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# ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

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## AGENDA Special Board Meeting Friday, September 6, 2013

Larry Lahr, President  
Gregory A. Pensa, Vice President  
Tim Bennett  
Bernard E. Jones  
Hilda Zacarías  
Lauren Kueffler, Student Trustee

**Santa Ynez Valley Union High School**  
Board Room  
2975 East Highway 246, Santa Ynez, California 93460

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Page</u> | <u>Time</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| 1. Call to Order                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             | 8:30 AM     |
| 2. Public Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |             |
| <p>The section of the agenda is intended for members of the public to address the board on items involving the school district. The leading speaker from the audience on each side of an issue will be limited to five (5) minutes. Additional speakers are limited to two (2) minutes. To address the Board of Trustees, please fill out a <u>Request to Address the Board of Trustees</u> form and provide it to the superintendent/president <u>prior</u> to this part of the agenda.</p> <p>Public comment not pertaining to specific agenda items is welcome under public comment. Testimony on specific agenda items will be welcome during consideration of the item by the Board of Trustees. When public testimony is completed regarding a specific agenda item, discussion is then confined to board members only. This practice is in accordance with laws governing Board of Trustees public meetings.</p> |             |             |
| 3. Presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             | 8:30 AM     |
| 3.A. Board Roles and Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |             |
| <p>Mr. Edward Hernandez Jr. and Mr. Jim Walker, with Community College Search Services, will provide information for the board of trustees on their role and responsibilities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |             |
| 4. Working Lunch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             | 11:30 AM    |

	<u>Page</u>	<u>Time</u>
5. Information		
5.A. Board Open Hour	3	
An opportunity for the board of trustees to discuss the continuation of their open hour.		
5.B. Professional Growth	4	
An opportunity for the board of trustees to discuss their professional growth.		
6. Action Items		
6.A. Board Self-Evaluation	5	
Pursuant to the Rules and Regulations of the board of trustees, the board will conduct an annual review of its performance.		
6.B. Establish Goals for the Superintendent/President for 2013-2014	8	
An opportunity for the board and the superintendent/president to establish goals for 2013-2014.		
7. New Business		
8. Adjournment		1:00 p.m.
The next regular meeting of the Board of Trustees will be held on Tuesday, September 10, 2013. Tour of Marian Theatre begins at 4:30 p.m. Closed session begins at 5:00 p.m. Open session begins at 6:00 p.m.		

In compliance with the Americans with Disabilities Act, if you need assistance to participate in this meeting, please contact the President's Office at (805) 922-6966 ext. 3245. Please make requests 48 hours prior to the meeting in order to make reasonable arrangements to ensure accessibility to this meeting.



Kevin G. Walthers, Ph.D.  
Secretary to the Board of Trustees

To: Board of Trustees		Date:  September 6, 2013
From: Superintendent/President		
Subject: Board Open Hour		
Reason for Board Consideration:  INFORMATION	Item Number:  5.A.	Enclosures:  Page 1 of 1

**BACKGROUND:**

Last fall, the board of trustees began holding an open hour on the Santa Maria Campus and the Lompoc and Solvang centers. This will provide an opportunity to determine if the board will continue to hold an open hour.

Administrator Initiating Item:  Kevin G. Walthers	Final Disposition:
---------------------------------------------------------	--------------------

To: Board of Trustees		Date:  September 6, 2013
From: Superintendent/President		
Subject: Professional Growth for Board of Trustees		
Reason for Board Consideration:  INFORMATION	Item Number:  5.B.	Enclosures:  Page 1 of 1

**BACKGROUND:**

Trustee Zacarías previously requested an opportunity to discuss professional growth for the board of trustees. This provides an opportunity to determine what course of action, if any, the board would like to take.

Administrator Initiating Item:  Kevin G. Walthers	Final Disposition:
---------------------------------------------------------	--------------------

To: Board of Trustees		Date:  September 6, 2013
From: Superintendent/President		
Subject: Board Self-Evaluation		
Reason for Board Consideration:  ACTION	Item Number:  6.A.	Enclosures:  Page 1 of 3

**BACKGROUND:**

Board rules and regulations specify that the Board of Trustees will conduct an annual self-evaluation. Each Trustee received an advance copy of the self-evaluation survey for review.

This meeting provides an opportunity for board discussion.

**FISCAL IMPACT**

None

**RECOMMENDATION**

It is recommended that the board of trustees conduct its annual self-evaluation.

Administrator Initiating Item:  Kevin G. Walthers	Final Disposition:
---------------------------------------------------------	--------------------

## Board of Trustees Self Evaluation September 2013

Rarely  
Seldom  
Sometimes  
Often  
Almost Always

THIS BOARD

***(Mission)***

- |                                                                                                             |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. manifests a primary motive to be of service to people.....                                               | 1 | 2 | 3 | 4 | 5 |
| 2. expresses commitment that the college provide the best educational options possible<br>for students..... | 1 | 2 | 3 | 4 | 5 |
| 3. makes decisions with the best interest of the college and its students at heart.....                     | 1 | 2 | 3 | 4 | 5 |
| 4. believes the college should provide a quality education for students.....                                | 1 | 2 | 3 | 4 | 5 |

THIS BOARD

***(Advocacy)***

- |                                                                                                                               |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 5. supports the development of students as the most important purpose of the college.....                                     | 1 | 2 | 3 | 4 | 5 |
| 6. actively encourages the exploration of effective educational approaches .....                                              | 1 | 2 | 3 | 4 | 5 |
| 7. talks about the good things happening in the college .....                                                                 | 1 | 2 | 3 | 4 | 5 |
| 8. is supportive of administrators, faculty and classified staff in their efforts to improve<br>education in the college..... | 1 | 2 | 3 | 4 | 5 |
| 9. ensures a continuous planned program of public information regarding the college .....                                     | 1 | 2 | 3 | 4 | 5 |

THIS BOARD

***(Professional Development)***

- |                                                                                           |   |   |   |   |   |
|-------------------------------------------------------------------------------------------|---|---|---|---|---|
| 10. strives to become increasingly effective as a board.....                              | 1 | 2 | 3 | 4 | 5 |
| 11. reads actively and keeps up to date on college issues.....                            | 1 | 2 | 3 | 4 | 5 |
| 12. attends workshops and conventions to improve as a board .....                         | 1 | 2 | 3 | 4 | 5 |
| 13. knows essential state laws and regulations affecting the district and the board ..... | 1 | 2 | 3 | 4 | 5 |
| 14. understands the programs and services of the college.....                             | 1 | 2 | 3 | 4 | 5 |

THIS BOARD

***(Interpersonal Relations)***

- |                                                                                                                   |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 15. actively works to develop and maintain a positive working relationship with all staff<br>and students .....   | 1 | 2 | 3 | 4 | 5 |
| 16. strives to maintain open communication among board members.....                                               | 1 | 2 | 3 | 4 | 5 |
| 17. regularly contributes to building an atmosphere of trust among the people within<br>the college.....          | 1 | 2 | 3 | 4 | 5 |
| 18. channels complaints, concerns and criticisms of the college or staff to the<br>superintendent/president ..... | 1 | 2 | 3 | 4 | 5 |

