

Nurtured

Directed

Focused

Valued

Engaged

Connected

ADMINISTRATION

Councils and Committees Pathways to Decisions

2024–25



Background: The Path Begins

The Councils and Committees manual is intended to strengthen the college's long-standing history of commitment to shared governance, foster an environment of open communication, and enhance processes in the spirit of continuous improvement.

The need to evaluate Allan Hancock College's existing planning and budget processes and the need to improve campus climate has been identified by both staff and administrators. The dialogue began in earnest with the October 2008 shared governance workshop facilitated by Regina Stanback-Stroud.

In response to workshop feedback, the Planning Committee formed a Shared Governance and Integrated Planning Taskforce to evaluate and improve the college's planning/budget and shared governance processes. The taskforce divided into two small groups to complete its charge:

1. *The Shared Governance Small Group*

Charged with proposing a "blueprint" for an environment that fosters shared governance and communication.

2. *The Integrated Planning Small Group*

Charged with making a recommendation regarding the college's committee structure and functions to assure the integration of budget and planning.

The Shared Governance Small Group completed the "blueprint" of this manual over the course of the spring 2009 semester. The Integrated Planning Small Group, reflecting on the "blueprint," completed its work during summer 2009, recommending a revised integrated planning model. The Shared Governance and Integrated Planning Taskforce then compiled the information into the draft "Decision Making Manual" as a recommendation to the Planning Committee, thus completing their charge in September 2009.

The Planning Committee reviewed the taskforce's recommendations and further developed the manual during fall 2009 and spring 2010 semesters.

Acknowledgements

The completion of this document was made possible by the input of our campus community and the hard work and dedication of the following committee, taskforce, and small group members.

Special Thanks

Special thanks to Jan Stollberg and Kathy Buckey for providing committee and document development support. Without their hard work and dedication, the development of this document would not have been possible.

Planning Committee Members

Rebecca Alarcio	Salvador Castillo	Christina Koob
Marla Allegre	Bill Cordero	Betty Miller
Roanna Bennie	Anna Davies	Mark Miller
Gary Bierly	Herb Elliott	Linda Reed
Kathy Buckey	Bruce Gourley	Suzanne Valery
Angela Caballero de Cordero	Felix Hernandez Jr.	Carol Van Name
Richard Carmody	Heather Hewchuck	

Shared Governance & Integrated Planning Taskforce

Marla Allegre	Felix Hernandez Jr.**	Robert Parisi
Yvette Andrade	Matt Hidingen	Charles Osiris
Angela Caballero de Cordero*	Julie Kuras	Candia Varni
Holly Costello	Mark Miller	Linda Reed
Anna Davies*	Paul Murphy	Margaret Tillery
Herb Elliott	Bob Nichols	

*Co-facilitators

**Alternate co-facilitator

Shared Governance Small Group

Marla Allegre	Christian Gardner	Rick Rantz
Kathy Buckey	Felix Hernandez Jr.*	Linda Reed
Ruth Buma	Julie Kuras	Margaret Tillery
Angela Caballero de Cordero*	Charles Osiris	Candia Varni
Herb Elliott	Robert Parisi	

* Co-facilitators

Integrated Planning Small Group

Yvette Andrade	Herb Elliott	Paul Murphy
Holly Costello	Matt Hidingen	Bob Nichols*
Anna Davies*	Mark Miller	Suzanne Valery

*Co-facilitators

2014 CCPD Task Force

Marla Allegre	Melinda Martinez	Glenn Owen*
Rebecca Andres	Paul Murphy	Christine Reed
Felix Hernandez Jr.*	Holly Nolan Chavez	*Co-facilitators

Table of Contents

Background: The Path Begins	i
Acknowledgements	ii
Introduction.....	1
Part I: The Decision-Making Process	2
Allan Hancock College Mission, Vision, and Values	2
Mission.....	2
Vision	2
Values	2
Decision-Making Philosophy	2
Campus Climate	3
Communication: A Path to Effective Decision Making.....	4
Benefits of Positive Communication	4
Complementary Processes.....	5
Shared Governance: A Path to Decisions.....	5
Guiding Principles for Shared Governance	6
Shared Governance: Indicators of Effectiveness.....	8
Decision Making Statement of Evaluation	8
Administrative Decisions.....	9
Operational Decisions.....	9
Collective Bargaining	9
Shared Governance Relationships	10
The Board of Trustees	10
The Superintendent/President.....	10
Administrators	11
Management Association	11
Faculty	11
Classified Employees.....	12
Associated Student Body Government.....	12
Brown Act.....	14
Part II: Planning & Resource Allocation.....	15
Multi-level Integrated Planning Model	15
Overview of Planning.....	16
Planning Cycle	16
Mission Statement	16
Mission of the College	16

Educational Master Plan.....	16
Facilities Master Plan.....	16
Staffing (EEO) Plan	16
Integrated Plan:	17
Enrollment Management Plan.....	17
Technology Master Plan	17
Institutional Assessment Plan	17
Integrated Planning Calendar.....	18
Planning and Resource Allocation	19
Integrated Planning	19
Identifying Priorities	19
Allocation of New Resources	19
Annual Timeline of Planning and Resource Allocation	20
Multi-year Planning and Resource Allocation	21
Timeline for New Funding	22
Planning and Program Review	23
Integrated Program Review and Planning	23
Evaluation of Planning	24
Qualitative Research.....	24
Quantitative Research.....	24
Part III: Councils and Committees	25
Advisory Groups and Working Teams Defined.....	25
Councils/Committees/Task Forces Defined.....	26
Council/Committee Structure	26
Council/Committee Responsibilities	26
Using Consensus to Reach Decisions.....	26
When Consensus is Reached	27
When Consensus is Not Reached.....	27
Defining Consensus and Quorum	27
Council/Committee Representation.....	27
Members.....	27
Committee Members.....	27
Orientation Activities	28
Meeting Process	28
Responsibilities of Constituent Representatives.....	28
Duties of Co-chairs.....	28
Standards for Note Taking at Meetings	30

Sample Agenda Template	31
Sample Notes Template	32
Sample Committee Annual Report	33
Advisory Groups and Working Teams: Table 1	35
Councils and Committees: Table 2.....	36
Shared Governance Councils	37
Budget Council.....	37
College Council.....	38
Facilities Council	39
Human Resources Council.....	41
Institutional Effectiveness Council	42
Student Learning Council	44
Student Services Council	45
Technology Council.....	47
Committees	51
Art on Campus Committee	51
Banner Committee	53
Basic Skills Committee.....	54
Bulldog Intervention Team (BIT) Committee.....	55
Calendar Committee	56
Catalog Committee	57
Distance Education Committee	58
Equity, Inclusion, Access/Equal Employment Opportunity Committee.....	60
Educational Technology Advisory Committee (edTAC)	62
Enrollment Management Committee	63
Institutional Advancement Committee	64
Learning Outcomes & Assessment Committee – Student Services.....	65
Outreach Committee	66
Professional Development/Training Committee.....	67
Resource Alignment Committee.....	68
Safety Committee.....	70
Student Success and Student Equity Committee	72
Sustainability Committee.....	73
Web Services Committee	74
Part IV: FAQ's	75
Frequently Asked Questions.....	75
Part V: Appendices	76

Organizational Charts	80
District Organization	80
Academic Affairs	80
Administrative Services	80
College Advancement	80
Human Resources	80
Information Technology Services	80
Institutional Effectiveness	80
Student Services	80
Councils and Committees Monthly Meeting Schedule	81
Allan Hancock College Board Policies	82
Academic Program Review Resource Guide	82

Introduction

Taguchi's Rule: The further away from the point of service that decisions are made, the higher the cost, the lower the satisfaction, and the lower the quality.

Allan Hancock College is dedicated to open, honest, and effective decision making and invites all campus constituencies to participate in shared governance towards the following ends:

Decisions that reflect the college's core values and mission

1) Improved campus climate

This manual is designed to facilitate council and committee decision making by clarifying the path decisions take or process they follow. It is also meant to reinforce that each campus constituency is responsible for its role in decision making in order to ensure effective collaboration; for clarity, a detailed description of each council and committee is included.

This manual is organized in five parts as follows:

Part I: The Decision-Making Process

Definitions and clarification of the decision-making processes at Allan Hancock College

Part II: Planning and Resource Allocation

Description of the Integrated Planning and Resource Allocation processes

Part III: Councils and Committees

Descriptions of councils and committees (including function, membership, agenda, etc.)

Part IV: FAQ's

Part V: The Appendices



Part I: The Decision-Making Process

Allan Hancock College Mission, Vision, and Values

Mission

Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

Vision

Allan Hancock College makes the following commitments to our students, our community and each other:

- We will change the odds for students by continuing to provide quality instruction while improving time to completion.
- We will work to build inclusive communities that promote trust and social justice. Allan Hancock College is committed to equity and diversity by ensuring our actions are based on an awareness of the social and historical context of inclusionary practices.
- We will work to address student financial challenges, including food and housing insecurities.
- We will prepare our students emotionally, physically, and intellectually to pursue fulfilling careers that foster economic mobility.
- We will provide an educational culture that values, nurtures, connects, and engages students.
- We will provide opportunities that enhance student learning and promote the creative, intellectual, cultural, and economic vitality of our diverse community.
- We will partner with the community to offer relevant and timely programs and services.
- We will ensure a positive community presence by responding to community needs, including outreach to nontraditional students.
- We will strive to ensure fiscal integrity and responsible management of resources.

Values

Student Success
Diversity
Innovation
Lifelong Learning

Excellence
Inclusivity
Equity
Academic Freedom

Mutual Respect
Shared Governance
Collaboration



Decision-Making Philosophy

While legislative regulations establish minimum standards to ensure faculty, staff, and students the right to participate effectively in district and college governance, Allan Hancock College is committed to the spirit and practice of inclusive and comprehensive shared governance in college decision making.

This commitment includes, but is not limited to, the following beliefs:

- all employees should have a clear understanding of their roles and responsibilities in college decision-making processes;
- all employees should have opportunities to participate meaningfully in college governance;
- information should be shared openly and in a timely manner with all constituencies; and,
- college decision-making processes should undergo regular review and evaluation by all constituencies to ensure their continuing effectiveness and improvement.

Furthermore, in order to foster a *climate of mutual respect and trust*, we pledge to:

- remember that student success is our first priority;
- practice effective communication and team-building behaviors;
- ensure timely feedback and explanation of decisions; and,
- practice collegiality, professionalism, integrity, and compassion in our interactions.

Campus Climate

At Allan Hancock College, we believe that everything we do should be in the spirit of collegiality and professionalism.

Allan Hancock College will gain optimal benefits from the participation of all campus community members. Shared governance fosters a positive climate that promotes innovation, risk taking and creativity in a secure environment.

To foster this positive campus climate, we:

- work to consistently make each campus community member feel valued and essential,
- avoid displays of favoritism with staff and constituents;
- provide leadership in consistently applying district policies and procedures;
- appreciate and respect that organization and protocol are important tenets in order for each campus community member to be fully engaged in the shared governance process;
- promote the understanding of protocols of communications that are effective and functional; and,
- acknowledge that we are all leaders, and leadership is critical at all levels of the college organization.

Allan Hancock College employees value the importance of providing innovative, inclusive, and courageous leadership at all levels of the institution. Therefore, college staff members are committed to fostering a campus dialogue among all constituency groups: the basis for the campus decision-making process.

In order to ensure that we function to the best of our abilities, we strive to communicate effectively. This is critical to creating a campus climate that promotes successful governance and the achievement of outcomes to the benefit of student learning and student success.



Communication: A Path to Effective Decision Making

Timely and thorough communication is central to effective shared governance.

Allan Hancock College is committed to fostering a campus dialogue among and within all constituency groups. All community members have collective and individual responsibilities to:

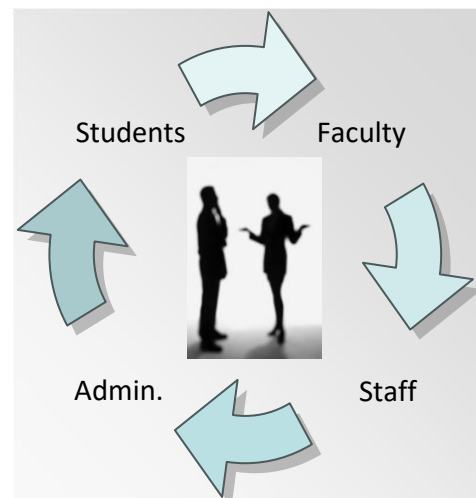
- promote a climate that is collegial and inclusive;
- be an active listener and remain open minded;
- ensure timely feedback on decisions;
- confront the rumor mill on any communication that is counterproductive; and,
- communicate constructively with the spirit of open honesty that negates the need for secrecy.

In order to make the best possible decisions, information must be communicated as accurately and timely as possible. As a college community, we must obligate ourselves to investigate assumptions before making final decisions. Central to our obligation must be our commitment to honor agreements and maintain confidentiality of information when appropriate.

Benefits of Positive Communication

Organizations that have a significant level of employee participation in the decision-making process can anticipate a number of outcomes including:

- an understanding and acceptance of decisions and commitment to their implementation;
- an understanding of, and commitment to, strategic objectives;
- positive risk-taking, experimentation and innovation;
- increased satisfaction with a decision-making process; positive employee relations;
- an environment of trust, cooperation, mutual understanding, team identity and coordination;
- a collective appreciation for diverse ideas and opinions;
- opportunities for conflict resolution; utilization of the expertise and analytical skills of stakeholders;
- expanded leadership opportunities for all; and,
- active professional involvement.



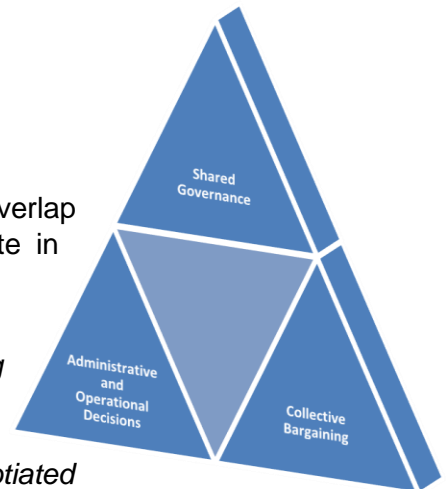
Complementary Processes

Four complementary processes function within Allan Hancock College:

- shared governance;
- administrative decisions;
- operational decisions; and,
- collective bargaining.

While complementary, these processes sometimes overlap. This overlap represents both expanded opportunities for stakeholders to participate in decision making and an occasional, inevitable crossing of paths.

For example, a parking fee for employees in the Facilities Council meeting may make its way through the process to College Council before it becomes clear that the decision will impact working conditions for faculty and staff. At that time the decision changes course and becomes a negotiated item.



Following is a detailed definition of each of these processes and the mechanism, shared governance, used to facilitate communication and effective decision making.

Shared Governance: A Path to Decisions

Shared governance is the meaningful participation of those affected by decisions in the decision-making process, in a climate of mutual trust and respect (Board Policy 2510).

