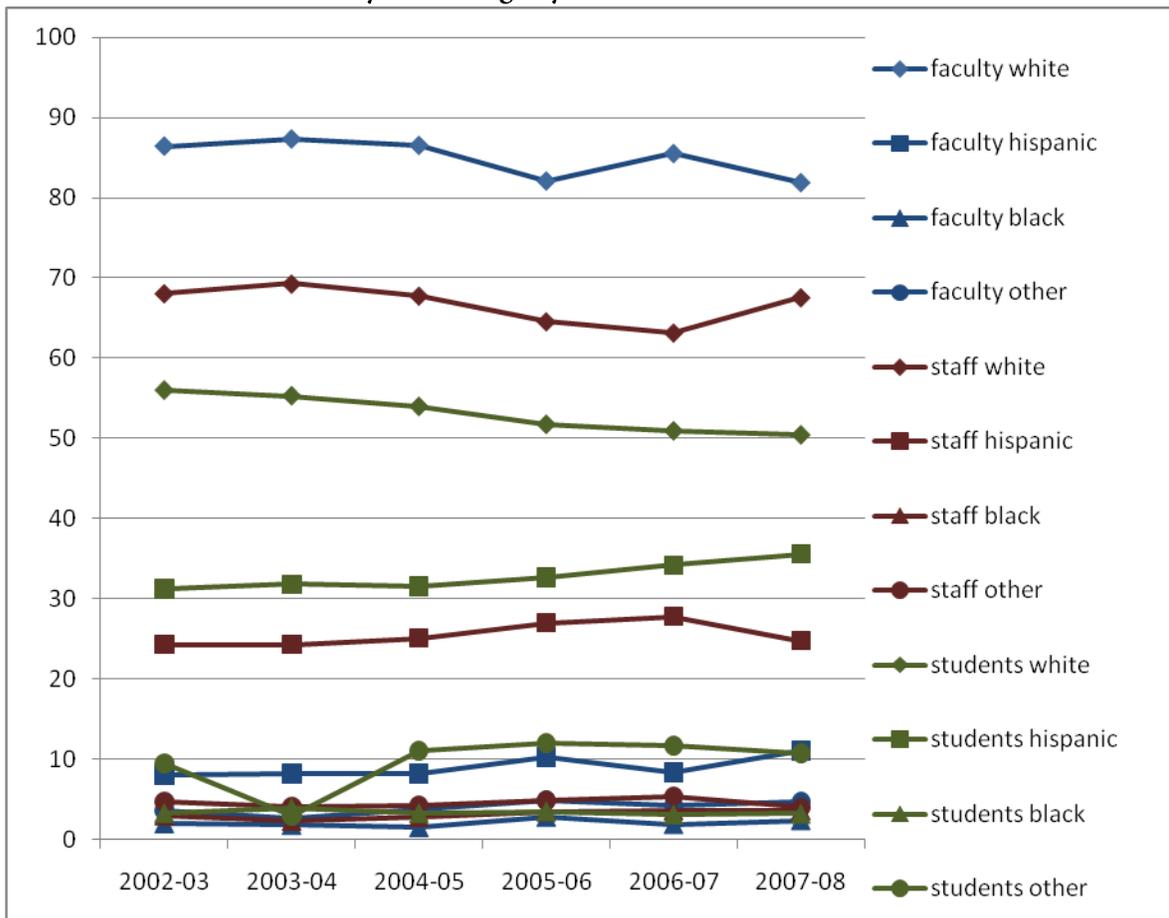
### **III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

## Descriptive Summary

Within the last three academic years, Allan Hancock College experienced successful recruitments. In 2005-2006, the college hired 13 faculty members, 34 classified staff, and two administrators. Of those hired, 62 percent were female, 4 percent were Asian, 6 percent were African American, 18 percent were Hispanic, and 2 percent were Hawaiian/Philippine Islander. In 2006-2007 the college hired 13 faculty members, 28 classified staff, and four administrators. Of those, 57.8 percent were female, 8.9 percent were Asian, and 15.6 percent were Hispanic. In 2007-2008 the college hired nine faculty members, 32 classified staff, and eight administrators. Of those, 57.1 percent were female, 4.1 percent were African American, and 18.4 percent were Hispanic.

The following graph illustrates the trends in diversity percentages that Allan Hancock College has experienced since 2002. The twelve lines are broken down by faculty, staff and students by ethnicity. Some trends that we experienced since 2002 are an increase in Hispanic faculty and students and a decline in white faculty and students. Staff ethnicity numbers have remained unchanged since 2002.

**Ethnicity Percentage by Year and AHC Status**



The Human Resources recruitment department surveys all hiring committees and applicants who were interviewed. They are asked to comment on the recruitment process and identify suggestions or concerns to help in future recruitments. These surveys are tabulated and reviewed by Human Resources staff to help ensure that the best quality of service is offered to staff, faculty and applicants

**Self Evaluation**

In an effort to increase the diversity in applicants and evaluate advertising strategies, the district assesses recruitment diversity statistics every academic year. Allan Hancock College has a commitment to enhance AHC diversity and equal employment opportunities. The human resources office has a continuous monitoring process in place to assess progress on achieving a more diverse employee population.

**Planning Agenda**

None.

**III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

**Descriptive Summary**

Allan Hancock College is committed to integrity and subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students. The district is committed to the active promotion of campus diversity including recruitment of and opportunities for qualified members of underrepresented and protected groups, as well as the provision of a work and learning environment conducive to open discussion free of intimidation, harassment, and unlawful discrimination. To support this commitment, board policies are in place to ensure public safety, a drug and alcohol free workplace, reasonable accommodations, and prevent unlawful discrimination and sexual harassment. Board policies are developed through a collegial process that provides for constituent input. An injury and illness prevention plan, established by the Santa Barbara County Schools Joint Powers Self-Insurance Program for Employees (SIPE), applies to all schools enrolled under SIPE and the district is a member.

Allan Hancock College is committed to providing its employees and students with a drug-free workplace and campus environment. The college substance abuse program emphasizes prevention and intervention through education. Through dissemination of current and accurate information, students and employees are better informed. Educational programs provide relevant courses, seminars, and lectures, and Student Services focuses on providing guidance and referral for those affected by alcohol or substance abuse.

The Student Equity Plan was developed in January 2005 with the Board of Trustees to recognize that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony, and creativity while providing positive images for all students. Students are represented by the Student Equity Committee whose philosophy and direction is to increase the numbers of under-represented minorities as well as improve course, degree, and certificate completion rates, and transfer to four-year degree programs at state colleges and universities.

The faculty and classified staff collective bargaining unit agreements clearly define a no-tolerance policy for discrimination, outline the evaluation procedures, rights of the bargaining unit employees, and the disciplinary action for bargaining unit employees. Evaluations are an important tool at AHC to determine an employee's effectiveness, level of customer service skills, and performance excellence. Evaluations include a broad-based survey component to avoid biases. Board policy addresses administrator evaluation. The college evaluates confidential and supervisory employees using the classified staff process. Staff grievance procedures are outlined in Article 6 of the *Agreement Between Allan Hancock Joint Community College District and The Faculty Association of Allan Hancock College*, Article 6 of the *Agreement Between Allan Hancock Joint Community College District and the Part-Time Faculty Association of the Allan Hancock College*, Article 7 of the *Agreement Between Allan Hancock Joint Community College District and the California School Employees Association (CSEA) Allan Hancock College Chapter #251*.

AHC students are encouraged to pursue academic studies and other college-sponsored activities that will promote intellectual growth and personal development. In pursuing these ends, and in compliance with the requirements of Title IX and Section 504 of P.L. 93x112, the district established a Student Complaint Policy (Board Policy 6200). When a student feels that he or she has been subjected to unfair and improper action by any member of the college community, the student can seek an expeditious resolution using the complaint procedure outlined in Administrative Procedure 6200.01. The Allan Hancock College catalog, available in print and on line, outlines student rights and responsibilities, guidelines for student conduct, as well as policies and procedures that all students must follow.

### **Self Evaluation**

Allan Hancock College demonstrates integrity in the treatment of employees and students through thoughtful development and adherence to policies and procedures that support this goal. The superintendent/president personally supports this goal both through formal structures such as the President’s Advisory Council and informal measures such as a regularly scheduled weekly “open hour” to allow candid dialogue with staff and students. This is a confidential time, with no appointment needed, to meet with the president and discuss whatever topic the employee or student may wish to address. In addition, the superintendent/president hosts roundtable lunches regularly with students, faculty and staff (lunch agendas).

Policies and procedures related to all aspects of employment including recruitment and selection of candidates, job descriptions, employee rights, and employment rights within the district are systematically evaluated for opportunities for improvement.

### **Planning Agenda**

None.

**III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

### **Descriptive Summary**

The role of the Professional Development Committee is to promote opportunities for professional growth and enrichment. The committee develops, institutes, reviews, approves and monitors professional growth activities for all constituencies. The activities serve to improve student learning,

enable participants to progress toward individual professional goals, and are in alignment with the district's strategic plan.

The Professional Development Committee is responsible for ensuring that adequate opportunities for professional development exist. At present, the responsibilities of the Professional Development Committee are to:

- plan, conduct, and evaluate activities for all employees that lead to enhanced student success
- provide a forum for explorative and open discussion of new and innovative procedures and strategies
- support technology innovation and training
- enhance cultural proficiency
- develop a process to distribute information to staff on workshops, seminars, and available resources related to staff and instructional improvement
- provide programs for community awareness
- allocate funds for individual and group proposals
- plan, develop, and continue the Leadership Program
- develop a comprehensive professional development plan

The primary goal of the Professional Development Committee is to provide workshops and training opportunities that meet the identified professional growth needs as determined by each employee group through collaboration and an annual needs assessment survey. The committee's goals are aligned with the district goals, namely, student success, access, teaching and learning effectiveness, organizational effectiveness, and community and economic development, as well as goals of external funding agencies. The Professional Development Committee supports these goals through development of knowledge and aptitudes in the nine areas authorized by the state as prescribed in Section 87153 of the Education Code.

## **Self Evaluation**

Human Resources 101 (HR 101) is a new training program developed to train all managers on the importance of Human Resources and applying personnel best practices in the workplace. Topics include hiring, evaluations, terminations, and district policies and procedures. Consistent policies, procedures and practices will be taught in a group setting and will be part of the accountability process in management evaluations. Managers, deans, and administrators will attend the training.

The State of California no longer funds professional development activities. Currently resources for professional development are limited. Fortunately, the college has long relied on the expertise of its own employees to offer a large portion of the district's professional development. This sharing of expertise across departments and disciplines is not only cost effective, it helps to increase collegiality and build a sense of community. In order to continue providing external training opportunities, since 2007 the Allan Hancock College Foundation has allocated professional development dollars. In 2008-2009 the foundation allocated \$10,000 to be used for travel to conferences and training workshops in the region for full and part-time faculty. The foundation continues to grant professional development dollars for faculty – for example, in fall 2009 the foundation provided \$5,000 for faculty professional development.

The following matrix identifies how professional development programs align with and support district goals and employee needs.

		District/College Goals				
		Student Success	Access	Teaching & Learning Effectiveness	Community and Economic Development	Organizational Effectiveness
Employee Competencies	Improving teaching competencies	✓	✓	✓		✓
	Maintaining knowledge and skills	✓	✓	✓		✓
	In-service training	✓	✓	✓	✓	✓
	Institutional competence -- Retraining for institutional needs	✓	✓	✓	✓	✓
	Inter-segmental exchange programs			✓	✓	✓
	Innovative instructional & administrative effectiveness	✓	✓	✓	✓	✓
	Computer & technological proficiency	✓	✓	✓		✓
	Training on upward mobility & cultural competence	✓	✓	✓	✓	✓
	Other activities	✓		✓		✓

### Planning Agenda

Support the professional development program and training.

**III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### Descriptive Summary

All professional development activities and presenters are evaluated. The data collected is used to improve presentations as well as to develop additional or more pertinent presentations. Moreover, the Professional Development Committee conducts an annual needs assessment survey to ascertain faculty and staff requirements, to determine the most appropriate days and times, and to develop relevant programs. Professional development includes activities identified in the annual needs assessment

surveys, workshop evaluation forms, and internal documents such as program reviews, accreditation self-study reports, district and college strategic plans, shared governance committee activities, and academic and classified senate or management initiatives. Moreover, the Professional Development Committee is proactive in identifying college needs and encourages employees to explore ideas and competencies that facilitate continuous improvement at organizational and individual levels.

All newly-hired employees participate in an orientation program to complete requisite paperwork. Employees are then directed to their departments for further orientation to the department and to the district. Some employee groups participate in planned, ongoing, orientation programs. The vice president of Academic Affairs, the dean, Extended Campus, and the dean, Community Education, coordinate and offer new faculty orientations though new faculty are not required to participate in the orientation programs offered. Full-time faculty orientations cover institutional goals, college history, student profiles, multiculturalism, Academic Senate, evaluation processes, learning styles, pedagogy, syllabus construction, and more. Part-time credit faculty are offered a two-hour orientation at the beginning of each semester focusing on various job requirements, institutional goals, student profiles, diversity, and other issues.

The district supports participation in various professional development activities through a number of programs. Full-time faculty have the opportunity to apply for sabbatical leave. The purpose of the leave is employee professional improvement that will benefit students and the district. Article 13 of the *Agreement Between Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock College* outlines the criteria, eligibility, and compensation associated with sabbaticals. Article 13 also outlines criteria for awarding academic ranks for full-time faculty. Academic rank is intended to recognize teaching excellence, professional achievement, and district service.

Full-time faculty are expected to participate in two required all-staff orientation days each school year. Article 16 of the *Agreement Between Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock College* identifies obligations related to flex activities and duty days.

For each semester-length class or its equivalent that a part-time instructor teaches, he or she is paid for 1.5 hours of professional development activities planned by the Professional Development Committee (Article 11.6 of the *Agreement Between Allan Hancock Joint Community College District and the Part-Time Faculty Association of Allan Hancock College*).

A component of the annual classified evaluation process is identification of professional development activities that the employee attended during the previous year. The process also identifies specific professional development goals for the next evaluation period.

## **Self Evaluation**

While the district and Professional Development Committee use annual needs assessments as well as other informal mechanisms to plan professional development, some faculty do not participate in the opportunities offered by the district. The major reasons cited for lack of participation, particularly by

faculty, are the limited number of new offerings and the lack of institutional resources for new workshops, guest presenters, or attendance at outside conferences. The faculty who do attend professional development offered by the district indicate they appreciate the opportunity for collegial interaction.

The college continues to offer sabbatical leaves as a vehicle for faculty professional development. The chart below outlines the number of sabbatical leaves awarded. At AHC, sabbatical leave is awarded to faculty for professional improvement that will benefit students and the district. The chart also shows data on the number of faculty who have attained tenure rank in recent years. Gaining tenure is a rigorous process, bringing talented faculty members into college ranks. Evaluation leading to tenure includes assessment of professional development goals and success in meeting those goals.

<b>Fiscal Year</b>	<b>Number of Sabbatical Leaves Awarded</b>	<b>Tenure Rank Achieved</b>
2002-2003	3	7
2003-2004	0	10
2004-2005	0	8
2005-2006	4	6
2006-2007	0	3
2007-2008	3	1
2008-2009	3	7
2009-2010	1	7

### **Planning Agenda**

None.

**III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

### **Descriptive Summary**

Human resource planning is grounded in the college mission to provide quality educational opportunities to our diverse community and the district goals of student success and institutional effectiveness. Based on these core values, human resource analysis begins at the departmental program review level. Departments, based on assessment of student needs and program effectiveness, identify staffing needs. Departmental staffing needs are then taken through the college position prioritization processes which include examination of requests in the context of institutional priorities.

In January 2009 the district hired the consulting firm Internal Business Solutions, Inc. to work with Human Resources staff to assess and evaluate current human resources processes and policies, to create

new ones if needed, and to coach HR staff and management on following through on these best practices. By spring 2010, the district will develop and approve new board policies and regulations and will offer training programs for staff on human resources best practices and for managers on following processes, procedures and the educational code.

## **Self Evaluation**

Human resources planning is integrated with institutional planning through program review and position prioritization processes. District goals and strategic plans are key components of both of these processes. The Human Resources Department conducted a program review in 2003. Outcomes from this review were used to improve processes. The district is currently undergoing another analysis of program effectiveness with the assistance of a consulting firm.

To enhance changes made in the human resources procedures, the district is implementing a new software system called IFAS by Sunguard Systems. This system is a comprehensive software system that provides tools to process employees and extracts the necessary data for reporting, documenting and assessing progress. For example, IFAS will provide monthly reports on the status of evaluations (for example, which evaluations are due and if any are overdue). Managers will use IFAS to stay on timelines for timely evaluations.

## **Planning Agenda**

None.

## Standard III A: Summary of Evidence

Association of Chief Human Resources Officers (ACHRO)  
Accredited Institutions of Postsecondary Education  
Advertisement – Recruitment  
Agreements with Unions (classified, faculty association, part-time faculty)  
Administrator Evaluation Policy - Academic Senate minutes  
Administration & Faculty listing degrees (AHC catalog)  
Bilingual Questions – Interview  
Bilingual Stipend – Classified (CSEA)  
Board agenda – September 18, 2007  
Board Policies:  
    BP 2110 – Administrator Evaluations  
    BP 3010 – Equal Employment Opportunity (EEO)  
    BP 3020 – Sexual Harassment  
    BP 3030 – Alcohol/Drug Free Workplace  
    BP 4100 – Faculty Hiring  
    BP 4105 – Equivalency – Minimum Qualifications  
    BP 5980 – Telecommuting  
    BP 6200 – Student Complaints  
Classified Employees Evaluation Guidelines  
Committee Chair Responsibilities  
Confidentiality Statement  
Disciplinary Action Procedures– Classified Employees, Faculty (probationary, tenure-track, tenure)  
Diversity Resource Specialist – Job Description  
*Employee Selection Committee Handbook*  
Equal Employment Opportunity Committee (agendas, committee list, and minutes)  
Equal Employment Opportunity Policy & Plan (1994 Staff Diversity/Affirmative Action Policy & Plan)  
Faculty Evaluation Forms (full time and part time faculty)  
Guidelines for Recruitment  
Equivalency – Board Agenda Item  
Evaluation Notice for Classified Employees  
Faculty Prioritization Forms  
Faculty Resource Guide  
Generic Job Description – Faculty, Counselor, Librarian  
Interview Committee – (selection, names)  
Interview Invitation Letter for Vice President Position  
Interview Questions – Sample  
Job Fair Information  
Job Flyers (various samples)  
Management Handbook  
Mission and Vision Statements  
New Hire Employment Packets (employee employment documents)  
Online Training – HR (IFAS)

Personnel File Review Request  
Part-Time Faculty Evaluation Tracking  
(Samples from academic dean & samples from coordinator, faculty support services)  
Prioritization List for Classified Positions  
Professional Development Schedules (2009-2010, 2008-2007, & 2007-2006)  
Rating Sheet (sample)  
Recruitment Statistics (June 1, 2008 through June 30, 2008)  
Shared Governance Committees (purpose, committee composition, etc)  
SIMS-NEIMS Training Procedure (new hire orientation)  
Statistical Picture 2008-2009  
Strategic Plan 2009-2013  
Student Learning Outcomes (minutes from Oct \_ 2008)  
Student Rights & Responsibilities – Standards  
Superintendent/President Compensation  
Evaluation – board minutes  
Evaluation Progress Report  
Evaluation – board agenda  
    Compensation adjustment – board agenda  
    Compensation documents (HR/Payroll – change of status)

Survey (candidate & employee selection committee survey including 07-08 results)  
Teaching Demonstration (instructions, candidate letter, & rating sheet)  
Title V HSI Grant (abstract)  
Tracking Evaluations – Academic Affairs & Counseling (Tenure-Track Probationary Faculty)



Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

## Standard IIIB Physical Resources



*I appreciate that Ms. Tait and teachers like her go the extra mile to make sure that I thoroughly understand important concepts.*



Caitlyn Grasso  
Major: photography

## Standard III B: Physical Resources

*Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

### **III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

#### **Descriptive Summary**

At all locations within its jurisdiction, the district provides safe and sufficient physical resources that support student learning programs and services and improve the district's effectiveness. Facilities on the main campus in Santa Maria include 34 buildings on 96 acres. Total gross square footage (GSF) is 427,300 (2008-2009 Space Inventory Report, page 9). The 9.6 acre South Campus, located about a quarter mile from the main campus, provides three additional buildings (29,984 GSF) for administration of justice, emergency medical services, and fire technology instruction. The South Campus also includes 35,380 GSF of leased space in the Columbia Business Center (CBC) used for drama instruction by the Pacific Conservatory of the Performing Arts (PCPA), machine technology, shipping and receiving, the mailroom, and custodial services. Other off-campus facilities in Santa Maria include the Workforce Resource Center (2,528 GSF) and the Atkinson Lifelong Learning Center (1,904 GSF). In 2006, the district partnered with the city of Santa Maria to use the Atkinson Lifelong Learning Center for community education classes.

The Lompoc Valley Center (LVC) is located about 25 miles from Santa Maria in the city of Lompoc. Twenty-five acres of the 196 acre district-owned site are developed with four multi-functional buildings (65,464 GSF) that can adapt to changing student needs (2008-2009 Space Inventory Report, page 10). A wide variety of credit courses are offered at the LVC along with many student support services (course schedule, spring 2009, page 54). The district also leases 2,880 square feet of space from Vandenberg Air Force Base near Lompoc – space which includes seven classrooms and an administrative office. In 2001 the district opened the Solvang Center in a leased space. This facility houses an office and two classrooms (2,600 GSF). On the whole, the district operates facilities that total 578,786 GSF (2008-2009 Space Inventory Report, page 4). In addition, the district also provides community education classes at a total of 85 off-campus sites (2010-2014 Five-Year Construction Plan, immediately following page 4).

Between 2004 and 2007, enrollment in distance education courses increased by 35 percent. To ensure integrity and reliability in our distance offerings, the Technology Advisory Committee supports the equipment needs for distance delivery. The course management system, Blackboard, is hosted on a secure, redundant server in Reston, Virginia and provides a high, constant connectivity rate for our students and staff.

## Self Evaluation

The college provides safe and sufficient physical resources to support quality programs and services throughout the service area as well as for our large distance education program. The Santa Maria campus consists of approximately 26 buildings as well as athletic fields and lighted parking lots that provide students with appropriate and safe physical conditions for teaching and learning. The building and operations staff do an outstanding job of maintaining a clean, well-groomed and safe environment.

## Planning Agenda

None.

**III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

## Descriptive Summary

The *Educational and Facilities Master Plan 2001-2006* guides the district in planning physical resources. The Planning Committee, Facilities Advisory Committee, and the President's Advisory Council provide ongoing review of the plan's goals to ensure it reflects the needs of students, programs, and services. Program review documents (Board Policy 7930; *Program Review Resource Guide*) are evaluated and inspections are made of existing facilities during the planning process. Stakeholders are consulted when project proposals for new buildings are developed. In addition, student and staff surveys assist the district in evaluating how effectively facilities meet the needs of programs and services campus-wide (*Student Accreditation Survey 2008*, pages, questions 4b-f, 9h, 9l). Project priority ranking is reviewed annually by the district board and reflected in the district's five year construction plans. The last accreditation team commended the district on an effective and vital integrated planning process (2004 Accreditation Team Report, page 44).

The "Facilities Master Plan" portion of the *Educational and Facilities Master Plan* provides an assessment of the age, condition, and expected useful life of each of the college buildings (*Educational and Facilities Master Plan 2001-2006*, pages 131-160). The building age assessment for the Santa Maria campus was updated in the Bond Measure I, *Facilities Site and Utilities Master Plan*. Eight buildings are over 50 years old, 12 buildings (or a portion of them) are between 30 years and 50 years old, and only eight buildings (or a portion) are less than 30 years old (page 3.9). Five buildings on the Santa Maria campus were part of the original aeronautics college. They were constructed in the 1940s and are now used for student services, classrooms, general offices, and storage facilities. Due to the shortage of space, some student services functions are housed in temporary buildings scattered across the campus. The district also owns three homes adjacent to the Santa Maria campus – homes constructed in the 1950s which now accommodate several offices. Two have been completely remodeled. In the late 1990s, the district acquired and installed a 24-module moveable building obtained from the United States Air Force.

Building W, built in the 1930s, was demolished to provide a location for this 12,240 GSF building on the Santa Maria campus.

The college was commended by the previous accreditation team for its efforts to improve facilities (2004 Accreditation Team Report, page 44). Since that visit the district completed three major capital construction projects outlined in the district's *2006-2011 Five Year Construction Plan*. In spring 2006 the Library/Media Technology Center opened its doors, providing students with a newly renovated 23,000 gross square foot library and a new 24,000 gross square foot two-story Academic Resource Center addition. The first floor of the addition provides space for tutoring, a large computer lab, and the Writing Center. The second floor houses a distance learning classroom, the Teacher Learning Center, 11 faculty offices, a production studio, and Multimedia Services. Two new buildings opened for instruction in summer 2007. They are the Science building (M) and the Community Education building (S). The new Science building is a 42,000 gross square foot facility that provides new labs, classrooms, and faculty offices that replaced the congested and outdated science labs that were built in the 1960s. An additional benefit of the project is that the new building allowed the relocation of the Health Science programs from building Q on the south campus to the main campus. The new Community Education building replaced buildings S and Y, which were part of the original aeronautics college constructed in the 1920s and 1940s. This 18,500 gross square foot building provides classrooms, computer labs, a culinary lab, and offices for community and non-credit education staff.

As an example of the college commitment to high-quality physical resources to support its programs and services, the district pursued and won a general obligation bond election in 2006. In June of that year voters passed Measure I, a general obligation bond providing the district with \$180 million to fund capital projects including facilities and equipment. The bond program is divided into three categories:

1. construction;
2. technology - mainframe replacement project and technology and instructional equipment modernization; and
3. refinance lease obligation - Certificates of Participation.

The construction category consists of both capital projects and scheduled maintenance projects. Capital projects make up 74.2 percent (\$134M out of \$180M) of the bond-program funding. The Board of Trustees reviews the priority of the bond projects annually; those approved are outlined in the district's annual five-year construction plan that is submitted to the state for funding consideration.

In fall 2007 the district contracted with Steinberg Architects to develop a master plan for the Bond Measure I projects on the main Santa Maria campus. The *Facilities Site and Utilities Master Plan* includes the siting of buildings and incorporates a utility infrastructure plan to coordinate phasing. With input from the Facilities Advisory Committee, the plan was completed in fall 2008 and was approved by the Board of Trustees at the December 16, 2008 meeting (board item and meeting minutes). This plan provides guidance until a new education and facilities master plan is developed.

The *2009-2013 Five Year Construction Plan* (page 5) outlines 12 proposed Bond Measure I capital projects. Of these 12 capital projects, two are completed (the Science and Community Education buildings described above). Several of the ten remaining bond projects were combined for construction and scheduling purposes:

- One-Stop Student Services Complex
- Public Safety Complex
- Childcare Center Addition
- Fine Arts Complex
- Theatre Arts, Remodel of Buildings E and F
- Industrial Technology Modernization and Addition
- Physical Education/Athletics
- LVC Site Development and Classroom Building
- Technology Building

Three of the ten projects are subject to the availability of state funding. In preparing a *2010-2014 Five Year Construction Plan* (“the construction plan”), the district reviewed the funding structure in relation to available state funds. To maximize bond and state funding, the review also includes project acceleration. Consequently, the 2011-2015 construction plan may reflect changes based on bond-funding allocations. Future budget realignments may be required as well, depending on the project cost and escalated cost of construction.