THE BOARD

***(Audience Sensitivity)***

- |                                                                                               |   |   |   |   |   |
|-----------------------------------------------------------------------------------------------|---|---|---|---|---|
| 19. is responsive to the thoughts and feelings of college employees.....                      | 1 | 2 | 3 | 4 | 5 |
| 20. actively works to know and understand the attitudes and desires of community members .... | 1 | 2 | 3 | 4 | 5 |
| 21. supports a process to provide staff input in decision making.....                         | 1 | 2 | 3 | 4 | 5 |
| 22. exhibits high appreciation for the feelings and opinions of students.....                 | 1 | 2 | 3 | 4 | 5 |

THE BOARD	<b>(Decision Making)</b>					Rarely	Seldom	Sometimes	Often	Almost Always
23. openly discusses issues .....	1	2	3	4	5					
24. seriously listens to community people about their differing views .....	1	2	3	4	5					
25. makes decisions on the basis of objective evidence and consideration of the recommendation of the superintendent/president.....	1	2	3	4	5					
26. listens to the viewpoints of faculty, staff, administrators and students.....	1	2	3	4	5					
27. protects the superintendent/president and staff from unjust criticism .....	1	2	3	4	5					

THE BOARD	<b>(Discernment)</b>					Rarely	Seldom	Sometimes	Often	Almost Always
28. strives to make important decisions after considering the perceptions of all board members.....	1	2	3	4	5					
29. is tactful yet open with thoughts and feelings in public sessions .....	1	2	3	4	5					
30. encourages unity of purpose among board members .....	1	2	3	4	5					
31. openly accepts differences of views among board members.....	1	2	3	4	5					
32. resists effort of special-interest groups to influence programs if the effect would be detrimental to students.....	1	2	3	4	5					

THIS BOARD	<b>(Objectivity)</b>					Rarely	Seldom	Sometimes	Often	Almost Always
33. provides an opportunity at board meetings for open expressions of individuals and groups .....	1	2	3	4	5					
34. supports the employment and development of outstanding staff members.....	1	2	3	4	5					
35. will take a stand for what it believes is right for students and the college as a whole.....	1	2	3	4	5					

THE BOARD	<b>(Performance Orientation)</b>					Rarely	Seldom	Sometimes	Often	Almost Always
36. appears to be adequately prepared for board meetings .....	1	2	3	4	5					
37. supports the goals and objectives established for the college .....	1	2	3	4	5					
38. supports comprehensive staff, student and program evaluation.....	1	2	3	4	5					
39. supports systematic and objective ways to evaluate board members and the superintendent/president .....	1	2	3	4	5					

THE BOARD	<b>(Financial Responsibility)</b>					Rarely	Seldom	Sometimes	Often	Almost Always
40. takes the leadership in seeking community support for additional financing for the college.....	1	2	3	4	5					
41. ensures the college engages in effective budget development and sound fiscal practices .....	1	2	3	4	5					
42. requests regular reporting on the financial status of the college and ensures adequate reserves .....	1	2	3	4	5					

THE BOARD	<b>(Relationship with Superintendent/President)</b>					Rarely	Seldom	Sometimes	Often	Almost Always
43. gives guidance to the superintendent/president.....	1	2	3	4	5					
44. grants authority to the superintendent/president and his/her staff.....	1	2	3	4	5					
45. supports the superintendent/president in decisions/actions.....	1	2	3	4	5					

To: Board of Trustees		Date:  September 6, 2013
From: Superintendent/President		
Subject: Establish Goals for the Superintendent/President		
Reason for Board Consideration:  ACTION	Item Number:  6.B.	Enclosures:  Page 1 of 19

**BACKGROUND:**

The board of trustees will establish 2013-2014 goals consistent with the 2009-2013 Strategic Plan for the superintendent/president.

**FISCAL IMPACT**

None

**RECOMMENDATION**

It is recommended that the board of trustees establish goals for the superintendent/president for the 2013-2014 academic year.

Administrator Initiating Item:  Kevin G. Walthers	Final Disposition:
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# Strategic Plan 2009-2013



# OVERVIEW OF THE STRATEGIC PLANNING PROCESS



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## Strategic Planning Retreat Participants

The college held a strategic planning retreat off campus on January 16, 2008. More than 80 college constituents, including representative of the student body, board of trustees, administrators, full-time and part-time faculty, classified, confidential/supervisory, and community leaders participated in the retreat and contributed to the strategic planning process.

## Introduction: Assessing the Current Environment

Like all community colleges, Allan Hancock College (AHC) faces new challenges and opportunities everyday. To deal effectively with these challenges and to develop a meaningful road map to guide it over the next years, the college undertook an external and internal scan as part of the 2008 Strategic Plan process. The scan consisted of an economic and demographic analysis by the UCSB Economic Forecast Project, a review of other pertinent source data, the completion of several self-administered surveys by key constituent groups (students, faculty, staff, administrators, employers, and community members) and in-depth interviews of administrators, staff members, and other college personnel. The purpose of the assessment was to identify external and internal factors that have the potential to either impede or advance AHC's success as a community college dedicated to helping students achieve their educational goals. More specifically, the scan process brought to light certain assumptions on which the Strategic Plan has subsequently been based. These factors and assumptions are described below.

# EXTERNAL FACTORS



## Global Level

- Globalization will continue to shrink the world and integrate economies and cultures requiring educators and students to become more globally aware and sensitive<sup>1</sup>.
- Technological change will continue to accelerate. By the year 2010, new technical information which now doubles every two years will double every 72 hours<sup>2</sup>.
- Students will become more technologically savvy and demanding, placing great pressure on educators to keep up with online interactivity, technological changes<sup>3</sup>.
- Growth of Web 2.0 will revolutionize communications, business, and other sectors as much as, if not more so, than the Internet<sup>4</sup>.
- Competition for students from non-traditional sources such as private training providers, foreign universities, and increasing access to distance learning will increasingly impact student choices vis a vis education<sup>5</sup>.
- Employers will continue to seek employees who are technologically, scientifically, and culturally literate<sup>6</sup>.

## National Level

- The young people comprising a large portion of the student population are very different than yesterday's students. Current research indicates that today's teens want social and real-time interaction, opportunities for personal expression, and gadgets. They dislike complexity, bad design, cost, and things that impede personal expression<sup>7</sup>.

- A national crisis is brewing, spawned by the fact that U.S. global economic prowess is contracting because of an underskilled workforce. The current science, technology, engineering and mathematics (STEM) innovation workforce accounts for more than 50 percent of the nation's sustained economic growth<sup>8</sup> and estimates place retirement levels of STEM workers also at 50 percent. According to the U.S. Department of Labor, jobs requiring technical skills are growing at three times the rate of other jobs, with industries such as manufacturing and construction, traditionally good entry points for untrained workers, now requiring more technical expertise.
- The gap between employee skills and employer needs will continue to widen leaving many jobs unfilled and many job seekers unemployed. This accounts for the importance being placed on basic skills initiatives across sectors and at all levels.
- Lifelong learning is a reality now being embraced by employers and the general public.
- With a new administration in 2009, educational policy changes can be expected at the federal level.
- The lack of consensus regarding immigration laws will continue unresolved in the short run, resulting in ambiguity for areas highly dependent on undocumented workers. If resolved in favor of those proposing closure of the borders, new restrictions will have significant impact on agricultural-dependent economies in California and in northern Santa Barbara County<sup>9</sup>.

