

# EVALUATION REPORT

May 11, 2010

Allan Hancock College  
800 South College Drive  
Santa Maria, California

A confidential report prepared for  
The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that  
visited Allan Hancock College from March 8-11, 2010

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Chair

Allan Hancock College  
Comprehensive Evaluation Visit Team Roster  
Monday, March 8-Thursday, March 11, 2010

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## SUMMARY OF EVALUATION REPORT

INSTITUTION: Allan Hancock College

DATE OF VISIT: March 8-11, 2010

TEAM CHAIR: Joel L. Kinnamon, Ed.D., Chancellor  
Chabot-Las Positas Community College District

A ten (10) member accreditation team visited Allan Hancock College from March 8-11, 2010, for the purpose of evaluating how well the institution is achieving its stated purposes and analyzing how well the college is meeting the commission standards providing for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

In preparation for the team visit, team members attended an all-day training session on February 4, conducted by the ACCJC and studied commission materials prepared for visiting teams. The team was divided into four committees, one committee for each standard. Team members carefully read the college's self study report including recommendations from the 2004 visiting team and assessed the online evidence provided by the college.

Prior to the visit, team members completed written evaluations of the Self Study Report and began identifying areas for further investigation. On the day before the formal beginning of the visit, team members spent the evening discussing their views of the written materials provided by the college, reviewing evidence provided by the college and reviewed the midterm report completed by the college in January 2007, in addition to other materials submitted to the commission since the last comprehensive visit.

During the visit, the team met with numerous faculty, staff, administrators, members of the board of trustees, the college president, and students. Team members visited the satellite campuses of the Lompoc Valley Center and Vandenberg Air Force Base Center. The team attended two open forum meetings to allow for comment from any member of the campus or local community.

The team felt that the self study report was well organized and written. College staff members were very accommodating to team members and were available for interviews and follow-up conversations. The college was well prepared and ready for the team's visit.

## **Team Commendations for Allan Hancock College**

### **Commendation #1**

The team commends the college for its recent accomplishments in updating and upgrading technology equipment, infrastructure and support, and the effective management of these sweeping changes. Whereas many colleges might have experienced difficulty in integrating and accommodating such a wide scope of change over a comparatively short time frame, Allan Hancock College appears to have managed this well.

### **Commendation #2**

The team commends the college for the development of a comprehensive Educational and Facilities Master Plan and bond measure that plans for the long-range needs of the college and its programs.

### **Commendation #3**

The team commends the college on its program for orientation and development of the Board of Trustees. The processes are a model of thoroughness and are utilized by members of the board. Likewise, the college is to be commended on the participation of its board of trustees in the accreditation process.

### **Commendation #4**

The team commends the college's utilization of agreements with the Lompoc and Santa Maria Police Departments reflecting a proactive approach to management of the security issues for the college campuses.

### **Commendation #5**

The team commends the library and learning resource areas on the amount of online services they provide for students.

### **Commendation #6**

The team commends Student Services in its commitment to, and innovation in, providing student support services both in person and online. Exemplary programs include Student Health Services, the Learning Assistance Program, EOPS/CARE/Calworks and Student Government.

### **Commendation #7**

The team commends the Associated Student Body Government (ASBG) for their active participation in shared governance and leadership and creativity in creating an engaged campus environment.



## **Major Findings and Recommendations of the 2010 Visiting Team**

As a result of its visit to Allan Hancock College the team made seven (7) recommendations:

### **Recommendation #1**

The team recommends to increase effectiveness that the college fully implement student learning outcome assessment at all levels, using program review and student learning outcome assessment to evaluate, plan, and make needed improvements to courses, programs, and services and linking assessment analysis to planning and resource allocation. (Standard I.B.1; II.A.1.c; II.A.2.e; II.A.2.f; II.B.4; II.C.2)

### **Recommendation #2**

The team recommends that Allan Hancock College implement the newly formulated college planning process in ways that enhance links between college goals, operational and strategic planning, resource allocation, and participation in college governance. (Standard I.B.2; I.B.3; III.D.1.a; IV.A)

### **Recommendation #3**

The team recommends that in order to ensure consistency across all delivery methods the college implement a process to evaluate the rigor and content of online courses. (Standard II.A.1.a; II.A.1.b; II.A.2; II.A.2.c)

### **Recommendation #4**

The team recommends that the college comply with existing board policy (BP 2110) for administrative evaluations. The team notes that administrator evaluations play a role in assuring the effectiveness of the college's decision-making, and that currently administrator evaluations are not up to date as they should be according to Board Policy 2110. (Standard III.A.1.b; IV.A.5)

### **Recommendation #5**

The team recommends that the college develop an updated Technology Plan that includes a plan for how technology equipment and infrastructure will be sustained after the cessation of bond funds. In addition, the team recommends the college consider the inclusion of a technology replacement and/or reallocation plan which provides for partial overturn of equipment annually, and minimizes the annual outflow for these purposes. (Standard III.C; I.B.7)

### **Recommendation #6**

The team recommends that the college use the revised board policy (BP 7930) to complete a program review for each administrative program and utilize the results to improve administrative efficiency. (Standard III.D)

### **Recommendation #7**

The team recommends that the college (1) implement their proposed new decision-making process and (2) improve methods for campus-wide communications concerning decision-making processes, to ensure a healthy campus climate and effective

participation in governance, as well as strong and effective leadership. (Standard II.C.2; IV.A.1; IV.A.2.a; IV.A.2.b; IV.B.2.c)

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

### **1. Authority**

The visiting team confirmed that Allan Hancock College is an institution of the California Community College System and is authorized to provide educational programs by the California Education Code. Allan Hancock College was founded in 1920 as Santa Maria Junior College and authorized in 1963 to operate as Allan Hancock Joint Community College District. The college is regulated by the California Community Colleges Board of Governors and the governing board of Allan Hancock College and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).

### **2. Mission**

The team confirmed that the college mission is adopted by the Board of Trustees and is regularly reviewed and revised. The mission statement clearly aligns with the vision and values statements of the college as published in the catalog.

The team affirms that the college meets this requirement.

### **3. Governing Board**

The Allan Hancock Joint Community College District has a five-member board of trustees, with each member representing one of five geographic areas of the district. In addition, the student body annually elects a non-voting student trustee. To the best of the college's knowledge, no board member has employment, family, or personal financial interest related to the college or the district.

The team affirms that the college meets this requirement.

### **4. Chief Executive Officer**

The Chief Executive Officer position at Allan Hancock College was appointed by the Board of Trustees in July 2005. The Chief Executive Officer's primary responsibility is to the institution. The team affirms that the college meets this requirement.

### **5. Administrative Capacity**

Allan Hancock College has sufficient positions to support its mission and purpose. Appropriate administrative preparation and experience are addressed as part of the employment process.

The team affirms that the college meets this requirement.



## **6. Operational Status**

Students at Allan Hancock College are enrolled in a variety of courses and programs leading to associate degrees and certificates. Credit enrollment is approximately 11,500 students pursuing degrees and other educational objectives.

The team affirms that the college meets this requirement.

## **7. Degrees**

The majority of Allan Hancock College's programs lead either to an associate in arts or associate in science degree. Programs are clearly described in the college catalog.

The team affirms that the college meets this requirement.

## **8. Educational Programs**

Allan Hancock College's educational programs are congruent with its mission, are based on recognized fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. All associate degree programs are two academic years in length.

The team affirms that the college meets this requirement.

## **9. Academic Credit**

Allan Hancock College awards academic credit in accordance with the California Education Code and consistent with national standards. The college offers 81 degree and 104 certificate programs.

The team affirms that the college meets this requirement.

## **10. Student Learning and Achievement**

Allan Hancock College defines its program and student learning outcomes and publishes them in the college catalog. Course level outcomes are published in all course syllabi.

The team affirms that the college meets this requirement.

## **11. General Education**

Allan Hancock College incorporates into its degree programs 21 units of general education courses for all academic and vocational degree programs. The general education component is consistent with statewide standards.

The team affirms that the college meets this requirement.

## **12. Academic Freedom**

Board Policy 7200 on Academic Freedom and Board Policy 7200.01 outline the procedures for filing a complaint if academic freedom rights are violated. The academic freedom and responsibility policy is clearly stated in the Faculty Resource Guide, 2008-2009. The team affirms that the college meets this requirement.



**13. Faculty**

Allan Hancock College, as of fall 2009, is comprised of 158 full-time contract faculty and over 400 adjunct faculty. The names and qualifications of full-time faculty are listed in the college catalog. Faculty responsibilities are published in the Faculty Resource Guide and Faculty Contracts.

The team affirms that the college meets this requirement.

**14. Student Services**

Allan Hancock College provides appropriate student services and student development programs to its student body in order to facilitate access, progress and success. The college's services and programs for students are consistent with student characteristics and the institutional mission.

The team affirms that the college meets this requirement.

**15. Admissions**

Allan Hancock College has adopted and adheres to admission policies consistent with its mission. Student eligibility requirements, including admission to special programs and services, are published in the college catalog, class schedules, and on the college website.

The team affirms that the college meets this requirement.

**16. Information and Learning Resources**

Information and learning resources and services to students and employees at Allan Hancock College are provided and delivered by several departments, centers and divisions. These resources support the college's mission and its educational program.

The team affirms that the college meets this requirement.

**17. Financial Resources**

Allan Hancock College financial resources come primarily from the State of California. Additional resources come from other sources such as grants and federal funds. Financial planning is integrated with institutional planning and allocated through participatory governance committees to support student learning programs. The district is fiscally sound with strong financial planning.

The team affirms that the college meets this requirement.

**18. Financial Accountability**

An independent, certified accounting firm conducts year-end audits of the Allan Hancock Joint Community College District. These audits include a review of the previous year's recommendations, financial documents, expenditures, and internal audit processes. All audit reports are presented to the Board of Trustees.

The team affirms that the college meets this requirement.

**19. Institutional Planning and Evaluation**

Institutional planning at Allan Hancock College is a collegial process involving all governance bodies. The college utilizes strategic as well as annual planning documents in determining goals and evaluates planning processes on a regular basis.

The team affirms that the college meets this requirement.

**20. Public Information**

Allan Hancock College reviews and publishes the college catalog, class schedules, and Educational and Facilities Master Plans. These publications provide comprehensive and accurate information regarding educational and facility planning, admission, rules and regulations, degrees, grievance procedures, costs and refunds, and academic qualifications of its faculty and administrators. Much of this information is also available on the college's website. The college works with local media to ensure publication of important dates and activities of interest in various community and media calendars.

The team affirms that the college meets this requirement.

**21. Relations with the Accrediting Commission**

Based on the team's review of previous reports, Allan Hancock College appears to have communicated thoroughly with the Accrediting Commission for Community and Junior Colleges.

The team affirms that the college meets this requirement.



## RESPONSES TO PREVIOUS RECOMMENDATIONS

### **Recommendation #1**

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

Allan Hancock College responded quickly to this recommendation to revise policy and process. As a result of changes to policy and processes, a trained diversity monitor is on all faculty hiring committees as a voting member. Administrative Procedure 41100.01, Full-time Faculty Hiring, states that the screening and interview committee shall include “one (1) diversity resource specialist” (section 3.1). Diversity training is required for all committee members. Administrative Procedure 41100.01, Full-time Faculty Hiring, states that “All faculty and administrative members of the screening and interview committee must have completed staff diversity/equal opportunity training within the last three (3) years...” (section 3.4).

The efforts of Allan Hancock College to increase diversity in hiring resulted in immediate improvement in the recruitment and hiring of members of under-represented groups. However, ongoing marketing and recruitment efforts are needed for the progress to be sustained.

The team concludes that the college has satisfied this recommendation.