Construction of the One-Stop Student Services Center is anticipated to commence in spring 2010. The project consolidates student services scattered in six aging buildings across the Santa Maria campus into a one-stop center for students. In addition, administrative offices from five buildings will be consolidated into a separate administration building within the center. Two projects in the preliminary planning stage are the Public Safety Complex, which will relocate the public safety programs from South Campus to the LVC, and the Childcare Addition (building J) that replaces building Z on the Santa Maria campus.

When evaluating the adequacy of its facilities, the college routinely uses cap load ratios (an analysis of the percentage of current and projected weekly student contact hours [WSCH] divided by the cumulative space capacity) to assist in determining new construction priorities (*2011-2015 Five Year Construction Plan*, pages 6-23 and 55-59). In 2003 the college hired the firm 3DI to assess the campus and to evaluate facility needs and priorities (3DI Facility Condition Assessment Report). Each deficiency identified in the report was assigned a priority based on how the deficiency affects the educational mission of the facility. Priority 1 and 2 deficiencies require repair or replacement (page 14). The 2008-2009 Space Inventory Report states that there are 345,372 assignable square feet (ASF) at the main campus and 57,100 ASF at the LVC (page 3). Other sources of data that assist in determining the adequacy of district facilities are climate and needs assessments.

Several questions on the student accreditation survey (2008) asked students to rate laboratory facilities (Questions 4b-f). Physical sciences, health sciences and life sciences labs each received an excellent or good rating from about 79 percent of students who responded. Foreign language lab facilities were rated slightly lower with 71 percent of student users finding them excellent or good. Computer lab facilities received the highest satisfaction rating with 89 percent of users identifying them as excellent or good. The computer labs (writing, math, open access) also had the highest number of student users responding to the survey.

Seventy-four percent of students completing the 2008 survey strongly agreed or agreed that there are adequate places on campus to meet and study with other students (question 9h). Campus accessibility (question 9l) was also addressed in the student survey. Seventy-two percent of students participating in the survey strongly agreed or agreed that the campus is accessible for students with disabilities.

The *Faculty and Staff Accreditation Survey 2008* also provides input on adequacy of classrooms, workspaces, and equipment (questions 43-45). Forty-eight percent of respondents strongly agree or agree that rooms are maintained in a manner that supports programs and services and an additional 14 percent were neutral on this topic. Forty-seven percent strongly agree or agree that they are satisfied and ten percent were neutral with the physical condition and maintenance of their personal workspace. Forty-eight percent of faculty and staff were satisfied (strongly agree or agree) with the physical condition and maintenance of equipment; 18 percent were neutral. These results are in line with the *Accreditation and Staff Assessment Survey 2002* when 46 to 52 percent strongly agreed or agreed to the above questions. In an effort to ensure the district continues to meet college needs, each five-year construction plan (an annual report) prioritizes district projects in an effort to eliminate deficiencies and meet program and service needs (page 5).

Non-instructional equipment needs (for example, vehicles and custodial equipment) and associated maintenance agreements, are ascertained and prioritized each year as part of the budget development process. Equipment is reviewed to determine if it should be replaced due to age, unsafe condition, or inability to repair. The review also determines if the equipment is needed to carry out the college mission or improve efficiency. The equipment’s function, program need, age, efficiency, availability of parts, and cost of repairs are analyzed. If equipment is no longer needed, it is sent to surplus; if needed, the cost of repair is weighed against the cost of a new, more efficient equipment. Technology and instructional needs are also analyzed annually. Section III.B.2.b. describes this process.

Day-to-day maintenance and operations services of all district-owned facilities and equipment are performed by the district’s Plant Services staff under the leadership of the director of Plant Services (see table below). One exception is at the LVC, where custodial staff report to the dean, the extended campus. Custodial services at the Solvang Center are contracted. The district spends more than \$531,000 per year (approximately 0.078 percent of the college budget) on maintenance and repair of facilities and equipment (non-payroll).

**Plant Services**

Divisions	Custodial, Grounds, Maintenance, Mail Room, Shipping and Receiving, and Transportation
Staffing	39 staff (including 12 staff in the maintenance department, 18 staff in the custodial department, 8 staff in the grounds department, and 1 administrative support staff)
Transportation/Vehicle Repair	Purchasing, operation and servicing of 75 vehicles (including gasoline)
Integrated Waste Management	Recycling and waste management programs
Environmental Health & Safety	Hazmat/Environmental compliance and facility safety inspections

To expedite maintenance of the college's physical resources, the college implemented a web-based work order system in 2005. Work orders are initiated by college staff through the college website (<http://facilitieswork.hancockcollege.edu/>) and are managed and tracked much more easily than with the previous paper-based system. Work orders can be directed to the custodial, grounds, or maintenance departments, transportation services, or the Safety Committee. Plant Services staff review the work orders as they are submitted and prioritize them based on severity of the problem (such as safety). Every effort is made to handle work orders in a prompt and satisfactory manner.

In addition to the district's general fund budget allocation, bond measure funds provide another \$20M to assist the district in addressing major maintenance projects. Scheduled maintenance includes projects relating to accessibility (Americans with Disabilities Act), parking lots, heating and air conditioning mechanical systems, roofing, flooring, painting, ceiling replacement, lighting, waterline replacements, doors and hardware replacement, and other repairs and building and site improvements.

A facilities assessment report was used to develop a ten-year scheduled maintenance plan. The new ten-year plan assists in developing the district's Bond Measure I scheduled maintenance projects list and the scheduled maintenance five year plan. The Board of Trustees annually approves a prioritized list of projects from the district's scheduled maintenance five-year plan. The plan is submitted to the state for funding consideration on an annual basis.

Both instructional and non-instructional programs and departments maximize the use of facilities. Rooms are not left vacant without use. For example, a closet was converted to a faculty office in the fine arts department. Once the science and community education buildings were completed and occupied, the district evaluated space and remodeled and relocated departments, programs, or staff to fill vacated spaces (Facility Space Needs, 2007).

The college continues to upgrade facilities to ensure quality and to support its educational mission. For example, various renovation projects were planned and constructed by Plant Services to upgrade facilities in 2007 and 2008:

- Relocating the Testing Center to building T and upgrading the building with new carpeting, paint, and lighting,
- Upgrading M300 classrooms with new carpeting, paint, and classroom furnishings,
- Upgrading building K computer labs with new carpeting and computer furnishings,
- Upgrading K20 and K21 classrooms with new furnishings and whiteboards, and
- Upgrading Q11 and Q12 classrooms with new furnishings and whiteboards.

## **Self Evaluation**

Well established planning, building, and maintenance processes are in place at Allan Hancock College. The district plans, constructs, replaces, maintains, or upgrades its physical resources consistent with the institution's *Educational and Facilities Master Plan* and the district's five-year construction plans. The district's *Educational and Facilities Master Plan* is currently being updated to reflect the college's current reality (*Educational and Facilities Master Plan*).

Recent examples of the institution's accomplishments that improve physical resources and ensure continuing quality of programs and services, are the completion of the Library/Media Technology Center, Science building, and Community Education building, totaling over \$30M. These projects removed aging buildings and provided modern teaching and learning facilities.

The district continues to plan new facility projects addressing 11 deteriorating aging facilities at the Santa Maria, South Campus, and Lompoc locations. Moreover, the passage of Bond Measure I provides alternative funding to address physical resources needed for student services, public safety, and childcare programs.

In addition to constructing new buildings and modernizing existing buildings, the college repairs existing buildings not scheduled for demolition or renovations. Although Bond Measure I provides significant funding for maintenance projects, there are not enough bond funds to correct all the needed scheduled maintenance repairs. The district continues to seek efficiencies in construction and related projects in order to maintain scheduled maintenance and repairs.

### **Planning Agenda**

None.

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### **Descriptive Summary**

Allan Hancock College constructs and maintains its facilities to assure access, safety, security, and a healthful learning and working environment. Since the previous accreditation site visit, several facility modernization or new projects were completed that provide American with Disabilities Act (ADA) code compliance. On the Santa Maria campus these projects included restroom upgrades in the science complex (building M), library (building L-North/South), and the community education building (S), and replacing the World War II era buildings (old buildings S2 and Y). The Lompoc Valley Center (LVC) and Solvang Center facilities meet current ADA code; however, the district is planning to install additional automatic door openers on restroom entry doors at the LVC to improve access. The Scheduled Maintenance 5-Year Plan (2008-2009 – 2012-2013) identifies various buildings at the Santa Maria Campus needing upgrades to bring them into ADA code compliance. These buildings include the Humanities Complex (building C), Marian Theatre (building D), Campus Graphics (building H), and Business (building K).

Helping to ensure a well-maintained and safe environment, the web-based work order system (discussed earlier in this standard) allows faculty or staff to request assistance from Plant Services from any

instructional, program or service location. In addition, scheduled safety inspections of all district-owned or leased facilities (including the Atkinson Center) assist in identifying additional repair needs. Off-site locations owned by other entities are under the jurisdiction of the property owner as outlined in the property liability section of contract agreements.

The Bond Measure I *Facilities Site and Utilities Master Plan* outlines proposed improvements to vehicle access and circulation at the Santa Maria campus. In addition, the plan addresses issues such as parking (page 3.13), campus directional signage (page 3.57), exterior campus lighting (pages 3.61-3.63), and pedestrian walkways (page 3.35). All recently completed projects and upcoming capital construction projects are designed and constructed to comply with the ADA.

Responsibilities for campus safety are divided among three departments: Campus Police, Plant Services, and Health Services. These departments are supported by the Santa Barbara County Education Office, Environmental Health and Safety Department safety officer, and the district's safety officer. Cal OSHA regulations and uniform building codes are among the main written criteria used to measure facilities safety. Board policies such as Weapons on District Property (8994), Alcohol/Drug-Free Workplace (3030), Sex and Narcotic Offenses (5921), and Parking and Traffic Control on College District Properties (8995) also provide direction to campus police on safety issues.

The Police Department provides police and security service to maintain a safe learning environment for students and a safe working environment for faculty and staff. This is accomplished by assigning a sworn police officer to be on duty with one or more security officers during peak instruction hours – ensuring a high level of police visibility, rapid response to calls for service and emergency situations, and crime deterrence. Staffing of the department includes three full-time sworn police officers, two sworn reserve officers, 11 security/parking staff, and two police support staff who provide dispatch services. The leadership for the department is provided by the director of Public Safety/Chief of Police. The district contracts with the city of Santa Maria Police Department for a lieutenant to perform this function (Cooperative Agreement, city of Santa Maria, June 2007).

The Santa Maria campus and LVC have a police and/or security presence on campus Monday through Friday, 6:30 a.m. to 11 p.m., Saturdays from 7:30 a.m. to 7 p.m., Sundays from 2 p.m. to 8 p.m. (Santa Maria campus only), and at other hours for special campus-related events. Campus police respond to crimes and injuries on campus and transport locked money bags on and off campus. They are the first responders and liaison with both the fire and security alarm contractors for the Santa Maria campus and LVC. Other responsibilities include enforcing traffic and parking regulations on campus and surface streets, as well as providing safety training to students, faculty, and staff.

The Police Department strives to protect the safety of students, staff, and faculty and the security of personal property. Knowledge about criminal behavior on campus assists students, faculty, and staff in taking precautions. Information regarding criminal activity on and near campus is published daily per the Clery Act and is available for viewing by the campus community and the public in the Police Department (Daily Crime Log). District crime statistics covering a three-year period are published annually and distributed to campus personnel by email and are available on the college's website

([www.hancockcollege.edu/Default.asp?page=137](http://www.hancockcollege.edu/Default.asp?page=137)). These statistics serve as the basis for Campus Police staffing and directed enforcement decisions.

The Santa Maria campus and LVC have Memorandums of Agreements (MOA) with the cities of Santa Maria and Lompoc for additional support in the event specialized investigative skills or additional law enforcement personnel are needed (Interagency Memorandum of Agreement, City of Lompoc Police Department, September 2, 1999; Interagency Memorandum of Agreement, City of Santa Maria Police Department, September 22, 1999). Law enforcement support for the Solvang and Vandenberg satellite campuses resides with the local jurisdiction. Off-campus sites also fall under the jurisdiction of local law enforcement. These agencies respond as-needed to calls for assistance. They provide routine security patrols of the facilities as part of their regularly assigned security checks.

District-wide emergency preparedness training is based on the National Incident Management System (NIMS) plan, a nation-wide standard for managing disasters. The college has also established an Emergency Operations Center (EOC) and held several organizational meetings in 2006. In 2008, the college integrated NIMS training with the Human Resources department new-employee orientation.

Emergency communication is addressed in several ways. In 2007, the district implemented the mobile alert messaging system Alert-U. In the event of emergencies, this self-enrolling statewide system allows the district to send text messages with instructions and information to our campus community. The Alert-U system has been used several times during the past year. Initial use pointed out the need for well-constructed, concise, and detailed messages; as a result clearer and more specific information is now sent. For example, Allan Hancock College has several sites – the specific campus affected must be indicated. Recently, Alert-U was tested when a “suspicious package” response required the closing of two buildings on the Santa Maria campus. The closure was accomplished with minimal disruption to the involved campus, and no disruption to satellite campuses.

Blue tower emergency phones are located on both the Santa Maria campus (one) and the LVC (nine). Planning is underway to install additional emergency phones on the Santa Maria campus. In addition, the district is converting its existing phone switch to Voice-Over Internet Protocol (VOIP). The conversion will allow the institution to provide emergency communications to all instructional and non-instructional areas.

In 2008, the Santa Maria campus began updating signage showing the emergency evacuation routes and staging areas for all campus instructional facilities. Signs and updated evacuation plans will be posted in the buildings and will help the campus prepare for regularly-scheduled fire drills. Santa Maria campus facilities affiliated with childcare conduct monthly fire drills. The LVC regularly schedules campus fire drills. Instructional areas and main office areas on each campus have emergency-procedures charts prominently posted. The chart provides specific action information on potential threshold incidents such as fire, active shooter on campus, bomb threat, earthquake, and chemical release.

The Safety/Hazmat/NIMS Committee oversees the safety program for all district-owned locations where instruction is offered. The committee includes students, staff, faculty, the campus safety officer, and the Self Insured Program for Employees (SIPE) representative. SIPE is a joint powers agency comprised of

school districts in Santa Barbara County, the Santa Barbara County Education Office, and Allan Hancock Joint Community College District. The committee established a reporting procedure that includes anonymous reporting and reporting by email and also provides safety suggestion boxes on campus for reporting safety-related concerns by students, faculty, and staff. The committee reviews issues and policies during bi-monthly meetings (Safety/Hazmat/NIMS Committee Meeting Minutes, 2008). All reported safety concerns are reviewed, investigated and discussed, and recommendations are forwarded to the appropriate entity for resolution.

The district participates in two safety inspection programs, the annual SIPE and biennial Statewide Association of Community College Property and Liability Insurance (SWACC). These inspections assist in keeping district employees safe and help to maintain the physical plant in a safe condition (SIPE Inspections, March 9, 2009; SWACC Inspections). Hazardous conditions may be noted during SIPE and SWACC safety inspections or identified by the Safety/HAZMAT/NIMS Committee. A safety inspection involves a room-by-room visual inspection of every building on campus. Photographs are taken and the deficiencies are recorded in a report format. Employees are required to report hazardous equipment conditions to their immediate supervisor or the Safety/HAZMAT/NIMS Committee. Unsafe conditions are evaluated, corrective measures are recommended, and repair or replacement of the equipment is done.

Results of safety inspections are also used in developing safety awards. The safety awards program provides an incentive to district employees to maintain safety as a priority. This monetary award is annually presented to departments during the retirement recognition reception (Retirements and Recognitions Social Agenda, May 12, 2009). The award is based on an evaluation of departmental safety training, safety inspection results, and employee accidents. Visual inspections for facility and site safety hazards are performed by campus police and Plant Services staff during the normal course of executing their duties.

Plant Services addresses safety issues on a daily basis. Safety hazards are reported to the Plant Services department via phone, the web-based work order system, or anonymously by submitting a Safety Hazard/Suggestion Reporting form. Plant Services staff also correct safety hazards upon their discovery. All hazardous waste materials are collected and safely stored until disposal. The disposal of materials are contracted to a licensed service provider and removed on a scheduled six-month cycle.

Health Services provides students with a variety of benefits such as illness assessments, first-aid treatment, nutrition and psychological counseling, and vision screening. Health Services staff consists of registered nurses, nurse practitioners, a college psychologist, and office support staff. A Health Services representative is a member of the college Safety/HAZMAT/NIMS Committee. The department has taken the leadership to convert the institution to a tobacco-free environment. The conversion is a three-step process: the first step provided a smoke-free campus with smoking only in designated areas, the second step moves the designated smoking areas from the campus core to the parking areas, and the third step will provide a smoke and tobacco-free environment.

Furniture ergonomic safety concerns are brought to the attention of the college safety officer. Furniture is evaluated and replaced as needed. New facilities are furnished with new ergonomically designed

furnishings. In the past two years, the college has upgraded staff workstations, task chairs, computer workstations, classroom desks and chairs, accessible student desks, and lab furnishings. The most recent furniture upgrades included those in the Humanities Complex (building C) and Science Complex (building M).

The district maintains a fleet of 75 vehicles and has a replacement plan that addresses aging vehicles. The plan and the district's transportation policy are shared annually with the Board of Trustees. (2008-2009 Vehicle Replacement and Loan Plan). The fleet is comprised of staff vehicles, student passenger vehicles, and police/fire/EMS academy vehicles. Plant Services maintains and services all vehicles and equipment.

## **Self Evaluation**

Allan Hancock College provides and maintains an accessible, safe, secure and healthy environment for learning and working.

The high level of police visibility on campus led to 83 percent of students either strongly agreeing or agreeing with the statement, "I feel safe on this campus" (*Student Accreditation Survey 2008*, fall 2008, question 9l). The *Student Assessment and Student Needs Survey 2004* exhibited a similar level of satisfaction – 88 percent of students either strongly agreed or agreed with the same statement (question 71). Seventy-four percent of faculty and staff feel safe on campus (*Faculty and Staff Accreditation Survey 2008*, question 42). When asked to rate the overall service of campus police, 69 percent of student respondents rated it as either excellent or good (*Student Accreditation Survey 2008*, Question 5s). This is a major improvement since 2004 when the same question elicited a student response of 30 percent as excellent or good (*Climate Assessment and Student Needs Survey 2004*, question 38).

The district develops new capital construction projects to meet or exceed ADA code in all district sites and has made significant progress in upgrading existing facilities. Seventy-two percent of students agree that the campus is accessible for students with disabilities (*Student Accreditation Survey 2008*, question 9l). Implementation of the Bond Measure I, *Facilities Site and Utilities Master Plan* will continue to improve access for all students and staff.

## **Planning Agenda**

None.

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

## **Descriptive Summary**

As mentioned previously, the *Educational and Facilities Master Plan 2001-2006* and its update are the district's guiding document in developing capital construction projects. The facilities master plans are based on the educational needs of the district which ensure that capital projects support college goals. The Facilities Advisory Committee, a shared-governance committee, meets regularly with the purpose of advising the president on various facilities issues as well as to develop a priority list of projects in the five-year construction plans (Facilities Advisory Committee Meeting Minutes, October 31, 2008). The construction plans are prepared annually and outline the capital construction projects – relating them back to institutional and strategic planning goals (*2010-2014 Five Year Construction Plan*). Based on the construction plan order of priority, the district develops initial project proposals (IPP) and final project proposals (FPP) for each project. These proposals assist in preparing requests for state or Bond Measure I funding. This process effectively implements the *Educational and Facilities Master Plan*.

The *Facilities Site and Utilities Master Plan (Measure I)* provides improvement goals for bond projects on the Santa Maria campus and identifies the utility infrastructure needed to develop these projects (Volume II). In addition, the plan coordinates project phasing and addresses such long range planning items as site gathering areas, vehicular and pedestrian traffic routes, directional signage, and landscaping (*Bond Measure I, Facilities Site and Utilities Master Plan, December 18, 2008, Volume I*). The district's Bond Implementation Team is responsible for identifying the total cost of ownership for these projects.

With the Library renovation and construction of Academic Resource Center addition, the science and community education buildings as well as the upcoming childcare center and one-stop student services buildings, the institution will have replaced 55,064 gross square feet of old buildings and constructed an additional 161,684 GSF of new buildings consistent with the district *Educational and Facilities Master Plan*.

The district designs new construction projects and implements the scheduled maintenance plan with energy efficiency and building sustainability in mind. The district developed two energy conservation projects on the Santa Maria campus. Phase I provides selected existing buildings with energy-efficient lighting and motion sensors. Phase II will install an energy management system in selected Santa Maria facilities to assist the district in managing energy consumption thus reducing energy cost. The energy management system for the entire LVC was upgraded in 2007 (10-Year Scheduled Maintenance Plan, Mechanical Equipment Repair or Replacement (2006-2007 through 2016-2017)). The district also has three projects currently under development that are vying for LEED certification. They are the one stop student services center, public safety complex, and childcare addition.

During the development of final project proposals, the district identifies the total project cost. Included in these calculations are the costs to design, bid, and construct the building and to provide furniture and equipment. During the budget development process and prior to occupancy of the building, utility and supply budgets are reviewed and augmentations are requested. Annually the district develops a classified staff prioritization list; needed positions are placed on the list in anticipation of the new building being constructed. The district has not yet developed or implemented a “Total Cost of Ownership” (TCO) model, however partial TCO for new capital construction projects is integrated in various planning documents. Final Project Proposals identify the fiscal resources needed for the total project cost including planning design documents, construction, and equipment.

### **Self Evaluation**

The district’s long range planning supports the institutional goals as outlined in the *Educational and Facilities Master Plan*. In reviewing the district’s Five-Year Construction Plans and Final Project Proposals, a correlation exists with the *Educational and Facilities Master Plan* reflecting that the college is supporting institutional improvement goals in long range capital planning.

The institution plans for the total cost of ownership of new facilities through a variety of planning documents; however, it would benefit from having one total cost of ownership model.

### **Planning Agenda**

Develop a total cost of ownership model for new capital construction projects.

**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

### **Descriptive Summary**

Allan Hancock College has a dynamic physical resource development process. From the planning stage through the end use by students and faculty, the district is committed to involving its constituencies and remaining true to its mission so students are provided with adequate, high-quality facilities and equipment. On-going evaluation is an important part of physical resource development as it allows for continued improvement in meeting the needs of students and college programs and services.

The *Educational and Facilities Master Plan 2001-2006* represents the institutional planning document that guides physical resource planning. The annual five-year construction plans are the documents that integrate facilities resource planning with institutional planning. Capital construction projects are

prioritized based on the district's instructional needs and strategic planning goals. The district strategic plan is used to as a guiding document in the development of the Vehicle Lease and Replacement plan.

The program review process assists the district in evaluating the facilities use and is used to develop project proposals for building projects. Most departments or programs have a six-year cycle of review unless their regulating agency requires a more frequent review (Board Policy 7930 – “Program Evaluation”). Program reviews assess the overall program functions and help identify needs that can be satisfied with the proper resources such as equipment, supplies, materials, and other accessories -- resources that improve efficiencies, effectiveness, and quality of programs. For example, the Initial Project Proposal for the industrial technology building included the program review documents for the welding, machine technology, and engineering technology programs (Industrial Technology, Initial Project Proposal validation materials).

The Facilities Advisory Committee provides input on facilities projects as they go through the design and construction process. The committee annually reviews the five-year construction plan and assists in the development of project priority order.

The college *Education and Facilities Master Plan* includes a section identified as the Technology Master Plan (pages 127-130). This plan represents the institutional document guiding technology planning and includes discussions of the technology planning process, vision of technology, relation to strategic planning and educational and facilities issues. The Technology Advisory Committee (TAC), a district shared governance committee, is charged with ensuring that the vision for technology expressed in the master plan is implemented. TAC is instrumental in reviewing instructional technology needs and equipment modernization purchases. It also reviews requests for \$1,100,000 per year available (over ten years) through Bond Measure I (Technology Advisory Committee meeting minutes, November 14, 2008). Funding from the bond will help the college modernize technology, upgrade the failing infrastructure of decades-old classrooms and labs, and build new teaching and learning spaces. A major component of the bond implementation plan is the replacement of the district's mainframe computer (Phoenix project). The ITS director and associate dean, Learning Resources, are co-chairs of the TAC. The ITS director also serves on the Planning Committee and the associate dean, Learning Resources, serves on the Budget Advisory Committee ensuring that technology needs are integrated into the district-wide planning and budgeting process.

The district's *Strategic Plan* (2008-2011, pages 15-16) includes a goal (3.3) and objectives relating to the responsible and effective management of technology resources. The goal is to enhance and maintain currency in technology usage and applications in support of students and faculty, staff efficiency and operational effectiveness. The *Strategic Plan* (page 18) also recommends the establishment of unit plans to implement the *Strategic Plan* and other college planning. It is anticipated that the technology and facilities plans will be built from information within the unit plans.

Physical technology and instructional resources include computers for student use with hi-speed internet access in the Library, Tutorial Center, and all AHC computer labs. Wireless internet service is provided by the district at the Santa Maria campus and LVC. Multi-media equipment for instructional use is available in many classrooms in Santa Maria, LVC, and Vandenberg Air Force Base. Portable rolling

multimedia units can also be reserved for events. Equipment includes a videoconference system, computers with data projectors, DVD/VCR, and audio systems.

In preparation for requesting state funding or local Bond Measure I allocations, the district develops initial project proposals (IPP) and final project proposals (FPP) for each project that further evaluate how the project is consistent with institutional planning and current programmatic needs. In addition, lessons learned from previous projects are collected and used in orientations with user groups for new projects (Project orientation PowerPoint presentation).

Technology and instructional equipment modernization is an ongoing process. Annually requests for instructional equipment are submitted by faculty using the Academic Affairs instructional equipment prioritization process (Academic Affairs, Criteria for Instructional Equipment Prioritization, fall 2008; Results of Equipment Prioritization, fall 2008). The process requires attaching the program review final plan of action or status summary sheets that support the requests, thus integrating unit resource planning with institutional planning. The district prioritizes replacement of equipment by age, hours/mileage, and condition. For new equipment purchases, the district prioritizes by program need, efficiencies gained, environmental impact, and cost. Requests for instructional equipment are reviewed by the deans and department chairs before being forwarded to the vice president of Academic Affairs. The vice president consults with the deans and the Academic Senate before making final decisions regarding allocations.

The TAC routinely discusses the provision of on-campus computers for students and off-campus access to college services such as Blackboard, the course management system used by the district. Incorporating technology into the college is initiated and proceeds from an educational perspective, rather than a technological perspective. This is illustrated by the use and expansion of Blackboard and the 24/7 support that is now provided to students and faculty.

New course proposals are required to identify equipment needed to support content. The Academic Policy and Planning Committee (an Academic Senate committee) reviews the course proposals, however, more emphasis should be placed on making sure that technology is incorporated into courses in a way that provides enhanced and alternative opportunities for student access and success.

