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Luis P. Sanchez, JD, LLM
Vice President, Academic Affairs
Introduction

An educational master plan should do far more than describe a college's existing programs, history, and demographic environment. It should articulate a vision which informs the college’s decisions, and guides college faculty and staff toward common goals.

Under the auspices of the Institutional Effectiveness Council, an Educational Master Plan Task Force was formed in January of 2012 and held several meetings during the spring semester. In those meetings, several desired attributes for a new educational master plan were expressed.

First, we wanted an EMP that was sufficiently succinct and reader-friendly that it did not simply end up gathering dust on a shelf. Second, we wanted an EMP that provides clear guidance for facilities and technology planning, as well as instructional and student-support planning. Third, we wanted an EMP that works in harmony with our college’s Strategic Plan, Mission, Vision, Core Values, and Institutional Learning Outcomes.

Finally, we wanted an EMP that is mindful of the legal, regulatory, and economic environment in which we work, but which articulates a vision far more inspiring than that. In abbreviated form, below are the key trends and conditions which influence this plan.

Legal Environment

A key component of the legal and regulatory environment in which we live is the Student Success Act, which was the product of a task force convened by the Community Colleges Board of Governors in January of 2011 to improve student success. Many of the recommendations made by the task force were embodied in Senate Bill 1456, and signed into law in September of 2012. A summary of the law appears in Appendix E of this EMP. Clearly, our planning must take this new law into account. Though finding the resources to breathe life into the law is a challenge for the state and for our college, promoting student success is our raison d’etre, so we embrace this challenge heartily.

Fiscal Environment

Fortunately, it appears that the severe economic drought which the California Community Colleges have faced for the past five years is finally cresting. The devastating recession has resulted in several years of course reductions, staff and faculty reductions, pay freezes or cuts, and reductions in support services to students. But in November of 2012, California voters passed Governor Brown’s Proposition 30, which restored some long-needed funding for public schools, and the state budget seems finally to have stabilized after years of massive deficits. It is too soon to know whether this change in our outlook is momentary or fundamental, but for now our mission must include restoring classes and support services to students, and rebuilding staff and faculty morale, to the extent possible.

Regulatory Environment

Another key regulatory trend that affects our outlook is the increasingly active role of accrediting agencies in imposing sanctions upon colleges which do not adequately meet ever more rigorous accreditation standards. We at Hancock are proud of maintaining a positive accreditation status. In response to our accreditors’ (ACCJC) 2010 recommendations, we have dramatically increased the number of courses with student learning outcomes assessments, and have tightened up our planning and resource allocation processes. In 2013, we submitted our mid-term accreditation report and received a follow-up accreditation visit, resulting in a full affirmation of our accreditation. We are proud of that status, but we know that we have to maintain vigilance and strive for continuous improvement in all that we do.
Trends in Higher Education

Other noteworthy trends affecting higher education include the ascendance of MOOCS (massive open online courses), and a shift away from the Carnegie unit and toward competency-based credit awards. Additionally, the rapidly changing use of technology in the classroom, and the promising insights of “big data” are factors that will influence pedagogy in profound but currently unquantifiable ways. Other trends worth noting include the emphasis on Transfer Model Curriculum (TMC) between the California State University system and the California Community College system, as well as offering baccalaureate programs at community colleges.

Demographic Environment

Demographically, our student body population is slightly changed since our last Educational Master Plan update. Our percentage of Hispanic students has increased slightly, reflecting demographic trends in California. We continue to have significant numbers of students who are unprepared for college-level math and English classes. These trends will intensify the need to find closer working relationships with our K-12 feeder schools, and better ways to assess and accelerate college-readiness skills for our EL and Basic Skills students. Key demographic indicators can be found in Appendix B of this document.

Physical Environment

Finally, the physical environment in which we work has changed considerably since our last EMP update. Several new buildings have changed the landscape of our campuses, and have created new and lovely learning spaces for our students. In turn, however, we must find resources to maintain those new buildings and to equip them with suitable furnishings and technology.

Planning Process

In addition to the influence of the foregoing trends and conditions, we wanted an EMP that is informed by, though not necessarily constrained by, the Program Reviews of our many instructional and support programs, so that our goals, if lofty, are not detached from the ground-level needs and objectives of those programs. To that end, we asked each department chair and program coordinator to update the information in their Program Reviews and to incorporate into their forecasts any trends which this Plan should contemplate. We then met with every respondent to verify and amplify the information they provided. From all of that information, as well as from planning meetings with Deans, Department Chairs, the Associated Students, the Academic Senate, the Student Learning Council, the Student Services Council, and the Board of Trustees, we synthesized the input received into five overall educational directions. We then reviewed those directions to make sure that they aligned with the 2009-2013 Strategic Plan (and its successor, which is currently under development). Finally, we shared a draft Educational Master Plan, focusing on the five educational directions, on our website, at three public forums, and at the 2013 Annual Planning Retreat. But we were not quite finished, for the EMP also needed to provide guidance to the Facilities Master Plan and the Technology Plan, both of which were being developed concurrently. Implications for Facilities Planning and for Technology Planning appear on pages 18 through 22 of this document.

We recommend that this Plan be reviewed annually to ensure that progress toward directions is being achieved, measured, and recalibrated. The Plan will be evaluated annually by the pertinent councils, and the results will be presented at the annual planning retreat for dissemination and discussion.

In the end, I hope that this Educational Master Plan embraces a vision of extraordinary support for student success, an innovative and affirming work environment for our faculty and staff, and a close and mutually-rewarding connection to our community.

Luis P. Sanchez, JD, LLM
Vice President, Academic Affairs
Mission, Vision, Values

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

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

**Shared Values**

- Student Success
- Innovation
- Mutual Respect
- Lifelong Learning
- Diversity
- Academic Freedom
- Shared Governance
- Excellence

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

What does Allan Hancock College contribute to the lives of its students? This question has inspired a dialog among our faculty, staff and students. Upon receiving an associate’s degree from Allan Hancock College, students will have achieved proficiency in communication; critical thinking and problem solving; global awareness and cultural competence; information and technology literacy; quantitative literacy; scientific literacy and personal responsibility and development. The following ILOs are integrated as knowledge, skills, abilities and attitudes into a variety of courses and student services available at the college.

COMMUNICATION
Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

*Examples of when students have demonstrated mastery of this ILO includes, but is not limited to:*
- Read effectively for many purposes including information gathering, appreciation, and analysis.
- Write clearly, concisely, and accurately in a variety of contexts and formats and for many audiences.
- Speak effectively in many different situations, involving diverse people and viewpoints.
- Listen actively and analyze the substance of others’ comments.
- Demonstrate effective visual literacy.

CRITICAL THINKING & PROBLEM SOLVING
Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

*Examples of when students have demonstrated mastery of this ILO includes, but is not limited to:*
- Apply a variety of critical and creative strategies for solving complex problems.
- Generate and explore questions and arrive at reasoned conclusions.
- Synthesize ideas and information from various sources and media.
- Evaluate the credibility and significance of sources and material used as support or evidence.
- Identify assumptions, discern bias, and analyze reasoning and methods.

GLOBAL AWARENESS & CULTURAL COMPETENCE
Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.

*Examples of when students have demonstrated mastery of this ILO includes, but is not limited to:*
- Develop an awareness of one’s own cultural framework and how it informs one’s perspectives and experiences.
- Recognize the interdependence of societies that participate in or depend on world economies, political systems, and the planet’s finite and fragile resources.
- Act with sensitivity, respect, and integrity in interactions with individuals and peoples of diverse perspectives, beliefs, and values.
- Develop an awareness of the importance of civic and community participation.

INFORMATION AND TECHNOLOGY LITERACY
Define what information is needed to solve a real-life issue then use appropriate technologies to locate, access, select and manage the information.

*Examples of when students have demonstrated mastery of this ILO includes, but is not limited to:*
- Use a computer to perform basic functions appropriate to the classroom and workplace.
- Select and use technology appropriate for the task.
- Determine the nature and extent of information needed.
- Locate, access, manage, and evaluate information from multiple sources.
- Use information ethically and legally.
- Develop the ability to understand the applications and implications of technology in society.
QUANTITATIVE LITERACY
Use mathematical concepts and models to analyze and solve real life issues or problems.

Examples of when students have demonstrated mastery of this ILO includes, but is not limited to:
- Perform calculations accurately.
- Interpret mathematical models such as formulas, graphs and tables.
- Apply mathematical concepts to solve problems.
- Create and analyze mathematical models of real-world situations.

SCIENTIFIC LITERACY
Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Examples of when students have demonstrated mastery of this ILO includes, but is not limited to:
- Demonstrate a science-based understanding of the natural world.
- Apply scientific concepts and models to solve complex problems within the natural world.
- Describe and demonstrate the use of the scientific method.
- Demonstrate science-based knowledge in daily life situations.

PERSONAL RESPONSIBILITY & DEVELOPMENT
Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Examples of when students have demonstrated mastery of this ILO includes, but is not limited to:
- Demonstrate an understanding of ethical issues and the ability to make ethical decisions in complex situations.
- Acquire knowledge and exercise choices that enhance wellness.
- Develop responsibility for one’s own actions and participate actively in pluralistic society.
- Produce and/or respond to artistic or creative expressions.
- Participate effectively in teams, provide leadership, make decisions, and seek consensus when appropriate.
- Value and apply lifelong learning skills for personal and professional growth.
- Value one’s personal role in sustaining the ecosystem.
- Develop career goals and plans to accomplish them.

The breadth and depth of experience and proficiency that any individual student may reach in each of these outcomes is, of course, dependent upon the student, his or her program or course of study, and his or her length of college attendance.
Our Current Programs and Services

The college offers 87 Associate of Arts and Associate of Science degrees and 117 certificates in a rich variety of university transfer programs as well as career and technical programs. In addition to our many credit programs, we also offer a variety of non-credit and fee-based classes. A complete list of our programs can be found on pages 62 and 63 of the 2014-15 college catalog.

Our students are supported by a core of well-trained counselors as well as by many special support programs such as College Achievement Now (CAN); Economic Opportunity Programs and Services (EOPS); Math, Engineering, and Science Achievement (MESA); a well-stocked modern library; and highly regarded Writing Center, Mathematics Center, and tutorial programs.

Our employees include over 140 full-time faculty, over 400 part-time faculty, 245 support personnel, and 29 management staff. A complete directory of our college employees can be found on the college's website.

