Allan Hancock College Strategic Plan 2001-2004

Allan Hancock College takes very seriously its role in responding to the needs of the communities it serves in north Santa Barbara county. In order to avoid the tendency to make the offering of programs and services a routine cycle based on past successes, the faculty and staff recognize the necessity to develop strategies to meet current and future needs. These strategies are developed collaboratively through the college strategic planning process every three years and through the annual action planning process.

Analysis of the college’s changing internal and external environment, assessment of community and student needs, and measurement of effectiveness in meeting those needs form the basis for institutional planning. Put simply, the college asks itself where it is now and where it wants to be. With the answers to these questions, it sets a course and identifies the means to measure when it has reached its destination. The strategic plan becomes the agreed upon road map.

The college exists in an ever-changing environment that must be accommodated in any planning process. With every annual funding cycle and legislative session, state and federal priorities can change. The local community is dynamic and technological development is moving at breakneck speed. Thus, an underlying assumption is that the strategic plan will be modified and adjusted to reflect changing needs. In today’s world, a plan cannot be cast in concrete.

This plan is not written to be placed on a shelf. It is not written just to satisfy an accreditation requirement. It is intended to provide direction and should be the starting point of reference for college decision making.

Strategic Planning Committee
The following individuals participated in the two-day planning retreat at which the information gathered at the two pre-planning sessions, including strategic issues, provided the foundation for goals and actions to address the strategic issues. Participants included administrators, full-time faculty, part-time faculty, classified, confidential/ supervisory staff, students and trustees.

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Acknowledgements
The strategic planning process involved many from the college community, including faculty, administrators, classified staff, students, and board members. Community members as well contributed to the process. Allan Hancock College would also like to thank Paul Downs at MIG, Inc., who facilitated the two day planning retreat, provided the organizational structure for the very successful planning sessions, and helped to draft a summary of the planning retreat.

2001 - 2004 STRATEGIC PLAN
Overview of The Strategic Planning Process

Through the strategic planning process, Allan Hancock College has developed a clear direction to achieve success over the next three to five years. The strategic plan is a product of evaluation, assessment and discussion that included all college constituencies. Throughout the year members of the Planning Committee met to discuss the planning process and to determine data and other information that would be needed to facilitate informed planning.

Preparation for Planning

Prior to the strategic planning retreat, environmental scanning was conducted. Scanning provided information from diverse sources inside and outside the college. To engage the community, President’s Roundtable meetings were held for community and business leaders to express their views on how the college could best meet their needs. To incorporate student opinions, in the fall of 1999, both credit and noncredit students participated in the Faces of the Future Survey sponsored by ACT Educational and Social Research. In addition to this survey, and a student climate survey conducted two years prior, the Director of Institutional Research and Planning conducted focus groups with students to determine in greater detail where the college’s strengths and weaknesses exist with respect to meeting student needs. Other members of the Planning Committee conducted various forms of internal and external scanning, and this information was synthesized down to the most important elements for presentation to the college community.

In the two weeks prior to the retreat, college faculty, staff, administrators, students and board members attended two pre-planning sessions where key trends and issues identified through environmental scanning were presented. Everyone from the college community was invited to attend and participate. Presenters provided information on demographic, financial, enrollment, facilities and community perception trends. Presenters also proposed important assumptions and implications based on the information presented (see appendix for details). Those in attendance were encouraged to comment, discuss and question the material presented. In the second pre-planning session, participants identified a range of “strategic issues”; these issues were concerns the participants judged as most important to address in strategic planning. The issues were grouped into the six strategy areas and served as an organizing framework for the planning retreat.

Planning Overview

On April 13 and 14, 2000, approximately 55 students, classified staff, faculty, administrators, and a board member participated in a strategic planning retreat for Allan Hancock College. Because the link between budget development and planning is critical, all members of the Budget Advisory Committee and the Planning Committee were invited. These shared governance committees include a broad representation from college constituencies and departments.

The overall purpose of the retreat was to update the college’s strategic plan. The retreat also served as an opportunity for a broad cross-section of constituency groups to meet to discuss the future of the college. This discussion included a review of the college philosophy, mission and vision; a review of the assumptions and implications regarding future trends; and an assessment of college challenges and opportunities.

Retreat participants gathered at the San Lorenzo Seminary in the Santa Ynez Valley. President Dr. Ann Foxworthy opened the retreat and welcomed participants. Facilitator Paul Downs of Moore Iacofano Goltsman, Inc. (MIG) then presented an overview of the retreat. Patricia McLaughlin, also of MIG, recorded the plenary discussions on a large wallgraphic. The participants were divided into six breakout groups, each of which focused on one of six “strategic issues.” Over the two days, each breakout group met three times to cover the following topics in the context of their assigned strategy area: (1) challenges and opportunities; (2) objectives; and (3) actions.