The district provides software and hardware for faculty, staff and administrators; software and hardware for classrooms and distance education; network services, email, internet access and support for faculty, staff and students; and training for ITS staff. Students receive the benefits of technology and equipment that is used for various student services such as counseling, orientations, assessment, registration, financial aid, tutoring, testing, college website, the online catalog and schedule. Professional development sessions are held throughout the year to ensure faculty and staff are properly trained and qualified in the use of appropriate technology resources. As new technology is added, sessions are developed to provide training in the use and application of the technology. During 2008-2009, thirty-seven professional development sessions were related to technology (Professional Development Schedule, 2008-2009) and 17 were dedicated to the new IFAS financial system.

Annually the director, Plant Services reviews the demand for vehicles and assesses vehicle condition with the Plant Services mechanics. Following the vehicle replacement guidelines, the director and vice

president, Facilities and Operations develop a vehicle replacement plan recommendation for the superintendent/president.

## **Self Evaluation**

According to the *Faculty and Staff Accreditation Survey 2008*, 22 percent of all employees responding to the survey did not see any obstacles to reaching their program or instructional goals (question 9). This represents an increase from 2002, when only 11 percent did not see obstacles (*Accreditation and Staff Assessment Survey fall 2002*, question 5). The main component of this increase in satisfaction between 2002 and 2008 is due to new building construction which resulted in more work and office space. In 2002, 30 percent of faculty and staff felt that the greatest obstacle to reaching their program or instructional goals was the lack of adequate work/office space (question 5), while in 2008 only 13 percent felt that way (question 9). Another significant change in faculty and staff perceptions of obstacles to achieving instructional goals is in the lack of non-computing related resources (supplies, instruments, etc.). In 2008 ten percent of faculty and staff responded that this was the greatest obstacle (question 9) while only four percent felt that way in 2002 (question 5).

Survey results from 2002 (question 5) and 2008 (question 9) show that lack of computer-related technology resources or support (including use, knowledge, availability, etc.) as an obstacle to faculty and staff, has stayed about the same (14 percent in 2002 compared to 13 percent in 2008). The *Student Accreditation Survey 2008* found that 71 percent of students responding feel that the college is doing an excellent or good job at keeping up with changing technology (question 3). The district's technology infrastructure of high-speed and wireless internet provides support that promotes educational success for students and faculty.

The accreditation surveys of faculty, staff and students are an effective way to gauge the improvement or degradation in the use of technology resources. These surveys could be repeated on an annual basis to track the district's efforts to improve these resources.

## **Planning Agenda**

None.

## Standard III B: Summary of Evidence

10 Year Scheduled Maintenance Plan (2006-2007 through 2016-2017)  
2004 Student Assessment and Student Needs Survey  
2006-11 Five Year Construction Plan  
2008 Facilities Site and Utilities Master Plan  
2008-2009 Vehicle Replacement and Lease Plan, Board Item  
2008-12 Five Year Construction Plan  
2008-2009 Space Inventory Report  
2009-13 Five Year Construction Plan  
2010-14 Five Year Construction Plan  
2011-15 Five Year Construction Plan (pending)  
3DI Facility Condition Assessment Report, July 2003  
Academic Affairs Criteria for Instructional Equipment Prioritization, Fall 2008  
*Accreditation and Staff Assessment Survey, Fall 2002*  
Blackboard License and Services Agreement  
Board Policy 7930  
Bond Measure I, 10 Year Scheduled Maintenance Plan 2006-2007 through 2016-2017  
Bond Measure I, Facilities Site and Utility Master Plan, December 16, 2008, Volumes 1 and 2  
Cooperative Agreement, Allan Hancock Joint Community College District and City of Santa Maria, June 2007  
Course Schedule, Spring 2009  
Daily Crime Log  
District Crime Statistics  
*Educational and Facilities Master Plan 2001-2006*  
Emergency Procedures Chart  
Evaluation Report  
Facilities Advisory Committee Meeting Minutes  
Facilities Assessment Report (URS), February 5, 2007  
Facility Space Needs, 2007  
*Fact Book 2007-2008*  
*Faculty and Staff Accreditation Survey 2008*  
Industrial Technology, IPP Validation Materials, March 10, 2009  
Interagency Memorandum of Agreement, Allan Hancock College Police and City of Lompoc Police Department, September 2, 1999  
Interagency Memorandum of Agreement, Allan Hancock College Police and City of Santa Maria Police Department, September 22, 1999  
National Incident Management System (NIMS) Plan  
Professional Development Schedule, 2008-2009  
Project Orientation Power Point Presentation  
Results of Equipment Prioritization Fall 2008  
Retirements and Recognitions Social Agenda, May 12, 2009  
Safety/Hazmat/NIMS Committee, 2008 Meeting Agendas and Minutes  
Scheduled Maintenance 5-Year Plan, 2008-2009 – 2012-2013

Self-Insurance Program for Employees of Santa Barbara County Schools (SIPE) Inspections  
Statewide Association of Community College Property and Liability Insurance (SWACC) Inspections  
*Strategic Plan 2008-2011*  
*Student Accreditation Survey 2008, Fall 2008*  
Technology Advisory Committee Meeting Minutes, November 14, 2008  
Technology Master Plan  
Vehicle Lease and Replacement Plan

Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

*Standard III C  
Technology Resources*



*Between the busy class schedules and numerous study groups, it's comforting to know that coffee is close by to keep us going!*



Jessica Worthington  
Major: liberal arts

## Standard III C: Technology Resources

*Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.*

**III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

### Descriptive Summary

Technology planning is integrated with institutional planning through the *Technology Master Plan*, which is incorporated in the *Educational and Facilities Master Plan 2001-2006* (pages 127-130). The *Technology Master Plan* is developed in consultation with the Technology Advisory Committee (TAC) after review of the system-wide *California Community College Technology Plan*. These plans align with the *Allan Hancock College Strategic Plan*. Technology was a component in the 2001-2004, 2004-2007, and 2009-2013 strategic plans. To evaluate the effectiveness of technology, accreditation and climate surveys are conducted along with program review surveys.

TAC is responsible for ensuring that the technology vision expressed in the plans is implemented. As part of this role, TAC reviews and recommends all Measure I general obligation bond technology modernization needs. These needs include helping the college modernize technology, upgrade failing technology infrastructure, improve teaching and learning technology, replace outdated equipment, and provide software training (TAC minutes, November 17, 2006).

Information and technology literacy is an AHC institutional learning outcome, and technology planning includes supporting needs of students to achieve those competencies – particularly in the classroom and computer labs. AHC technology resources are managed through the Information Technology Services (ITS) department which serves all academic programs, support services, and institutional needs.

The Information Technology Services (ITS) director and associate dean, Learning Resources, are the TAC co-chairs. The ITS director also serves on the Planning Committee and the associate dean, Learning Resources, serves on the Budget Advisory Committee ensuring that technology needs are integrated into the district-wide planning and budgeting process.

The use of both email and the college website ([www.hancockcollege.edu](http://www.hancockcollege.edu)) are effective for timely information sharing with our students, community, and staff. The superintendent/president has designated email as the preferred method of communication with students, staff, and the public. Email accounts have been provided to all full-time and part-time employees. The new Banner student information system (in development for implementation in 2010) will provide free email accounts and a new portal for all our students. The goal of the new portal is to improve and expand support for online student services and communication opportunities with students.

Technology is used to support many learning activities including distance learning, classroom instruction and computer labs. The technology needs of disabled students are addressed by the Learning Assistance Program (LAP) whose staff includes a high-technology specialist and an alternative media specialist. As computer, server, and network technology evolve, the district has been challenged to keep pace. With the Measure I general obligation bond technology modernization program, the district now has new funding to address these needs. The goal is to provide a multimedia system with an instructor computer, data projector, screen, and internet access in all lecture rooms and in labs where needed. The Lompoc Valley Center (LVC) was built ten years ago with multimedia systems; that equipment is past its useful life and is now being replaced. Over 80 of the 120 classrooms on the Santa Maria campus have multimedia technology and there are plans to install multimedia systems in the remaining lecture rooms.

Based upon Sophos Antivirus and DeepFreeze system records, the district currently has 2,150 computers; just over 1,000 are for students in locations such as the libraries, computer labs, and open access labs. The minimum recommended computer standards for district or grant purchases are updated each year by TAC. The standards are located on the staff intranet Information Technology Services webpage. As computers fall below this standard, they are replaced upon request.

A special TAC Technology Advisory Group was formed in 2005 to define and oversee a wireless project. In 2006 the wireless network was piloted in the Santa Maria campus library. Based upon the pilot's success, wireless access for students, faculty, staff, and visitors was expanded to most locations on the Santa Maria campus and two of the three buildings at the LVC. The responsibility for continued expansion of the wireless network returned to TAC after 2006. The network enables students to use their personal computers while at school and increases the computer resources available to students for taking notes, conducting research, participating in Blackboard discussion groups, taking distance learning classes, and using the online student services while at school. Part-time faculty and guest speakers can also use their personal computers on the wireless network.

The Blackboard course management system was upgraded and moved to an off-site 24/7 hosting site in 2007 – the upgrade expanded the functionality and improved the availability of this strategic technology used for both distance and traditional courses.

## **Self Evaluation**

The district has significantly increased its use of technology since 2006, with a focus on both improving communication and supporting student learning. The Technology Advisory Committee, which includes representation from all constituencies, develops the district's *Technology Master Plan* which is then integrated into the *Educational and Facilities Master Plan*. The effectiveness of current technology and the identification of future needs are assessed through program reviews and campus surveys. Ongoing dialogue about the effectiveness of technology in teaching, learning and research occurs within departments as well as in Academic Senate meetings.

In the *Student Accreditation Survey 2008*, 71 percent of the students responded that the district was doing an excellent or good job in keeping up with changing technology. In the same survey, 79 percent of students responded that the district was doing an excellent or good job in providing online and other distance learning opportunities. In the *Faculty and Staff Accreditation Survey 2008*, 51 percent responded that the district was doing an excellent or good job in keeping up with changing technology and 67 percent responded that the district was doing an excellent or good job in providing online and other distance learning opportunities. The district is committed to continued improvement in technology in support of the strategic plan. Examples of this commitment and the college focus on the role of technology in the twenty-first century include the migration to Banner and the hiring of a distance learning coordinator.

## Planning Agenda

None.

### **III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

## Descriptive Summary

The Technology Advisory Committee (TAC), with representation from all campus constituencies, reviews requests and makes recommendations to the superintendent/president on technology standards, policies, and purchases. The committee meets twice per month in the spring and fall, and is co-chaired by the ITS director and the associate dean, Learning Resources who oversees online education and instructional technology. The superintendent/president shares notes and minutes from the statewide Telecommunications and Technology Advisory Committee with the ITS director. Through the associate dean, Learning Resources, a distance learning committee with representation from all constituencies (an ad hoc committee from 1994-2005 and then an Academic Senate subcommittee from 2007-2008) receives input from state-level groups such as California Virtual Campus (CVC) and Educational Technology Advisory Committee (ETAC). A web services core committee meets monthly to establish design standards for the college websites and to review new website requests – ensuring accessibility, conformance to standards, and usability of the district websites.

From 2007 to 2011 the district is undergoing an enormous transitional period as it moves from an obsolete Hewlett-Packard mainframe with a defunct operating system and various legacy programs with separate databases to new Enterprise Resource Planning (ERP) systems on modern servers. After the Request for Proposal (RFP) for a new student ERP system was issued in June 2007, many college departments participated in developing demonstration scripts that were used by the vendors as part of the final selection. The vendor recommendation taken to the Board of Trustees was primarily based on how candidates' responded to the scripts at a series of demonstrations before campus employees.

The new information environment is anchored by the SunGard Higher Education Banner Student system and Luminis portal. Other products in the new environment include the SunGard Public Sector Integrated Financial and Administrative Solution (IFAS), financial/human resources system and the Ad Astra classroom and event scheduling program. This conversion is being managed and implemented under the project name “Phoenix.” Starting in 2007, Phoenix functional teams were formed with wide representation to provide expertise for all aspects of the new systems. Two Phoenix steering committees (Student Information System Committee and IFAS System Committee) provide direction for the functional teams, resolve conflicts and issues as needed, and manage the overall project schedule. The bond implementation team is the executive steering committee for all Measure I projects. The ITS director leads the Phoenix steering committees and reports on all Phoenix and TAC bond technology projects to the bond implementation team. Strata Information Group and SunGard consultants provide project management and technical implementation consulting services for the Phoenix project.

Prior to the Phoenix project, AHC was building an online presence to support distance learning and efficiently communicate with students and staff. Early online services (prior to 2003) included library, counseling, and bookstore services. By 2005 students could access schedules of classes and catalogs and register online. In 2007 the myHancock student portal was launched so that students could access their class schedule, grade reports, class history and other information online.

The [www.hancockcollege.edu](http://www.hancockcollege.edu) website has approximately 2,500 webpages and is the central information distribution point for all student and community information. The college website is continually reviewed by the Web Services Core Committee and some enhancements have been made to reflect user needs as tracked through Google Analytics page hits. For example, when the site was redesigned in 2007, the most accessed pages such as Blackboard, WebReg, credit schedules, admissions and registration were placed so they could be accessed with a single click from the home page.

Staff and faculty use an intranet, designed to provide easy, district-wide access to forms, internal work order systems, and other college information. In addition, many committees use Microsoft SharePoint, running on a district server, to collaborate on documents, post agendas and minutes, and share committee information in a centralized location.

The Blackboard course management system, a strategic technology used for both distance and traditional courses, was upgraded and moved to a remote 24/7 hosting site in 2007 to expand functionality and improve availability. Off-site hosting provides a secure, redundant environment in a climate controlled setting (Blackboard License and Services Agreement, 2006).

The college maintains a local area network that includes the Santa Maria Campus, Lompoc Valley Center (LVC), Solvang Center, and Columbia Business Center (CBC). Other locations such as the Vandenberg Air Force Base classrooms, Atkinson Lifelong Learning Center, and Workforce Resource Center (WRC) are connected over a wide area network. IT Services uses a variety of firewall, spam filter, domain blocker, anti-virus software and other security products to protect the network. The campus data center is housed in a secure location in Building L on the Santa Maria campus.

Board Policy 8990 (“Electronic Communications Systems”) establishes the policy on privacy, confidentiality, and security in electronic communications. A strong password procedure was implemented July 7, 2008 (email message sent to all staff). Password guidelines for the district network were developed by TAC and reviewed with Academic Senate. Passwords expire twice a year.

## **Self Evaluation**

After the Measure I general obligation (GO) bond was passed by the community in 2006, TAC was identified as the focal point for identifying and recommending technology needs that potentially could be funded by bond technology modernization funds. These funds are budgeted at \$1,180,000 each year for ten years starting in fall 2006. The committee developed a Measure I technology modernization request form that can be submitted to TAC by any district employee when signed by their dean or director. TAC evaluates the request against criteria in Measure I: how the requested technology supports the strategic plan goals, availability of other funds, infrastructure and distance learning needs, and urgency of the request versus other pending requests. A separate district process, the annual instructional equipment prioritization, identifies both technology and non-technology academic program needs. Frequently there are more needs than funds. Requests that meet Measure I criteria are sent to TAC for consideration. TAC recommendations are forwarded with the purchase requisition to the associate superintendent/vice president, Administrative Services, and the superintendent/president for approval. The following table shows technology purchased to date with Measure I funds. The major purchase in 2006-2007 was the Blackboard Enterprise Course Management system 3.5-year license to enhance the quality and reliability of the distance-learning platform. In the last three years almost 60 percent of the purchases were for direct student use and instructional technology – another six percent was used to upgrade the network to support all students and employees.

Category	2006-2007 %	2007-2008 %	2008-2009 %	Total
student computers/printers	22%	47%	20%	32%
classroom multimedia equipment/computers	2%	15%	2%	7%
instructional equipment	1%	8%	10%	7%
instructional software	38%	<1%	5%	12%
office computers/printers	4%	7%	32%	14%
copiers	10%	1%	0%	3%
network equipment	9%	4%	7%	6%
district equipment	3%	4%	12%	6%
district software	4%	<1%	1%	2%
district servers	3%	<1%	6%	2%
services/consulting	2%	1%	0%	1%
Library media/materials	2%	<1%	0%	<1%
PCPA computers/printers/software	0%	4%	1%	2%
PCPA equipment	0%	8%	5%	5%
LAP computers/software	0%	1%	<1%	<1%
Total \$ Purchased	\$903,566	\$1,428,643	\$1,020,330	\$3,352,539

TAC Measure I Technology Purchases Fall 2006- Spring 2009

For reliability and redundancy, TAC and the Distance Learning committee jointly decided to host Blackboard offsite. The Blackboard ASP hosting agreement was executed in December 2006 and is a 24-hour per day, seven day per week service with a target of 99.7 percent uptime. The decision to host offsite will be revisited when the district data center improvements, including a generator and adequate air conditioning, are completed.

With funding from a Title V grant, the Presidium service was added in 2008 to provide 24/7 support for online students and faculty. In addition, a distance education specialist was hired. In the *Student Accreditation Survey 2008*, 88 percent of students agreed that the quality and reliability of the online learning website (Blackboard) and tools were “fair” to “excellent”; eight percent had no opinion.

The Web Service Core Committee recognizes the importance of comprehensive, accurate, easy to find, easy to use, and timely online information and services and made the decision in early 2009 to redesign the college website. In the *Faculty and Staff Accreditation Survey 2008*, 45 percent responded that they found the AHC website attractive (4 or 5 on a scale of 1 to 5) while only 34 percent could find what they wanted and only 40 percent found it helpful. As a result, an request for proposal for web design and development services was issued in March 2009 and a vendor was selected to redesign the college website.

14,793 students are currently registered in the student portal. As part of the Phoenix Luminis project, a new student portal with improved online student services is being developed for completion in spring 2010. Student focus groups were held in February 2009 to better understand priorities for the new portal. As part of the testing and evaluation phase, additional student focus groups will be held when the new portal is operational.

Overall, IT Services supports over 2,000 computers and 120 servers with an IT Services technician staff of eight. In 2008 the district purchased VMware licenses and training to reduce the number of physical servers and improve reliability. Of the 120 servers, 43 percent host multiple virtual server environments. A centralized high-speed CommVault backup system was purchased in 2008 to safeguard all critical district data stored in the data center. Human resources and student data currently resides on the mainframe and will continue to be backed up nightly to tape until these old systems are replaced in 2010. Backup media is stored in fireproof safes and taken to an offsite location twice a year.

Since 2004 there have been continuous and substantial improvements in systems and support. The IT Services department has grown by four staff members, allowing for better faculty and staff support – including a helpdesk hotline. Although the number of helpdesk cases has increased 50 percent since 2004, the amount of time to respond has decreased 50 percent due to increased staff. However, the district has far fewer technicians than recommended in the California Community College Chancellor’s Office *Technology II Strategic Plan* (“Tech II”) for baseline support standards. The Tech II total cost of ownership (TCO) standard identifies one tech per 215 computers, which does not include the telecommunications tech, the helpdesk tech, and the network administrator. The district has approximately 2000 computers, so the model recommends nine technicians. The district has five technicians plus a helpdesk technician, a telecommunications technician, and a network administrator for a total of eight.

<b>Year</b>	<b># of helpdesk cases</b>	<b>Average # of Days to Close</b>	<b># of tech staff</b>
2004	1979	49	4
2005	2076	33	5
2006	2343	36	5
2007	3174	27	5
2008	2936	24	8
2009 (Jan-May)	1275	12	8

**Table - Helpdesk response rate**

The local network was upgraded in 2007-2008 to all gigabit switches and a 100 Meg fiber connection was installed between the Santa Maria Campus and Lompoc Valley Center (LVC). This resulted in improved bandwidth and data reliability for all buildings, particularly at the LVC. Previous to this upgrade, a Blackboard online test could not be conducted with a full class of students at the LVC. A wireless network was piloted at the Santa Maria campus library in 2006 and is now available in about 85 percent of the classrooms (including LVC).

The Electronic Communications Board Policy (Board Policy 8990) was last revised in August 2003. Additional laws have been passed since that time, such as the 2008 Higher Education Opportunity Act H.R. 4137 (HEA) and the 2006 Electronic Discovery (e-discovery) law. HEA imposes an array of new federal regulatory and reporting requirements for colleges and universities. Two of these provisions are designed to reduce illegal uploading and downloading of copyrighted works through peer-to-peer file sharing on campus networks. E-discovery is an amendment to the Federal Rules of Civil Procedure, related to finding and managing electronically stored information that might be relevant in a federal

court legal dispute. Our current policy does not address password security. The district's new online systems are utilizing single sign-on capabilities that necessitate higher security standards for passwords. Board Policy 8990 needs to be updated to incorporate these changes.

Technology funding has improved greatly due to better integrated planning with grants and Measure I technology bond funds. Increased access to these resources has resulted in ongoing implementation of the technology plans that were identified in the *Allan Hancock College Technology Plan, 2003*, including updating and upgrading instructional labs and improving infrastructure. Planned technology improvements have occurred in determining campus standards, upgrading infrastructure and instructional equipment, and support services.

In the *Student Accreditation Survey 2008*, 71 percent of the students responded that the quality of computer/technology support was excellent or good. In the *Faculty and Staff Accreditation Survey 2008*, 53 percent responded that the district provided excellent/good computer/technology support. The benefits of the increased IT Services technician staff should improve future survey results.

## **Planning Agenda**

Update Board Policy 8990 "Electronic Communications."

### **III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

#### **Descriptive Summary**

One responsibility of the Professional Development Committee is to support technology innovations and training. The committee surveys faculty and staff annually to determine areas of need. Training is also made available when new versions of widely used applications, such as Microsoft Office, are released.

Quality training is provided throughout the year to faculty and staff through professional development activities, usually presented in either a computer lab or the Teacher Learning Center (TLC). A wide variety of offerings for faculty and technical support staff include Blackboard, online accessibility, Microsoft Office applications, copyright in the electronic age, and web authoring. IT Services and Multimedia Services staff travel to centers as needed for both training and support. An IT Services tech visits the Lompoc Valley Center (LVC) about once a week and stops at the Vandenberg Air Force Base and Solvang Center as needed.

For faculty new to online instruction, the college provides a minimum of six hours of basic Blackboard training, with optional training in specific applications such as adding sound or video files to a course. Blackboard training is available in group trainings, during Blackboard technical staff open-office hours, or by appointment for one-on-one help. Periodically training is provided through webinars, online

tutorials, and vendor representatives. To maintain skills, funding is available through staff development and grants to send in-house staff to conferences, such as the League for Innovation and TechEd.

Online students have 24/7 support from Presidium, a vendor that offers phone, email, and chat support, as well as a searchable knowledge base. Students can link to the support through Blackboard at <http://d2.parature.com/ics/support/default.asp?deptID=8044>. There is a distance learning page on the AHC website where students can take an online orientation and assess their readiness to learn online ([www.hancockcollege.edu/DistanceLearners/](http://www.hancockcollege.edu/DistanceLearners/)).

Instructional training for students includes library orientations and tours that focus on information competency, as well as an online library skills course. There are both discipline-specific computer labs, such as the Writing Center and media labs, as well as labs open to all students such as the Open Access Computer Lab. Credit and non-credit basic computer skills courses are conducted in labs. Lab staff, including faculty in some areas, offer a great deal of instructional support and minor technical support. For example, in the Computer Resource Center staff assists students with general computer-use questions in addition to supporting their class assignments.

Accessibility training in technologies such as voice recognition and screen-reading software is regularly offered through the Learning Resources and Learning Assistance Program (LAP). A LAP support service coordinator is also available to coordinate access and training in an e-text.

There is an ITS helpdesk for quick troubleshooting and an ITS work-order system for equipment problems and more in-depth technology needs.

## **Self Evaluation**

Regular and effective training is a strong component of efficient technology use at AHC. Through professional development sessions, employees are trained on new technology products and systems such as the IFAS financial program and the web-based order system for Campus Graphics. Accessibility training, such as the use of Alt tags and captioning, is offered every semester. When upgrades are made to common products such as Microsoft Office, multiple sessions are offered.

The professional development website on the intranet lists current offerings and provides an online registration process for all faculty and staff. At the conclusion of each training class, an evaluation form is distributed. The form includes a question on what follow-up session(s) participants would like. This feedback gives the presenter input for additional training needs. The remainder of the evaluation provides constructive feedback on the presenter and the content for future improvement.

When new multimedia equipment was installed in the recently constructed Community Education and Science buildings, multiple training sessions were conducted. The various training sessions were developed to address the separate needs of the teaching faculty and the technical support staff.

Technical support is available to staff through multiple channels, including the ITS helpdesk problem reporting system, helpdesk phone support, and distance learning support staff. Blackboard support is available to students and staff through Presidium.

Frequently Asked Questions (FAQs) have been added to the new IFAS purchasing system and are planned for the ITS helpdesk system – providing immediate access to the most common questions and answers.

In the *Student Accreditation Survey 2008*, 91 percent of students responded from “fair” to “excellent” when asked if they were taught how to use computers and technology effectively to gather and summarize information; 75 percent of faculty and staff agreed, with 19 percent offering no opinion.

## Planning Agenda

None.

### **III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

#### **Descriptive Summary**

The planning process, including the *Technology Master Plan*, is an ongoing, systematic process. The *Allan Hancock College Technology Plan*, 2003 identifies the necessity to systematically upgrade the network as needs are identified. In addition, the plan recognizes that support for the mainframe is being phased out and the district information systems need to be supported. The plan stresses keeping core Microsoft licenses (Windows and Office) current. The latest *Strategic Plan 2009-2013* goal 3.3 emphasizes this commitment to enhance and maintain currency in technology. The Academic Senate is active in planning for instructional technology, such as computer lab equipment and standards for student response systems.

Grant planning has integrated technology needs through collaboration between the director, IT Services, and grant managers. Several grants, including the Title V cooperative grant (2002-2007), contributed funds to support Blackboard, technology training, servers, and infrastructure needs.

Internet access is funded through Technology and Telecommunications Infrastructure Project (TTIP) funds for the Corporation for Education Network Initiatives in California (CENIC) Internet Services Provider (ISP). TTIP funds also support library automation (electronic databases and catalog) and total cost of ownership (TCO) on district technology projects. The district established a technology fund to renew license and maintenance agreements for the district-wide software and hardware, such as the Microsoft campus agreement, HP3000 hardware support, and Sophos anti-virus. The ITS director manages technology and TTIP TCO funds.

Updating computer standards for workstations is one of the annual activities of TAC. These standards, along with standard Dell and Apple quotes, are maintained on the IT Services intranet page. The quotes are refreshed at least twice a year to keep current with technology improvements and computer models. The standard quotes include a three-year warranty. The district does not have an established replacement program for workstation computers, but as computers fall below the standard, they are replaced upon request. Replaced computers are reused if they meet minimum standards. Excess computers below the minimum standard (verified by IT Services staff) are sold at auction. Any useful parts (memory, optical drives, power supplies, etc.) are removed when the computer is prepared for auction (Request for Declaring Excess Property form).

As part of the Library remodel during 2005-2006, the district's communication room was expanded to approximately 160 square feet. Since that time, a combination of scheduled maintenance and construction projects were planned to convert this room to a secure data center. An uninterruptible power supply (UPS) rated for 26 minutes was installed in fall 2008. A heat removal/environmental control unit rated for 65 degrees was also installed in fall 2008. Most of the data center servers are now racked inside cabinets and controlled by the new UPS – programmed to call the IT Services emergency mobile phone anytime the electrical power source is disrupted. A backup diesel generator for the data center was installed as part of the 2009 voice over internet protocol (VOIP) project. A second heat removal/environmental control unit will be installed when the additional VOIP equipment and Banner servers are installed. The data center has a fireproof safe for backup tapes, a separate security alarm, and access controlled by a locked door.