### **Recommendation #2**

*The team suggests the college needs to specifically integrate planning for grant funding, and the cessation of such funding, into the planning/budgeting process with particular attention to: the use of grants to support core operations or services, the increased expectations that result from added, grant-funded programming, and the cost of staff to support increased equipment.*

The college added the Director of Grants to the planning and budget committees and the strategic planning task group. In addition, the college developed a process whereby grant applicants identify how they will sustain the project beyond the funding period and what aspects will be institutionalized.

The team concludes that the college has satisfied this recommendation.

### **Recommendation #3**

*The team recommends that the college complete its development of general education learning outcomes as well as program competencies for academic and vocational degrees and certificates. This process should extend to the collection of evidence of*

*student learning through assessment of the extent to which students have met these competencies. This process should further extend to the development of outcomes for student services programs, similarly assessed by identified indicators. These results should be published and used as the basis for improvement through actions developed in the college program review, planning, and budget development processes.*

The college developed general education outcomes and category definitions in 2003 and used these in the 2005-06 review of general education courses. A review of general education courses was conducted in 2007. However, the work thus far has not extended to the collection and use of assessment data. The self study report indicates that the college plans to complete the response to this part of the recommendation, for example planning agenda items include:

- Solidify a plan for a full cycle of program review for general education, including the assessment of student learning outcomes and program improvement. (Standard II.A.2.a)
- Move forward with the assessment of general education student learning outcomes and institutional learning outcomes for program improvement. (Standard II.A.2.b)

The 2008-09 Student Learning Outcomes Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) indicated that 97% of degrees and certificates have stated learning outcomes. The self study report indicates that 100% of student services programs have developed student learning outcomes. However, the college has made less progress at measuring student learning outcomes and using the results to plan and implement improvements. Allan Hancock College is beginning to implement the full assessment process for program student learning outcomes. The self study report notes that in the coming year the college will develop program mapping of outcomes and revise the program review process to include the documentation of student learning outcomes assessment. Planning agenda items indicate the specific actions expected. Department liaisons have been appointed to assist faculty members in further implementing student learning outcomes at the college and these liaisons, as well as the student learning outcome coordinators are paid a stipend for their work.

The report provides evidence that the college uses data and conducts dialogue on student achievement (e.g. success and completion rates) as a substantial part of program review and that this is linked to planning and implementing improvements at the program level. A culture of evidence appears to be present at the college. It is less clear that student learning outcome assessment is integrated into the overall planning processes of the college. The use of student learning outcome assessment data is in an early stage and is not yet used broadly across the college. Planning agenda items (Standard II.A.2.a; II.A.2.b) address the need to link student learning outcome assessment to program review and implement the assessment of general education and institutional student learning outcomes. Other sections of the report refer to the need to fully implement student learning outcome assessment. (e.g. Standard II.A.2.1.c; IV.A.2)



The team determined that the college uses data on student achievement (e.g. success and completion rates) as a substantial part of program review and that this is linked to planning and implementing improvements at the program level. It is less clear that student learning outcome assessment is integrated into the overall planning processes of the college.

The college has made substantial efforts related to this recommendation and has partially met the recommendation. The recommendation will be met upon the collection of evidence of student learning through assessment and the use of those results by all programs and in planning processes.

The team concludes that the college has partially met this recommendation.

**Recommendation #4:**

*The team recommends that the college develop and implement institutional processes and schedules for the evaluation of the effectiveness of both online education and student support services, including in particular the training of faculty/staff in technology and pedagogy as well as the quality of instruction and academic rigor, assess through both program review and faculty/staff performance evaluation.*

The college uses a student survey, administered at the time of the faculty evaluation, to evaluate the effectiveness of online education and faculty teaching. Academic program reviews also address questions related to instructional technologies. A distance learning ad hoc committee has been formed with the goal of maintaining the quality of distance education. Instructors wishing to teach online are required to demonstrate online teaching skills and/or training.

The self study report lists a variety of student services that are available online, and notes that the “district is planning to integrate measures on online service usage into the MIS system for routine analysis and evaluation.”

The team concludes that the college has satisfied this recommendation.

## **Standard I**

### **Institutional Mission and Effectiveness**

#### **A. Mission**

##### **General Observations**

A review of the mission statement demonstrates the college's clear focus on student learning and the needs of the diverse local community. The college mission statement clearly aligns with the vision and values statements of the college as published in the catalog.

The college mission statement is regularly reviewed and has been revised three times in the past 12 years. This review includes active participation from college constituencies. Each college strategic planning initiative begins with a review of the mission statement. The 2009-2013 Strategic Plan describes the methodology used to develop the overall strategic plan for Allan Hancock College. This included a retreat to review data, establish shared values, determine critical issues, and develop goals and objectives.

##### **Findings and Evidence**

The college mission statement identifies the purpose of the college as providing quality educational opportunities that enhance student learning. Although there is no direct reference to the intended student population, the mission statement references the creative, intellectual, cultural, and economic vitality of the diverse community served by the college. The clear intention of the college to serve the entire community identifies the intended student population. The vision statement of the college as published in the catalog further delineates the intent of the college to support student success in a climate that emphasizes excellence and mutual respect.

The college's student learning programs and services align with the college mission and student population. The college provides a broad array of transfer, vocational, developmental and life-long learning opportunities and the student services needed to support those programs. Examples of the college's responsiveness to aligning its programs with the needs of the community include: (1) the central nature of internal and external environmental scans in the strategic planning process, (2) the pursuit of career and technical grants related to workforce programs that align with community needs, and (3) the development of a community education center to support non-credit and basis-skills education. (Standard I.A.1)

The current version of the mission statement was approved by the Board of Trustees at its January 2009 meeting and is published on the college website and catalog. (Standard I.A.2)

A review of the self study report and supporting documents supports the college's claim that the college mission is central to the strategic planning processes. The college mission statement is regularly reviewed and has been revised three times in the past 12 years. This review includes active participation from college constituencies. Each college strategic



planning initiative begins with a review of the mission statement. The 2009-2013 Strategic Plan describes the methodology used to develop the overall strategic plan for Allan Hancock College. This included a retreat to review data, establish shared values, determine critical issues, and develop goals and objectives. The college articulates its goals and measurable objectives derived from them. It is less clear that these goals are currently utilized at the unit level. The college is aware of the need to complete the link from the college goals to the unit planning level. The 2009-2013 Strategic Plan includes a recommendation that states "...the district needs to create an integrated planning and resource allocation process. This process must include an annual unit (operational) plan to identify priorities and request resources, address institutional objectives, and assure annual updating of the program review and planning document." The new planning process addresses these issues. (Standard I.A.2; I.A.3)

The college has a strategic planning process that is based on evidence of institutional effectiveness. The Allan Hancock College Education and Facilities Master Plan for 2001-2006, the Updated Education and Facilities Master Plan 2007-2010 and the Strategic Plan 2009-2013, and the 2010 Self Study Report indicate that the mission statement is the starting point for the strategic planning process. (Standard I.A.4; I.B.3)

### **Conclusions**

The Allan Hancock College mission statement identifies the purpose of the college as providing quality educational opportunities that enhance student learning. It further references the creative, intellectual, cultural, and economic vitality of the diverse community served by the college, thus identifying the whole community as the intended student population. The college establishes student learning programs and services aligned with its mission, purpose, and community. The mission statement is reviewed and revisions are approved by the governing board.

The college meets Standard I.A.

### **Recommendations**

None

## **B. Improving Institutional Effectiveness**

### **General Observations**

The mission statement serves as the foundation for the development of college goals and is included in college planning and decision making. The mission serves as a guide throughout the year as decisions are made in a variety of areas. The college emphasizes that the strategic plan and the operational plans flow from the mission statement and it is the framework for implementation. The planning flow chart shows how information flows from the mission, vision, and values statements, through the analysis of data, to the development of budget priorities.

The Allan Hancock College Strategic Plan 2009-2013 and the 2010 Self Study Report indicate that the mission statement is the starting point for the strategic planning process.



Recently the college has undertaken an ambitious revision of its planning processes and the functions of numerous shared governance committees. The Shared Governance and Integrated Planning Taskforce began work in 2008 on these revisions and in August 2009 completed a first draft of its work for review by the Planning Committee.

The college articulates its goals and measurable objectives derived from them. These goals and objectives are central to the strategic planning process, as is the college mission. It is less clear that the college mission and goals have been utilized for operational planning at the unit level; however, the newly designed planning system should resolve this issue. The college planning process utilizes both quantitative and qualitative data and involves all constituencies. The annual strategic planning retreats include the review of a considerable amount of data, including both internal and external scans. Under the new system, the summarized information arising from the institutional effectiveness council's review of annual plans at the unit level will also become a substantial set of data considered at the strategic planning retreat.

### **Findings and Evidence**

The college recently began a new self-reflective dialogue about college decision making processes. The Shared Governance and Integrated Planning Taskforce guided an ambitious revision of college planning and shared governance processes. Much of the new system will rest on the formation of "expert councils" shared governance groups, each of which will be co-chaired by a faculty member and an administrator. These councils will be similar to current shared governance committees but will develop additional expertise in specific areas. For example, the Planning Committee will develop into the Institutional Effectiveness Council, and the Budget Committee into an expert council called the Budget Council. The current President's Advisory Council will develop into the College Council and this new body will integrate strategic planning and resource allocation. It will include the co-chairs of the other councils as well as the college vice presidents and other members. (Standard I.B.1; I.B.3)

Under the new system, the Planning Committee will become the Institutional Effectiveness Council (IEC) and operational planning will begin with an annual update of each unit's program review. These annual plans, which will serve as the unit plan for the department, will include a plan of action and related resource requests. Following prioritization at the department and division levels, the annual plans will be submitted to the Institutional Effectiveness Council. The Institutional Effectiveness Council will review the submitted annual plans and synthesize the information to get a sense of the overall issues and needs of the college; this information will inform the strategic planning process. Resource requests will be collected by the Institutional Effectiveness Council and sent to the appropriate "expert councils" (financial requests to the Budget Council, information technology requests to the Technology Council, etc.). These expert groups will provide recommendations to the College Council, which will make the final decisions on resource allocation. (Standard I.B.1; I.B.3)

The college articulates its goals and measurable objectives derived from them. These goals and objectives are central to the strategic planning process, as is the college



mission. It is less clear that the college mission and goals are currently utilized for operational planning at the unit level. Plans exist to improve the linkage of goals to unit planning. (Standard I.B.2)

The college planning process utilizes both quantitative and qualitative data and involves all constituencies. Representation is broad but survey data indicate that the depth of participation and understanding of current college planning processes is somewhat limited. The faculty and staff accreditation survey indicated that only about one-third (34%) of respondents agreed that they understood the current college planning process. However, interviews with faculty and managers during the team visit indicated widespread interest in the new planning system and substantial understanding of its overall structure among the Academic Senate and California Schools Employees Association leadership, and members of the Management Association. (Standard I.B.3; I.B.4)

The college uses a variety of data to communicate quality assurance. The Institutional Research and Planning Fact Book, the most recent version of which is online, contains detailed data on student and staff demographics and on student enrollment and achievement. A smaller more accessible document, the “Statistical Picture”, summarizes some of this data for the community. Data is also available to meet specific department needs through reports from the Institutional Research and Planning Office. There is ample data concerning student success measures such as course success, retention and persistence. The systematic use of student learning outcome assessment has not yet been established for all programs across the college; however, the structure that is in place, including the student learning outcome coordinator, student learning outcome analyst, student learning outcome liaisons, and a student learning outcome committee will provide the support needed to broaden this participation in the future. (Standard I.B.5)

The college systematically reviews its planning and resource allocation processes and modifies them as needed. In 2006, Allan Hancock College worked with consultants to review the planning process but no consensus resulted. Over the next few years the college worked through the Institutional Research and Planning Office, the Planning Committee and the President’s Cabinet to review and revise the process. A second retreat in fall 2008 resulted in a Shared Governance and Integrated Planning Taskforce and a Draft Decision Making Manual. The taskforce developed recommendations for improving governance and planning processes. Recommendations listed in the 2009-2013 Strategic Plan include replacing the Planning Committee with a broader institutional effectiveness committee, redefining the role and membership of various committees, and creating an integrated planning process that includes an annual unit (operational) plan. (Standard I.B.6)

The college systematically reviews its instructional programs, student support services, and learning support services. The program review is at the core of evaluation of instructional programs and student services and under the new planning system will inform annually both operational plans at the unit level and strategic planning for the college. In addition, the revision of the planning process that is currently being



undertaken includes a greater emphasis on the use of student learning outcome assessment data in program review and institutional planning. The team determined that the college is at the Sustainable Continuous Quality Improvement in terms of planning.