A preliminary draft of the strategic plan was completed prior to the end of the spring semester. The draft was shared with the Planning Committee for feedback and further refinement. Over the summer, a draft of the plan was shared with the Board of Trustees. In August 2000 the plan was the focus of All Staff Day. After a plenary session, college staff were assigned to breakout sessions each of which discussed one of the six strategy areas. The Planning Committee reviewed the suggestions from the breakout sessions before sending a final draft of the plan to the Board of Trustees in October.
Measuring Success

The college has developed a set of performance indicators that will be used to assess the accomplishment of the goals established in the six strategic areas. Other instruments, including program review, environmental scanning, and student and community opinion surveys, will also be employed for periodic assessment of the college’s performance.

Because methods of assessment and external accountability standards evolve over time, the college recognizes that it must reassess from time to time the performance indicators that are used to measure successful completion of the identified goals. However, through review of past efforts to measure institutional effectiveness, and a review of indicators identified by the Chancellor’s Office, the college will focus on the following measures of effectiveness:

<table>
<thead>
<tr>
<th><strong>Student Access</strong></th>
<th><strong>Student Success</strong></th>
<th><strong>Staff Composition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enrollment</td>
<td>• Number of Transfers to Four-year Institutions</td>
<td>• Gender, Age, and Ethnic Distribution of Staff</td>
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<td>• Participation Rates</td>
<td>• Number of Degrees and Certificates Awarded</td>
<td>• Distribution of Full-time to Part-time Status of Faculty</td>
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<tr>
<td>• Numbers and Characteristics of Student Population Relative to the Service Area</td>
<td>• Successful Course Completion</td>
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</tr>
<tr>
<td>• Numbers and Characteristics of Recent High School Graduates Attending AHC</td>
<td>• Retention Rates</td>
<td>• General Fund Revenues Per FTES by Source</td>
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<td>• Numbers and Characteristics of Students in Categorical Programs</td>
<td>• Vocational Course Completion</td>
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<td>• Number of Awards and Allocation of Financial Aid Allocation</td>
<td>• Earnings Gains of College Exiters from Vocational Programs</td>
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<tr>
<td></td>
<td>• Basic Skills and ESL Improvement</td>
<td>• Average Annual Salary of Full-time Employees</td>
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<tr>
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<td>• Persistence Rates</td>
<td>• Reserve Level as a Percent of General Fund Expenditures</td>
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**Student Satisfaction**

- Campus Climate
- Rating of Academic Services
- Rating of Student Services
- Quality of Instruction
Vision Statement

Student success is the highest priority at Allan Hancock College.

Working collaboratively with students and community, Allan Hancock College will provide innovation and comprehensive programs and services to ensure students’ achievement to meet community needs.

Philosophy

The philosophy of Allan Hancock College reflects the conviction that education is a lifelong quest. The college exists as a center of learning which guarantees access to all who can benefit. It offers each individual the opportunity to identify and realize educational objectives in pursuit of a full and productive life, and to prepare for a future of changing personal, local, national, and global responsibilities.

The college is committed to excellence in learning, in teaching and in service. It fosters the development of human potential through a comprehensive program of courses and services which promote educational, social and cultural enrichment in an environment of inquiry and civility. It takes pride in its diverse student body and staff and recognizes in them an important educational resource.

Allan Hancock College believes in a close relationship between students and staff, college and community. Its dedication to academic freedom encourages an open exchange and exploration of ideas. It understands education to be a process of mutual responsibility in which students participate actively in meeting their educational goals.

Mission

The mission of the Allan Hancock College is derived from the mission statement of the California Community College System.

Recognizing that individual, community, and global needs are diverse and changing, the college seeks to meet those needs by offering a variety of programs and services in the following areas:

Transfer Education

Standard collegiate courses at the lower division level for those students who plan to earn an associate degree and/or transfer to four-year colleges and universities.

Vocational Education

Specialized vocational and technical education and training in selected occupational fields leading to job entry, advancement, retraining, certification and associates degrees.

General Education

Courses designed to contribute to associate degree programs; broaden knowledge and perspectives; develop critical thinking and communication skills; enhance cultural literacy; encourage a positive attitude toward learning; and equip students to participate in a complex, interdependent world.

Basic Skills Education

Courses in mathematics, reading, writing, and speaking for underprepared students, as well as other programs designed to enable those with special learning needs to reach their educational goals.

Support Services

Comprehensive services that help students achieve their educational goals through assessment of skills and abilities, counseling and advisement, tutoring, financial aid, job placement, health services, and learning education.

Community Education

Conveniently scheduled, state-supported noncredit classes and fee-supported educational, cultural, recreational, and occupational programs that enrich the lives of area residents.