IT Services has planned a variety of strategies including using virtual environments and server redundancy to ensure data center reliability. The Dell servers running the district business applications have a four-hour 24/7 onsite support agreement. The HP3000 mainframe is located in an air-conditioned room outside the data center in building K and is under an onsite support agreement. A small UPS controls power to the mainframe.

In all processes, total cost of ownership (TC) is considered along with license agreements, warranties and technical support such as ASP hosting and the negotiation of competitive prices. All technology purchases are routed through ITS and Business Services, where the directors and other staff such as purchasing agents routinely review and approve them.

## **Self Evaluation**

The district has planning, purchasing, and implementation processes in place that target and then prioritize institutional needs. Until Measure I bond funds became available in 2006, there were obstacles due to lack of computer-related resources or support. In the *Accreditation and Staff Assessment Survey - Fall 2002*, 22 percent of the full-time faculty identified this as a problem. In the 2008 survey, only 10 percent of the full-time faculty identified this as a problem.

Since the Measure I Bond passed in 2006, the district developed a process in which technology modernization funds are managed through TAC. Any district employee can submit a technology project

or equipment request to TAC for evaluation after it is approved at the department and dean level. If TAC recommends the request, it receives final approval from the superintendent/president and is then implemented. Through this process, entire computer labs, instructional technology (such as automotive and nursing simulators) and technical theater equipment were upgraded. When a Measure I bond technology request requires infrastructure support, such as switches or servers, the need is identified by the director of IT Services and submitted as a request to TAC using the same process (TAC Measure I Modernization purchases spreadsheets). However, the district does not have a computer replacement policy.

The mainframe replacement “Phoenix Project” (for migrating to the new Banner student system and upgrading to the IFAS financial/HR system) is the result of long-term planning going back to 2002. An early plan which did not solve some functionality issues but included a mainframe replacement had to be abandoned due to lack of funds. The mainframe replacement project was revitalized by Measure I Bond funding in 2006. The planned IFAS financial system project was completed in March 2009 and is an upgrade of the mainframe Bi-Tech system. The human resources system project is a migration of the data from the mainframe home-grown application to a module that is part of IFAS. For the planned student system, Datatel and Banner were evaluated through an RFP process and vendor demonstration by a broad segment of district employees before Banner was selected in 2007. The Banner project has been in an active phase since June 2008, with completion anticipated in 2010. All the new systems are web-based with modern report writers. The new systems enable easy access to centralized information, which improves the accuracy and timeliness of the district services to the students and employees.

Moving from the obsolete HP mainframe to the IFAS and new Banner student systems will remain the major institutional technology priority until completion. In the *Faculty and Staff Accreditation Survey 2008*, 74 percent of staff felt the district is doing a “fair” to “excellent” job of keeping up with changing technology; 15 percent had no opinion.

## **Planning Agenda**

Update and revise the Technology Master Plan.

### **III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

#### **Descriptive Summary**

Technology support is primarily the responsibility of the Information Technology Services (ITS) department. ITS supports the district computers, servers, network, district computer applications, and telephone services. The Learning Resources department is responsible for supporting multimedia equipment and video conferencing. Learning Resources is also responsible for supporting and training faculty for distance learning and the Blackboard course management system. The director of ITS and associate dean of Learning Resources coordinate their activities through TAC, the Web Services Core

Committee, Planning and Budget committees, Phoenix Steering Committee and direct communication. Planning and evaluation activities target improvement of services, programs, and student access.

An annual district instructional equipment prioritization process provides funding for technology supporting instruction. Requests are written by faculty and are justified by program reviews and the strategic plan. The academic deans and vice president of Academic Affairs decide which requests to fund. Since 2008 a similar process has been in place for Career and Technical Education (CTEA) technology funding; program reviews are used to justify the requests and decisions are made by a CTEA committee. ITS does not participate in these two review processes; the associate dean of Learning Resources participates and confers with ITS when new technology is requested.

The district upgraded to the Blackboard Enterprise version in 2007; it includes improved server support (ASP hosting), improved functionality for faculty including the ability to add games and test banks to curriculum, and better online student support.

The district complies with all state Section 508 compliance and distance learning directives and the website and online learning pages are continually evaluated and modified to ensure maximum accessibility. The new OmniUpdate Content Management System (CMS) uses templates that are, by design, ADA compliant.

The new Banner system and integrated products will feature enhancements for students such as improved web-based enrollment, communication tools, and customization features. For faculty, there will be more transparent class scheduling, online grade submission, and single-portal access to district forms and information.

The college 10 Gbit/s fiber backbone network, core switch, 10/100 Mbit/s edge switches, and firewall were installed in three phases between 1998-2004. To improve bandwidth functionality, the edge switches were upgraded to 10/100/1000 Mbit/s ports in 2006-2008 using TTIP and Measure I modernization funds. Through a priority planning process overseen by the TAC committee, wireless access points were added to the network at the Santa Maria and LVC campuses starting in 2006. The voice over internet protocol (VOIP) project is in the initial planning phase, but preliminary analysis was conducted to verify that the current fiber backbone will support the added voice traffic. The current network switches do not support power over Ethernet (PoE) and will need to be supplemented as part of the VOIP project.

## **Self Evaluation**

District programs and services have benefitted from planned support and expansion enhancements. In the *Faculty and Staff Accreditation Survey 2008*, 74 percent of staff and faculty rated the quality of computer and technology support from “fair” to “excellent” with 12 percent having no opinion. Eighty-nine percent of students rated it favorably; and 89 percent of students rated computer lab facilities as “good” to “excellent.”

District technology support has continuously improved since 2005 when the district adopted standards such as Dell for PCs, Microsoft Outlook for email and appointment scheduling, and SharePoint for collaboration. When the email exchange server was implemented, many mailboxes were left under the old service and domain name (cc.us.ca). After a concerted effort in fall 2004 to complete the transition to the new hancockcollege.edu mail service, email use as a communication and coordination tool was fully realized. As a result of a security breach scare in June 2005, ITS schedules a two-hour maintenance window once a month to update all servers with the latest security patches (Information Technology Services weekly meeting minutes, June 20, 2005). The standard software version installed on all office computers includes the setting for automatic Windows updates. Student and lab computers are managed under DeepFreeze; DeepFreeze updates each computer once a week during the middle of the night.

Managing the network continues to be a challenge and requires additional management and security tools. A network administrator technician was hired in 2008. Before additional security appliances and voice over internet protocol (VOIP) can be implemented, the network administrator needs to partition the network into multiple virtual local area networks (VLANs). This will provide better security by keeping sensitive data transmissions separate from student and general access. Ninety percent of the Santa Maria computers are added to their respective VLAN. The older data center servers and LVC computers still need to be added to their VLAN. The goal is to prevent unauthorized computers from joining the wired network, to manage traffic and to prevent access to sensitive data.

Many technology goals are ongoing, including updating equipment standards and keeping software licenses current. In collaboration with the Technology Advisory Committee, Measure I Executive Steering Committee, President's Cabinet, Academic Senate, and Administrative Council, the director of ITS provides the leadership and strategic vision for information technology supporting academic, operational, and administrative programs and services. Faculty and staff freely use email to pose questions and make suggestions. Technology guidelines are available on the staff intranet on the ITS page where staff can find the latest standards for both hardware and software. Obsolescence standards are discussed at TAC and ITS technicians verify replacement needs when equipment fails. The director of ITS presents technology plans at Administrative Council and other district committee meetings. The Academic Senate is actively involved in plans for instructional technology, such as computer lab equipment and standards for student response systems. The director, ITS, verifies the total cost of ownership (TCO) of technology projects for grant projects.

## **Planning Agenda**

None.

**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

**Descriptive Summary**

Technology planning is an integral part of the district’s overall planning process. The *Technology Master Plan*, *Educational and Facilities Master Plan*, and *Strategic Plan* are all prepared on regular three to five year cycles, utilizing a process which includes review and evaluation of the prior plans. Many technology initiatives are ongoing, such as staff training, information and computer competency for students, and maximizing resources.

Shared governance is central to the structure of the planning process for technology. In addition to the Technology Advisory Committee and the Distance Education Committee, the director, ITS, is a member of the district Planning Committee, and the associate dean, Learning Resources, is a member of the Budget Advisory Committee. Together, these four committees, representing a broad cross-section of the college population, provide both direction and oversight for technology planning.

External influences are considered in the planning processes as well. These include statewide directives from groups such as the Educational Technology Advisory Committee (ETAC), and information from conferences such as Chief Information Systems Officers Association (CISOA) conference, the Online Teaching Conference, and the statewide CCC Banner users group. Changes in laws and codes, such as the Higher Education Opportunity Act of 2008, also provide direction. A combination of internal program and services improvement as well as external charges and directives result in both remaining current and innovative and maintaining compliance with state and federal laws.

Looking forward, the shared campus vision acknowledges the trend towards mobility and portable devices. A faculty laptop loan program will be in place by spring 2010. As part of the Banner planning process, students will be issued AHC email accounts through Google Gmail. In response to the growing student use of wireless devices, WiFi access is now available in the Learning Resource Center, the Student Center and most other central locations on campus. The campus has selected Turning Technologies as a standard for student response systems (“clickers”) and is moving toward networked classroom installations for instructor presentation systems. Faculty training includes tools such as wikis for classroom collaboration. Moving toward 2010, a great deal of the technology focus will remain on the transition to Banner as a means to improve access, communication, and services to all students and staff.

**Self Evaluation**

Technology planning processes are well established. Input from various constituencies contributes to a joint understanding of technology needs across the district. Prior to implementing changes to district-wide technology (such as email), the ITS director widely distributes information through committees and

campus-wide announcements. If concerns are voiced, major projects are evaluated and modified to meet instructional or other needs.

The connection between program review and technology planning needs to be strengthened. Although high level technology plans are developed and prioritized as part of the annual planning retreat that is attended by a large cross-section of college participants the integration of program review into technology planning has been informal. The Integrated Planning Taskforce is developing recommendations on how to more effectively use the program review process as part of the overall planning process, including technology planning.

The *Technology Plan* was due to be updated after 2006, but was delayed due to the Phoenix project. However, many of the technology objectives are ongoing and the plan is still valid for broad planning purposes and is still used.

## **Planning Agenda**

Integrate program review recommendations into technology planning.

## Standard III C: Summary of Evidence

2002-2003 Budget Augmentation request for HP9000  
Allan Hancock College Helpdesk database <http://helpdesk.hancockcollege.edu/tech60>  
Allan Hancock College Intranet IT Services Department <http://staff.hancockcollege.edu/its.asp>  
*Allan Hancock College Strategic Plan 2001-2004*  
*Allan Hancock College Strategic Plan 2004-2007*  
*Allan Hancock College Strategic Plan 2009-2013*  
*Allan Hancock College Technology Plan, 2003*  
<http://staffportal.hancockcollege.edu/TAC/pages/Technology%20Plan.aspx>  
Allan Hancock College website [www.hancockcollege.edu](http://www.hancockcollege.edu)  
Blackboard License and Services Agreement signed Dec 2006  
Board of Trustees Agenda Action Item, December 18, 2007 for Authorization to Execute Agreement for the Enterprise resource Planning (ERP) Software and Related Services, RFP #08-02  
Bond Implementation Team (BIT) meeting minutes  
California Community Colleges Technology II Implementation Planning Guide  
California Community Colleges Technology II Plan 2000-2005  
California Community Colleges Technology II Strategic Plan 2000-2005  
California Community Colleges Technology III Plan 2007-2010  
California Virtual Campus (CVC) <http://www.cvc.edu/>  
Computer Inventory June 2005  
Computer Standards <http://staff.hancockcollege.edu/its.asp#scpi>  
Distance Education meeting minutes  
*Educational & Facilities Master Plan 2001-2006*  
Educational Technology Advisory Committee (ETAC)  
Email message on Hancock Email dated February 5, 2008 from the superintendent/president  
ERP Vendor Evaluation Demonstration Script for Catalog/Schedule  
*Faculty and Staff Accreditation Survey 2008*  
Faronics DeepFreeze management console  
Feb 2009 Web Portal Focus group surveys  
Google Analytics of Hancock website, May 29, 2007  
Hancock Email message from Dr. Ortiz dated February 5, 2008  
<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/AcademicAffairsAdvisoryCommittees/EducationalTechnologyAdvisoryCommittee/tabid/1504/Default.aspx>  
Information Technology Services Weekly Meeting Minutes, June 20, 2005  
Institutional Learning Outcomes (ILOs) [http://research.hancockcollege.edu/reports/SLO\\_web/ilos.html](http://research.hancockcollege.edu/reports/SLO_web/ilos.html)  
IT Services Mainframe programming request log book (notebook in K-14)  
IT Services Tech weekly meeting minutes (notebook in K-14)  
Measure I TAC Modernization Funding Request authorizations (TAC notebooks in K-14)  
Measure I TAC Modernization Request Forms <http://staff.hancockcollege.edu>  
Phoenix Project SharePoint website <http://staffportal.hancockcollege.edu/phoenix>  
Professional Development Activity/Program Evaluation form  
Professional Development Course Offerings  
Professional Development website <http://staffportal.hancockcollege.edu/prodev/default.aspx>

Request for Declaring Excess Property form (<https://staff.hancockcollege.edu/forms.asp> )  
Sophos antivirus administration console  
Strong Password email message from Carol Van Name dated July 7, 2008  
*Student Accreditation Survey 2008*  
TAC Measure I Modernization purchases 2006-2007 spreadsheet  
TAC Measure I Modernization purchases 2007-2008 spreadsheet  
TAC Measure I Modernization purchases 2008-2009 spreadsheet  
TCO Model comparison (part of Allan Hancock College Technology Plan, 2003)  
Technology Advisory Committee (TAC) meeting minutes  
<http://staffportal.hancockcollege.edu/TAC/pages/Agendas%20and%20Minutes.aspx>  
Technology Advisory Committee Shared Governance description  
Technology Innovations Group for Wireless meeting minutes and notes (notebook in K-14)  
Telecommunications and Technology Advisory Committee (TTAC)  
Title V Grant El Colegio de Aprendizaje: The Learning College  
Web Services Core Committee meeting minutes (notebook in K-14)

Allan Hancock College  
Comprehensive Institutional Self Study Report

# *Accreditation 2010*

*Standard IIID  
Financial Resources*



*The Student Center is full of vitality  
and then quiets down in anticipation of  
another busy day.*



Katie O'Neill  
Major: geology and photography

## Standard III D: Financial Resources

*Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.*

**III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

**III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

### Descriptive Summary

College financial planning supports and is integrated with all institutional planning; the district annually reviews its mission and goals as part of annual fiscal planning. Institutional planning is coordinated by the college Planning Committee and approximately half of the Budget Advisory Committee (BAC) members also serve on the Planning Committee. The resulting exchange of information improves the integration of financial planning and overall institutional planning. Each committee meets monthly and jointly at specified times or as needed. The agenda for joint meetings is to review budget assumptions and planning priorities or as in 2008-2009, to review and make recommendations in response to the funding shortfalls facing the college due to the California economic condition. Both committees review preliminary and revised budgets. The cross membership and joint meetings are intended to provide integration in planning and budget development – especially important when the college faced proposed funding reductions in 2008-2009.

The district develops its strategic plan every three years. In the intervening years the college, with participation of all constituencies, identifies annual priority objectives -- the goals for the subsequent year. As part of their evaluation process, managers establish goals related to achieving the priority objectives. Recognizing there are insufficient resources to fund all identified objectives, this prioritization process allows the district to focus resources on those with the highest priority. This process and the budget development process are described in the *Committees of AHC Manual 2007-2008* (previously the *Shared Governance Manual*). The manual describes college committees and purposes, including the roles of the planning, facilities and budget committees (pages 44-46). A flow chart and timeline integrating all planning activities, including financial planning, are included in the *Committees of AHC Manual* (pages 2-8).

The *Educational and Facilities Master Plan* is another example of the integration of financial planning and institutional planning. The master plan includes the strategic plan and integrates facility, program, staff, financial and technology planning. The master plan also describes the planning process.

The district's proposed annual budget clearly identifies changes related to the strategic plan. Using budget augmentation request forms, any request for increases in funding must be linked to institutional objectives identified in the strategic plan (Budget Development Guide, pages 4-7). For example, requests for new positions (fulltime faculty, administrative, classified) or equipment must identify the institutional objective that would be supported by the position or equipment and whether the augmentation is one time or ongoing. At the time of budget adoption, the board item, the *Budget Book*, and presentation materials identify all major changes to the district budget (*Budget Book*, 2008-2009).

The district recommendation to support a new purchasing agent position illustrates how institutional planning efforts support financial planning. The need for this new position was identified in the 2004 *Business Services Program Review* (page 3), was included in the 2004-2007 Strategic Plan (Theme Three, Objective 2, Strategy 4), and was added to the list of requested new classified positions (Prioritization of Classified Positions) through the college hiring prioritization process. The need was also noted in accreditation Evaluation Report prepared for the Accrediting Commission in March 2004 (page 48). However, filling the position was delayed due to limited resources and competing demands. The position was approved and filled in July 2007.

Another illustration is the process that led the district to seek taxpayer approval for a general obligation (GO) bond. Through the planning and budget development process, numerous technology and physical plant needs were identified over time with no, or very limited, funding to meet those needs. The President's Advisory Council and the superintendent/president, along with the executive director of Facilities and Operations, the associate superintendent/vice president of Administrative Services, the executive director of the AHC Foundation, and two trustees established a process to select a consultant who advised the district on facility needs and community support for improvements. A request for proposals was sent out on March 15, 2005 (Request for Proposals for bond consultant) and college participants recommended the firm of TBW&B for consulting services and the firm of Evans/McDonough Company, Inc. to conduct opinion research. These recommendations were approved by the Board of Trustees on June 21, 2005 (Board item, Consultants for Facilities Assessment and Opinion Research).

The results of the feasibility study indicated community support for a GO bond and the district proceeded to place a \$180 million bond on the June 2006 ballot. The ballot measure included a list of priority projects (ballot measure) as outlined in the district's *Educational and Facilities Master Plan 2001-2006* and the *2007-2011 Five Year Construction Plan* (dated May 5, 2005). As the scope of projects was developed and to ensure the most critical needs were addressed, faculty, staff and students prioritized the key job training needs, health and safety needs, and enrollment demands. The Board of Trustees conducted independent facilities evaluations and solicited public input. Faculty and community and business leaders concluded that if the identified needs were not addressed, problems would worsen. Voters approved the bond on June 6, 2006, and the bond proceeds have enabled the district to meet many identified needs.

In fall 2006 the district issued the first series of bonds (\$68 million). The proceeds are on deposit with the Santa Barbara County Treasurer's Office and are maintained in a separate restricted fund developed and

approved by the Board of Trustees (Board item dated 8/15/06, establishing the general obligation bond building fund). A budget for bond projects, approved by the taxpayers and based on needs identified during planning and budget development, was developed and approved by the Board of Trustees (*Budget Book*, 2008-2009, pages 36-38).

A Citizens' Oversight Committee was established to oversee expenditure of bond proceeds. The committee meets quarterly and is provided with financial information and updates on project progress (Citizens' Oversight Committee Bond Measure I Agenda, 2/3/09). The district arranges for an annual independent financial and performance audit of bond funds; the report is shared with the district Board of Trustees and the Citizens' Oversight Committee (Financial Audit Reports, 2006 Election General Obligation Bonds, 6/30/07 and 6/30/08).

## **Self Evaluation**

Since 2005 changes in administration led to a review and modification of the planning process. During this period annual meetings to identify priority objectives were suspended; the last one was held on May 6, 2005 (Strategic Planning Retreat agendas). Retreats were held in January 2006 and April 2006 to begin revising the strategic plan and updating the planning process. Strategic Vitality LLC was hired to assist in this process, beginning with a kickoff meeting with the Planning Committee on September 24, 2007, a board retreat on October 10, 2007, and a strategic planning retreat on January 16, 2008. A revised *Strategic Plan 2009-2013* was completed in December 2008 and a planning retreat was scheduled for spring 2009, resuming the annual retreats. In the interim, the district relied on existing plans and documents. The *Strategic Plan 2004-2007* was deemed sufficiently relevant for the timeframe needed to develop the new comprehensive plan.

The director of Institutional Grants serves on the Planning and Budget Advisory Committees as well as the Strategic Planning Task Group (a sub-committee of the Planning Committee). The integration of grant projects into strategic planning is now embraced by all administrators; deans play a major role in planning grant projects along with faculty and the grants office. The Notice of Intent to Apply form and process is streamlined but all concept ideas must address how the proposed project meets strategic objectives, the funding needed for technology or facility planning, and how staffing will be classified, compensated, and, if necessary, institutionalized. The grants office monitors potential grant opportunities through a variety of means – for example, listservs, federal subscription newsletters, annual conferences and other networking venues. The director of Institutional Grants strategically plans and positions the college to apply for initiatives – sometimes as much as a year before the grant due date – in partnership with the college administration and high school and university partners as appropriate. In addition to reporting to the Budget Advisory Committee when requested by the chair, the director of Institutional Grants prepares an annual summary report of grant activity that includes information on proposals submitted, awards received, proposals pending, and total awards managed by the grants and business offices. These reports include information about grants that have costs that need to be maintained by the institution after the grant ends thus supporting the integration of grants into financial planning. Finally, information previously kept on separate spreadsheets was transferred to an Access database. Many of these activities were in response to the 2004 accreditation team recommendation that

the college needed to “specifically integrate planning for grant funding, and the cessation of such funding, into the planning/budgeting process” (Evaluation Report Prepared for the Accrediting Commission, March 2004 Visit, page 4, #2).

The Planning Committee is developing an annual planning process that will include budget data delineated by sources (state, grant, etc.) – allowing more routine thinking about grant funding throughout the planning process and permitting feedback and education on proper application of grant funds.

The district was commended in the 2004 accreditation evaluation report for its linking of budget and planning activities. The team commented that “in particular the team commends the college for the deliberate and successful attention to the development and implementation of budgeting linked to research and planning” (Evaluation Report Prepared for the Accrediting Commission, March 2004, page 3). Although modifications to the process have occurred since the last team visit, the widespread institutional understanding of, and adherence to, integrated planning as the basis for resource allocation has remained constant over the last five years.

## **Planning Agenda**

None.

### **III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

## **Descriptive Summary**

Allan Hancock College’s institutional planning reflects a realistic assessment of financial resources. The Budget Advisory Committee (BAC) annually develops income and expenditure assumptions for the subsequent budget year in order to project expenditures and funding availability (Budget Development Income and Expenditure Assumptions, 2007-2008 and 2008-2009). Assumptions are presented using three scenarios: pessimistic, most likely and optimistic. Income assumptions primarily depend on the ability to project full-time equivalent students (FTES) and levels of state funding for COLA 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.

Several steps ensure that individuals involved in institutional planning receive accurate information about available funds. The director, Institutional Research and Planning, and the director, Institutional Grants, are standing members of BAC (*Committees of AHC Manual*, page 44) and are involved in the development of budget assumptions. Once developed, the assumptions are shared with the President’s Cabinet, the Planning Committee and departments in general. The tentative budget is shared with BAC,

Planning Committee and the President's Advisory Committee (PAC). The annual budget book is distributed to members of BAC, Planning Committee, Administrative Council and the Board of Trustees.

Grants provide an opportunity to enhance financial resources and build community partnerships. When considering a grant opportunity, the college takes into careful consideration the feasibility and sustainability of the project, its impact on existing resources (for example, facilities, staff, equipment), and its relationship to district mission and goals. The college administers approximately 44 discretionary grants that are funded with federal, state, and foundation dollars. Many of these grants involve partnerships with other educational institutions in the region. In many cases, partners contribute in-kind resources to ensure the success and long-term viability of the grant project. To meet audit requirements these resources are carefully tracked, documented and reported.

The *Educational and Facilities Master Plan* (the "master plan") is the comprehensive source of information on college needs, planning priorities, and financial resources. One chapter of the master plan is devoted to financial planning, although long-term planning for California community colleges is extremely difficult and subject to sudden change. The master plan and the *Committees of AHC 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.

## **Self Evaluation**

To identify funding priorities the district relies on the *AHC Strategic Plan* and the process of prioritizing objectives. Items focusing on student learning are identified in this process.

Annual budget planning efforts have proven to be realistic and have helped the district maintain appropriate reserve levels (*Budget Book*, 2008-2009, pages 73-75). These efforts were particularly important in 2008-2009 when the state notified community colleges of anticipated major mid-year budget reductions. The BAC anticipated there would be a deficit at the state level and, in the annual budget, included a 1.5 percent anticipated deficit to offset what was expected to be a shortfall in apportionment funding (Budget Development Income and Expenditure Assumptions). Another 1.2 percent restricted reserve was retained and not planned for reallocation to expenditure budgets until it was clear if there would be an additional deficit. These planning efforts significantly helped the district prepare for the major budget reduction and cash flow changes that were proposed by the governor and the legislature. Budget issues, particularly those related to deficits, are discussed with various campus constituencies including BAC, Planning Committee, Administrative Council and department chairs.

Growth projections have also proven to be realistic and have, over the years, 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 (Budget Development Income and Expenditure Assumptions). Assumptions are reviewed throughout the budget year and revenue projections are revised as needed. In fiscal years 2005-2006 and 2006-2007 the district experienced a decline in fulltime equivalent students (FTES) (*Budget Book*, 2008-2009, page 68). The

district received stability funding in the year of decline and recognized the loss of that funding in the following year during the budget development process.

Realistic assessment of long-range planning for major district projects, particularly in a time of limited resources, caused the district to take an incremental approach to project implementation. In the prior self-study, the district questioned if long-term planning is possible in an environment of financial uncertainty. Although, over time, the district has been successful in increasing full-time faculty and receiving state funds for construction projects, funding uncertainties cause the district to be cautious about making future commitments. The uncertainty also led the district to revise priorities and to seek funding from other sources such as the federal government, foundations and other external groups. This uncertainty and the construction, scheduled maintenance and technology needs identified through the district's planning process, were the impetus for the district effort to seek approval of a general obligation bond.

### **Planning Agenda**

None.

**III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

### **Descriptive Summary**

To ensure financial stability, the district considers long-range financial priorities and obligations when making short-range financial plans. Future obligations are disclosed in the district's annual financial statements and/or the district budget book and thus are clearly identified. As part of the annual budget development process, the Budget Advisory Committee reviews its goals for budget development. The fourth budget development goal is that multi-year spending obligations are to be reflected in the annual expenditure budget (Budget Development Goals). Obligations such as lease agreements, federal grant requirements to institutionalize faculty and staff positions, and obligations related to retiree health benefits (GASB 45) are reviewed and incorporated into the budget as appropriate (Budget Development Income and Expenditure Assumptions).

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. Since the last accreditation visit, the Governmental Accounting Standards Board (GASB) released statement 45 – requiring government agencies to regularly evaluate the extent of their liability for other post-employment benefits (OPEB) to both current and future retirees and with respect to health and other benefits. The required implementation year imposed by GASB was 2008-2009 and is therefore not reflected as part of the June 30, 2008 audit. In recent years the district reduced its liability exposure by increasing the number of years it takes for an employee to become eligible for post-employment benefits and by limiting the benefit to be received. Additionally, in July 2004 the

district conducted a Medicare election (Board items dated 1/20/04 and 9/14/04, Medicare Coverage) and by August 2005 had completed clarification of eligibility for post-retirement benefits for individuals without Medicare coverage.

