



Ernesto Garcia
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Standard IV: Leadership and Governance

I pledge to ensure students are directed and focused.

Bob Jones

I pledge to nurture students.

I pledge to engage students and ensure students are connected.

Delia

Andrea Kramer
Munira

I pledge to value student contributions.

I am changing the odds.

Phil Hamer
Phil

Chief Robert
Alfredo Kaur
Christina
Judith Dal Porto
Jeri Nelson
2 B's
Beke Dan
gina harling
Brooke Jouya
Bobil Moraw
Cham Femente
Vannien Sim
Hilda Bacarias
Alex Tom
Margaret
Yui Villa
Madison
MaryAnn
Bethsha
Carli

STANDARD IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college Districts or systems, the roles within the District/system are clearly delineated. The multi-college District or system has policies for allocation of resources to support and sustain the colleges adequately.

IV.A Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Allan Hancock College (AHC) institutional leaders support administrators, faculty, staff, and students in taking initiative to improve practices, programs, and services in which they are involved. AHC board policies and administrative procedures, as well as shared governance council notes and reports, are evidence of this practice.

IV.A.1-1 Introduction, page 1, *Councils and Committees Pathways to Decisions* (CCPD) manual

IV.A.1-2 Strategic Direction – Governance, page 17 of the AHC Strategic Plan

IV.A.1-3 Consensus, page 27, *Councils and Committees Pathways to Decisions* (CCPD) manual

IV.A.1-4 Board Policy/Administrative Procedure 2510, Shared Governance

IV.A.1-5 College Council Notes of 12/21/15

IV.A.1-6 Concurrent Enrollment Memo from Student Learning Council to College Council
IV.A.1-7 College Council Notes of 4/6/15

IV.A.1-8 Concurrent Enrollment Memo from Student Services Council to College Council

IV.A.1-9 Concurrent Enrollment Meeting Notes of 5/21/15

- [IV.A.1-10](#) Administrative Procedure 5011, Admission and Concurrent Enrollment of High School and Other Young Children
- [IV.A.1-11](#) Concurrent Enrollment Teaching Faculty Resource Guide
- [IV.A.1-12](#) Board Policy/Administrative Procedure 4020, Curriculum Development
- [IV.A.1-13](#) Academic Senate Minutes of 10/14/14
- [IV.A.1-14](#) Superintendent/President All Staff Day Presentation 8/15/14
- [IV.A.1-15](#) Institutional Effectiveness Council, Report of Accomplishments, Challenges, Institutional Improvement Needs, Actions Needed 2013-2014
- [IV.A.1-16](#) Leadership Academy 2015 Agenda
- [IV.A.1-17](#) Leadership Academy Presentation at All Staff Day, Spring 2016

Analysis and Evaluation

As stated in the *Councils and Committees Pathways to Decisions* (CCPD) manual, Allan Hancock College (AHC) is dedicated to open, honest, and effective decision-making ([IV.A.1-1](#)). All campus constituencies participate in shared governance and their decisions reflect the college's core values and mission, as well as improve policies and programs. The District's Strategic Plan specifies a key strategic direction involving shared governance – calling for informed leadership, shared governance, and communication committed to meeting the

needs of the college and community ([IV.A.1-2](#)). The plan identifies three goals: 1) to sustain a college-wide culture that values qualitative and quantitative data in the decision-making process, 2) to sustain a planning framework that values input from all constituencies and the Board of Trustees, and 3) to refine a committee/process improvement initiative, across campus, to improve coordination, communication, and effectiveness. The committee/process is defined in the CCPD and is based on a consensus model. According to the CCPD, "Consensus is middle ground in decision-making, between total assent and total disagreement. Consensus depends on participants having shared values and goals and on having broad agreement on specific issues and overall direction. Consensus implies that everyone accepts and supports the decision, and understands the reasons for making it" ([IV.A.1-3](#)).

The CCPD process is designed to facilitate council and committee decision-making by clarifying the path decisions take or process they follow. To ensure effective collaboration, the CCPD reinforces that each campus constituency is responsible for its role in decision-making. All councils have membership from eight constituencies: Administration, Academic Senate, Full-time Faculty Association, Part-time Faculty Association, CSEA, supervisory/confidential, management, and students (via the Associated Student Body Government). Evidence of systematic participative processes assuring effective planning and implementation is inherent throughout the CCPD and is reflected in council and committee meeting notes housed on the AHC portal.

Administrators and faculty serve as institutional leaders in the shared governance process by co-chairing all councils. The CCPD process is also led by the Board of Trustees through Board Policy and Administrative Procedure 2510, Shared Governance which states that “Allan Hancock College is strongly committed to the concept and the practice of shared governance as a process for institutional decision-making. Shared governance is the meaningful involvement of those affected by decisions in the decision-making process in a climate of mutual trust and respect” ([IV.A.1-4](#)).

Council membership from all constituencies is extremely important, as evidenced by the college’s development of a student Veteran center. Recognizing the need to offer services to returning Veterans, the college searched for an appropriate place to set up a center. The most feasible place was a staff dining lounge located in the student center. The administration worked with faculty, staff, and student government through the Facilities Council to recommend conversion of the lounge to a resource center. Student input was critical in developing an alternative lounge for faculty and staff to use within the building. The final plan was approved by College Council.

Concurrent enrollment allows high school students to take college-credit bearing courses taught by college-approved high school teachers at the high school campus. These programs support the college mission of providing quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse

community. This process was improved through the shared governance process ([IV.A.1-4](#); [IV.A.1-5](#); [IV.A.1-6](#) and [IV.A.1-7](#)). A task force comprised of members from across campus was led by the vice president of Academic Affairs and president of the Academic Senate. The taskforce was instrumental in the revision of Administrative Procedure (AP) 5011 Admission and Concurrent Enrollment of High School and Other Young Children and the development of the Concurrent Enrollment Teaching Faculty Resource Guide ([IV.A.1-8](#); [IV.A.1-9](#); [IV.A.1-10](#); [IV.A.1-11](#)).

The College Council is a key entity in implementing the college’s shared governance process. The CCPD states: “The College Council serves as the shared governance entity that integrates strategic planning and resource allocation.” This council makes recommendations for significant institution-wide policies and practices. All recommended changes to the Board Policies and related Administrative Procedures are reviewed by the council and are sent to the superintendent/president before being addressed by the Board of Trustees. One example of this is in the College Council notes of February 2, 2015: consensus was reached on the modification of Board Policy and Administrative Procedure 4020, Curriculum Development and the related recommendation to the board ([IV.A.1-12](#)). This policy had already been reviewed and consensus reached by the Student Learning Council. It had also been reviewed and approved by Academic Senate at its October 14, 2014 meeting ([IV.A.1-13](#)).

The superintendent/president actively demonstrates innovative institutional leadership. At the beginning of every semester, college personnel gather together on All Staff Day. A portion of the day is devoted to a presentation by the superintendent/president and other leaders on issues of importance to all college constituencies. All Staff Day includes break-out sessions led by faculty and administrators. Participants are randomly assigned to breakout groups to allow for interaction between faculty disciplines and staff divisions. Breakout sessions over the past three years have included a discussion of how to operationalize the six factors of student success, an input gathering session on the strategic plan, and campus-wide conversations on the college's accreditation self-evaluations ([IV.A.1-14](#)). Input from the break-out sessions are presented in College Council, and council co-chairs share the results in their individual councils.

The Institutional Effectiveness Council (IEC) is an example of the systematic participative processes that ensure effectiveness. Annually, the IEC surveys all councils on their accomplishments, challenges, institutional improvement

needs, and actions needed. In 2013- 2014, IEC identified issues and recommendations for improvement which were then discussed at College Council and then redirected back to councils for discussion and implementation ([IV.A.1-15](#)).

Beginning in the summer of 2015, the president implemented a Leadership Academy ([IV.A.1-16](#)). The Leadership Academy brought together faculty, staff, and administrators for three days of instruction from statewide leaders, including system chancellor Brice Harris, Contra Costa chancellor Helen Benjamin, several college presidents, and leaders from state offices. The Academy graduates were tasked with developing a project for presentation at the spring 2016 All Staff Day. The *I Pledge to Change the Odds* campaign has been a great success and has continued the emphasis on student success and the college's commitment to be an agent of change in northern Santa Barbara County ([IV.A.1-17](#)).

The College meets the standard.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Allan Hancock College authorizes and encourages administrator, faculty, and staff participation in decision-making processes and student participation in all matters in which students have a direct and reasonable interest. AHC board policies and administrative procedures, the *Councils and Committees Pathways to Decisions* (CCPD) manual, Associated Student Body Government (ASBG) documents, and shared governance council notes and reports are evidence of this participation ([IV.A.2-1](#)).

- [IV.A.2-1](#) Admin Team Agenda and Notes
- [IV.A.2-2](#) Board Policy/Administrative Procedure 2510, Shared Governance
- [IV.A.2-3](#) Student Activities/Leadership 2013-2014 Program Review
- [IV.A.2-4](#) Accrediting Commission for Community and Junior Colleges letter, 6/30/10
- [IV.A.2-5](#) Campus-wide Committee List
- [IV.A.2-6](#) ASBG [Bylaws](#)
- [IV.A.2-7](#) Leadership 111 Course Outline of Record
- [IV.A.2-8](#) Leadership 112 Course Outline of Record
- [IV.A.2-9](#) AHC Board of Trustee Agendas and Minutes

- [IV.A.2-10](#) Board Policy/Administrative Procedure 3420, Equal Employment Opportunity and Staff Diversity
- [IV.A.2-11](#) Annual Planning Retreat RSVP Lists
- [IV.A.2-12](#) College Council Notes of 9/22/14
- [IV.A.2-13](#) Associated Student Body Constitution
- [IV.A.2-14](#) Board Policy/Administrative Procedure 5400, Associated Students Organization
- [IV.A.2-15](#) Board Policy/Administrative Procedure 5410, Associated Students Elections
- [IV.A.2-16](#) Board Policy/Administrative Procedure 5420, Associated Students Finance
- [IV.A.2-17](#) Decision Making Process Flow Chart, Council and Committee Structure, page 30, *Councils and Committees Pathways to Decisions* (CCPD) manual

Analysis and Evaluation

AHC encourages administrator, faculty, and staff participation in decision-making processes, and student participation in all matters in which students have a direct and reasonable interest.