Economic Development

Comprehensive services and workforce development training programs designed, in collaboration with other regional educational and training institutions and regional economic development entities, to enhance California’s economic growth and global competitiveness.
Strategic Issues

Based on assumptions and implications developed through the college’s review of the internal and external environment, the planning group identified six strategic issues to be addressed in the strategic plan. The college’s strategic issues include the following:

- Student Learning
- Outreach and Partnerships
- Human Resources
- Technology
- Facilities
- Financial Resources

Strategic issues represent the key areas the college must address to respond to community needs and political, economic, demographic, and educational trends. Strategic issues represent broad challenges and opportunities, and are the shared responsibility of all college departments and staff.

Overlapping Themes

As the planning participants developed objectives and actions plans to address each strategic area, a number of common themes emerged. They identified the following overlapping or complementary actions. The AHC Planning Committee addressed this overlap in a variety of ways, for example:

- Combining common elements under one strategy area, so as to avoid duplication.
- Leaving the complementary actions as separate items, but ensuring coordination in the implementation process.

<table>
<thead>
<tr>
<th>Common Theme/Overlap</th>
<th>Strategies addressing this issue</th>
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</table>
| Responding to community needs for new programs | - Student Learning: Community Needs  
- Outreach and Partnerships: Innovation Champion  
- Curriculum |
| Increasing student success rates | - Student Learning: Learning Outcomes, Transfers,  
- Student Success/Accountability, Job Opportunities  
- Financial Resources: Accountability Requirements |
| Conducting process improvements | - Student Learning: Strike Teams  
- Outreach and Partnerships: Information on AHC  
- Technology: Process Improvements  
- Facilities: Centralization of Activities  
- Financial Resources: Internal Efficiencies |
| Improving the experience of “first contacts: i.e., prospective students and community members” | - Outreach and Partnerships: Training for Beyond the Call Service  
- Human Resources: First Contact Training  
- Outreach and Partnerships: Information on AHC |
| Enhancing marketing and communication | - Outreach and Partnerships: Communications Training  
- Human Resources: Publicity Package  
- Financial Resources: Marketing |
1. Student Learning

Objectives

1.1. **Respond to Community Needs**—Create new programs and maintain existing effective programs that respond to the community’s needs.

1.2. **Increase Student Access**—Increase student access including the percentage of community served by the college and the number of students utilizing new delivery systems.

1.3. **Develop E-Commerce**—Develop and implement e-commerce access to college products and services.

1.4. **Assess Learning Outcomes**—Develop a method to measure and document student learning outcomes.

1.5. **Increase Community Outreach**—Develop programs that include faculty, students, staff, and administrators in outreach to all district constituencies.

1.6. **Demonstrate Increased Student Success**—Achieve accountability goals for Partnership for Excellence (PFE), the Workforce Investment Act, VTEA, and measures of effectiveness identified by the college.
Acts and Initiatives

A1.1. E-Commerce—Expand college website to include e-commerce access to college products and services.

A1.2. Ambassador Program—Create a student ambassador program to provide information and mentoring to AHC students, potential students, and the community.

A1.3. Student Access—Expand new and existing delivery systems and provide appropriate and flexible scheduling to increase student access.

A1.3.1. Establish and meet meaningful enrollment targets in specific programs.

A1.3.2. Increase the number of students using new delivery systems in accessing programs and services, including: (a) distance learning and web based instruction, (b) on-line career assessment, (c) on-line registration and STAR, (d) on-line scheduling, and (e) on-line advising.

A1.3.3. Review the effectiveness of the existing class schedule with respect to optimal student access and learning.

A1.3.4. Create new programs, degrees, and certificates to meet educational, industry, and community needs.

A1.3.5. Create curriculum that is responsive to a diverse community.

A1.4. Strike Teams—Establish strike team(s) to rapidly respond to compelling and emerging needs. Examples of strike teams include addressing competition from other education providers and monitoring and responding to changes in reporting regulations and in employer requirements for on-line training. Strike teams will include appropriate administration, faculty, staff and students. Continuing opportunities will be referred through regular college processes.

A1.5. Learning Outcomes—Define and document learning outcomes to measure student success, and incorporate student success measurements into program review. These efforts will be facilitated through a FII grant funded in summer 2000-2001.

A1.6. Transfer—Create and strengthen partnerships with high schools and universities to increase the number of students who transfer.

A1.6.1. Bring high school, university and AHC faculty together to develop and articulate curriculum.

A1.6.2. Offer university upper division courses within the AHC district.

A1.7. Student Success—Identify, develop, implement and evaluate strategies that increase student success.

A1.7.1. Increase student course completion.

A1.7.2. Increase the number of degrees and certificates awarded.

A1.7.3. Increase the number of students who are transfer ready and who transfer to four-year institutions.

A1.8. Job Opportunities—Expand and assess the effectiveness and responsiveness of occupational programs and job placement.
2. Outreach and Partnerships

Objectives

2.1. Maintain Up-to-Date Customer Information—Maintain up-to-date knowledge of the community’s educational needs. Also identify factors that are critical in the decision-making process of potential students. Assess AHC’s competition for educational service provision.