One of the requirements of GASB 45 is to have regularly performed actuarial studies. During fiscal year 2004-05, Total Compensation Systems, Inc. (TCS) analyzed liabilities associated with Allan Hancock College's current retiree health program as of July 1, 2004 and reflected an unfunded liability of \$10.7 million. In preparation for implementation of GASB 45 requirements, TCS completed a new study on August 14, 2008 (for program liability as of July 1, 2008) and reflected an unfunded liability of \$8.2 million (Retiree Health Benefit Actuarial Reports, 2004 and 2008).

## **Self Evaluation**

The district complies with the standard in that the future obligations described above are disclosed in the district's annual financial statements and/or the district budget book and are thus clearly identified. The district is also in compliance with the standard in that plans exist for payment of the obligations through the district's annual budget plan.

As of the June 30, 2008 audit report (page 35), the district has long-term obligations of \$67,451,269 consisting mainly of \$66,745,000 in outstanding general obligation bonds (repaid with property tax assessments), \$594,269 in compensated absences and \$112,000 for the final payment of an early retirement incentive program offered in 2004. These last two obligations have not changed significantly in recent years and are reflected in the 2008-2009 adopted budget. The June 30, 2007 audit report also reflected final payment of \$8,015,000 for two certificates of participation issued by the district. The annual debt payment of approximately \$500,000 to \$600,000 was significant and relief from that obligation was identified as an authorized use of general obligation bond proceeds (Bond campaign material).

Following a review of the July 1, 2004 retiree health benefit data, the BAC recommended to the superintendent/president that different methods be used to fund past service and future service liabilities. BAC recommended that the future service liability be addressed by implementing a benefit rate applied to applicable salaries effective on July 1, 2006. They also recommended that the past service liability be addressed by allocating certain one-time, unanticipated resources to fund this liability. More specifically, it was recommended that outstanding mandated cost claims be directed for this purpose when they are ultimately funded by the state and that at least a portion of the Certificate of Participation debt obligation funding (relieved with bond dollars) also be directed for this purpose (reviewed by the Board of Trustees on June 20, 2006 and adopted as part of the 2006-2007 district budget). As of June 30, 2008, Allan Hancock College had accumulated \$1.6 million to help meet the \$8.2 million liability. The budget for 2008-2009 projects that approximately \$2 million or 25 percent of this liability will be funded by June 30, 2009 (*Budget Book, 2007-2008, Summary of GASB 45, pages 15-16*).

The district currently leases space in the Columbia Broadcasting Company (CBC) building in Santa Maria and a retail facility in Solvang. The district had a five-year lease agreement for the CBC building

and subsequently negotiated a new five-year lease effective July 1, 2006. At the December 2008 Board of Trustees meeting a recommendation to fund a new Fine Arts building using general obligation bond funds was presented. Upon completion of this building the district will no longer need to lease the CBC building and will save the operational cost of that lease. The Fine Arts facility, reflected in the *Educational and Facilities Master Plan 2001-2006*, is on the list of projects that the district wants to build with funding from the approved general obligation bond and was prioritized by various campus constituencies for bond funding.

The AHC Foundation continues to develop “naming opportunities” as new and renovated facilities are opened. Examples are the \$50,000 gift from the Tipton Foundation for the nursing skills lab when the new science building opened and the naming of the Ann Foxworthy Gallery when the library addition was completed.

## Planning Agenda

None.

**III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

## Descriptive Summary

AHC clearly defines and follows its guidelines and processes for financial planning and budget development. The development of financial plans and budgets involves administrators, faculty, staff and students and is central to the college commitment to shared governance. The first step in developing financial plans and budgets is strategic planning, a triennial college-wide activity that culminates with a strategic planning retreat attended by representatives from all college constituencies. The college’s strategic plan provides the framework for annual planning and budget development processes and for long-range financial plans.

The college planning and budget development process and calendar are published in the *Committees of AHC Manual* (pages 2-8) and are available on the intranet. The development calendar identifies operational and legal timeframes for district budget development, including tentative budget adoption prior to July 1 and final budget adoption by September 15, and indicates financial planning and budget development activities for each month. This calendar identifies operational and legal timeframes for district budget development, including tentative budget adoption prior to July 1 and final budget adoption by September 15, and indicates financial planning and budget development activities for each month.

The annual budget development process is initiated with a summary budget sheet of 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 of all college constituencies, reviews anticipated new revenue and related expenditures for the budget year. The committee develops assumptions by reflecting optimistic, most likely, and pessimistic scenarios (Budget Development Income and Expenditure Assumptions). These assumptions provide a preliminary budget message that is reviewed by the President's Cabinet and Administrative Council. This information is then shared and discussed in the President's Advisory Council (PAC), the Facilities Advisory Committee (FAC) and the Planning Committee (PC). The representation of administrators, faculty, staff, and students on these respective committees is specified in the *Committees of AHC Manual* (pages 44-47) and includes 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.

Every spring semester Administrative Services provides a *Budget Development Guide* to budget-level managers (*Budget Development Guide*, 2008-2009 and 2009-2010). 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 (*Budget Development Guide* cover memo). The guide contains instructions for projecting departmental expenditures, including guidelines for growth and FTES goals that affect full or part-time faculty and classified salaries (pages 2-3). Also in the guide, budget managers receive the district listing of institutional goals and objectives (pages 9-10) and budget augmentation request forms (pages 4-7).

Additional guidance is provided by the Administrative Services staff through budget workshops – an added opportunity for participation and information exchange among college personnel. Department and program-level planning results in the department priorities used by the administration to generate staffing, equipment and facilities plans and prioritization, division and component budgets, and a preliminary college budget. When departments request budget augmentations, they must submit documentation based on program review and linking the augmentation to a college priority objective (Budget augmentation request form). There are also guidelines for distribution of one-time funds (Guidelines for One-Time Funds). In recent years limited funding necessitated significant equipment budget reductions. When year-end fund balances permitted, the district proposed a budget for the subsequent year for one-time expenditures, such as equipment. Departments identified equipment or other needs and the related priority objective. Requests were prioritized and approved once the funding sources were confirmed. The same process is followed for distribution of one-time block grant funding. Separate guidelines are followed to distribute state instructional equipment funds.

All of these plans and budgets are summarized and reviewed by BAC, PAC, FAC and the Board of Trustees as part of a college-wide activity. Ultimately the administration composes a recommended final budget and sends it forward to the Board of Trustees for budget adoption (*Budget Book*). This lengthy and involved process requires the participation of many different college contributors, as shown by the membership of administration, faculty and staff in the key committees.

## **Self Evaluation**

The process for financial planning and budget development provides ample opportunities for administrators, faculty, staff and students to participate. These opportunities are present not only in established procedures, ranging from the strategic planning process to program review, but extend into other areas such as the review of final plan proposals for facilities construction. For example, development of the preliminary plans for the Fine Arts Complex and the final project proposal for the Student Services buildings involved a successful collaboration of faculty, staff, administrators and architects. Another example of campus-wide input includes all staff meetings to review issues of interest to all employees, such as benefits, state budget issues and budget and planning processes.

Every college constituency is represented and has opportunities to participate in financial planning and budget development. Furthermore, a concerted effort is being made to strengthen these opportunities because they are even more important during the difficult and financially challenging times that lie ahead. In fall 2008 California community colleges were notified that the state budget adopted in late September 2008 was based on unrealistic revenue assumptions. After the governor declared a fiscal emergency, various budgets were proposed that would affect community college funding. Initially, districts were told to prepare for at least a five percent reduction in apportionment funding, followed by proposals to further defer apportionment funding from fiscal year 2008-2009 (to be paid in the subsequent year). One way Allan Hancock College responded was to establish a Budget Brainstorming Taskforce representing the constituency groups on the Budget Advisory Committee. An online survey was created allowing the campus community to suggest ways to enhance revenue or reduce expenditures. All suggestions were reviewed and summarized by the taskforce. The summary document was shared with various campus constituencies, including the Budget Advisory Committee and the Planning Committee.

In the March 2004 accreditation visiting team report, the district was commended for campus involvement in activities related to addressing state budget reduction. The processes have been maintained and enhanced over the last five years. This model of broad constituent involvement which served us well in 2004 was once again followed when the district faced mid-year reductions in 2008-2009 and later reductions in 2009-2010.

## **Planning Agenda**

None.

**III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

## **Descriptive Summary**

Decisions on allocations to support programs and services are made in accordance with the mission of the college and reflect institutional planning efforts. In accordance with Board Policy 9100, “Institutional Planning”, and Administrative Procedure 9100.01, “Institutional Planning and Budget Development”, the college establishes budget development goals and priorities as part of the planning process. Budget documents are reviewed and approved by the Board of Trustees as a part of the annual budget presentation workshop (budget presentation material).

As required by law, the district annually contracts for an independent audit. To ensure integrity of the audit process, the Board of Trustees adopted a practice of changing audit firms every three years. An exception was made in 2006-2007 and 2007-2008 to contract with the current audit firm for five years (Board item dated 1/16/07 to extend audit contract). This change was consistent with board policy (Board Policy 8500 and Administrative Procedure 8500.01) and was intended to ensure a rigorous review of the newly approved bond proceeds. The audit report, including identification of any control weaknesses together with the college’s proposed plans to correct the weaknesses, is presented to the Board of Trustees for review and acceptance (Annual Financial Reports, 6/30/07 and 6/30/08). The Board of Trustees strongly supports 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 current status of those plans. Copies of district audit reports are provided to the Board of Trustees, the President’s Cabinet members, the leadership of constituency groups, and a copy is on file in the college library.

To better predict funds available for scholarships, in 2004 the AHC Foundation approved a new endowment spending policy to determine the annual funding level that each endowment would pay out. The new policy reaffirmed the foundation’s position on principal preservation while combining elements of historic portfolio return.

## **Self Evaluation**

The district’s financial documents demonstrate appropriate allocation and use of financial resources. As indicated in the annual financial and budget report (CCFS 311) and annual audit report, the district has been in compliance with expenditure requirements and mandated reporting requirements. Furthermore,

the district's budget documents reflect appropriate allocations and adherence to requirements in the budget and accounting manual prepared by the California Community Colleges Chancellor's Office, Board Policy 9100 ("Institutional Planning") and Administrative Procedure 9100.01 ("Institutional Planning and Budget Development").

Resolution of any audit findings has been and will continue to be accomplished in a positive, comprehensive, and timely manner.

## **Planning Agenda**

None.

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### **III.D.2.b. Appropriate financial information is provided throughout the institution.**

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#### **Descriptive Summary**

Financial information is readily available to all campus constituencies. Monthly financial statements and the quarterly financial status report (311Q) are provided to the Board of Trustees; quarterly statements are provided to the Auxiliary Programs Corporation and to the Allan Hancock College Foundation. All departments have online access to financial information. Training workshops on accessing this information are provided as part of staff development activities and on an as-needed basis (Training Announcements).

During budget development, ongoing updates are developed and reviewed in the Budget Advisory Committee and subsequently shared with the Board of Trustees, the Planning Committee, Administrative Council and other interested groups or departments. An annual budget book is developed and presented as part of the September budget adoption board workshop (*Budget Book*, Adopted Budget 2008-2009). Budget books are distributed to all members of the Budget Advisory Committee, the Planning Committee, Administrative Council and to the president of each of the campus constituencies. The district budget document and the California community colleges annual financial and budget report (CCFS-311) are available in the Administration Building prior to budget adoption and, following adoption, copies of the adopted budget and line-item printouts are available in the Library as well as in Administrative Services.

Communications related to financial condition and budget are shared with all campus staff and constituencies through various documents such as the president's *Take Five* newsletter and budget updates from the California Community College League and the California Community College Chancellor's office. The college superintendent/president provides the Board of Trustees with regular updates and includes budget information in his All Staff Day presentation at the start of each semester.

The district maintains a website link on its home page for Measure I information including updates on bond projects, information on the Citizens' Oversight Committee, quarterly and annual financial reports, and the background of the bond.

## Self Evaluation

District financial information is widely available in both electronic and hardcopy format. These methods for sharing budget and financial information proved particularly helpful during 2008-2009 when the district experienced cash-flow challenges and budget uncertainties as a result of the state's economic condition.

Efforts are underway to make various financial reports and documents available online. For example, the district *Budget Book*, CCFS 311 and audit report are now available on-line.

## Planning Agenda

None.

**III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

## Descriptive Summary

The district has sufficient cash flow to maintain stability. To ensure positive cash flow the college annually participates in the California Community College Financing Authority pooled tax and revenue anticipation bond program (TRAN) (Board items dated 4/15/08 and 3/24/09, Authorization to issue annual TRAN; TRANS Cash flow worksheets). The issuance of a one-year tax exempt note allows the college to borrow against future tax revenues to provide for immediate cash shortfalls. Sale proceeds are invested in an interest bearing account until needed – resulting in a positive spread between the borrowing rate and investment return on TRAN proceeds (Wells Fargo final statement dated 06/30/07).

The California Community College Chancellor's Office recommends maintaining a minimum prudent fund balance. In compliance with this recommendation, the college Budget Advisory Committee established a goal that the adopted budget contains at least a five percent general fund unrestricted reserve (*Budget Development Guide*, 2008-2009). The general fund unrestricted ending reserve has exceeded the minimum adopted reserve as follows: 6.06 percent in 2007-2008, 7.55 percent in 2006-2007, and 8.19 percent in 2005-2006 (*Budget Book*, 2008-2009 Adopted Budget, pages 71-73). Additionally, the 2007-2008 Quarterly Financial Status Reports (CCFS-311Q) demonstrate that the general fund quarterly ending cash balance was well above the minimum reserve level and sufficient to meet the college's

obligations, as well as unforeseen emergencies (2007-2008 CCFS-311Q reports). In 2007-2008 the Board of Trustees requested that the district maintain a six percent minimum reserve level.

State apportionment provides 93.6 percent of college revenues. The remaining significant revenue sources are lottery, interest and non-resident tuition (*Budget Book, 2008-2009 Adopted Budget, page 7*). The college is dependent on the timely receipt of state apportionment. When the apportionment is delayed, as it was the last two years, cash flow challenges result. To deal with this challenge, the college is thorough in its assessment of cash flow needs. Routine monthly and quarterly financial reports track revenue and expenditures and ensures that the college is in compliance with the annual budget (2007-2008 CCFS-311Q reports; District Monthly Financial Report, 6/30/08).

In order to minimize exposure to loss due to theft, damage, or destruction of assets; errors and omissions; natural disasters; and injuries to employees, the college participates in three Joint Powers of Authority (JPAs): Bay Area Community College Districts, (BACCD), the Statewide Association of Community Colleges (SWACC) (SWACC, Memorandum #: SWC 00901-14, Memorandum of Coverage Declarations), and the Self Insurance Program for Employees (SIPE). As indicated by the college's most recent independent audit, settled claims have not exceeded the limits of the JPA's coverage in the past three years (Annual Financial Report, 6/30/08, p. 37).

## **Self Evaluation**

In the absence of a state budget, community colleges do not receive state apportionment payments. The 2008-2009 state budget was not approved until the end of September 2008, resulting in a projected cash flow shortage for the community colleges. AHC developed a plan to borrow from other district funds, the AHC Foundation, and SIPE and also explored the option of issuing a taxable tax and revenue anticipation note (TRAN) (Memo dated 09/04/08 from Dr. Elizabeth Miller regarding anticipated cash flow shortage; Board items dated 9/16/08 and 2/17/09, Authorization to Borrow up to 60 percent of District's Equity in SIPE; Cash Flow Estimates for August – October 2008, dated 08/29/08 and 09/04/08, includes transfers from other funds; Board item dated 9/16/08, Resolution authorizing the issuance of a taxable TRAN). Five-hundred thousand dollars of the Allan Hancock College Foundation assets were made available to the college (Memo dated 09/04/08 from Dr. Elizabeth Miller). The college participates in a self-insurance joint powers authority for workers' compensation (SIPE). SIPE bylaws permit member colleges to borrow up to 60 percent (currently in excess of \$1.1 million) of their shareholder's equity for a period not to exceed 60 days (SIPE Bylaws, page 16). Short term borrowing from other funds proved sufficient to meet the college's cash flow needs and it was not necessary to implement the other proposed solutions. The process illustrates Hancock's proactive response to ensure sufficient cash flow.

In late 2008 the district was notified of a proposal to further defer apportionment funding from fiscal year 2008-2009 and pay it in the subsequent year. This action created concerns related to cash flow and in January 2009 the district once again developed various cash flow scenarios and solutions to meet anticipated cash requirements (memo dated January 29, 2009).

Since the last accreditation visit, the Governmental Accounting Standards Board (GASB) released statement 45 requiring government agencies to regularly evaluate their liability for other post employment benefits (OPEB) to both current and future retirees with respect to health and other benefits. In a proactive response, in 2007-2008 the college entered into a contract with Total Compensation Systems, Inc. for an actuarial study to determine the college's obligation (Actuarial Study of Retiree Health Liabilities, 8/14/08). In 2008-2009 the Budget Advisory Committee and the superintendent/president established methods to fund this liability. See further discussion in III.D.1.c.

## Planning Agenda

None.

### **III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

## Descriptive Summary

AHC practices effective oversight of all district assets. The district financial system of reporting, management (budget development, adoption, and monitoring) and audit encompass all components of the college, including auxiliary operations. The college has two auxiliary corporations: the Allan Hancock College (AHC) Foundation and the Auxiliary Programs Corporation, which has operational responsibility for the Associated Student Body, athletics, student clubs, the bookstore, and the Pacific Conservatory of the Performing Arts (PCPA) (Organizational Chart, Nonprofit Organizations). Each month district financial reports, including reports for the auxiliary corporations, are distributed to the Board of Trustees (Board Agendas).

The Business Services office provides financial oversight for all district programs, including financial aid and externally-funded programs. Business Services follows district policies and procedures for contracts and grant applications and acceptance (Board Policy 8905 and Administrative Procedure 8905.01, "Grant-funded Programs"). The college has applied for and obtained a number of federal, state, and foundation grants, all of which are administered in strict accordance with appropriate regulations and guidelines. All grant applications require board review for submission and for approval to receive funding. Grants specialists in Business Services and a grants analyst in Institutional Grants assist grant coordinators to develop grant activities and monitor grant budgets. The Business Services department reviews all transactions and reports prior to submission. External audits have confirmed that the college complies with all funding requirements.

District investment funds are either 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 annually reviews and approves all district bank accounts to ensure they meet either FDIC insurance

thresholds or are fully collateralized by the holding bank (Board item dated 2/17/09, Confirmation of Bank Accounts). Agreements are kept on file (Contract for Deposit of Moneys).

The AHC Foundation has an adopted investment policy to define and meet security and earnings objectives (AHC Foundation Investment Policy). 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. Accounts are administered by the Auxiliary Accounting Services office following college procedures.

In 2007, the AHC Foundation updated its investment policy to provide guidance on how foundation funds should be managed. The policy's intent is to outline a philosophy and attitude to guide the investment management of the foundation's assets. The AHC Foundation investment and executive committees meet regularly; financial reports and outstanding issues are discussed at these meetings.

### **Self Evaluation**

The district is in compliance with this standard. Audit reports indicate that the college practices effective oversight of financial operations, including auxiliary enterprises, and of their investments. District responses to external audit findings are comprehensive, timely, and communicated appropriately.

### **Planning Agenda**

None.

**III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

### **Descriptive Summary**

All district special funds are included in the annual independent audit. The independent auditor's report for the year ending June 30, 2008 states that "in our opinion, the basic financial statements referred to above present fairly, in all material aspects, the financial position of the business type activities of the AHJCCD and its discretely presented component units as of June 30, 2008 and 2007..." (Annual Financial Report 6/30/08, page 2). The report also notes that there were no adjustments to the Annual Financial and Budget Report (CCFS-311) that required reconciliation to the audited financial statements at June 30, 2008.

To support its programs the district has two auxiliary corporations and two independent nonprofit corporations (Organizational Chart for Nonprofit Organizations). These corporations are governed by

an adopted set of bylaws that directly link their existence to the mission and goals of the institution (Auxiliary Corporations Bylaws, Articles of Incorporation, and Letter of Understanding). To ensure that auxiliary corporation funds are used in a manner consistent with the mission of the goals of the college, each auxiliary corporation has a district administrator and district representation, including from the Board of Trustees, on their board of directors. The district administers all financial accounting and purchasing.

One auxiliary corporation, the Auxiliary Programs Corporation, represents four distinct program areas: the bookstore, the Pacific Conservatory of the Performing Arts (PCPA), student clubs, and the Associated Student Body (ASBG). The corporation has a separate board of directors comprised of three administrators, one member from the district Board of Trustees, one faculty member, and one student (Board item dated 12/16/08, Appointment of Trustees to Boards). The corporation maintains a current operating agreement with the district.

The second auxiliary corporation is the Allan Hancock College Foundation (or “the 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 significantly increased community involvement on the Board of Directors and resulted in foundation fundraising activities including two successful capital fund drives. As part of the AHC Foundation’s annual strategic planning, the superintendent/president reviews the college goals and objectives which are used to establish foundation priorities for the upcoming year. The results of increased community involvement and focus on goals and objectives are enhanced fund-raising activities by the AHC Foundation and have led to the successful completion of campaigns that funded computers for faculty, assisted in the purchase of equipment and furnishings, and increased endowments. The Foundation also maintains a current operating agreement with the district.

In addition to the two auxiliary corporations, two independent nonprofit corporations exist - 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 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.

The district has a process for reviewing grant opportunities prior to deciding to submit a grant application. An employee interested in applying for a grant first completes a Notice of Intent to Apply for Funding to ensure that the proposed project aligns with the college’s strategic objectives. Administrative approvals are required when funding is requested for staffing, facilities, or technological equipment. Each proposed budget is reviewed and approved by Business Services before the grant is submitted. All grant monies are used to support programs to enhance student success.

## Self Evaluation

By successfully fulfilling their stated missions, the district's auxiliary corporations comply with this standard. In addition to mission statements, both auxiliary corporations have stated annual goals that tie directly to the college's strategic plan.

The AHC Bookstore has initiated several programs to benefit students by reducing the cost of textbooks. In fall 2007 the bookstore began renting textbooks in conjunction with Extended Opportunity Programs and Services (EOPS). In 2007 the bookstore entered into an agreement with Missouri Book Services (MBS) enabling students to purchase eBooks (electronic books) online. During spring 2009 the bookstore initiated a two percent discount on cash sales event. The success of this campaign is still being assessed; however, initial results seem positive. With the cooperation of faculty, the bookstore has increased the number of used books available for purchase. Early and on-time requisitions enable textbook department staff to contact wholesalers and begin buying used books from AHC students. Over the last few years the number of students using the bookstore's online textbook purchasing service has increased. The advantage of online purchasing is the ability to request used books early, when more are available.

The PCPA Stakeholders Group was formed in October 2006. The group charge is to gain a better overall understanding of the program, to monitor its fiscal health and to make recommendations for greater efficiency (PCPA Stakeholders Group agenda, October 5, 2006). One outcome of this review and restructuring effort was that PCPA engaged in a strategic planning process. The process began during 2008-2009 and resulted in some restructuring, a more comprehensive review of proposed shows to assess cost and effort required for production, and fundraising efforts.

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 the capital campaign and establishment of a President's Circle campaign to raise unrestricted funds.

From its beginning, a central focus of the AHC Foundation has been to provide scholarships to students attending AHC or transferring from Allan Hancock College to a four-year college or university. The Foundation has continued to grow its permanently-restricted fund balance (endowment) to increase its capacity to support the district's mission with a stable and predictable income stream generated through the investment of those funds. Over the past six years, donors have established 20 new endowments. Additionally, the foundation plays a significant role in soliciting and facilitating contributions from the private sector to augment college program budgets. In this capacity, the foundation provides the donor with accurate receipts that meet the requirements of federal and state tax reporting. Each gift is tracked through a separate fund account to assure that all expenditures meet the donor's intent.

Academic Year	Total Amount of Scholarships Awarded	Number of Scholarships Awarded	Total Amount of New Endowment Gifts	Total Amount of Foundation to College as Program Support
2003-2004	\$157,975	197	\$174,876	\$344,800
2004-2005	\$200,720	253	\$135,200	\$512,271
2005-2006	\$262,160	279	\$524,141	\$384,388
2006-2007	\$285,135	293	\$389,310	\$411,712
2007-2008	\$325,000	286	\$184,287	\$372,818
2008-2009	\$242,038	290	\$185,012	\$446,077

In fall 2006 the AHC Foundation kicked off a “President’s Circle” campaign to generate new unrestricted income. The campaign sought prominent community leaders, alumni, businesses and corporations whose annual minimum contribution of \$1,000 would allow the foundation flexibility to help the college with the greatest need. In its first year, the President’s Circle had 102 members and a growing list of completed projects that included a WIFI system in the Student Center; seed money for a public art-on-campus project committee; partial underwriting to bring Nobel Prize winner Rigoberta Menchú Tum to campus for a series of lectures and discussions; funding a book loan program; and restoration of the Steinway grand piano in the choral music room.

The two independent corporations make significant contributions to the college as well. Each year, the PCPA Foundation contributes an amount equal to 4.5 percent of its endowment to the PCPA general operating fund. That contribution is primarily used for student scholarships and summer internships. In 2007-2008 this contribution was increased by \$150,000 and by \$200,000 in 2008-2009.

In 2003-2004 Hancock College Boosters, Inc. completed its commitment to support the district’s effort to replace the gymnasium bleachers and floor – a project identified as a priority by the college and qualified for matching funds through state scheduled maintenance. Subsequently, in 2006 the Boosters funded improvements to the baseball facility and grounds. These improvements included dugouts, fencing and a scoreboard. In 2008 they provided funding for baseball field outfield fencing, gymnasium and soccer field scoreboards, and a new gymnasium sound system.

The financial aspects of grants administration undergo the same rigorous compliance processes as other college financial resources and are managed in accordance with federal and state regulations. Grants personnel in Business Services understand the key financial issues in award management, including cost sharing, effort reporting, cost transfers and procurements. They manage high risk financial issues in award management and help to reduce potential audit findings by providing rigorous oversight and assistance. A *Grants Management Handbook* for new project directors is under development. This will serve as a reference and guide for new project directors, deans and office administration staff to effectively start up, implement, and close out a grant project. In addition, it will enhance the training of project directors in understanding grants management, including fiscal responsibility.

## Planning Agenda

None.

**III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

### Descriptive Summary

Contractual agreements are consistent with the institution's mission and goals. 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, lease agreements, construction contracts, facilities-use agreements, in addition to certificates of participation and the purchase of goods and services. The Board of Trustees is responsible to authorize individuals who may act as agents to enter into contracts on behalf of the district (Board item dated 10/21/08 to approve authorized signers). This authorization is in conformance with Section 81655 of the *California Education Code*.

Understandable and comprehensive procedures are in place outlining requirements for such concerns as cost thresholds (Purchasing Thresholds), how and when written quotes are sought, who may enter into contractual agreements, and appropriate language for providing adequate safeguards and protecting district interests. There have been rare occasions when individuals have obligated the district without obtaining explicit district authorization. In response to this, those individuals have been informed of signature requirements. Guidelines with clear internal controls ensure that contract policies are followed (Purchasing Guidelines).

### 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. The board of trustees annually updates the list of district employees authorized to enter into contracts on behalf of the district. To ensure district-wide understanding of established procedures, the business office provides monthly training sessions on district purchasing practices and procedures.

## Planning Agenda

None.

