

Nurtured

Directed

Focused

Valued

Engaged

Connected

STUDENT SERVICES

Strategic Plan

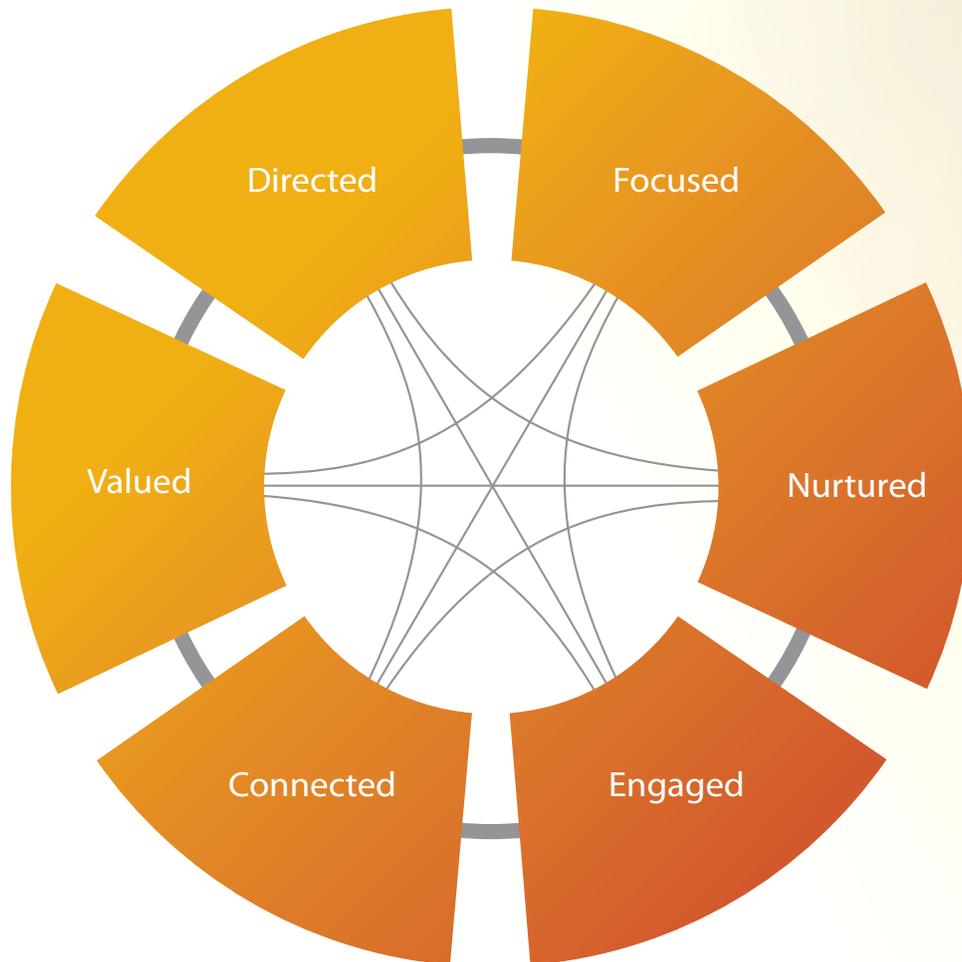
2014-2020



**ALLAN
HANCOCK
COLLEGE**

Start here. Go anywhere.

SIX FACTORS FOR STUDENT SUCCESS



Directed

Students have a goal and know how to achieve it.

Focused

Students stay on track, keeping their eyes on the prize.

Nurtured

Students feel somebody wants them to succeed and helps them achieve.

Engaged

Students actively participate in class and campus activities.

Connected

Students feel like they are part of the college community.

Valued

Students' skills, talents, abilities and experiences are recognized by others; they have opportunities to contribute on campus and feel their contributions are appreciated.

2 ALLAN HANCOCK COLLEGE SHARED VALUES

Mission Statement

Vision Statement

Shared Values

3 California Community College Mission

4 OVERVIEW OF THE STRATEGIC PLANNING PROCESS

5 Planning Retreat

Educational Master Plan

Facilities Master Plan

Technology Master Plan

Assessment of Plans

6 EXTERNAL FACTORS

7 Global

National

9 State

10 Regional/Local

12 INTERNAL FACTORS

16 STRATEGIC DIRECTIONS

Strategic Direction: Institutional Effectiveness

Strategic Direction: Student Learning & Success

17 Strategic Direction: Institutional Resources

Strategic Direction: Governance

Strategic Direction: Integration

18 ACTION STEPS

20 PROGRAMS OF STUDY AND DEGREES AND CERTIFICATES

22 THE HISTORY OF ALLAN HANCOCK COLLEGE

28 END NOTES



Allan Hancock College Mission, Vision and 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.



CALIFORNIA COMMUNITY COLLEGE MISSION

The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.ⁱ

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Larry Lahr, President

Tim Bennett

Hilda Zacarías

Greg Pensa, Vice President

Bernard Jones

Lauren Kueffler, Student Trustee

Dr. Kevin G. Walthers,
Superintendent/President

Glenn Owen,
Academic Senate President

Peter Gonzalez,
Associated Student Body President



Overview of the Strategic Planning Process

Allan Hancock College's Strategic Plan is the cornerstone of the college's planning processes, and all other plans are expected to be in vertical alignment with this plan.

In the 2013-2014 academic year, the college undertook developing the Educational Master Plan, Facilities Master Plan, and Technology Master Plan concurrent with work on the Strategic Plan. This provided continuity in district-wide planning and ensured that the directives prescribed in the Strategic Plan are actualized and detailed in the other planning documents.

PLANNING RETREAT

The 2013 annual district-wide planning retreat was held on November 14 and 15 at the Lompoc Valley Campus. More than 60 constituency representatives, primarily those who serve on councils, were invited to attend one or both days.

At the retreat, attendees reviewed prior year accomplishments as well as fiscal, legal, and internal environmental scans and provided input for the college's Mission Statement, Strategic Plan, and Educational Master Plan.

In March of 2014, deans, department chairs, and student services and instructional staff gathered at the Student Success Summit to review and discuss high impact practices in order to design a campus wide student success initiative. The results of this summit are reflected in the goals and definitions of the Student Success Strategic Direction as well as in the educational directions and initiatives in the Educational Master Plan.

EDUCATIONAL MASTER PLAN

The 2014-2020 Educational Master Plan outlines five educational directions on which the college will focus its efforts over a six-year period. These five directions are: Student Success (including four initiatives), Professional Development, Integrated

Planning, Community Outreach, and New Revenue Development. The Educational Master Plan also provides implications for Facilities and Technology Master Plans.