Accreditation

Accreditation for California Community Colleges (CCC) is overseen by the Accrediting Commission for Community and Junior Colleges (ACCJC), part of the Western Association of Schools and Colleges (WASC). It is a voluntary and ongoing process to ensure quality student learning, institutional excellence, and ongoing improvement. One important function of remaining accredited is that it qualifies a college’s students for federal financial aid. It also assures the community and other educational institutions that a college meets certain standards and requirements. Accreditation is a way of certifying that students from a given college are well prepared for transfer and/or the workplace.

Integrated planning and resource allocation is a key component for any institution to meet ACCJC expectations. Every six years, an external visiting team examines how well an institution meets ACCJC’s twenty-one eligibility requirements and four standards. Eligibility requirement 19 (out of 21) is:

**Institutional Planning and Evaluation**

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

In addition, a large portion of ACCJC Standard I.B is devoted to institutional effectiveness in planning, including “The planning process is broad-based...allocates necessary resources, and leads to improvement of institutional effectiveness.” Finally, there is an ACCJC Rubric for Institutional Effectiveness in four parts; all of part II is devoted to planning. At this point in time, all CCCs are expected to be in a systematic cycle of planning for continuous quality improvement.

In order to meet the ACCJC requirements for planning, it is essential that a CCC has evidence of a strong planning process, in particular a mission-driven Strategic Plan and Educational Master Plan (EMP). These plans, when developed and integrated through a systematic participatory governance process that includes student learning outcomes and assessment, program review, data analysis, and ongoing dialogue, form the heart of institutional effectiveness. They drive institutional priorities, resource allocation, student achievement, and institutional improvement plans.

Allan Hancock College is currently fully accredited by ACCJC and due for an external team visit in 2016. The Educational Master Plan in particular aligns with accreditation standards for learning, services, facilities, and technology. It is a critical part of our integrated planning process, the document that details the actions and needs that will fulfill our mission and strategic directions, and provides crucial evidence that we are in a cycle of sustainable, continuous quality improvement. The mission and strategic plan act as the compass that sets our institutional directions—the EMP is the vehicle that takes us forward to achieve our goals in serving our students and our community.
Enrollment Management

The purpose of the Enrollment Management Plan (EMP) is to create a responsive, educationally sound approach to enrollment management, which supports the college and its educational programs. Enrollment management ties into the College mission, strategic planning, academic program development, student support services, marketing and recruitment, retention, and career planning and placement. Student needs and their success drive enrollment management decision-making.

Allan Hancock College supports the effort of enrollment management planning through an inclusive process that includes all key stakeholders in the determination of key goals and outcomes. Paramount to the enrollment management process is the focus on FTES targets; California community college funding emphasizes apportionment funding and thus the Enrollment Management Committee, as guided by the EMP, communicates established FTES targets recommended by the Budget Council. Upon review of FTES targets by College Council, the EMC makes recommendations for the growth and decline of sections, and evaluates and makes recommendations to address issues of student recruitment, retention, and success. Each year the EMC assesses key college data to determine what internal and external factors impact enrollment planning. In particular, enrollment management planning includes review of high school student enrollment trends and attributes of incoming students as well as local and regional demographic trends. Key internal factors include student performance measures, including the statewide Scorecard Data developed in concert with the Student Success Initiative.

Enrollment management planning processes address strategic directions in both growing and declining environments. During the worst budget crisis to hit higher education funding in the state, AHC developed six guiding principles that continue to resonate within the college community as the college has begun to add back critically needed sections. A key focus as enrollment targets ratchet up is ensuring balanced growth across all modalities and locations. Critical to this aspect of planning is guaranteeing that the district and LVC attain targeted funding levels; AHC has put an emphasis on attaining midsize college status and ensuring that the LVC provides adequate scheduling to attain center status funding targets.

The EMC has built into FTES targets the consideration for new programs and discontinuance of those programs no longer deemed viable as determined through program review and the discontinuance policy. Whether the college is growing or declining, departments are encouraged to identify high need areas based on historical enrollment trends, programmatic planning, and input from counselors. Cost and efficiency considerations are one of the guiding principles, and key data the EMC reviews each semester as part of college enrollment trends. Overall, enrollment planning is a balanced approach of providing educational opportunities across a broad spectrum of community need, while focusing on pragmatic fiscal considerations.
Educational Directions

To advance the mission of the college, this plan illustrates a vision which informs the college’s decisions and guides college faculty and staff toward common goals. Those goals are delineated into five Educational Directions – Student Success, Professional Development, Integrated Planning, Community Outreach, and New Revenue Development - and four Student Success Initiatives. Each direction and initiative is further defined below along with its connection to the pertinent Strategic Plan direction and/or goal (see Appendix G).

Student Success

Strategic Directions:
Student Learning & Student Success

A revamped commitment to student success is consistent with California’s legislative mandate and is at the heart of our college's raison d'être. Not surprisingly, this was the resounding theme that emerged from the 2013 Planning Retreat as well as from each group that was surveyed in drafting this Master Plan. Of course, “student success” is easy to state as a goal but much harder to actualize in concrete terms. There are many tangible measures of student success as well as some rather immeasurable components, such as the pride that our students feel when they learn a new concept or grasp a nuance previously hidden from them.

Attendees of the spring 2014 Student Success Summit confirmed the following definition of student success:

**Student success at Allan Hancock College is defined by the achievement of the student’s educational goals.**

Many of our students seek degrees or certificates, while others attend for job training or to enhance professional skills or simply for personal enrichment. Students’ goals are varied and may change throughout their college experience. In recognition of this diversity and complexity we must provide students multiple opportunities to assess their goals through a robust counseling process.

Despite the variety of students’ goals, there are common elements of student success that cut across programs and disciplines and that can be viewed as a framework for the type of integrated educational experience all students should have in some form or degree. These include the ability to demonstrate:

- Competency in written, oral, and visual communication;
- Information and technology literacy;
- Scientific and quantitative literacy;
- Critical thinking and ethical reasoning skills;
- Civility and interpersonal skills;
- Understanding of cultural diversity and environmental sustainability;
- Demonstrated historical and aesthetic sensibility;
- Capacity to assume civic, political, and social responsibilities locally and globally;
- Ability to acquire knowledge for life-long learning through a variety of means.
In order to help students actualize this definition, each year the college needs to identify one or more measures of student success that we wish to enhance and then adopt strategies likely to produce positive change. We must design coordinated and coherent initiatives of high-impact practices that educational research suggests increase rates of student engagement, retention, and success. At the same time, we must promote innovation and continuous improvement through the appropriate collection and use of data.

We propose the following initiatives:

**Initiative One: Start Here, Go Anywhere.**

*Strategic Plan: Goal SLS3 & SLS7*

Early contact and interventions, beginning before the student sets foot on campus, designed to streamline the transition from high school to college and improve college readiness; may include, among other elements, critical thinking, frequent writing, collaborative and team assignments, information literacy skills, and review for placement exams.

*High Impact Practices:*

- Early assessment
- Summer bridge programs
- First-year experiences
- Extended orientations
- Intrusive counseling
- Student success courses
- Coordination/collaboration with area high schools

**Initiative Two: Integrated Learning Experiences.**

*Strategic Plan: Goals SLS6 & SLS7*

Coordinated curricular and co-curricular offerings; links between academic courses and workplace/career training; real-world or hands-on learning; community and academic partnerships.

*High Impact Practices:*

- Learning communities
- Writing across the curriculum
- Internships
- Field experiences
- Service learning
- Experiential learning

**Initiative Three: Strengthening Support Services.**

*Strategic Plan: Goal SLS4 & SLS6*

Coordination of instruction and support services; expanded access to technology and services for underserved populations and distance education, including restoring critical services that have been cut due to budget deficits.

*High Impact Practices:*

- Tutoring
- Supplemental instruction
- Expanded services - weekends and evenings
- Expanded services for online students
- Learning commons

**Initiative Four: Expanded Learning Opportunities.**

*Strategic Plan: Goal SLS6*

Addressing the Institutional Learning Outcomes; preparing students to be global citizens and members of the global workforce, providing students opportunities to advance their education locally and in a timely fashion.

*High Impact Practices:*

- Study abroad
- University Center
- Accelerated pathways
Professional Development

Strategic Direction: Institutional Resources

The recent recession and consequent fiscal challenges have reduced our employees’ opportunities to participate in professional development. This has dampened employee morale and deprived our college of the rich knowledge and energy generated by professional development, as evidenced in 2009-2010 professional development survey results (below).

<table>
<thead>
<tr>
<th>2009-2010 Professional Development Survey: Perception Results</th>
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<tbody>
<tr>
<td>Overall interest</td>
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<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Classified Staff</td>
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<td>Administrators</td>
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Furthermore, there is currently a legislative shift toward including all employees in professional development endeavors in order to better address student needs and institutional change. Therefore, AHC needs to enhance employees’ opportunities to participate in professional development.

CA Senate Bill 1456: Student Success Act of 2012

The California Community College Student Success Taskforce report (2012), which includes the need for research and provided some historical context of professional growth in California, is directly responsible for legislation (SB 1456) that delineates professional growth mandates effective in 2014. It is a seminal report for community colleges and will, upon its effect, change the way California community colleges do business for the perceivable future. In particular, Recommendation #6: “Revitalize and Re-envision Professional Development” states that “Ongoing professional development is a fundamental component of supporting the systematic change that will improve student success” (California Community College Student Success Taskforce, 2012). That recommendation is delineated in the following subsections:

Recommendation 6.1
Community colleges will create a continuum of strategic professional development opportunities, for all faculty, staff, and administrators to be better prepared to respond to the evolving student needs and measures of student success.

Recommendation 6.2
Community colleges will direct professional development resources for both faculty and staff toward improving basic skills instruction and support services.

CA Senate Bill 590 of 2013

California Senate Bill 590 also requires that “a local educational agency, if it expends funds for professional development for any schoolsite staff, to consider the needs of its classified school employees, as defined, to update their skills and to learn best practices in various optional areas, including, among others, pupil learning and achievement, pupil and campus safety, and special education.”

Recommended Activities

Given the impetus of SB1456 and SB590, it is recommended that the college revamp its concept of professional growth opportunities in order to meet legal requirements and to leverage its existing human capital, including 1) creating a Professional Development and Growth plan that is updated annually, 2) re-categorizing workshops, 3) adjusting employee surveys, and 4) aligning offerings to advancement training/opportunities.
Integrated Planning

_Strategic Direction: Institutional Resources_

There is a general consensus on our campus that we need to improve our planning and budgeting processes. While we believe that we are establishing a greater linkage between planning and budgeting, some examples in which planning can be improved include:

1. New program development: At the moment, there is not a venue through which the need for new programs is identified, nor is there a clear process for the adoption and funding of new programs. We clearly need to address this planning gap;
2. Program viability: Although we have a program discontinuance policy, we do not have an established process for determining which programs need immediate attention before they get to a recommendation for discontinuance. This gap also needs to be addressed.