Administrators have dual participation in the decision-making process; they are

accountable to draft and propose recommendations and then are responsible to manage and implement final decisions. Administrators meet with cabinet formally on a monthly basis and in smaller, informal groups based on issues facing the institution. The president, along with cabinet, holds monthly meetings to focus on student support and learning, institutional advancement, and institutional effectiveness. These meetings include faculty, staff, administrators, and students and focus on exchanging information across all constituencies ([IV.A.2-1](#)).

Participation on the part of faculty is managed through the Academic Senate in accordance with Board Policy 2510 ([IV.A.2-2](#)). In addition to academic and professional matters that require formal faculty input, the Academic Senate participates through membership on task forces, councils, and committees. Faculty also participate individually as leaders of seminars, the Student Success Summit, and in drafting planning documents.

Staff members are a key component to the decision-making process. There are two staff categories – classified (CSEA bargaining unit members) and supervisory/confidential. Both staff groups participate in councils and committees and often provide staffing for task forces.

Students are involved at many levels of decision-making within Allan Hancock College and at regional and state student organization meetings, as appropriate, to promote and encourage student success. As written in their mission statement, highlighted in the Student Activities/Leadership 2013-2014 Program Review, the Associated Student Body

Government (ASBG) strives to represent the needs, interests, and perspectives of students and also provides students with opportunities to engage in learning and leadership, governing processes, and parliamentary procedure ([IV.A.2-3](#)). Board Policy and Academic Procedure 2510 also addresses areas where students have regulatory right to participate. We need to do more to make sure they are actively consulted in these areas, such as student services planning and development ([IV.A.2-2](#)).

The District was commended by the Accrediting Commission for Community and Junior Colleges on June 30, 2010 for the active participation from all constituent groups including students ([IV.A.2-4](#)). Students continue to participate on District committees actively ([IV.A.2-5](#)). ASBG officers are on specific councils or committees according to their position and ASBG bylaws or are appointed by the ASBG advisor based on their availability ([IV.A.2-6](#)). Students participating on campus committees are also enrolled in Leadership 111: Principles and Practices of Student Government, or Leadership 112: Practices and Application of Leadership Applications ([IV.A.2-7](#); [IV.A.2-8](#)). These classes provide an opportunity for students to enhance and apply leadership skills while participating in the decision-making process at the college. Leadership classes have weekly meetings that utilize Roberts Rules of Order. The student representatives give weekly reports on the meetings they attend and gather feedback from the class, as needed, to report back to the committees and councils. Minutes of each weekly meeting are recorded and distributed for approval.

An elected student trustee serves as the “sixth member” of the AHC Board of Trustees. The student trustee informs the board of student views and issues and can either concur with board decisions or present a reason for not concurring. The board also welcomes input from students during public comment, and an ASBG representative, usually the president or another officer, gives a student update to the board during the “Association Reports” segment of the regular monthly board meetings ([IV.A.2-9](#)).

Along with staff, students actively participate in hiring faculty, administrators, and staff by serving as selection committee members. According to Board Policy 3420, Staff/Diversity Equal Employment Opportunity, the advisor and ASBG select and appoint students to serve on hiring committees ([IV.A.2-10](#)). In addition, students participate in the annual planning retreat ([IV.A.2-11](#)).

Students played a key role the creation of the college’s Veteran Success Center. College Council addressed creation of a Veterans’ Center in the existing staff lounge in the Student Center ([IV.A.2-12](#)). ASBG student representatives provided input in support of the Veterans’ Center

and requested that the staff lounge be restored by transforming an open space to an enclosed room thus making room for both needs.

Student participation and student views are integrated into the institutional planning process through involvement on committees, councils, and strategic planning meetings. Board policies, leadership courses, the ASB constitution and bylaws provide procedures to integrate student involvement and participation as part of the shared governance process ([IV.A.2-6](#); [IV.A.2-13](#); [IV.A.2-14](#); [IV.A.2-15](#); [IV.A.2-16](#)).

Most recommendations come through the council process: any individual or constituency can raise an issue for consideration at the council level. Councils may act or assign suggestions to committees for further study. Administrators and faculty have additional pathways based on their enhanced responsibilities for educational quality ([IV.A.2-17](#)). Administrators may submit requests through the President’s Cabinet and faculty members may bring forward initiatives through Academic Senate.

The College meets the standard.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Allan Hancock College administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget. AHC board policies and administrative procedures, the *Councils and Committees Pathways to Decisions* (CCPD) manual, and shared governance council notes and reports are evidence of this involvement.

- [IV.A.3-1](#) Shared Governance Relationships, pages 11-19, *Councils and Committees Pathways to Decisions* (CCPD)
- [IV.A.3-2](#) Multi-level Integrated Planning Model, pages 16, *Councils and Committees Pathways to Decisions* (CCPD)
- [IV.A.3-3](#) 2014 Planning Retreat Agenda
- [IV.A.3-4](#) Educational Master Plan
- [IV.A.3-5](#) Strategic Plan
- [IV.A.3-6](#) Program Review Matrix
- [IV.A.3-7](#) Budget Council Notes of 9/3/14
- [IV.A.3-8](#) College Council Notes of 9/8/14
- [IV.A.3-9](#) Board of Trustees Minutes of 9/9/14

Analysis and Evaluation

As described in the *Councils and Committees Pathways to Decisions* (CCPD) manual, faculty and administrators have a substantive and clearly defined role in institutional governance ([IV.A.3-1](#)). Councils are co-chaired by an administrator and a faculty member appointed by Academic Senate; agendas are set collaboratively and administrators take a primary role in assuring that tasks are completed in a timely fashion.

College Council is the shared governance entity at Allan Hancock College that integrates strategic planning and resource allocation. One College Council function is to review recommendations from all other councils and make recommendations to the president on policies, procedures, budget, and related college issues. Prior to submission to the Board of Trustees, a new board policy or recommended revision to a board policy must be reviewed by College Council and any other relevant councils or body (for example, Budget, Technology, Student Services, or Academic Senate).

AHC shared governance councils have a key role in college decision-making and have members from eight constituencies: senior administrators, managers, Academic Senate, Full-time Faculty Association, Part-time Faculty Association, classified employees, supervisory/confidential employees, and students appointed through the Associated

Student Body Government (ASBG). Administrators, managers, and faculty serve as institutional leaders in the shared governance process by co-chairing all councils.

The District's multi-level integrated-planning model is described in the CCPD ([IV.A.3-2](#)). This model includes an annual planning retreat in November that is developed by the Institutional Effectiveness Council. Planning retreat attendees include trustees, administrators, managers, faculty, staff, and students. At the 2014 planning retreat, participants suggested ways to operationalize the recently completed Educational Master Plan and the Strategic Plan ([IV.A.3-3](#), [IV.A.3-4](#), [IV.A.3-5](#)). Suggestions were sent to appropriate councils, and councils decided on actions to take. For example, the Student Learning Council chose to work on accelerating students through summer-bridge programs after the retreat. Funding was provided by a federal STEM grant for math and the state Basic Skills Initiative for English.

CCPD processes require that the annual Allan Hancock Joint Community College District budget is driven by program reviews submitted by faculty and administrators ([IV.A.3-6](#)). CCPD also

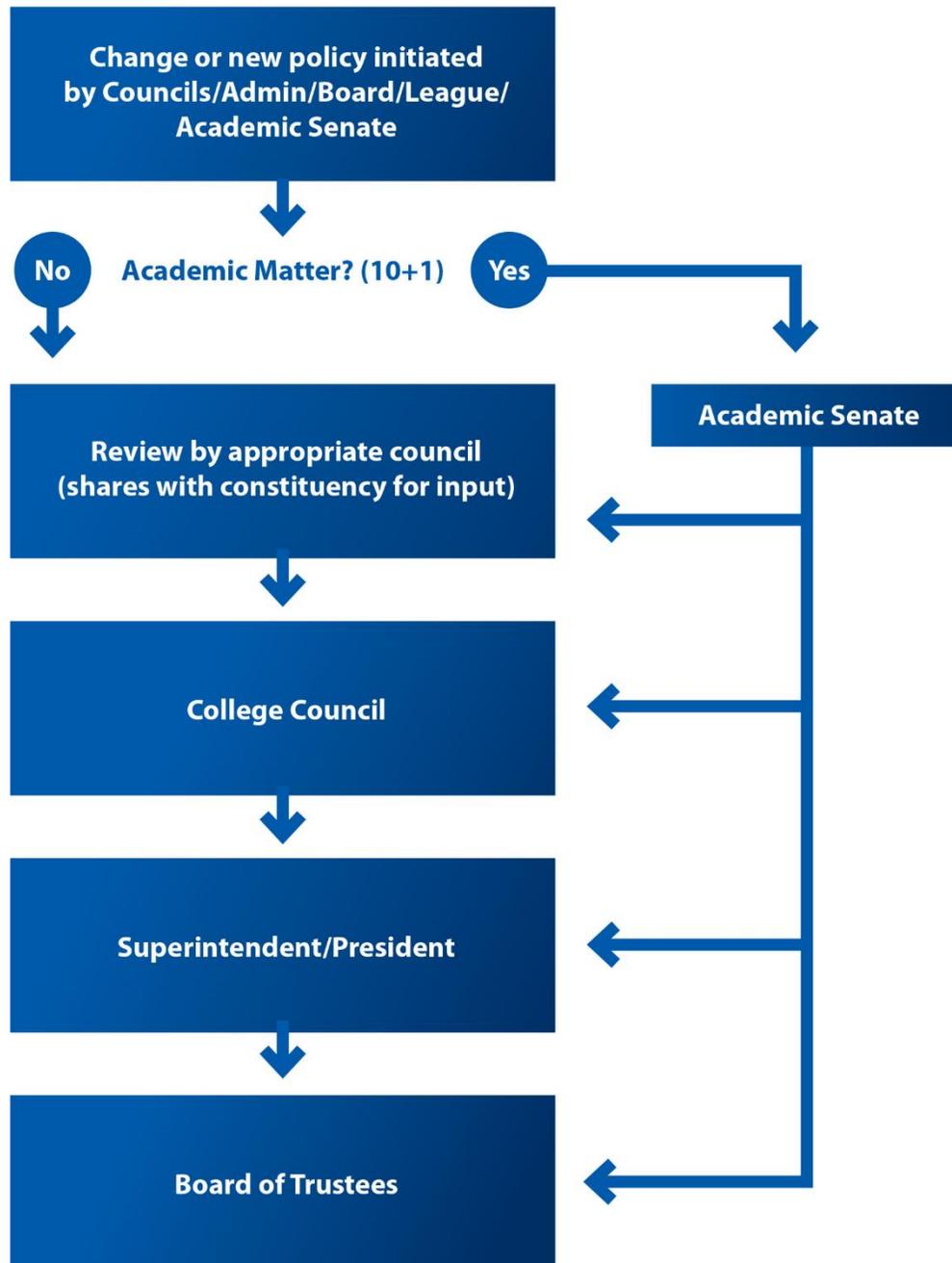
requires that, prior to submission to the Board of Trustees, the budget is reviewed by the Budget Council and College Council, as well as other relevant councils. For example, on September 3, 2014, the Budget Council discussed the 2014-2015 budget and reached consensus to recommend it to College Council ([IV.A.3-7](#)). On September 8, 2014, College Council reviewed the budget and reached consensus to recommend that the superintendent/president take it to the Board of Trustees ([IV.A.3-8](#)). The Board of Trustees met on September 9, 2014 and adopted the 2014-2015 Allan Hancock Joint Community College District Budget ([IV.A.3-9](#)).