After passage of AB1725 in 1988, the California Education Code was amended to provide that:
 "...the governing board of each community college district shall...

Establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

70902(b)(7)

Though the term is not used this passage is the statutory basis for shared governance.

Title 5 regulations define the scope of required shared governance with faculty, with staff, and with students. As the Education Code specifies, these are **minimum** standards; each district is authorized to expand its shared governance activities beyond the regulatory requirements.

There are two types of shared governance described in Title 5, and it is important to distinguish between them.

Title 5 §51023.7 and §52023.5 state requirements for the “effective participation” of students and staff, respectively, in the development of recommendations to the governing board.

Title 5 §53203 requires the governing board to “consult collegially” with the academic senate on academic and professional matters (defined in §53200). Consequently, the more precise terms call for the governing board to assure effective participation of students and staff and to consult collegially with academic senates.

The term “shared governance” can take on many meanings, and it is suggested that its use be curtailed in favor of the more precise terms. At Allan Hancock College, the term “shared governance” shall be defined as the process tied to policy making and is a complementary process to participatory consultation (including administrative and operational decision making) and collective bargaining.

The implementation of [AB 1725](#) at Allan Hancock College shall be actualized via a spirit of cooperation, mutual respect, collaboration, collegiality and trust. Functionally, this participatory process is organized and carried out through systems of councils and committees designed to:

- facilitate communication on topics important to the college;
- solve issues at levels closest to the individuals and work units affected;
- develop effective plans and processes; and,
- provide the president with information to assist the college in achieving its goals.

Guiding Principles for Shared Governance

- *Shared Governance is legally mandated in areas defined by the Education Code, Title 5 regulations, and Board Policy and procedures. (Board Policy 2510) These areas are described in Governance Relationships.*

While not every decision *requires* shared governance, it may be advisable when time and resources allow to gather broad constituency input to honor diverse viewpoints and encourage participation.

- *Shared Governance standards in statute and regulation are minimums; the goal of achieving the “meaningful participation of those affected by decisions and the decision-making process” (Board Policy 2510) may require expanding shared governance beyond legal requirements to allow input from stakeholders or those affected by the decisions.*

Shared Governance only functions effectively when stakeholders hold fast to the institution’s shared values. These values foster campus climate as well as drive college processes.

All members of the college community are interested in and focused on:

- maximizing student learning;
- quality of instruction and services;
- progressive and innovative use of technology;
- positive relationships among all constituencies;
- effectiveness of college processes and their accessibility to students and staff;
- adequacy of facilities to support college programs;
- financial stability of the district;
- responsiveness to institutional and community needs;
- responding and adapting to change;
- effectiveness of planning processes;
- efficient use of resources; and,
- appreciating diverse ideas and opinions.

In an effective participatory climate, all employees will experience:

- meaningful work;
- latitude to perform a job with excellence;
- resources to perform work effectively;
- appropriate staff development and training opportunities to effectively participate in shared governance;
- recognition and praise for a job well done;
- opportunities to build employable skills;
- collaborative teamwork; and,
- an appreciation of change.

Shared Governance is not the replacement of the administration; the administration plays the crucial role of administering the goals of the college and enabling the work priorities of the college to move forward.

Shared Governance: Indicators of Effectiveness

Within a high-functioning environment of shared governance, indicators of effectiveness will emerge. These indicators can include, but are not limited to:

Efficient Communication (verbal and written)

- Communication occurs across the institution
- Communication is consistent within and among constituency groups

Access to information (written and verbal feedback)

- Stakeholders across the institution understand how to access a variety of information sources to keep abreast of decision-making processes
- Information is up to date and complete
- Multiple methods to distribute information are utilized

Function

- Technology is user friendly and available to all college constituencies
- Decision-making processes are well defined, formalized, and agreement on them has been achieved by all constituency groups

Institutional Evaluation

- Review all processes for improvement on a regular basis
- Define what constitutes committee effectiveness
- Establish committee parameters, what each can do and cannot do
- Make it clear to which entities each committee reports/makes recommendations

Decision Making Statement of Evaluation

The institution's governance and decision-making structures and processes shall be evaluated by all constituencies during the first year of implementation and then every three years, or more frequently, if deemed necessary, to assure their integrity and effectiveness. The institution will widely communicate the results of these evaluations and use them as the basis for improvement. The Institutional Effectiveness Council is charged with managing the evaluation process and recommending changes. Recommendations for change will be by collegial consultation with Academic Senate and by effective participation with staff and students.

Administrative Decisions

Administrative decisions deal with the functioning of the institution, including consultation with affected individuals or groups.

Definition of administrative decisions:

Development of departmental processes, procedures, and timelines based upon established district policies and procedures; strategic planning; budget development within the areas of assigned responsibility.

Examples: Requesting new positions; assigning accreditation roles; restructuring administrative units.

Operational Decisions

Operational decisions, by their nature, do not typically involve consultation. These decisions are essential to job duties and are made and implemented by administrators, managers, and staff. Only when there is a change, question, or violation of already established processes operational decisions might become part of the shared governance processes illustrated in this manual.

Definition of operational decisions:

Routine, day-to-day established processes, procedures, and timelines during the course of performing job functions.

Examples: Ordering materials to perform your job; processing budget transfers; performing employee job performance evaluations; scheduling meetings; communicating with staff; authorizing travel requests and purchases.

Collective Bargaining

Employee organizations at Allan Hancock College use collective bargaining processes to address matters regarding contractual rights and responsibilities of individuals employed at the college.

The scope of collective bargaining includes matters relating to wages, hours of employment, and other terms and conditions of employment.

Examples of “Terms and conditions of employment” may include health and welfare benefits, leave, transfer and reassignment policies, safety conditions of employment, class size, and procedures to be used for the evaluation of employees, organizational security, procedures for processing grievances, and the layoff of employees.

The district negotiates agreements with the Faculty Association of Allan Hancock College, the California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College, and local chapter #251 of the California School Employee Association. Employee groups not represented by a collective bargaining unit, such as the Management Association and Supervisory/Confidential employees, use a “meet and confer” process to address similar issues.

Although each of these three complementary processes is a valuable instrument that the college utilizes to conduct business, the focus of this manual is the council and committee structures, and the planning processes at Allan Hancock College.

Shared Governance Relationships

It is vital to effective shared governance at Allan Hancock College that employees understand their role in the process. Below is a list of the major college stakeholder groups and their defined roles.

The Board of Trustees

It is understood by all segments of the college community that the Board of Trustees, as elected representatives of the community, is the final voice in the district (subject to the laws and appropriate regulations of the State Legislature and System Office).

The Board's Role in Policy Making

A classic definition for the relationship between a board of trustees and an administration is that the board sets policy and the administration carries it out. Therefore, one of the most important tasks for the Allan Hancock College Board of Trustees is to make good policy. In studies of board effectiveness, the best boards are those that focus on policy concerns and do not get involved in the work of the college.

Its responsibilities are to:

- determine the broad general policies which will govern the operation of the district, and.
- adopt policies and procedures for the shared governance of the district and review them periodically.

In carrying out these responsibilities, the board of trustees will:

- engage in thoughtful deliberation on policy issues;
- adopt broad-based policies that provide clear direction and limits;
- use existing policies to guide decision making;
- remember that policy is the voice of the board;
- periodically evaluate policy;
- establish the institutional direction by adopting policies that define the mission, the vision, and the outcome; and,
- represent broad-based community interests in setting policy direction.

The Superintendent/President

The superintendent/president is the chief representative of the board and is responsible directly to the board. Recommendations of shared governance processes are presented to the board through the superintendent/president. The superintendent/president has the responsibility to use shared governance in decision making and the right to reject or modify any recommendations. However, in the spirit of professionalism and best practices, the superintendent/president informs the respective team(s) of objections (if any) to their recommendations in accordance with board policy. In academic and professional matters, the superintendent/president, as the board's designee, shall rely primarily on the advice and judgment of, or reach mutual agreement with, the Academic Senate, pursuant to those matters listed in Board Policy 2510 (and delineated in "Faculty" section on the next page). The Academic Senate, CSEA Chapter 251, and the Associated Student Body Government (ASBG) (for issues relevant to their organizations) retain the right to present concerns about the superintendent/president's decision to the board of trustees.

Administrators

The superintendent/president's cabinet members and college managers lead and serve on committees, councils, and task forces as initiators, facilitators, and resource persons. Administrative responsibilities include providing leadership and guidance; staff support; and the development, implementation, and the validation of compliance with policies and procedures approved through shared governance bodies. Administrators also communicate the same to operational staff in the individual's area of purview and liaison with other organizational units as appropriate. Cabinet members' appointment to shared governance bodies are made by the superintendent/president while manager appointments to shared governance bodies are made by the Management Association.

Management Association

The Management Association represents all classified and academic administrators with the exception of the superintendent/president, the vice presidents, and the director of human resources. The role of the association in shared governance is to demonstrate leadership through participation in appropriate college councils, committees, events, and activities. The board of trustees expects members of the Management Association to participate in formulating and recommending district policies, administering programs, and overseeing employees within their area of responsibility in compliance with California laws, rules, regulations and district policies and procedures.

Faculty

Academic Senate

As per AHC Board Policy, the governing board or its designees shall rely primarily upon the advice and judgment of the Academic Senate in the following six areas:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading Policies
- Educational program development
- Faculty roles and involvement in accreditation processes including self- study and annual reports
- Policies for faculty professional development activities

The Senate's recommendations in the above areas should "normally be accepted". [Title5, Section 53203 (d) (1)]. Only in exceptional circumstances and for compelling reasons the senate's recommendation may not be adopted.

The governing board or its designees shall reach mutual agreement with the Academic Senate in the following areas:

- Standards or policies regarding student preparation and success
- District and college governance structures as related to faculty roles
- Processes for Program Review
- Processes for institutional planning and budget development

If mutual agreement is not reached, existing policy remains in effect [Title 5, Section 53203 (d) (2)].

The Academic Senate is also responsible for selecting faculty representative(s) on councils, and committees; working with other staff who request appointment of faculty to operational and/or advisory

teams; and appointing faculty members to serve on taskforces/committees of the Senate. Faculty representation can be made from full- or part-time faculty. The Academic Senate reviews and responds to proposed changes in college policies and procedures recommended by college councils, committees and taskforces, and makes appropriate decisions regarding its internal operation consistent with its approved articles of agreement.

Allan Hancock College Faculty Association

The Allan Hancock College Faculty Association (AHCFA) represents all full-time permanent and temporary faculty on matters of wages, benefits and working conditions. The FA operates under a constitution and bylaws drafted and approved by its membership. Its elected officers include a president, vice-president, secretary, treasurer, and chief negotiator.

Allan Hancock College Part-Time Faculty Association, California Federation of Teachers Local 6185

The mission of the Part-Time Faculty Association (PFA) of Allan Hancock College is to improve the pay, benefits, and working conditions of its bargaining unit members. The PFA represents all part-time academic employees in the Allan Hancock Joint Community College District. The PFA also makes appointments to all shared governance councils and appropriate committees.

Classified Employees

California School Employees Association

The California School Employees Association (CSEA) is the exclusive representative for classified employees at Allan Hancock College. As such, CSEA makes appointments to councils and committees and represents its members' interests to the college administration.

Supervisory/Confidential Employees

The Board of Trustees designates certain classified positions as supervisory or confidential in accordance with state laws and district policies. Supervisory/confidential employees are not eligible for inclusion in a bargaining unit, and the terms and conditions of their employment are not subject to a collective bargaining agreement.

This small constituency meets several times a year to discuss issues that directly affect staff and to report on shared governance council and committee participation.

Classified Employees' Participation in Decision Making

Classified employees shall be consulted through representation on the following areas, including but not limited to:

- staff role in college governance structures;
- staff role in accreditation process;
- policies regarding staff professional development activities;
- processes for institutional planning and budget development;
- instructional policies and decisions;
- institutional policies and decisions;
- participation in hiring and evaluation processes; and
- any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on staff.

Associated Student Body Government

The Associated Student Body Government of Allan Hancock College is the elected representative body of the student population and is responsible for appointing student representatives to serve on district committees and councils. The Associated Student Body Government and its representatives make recommendations to the administration through the shared governance process regarding policies and procedures that affect students in all aspects of college life. Per policies adopted by the governing board of the Allan Hancock Joint Community College District, students have the opportunity to participate effectively in district and college governance. Students are provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students.

Student Role in Participating in Decision Making

The student role includes the opportunity to participate in recommendations and processes in the following areas, including but not limited to:

- grading policies;
- codes of student conduct;
- academic disciplinary policies;
- curriculum development;
- courses or programs that should be initiated or discontinued;
- processes for institutional planning and budget development;
- standards and policies regarding student preparation and success;
- student services planning and development;
- student fees within the authority of the district to adopt; and,
- any other district and college policy, procedure, or related matter that the district governing board determines will have significant effect on students.

The Brown Act may also be a necessary guide for some decision-making bodies.

Brown Act

The Ralph M. Brown Act embodies the philosophy that public agencies exist for the purpose of conducting public business, and the public has the right to know how its “collaborative decisions” are being made. It is the law that guarantees the public’s right to attend and participate in meetings of local legislative bodies, and is contained in Government Code beginning in section 54950.