## State Level

- For the first time in several years, California's economy is sagging, due in large part to its inordinate share of the U.S. mortgage crisis. This presents ongoing budget and programmatic challenges, as state revenues are greatly impacted by housing market changes<sup>10</sup>.
- The state of California will continue to impose budget cuts, with community colleges often bearing a disproportionate share of these cuts. This will place increasing pressure on community colleges to identify alternative funding sources.
- The statewide community college ballot initiative, Proposition 92, failed due to voter hesitancy to pass major budget initiatives as long as the state is faced with huge budget deficits.
- The California Community College Chancellor's Office facilitated the development of the first system-level strategic plan.
- California is suffering more than other states from the decline in STEM workers, employing 18 percent of the national science and engineering workforce, but

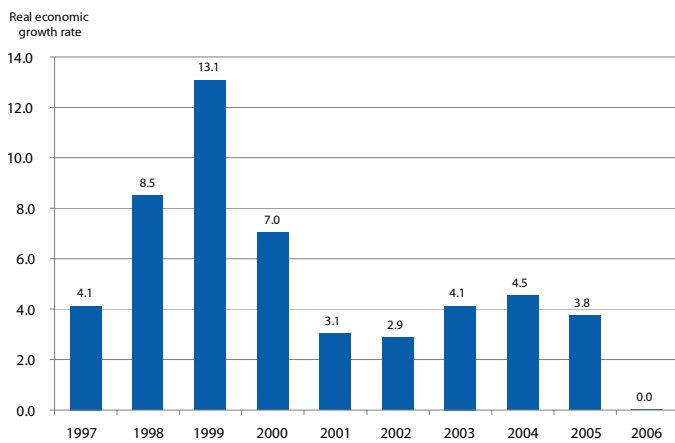
producing only 9 percent of U.S. technical graduates<sup>11</sup>. Only 4 percent of California ninth graders go on to complete science and/or engineering degrees<sup>12</sup>.

- Compounding the technical workforce shortage is the fact that California employs and produces an inadequate number of qualified science and math teachers for the K-12 system. According to the California Council on Science and Technology (CCST), 54 percent of current science and 66 percent of current math teachers do not have even a preliminary credential specific to these subjects. CCST also estimates a shortage of 33,200 single subject middle and high school science and math teachers over the next 10 years.
- The teaching and learning of basic skills continue to be areas of challenge for California education system, as in other states. However, as the state's concern over the issue grows, so do opportunities for interventions.
- Career Technical Education (CTE), or what was formerly called vocational education, is now a statewide priority receiving more attention and investment.
- California's K-12 system continues to provide challenges to higher education, with standardized tests showing California students underperforming compared to other states and countries. High school drop-out rates now stand at 50 percent in some urban areas of California. "Closing the achievement gap" is a recognized priority of the California Department of Education.

## Regional/Local Level

- The local economy will remain static for the next few years and will be weaker than that of the U.S. and the state of California. The economic surge experienced by northern Santa Barbara County, the Allan Hancock College market area, in the late 1990s and mid 2000s will not recur at the same levels in the foreseeable future. According to the

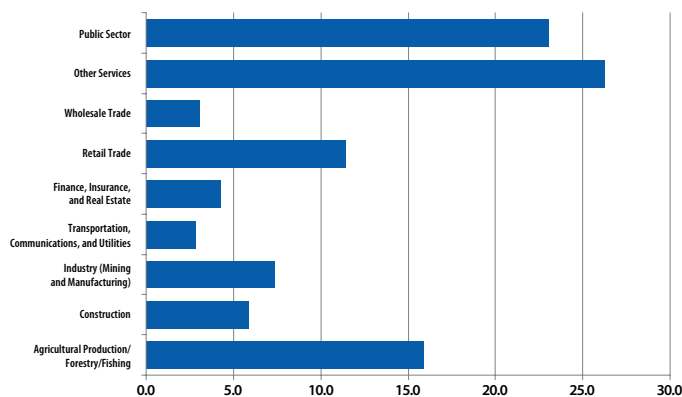
### Allan Hancock College Market Area Economic Growth



UCSB Economic Forecast Project's environmental scan for Allan Hancock College, the region's economy is likely to pick up in 2009 through 2012, but recovery will be subdued.

- The area's depressed real estate market, which is the result of the state-wide mortgage meltdown and overbuilding in the area, will continue to decline along with home sales and construction, possibly through 2009. By 2012, the outer years of this forecast, the real estate market will begin to recover as a result of pent-up demand and a declining inventory but will not bounce back to the highs experienced in 1990s<sup>13</sup>.
- The college's immediate marketing area will continue to have a pro-growth attitude setting it apart from neighboring cities of San Luis Obispo and Santa Barbara. As these two outlying areas recover from current economic downturns and the demand for affordable housing increases, northern Santa Barbara County will again become attractive as a place to buy or rent affordable housing<sup>14</sup>.
- Santa Maria (including Orcutt) and Lompoc, the area's largest cities, will continue to grow faster than other cities in the area. Guadalupe, although small in population by comparison to both Santa Maria and Lompoc, will also experience significant growth as a result of area development and in-migration of Hispanic residents<sup>15</sup>.

### Allan Hancock College Market Area 2006 Job Sector Shares



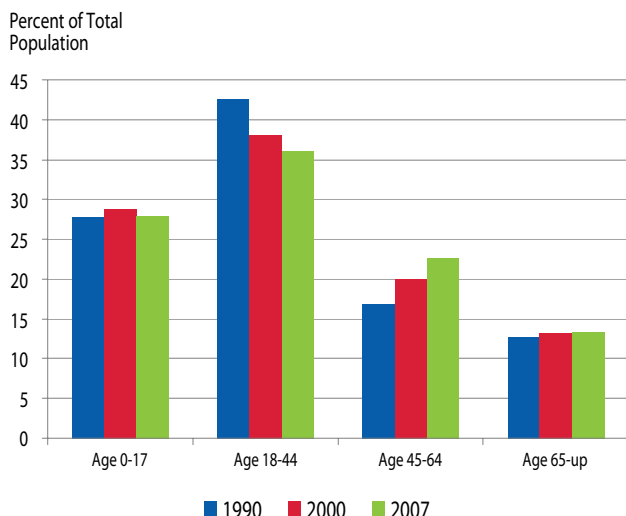
- Vandenberg Air Force Base (VAFB), located near Lompoc, will maintain its position as the area's largest single employer. VAFB currently accounts for 16 percent of the area's economy. At this point, there is no reason to believe that VAFB will not continue as the area's largest employer. Quite the contrary, there is speculation that it will become an even larger employment force over the coming years, providing more military and civilian jobs, and attracting

more private contractors to the area. Vandenberg Air Force Base, as a single entity, has a workforce impact equal that of the area's entire agricultural sector, which has the third highest workforce impact in northern Santa Barbara County. VAFB makes up a large portion of the "Public Sector" in the previous chart, the sector accounting for 23 percent of the region's jobs and ranking as the area's second largest employment sector<sup>16</sup>.