Shared governance at Allan Hancock College ensures that all constituencies participate in decision-making. AHC administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

The following chart is an example of the Policy and Procedure Review and Update Process.

**Policy and Procedure Review
and Update Process**

August 2015



The College meets the standard.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Through policy, procedures, and well-defined structures, Allan Hancock College faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services. Evidence of this responsibility is in AHC board policies and administrative procedures, the *Councils and Committees Pathways to Decisions* (CCPD) manual, Academic Senate minutes, and shared governance council notes and reports.

- [IV.A.4-1](#) Board Policy/Administrative Procedure 4020, Curriculum Development
- [IV.A.4-2](#) *Councils and Committees Pathways to Decisions* (CCPD) manual
- [IV.A.4-3](#) Academic Policy and Planning (AP&P) Website
- [IV.A.4-4](#) Academic Policy and Planning (AP&P) Minutes of 10/30/13
- [IV.A.4-5](#) Final Fall 2013 AP&P Report
- [IV.A.4-6](#) Academic Senate Minutes of 11/26/13
- [IV.A.4-7](#) Board of Trustees Meeting Minutes of 12/10/13
- [IV.A.4-8](#) Student Learning Council Notes of 9/24/14
- [IV.A.4-9](#) Student Services Council Notes of 11/26/14
- [IV.A.4-10](#) Academic Senate Minutes of 9/10/13

Analysis and Evaluation

Allan Hancock College Board Policy 4020, Curriculum Development states: “Curriculum development is the responsibility of the faculty under the guidance and leadership of the Vice President, Academic Affairs” ([IV.A.4-1](#)). In addition, the policy states that “The chief agency for the coordination of curriculum changes is the Academic Policy and Planning Committee (AP&P), a standing committee of the Academic Senate.” These responsibilities are reiterated in the *Councils and Committees Pathways to Decisions* (CCPD) manual ([IV.A.4-2](#)).

In its oversight of the curriculum committee, AP&P, the Academic Senate plays an integral role in curriculum development. The college recognizes AP&P as a very important committee and as the gatekeeper for curriculum and program development. The AP&P website is a resource for faculty developing and reviewing curriculum and programs ([IV.A.4-3](#)). AP&P minutes for October 31, 2013 reflect the committee’s approval of the Final Fall 2013 AP&P Report to the AHC Board of Trustees; November 26, 2013 Academic Senate minutes reflect their approval of this report ([IV.A.4-4](#); [IV.A.4-5](#); [IV.A.4-6](#)). Finally, the December 10, 2013 Board of Trustee minutes document the board’s subsequent approval of the Fall 2013 AP&P Report ([IV.A.4-7](#)).

The Student Learning Council, co-chaired by a faculty member appointed by the Academic Senate and the vice president of Academic Affairs, advocates for student learning. Student Learning Council develops and recommends strategies to support, protect, and improve student learning programs and seeks to advance and encourage teaching and learning innovation to meet changing student needs. For example, on September 24, 2014, the Student Learning Council meeting notes reflect discussions of concurrent enrollment and the possible addition of a 2015 winter intersession ([IV.A.4-8](#)). These discussions were prompted by analysis of enrollment statistics and the desire to increase enrollments, as well as requests from local high school Districts. The concurrent enrollment discussion highlighted topics such as a pilot program at Santa Ynez High School, related Ed Code provisions, and course rigor. The Student Learning Council established a plan to discuss the topic further and focus on how concurrent enrollment might impact student learning. The calendar discussion identified a variety of faculty, staff, and student issues. The council appointed members to research best practices for short-term courses and recommendations to aid in student success.

The Student Learning Council also oversees the Basic Skills Committee and Distance Learning Committee, which have extensive faculty and administrator representation. Key functions of the Basic Skills Committee are to identify and recommend instructional and student support strategies to improve student success in basic skills, to identify learning gaps and needs in basic skills instruction

and student support services, and to recommend improvements for student success. The Distance Learning Committee addresses issues, explores options, and recommends policies, procedures, and tools to enhance the quality of student learning and services in delivering distance education at the college.

The Student Services Council advocates for effective student services. This council is co-chaired by a faculty member appointed by the Academic Senate and the vice president of Student Services. It develops and recommends strategies to support, protect, and improve student service programs and seeks to advance and encourage innovation in a variety of services to meet students' changing needs. For example, the Student Services Council met on November 26, 2014, and the notes reflect discussion on the development of AHC's Student Equity Plan ([IV.A.4-9](#)). The plan's intention is to promote student success for all students, regardless of race, ethnicity, age, gender, disability, Veteran status, foster youth status, or economic circumstances. The council reached consensus on the plan which was forwarded to Academic Senate, College Council, and later to the Board of Trustees for approval prior to posting on the myHancock portal and on the public website institutional planning page.

Tenured and tenure-track faculty elect five faculty to the Academic Senate Executive Committee. Academic Senate Executive members, who often attend statewide Academic Senate plenary sessions to stay current with student learning and services issues, appoint faculty co-chairs to all councils and appoint Academic Senate

faculty representatives to all committees. This process includes appointments to the Student Services Council, the Student Learning Council, and other groups that make recommendations concerning student learning and services. Academic Senate Executive Committee presents their appointments to the full Academic Senate for approval. For example, the Academic Senate minutes of September 10, 2013 document the approval of faculty assignments to councils, college committees, and Academic Senate

standing committees ([IV.A.4-10](#)). Academic Senate Executive Committee also recommends faculty for committees, work groups, or task forces that develop the college's Strategic Plan, Educational Master Plan, Facilities Master Plan, Technology Master Plan, Student Equity Plan, EEO Plan, and other plans.

The College meets the standard.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Allan Hancock College, through board of trustee and institutional governance, ensures appropriate consideration of relevant perspectives, aligns decision-making with expertise and responsibility, and acts in a timely manner.

- [IV.A.5-1](#) Board Policy 1200 District Mission
- [IV.A.5-2](#) AHC Strategic Plan, 2014-2020
- [IV.A.5-3](#) Instructional Equipment Request Packet
- [IV.A.5-4](#) CTEA Funding Request Forms
- [IV.A.5-5](#) Council and Committee Structure, page 30, *Councils and Committees Pathways to Decisions* (CCPD) manual
- [IV.A.5-6](#) Sample College Council Agendas
- [IV.A.5-7](#) College Council Agenda and Notes of 5/19/14
- [IV.A.5-8](#) Presentation by Underwood and Walthers to ACCT
- [IV.A.5-9](#) Board of Trustees Meeting Agendas
- [IV.A.5-10](#) Examples of Academic Policy and Planning (AP&P) Board Agenda Items

Analysis and Evaluation

Institutional governance at Allan Hancock College starts with the mission statement and the college's strategic plan ([IV.A.5-1](#); [IV.A.5-2](#)). Both are reviewed annually at the strategic planning retreat by a group of representatives with usually at least 70 attendees from every college constituency. All other decision-making activity at the college takes these documents into consideration. For example, resource requests in program reviews and annual updates must link to the strategic plan, as do instructional equipment and CTEA funding requests ([IV.A.5-3](#); [IV.A.5-4](#)).

The council and committees structure at Allan Hancock College is the system of shared governance that ultimately forwards recommendations to the governing board. This structure is outlined in the *Councils and Committees Pathways to Decisions* (CCPD) manual ([IV.A.5-5](#)). All committees and councils ultimately report to College Council where recommendations on action are provided to the superintendent/president to take to the Board of Trustees.

Councils serve as general recommending bodies and rely on input from faculty and staff in making recommendations. Relevant perspectives and expertise are often obtained in committees or subcommittees. For example, the Web Services Committee reports to the Technology Council; the Distance