FACILITIES MASTER PLAN

The 2014-2024 Allan Hancock Joint Community College District Facilities Master Plan translates the district's priorities for student learning and success into a long-term plan for the continued development of the district's campuses. It recommends site and facilities improvements that address the growth in enrollment anticipated over the next decade, describes campus development strategies to support the Educational Directions of the 2014-2020 Educational Master Plan, and positions the district to maximize funding and partnership opportunities.

TECHNOLOGY MASTER PLAN

The 2014-2020 Technology Master Plan describes the use of technology to support the mission of the college. The plan is organized around 12 goals. The goals provide a focused vision for college-wide technology planning, implementation, and policy-making. The technological needs of programs and facilities identified in the educational and facilities master plans are addressed under the appropriate goals.

ASSESSMENT OF PLANS

Councils shall ensure that progress toward directions is being achieved, measured, and recalibrated. Each plan will be evaluated annually by the pertinent council, and the results will be presented at the annual planning retreat for dissemination and discussion.

An aerial photograph of a vast vineyard with rows of grapevines stretching across rolling hills. The vines are in a golden-yellow color, suggesting they are ripe. In the background, there are large, rounded hills under a clear sky. A dark blue rectangular box is overlaid on the image, containing the text "External Factors" in white.

External Factors

GLOBAL

- ▶ Globalization will continue to shrink the world and integrate economies and cultures, requiring educators and students to become more globally aware and sensitive.
- ▶ Industry will continue to look for cheaper forms of labor and move jobs to other states and overseas. The need for well-paying jobs that cannot be moved will become a key component of the local and regional economy.ⁱⁱ
- ▶ Job prospects for college graduates will improve in 2014, especially internationally. Employers will continue to seek employees with critical thinking skills and the ability to work with others in the fields of business, engineering, computer/information science, sciences, and communications.ⁱⁱⁱ

FIGURE 1: EMPLOYERS RATE THE IMPORTANCE OF CANDIDATE SKILLS/QUALITIES

Skill/Quality	Weighted average rating*
Ability to work in a team structure	4.55
Ability to make decisions and solve problems	4.5
Ability to plan, organize, and prioritize work	4.48
Ability to verbally communicate with persons inside and outside the organization	4.48
Ability to obtain and process information	4.37
Ability to analyze quantitative data	4.25
Technical knowledge related to the job	4.01
Proficiency with computer software programs	3.94
Ability to create and/or edit written reports	3.62
Ability to sell or influence others	3.54

*5-point scale, where 1=Not at all important; 2= Not very important; 3=Somewhat important; 4=Very Important; 5=Extremely important

Source: *Job Outlook 2014, National Association of Colleges and Employers*

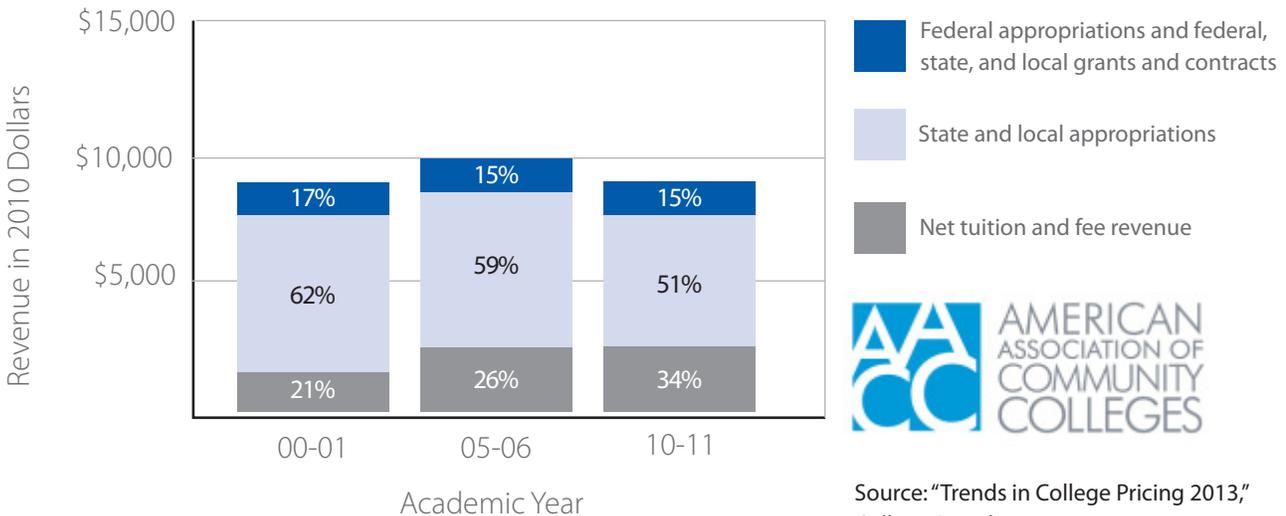
NATIONAL

- ▶ The wind-down of military conflicts in Iraq and Afghanistan will see the largest influx of veterans into American higher education since World War II.^{iv}
- ▶ Freshmen entering college in 2014 have grown up in a connected world. They expect real-time access to friends, services, teachers, and information.
- ▶ “Disruptive” learning modes, including Massive Open Online Courses (MOOCs) and competency based credit, will continue to influence delivery models and require traditional educational modes to adapt to a changing environment.^v
- ▶ National policymakers continue to support education in science, technology, engineering, and math (STEM) fields. Graduates holding STEM degrees show more success in finding and maintaining employment.^{vi}

- ▶ “In 2012, the US STEM workforce surpassed 7.4 million workers and it is expected to grow significantly through 2018, to an estimated 8.65 million workers. In 2012, accountants and auditors comprised the largest number of STEM-related jobs in the US with over 1.66 million, a number that is projected to increase to 1.78 million by 2016. Currently the manufacturing sector faces a large shortage of employees with STEM skills. Alarming, 600,000 manufacturing jobs are going unfilled in spite of current economic conditions. Between 2011 and 2015, an estimated 1.7 million jobs will be created in cloud computing in North America.”^{vii}

COMMUNITY COLLEGE REVENUES

Over the past decade, tuition and fees at community college have increased to make up for a significant drop in state and local funding