The college developed general education outcomes and category definitions in 2003 and used these in the 2005-06 review of general education courses. A review of general education courses was conducted in 2007. However, the work thus far has not extended to the collection and use of assessment data. The self study report indicates that the college has plans to complete this process in the future. Examples of related planning agenda items include:

- Solidify a plan for a full cycle of program review for general education, including the assessment of student learning outcomes and program improvement. (Standard II.A.2.a)
- Move forward with the assessment of general education student learning outcomes and institutional learning outcomes for program improvement. (Standard II.A.2.b)

The college has made substantial progress in writing student learning outcomes. The 2008-09 student learning outcome report to the Accrediting Commission for Community and Junior Colleges (ACCJC) indicated that 97% of degrees and certificates have stated learning outcomes. Department liaisons have been appointed to assist faculty members in further implementing student learning outcomes at the college and these liaisons and the student-learning outcome coordinators are paid a stipend for their work; an exemplary practice that is to be commended. The college is just beginning to implement the full assessment process for program student learning outcomes. The self study report notes that in the coming year the college will develop program mapping of outcomes and revise the program review process to include the documentation of student learning outcome assessment. Planning agenda items indicate the specific actions expected. The self study report indicates that 100% of student services programs have developed student learning outcomes and a variety of student learning outcome assessment plans are available.

The report provides evidence that the college uses data on student achievement (e.g. success and completion rates) as a substantial part of program review and this is linked to planning and implementing improvements at the program level. It is less clear that student learning outcome assessment is integrated into the current planning processes of the college. In the section on Standard I.B.3 the self evaluation notes that the college “needs to improve its systematic use of data in overall planning” (p.72). It appears that the use of student learning outcome assessment data is in an early stage and is not yet used broadly across the college. Plans are in place to move forward in the student learning outcome assessment process. Planning agenda items in standards II.A.2.a and II.A.2.b address the need to link student learning outcome assessment to program review and implement the assessment of general education and institutional student learning outcomes. Other sections of the report (e.g. Standard II.A.2.1.c; IV.A.2) refer to the need to fully implement student learning outcome assessment. The college is taking steps to address these issues. The Student Learning Outcomes Task Force is actively developing a



process to broaden participation in the use of student learning outcomes assessment, in mapping courses and programs to general education and institutional outcomes, and in assisting faculty and staff in the use of student learning outcome assessment data in program review. The revision of the planning process that is currently being undertaken includes a greater emphasis on the use of student learning outcome assessment data in program review and institutional planning.

### **Conclusions**

Allan Hancock College demonstrates a conscious effort to support student learning and provides evidence that measures of institutional and program performance are used to support institutional effectiveness. Student achievement data is used to support decision making.

The college has made substantial progress at defining student learning outcomes but is still in the early stages of fully assessing student learning outcomes, conducting dialogue about the results of the assessment, and using that assessment for planning and resource allocation. Plans are in place to accomplish the implementation of student learning outcomes.

The college articulates its goals and measurable objectives derived from them. These goals and objectives are central to the strategic planning process, as is the college mission. Recommendations listed in the 2009-2013 Strategic Plan include replacing the Planning Committee with a broader institutional effectiveness committee, re-defining the role and membership of various committees, and creating an integrated planning process that includes annual unit (operational) plans that derive from annual updates to program reviews. Planning processes are currently under revision and the college appears to be on track to meet its own recommendations.

The college meets Standard I.B.

To meet the Accrediting Commission for Community and Junior Colleges (ACCJC) 2012 deadline and to achieve a level of proficiency in the assessment, the team makes two recommendations.

### **Recommendations**

**Recommendation 1: The team recommends to increase effectiveness that the college fully implement student learning outcome assessment at all levels, using program review and student learning outcome assessment to evaluate, plan, and make needed improvements to courses, programs, and services and linking assessment analysis to planning and resource allocation. (Standard I.B.1; II.A.1.c; II.A.2.e; II.A.2.f; II.B.4; II.C.2)**

**Recommendation 2: The team recommends that Allan Hancock College implement the newly formulated college planning process in ways that enhance links between college goals, operational and strategic planning, resource allocation, and participation in college governance. (Standard I.B.2; I.B.3; III.D.1.a; IV.A)**

## **Standard II**

### **Student Learning Programs and Service**

#### **A. Instructional Programs**

##### **General Observations**

In general, the self study report is thorough, including enough detail and explanation. However, there are several omissions in terms of the relationship of assessment and program review to institutional planning and budgeting.

In interviews with faculty and administrative representatives of the Planning and Shared Governance group, the college is in the midst of creating a new model to integrate annual plans and program review into the strategic planning and budgeting process. The design of the process is so new that the latest draft for the Decision Making Manual is dated March 8, 2010 and the deployment of this document is slated for about a week after the accreditation visit is completed.

It should be noted that the college must clearly delineate roles and responsibilities to ensure progress of the campus towards the implementation of this new process. This is especially critical since the integration of the assessment of student learning outcomes for all courses and programs is an integral part of the process which still needs to be folded into their program review process.

##### **Findings and Evidence**

The college's mission focuses on quality education and responsiveness to community needs. All courses, regardless of modes of delivery, conform to the same standards. The strategic plan has student learning as one of the focuses of planning. Goals and objectives were designed to meet these outcomes. All new programs are evaluated for community interest and need. New programs are reviewed by the Academic Policy and Planning Committee (AP&P) for institutional relevance, academic rigor and course integrity but not for fit to the college's mission.

According to the college catalog, Allan Hancock College offers 81 associate degree programs and 101 certificate programs at the main Santa Maria campus, Vandenberg Air Force Base Center, Solvang and Santa Ynez Valley sites, and Lompoc Valley Center. Quality is assured through a program review process that includes course review and data analysis, planning for improvement through a validation process, and employment of faculty with demonstrated expertise. (Standard II.A.1)

The college does an excellent job of working to meet the varied educational needs of its students in terms of the diversity, demographics, and economy of its communities. The Student Testing Advisement, Retention, and Transition (START) program facilitates students' placement in appropriate level English and math classes. The college now delivers 12 fully online degrees and 29 degrees meet the 50% online rule to accommodate the needs of their students. The college also delivers courses in a variety of formats



including weekend, short-term courses, winter intersession, summer six or eight-week terms. (Standard II.A.1.a)

The college uses student satisfaction surveys to determine the satisfaction with a variety of delivery systems and modes of instruction. Seventy-seven percent of students rate the variety of courses as excellent or good, online 79% excellent or good; personal enrichment, 73% excellent or good.

The college has course level student learning outcomes for 69% of all courses; 47% identified assessment methods. The college had student-learning outcomes for 97% of their programs in spring 2009, which are published in the college catalog, (p. 58-108). Seven institutional learning outcomes were identified in a year-long dialogue between faculty, staff, administrators, and students in 2005-2006. Since assessment efforts linked to student learning outcomes are in their early stages, the college is moving in the right direction to fulfill this standard at the discipline and departmental level, but the process is still evolving and being defined. (Standard II.A.1.c)

The college does a good job of ensuring the quality and improvement of all instructional courses and programs offered at its five named sites. Credit programs are reviewed every six years and courses are reviewed in the year prior to the program review year. Career Technical Education (CTE) programs are reviewed every two years between the six-year comprehensive reviews. Faculty have primary responsibility for course approval and modification through the Academic Policy and Procedures Committee, course and program evaluation through the program review process, and development and assessment of student learning outcomes. The student learning outcome task force is made up of 22 departmental liaisons from most academic and student services departments who meet bi-monthly. (Standard II.A.2)

The college has made significant efforts to ensure the quality of instruction for online courses by using student and peer assessment instruments along with the Quality Matters rubric to assess quality of course content and organization. In addition, a distance learning specialist assists faculty with the development of online course materials and the college provides professional development activities on online technology and best practices.

Online students were interviewed and several online classes were viewed by the visiting team. The classes were reviewed for content, lectures, and assignments. The team observations resulted in varying levels of quality. The online courses are developed using a template on the college's Blackboard platform. The template provides a common look and feel making it easy for students to become familiar with navigation within courses. However, some courses were more effective than others in delivering the online content. In several of the courses, the PowerPoint slide shows and course syllabi could not be seen because the computer used to access course did not have Microsoft Office installed. Additionally, the comparison of traditional to online offerings appeared to have less rigor relative to the grading standards and less work required in some online courses. (II.A.2.c)

Through the oversight of the Academic Policy and Procedures Committee of the Academic Senate, central responsibility for the design and modification of courses and programs reside with the faculty. The program review process has been used to identify goals and action plans at the department level and to then follow up on these for program improvement. (Standard II.A.2.a)

According to interview, most of the career technology education programs at Allan Hancock College have advisory committees, which are invited to meet at least once a year to review curriculum, identify student-learning outcomes needed in the industry or profession, and offer advice to faculty. (Standard II.A.2.b)

Student government leaders expressed that there is a high quality of instruction that is linked to the achievement of student learning outcomes in all courses. The Student Accreditation Survey of 2008 shows 90% of students rate quality of instruction as excellent or good which includes responses from credit, noncredit, online, hybrid, distance learning, returning and first-time students. Departmental and Academic Policy and Procedure Committee minutes demonstrate faculty interest in appropriate breadth, depth, rigor, and sequencing. (Standard II.A.2.c)

The college does a very good job of offering training and professional development opportunities to its faculty to keep them abreast of technological developments that affect teaching and learning. Their efforts to meet the needs of students with disabilities are impressive. For example, the adaptive technology specialist offers workshops at least three times a semester on such topics as closed-captioning and creating accessible HTML, and the implementation of a United States Department of Education grant entitled “Distance Learning for the Learning Disabled Grant” to incorporate multiple learning style approaches and universal design in learning concepts. (Standard II.A.2.d)

Key leadership in administration, faculty, and staff indicated that the college has done a lot of work recently in integrating program review with the planning and budgeting process. The team confirmed that the campus is in the midst of great change from an older model of planning which did not directly link program reviews in a manner, which reflected a shared governance approach. The college’s Planning Committee is being changed to an Institutional Effectiveness Council, which already reflects a broader shared governance approach. The details of this new model and flow chart are outlined in a Decision Making Manual draft dated March 8, 2010. (Standard II.A.2.e)

As stated, the college is poised to deploy a new campus model, which integrates the program review process with planning and budgeting through the addition of an Institutional Effectiveness Council and several levels of review ending in budget prioritization at an Annual Planning Retreat involving about 60 campus participants representing all campus constituencies. Although this new model was poised to be deployed about one week after the accreditation visit, it was clear from campus interviews that the governance and leadership of the college have participated in the creation of the plan and are excited about its implementation. (Standard II.A.2.f)



Although common departmental tests are not frequently used, when they are used to measure learning outcomes in beginning and intermediate algebra, processes are utilized which minimize test bias as multiple reviewers for one exam. (Standard II.A.2.g)