- The highest ranking sector which does not include VAFB is "Other Services". This sector represents 25 percent of the region's jobs and includes jobs categorized as professional/technical, education/health, leisure/hospitality and personal/repair services<sup>17</sup>.
- Aside from VAFB, there are few large, fast-growing employers in the area. Therefore, job growth is expected to be slow. Government revenue growth generated by taxable sales will also be weak<sup>18</sup>.
- Per capita taxable sales, which is below the state's average, will remain relatively low. This is based on the area's above average number of low paying jobs<sup>19</sup>.
- Some 20 percent of the area's economy is currently dependent on undocumented workers. Any change in immigration laws that impedes the flow of undocumented workers to the area will have a dramatic impact on the area's economy and population. While the initial impact is likely to be a reduction in student enrollment, a more distant outcome will be a demand for Allan Hancock College's training programs to improve worker skills, as the agriculture industry shifts from traditional agriculture to industrial agriculture. Such worker training programs will require nontraditional design and schedules<sup>20</sup>.
- Demographically, the area will continue to age;

educational attainment will become even more bimodal, with growth in both the number of those residents highly educated and those with little formal education. Due to an in-migration of Hispanics, the area has experienced a dramatic shift in age and an increase in the number of adults with less than a ninth grade education. As seen by the chart above, 18 to 44 year olds in 1990 outstripped those in 2007, while the age group 45-64 has increased in 2007, surpassing the numbers in that category in 1990. Contrary to national trends, those with low educational attainment (less than ninth grade education) have increased in the Allan Hancock College market area from 12.8 percent in 1990 to 13.8 percent in 2008. At the same time, the proportion of area residents with higher education has also increased<sup>21</sup>.

### Age Group Trends Allan Hancock College Market Area

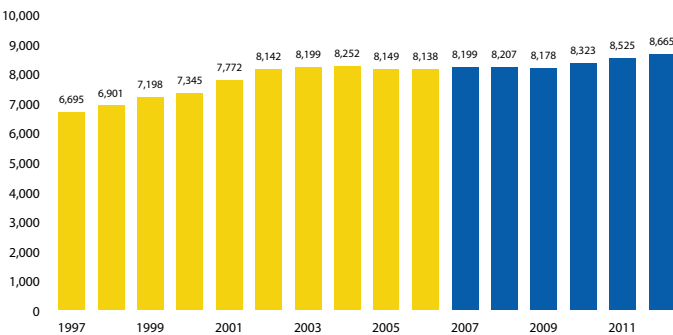


# INTERNAL FACTORS

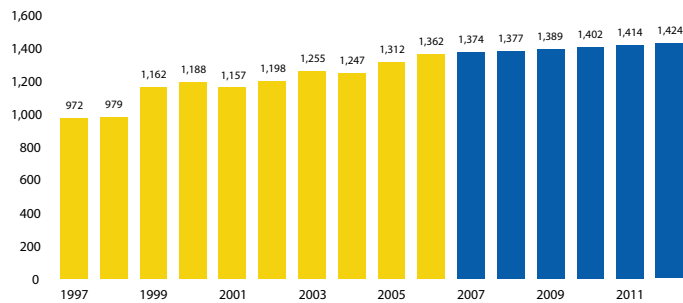


- AHC’s geographical marketing area will remain essentially the same, notwithstanding the high-growth potential distance learning market, which blurs geographical boundaries. Two additional feeder high schools (Nipomo High and Pioneer Valley High) are now fully operational. Top five feeder high schools remain Santa Maria High, Righetti High, Arroyo Grande High, Cabrillo High and Lompoc High<sup>22</sup>.
- Presuming fees do not increase and immigration laws remain the same as they currently are, student enrollment will climb slowly over the next five years. Forecasts suggest a 6.5 percent increase among credit students and 4.6 percent increase among noncredit students between 2008 and 2012. An increase in fees or a tightening of immigration laws will impact enrollment negatively<sup>23</sup>.

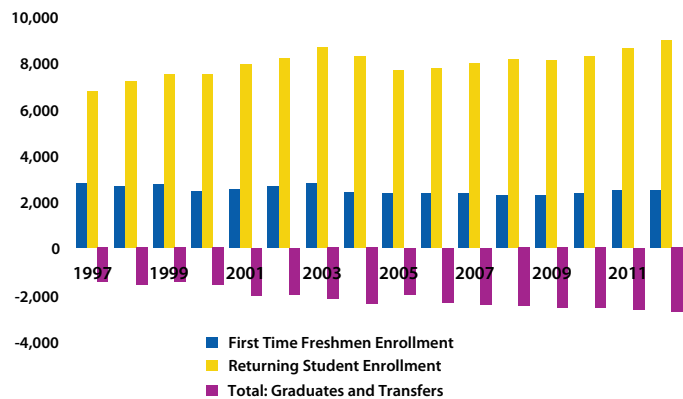
**Allan Hancock College FTES Credit Positive Enrollment**



**Allan Hancock College FTES Non-Credit Positive Enrollment**

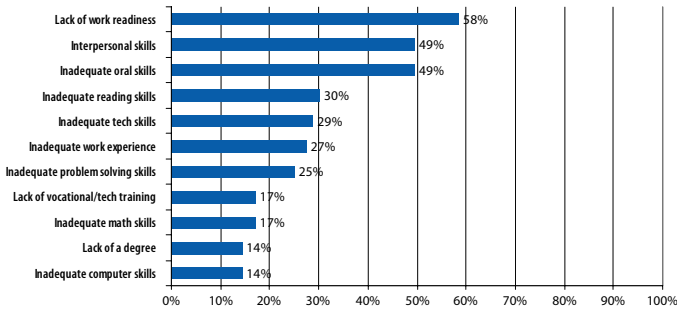


**Allan Hancock College Enrollment Components of Change**



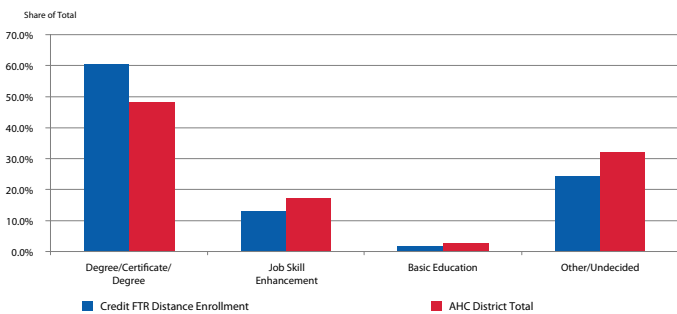
- Allan Hancock College will continue to cater to an increasingly diverse student body with varying skill levels. Traditional university-bound transfer students will make up the largest share of the student body. Demand for noncredit classes will increase. However, students with other goals will continue to access the college. Many students (traditional and non-traditional) will be under prepared to function at a community college level<sup>24</sup>. The employer survey developed and distributed by Strategic Vitality LLC and Opinion Studies pointed out numerous areas where students are rejected for employment. Demands to provide basic skill training and bilingual instruction will increase, due to both student and employer need, as shown in the illustration at the top of page six<sup>25</sup>.
- Interest in Distance Learning classes will continue to increase. Currently, about one-third of all students have taken at least one online class and an equal number of students expect to enroll in one or more Distance Learning classes in the next one or two terms. Students rate Distance Learning classes below traditional classes on nearly all factors, strongly suggesting a need to review and revise the program to make for a more satisfying class experience<sup>26</sup>. Distance Learning students are younger and more goal oriented than districtwide students. However,

### Reasons Reject Applicants



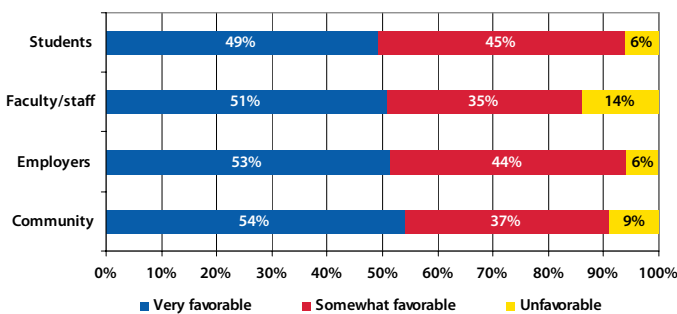
like districtwide students, they live throughout the district and not just in those communities farthest from the college<sup>27</sup>.