2.2. Develop Integrated Customer Responses—Develop integrated responses to the needs of targeted customer segments, that is, responses that involve the full range of relevant AHC programs and departments.

2.3. Ensure Access to Information—Ensure easy access to information and processes, especially those processes used by potential and first-time students.

2.4. Serve as an Activity Center—Serve as an activity center for district communities, for example, by providing space for interest and community groups, music, lectures, and cultural events.

2.5. Document and Communicate AHC Student Successes—Increase internal and external awareness of student successes by providing concrete examples and statistical indicators.

2.6. Develop Targeted Marketing—Create a targeted means to communicate to specific audiences AHC strengths and successes. Match the communication method to the needs and preferences of the targeted group.

Actions and Initiatives

A2.1. Marketing Strategy—Develop a marketing strategy that specifies the target audiences, messages, and marketing methods to be used by the college. The strategy should be based on a professional market analysis of potential students.

A2.2. High School Outreach—Develop a coordinated program of outreach to high school students, counselors and teachers and establish a consistent message that highlights the benefits and strengths of AHC.

A2.3. “Beyond the Call” Customer Service—Provide training and tools to empower and motivate all staff to go “beyond normal service” in assisting students and the general public, whether interacting in-person or on the phone.

A2.3.1. Provide training in communication skills and stress the importance of being helpful and understanding. The goal is provide a high-level of service, so that people have positive experiences at the college.

A2.3.2. Create a resource book for use in answering questions. The guidebook will include answers to frequently asked questions about AHC and routing information to direct inquirers to appropriate staff for answers.

A2.4. Communications Training—Provide a resource kit and training for all at AHC who make outreach presentations, internally or externally, to ensure that communications are effective, high-quality and appropriate for the audience. Instill the idea that “everyone is a ‘marketer’ when they interact with the community”.


A2.5. Celebrate AHC Student Successes—
Internally celebrate AHC’s successes to build the capacity and motivation for all staff to effectively market the College through informal contacts with the community.

A2.5.1. Build a “success database” that includes data, stories, and survey results on the strengths and competencies of the College. Engage all constituencies in identifying AHC’s unique strengths and successes.

A2.5.2. Create a means of sharing information across departments and units, so that AHC staff can keep up to date.

A2.6. Innovation Champion—Create a full-time innovation development coordinator to provide support for developing and implementing program modifications that respond to community needs. The main arena for innovation will continue to be at the division and department level. The main role of the coordinator is to:

A2.6.1. Promote a spirit of proactive innovation to anticipate and address changing community needs and to ensure the effectiveness of systems and processes for developing innovations.

A2.6.2. Ensure that department innovators throughout the college have the necessary tools and support to identify needs, gauge the level of demand, develop potential new courses and approaches, upgrade faculty skills, and recruit instructors.

A2.7. Information on AHC—Create a plan to ensure people contacting AHC for the first time easily find the information they need. Ensure that AHC marketing materials are coordinated, effective and up-to-date. Include all communication channels, such as phone, web, print and in-person.

A2.8. Community-Friendly Student Center—Ensure the student center is attractive and inviting and able to serve as a venue for the community and internal AHC events.
3. Human Resources

Objectives

3.1. Foster Staff Appreciation—Foster a culture of staff appreciation through activities such as social interactions and celebrations of success.

3.2. Recruit Staff Reflecting the Community—Recruit and retain a staff that reflects the community.

3.3. Foster Professional Growth—Increase ongoing participation in professional growth activities.

3.4. Improve Process Coordination—Simplify and coordinate processes to improve procedures and reduce duplication of effort.

Actions and Initiatives

A3.1. Professional Development Institute—Develop a professional development institute that creates career ladders for AHC staff, supported by a series of courses or workshops to facilitate development and advancement. An in-house cadre of instructors could be recruited to run the courses, which might also be open to the public. The courses would target all employees.

A3.2. First Contact Program—Create a “First Contact” training program for front-line AHC staff who make initial contact with new students and the public. Training should extend to all AHC staff including part-time instructors.

A3.3. Process Improvement—Establish a process improvement strike team to identify ways to improve operational efficiency. Processes to be reviewed could include waste management, maintenance, printing, hiring, levels of approval, communication (email and memos), information dissemination, problem solving, and meeting management.

A3.4. Publicity Package—Develop a “Promote the District” package to market AHC to job candidates.

A3.5. Staff Recruitment—Create a staff recruitment program. The program might include a “faculty recruitment force” that travels to where diverse job candidates are likely to be found, including both schools and conferences.

A3.6. Salary—Develop an improved salary schedule for management. Make longevity only one factor in upward mobility. Recognize staff and professional development and give credit for degrees.