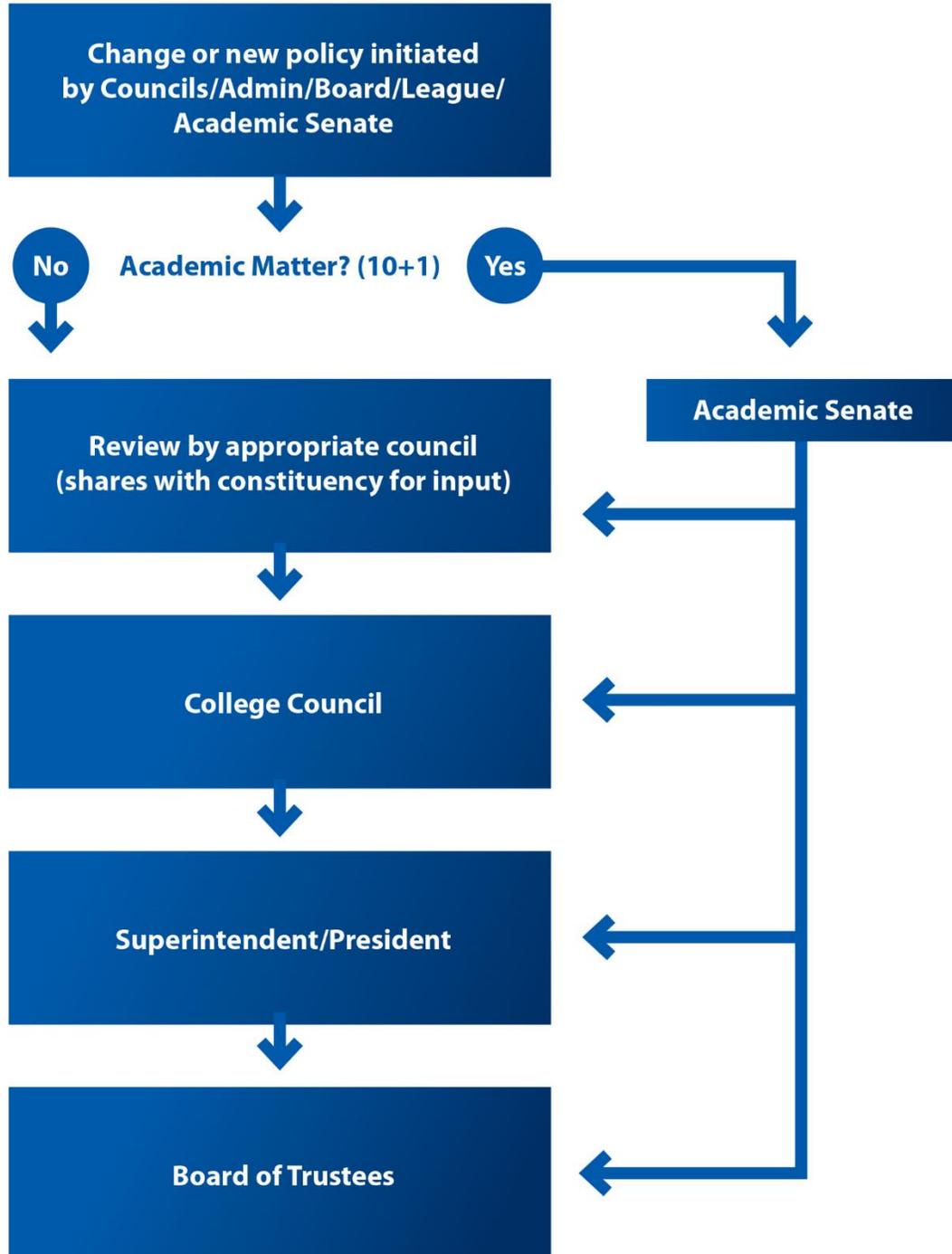
Learning Committee makes recommendations to the Student Learning Council; and the Diversity/EEO Committee is a subgroup that assists the Human Resources Council. Once recommendations are crafted at the council level, council chairpersons then take recommendations to College Council for action.

In order to take timely action on plans and policies, the College Council divides its agenda into information items and action items. Items generally come to College Council no more than two times – once for information, once for action ([IV.A.5-6](#)). At the action stage, College Council may recommend approval to the superintendent/

president, assert that consensus does not exist to support the recommendation, or return the item to the originating council for further action. In 2014, the college embarked on an aggressive project to bring all major planning documents up to date. This required coordination from College Council to ensure that other councils were able to move forward with the Educational Master Plan, Technology Master Plan, and Facilities Master Plan while the Strategic Plan was being updated. At various points along the way, College Council held meetings to ensure that all four plans were complementary and coordinated ([IV.A.5-7](#) [IV.A.5-8](#)).

Policy and Procedure Review and Update Process

August 2015



The Allan Hancock College Board of Trustees' agendas are also divided into information and action items ([IV.A.5-9](#)). In addition to approving items coming up from councils, such as the revision of relevant board policies, there are often presentations made at the start of the monthly board meetings to share the perspectives and expertise of various departments or individuals: faculty who present outcomes from sabbatical projects or counselors describing outreach efforts. Presentations to the board are also made by external experts advising the college, such as architects on construction projects.

Curricular changes are outside the shared-governance structure; they are the purview

of the faculty through the Academic Senate curriculum committee, known as Academic Policy and Planning (AP&P). AP&P keeps a calendar to inform faculty when curriculum proposals can be submitted for consideration keeping the process moving in a timely manner. Curricular changes based on faculty expertise move from AP&P through the Academic Senate to the Board of Trustees; changes are finalized in the CurricUNET system after approval from the local Board of Trustees, the Chancellor's Office and, if necessary, ACCJC ([IV.A.5-10](#)).

The College meets the standard.

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

In a variety of ways, Allan Hancock College communicates decision-making processes and the resulting decisions across the institution. Many of these methods are technology based, including electronic newsletters, notices on the public website, and posting meeting notes on the myHancock portal.

[IV.A.6-1](#) *Councils and Committees Pathways to Decisions* (CCPD) manual

[IV.A.6-2](#) myHancock Website Home Page CCPD Agendas and Minutes

[IV.A.6-3](#) Institutional Effectiveness Council Biannual Survey Responses

[IV.A.6-4](#) New Agenda Process

[IV.A.6-5](#) Board of Trustees Meeting Agendas and Minutes

[IV.A.6-6](#) *News 2 Know* Past Issues

[IV.A.6-7](#) *Thinking Out Loud* Past Issues

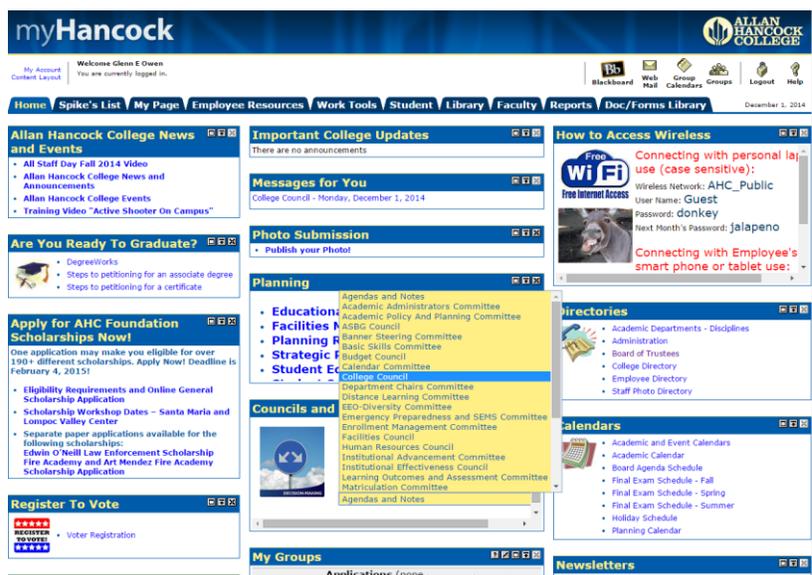
[IV.A.6-8](#) Example of This Week in LVC Newsletter

[IV.A.6-9](#) Email from President to Campus Regarding Anthem Negotiations

[IV.A.6-10](#) Public Affairs and Publications Media Updates

Analysis and Evaluation

The *Councils and Committees Pathways to Decisions* (CCPD) manual is the primary source for describing how decisions are made at Allan Hancock College ([IV.A.6-1](#)). Decisions made through shared governance committees and councils are documented in meeting notes, which are posted on the myHancock portal homepage, and are accessible by all AHC students, faculty, and staff, as seen below ([IV.A.6-2](#)).



College Council, as the official “final stop” for making recommendations to the superintendent/president, has expressed a desire to make the decision-making process even more transparent. In response to internal surveys conducted by the Institutional Effectiveness Council (IEC), College Council has made a point to ensure that constituent representatives attend all council meetings, that notes and agendas are more readily accessible, and that decisions are shared back to the college community as a whole ([IV.A.6-3](#)). More recently, agendas and notes have been moved to a part of the college website that does not require additional login. Agendas for each academic year are compiled into one large document so that an individual looking for a specific item does not have to open multiple files looking for the right agenda item ([IV.A.6-4](#)). These changes have led to an improvement in IEC survey responses regarding communication. However, breakout discussions on All Staff Day in January 2016 indicated that many employees are still unable to explain the decision-making process up to the point where the superintendent/president makes a recommendation to the Board of Trustees.

The college community is aware that many decisions are finalized by the Board of Trustees during their regular public meetings. Agendas and minutes from these meetings are easily accessed through the public webpage ([IV.A.6-5](#)). To broaden understanding of pending issues, board agendas are discussed in advance in multiple venues including College

Council, the monthly administrative team meeting, and the President’s Cabinet. The College has several electronic newsletters, including the general newsletter *News 2 Know* and the superintendent/president’s *Thinking Out Loud*. These newsletters are archived on the myHancock portal ([IV.A.6-6](#); [IV.A.6-7](#)). The Lompoc campus weekly email news brief *This Week at LVC* focuses on events and policies pertinent to that campus ([IV.A.6-8](#)).

Important news and decisions are often communicated via all-staff emails; for example, when executive level positions are filled, all-staff notices are sent out. All-staff invitations may be sent for the grand opening of new facilities or when there is an opportunity to participate in the strategic planning retreat. In the summer of 2014, the college was at risk of losing its major health care provider due to stalled negotiations with Anthem Blue Cross. Facing such an important issue, the college administration sent out information on an almost daily basis to keep faculty and staff aware of the status of their health care coverage ([IV.A.6-9](#)).

In addition to internal communications, the District issues regular press releases and is often featured in the local media. A section on the college homepage includes press coverage and the Public Affairs and Publications office regularly emails links to recent local media stories about AHC ([IV.A.6-10](#)).

The College meets the standard.

IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The self-evaluation processes built into the College’s Council and committee structure provides a purposeful context for improvements in the college’s governance structures and decision-making to ensure integrity and institutional effectiveness through regular evaluation of these processes. Results of the evaluations are disseminated through the council structure in order to ensure wide scale communication and feedback.