The Brown Act applies to the meetings of all legislative bodies and their subsidiary bodies, regardless of “temporary v. permanent” and “advisory v. decision making.” At AHC, these include:

Academic Policy & Planning (AP&P)

Academic Senate

Allan Hancock College Foundation Board of Directors

Allan Hancock College Auxiliary Programs Corporation Board of Directors

Associated Student Body Government

Board of Trustees

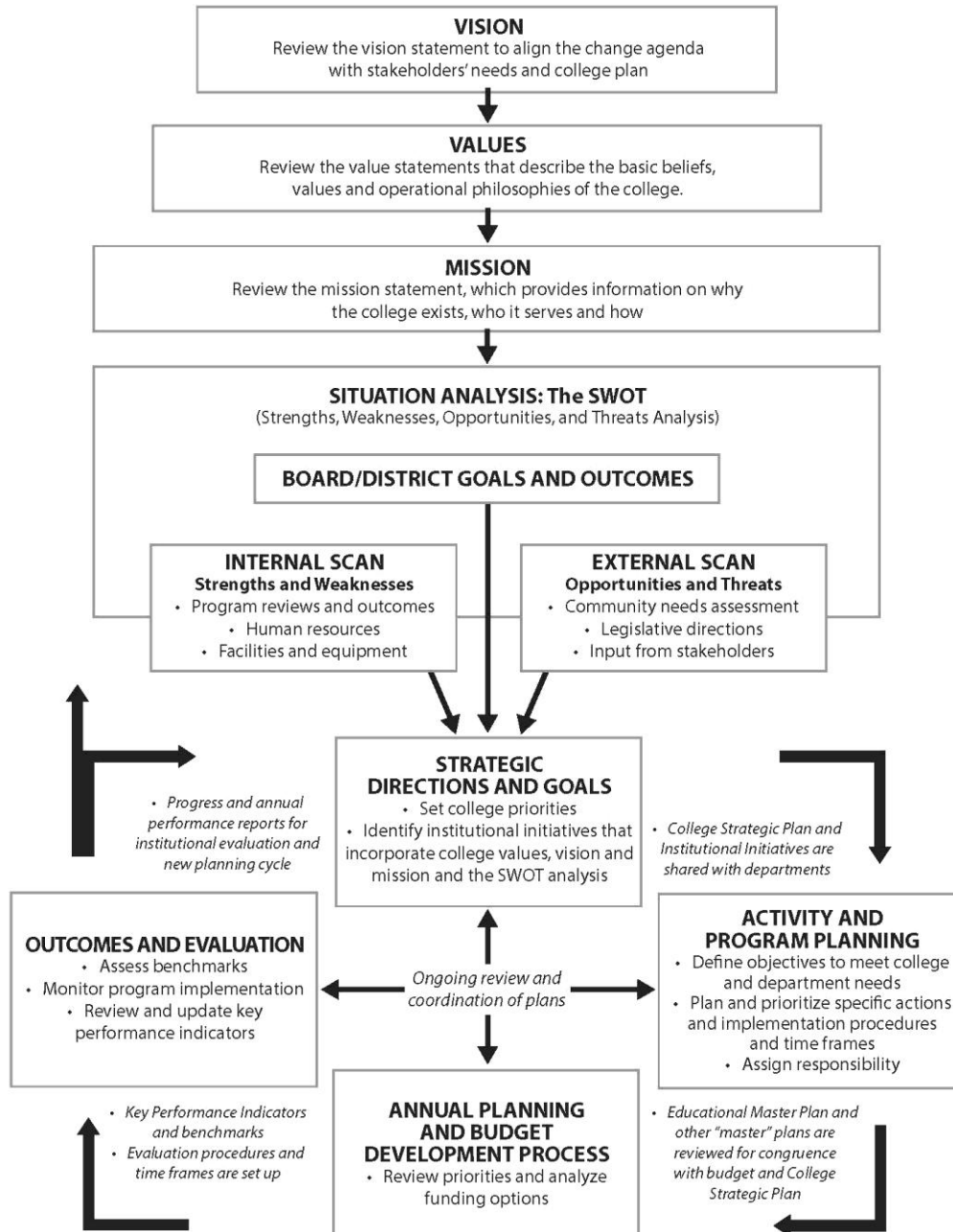
Bond Measure I Citizens’ Oversight Committee

A meeting is defined as any congregation of a majority of the members at the same time and place to hear, discuss, or deliberate on any matter within its jurisdiction. This can include lunches, social gatherings, or board retreats. Regular meetings are those in which the time and place is set by ordinance, by-law, or resolution.

Part II: Planning & Resource Allocation

Multi-level Integrated Planning Model

Allan Hancock Joint Community College District Multi-Level Integrated Planning Model for Institutional Effectiveness



Overview of Planning

Allan Hancock College is committed to pursuing a systematic and integrated approach to planning in order to guide decision-making across the college. This systematic approach to the planning process includes the integration of all operational plans under the general direction of mission, vision, and values. The realization of the college's mission and purpose is accomplished through the various units, departments, and programs throughout the college. The primary planning directions are set by the Strategic Plan and Educational Master Plan. Board Policy 3250 includes all legally required college plans.

Planning Cycle

Major institutional plans are updated according to the Integrated Planning Calendar (see page 22). The process to update and modify existing plans begins in the year prior to the start of a new plan. Institutional Effectiveness Council (IEC) is responsible for monitoring the planning calendar and status of major plans.

Mission Statement Allan Hancock College has regularly reviewed its mission statement at the annual strategic planning retreat, which is attended by representatives of all constituencies, including students, as part of its planning processes. At its annual strategic planning retreat in 2013, the district revisited the purpose and intent of its mission, vision, and values. The Board of Trustees reviews the mission annually, and it is widely disseminated and promoted; for example, the mission is found on Board agendas and council meeting agendas.

Since its inception, the mission of Allan Hancock College has centered on providing quality education to our community. The college commitment is embodied in credit and noncredit instructional programs both onsite and online, student services, and co-curricular activities that support learning.

Mission of the College Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

Educational Master Plan Institutional Effectiveness Council (IEC) is responsible for facilitating the update and revision to the college educational master plan on the timeline established in the planning calendar. The planning process is inclusive and intended to allow ample opportunity for constituency and community input. External and internal data aligned with the plan goals are utilized to determine how effectively Allan Hancock College is accomplishing its mission and whether the District follows institutional priorities in meeting the educational needs of students. These data serve to drive the planning process of the College and were foundational in developing the Educational Master Plan (EMP). Other major plans such as the Facilities and Technology Plans are intended to align with the EMP.

Facilities Master Plan The Facilities Council is responsible for updating the Facilities Master Plan. The 2014-2024 Facilities Master Plan translates the district's priorities for student learning and success into a long-term plan for the continued development of the district's campuses.

Staffing (EEO) Plan The Human Resource Council is responsible for the Staffing (EEO) Plan. It addresses the requirements of Education Code section 87106 subdivision (b) for compliance with the Board of Governors regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and for guidance in improving the equality of opportunity.

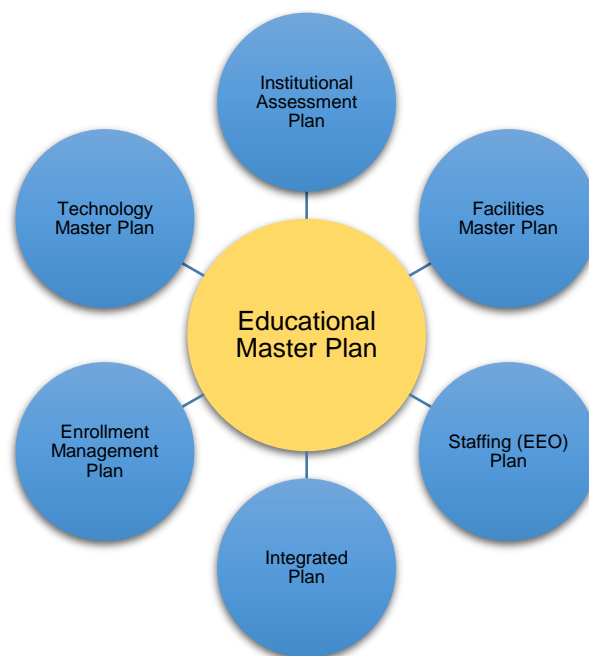
Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

The integrated BSI/ Student Equity/3SP plan promotes integrated planning and program coordination at the district and college levels. 3SP increases California Community College student access and success through the provision of core matriculation services with the goal of providing student with the support services necessary to assist them in achieving their education goal and identified course of study. Student Equity focuses on closing the achievement gaps in five success indicators/goals: Access; Course Completion; ESL and Basic Skills Completion; Degree and Certificate Completion and Transfer. BSI focuses on improving the progression rate of basic skills students' remedial education to college level instruction.

Enrollment Management Plan The Enrollment Management Committee, under the purview of IEC, is responsible for the Enrollment Management plan. The plan establishes FTES targets based on student success, capacity and our mission and establishes initiatives to help obtain targets.

Technology Master Plan The Technology Council is responsible for updating the Technology Master Plan. The 2014-2020 Technology Master Plan describes the use of technology to support the mission of the college. The plan is organized around 12 goals. The goals provide a focused vision for college-wide technology planning, implementation, and policy-making.

Institutional Assessment Plan The Learning Outcomes and Assessment Committees are responsible for facilitating the Institutional Assessment Plan, which is revised and updated, as needed, every six years. The purpose is to provide structure and reference for campus wide outcomes and assessment efforts.



Planning and Resource Allocation

Integrated Planning

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making, and action that is dedicated to the improvement of institutional effectiveness. The planning processes shape and guide the institution over time during financial growth and decline. Allan Hancock College is committed to the spirit and practice of inclusive and comprehensive shared governance in college decision making. Integrated planning is an essential component in this endeavor as reflected throughout this document.

When Allan Hancock College developed the CCPD, it made a commitment to pursue a systematic approach to organizational planning to guide the decision-making processes of the campus. This systematic approach to the planning process includes the integration of all operational plans under the general direction of our Mission, Vision, and Values. In other words, the realization of our purpose as an educational institution is accomplished by the operational plans of the various units and departments throughout the campus.

Integrated planning is neither top-down nor bottom-up; it is an interactive process in which an institution, through its governance processes, thoughtfully uses its values and vision to set priorities and deploy its resources and energies to achieve institutional changes and improvements at various levels of the organization in response to current or anticipated conditions.

Along these same lines, improvements to integrated planning and decision making need to reflect upon the allocation of resources through institutional budgeting processes and the essential steps used to identify resources. Decision making often, if not always, has some implication for resources. Accreditation Standard I.B.9 requires the institution to ensure integration of planning and resource allocation:

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Identifying Priorities

Institutional priorities facilitate the allocation of resources to program and broader college needs identified throughout the year largely through program review and annual updates. A comprehensive college-wide list of top institutional priorities and outcomes is established each year before the prioritization process. The steps of prioritization are explained more fully in the narrative in Timeline for New Funding (see page 25). In addition to the program review process, high impact initiatives are identified through council and committee efforts, such as the annual Student Success Summit. The college's annual planning retreat provides a platform for identifying institutional priorities, key activities, and resource needs to advance the college mission.

Allocation of New Resources

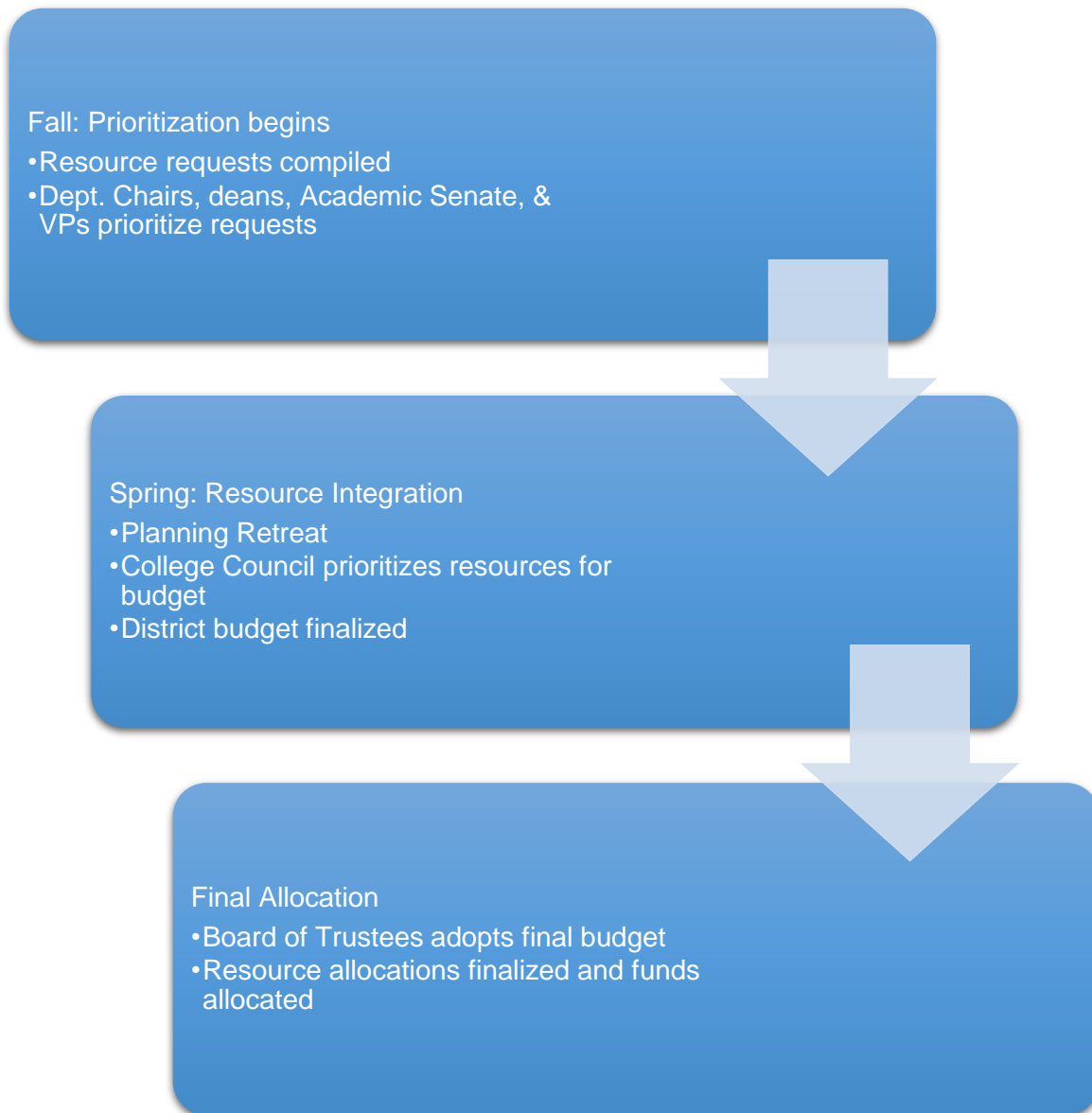
Resource allocation processes link new resource needs identified in program reviews, institutional innovations, and other educational initiatives to available resources. The integration of prioritization and resource allocation ensures that resources are used in their highest priority of need and are leveraged to fund as many needs as possible. Resources include all assets of the college, including facilities, equipment, supplies, and employees.

An effective resource allocation process is one that is transparent, forward looking, and inclusive. Integral to successful budgeting is rolling multi-year budgeting.

Annual Timeline of Planning and Resource Allocation

The annual process for planning and resource allocation can be seen as a two-part process. Part one is the prioritization of needs that includes input from program review, departments, deans, and vice presidents. Part two includes the integration of funds with the resource needs.