### Distance Learning Students Goals Compared with the Average District Student



- Allan Hancock College enjoys high approval ratings and is well regarded by students, faculty, administrators, staff members, employers and community members. All populations believe that the college is doing an excellent job preparing students to transfer to four-year universities and creating a positive learning environment<sup>28</sup>.

### Ratings of Allan Hancock College by Various Constituents Groups



- Improvement opportunities from the students' perspective include the expansion of course offerings, improvement in counseling services and an enhancement of the distance learning program. Students also noted a desire to have a more stimulating and exciting campus<sup>29</sup>.
- Revamping the college's evaluation process and human resource practices is top on the list of faculty and staff concerns along with increasing staff and faculty appointments. Improving work areas and classrooms and ensuring more access to up-to-date equipment is also a desired goal<sup>30</sup>.
- Other improvement opportunities include improving communications at all levels and streamlining decision-making processes<sup>31</sup>.
- Establishing a broader approach to decision making and prioritization that considers impacts on other district domains, students, community, and employers was seen as an opportunity for greater effectiveness<sup>32</sup>.
- Addressing the need for more cohesiveness as well as expansion in college outreach strategies promises greater results in student attraction<sup>33</sup>.
- Providing for more employee recognition and on-campus opportunities for collegiality among employees was frequently mentioned for maintaining a positive work environment<sup>34</sup>.
- Developing on-going relationships with area employers was identified as a significant opportunity. Such an effort would have multiple benefits, including improved communications between employers and the college, expanding funding sources and increasing educational opportunities for students in the form of internships and student projects<sup>35</sup>.
- Pursuing stronger relationships at the state level (e.g. Chancellor's Office, California Labor and Workforce Agency) is seen as an opportunity for additional Allan Hancock College visibility and funding. This, plus providing stronger linkage among planning bodies and those interfacing externally for visibility and/or funding (e.g. college points of contact for the Foundation, for grants, for economic development) could foster greater cross-cutting awareness of alternative funding and external friend-raising opportunities<sup>36</sup>.

# METHODOLOGY

In October of 2007, the Allan Hancock College strategic planning process began with a board of trustees retreat, as well as start-up meetings with the planning and budget committees, shared governance bodies representing various college constituencies. The Academic Senate also hosted a start-up meeting.

The ensuing months included a variety of activities designed to serve as an environmental assessment providing college stakeholders background information valuable for eventual development of strategic plan goals and objectives:

- An environmental scan of economic, demographic data to include a five year forecast as well as research into immigration and distance learning impacts
- Four separate surveys with a common core polling priorities, perspectives and needs of students, community, faculty/staff and administrators
- A series of external and internal interviews
- Constituency meetings

In January of 2008, approximately 100 Allan Hancock College employees from various constituencies, as well as representatives from the board of trustees and the community, participated in a retreat to review environmental assessment data, establish shared values, determine critical issues and develop priorities for development of goals and objectives.

The Planning Committee and constituency representatives then helped finalize the vision, mission and values statements, also worked through several drafts of the plan's goals and objectives before settling on those included in this document.



# ALLAN HANCOCK COLLEGE SHARED VALUES

**Student Success**

**Innovation**

**Mutual Respect**

**Lifelong Learning**

**Diversity**

**Academic Freedom**

**Shared Governance**

**Excellence**

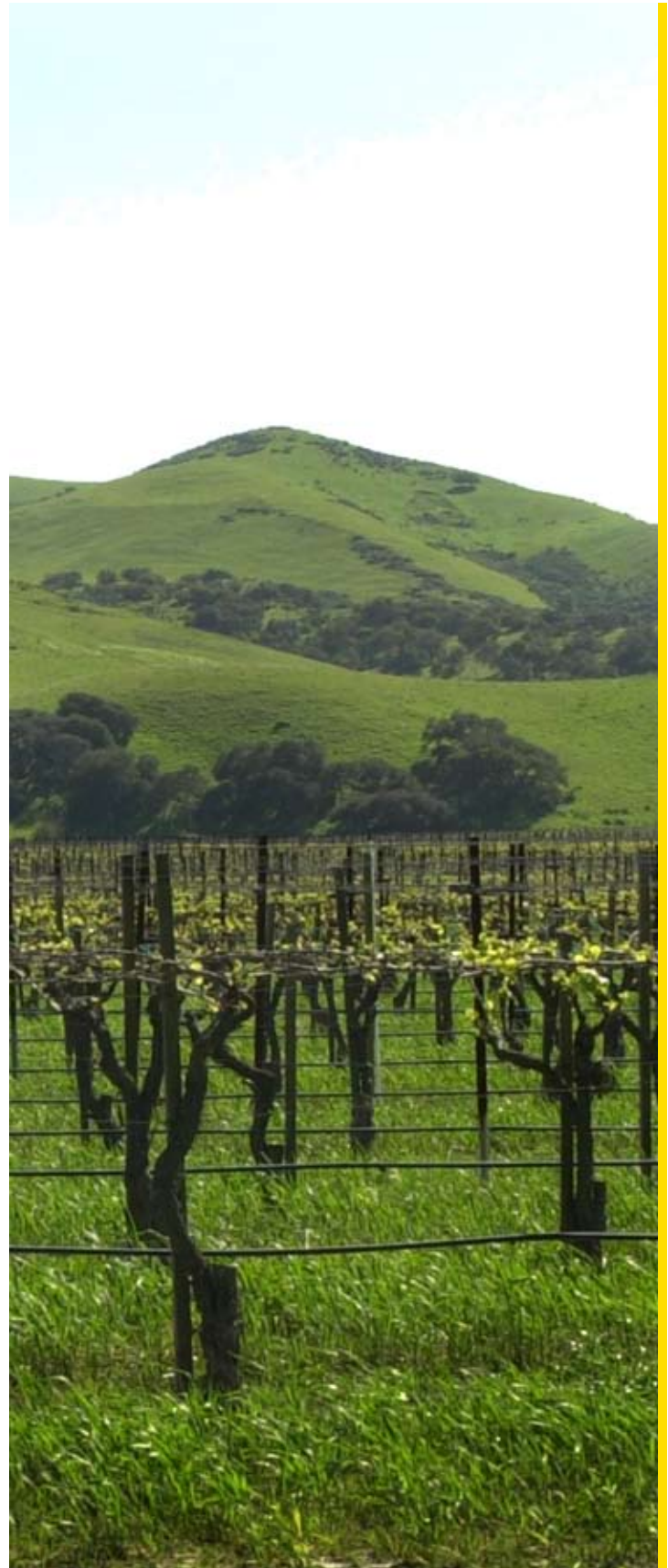
We at Allan Hancock College express our values in all that we do. Our commitment is to find innovative ways to enhance student achievement and to always put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning and services through open and honest communication.

