Credit
Student Success and
Support Program Plan
2015-2016

ALLAN HANCOCK COLLEGE
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Credit

Student Success and Support Program Plan

2015-16

District: ___Allan Hancock_____

College: ___Allan Hancock_____

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:

cccsssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

**Instructions for Completion of the College
Student Success and Support Program Plan**

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students[1]. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated Student Education Plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are consistent with the SSSP Funding Guidelines or your plan may not be approved. The information provided and the

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

[2] A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.
   I.   Program Plan Signature Page
   II. Planning & Core Services
        A. Planning
        B. Orientation
        C. Assessment for Placement
        D. Counseling, Advising, and Other Education Planning Services
        E. Follow-up for At-Risk Students
        F. Other SSSP/Match Expenditures
   III. Policies
        A. Exemption Policy
        B. Appeal Policies
        C. Prerequisite and Corequisite Procedures
   IV. Professional Development
   V.   Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

   ➢ [Seymour-Campbell Student Success Act of 2012](#)

   ➢ [California Code of Regulations](#)

   ➢ [Chancellor's Office Student Equity web page](#)

   ➢ [Accrediting Commission for Community and Junior Colleges](#)

   ➢ [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Allan Hancock

District Name: Allan Hancock

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator:
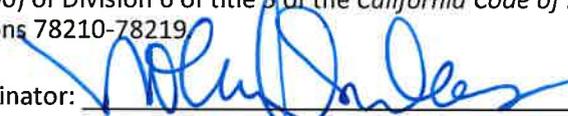
Name: Nohemy Ornelas, Associate Superintendent/Vice President, Student Services   Date: 10/29/15

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer:

Name: Nohemy Ornelas, Associate Superintendent/Vice President, Student Services   Date: 10/29/15

Signature of the Chief Instructional Officer:
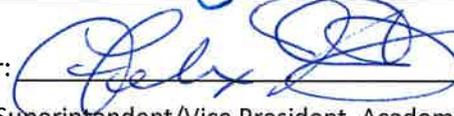
Name: George Railey Jr., Ed.D., Associate Superintendent/Vice President, Academic Affairs Date: 10/29/2015

Signature of College Academic Senate President:

Name: Marla Allegre, President, Academic Senate   Date: 10/29/15

Signature of College President:

Name: Kevin G. Walthers, Ph.D. Superintendent/President   Date: 10/29/15

Contact information for person preparing the plan:

Name: Yvonne Teniente-Cuello   Title: Department Chair, Counseling Department

Email: yteniente@hancockcollege.edu   Date: _____

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under Title 5, Section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

During the fall of 2014, the SSSP and Student Equity Committee held a planning retreat to evaluate the current plan and accomplishments. The SSSP and Student Equity Committee is composed of faculty, staff, and students from all constituency groups, including Institutional Research, Assessment, Information Technology, and faculty representatives from the Academic Planning and Policy (curriculum) committee.

During the spring 2015 semester, the Counseling Department held a planning retreat to discuss, assess, and evaluate activities that supported SSSP, such as priority registration and transition from high school to college. In addition, AHC faculty and staff participated in several professional development opportunities which included region meetings, webinars, and conferences.

During the summer of 2015, the Counseling Department held a second retreat. Key sections of the SSSP Plan were discussed and areas of improvement were identified for the college. During the 2014-2015 year, SSSP efforts were vetted through the shared governance process. The Academic Senate played a main role in supporting initiatives and mandates outlined by Title 5.

b. What factors were considered in making adjustments and/or changes for 2015-16?

Many factors contributed to adjustments in the 2015-16 plan:
- budget allocations,
- changes in policies and timelines related to priority registration,
- hiring of staff,
- changes in services provided to our local feeder high schools,
- data gathering,
- institutional planning and annual departmental program updates,
- enhanced relationships with our local feeder high schools, and
- enhanced technology to support core services.

c. In multi-college districts, describe how services are coordinated among the colleges.