A3.7. Staff Celebrations—Schedule more staff gatherings (for example, 80th anniversary, team-building party, and family picnic), and celebrations sharing information related to AHC staff successes.
4. Technology

Objectives

4.1. **Expand and Upgrade Infrastructure**—Provide an infrastructure connection for all users. Expand the capability in all classrooms (e.g., multiple ports). Provide a computer on every desk and in every classroom.

4.2. **Establish Institutional Budget**—Establish an institutional technology budget and a technology budget allocation procedure. The budget and process will cover software/licenses, technical support and maintenance contracts, training, and hardware upgrades and maintenance.

4.3. **Develop Staff Competencies**—Provide training for staff to develop technology competencies.

4.4. **Provide Support Staffing**—Support technology applications with appropriate levels of staffing.

4.5. **Review Organizational Structure**—Review the Computer Services organizational structure and decision making processes.

4.6. **Plan for Distance Education**—Integrate instructional and student support for distance education into technology plans and priorities.

4.7. **Ensure Appropriate Technology**—Provide students and staff access to appropriate technology to carry out educational and administrative functions.

Actions and Initiatives

A4.1. **Infrastructure Phases I, II**—Complete Phase I (by December 2000) and Phase II (by January 2001) of the infrastructure project to ensure that all users are connected and operational.

A4.2. **Infrastructure Phases III and IV**—Identify district matching funds for deferred maintenance funds to complete phases III and IV of the infrastructure project.

A4.3. **Expansion and Replacement**—Assess future technology needs and identify funding for additional installations to provide capacity for future users.

A4.4. **Mainframe Licenses**—Upgrade the mainframe user license for unlimited users.

A4.5. **Institutional Technology Budget**—Assess previous and current technology expenditures and establish through the Budget Advisory and Planning Committees an institutional technology budget.

A4.6. **Alternative Funding**—Identify and pursue alternative funding sources to support acquisition of equipment, maintenance and staff training.

A4.7. **Staff Competency**—Identify the training needs of faculty, administrators and staff and provide opportunities and incentives to enhance their computer competency.

A4.8. **Support Staff**—Identify the staffing needs to support technology, and hire appropriate support staff.

A4.9. **Student Internships**—Develop a student internship program to increase training opportunities for students. Students will gain experience maintaining college equipment.

A4.10. **Technology Services Review**—Retain a management consulting firm to assess current technology services and organizational structure and make recommendations for improvement.

A4.11. **TAC Review**—Review the structure and function of the Technology Advisory Committee.
5. Facilities

Objectives

5.1. Optimize Utilization of Existing Space—Optimize the use of the existing physical environment of the college, both land and buildings, to enhance student learning, improve the working environment, and encourage community presence.

5.2. Plan Multiple Use Space—Plan multiple use spaces to meet a broad range of functional requirements.

5.3. Promote Centralization of Activities in Facility Planning—Adopt a philosophy of facility planning to promote centralization of services.

5.4. Ensure Availability of Special Use Rooms—Ensure “special use rooms” (shops, dedicated classrooms, studios, labs, etc.) meet needs and standards. These include industry safety and quality standards, and sufficient room availability to facilitate general education and transfer to four-year institutions.

5.5. Comply with Code Regulations—Develop plans to respond to code compliance issues.

5.6. Expand and Improve Facilities—Construct new facilities and expand and improve existing facilities and grounds to meet student needs. Create an inviting environment for all aspects of campus life.

5.7. Seek Funding for Facilities and Equipment—Seek external funding to improve facilities and maintain up-to-date equipment.

Actions and Initiatives

A5.1. Inventory and Interactive Calendar—Develop and maintain a facilities inventory database including attributes of room functions and an interactive calendar for space scheduling.

A5.2. Alternative Funding—Obtain alternative funding sources beyond normal funding to meet facilities objectives. This may also include reduced reliance on leased facilities when long run costs of ownership are less than leasing.

A5.3. Physical Environment—Plan projects that enhance and maintain the physical environment.

A5.3.1. Improve the northern part of the Santa Maria campus, both buildings and grounds.

A5.3.2. Reflect the cultural diversity of the community.

A5.4. Planning—Review and update the AHC Educational and Facilities Master Plan, and Land Use Master Plan of the AHC Santa Maria campus.

A5.5. Facility Needs—Continually update the Master Plan to reflect facility needs identified in program reviews and accreditation self-study.

A5.6. Code Compliance—Provide training and perform routine inspections to ensure code compliance (e.g., OSHA, recycling, EPA, hazardous materials).

A5.7. Centralization of Activities—Adopt criteria to promote centralization of activities with specific focus on student services and computer labs. The criteria should reflect the need to avoid duplicating efforts and cost effective staffing to maximize hours of service.

A5.8. Partnerships—Partner with business and industry as a source of specialized facilities, for example, Solvang Theaterfest, Kendall Jackson, Marian Hospital, and AMR.
6. Financial Resources

Objectives

6.1. Promote the Efficient Allocation and Use of College Resources—Operate efficiently and seek growth through cost effective methods while maintaining quality.