- ▶ The 2010 STEM report to the President of the United States by President’s Council of Advisors on Science and Technology (PCAST) recommended the recruitment and training of “100,000 great STEM teachers over the next decade who are able to prepare and inspire [K-12] students” in order to meet the nation’s STEM employment needs. This will impact teacher training programs nationally.^{viii}
- ▶ Accountability will continue to be a focus of national politicians. Bipartisan support for initiatives such as gainful employment reporting, college rankings, success measures and accreditation reform shows no sign of abating.
- ▶ Immigration policy will continue to have a direct and meaningful impact on local decision making.
- ▶ The gap between employee skills and employer needs will continue to widen, leaving many jobs unfilled and many job seekers unemployed. This accounts for the importance being placed on basic skills initiatives across sectors and at all levels.
- ▶ Lifelong learning is a reality now being embraced by employers and the general public.
- ▶ The state has made a substantial investment to promote Career Pathways, via AB 86 establishing a Career Pathways Trust, for students transitioning from K-12 to community college. Articulation with local school partners as it relates to career-technical education and the Common Core will continue to be important.^x
- ▶ Sweeping changes to Adult Education programs could result after community college and K-12 adult education school districts submit recommendations in 2015 to the State legislature and Governor for adult education service delivery improvements for working age adults.^{xi}
- ▶ The Student Success Act of 2012 (SB 1456) “is the first step to begin implementation of Student Success Task Force recommendations. 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 [3SP].”^{xii}
- ▶ The teaching and learning of basic skills continue to be areas of challenge for the California education system, as in other states. The goal of the Basic Skills Initiative (BSI) is to improve student access and success. The project addresses credit and noncredit basic skills as well as adult education and programs designed to help underprepared students.^{xiii}

STATE

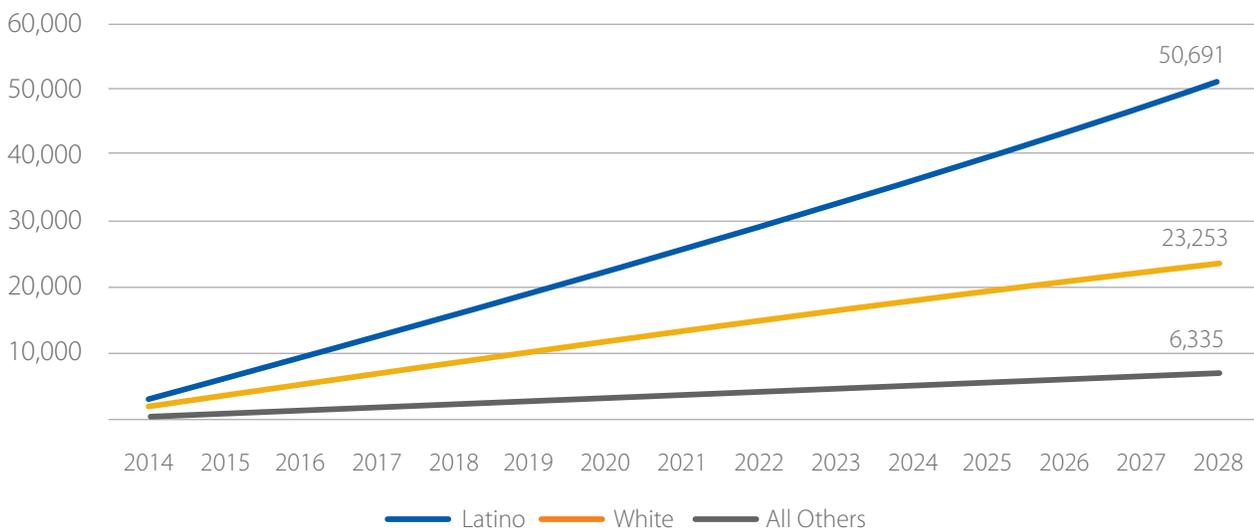
- ▶ Community college enrollment demand is expected to increase from 91 students per 1,000 Californians aged 14 to 49 in 2008, to 97 students per 1,000 Californians in 2019.^{ix}
- ▶ Proposition 30, passed in November of 2012, provided a dedicated but temporary revenue stream for public and higher education. Current budget forecasts show sufficient state revenue growth in Proposition 98 to replace the temporary revenue stream. However, historically volatility in the state’s income tax revenue suggests that projections may change quickly.
- ▶ There is currently a legislative shift toward including all employees in professional development endeavors and mandating the allocation of resources to professional development in order to better address student needs and institutional change via the Student Success Act of 2012 (SB 1456) and changes to California’s Education Code (SB 590).

- ▶ Legislated to be fully implemented in 2017-18, the Middle Class Scholarship will cut tuition at UC and CSUs by 40 percent for California families making under \$100,000 a year and 10 percent for families making under \$150,000, which may impact the path of high school graduates who once chose to attend community college as a less expensive alternative to university.^{xiv}
- ▶ Budget cuts to the core mission of community colleges have still not been restored to pre-recession levels. Increases in fees replaced some of the lost state funding, essentially creating a tax on community college students to balance the state budget.