The Allan Hancock College ASSIST link lists the articulation agreements with the 23 California State University and nine University of California campuses, and other system-wide articulation agreements. The college uses the same grade point system as the four-year colleges and universities to assess student level of achievement. Course credits are identified in every course syllabus and use the minimum contact hours required by the Carnegie Standard. Students petitioning for graduation must meet with a counselor who evaluates all completed courses except mathematics and English to determine completion of graduation requirements. (Standard II.A.2.h)

The college has made excellent progress on meeting this standard since its last self study report in 2004. It requires a minimum of 21 semester units of general education for all academic and vocational degree programs. Work has been done to include all courses listed as applicable general education to have general education learning outcomes listed in course syllabi. (Standard II.A.3)

Courses approved for the various categories of general education are approved based on the following criteria:

- Natural science courses must cover the foundations of living and non-living systems, experimental methodology, hypothesis testing, systematic questioning, and the influence of the scientific method on civilization.
- Human institutions courses must deal with social, political, and economic human behavior within contemporary, historical, and geographical perspectives.
- Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

Approval of general education courses is part of the curriculum review process. The Academic Policy and Planning Committee consider general education criteria and specific category learning outcomes when reviewing courses for approval in the three general education areas. The Academic Policy and Planning Committee reviews course submissions to determine whether students are required to understand the basic content and methodology of the major areas of knowledge. There appears to be a consistent process to assure that content and methodology are included in course outlines. The process is reviewed annually. According to the Student Accreditation Survey, 64% of students responded favorably to the teaching of how to understand the natural world and apply the scientific method and 73% responded favorably to the teaching of critical thinking and problem solving. (Standard II.A.3.a)

Because general education learning outcomes are part of the curriculum approval process, the college uses student completion of the general education requirement for graduation to determine whether students have achieved their general education goals. According to a student self-assessment, 75% of the rated the teaching of writing, reading, and speaking as good or excellent and 68% gave similar rating to the teaching of mathematics to solve problems and to understand graphs, charts, and tables. (Standard II.A.3.b)

Becoming an ethical human being and effective citizen are found in the living skills category in some courses in the humanities and human institutions. Courses approved for that category must prepare students to understand themselves as physical, social, and psychological beings and must have some emphasis on self development throughout life. A number of disciplines are listed as meeting this requirement. The institutional learning outcome of global awareness and cultural competence addresses both the respect for diversity and the willingness to assume social responsibility. No student learning outcomes exist for the multicultural/gender studies graduation requirement. (Standard II.A.3.c)

The college currently offers 27 associate in arts and 54 associate in science degrees, which require at least 18 units within the major or an established interdisciplinary core and a minimum of 60 total units. These requirements are published in the college catalog. (Standard II.A.4)

Allan Hancock College offers a wide array of career technical education programs in 31 fields, including 57 associate in science degrees and 93 certificates. All programs have student learning outcomes, which are published in the college catalog (p. 58-109) and are structured to ensure that students acquire the necessary skills for success in the field by program completion. (Standard II.A.5)

The college has done a good job of ensuring that 97% of degree and certificate programs have created program learning outcomes as published in the college catalog. Only a few programs like Administration of Justice, Liberal Arts, Teacher Education, and a few others have not created program learning outcomes. This information was also validated by interviews with the learning outcomes analyst and the Student Learning Outcome Task Force's former and present chairperson. (Standard II.A.6)

The college has a very well developed system of articulation and transfer of credit policies through its University Transfer Center to four-year colleges and universities and through the Central Coast Articulation Group with high schools. Complete and clearly stated transfer information appears in the catalog (p. 47-51). Significantly, since a full-time articulation officer was hired in 2007-08, California State University (CSU) and University of California (UC) articulation agreements by major have increased from 831 in 2000-01 to 2,149 in 2007-08. (II.A.6.a) The college recognizes that it needs to develop an administrative procedure policy for program elimination, but it has not completed this task yet. (Standard II.A.6.b)

The Public Affairs and Publications office reviews public materials for accuracy and consistency. Student perception of the effectiveness of college publications has notably



increased from 2004 to 2008. New software, Omni Update, was purchased in spring 2009 to make it easier for departments to update their own information and keep it current. A professional web development company has been hired to redesign the whole website to make it easier for departments to update their own webpage. In addition, the Luminis portal was recently purchased for access to Banner for employees and students. (Standard II.A.6.c)

Board Policy 7200 on Academic Freedom and Board Policy 7200.01 are the procedures for filing a complaint if academic freedom rights are violated. (Standard II.A.7)

The academic freedom and responsibility policy is clearly stated in the Faculty Resource Guide, 2008-2009. Faculty, tenured and tenure track, are evaluated through student surveys and the Small Group Interactive Diagnosis (SGID) where students can raise the issue of fair and objective presentation of data by a particular faculty member. (Standard II.A.7.a)

There was a special focus on academic integrity given in spring 2009 by the Associated Student Body Government (ASBG) who developed an Academic Code of Ethics for students and hosted an Academic Integrity Awareness Day on April 1, 2009. (Standard II.A.7.b)

The college mission is widely published in the college catalog, Strategic Master Plan, and other publications and reflects a non-secular and nonpolitical stance. (Standard II.A.7.c)

### **Conclusions**

In response to the last accreditation visitation team's recommendation on diversity, the new Hispanic Serving Institution (HSI) grant shows the college's commitment to take positive action. The Associated Student Body Government (ASBG) has shown themselves to be an active participant in shared governance and have shown leadership and creativity in creating an engaged campus environment.

The college is at the developmental level in terms of assessment of course student learning outcomes and using performance measures to improve their courses, services, and programs. Much work has been done to create an infrastructure based on shared governance, which will allow the integration of student learning outcomes assessment into the program review process. The college is encouraged to continue the momentum in this direction and complete their institutional assessment plan so that they will be at the proficiency level by 2012. (Standard II.A.1.c; II.A.2.e,f)

The college meets Standard II.A.

### **Recommendations**

**Recommendation 1: The team recommends to increase effectiveness that the college fully implement student learning outcome assessment at all levels, using program review and student learning outcome assessment to evaluate, plan, and make needed improvements to**

**courses, programs, and services and linking assessment analysis to planning and resource allocation. (Standard I.B.1; II.A.1.c; II.A.2.e; II.A.2.f; II.B.4.; II.C.2)**

**Recommendation 3: The team recommends that in order to ensure consistency across all delivery methods the college implement a process to evaluate the rigor and content of online courses. (Standard II.A.1.a; II.A.1.b; II.A.2; II.A.2.c)**

## **B. Student Support Services**

### **General Observations**

Allan Hancock College has a comprehensive program of student services, provided by a friendly, well trained, and committed staff. The management, faculty, and staff in these areas appear to work well together and make the students they serve feel valued and important. Interviews with student government confirmed they feel that excellent services are provided by caring and approachable staff. Students feel that services not provided are a result of budget cuts. The programs have made a lot of progress since the last visit by using staff development, facilitators, student surveys, and dialogue to improve the services they provide both in person and online. They have improved and systemized their process of program review and student learning outcomes. Online services have been extensively increased. The college commitment to research and planning led to hiring new positions, which has made it possible for the college to make progress on this standard.

### **Findings and Evidence**

The institution meets accreditation standards in the student services area by providing required policy and process information in their written material documents such as the college catalog, class schedule, and website. They provide all state and federal mandated programs. Access and information on services is available both in person and online, and often in different languages for all students including those with disabilities. Services have been modernized by use of computerized systems and software. For example, EOPS/CARE/Calworks has become paperless in the application process, program information and notification of students of requirements and events. A student portal allows student access at anytime to a variety of services including online student education plans, advisement, orientation, disabled student tools, and financial aid information. A new college data system developed by Banner is being implemented.

The self study report states that 100% of the service areas have developed student learning outcomes. Student learning outcomes are related to Institutional Learning Outcomes (ILO). Program reviews are every six years. Many of the programs have assessed their student learning outcomes and are in different stages of evaluation and implementation of usage of data to make changes/updates. Through retreats, staff development, and working with the student learning outcome coordinator and facilitators, student services staff have created a climate of planning and assessment. A manual has been developed on student services program review guidelines and procedures. Unit plans are updated and revised annually. Student government has been included in the process, and leadership skills are provided through personal development and required leadership classes, which have drastically increased student participation.



Overall, staff and students feel that there are many opportunities to be included in participatory governance and their opinions are valued. A climate of respect for the diverse student population has been developed through the many cultural events, clubs, training, and dialogue.

Documentation of progress is found through minutes of meetings and committees, use of student surveys, procedure manuals, program review, and student learning outcomes, program brochures, web pages, and other service materials.

### **Conclusions**

Student Services has done an excellent job developing student learning outcomes. Many of the programs have assessed their student learning outcomes and are implementing changes and updates. However, all programs should work to reach the level of using program review and student learning outcome assessment data to evaluate, plan and make needed improvement to their services. (Standard II.B.4.)

The college meets Standard II.B.

### **Recommendations**

**Recommendation 1: The team recommends to increase effectiveness that the college fully implement student learning outcome assessment at all levels, using program review and student learning outcome assessment to evaluate, plan, and make needed improvements to courses, programs, and services and linking assessment analysis to planning and resource allocation. (Standard I.B.1; II.A.1.c; II.A.2.e; II.A.2.f; II.B.4.,II.C.2)**

## **C. Library and Learning Resource Services**

### **General Observations**

The Learning Resource department and library, in particular, have made considerable progress since the last accreditation visit by using staff development, facilitators, student surveys and dialogue to improve the services they provide both in person and online. They have improved and systemized their process of program review and student learning outcomes. Online services have been extensively increased. The college commitment to research and planning led to hiring new positions in these areas, which has made it possible to make progress on this standard.

### **Findings and Evidence**

The institution meets accreditation standards in the learning resource department by providing required policy and process information in their written material documents such as the college catalog, class schedules, and website. They provide all state and federal mandated programs. Access and information on services is available both in person and online, and often in different languages for all students including those with disabilities. Services have been modernized by use of computerized systems and software. Extensive access to library materials, tutoring and literacy improvement are available online and in person.

The self study report states that learning resources is in the process of developing student-learning outcomes. Program reviews are every six years. The department's last program review was in 2007-08. Through retreats, staff development and working with the student learning outcome coordinator and facilitators learning resources is continuing to create a climate of planning and assessment, working very closely with instruction and student services. Student government has been included in the process, and leadership skills are provided through personal develop and leadership classes.

A climate of respect for their diverse student population has been developed through the many cultural events, speakers, training, and dialogue.

Documentation of progress is through minutes of meetings and committees, use of student surveys, program review, and development of student learning outcomes, program brochures, web pages, and other service materials.

### **Conclusions**

The college has done an excellent job of making progress since their last visit. Planning has become a priority and a lot of effort has been put into it. (Standard II.C) Planning Agendas should be developed for all sections, resulting from the self-evaluations. (Standard II.C.)

The college meets Standard II.C.

### **Recommendations**

**Recommendation 1: The team recommends to increase effectiveness that the college fully implement student learning outcome assessment at all levels, using program review and student learning outcome assessment to evaluate, plan, and make needed improvements to courses, programs, and services and linking assessment analysis to planning and resource allocation. (Standard I.B.1; II.A.1.c; II.A.2.e; II.A.2.f; II.B.4; II.C.2)**



## **Standard III Resources**

### **A. Human Resources**

#### **General Observations**

The college human resources department has experienced a great amount of turnover in the administration of the department. Over the past five years, the department has had six administrators, which were a combination of consultants, interim directors, and short-tenured employees. In spite of this high turnover, the department has been able to maintain consistent policies and procedures that have allowed stability of human resource services within the institution.

The current human resources director, at the time of the team visit, had been in the position for five weeks. For this reason, the director requested that individuals familiar with areas being reviewed be included in team site visit interviews. The new director has many years of human resource administrative experience, and indications are that an open dialogue with the new director exists between employees responsible for areas under human resources.