Multi-year Planning and Resource Allocation



Timeline for New Funding

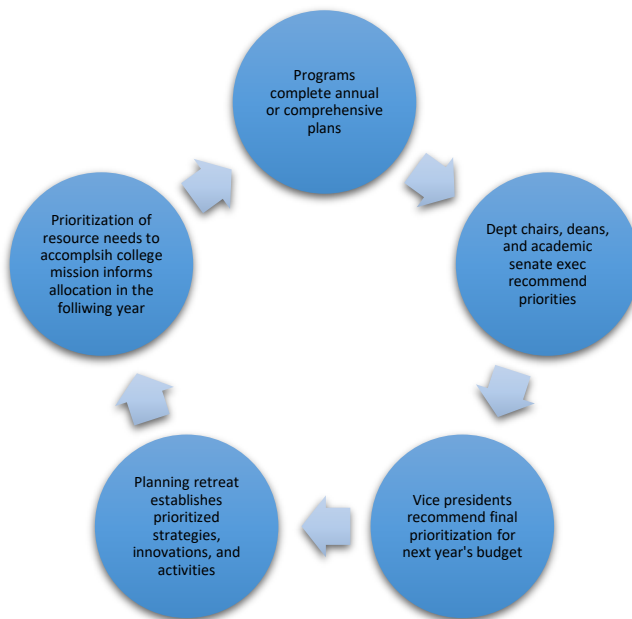
Part One	
Spring: Needs assessment	
April	<ul style="list-style-type: none"> Academic, Student Services, and administrative programs complete Program Reviews and Annual Updates. All resources requests must include cost estimates.
Fall: Prioritization begins	
June – August	<ul style="list-style-type: none"> Resource Requests from completed Program Reviews and Annual Updates are compiled by the office of Institutional Effectiveness by category (faculty, staff, equipment, facility needs, supplies, etc.). All programs review list to ensure accuracy
September – October	<ul style="list-style-type: none"> Departments discuss department objectives, assess needs, and prioritize resource requests, including staffing, equipment and repair, technology, supplies, etc. Prioritized requests are forwarded to appropriate dean. Department chairs, deans/directors, and Academic Senate Exec prioritize all new resource requests. Three-year budget development begins in Budget Council.
November – December	<ul style="list-style-type: none"> Vice Presidents develop prioritized resource requests list from the department chairs, deans/directors, and Academic Senate. Vice Presidents forward to College Council for review and feedback.
Part Two	
Spring: Resource Integration	
January	<ul style="list-style-type: none"> Governor releases the state budget Timeline for resource and budgeting reviewed
February	<ul style="list-style-type: none"> Budget Council begins budget development for next year. Planning Retreat held; college goals and objectives prioritized. Institutional Effectiveness Council (IEC) forwards outcomes to College Council.
March	<ul style="list-style-type: none"> College Council prioritizes resources for next year's budget and forwards it to Budget Council. Budget adjustment worksheets distributed.
May	<ul style="list-style-type: none"> College Council discusses and recommends prioritized resource requests and allocation for next year's budget. Vice Presidents share decision with deans and departments. Governor's May budget revised received. Budget Council recommends tentative budget to College Council. College Council establishes percentage split of next year's scheduled maintenance and instructional equipment allocation. Categorical funding (e.g., CTEA, BSI, Title V) linked to prioritized resource needs
June	<ul style="list-style-type: none"> College Council reviews tentative next year's budget, President recommends to the Board of Trustees. Board of Trustees adopts tentative budget.
Final Allocation	
September	<ul style="list-style-type: none"> President recommends final budget to the Board of Trustees. Board of Trustees adopts final budget.
October – November	<ul style="list-style-type: none"> College Council finalizes resource request allocations. Vice Presidents share decision with deans and departments. Funds for faculty, staff, equipment, and resources allocated: <ul style="list-style-type: none"> Begin faculty recruitment of new positions for next year (HR) Purchase equipment, supplies, etc.

Planning and Program Review

The steps detailed above outline the planning and program review process for prioritizing resource needs to support the college mission. The prioritization process begins at the program and department levels where faculty and staff closest to the units establish initial lists of priorities. Deans and academic senate exec then work with the department chairs to establish a recommended list of priorities that are submitted to vice presidents for final consideration. The fundamental purpose of integrating program review and institutional planning and resource allocation is to ensure continuous improvement of Allan Hancock College programs and services to meet the mission of the college. The intent of the process is to be collaborative, meaningful, inclusive, and transparent. The process for prioritizing resource needs begins with the completion of annual updates or comprehensive program reviews in April. At the beginning of fall each year, the activities related to prioritization begin anew with input from program reviews and annual updates completed the prior spring. Each program review/annual update identifies resource needs where program objectives are linked to analysis of qualitative and quantitative data. For academic and student services programs, the data include student outcomes and achievement; in administrative areas, the data summarize salient service components. As seen in the diagram below, the process is cyclical.

Since this process is designed to influence the allocation of NEW funds, the college will continue to replace staffing positions and other resources already in the budget as current funding allows.

Integrated Program Review and Planning



Evaluation of Planning

Allan Hancock ensures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all aspects of the cycle, including institutional and other research. IEC is charged with facilitating the evaluation of the college decision-making processes (CCPD), governance, and institutional planning and resource processes. Evaluation processes include, but are not limited to, qualitative feedback (interviews, focus groups, surveys), and quantitative data (key performance indicators and outcome measures).

Qualitative Research

Every two years IEC will administer a survey to all college employees regarding their perceptions about the effectiveness of the CCPD as well as governance processes in general. Results are compared from year to year and within years among constituency groups. All college councils are required to provide annual reports on challenges and successes as they relate to council functions and constituency participation. IEC compiles the reports from councils and makes annual recommendations to College Council regarding areas of improvement in process and communication. Feedback is also solicited through group activities on All-Staff day and other informal processes.

Quantitative Research

Key performance indicators are identified and measured on an ongoing basis through the council and committee process, in the assessment of student learning outcomes, by external measures such as IEPI goals and Student Equity Plans, and at the annual planning retreat. IEC facilitates the discussion of student achievement and outcomes data throughout the year. Enrollment and related data are also discussed on a regular basis by the Enrollment Management Committee.

Accreditation requirements also dictate the institutional assessment of student achievement data. AHC annually establishes and reviews institution set standards as required by ACCJC. These measures of student achievement are also evaluated at the program level during the comprehensive and annual program review processes.

The office of institutional effectiveness is also responsible for the annual report to the Board of Trustees regarding the Scorecard longitudinal outcomes.

Part III: Councils and Committees

Councils and committees are the primary vehicle for achieving our mission and goals through collaborative decision making at Allan Hancock College. This section defines councils and committees, establishes their structure, membership, responsibilities, decision making process, and quorum rules. Further this section identifies orientation activities, the meeting process, and the responsibilities of co-chairs and constituent representatives.

As a valued member of our campus community, you are encouraged to become involved in decision making at Allan Hancock College. As a member of a constituency group, you may have the opportunity to represent your colleagues and co-workers by serving on various types of councils/committees described in this manual.

The 8 constituencies at Allan Hancock College include:

- Academic Senate
- Administrators
- Associated Student Body Government
- California School Employees Association
- Faculty Association
- Management Association
- Part-Time Faculty Association
- Supervisory/Confidential

In addition, as an employee of the college you may have specific expertise to help a council/committee achieve its goals without regard to your particular constituency.

The objective is still the same: achieve our mission and goals through collaborative decision making.

Advisory Groups and Working Teams Defined

Advisory Groups: A group of individuals who have been selected to help advise a program or service regarding any number of issues, decisions, goals, and/or strategic plans. These groups may be formed to support grant objectives, legal requirements, and/or special programs.

Working Team: A group of employees that works semi autonomously on recurring tasks.

Councils/Committees/Task Forces Defined

We have instituted a number of councils that fulfill the intent of shared governance and include all campus constituent groups. We also have committees that have a specific purpose and were created to focus on programmatic areas which may or may not require membership from each constituency.

Councils: Councils are shared governance bodies that include representation from all college constituencies. They recommend and review district policy and procedures, review institutional performance, and make recommendations for institutional improvement. (See Table 2 for a list of councils)

Committees: Committees have relevant campus representation and a functional focus. These committees may make recommendations regarding institutional operational practices as they relate to their areas of expertise. Standing committees report to a particular shared governance council and work with other councils as needed on an issue that is pertinent to that area. (See Table 1 for a list of committees)

Taskforces: Any council/committee may establish a taskforce. A taskforce is a temporary group that addresses a specific task or project. Members are chosen based on their relationship to the processes under review, expertise about the issues, or ownership of potential solutions or outcomes.

Council/Committee Structure

The council/committee structure has been designed to integrate the daily operational work with the overarching college planning and ultimately the standards by which our college is evaluated (accrediting standards). The structure is designed to enhance the flow of information from the bottom up, from the top down, and among the various areas of the college laterally.

The structure identifies primary responsibility for our regional accrediting standards as well as promotes continuity by connecting the overarching shared governance body called the College Council, to the ground floor of the planning process (institutional effectiveness).

Council/Committee functions vary and are detailed in each committee's description form shown later in this manual.

Council/Committee Responsibilities

Each council/committee will establish annual goals related to institutional priorities or changing needs and conclude this cycle with a summary report of its accomplishments, challenges, and suggestions. This report should be delivered to the appropriate councils/committees. The report includes an evaluation of processes and recommendations for improvements. The reports will be published and distributed broadly to ensure access to information. (See appendix for templates and standards)

All council agendas will include committee reports. The College Council agenda will include various council reports.

Using Consensus to Reach Decisions

All councils/committees use consensus to reach decisions and make recommendations. This process can only occur when a quorum exists.

When Consensus is Reached

It's incumbent upon the council co-chairs to advise the note taker to include any reservations expressed by members when documenting consensus. Members may choose to stand aside and allow the consensus to move forward.

When Consensus is Not Reached

It's incumbent upon the council co-chairs to advise the note taker to include any dissenting opinions expressed by members when documenting the lack consensus. Co-chairs may have the option of researching the dissenting views, creating a taskforce, or pursuing strategies that may lead to reaching consensus, or deciding to table the issue.

Defining Consensus and Quorum

Consensus is middle ground in decision making, between total assent and total disagreement. Consensus depends on participants having shared values and goals, and on having broad agreement on specific issues and overall direction. Consensus implies that everyone accepts and supports the decision, and understands the reasons for making it. (www.businessdictionary.com)

In order for action to be taken, a quorum must exist which is defined as 50 percent of the council/committee plus one. Recall that ex-officio members have the right to participate and have a voice in all council/committee actions, however, consensus does not require ex-officio member's agreement.

Council/Committee Representation

Membership of councils and committees is determined through a variety of procedures depending on the council/committee and its relationship to other institutional bodies. How members are selected is described in the council/committee description. The key element of effective decision making is the degree of active representation demonstrated by each member. This includes communicating the council/committees' work back to the constituency which the member represents and in turn brings forward the ideas, recommendations, and concerns of the constituencies.

Members

Each constituent group appoints one member to the council. Thus, there are always 8 members in every council.

A council can appoint ex-officio member(s) to the council. Ex-officio council members are individuals who are members by virtue of their position or function that is germane to the charge of the council/ committee. Ex-officio members have the right to participate and have a voice in all council/committee actions. Council consensus does not require ex-officio member's agreement. Ex-officio members are expected to attend all meetings.

Committee Members

Committee membership does not require, but may have constituency representation. Membership is defined in each committee's description form shown later in this manual.

All council/committee members will:

- Attend meetings regularly;
- Act in a respectful and professional manner;
- Keep their constituent groups informed of council actions; and,
- Complete assignments associated with council work in a timely fashion.

Orientation Activities

An orientation of all members should take place at the beginning of fall semester. The quality of participation in college councils/committees is much higher when all participants share an understanding of the council's/committee's responsibilities and scope of work. The Allan Hancock College community expects and encourages that committee work be done in an atmosphere of mutual respect and appreciation for the special knowledge, skills, and attitudes which each member of a committee brings to the work of that group.

At such orientation, members should review the:

- Council/committee's description form which includes its functions and membership.
- Goals of the council/committee from the prior year.
- Council/committee previous years report of accomplishments, challenges, and suggestions.
- Council/committee agendas and notes from the previous year.

Meeting Process

- All meetings are open to the campus community.
- Agendas should be published for each meeting in a timely manner.
- Agendas should have a separate section for information, action, and future items.
- Non-members may attend meetings as observers and speak with permission of the chair.
- All councils/committees act as recommending bodies based on consensus (see above).

Responsibilities of Constituent Representatives

- Representatives of constituent groups involved in the participatory governance process are responsible for keeping their respective groups informed of the proceedings and recommendations of councils.
- If a council/committee member is unable to attend a meeting the constituent group may send a substitute. An email notice of substitution should be sent to the council/committee chair prior to the meeting.

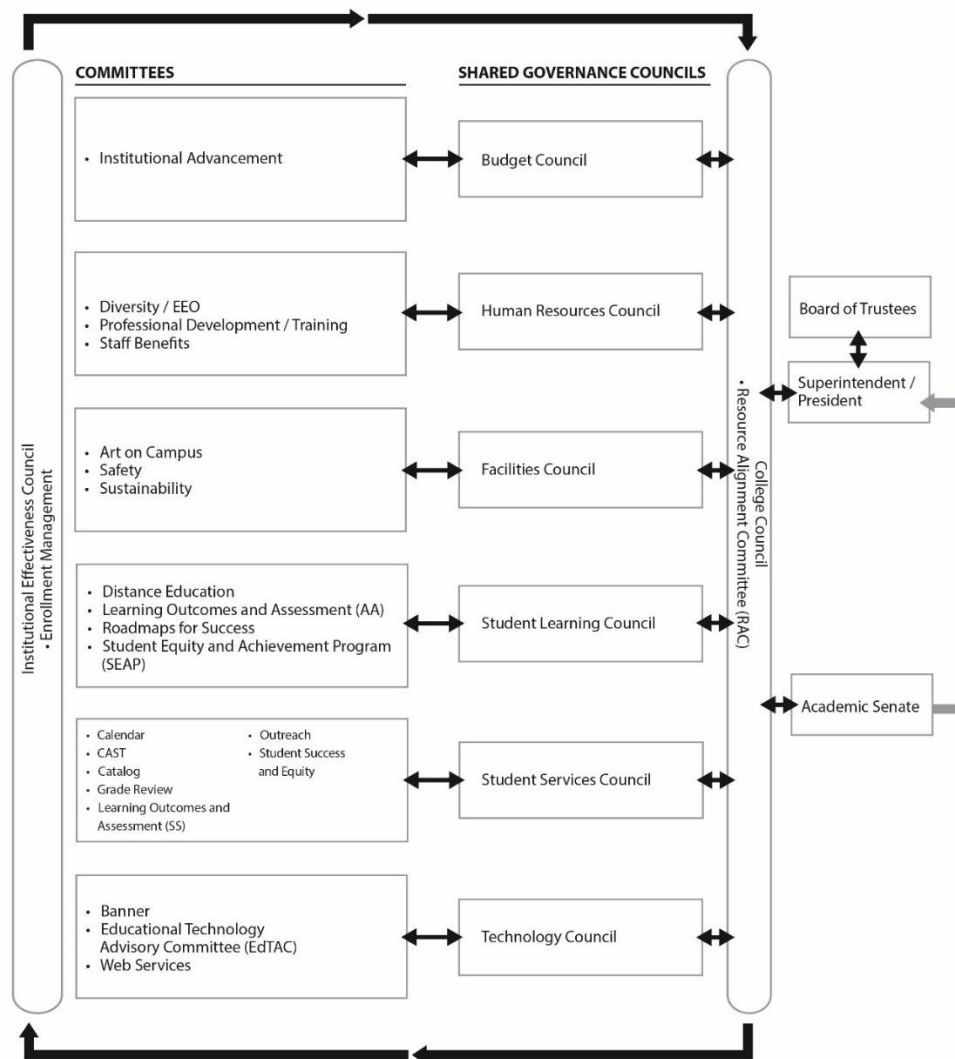
Duties of Co-chairs

The council/committee co-chairs will:

- Establish meeting times and locations.
- Establish council/committee ground rules.
- Create and distribute an agenda in a timely fashion.
- Provide a link of agendas and notes to constituency leaders for dissemination to their constituencies.
- Establish annual goals and objectives and a method of evaluation.
- Conduct meetings in an orderly manner allowing appropriate participation of all individuals present.
- Ensure that appropriate timelines to complete council tasks and recommendations are established.
- Ensure that the conduct of council members remains professional, respectful, and collegial.
- Ensure that a clear consensus is reached on action items.
- See that notes are written, approved, and distributed promptly.