REGIONAL/LOCAL

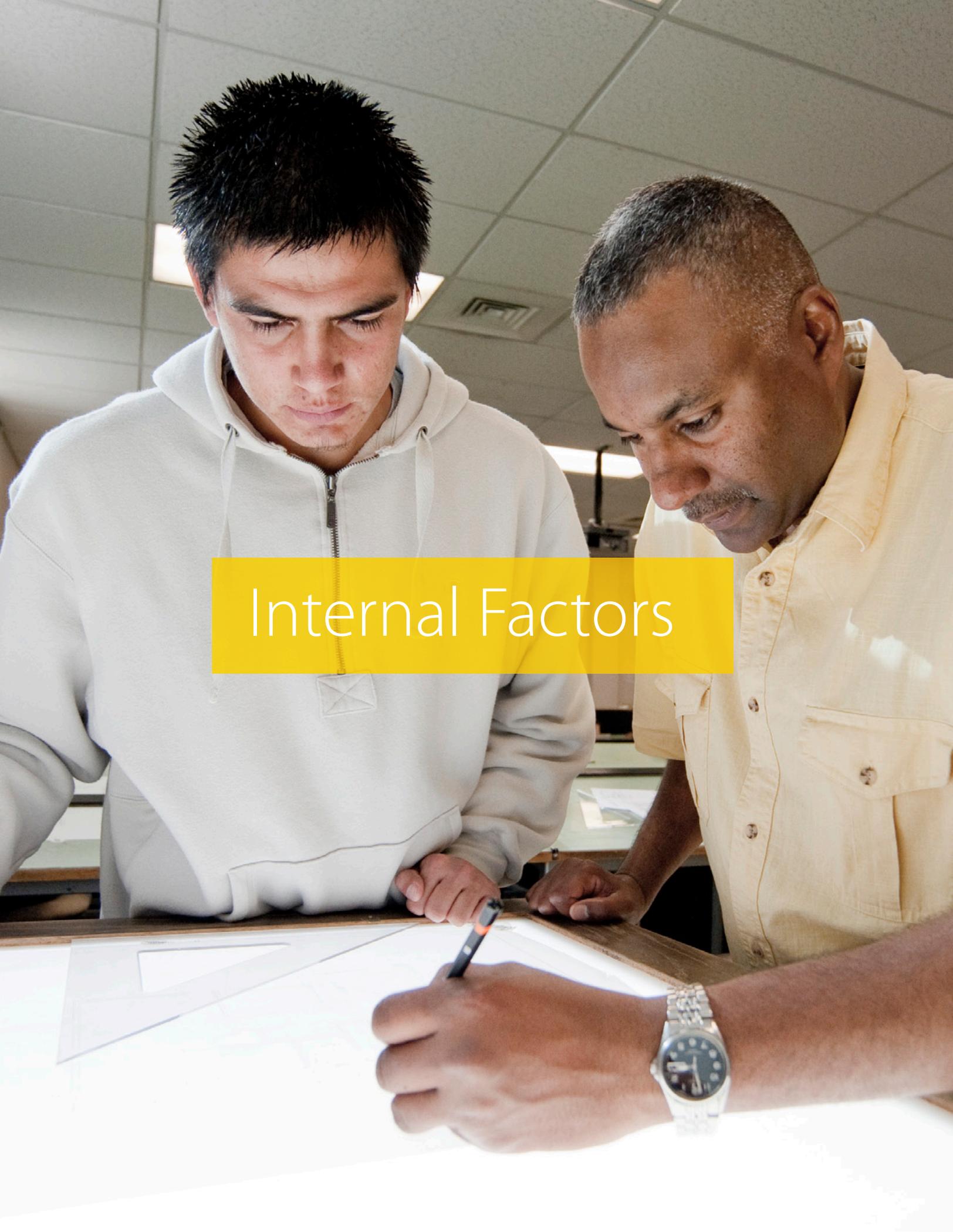
- ▶ Demographic projections show an increasing number of Latino students in Santa Barbara County will become college aged over the next 15 years.
- ▶ Economic growth for the next five years will progress at a steady rate of 1.5 percent per year.^{xv}
- ▶ The lack of a nearby CSU campus significantly impacts the ability of local students to earn a baccalaureate degree.
- ▶ The population in north Santa Barbara County is forecast to grow 12 percent between 2010 and 2020.^{xvi}

SANTA BARBARA COUNTY COLLEGE AGED RESIDENTS BY ETHNICITY: 15 Year Growth Projection



Source: Chronicle of Higher Education

- ▶ The pro-growth perspective of North County cities and towns will provide growth opportunities within the housing market as prices escalate in larger job markets such as San Luis Obispo and the city of Santa Barbara.
- ▶ Local high school superintendents and principals believe that AHC provides a valuable path for local students. Based on their feedback, AHC will update our articulation agreements, expand multiple measure assessments, and establish a Career Pathways Partnership (AB 86).^{xvii}
- ▶ Vandenberg Air Force Base will remain a substantial part of the local economy as the only West Coast location suited to launch satellites, rockets and missile tests. Private sector companies such as SpaceX intend to expand the launch program even further.
- ▶ Taxable sales in the North County region look to show modest growth at 2.2 percent for 2013-2018 period but will remain below that seen statewide. There is reason for optimism for retail growth based on new expansion within the local shopping mall and the opening of new stores within the past year.^{xviii}
- ▶ The newly opened Public Safety Complex in Lompoc will be a hub for training in the western United States. The college already has an agreement with a national oil and gas industry group to provide training for as many as 7,000 workers a year. The influx of visitors to receive training will spur development of new hotels, restaurants and other amenities designed to serve visitors.
- ▶ Chumash Casino employs approximately 1,500 people and generates, directly and indirectly, an estimated \$366 million of gross sales in Santa Barbara County annually. Of this total, \$159 million is allocated to wages and salaries of workers and payments to contractors and property owners. These impacts translate into the creation of 700 jobs which is in addition to the nearly 1,500 workers employed at the casino in 2007.^{xix}
- ▶ Agriculture will remain the primary industry in the area, although there may be changes in the contribution of traditional crops. Wine grapes now rank third among crop sales value. Water availability will also be an important issue – perhaps rising to crisis level in the short term.
- ▶ The college's immediate marketing area will continue to have a pro-growth attitude, setting it apart from neighboring cities of San Luis Obispo and Santa Barbara. As these two outlying areas recover from current economic downturns and the demand for affordable housing increases, northern Santa Barbara County will again become attractive as a place to buy or rent affordable housing.
- ▶ Some 20 percent of the area's economy is currently dependent on undocumented workers. Any change in immigration laws that impedes the flow of undocumented workers to the area will have a dramatic impact on the area's economy and population. While the initial impact is likely to be a reduction in student enrollment, a more distant outcome will be a demand for Allan Hancock College's training programs to improve worker skills, as the agriculture industry shifts from traditional agriculture to industrial agriculture. Such worker training programs will require nontraditional design and schedules.

A photograph of two men, one younger and one older, looking intently at architectural blueprints spread out on a table. The younger man on the left is wearing a white zip-up hoodie. The older man on the right is wearing a light-colored button-down shirt and a silver watch. The older man is holding a pen and pointing at a specific area on the blueprint. The background shows a ceiling with square tiles and recessed lighting. A yellow rectangular box is overlaid on the center of the image, containing the text "Internal Factors".