This is not applicable to Allan Hancock College (AHC).

   d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

Student Services programs use program reviews and annual updates to plan, assess, and improve programs. The SSSP and Student Equity Plan are integrated to support the college's planning process. AHC's Strategic Plan outlines the objectives that will be supported through the services delivered by SSSP. The development of the plan supports the mission, vision, and shared values of AHC.

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

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

SHARED VALUES
Student Success, Innovation, Mutual Respect, Lifelong Learning, Diversity, Academic Freedom, and Shared Governance Excellence

AHC's Strategic Plan aligns with the objectives outlined by SSSP. The integration of these plans will ensure that the campus is working collectively to support student success and access. Student Learning and Success (SLS) is the strategic direction that provides guidance to SSSP efforts.

Below are goals outlined by the strategic plan the SSSP initiative supports:
- **Goal SLS1:** To ensure continuous improvement based on Student Learning Outcomes assessment data.
- **Goal SLS2:** To support student access, achievement, and success.
- **Goal SLS3:** Ensure students are directed. Help students clarify their aspirations, develop an educational focus they perceive as meaningful, and develop a plan that moves them from enrollment to achievement of their goal.
- **Goal SLS4:** Ensure students are focused. Foster students' motivation and help them develop the skills needed to achieve their goals.
- **Goal SLS5:** Nurture students. Convey a sense of caring where students' success is important and expected.
- **Goal SLS6:** Engage students. Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom.
- **Goal SLS7:** Ensure students are connected. Create connections between students and the institution and cultivate relationships that underscore how students' involvement with the college community can contribute to their academic and personal success.
- **Goal SLS8:** Value student contributions. Provide students with opportunities to contribute to and enrich the college culture and community.

The SSSP committee makes recommendations to Student Services Council on SSSP and student equity related procedures, policies, and reports. The College has engaged in discussions related to SSSP and student equity during the annual strategic planning retreat.

AHC's planning process includes the development of the Strategic Plan and Educational Master Plan (EMP) which aligns with ACCJC accreditation standards. It is a critical part of our integrated planning process. These documents outline the actions and needs that will fulfill our mission and strategic directions and provide crucial evidence that we are in a cycle of sustainable and continuous quality improvement. The mission and strategic plan act as the compass that set our institutional directions. Plans are developed and integrated through a systematic participatory governance process, which include student learning outcomes and assessment, program review, data analysis, and ongoing dialogue from the heart of institutional effectiveness. They drive institutional priorities, resource allocation, student achievement, and institutional improvement plans.

2. **Describe the college's student profile.**

The target student audience for orientation is new Allan Hancock College (AHC) students. In the academic year 2013-2014, AHC reported 5,304 new students (2,751 first-time in college and 2,603 first-time transfer) and 9,028 continuing students. The demographics reported on the 2015 AHC Student Success Scorecard by race/ethnicity in 2013-14 were 50.5% Hispanic, 37.3% White, 2.6% Asian, 2.4% African American, 1.7% Filipino, 0.6% Native American, 0.4% Pacific Islander, 2.6% two or more races, and 1.9% unknown ethnicity. In 2012-13, students under the age of 20 comprised 21.2% of the student population, and students between the ages of 20 to 24 represented 29.7%. AHC is a Hispanic Serving Institution (HSI) and has been recognized by the Aspen Institute twice, most recently in March 2014, as one of the nation's top 150 community colleges eligible to compete for the Aspen Prize for Community College Excellence.

3. **Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.**

During the 2014-2015 year, the college formed a comprehensive counseling program known as "Bridges to Success". This program launched its first meeting in September of 2014 to address and enhance student success to incoming freshmen from our local feeder high schools. The program developed goals with a mission and vision to
- improve communication between AHC and feeder high schools,
- increase student enrollment during priority registration,
- design a process that facilitates the enrollment process during priority registration,
- build partnerships with high school administrators and staff that support and facilitate AHC's outreach efforts,
- improve community perception of AHC by positioning it as the foremost leader and expert in student achievement and success, and
- address equity and barriers to student success.