Community Outreach

_Strategic Direction: Integration_

While community outreach is not one of our college’s three primary missions, there is a general consensus on our campus that developing a closer connection with our community is not only the right thing to do, it is also good politics. Events such as Friday Science Nights and the Dance Spectrum are excellent examples of how to invite the surrounding community onto our campus, but we could sponsor additional cultural and intellectual events (such as author lectures) on a regular basis.

New Revenue Development

_Strategic Direction: Institutional Resources_

It is evident that California’s community colleges need to develop revenue sources that supplement apportionment funding from the state. Traditional sources of non-apportionment revenue for community colleges include grants, gifts and bequests, and fee-based courses. Our college needs to develop closer coordination between our Foundation, grants office, and other offices which oversee pools of funds, so that new opportunities can be identified, and to best leverage existing resources. Additionally, our college needs to appropriately staff for contract education to provide training for the many employers in our region, as well as for employers beyond our region who come to use our new Public Safety Training Center.
Implications for Facilities Master Plan

Review of the facilities needs of academic departments, student services, and administrative services revealed the following general themes:

1) Computerized Classrooms and Lab Space

Many areas point to the need for technology and the space to support and house it. While laptop carts and/or tablets are viable for some programs, others state the need for a designated space with computer stations.

2) Available Space for Innovation

Given the six year timeline of the plan, it is difficult if not impossible to project all of the facilities needs for new programs, courses, etc. Maintaining space for innovation allows for the opportunity for growth/change that is yet unspecified.

3) Facilities Needs at the Extended Campuses

With an eye to parity, departments and services state a need for facility development, especially at the Lompoc Valley Center, in order to ensure equal student access. In addition, Lompoc Valley Center and the Solvang Center represent opportunities for growth or programs and services that do not have the capacity for growth at the Santa Maria campus.

4) ADA Accessibility

Equal access is both a mandate and responsibility that the district takes very seriously.

5) Office Space

The District has experienced a dearth of office space for both faculty and staff. Innovation and expansion of programs will lead to hiring and an even greater need for office space across campus and at extended campuses.

6) Meeting Space

In support of student learning and innovation, employees need space in which to gather and share ideas.

While these needs were pervasive across departments and service areas, the specific description of each need by area is provided in Appendix I.
Implications for Technology Master Plan

Review of the technology needs of academic departments, student services, and administrative services revealed the following general themes:

1) Need for upgrades to remain current and meet changing needs
2) Computer classrooms and labs
   Many areas point to the need for technology and the space to support and house it. While laptop carts and/or tablets are viable for some programs, others state the need for a designated space with computer stations.

Goals #1 and #4 established by the Technology Master Plan address these themes.

Below are the Technology Master Plan Goals:

1. Provide an environment that fosters creative and innovative uses of technology, and meet the requirements of learning in a digital age.
2. Have technology systems that are reliable and secure.
3. Support digital fluency among students, faculty and staff through training to enhance their professional activities and enrich student learning.
4. Provide students with access to and knowledge about technological resources across all social, economic, and physical barriers so they may become responsible and well-prepared digital citizens.
5. Invest in technologies that facilitate assessment of student performance including course, program, and institutional learning outcomes.
6. Promote technologies that facilitate communication between and within groups in the campus community, and encourage public life and civic engagement.
7. Strive for compatibility and integration of information technology applications and systems.
8. Enhance distance learning activities and support for online student success.
9. Ensure that the procurement and implementation of technologies is consistent with and responsive to the input and needs of students, faculty, and staff.
10. Ensure that the implementation of technology is consistent with the goals of academic freedom.
11. Maximize individual flexibility and choice regarding when, where, and how instructional activities and support services can be accessed and used effectively.
12. Develop a sustainability plan for technology that includes infrastructure, annual replacement needs, and ongoing costs; and minimizes the district’s cost when bond funding ceases.

Implications for Staffing

Review of staffing needs for academic departments, student services, and administrative services revealed the following emphases:

1) the need for full-time faculty, particularly to replace retirements and to serve disciplines staffed only with part-time faculty; and
2) the need for classified staff, particularly instructional (lab) staff and increased hours for less than full-time staff.
Descriptions of each staffing need by area are provided in Appendix J.

Appendix A

Allan Hancock College Setting: History, Communities, and Students

Allan Hancock College was founded in 1920 when the Santa Maria High School District established Santa Maria Junior College. Classes were held in high school rooms until 1937 when a bond issue passed and a college wing was built on the northwest corner of the high school campus. In 1954, because of expanding enrollment, the college moved from the high school to Hancock Field, which for a number of years had housed the original Santa Maria Airport, Hancock College of Aeronautics and, later, the University of Southern California’s School of Aeronautics. In July 1954, the name of the college was changed to Allan Hancock College to honor Captain G. Allan Hancock, a prominent community member who owned the land and facilities of the airfield. Shortly thereafter, the community voted to establish the Santa Maria Joint Junior College District. On July 1, 1963, the Allan Hancock Joint Community College District was formed by expanding the district to include areas served by the Santa Ynez Valley High School District and the Lompoc Unified School District. This action enlarged the district to 3,000 square miles.

In 1957 the college’s Vandenberg Air Force Base Center opened. The district has also operated a center at various locations in Lompoc since 1974. It opened its permanent Lompoc Valley center in 1999. The Lompoc Valley Center is also now the location of the college’s new, $43 million Public Safety Training Complex, a state-of-the-art facility which provides police and fire academy training, emergency medical services training, and a high speed emergency vehicle operations course (EVOC), among other features. In addition, courses have been offered in numerous sites throughout the district, including the Santa Ynez Valley, since 1971, and an official Solvang Center was established in 2000.

The official district covers most of Santa Barbara County except for a narrow strip in the south containing the cities of Santa Barbara, Goleta, and Carpinteria. However, the college serves a significant number of students outside of the district, mostly in southern San Luis Obispo County, including the cities of Nipomo, Pismo Beach, Grover Beach, Oceano, and Arroyo Grande. While these cities technically lie in the San Luis Obispo County Community College District, their proximity to Santa Maria makes Allan Hancock College a convenient option for students from that region. Allan Hancock College uses the term “service area” to refer to the combination of the college district and the southern zone from San Luis Obispo County. Where available, this document presents data for the “service area;” otherwise, data is presented based on the county or district.

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

Internal and External Scans

2010 U.S. Census Population (U.S. Census Bureau)

<table>
<thead>
<tr>
<th>Location</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Maria Valley</td>
<td>132,726</td>
</tr>
<tr>
<td>Lompoc Valley</td>
<td>57,742</td>
</tr>
<tr>
<td>Santa Ynez Valley</td>
<td>22,670</td>
</tr>
<tr>
<td>Guadalupe</td>
<td>7,345</td>
</tr>
<tr>
<td>Cuyama</td>
<td>1,245</td>
</tr>
<tr>
<td><strong>Total District</strong></td>
<td><strong>221,728</strong></td>
</tr>
<tr>
<td>Nipomo</td>
<td>16,714</td>
</tr>
<tr>
<td>Arroyo Grande</td>
<td>17,252</td>
</tr>
<tr>
<td><strong>Five Cities Area (minusAG)</strong></td>
<td><strong>28,097</strong></td>
</tr>
<tr>
<td><strong>Service Area</strong></td>
<td><strong>283,791</strong></td>
</tr>
</tbody>
</table>

Between 2000 to 2010, AHC’s service area grew by 11%: (U.S. Census Bureau)

<table>
<thead>
<tr>
<th>Location</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Maria Valley</td>
<td>+20%</td>
</tr>
<tr>
<td>Lompoc Valley</td>
<td>-1%</td>
</tr>
<tr>
<td>Santa Ynez Valley</td>
<td>+4%</td>
</tr>
<tr>
<td>Guadalupe</td>
<td>+21%</td>
</tr>
<tr>
<td>Cuyama</td>
<td>-8%</td>
</tr>
<tr>
<td>Nipomo</td>
<td>+32%</td>
</tr>
<tr>
<td>Arroyo Grande</td>
<td>+9%</td>
</tr>
<tr>
<td>Five Cities Area</td>
<td>-3%</td>
</tr>
</tbody>
</table>

The population in north Santa Barbara County is forecast to grow 12% between 2010 to 2020: (Santa Barbara County Association of Governments)

<table>
<thead>
<tr>
<th>Location</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Maria Valley</td>
<td>+13%</td>
</tr>
<tr>
<td>Lompoc Valley</td>
<td>+5%</td>
</tr>
<tr>
<td>Santa Ynez Valley</td>
<td>+23%</td>
</tr>
<tr>
<td>Guadalupe</td>
<td>+22%</td>
</tr>
<tr>
<td>Cuyama</td>
<td>+20%</td>
</tr>
</tbody>
</table>

Ethnicity of Service Area (U.S. Census Bureau)

The race/ethnicity of AHC’s service area has increased in number and percent of Hispanics while decreasing in other categories from 1990 to 2010. The 2010 composition was:

- Hispanic: 47%
- Non-Hispanic: 53%

Race:

- White: 67%
- American Indian: 3%
- Asian: 2%
- Black: 2%
- Other: 26%
Service Area Characteristics (UCSB Economic Forecast Project)
The estimated median household income for north Santa Barbara County in 2012 was $46,990. Approximately 11% of households have an income of less than $15,000; 13% have an income between $15,000 and $24,999; and 10% have an income between $25,000 and $34,999.