[IV.A.7-1](#) *Councils and Committees Pathways to Decisions* (CCPD) manual

[IV.A.7-2](#) Institutional Effectiveness Council Functions, page 43, *Councils and Committees Pathways to Decisions* (CCPD) manual

[IV.A.7-3](#) CCPD Survey Results 2013

[IV.A.7-4](#) CCPD Survey Results 2015

[IV.A.7-5](#) Annual Report of Accomplishments 2014

[IV.A.7-6](#) Annual Report of Accomplishments 2015

[IV.A.7-7](#) Institutional Effectiveness Council Memo to College Council Regarding CCPD Survey 2013

[IV.A.7-8](#) Institutional Effectiveness Council Memo to College Council Regarding CCPD Survey 2015

[IV.A.7-9](#) Institutional Effectiveness Council Annual Report of Accomplishments 2015

[IV.A.7-10](#) CCPD Task Force Memo to College Council 2015

[IV.A.7-11](#) Council Co-Chair Agenda and Notes 2015

Analysis and Evaluation

In order to ensure systematic evaluation of governance and decision-making policies and procedures, Allan Hancock College developed an inclusive and clearly articulated structure with the document, *Councils and Committees Pathways to Decisions* ([IV.A.7-1](#)). The document articulates the institutional decision-making philosophy and processes as well as roles and responsibilities among each constituency group in the governance process. Along with the framework for governance and decision-making, the process includes evaluation components to assess the integrity and effectiveness of these processes.

The governance and decision-making processes are organized around college councils in which each constituency group has representation. There are eight councils, including College Council, which serves as the shared governance entity that integrates strategic planning and resource allocations. The other councils report to College Council:

1. Budget Council
2. Facilities Council
3. Human Resources Council
4. Institutional Effectiveness Council
5. Student Learning Council
6. Student Services Council

7. Technology Council

Among many roles, one function of the Institutional Effectiveness Council (IEC) is to “develop and implement processes and procedures to evaluate the integrity and effectiveness of governance and decision-making structures and processes; widely communicate these results and recommend their use for institutional improvement” ([IV.A.7-2](#)).

The two primary mechanisms for evaluation of governance and decision-making are bi-annual surveys of all employees and annual reports of accomplishments evaluated by each council ([IV.A.7-3](#); [IV.A.7-4](#); [IV.A.7-5](#); [IV.A.7-6](#)). The surveys have evolved over time in terms of focus, but they ask about timeliness of decisions, accomplishing tasks, communication, continuous improvement, and campus climate. Results of the surveys are discussed at IEC first, with a written summary and

recommendation sent to College Council ([IV.A.7-7](#); [IV.A.7-8](#)). The 2013 survey results led to changes in council communication practices and improved efforts to facilitate attendance and constituency responsibilities to invite input. The IEC survey summary of 2015 showed improvement in responses regarding college climate, understanding of the CCPD process, and communication ([IV.A.7-9](#)). The 2015 summary also made further recommendations for improvement. As a result of those recommendations, a meeting of council co-chairs was convened to discuss improvements. Action items include annual training each year for council co-chairs regarding the governance and decision-making process and easier to read documentation of council agendas and notes ([IV.A.7-10](#); [IV.A.7-11](#)).

The College meets the standard.

IV.B Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The superintendent/president (CEO) of the Allan Hancock Joint Community College District provides effective leadership through the shared governance process and with delegated authority from the AHC Board of Trustees.

- [IV.B.1-1](#) Board Policy 2430, Delegation of Authority to the Superintendent/President
- [IV.B.1-2](#) All Staff Day Agendas and Materials
- [IV.B.1-3](#) Planning Retreat Agendas, Handouts, Summaries and Materials
- [IV.B.1-4](#) Strategic Plan
- [IV.B.1-5](#) Facilities Master Plan
- [IV.B.1-6](#) Educational Master Plan
- [IV.B.1-7](#) Technology Master Plan
- [IV.B.1-8](#) Board Policy 7120, Faculty Hiring

Analysis and Evaluation

Board Policy 2430 reads: “The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action” ([IV.B.1-1](#)). As the college and District CEO, the superintendent/president holds primary responsibility for the institution.

The superintendent/president leads All Staff Day (convocation) at the beginning of the fall and spring semesters, providing updates on the institutional mission and providing collaborative workshops to facilitate fulfillment of college goals ([IV.B.1-2](#)). Each fall the superintendent/president holds an annual two-day planning retreat to evaluate progress on overall goals and set priorities for the coming year ([IV.B.1-3](#)). The fall 2013 planning retreat kicked off a planning process that resulted in a new Strategic Plan, a new Facilities Master Plan and completion of the Education and Technology Master Plans ([IV.B.1-4](#); [IV.B.1-5](#); [IV.B.1-6](#); [IV.B.1-7](#)). The superintendent/president co-chairs College Council, the primary shared governance body for recommendations on decisions affecting all areas of the college. He conducts second interviews with candidates for management positions and is the final signatory on all new hires before recommending them to the Board of Trustees. He reviews, signs off on, and in the case of ACCJC, submits mandated reports on the status of the District.

The superintendent/president initiates the budget process by conveying trustee goals to constituent groups. This provides guidance to the Budget Council as it develops options for the coming year. With the improved budget prospects from

the state, two key events provide an example for this process.

1. With the FY 2016 budget, the legislature provided \$5.2 million in one-time funds to offset unfunded mandates during the Great Recession. The board took great interest in this and set parameters that the funds should be used judiciously and not be expended for ongoing costs. The superintendent/president conveyed this message and delegated responsibility to the vice president for Finance and Administration to work with the Budget Council to develop a plan to take back to the board for approval.
2. The FY 2016 budget allocation also included funding for additional faculty members, based on compliance with the state Faculty Obligation Number. Although the college exceeded the Faculty Obligation Number, an examination of faculty counts showed that additional instructional

faculty were needed to meet educational needs of students fully. This was conveyed to the trustees, who supported the expansion of full time instructional faculty. Using the college's process for prioritizing faculty, the college embarked on an ambitious goal that will expand instructional faculty by almost 15 percent.

Recruiting faculty is a key component of the superintendent/president's ability to improve institutional effectiveness. The process for hiring faculty is clearly outlined in policy, and final level interviews have been expanded to include input from faculty department chairs, the Academic Senate, and the associate superintendent/vice president for Academic Affairs ([IV.B.1-8](#)). As is the case with the hiring of administrators, though, it is the CEO that has the ultimate responsibility to recommend new faculty to the Board of Trustees.

The College meets the standard.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The following documents are evidence that the CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

- [IV.B.2-1](#) Board Policy 7250, Educational Administrators
- [IV.B.2-2](#) Board Policy 7260, Classified Administrators
- [IV.B.2-3](#) Administrative Job Descriptions, HR Webpage
- [IV.B.2-4](#) Administrative Organization chart from 2013 and Current
- [IV.B.2-5](#) Administrative Team Notes (Sample)
- [IV.B.2-6](#) Initial Report from Binns Consulting and Compression Planning Follow-up Report (see Suzanne Valery)

Analysis and Evaluation

Allan Hancock College Board Policy 7250 and Board Policy 7260 assigns responsibility for creating and filling administrative positions to the superintendent/president and the Board of Trustees, with review through the shared governance process ([IV.B.2-1](#); [IV.B.2-2](#)). The college administrative structure is designed to align with the mission, vision, and values of the college and be of

appropriate size to support its planning goals and purposes.

As outlined in their job descriptions, authority is delegated to all administrators, and they are assessed through the evaluation process ([IV.B.2-3](#)). As the organization chart shows, there are President’s Cabinet-level senior administrators who are evaluated by the superintendent/ president; cabinet members in turn evaluate managers in their areas ([IV.B.2-4](#)). Many administrators have program reviews and program review annual updates in their areas, which provide details on accomplished activities.

In a variety of settings, administrators meet regularly to confer and conduct their duties. The President’s Cabinet meets as often as needed, usually several times each week. Deans meet weekly as a group, and other managers meet with appropriate councils and committees in their areas, for example, Student Services Council, Facilities Council, and so on. The entire administration team meets once a month before the regularly scheduled Board of Trustees meeting. Board agendas are always discussed in these regular administrative team meetings; other topics vary based on current projects and activities ([IV.B.2-5](#)).

Since 2013, the administrative structure has changed in response to needs, budget considerations, and increased efficiency. This includes the creation of three new

senior positions: associate superintendent for Student Services, vice president for Institutional Effectiveness and executive director of College Advancement. In each case, the positions were created from previously funded positions.

Among the first actions of the new superintendent/president included upgrading the position of vice president of Student Services to the associate superintendent level. This position had been held vacant or filled by an acting vice president for several years. The new position indicated the importance of the Student Services program and allowed for a more robust candidate pool in hiring a permanent leader for the area.

In consultation with the Academic Senate, the superintendent/president used a vacancy in a director position to create a vice president for Institutional

Effectiveness. The new position has an expanded role that includes assisting with program review, accreditation, and tracking of progress on institution-set standards and the goals as established through the Institutional Effectiveness Program Initiative.

With the retirement of directors in the public affairs and foundation programs, the superintendent/president proposed a new position titled executive director of College Advancement. This new position will oversee all aspects of fundraising and outreach, including grant development, community relations, endowments, public affairs, and publications. The position was recommended through a constituent-driven process that took a holistic view of campus outreach efforts ([IV.B.2-6](#)).

The College meets the standard.

- IV.B.3** Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The following evidence documents how through policies and procedures, the college CEO guides the institutional improvement of the teaching and learning environment.

- [IV.B.3-1](#) College Council Notes of 1/12/15, 2/2/15, and 3/2/15
- [IV.B.3-2](#) *Councils and Committees Pathways to Decisions* (CCPD) manual
- [IV.B.3-3](#) Planning Retreat Agendas, Handouts, and Summaries
- [IV.B.3-4](#) *Fact Book 2014*
- [IV.B.3-5](#) Program Review Matrix
- [IV.B.3-6](#) Definition of Consensus, page 27, *Councils and Committees Pathways to Decisions* (CCPD) manual
- [IV.B.3-7](#) IEC Biannual Survey Results

Analysis and Evaluation

The superintendent/president guides institutional improvement at Allan Hancock College. As co-chair of the College Council, the CEO worked with a taskforce in spring 2015 to update and revise the *Councils and Committees Pathways to Decisions* (CCPD) manual, which outlines the collegial process for setting priorities and making decisions ([IV.B.3-1](#); [IV.B.3-2](#)).

The superintendent/president also organizes and oversees the development of goals and priorities guided by the Strategic Plan and associated master plans, with annual review and prioritization taking place during the fall planning retreat. At the planning retreat, key data are shared to provide context for decision-making. During the planning retreat, resource needs, primarily from the program review process, are presented and discussed prior to being handed over to shared governance councils for action ([IV.B.3-3](#)).