Internal Factors

- ▶ AHC offers a competitive educational environment. Students and employees rate AHC highly in providing a positive learning environment. The college offers 87 Associate in Arts and Associate in Science degrees and 117 certificates in a rich variety of university transfer programs as well as career and technical programs. In addition to many credit programs, the college also offers a variety of non credit and fee-based classes. Certificate completion rates increased from 476 in 2007-2008 to 640 in 2012-2013, and persistence rates remain high overall (87 percent for fall 2012-spring 2013).^{xx xxi}
- ▶ AHC's geographical marketing area will remain essentially the same, notwithstanding growth in distance learning which blurs geographic boundaries. AHC's top five feeder high schools are Pioneer Valley High, Righetti High, Santa Maria High, Lompoc High, Cabrillo High.
- ▶ AHC will continue to cater to an increasingly diverse student body with varying skill levels. Traditional university-bound transfer students will make up the largest share of the student body. Demand for noncredit classes will increase. However, students with other goals will continue to access the college. Many students (traditional and non-traditional) will be underprepared to function at a community college level.^{xxii}
- ▶ The AHC Foundation student scholarship program has grown dramatically due to the market's recovery following the recession and continued community support for annual scholarships. In 2013, the Foundation awarded 282 scholarships at a total of \$307,405. In 2014, the Foundation awarded 344 scholarships for a total of just over \$475,000.
- ▶ For master planning purposes, AHC is assuming 2 percent enrollment growth each year for the next ten years.
- ▶ Northern Santa Barbara County residents voted June 6, 2006, to approve Measure I, the \$180 million general obligation facilities bond to improve Allan Hancock College. Funding from the bond is helping the college modernize technology, upgrade the failing infrastructure of decades-old classrooms and labs, and build new teaching and learning spaces. The college has completed more \$10 million in scheduled maintenance projects. In addition, the college had six capital projects in various stages of development. The One Stop Student Services Center, Public Safety Complex, and Industrial Technology and Physical Education/Athletic Fields are currently in the last stages of construction.
- ▶ Interest in distance education classes continues to increase. The number of students who have taken at least one distance learning course is approaching 50 percent. Success and retention rates in distance learning courses are lower than traditional face-to-face courses. While they are in line with state averages for online courses, the need to assess and revise the program to more closely mirror the retention and success rates of traditional courses is evident. Distance Learning students are younger and more goal-oriented than districtwide students. Like districtwide students, they live throughout the district and not just in those communities farthest from the college.
- ▶ Employee surveys illustrate satisfaction with the college's ability to attract qualified staff but point to an opportunity to improve our ability to attract qualified faculty and to improve employee morale. In order to encourage diversity and attract and retain highly qualified employees, the Human Resources Department is committed to implementing a fully electronic employment application process; expanding the college's New Employee Orientation Program; enhancing staff development training, professional development, and professional growth opportunities; and nurturing and supporting employee morale initiatives by focusing on employee recognition as a foundation.

- ▶ Implementation of the Student Success and Support Program recommendations and mandates will be a challenge in the coming years, but it also represents an opportunity for the college to build capacity and create smoother processes for responding quickly to emerging trends and innovations.
- ▶ Improving student success rates in basic skills requires a concentrated effort by the college, including classroom support and expanded access to support services outside the classroom.
- ▶ Improving communication and streamlining decision-making processes remain opportunities for improvement.

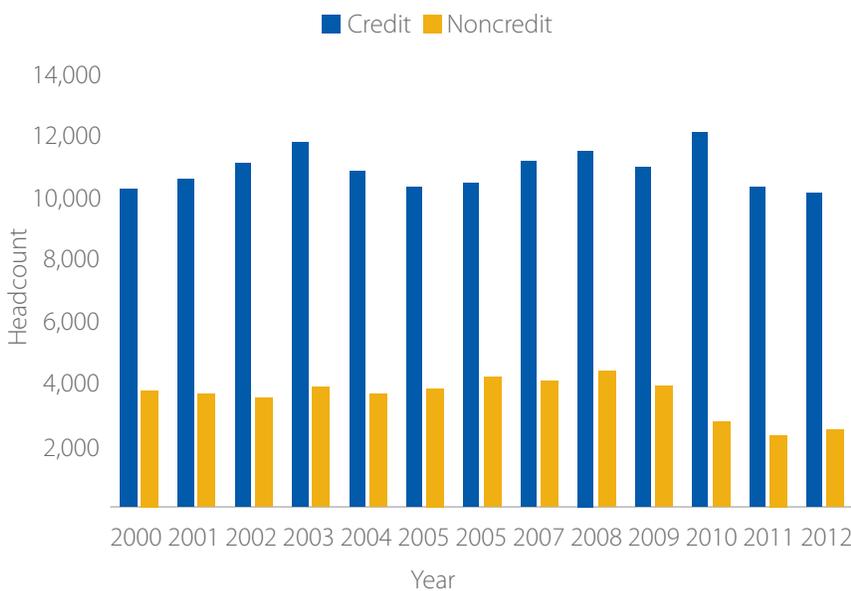
EDUCATIONAL GOAL

Associate degree & transfer	40%
Transfer without associate	14%
Transfer	54%
Associate degree, no transfer	18%
Vocational certificate	4%
Degree or certificate (no transfer)	22%
Skills	9%

PLACEMENT TEST RESULTS

85% place into ALG I or ALG II
6% place into Math below ALG I
9% place into college-level math
24% place into 3 or 4 levels below college-level English
40% place into 1 or 2 levels below college-level English
35% place into college-level English

ALLAN HANCOCK COLLEGE FALL HEADCOUNT



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%



Handwritten notes in a spiral notebook, including terms like "Mandible", "Inferior", "Lateral", "Mental", "Nasal", "Intraorbital", "Posterior", "Optic", "Superior", "Inferior", "Lateral", "Mental", "Nasal", "Intraorbital", "Posterior", "Optic", "Superior".





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^{xxiii}

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.^{xxiv}

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 help 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. Understand that a broad definition of diversity supports students and values experiences arising from race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, and veteran status.

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 cultivate 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.

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. The framework will ensure that decisions are made with consideration of the college's broad definition of diversity.

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, and creativity in an effort to build student success.

Action Steps



1. The district will annualize the Student Success Summit to focus on the application and assessment of high impact practices that address both Student Learning and Student Success Strategic Directions. This summit should continue to inform any necessary changes and/or additions to the Educational Master Plan.
2. In support of Student Success goals, more attention needs to be given to opportunities to support Vandenberg AFB and returning veterans.
3. Given the impetus of SB1456 and SB590, the district will evaluate the current application of professional growth opportunities in order to meet legal requirements and to retain highly qualified employees. This effort may include 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.
4. In partnership with Lompoc Unified School District, continue collaborative leadership on the AB 86 Adult Education Consortium Planning Project focused on making recommendations for improvement of Northern Santa Barbara County adult education programs based on broad stakeholder input.
5. A taskforce will reevaluate and refine the Councils and Committees Pathways to Decisions manual to create a structure for improved communication, integrated planning, and timely decision making.
6. Based on feedback from our K-12 partners, AHC will update our articulation agreements and expand multiple measure assessments.
7. With a focus on student engagement in lifelong learning, the district will promote, develop, and implement inter-segmental college and career readiness programs aligned with local industry and economic development opportunities.
8. Given the success of events such as Friday Night Science, Splash & Dash, Folklorico! Dance Concert, the film series, student pottery sales, and many more, the district will look for additional opportunities to integrate the community into AHC educational experiences.
9. Given the national focus on STEM education and above average employment opportunities, the successful initiatives funded to support student access and success in STEM grants should be identified for institutional support, including a permanent STEM center, STEM counseling, and STEM outreach activities on and off campus.
10. In order to meet the minimum legal requirements for a district equal employment opportunity plan as well as its goal of achieving a diverse workforce, the district will expedite completion of an EEO plan via the shared governance process.
11. As California Community Colleges must meet a variety of guidelines and regulations set by both governmental and nongovernmental agencies, the district will work toward centralizing compliance oversight.
12. Build upon and institutionalize existing programs targeted at serving diverse populations (e.g., MESA, CAN, Veterans, LAP, STEM, EOPS).