The team commends the staff of the human resources department for maintaining professional continuity for policies and procedures in spite of a high level of turnover in the department administration over the past five years.

#### **Findings and Evidence**

Policies and procedures are in place and are followed to ensure that personnel employed by the college are qualified and have the appropriate education, training and experience to provide and support the college's mission, programs, and services. Degrees held by faculty and administrators are from institutions accredited by recognized United States accrediting agencies or institutions where equivalencies have been established. (Standard III.A.1; III.A.1.a)

According to the self study report, the college has plans to adopt a written code of professional ethics for all personnel. The Board of Trustees has adopted a policy on professional ethics. (Standard III.A.1.d)

The college has developed specific areas in support of a diverse staff through professional development training in diversity orientation, exploration of cultural differences, harassment, La Purisima Mission Life, and diversity in the workplace. Registration for professional development is available on the college's intranet. No specific statistics are referenced in the self-study report regarding levels of participation or of these programs. (Standard III.A.4.a)

The human resources department collects data regarding professional development activities to assess the effectiveness of professional development programs. Programs and presenters are evaluated in order to develop additional or more pertinent presentations. A professional development committee conducts an annual needs assessment survey to ascertain faculty and staff needs for development of relevant programs. Orientations for new employees are conducted, including specific orientations to both the department and the college. Support of professional development leaves and sabbaticals is incorporated into collective bargaining agreements. Over the past eight years there has been a decrease in sabbaticals awarded. (Standard III.A.5.b)

Evidence inspected to confirm the self study report and verify compliance with the standard including college policies and procedures for minimum qualifications for positions, and the review of procedures used for assessment of qualifications.

Personnel are systematically evaluated in compliance with stated intervals. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. (Standard III.A.1.b)

The team found evidence that confirms the self study report and verifies compliance with the standard includes personnel evaluations to confirm compliance with stated intervals, and achievement of goals for improvement for faculty and classified staff. The team found that the evaluations of many administrators were past due and not in compliance with college agreements on administrator evaluations.

The Professional Development Committee has included training in student learning outcomes in order to provide the support of faculty toward implementation. (Standard III.A.1.c)

Toward this end, the college has made a substantial investment, utilizing Title V, Hispanic Serving Institution (HSI) grant funds, in the development of the Assessment Institute, the establishment of the Student Learning Outcomes Task Force, the creation of a general education assessment model, and through increased use of professional development activities for student learning outcomes/assessment professional development planned for implementation in 2009.

Additional evidence that confirms the self-study report and verifies compliance with the standard includes implementation of eLumen, Assessment Institute, general education assessment model, student learning outcomes task force minutes and the Title 5, Hispanic Serving Institution (HSI) grant. At the time of the team visit, the Board of Trustees had adopted a policy on professional ethics. Training on these policies and procedures is included in the employee orientation process. There is no evidence that ethics is included in the evaluation process. (Standard III.A.1.d)

The college has a system for the assessment of the needs for qualified full-time faculty and administrators to support the institution's mission and purposes. The college has



assessed its ratio of full-time to part-time faculty against currently accepted standards. (Standard III.A.2)

Evidence was reviewed for personnel records to verify full-time/part-time faculty ratio. The college has a system, including policies regarding sexual harassment and faculty hiring to ensure fairness in all employment procedures. College documents outline the human resources department's employment practices and procedures and collective bargaining agreements. (Standard III.A.3.a)

Additional evidence that confirms the self study report and verifies compliance with the standard includes human resources policies, human resources procedures, and collective bargaining agreements. The college has provisions for maintaining security for confidential personnel records, and provides access by employees to these records. (Standard III.A.4)

The college has focused attention on the issue of diversity in recruitment in response to the previous recommendations; statistical analysis provides the demographic makeup of selection committee membership, applicants, and interviewees. (Standard III.A.4.b)

The college has in place policies, procedures and practices that provide support for maintenance of a high level of integrity within the institution and amongst its faculty, administration and staff. This includes the availability of the president on a weekly basis to an open dialogue with all staff. Along with a focus on diversity, which is referenced in other areas of the institutional self study, there are systems to assist in areas of personal need, including a focus on a drug-free workplace, and alcohol and substance abuse programs emphasizing prevention and intervention through education. Evidence that confirms the self study report and verifies compliance with the standard includes human resources policies, human resources procedures and collective bargaining agreements. (Standard III.A.4.c)

The college human resources department has initiated professional development for all staff. In particular, Human Resources has included specific training for administrators and managers in Human Resources and personnel practices. (Standard III.A.5; III.A.5.a; III.A.5.b)

The college human resources department has well developed human resources policies and procedures and adheres to common best practices for human resources management. The reference in the self study report to utilization of program review and position prioritization does not clearly indicate the process or level of involvement in the institutional planning process in its application of these procedures. (Standard III.A.5.b)

### **Conclusions**

In order to improve assessment and goal attainment administrative evaluations should be conducted according to board policy.

Examination of additional evidence confirms the self-study report and verifies compliance with the standard include the security of the physical environment where

personnel records are maintained, and a review of college policies for human resources procedures.

The college has developed specific areas in support of a diverse staff through professional development training in diversity orientation, exploration of cultural differences, harassment, La Purisima Mission Life, and diversity in the workplace. Registration for professional development is available on the college's intranet. No specific statistics are referenced in the self-study report regarding levels of participation these programs. However, logs of attendance for professional development training were provided. (Standard III.A.4.a)

The college meets Standard III.A.

### **Recommendations**

**Recommendation 4: The team recommends that the college comply with existing board policy (BP 2110) for administrative evaluations. The team notes that administrator evaluations play a role in assuring the effectiveness of the college's decision-making, and that currently administrator evaluations are not up to date as they should be according to Board Policy 2110. (Standard III.A.1.b; IV.A.5)**



## **B. Physical Resources**

### **General Observations**

The college provides instructional programs at four sites: The main campus in Santa Maria, the Lompoc Valley Center, Solvang, and Vandenberg Air Force Base Center. The college has a cosmetology program offered in San Luis Obispo, which is in the Cuesta Community College District and this program is offered by agreement between the two districts.

The main campus in Santa Maria is a full service college campus offering programs and services to all students in the college. The main campus houses the college administration and comprehensive services for college programs. The facilities, maintained at a high level, are accessible, clean and create an environment that fosters learning. Signage is ADA compliant and there is evidence that specific work has been done to address maintenance and safety issues as they arise.

The Lompoc Valley Center provides educational services to students in the southern portion of the college's service area and provides resources and services consistent with the programs offered. The Lompoc Valley Center will be the site for a new public safety program facility, funded by a local Proposition 39 bond measure passed in 2006.

The Vandenberg Air Force Base Center programs are housed in the education center on the air force base, which houses the administrative office for the Allan Hancock College program, a small bookstore sales area, classrooms and a large multi-use student center. The education center is also the home for the Community College of the Air Force (CCAF) at Vandenberg Air Force Base. The program delivery is offered in cooperation with the air force and the Community College of the Air Force. Allan Hancock College courses offered are comprised primarily of general education requirements toward an associate of arts degree at Community College of the Air Force in various air force technical fields. Enrollment in the Alan Hancock College classes offered at the air force base facilities are also open to civilian students and require the student to receive a pass to enter the base. Counseling, financial aid, and other basic student services are available on a weekly basis. Student assessment is not provided at this site.

The Solvang program delivery site is a small office with two classrooms, which is being considered for relocation to a local high school. (Standard III.B.1)

The college provides a safe and secure environment that is accessible to all students at all its sites. (Standard III.B.1.b)

The self study report references the 2001-2006 Educational and Facilities Master Plan as its most recent planning document for proof of the integration of these plans. Subsequent to the self study report and prior to the site visit, the college updated the Educational and Facilities Master Plan for 2007-2010. The updated plan ensures that physical resource planning is properly integrated and responsive to the educational facilities needs of the institution. (Standard III.B.2.b)

The college has a well organized facilities department that responds to the needs of the institution to provide a clean, safe, and well maintained environment in support of students and staff. Staff have developed a comprehensive Educational and Facilities Master Plan and bond measure that plan for the long range needs of the college and its programs.

Allan Hancock College's utilization of agreements with the cities of Lompoc and Santa Maria police departments reflect a proactive approach to management of the security issues for the college campuses. (Standard III.B.1.b)

### **Findings and Evidence**

The college maintains safe and sufficient physical resources to support and assure the integrity and quality of its programs and services. The college has developed plans for the maintenance of these resources and has properly planned for future growth needs. These plans include the bond program plan, the Five Year Plan for Capital Outlay, the Five Year Scheduled Maintenance Plan, and the 2007-2010 Educational and Facilities Master Plan, as well the Bond Implementation Plan. Physical resources provided at each site are consistent with the requirements of the programs offered at that site and are comparable at all sites.

Evidence was provided regarding the utilization of the 2001-2006 Educational and Facilities Master Plan as the basis for the Measure I bond, passed in 2006. The 2001-2006 plan and the Measure I implementation plan were used in the development of the 2007-2010 Educational and Facilities Master Plan.

The college has a highly sophisticated planning and project development process with a facilities advisory committee that represents all the constituencies of the college. Additional evidence that confirms the self study report and verifies compliance with the standard includes planning schedules and status for listed bond projects, as well as a physical inspection of both on and off-site facilities. (Standard III.B.1; III.B.1.a)

The college has developed a comprehensive list of both required and desired improvements for safety and access to its facilities at all sites.

The college has implemented the National Incident Management System (NIMS) and has established an Emergency Operations Center (EOC). Required National Incident Management System (NIMS) training is integrated into the Human Resources Department new-employee orientation. (Standard III.B.1.b)

The college has a police department on campus and provides coverage of all sites during prime hours of operation. The college has addressed administrative requirements for the management of this department through an agreement with the city of Santa Maria to provide a police chief from the city assigned specifically to the college. This arrangement results in both a savings of administrative costs and secures an active working relationship between agencies to provide better service and response times to the college.



The arrangement also helps to avoid problems with jurisdictional issues that can arise when problems move between city and district boundaries.

Additional evidence that confirms the self study report and verifies compliance with the standard includes the college's agreements with the City of Santa Maria and the City of Lompoc to provide police administrative services and support for the respective college sites. In addition, the annual report of crimes on campus (Student Right To Know) information for all sites, the college's emergency preparedness plan, and National Incident Management System (NIMS) training records were reviewed. The Statewide Association of Community College Property and Liability Insurance inspection records, and the college's accessibility assessment and implementation plan were inspected also.

There is a systematic process for assessment of facilities. The long term institutional capital plans support institutional improvement goals. The college adopted a model for the "total cost of ownership" for new facilities and equipment to properly allow for maintenance and replacement costs in its planning process. However, the college has identified the need to develop a plan for the total cost of ownership model for new capital construction projects. (Standard III.B.2; III.B.2.a)

Additional evidence that confirms the self study report and verifies compliance with the standard includes the new total cost of ownership model applied in the individual project plans, Initial Plan Proposals (IPP), and Final Plan Proposals (FPP). The college's organizational chart indicates that the facilities and operations are administered by a vice president. The college includes assessment of facilities needs in the program review process. All college planning addresses the recommendations of the college's strategic plan.

The college has included plans for the upgrade of technology in the updated Educational and Facilities Master Plan. (Standard III.B.2.b)

### **Conclusions**

The team encourages the college to implement the Total Cost of Ownership model within the new facilities and equipment planning process.

The college meets Standard III.B.

### **Recommendations**

**None**

## **C. Technology Resources**

### **General Observations**

The college has made significant changes and upgrades to its technology resources for faculty, staff, and students in the last four years through the use of Measure I bond and Title V funds.