Institution-set standards for student achievement are set by the board, based on the recommendation of the CEO in

consultation with Academic Senate and councils, such as the Student Learning Council. AHC's standards were originally set in 2012 and revised in 2015 to reflect five years of data and analysis more accurately. The student achievement data are reviewed and revised if needed by shared governance councils annually each spring when preparing the annual ACCJC report.

A core component of the college's process for institutional improvement is dissemination of relevant data and analysis. The superintendent/president works closely with the vice president for Institutional Effectiveness to ensure high-quality research is conducted. Data from Banner, the Tableau Dashboard, internal reports to the CCCCCO, and the Santa Barbara County Economic Forecast are used in planning and decision making. The Office of Institutional Effectiveness prepares an annual Fact Book, a compilation of data that are used for decision-making ([IV.B.3-4](#)).

Resource allocation to support institutional improvement of the teaching and learning environment requires that faculty, instructional equipment, facility, and budget resource needs are identified. These needs are primarily identified through comprehensive program reviews and annual program review updates

written by faculty and submitted for consideration through appropriate vice-presidents ([IV.B.3-5](#)).

Final decisions on expenditures are vetted through appropriate councils and sent to College Council for a final recommendation to the superintendent/president. College Council works on a consensus basis as defined in the shared governance document, *Councils and Committees Pathway to Decisions* (CCPD) manual ([IV.B.3-6](#)).

The superintendent/president serves as an ex-officio member of the Institutional Effectiveness Council (IEC). The IEC is charged with evaluating the planning and shared governance processes. Allan Hancock College committees and councils annually report their achievements and challenges to IEC, where they are reviewed and compiled as a record of actions taken to improve learning and achievement. In addition, the IEC periodically surveys both the college community at large and council and committee members regarding their understanding and satisfaction with the planning and decision-making process as outlined in the CCPD ([IV.B.3-7](#)).

The College meets the standard.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The superintendent/president ensures that accreditation compliance and reporting are ongoing processes. By attending training sessions and staying up to date with Commission publications, the CEO and accreditation liaison officer (ALO) remain current on changes in eligibility requirements, accreditation standards, and Commission policies.

- [IV.B.4-1](#) ACCJC Reports Webpage
- [IV.B.4-2](#) PowerPoint Presentation from regional ACCJC meeting, Fall 2014
- [IV.B.4-3](#) Faculty Association Contract, Article 18.11
- [IV.B.4.4](#) Accreditation Standard at a Council Meeting, Council Meeting Notes of Fall 2014 and Fall 2015
- [IV.B.4-5](#) Institutional Effectiveness Council Functions, page 43, *Councils and Committees Pathways to Decisions* (CCPD) manual
- [IV.B.4-6](#) *News 2 Know* Accreditation Update
- [IV.B.4.7](#) Agendas for All Staff Day Fall 2015 and Spring 2016
- [IV.B.4-8](#) Accreditation Presentations presented to the Board of Trustees and Department Chairs (sample)

Analysis and Evaluation

The superintendent/president ensures that accreditation compliance and reporting are ongoing processes. By attending training sessions and staying up to date with Commission publications, the CEO and accreditation liaison officer (ALO) remain current on changes in eligibility requirements, accreditation standards, and Commission policies. An indication that the process is ongoing is that all college reports are submitted to the Commission in a timely manner ([IV.B.4-1](#)).

As part of an ongoing commitment to supporting accreditation, the District's ALO maintains a standing meeting with the superintendent/president to stay up to date on substantive changes, annual reports, and the college's self-evaluation reports. In conjunction with ACCJC, the District hosted a regional training session on the new standards that was attended by representatives from several Districts ([IV.B.4-2](#)). Faculty and staff are encouraged to participate in site visits. Over the past two years, AHC representatives have participated in visits to at least ten different colleges.

Faculty, staff, and administrators play an integral role in ensuring that the college meets or exceeds standards at all times. Faculty are charged with maintaining curriculum standards, and the District invests funds to support faculty in curriculum planning and accreditation

reporting ([IV.B.4-3](#)). Faculty also take the lead on assessing student and service learning outcomes and developing improvement plans. The Board of Trustees is kept informed on accreditation issues by the superintendent/president, and they review and approve major reports, such as the self-evaluation.

At appropriate council meetings (for example, Budget Council, Technology Council, and Student Services Council) and as part of campus governance and decision-making, relevant accreditation standards, policies, and requirements are discussed ([IV.B.4.4](#)). The Institutional Effectiveness Council, in particular, has a primary responsibility for accreditation ([IV.B.4-5](#)).

The CEO ensures the campus community is aware of all accreditation activities and

conveys a philosophy that accreditation is ongoing and includes all campus constituencies. Accreditation topics are frequently addressed at all-staff convocations and updates are provided regularly through several of the District newsletters ([IV.B.4-6](#)). Input on major ACCJC reports, such as the mid-term report, is sought from all constituencies. Draft reports are posted on the college portal for a minimum of two months, and drafts are revised based on comments and corrections. Preparation for the self-evaluation included campus wide participation in focused breakout sessions as part of convocation in fall 2015 and spring 2016 ([IV.B.4.7](#); [IV.B.4-8](#)).

The College meets the standard.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The superintendent/president of Allan Hancock College keeps abreast of changing federal and state statutes and regulations and regularly communicates those to the Board of Trustees.

- [IV.B.5-1](#) Sample College Council Meeting agendas and Notes
- [IV.B.5-2](#) Examples of Mission Statements in Agenda
- [IV.B.5-3](#) Monthly Reports in Board Agenda Books
- [IV.B.5-4](#) Budget Council Meeting Notes with Budget Projection Sheets
- [IV.B.5-5](#) College Council Meeting Notes Regarding OPEB
- [IV.B.5-6](#) Board of Trustees Meeting Notes Regarding OPEB

Analysis and Evaluation

The superintendent/president's office provides leadership for updating of policies and works with faculty, staff, and administrators to ensure best practices are implemented. One of the main processes for implementing changes to regulations and policies is to review them at the shared governance College Council prior to board approval, if needed ([IV.B.5-1](#)). College constituency leaders are responsible for communicating policy updates and changes to their respective groups.

To ensure policies are consistent with changing statutes, the District is currently reviewing and updating all board policies with a goal of aligning policies with standards established by the Community College League of California. In order to keep the college mission in the forefront at all times, the mission is widely published, including placement on the monthly board agenda. In addition, board agenda items provide a link to the college strategic plan ([IV.B.5-2](#)).

The superintendent/president and cabinet members provide monthly reports to the Board of Trustees ([IV.B.5-3](#)). Regular updates are provided to all constituencies through the shared governance Budget Council in regard to anticipated annual funding from the state, using a process that estimates pessimistic, optimistic, and most likely scenarios ([IV.B.5-4](#)).

During the 2014-2015 year, the District evaluated options for creating an irrevocable trust for other post-employment benefits (OPEB). Prior to this, the District held OPEB funds in a locally restricted account. As the state's budget improved and new rules requiring the recognition of OPEB costs as a liability emerged, the superintendent/president and the CFO proposed establishing an irrevocable trust to ensure long term liabilities are funded ([IV.B.5-5](#); [IV.B.5-6](#)).

The College meets the standard.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

- [IV.B.6-1](#) Evidence of Additional Resources for LVC and Santa Ynez
- [IV.B.6-2](#) Evidence of Expanded Services for LVC
- [IV.B.6-3](#) AB 86 Evidence
- [IV.B.6-4](#) Career Pathways Grant Application
- [IV.B.6-5](#) Superintendent/Principals Roundtable Meetings Evidence
- [IV.B.6-6](#) Sample Media Coverage Featuring Superintendent/President

Analysis and Evaluation

The superintendent/president is an active and recognized member of the community, serving on the board of directors for two chambers of commerce, the local hospital board, and participating in Rotary International.

A particular focus of the superintendent/president is outreach to outlying parts of the large geographic service area. Additional resources have been provided to serve the communities of Lompoc and the Santa Ynez Valley, including Los Olivos, Santa Ynez, and Solvang ([IV.B.6-1](#)). Increased services at

the Lompoc Valley Center include additional counseling, more support for student equity programs (e.g. EOPS), and expanded hours for the LVC library ([IV.B.6-2](#)).

The superintendent/president is active in college areas, such as serving as the lead agent for adult education planning, bringing together school Districts, service organizations, and local non-profits to streamline education for adult learners ([IV.B.6-3](#)). Under the superintendent/president's leadership, Allan Hancock College is providing support for a District-wide consortium designed to develop career pathways that will support students beginning in high school until they have successfully completed a program for career readiness or transfer ([IV.B.6-4](#)).

In order to work closely and communicate with feeder high schools and other educational institutions, the superintendent/president hosts a periodic roundtable luncheon ([IV.B.6-5](#)). As the educational and cultural center of Northern Santa Barbara County, the college also releases frequent press releases, utilizes social media, and is well publicized in the local media ([IV.B.6-6](#)).

The College meets the standard.

IV.C Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Eligibility Requirement 7: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution’s mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Evidence of Meeting the Standard

- [IV.C.1-1](#) Board Policy 2200, Board Duties and Responsibilities
- [IV.C.1-2](#) Map of AHC District Trustee Area Boundaries
- [IV.C.1-3](#) Notes from Annual AHC Board retreat
- [IV.C.1-4](#) Notes from Strategic Planning Retreat
- [IV.C.1-5](#) Sample Board Agenda and Minutes with Mission Statement and Strategic Plan Reference
- [IV.C.1-6](#) AHC Board of Trustees Web Page
- [IV.C.1-7](#) New Board of Trustee Member Orientation Materials

- [IV.C.1-8](#) Board Policy 2715, Code of Ethics/Standards of Practice
- [IV.C.1-9](#) Board Policy 2710, Conflict of Interest

Analysis and Evaluation

According to Board Policy 2200, “The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902” ([IV.C.1-1](#)). This describes a primary responsibility of the five-member elected Allan Hancock College Board of Trustees. There is also a student trustee appointed through the student government every year. Though a non-voting member, the student trustee adds an important perspective, particularly on student learning programs and services.

Board members are elected to four-year terms on a staggered schedule that provides continuity and experience. The board meets regularly once every month, usually on the second Tuesday of the month and holds additional special meetings as needed. One board member represents each of the five diverse communities within the 3,000 square mile District ([IV.C.1-2](#)).