6.2. Increase Apportionment and Other Sources of State Funding—Focus on sources of growth in FTES, as well as other mechanisms through which the college receives its funding from the state.

6.3. Seek and Obtain Alternative Revenue—Continue to increase revenues beyond those generated through state apportionment.

6.4. Maintain District Reserves—Maintain prudent district reserves.

6.5. Prioritize Resource Allocation—Allocate resources based on planning priorities.

Actions and Initiatives

A6.1. Cost Effective Strategies—Engage in the review of processes and practices to ensure cost effective operations.

A6.1.1. Conduct a systematic review of leasing vs. purchasing and outsourcing, for example, computer hardware and software, land use, building.

A6.1.2. Allocate resources based on planning priorities.

A6.1.3. Incorporate technology into operations where cost savings are realized.

A6.1.4. Develop industry partnerships that reduce district costs.

A6.2. Alternative Revenue Sources—Develop and implement a number of strategies to increase funding.

A6.2.1. Undertake fundraising to directly support college priorities through the foundations and through pursuit of grants.

A6.2.2. Support capital improvements by exploring alternative sources of funding, for example, joint ventures, bond issues, and certificates of participation (COP).

A6.2.3. Develop focused and targeted marketing to promote the value of Allan Hancock College to the community.

A6.2.4. Evaluate facility usage fees, marketing facilities, university centers.

A6.2.5. Seek industry partnerships and contract training.

A6.3. State Funded Sources of Revenue—Seek increased funding from state sources.

A6.3.1. Increase FTES to optimize one-time 2-year growth opportunity and continue to seek full growth to cap.

A6.3.2. Achieve accountability standards that are tied to categorical funding. Identify accountability requirements, define targets, and develop strategies to address outcomes.

A6.3.3. Seek grants to meet priority needs.

A6.3.4. Optimize revenue from existing programs.

A6.3.5. Expand state and federal advocacy efforts in areas linked to college priorities.

A6.4. Integrate College Planning and Budget—Continue to integrate planning priorities into budget development and resource allocation.

A6.4.1. Communicate and reinforce the relationship between budget development and planning.

A6.4.2. Ensure an effective working relationship between the Budget Advisory Committee and the Planning Committee.
Appendix

Assumptions and Implications Developed at Pre-Planning Sessions March 31 & April 7, 2000

During the two pre-retreat planning sessions all presenters identified significant assumptions and implications derived from the data that were presented. Also, participants at these planning sessions added additional assumptions and implications during discussion sessions following each presentation. These critical issues were used as background data during the breakout sessions at the retreat where the goals and action plans of the Strategic Plan were developed.
I. External Scan

A. Demographic and Economic Trends

Assumptions

1. Uncertainty: The economic environment affects the demand for services and the ability to fund. The political environment will affect the degree to which revenues will be channeled to community colleges.
2. Economic expansion will continue with low unemployment.
3. Job market growth will continue to discourage college attendance.
4. Labor market growth will be in technical and service areas.
5. Modest (2% to 3%) population growth will occur in the Santa Maria and Lompoc area through 2010 – growth in Santa Ynez will be less.
6. The largest growth (in percentage) will be in Guadalupe and Santa Maria with largest total growth in population occurring in Santa Maria.
7. San Luis Obispo will be one of the ten fastest growing counties at 2.2%.
8. After 2000, there will little to no growth in the number of local high school graduates until 2003/2004. Then we will observe a large increase in high school graduates from 2004 to 2007. This coincides with the “baby boomlet (baby boom echo)” population trend.
9. Population from net in-migration will be strong in Santa Maria if housing market remains relatively affordable.
10. The population is aging. By 2010 the 45 to 54 year old age cohort will be the largest in Santa Barbara County, and one of the largest cohorts in the AHC service area.
11. The retirement population will increase with aging population and in-migration.
12. Population in high schools and general population will become more diverse in many ways: ethnicity, language, age, and skills.
13. By 2005 the Hispanic population will be the largest ethnic group in Santa Maria.
14. Admissions policies at four-year institutions (e.g., remediation) will have an impact on community college enrollment.
15. People will continue to need education throughout their lives for skill enhancement, job training, and personal growth.
16. Costs for tuition will continue to increase in four-year institutions.
17. UC/CSU eligibility status will continue to vary among the local feeder high schools.
18. Freshmen admission to California four-year institutions will be more competitive.
19. Given our location and the existing admissions policy at Cal Poly, we will continue to face a challenge with respect to increasing transfer numbers.
20. San Luis Obispo population will continue to grow, but in limited areas: south county including Nipomo and Arroyo Grande, and in the north in Paso Robles.
21. Cuesta College will continue its effort to attract more students from South San Luis Obispo County.
22. With more AP classes offered in high schools—higher achieving students may go to UC, CSU, and not community colleges