- Act as a mentor or assign a mentor to new members who are unfamiliar with the council or governance.
- Ensure that student representatives understand the tasks and procedures of the council.
- When serving as co-chairs, inform members how duties will be divided. Co-chairs will communicate regularly with each other over the construction of the agenda and other relevant work.

Council and Committee Structure



Standards for Note Taking at Meetings

Before the Meeting

- Decide how you will take notes, i.e., notepad, laptop, or tape recorder.
- Make sure the tool of choice is in working order and have a backup just in case.
- Use the meeting agenda to formulate an outline, leaving plenty of white space for notes.

During the Meeting

- Get a list of committee members and be sure you know who's who. Make a map of the seating arrangement if you need to. Ask for introductions from unfamiliar people.
- Ensure that essential elements are noted: type of meeting, date and time, name of chair or facilitator, those in attendance and absent.
- If you are an active participant in the meeting, be prepared by studying the issues to be discussed and have your questions or comment ready ahead of time.

Taking Notes

- Concentrate on getting the gist of the discussion and taking enough notes to summarize it later. Think in terms of issues discussed, major points raised, and decisions taken.
- Note the main ideas; write down motions or proposals, who made them, the results of the vote or discussion, and the action items that will ensue.
- Take concise and coherent notes. Focus on what is important.
- Make notes of topics that will go on the next agenda.

Sample Format

- Title of meeting and other essential elements
- Participants present and absent, chair, visitors.
- Proceedings - description of the main themes and important discussion points on each of the agenda topics, including action items and responsible parties. Agendas may include review of notes from previous meetings, subcommittee reports, old business from previous meetings, new business, and other items members bring up at the meeting.

After the Meeting

- Type the notes as soon as possible after the meeting while everything is still fresh in your mind.
- Include *notes submitted by (name)*.
- Proofread the notes, and then send them to the chair or facilitator to review.
- Distribute the notes to committee members.

Sample Agenda Template



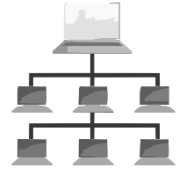
COUNCIL

AGENDA

Date

Time

Location



MEMBERS

List Members and Group Representing

*i.e., Jane/John Smith
CSEA*

Ex-Officio

List Ex-Officio Members

Co-Chairs

Name

Name

Note Taker

Name

Current/Action Items

- 1.
- 2.
- 3.

Information

- 4.
- 5.

Pending Items

- 6.

Next Meeting: Date

Mission Statement

Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

Sample Notes Template



COUNCIL NAME HERE Notes				Date and Time	DATE
				Meeting Place	TIME
<u>Called to order:</u>		<u>Co-Chairs:</u>		<u>Note Taker:</u>	
<u>College Council Members Present:</u>					
<u>Ex-officio Members Present:</u>					
<u>Guests:</u>					
INFORMATION:					
Agenda No. 1	Agenda Item Subject #1				
<i>Discussion:</i>	•				
Agenda No. 2	Agenda Item Subject #2				
<i>Discussion:</i>	•				
Agenda No. 3	Agenda Item Subject #3				
<i>Discussion:</i>	•				
ACTION:					
Agenda No. 4	Agenda Item Subject #4				
<i>Discussion:</i>	•				
<i>Action:</i>	•				
Agenda No. 5	Agenda Item Subject #5				
<i>Discussion:</i>	•				
<i>Action:</i>	•				
Agenda No. 6	Agenda Item Subject #6				
<i>Discussion:</i>	•				
<i>Action:</i>	•				
<i>Adjourned:</i>	• The meeting adjourned at _____ p.m.				

Sample Committee Annual Report



ANNUAL REPORT OF ACCOMPLISHMENTS/OUTCOMES – 2013-2014

Council/Committee: College Council

Date of Report: April 21, 2014

Names of Members: Al Avila, Holly Barrett, Peter Gonzalez, Nancy Meddings, Mark Miller,
Glenn Owen, Regina Smith, Kevin Walthers

Names of Co-Chairs: Kevin Walthers and Glenn Owen

1) Prior Year (2012-2013) Follow Up: The council identified challenges and issues in the 2012-2013 (attached) annual report.
a) Provide specific examples of council actions taken to meet the challenges identified. If no action taken, provide current status (e.g., ongoing, suspended, referred to College Council).
<p><i>(Answers to "Question B")</i></p> <p>Time constraints – increased meeting time by thirty minutes and reorganized the agenda to ensure priority topics are fully discussed.</p> <p>Implementation of CCPD – CCPD updated to match practice to the model. Task force created to assess scope of the model in an effort to provide further transparency.</p> <p>Implementation of Resource Allocation Model – Faculty prioritization and instructional equipment funding considered at college council. Additional efforts to provide clarity will continue. Areas for further analysis: staff hiring, faculty prioritization, instructional equipment.</p> <p><i>(Answers to "Question C")</i></p> <p>Recommendations from other Councils to College Council – Council report document developed to provide consistency in reporting. Effort made to ensure College Council decisions had been vetted at the appropriate council level.</p> <p>Continued implementation of Total Cost of Ownership – Provided analysis of PSTC operational costs.</p> <p>Develop task force on how to conduct business – Council made concerted effort that focused on policy rather than personality.</p>
b) For items referred to other councils as institutional items, provide your council's understanding of the status of each item.
n/a

Please email this completed report to the Carmen Camacho by April 29, 2014



2) Summarize the actions and accomplishments this year (2013-2014) related to your council's functions
<p>See attached file: <i>College Council Action Items List</i></p> <p>Top Five plus one (not in rank order):</p> <ol style="list-style-type: none"> 1. Significant updates to CCPD 2. Faculty Prioritization 3. Participation in Planning Retreat 4. Use of "campus issues" conversation to foster transparency 5. Restructure of meeting (agenda and time allocation) to maximize use of time 6. Strategic and master planning – input, review, discussion
3) Briefly identify any challenges encountered by your council in fulfilling its functions during the 2013-2014 year.
<ol style="list-style-type: none"> 1. Time to complete tasks (e.g., board policies) 2. Difficulty in aggregation/collection/dissemination of data/information (e.g., automation of program review documents to support resource requests)
4) What specific institutional improvement needs have been identified by your council to be forwarded to College Council for consideration?
a) What intentional and deliberate steps can your council take to address challenges and/or needed improvements? (Make note of those above).
b) What actions should College Council take to facilitate improvement of challenges for the institution as a whole?

Advisory Groups and Working Teams: Table 1

Chair	Advisory Groups	Working Teams
Superintendent/President	Superintendent/President Cabinet Administrative Team	
Associate Superintendent/ Vice President, Academic Affairs		Department Chairs
Associate Superintendent/ Vice President, Administration and Finance	Staff Benefits	
Associate Superintendent/ Vice President, Student Services	EOPS/CARE Advisory Financial Aid Advisory LAP Advisory Student Complaint University Transfer Center Advisory	Scholarship
Vice President, Institutional Effectiveness		

Councils and Committees: Table 2

Councils	Committees
College Council	DEIA/EEO Committee Resource Alignment Committee
Budget Council	Institutional Advancement Committee
Facilities Council	Art on Campus Committee Safety Committee Sustainability Committee
Human Resources Council	Staff Benefits Professional Development/Training Committee
Institutional Effectiveness Council	Enrollment Management Committee
Student Learning Council	Distance Education Committee Student Equity and Achievement Program (SEAP)
Student Services Council	Bulldog Intervention Team (BIT) Committee Calendar Committee Catalog Committee Grade Review Committee Learning Outcomes & Assessment Committee (SS) Outreach Committee Student Success and Student Equity Committee
Technology Council	Banner Committee Educational Technology Advisory Committee (edTAC) Web Services Committee

Academic Senate Committees:

Academic Senate	Academic Integrity Academic Policy & Planning Academic Quality Faculty Hiring LOAC - AA Professional Development Professional Standards Program Review Road Maps to Success Senate Executive Senate Library Advisory
-----------------	--

Shared Governance Councils

Budget Council

Reports to: College Council

Functions

1. Utilize institutional annual and long-term goals to analyze and recommend approaches to the management of institutional financial resources.
2. Hold primary responsibility to respond to the fiscal component of the educational and facilities master plan and respond to accreditation standard IIID and other accreditation activities.
3. Be a resource to the district on budgetary issues, revenue sources, limitations on the use of funds, and the demands for funds.
4. Disseminate information to faculty, staff, and administration as well as through the institutional governance structure as appropriate.
5. Act as a recommending body to the College Council on matters related to budget development and management.
6. Monitor progress in achieving Budget Council goals and objectives.
7. Work collaboratively with the campus constituencies to address issues of mutual concern and/or interest.
8. Develop, interpret, recommend, and communicate policies, guidelines, and procedures for the budget development process and assure broad staff participation.
9. Establish assumptions for use in district budget development.
10. Provide general advice on the use of one-time funds.

Co-chairs

Associate superintendent/vice president, Administrative Services (1) (co-chair)
Academic Senate (1) (co-chair)

Membership and Appointment

ASBG (1)
CSEA (1)
Faculty Association (1)
Management Association (1)
Part-time Faculty Association (1)
Supervisory/Confidential (1)

Ex-officio members

Director, Business Services; additional members appointed by Budget Council.

Meetings

Meetings are held on the second and fourth Monday from 2:45-4:15 p.m.

Agenda

Agenda items are the responsibility of the co-chairs. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and distributed to all members.

Committees

Institutional Advancement Committee

College Council

The College Council serves as the shared governance entity that integrates strategic planning and resource allocation.

Functions

1. Review recommendations of the councils and make recommendations to the president on policies, procedures, budget, and related college issues.
2. Oversee the district's overall planning activities with the prioritization of short and long-term goals and priorities.
3. Facilitate communication and consultation on issues related to institutional policy and planning.
4. Develop the college strategic plan reflecting information/data received from Institutional Effectiveness Council.
5. Facilitate collaboration between councils to ensure alignment with the overall district strategic plan and its short- and long-term goals and priorities.
6. Review and update the college mission, vision, and philosophy statements; by coordinating the college consultation process.
7. Assign annual college-wide goals, objectives, and priorities to shared governance councils.
8. Review and approve changes to Councils and Committees: Pathways to Decisions manual (CCPD).

Co-chairs

Superintendent/President (1) (co-chair)

Academic Senate (1) (co-chair)

Membership and Appointment

ASBG (1)

CSEA (1)

Faculty Association (1)

Management Association (1)

Part-time Faculty Association (1)

Supervisory/Confidential (1)

Ex-officio members

Minimum of one co-chair from each Council (7); director, Public Affairs & Communications

Some membership may be duplicated.

Meetings

Meetings are held on the first and third Monday from 2:30-3:30 p.m.

Agenda

Agenda items are the responsibility of the co-chairs. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and distributed to all members.

Committees

DEIA/EEO Committee

Resource Alignment Committee

Facilities Council

Reports to: College Council

Functions

1. Utilize institutional annual and long-term goals to develop and implement initiatives leading toward the recommendation of order of priorities, the state's scheduled maintenance, and the 5-year construction plan.
2. Hold primary responsibility to develop the facilities master plan and respond to accreditation activities related to Standard IIIB.
3. Act as a resource to the campus on issues related to facilities and emergency preparedness.
4. Disseminate information to faculty, staff, and administration as well as through the institutional governance structure as appropriate.
5. Act as a recommending body to the College Council on issues related to facilities.
6. Monitor Facility Council's progress in achieving goals, objectives, and institutional effectiveness.
7. Work collaboratively with the Academic Senate to address issues of mutual concern and/or interest.
8. Develop and recommend innovative strategies to improve facilities including sustainability, landscape design, traffic flow, parking, and security matters.

Co-chairs

Associate Superintendent/Vice President, Finance and Administration (1) (co-chair)
Academic Senate (1) (co-chair)

Membership and Appointment

ASBG (1)
CSEA (1)
Faculty Association (1)
Management Association (1)
Part-time Faculty Association (1)
Supervisory/Confidential (1)

Ex-officio members

Chief of police, Campus Police
Director, Facilities
Director, PCPA
LVC representative, senior administrator or designee (1)
Purchasing supervisor, Business Services
Technology services supervisor, Information Technology Services

Minimum of one chair or designee of each standing committee of the Facilities Council; additional members as appointed by Facilities Council.

Meetings

Meetings are held on the second and fourth Thursday from 9:30-11:00 a.m.

Agenda Items

Agenda items are the responsibility of the co-chairs. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and distributed to all members.

Committees

Art on Campus

Safety

Sustainability

*Approved at College Council 10/05/2020

Human Resources Council

Reports to: College Council

Functions

1. Hold primary responsibility to respond to accreditation activities related to Standard IIIA.
2. Be a resource to the district on issues related to human resources and the improvement of recruitment (EEO), retention, professional development, and related procedures.
3. Disseminate information to faculty, staff, and administration as well as through the institutional governance structure.
4. Act as a recommending body on district plans, policies, procedures, and issues as they relate to human resources.
5. Provide overall guidance and direction to standing committees.
6. Work collaboratively with all constituencies to address issues of mutual concern and/or interest.
7. Review and update appropriate board policies relative to Human Resources.

Co-chairs

Director, human resources (1) (co-chair)

Academic Senate (1) (co-chair)

Membership and Appointment

ASBG (1)

Chair, Academic Senate Professional Development Committee (1) or designee

CSEA (1)

Faculty Association (1)

Management Association (1)

Part-time Faculty Association (1)

Supervisory/Confidential (1)

Ex-officio members

Minimum of one chair or designee of each standing committee of the Human Resources Council; additional members as appointed by Human Resources Council.

Meetings

Meetings are held on the first and third Thursday of each month. The meeting times will be determined by the council.

Agenda

Agenda items are the responsibility of the co-chairs. Other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and posted online for access by all members.

Committees

Staff Benefits

Professional Development/Training

Institutional Effectiveness Council

Reports to: College Council

The Institutional Effectiveness Council functions as a shared governance entity that monitors and improves institutional effectiveness via program review and integrated planning. It also ensures compliance with accreditation standards.

Functions

1. Reviews and evaluates the institutional program review processes including the use of relevant forms and documents, implementation of timelines, and may make recommendations to the Academic Senate and development of overall institutional summary information for use in planning.
2. Act as the institutional accreditation steering committee and make recommendations for ongoing institutional improvement.
3. Be a resource to and inform the college community on accreditation issues.
4. Disseminate information to faculty, staff, and administration through the institutional governance structure as appropriate.
5. Monitor and report progress in achieving college goals and institutional effectiveness to college council.
6. Facilitate and review the components to the college educational master plan based on strategic plan objectives, departmental and campus review of needs, current status, and intended innovations.
7. Develop and implement processes and procedures to evaluate the integrity and effectiveness of governance and decision-making structures and processes; widely communicate these results and recommend their use for institutional improvement.
8. Provide status report for all institutional plans to College Council and ensure college-wide dissemination.