## Vision

Allan Hancock College will be the recognized leader in student success through excellence in teaching, learning, and services in an environment of mutual respect.

## Mission

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community<sup>37</sup>.



# STRATEGIC DIRECTIONS



## Strategic Direction One

**Institutional Effectiveness:** *district policies and processes that ensure the effectiveness of the teaching/ learning culture while improving communication and collaboration.*

### Goal 1.1 – To identify the institutional capacity to fulfill the college mission.

- Objective 1.1.1: To determine the longitudinal, programmatic history of AHC's student achievement.
- Objective 1.1.2: To determine the learning and service needs of the AHC community.
- Objective 1.1.3: To develop an enrollment management plan responsive (addressing) to the data on the learning and service needs identified in Obj. 1.1.2.
- Objective 1.1.4: To determine the current budgetary institutional commitment to the five components of the California Community College mission.
- Objective 1.1.5: To develop the college budget reflective of the institutional commitment to the five components of the California Community College mission.

### Goal 1.2 – To implement a committee/process improvement initiative, across campus, to improve coordination, communication, and effectiveness.

- Objective 1.2.1: To identify key college committees/ processes for evaluation and improvement.
- Objective 1.2.2: To identify current elements to the key

college processes identified in Obj. 1.2.1.

- Objective 1.2.3: To identify improved elements to the key college processes identified in Obj. 1.2.2.
- Objective 1.2.4: To implement improved elements to the key college processes identified in Obj. 1.2.3.

## Strategic Direction Two

**Student Learning:** *educational programs and comprehensive student support services that are responsive to the assessment of learning outcomes.*

### Goal 2.1 – To define and assess student learning outcomes (SLO) for all college programs and services.

- Objective 2.1.1: To define SLOs for all courses listed in the college's master course list.
- Objective 2.1.2: To define SLOs for all programs listed in the college's catalog.
- Objective 2.1.3: To assess SLOs for all courses identified in Obj. 2.1.1.
- Objective 2.1.4: To assess SLOs for all programs identified in Obj. 2.1.2.
- Objective 2.1.5: To define and assess outcomes that support student learning in administrative service units.

### Goal 2.2 – To support student access, achievement, and success.

- Objective 2.2.1: To develop and implement an integrated student outreach program that maximizes access to college programs and services.
- Objective 2.2.2: To use SLO assessments of courses and programs to improve student achievement identified in Obj. 2.1.3, .4, and .5.
- Objective 2.2.3: To define and improve student success.
- Objective 2.2.4: To increase the advancement rate of students underprepared for collegiate level work.
- Objective 2.2.5: To identify needs and develop action plans to effectively serve special student populations.

## Strategic Direction Three

**Resources:** *the responsible and effective management of institutional resources (human, financial, technology, facility).*

### Goal 3.1 – To recruit and retain quality employees.

- Objective 3.1.1: To improve the efficiency and effectiveness in the hiring of employees, including attention to equity and diversity.
- Objective 3.1.2: To develop a succession plan to address the near and short-term retirement vacancies of employees, as appropriate for institutional effectiveness.
- Objective 3.1.3: To provide employees with high quality professional development opportunities to enhance the teaching, learning, and service outcomes of our work.
- Objective 3.1.4: To utilize a comprehensive staff development model to ensure the retention of quality college employees.

### Goal 3.2 – To develop district financial resources adequate to support quality programs and services.

- Objective 3.2.1: To utilize the enrollment management plan to maximize the FTES apportionment of the college.
- Objective 3.2.2: To maximize the utilization of Measure I funds for college capital projects, scheduled maintenance, and technology modernization.
- Objective 3.2.3: To develop and leverage AHC Foundation resources to support student success.
- Objective 3.2.4: To continue the pursuit of private and public grant opportunities that are aligned to the mission of the college.
- Objective 3.2.5: To demonstrate fiscal responsibility by managing college assets, revenues, and expenses.

### Goal 3.3 - To enhance and maintain currency in technology usage/applications in support of students and faculty, staff efficiency and operational effectiveness.

- Objective 3.3.1: To develop a campus-wide technology upgrade plan of action.
- Objective 3.3.2: To migrate mainframe hardware and software to 21st century standards.
- Objective 3.3.3: To provide comprehensive and responsive technology training to all college employees.

### Goal 3.4 – To provide a safe, attractive, and accessible physical environment that enhances the ability to teach, learn, and work.

- Objective 3.4.1: To collaboratively plan for college facilities construction and maintenance initiatives.
- Objective 3.4.2: To effectively respond to planned and unforeseen maintenance needs.
- Objective 3.4.3: To define and clarify the college's commitment to developing an environmentally conscious physical environment.

## Strategic Direction Four

**Governance:** *leadership, shared governance, and communication responsive to college and community change.*

### Goal 4.1 – To create a culture of data-driven decision making and prioritization informed by an organizational systems approach.

- Objective 4.1.1: To establish ongoing data collection procedures that contribute to instructional, student service, and administrative decision making.
- Objective 4.1.2: To review and revise shared governance processes to assure consultation in decision making.
- Objective 4.1.3: To ensure all college communication processes include opportunities for regular assessment, discussion of effectiveness, and revision.

### 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.

# RECOMMENDATIONS



Since the Strategic Directions identified in the Allan Hancock College Strategic Plan 2009- 2013 (Plan) are reflective of the accreditation standards under which the college operates, and because all of Allan Hancock College plans are expected to be in vertical alignment with this Plan, this document serves to provide continuity for the district-wide college planning process. For this to happen, the following implementation recommendations should be addressed:

1. A new, broader, institutional effectiveness committee should be established to replace the existing Planning and Budget Committees. The new committee should be made up not only of members of key district constituencies (faculty, classified, students, etc.), but of those with responsibility for key district reports, budgets, key operations and external interfaces (e.g. facilities, technology, equity plans, human resources, foundation, grants, and economic development). Existing district committees would become sub committees of this group, to ensure communication, alignment, integration and continuity in all campus planning and operations.
2. The name of the new committee should reflect its purpose of better integrating planning, budget and operations in support of student learning.
3. It is suggested that the superintendent/president chair the new committee.
4. To broaden involvement of employees and students and to foster new thinking and approaches, it is suggested

that the district clarify, define and articulate the role of various committees and their functions related to overall decision making for the district.

5. As the campus community gains a shared understanding of the above definition, role, and function, it is further recommended that a more formal process be established to populate committees. This process should include identifying membership, processes and timelines for appointments, length of service, reporting expectations, etc. Once the annual committee formation process is completed, a comprehensive document (such as the existing shared governance manual) can be used to inform all constituency groups of their representatives.
6. Integrated planning has come to the forefront of the expectations of the regional accrediting body (WASC/ AACJC). In order to position itself to meet these expectations, the district needs to create an integrated planning and resource allocation process. This process must include an annual unit (operational) plan to identify priorities and request resources, address institutional objectives, and assure an annual updating of the program review and planning document.

As integrated planning processes are initiated, efforts should be made to reinforce and validate the existing structures within the college. For example, academic affairs programs are built on a structure which includes: Discipline, Program, Department, Division.

The establishment/identification of "units" for the purposes of planning will need to be completed district wide.

Strategic Plan objectives will guide this unit planning process and it is through the unit plans that the strategic plan and other college planning will be implemented. In addition, the college's myriad of plans (technology, facilities, etc.), as well as the AHC educational master plan, can be built from inputs within the unit plans. The intent of the unit plan is to serve as the link between broad-based college strategic planning, master planning, program review and planning, and the district's accreditation self-study.