Community relationships are established with the Department of Social Services, Workforce Resource Center, Employment Development Department, Veterans Affairs, and Department of Rehabilitation. Counselors are in contact with professionals from these community agencies in order to share information about SSSP and to keep them informed as they refer their clients to the college.

Goals for 2015-2016
The District will continue to integrate SSSP efforts into the planning and shared governance process. The SSSP and Student Equity Committee have established goals for the upcoming year to promote student success. The goals include the following:
- support professional development opportunities related to student success,
- integrate college services and programs to enhance SSSP objectives including expansion of services to the Extended Campus,
- collaborate with Cal Poly and UCSB to help increase student equity and transfer rates,
- build direct pathways for transfer students, and
- collaborate with our community to build direct pathways for students looking to advance their careers.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

During the 2014-2015 year, the District implemented an online New Student Orientation (NSO). The online NSO was needed in order to serve a greater number of students and to provide access throughout the academic year. AHC remained committed to delivering the NSO in person as well. The District offered NSOs daily three weeks prior to spring priority registration, and 2,404 students took advantage of the in-person orientation.

The online NSO was implemented during the spring semester in time for fall 2015 priority registration. Due to our enhanced relationships with "Bridges to Success", the demand for in person orientations grew. In person NSOs were conducted at the majority of our local high schools and rural communities, such as Guadalupe. During the 2014-2015 year, 1,724 students completed the online NSO.

2. a. How many students were provided orientation services in 2014-15?

A total of 4,128 received orientation services.

b. What percentage of the target population does this represent?

	AHC ORIENTATION		
	Target	*Served*	*%*
Summer 2014	539	136	25%
Fall 2014	2398	762	32%
Spring 2015	790	108	14%
Total	3727	1006	27%

Target: First-time non-exempt students
Exempted students are those who earned an AA or higher or were exempted for other reasons.
First-time status based on actual enrollment in term.

    c. What steps are you taking to reduce any unmet need or to ensure student participation?

During the 2015-2016 year, the District will continue to work closely with various departments to ensure that students are receiving the needed information to participate. There has been an increase in communication methods with students. For example, students who complete an admissions application now receive a welcome letter with the steps to enrollment which include orientation, assessment, educational planning services, and District contact information.

The District hired two Student Success Technicians who bridge communication between the college and our feeder high schools. Their role is to encourage high school seniors to complete online registration, online orientation, and assessment and encourage participation in an Academic Advising Workshop (AAW). Student Success Technicians are assigned to all feeder high schools to provide the core services.

The Counseling Department has focused efforts on "in-reach" to encourage student participation. "In-reach" efforts include classroom presentations, personal development and leadership courses, and counselor participation at various campus-wide events.

The District reestablished its Outreach Committee during the 2014-2015 year. The team was instrumental in supporting SSSP and Student Equity efforts on and off campus. One program that was developed through the Student Equity Plan and Outreach Committee was the Student Ambassador program. Student Ambassadors are trained to provide assistance with student outreach. Some of their tasks include helping during peak registration periods, providing a presence at feeder high schools, attending college fairs, leading campus tours, and participating in community events. They share the benefits of the community college with prospective students and provide information for improving student services and information dissemination to students.

Other student service programs provide orientations to new students as well. These orientations also meet the NSO requirements. For instance, CAN/TRIO, EOPS/CARE, CalWORKS, STEM, MESA, and Athletics provide orientations for their new students.

3. a. Are orientation services offered online?

Yes, the District launched an online NSO during the spring of 2015.

    b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

The college contracted with Cynosure New Media, Inc. to develop the online NSO. The implementation included several AHC staff, student services, IT and academic affairs, and counseling. There is no annual subscription, but maintenance fees are required for minor changes/updates. The IT staff support the integration of Cynosure with the Banner Student system to record completed online-orientations for priority registration and MIS reporting.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

The online NSO consists of eight interactive segments, which have the following titles:
- Welcome and Orientation Instructions,
- Your First Steps,
- Academic Goals,
- Student Services,
- Academic Support Services,
- College Basics,
- Campus Life, and
- Student Conduct and Safety.