**III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

**Descriptive Summary**

The district's annual audit is conducted in accordance with United States generally-accepted auditing standards; OMB Circular A-133; Audits of States, Local Governments, and Non-Profit Organizations; A-133 Compliance Supplement; and the Contracted District Audit Manual, published by the Chancellor's Office of the California Community Colleges. The district uses the audit as one of the major means to measure and evaluate financial management.

The district's current fund accounting system consists of SunGard Public Sector software running on an HP3000/968 mini-computer with an MPE operating system. The main issues affecting this current configuration are the end of HP support for the HP3000 hardware in December 2010 and the end of SunGard Public Sector support of Bi-Tech IFAS on the MPE system in June 2007.

In April 2007, following a review of available alternatives, the district entered into an agreement to migrate IFAS from the MPE HP3000 system to a Windows server system with the assistance of SunGard Bi-Tech. Migration testing began in January 2008 and is nearing completion. The migration occurred in March 2009 and staff are currently addressing operational changes and training necessitated by the migration. With the agreement in place, SunGard Public Sector agreed to support their MPE version of IFAS through the migration period.

A core team (with members from Administrative Services, Business Services and Auxiliary Accounting Services) was formed to assist in process definitions and implementation tasks. As part of this project, new business processes were defined and implemented. This implementation is part of what is known as the Phoenix Project, a multi-year project that will replace all software applications that currently run on the HP 3000 mainframe. The financial system was converted to the new system in March 2009.

The Bi-Tech IFAS human resources/payroll module will replace the current human resources system. The district will move from a separate HR system written by the district in the 1980s to one that is part of the financial system. The IFAS human resources/payroll module is integrated with the financial position control functionality to enable positions and costs to be managed at the budget level.

In spring 2003 Business Services conducted an internal program review following college guidelines. The review resulted in a number of recommendations related to operational efficiencies, organizational issues, and staffing. All departments with financial management responsibilities are currently scheduled to complete a program review.

## Self Evaluation

The district complies with this standard by carefully reviewing any audit exceptions related to internal control and applicable laws. To ensure resolution, audit findings are addressed immediately with the auditors. Audit follow-up recommendations are presented to the Board of Trustees.

As funding permitted, the college implemented staffing recommendations from the Business Services program review. Keeping institutional goals and priority objectives in mind, the Business Services office filled the purchasing agent position in 2007-2008. The purchasing agent plays a key role in making the best use of the college's dollars for purchases, services and contracts.

Program reviews began in spring 2009 in all departments with financial management responsibilities. The completion of the current program reviews will provide further evaluation of financial management processes and help guide future program improvement.

## Planning Agenda

None.

### **III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

## Descriptive Summary

As part of budget development, the Budget Advisory Committee reviews budget assumptions from the prior year to verify their validity and accuracy. Budget assumptions are monitored throughout the year and, should projections warrant, a revised budget with supporting documentation is presented to the Board of Trustees for adoption (Budget Development Income and Expenditure Assumptions, 2007-2008).

The district systematically assesses the use of financial resources. All district programs, services and departments are expected to conduct a program review at least once every six years (Board Policy 7930, "Program Review"). Outcomes from these reviews are used to assess the effectiveness of the program and resources available. This assessment becomes the basis for staffing, facility, equipment, and budget recommendations as well as modifications in departmental programs and practices.

During Measure I Bond Oversight Committee meetings the district provides updates to the committee on the progress of capital construction, as well as how well the district has performed in the areas of compliance and fiscal responsibility (Citizens' Oversight Committee Bond Measure I Agendas).

In preparation for the district's accreditation self study, a survey is conducted to determine faculty and staff assessment of how well the district meets the accreditation standards. A section of this survey relates to financial resources.

## **Self Evaluation**

The district has updated policies for program review and has established a process to ensure that all programs, services and departments participate in this process.

The district contracts for a financial and performance report on general obligation bond activities (Financial Audit Reports, 2006 Election General Obligation Bonds, 6/30/07 and 6/30/08). These reports are shared with the Measure I Citizen's Oversight Committee and the district Board of Trustees.

The district conducted a faculty and staff survey in fall 2008 (*Faculty and Staff Accreditation Survey 2008*, questions 40-41). Survey results were compared with those from the survey conducted in fall 2002 (*Accreditation and Staff Assessment Survey Fall 2002*, questions 20-21). In the 2002 survey, 41 percent of respondents indicated that they either strongly agreed or agreed that the district's expenditures reflect institutional established priorities and 27 percent indicated that they did not know. Following two years of declining enrollment, with the resulting loss of on-going revenue, and a labor related impasse, it was not surprising to find that in the 2008 survey 35 percent of respondents indicated that they either strongly agreed or agreed that the district's expenditures reflect institutional established priorities and 21 percent indicated that they were neutral.

In 2002, 41 percent of respondents indicated that they either strongly agreed or agreed that the institution efficiently manages resources and implements institutional established priorities and 21 percent indicated that they did not know. In 2008, 31 percent indicated that they either strongly agreed or agreed that the institution efficiently manages resources and implements institutional established priorities and 22 percent indicated that they were neutral. One plausible explanation for declining perception of efficiency is the challenge of community college budgeting [Betty is looking at this and I anticipate response]

The district has well established processes for assessment of the effective use of financial resources through the work of the Budget Advisory Committee and systematic program review. These evaluative processes inform annual college planning and are used as the basis for institutional improvement. Data from program review is also used as the basis for on-going departmental resource requests. Although the college meets this standard there is concern about the declining perception of effectiveness in this area.

## **Planning Agenda**

None.

## Standard III D: Summary of Evidence

Accreditation and Staff Assessment Survey, Fall 2002, questions 20-21  
Actuarial Study of Retiree Health Liabilities, 11/22/04, and board item dated 6/20/06  
Actuarial Study of Retiree Health Liabilities, 8/14/08, and board item dated 11/18/08  
Administrative Procedure 7930.03, Administrative Department Program Review  
Allan Hancock College Foundation Endowment Spending Policy  
Allan Hancock College Foundation Investment Policy  
Allan Hancock College Foundation Strategic Planning Agenda  
*Allan Hancock College Strategic Plan 2004-2007*  
*Allan Hancock College Strategic Plan 2009-2013*  
All Staff Day Schedule of Events, Staff Attendance, and Speakers, president's office  
Annual Financial Reports, 6/30/07 and 6/30/08 (independent audit)  
Auxiliary Corporations Bylaws, Articles of Incorporation, and Letter of Understanding  
Ballot Measure  
Board items dated 1/20/04 and 9/14/04, Medicare Coverage  
Board item dated 6/21/05, Consultants for Facilities Assessment and Opinion Research (Bond)  
Board item dated 8/15/06, Establishing the General Obligation Bond Building Fund  
Board item dated 1/16/07 to extend audit contract  
Board item dated 2/20/07, GASB 45 obligation  
Board item dated 4/15/08, Resolution 08-03, Authorization to issue annual TRAN  
Board item dated 9/16/08, Resolution authorizing the issuance of a taxable TRAN  
Board items dated 9/16/08 and 2/17/09, Authorization to Borrow up to 60 percent of District's Equity in  
SIPE  
Board item dated 10/21/08 to approve authorized signators  
Board item dated 12/16/08, Appointment of Trustees to Boards  
Board item dated 2/17/09, Confirmation of Bank Accounts  
Board item dated 3/24/09, Resolution 09-02, Authorization to issue annual TRAN  
Board Policy 3405, Retirement Benefit Policy  
Board Policy 7930, Program Review  
Board Policy 8500 and Administrative Procedure 8500.01, Audits  
Board Policy 8905 and Administrative Procedure 8905.01, Grant-funded Programs  
Board Policy 9100 and Administrative Procedure 9100.01, Institutional Planning and Budget  
Development  
Bond Program Budget  
Bond campaign material  
Budget Alerts  
Budget Augmentation Request Form (and samples)  
*Budget Book*, Adopted Budget 2008-2009  
Budget Book Summary of GASB 45 (pp. 15-16)  
Budget Development Goals  
Budget Development Guide, 2008-09 and 2009-10  
Budget Development Guide Cover Memo, 2008-09 and 2009-10  
Budget Development Income and Expenditure Assumptions, 2007-08

Budget Presentation material  
Budget survey document  
Budget Task Force 2008-2009  
Business Services Program Review 2004  
Cash Flow Estimate for August – October 2008, dated 08/29/08  
Cash Flow Estimate for August-October 2008, dated 09/04/08, includes transfers from other funds  
Citizens' Oversight Committee Bond Measure I agendas and updates  
Committee Formation (Measure I Citizens' Oversight Committee)  
Committees of AHC manual 2007-2008 (previously the Shared Governance Manual)  
Community College League of California Budget Updates  
*Educational and Facilities Master Plan 2001-2006* (the Master Plan)  
Evaluation Report Prepared for the Accrediting Commission, March 2004 Visit  
Faculty and Staff Accreditation Survey 2008, questions 40-41  
Federal grant requirement for positions, Title 5  
Financial Audit Reports, 2006 Election General Obligation Bonds, 6/30/07 and 6/30/08  
Financial Statements  
Fund Raising Procedures for Trust Accounts and Clubs/ASBG Accounts  
Grants: annual grants calendar (photo)  
Grants: annual summary report of grant activity  
Grants: Notice of Intent to Apply for Funding  
Guidelines for One-Time Funds  
Independent Corporations Articles of Incorporation and Bylaws  
Institutional Goals and Guidelines  
Lease agreements,  
Memo dated January 29, 2009  
Memo dated 09/04/08 from Dr. Elizabeth Miller regarding anticipated cash flow shortage  
Monthly Financial Reports  
Organizational Chart, Nonprofit Organizations  
Planning and Budget Development flow chart (from AHC Committees)  
Planning Committee Retreat Summary, January 18, 2006  
Prioritization of Classified Positions List (showing purchasing agent)  
Purchasing Guidelines  
Purchasing Thresholds  
Quarterly Financial Reports – Auxiliary Programs Corporation and AHC Foundation  
Quarterly Financial Reports – District, CCFS 311Q  
Request for Proposals for Bond Consultant, March 2005  
SIPE Bylaws  
State Apportionment Calculations  
Strategic Planning Retreat Agendas: May 2005, April 2006, September 2007, January 2008  
SWACC, Memorandum #: SWC 00901-14, Memorandum of Coverage Declarations, for the period July 1, 2008 – July 1, 2009  
*Take Five*  
Training Announcements  
TRANs Cashflow worksheets: 2006, 2007, 2008

Trust Account Fund Raising Proposal/Board Policy 8055, Fund Raising Policy  
Wells Fargo Final Statement dated 06/30/07 and 6/30/08

Allan Hancock College  
Comprehensive Institutional Self Study Report

# *Accreditation 2010*

Standard IV ■ Leadership and Governance  
*Standard IVA Decision-Making Roles  
and Processes*



*Allan Hancock College provides a  
hands-on approach to education.*

John Gellentien  
Major: undeclared



## Standard IV: Leadership and Governance

*The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.*

### Standard IV A: Decision-Making Roles and Processes

*The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

**IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

#### Descriptive Summary

Staff, faculty and administrators share a common commitment to the welfare of our students and the primary mission of the college: providing quality educational opportunities that result in student learning. This shared commitment is the foundation of our efforts to create an environment of initiative, innovation and broad participation which supports excellence in instruction and student services.

Our current practice of collaborative decision making began in the 1970s and was codified in 1988 with the passage of AB 1725. The Board of Trustees, administration, faculty, students and staff worked together to create policies and plans for shared governance. Policies and procedures were revised in 1997, and in 2007-2008 the *Committees of Allan Hancock College 2007-2008 Manual* replaced the *Shared Governance Manual* as the college guide to committee functions and membership (AB 1725, Board of Trustees Policy 1112). When policies, procedures and committee structures are revised, changes reflect dialogue and participation of all three affected constituencies. The President's Advisory Council (PAC), which includes representation from all constituent groups, reviews all policy revisions (*Committees of Allan Hancock College 2007-2008*, page 48).

The college's constituent groups are:

- Students (Associated Student Body Government, ASBG)
- Classified employees (CSEA)

- Faculty
  - Academic Senate
  - Faculty Association (full-time faculty bargaining unit)
  - Part Time Faculty Association (bargaining unit)
- Supervisors/Confidential employees
- Administration
  - Management Association
  - Cabinet (superintendent/president, vice presidents, and director of Public Affairs and Publications)

The college's committee structure promotes an environment of empowerment, innovation, and institutional excellence. The structure assures that all constituencies are represented (if appropriate for their role and expertise). AHC has five committee groupings and 32 standing committees. A list of all standing committees is located in *Committees of Allan Hancock College 2007-2008 Manual*.

“Shared governance committees” include:

- President's Advisory Council
- Planning Committee
- Budget Advisory Committee
- Facilities Advisory Committee

Each of these committees has representation from the college's major constituent groups. Through these committees communication to and from constituencies is possible.

Other standing committees are more technical in nature and have representation from constituencies most affected by the committee's work. The following are typical of this group:

- Technology Advisory Committee
- Matriculation Committee
- Financial Aid Appeals Committee
- Safety/Hazardous Materials/SEMS Committee
- Calendar Committee

AHC has a long history of faculty leadership in curriculum development. The curriculum committee (Academic Planning and Policy or AP&P), a faculty-chaired committee, originated in 1964 and is now a committee of the Academic Senate (*Curriculum Development Guide*, page 1). Committee membership includes representatives from each instructional department, a counselor, an at-large representative from the other student service areas or the library, and an ASBG member. The vice president of Academic Affairs serves as an ex-officio member. As a result of ongoing examination of committee effectiveness, AP&P determined it would be desirable to have a non-voting representative from Admissions and Records. Academic Senate approved the change in March 2008. This decision was based on the recognition of A&R's key role in the instructional process and the specialized knowledge that department brings to curriculum decisions. As AP&P's workload grew, the chair determined that a more formal committee self-examination was appropriate. In December 2008 a facilitator worked with AP&P to

identify positive areas of committee work and areas needing improvement. In January 2009 the committee met twice to consider self-evaluation results and plan implementation of procedural changes.

College planning retreats encourage broad participation and institutional improvement and are therefore an important college process. The Planning Committee conducts an annual retreat that typically includes 50 to 60 college representatives – all constituency groups are represented. Participants discuss institutional effectiveness data and progress towards institutional goals. Every three to five years the college undertakes strategic planning to develop or revise institutional goals and objectives based on the college mission and shared values. These institutional goals and objectives guide subsequent annual planning and budget activities (*Committees of Allan Hancock College 2007-2008*, page 3). Current strategic planning began with a retreat on January 16, 2008. More than 80 college constituents and community members gathered to review student and employee survey results, as well as environmental scanning data. Informal participant feedback indicates a level of satisfaction with the current planning process. The Planning Committee collected retreat results and worked on a strategic plan draft throughout the 2008 spring semester. The plan was presented to the Board of Trustees on December 16, 2008. The current mission statement was included in the plan and was adopted by the board January 20, 2009.

In a variety of ways Allan Hancock College promotes an environment of empowerment and innovation. The college annually celebrates its employees at an end of year “retirement and recognition” gathering. Faculty and staff are recognized for years of service at this event. In addition to recognizing the service of retiring and long term employees, awards are given to an outstanding department for service and contribution to the college. Individuals are also recognized for making suggestions that improve campus safety and departments receive monetary incentives for effective safety practices. To further acknowledge achievement, each spring the district provides as many as three monetary awards to classified employees for valuable suggestions, services or accomplishments (Classified Employee Achievement Awards, Classified Employee Achievement Award Form).

The AHC Foundation board previously funded an outstanding faculty award (including a monetary award to the faculty member’s department). This program was modified based on an Academic Senate recommendation to not single out one faculty member. The foundation board now gives funds to departments through a prioritization process based on the recommendation of the President’s Cabinet (Foundation Board of Trustees minutes).

Another example of an environment of empowerment, innovation and institutional excellence is the Transfer Summit held in 2004 to gather ideas for improving programs and services. A group of 50 faculty, staff, students, and administrators gathered for two days and shared ideas and strategies to increase the number of students transferring to four-year colleges. A product of this retreat, *Transfer Summit Summary Report*, documents numerous success factors and strategies based largely on best practices identified through extensive research (*Transfer Summit Summary Report*). Since the retreat, a number of summit ideas have been successfully implemented. For example, an Early Alert Program targets students experiencing academic challenges early in the semester. This program is administered electronically through the AHC intranet and provides instructors and counselors the opportunity to work together in an effort to ensure student success. Alerting instructors by designating first-time

students is another innovation implemented as a result of the summit (Early Alert e-mail, First-Time Student roster designation).

The college values ideas and input from its employees. Recently the superintendent/president asked all employees to forward cost-cutting suggestions to address the current fiscal crisis in state funding. Several emails encouraged employees to offer suggestions and a link on the intranet enabled employees to submit ideas anonymously if they chose. A taskforce of representatives from various constituencies is reviewing and prioritizing the recommendations. A similar process was used in response to the 2002-2003 mid-year budget cuts.

Periodic breakdowns occur in the institutional governance process for one or more college constituencies and, as a result, revisions are made to the process. In 2003 classified staff expressed dissatisfaction with their limited participation in governance. A facilitator met with the California School Employees Association (CSEA) representatives and, through focus groups, helped them articulate their concerns. These concerns were reported to the college superintendent/president, who later met with classified staff to discuss the issues. The superintendent/president committed to promoting management changes so that participation opportunities would improve. Currently CSEA is a full participant in all shared governance activities. In 2008, when faculty felt a plan for departmental reorganization was adopted without sufficient consultation, the superintendent/president held an open forum to hear concerns of affected parties and he articulated the rationale for the change. The opportunity for candid dialogue fostered a better understanding of each constituency's perspective and concerns.

In his first All Staff Day meeting the superintendent/president invited all constituencies to respond to six key questions related to institutional effectiveness and the future direction of the college. At a subsequent All Staff meeting he shared the responses to those questions in the context of the college mission. The president continues to encourage dialogue through a weekly drop-in hour that provides an opportunity for any staff member to informally and confidentially discuss matters of interest or concern.

Personnel changed in the following positions: superintendent/president, associate superintendent/vice president of Academic Affairs, vice president of Student Services, three academic deans, dean of Counseling and Matriculation, and director of Human Resources. Understandably, the magnitude of these changes impacted the college decision-making processes – and changes continue. The “Faculty and Staff Accreditation Survey 2008” reflects frustration and concern over new directions. When asked to respond to the statement “Administration at this college welcomes and uses feedback from staff to improve”, only 30 percent of respondents agreed.

In spring 2008 the Academic Senate conducted a review of shared governance participation and shared the findings with the superintendent/president, who then met with the senate. In collaboration with the Academic Senate Executive Committee, the superintendent/president organized a multi-constituency one-day retreat on shared governance in October 2008. The facilitator's recommendations include:

- create a task force to take a holistic approach to revamping the shared governance process
- develop and publish a diagram of governance structure and information flow
- provide avenues for introduction of information and recommendations
- develop and annually update a compendium of committees that includes the names of appointees

- strengthen existing and develop additional communication modes
- ensure the use of multiple methods of communication
- examine governing processes for effective participation by all constituents
- take extra care to ensure that governance and bargaining issues are appropriately separate
- develop programs for all constituent groups to encourage and develop leadership
- all constituent groups should dedicate themselves to err on the side of collegiality while engaging the governance process

As a result of the retreat, a task force was created and continues the dialogue of defining college governance. As of this writing, the Shared Governance and Integrated Planning Task Force is examining the college's committee structures and governance processes as well as models for better integration of program review into planning and resource allocation. At the conclusion of its investigation, recommendations will be made to the Planning Committee. The task force has membership from each of the college's constituencies.

### **Self Evaluation**

Through various channels all constituency groups are empowered to provide input into college processes. A systematic participative process is in place to ensure effective discussion, planning and implementation.

The college will benefit from continuing the dialogue started with the Shared Governance and Integrated Planning Task Force. Through work in this task force and continued dialogue with all employees, the college will make improvements in the area of communication between administration, faculty and staff.

### **Planning Agenda**

Complete and implement shared governance and integrated planning processes.

**IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

## **Descriptive Summary**

At Allan Hancock College institutional effectiveness is fostered through inclusion of all constituency groups in policy, planning, and budget development. The AHC Academic Senate was developed in the early 1970s (well before the 1988 AB 1725 reforms) and is the faculty vehicle for communication with administration. Following AB 1725, the college constituent groups were better defined and each was included as part of the shared governance Board Policy 1112 (“Shared Governance”) and procedure 1112.01.

Board Policy 1112 states:

*Allan Hancock College is strongly committed to the concept of shared governance as a process for institutional decision making. Shared governance is the meaningful involvement of those affected by decisions in the decision making process in a climate of mutual trust and respect.*

A primary principle embraced in the policy is that “faculty, administrators, classified staff, and students each possess a special knowledge and expertise that will enhance the quality of decisions.” The application of this policy is found in administrative procedure 1112.01: “all standing and ad hoc committees shall be structured to include appropriate representation by faculty, administration, classified staff, and students...”

In an effort to provide organizational structure that effectively supports instructional programs and services, the institution periodically evaluates its committee structure. A new planning and budget process and committee structure are now under review by the Shared Governance and Integrated Planning Task Force, with input from all constituency groups. Currently the college classifies committees into the following types:

- Academic Senate Committees
- District Committees
- Management Committees
- Program Committees
- Shared Governance Committees

Shared governance committees include the President's Advisory Council (PAC), Planning Committee, Budget Advisory Committee, and Facilities Advisory Committee. The umbrella governance committee is PAC, which includes the superintendent/president, cabinet members and the presidents of the Academic Senate, Faculty Association, Part-time Faculty Association, Management Association, CSEA, supervisory/confidential employees and Associated Student Body Government. Appointments to shared governance committees and the President's Advisory Council (PAC) are made by the appropriate organization. A complete list of committee functions and structure can be found in *Committees of Allan Hancock College 2007-2008*; this document was previously called the *Shared Governance Manual*.

Faculty participate in governance through the Academic Senate. The senate recommends policies directly through senate committees such as Academic Policy and Planning (the college curriculum committee), Faculty Hiring and Professional Standards. Through its representation on the Planning Committee and Budget Advisory Committee, the senate is also involved in planning and budget policy matters. The role and responsibilities of the Academic Senate is found in the *Faculty Resource Guide*, which also includes instructional policies, procedures and professional opportunities.

Board Policy 1112 ("Shared Governance") and Administrative Procedure 1112.01 outline administrator's roles in governance. Standing and ad hoc committees include appropriate administrative representation. Some management committees include all administrators (Administrative Council) while others, such as the President's Cabinet, are limited to vice presidents and the director of Public Affairs and Publications. The Management Association appoints its own representative to the President's Advisory Council.

Board policy and procedures, as well as *Committees of Allan Hancock College 2007-2008*, outline CSEA staff representation in governance. CSEA representatives sit on all shared-governance committees, including the President's Advisory Council and Planning, Budget Advisory, and Facilities Advisory committees.

Through its Associated Student Body Government (ASBG), students have an established role and voice at AHC. According to their mission statement: "The Associated Student Body Government of Allan Hancock College strives to represent the needs, interests, and perspectives of AHC students at every level of decision making within the college, to regional and state organizations and nationally as necessary and appropriate to promote and encourage student success" (Mission Statement of Associated Student Body Government).

Article III of the ASBG By-Laws clearly describes the roles of each ASBG officer as a committee member:

<b>ASBG Position Held</b>	<b>Committee Membership/Representation</b>
President	Bookstore Commission
Vice President	Planning Committee
Student Trustee	Board of Trustees
Executive Assistant	Equal Employment Opportunity Committee
Treasurer	Budget Advisory Committee, Bookstore Commission
Commissioner of Curriculum	Academic Policy and Planning Committee (Voting Member)
Commissioner of Student Rights and Development	Equal Employment Opportunity Committee, Student Complaint Committee, matters pertaining to Learning Assistance Program
Commissioner of Campus Environment	Safety Committee, Facilities Committee

The college also offers two leadership courses for students in government or wanting to develop their leadership styles and skills while participating on college committees (*Schedule of Classes*, spring 2009, page 103 – Leadership 111 and 112). Twenty-five campus-wide standing committees are available for student membership. During fall 2008, 24 student representatives served on 21 committees and only three committees were without a student representative.

In addition to governance opportunities on regularly scheduled committees, faculty, administration, staff, and students participate in developing institutional priorities, as described in Administrative Procedure 9100.01 (“Institutional Planning and Budget Development”). The strategic planning process includes an assessment of institutional effectiveness as well as a review of the mission and vision of the college. The process is broad-based and coordinated by the Planning Committee.

## **Self Evaluation**

Faculty and administrators have substantive and clearly defined roles as established in board policies 1112 (“Shared Governance”) and 9100 (“Institutional Planning and Budget Development”) and detailed in college documents including *Committees of Allan Hancock College 2007-2008* and *Faculty Resource Guide*. The board relies primarily on the advice and judgment of the Academic Senate for academic and professional matters (primarily curriculum, degrees, and grading) delineated in section 53200 of the *California Education Code* (“Academic Senates”) and the college’s Administrative Procedure 1112.01. The board reaches mutual agreement with the Academic Senate on additional areas listed in the board procedure.

Through CSEA, classified staff participate on all shared governance committees as well as district and program-specific committees. As noted above, students have designated positions on 25 committees. The college offers two leadership courses to assist students with the student government process, develop leadership styles, and gain skills for participating on college committees.

In the 2008 Accreditation Survey, 29 percent of all respondents reported serving on one or more committees; among the various constituencies CSEA reported 22 percent, administrators and confidential staff 67 percent, full-time faculty 44 percent, and part-time faculty 11 percent. Among those who served on one or more committees, 68 percent reported excellent or good working relations.

Regarding impressions of governance, 38 percent of all accreditation survey respondents agreed that goals and priorities are established through a governance process – this is a considerable decline from the 62 percent agreement reported in the 2002 survey. In terms of opportunities to participate in governance activities, only 37 percent of faculty, staff and administrators agreed there is adequate opportunity to participate, compared to 60 percent in 2002. In response to the statement “the college governance structure ensures appropriate roles for all college constituencies”, only 27 percent agreed, compared to 43 percent in 2002. Because committee participation is the primary vehicle for governance opportunities, faculty, administrator, and staff participation may effect perceptions of committee effectiveness. Changes occurred between 2002 and 2008 that may have affected opportunities for participation and consequently the survey results. For example, conversion to a compressed calendar (requiring a shift in class scheduling), an impasse during negotiations with fulltime faculty, and a substantial increase in faculty, administrative and staff time devoted to initial implementation of student learning outcomes may have impacted survey responses. In addition, fiscal challenges resulted in many employees absorbing additional departmental responsibilities as the college was unable to backfill some vacant positions. All of these factors were exacerbated by the adjustment of a seasoned faculty and staff to widespread changes in administration. These circumstances notwithstanding, the college recognizes the necessity to improve both participation and perception across all constituencies. The college is addressing this need through the following actions:

- Enhanced communication through greater use of email, the superintendent/president’s news letter Take Five, and the college’s new staff portal which will include committee meeting minutes and other important information.
- Implementation of improvements in governance and committee structure.
- Efforts to improve decision making through greater dialogue with stakeholders.

As noted in IV.A.1, the college is addressing these changes through collaborative dialogue regarding college governance.

## **Planning Agenda**

None.

**IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

**Descriptive Summary**

Faculty play a central role in defining student learning programs and services. The Academic Senate meets bi-monthly and is made up of faculty members from each academic department; there is one senate representative for every seven members of a department or major fraction thereof, ensuring each department has at least one senator (*Committees of Allan Hancock College 2007-2008*, page 10). There are also faculty members from Student Services and non-instructional areas such as the Learning Resources Center (*Faculty Resource Guide 2008-2009*, page 4). The senate makes recommendations to the governing board on academic and professional matters and appoints faculty to shared governance committees.

The senate, through the Academic Policy and Planning Committee (AP&P), is charged with curriculum development and policy review. The chief instructional officer (an ex-officio member of AP&P) and academic deans provide technical advice and support to AP&P (*Curriculum Development Guide*, page iii). The process for adopting new programs is modeled after that used by the Chancellor's Office (*Curriculum Development Guide*, page 73).

Another example of faculty involvement in student learning programs and services is their participation on the distance learning committee. Established in 1994, this district committee provides input on the various distance learning issues, including quality of online instruction, as well as technological innovations in course delivery (Distance Learning Committee meeting minutes).

Faculty play a key role in all aspects of college governance dealing with academic issues. The college supports senate operations by providing a total of 80-100 percent FTE reassigned time for senate officers. According to board policy, the Academic Senate has a substantial role in advising the Board of Trustees on academic matters. Administrative Procedure 1112.01 ("Shared Governance") lists areas for which the Board of Trustees relies primarily on advice and judgment of the Academic Senate and areas for which the senate and administration must reach mutual agreement. An oral report from the Academic Senate president is a standing board agenda item.

In the 2008 *Faculty and Staff Accreditation Survey*, 61 percent of both full and part-time faculty agreed with the statement "faculty have a central role in the development and maintenance of educational programs." Although this suggests that almost two-thirds of both full and part-time faculty believe they have central roles in educational programs, these results represent a substantial decline from 90 percent of full-time and 78 percent of part-time faculty when the 2002 accreditation survey was administered. These results reflect changes in Title 5 regulations, the administrative leadership for curriculum development, and the curriculum committee processes.

The senate provides input to the administration and board on matters less directly related to academics through participation on Planning, Budget Advisory, and Facilities Advisory committees. Academic Senate input is either direct or through senate representation on shared governance committees.

To evaluate student learning programs, instructional faculty conduct program reviews every six years; to maintain compliance with Title 5, vocational programs conduct an additional review every two years. Student Services faculty also conduct program review every six years (Administrative Procedure 7930.02). For instructional reviews, students are asked for input through student surveys addressing questions about course content and the way the program meets their educational goals (Program Review, Student Survey question # 4, 9). Student Services programs solicit student feedback about how well their services support learning.

One year prior to the scheduled six-year instructional program review, members of the self-study team conduct a review of all courses and examine course prerequisites, co-requisites, advisories, and limitations. Additionally, courses approved to meet a general education requirement are reviewed to ensure the course outline meets the general education category definitions. Courses approved to meet the multicultural/gender graduation requirement are reviewed to ensure course content meets established criteria.

Student learning outcomes for programs and courses are developed by discipline faculty and are available to students through the catalog and course syllabi. The 2009-2010 catalog provides student learning outcomes for programs leading to degrees and certificates. Course student learning outcomes are published in each class syllabus. Student learning outcomes are also created and assessed for student support services (Student Learning Outcomes meeting minutes, course syllabi).

Students voice their opinions on curricular and educational matters through the Academic Policy and Planning Committee (AP&P). ASBG By-Laws state that the ASBG commissioner of curriculum works collaboratively with members of AP&P for academic improvement (By-Laws of the Associated Student Body Government, Article IX). In addition, students have representation on the Basic Skills Advisory Committee (By-Laws of the Associated Student Body Government, Article XI) and, through surveys, have a voice in program review (program review survey).

## **Self Evaluation**

Faculty play a central role in defining student programs and services. The AP&P oversees curriculum development and course review. Academic administrators participate with faculty at the department and AP&P levels.

## **Planning Agenda**

None.

**IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.**

**Descriptive Summary**

Allan Hancock College is committed to an environment with a clear governance structure and opportunities for all stakeholders to participate in dialogue on college policies and practices. The collective appreciation of communication is demonstrated in strategic direction four of the *Strategic Plan 2009-2013*:

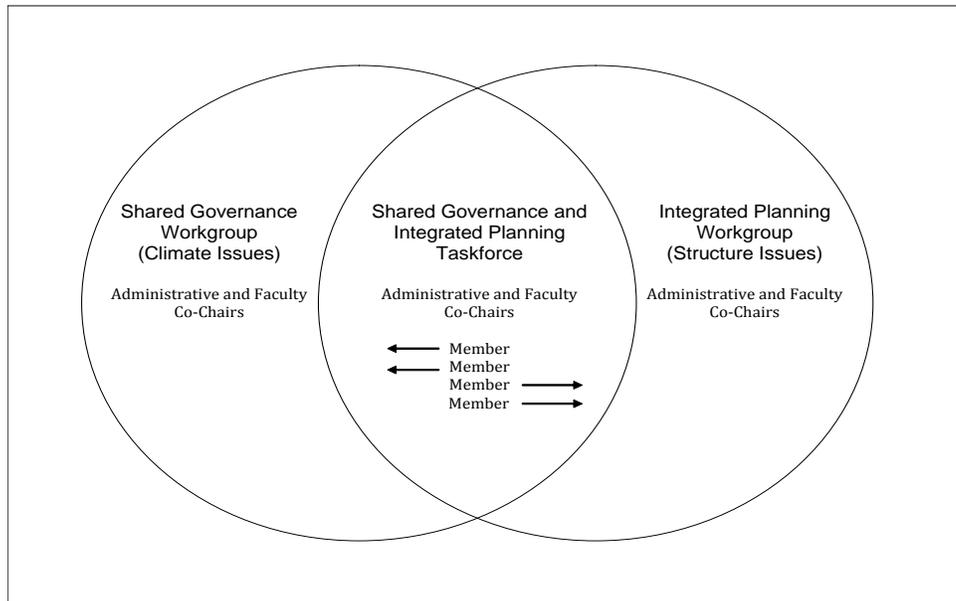
*Goal 4.2 – To create a planning consultation framework that includes input from all sectors of employees and the Board of Trustees*

*Objective 4.2.1: To identify opportunities and strategies to enhance communication between and among college employees*

The *Committees of Allan Hancock College 2007-2008* manual contains AHC administrative procedure 1112.01 (“Shared Governance”), which specifies the governance roles of faculty, administrators, staff, and students. In addition, this administrative procedure explains the shared responsibilities of all constituencies in planning educational programs and services.

Through various governance structures and processes, Allan Hancock College employees and the Board of Trustees work collaboratively to improve the institution and ensure communication. Twice a year all college employees are invited to the college “All Staff Day” where the superintendent/ president shares the latest information about college and statewide issues that affect the institution. In addition to information about the state and college budget, college personnel are apprised of committee work that changes the college philosophy, vision, mission and strategic planning goals. As the state budget continues to deteriorate, the superintendent/president keeps college employees informed by distributing his communiqué, Take Five. Faculty, staff and students are also invited to the superintendent/president’s roundtable where he shares information and answers questions.

In an effort to improve communication and clarify roles and responsibilities within the college governance structure, the Planning Committee formed a task force to address these topics. The chart below shows the relationship between the Shared Governance Workgroup, Shared Governance and Integrated Planning Task Force, and Integrated Planning Workgroup.



Through committee membership all groups work collaboratively towards institutional improvement. Currently faculty, administration, staff, and students are represented on four governance committees: the President’s Advisory Council, Planning Committee, Budget Advisory Committee, and Facilities Advisory Committee (*Committees of Allan Hancock College 2007-2008*). At this time the Shared Governance and Integrated Planning Task Force is reviewing committee structures, including which committees should be shared governance.

The college has a rich history of inclusive participation on college committees. Each employee group appoints representatives to shared governance committees and, when appropriate, to other district committees. Committee minutes and agendas are readily available on the college intranet to facilitate information flow and communication. Students can access information about ASBG participation on the college web site. ASBG by-laws and constitution specify the role and procedures for student representation in shared governance and are available online. ASBG meeting times, contact information and information about leadership classes are also on the web site ([www.hancockcollege.edu](http://www.hancockcollege.edu)). The commissioner of student rights and development informs the student body of their rights and keeps them updated about new laws and policies pertaining to students.

### Self Evaluation

Regular opportunities for dialogue and participation in decision-making are well established. In light of recent concerns raised by the Academic Senate, the Senate Executive Committee worked collaboratively with the superintendent/president to arrange an October 2008 retreat to discuss shared governance at Allan Hancock College. A summary report, “Toward a Common Vision of Shared Governance”, was issued October 26, 2008. A task force continues to meet in order to clarify the shared-governance structure. All constituency groups are committed to maintaining an ongoing dialogue about college

governance and decision making. Governance processes will be more clearly defined as a result of the Shared Governance and Integrated Planning Task Force work.

## Planning Agenda

None.

**IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

## Descriptive Summary

Allan Hancock College maintains successful relationships with many local, state and federal agencies and groups. In 2006 the college received a positive vote of confidence from the local community with passage of Measure I, a \$180 million general obligation bond. By law, the college established an oversight committee comprised of community members and all reports indicate that funds have been expended in a legal and appropriate manner.

Additional evidence of college relationships with external agencies is a long and successful history acquiring and managing state and federal grants; currently the college is managing 44 grants totaling \$11.5 million – a substantial sum for a college of this size. Current projects include ten federal awards for a total of \$6 million and 23 state awards for a total of \$5 million, as well as county and private foundation awards. In recent years funding has included multiple Department of Education grants, National Science Foundation grants, a Department of Labor grant, and a National Institutes of Health grant. Audits and external reviews consistently find the college in compliance with grant management rules and regulations.

Dealings with WASC provide further evidence of integrity and honesty. The college responded diligently to previous recommendations and progress was made in all areas (2007 Midterm report). The college received reaffirmation of accreditation after the previous two team visits and always responds quickly to commission requests. Recent history of communication between Allan Hancock College and the commission includes successful submissions of the 2007 midterm report, as well as successful substantive change applications in October 2007 and October 2008.

## Self Evaluation

Allan Hancock College has a strong reputation in the community it serves and with state and federal agencies. The college is respectful of accreditation standards and complies with commission regulations. Recently the college determined that substantive change applications had not been submitted for online programs. The college was honest in its communication with the commission and successfully submitted the substantive change proposals (Communication letters from ACCJC).

## Planning Agenda

None.

**IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## Descriptive Summary

In 2005 the new superintendent/president initiated an evaluation of the college planning process and overall committee structure. Critical factors evaluated included how well planning and resource allocation were linked and how well decision-making information was communicated to constituencies. The current strategic plan for 2009-2013 includes an objective to review governance:

*Objective 4.1.2: To review and revise shared governance processes to assure consultation in decision making.*

Prior to this most recent review of the planning process, the Planning Committee annually reviewed progress towards goals and changed processes to operate more effectively. Through a faculty and staff survey, committee and governance processes are evaluated every six years in preparation for accreditation. Survey results are available to all employees. In addition to the college-wide survey, in spring 2008 the Academic Senate conducted a focus group to assess faculty views on college governance. As mentioned in a previous section, a shared governance retreat in October 2008 focused on dialogue about college decision-making processes. These activities resulted in forming the Integrated Planning and Shared Governance Task Force, a group making recommendations for improvement in areas of policy, procedure, committee structure, and budget and resource allocation.

In December 2008 the Academic Policy and Planning Committee (AP&P) conducted a small group instructional diagnostic (SGID) survey to evaluate and improve the curriculum approval process. The group identified areas of success and areas needing improvement. For each area of improvement they agreed upon, the group suggested improvements (Facilitator Report Academic Policy and Planning Committee SGID).

## **Self Evaluation**

The college regularly evaluates its processes, including governance structures and decision making. Program review for academic and student service programs is a long-standing college practice. Student services recently underwent an evaluation which resulted in process improvement and now integrates SLOs into program review. Instructional program review is currently on the Academic Senate agenda. In addition, most administrative units conducted program review during the last six-year cycle. Program review board policies and procedures were recently revised to clarify and improve the program review process (Board Policy 7930; Administrative Policies 7930.01, 7930.02, 7930.03). The work of the Integrated Planning and Shared Governance Task Force will be shared in fall 2009 and will include many improvements and clarify decision-making roles and responsibilities.

## **Planning Agenda**

None.

## STANDARD IV: SUMMARY OF EVIDENCE

2007 Midterm Report

AB 1725

Academic Policy & Planning Committee meeting minutes

Academic Policy and Planning Committee curriculum report

Academic Policy and Planning Committee, Small Group Instructional Diagnostic  
*Accreditation and Staff Assessment Survey Fall 2002*

Administrative Procedure 1112.01

Administrative Procedure 7900.01

Administrative Procedure 7930.02

Agendas from meetings with local supers

Agendas, minutes, restructuring plan from Academic Affairs restructuring task group

AHC Administrative Procedure 1112.01

*AHC Fact Book*

AHC Strategic Planning Retreat 2008 Survey Results

*Allan Hancock College Board Policies and Administrative Procedures Manual*

Associated Student Body Government Mission Statement

Board of Trustees Agenda January 2009

Board of Trustees Agenda February 17, 2009

Board of Trustees Agenda special meeting July 31, 2009

Board of Trustees Candidates Materials

Board of Trustees Code of Ethics (2)

Board of Trustees meeting minutes February 17, 2009

Board of Trustees meeting minutes March 24, 2009

Board of Trustees meeting minutes December 16, 2008 (see board agenda January 2009)

Board of Trustees October 2008 Agenda

Board of Trustees Policy Manual Preface

Board of Trustees Self Evaluation Survey

Board Policy 1110 Policies of the Board of Trustees

Board Policy 1111 Changes in Policy

Board Policy 1112 Shared Governance

Board Policy 1150 Delegation of Authority

Board Policy 1210 Public Participation in Board Meetings

Board Policy 1400 Conflict of Interest Code (3)

Board Policy 2110: Administrator Evaluation

Board Policy 2300 Superintendent/President Succession

Board Policy Manual

Board presentation re: public safety

Bond Measure I Citizens Oversight Committee 2008 Annual Report to the Board of Trustees (see also  
Board of Trustees agenda Feb 17, 2009, p.142)

By-Laws of the Associated Student Body Government, Article II – XV

By-Laws of the Associated Student Body Government, Article III

By-Laws of the Associated Student Body Government, Article IX, Article XI

By-Laws of the Associated Student Body Government, Article VII  
Campus-Wide Standing Committees List, fall 2008  
Classified Employee Achievement Award form  
Classified Employee Achievement Awards  
*Committees of Allan Hancock College 2007-08 Manual*  
(<http://staffportal.hancockcollege.edu/Committees/default.aspx>)  
Community newspaper  
*Curriculum Development Guide*, page iii, page 73  
Distance Learning Committee meeting minutes  
Early Alert Referral Notice  
Enrollment management committee minutes  
EMI Pre-bond survey: Community Survey Results  
External and Internal Scans for strategic planning process  
*Faculty and Staff Accreditation Survey Fall 2008*  
*Faculty Resource Guide 2008-2009*  
First time student roster designation  
Focus Groups on Shared Governance for Classified Staff, 2003  
Foundation Board of Director's meeting minutes February 8, 2007  
<http://www.ccleague.org/i4a/pages/index.cfm?pageid=3312>  
Liebert, Cassidy, and Whitmore workshops  
New Trustee Information document (see Board of Trustees Candidates Materials)  
Planning Committee minutes  
Pre bond survey re: community perception of college (see  
*Program Review Resource Guide*)  
Program Review Survey  
Program Review Student Survey  
Rules and Regulations Board of Trustees Policy 1112  
Rules and Regulations Board of Trustees Policy 9100  
Rules and Regulations of the Board of Trustees  
Rules and Regulations of the Board of Trustees – Duties of the Board  
Rules and Regulations of the Board of Trustees, page 6  
Rules and Regulations of the Board of Trustees, pages 6-7  
SGID for Academic Policy & Planning Committee, December 2008 SGID for Academic Senate, 2008  
Spring 2009 Credit Schedule of Classes  
Staff Survey Budget Brainstorming Ideas  
([http://staff.hancockcollege.edu/survey/budget\\_brainstorming\\_ideas/bbi.aspx](http://staff.hancockcollege.edu/survey/budget_brainstorming_ideas/bbi.aspx))  
Statement of Economic Interest Form  
Strategic Plan  
*Strategic Plan 2009-2012*  
Student Learning Outcomes meeting minutes, course syllabi  
Substantive Change application, October 2007  
Substantive Change application, October 2008  
Superintendent/President Organization Chart  
Survey questions 53, 56

Take Five Newsletter

Toward a Common Vision of Shared Governance

Transfer Summit Summary Report

Trustee Handbook

[www.ccleague.org](http://www.ccleague.org)

[www.hancockcollege.edu](http://www.hancockcollege.edu)

[www.staff.hancockcollege.edu](http://www.staff.hancockcollege.edu)>useful links>Board Policies and Administrative Procedures

Young Educated Latino Leaders (YELL) conference agenda



Allan Hancock College  
Comprehensive Institutional Self Study Report

# Accreditation 2010

*Standard IVB  
Board and Administrative Organization*



*I found these “obstacles” a direct  
representation of how I see life: just  
another hurdle that I will overcome.*



Timothy Arguijo  
Major: high school student, undecided

## Standard IV B: Board and Administrative Organization

*In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.*

**IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

### Descriptive Summary

The Allan Hancock College governing board (Board of Trustees) is comprised of five publicly-elected community representatives from the 3,000 square mile district. The board ensures the district has adequate resources to provide quality learning programs and services. The “Board Policy Manual” clearly defines the board’s role in establishing policy and policies are reviewed and updated regularly. The board actively participates in the recruitment and evaluation of the superintendent/president. The board consistently follows a procedure for CEO selection that mirrors the board policy for administrative hiring with the exception of their direct responsibility for final interviews and selection.

### Self Evaluation

The college is fortunate to have a stable and highly committed board. Board members fully understand and support the community college mission and actively work to advance the quality of student learning and services through policies that ensure institutional effectiveness and support fiscal stability even under challenging economic conditions. The district adheres to standards of good practice in CEO selection. In the last two CEO recruitments the college has enlisted the services of a firm with an established reputation in top-level administrative recruitment and selection to help ensure the integrity of the hiring process. The college has only hired four presidents in the last half century and in each case the process has been successful.

### Planning Agenda

None.

**IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

**Descriptive Summary**

A five-member Board of Trustees (elected by voters) governs Allan Hancock College; each member represents a defined geographical area. In addition to the five publicly elected trustees, the board includes one non-voting student trustee elected by the student body. The student trustee attends all board meetings except closed sessions, may make and second motions, and has the right to concur on measures except those on the consent agenda or actions related to staff and collective bargaining. The term of office for elected trustees is four years, with elections held biennially during even-numbered years. In the event of a midterm vacancy, the board appoints an interim trustee to complete the term.

The board governs under authority from California’s Education Code (Rules and Regulations of the Board of Trustees) and has ultimate responsibility for college policy and fiscal stability.

Though the board is an independent policy-making entity. The Board of Trustees reviews and adopts the broad general policies which govern the district’s operation and frequently updates them to reflect current legislation and practice. These policies address issues such as human resources, student services, instruction, administrative services, and general college operations. Because board members are elected from designated regions within the college district, they are keenly aware of the diverse interests of the communities we serve and are well prepared to reflect those interests.

Though the board is an independent policy-making entity, it relies on the district’s shared-governance processes for input from all levels of the institution. Public comment periods at each Board of Trustees meeting provide an opportunity for the community at large to directly address the board. Emphasis on dialogue to guide institutional change ensures participation by both the college constituencies and the public. Board agendas and minutes are posted on the college website.

The board maintains a comprehensive policy manual (insert name) which is physically located in the library, superintendent/president’s office, and in each administrator’s office. Most policies are available to staff electronically on the college intranet and efforts are underway to post all board policies on the intranet and (Board of Trustee Policy Manual).

**Self Evaluation**

While the Board of Trustees is an independent policy-making body reflecting the public interest, it has authority only when acting as a board as a whole; the board is not bound by any statement or action of an individual board member (Board of Trustees Rules and Regulations). The board advocates for the institution and its mission and protects Allan Hancock College from special interests by reviewing

proposed policy changes in a first informational reading, allowing an opportunity for discussion and public input, and taking action at a subsequent meeting. If the board believes it has insufficient information or data for decision-making, more is requested before taking action. The board works collaboratively and independently in making decisions.

### **Planning Agenda**

None.

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

### **Descriptive Summary**

Board decisions reflect an understanding of the institutional mission statement and campus strategic plan. The board is informed about college programs and services through frequent presentations and formal reports and tours of departments. As a reference tool, the board has access to institutional data in the most recent *Fact Book*.

To ensure quality academic programs and faculty, the board reviews and approves all recommendations from the Academic Policy and Planning Committee (AP&P) as well as all job descriptions and personnel to be hired.

### **Self Evaluation**

Board policies are consistently guided by the college mission. Through responsible monitoring of the budget, the board has ensured that the college is financially stable and able to support the functions essential to quality programs and services.

### **Planning Agenda**

None.

### **IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

#### **Descriptive Summary**

The Board of Trustees has full responsibility for budget, approval of instructional programs, construction and maintenance of buildings, appointment of staff, and general operation of the college (Board Policy Manual preface).

All curriculum approved by the Academic Policy and Planning Committee (AP&P) must also be approved by the board. A comprehensive curriculum report for board review includes new courses, new programs and major and minor modifications to courses and programs (Academic Policy and Planning Committee Curriculum Report, Administrative Procedure 7900.01). In the past, courses were included in the class schedule before board approval with an understanding that they would only be offered if approved. In response to self-improvement suggestions, new courses are included in the schedule only after board approval.

The board continually reviews and approves matters with fiscal impact (board members receive a monthly financial report) and thoroughly reviews the annual college budget and results of an annual independent audit. The board approves all personnel to be hired and all job descriptions. They review and approve major institutional plans including the Scheduled Maintenance Plan, the Technology Master Plan, the Educational and Facilities Master Plan, and the College Strategic Plan. Since the passage of Measure I, the board continually reviews the project construction plan and participates in board workshops for each capital project (Rules and Regulations of the Board of Trustees-Duties of the Board; Strategic Plan).

#### **Self Evaluation**

Grounded in a strong commitment to the college mission and vision and a clear understanding of the appropriate role of community college trustees, the board exercises ultimate responsibility for the educational and financial integrity of the college as well as all legal matters concerning the district. As evidenced by board policy and meeting agendas and minutes, board members are vigilant in their attention to educational quality and fiscal stability.

#### **Planning Agenda**

None.

**IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

**Descriptive Summary**

“The Rules and Regulations of the Board of Trustees” specifies the board’s size, duties, responsibilities, structure, and operating procedures. The document calls for a five-member board and a non-voting student trustee. It also delineates board officers, board duties and responsibilities, open and closed-session meeting parameters to ensure Brown Act compliance, orientation of new board members, and board self-evaluation. “The Rules and Regulations of the Board of Trustees” are part of the Allan Hancock College Board Policies and Procedures and is available on the college website. In addition, printed copies are located in the superintendent/president’s office, the campus libraries, and in each administrator’s office.

**Self Evaluation**

The board ensures the publication of board bylaws and policies in “The Rules and Regulations of the Board of Trustees.” The document includes rules governing board size, duties, responsibilities, structure and operating procedures. This document posted on the college website and is available for public review.

**Planning Agenda**

None.

**IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

**Descriptive Summary**

The Board of Trustees is diligent in adhering to established policies and bylaws. All new board members participate in training on the responsibilities of community college trustees. This training emphasizes the importance of conforming to board policies and bylaws. The board updates policies as needed and as legislation warrants and follows the Community College League of California (CCLC) review process. Before presentation at a board meeting, the President’s Cabinet and President’s Advisory Council (comprised of all campus constituency leaders) review all new and revised board policies. After this review the policy is presented as an information item at a board meeting – providing an opportunity for discussion and public comment. The policy returns as an action item on the next month’s agenda (Board Policy 1110 – “Policies of the Board of Trustees”; Board Policy 1111- “Changes in Policy”). In addition,

the college subscribes to the Community College League of California's board policy and administrative procedure service. This service provides "policy and procedures samples that are legally required, legally advised, or suggested as good practice for boards and districts and updates to assist them in ensuring their board policies and administrative procedures are current" (<http://www.ccleague.org/i4a/pages/index.cfm?pageid=3312>).

## Self Evaluation

Board members are cognizant of their legal and ethical responsibilities as trustees and act in a manner consistent with board policies and bylaws. The board continually updates policies as dictated by legislative changes or in response to campus needs. The board has a policy for changing board policies. Most board meetings include either a first reading of a new or revised policy or an agenda item to approve a policy in final format (Board of Trustees Meeting Agendas and Minutes).

## Planning Agenda

None.

**IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

## Descriptive Summary

The governing board (Board of Trustees) has a variety of methods to ensure development of current and new board members. When a candidate files to run for a trustee position, he or she receives a packet of information about the district and the community college system (Candidate Materials document). The packet includes the following from the Community College League of California (CCLC):

- Board Candidate Information
- "Trusteeship – Tasks, Knowledge & Skills"
- Current Fast Facts
- Chapters 1 and 7 of the Trustee Handbook

In addition, the packet includes the following from Allan Hancock College:

- Rules and Regulations of the Board of Trustees
- Code of Ethics
- Current Statistical Picture
- "Choose Your Path..." Brochure
- Current College Catalog
- Current Schedule (credit classes)
- Current Spectrum (schedule of noncredit classes)

Candidates are invited, prior to the election, to meet with the superintendent/president to become familiar with board roles and responsibilities and the district. Board meeting invitations are also extended.

The superintendent/president assists each new trustee to understand the board functions, policies, procedures, and financial affairs. Board policy states that new board member orientation includes material to assist them fulfill board responsibilities, an invitation to meet with the superintendent/president and board president to discuss services performed for the board, and an invitation to attend board meetings (Rules and Regulations of the Board of Trustees, page 6). To prepare the member-elect for their first meeting and swearing in, orientation sessions are scheduled on (New Trustee Information Document):

- College governance, planning, policies, and board rules and responsibilities
- Community college finance, Allan Hancock College budget, collective bargaining, and student housing
- Academic affairs
- Student support services
- Facilities and safety

New board members participate in the CCLC new trustee workshop. Over the past six years, two new board members attended; four trustees were returning so did not attend the workshop.

The policy for new board member orientation states that orientations shall be ongoing so that members are informed about college programs and services (Rules and Regulations of the Board of Trustees, page 6). Therefore, in addition to the initial orientation, the college provides additional program introductions throughout the year. Most board meetings begin with presentations or tours to highlight various programs.

Board members attend CCLC and California Community College Trustees (CCCT) meetings regularly and receive publications from the Association of Community College Trustees (ACCT) and CCLC. All trustees are on the CCLC listserv to keep them informed about league events, advocacy, state budget status, professional development opportunities and conferences ([www.ccleague.org](http://www.ccleague.org)). All trustees receive an updated *Trustee Handbook* each year from CCLC (*Trustee Handbook*).