The educational level for the north Santa Barbara County 2012 population over 25 years of age was:
Less than 9th grade 21%
Some high school, no diploma 11%
High school grad or GED 23%
Some college 23%
Associate degree 8%
Bachelor’s degree 10%
Graduate/Professional degree 5%

Allan Hancock College Fall Headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>Credit</th>
<th>Noncredit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>10,415</td>
<td>3,860</td>
</tr>
<tr>
<td>2001</td>
<td>10,733</td>
<td>3,739</td>
</tr>
<tr>
<td>2002</td>
<td>11,236</td>
<td>3,618</td>
</tr>
<tr>
<td>2003</td>
<td>11,863</td>
<td>3,983</td>
</tr>
<tr>
<td>2004</td>
<td>10,967</td>
<td>3,740</td>
</tr>
<tr>
<td>2005</td>
<td>10,436</td>
<td>3,883</td>
</tr>
<tr>
<td>2006</td>
<td>10,583</td>
<td>4,301</td>
</tr>
<tr>
<td>2007</td>
<td>11,287</td>
<td>4,169</td>
</tr>
<tr>
<td>2008</td>
<td>11,610</td>
<td>4,456</td>
</tr>
<tr>
<td>2009</td>
<td>11,115</td>
<td>3,993</td>
</tr>
<tr>
<td>2010</td>
<td>12,179</td>
<td>2,876</td>
</tr>
<tr>
<td>2011</td>
<td>10,453</td>
<td>2,424</td>
</tr>
<tr>
<td>2012</td>
<td>10,273</td>
<td>2,603</td>
</tr>
</tbody>
</table>

Fall 2012 Credit Students
Allan Hancock College is designated as a Hispanic Serving Institution (HSI). The majority of students are traditional college age (18-24 years). Approximately 48% of credit students are from Santa Maria and Orcutt; 17% from Lompoc; 14% from Nipomo, Arroyo Grande and the Five Cities area; and almost 4% from Santa Ynez, Los Olivos, Solvang and Buellton. More than half of the students are continuing, and over 30% of the students are enrolled full-time (12 or more units). Top majors are liberal studies, nursing, psychology, fire technology, natural life sciences and administration of justice. Characteristics of AHC’s Fall 2012 credit students include:

Gender
Female 51%
Male 49%

Ethnicity
Hispanic 49%
White 39%
Other 12%
Age
Under 20  28%
20 to 24  35%
25 to 34  21%
35 to 54  13%
55 and over  3%

Enrollment Status
First Time Student  13%
First Time Transfer  9%
Continuing  53%
 Returning  23%
Special Admit  2%

Educational Goal
Associate degree & transfer  40%
Associate degree, no transfer  18%
Transfer without associate  14%
Vocational certificate  4%
4yr student taking courses  2%
Acquire job skills  3%
Update job skills  3%
Maintain cert/license  2%
Career interests/goals  1%
Educational development  1%
Improve basic skills  1%
HS credits/GED  1%
Move NC to CR  0%
Undecided  8%

Unit Load
0.1 – 2.9  9%
3.0 – 5.9  24%
6.0 – 8.9  21%
9.0 – 11.9  14%
12.0 – 14.9  23%
15.0 or more  8%

Fall 2012 Noncredit Students
The majority of AHC’s noncredit students are over 35 years of age. Approximately 77% of noncredit students are from Santa Maria and Orcutt; 5% from Lompoc; 14% from Nipomo, Arroyo Grande and the Five Cities area; and over 5% from Santa Ynez, Los Olivos, Solvang and Buellton. Almost 20% of the noncredit students seek to improve basic skills, while 12% are taking the noncredit classes for educational development. Most noncredit skills do not report an educational goal or are undecided. Characteristics of AHC’s Fall 2012 noncredit students include:
**Gender**
Female 64%
Male 36%

**Ethnicity**
Hispanic 54%
White 30%
Other 7%
Unknown 9%

**Age**
Under 20 4%
20 to 24 13%
25 to 34 19%
35 to 54 25%
55 and over 38%

**Educational Goal**
Associate degree & transfer 2%
Associate degree, no transfer 3%
Transfer without associate 0%
Vocational certificate 2%
4yr student taking courses 0%
Acquire job skills 6%
Update job skills 3%
Maintain cert/license 1%
Career interests/goals 5%
Educational development 12%
Improve basic skills 19%
HS credits/GED 5%
Move NC to CR 0%
Undecided/Unknown 42%
Top Feeder High Schools
Many students from the local high schools in AHC’s service area take credit classes after graduating from high school. In 2012-13, 37% of students graduating from AHC’s top ten feeder high schools in 2012 attended AHC in either fall 2012 or spring 2013 (or both).

<table>
<thead>
<tr>
<th>High School</th>
<th>Number of 2012 HS Graduates</th>
<th>Entering AHC</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pioneer Valley High</td>
<td>591</td>
<td>306</td>
<td>52%</td>
</tr>
<tr>
<td>Righetti High</td>
<td>489</td>
<td>253</td>
<td>52%</td>
</tr>
<tr>
<td>Santa Maria High</td>
<td>449</td>
<td>210</td>
<td>47%</td>
</tr>
<tr>
<td>Lompoc High</td>
<td>287</td>
<td>113</td>
<td>39%</td>
</tr>
<tr>
<td>Cabrillo High</td>
<td>291</td>
<td>99</td>
<td>34%</td>
</tr>
<tr>
<td>Arroyo Grande High</td>
<td>480</td>
<td>91</td>
<td>19%</td>
</tr>
<tr>
<td>Nipomo High</td>
<td>267</td>
<td>89</td>
<td>33%</td>
</tr>
<tr>
<td>St. Joseph High</td>
<td>105</td>
<td>38</td>
<td>36%</td>
</tr>
<tr>
<td>Santa Ynez High</td>
<td>253</td>
<td>33</td>
<td>13%</td>
</tr>
<tr>
<td>Delta High</td>
<td>192</td>
<td>32</td>
<td>17%</td>
</tr>
</tbody>
</table>

Enrollment at AHC by Top Feeder High Schools

- Total Number of Local HS Graduates
- Percent of Local HS Graduates at AHC
START Test Placement
Following is how the 2012 high school graduates from AHC’s local high schools placed on the START tests. The local high schools include Arroyo Grande, Cabrillo, Coastal Christian, Cuyama Valley, Delta, Family Partnership Charter, Lompoc, Lopez, Maple, Nipomo, Orcutt Academy, Pioneer Valley, Refugio, Righetti, Santa Maria, Santa Ynez Valley, St. Joseph, and Valley Christian.

Math

<table>
<thead>
<tr>
<th>Placement</th>
<th>No. Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 711 (Basic Skills)</td>
<td>33</td>
<td>3%</td>
</tr>
<tr>
<td>Math 511/513 (arithmetic/Pre-Algebra)</td>
<td>17</td>
<td>1%</td>
</tr>
<tr>
<td>Math 531 (Pre-Algebra)</td>
<td>19</td>
<td>2%</td>
</tr>
<tr>
<td>Math 311/313 (Algebra 1)</td>
<td>371</td>
<td>30%</td>
</tr>
<tr>
<td>Math 321/331 (Geometry/Algebra 2)</td>
<td>675</td>
<td>55%</td>
</tr>
<tr>
<td>Math 100-131 (Trig/Elem Stats/College Algebra)</td>
<td>60</td>
<td>5%</td>
</tr>
<tr>
<td>Math 141 (Pre-Calculus)</td>
<td>40</td>
<td>3%</td>
</tr>
<tr>
<td>Math 135/181-184 (Finite Math/Calculus)</td>
<td>18</td>
<td>1%</td>
</tr>
</tbody>
</table>

English

<table>
<thead>
<tr>
<th>Placement</th>
<th>No. Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 511 (Writing Skills 1)</td>
<td>222</td>
<td>18%</td>
</tr>
<tr>
<td>English 512 (Writing Skills 2)</td>
<td>75</td>
<td>6%</td>
</tr>
<tr>
<td>English 513 (Writing Skills 3)</td>
<td>195</td>
<td>16%</td>
</tr>
<tr>
<td>English 514 (Writing Skills 4)</td>
<td>296</td>
<td>24%</td>
</tr>
<tr>
<td>English 100 &amp; 101 (Comp)</td>
<td>422</td>
<td>35%</td>
</tr>
</tbody>
</table>

Reading

<table>
<thead>
<tr>
<th>Placement</th>
<th>No. Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL or ABE</td>
<td>98</td>
<td>8%</td>
</tr>
<tr>
<td>English 511 (Writing Skills 1)</td>
<td>83</td>
<td>7%</td>
</tr>
<tr>
<td>Reading 510 (Beginning College Reading)</td>
<td>200</td>
<td>16%</td>
</tr>
<tr>
<td>Reading 310 (Intermediate College Reading)</td>
<td>230</td>
<td>19%</td>
</tr>
<tr>
<td>Reading 110 (Advanced College Reading)</td>
<td>275</td>
<td>22%</td>
</tr>
<tr>
<td>College Level Reading</td>
<td>348</td>
<td>28%</td>
</tr>
</tbody>
</table>

500 and 700 level courses are basic skills
300 level courses may satisfy AHC’s degrees, but do not transfer
100 level courses are transfer level
**Course Retention**
Retention rates are the sum of course enrollments receiving an official end of term letter grade of A, B, C, D, F, CR, NC, I, P, or NP divided by the course enrollment. In Fall 2012, 87% of course enrollments resulted in course completions.

The retention for the basic skills courses is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>87%</td>
</tr>
<tr>
<td>ESL</td>
<td>87%</td>
</tr>
<tr>
<td>Math</td>
<td>82%</td>
</tr>
</tbody>
</table>

**Course Success**
Successful course completion rates are the sum of course enrollments receiving an official end of term letter grade of A, B, C, CR, or P divided by the course enrollment. In Fall 2012, 70% of course enrollments resulted in successful course completions.

The successful completion for the basic skills courses is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>72%</td>
</tr>
<tr>
<td>ESL</td>
<td>68%</td>
</tr>
<tr>
<td>Math</td>
<td>57%</td>
</tr>
</tbody>
</table>

**Fall to Spring Persistence**
Fall to Spring Persistence measures the percentage of students enrolled in the fall semester that return in the subsequent spring semester. For Fall 2012 to Spring 2013 the persistence was 87%.

**ACCJC Self-Determined Institutional Standards and Performance**
Starting in 2013, the Accrediting Commission for Community and Junior Colleges (ACCJC) required institutions to self-determine institutional standards. In the future, the performance of the institution will be compared to these values, with the standards regarded as a sort of “minimum” level. Below are the values that Allan Hancock College defined, and its performance over the past six years.