Implications

1. Assumptions and models that generate predictions of enrollment based on historical relationships must be revisited frequently.
2. Any enrollment growth beyond 2 to 3% will require an increase in the participation rate of the service area.
3. Continually updating community needs assessment within and around service area will be necessary.
4. Monitoring and anticipating job trends will be critical.
5. We may benefit (increased enrollment) from the increased difficulty faced by freshmen applicants to four-year institutions.
6. Strategies need to be implemented (credit labs, etc.) and other opportunities examined to both increase FTES generated from current enrollment, and to allow students more time on task.
7. We need to sell our strengths to people in the community who do not know the difference between Allan Hancock College and “specialty” schools.
8. If we want to grow, we need to make employment opportunities competitive so that we attract qualified personnel needed to support the growth.

9. If fewer students from SLO County attend AHC, the college must recapture enrollment from somewhere else.

**B. Community Input and Workforce Trends**

**Assumptions**

1. Economic development will remain a primary mission of the community colleges.
2. Training dollars will continue to be consolidated.
3. Training grants will require partnerships.
4. WIA will force colleges to compete & increase accountability.
5. There will be new training opportunities as a result of:
   - Specialized needs of workforce
   - New industries relocating to area
   - Small Business Development Center
   - Business Incubators
   - Unmet training needs of community
6. Technology will require ongoing skills upgrade.
7. Number of home offices will increase.
8. E-commerce will impact retail.
9. Off-site engineering facilities are successful at UCSB – The Research Park Development will give us a similar opportunity.
10. Employers have an increasing need for trained personnel in vocational areas; fewer high school students are shown vocational areas as an option.

**Implications**

1. AHC must continuously assess and respond to community/industry needs.
2. AHC must provide scheduling options.
3. AHC must collaborate with other agencies and colleges.
4. AHC must compete with other agencies and colleges.
5. AHC must respond in flexible and timely fashion.
6. AHC must demonstrate specific outcomes.
7. AHC must intensify outreach efforts.
8. AHC should survey health occupations and increase our program.
9. We need to develop methods to document the success of our students as they go out into the workforce to promote our programs.
10. We need to get involved in e-commerce.
11. We need to increase our computer support staff with increased technology.
12. We need to look at delivery of instruction to help attract students who are coming from high schools.
13. High school students need to see that we can offer workforce training in many industrial areas, such as welding, machining, etc.
C. Funding

Assumptions
1. Community colleges will continue to be under-funded.
2. There is never enough funding.
3. K-12 will continue to be the focus of reform and funding.
4. COLA will continue to be conservative.
5. The state will continue to fund growth.
6. New funding will increasingly be categorical and/or require increased accountability.

Implications
1. Increased advocacy.
2. Continued competition between constituencies.
3. Growth will continue to be needed to increase funding.
4. Increased need to seek alternative funding.
5. Planning will be required to establish priorities for funding.
6. We need to look at the way we do business—small changes could bring about large saving/greater efficiency. We need to see what current practices can be modified.
II. Internal Scan

A. Student and Staff Data

Assumptions

1. Students in the service area will continue to view close proximity and affordability as the strongest reason to attend AHC.
2. Students with increased access to information regarding all services, including education, will be more sophisticated consumers.
3. Students at AHC will continue to view time for personal and family interests as a priority.
4. AHC will continue to enroll a wide variety of students with different goals, interests, and sense of what a community college should be.
5. Students from the various local high schools come to AHC with different academic backgrounds, learning experiences and abilities that affect their enrollment patterns.
6. First-time students from high school will continue to enroll in more units on average than the college wide average.
7. The historical pattern of lower average units (and WSCH) in the “45 and above” age group will continue.
8. Non-credit students will continue to have goals that require a transition into the credit population.
9. Short-term courses will continue to be popular with students we serve.
10. Positive attendance credit and non-credit FTES will remain important, yet difficult to predict.
11. Santa Maria evening FTES generation will continue to be a challenge.
12. Many high school seniors are encouraged to go directly to 4-year universities.
13. There is a demand for shorter courses.

Implications

1. It will be critical to maintain a “service oriented” environment.
2. Flexible scheduling, including shorter courses, will be a necessity.
3. It will be even more challenging to be “everything to everybody”.
4. Encouraging students who are graduating from high school to attend AHC for their first two years of college will be even more important.
5. Monitoring and assessing the scheduling needs of afternoon and evening students in Santa Maria will be necessary.
6. Class scheduling needs to be assessed.
7. Without LVC opening AHC might have declined in growth—we need to make some dramatic changes.
8. We need to find ways to get current students to take more classes, and to increase the number of units taken per student.
9. We should inform students of what great programs we have, and develop new methods of getting the word out.
10. We need to educate the public as to what a unit is and the cost of attendance.
11. Newer books and other resources are needed at Santa Maria (resources are brand new in Lompoc).
12. We need to explore student needs beyond our service area—students in other states are able to take our classes over the Internet.
13. We need to increase outreach to all high schools in the district, not just Santa Maria and Righetti. We will have to work much harder to attract students from Lompoc and Santa Ynez.
14. An increase in headcount means an increase in the load on all staff.
15. We have to work with high school staff to promote the community college transfer function.
**B. Staffing**

**Assumptions**
1. We will have more position requests than resources.
2. There will be a continual need for new resources.
3. The state will continue to fund growth.
4. Growth funding will continue to be linked to the FTEF obligation.
5. Faculty issues will remain an issue at the state level.
6. The employee population is aging.
7. There is a greater need to achieve diversity.