Co-chairs

Executive Director, Institutional Effectiveness (1) (co-chair)

Academic Senate (1) (co-chair)

Membership and Appointment

Accreditation Liaison Officer

ASBG (1)

CSEA (1)

Faculty Association (1)

Management Association (1)

Part-time Faculty Association (1)

Supervisory/Confidential (1)

Ex-officio members

Minimum of one chair or designee of each standing committee of the Institutional Effectiveness Council; Student Services administrator appointed by the Superintendent/President (1); Superintendent/President (1); additional members as appointed by Institutional Effectiveness Council.

Meetings

Meetings are held on the second and fourth Tuesday from 2:30-4:00 p.m.

Agenda

Agenda items are the responsibility of the co-chairs. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and distributed to all members.

Committees

Enrollment Management

*Approved at College Council 09/16/2024

Student Learning Council

Reports to: College Council

The Student Learning Council is an advocate for student learning. It develops and recommends strategies to support, protect, and improve student learning programs, and seeks to advance and encourage innovation in teaching and learning to meet the changing needs of our students.

Functions

1. Make recommendations to the Institutional Effectiveness Council (IEC) regarding accreditation standards related to Standard 2 Student Success.
2. Be a resource to the campus on issues related to student learning and the improvement of student learning programs.
3. Disseminate information to faculty, staff, and administration as well as through the institutional governance structure as appropriate.
4. Act as a recommending body to the College Council on issues related to student learning programs.
5. Monitor progress in achieving goals, objectives, and institutional effectiveness.
6. Work collaboratively with the Academic Senate to address issues of mutual concern and/or interest.
7. Develop and recommend innovative strategies to improve student learning programs.
8. Provide overall guidance and direction to the standing committees.
9. Provide overall guidance and direction to the college to ensure alignment with all district plans related to student learning programs.

Co-chairs

Vice president, Academic Affairs, or designee (1) (co-chair)

Academic Senate (1) (co-chair)

Membership and Appointment

ASBG (1)

CSEA (1)

Faculty Association (1)

Management Association (1)

Part-time Faculty Association (1)

Supervisory/Confidential (1)

Ex-officio members

Department chair (1); minimum of one chair or designee of each standing committee of the Student Learning Council; Academic Senate Executive (2); Student Services Council member (1); academic administrator (1); additional members as appointed by Student Learning Council.

Meetings

Meetings are held on the second and fourth Wednesday from 2:30-4:00 p.m.

Agenda

Co-chairs create the agenda.

Notes

Vice president, Academic Affairs, or designee is responsible for note taking.

Committees

Distance Education

Student Equity and Achievement Program (SEAP)

Student Services Council

Reports to: College Council

Functions

1. Disseminate information to faculty, staff, and administration as well as through the institutional governance structure as appropriate.
2. Utilizing institutional annual and long-term goals develop and implement initiatives leading toward the improvement of student services programs.
3. Hold primary responsibility to respond to accreditation activities related to Standard II.C.
4. Be a resource to the campus on issues related to student services and the improvement of student services programs.
5. Act as a recommending body to the college council on issues related to student services programs.
6. Monitor progress in achieving goals, objectives, and institutional effectiveness.
7. Work collaboratively with the Academic Senate to address issues of mutual concern and/or interest.
8. Develop and recommend innovative strategies to improve student services programs.
9. Provide overall guidance and direction to the standing committees.

Co-chairs

Vice president, Student Services (1) (co-chair)

Academic Senate (1) (co-chair)

Membership and Appointment

ASBG (1)

CSEA (1)

Faculty Association (1)

Management Association (1)

Part Time Faculty Association (1)

Supervisory/Confidential (1)

Ex-officio members

Minimum of one chair or designee of each standing committee of the Student Services Council; department chair (1); instructional faculty (1); additional members as appointed by Student Services Council.

Standing Invitees

Director, Admissions and Records

Length of Appointment

Membership is based on role/position which dictates the length of appointment. Members at large have a two-year term.

Meetings

Meetings are held on the first and third Wednesdays from 2:30-4:00 p.m.

Agenda

Agenda items are the responsibility of the co-chairs. All other members may submit agenda items nine days before the scheduled meeting.

Notes

Notes are maintained by the administrative assistant and are available on the myHancock portal.

Committees

BIT Committee

Calendar Committee

Catalog Committee

Grade Review Committee

Learning Outcomes & Assessment Committee (SS)

Outreach Committee

Student Success and Equity Committee

*Approved at College Council 09/16/2024

Technology Council

Reports to: College Council

Functions

1. Use institutional annual and long-term goals to establish technology priorities and make recommendations for allocation of budget resources.
2. Hold primary responsibility to develop the technology master plan in conjunction with the educational and facilities master plan and respond to accreditation activities related to Standard III.C.
3. Review and recommend new technology for implementation.
4. Ensure that the technology master plan represents the campus technology vision.
5. Disseminate technology council information to faculty, staff, and administration through the institutional governance structure.
6. Act as a recommending body to the College Council on issues related to technology.
7. Establish annual Technology Council goals and objectives and report progress.
8. Work collaboratively with the college constituencies to address technology issues of mutual concern and/or interest through the institutional governance structure.
9. Investigate innovative technology to enhance instruction.
10. Provide overall guidance and direction to the standing committees.

Co-chairs

Director, Information Technology Services (co-chair)

Academic Senate (1) (co-chair)

Membership and Appointment

ASBG (1)

CSEA (1)

Faculty Association (1)

Management Association (1)

Part-time Faculty Association (1)

Supervisory/Confidential (1)

Ex-officio members

Minimum of one chair or designee of each standing committee of the Technology Council; a Distance Education Committee member appointed by the Distance Education Committee; additional members as appointed by Technology Council.

Length of Appointment

Faculty, Deans, Classified and Supervisory/Confidential appointed members generally serve a two-year term. Other members are permanent members.

Faculty Appointment

Faculty are represented by full- and part-time faculty.

Meetings

Meetings are held on the first and third Wednesday from 2:30-4:00 p.m.

Agenda

Agenda items are the responsibility of the co-chairs. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and distributed to all members.

Committees

Banner Committee

Educational Technology Advisory Committee (edTAC)

Web Services Committee

*Approved at College Council 09/16/2024

Committees

Art on Campus Committee

Reports to: Facilities Council

Purpose

The Art on Campus subcommittee provides leadership for public art projects at Allan Hancock College in order to:

- Provide access to a variety of high-quality artistic experiences for the students, staff, and community of Allan Hancock College;
- Enhance the campus environment, establish identifiable destination points for art on campus, and encourage campus pride and a sense of legacy;
- Ensure an established process for public art projects;
- Pursue a variety of art that is inclusive of diverse cultural backgrounds and honors our local heritage;
- Encourage involvement in and appreciation of the arts.

Functions

1. Recommend to the Facilities Council guidelines that include scope and functions of the Art on Campus subcommittee; update and modify guidelines as needed and forward recommendations to the Facilities Council for approval.
2. Using these guidelines and working with designated architects (when applicable), recommend to the superintendent/president art placement opportunities in new, remodeled, and existing buildings and outdoor public areas.
3. Consult with the director, facilities and/or other experts to review structural, safety, and installation considerations, and relocation and/or refurbishment or decommissioning of existing art.
4. Present final recommendations to the superintendent/president regarding selection of art for designated spaces; also, present recommendations regarding relocation, refurbishment, and/or decommissioning of existing art.
5. Manage the selection, purchase, donation, and installation of art pieces, including faculty, student, local and regional art works; maintain an up-to-date Art Inventory Record and establish maintenance plans as needed.
6. Communicate regularly with the Facilities Council regarding Art on Campus subcommittee activities including, when necessary, alignment with the Facilities Master Plan.
7. Be available to consult with architects and stakeholders regarding permanent decorative and/or ornamental elements designed into a project by the building architect.
8. Create Selection Panels for oversight of specific art acquisitions and installations.
9. Provide secure, appropriate, short-term, and long-term storage for artwork as needed.

Co-Chairs

Fine Arts faculty (co-chair)

Director, Public Affairs and Communications (co-chair)

Membership and Appointment

Dean Academic Affairs (1)

Director, Public Safety/Chief of Police

Director, Institutional Grants

Executive Director, College Advancement

Facilities representative

Committees will work with the respective council to validate functions and membership.

Faculty (5) represented by full and part-time faculty
Librarian
PCPA representative

Faculty/Appointment

Faculty are appointed by Academic Senate

Meetings

Meeting are held on the first Friday of the month from 10-11:30 a.m.

Agenda

Agenda items are the responsibility of the co-chairs. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and distributed to all members.

*Approved at College Council 09/16/2019

Banner Committee

Reports to: Technology Council

Functions

1. Provide process and technical coordination for Banner system activities.
2. Plan and manage upgrades.
3. Review enhancements and new releases and coordinate any functional changes with affected departments.
4. Ensure ongoing training and adequate user documentation on Banner.
5. Review and prioritize local enhancements for submission to vendor's idea forum.
6. Report objectives and status to Technology Council.
7. Submit all proposed policies and guidelines to Technology Council.

Co-Chairs

Dean, Student Services (co-chair)

Director, Information Technology Services (co-chair)

Director, Business Services (co-chair)

Membership and Appointment

Academic Affairs representatives (up to five)

Academic Senate (1)

Administrative Services representatives (up to two)

ASBG (1)

Business Services representatives (up to four)

Faculty Association (1)

Financial Aid representatives (up to four)

Human Resources representatives (up to four)

Institutional Effectiveness representatives (up to two)

ITS Representatives (up to five)

PCPA representatives (up to two)

Student Services representatives (up to four)

Student Accounts and Auxiliary Accounting representatives (up to four)

Length of Appointment

Membership based upon employment in specific positions is ongoing.

Faculty Appointment

Faculty can be represented by full- and part-time faculty.

Meetings

Meetings are held on the second Monday from 9:00-10:30 a.m.

Agenda

Agenda items are the responsibility of the co-chairs. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and posted online for access by all members.

*Approved at College Council 10/02/2023

Committees will work with the respective council to validate functions and membership.

Basic Skills Committee

Reports to: Student Learning Council

Functions

1. Identify and recommend instructional and student support strategies to improve student success in basic skills.
2. Identify learning gaps/needs in basic skills instruction and student support services and recommend improvement for student success.
3. Examine pedagogical training needs of basic skills full-time and part-time faculty and recommend a training program.
4. Review and make recommendations for better coordination of basic skills discipline
5. Share ideas about successful instructional strategies, techniques, and collaboration in basic skills programs.
6. Identify research needs and inform institutional planning.
7. Examine gaps between credit and noncredit instruction and make recommendations to the appropriate departments/committees.
8. Strengthen interdepartmental collaboration.

Chair

The chair is elected by the committee for a two-year term.

Membership and Appointment

ASBG (1)

Basic Skills Initiative administrator(s)

Classified staff (2), math lab (1) and writing center (1)

Counselors (2) (one credit, one non-credit) selected by the counseling department

Dean of academic affairs (1) selected by the vice president, academic affairs

Dean or director in student services (1) selected by the vice president, student services

Dean, community education

Director, EOPS

Faculty (3) selected by the respective department(s), including English (1), ESL (1) and reading (1)

Faculty (librarian) (1)

Learning disabilities specialist (1) selected by the learning assistance program

Math faculty (2) selected by the math department

Length of Appointment

Appointment is for two staggered terms to ensure continuity of committee work and shall be assigned within the first three weeks of each academic year.

Faculty Appointment

Faculty can be represented by full- or part-time faculty.

Meetings

Meetings will be held twice a semester with the time and date established each semester.

Agenda

The chair is responsible for constructing the agenda. Proposed agenda items should be submitted by committee members no later than three days prior to each meeting.

Notes

The chair is responsible for recording and distribution of notes.

*Approved at College Council 11/17/2014

Committees will work with the respective council to validate functions and membership.

Bulldog Intervention Team (BIT) Committee

Reports to: Student Services Council

Purpose

The mission of BIT is to improve and promote campus community safety and wellness by coordinating information and developing support plans for people of concern. The purpose of BIT is to serve as the coordinating hub of a network of existing resources, focused on prevention and early intervention in campus community situations involving individuals experiencing distress or engaging in harmful or disruptive behaviors. The team will regularly review and assess these situations and recommend actions in accordance with existing college policies.

Functions

1. Develop coordinated strategies to support students in distress, manage potentially harmful or disruptive behavior, and connect students to appropriate services.
2. Make recommendations to college officials on appropriate actions consistent with college policies and procedures.
3. Engage in ongoing refinement of Team procedures and protocols to foster optimal team functioning and interface with the college community.
4. Identify college policy and procedural issues warranting further examination and refer such matters to appropriate entities.
5. Identify campus training needs, recommend programs, and conduct outreach and training for faculty, staff, and students.

Co-chairs

Coordinator, Student Health Services (co-chair)

Vice president, Student Services (co-chair)

Membership and Appointment

Basic Needs Program supervisor

Chief of Police or designee, Campus Police

Dean, Student Services

Department chair or designee, Counseling

Human Resources director or designee

Mental health counselor, Student Health Services

Meetings

The BIT Committee will meet once per month and when necessary.

Agenda

Co-chairs are responsible for constructing the agenda. Proposed agenda items should be submitted by committee members no later than the day before the scheduled meeting.

Notes

Co-chairs (or designee) will be responsible for recording and distribution of notes to the committee members.

*Approved at College Council 10/02/2023

Calendar Committee

Reports to: Student Services Council

Functions

The Calendar Committee shall develop and recommend for approval the yearly academic calendar.

Co-chairs

Vice president, Student Services (co-chair)

Faculty Association (1) (co-chair)

Membership and Appointment

Academic Senate (1)

Administrators (2) (including the Vice President, Student Services, who has a standing appointment)

ASBG (1)

CSEA (1)

Director, Admissions and Records

Faculty Association (1)

ITS representative (1)

Part-time faculty (1)

Length of Appointment

Vice president, Student Services and director, Admissions and Records have a continuous appointment.

All others serve one year but may be reappointed.

Meetings

Scheduled two to four meetings during the fall and spring semesters as needed to develop and recommend the calendar.

Agenda

The agenda is developed by the vice president, Student Services in collaboration with the faculty co-chair.

Notes

Notes are maintained by the administrative assistant. The office of the vice president, Student Services posts the academic calendar on the college's public website.

*Approved at College Council 10/16/2023

Catalog Committee

Reports to: Student Services Council and Student Learning Council

Functions

The Catalog Committee guides the development of the annual catalog.

1. Establish the annual timeline and deadlines for catalog production.
2. Monitor the progress of annual catalog production and ensure deadlines are met.
3. Review and make recommendations for improvements and changes to the catalog.