**Course Completion Rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>87%</td>
<td>89%</td>
<td>88%</td>
<td>85%</td>
<td>87%</td>
<td>88%</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Successful Course Completion Rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69%</td>
<td>70%</td>
<td>68%</td>
<td>67%</td>
<td>69%</td>
<td>72%</td>
<td>67%</td>
</tr>
</tbody>
</table>

**Persistence Fall-to-Fall**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2006-2007</th>
<th>Fall 2007-2008</th>
<th>Fall 2008-2009</th>
<th>Fall 2009-2010</th>
<th>Fall 2010-2011</th>
<th>Fall 2011-2012</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43%</td>
<td>43%</td>
<td>53%</td>
<td>47%</td>
<td>52%</td>
<td>46%</td>
<td>42%</td>
</tr>
</tbody>
</table>

**Number of Degrees Awarded**

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1201</td>
<td>1015</td>
<td>1023</td>
<td>893</td>
<td>1027</td>
<td>911</td>
<td>880</td>
</tr>
</tbody>
</table>
Number of Certificates Awarded

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>346</td>
<td>294</td>
<td>508</td>
<td>617</td>
<td>669</td>
<td>595</td>
<td>545</td>
</tr>
</tbody>
</table>

Transfers to 4-Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>376</td>
<td>370</td>
<td>378</td>
<td>281</td>
<td>302</td>
<td>367</td>
<td>350</td>
</tr>
</tbody>
</table>

![Course completion rate](chart_1.png)

- Blue line: Course completion rate
- Red line: Successful course completion rate
- Green line: Persistence fall-to-fall

![Number of degrees awarded](chart_2.png)

- Purple line: Number of degrees awarded
- Teal line: Number of certificates awarded
- Orange line: Transfers to 4-yr
Appendix C

Assessment of Student Learning Outcomes

A separate summary report regarding AHC’s Learning Outcomes Assessment Results was prepared in summer 2013. It is available at [http://research.hancockcollege.edu/student_learning_outcomes/institutional.html](http://research.hancockcollege.edu/student_learning_outcomes/institutional.html) (or see Appendix A to this report).

<table>
<thead>
<tr>
<th>ILO</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>28%</td>
<td>60%</td>
<td>11%</td>
</tr>
<tr>
<td>Critical Thinking &amp; Problem Solving</td>
<td>30%</td>
<td>58%</td>
<td>12%</td>
</tr>
<tr>
<td>Global Awareness &amp; Cultural Competence</td>
<td>54%</td>
<td>32%</td>
<td>14%</td>
</tr>
<tr>
<td>Information &amp; Technology Literacy</td>
<td>52%</td>
<td>36%</td>
<td>12%</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>45%</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>Scientific Literacy</td>
<td>39%</td>
<td>40%</td>
<td>21%</td>
</tr>
<tr>
<td>Personal Responsibility &amp; Development</td>
<td>32%</td>
<td>55%</td>
<td>14%</td>
</tr>
</tbody>
</table>

(data from Aug 5, 2013)

**Employers are in agreement with a broad set of college learning goals**


<table>
<thead>
<tr>
<th>College Learning Goal</th>
<th>Strongly Agree</th>
<th>Strongly &amp; Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students should have educational experiences that teach them how to solve problems with people whose views are different from their own</td>
<td>57%</td>
<td>91%</td>
</tr>
<tr>
<td>All students should learn about ethical issues and public debates important in their field</td>
<td>43%</td>
<td>87%</td>
</tr>
<tr>
<td>All students should have direct learning experiences working with others to solve problems important in their communities</td>
<td>41%</td>
<td>86%</td>
</tr>
<tr>
<td>All should take courses that build knowledge, judgment, commitment to communities, ensure integrity, vitality of democracy</td>
<td>27%</td>
<td>82%</td>
</tr>
<tr>
<td>All students should acquire broad knowledge on liberal arts and sciences</td>
<td>32%</td>
<td>80%</td>
</tr>
<tr>
<td>All should learn about societies and cultures outside the US and global issues and developments</td>
<td>20%</td>
<td>78%</td>
</tr>
</tbody>
</table>
Degrees and Certificates

Top areas of degrees and certificates awarded in 2012-2013 were:

- Liberal Arts (72% of AA awards)
- Business Administration (5% of AA awards)
- Nursing (27% of AS awards)
- Fire Technology (12.5% of AS awards)
- Administration of Justice (12% of AS awards)
- Drama (100% of 60+ unit Certificates)
- Transfer Studies (80% of 30-60 unit Certificates)
- Nursing (6% of 30-60 unit Certificates)
- Fire Technology (5% of 30-60 unit Certificates)
- Dental Assisting (5% of 30-60 unit Certificates)
- Law Enforcement (33% of 18-30 unit Certificates)
- Medical Assisting (24% of 18-30 unit Certificates)
- Cosmetology (23% of 18-30 unit Certificates)

Transfers

Students who continue their higher education at a California State University most often transfer to Cal Poly – San Luis Obispo (38% of CSU transfers); the next most popular CSUs are Northridge, Channel Islands, and Fresno.

Students who continue their higher education at a University of California most often transfer to UC Santa Barbara.

From National Student Clearinghouse Research Center

- Over 60 percent of students transferring from a two-year college go on to complete four-year degrees
- Most students transfer from two- to four-year institutions without first receiving a credential from the two-year institution
- Baccalaureate attainment rates were higher for students who transferred with a two-year degree or certificate (72%) than for those who transferred without a credential (56%)
- The gap in the six-year completion rate was large (26 percentage points) between students who transferred to a four-year institution within one year of their most recent enrollment at a two-year institution and students who transferred after stopping-out for more than one year
### Fastest Growing Occupations
Santa Barbara County 2008-2018  
(source: CA Employment Development Department)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2008 Annual Employment</th>
<th>2018 Annual Employment</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info Security Analysts, Web Developers, Computer Network Architecture</td>
<td>320</td>
<td>450</td>
<td>41</td>
</tr>
<tr>
<td>Cardiovascular Technologists and Technicians</td>
<td>50</td>
<td>70</td>
<td>40</td>
</tr>
<tr>
<td>Physician Assistants</td>
<td>60</td>
<td>80</td>
<td>33</td>
</tr>
<tr>
<td>Physical Therapist Aides</td>
<td>60</td>
<td>80</td>
<td>33</td>
</tr>
<tr>
<td>Occupational/Physical Therapist Assistants/Aides</td>
<td>100</td>
<td>130</td>
<td>30</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>870</td>
<td>1130</td>
<td>30</td>
</tr>
<tr>
<td>Compensation, Benefits, and Job Analysis Specialists</td>
<td>140</td>
<td>180</td>
<td>29</td>
</tr>
<tr>
<td>Compliance Officers, Except Agriculture</td>
<td>280</td>
<td>360</td>
<td>29</td>
</tr>
<tr>
<td>Medical Scientists, Except Epidemiologists</td>
<td>220</td>
<td>280</td>
<td>27</td>
</tr>
<tr>
<td>Self-Enrichment Education Teachers</td>
<td>330</td>
<td>420</td>
<td>27</td>
</tr>
<tr>
<td>Fitness Trainers and Aerobics Instructors</td>
<td>520</td>
<td>660</td>
<td>27</td>
</tr>
<tr>
<td>Pharmacy Technicians</td>
<td>380</td>
<td>480</td>
<td>26</td>
</tr>
<tr>
<td>Surgical Technologists</td>
<td>120</td>
<td>150</td>
<td>25</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td>80</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Environmental Scientists, Including Health</td>
<td>90</td>
<td>110</td>
<td>22</td>
</tr>
<tr>
<td>Training and Development Specialists</td>
<td>180</td>
<td>220</td>
<td>22</td>
</tr>
<tr>
<td>Public Safety Dispatchers</td>
<td>90</td>
<td>110</td>
<td>22</td>
</tr>
<tr>
<td>Separating and Filtering Machine Workers</td>
<td>180</td>
<td>220</td>
<td>22</td>
</tr>
</tbody>
</table>

### Unemployment
Santa Barbara County 6.3%
San Luis Obispo County 6.6%
Appendix D

Assessment of Institutional Learning Outcomes

Allan Hancock College conducts assessment of student learning outcomes at the course, program, student services, and institutional levels. Learning outcomes will continually be assessed at least once every six years. In many cases, assessment is occurring every academic year or even every semester.

Course SLOs
Course assessment is documented using the eLumen tool. This includes recording the defined student learning outcomes, mapping course SLOs to program and institutional learning outcomes, identification of instruments expected to use in assessment, the collection of data, and development of improvement plans. Considerable progress has occurred in reporting data collected and closing the loop through improvement plans and actions. At the end of the Spring 2013 semester, 92% of credit courses reported assessment data for one or more SLOs in every course that has been offered since Fall 2010.
**Program SLOs**
Assessment of program and course student learning outcomes are part of AHC’s program review and annual update processes. Programs are considered to have conducted assessment of PSLOs if they are current in their program reviews. In Spring 2013, AHC reported 89% of its programs to have ongoing assessment of program learning outcomes occurring.

**Student Services SLOs**
Student Services assessment information is also documented using the eLumen tool, using “contexts” when an area does not have courses. All of AHCs student services areas have defined related student learning outcomes, and in Spring 2013 AHC reported 100% of its student learning and support activities having ongoing assessment of their learning outcomes.

**Institutional Learning Outcomes**
During 2010-2013, AHC conducted an initial assessment of each of its institutional learning outcomes. Results are available at [http://research.hancockcollege.edu/student_learning_outcomes/ilos.html](http://research.hancockcollege.edu/student_learning_outcomes/ilos.html), including the ILO definitions, evidence team report, rubric developed by the team for assessing the ILO, and recommendations.

The majority of AHC’s courses are mapped to an ILO. The intent of this mapping is to allow the College to get an embedded view of how students are performing in the ILO areas. eLumen data gathered from fall 2010 through spring 2013 semester indicated the following:

<table>
<thead>
<tr>
<th>ILO</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>28%</td>
<td>60%</td>
<td>11%</td>
</tr>
<tr>
<td>Critical Thinking &amp; Problem Solving</td>
<td>30%</td>
<td>58%</td>
<td>12%</td>
</tr>
<tr>
<td>Information &amp; Technology Literacy</td>
<td>52%</td>
<td>36%</td>
<td>12%</td>
</tr>
<tr>
<td>Personal Responsibility &amp; Development</td>
<td>32%</td>
<td>55%</td>
<td>14%</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>45%</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>Scientific Literacy</td>
<td>39%</td>
<td>40%</td>
<td>21%</td>
</tr>
<tr>
<td>Global Awareness &amp; Cultural Competence</td>
<td>54%</td>
<td>32%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Communication**
AHC was just starting to collect assessment data in eLumen when this ILO was assessed in 2010-11. The evidence team compared a sample of student artifacts against the rubric developed by the team.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

29
Based on the joint assessment of all student artifacts in the courses examined, the evidence team determined that 75-85% of the students meet or exceed the expectations for the communication institutional learning outcome. Students performed lower in the criteria related to purpose (message medium and understanding of the assignment) than in clarity or style. Indirect data consisted of selected questions from the Community College Survey of Student Engagement (CCSSE), which was administered in Spring 2010. The CCSSE results showed that Allan Hancock College students are slightly below the national mean for the questions regarding communication with instructors but are slightly higher than the national mean for the questions about working with other students (either in or outside of class).