The Educational and Facilities Master Plan Update 2007-2010 clarifies current progress in implementing provisions of the original 2003 technology plan. The update revises the timeline for full implementation of the new Luminis single sign-on portal, the Banner student information system, the SARS student services/counseling program, ARGOS, and the IFAS financial system. As well, the college has transitioned to a VoIP system, and has purchased new servers with the use of VMware to maximize server space and flexibility. This massive project will significantly impact all areas of operations.

The college has made significant progress in updating computers and instructor workstations, on its primary campus as well as its community locations. The Lompoc Valley Center received new equipment in its open access lab and library in 2007. All network switches were replaced, between the years 2005-07, with 1 GB ports, and the network connection between Lompoc and Santa Maria campuses was upgraded to a 1 GB connection. Network protection against power outages has been provided for through the installation of an uninterruptible power supply (UPS), and climate control units were added for the protection of technical equipment in the communication room.

The fact that the majority of these changes have been financed with one-time funds raises concerns regarding the sustainability of the technological advances the college has made and the potential impact on instruction and service areas if plans are not established for the institutionalization of these costs.

### **Findings and Evidence**

The college's Technology Master Plan was incorporated into the Educational and Facilities Master Plan 2001-2006, and into the Allan Hancock College Strategic Plans for 2001-2004, 2004-2007, and 2009-2013. The Technology Advisory Committee (TAC) has the responsibility for developing the district technology plan. The Technology Advisory Committee is co-chaired by the information technology services director and the associate dean for learning resources, and includes representation from all college constituency groups. These two individuals represent technology interests and concerns on the Planning Committee and the Budget Advisory Committee, providing an effective link with planning and budgeting processes. (Standard III.C.1)

In addition to the input of the Technology Advisory Committee to determine college wide technology needs, the college's program review process provides for specific assessment of future educational technology needs. Student surveys include the opportunity to evaluate college technology services and capabilities from the student's view. The Student Accreditation Survey 2008 and the Faculty/Staff Accreditation Survey 2008 incorporated questions regarding the quality of technical support and equipment available for users. Climate surveys also provide the opportunity for input. (Standard III.C.1)

Significant investment has occurred in recent years in new infrastructure and applications to serve the needs of the entire college community. Transition to a new enterprise system, the Banner system for student records, and a Luminis single sign-on portal are expected to be complete by spring 2010. (Standard III.C.1; III.C.1.a)



Through the passage of a Measure I General Obligation Bond, Allan Hancock College has received approximately \$1.18M annually since 2006, to utilize for the enhancement and expansion of technology services and equipment. These funds will continue until 2016. The college's Technology Advisory Committee reviews technology requests and makes recommendations on standards, policies, and purchases, including Measure I technology. (Standard III.C.1.a)

Network services are provided through a local area network to the Santa Maria, Lompoc Valley Center, Solvang, and Columbia Business Center locations. A wide area network serves the Atkinson Lifelong Learning Center and the Workforce Resource Center. In 2008 Allan Hancock College purchased VMware to conserve server capacity and enhance services. The network infrastructure was also upgraded at this time. (Standard III.C.1.a)

The college currently employs five technical support service personnel, with three additional personnel for network administration, telecommunications technology support, and a helpdesk technician. While the number of personnel has increased and average response rate per case has been cut in half, the average response time is still 12 days. The college remains below baseline standards for technical support as set forth in the California Community Colleges Chancellor's Office Technology II Strategic Support Plan, which recommends a service level of nine technicians associated with its size and the number of computers Allan Hancock College has to service. (Standard III.C.1.a)

According to interviews and the Educational and Facilities Master Plan Update 2007-10, there are significant unmet staffing needs in key positions, including a system administrator, a programmer I position, a web services coordinator, and a telephone systems administrator. (Standard III.C.1.a)

Faculty, staff, and student development sessions have been developed and are provided in college labs and the teacher learning center. Topics include a range of software and distance education software and utilities. New online instructors take a minimum of six hours training in use of Blackboard, with additional special interest sessions available. (Standard III.C.1.b)

Basic computer classes are conducted for students in college computer labs, with in-lab instructional support available for all students. The Learning Assistance Program provides accessibility training for faculty and students in new technologies. (Standard III.C.1.b)

The college's latest complete technology plan, the Allan Hancock College Technology Plan 2003, was incorporated into the college's Master Plan 2001-2006, and the college's Strategic Plan 2009-2013's goal 3.3 affirms a commitment to keeping technology current. A Title 5 grant contributed funds to support Blackboard licensure, the acquisition of servers, training, and infrastructure needs. The Measure I General Obligation bond has supplied significant funding for the acquisition of new technologies, software licensing, and new administrative and student support systems. (Standard III.C.1.c)

The college does not have a formalized plan or process for replacement of computers, but relies on published minimum equipment standards. Users of below-standard equipment self-identify and request upgrades. The informational technology services director is currently working on the development of a technology replacement plan, as the goals of the 2003 technology plan approach fulfillment. (Standard III.C.1.c)

The large investment in technology in recent years has focused on improving the development, maintenance, and enhancement of its programs and services. This is ensured through feedback from program review with technology needs included, user surveys, and full representation and involvement in college planning activities. (Standard III.C.1.d)

### **Conclusions**

Allan Hancock College has made significant strides in acquiring and implementing new technologies. With such a large number of projects being implemented in a few years, with more to come, the college needs to remain vigilant with regard to the stresses placed on the organization as a result of extended, broad-sweeping change. The sustainability of technological change needs to be strongly considered, with a new technology plan that provides for cessation of the bond revenue stream.

Current resources appear to be sufficient; however, survey responses indicate that faculty continues to have concerns about technical support and response times to technical issues. The response rates for these surveys were so low that the data yielded from them cannot be considered to have strong validity. However, average response times of twelve days from technical support substantiate the survey results. These response times may be attributable to a shortage of technical support staff.

Careful attention appears to have been paid to ensuring capacity for on-campus operations and distance education services through the use of VMware and expansions to bandwidth. The college has in place effective committee structures, policies, and procedures to provide for input from all constituency groups into technology needs and purchases. Overall, a comprehensive approach to evaluation of needs and provision of resources has yielded beneficial results.

The college meets the standard III.C.

### **Recommendations**

**Recommendation 5: The team recommends that the college develop an updated technology plan that includes a plan for how technology equipment and infrastructure will be sustained after the cessation of bond funds. In addition, the team recommends the college consider the inclusion of a technology replacement and/or reallocation plan, which provides for partial overturn of equipment annually, and minimizes the annual outflow for these purposes. (Standard I.B.7; III.C)**



## **D. Financial Resources**

### **General Observations**

The college continues to integrate financial planning with institutional planning. Financial resources are maximized through sources outside of the base funding and are allocated through shared governance committees to support student learning programs. The college manages finances well as demonstrated by their fiscal stability and audit reports.

Given the unpredictable nature of state funding, the college is active in pursuing grants as additional funding sources for programs and services. These grants provide millions of dollars from federal, state and local sources. Once facility needs were identified, the college was successful in passing a \$180 million General Obligation Bond which reflects the positive role the college plays in the community. These funds allow the college to upgrade facilities and technology that would not otherwise be funded.

The college has very active supporting organizations including two auxiliary corporations and two independent nonprofit corporations. The Auxiliary Programs Corporation and the Allan Hancock College Foundation both maintain current operating agreements with the district and provide resources to the college. The foundation has recently campaigned to increase community support which improved the number of scholarships to students and general support of college activities.

### **Findings and Evidence**

The college has a planning structure that integrates facility, program, staff, technology, and financial planning into a comprehensive strategic plan. As part of the annual fiscal planning, the college reviews the mission, goals and priority objectives and every three years updates its strategic plan. Committees of the Allan Hancock College Manual outline how the budget planning process is integrated with other college planning and includes broad based committee membership. All constituency groups are appropriately represented and feel they are able to bring forth issues and concerns. (Standard III.D.1.a; III.D.1.d)

The budget assumptions developed by the Budget Advisory Committee (BAC) clearly detail a realistic assessment of financial resources. The continued healthy reserves reflect appropriate budget planning for state revenues, possible deficits, and expenditures. Grants and general obligation bond funds are examples of how additional resources are sought and obtained to enhance programs. Those revenues as well as all obligations are included in the annual adopted budget. As detailed in the current audit report, the college is meeting all of its financial obligations. The general obligation bond debt is fully funded with property tax receipts. The Other Post Employment Benefits (OPEB) debt has been determined by an actuary and the college has a plan to fund the obligation within the accounting requirements. Plans are made for uses of funds as liabilities are relieved. (Standard III.D.1.b; III.D.1.c)

Planning documents and budget materials clearly define how the budget expenditures tie to the college mission, which is reviewed regularly and is focused on student learning. Many forms of financial information are disseminated such as newsletters, monthly financial statements, and quarterly and annual reports. They are provided to the Board of Trustees, directly to the staff, and on the intranet. Minutes confirm that various committees review financial information on a regular basis as well. Funds are used appropriately as evidenced in the Annual Financial Reports. The last three audits each had several findings that were appropriately responded to in a timely manner and reflect being rectified in the subsequent year. (Standard III.D.2.a; III.D.2.b)

The quarterly reports consistently reflect adequate cash balances to meet expenditures. The college issues Tax and Revenue Anticipation Notes (TRANs) and has interfund borrowing agreements in place to assist with emergency cash flow needs. The college has a policy to keep a minimum reserve of 5% and regularly exceeds it. These reserves assist in maintaining stability during unpredictable state finances. Additional risk protection is provided by participation in several Joint Powers of Authorities (JPAs). (Standard III.D.2.c)

Policy and procedures relating to finances address all funds of the college, including general funds, grant funds, and auxiliary funds. The business services office oversees all of these funds and monthly financial reports are provided to the Board of Trustees for review. When applying for grant funds, a notice of intent to apply form is required to show how it aligns with the college's strategic objectives before they are approved. The auxiliary corporations include district staff on their boards and maintain operating agreements with the district. The bylaws of the corporations ensure that funds are used to support college programs by linking their strategic plans with those of the college. The annual independent audits also cover all district funds and reflect strong internal controls. (Standard III.D.2.d; III.D.2.e)

College purchasing guidelines are clearly established and followed. Only board designated individuals are authorized to enter into contracts and obligate the college. A minor audit finding regarding a contract was addressed immediately. (Standard III.D.2.f)

Financial management processes are evaluated through the annual audits and program review. Audit findings are addressed immediately and corrective action taken. Results of a program review led to changes in staffing and processes. The financial management system was recently migrated to a new system as the prior one was no longer supported. While prior administrative reviews were instrumental in making improvements, full program reviews of these areas have not been completed since the last accreditation. (Standard III.D.2.g)

Uses of resources are assessed through the annual budget planning process and program review. Prior year budget assumptions are reviewed annually through the Budget Advisory Committee and monitored throughout the year. Per board policy, program reviews are conducted every six years. Program review is the main tool for adjusting resource allocations through department prioritization and the planning committees.



General obligation bond funds are individually assessed through an annual performance audit to verify expenditures are in compliance with the voter approved language. (Standard III.D.3)

### **Conclusions**

The college is fiscally sound with strong financial planning. Resources are fairly estimated and appropriately allocated to meet the needs of the institution. The college plans for all obligations including the new Government Accounting Standards Board (GASB) 45 requirements and maintains adequate reserves to preserve stability in an uncertain environment.

While the planning structure is well developed, many changes in administration led to inconsistencies in following the processes. The planning process has recently been assessed and improvements are being made through a constituency-based task force. The new processes are being embraced and there is high anticipation for the implementation in the fall. The college is recognized for their on going evaluation of processes and using the results for improvement.

Administrative program reviews are inconsistent. Although some departmental analysis is taking place, many of the administrative areas have never done a complete program review. In 2008, the college revised its board policy on program review of administrative programs.