By reviewing the college mission at its annual board retreat and by attending various planning meetings, such as the District's annual strategic planning retreat, the AHC Board ensures the college mission is achieved ([IV.C.1-3](#); [IV.C.1-4](#)). The board ensures the college mission is widely available, including on the website and on each board agenda book. The board reviews the District budget and financial statement at every regular board meeting to verify adequate financial support for the educational programs ([IV.C.1-5](#)).

The board takes an active role, from a policy perspective, in the District's academic quality, integrity, and financial stability. All board policies and administrative procedures are available on the public board webpage ([IV.C.1-6](#)). In 2014-2015, the college undertook an ambitious project to update all board policies and revise language to conform to the Community College League of California templates.

All new college board members undergo extensive training that includes an orientation process ([IV.C.1-7](#)). This training assists board members in understanding their role as an independent body representing the public interests, as well as the importance of disclosing any possible conflict of interest. Two board policies describe the integrity expected from all board members, the Code of Ethics/Standards of Practice and Conflict of Interest ([IV.C.1-8](#); [IV.C.1-9](#)).

The College meets the standard.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

IV.C.2-1 Board Policy 2010, Board Membership

Analysis and Evaluation

Board Policy 2010 reads: “Board members have authority only when acting as a Board of Trustees legally in session. The board will not be bound in any way by any statement or action on the part of any individual board member or employee, except when such statement or action is in

pursuance of specific instructions by the Board” ([IV.C.2-1](#)).

The board works as a singular entity and members respect the bounds of their individual office. Members are encouraged to ask questions and pursue lines of inquiry during board meetings to ensure issues are fully vetted. On the rare occasion that a vote is not unanimous, board members support the decision as the will of the duly elected board.

The College meets the standard.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the District/system.

Evidence of Meeting the Standard

- [IV.C.3-1](#) Board Policy 2431,
Superintendent/President
Selection
- [IV.C.3-2](#) Board Policy 2435,
Evaluation of the
Superintendent/President
- [IV.C.3-3](#) Special Board Meeting
Minutes from 2014 and 2015
Summer Retreats

Analysis and Evaluation

In the event of a vacancy in the superintendent/president position, the board is committed to a fair and open process for selecting a new CEO ([IV.C.3-1](#)). In selecting a new CEO in 2013, the board solicited input from the campus community to develop ideal characteristics

for interested candidates. The process was clearly defined so that internal constituents and external applicants were aware of the steps being taken.

Board policy states that the board “shall conduct an evaluation of the superintendent/president at least annually” and that “the criteria for evaluation shall be based on board policy, the superintendent/president’s job description, and performance goals and objectives” ([IV.C.3-2](#)).

The evaluation process occurs annually, typically at the summer Board of Trustees retreat ([IV.C.3-3](#)).

The College meets the standard.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Eligibility Requirement 7: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution’s mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Evidence of Meeting the Standard

The Allan Hancock College Board of Trustees acts in accordance with the board policy that outlines their duties and responsibilities.

[IV.C.4-1](#) Board Policy 2200, Board Duties and Responsibilities

[IV.C.4-2](#) Board Meeting minutes, January 29, 2008

[IV.C.4-3](#) Board Meeting minutes, February 19, 2008

Woven into the fabric of the board’s commitment to institutional quality is the outcome of one of the community’s most difficult issues. Following successful passage of a bond measure, the board prepared to build a new Public Safety Training Complex to replace an inadequate facility located in Santa Maria. As the project launched, the city of Lompoc, located 20 miles to the south, offered more than 60 acres of land for the project if it would be built adjacent to the Lompoc Valley Center (LVC).

Analysis and Evaluation

The Board of Trustees serves in the best interest of the institution and in accordance with board policy ([IV.C.4-1](#)). Board members are elected by the District to reflect the constituents and public interest of a diverse community.

There was a great deal of community interest and input to the Board of Trustees prior to the final project approval, which is documented in the board agendas and minutes. Public safety agencies located to the north, especially San Luis Obispo County, preferred that the college find a location in or near Santa Maria. City officials and many in the Santa Maria

business community insisted that the project should be built in Santa Maria given that the existing program was already located within the city. Much of the public commentary occurred at a special board meeting held January 29, 2008 ([IV.C.4-2](#)).

After hearing all viewpoints in public comment and considering options, the

board determined that the Lompoc site would provide the best location to ensure educational quality. The decision was finalized at the February 19, 2008 board meeting ([IV.C.4-3](#)).

The College meets the standard.

IV.C.5 The governing board establishes policies consistent with the college/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Board policies identify key roles of the Allan Hancock College Board of Trustees. The board is appropriately engaged in curriculum development and legal issues, as well as its fiduciary responsibilities.

[IV.C.5-1](#) Board Policy 2200, Board Duties and Responsibilities

[IV.C.5-2](#) Board Policy Directory Webpage

[IV.C.5-3](#) Sample Board Agendas Showing Monthly Financial Statements (3/2016,5/2016)

[IV.C.5-4](#) Board Policy 6400, Audits

Analysis and Evaluation

The Board of Trustees takes seriously its role “to consider and pass upon the recommendations of the superintendent/president in all matters of policy pertaining to the welfare of the college” ([IV.C.5-1](#)). There are many board policies and corresponding administrative procedures in place to ensure the quality of student learning programs and student services ([IV.C.5-2](#)). These include :

Policy Topic	Policy Number
Advisory Committees for Instructional Programs	4102
Athletics	5700
Counseling	5110
Curriculum Development	4020
Distance Education	4105
District Mission	1200
Grant Funded Programs	3280
Noncredit Education and Community Programs	4400
Program Review	3255
Program Vitality	4021
Selection of Library Materials	4040
Student Services	5100
Textbook Selection	4220

The Board of Trustees ensures financial integrity and stability by approving the annual budget and the expenditure of all funds thereby allocating resources to support all the programs and services of the college ([IV.C.5-1](#)). Each board agenda includes financial statements to allow the board to provide ongoing oversight of expenditures and budget integrity ([IV.C.5-3](#)). The board rotates firms that prepare the annual audit and approves the audit report before it is sent to the Chancellor's Office ([IV.C.5-4](#)).

A major responsibility of the Board of Trustees is to set “prudent, ethical and legal standards for college operations” ([IV.C.5-1](#)). The board assumes responsibility for all legal matters pertaining to the college, including employee discipline and contractual disputes. While these matters may be handled in closed session or special board meetings, the Board of Trustees reports on legal actions to the extent it can without violating confidentiality laws.

The College meets the standard.

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Comprehensive information about the Allan Hancock College Board of Trustees is available on the public AHC website.

- [IV.C.6-1](#) AHC Board of Trustees Webpage
- [IV.C.6-2](#) Board Policy 2305, Annual Organization of the Board
- [IV.C.6-3](#) Board Policy 2200, Board Duties and Responsibilities
- [IV.C.6-4](#) Board Policy 2100, Board Elections
- [IV.C.6-5](#) Board Policy 2210, Officers of the Board of Trustees
- [IV.C.6-6](#) Board Policy 2410, Board Policies and Administrative Procedures

- [IV.C.6-7](#) Board Policy 2310, Regular Meetings of the Board
- [IV.C.6-8](#) Board Policy 2110, Vacancies on the Board

Analysis and Evaluation

Allan Hancock College maintains a public webpage that publishes biographies of the current board members; all board policies and related administrative procedures; the meeting schedule for the board; minutes and agendas, both current and an archive; and a map of the District showing the five trustee area boundaries ([IV.C.6-1](#)).

Among the board policies that describe the board’s size, duties, responsibilities, structure, and operating procedures are:

Board Policy Topic	Policy Number
Annual Organization of the Board	2305
Board Duties and Responsibilities	2200
Board Elections	2100
Officers of the Board of Trustees	2210
Policies of the Board of Trustees	2410
Regular Meetings of the Board	2310
Vacancies on the Board	2110

([IV.C.6-2](#); [IV.C.6-3](#); [IV.C.6-4](#); [IV.C.6-5](#); [IV.C.6-6](#); [IV.C.6-7](#); [IV.C.6-8](#)).

The College meets the standard.

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/District/system mission and revises them as necessary.

Evidence of Meeting the Standard

- [IV.C.7-1](#) AHC Board of Trustee Orientation Materials
- [IV.C.7-2](#) September 2013 Retreat Agenda
- [IV.C.7-3](#) Planning Retreat Fall 2014- Agenda and Minutes
- [IV.C.7-4](#) Sample Board Agendas and Minutes Showing Revised Board Policies (2014-2015)
- [IV.C.7-5](#) Board Agenda and Minutes Showing Review and Approval of AHC Mission Statement

Analysis and Evaluation

The new members of the Allan Hancock College Board of Trustees participate in an orientation that trains them regarding their responsibility to act as a unified body and represent the public interest, in accordance with board policies ([IV.C.7-1](#)). With the

arrival of a new CEO, the board used its 2013 summer retreat to establish expectations for both the board and the CEO in regard to communication, participation, and overall management ([IV.C.7-2](#)).

Prior to 2014, the board periodically reviewed and updated some board policies. During the 2014-2015 academic year, the AHC Board of Trustees undertook a complete and systematic review of all board policies ([IV.C.7-3](#)). Individual policies were updated to ensure compliance with current rules and regulations and to conform to the recommended language from the Community College League of California ([IV.C.7-4](#)). The board reviews and approves the renewal of the college mission statement annually ([IV.C.7-5](#)).

The College meets the standard.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Allan Hancock College governing board receives monthly reports on student learning and achievement at the regular board meetings. Some of the board members attend the annual strategic planning retreat and other planning events where student learning and achievement are discussed. All institutional plans are presented to the board for approval before they are adopted.

- [IV.C.8-1](#) Sample Board Agenda item, Accountability Report from Chancellor's Office
- [IV.C.8-2](#) Annual Planning Retreat Agendas and Notes
- [IV.C.8-3](#) Student Success Summit Agendas
- [IV.C.8-4](#) All-Staff Day Presentation of January 16, 2015
- [IV.C.8-5](#) Title V AIM Grant Abstract
- [IV.C.8-6](#) Institutional Plans Web Page

Analysis and Evaluation

The AHC Board of Trustees regularly receives information, presentations, and updates on key indicators of student learning and success. At the beginning of many Board of Trustees regular monthly meetings, there are one or more presentations on student accomplishments and achievements. There are additional reports to the board monthly by each vice president, providing additional information about Academic Affairs, Student Services, finance, and campus construction. In addition to these, there are also periodic

mandated reports presented as part of board meetings, including the annual distance learning report, California Community College Scorecard, and IEPI indicators ([IV.C.8-1](#)).