Critical Thinking & Problem Solving
AHC was in the process of collecting assessment data in eLumen during the time when this ILO was assessed in 2011-12. The evidence team compared a sample of student artifacts against the rubric developed by the team.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exceeds Expects</th>
<th>Meets Expects</th>
<th>Fails to Meet Expects</th>
<th>No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and define issues, problems, or questions.</td>
<td>55%</td>
<td>35%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Identify and evaluate credibility or significance of sources or information.</td>
<td>46%</td>
<td>37%</td>
<td>15%</td>
<td>2%</td>
</tr>
<tr>
<td>Apply critical thinking strategies for solving issues, problems, or questions.</td>
<td>54%</td>
<td>29%</td>
<td>13%</td>
<td>3%</td>
</tr>
<tr>
<td>Arrive at reasoned conclusions or solutions.</td>
<td>48%</td>
<td>31%</td>
<td>19%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Based on the joint assessment of all student artifacts in the courses examined, the evidence team determined that 84% of the students meet or exceed the expectations for the critical thinking & problem solving institutional learning outcome. Students performed lowest in the criteria related to arriving at a reasoned conclusion or solution, and highest in the criteria related to exploring or defining issues, problems, or questions. Related CCSSE results indicated that student perception of their engagement in critical thinking & problem solving activities fell slightly below the national average except for “using information you have read or heard to perform a new skill”.

Information and Technology Literacy
AHC was in the process of collecting assessment data in eLumen during the time when this ILO was assessed in 2011-12. The evidence team compared a sample of student artifacts against the rubric developed by the team.
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Professional/Advanced</th>
<th>Competent</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a clearly expressed research question and/or thesis to determine the extent of information needed.</td>
<td>7%</td>
<td>47%</td>
<td>35%</td>
<td>10%</td>
</tr>
<tr>
<td>Accesses and retrieves needed information from a variety of appropriate resources</td>
<td>4%</td>
<td>38%</td>
<td>44%</td>
<td>14%</td>
</tr>
<tr>
<td>Critically evaluates information and its sources</td>
<td>3%</td>
<td>52%</td>
<td>32%</td>
<td>13%</td>
</tr>
<tr>
<td>Uses information and technology effectively to create a final product within the specifications of the assignment (analytical)</td>
<td>6%</td>
<td>49%</td>
<td>36%</td>
<td>9%</td>
</tr>
<tr>
<td>Uses information and technology effectively to create a final product within the specifications of the assignment (technical)</td>
<td>3%</td>
<td>22%</td>
<td>48%</td>
<td>27%</td>
</tr>
<tr>
<td>Accesses and use information ethically and legally</td>
<td>3%</td>
<td>25%</td>
<td>49%</td>
<td>24%</td>
</tr>
</tbody>
</table>

While the target was that 70% of students are competent or professional/advanced, the results found the target was not met in any of the defined dimensions.

The team also looked at a variety of indirect measures from several different surveys conducted during 2009-2012. Some of these contained indicators about information literacy, while others reflected technology skills.

**Personal Responsibility & Development**

AHC was in the process of collecting assessment data in eLumen during the time when this ILO was assessed in 2011-12. The evidence team compared a sample of student artifacts against the rubric developed by the team.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>30%</td>
<td>47%</td>
<td>22%</td>
</tr>
<tr>
<td>Self-Reflection/Critique of Learning Development</td>
<td>37%</td>
<td>40%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Results from the CCSSE on questions related to personal responsibility and development show AHC students at or slightly below the national mean.

**Quantitative Literacy**

A pilot was conducted in 2011-2012 to evaluate this ILO using course assessment data collected in eLumen from courses mapped to the ILO. Faculty instructing the courses examined were trained in the rubric, and entered their assessment results into eLumen. Courses sampled included 100, 300, and 500 level. The rubric developed by the team...
included dimensions in calculation, modeling, and mathematical concepts. However, the scores were translated into a single result for each student.

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>73%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>300</td>
<td>43%</td>
<td>31%</td>
<td>26%</td>
</tr>
<tr>
<td>500</td>
<td>43%</td>
<td>25%</td>
<td>32%</td>
</tr>
</tbody>
</table>

No other evidence was reviewed in this pilot.

**Scientific Literacy**

A pilot was conducted in 2011-2012 to evaluate this ILO using course assessment data collected in eLumen from courses mapped to the ILO. Faculty instructing the courses examined entered their assessment results into eLumen. Courses sampled were offered during Fall 2010, Spring 2011, Fall 2011, and Spring 2012. The rubric developed included the following dimensions: demonstrate a science-based understanding of the natural world, apply scientific concepts and models to solve complex problems within the natural world, and describe and demonstrate the use of the scientific method. Scores were translated into a single result for each student.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Exemplary Performance</th>
<th>Standard Performance</th>
<th>Minimum Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>53%</td>
<td>42%</td>
<td>5%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>56%</td>
<td>26%</td>
<td>18%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>32%</td>
<td>39%</td>
<td>29%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>47%</td>
<td>17%</td>
<td>36%</td>
</tr>
</tbody>
</table>

No other evidence was reviewed in this pilot.

**Global Awareness & Cultural Competence**

This ILO was evaluated in 2012-13 using course assessment data collected in eLumen from courses mapped to the ILO. Faculty instructing the courses entered their assessment results into eLumen. Courses sampled were offered during Fall 2010, Spring 2011, Fall 2011, Spring 2012, and Fall 2012. The rubric developed included the following dimensions: develop an awareness of one’s own cultural framework and how it informs one’s perspectives and experiences; recognize the interdependence of societies that participate in or depend on world economies, political systems, and planet’s finite and fragile resources; act with sensitivity, respect, and integrity in interactions with individuals and peoples of diverse perspectives, beliefs, and values; and develop an awareness of the importance of civic and community participation. Scores were translated into a single result for each student.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Above Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>56%</td>
<td>29%</td>
<td>16%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>47%</td>
<td>39%</td>
<td>14%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>65%</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>55%</td>
<td>31%</td>
<td>14%</td>
</tr>
</tbody>
</table>
The evidence team also developed and conducted surveys with questions related to the ILO with the following groups: students in a sample of classes mapped to the ILO through both pre- and post- administrations, students in a sample of classes not mapped to the ILO through only a pre- administration, and faculty.

Next Steps
The rubrics developed by each of the ILO evidence teams are available through the Learning Outcomes web site, but specific training has not yet been held to encourage institution-wide use by faculty. AHC needs to discuss how to make ILO assessment more meaningful for implementation to continually occur across-the-curriculum.

AHC has worked hard to achieve the proficiency level of implementation on assessment of student learning outcomes per the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The next level is sustainable continuous quality improvement. In order to continue progress in assessment, all areas of the college should include “assessment” as a standing item on their various meeting agendas. In particular, the following aspects should be considered:

- Continual dialogue about the results of assessment and identification of gaps.
- Decision-making informed by results of assessment and purposefully directed toward aligning practices to support and improve student learning.
- Ongoing, systematic assessment of student learning outcomes used for continuous quality improvement. Evaluation of student learning outcomes processes.
- Learning outcomes assessment specifically linked to program reviews.
- Comprehensive assessment reports completed and updated on a regular basis.
- Student learning improvement is a visible priority.
- Appropriate resources continue to be allocated and fine-tuned.

The primary purpose of learning outcomes assessment is to help improve teaching and learning at Allan Hancock College. Documentation of continued assessment progress will be essential for AHC’s next comprehensive evaluation for accreditation. Faculty are central to the leadership and ongoing practices.
Appendix E

Student Success Taskforce Recommendations & SB 1456

The "Advancing Student Success in the California Community College: Recommendations of the California Community Colleges Student Success Task Force" report, "the product of the California Community Colleges Student Success Task Force, contains recommendations aimed at improving the educational outcomes of our students and the workforce preparedness of our state. The 22 recommendations [...] are more than just discrete proposals. Taken together, these recommendations would strengthen the community college system by expanding those structures and programs that work and realigning our resources with what matters most: student achievement. This report presents a vision for our community colleges in the next decade, focused on what is needed to grow our economy, meeting the demands of California's evolving workplace, and inspiring and realizing the aspirations of students and families."^1

Recommendation 1
Increase College and Career Readiness

1.1. Collaborate with K-12 to jointly develop common standards for college and career readiness

Recommendation 2
Strengthen Support for Entering Students

2.1. Develop and implement common centralized diagnostic assessments
2.2. Require students to participate in diagnostic assessment, orientation and the development of an educational plan
2.3. Develop and use technology applications to better guide students in educational processes
2.4. Require students showing a lack of college readiness to participate in support resources
2.5. Require students to declare a program of study early in their academic careers

Recommendation 3
Incentivize Successful Student Behaviors

3.1. Adopt system-wide enrollment priorities reflecting the core mission of community colleges
3.2. Require students receiving Board of Governors Fee Waivers to meet various conditions and requirements
3.3. Provide students the opportunity to consider attending full time
3.4. Require students to begin addressing basic skills deficiencies in their first year

Recommendation 4
Align Course Offerings to Meet Student Needs

4.1. Give highest priority for courses advancing student academic progress

Recommendation 5
Improve the Education of Basic Skills Students

5.1. Support the development of alternative basic skills curriculum
5.2. Develop a comprehensive strategy for addressing basic skills education in California

Recommendation 6
Revitalize and Re-Envision Professional Development

6.1. Create a continuum of mandatory professional development opportunities
6.2. Direct professional development resources toward improving basic skills instruction and support services

Recommendation 7
Enable Efficient Statewide Leadership & Increase Coordination Among Colleges

7.1. Develop and support a strong community college system office
7.2. Set local student success goals consistent with statewide goals
7.3. Implement a student success scorecard
7.4. Develop and support a longitudinal student record system

^1 From the “Advancing Student Success in the California Community College: Recommendations of the California Community Colleges Student Success Task Force” report:
http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf
**Recommendation 8**

*Align Resources with Student Success Recommendations*

- 8.1. Encourage categorical program streamlining and cooperation
- 8.2. Invest in the new Student Support Initiative
- 8.3. Encourage innovation and flexibility in the delivery of basic skills instruction

**Student Success Act of 2012 (SB 1456)**

“SB 1456 is the first step to begin implementation of Student Success Task Force recommendations 2.2 (mandated services), 3.2 (BOG Fee Waiver conditions), and 8.2 (Student Support Initiative). This bill provides a policy framework that targets funding to the core matriculation services of orientation, assessment, counseling and advising, and development of education plans. The bill re-names the Matriculation program as the Student Success and Support Program.” ²

“The board of governors’ student success initiative will be implemented through a variety of mechanisms, including state law, board regulations, budget provisions, state administrative policy, and local best practices. Together, implementation will help improve student success rates at community colleges across the state.” (Language from SB 1456 Section 1c)

The Student Success Act of 2012 will: ³

- Restructure the way student support services are delivered to improve the assistance that students receive at the beginning of their educational experience. The bill targets existing student services resources to support orientation, assessment and education planning services and lays the groundwork to expand these services as more resources become available.