The college meets Standard III.D.

### **Recommendations**

**Recommendation 7: The team recommends: that the college use the revised board policy (BP 7930) to complete a program review for each administrative program and utilize the results to improve administrative efficiency. (Standard III.D)**

## **Standard IV Leadership and Governance**

### **A. Decision-Making Roles and Processes**

#### **General Observations**

Administrative turnover at the college coupled with a collective bargaining impasse have undermined participation in governance in recent years. Questions were raised in some campus interviews about the adequacy of participation in the preparation of the self study report. In response to concerns about governance, planning, and campus climate, the college has developed a revised Decision Making Manual and constituency groups have expressed their commitment to its implementation to improve collegiality.

The overall quality of leadership and governance is good, with processes in existence that ensure appropriate perspectives can be involved in college governance. However among faculty and staff the campus climate is fragile at the moment and the college appears to be at a crux in terms of sustaining appropriate participation in governance by all campus constituencies. There have been concerns about administrative turnover in the last few years; and the very recent changes in administration highlight this issue and raise a question about campus culture, communication, and leadership. Upon the team's arrival on campus, the Vice President of Academic Affairs, who had been serving as Accreditation Liaison Officer, had just vacated the position. The Vice President of Student Services had been appointed to a new role that combines oversight of both Academic Affairs and Student Services.

In addition, the self study report raised concerns by reporting rather low accreditation survey results related to a few sub-standards. The self study report makes an excellent case, for example, that communication with campus constituencies concerning planning and budgeting has been thorough and extensive, and yet relatively few campus respondents rated the college highly on several questions addressing these areas, as well as in areas of campus climate and governance. At the time of the visit, interviews confirmed that the work of the last few months to address concerns about governance and integrated planning have born significant fruit, and improvements are widely anticipated as the changes developed by the Shared Governance and Integrated Planning Task Force are implemented. Even as the visiting team met with campus representatives, some of them were engaged in task force meetings to finalize the revised planning system. Moreover, just three weeks prior to the team's arrival, the college had received a report on campus climate from the California Collegiate Brain Trust, highlighting a need to improve campus communication.

The Board of Trustees is active and stable, and the Superintendent/President has their support. The core constituencies of the college remain supportive of the



Superintendent/President as well, even in the context of a sudden change in administration.

### **Findings and Evidence**

On the question of whether institutional leaders create an environment for empowerment and institutional excellence using systematic processes for decision making (Standard IV.A.1), the picture is decidedly mixed. Communication with most campus constituencies concerning planning and budgeting has generally been thorough and extensive, yet on the 2008 accreditation survey of faculty and staff, relatively few campus respondents provided positive ratings on several questions addressing these areas. Similar low ratings were registered on the survey in areas of campus climate and governance. Only 30% of faculty and staff respondents agreed that “Administration at this college welcomes and uses feedback from staff to improve.” Only 38% of all respondents agreed that goals and priorities are established through the governance process—a significant decline when compared to the 62% of 2002. Similarly low marks were registered from faculty and staff on the matter of “adequate opportunity to participate” in governance, and on “the college governance structure ensures appropriate roles for all college constituencies.” On the matter of “the institution effectively defines goals, develops plans, and establishes priorities,” the responses were a mediocre 41% agreement and 22% unsure. Similarly for “the institution efficiently manages resources and implements established priorities” (one-third agreement, one-fifth unsure). In campus interviews, the part-time faculty indicate that communication with them about changes to planning and governance has not been thorough; however, they appreciate the fact that recently they have been included in all governance committees—a change from prior years. The student organization, Associated Student Body Government (ASBG), has been very active in governance committees and councils, and is very appreciative of their opportunities to influence college decision making.

Since the time of the 2008 accreditation survey, considerable efforts have been made to reconsider governance as well as integrated planning (discussions with the Academic Senate, the formation of the Shared Governance and Integrated Planning Task Force, and a Campus Climate Report by California Collegiate Brain Trust). The task force is now finalizing its recommendations for planning and governance.

The survey responses are disconcerting, and some campus interviews indicated that the campus climate is characterized by anxiety. While individuals and groups certainly have opportunities to participate in college governance, they are apprehensive about future directions. They look forward eagerly to implementing the revised Decision Making Manual, but some also seem uncertain about the efficacy potential of these changes. The very recent change in administration seems to have heightened this sense of uncertainty for many campus constituents.

The college has processes in place for receiving and responding to ideas for improvement. When ideas for improvement have institution wide implications, participative processes are used to assure effective discussion and implementation. The college has a regular practice of using annual planning retreats to review the status of the



institution, and the Superintendent/President has encouraged input and dialog since his use of the “Six Questions” poll in 2005 up through the present with the regular “Take Five” newsletter and weekly drop-in hour. The college has clearly shown an ability to make adjustments to its governance processes, from the discussions with the California Schools Employees Association in 2003-04 concerning adequate classified participation, to the discussions between the Superintendent/President and the Academic Senate in 2008 (including a facilitated retreat in October 2008), and the current work being done by the Shared Governance and Integrated Planning Task Force. In response to concerns about governance and campus climate, the Superintendent/President contracted with California Collegiate Brain Trust to conduct campus interviews and produce recommendations about campus communications and participatory governance.

As noted in the self study report, some frustration has been expressed concerning new directions. Only 30% of faculty and staff agreed to the accreditation survey item, “Administration at this college welcomes and uses feedback from staff to improve.” Given the thorough work done on review of planning processes and institutional evaluation since the arrival of the Superintendent/President in 2005, such responses in the recent past would seem to indicate that the college is in the midst of a multi-year adjustment of campus culture. Campus constituencies appear to be aware that a significant change in campus culture and processes is occurring and are generally supportive of the direction of change, but apprehensive and uncertain as well. Some groups are resentful of abrupt communications about important campus changes and would welcome greater transparency and involvement. (Standard IV.A.1)

College policies clearly address roles of faculty, staff, administrators and students in governance. Board Policy sections (1112 & 9100), Administrative Procedures (1112.01), the Faculty Resource Guide, and the Associated Student Body Government (ASBG) by-laws all provide for appropriate participation, and these policies are implemented. Nevertheless, there were low survey responses on issues such as whether goals and priorities are established through a governance process (38% agreement—a significant decline from the 62% of 2002), and whether there is “adequate opportunity to participate” in governance (37% agreement), and whether “the college governance structure ensures appropriate roles for all college constituencies” (27% agreement). These low ratings raise the question of whether campus constituents fully understand their avenues for participation, and make use of them. The self study report identifies the points of disruption as: the change to a compressed calendar, an impasse in faculty collective bargaining, the additional time required to implement student-learning outcomes, changes in administrative personnel, and additional workload for staff caused by reductions related to the ongoing budget crisis. On-site interviews confirm that some of these issues have had a significant impact on morale as well as on the effectiveness of college processes. Administrative turnover was cited by more than one group as a significant loss of institutional memory, thus triggering a recognition that the planning process needed to be formalized from top to bottom (parts of the previous planning and program review processes were informal and known to long-term administrators who had moved on). One group expressed consternation with the turnover in the position of director of human resources—though necessary, these changes highlighted the impact individuals have on



college processes. In sum, while the mechanisms for providing input into institutional decisions do exist, these processes need to be used aggressively by all constituencies so as to stabilize the campus climate and ensure effective governance going forward. (Standard IV.A.2.a)

The college clearly relies on its faculty for recommendations about student learning programs and services, working through the Academic Senate and the Academic Policy and Planning Committee (Standard IV.A.2.b). Board policies and administrative procedures reinforce these voices in governance (1112.01), and the institution provides resources in the form of reassigned time to ensure a continued role for faculty in these matters. The fact that a lower percentage of faculty (61%) agreed that “the faculty have a central role in the development and maintenance of educational programs” than was the case in 2002 (90% of full-time, 78% of part-time faculty)-can be interpreted as a grudging recognition that this important aspect of governance remains intact and functions adequately.

Established governance structures and processes do exist to provide avenues for the Board of Trustees, administration, faculty, staff and students to work together for the good of the institution; however there is some question whether all groups use these processes effectively to work together for the good of the institution (Standard IV.A.3). Board policy and administrative procedures (1112.01) and the college’s shared governance manual together ensure the existence of avenues of communication and governance, and all of these documents have been updated recently. In recent months, a Shared Governance and Integrated Planning Task Force was established to reexamine and improve on the use and implementation of these structures through more effective practices and communication, following the October 26, 2008, report, “Toward a Common Vision of Shared Governance.” The task force has been reviewing and revising the college’s decision making manual including committee structures and reporting assumptions, along with the planning system, and is very close to publishing their proposals to the campus.

Despite these efforts and accomplishments, however, campus interviews revealed that there is some fractionalization among faculty, and some concern among administrators as well as classified staff about the stability and future direction of the college. The very recent, sudden change in administration caused concern. The pace of change has been intense at the college, with the current budget crisis compounding changes brought on by bond-funded construction and by the implementation of student learning outcomes and other responses to accreditation standards. Change is understandably disconcerting to employees, and uncertainty exacerbates the natural reaction to change. In such a context, where the pace of change is to a certain degree out of the control of the college, it is important that shared governance processes and venues be used aggressively to enable communication that may assist employees as they grapple with difficult workloads, new demands on them, and new administrative oversight. Student leaders do not express any concern about governance or leadership; they are happy with their level of involvement in governance, and they clearly make good use of the governance mechanisms available to them. The same cannot be said with assurance about faculty.



Faculty fractionalization would appear, also, to be a response to change. The Faculty Senate recently conducted an email survey of faculty to determine the level of confidence that faculty have in the college leadership. According to interviews, both the Superintendent/President and the Vice President of Academic Affairs received majorities of “no” responses in this survey. The Faculty Senate leadership is pleased with the recent change in administration, and feels that the college has “turned a corner” in its response to needed changes. It is noteworthy, however, that not all faculty participated in the email survey, not all were in agreement with the change in administration, and some were not certain whether the survey had been conducted by the Faculty Senate or the full-time faculty collective bargaining representative. Thus, at a minimum there is dissension among the faculty as to the leadership and governance issues facing the college. Some expressed concern that the President of the full-time faculty collective bargaining group is also the President of the Faculty Senate, but acknowledged that other faculty have not been willing to step forward to take leadership roles.

To address concerns about campus climate and governance, the Superintendent/President contracted the California Collegiate Brain Trust to conduct campus interviews and produce recommendations. This report was received in February 2010 (just prior to the team’s visit). Problems identified were: (a) lack of understanding of, and therefore failure to abide by, shared governance principles and practices; (b) ineffective and uncivil communication by both faculty and administrators within their own groups and between groups; and (c) lack of transparency in decision making by both faculty and administrative leaders. Recommendations by the consultants are thorough and reasonable, and ask for action by all college constituents (differing by role, as appropriate to the recommendation). (Standard IV.A.3)

The college has demonstrated honesty and integrity with external agencies. The self study report documents conscientious communications with local property owners in its use of the proceeds of its 2006 local bond election, in its reporting and compliance with grant requirements, and in its reporting to the Accrediting Commission for Community and Junior Colleges (ACCJC) concerning substantive changes. (Standard IV.A.4)

The role of leadership and the college’s governance processes and decision making structures have been adequately and appropriately evaluated for their integrity and effectiveness (Standard IV.A.5). Upon arrival in 2005, the Superintendent/President initiated a thorough review of the college’s planning process and committee structure, with the result that there is a goal in the current strategic plan addressing governance processes (4.1.2). Until the current President’s arrival, the college used an annual report of progress on planning goals as the occasion to review the effectiveness of its planning processes; it also used the six-year accreditation cycle to review governance processes. In the last few years, more thorough discussions have occurred, constituting an ongoing evaluation of the governance and planning processes and structures. In spring 2008 the Academic Senate engaged in a focus group process to evaluate the college’s governance processes, as well as an October 2008 retreat. In December 2008 the Academic Senate and the Superintendent/President discussed governance on the basis of these inquiries.