Programs of Study and Degrees and Certificates

Accounting

Bookkeeping

Administration of Justice

Agribusiness

Enology/Viticulture
 Pairing Wine & Food
 Wine Marketing & Sales
 Viticulture

Applied Design/Media

Animation
 Graphics
 Multimedia Arts & Communication
 Photography
 Website Design

Architectural Drafting

Art

Auto Body Technology

Auto Body Metal
 Auto Body Refinishing
 Automotive Technology
 Auto Engine Rebuilding
 Auto Chassis
 Auto Service Management
 Auto Tune-Up & Diagnostic Procedures

High-Tech General Mechanic-Engine, Power Trains
 High-Tech General Mechanic-Tune-Up Emission Control

Biology

Business

Business Administration
 Business Management
 Business Marketing
 Business Law
 Customer Service
 Executive Leadership
 Human Resource Management
 Sales and Marketing
 Supervisory Management

Chemistry

Computer Business Information Systems

Computer Business Office Software
 Database Administration
 Information Architecture
 Office Systems Analysis
 Office Software Support
 Information Technology Fundamentals
 MAC Fundamentals for Business
 Small Business Webmaster

Computer Business Office Technology

Administrative Assistant /Secretarial
 Administrative Office Skills
 Legal Secretarial
 Word/Information Processing
 Computer Business Office Skills
 Computer Business Presentations & Publishing

Computer Science

Cosmetology

Culinary Arts & Management

Baking
 Catering & Events Management
 Dietetic Service Supervision
 Food Production Supervision
 Food Services Production
 Restaurant Management

Culinology®

Dance

Dental Assisting

Drama

Acting
 Design/Technical Theater

Early Childhood Studies

Elementary Education
Elementary Education-
Bilingual/ Bicultural Emphasis
General
Preschool/Infant Toddler
Program Director
Special Education

Electronic Engineering Technology

Electronics Technology

Digital Systems
Electronic Training
Mechatronics
Network Maintenance/ Digital
Technologies

Emergency Medical Services

Advanced Cardiac Life Support
Emergency Medical Technician
1 (Basic)
Emergency Medical Services
Academy
EMT 1 (Basic) Refresher
First Responder Update
Paramedic Training

Engineering

Engineering Technology
Civil Engineering
Engineering Drafting
Mechatronics

English

Entrepreneurship

Entrepreneurship and Small
Business Management

Environmental Technology

Environmental Health & Safety
Technician
Hazardous Materials General
Site Worker
HAZWOPER Refresher 8-Hour

Family & Consumer Sciences

Fashion Studies
Fashion Merchandising
General
Interior Design Merchandising

Film & Video Production

Fire Technology

Firefighter Academy

Human Services

Addiction Studies
General
Co-occurring Disorders
Family Studies
Family Services Worker 1
Family Services Worker 2
Family Services Worker 3
Specialized Helping Approaches

Law Enforcement Training

Basic Law Enforcement
Academy

Liberal Arts – Non-Transfer Option

Arts & Humanities
Mathematics & Science
Social & Behavioral Sciences

Liberal Arts – Transfer Option

Arts & Humanities Transfer:
Mathematics & Science
Social & Behavioral Sciences

Liberal Studies—Elementary

Teacher Preparation

Machining and Manufacturing Technology

Mathematics

Computer Science
Physics

Medical Assisting

Medical Assisting
Medical Billing and Coding

Music

Nursing

“30 Unit” Option
Certified Nursing Assistant
Certified Home Health Aide EKG/
Monitor Observer Registered (LVN
to RN only)
Restorative Aide
Vocational

Paralegal Studies

Physical Education

Physics

Psychology

Registered Veterinary Technician

Recreation Management

Social Science

Sound Technology

Spanish

Speech Communication

Communication Skills for Public
Safety & Health Professionals
Communication Skills for the
Business Professional
Communication Skills for the
Professional Speaker

Transfer Studies

CSU General Education Breadth
Intersegmental General
Education Transfer
UC/CSU Transfer Studies (Math,
Engineering & Science majors)