**Implications**
1. Growth funding will increase the FTEF obligation.
2. Potential for significant number of retirements in the next 5 to 10 years.
3. There is an opportunity for restructuring and achieve greater diversity.
4. Planning will be required to establish priorities for funding of new positions.

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**C. Partnership for Excellence**

**Assumptions**
1. Accountability standards will increase in number and rigor.
2. Some goals will be reasonably attainable for AHC.
3. Some goals will be very difficult for AHC.

**Implications**
1. We must be willing to accept quantitative goals and learn to understand the definitions and context.
2. If we can gain this understanding, it will be easier to focus greater effort where our greatest challenges exist.

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**D. Transfer**

**Assumptions**
1. Transfer will remain a priority mission.
2. To attract more students, AHC needs to strengthen its image as a transfer institution.
3. To increase the number of AHC students who transfer, we must increase our efforts.
4. More effort must be made at three stages outreach, retention, enrollment at university.
5. Funding for increased efforts will be limited.
6. PFE funds can support transfer activities.
7. The PFE goals assume a 3.5% increase in enrollment.
8. High school students are most likely to transfer.

**Implications**
1. Strategies must be planned and coordinated.
2. Additional resources should be sought.
3. Increasing transfers will require stronger support from high schools and universities.
4. The college needs to promote its transfer role.
5. Success will depend on efforts of all staff to make transfer a priority.
6. Strategies and resources are needed to bring in more students who will transfer.
E. Facilities

Assumptions

1. Communications infrastructure completion will create expanded opportunities and demand for technology.
2. Maintenance demands will increase.
3. Office space will continue to be scarce for the next five years.
4. Student and employee concern about campus personal safety, environmental hazards and emergency preparedness will increase.
5. Capital construction funding sources are limited:
   - No local bond funds
   - State bonds are the only source for major building construction
6. Some AHC projects are competitive with other districts:
   - LRC renovation
   - Physical education addition

Implications

1. Maintenance costs will increase as buildings and infrastructure age.
2. Building remodel work will increase to meet changing needs.
3. Reliance on use of temporary facilities will continue.
4. Technology costs will continue after the communications infrastructure project is complete.
5. Public concerns about campus safety will create pressure to cover multiple campuses and off-campuses locations.
6. AHC needs to aggressively pursue alternative construction and maintenance funding sources.
7. AHC will not have a new classroom building within the next five years.
8. We need to establish priorities for space.

F. Technology

Assumptions

1. There will be increasing demand for technology applications in future.
2. Supporting technology will require stable funding for hardware, software, technical support, and training.
3. Competition for students, particularly in the area of computer-based training & distance learning, will increase.
4. State funding and cooperative efforts will dictate the focus of technology development.
5. Increasing integration of information & technology services will require a review of the organization of institutional and instructional computer services.
6. Distance learning can be expensive.
7. How we deliver educational product will be changed.
8. Public/private partnerships may be a funding resource.
Implications

1. Standardized computing platforms are needed for efficiency.
2. Maintenance of district-wide inventory of equipment & software plus enforcement of obsolescence policy will be needed.
3. More technical staff and training will be needed.
4. Expansion of the infrastructure/connectivity is required.
5. Coordination of purchasing & cooperative efforts to implement shared technologies in a cost-effective manner means more work for Business Services.
6. Someone has to identify/project potential costs.
7. Planning, budget, and facilities committees each have to review projects and proposals.
8. New funding sources must be sought, e.g., set-aside, ‘tax’ on purchases, after-purchase installation charges.
9. We have to retain and increase market share through activities such as:
   • Curriculum development
   • Marketing studies
   • “Grab ‘em” advertising campaigns
10. Technology resources must be current to draw students.
11. Equity of access issues must be addressed in student services & learning resources.
12. Multimedia Services will play an increased role in development of products for students.
13. Organization and funding of distance learning services.
14. Internet registration will be important.
15. TTIP funding is phasing out and Technology II is phasing in.
16. Cooperative efforts with four-year colleges using technology mediated instruction should be sought.
17. Time & effort will be required to review and recommend changes.
18. Paying for new staff positions to manage technology issues will be a challenge.
19. We will be more dependent on grants, fundraising, and foundation money.
20. We will have to look at alternative sources for funding.