The Academic Policy and Planning Committee also initiated a collaborative review of the curriculum process in December 2008. Several results have come out of these and other discussions: updates to Board Policies 7930 and Administrative Procedures 7930.01, .02 and .03 making improvements to program review; and the establishment of the Shared Governance and Integrated Planning Task Force in Fall 2009, with recommendations expected in Spring 2010. It is to be hoped that out of the task forces work a regular process for review of governance and planning processes can be established. The team notes that administrator evaluations play a role in assuring the effectiveness of the college's decision-making, and that currently administrator evaluations are not up to date as they should be according to Board Policy 2110. (Standard IV.A.5; III.A.1.b)

### **Conclusions**

While the college has strong leadership and makes conscientious efforts to provide for inclusive governance in its structures and practices, disaffection is evident among some faculty and staff, indicating significant uncertainty about the effectiveness of governance. Active and consistent participation in governance is the core need. The team assumes that out of the dialog between the Faculty Senate and the Superintendent/President, and out of the work of the Shared Governance and Integrated Planning Task Force, the college has identified ways to generate sufficient active participation in governance activities. The team also recognizes that the college has received substantial advice concerning campus communication from the California Collegiate Brain Trust report, and is now in a position to act on this advice. Without sufficient participation by faculty and other constituencies, the team cannot be confident of the college's ability to implement fully its ambitious plans for collaborative decision-making and integrated planning. (Standard IV.A.1)

When ideas for improvement have policy or institution wide implications, established participative processes are used by the leadership to assure effective discussion and implementation. All parties must participate in these processes in order for them to be effective, however, and effective, respectful communication must be practiced in order to achieve lasting results. (Standard IV.A.1)

Mechanisms for providing input on institutional decisions do exist. It is hoped that the current work of the Shared Governance and Integrated Planning Task Force will encourage campus constituents to make full use of established mechanisms for shared governance. Revised guidelines and methods of effective communication can be expected to arise from the work of the Shared Governance and Integrated Planning Task Force and from the clear, practical recommendations included in the California Collegiate Brain Trust report on campus climate. These new guidelines and methods must be accepted and used by all college constituencies, and must be ratified by the Board of Trustees and revisited regularly in annual planning retreats or other appropriate venues to ensure their effectiveness. (Standard IV.A.2)

Faculty and administrators have substantive and clearly defined roles in governance, and do exercise a voice in institutional policies, planning, and budget. Likewise, students and

staff have established mechanisms for providing input into institutional decisions. (Standard IV.A.2.a)

Faculty have an appropriate role in development and maintenance of educational programs. (Standard IV.A.2.b)

The key concern for the immediate future of the college is to ensure that faculty, staff, and students work together for the good of the institution. Established governance structures and processes do exist to enable campus constituencies to work together effectively, but they have not always been used effectively in recent years. Student leaders give strong evidence that they take advantage of the existing structures very actively. Staff also use the existing structures to address needs, and indicate a willingness to utilize the newly proposed processes and structures to the same effect. Faculty leadership is actively engaged in the development of the newly proposed processes and structures (embodied currently in a new draft of the Decision Making Manual); however, faculty generally have not spoken with a unified voice to indicate that they will work together for the betterment of the institution, come what may. In the face of a budget crisis and other significant demands, it is imperative that the leadership and employees of the institution pull together and address the needs associated with institutional planning and effective governance. To do so, they will need to use effective communication assumptions and techniques addressed in the campus climate report by California Collegiate Brain Trust as well as processes and structure proposed by the Shared Governance and Institutional Planning that they themselves evaluate periodically. (Standard IV.A.3)

The college demonstrates honesty and integrity in its relationships with external agencies, from the United States government (in relation to its Title 5 grant), to local citizens (in exercising effective oversight of local bond funds), to the Accrediting Commission for Community and Junior Colleges itself. (Standard IV.A.4)

Governance and planning processes have been thoroughly reviewed in recent years, as has the role of leadership, in response to criticisms by faculty. It is hoped that the Shared Governance and Integrated Planning Task Force will propose a regular mechanism for review of these processes. To ensure ongoing review and improvement of the effectiveness of governance and planning processes, the college should establish a mechanism for regular review of these processes, and implement with attention to achieving immediate improvements to campus climate and participation in shared governance. (Standard IV.A.5)

The college has partially met Standard IV.A.

### **Recommendations**

**Recommendation 1: The team recommends that the college (1) implement their proposed new decision making process and (2) improve methods for campus-wide communications concerning decision making processes, to ensure a healthy campus**



**climate and effective participation in governance, as well as strong and effective leadership. (Standard II.C.2; IV.A.1; IV.A.2.a; IV.A.2.b; IV.B.2.c)**

**Recommendation 4: The team recommends that the college comply with existing board policy (BP 2110) for administrative evaluations. The team notes that administrator evaluations play a role in assuring the effectiveness of the college's decision making, and that currently administrator evaluations are not up to date as they should be according to Board Policy 2110. (Standard III.A.1.b; IV.A.5)**

## **B. Board and Administrative Organization**

### **General Observations**

The college's governing board functions effectively, using established policies consistently and modifying them as needed. The college is to be commended on its program for orientation and development of the Board of Trustees. The processes are a model of thoroughness, and are utilized by members of the board. Likewise, the college is to be commended on the participation of its Board of Trustees in the accreditation process. (Standard IV.B.1-2)

The Superintendent/President has primary responsibility for the quality of the institution, and provides strong leadership in the areas associated with the standard. The Superintendent/President guides institutional improvement by establishing collegial processes, ensuring institutional evaluation, research, and planning; controls budget and expenditures effectively; and implements statutes, regulations and board policies. While some of the accreditation survey responses would seem to call into question the Superintendent/President's leadership and communication in the area of planning, nevertheless the active involvement of the chief executive in these activities cannot be doubted, given the evidence, and the Board of Trustees consistently supports the authority of the Superintendent/President to implement board policies and administer the activities of the college. (Standard IV.B.2)

The Board of Trustees is a six-member policy-setting board comprised of five publicly elected trustees, and one non-voting student trustee. The board has established a complete set of policies that are regularly updated using the Community College League of California policy update service. Board policies are consistent with the college mission, and ensure quality, integrity, and institutional improvement. It is clear based on existing board policies and applicable laws and regulations governing the institution that the board has ultimate responsibility for educational quality, legal matters, and financial integrity, and that the board's structure (size, terms of office, duties, procedures, etc.) is appropriate for the governance of the institution. Board member actions are consistent with its policies and with the college's mission statement. (Standard IV.B.1.a-e)

### **Findings and Evidence**

Evidence strongly indicates the board's commitment to board member development and orientation. New members and board candidates receive a packet of orientation materials and participate in orientation and development activities sponsored by the Community



College League of California, as do ongoing board members. The board evaluates itself annually at a retreat, utilizing an evaluation tool created by the Community College League of California. The board has a code of ethics, and is in the process of updating its policies to ensure that there are ways to deal with behavior that violates its code. (Standard IV.B.1.f-h)

The Board of Trustees is well informed concerning the accreditation standards and is appropriately involved in the accreditation process. Two trustees have participated actively on self study report standards teams, and the board as a whole has had regular updates on reports to the Accrediting Commission for Community and Junior Colleges, and on the progress made by the college on the preparation of the self study report. (Standard IV.B.1.i)

The board has been actively involved in the selection of the chief executive officer, and performs an annual evaluation of the Superintendent/President. Interviews confirmed that the board delegates full responsibility and authority to the Superintendent/President for the implementation and administration of board policies, without interference. (Standard IV.B.1.j) Through interviews with students and employees, in direct dialogue with board members and from a review of board agendas, minutes, and policies, the team found that the college accurately described how it delineates and implements appropriate roles for the governing board and the chief administrator. (Standard IV.B.1.a-j)

The Superintendent/President actively plans, oversees, and evaluates the administrative structure of the college (Standard IV.B.2.a). He delegates authority appropriately to his subordinates consistent with their roles and responsibilities. The self study report notes the “considerable turnover among administrative personnel” that began after the new president’s arrival in 2005 and documents appropriate discussions with the Management Association leading to a modified process for evaluating administrators (2008-09), and to a current planning agenda on developing opportunities for professional development for administrators. However, evaluations of administrators are not up to date at present. (Standard IV.A.5)

The Superintendent/President has clearly been actively involved in the institutional processes aimed at the improvement of teaching and learning. His active involvement in reviewing and improving the planning processes has ensured that these processes rely on research and thorough analysis of internal and external conditions, and that they are integrated with resource allocations (Standard IV.B.2.b). The many activities in which this leadership has been demonstrated include the various shared governance discussions and administrative discussions (President’s Cabinet, President’s Advisory Council, Administrative Council), as well as in All Staff Days and planning retreats. In addition, an Enrollment Management Committee has recently been established to update the Enrollment Management Plan and more effectively coordinate outreach activities and program offerings in a context of enrollment growth and reduced funding. The college mission and vision play an important part in these discussions. While some of the accreditation survey responses in 2008 would appear to call into question the Superintendent/President’s leadership and/or communication in the area of planning (as



noted above), nevertheless the active involvement of the chief executive cannot be doubted based on the evidence reviewed.

The Superintendent/President assures the implementation of laws, regulations, and board policies, and assures that institutional practices are consistent with the mission (Standard IV.B.2.c). He has also taken an assertive role in controlling budget and expenditures, to assure the effectiveness of budgeting and fiscal controls. He has established a tighter spending approval process, and he has ensured effective response to the General Accounting Standards Board Statement 45 concerning the district's liabilities for post-retirement benefits of employees (a plan for the latter is well documented in the 2009-10 Final Approved Budget). The independent audits, together with a report by the chair of the Citizen's Oversight Committee (for local bond funds), document that the administration has exercised effective oversight and stewardship of public funds. The Superintendent/President has also been active in seeking alternative sources of funds for the district, including both public grants and fundraising coordinated with the Allan Hancock College Foundation. In spite of these many efforts and activities, the accreditation survey nevertheless indicated that only a third of faculty and staff felt that "the institution efficiently manages resources and implements institutional established priorities." The self study report concludes that the latter response results from a lack of understanding of financial priorities, and sets out a planning agenda to improve communication methods related to campus planning and budget processes. (Standard IV.B.2.d)

The Superintendent/President clearly represents the college effectively in the community (Standard IV.B.2.e), and the office of the president has maintained positive relations with the community over a number of years.

### **Conclusions**

The college's governing board functions effectively, using established policies consistently and modifying them as needed. The college is to be commended on its program for orientation and development of the Board of Trustees. The processes are a model of thoroughness, and are utilized by members of the Board. Likewise, the college is to be commended on the participation of its Board of Trustees in the accreditation process. (Standard IV.B.1-2) While some of the accreditation survey responses in 2008 would appear to call into question the Superintendent/President's leadership and/or communication in the area of planning (as noted above), nevertheless the active involvement of the chief executive cannot be doubted based on the evidence reviewed. The Superintendent/President should do his part in implementing the recommendations provided by California Collegiate Brain Trust concerning communication, and in implementing the new planning and governance system recommended by the task force, and he should assure that administrative evaluations are brought up to date. (Standard IV.B.2.b)

The college meets Standard IV.B.

**Recommendation**

**Recommendation 4:** The team recommends that the college comply with existing board policy (BP 2110) for administrative evaluations. The team notes that administrator evaluations play a role in assuring the effectiveness of the college's decision-making, and that currently administrator evaluations are not up to date as they should be according to Board Policy 2110. (Standard III.A.1.b; IV.A.5)