Welding Technology

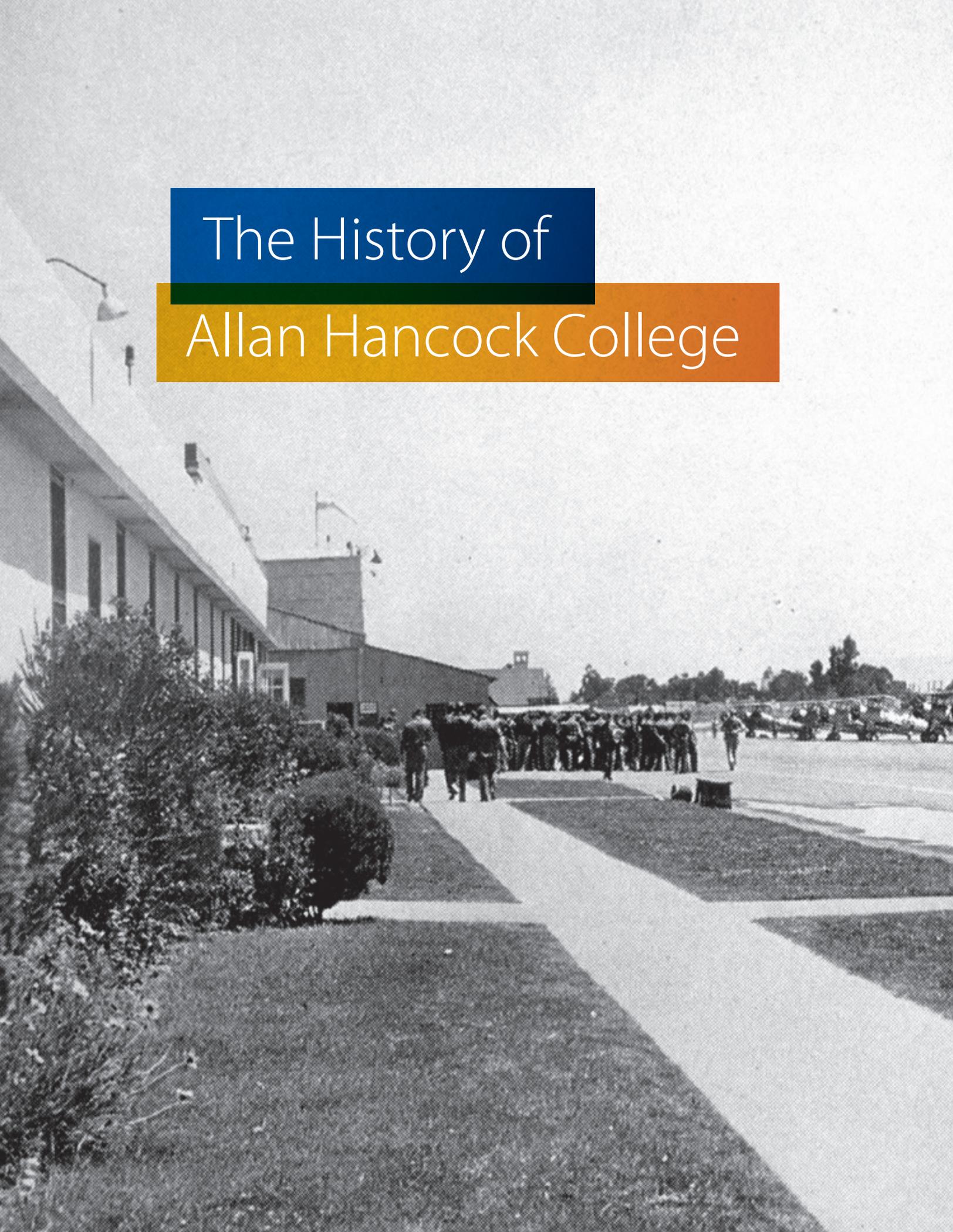
Metal Fabrication
Pipe Welding

Wildland Fire Technology

Logistics, Finance,
Planning Operations
Prevention, Investigation,
Prescribed Burning

Associate Degrees for Transfer

Administration of Justice
for Transfer
Business Administration
for Transfer
Communication Studies
for Transfer
Early Childhood Education
for Transfer
English for Transfer
History for Transfer
Mathematics for Transfer



The History of

Allan Hancock College

Allan Hancock College was founded in 1920 when the Santa Maria High School District established Santa Maria Junior College. The college held classes in high school rooms until a 1937 bond issue passed to construct a college building on the northwest corner of the high school campus.

The college moved from the high school campus to Hancock Field in 1954 because of expanding enrollment. For a number of years prior to that move, Hancock Field housed the original Santa Maria Airport, Hancock College of Aeronautics and, the University of Southern California's School of Aeronautics.



In July 1954, the college changed its name to Allan Hancock College in honor of Captain G. Allan Hancock, a prominent state and local community leader who owned the land and facilities of the airfield.

In September 1954, the community voted to establish the Santa Maria Joint Junior College District. In 1963, the community college district annexed the Lompoc Unified School District and Santa Ynez Union High School District, renaming it the Allan Hancock Joint Community College District.

Today the district includes all of northern Santa Barbara County and small parts of San Luis Obispo and Ventura counties, including the cities of Santa Maria, Lompoc, Cuyama, Guadalupe, Solvang, and Buellton and Vandenberg Air Force Base.

ACADEMICS AND CAREER TRAINING

The college's curriculum has grown to meet the community's needs, from 12 courses in 1920 — which paralleled the University of California's lower division requirements — to more than 1,000 credit courses today. The college has kept pace with changing needs since the very beginning: in the 1930s and '40s the college offered courses such as airplane mechanics and radio code and currently offers innovative programs such as entrepreneurship, viticulture and enology.

To take advantage of rapidly-changing educational technology, the college began offering instruction on television in 1972 and classes via video in 1989. In 1998, the college incorporated online classes into the curriculum, with more than 150 now offered each semester. The college also carries a 40-year tradition of offering extensive evening classes.

The Community Education program, active since 1973, offers hundreds of noncredit and fee-based classes. Program areas include English as a second language, basic skills, citizenship, short-term vocational and other curriculum areas.

STUDENT SUCCESS AND COMMUNITY COMMITMENT

Starting in the late 1950s, the college began to offer remedial instruction, especially in mathematics and English. Since 1974, the Tutorial Center has helped students on an individual and group basis. The search for more effective teaching methods also led to the opening of the Writing Center in 1975, the Math Center in 1996, and the Small Business Entrepreneurship Center in spring 2012.

A growing number of support programs meet students' financial needs outside the classroom. Each year, scholarships are awarded through the Allan Hancock College Foundation. In 2014, the foundation set a record by awarding 415 separate awards totaling \$478,000. In 1974, the college opened its Financial Aid and Job Placement offices. In addition, the Extended Opportunity Programs and Services (EOPS) office has helped students with "over and above" support services since the 1970s. College Achievement Now (CAN), a TRIO program, launched in 2010.

Theater has formed a strong part of the college's relationship with the community. From its beginning in 1964, the Pacific Conservatory Theatre (PCPA) has offered more than 500 plays and musicals, maintained a resident company of artists, and trained more than 10,000 actors and technicians. PCPA has also presented plays in Solvang since 1971, leading to the building of the Solvang Festival Theater in 1974. The 2013-14 season marked PCPA's 50th anniversary.

College alumni success runs the gamut from Academy Award winners to superior court judges and thousands of successful community leaders and citizens.

FACILITIES

Since the first classes taught in 1952 at the Camp Cooke Army barracks (now Vandenberg Air Force Base), the college has offered extensive courses located within the communities it serves, including Lompoc and Santa Ynez Valleys. The college opened its Vandenberg Air Force Base Center in 1957 and has offered classes in the Santa Ynez Valley since 1971 and in Lompoc since 1974. The college completed construction of a permanent Lompoc Valley Center in spring 1999 and opened the Solvang Center in August 2000.

MEASURE I

In 2006, district voters passed a \$180 million bond Measure I to upgrade facilities and technology. See the timeline for the history of facilities, including Measure I projects.

Technology improvements since the bond passed include a complete replacement of the district's information technology systems, telephone system, and smart classroom standard. The new finance and student information systems have been implemented on modern servers. The entire telephone system was replaced with an integrated VoIP system. All new classroom and meeting rooms have been equipped with audio visual technology that follows an upgraded standard and can be managed remotely over the network. The bond also allowed the college to expand the wireless network to include all locations, classrooms, and most gathering areas. Student and faculty services such as registration and grade submission are now available 24/7 over the internet. The college redesigned the Hancock public web site and launched a portal for secure access to online services.