As the implementation vehicle and the core of all AHC planning activity, the unit plan implementation model will ensure that Allan Hancock College fulfills the intent of the strategic and other college plans, leverages its resources and better serves its students.

# ENDNOTES

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- 3 Don Tapscott and Anthony D. Williams, *Wikinomics, How Mass Collaboration Changes Everything*, New York: Penguin Group, 2006, p. 51
- 4 *Ibid.*, pp.37-39, 152
- 5 Geoff Scott, "Effective Change Management in Education", in *EDUCAUSE Review*, Volume 38, no 6 (2003) <http://www.EDUCAUSEREVIEW.edu>
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- 7 Martin Bean, "Setting the Context – The 21st Century Global Economy", presentation by Microsoft General Manager of Education Strategy at a November 2, 2007 US Department of Labor forum.
- 8 National Science Foundation, 2004
- 9 University of California, Santa Barbara Economic Forecast Project
- 10 *Ibid.*
- 11 The Boeing Company, 2008
- 12 California Council on Science and Technology, 2002
- 13 UCSB Economic Forecast Project Allan Hancock College Environmental Scan, 2007
- 14 *Ibid.*
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- 22 *Ibid.*
- 23 *Ibid.*
- 24 UCSB Economic Forecast Project Allan Hancock College Environmental Scan, 2007
- 25 *Ibid.*; Allan Hancock College Student and Employer Surveys, 2007-08
- 26 Allan Hancock College Student Survey, 2007
- 27 UCSB Economic Forecast Project Allan Hancock College Environmental Scan, 2007
- 28 Allan Hancock College Student, Faculty/Staff, Community and Employer Surveys, 2007-08
- 29 Allan Hancock College Student Survey, 2007
- 30 Allan Hancock College Faculty/Staff Survey, 2007
- 31 Allan Hancock College Student and Faculty/Staff Surveys, 2007-08.; Allan Hancock College strategic planning interviews, 2007-08
- 32 Allan Hancock College strategic planning interviews, 2007-08
- 33 Allan Hancock College Student, Faculty/Staff, Community and Employer Surveys, 2007-08; Allan Hancock College strategic planning interviews, 2007-08
- 34 Allan Hancock College Faculty/Staff Survey, 2007
- 35 Allan Hancock College Student, Faculty/Staff, Community and Employer Surveys, 2007-08; Allan Hancock College strategic planning interviews, 2007-08
- 36 Allan Hancock College strategic planning interviews, 2007-08
- 37 The California Community College System Office Mission and Vision Statement [www.cccco.edu/systemoffice](http://www.cccco.edu/systemoffice)

# PROGRAMS OF STUDY AND DEGREES AND CERTIFICATES

## Accounting

### Administration of Justice

Basic Law Enforcement Academy

### Agribusiness

Viticulture/Enology

Wine Marketing & Sales

Viticulture

Pairing Wine & Food

### Applied Design/Media

Animation

Graphics

Multimedia Arts & Communication

Photography

### Architectural Drafting

### Art

### Auto Body Technology

Auto Body Metal

Auto Body Refinishing

### Automotive Technology

Auto Service Management

Auto Tune-Up & Diagnostic Procedures

Auto Engine Rebuilding

Auto Chassis

High-Tech General Mechanic-

Tune-Up Emission Control Specialist

High-Tech General Mechanic-

Engine, Power Trains Specialist

### Biology

### Business Administration

### Business

Management

Marketing

Business

Administrative Assistant

Human Resource Management

Business Law

Customer Service

Supervisory Management

Executive Leadership

Entrepreneurship &

Small Business Management

Sales & Marketing

### Chemistry

### Computer Business Information Systems

Computer Business Office Software

Information Architecture

Office Systems Analysis

Office Software Support

Information Technology Fundamentals

Small Business Webmaster

### Computer Business Office Technology

Administrative Assistant/Secretarial

Legal Secretarial

Word/Information Processing

Computer Business Office Skills

Computer Business Presentations &

Publishing

Administrative Office Skills

### Computer Science

### Cosmetology

### Culinary Arts & Management

Restaurant Management

Dietetic Service Supervision

Food Production Supervision

Food Services Production

Catering & Events Management

Baking

### Culinology®

### Dance

### Dental Assisting

### Drama

Acting

Design/Technical Theater

### Early Childhood Studies

General

Elementary Education

Elementary Education-Bilingual/

Bicultural Emphasis

Preschool/Infant Toddler

Program Director

Special Education

### Electronics Technology

Electronics Technology

Digital Systems

Electronics Engineering Technology

Network Maintenance/

Digital Technologies

Computer Network Maintenance

and Digital Specialist

Electronic Training

Mechatronics

### Emergency Medical Services

Paramedic Training

Emergency Medical Technician 1

(Basic)

Emergency Medical Services Academy

EMT 1 (Basic) Refresher

Advanced Life Support

First Responder Update

### Engineering

### Engineering Technology

Civil Engineering

Mechatronics

Engineering Drafting

### English

### Environmental Technology

Environmental Health & Safety

Technician

### Family & Consumer Sciences

General

Fashion Studies

Fashion Merchandising

Interior Design Merchandising

### Film & Video Production

### Fire Technology

Firefighter Academy

### Human Services

General

Addiction Studies

Family Studies

Co-occurring Disorders

Family Services Worker 1

Family Services Worker 2

Family Services Worker 3

### International Studies

### Liberal Arts

Non-transfer: Arts & Humanities

Non-transfer: Mathematics & Science

Non-transfer: Social & Behavioral

Sciences

Transfer: Arts & Humanities

Transfer: Mathematics & Science

Transfer: Social & Behavioral Sciences

### Liberal Studies—Elementary

### Teacher Preparation

### Machine Technology

### Mathematics

Computer Science

Physics

### Medical Assisting

Administrative

Clinical

Medical Billing

Phlebotomy

### Music

### Nursing

Assistant

Assistant-Certified Home Health Aide

Assistant-Health Unit Coordinator

Assistant-Restorative Aide

Assistant-EKG/Monitor Observer

Vocational

Registered (LVN to RN only)

### Physical Education Teaching

### Physics

### Psychology

### Social Science

### Sound Technology

### Spanish

### Speech Communication

Communication Skills for Public Safety

& Health Professionals

Communication Skills for the Business

Professional

Communication Skills for the

Professional Speaker

### Transfer Studies

CSU General Education Breadth

Intersegmental General Education

Transfer (IGETC)

UC/CSU Transfer Studies (Math,

Engineering & Science majors)

### Welding Technology

Metal Fabrication

Pipe Welding

### Wildland Fire Technology

Operations

Prevention, Investigation,

Prescribed Burning

Logistics, Finance, Planning

# HISTORY OF ALLAN HANCOCK COLLEGE

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. In 1958, the voters approved a bond issue to purchase the airport site and finance a building program. By the fall of 1962, many classes were held in four new college buildings, the nucleus of a campus master plan designed for 2,000 students. These buildings included the Student Center, the Library, the Science Complex, and the north wing of the gymnasium. Many classes continued to be offered in buildings constructed for the original aeronautics college.