- Provide that campuses using an assessment instrument for student placement utilize a statewide system of common assessment once available, to improve consistency and efficiency within the 112-campus system.

- Require colleges receiving student support service funds to post a student success scorecard to clearly communicate progress in improving completion rates for all students and closing the achievement gap among historically under-represented students.

- Require students whose fees are waived because of their economic need to meet minimum academic standards.

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Appendix F

Basic Skills Initiative

“Assisting the underprepared student to attain the basic skills needed to succeed in college-level work has been a core function of community colleges throughout their history. This is a major task, with 70 to 80% of students in the CCC [California Community Colleges] needing work in developmental mathematics and English courses. Even with only slightly more than one in every three entering students actually enrolling in a basic skills class, this translates into nearly one-half million students enrolling in English and mathematics classes considered below college level, with additional enrollments in basic skills reading and English as a Second Language (ESL) courses.”

For years, Allan Hancock College’s Basic Skills Committee met to discuss best practices in basic skills and to address programmatic gaps to improve student success and retention. As of 2006, one of the major foci of the Basic Skills Committee has been the allocation of Basic Skills Initiative dollars to address the goals of college/initiative. The functions of the committee as listed in the Councils & Committees: Pathways to Decisions manual are:

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 collaboratives in basic skills programs
6. Identify research needs and disseminate findings to the relevant groups
7. Examine curricular gaps between credit and noncredit instruction and make recommendations to the appropriate departments/committees
8. Strengthen interdepartmental collaboration, e.g. counseling, language arts, mathematical science
9. Inform institutional planning

With a continued increase in the number of traditionally underrepresented students, there is a growing increase in the number of students needing basic skill education. Despite state cut-backs, it will be necessary to dedicate time and resources to foster basic skills course completion and improvement rates.

Credit Basic Skills at AHC includes the following courses:

- English: Writing Skills 1-4 (ENGL 511-514)
- English as a Second Language: Reading Skills 1-4, Writing Skills 1-4, Grammar 1&2, and Connect with English 1&2 (ESL 531-563)
- Mathematics: Fundamental of Arithmetic (also offered in two parts: 1&2) (Math 511-514), Pre-Algebra (Math 531), and Fundamentals of Mathematics (Math 579A)

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4 Basic Skills as a Foundation for Student Success in the California Community Colleges 2005/2006 brochure: http://www.cccbsi.org/publications

Appendix G

Allan Hancock College Strategic Plan Directions

Strategic Directions

Strategic Direction: Institutional Effectiveness

District policies and processes ensure the effectiveness of the teaching and learning culture and emphasize collaboration and communication. These will be regularly assessed to demonstrate a commitment to the mission statement.

Goal IE1: To identify the institutional capacity to fulfill the college mission.

Goal IE2: Provide valid and reliable assessment of institutional processes in a consistent and timely manner.

Strategic Direction: Student Learning & Success

Provide educational programs and comprehensive student support services that promote student success and respond to qualitative and quantitative assessment of learning. Student success at Allan Hancock College is defined by the achievement of the student’s educational goals.

Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.

Goal SLS2: To support student access, achievement, and success.

Goal SLS3: Ensure students are directed
Help students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal.

Goal SLS4: Ensure students are focused
Foster students’ motivation and helping them develop the skills needed to achieve their goals.

Goal SLS5: Nurture students
Convey a sense of caring where students’ success is important and expected.

Goal SLS6: Engage students
Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom.

Goal SLS7: Ensure students are connected
Create connections between students and the institution and cultivating relationships that underscore how students’ involvement with the college community can contribute to their academic and personal success.

Goal SLS8: Value student contributions
Provide students with opportunities to contribute to and enrich the college culture and community.

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6 RP Group Student Success (Re)defined
http://www.rpgroup.org/sites/default/files/Student%20Support%20%28Re%29defined%20-%20Project%20Description%20%28Summer%202013%29.pdf

7 Spring 2014 AHC Student Success Summit (see 2014-2020 Educational Master Plan for details)
Strategic Direction: Institutional Resources

The responsible and effective development and management of resources (human, financial, technological, natural, facility, and community)

Goal IR1: To recruit and retain quality employees.

Goal IR2: To develop district financial resources adequate to support quality programs and services.

Goal IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness.

Goal IR4: To provide a safe, attractive, and accessible physical environment that enhances the ability to teach, learn and work.

Strategic Direction: Governance

Informed leadership, shared governance and communication committed to meeting the needs of the college and community.

Goal G1: To sustain a college-wide culture that values qualitative and quantitative data in the decision making process.

Goal G2: To sustain a planning framework that values input from all constituencies and the board of trustees.

Goal G3: To refine a committee/process improvement initiative, across campus, to improve coordination, communication, and effectiveness.

Strategic Direction: Integration

Allan Hancock College will be fully integrated externally and internally.

Goal E1: Community Integration
Partner with workforce and industry to expand pursuit of community partnerships and search out opportunities to tell our story to advance the mission of the college.

Goal E2: Employee Integration
Ensure that every member of the campus actively participates in fostering student success. AHC will provide opportunities to build mutual respect, collaboration, innovation & creativity in an effort to build student success.
Appendix H

Department Identified Specific Areas of Innovation and/or Change

In order to determine how each department/service currently envisions changes or innovations in the near future, each department chair, service director, or representative provided responses to the following questions:

1) Are there any other innovations/new programs/new courses/etc. within your area or discipline that you believe the District should explore within the next ten years?
2) Would that innovation/new program/new course/etc. require additional facilities?
3) Would that innovation/new program/new course/etc. require additional staffing?
4) Would that innovation/new program/new course/etc. require new technology?

Responses indicating facilities, technology, and staff needs are parsed out in subsequent sections of this plan and are detailed further in the Facilities Master Plan and/or Technology Master Plan (as appropriate).

Academic Departments

Below are areas of innovation and/or change for academic departments:

Applied Behavioral Sciences
- Become leaders of innovated practices and state of the art technologies

Business
- Need to change Paralegal curriculum as program grows
- Need to update paralegal library collection
- Develop new courses to address the technological needs of students and workforce
- Network/collaborate/make contact with other departments (Speech and Communications, ESL, and English) to determine student needs and to promote classes
- Expand the hours of the Computer Resources Center to provide additional student support
- Work with Public Relations to promote courses, current degrees and certificates

English
- Developing new courses, including a MOOC, graphic novel course, and a AHC student newspaper

Fine Arts
- Working on Transfer Model Curriculum

Health Sciences
- Plan to evaluate the course structure of the Nursing program
- BSN program is a possibility, especially at it could run at night and online (unlike CNA, LVN, and RN)
- Considering reincorporating phlebotomy

Industrial Technology
- Reorganize Electronics Program
- Institute electronics industry change recommendations (from advisory committee)
- Add advance welding classes and robotic and automated welding
- Add architecture course
- Engineering Technology needs to be folded into the department more appropriately

Kinesiology, Recreation, Health, Athletics
- There is sufficient student interest in water polo and expansion of intercollegiate swimming program
- Developing a sports medicine degree
- Consider development of fitness training certification
- Grow Recreation Management degree program
- Kinesiology TMC approval
Languages and Communication
- Developing a Modern Language degree
- Link courses
- Further develop pathway from noncredit to credit (ESL) and strengthen ESL program
- Mesh Communication and Foreign Languages
- Develop certificates
- ASL needs to meet needs of the job market

Library & Learning Resources
- Develop systematic plan to ensure students, staff, and faculty gain information literacy skills
- Enhance Library skills curriculum (courses, orientations, online training, faculty support) and develop assessment tools

Life and Physical Sciences
- Currently experiencing growth and expansion due to STEM grant funds
- Astronomy, especially Astro 100 lab, has growth potential
- Interested in an Astro viewing course and physical observatory
- Chemistry needs to expand to accommodate Allied Health Chemistry course
- Interested in explore two-year accredited RVT program

Mathematics
- Redesign of math sequence, including new courses
- Redesign Pre-Calculus, including potential for a new course

Public Safety
- New facility and potential safety training opportunities have increased demand in all areas

**Student Services**
Below are areas of innovation and/or change for student services:

Admissions and Records
- Mobile services and technology support

Cal-SOAP
- “Bubble” of elementary school students are eventually bound for AHC, which will lead to growth
- New local high school may eventually impact services

Counseling
- New student orientations
- Academic advising workshops with an abbreviated SEP
- PD 110 will be part of every counselor’s load and, thus, each counselor will have a cohort of students
- Create cultural/gender-based courses
- Education abroad
- Bridge instruction and student services

EOPS, CARE, and CalWORKS
- Foster care could be incorporated into EOPS
- Single parents and CalWORKS populations are increasing

Health Services
- Provide family planning services, acupuncture, massage therapy, and meditation.
Learning Assistance Program
- Address needs of returning veterans
- Reinstitute learning disabilities assessments

Noncredit Counseling
- Reinvigorate outreach workshops, open house, and Atkinson presence

Testing Center
- Student Success & support Program (3SP) will lead to an increase in testing and will multiple measures

University Transfer Center and Career Center
- Developing a five year plan with goals and objectives
- Increase collaboration with local high schools, industry, and community, including internships and work experience

Administrative Services/Departments
Below are areas of innovation and/or change for administrative services/departments:

Auxiliary Accounting
- Impact of new bonded winery is yet unknown
- Potential of outsourcing bookstore will reduce workload

Human Resources
- Rapid growth for professional development due to SB 21456 and SB 590
- Completing EEO plan
- Online application will be instituted
- HRPY system will be implemented
- Enhance recruitment and retention efforts (training and morale)
- Establish career ladders and career plans
- Redesign negotiations structure
- Partner with Community Education to offer employee certificates
- Expand existing new employee orientations
- Explore employee incentive plans