Co-chairs

TBD

Membership and Appointment

Administrative assistant, VP Student Services office

AP&P representative (1)

ASBG (1)

Counseling faculty representative (1) (appointed by Academic Senate)

Curriculum Specialist

Director, Admissions and Records

Instructional faculty (2) (appointed by Academic Senate)

ITS/Web Services (1)

Public Affairs representative (1)

Learning Assistance Program (LAP) faculty representative (1) (appointed by Academic Senate)

Veterans and Financial Aid representative

Length of Appointment

Membership is based on role/position, which dictates the length of appointment; members at large have a two-year term.

Meetings

Meetings will be held regularly as needed (meeting timeline to be established by committee).

Agenda

Agenda items are the responsibility of the chair(s). All other members may submit agenda items at any time.

Notes

Notes are maintained by a designated note taker and are available on the myHancock portal.

*Approved at College Council 12/16/2019

Distance Education Committee

Reports to: Student Learning Council

Functions

To address issues, explore options, and recommend policies, procedures, and tools to enhance the quality of student learning and services in the delivery of distance education offered by Allan Hancock College.

1. Recommend criteria to promote quality of instruction and develop strategies to increase student retention and success in distance education.
2. Facilitate the development of new ideas and recommend innovative technologies for distance education.
3. Identify, develop, and recommend policies to enhance support services for faculty and students.
4. Promote awareness and make recommendations concerning intellectual property/copyright issues for distance education.
5. Recommend guidelines for training and approval of distance education instructors.
6. Evaluate and make recommendations for distance education platforms and infrastructure.

Membership

Academic Senate (2)

Adaptive Technician/Internet Access Specialist, Learning Assistance

ASBG (1)

Dean, Learning Resources

Distance Education Specialist, Learning Resources (chair)

Distance Education Technician

Faculty Association (1)

Full-time Counselor (1) (appointed by Academic Senate)

Information Technology Services designee

Part-time Faculty Association (1)

Program/Multimedia Services

Student Services Administrator

Vice President, Academic Affairs

Ex-officio members

One ex-officio member chosen by department for each of the following departments:

Applied Behavioral Sciences

Business

English

Fine Arts

Health Sciences

Industrial Technology

Kinesiology

Languages and Communication

Life and Physical Sciences

Mathematical Sciences

Social and Behavioral Sciences

Length of Appointment

Members serve two years

Faculty Appointment

Faculty can be represented by full- or part-time faculty.

Committees will work with the respective council to validate functions and membership.

Meetings

Meetings take place on the first Tuesday of the month at 1 p.m.

Agenda

The chair is responsible for constructing the agenda. Proposed agenda items should be submitted by committee members no later than two days prior to each meeting.

Notes

During each meeting, a note taker will be selected and will make a record of agenda items discussion. The chair will be responsible for distribution of notes to committee members.

*Approved at College Council 10/16/2023

Diversity, Equity, Inclusion, Access/Equal Employment Opportunity Committee

Reports to: College Council

The District established the Diversity, Equity, Inclusion, Access (DEIA), and Equal Employment Opportunity (EEO) Committee to assist in the articulation, development, revision and implementation of the EEO Plan. The committee also serves as a driving force for creating an authentically inclusive and socially just environment across the district. This advisory committee shall be composed of a diverse membership including, administrators, faculty, classified staff, and students who share a passion for diversity, equity, inclusion, and equal employment opportunities. Together, the committee shall ensure all stakeholders are active participants in supporting inclusive community efforts to promote trust, social justice, and stewardship of the EEO Plan. Although the DEIA/EEO Committee reports directly to the College Council, 10 plus 1 items will be sent to Academic Senate for review and input. The DEIA/EEO Committee assists the district in achieving campus wide initiatives which support equal employment opportunity and non-discrimination policies and procedures consistent with the purposes of the plan.

The DEIA/EEO Committee is embedded in the district's shared governance structure and reports to the College Council, the chief shared governance body responsible for integrating strategic planning and resource allocation.

Functions:

1. Serve as catalyst for positive change, inspiring the district to embrace diversity as a strength, uphold equity as a moral imperative, and cultivate an environment where every individual can thrive and reach their full potential.
2. Collaboratively develop, evaluate, and ensure the clear understanding and utilization of DEIA / EEO definitions in the community.
3. Leverage data-driven approaches, rigorous research, and transparent reporting to inform evidence-based strategies, measure progress, and hold the district accountable for its DEIA commitments and investments.
4. Review and advise on the district's staff diversity/EEO plan, monitor its progress, examine, review, identify barriers, and recommend changes to hiring policies and practices for all employee categories.
5. Recommend and engage in professional development training on DEIA /EEO actions.
6. Identify and dismantle systemic barriers, critically examining existing policies, practices, and unwritten rules that impede diversity, equity, inclusion, access, and achievement affecting the district's diverse employee and student populations.
7. To actively pursue authentic and equitable opportunities to support and promote a socially just learning environment, academic spaces, and campus community for all stakeholders.

Co-Chairs

Director, Institutional Grants (co-chair)

Faculty, FT (co-chair) – appointed by Academic Senate

Membership and Appointment

ASBG (1), Student (1)

CSEA (2)

Faculty Association (1)

Management Association (1)

Part-time Faculty Association (1)

Supervisory/Confidential (1)

Committees will work with the respective council to validate functions and membership.

Ex-Officio members

Director, Human Resources or designee

Dean, Student Services (1), assigned to the Student Success and Student Equity Committee will act as a collaborative partner to align student equity activities with broader campus initiatives which affect all campus stakeholders.

Length of Appointment

Faculty, classified, supervisory/confidential, management appointed members generally serve a two-year term. Other members are permanent members.

Meetings

Meetings will be held monthly every fourth Friday from 10:30 a.m. – 12:00 p.m.

Agenda

Agenda items are the responsibility of the co-chairs. Proposed agenda items should be submitted to the chair by committee members no later than two days before the meetings.

Notes

Notes will be maintained by the chair and distributed to all members.

*Approved at College Council 09/16/2024

Educational Technology Advisory Committee (edTAC)

Reports to: Technology Council

Functions

1. Research, review, and provide input on educational technology that aligns with and supports the goals of the Technology Master Plan.
2. Make recommendations to the Technology Council regarding standards and priorities for purchase of instructional and support equipment and software.
3. Assist the district to seek out new ideas and innovative technologies.
4. Recommend updates to the computer obsolescence guidelines document.
5. Review annual program requests for instructional and support technologies and make recommendations to the Technology Council.
6. Analyze educational and institutional technology requests and purchase in order to detect patterns, ensure transparency, and promote accountability.
7. On at least a biannual basis, work with ITS to assess currency and effectiveness of technology in classrooms and instructional facilities and recommend updates as needed.

Co-chairs

Assistant director, ITS (co-chair)

Faculty (appointed by Academic Senate) (co-chair)

Membership and Appointment

Academic Dean (appointed by Management Association)

ASBG (1)

CSEA (4) (preferably from instructional support areas)

Faculty Association (1)

Faculty, including one from a Student Services area (up to seven) (appointed by Academic Senate)

Part-time Faculty Association (1)

Length of Appointment

Members generally serve a two-year term with the exception of the Assistant Director, ITS, who is a permanent member.

Meetings

Meetings will be held bimonthly on the second and fourth Tuesday at 1 p.m. in L-215.

Faculty Appointment

Faculty may be appointed from full and part-time faculty.

Agenda

Agenda items are the responsibility of the co-chairs. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and posted online for access by all members.

Approved at College Council 10/02/2023

Committees will work with the respective council to validate functions and membership.

Enrollment Management Committee

Reports to: Institutional Effectiveness Council

Functions

The enrollment management committee is responsible for the development and monitoring of the district's enrollment management plan. The committee utilizes institutional planning documents and data to evaluate student enrollment trends, make recommendations regarding the growth and decline of course offerings, and evaluate and make recommendations to address issues of student recruitment, retention, and success.

Chair

Elected by the committee for a two-year term which will be voted on each spring.

Membership and Appointment

ASBG (1)

Academic Administrators (2) (appointed by the Management Association)

CSEA members (2)

Department Chairs (2)

Director, Public Affairs & Communications

Faculty (5) including one part-time faculty member (appointed by the Academic Senate)

Outreach Committee representative

Student Services Managers (2) (appointed by the Management Association)

Vice President, Academic Affairs

Vice President, Institutional Effectiveness

Vice President, Student Services

Ex-officio members

Deans

Department Chairs

Meetings

Third Thursday of each month, from 12:30-2:00 p.m.

Agenda

The chairperson is responsible for constructing the agenda.

Notes

The chairperson is responsible for recording and distributing notes from each meeting.

*Approved at College Council 10/03/2016

Institutional Advancement Committee

Reports to: Budget Council

Institutional Advancement encompasses a variety of college-wide operations, such as grant development and implementation, fundraising, alumni relations, internal and external communications, government and corporate relations, community relations, student outreach, marketing, volunteer coordination, and economic development.

Functions

1. Review and recommend college-wide policies and practices related to institutional advancement.
2. Review, discuss, and when appropriate and necessary, recommend action on important and substantive issues and proposals related to institutional advancement.
3. Coordinate advancement-related activities across campus.
4. Respond to district identified needs in all areas of institutional advancement including grant development, community relations, industry engagement, resource development and other related areas.
5. Identify opportunities for collaboration and advancement in all areas of institutional advancement – such as grant opportunities, fundraising efforts, corporate partnerships, etc. – as they relate to institutional goals and the Educational Master Plan.

Chair

Executive Director, College Advancement

Membership

Associate Dean, Kinesiology, Recreation & Athletics/Athletic Director

Assistant Athletic Director/Sports Information Director

Dean, Academic Affairs (related to CTE Programs)

Dean, Academic Affairs (Community Education)

Dean, Student Services (related to outreach and matriculation)

Director of Development, PCPA

Director, Institutional Grants

Director of Public Affairs and Communications

Director, Student Activities & Outreach

Marketing Director, PCPA

Project Director, K-12 Partnerships, CWE, Career Development

Other positions as deemed applicable

Length of Appointment

Membership is based on role/position, which dictates the length of appointment.

Meetings

Usually scheduled monthly. There may be an intermittent need to convene quickly – electronically or in person – to elicit input/response on specific topics or projects.

*Approved at College Council 09/19/2022

Committees will work with the respective council to validate functions and membership.

Learning Outcomes & Assessment Committee – Student Services

Reports to: Student Services Council

Functions

1. Assist departments in the development, implementation, and assessment of program learning outcomes at the course and program levels for student services.
2. Provide input and feedback in the assessment of institutional learning outcomes (ILOs).
3. SLO liaisons will report on PLO assessment progress in their departments.
4. Facilitate training for faculty and staff on assessment of learning outcomes.
5. Work with program review participants to implement improvement plans related to assessment.
6. Maintain assessment cycle timelines.
7. Advocate for resources and support within the department as it relates to student learning and assessment.

Chair

Coordinator(s), program learning outcomes – Student Services

Membership and Appointment

Chair, program learning outcomes - Academic Affairs

Student Services departmental/program liaisons

Standing Invitees

Deans, Student Services

Research and planning analyst

Executive Director, Institutional Effectiveness, or designee

Vice president, Student Services

Length of Appointment

Liaisons are appointed annually. All other members are permanent due to their position responsibilities.

Meetings

Regular scheduled meetings are held once per month during the fall and spring semesters.

Agenda

Chair is responsible for constructing the agenda. Proposed agenda items should be submitted by committee members no later than three days before the scheduled meeting.

Notes

Chair (or designee) will be responsible for recording and distribution of notes to the committee members.

*Approved at College Council 09/16/2024

Outreach Committee

Reports to: Student Services Council

Functions

1. Disseminate current campus, regional, and statewide credit and non-credit matriculation information regarding in-reach and outreach events and activities.
2. Review and make recommendations on outreach and student engagement procedures, policies, and reports.
3. Establish outreach master calendar.
4. Guide and direct the outreach team and make recommendations to Student Services Council.

Chair

Director, Student Activities & Outreach, or other designee (appointed by the Vice President, Student Services)

Membership and Appointment

3SP Technical Specialist
 Admissions and Records representative
 ASBG (1)
 CTE Faculty member(s) (1-3)
 Dean, Student Services
 Department chair, Counseling
 EOPS & special outreach representative
 Extended campus representative
 Financial aid representative
 Noncredit Counseling representative
 Noncredit representative
 Outreach Coordinator
 Outreach or Career counselor
 Outreach Specialist
 Project Director, K-12 Partnerships
 Public affairs and publications representative
 Retention and Outreach Specialists

Meetings

Meetings will be held every second Tuesday of the month from 2:30-3:30pm, or as needed.

Agenda

Agenda items should be submitted to the chairperson and contain items from previous meeting follow-up items, updates received from the state, staff presentations of matriculation activities on campus. Members may submit agenda items at least one week prior to the next meeting.

Notes

Notes are distributed to all members and guests attending the meeting.

*Approved at College Council 10/05/2020

Professional Development/Training Committee

Reports to: Human Resources Council

Functions

1. Facilitates and encourages skill development/training, support, employee retention.
2. Schedules institutionally developed workshops, conferences, and skill development training sessions.
3. Develops guidelines for the creation and development of staff training and professional development opportunities.
4. Facilitates the tracking system for professional development activities.
5. Identifies skills development and cross training needs and assists in facilitating that need.
6. Identifies employees who can provide staff development training.
7. Conducts needs assessments surveys to determine training needs.
8. Performs regular assessments/evaluations of training activities to determine effectiveness.
9. Manages and publishes annual calendar of professional growth activities and training opportunities.
10. Communicates professional development activities monthly in District newsletter.

Co-Chairs

Director, Human Resources/EEO, or designee (co-chair)

Management Association (1) (co-chair)

Membership and Appointment

Academic Senate Professional Development Committee Chair (1)

ASBG (1)

CSEA (1)

Faculty Association (1)

Part-time Faculty Association (1)

Supervisory/Confidential (1)

Length of Appointment

Faculty, classified, supervisory/confidential, management appointed members generally serve a two-year term. Other members are permanent members.

Meetings

Regularly scheduled meetings will be held monthly, with the time and day established each semester.

Agenda

Agenda items are the responsibility of the chair. Proposed agenda items should be submitted to the chair by committee members no later than two days before the meetings.

Notes

Notes will be maintained by the chair and distributed to all members.

*Approved at College Council 12/16/2013

Resource Alignment Committee

Reports to: College Council

As part of the integrated planning process, the Resource Alignment Committee matches prioritized resource requests with available funding sources; prioritizes institutional-wide needs that align with annual planning goals; and ensures a transparent and equitable resource alignment process.

Functions

1. Review all special categorical/grant fund allocations and categorical and discretionary district fund balances and make funding recommendations to College Council.
2. Increase campus awareness of annual categorical/grant fund allocations and processes for application.
3. Ensure that a transparent, equitable, and orderly resource allocation process is followed to meet institutional needs.
4. Leverage categorical and district funds to best meet institutional needs and goals that have been prioritized in accordance with established institutional processes.
5. Review resource requests to meet institutional needs that align with the integrated planning goals and objectives but that are not program specific.
6. Align categorical resource allocation to institutional priorities supported by data, including program review, student achievement, and internal and external demographic trends.
7. To meet Accreditation Standards, work with the Budget and Institutional Effectiveness Councils annually to evaluate the effectiveness of the resource alignment process and make recommendations for improvement if needed.