The Board of Trustees consists of five elected trustees and one non-voting student trustee. Each voting trustee is elected (or appointed in the case of a mid-term vacancy) to a four year term. Each trustee is elected from one of five trustee areas in order to ensure representation for the entire district. Each trustee area has approximately the same number of registered voters and the trustee must be a resident of and a qualified voter in the area he or she represents. Elections are held biennially to allow for staggered terms of office and continuity of membership (Rules and Regulations of the Board of Trustees, pages 1, 7) (Education Code 5009). Three members of the board were elected in 2008 and elections for two trustees will be held in 2010. It is not unusual for board members to be reelected thereby creating even greater continuity. Three of the current trustees have served on the board for more than ten years.

## Self Evaluation

Board development and education for new and continuing members is comprehensive and achieved through a variety of means. Trustee education begins when a candidate files to run for a trustee position and continues once elected. Candidates receive packets that include information from the CCLC about the community college system and district information including statistical data, current programs, and Board of Trustee rules and regulations. The superintendent/president meets with candidates to help them understand the district and to answer questions.

Once elected, the superintendent/president and the board president train new trustees in the board's functions, policies and procedures, as well as the financial affairs of the district. The trustee also completes CCLC training at a new trustee meeting.

Professional development continues for all members through meetings, conferences, presentations and tours highlighting various college programs. Training is also facilitated through department informational presentations at monthly board meetings. Board members attend the CCLC and CCCT meetings and receive publications from ACCT and CCLC. Through the CCLC listserv, all trustees are informed about CCLC events, advocacy, state budget status, professional development opportunities and conferences. All trustees also receive an updated CCLC Trustee Handbook each year.

## Planning Agenda

None.

**IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

## Descriptive Summary

In accordance with board policy, the governing board conducts self evaluation each year (Rules and Regulations of the Board of Trustees, page 6); the evaluation is completed at the summer board retreat. The CCLC survey model is used for self evaluation and consists of 45 questions that rate each item on a scale of one to five. The topics are board mission, advocacy, professional development, interpersonal relations, audience sensitivity, decision making, discernment, objectivity, performance orientation, financial responsibility and relationship with the superintendent/president (Board of Trustees Self Evaluation Survey). This self-evaluation is used for board improvement; goals are set in any areas needed.

## Self Evaluation

The Board of Trustees self evaluation is clearly defined and published in its rules and regulations. Evaluations are conducted annually and results are used to assess the board's effectiveness. Goals, based on evaluation, are set as an on-going process for improvement.

## Planning Agenda

None.

### **IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

#### **Descriptive Summary**

The Board of Trustees has adopted the "Board of Trustees Code of Ethics", *Rules and Regulations of the Board of Trustees* and a "Conflict of Interest Code" (Rules and Regulations of the Board of Trustees, Board of Trustees Code of Ethics, Board Policy 1400 Conflict of Interest Code). Currently the Board uses the *California Community College League Board Handbook* as a guide. The board abides by the "Fair Political Practices Act" and "Conflict of Interest" regulations. According to California state law, every year each board member files a Statement of Economic Interests with the district (form 700).

The board participates in an annual planning retreat to review its performance and compliance with the code of ethics and rules and regulations. At the retreat, board members perform a self evaluation and discuss it with the board as a whole.

## Self Evaluation

The "Board of Trustees Code of Ethics" and *Rules and Regulations of the Board of Trustees* provide comprehensive guidance for board conduct. The code of ethics emphasizes the role of the board and how it is distinct from college administration. In addition, it addresses compliance with the Brown Act, confidentiality, and respect for the opinions of other board members. A policy for addressing violations to the code of ethics is currently being prepared for board approval by the end of the fall 2009 semester.

## Planning Agenda

None.

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

**Descriptive Summary**

Allan Hancock College has a tradition of including one or two board members on self-study teams. The current self-study teams include one board member on Standard I and another on Standard IV. These board members received background information at the first general accreditation meeting in September 2008. The board also receives college correspondence from the commission on submissions of midterm reports (for example, the 2007 Midterm Report) and substantive change applications (October 2007 and October 2008). The board receives updates on self-study development at board meetings (for example, October 2008 Board of Trustee agenda) and a draft of the self study is available on the college intranet for review by trustees and the college community. Trustees participate in a workshop to review the reaffirmation process and discuss the content of the district’s self-study before the document is finalized (November 10, 2009 agenda and minutes).

**Self Evaluation**

The board is informed about accreditation and involved in the process in a number of ways. All board members receive regular status updates as board agenda information items, have access to a draft of the self study electronically and participate in a self-study workshop. Additionally, two board members have participated on self-study standard teams.

**Planning Agenda**

None.

**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

**Descriptive Summary**

According to the Allan Hancock College *Rules and Regulations of the Board of Trustees*, board duties include the selection, appointment, and dismissal of the superintendent/president. The board is actively

involved in the selection and evaluation of the CEO. In the recruitments conducted in 1991 and 2004, the board hired a consultant to help ensure the quality and integrity of the recruitment and selection process. The board provided input on hiring committee composition and other procedural issues such as the desired personal and professional characteristics included in the superintendent/president job announcement. Two board members participated in a site visit to the campus of the finalist. As specified in his contract, the board evaluates the superintendent/president annually –assessing progress towards achieving established goals and formulating new goals for the following year. The written performance evaluation is the basis for salary adjustments.

According to board policy (*Rules and Regulations of the Board of Trustees*), the board rules upon the superintendent/president’s recommendations in areas such as employee appointments and dismissals and resource allocation (including site utilization, physical plant development, capital outlay, and infrastructure repairs and maintenance). Thus, by policy the board is expected to respond to and rule upon administrative recommendations and not initiate or manage day-to-day operations. More directly, board policy 1150 (“Delegation of Authority”) specifically delegates to the superintendent/president the executive responsibility for administering the policies adopted by the board.

## **Self Evaluation**

The board selects and evaluates the superintendent/president. Board agendas demonstrate that the superintendent/president is responsible for formulating and recommending actions concerning resource allocation, employment decisions, and other actions that relate to policy and procedures. The board focuses on policy-level responsibilities and delegates day-to-day management of the district to the superintendent/president. The *Rules and Regulations of the Board of Trustees* clearly define and limit the board’s role in ruling upon superintendent/president recommendations and not making day-to-day administrative decisions and board policy specifically defines delegation of authority. The district is fortunate that all board members clearly understand and consistently adhere to the appropriate role of public community college trustees.

## **Planning Agenda**

None.

**IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

## **Descriptive Summary**

The superintendent/president provides effective leadership both directly and indirectly throughout the institution. He chairs the President’s Cabinet (“cabinet”) which is composed of the senior college

administrators (four vice presidents and the director of Public Affairs and Publications). Through the cabinet, the superintendent/president provides direction on institution decision making regarding operations and procedures. The superintendent/president also chairs the college planning committee where he has led the effort to review and revise the college planning processes, its decision making procedures, and committee structures. This evaluation process has resulted in an improved system to be implemented in spring 2010. The superintendent/president works closely with the director of Institutional Research and Planning to ensure planning follow up.

Budget recommendations are brought to the president by the Budget Advisory Committee. Recommendations are discussed at cabinet; after discussions the budget is finalized and adopted by the Board. Recommendations for new expenditures are handled in a similar fashion.

All hiring is recommended to the Board of Trustees by the superintendent/president. He is responsible for a second-tier interview for all faculty and administrative hiring. He further conducts a monthly administrative council meeting which all college administrators attend and during which they share information and advice on college operations. The superintendent/president further leads the institution through regular communication (*Take Five*) and communication with the greater college community.

## **Self-Evaluation**

The college is well organized, financially stable, growing, outcomes-oriented, integrated into the community, and highly represented and regarded in the community. The superintendent/president provides the vision, the oversight, and the leadership that re-affirms the belief that the college can do what it aims to do.

## **Planning Agenda**

None.

**IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

## **Descriptive Summary**

The superintendent/president reports to the Board of Trustees and assumes primary responsibility for the operation of the college (Board policy 1150 - "Delegation of Authority"). He works with a constituency-based policy committee, the President's Advisory Council, to develop and recommend policies; chairs the Planning Committee and provides direction through the strategic planning process; and sets the tone for communication and integrity at the college. For a college with 11,000 credit and

4,100 noncredit students, numerous departments and programs must work effectively to meet student academic needs and a variety of services must be in place to efficiently move students through the system.

As of the 2008-2009 academic year, the administrative structure consists of four organizational areas led by four vice presidents: the associate superintendent/vice president of Administrative Services, associate superintendent/vice president of Academic Affairs, vice president of Student Services, and vice president of Facilities and Operations. Each vice president reports directly to the superintendent/president. Others reporting directly to the superintendent/president are the director of Information and Technology Services, the director of Public Affairs and Publications, the director of Human Resources, the director of the Title V grant, and the executive director of the Allan Hancock College Foundation.

Job descriptions for the vice presidents specify their duties and indicate that the vice presidents are delegated areas of authority that do not overlap; operational responsibility resides with the superintendent/president. Board Policy 2300 (“Superintendent/President Succession”) delegates authority to the superintendent/president to appoint an acting superintendent/president to serve in his absence for short periods of time. In his absence, administrative responsibility shall reside with (in order) the associate superintendent/vice president of Administrative Services, the associate superintendent/vice president of Academic Affairs, and the vice president of Student Services.

The vice president of Administrative Services oversees the directors of Business Services, Auxiliary Accounting, the bookstore, Public Safety, and the Pacific Conservatory of Performing Arts (PCPA). The vice president of Academic Affairs oversees six academic deans; the associate deans of Learning Resources, Health and Physical Education and Athletics, and PCPA; and the directors of Institutional Grants, Institutional Research and Planning, and the MESA program. The vice president of Student Services oversees the dean of Counseling and Matriculation as well as the directors of Admissions and Records, EOPS and Special Outreach, Financial Aid, CalSOAP consortium, the Learning Assistance Program, and the coordinator of Health Services. The vice president of Facilities and Operations oversees the director of Plant Services and the implementation of general obligation bond construction projects.

Considerable turnover among administrative personnel began in 2005. In addition to new vice presidents of Academic Affairs and Student Services, there was turnover among division deans and associate deans, the dean of Counseling and Matriculation, the director of Admissions and Records, and the director of Human Resources (filled after an interim appointment, vacated after one year, and filled again unsuccessfully). Some turnover occurred as a result of retirements and career advancement opportunities. For example, the executive dean of Off Campus Programs was promoted to vice president of Student Services, creating a vacancy in the off-campus programs. The executive dean position was filled and re-defined as dean of the Extended Campus. Evaluation of administrative structure has been ongoing throughout this period. The associate dean of Economic Development was changed to dean of Community Education with added responsibilities. A fourth dean in Academic Affairs was added in 2005 to balance a growing workload and to improve student learning programs and services.

Administrative changes provided an opportunity to evaluate organizational structure and consider program realignment. The superintendent/president formed a task force (comprised of administrators,

faculty, and staff) that met in summer and fall 2008 to review the organization of academic programs and recommend better program balances in terms of content similarity and dean workload. In December 2008 the task force made recommendations which the superintendent/president shared with the Academic Senate.

The superintendent/president has final authority for recommending hiring of staff, conducts evaluations of those he directly supervises and may review all other evaluations. Early in his presidency and at the request of the Board of Trustees, the superintendent/president asked the Management Association to review the procedure for evaluating administrators and to recommend a simplified procedure. This process was delayed due to administrative turnover and a final recommendation was made in December 2008. In early 2009, a policy revision went to the board for approval.

### **Self Evaluation**

The last few years included a period of change in personnel and organizational structure. Because of difficulty in filling some administrative positions, administrators have, at times, taken on more than their primary workload. When adequate pools of applicants were not available to successfully fill positions, consulting firms were used to recruit or fill positions. This was particularly true with the director of Human Resources. Another position that was difficult to fill was the dean of Counseling – filled by the director of Financial Aid and then by an outside retired administrator. Hiring personnel who represent the cultural diversity of the student body remains a challenge, in spite of following an outside consulting firm’s recommendations on improving the hiring practices. Difficulties in attracting diverse applicant pools are a result of high cost of living in the area, a compensation package often not competitive with urban districts, challenges of relocation and employment of spouses.

The college has a rich history of evaluating its administrative structure. Although the current configuration may undergo further reorganization, the existing structure provides adequate oversight of college educational, student support, and administrative services activities. Administrators are technically proficient in their assigned areas of responsibility and also serve as important institutional leaders. However, in general, administrators report there are not enough professional development opportunities and the Management Association has requested reconstituting a “grow your own” leadership program. While opportunities for professional development are available, survey results suggest that administrators may not access them, possibly due to time constraints.

### **Planning Agenda**

Review by Management Association of current opportunities for professional development and consider how the program can be made more robust.

**IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.**

### **Descriptive Summary**

A change in superintendent/president occurred in 2005 when the superintendent/president of 14 years retired. The superintendent/president chairs the Planning Committee and since 2007 has led the strategic planning process – a process of dialogue and thorough evaluation of the planning structure with a goal to link the planning process to student outcomes. In conjunction with developing a new strategic plan, he has led a process to review college planning and communication structures -- including a comprehensive examination of program review and unit planning, the roles and functions of campus committees, and the college governance structure. The plan proposes to meld planning and budgeting processes in response to needs identified in unit-level program reviews. The superintendent/president also oversees the U.S. Department of Education Title V grant that focuses on infusing seven institutional learning outcomes across the curriculum and developing assessment methods to institutionalize the ongoing process of evidence-based program improvement.

The superintendent/president and the Board of Trustees meet annually in a retreat to set and review goals which are then shared with the President’s Cabinet, President’s Advisory Council and Administrative Council. During All Staff Days at the beginning of each semester, the superintendent/president informs the campus community of the state of the college, its accomplishments, and priority issues (backing up his remarks when appropriate with statistical data provided by Institutional Research). In this forum he reminds staff that AHC’s highest priority is student learning and that service leadership should be reflected in all our actions. He communicates regularly with all staff via email and his Take Five newsletter. He holds a weekly open office hour for staff to drop in and meets with bargaining unit leadership regularly so they can share their concerns. He actively promotes college values and goals with administrators at Administrative Council meetings.

In order to analyze and improve institutional performance, the superintendent/president encourages wide distribution of data generated by the Institutional Research Office. He and the vice president of Academic Affairs use institutional data to improve efficiency, manage enrollment, and guide decision making. A new Enrollment Management Committee was established to update the college Enrollment Management Plan and more effectively coordinate activities from outreach to program offerings. Recent committee actions focus on responding to an enrollment surge with limited growth funding. Committee dialogue focuses on the college’s mission and vision while directing enrollment planning in response to the statewide phenomena. As a result of enrollment management decisions, the college reduced section offerings yet maintained access – evidence is the larger increase in enrollment than the reduction in sections (Enrollment Management Committee minutes).

The program review process (with its reliance on research data to assess student learning) is an example of how the superintendent/president relies on data and analysis to guide decision making. Recently the process was reviewed and Board Policy 7930 (“Program Evaluation”) was updated in December 2008. All units follow a regular six-year review schedule except for vocational programs which are on a two-year cycle. The evaluation and recommendation subsections from each program review provide the basis for informed decision making on courses, programs, personnel, facilities, equipment, and budget. Another example of the superintendent/president’s reliance on data to guide decision making, is his recommendation to the Board of Trustees to move the public safety program from the campus in Santa Maria to the Lompoc Valley Center. This recommendation was based on data from multiple sources, including input from all constituency groups both inside and outside the college (Public Safety Board Presentation).

In formulating its goals and priorities, the college relies on research information and data from various sources. The superintendent/president and the director of Institutional Research and Planning (IRP) co-chair the Planning Committee. Relevant and accurate data are routinely reported in enrollment reports, student profile reports, and reports that provide information on retention, success and student transfer. The director of Institutional Research and Planning also sits on the Budget Advisory Committee and is instrumental in facilitating the strategic planning process. The college *Fact Book* (updated annually) reports demographic information on students, staff, enrollment as well as community information that informs how the college serves the community. Since 2008 the director of IRP supervises the learning outcomes analyst (a position initially developed with a Title V grant and being institutionalized over a five-year period) who oversees gathering and analyzing learning outcomes assessment data. Student learning outcome data are incorporated in program review and planning processes (Fact Book, Student profile reports, Enrollment reports, IRP website).

## **Self Evaluation**

The institution uses ongoing systematic evaluation and planning for continuous improvement leading to improved student learning. Data and analyses are widely distributed and used throughout the college. Dialogue about institutional effectiveness is evident in the development of the new planning and budget process under review in the Planning Committee.

With new leadership came an ongoing review of planning processes. Evidence that communication regarding planning needs to be a high priority is found in the responses to the 2008 survey statement “the institution effectively defines goals, develops plans, and establishes priorities for the institution.” Forty-one percent of those responding agreed and 22 percent were not sure.

## Planning Agenda

None.

**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

## Descriptive Summary

The superintendent/president, with delegated authority from the Board of Trustees and support of the President's Cabinet and college administration, guides the implementation of Title 5, the Education Code, regulations and governing board policies. He ensures that decisions are consistent with policies and regulations and that institutional practices are consistent with the institutional mission and policies. The President's Cabinet reviews and revises policies that are then brought through shared governance to the Board of Trustees for adoption.

In meetings such as Administrative Council and Academic Administrators, administrative staff regularly discuss application of state laws and board policies. Curriculum matters are shared at Academic Planning and Policy (AP&P). Liebert Cassidy workshops, pertaining to labor law and college governance, are available to managers.

## Self Evaluation

Voters passed a general obligation bond in 2006 and an oversight committee was established to oversee the implementation and expenditure of funds. All regulations have been complied with and reports on implementation have been transparent. Regular close communication with senior staff and the Board of Trustees ensures that college practices are consistent with its mission and policies. The superintendent/president sets the tone for compliance and proper implementation of rules, regulations and governing board policies. Examples include All Staff Day presentations on college goals and accreditation standards, the lack of findings in annual audits, and a reaffirmation of accreditation with only a midterm report after the last visit.

## Planning Agenda

None.

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**IV.B.2.d. The president effectively controls budget and expenditures.**

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**Descriptive Summary**

The superintendent/president oversees the budget and expenditures in keeping with the college mission, vision, and planning goals. The superintendent/president submits a tentative budget to the Board of Trustees in June and a final budget for adoption in September. He ensures that the district complies with a board recommendation to maintain a minimum five-percent reserve. He directly supervises the vice president of Administrative Services and meets with her regularly about budget and expenditures. At his direction, the vice president of Administrative Services presents a monthly fiscal report to the Board of Trustees. As chair of the Planning Committee, the superintendent/president led the development of a new planning process that more effectively connects department planning and program review to resource allocation. He has established a tighter spending approval process and plays a major role in budget decisions. For example, he is the final authority in staffing decisions and in all expenditures over \$5,000. During this time of statewide fiscal crisis, he informs the campus community regularly (via email) of the state budget status, especially as it pertains to funding for education. With the reality of mid-year budget cuts looming, he is leading joint planning and budget committee meetings to identify sources of savings and revenue generation. At his direction, an online site was established for employees to submit suggestions for budget reductions and revenue generation. A budget brainstorm task force reviews the suggestions and makes recommendations but the superintendent/president will make final decisions. He works closely with the vice president of Administrative Services to make contingency plans for meeting expenditures when the state budget is delayed.

Further evidence of the superintendent/president's effective control of budget and expenditures is the college response to the Governmental Accounting Standards Board (GASB) issued statement 45 (a requirement for districts to identify and disclose their obligation for post-employment benefits as an expense and, to the extent not pre-funded, as a liability on their financial statements). After consultation with the Budget Advisory Committee, a reserve was established and a process put into place to service future liabilities.

In 2005-2006 the superintendent/president led a campaign to pass a \$180,000,000 bond measure. After the bond measure passed in June 2006, an eight member Citizens' Oversight Committee was established. Quarterly meetings are held to review progress toward implementation of construction and technology projects and to review expenditure of funds. A report from the chair of the oversight committee at the February 2009 Board of Trustee meeting confirmed that the college continues to operate in compliance with state law.

The superintendent/president provides leadership for the development of external resources, such as grants and private funds. The executive director of the AHC Foundation reports directly to the superintendent/president to ensure that fund raising fits with the district strategic objectives. Working with the executive director, the superintendent/president established a President's Circle to develop an innovation fund; to date \$191,228 has been raised.

## Self Evaluation

The superintendent/president effectively controls budgets and expenditures; as evidence, the district has consistently maintained a 5-6 percent reserve. Although sound fiscal policies are in place, only a third of faculty and staff agreed (and one in five were unable to respond to the survey statement) that “the institution efficiently manages resources and implements institutional established priorities,” - indicating a lack of understanding of financial priorities.

## Planning Agenda

Develop communication methods and strategies to inform the campus community about planning and budget processes.

### **IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

#### Descriptive Summary

The Office of the superintendent/president of Allan Hancock College has a high profile in the community and the superintendent/president has a strong, credible community presence – evident by the passage of a general obligation bond in 2006. The superintendent/president maintains contact with the community and its leaders who provide advice on how the college can best serve the community. He serves on the Marian Hospital Community Board, the Santa Maria Valley Chamber of Commerce Board and collaborated with community leaders to organize the annual Young Educated Latino Leaders conference, first held in fall 2007 on the Santa Maria campus. This event features elected officials and leaders from the local community reaching out to Latino youth about the importance of continuing education. He has been invited to speak at area chambers of commerce and service clubs, including Rotary, Kiwanis, and Minerva Club. He is also a keynote speaker at migrant parent and student conferences and other primarily Spanish-speaking convocations. In addition, the superintendent/president hosts a regular roundtable meeting with community leaders and local school district superintendents. Each month the superintendent/president reports on his community contacts to the Board of Trustees.

The superintendent/president works with the director of Public Information and Publications and the executive director of the AHC Foundation, both of whom have connections in the community. Communication with the community is also accomplished through the college website; the public has access to links to campus events, general obligation bond updates, and news releases that are also sent to the media.

A newsletter – *Community News* – is distributed to district residents to keep them informed of significant college activities and events. The college releases timely information to local newspapers about

newsworthy items occurring on campus and responds to comments by the press when appropriate. To meet community needs, information received from community organizations is used to consider additional programming options.

### **Self Evaluation**

The college meets the standard. Results of a community survey prior to the bond campaign indicated the following:

- 95 percent of community respondents gave the college a “Favorable” rating
- 88 percent rate the overall quality of education as “Excellent” or “Good”
- 80 percent say they trust the Allan Hancock Joint Community College District to make good decisions with tax dollars

The superintendent/president is recognized and respected in the community as a leader with a commitment to ensuring the college provides a quality education for its students.

### **Planning Agenda**

None.

## STANDARD IV: SUMMARY OF EVIDENCE

2007 Midterm Report

AB 1725

Academic Policy & Planning Committee meeting minutes

Academic Policy and Planning Committee curriculum report

Academic Policy and Planning Committee, Small Group Instructional Diagnostic  
*Accreditation and Staff Assessment Survey Fall 2002*

Administrative Procedure 1112.01

Administrative Procedure 7900.01

Administrative Procedure 7930.02

Agendas from meetings with local supers

Agendas, minutes, restructuring plan from Academic Affairs restructuring task group

AHC Administrative Procedure 1112.01

*AHC Fact Book*

AHC Strategic Planning Retreat 2008 Survey Results

*Allan Hancock College Board Policies and Administrative Procedures Manual*

Associated Student Body Government Mission Statement

Board of Trustees Agenda January 2009

Board of Trustees Agenda February 17, 2009

Board of Trustees Agenda special meeting July 31, 2009

Board of Trustees Candidates Materials

Board of Trustees Code of Ethics (2)

Board of Trustees meeting minutes February 17, 2009

Board of Trustees meeting minutes March 24, 2009

Board of Trustees meeting minutes December 16, 2008 (see board agenda January 2009)

Board of Trustees October 2008 Agenda

Board of Trustees Policy Manual Preface

Board of Trustees Self Evaluation Survey

Board Policy 1110 Policies of the Board of Trustees

Board Policy 1111 Changes in Policy

Board Policy 1112 Shared Governance

Board Policy 1150 Delegation of Authority

Board Policy 1210 Public Participation in Board Meetings

Board Policy 1400 Conflict of Interest Code (3)

Board Policy 2110: Administrator Evaluation

Board Policy 2300 Superintendent/President Succession

Board Policy Manual

Board presentation re: public safety

Bond Measure I Citizens Oversight Committee 2008 Annual Report to the Board of Trustees (see also  
Board of Trustees agenda Feb 17, 2009, p.142)

By-Laws of the Associated Student Body Government, Article II – XV

By-Laws of the Associated Student Body Government, Article III

By-Laws of the Associated Student Body Government, Article IX, Article XI

By-Laws of the Associated Student Body Government, Article VII  
Campus-Wide Standing Committees List, fall 2008  
Classified Employee Achievement Award form  
Classified Employee Achievement Awards  
*Committees of Allan Hancock College 2007-08 Manual*  
(<http://staffportal.hancockcollege.edu/Committees/default.aspx>)  
Community newspaper  
*Curriculum Development Guide*, page iii, page 73  
Distance Learning Committee meeting minutes  
Early Alert Referral Notice  
Enrollment management committee minutes  
EMI Pre-bond survey: Community Survey Results  
External and Internal Scans for strategic planning process  
*Faculty and Staff Accreditation Survey Fall 2008*  
*Faculty Resource Guide 2008-2009*  
First time student roster designation  
Focus Groups on Shared Governance for Classified Staff, 2003  
Foundation Board of Director's meeting minutes February 8, 2007  
<http://www.ccleague.org/i4a/pages/index.cfm?pageid=3312>  
Liebert, Cassidy, and Whitmore workshops  
New Trustee Information document (see Board of Trustees Candidates Materials)  
Planning Committee minutes  
Pre bond survey re: community perception of college (see  
*Program Review Resource Guide*  
Program Review Survey  
Program Review Student Survey  
Rules and Regulations Board of Trustees Policy 1112  
Rules and Regulations Board of Trustees Policy 9100  
Rules and Regulations of the Board of Trustees  
Rules and Regulations of the Board of Trustees – Duties of the Board  
Rules and Regulations of the Board of Trustees, page 6  
Rules and Regulations of the Board of Trustees, pages 6-7  
SGID for Academic Policy & Planning Committee, December 2008 SGID for Academic Senate, 2008  
Spring 2009 Credit Schedule of Classes  
Staff Survey Budget Brainstorming Ideas  
([http://staff.hancockcollege.edu/survey/budget\\_brainstorming\\_ideas/bbi.aspx](http://staff.hancockcollege.edu/survey/budget_brainstorming_ideas/bbi.aspx))  
Statement of Economic Interest Form  
Strategic Plan  
*Strategic Plan 2009-2012*  
Student Learning Outcomes meeting minutes, course syllabi  
Substantive Change application, October 2007  
Substantive Change application, October 2008  
Superintendent/President Organization Chart  
Survey questions 53, 56

Take Five Newsletter

Toward a Common Vision of Shared Governance

Transfer Summit Summary Report

Trustee Handbook

[www.ccleague.org](http://www.ccleague.org)

[www.hancockcollege.edu](http://www.hancockcollege.edu)

[www.staff.hancockcollege.edu](http://www.staff.hancockcollege.edu)>useful links>Board Policies and Administrative Procedures

Young Educated Latino Leaders (YELL) conference agenda

On the front cover.

*Our cozy Library is brimming with books that offer me knowledge and entertainment.*

Katie O'Neill  
Major: Geology and Photography

On the back cover.

*We are all running together to reach our common goal, a bright exciting future.*

Caitlyn Grasso  
Major: photography

# Accreditation 2010

Comprehensive Institutional Self Study Report

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