FACILITIES TIMELINE

1958	<ul style="list-style-type: none"> • Voters approved a bond issue to purchase the airfield site and finance a building program
1962	<ul style="list-style-type: none"> • Opened four new buildings—Student Center, Library, Science Building and north wing of the gymnasium— to form nucleus of a campus designed for 2,000 students • Continued classes in buildings built for the original college
1964	<ul style="list-style-type: none"> • Opened Business Education building
1965	<ul style="list-style-type: none"> • Opened Fine Arts building
1967	<ul style="list-style-type: none"> • Completed the Gymnasium and Industrial Technology buildings • Opened Administration and Student Services buildings
1968	<ul style="list-style-type: none"> • Opened Performing Arts Center, including Marian Theatre
1971	<ul style="list-style-type: none"> • Completed the Bookstore
1974	<ul style="list-style-type: none"> • Purchased nine acres of property and buildings from Southern California Gas Company ("South Campus")
1977	<ul style="list-style-type: none"> • Opened Learning Resources Center with 16,000 square-foot library addition and remodel of existing structure
1982	<ul style="list-style-type: none"> • Opened Learning Assistance building for physically disabled students and those with learning disabilities
1989	<ul style="list-style-type: none"> • Completed the Humanities complex
1991	<ul style="list-style-type: none"> • Built Family & Consumer Sciences facility
1992	<ul style="list-style-type: none"> • Completed the Severson Theatre, an addition to the Performing Arts Center • Improved entry and roadways
1999	<ul style="list-style-type: none"> • Opened the Lompoc Valley Center
2002	<ul style="list-style-type: none"> • Opened the remodeled and expanded Student Center to include the Bookstore, café, coffee bar, and more (partial funding from Measure I)
2006	<ul style="list-style-type: none"> • Voters passed Measure I, a \$180 million general obligation bond focused on facility and technology improvements over a 10-year period
2007	<ul style="list-style-type: none"> • Expanded the library building to include the Academic Resource Center (ARC), and remodeled the library (partial funding from Measure I) • Opened the Community Education and Science Building (Measure I)
2013	<ul style="list-style-type: none"> • Opened the new Early Childhood Studies building, including the Children's Center Lab School • Completed new athletic facilities for baseball, track and field, football, and soccer • Renovated the Performing Arts Center, building D • Opened the new Student Services and Administration building (Measure I)
2014	<ul style="list-style-type: none"> • Opened the Public Safety Complex at the Lompoc Valley Center (Measure I) • Completing the Industrial Technology, building O (Measure I) • Renovating parking lot 8 • Implement Proposition 39 Energy Efficiency project year 1

STUDENT SERVICES

Allan Hancock College is a premier educational institution serving residents from the Central Coast of California and beyond, and it also contributes significantly to the local economy as one of the largest employers in northern Santa Barbara County.

Allan Hancock College's history is rich with accomplishment. In addition to valuing the college's past, the board of trustees, administration, faculty and staff also share a vision for the future, as do the college's nearly 17,000 students each semester who choose Allan Hancock College with the goal to "Start here. Go anywhere."



End Notes

- i** **California Education Code Section 66010.4**
<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=ed&group=66001-67000&file=66010.1-66010.8>
- ii** **Summary Estimates for Multinational Companies: Employment, Sales, and Capital Expenditures for 2011 (updated 2013)**
<http://www.bea.gov/newsreleases/international/mnc/2013/mnc2011.htm>
- iii** **NACE Job Outlook 2014 survey**
<https://www.naceweb.org/s10022013/job-outlook-skills-quality.aspx>
- iv** **From Soldier to Student II: Assessing Campus Programs for Veterans and Service Members**
<http://www.acenet.edu/news-room/Documents/From-Soldier-to-Student-II-Assessing-Campus-Programs.pdf>
- v** **Degrees of Disruption**
<http://www.insidehighered.com/news/2013/10/24/analysis-suggests-moocs-will-be-more-disruptive-open-access-journals>
- vi** **Higher Education Pays: But a Lot More for Some Graduates Than for Others**
http://www.air.org/sites/default/files/Higher_Education_Pays_Sep_13.pdf
- vii** **Where are the STEM Students? 2013-2013 Report**
<http://www.stemconnector.org/sites/default/files/store/STEM-Students-STEM-Jobs-Executive-Summary.pdf>
- viii** **Report to the President "Prepare and Inspire: K-12 Education in Science, Technology, Engineering, and Math (STEM) for America's Future"**
<http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-execsum.pdf>
- ix** **CPEC "Community College Enrollment Demand Projections 2009-2019"**
http://www.cpec.ca.gov/Agendas/Agenda0909/Item_07.pdf
- x** **Assembly Bill 86**
<http://ab86.cccco.edu/Overview.aspx>
- xi** **California Assembly Bill 86**
<http://ab86.cccco.edu/>
- xii** **California Community Colleges Chancellor's Office:**
<http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/SB1456StudentSuccessActOF2012.aspx>
- xiii** **BSI: A Collaborative Project Driven by the System's Strategic Plan**
<http://www.cccbsi.org/about>
- xiv** **Middle Class Scholarship**
<http://asmdc.org/issues/middleclassscholarship/>
- xv** **Santa Barbara County Economic Forecast, 2013**
http://www.dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2013/Santa_Barbara.pdf
- xvi** **Santa Barbara County Association of Governments Regional Growth Forecast**
<http://www.sbcag.org/PDFs/publications/Final%202040%20Regional%20Growth%20Forecast.pdf>
- xvii** **AHC President/Superintendent hosted a High School Superintendents/Principals Roundtable on Feb. 28, 2014.**
- xviii** **Santa Barbara County Economic Forecast, 2013**
http://www.dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2013/Santa_Barbara.pdf
- xix** **Economic Impact of the Chumash Casino Resort on the County of Santa Barbara, 2008**
http://www.sbcta.org/Final_Report__Chumash.pdf
- xx** **Certificate completion rates from Chancellor's Office Data Mart:**
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
- xxi** **Fall 2013 AHC employee and student survey results**
- xxii** **From AHC's Institutional Research and Planning Department external/internal scan data presented at the 2013 Planning Retreat**
- xxiii** **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>
- xxiv** **Spring 2014 AHC Student Success Summit**
(see 2014-2020 Educational Master Plan for details)



IF

YOU CAN

DREAM

IT

YOU CAN

DO IT



Santa Maria Campus

800 South College Drive
Santa Maria, CA 93454
805.922.6966

Lompoc Valley Center

One Hancock Drive
Lompoc, CA 93436
805.735.3366

Vandenberg AFB Center

144 Wyoming Avenue, Bldg. 14003
Vandenberg AFB, CA 93437
805.734.3500 or 805.605.5915

Solvang Center

320 Alisal Road, Ste. 306
Solvang CA 93463
805.693.1543

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