Co-Chairs

Vice President, Administrative Services (co-chair)

Academic Senate (1) (co-chair)

Membership and Appointment

Academic Senate (2)

ASBG (1)

Vice President, Academic Affairs

Vice President, Student Services

Ex-officio members

CSEA (1)

Deans

Director, Institutional Grants

Faculty Association (1)

Management Association (1)

Part-time Faculty Association (1)

Supervisory/Confidential (1)

Meetings

Meetings are held monthly during the academic year.

Agenda

Agenda items are the responsibility of the co-chairs. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and distributed to all members.

*Approved at College Council 10/16/2023

Committees will work with the respective council to validate functions and membership.

Safety Committee

Reports to: Facilities Council

Functions

1. Help provide the safest work environment possible for Allan Hancock College staff, visitors, children, and students.
2. Review safety practices.
3. Conduct site inspections.
4. Disseminate information to employees on safety, health, and catastrophic occurrences
5. Receive safety/hazard reports for review and investigations for recommendations on corrections.
6. Recommend staff development activities.
7. Establish procedures for compliance with hazardous materials regulations.
8. Develop and recommend procedures relating to handling, labeling and disposal of hazardous materials and universal waste.
9. Coordinate staff training related to hazardous materials.
10. Maintain the Employee Right-To-Understand and Hazardous Communication Program by informing staff of chemical hazards and how to work safely with chemicals.
11. Investigate and develop procedures to generate less hazardous materials on campus.
12. Assist in the management of the overall emergency/disaster preparedness organizational structure.
13. Coordinate staff training and emergency drills.
14. Recommendations related to Standardized Emergency Management System (SEMS) operations training.
15. Serve as a liaison with municipal and county emergency response agencies.
16. Recommend necessary district resources for disaster response.

Co-Chairs

Director, Public Safety/Chief of Police (co-chair)

Director, Facilities (co-chair)

Membership and Appointment

ASBG (1)

Associate Dean representative (1)

College nurse

Coordinator, Student Services (1)

CSEA (1)

Director, Children's Center

Faculty Association (1)

Operations Supervisor - Custodial

Part-time Faculty Association (1)

PCPA member (1) (appointed by the associate dean/artistic director, PCPA)

Science laboratory specialist, Life and Physical Sciences (1)

S.I.P.E. safety officer (1)

Ex-Officio members

Human Resources representative (1)

Information Technology Services representative (1)

Sergeant, Campus Police

Faculty Appointment

Faculty can be represented by full- or part-time faculty.

Committees will work with the respective council to validate functions and membership.

Meetings

Five regularly scheduled meetings are held each fiscal year (September, November, February, April, and June).

Agenda

The co-chairs are responsible for the meeting agendas. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and distributed to all members.

*Approved at College Council 09/16/2024

Student Success and Student Equity Committee

Reports to: Student Services Council

Functions

1. Disseminate current campus, regional, and statewide success and equity information.
2. Review and make recommendations related to student success and equity procedures, policies, and reports.
3. Provide guidance to responsible Administrator (i.e., budget, goals, mission, and implementation).
4. Establish taskforces as needed.
5. Integrate student success and equity activities into institutional mission.
6. Ensure student success and equity efforts are aligned with the college mission and integrated planning efforts.
7. Review, evaluate, and recommend new and ongoing activities to improve student success and equity.
8. Evaluate and identify equity and achievement gaps and identify strategies for improvement.

Chair

Dean, Student Services

Membership and Appointment

ASBG (1)

CSEA (2)

Dean, Student Services (2) (1 chair)

Dean, Academic Affairs (2)

Director, Admissions and Records or designee appointed by the Director, Admissions and Records

Director, EOPS/CARE/NextUp, CalWORKs or designee

Faculty members (8) (half of which are counseling faculty) appointed by the Academic Senate

Information Technology Services representative

Institutional Effectiveness representative

Learning Assistance Program (LAP) representative appointed by the Dean, Student Services

Length of Appointment

Membership is based on role/position which dictates the length of appointment.

Members at large have a two-year term.

Meetings

Meetings will be held monthly on the 3rd Thursday from 10:30 a.m. – 12:00 p.m.

Agenda

Agenda items are the responsibility of the chair. All other members may submit agenda items at any time.

Notes

Notes are maintained by the Dean's assistant and are available on the myHancock portal.

*Approved at College Council 03/02/2020

Committees will work with the respective council to validate functions and membership.

Sustainability Committee

Reports to: Facilities Council

Functions

1. Establish and promote campus-wide sustainability practices that supports Allan Hancock College students and employees to be global citizens, environmental stewards, and leaders in climate resiliency efforts within our community.
2. Act as a resource to the campus on issues of sustainability.
3. Provide the leadership effort to implement the District's Sustainability plan goals and objectives as outlined in the Facilities Master Plan.
4. Responsibly manage fiscal resources to promote sustainability and provide training for campus awareness.
5. Provide guidance for environmental justice initiatives on campus to ensure the campus is a healthy environment for all people and provide space for communities disproportionately affected by climate change to participate in dialogue to improve sustainability processes and procedures.

Co-chairs

Appointed by the Facilities Council

Membership and Appointment

Academic Senate (1)

ASBG (1)

CSEA (1)

Faculty Association (1)

Lompoc representative (1)

Management Association (1) (Recommend Director of Facilities)

Part-time Faculty Association (1)

Supervisory/Confidential (1) (Recommend Landscape Supervisor)

Meetings

The committee meets the third Thursday of every month from 9-10 a.m.

Agenda

The co-chairs are responsible for the meeting agendas. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and distributed to all members.

*Approved at College Council 09/16/2024

Web Services Committee

Reports to: Technology Council

Functions

1. Create and review web standards and procedures.
2. Approve changes to the public website home page.
3. Review and recommend the design and layout of all college websites and portals.
4. Ensure adequate and ongoing training on the content management system (CMS).
5. Review and recommend security access for content management system (CMS).
6. Monitor currency of public web pages.
7. Manage domain names.
8. Analyze and respond to web page analytics.
9. Review and approve web requests for new sites/pages/templates.
10. Report objectives and status to Technology Council.
11. Recommend all proposed policies and guidelines to Technology Council.

Chair

Web Services Specialist

Membership and Appointment

ASBG (up to two)

CSEA (up to four)

Dean, Academic Affairs

Director, Admissions and Records

Director, Information Technology Services

Director, Public Affairs

Faculty Association (1)

Faculty member (1) appointed by Academic Senate

ITS representatives (2)

Management Association (1)

Part-time Faculty Association (1)

Student Services representatives (3)

Supervisory/Confidential (1)

Length of Appointment

Faculty, Classified, Supervisory/Confidential, Management appointed members generally serve a two-year term. Student members serve a one-year term. Other members are permanent members.

Faculty Appointment

Faculty are represented by full- and part-time faculty.

Meetings

Meetings are held monthly on the first Thursday from 9:30-11:00 am.

Agenda

Agenda items are the responsibility of the chair. All other members may submit agenda items at any time for the next meeting.

Notes

Notes are maintained by a designated note taker and posted online for access by all members.

* Approved at College Council 10/02/2023

Committees will work with the respective council to validate functions and membership.

Part IV: FAQ's

Frequently Asked Questions

Part V: Appendices



GOALS & STRATEGIES

- A. Connect with Students
- B. Successful Entry into an Area of Interest and Program of Study
- C. Student Progression through Program of Study
- D. Student Completion
- E. Transition to Transfer and/or Gainful Employment

A. Connect with Students

Allan Hancock College will encourage new students to apply and enroll in a timely manner, secure necessary financial aid, and develop a plan for college and careers.

Description: In the connection phase, students first begin to think about the idea of going to college. They gather information and resources from teachers, counselors, peers, and family members. They consider many factors like finances, time, and the end result of employment options. When a student finally decides to attend college, selecting a specific college and program of study follows. This goal provides the college with an understanding of what happens to students and can help improve recruitment, intake, and placement processes.

Strategies:

A.1 Enhance the student enrollment experience and create a community bridge by implementing strategic outreach activities and continually improving student onboarding processes.

A.2 Expand and enhance campus diversity and inclusionary programming to ensure broad participation of all students, with a focus on traditionally marginalized communities.

A.3 Implement a Strategic Enrollment Management Plan that emphasizes flexible and innovative scheduling, with an emphasis on meeting the needs of non-traditional age students.

D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students. (This strategy appears in Goal D as well)

A.4 Develop and maintain collaboration with K-12 partners to build successful early academic, career pathways, and encourage enrollment after high school as a Promise student.

A.5 Build a more vibrant college-going culture through a broad and engaging community presence.

A.6 Expand relationships with community-based organizations as a means to reach prospective students and their families.

A.7 Build and maintain a student-centered online presence that appeals to the diverse community served.

A.8 Improve mechanisms (such as completing Student Education Plans) for students to make informed decisions about their educational goals.

A.9 Student Focus Group recommendations 1 and 2 (see Student Focus Group Recommendations in the Appendix)

B. Successful Entry into an Area of Interest and Program of Study

Allan Hancock College will facilitate student entry into programs of study within areas of interest by helping students choose and enter a program of study as quickly as possible.

Description: During the entry phase, students arrive at the institution and begin the onramp to an area of interest. This phase includes admissions, financial aid, counseling, and completion of gatekeeper courses.

Strategies:

B.1 Implement Areas of Interest to simplify informed and structured exploration leading to a chosen program of study.

B.2 Ensure successful first-year student experiences, with an emphasis on underserved populations, by designing and implementing integrated Student Success Teams that integrate instructional and student services such as academic and career planning, financial planning, and development of study skills.

B.3 Prioritize elimination of achievement gaps in gateway courses, including an evaluation of AB 705 implementation to ensure appropriate placement and impact of support courses.

B.4 Enhance the noncredit-to-credit bridge and assessment tools to prepare students for college-level coursework.

B.5 Encourage inquiry practices and utilization of equity data that facilitates coordinated support activities with a commitment to underserved populations.

B.6 Student Focus Group recommendations 3, 4, 5, 6, and 14 (see Student Focus Group Recommendations in the Appendix of the Educational Master Plan).

B.7 Provide adequate support to students and faculty to foster successful remote teaching and learning.

B.8 Develop new degree programs that lead to an associate degree in transfer and implement an associate degree for Transfer (ADT) informational campaign to students to promote transfer opportunities.

C. Student Progression through Program of Study

Allan Hancock College will ensure students' progress along their pathways to complete program requirements and achieve their educational goals.

Description: Progress is all about working toward completing program requirements, whether that is completion of a credential/degree, transfer requirements, or a sequence of courses that lead to meaningful employment. This includes students' enrollment in the courses they need to achieve their educational goal; the teaching and learning experience in each of these courses; and the support that is available to move students closer to completion.

Strategies:

C.1 With implementation of Student Success Teams, leverage current technology and staffing capabilities to provide real-time feedback, advising, and student-centered support to all students at all locations and in all relevant modalities in order to keep students on their path.

C.2 Implement an integrated campus wide financial resources campaign to mitigate student dropout as a result of financial hardship.

C.3 Foster a college climate that is responsive to student equity gaps and mitigates implicit bias by building in training and opportunities to share, discuss, and respond to disaggregated student achievement and outcomes data.

C.4 Emphasize culturally responsive instruction that supports diversity, equity, inclusion, and student success by expanding opportunities for faculty to implement high impact practices.

C.5 Ensure existing classroom and campus spaces encourage student engagement and reflects multicultural and multi-ethnic backgrounds.

C.6 Student Focus Group Recommendations 7, 8, 9, 10, 11, 12 (see Student Focus Group Recommendations in the Appendix of the Educational Master Plan)

C.7 Expand student support services such as library, peer tutors, and counselors in high impact courses.

C.8 Expand engaging and relevant cross-disciplinary content for students that is equity-minded and communicates a sense of belonging for students who have been historically marginalized in higher education.

D. Student Completion

Allan Hancock College will increase timely student completion rates and reduce excess units upon completion.

Description: The completion phase comprises both the student's final movement through an institution or program and the attainment of his or her end goals. The College tracks students' rates of completion by program and ensures students move successfully to the next phase.

Strategies

D.1 Provide a cross-functional student support approach and assist completion through Student Success Teams.

D.2 Expand technology-driven counseling practices such as webinars, remote, chat, and artificial intelligence to assist students near completion.

D.3 Implement and facilitate the auto-award degree process.

D.4 Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion.

D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students.

D.6 Implement college wide comprehensive curriculum evaluation, design, and redesign to ensure viable degree and certificate programs that are responsive to labor market needs and workforce demand.

D.7 Implement college wide capacity to assess and evaluate student achievement and completion in all service programs with an emphasis on mitigating equity gaps.

E. Transition to Transfer and/or Gainful Employment

Allan Hancock College will collaborate with industry and four-year colleges to ensure a seamless transition for students.

Description: The transition phase comprises the student's journey to further education (transfer) or into meaningful employment. Track transfer rates, time to transfer, and employment outcomes such as gains in income upon completion, and work with industry and four-year institutions to continually improve transition.

Strategies:

E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.

E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.

E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations.

E.4 Maximize usage of the transfer center and other transfer supports and services.

E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.

E.6 Leverage the Student Success Teams to direct students to campus career resources that provide connections and other networking opportunities.

E.7 Develop and implement robust strategies to facilitate student-to-industry connections.

E.8 Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.

Organizational Charts

District Organization

Academic Affairs

Administrative Services

College Advancement

Human Resources

Information Technology Services

Institutional Effectiveness

Student Services

Councils and Committees Monthly Meeting Schedule

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1 st	College Council	Distance Learning	Student Services Council Technology Council	Human Resources Council Web Services Committee	Art on Campus
2 nd	Banner Student Banner HR/PY/Finance Budget Council	Institutional Effectiveness Council Outreach Committee Sustainability	Student Learning Council	Facilities Council	edTAC
3 rd	College Council		Student Services Council Technology Council	Enrollment Management Human Resources Council Student Success and Student Equity	
4 th or Last day of the month	Budget Council	Institutional Effectiveness Council	DEIA/EEO Student Learning Council	Facilities Council	edTAC

Basic Skills Committee – meetings are twice a semester with the time and date established each semester.

BIT Committee – meetings are once a month and when necessary.

Calendar Committee – meetings are two to four meetings during the fall and spring semesters as needed.

Catalog Committee – meetings held regularly as needed.

Grade Review Committee – meetings are scheduled as needed.

Institutional Advancement Committee – meetings are scheduled monthly.

Learning Outcomes & Assessment Committee – Student Services – meetings are held once per month during the fall and spring semesters.

Professional Development/Training Committee – meetings will be held monthly, with the time and day established each semester.

Resource Alignment Committee – meetings are held monthly.

Safety Committee – meetings are held each fiscal year.

Allan Hancock College Board Policies

[Shared Governance](#)

[Program Review](#)

Academic Program Review Resource Guide

[Academic Program Review Resource Guide](#)