Institutional Research and Planning
- Need for professional development on the many new initiatives launched by the Chancellor’s office and others
- Transition from old pre-Banner system supporting program review and annual updates to system like Tableau with quick filters and visual representations (tables and graphs)
- AHC needs centralized regulation compliance assurance; inconsistencies increase workload

Public Affairs
- Expand Campus Graphics to meet student and employee demand
- Expand necessary sports information coverage as the new athletic facilities bring new interest and participation by student athletes, including more online content and social media interaction
- Embrace and expand use of technology and social media as the college reaches out to future students and members of the public
  - Use the technology for targeted messaging and interactive communication
- Incorporate Public Affairs within the college’s future institutional advancement model in order to ensure efforts for fund and friend raising are coordinating and communicated.
Appendix I

Department Identified Specific Facilities Needs

Academic Departments

Academic departments reported the following facility needs:

Applied Behavioral Sciences
- Crime lab for use with course content
- Dedicated class rooms for each program.
  - Design classrooms using Finnish model to stimulate student learning
- Dedicated lab space and equipment for programs with lab components.
- Dedicated faculty and staff offices with student access
- Dedicated faculty and staff workroom

Business
- Need for more classroom space, especially evening classroom space
- Building needs renovation/upgrades
- Convert SBEC into computer classroom
- Convert empty offices in Computer Resources into a work space for students

English
- Larger (30 student) tech classroom due to increase use

Fine Arts
- New building to update and bring program areas together
- ADA compliant, Fire Code and Ed Code compliant classroom/lab spaces for Multimedia and Graphics
- Film classroom and production space adequate in space and away from adjacent noise
- Digital Photo lab to keep current with emerging technology
- Adequate additional dance studios due to noise and ventilation
- Drama Studios and classrooms for moving from the CBC
- PCPA Offices, storage, and production for moving from CBC
- Performance space for music

Health Sciences
- Replace the Medical Assisting program lab as W goes off-line
- Further equip the Simulation lab

Industrial Technology
- Relocate Electronics program with classrooms and equipment to be near the other IT programs
- Design “flex” lab working space in Auto Tech for co-working areas
- Expand to a welding testing facility and pipe welding area
- Possible program expansion for Auto Tech to diesel and hybrid

Kinesiology, Recreation, Health, Athletics
- Aquatics facility adequate to host swim meets or water polo contests
- Training room space for sports medicine program and to meet student athlete need
- Athlete, student, and staff need for expanded fitness lab
- Stadium to host football, soccer contests, track meets, and graduations
- Completion of baseball/softball field needs to host games
- Additional classroom space
Languages and Communication
- Classroom with permanently installed video for immediate speech playback
- Additional classroom for foreign language

Library & Learning Resources
- Insufficient computer work stations in the “reference lab area” in the Library
- Library classroom is inadequate to meet average class sizes (currently seat a max. of 28)
- Additional group study rooms in the Library to meet student demand
- Individual offices for multimedia staff to allow for privacy, working without interruptions, and to reduce noise disturbances
- ARC services (Writing Center, OACL, and Tutorial) need room for expansion as current student use maximizes available space
- Writing Center space at LVC
- Additional private rooms for tutorial sessions

Life and Physical Sciences
- Night sky observation space, possibly at the LVC, that could potentially scale up to a physical planetarium.
- Additional Chemistry labs to manage increased enrollment
- Expansion of the RVT program into a second year requires space for live animals and a surgery center
- Consideration of permanently installed demonstration area for Physics

Mathematics
- Due to similar function and course content, a common larger location for the STEM Center, MESA Center, and Math Center (STEM and MESA must relocate when W goes off-line)
- Additional Math classrooms (3) as replacement for those going off-line and increased enrollment
- An open access computer lab for Computer Science, Math, Engineering

Public Safety
- Props to simulate oil platforms and production lines

Student Services
All of the listed student services moved into the new buildings A and B in late 2013 and early 2014 with the exception of Health Services and Library & Learning Resources. Student Services personnel listed the following facility needs:

Admissions and Records
- Office space for new personnel as current space does not allow for additional staffing

College Achievement Now
- ADA accessible door

Counseling
- Offices for new faculty upon expansion of course offerings in support of 3SP recommendations

Health Services
- New and larger facility that will support current and expanded health services, including family planning, acupuncture, massage, and meditation

Learning Assistance Program
- ADA automatic doors at SM campus and LVC
- Dedicated learning lab at LVC
- Veterans’ Center

Noncredit Counseling
- Additional Office Space for existing staff

Testing Center
- Dedicated computerized testing space at LVC as testing is currently scheduled around classes utilizing the space

University Transfer Center and Career Center
- Doorway or passageway between centers for sharing of office space, workroom areas, and allow convenience for students who utilize services in both departments

**Administrative Services/Departments**

Human Resources, Auxiliary Accounting, and Public Relations moved into the new building B in early spring 2014. Information Technology’s main office in building K underwent a minor remodel (new carpet, paint, and redesign of the layout) in order to seat more employees within the same footprint and to update the space. Plant Services and Campus Graphics (reporting to Public Relations) have experienced no changes in facilities.

Information Technology
- General need for office space as existing staff are spread out across campus and "borrowing" space

Institutional Research and Planning
- Office space for additional staff

Plant Services
- All-inclusive space for efficiency and practicality
- Storage space on campus for event furnishing, supplies and equipment (preferably on the northeast side of N, north side of the Student Center, near O, and west side of LVC)

Public Affairs
- Room for expansion to serve walk-in traffic
- Clean room for wide format and 3D printers
- Office space for any new/additional staffing
Appendix J

Department Identified Specific Staffing Needs

Academic Departments
Academic departments reported the following staffing needs:

Applied Behavioral Sciences
- Additional staff may be needed to address growth
- Full-time FCS FSN faculty (one each)
- 37 hours/week for Administrative Secretary

Business
- May need full-time faculty in paralegal, which is also lacking a Coordinator (coordination is currently being performed by a full-time faculty member without reassigned time)
- Coordinator for Computer Resources Center
- Part-time Instructional Assistant for nights and weekends

English
- Full-time faculty for current courses and new courses
- Replace retirements
- IRP is understaffed, so it is difficult to get data to measure effectiveness in a timely manner
- Reassigned time for a librarian to work with English students

Fine Arts
- Need Additional Lab Tech for Film
- Replace full-time faculty upon retirement
- Music Librarian needs to be a permanent position (been a temp for last 20 years)
- New bldg. will necessitate staffing, including a PT Production Manager

Health Sciences
- Coordinator for Phlebotomy program and part-time faculty to teach (if reinstated)
- Increase in hours for existing support staff and increase to 12 months as program is year-round
- If courses are restructured, would require additional faculty
- Need an Instructional Assistant for skills lab (licensed)
- Need embedded nursing counselor (currently grant funded) who can serve all of Health Sciences
- Simulation Center at Marian may necessitate shared staffing costs
- Dental Assisting fill-time teaching faculty

Industrial Technology
- Full-time Electronics faculty
- Full-time Architecture/Engineering Technology faculty
- Ensure completion of hiring of full-time Auto Tech faculty

Kinesiology, Recreation, and Athletics
- Full-time faculty members to teach in the discipline
- Full-time aquatics coach
- Full-time sports medicine faculty
- Full-time faculty in Rec Management
- Professional service contracts in athletics for head coaches and assistant coaches
- Increase part-time head coach and assistant coach stipends
- Increase hourly pay for lifeguards (comparable to other nearby facilities)
Language and Communications
- As Speech is impacted, need 2 ft. faculty (1 in LVC)
- FT ASL faculty
- Outreach ESL Support Staff

Library& Learning Resources
- According to Title 5 standards, we should have 6 librarians and 11 support staff; we have 3 librarians and 2 support staff.
- Additional staffing, including focused programs and services for basic skills students, workshops, more systematic collection development and outreach to faculty to enhance collections

Life and Physical Sciences
- Full-time Astronomy Faculty
- Another Chemistry Lab Assistant (2 1/2 time positions)
- New Instructional Assistant for Physics

Mathematics
- Instructional Assistant for Math Center
- Instructional Assistant for Math/STEM computer lab
- Computer lab support (IT)
- Full-time faculty to meet growth
- Replace retirees
- Tech support staff for online content

Public Safety
- Director of Law Enforcement Training retirement must be filled to meet POST requirements
- Fire, Safety, and EMS Director position needs to be filled
- EMS Instructional Assistant needs to be increased to full-time

Social Sciences
- Potential future need for a lab "monitor"

**Student Services**
Student services reported the following staffing needs:
Cal-Soap
- Need to better employ students

Counseling
- Four new counselors: Veterans, Athletics, Basic Skills/ESL, LVC
- Faculty to teach culture/gender-based courses

EOPS, CARE, CalWORKS
- LVC staffing (staff and faculty)
- Front desk staffing
- Social worker on campus

Health Services
- CAST staffing
- 2 Full-time MFTs
Learning Assistance Program
- Qualified ASL interpreters (need to offer retraining)
- Summer staffing; Assessment Tech position (was existing)
- Lacking LVC faculty (was a counselor)
- LAP Director
- LD Specialist (1/2 time) @ LVC (was existing)

Testing Center
- Permanent staffing to handle growth

UTC and Career Center
- Full-time Career Counselor
- Full-time UTC Counselor
- Full-time Tech and Specialist

Administrative Services/Departments
Administrative services/departments reported the following staffing needs:

Auxiliary Accounting
- Will need additional staff the Bookstore is outsourced because of other additional, competing needs
- Staff need to all be located within the same bldg. as possible
- Need clerical support (Admin. Sec. III level)

Human Resources
- Job Analyst
- Associate Director of HR (conflict resolution and professional development)
- Fill Coordinator vacancy
- Onsite tech support for applicants

Institutional Research and Planning
- Additional Research Analyst for increased federal and state mandates for reporting, accreditation self-study support, and defining and tracking institutional performance indicators

Plant Services
- Full staffing needs submitting for 2013-2014, but any unfilled that FY will still need to be filled ongoing
- LVC needs M&O management/supervisory position onsite
- Still need to implement a late night shift for efficiency
- Pursue necessary training for energy generation projects

Public Affairs
- Personnel for delivery (on campus at SM as well as extended campus)
- Expanded sports information coverage will require a full-time position, office and technology support
- New full-time social media position