On July 1, 1963, the Allan Hancock Joint Community College District was formed by annexing the areas served by the Santa Ynez Valley High School District and the Lompoc Unified School District. This move expanded the district to 3,000 square miles, including the Channel Islands.

As enrollment continued to grow, the college expanded its facilities. The two-story Business Education building was opened in December 1964, and the Fine Arts building in the fall of 1965. Both the gymnasium and the Industrial Technology building were completed during the fall of 1967. The administration and student services buildings were ready for fall semester 1967, and the Performing Arts Center, which included the Marian Theatre, followed the next spring. The college bookstore was completed in May 1971.

In 1974, property and buildings located three blocks from campus were purchased from the Southern California



Gas Company, resulting in the addition of nine acres to the district's assets. Those buildings house the district's plant services operation, as well as the law enforcement, fire technology, and emergency services instructional programs. In 1977, the Learning Resources Center opened after the completion of a 16,000 square foot addition to the library and extensive remodeling of the existing structure.

The Learning Assistance building opened in 1982 to serve the physically disabled and students with learning disabilities. The Humanities Complex at the south end of the campus was completed in 1989.

The Family and Consumer Education facility began full operation for spring 1991 classes, and the Severson Theater, an addition to the Performing Arts Center, was completed in fall 1992, along with entry and roadway improvements. The original Student Center was completely remodeled and expanded in 2002 and now incorporates the bookstore within its walls.

An extensive remodel and expansion of the college's Learning Resources Center, one of four original campus buildings, was completed in 2007 to include a new, two-story addition, the Academic Resource Center (ARC), which houses student support operations such as the tutorial and writing centers. The Ann Foxworthy Gallery is also located inside the ARC. The gallery is named for Superintendent/President Emeritus Dr. Ann Foxworthy, who retired in 2005.

A new Community Education building opened in summer 2007. It contains modern

computer labs and classroom and office spaces, along with a professional culinary teaching kitchen. A two-story Science building opened for fall classes in August 2007, offering modern lab and classroom space for the life and physical sciences, mathematics and engineering, and health sciences departments.

A \$180 million bond measure passed by voters in June 2006 is paving the way for additional new facilities and technology enhancements that will be completed over the next 10 years. These include a Public Safety Complex, One-Stop Student Services building, childcare addition, Fine Arts building, industrial technology facility upgrade,

athletic facility improvements, and technology advancements.

The college is committed to serving the Lompoc and Santa Ynez valleys. It opened the Solvang Center in August 2000, and completed construction of a permanent Lompoc Valley Center in spring 1999.

Ever since the first classes taught at the Camp Cooke Army barracks in 1952, the college has offered extensive courses in the community. The college's Vandenberg Air Force Base Center opened in 1957; classes have been taught in Santa Ynez since 1971, and in Lompoc since 1974. The college began offering instruction on television in 1972, and classes via video in 1989. In 1998, online classes were incorporated into the curriculum. The college also carries a 40-year tradition of offering extensive evening classes.

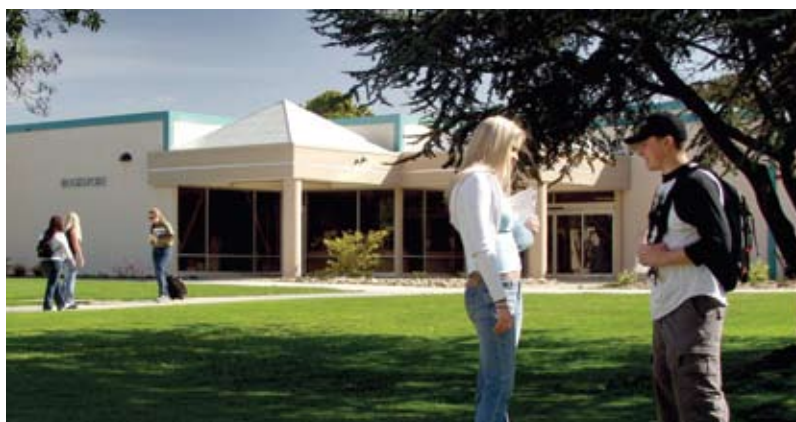
The college's curriculum has also grown to meet the community's needs, from the 1920

curriculum of 12 courses paralleling the University of California's lower division requirements, to more than 1,000 credit courses today. Programs have kept pace with changing needs since the very beginning with such courses as airplane mechanics and radio code in the 1930s and '40s to mechatronics and viticulture and enology today.

Since beginning its law enforcement certificate program in 1965, the college has granted certificates in such areas as fire technology, dental assisting, licensed vocational nursing, medical assisting, nursing assistant, emergency medical technician, and human services.

Liberal arts courses have continued their long-standing contributions through hundreds of courses and programs. In science, such courses as microbiology, anatomy, and geology are taught in exceptional labs. English, foreign languages, history, psychology, political science, music, drama, and art have anchored the curriculum since the college opened its doors. Since 1980, the college has sponsored a semester abroad program, which offers students the opportunity to study across the globe.

Starting in the late 1950s, the college began to offer remedial instruction, especially in mathematics and English. Since 1974, the Tutorial Center has



helped students on an individual and group basis. The resulting search for more effective teaching methods led to the opening of the Writing Center in 1975. The Math Center was established in 1996.

Students' financial needs outside the classroom have been met by a growing number of support programs. Last year, more than \$300,000 in scholarships was awarded through the Allan Hancock College Foundation. In 1974, the college opened its Financial Aid and Job Placement offices. In addition, the Extended Opportunity Programs and Services (EOPS) office has helped students with "over and above" support services since the 1970s.

The Community Education program, active since 1973, offers hundreds of courses including citizenship and classes for older adults. In an effort to offer programs for citizens of all ages, the college also sponsors a "College for Kids" dance program throughout the year. The arts and lectures series has been presenting distinguished speakers and performers since 1965.

Drama has formed a strong part of the college's relationship with the community. From its beginning in a converted badminton court in 1964, the Pacific Conservatory of the Performing Arts (PCPA) has offered more than 500 plays and musicals, maintained artists

in residence, and trained approximately 3,000 actors and technicians, many of whom have found employment in professional theater and the entertainment industry. PCPA has also presented plays in Solvang since 1971, leading to the founding of the Solvang Theaterfest in 1981.

Allan Hancock College has established itself

as a premier educational institution serving residents from the Central Coast of California and beyond. It also contributes significantly to the local economy as the fifth largest employer in northern Santa Barbara County, with approximately 1,300 employees. The history of Allan Hancock College is rich with accomplishments. Although the board of trustees, administration, faculty, and staff value the college's past, they also have a vision for the future, as do our students, who choose Allan Hancock College with the goal to **"Start here. Go anywhere."**

# NOTES

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**Santa Maria Campus**

800 South College Drive, Santa Maria, CA 93454-6399  
(805) 922-6966

**Lompoc Valley Center**

One Hancock Drive, Lompoc, CA 93436  
(805) 735-3366

**Vandenberg AFB Center**

144 Wyoming Avenue, bldg. 14003, Vandenberg AFB, CA 93437-6312  
(805) 734-3500 or (805) 605-5915

**Solvang Center**

320 Alisal Road, Ste. 306, Solvang CA 93463  
(805) 693-1543

**[www.hancockcollege.edu](http://www.hancockcollege.edu)**

**Strategic Planning Consultant Team:**

Strategic Vitality, LLC

UCSB Economic Forecast Project, Opinion Studies