Board members appropriately participate in campus planning and summit events. Board of Trustee members attend the annual strategic planning retreat, where a great deal of data on student outcomes and achievement are reviewed and analyzed as part of the planning process ([IV.C.8-2](#)). Board members are invited and frequently attend other events focused on student achievement, such as the Student Success Summit held each spring ([IV.C.8-3](#)).

Board members are in regular attendance at All Staff convocations that occur at the start of each spring and fall semester. Each All Staff is different, but some have focused almost entirely on student learning outcomes and assessment ([IV.C.8-4](#)).

The superintendent/president informs the board on grants and other awards that focus on improving academic quality, such as the Department of Education Title V Hispanic Serving Institutions AIM Grant award in 2014 that focuses on improving outcomes for basic skills students ([IV.C.8-5](#)).

In addition to the Strategic Plan, major planning documents are presented to the board for review and/or approval. Recent plans presented to the board include the Educational Master Plan, Technology Plan, Facilities Master Plan, Student

Success and Support Program (SSSP) Plan, Student Equity Plan, Cooperative Work Experience Plan, Concurrent Enrollment Plan, and the Equal Employment Opportunity (EEO) Plan.

Plans are housed on the public website for ease of retrieval ([IV.C.8-6](#)).

The College meets the standard.

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The five member AHC Board of Trustees participates in ongoing training and development. An orientation is provided for new trustees, both locally and at the state level. Continuity is achieved through staggered terms of office.

- [IV.C.9-1](#) Minutes from Retreats (2014, 2015)
- [IV.C.9-2](#) Minutes from Special Board Meeting (2013)
- [IV.C.9-3](#) Agenda and Sample Content from New Board of Trustee Member Orientation
- [IV.C.9-4](#) Agenda from Community College League of California Annual Meeting
- [IV.C.9-5](#) Roster of statewide members of the California Community College Trustees

Analysis and Evaluation

At the beginning of each fall term, the Board of Trustees schedules a retreat focusing on college issues and goals as well as the role of trustees in managing the college ([IV.C.9-1](#)). The fall 2013 retreat included a session on roles and expectations between the board and the new superintendent/president who started in July 2013 ([IV.C.9-2](#)).

Newly elected board members are given an orientation to the District coordinated

through the superintendent/president's office ([IV.C.9-3](#)). Orientation content is primarily provided by college vice presidents or cabinet-level administrators who oversee major areas, such as Academic Affairs or administrative services.

Board members participate in various types of professional development including training offered by the Community College League of California (CCLC). In 2013 and 2014, board members attended the CCLC annual convention ([IV.C.9-4](#)). One board member has completed and the other four board members are actively pursuing the "Excellence in Trusteeship" designation and participate in the state-wide Board of Trustees' meetings. Board members serve statewide committees. One trustee is an elected member of the California Community College Trustees Board, and another is an officer in the California Association of Latino Community College Trustees and Administrators ([IV.C.9-5](#)).

Continuity of Board of Trustee membership is established through the election process. Elections occur every two years; three board members are elected in one cycle, and two are elected in the next. Each board member is elected for a four-year term.

The College meets the standards.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

- [IV.C.10-1](#) Board Policy 2745, Board Self-Evaluation
- [IV.C.10-2](#) Board of Trustees Self-Evaluation Form
- [IV.C.10-3](#) Board of Trustees Evaluation-Community Survey Letter 2014
- [IV.C.10-4](#) Board of Trustees Community Survey Response 2014
- [IV.C.10-5](#) Revision of Policies in 2015
- [IV.C.10-6](#) Example of Vice President Board Reports Linked to Strategic Plan
- [IV.C.10-7](#) Example of Board Agenda Item Linked to Strategic Plan

Analysis and Evaluation

The process for evaluating the Board of Trustees is clearly stated in Board Policy 2745, Board Self-Evaluation ([IV.C.10-1](#)). The board conducts the self-evaluation process annually, rating their performance individually then discussing the results as a group before finalizing their results ([IV.C.10-2](#)).

Prior to 2014, input on board performance by various groups including students and local educators from other institutions were not part of the process. In assessing their 2014 evaluation, the board sought to make the instrument more useful by

creating a separate questionnaire for those in the community that may not interact with the college on a daily basis ([IV.C.10-3](#)). The survey was reviewed during the fall 2014 annual retreat ([IV.C.10-4](#)).

Evaluation results in 2014 indicated that board performance and institutional effectiveness could be enhanced through additional trustee training and by updating board policies. As a result, all board members have attended conferences geared toward trustee training, and one has completed the “Effective Trustee Training” offered through the Community College League of California (CCLC). Board policies are being revised to reflect the uniform numbering system developed by the CCLC. The District maintains a schedule to track efforts to update and revise all board policies ([IV.C.10-5](#)). The board invested in support for this project by engaging a consultant from the League’s policy and procedure service.

The 2015 board evaluation found that board members felt that they understood the college’s mission but wanted to see additional evidence of actions linked to the mission. As a result, staff developed an enhanced reporting tool for board agenda items and reports that clearly identifies how each action is tied to the college mission ([IV.C.10-6](#); [IV.C.10-7](#)).

The College meets the standard.

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code, and implements it when necessary. A majority of board members have no employment, family, ownership or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of the governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Eligibility Requirement 7: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution's mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Evidence of Meeting the Standard

Allan Hancock College (AHC) has board policies in place to ensure all board members maintain high standards of ethical conduct and disclose any possible conflicts of interest in business conducted by the board, including financial interest.

[IV.C.11-1](#) Board Policy 2715, Code of Ethics/Standards of Practice

[IV.C.11-2](#) Evidence of Ethics Training from CCLC Meeting in Monterey

[IV.C.11-3](#) Evidence of Board Secretary Training at CCLC Meetings

[IV.C.11-4](#) Board Policy and Administrative Procedure 2710, Conflict of Interest

Analysis and Evaluation

The AHC Board of Trustees adheres to the code of ethics and standards of practice as outlined in Board Policy 2715, Code of Ethics/Standards of Practice ([IV.C.11-1](#)). The policy provides for investigation of claims of ethics violations, and no claims have been lodged during the self-evaluation period.

Board members engage in training provided by the Community College League of California in regard to ethics,

including training on Brown Act requirements ([IV.C.11-2](#)). The board also provides extensive training to the board secretary to ensure continued compliance with open meeting requirements ([IV.C.11-3](#)).

No board member maintains employment or has a financial interest in the institution. Board Policy 2710, Conflict of Interest/Standards of Practice details the

parameters for conflicts of interest, and the accompanying Administrative Procedure outlines the procedures to be followed when there is a possible conflict of interest ([IV.C.11-4](#)). To foster transparency, board members disclose financial interests through the California Fair Political Practices Commission.

The College meets the standard.

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the District/system or college, respectively.

Evidence of Meeting the Standard

Two board policies at Allan Hancock College (AHC) describe the delegation of authority to the superintendent/president and the annual evaluation process where the CEO is held accountable for the efficient operation of the District.

- [IV.C.12-1](#) Board Policy 2430, Delegation of Authority to the Superintendent/President
- [IV.C.12-2](#) Board Policy 2435, Evaluation of the Superintendent/President
- [IV.C.12-3](#) Superintendent/President Evaluation Template
- [IV.C.12-4](#) Agenda and Minutes from Board Retreat – Summer 2014 and 2015

Analysis and Evaluation

Full “executive responsibility” and authority for District operations at Allan Hancock College is delegated to the superintendent/president through Board Policy 2430, Delegation of Authority to the Superintendent/President ([IV.C.12-1](#)). The Board Policy specifically allows the CEO to delegate administrative duties further, but it also clearly states that he or she “will be specifically responsible to the board for the execution of such delegated powers and duties.”

The superintendent is evaluated annually and held accountable through an evaluation process mutually developed with the board ([IV.C.12-2](#); [IV.C.12-3](#); [IV.C.12-4](#)).

The College meets the standard.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Allan Hancock College Board Members are aware of accreditation requirements and take an active role in review and approval of ACCJC reports and training.

- [IV.C.13-1](#) Board Presentation on Accreditation
- [IV.C.13-2](#) Approval of Accreditation Self-Study
- [IV.C.13-3](#) Sample Board Policies with ACCJC Cross-References
- [IV.C.13-4](#) Board Policy 3200, External Program Accreditation
- [IV.C.13-5](#) Board of Trustees Self-Evaluation Form and Notes from Discussion of Self-Evaluation from Summer Retreats
- [IV.C.13-6](#) Regional ACCJC Training Update, Board Minutes
- [IV.C.13-7](#) Institutional Set Standards and IEPI Report to Board of Trustees
- [IV.C.13-8](#) IEPI Standards Update from Vice President
- [IV.C.13-9](#) IEPI Presentation from Annual Retreat
- [IV.C.13-10](#) Board Meeting Notes June 16, 2015, Item 15.A2

Analysis and Evaluation

The AHC Board of Trustees receives updates from the superintendent/president and the accreditation liaison officer on all accreditation-related aspects of the

college. The board reviews and approves reports sent to the Commission from the District ([IV.C.13-1](#); [IV.C.13-2](#)).

Accreditation is woven into District policy with all WASC-ACCJC standards cross-referenced in Board Policy ([IV.C.13-3](#)). There is a separate board policy, Board Policy 3200, related to programs that have separate external accreditation ([IV.C.13-4](#)).

The board performs an annual self-evaluation that encompasses the role they perform in the accreditation process in various categories including quality and leadership ([IV.C.13-5](#)).

Reflecting the active role played by the board, the college hosted a regional ACCJC training on the new standards that included attendees from four different community college Districts. The AHC board president attended the training to ensure he was informed of the changes in the standards and reported back to the board the following month ([IV.C.13-6](#)).

The trustees have taken action to approve Institutional Set Standards and have also set aspirational goals as part of the Institutional Effectiveness Partnership Initiative ([IV.C.13-7](#); [IV.C.13-8](#)). The board approved the initial standards and included the full IEPI program as part of its annual retreat ([IV.C.13-9](#); [IV.C.13-10](#)).

The College meets the standard.

IV.D Multi-College Districts or Systems

This standard does not apply to Allan Hancock College.