The online NSO aligns with the orientation checklist identified in title 5.
(1) Academic expectations and progress and probation standards pursuant to section 55031;
(2) Maintaining registration priority pursuant to section 58108;
(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
(5) Description of available programs, support services, financial aid assistance, and campus facilities and how they can be accessed;
(6) Academic calendar and important timelines;
(7) Registration and college fees; and
(8) Available education planning services.

Goals for 2015-2016
The SSSP and Student Equity Committee have established goals for the upcoming 2015-16 year to promote student success. The goals are to
- translate the online NSO to Spanish,
- encourage new students to complete the online orientation before assessment and the Academic Advising Workshop,
- promote the online NSO to continuing students through classroom presentations,
- collaborate with the Student Ambassador Program to promote the NSO to new and current students, and
- expand in person NSO to other rural communities, which include Cuyama and Los Alamos.

5. **Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3.60	Counselor	Provide orientation services	SSSP/Match/GF
.15	Counseling Assistant	Assist with orientation services	SSSP
.70	Student Success Technician	Assist with orientation services and outreach	SSSP
.15	SSSP Technical Specialist	Provide support related to orientation	SSSP
1.0	Student Worker	Offer additional support to students	SSSP
.05	Research Analyst	Prepare statistical information	Match/GF
.25	Information Technology	Support for interface with online software/MIS submission	Match/GF
.75	Administrative Assistant	Provide administrative support for orientation	SSSP/Match/GF

6. **Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop, or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5110	Translation of online orientation	SSSP	$10,800
4500	Promotional materials/supplies	SSSP/GF	$6,000
5200	Professional development/training	SSSP/Match/GF	$10,000

C. Assessment for Placement

1. **Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?**

Two new Student Success Technicians provide students with the START Information Card designed to give information about the placement test and to promote testing study tools. A new online video is being developed in English and Spanish to promote this same information; the link is included on the study card. The AHC Score Report provides students with their course placements. This report was modified to include information regarding the NSO and Academic Advising Workshop (AAW).

2. **a. How many students were provided assessment services in 2014-15?**

In 2014-15, 5,461 students were provided assessment services.

b. What percentage of the target population does this represent?

	ASSESSMENT	
Target	*Served*	*%*
639	234	37%
2398	899	37%
790	376	48%
3827	1509	39%

Target: First-time non-exempt students
Exempted students are those who earned an AA or higher or were exempted for other reasons.
First-time status based on actual enrollment in term.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Placement testing is part of the Steps to Enrollment process that is provided in print format and is posted on the college website. Placement testing is offered on a daily, walk-in basis; no appointment is needed. Saturday testing is offered one weekend per month at the main campus and at the Lompoc Valley Center during each of the registration periods. Tuesday evening testing is also scheduled during peak registration periods. Alternate evening testing services are also provided at the Lompoc Valley Center.

The Assessment Coordinator reaches out to all feeder high schools to encourage participation in scheduling placement testing on their respective campuses. The Coordinator shares the date that the admissions application period opens for the upcoming summer and fall semesters and the priority registration dates to assist them in selecting a timely testing date. The Coordinator connects with high school staff at the monthly Bridges to Success meetings.

Student Success Technicians work directly with students to provide information regarding assessment services. They distribute the START Information Card and provide assistance in completing the online admissions process. They are responsible for the sign-up list for all feeder high schools and help resolve any issues a student may have in obtaining a student ID number.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

The assessment process at AHC is most commonly called and referred to as the START test. START is an acronym for Student Testing, Advising, Retention, and Transition.

Students complete the START test prior to registration. Each spring, the Assessment Coordinator organizes testing dates that are mutually agreed upon with all feeder high schools. Early testing is encouraged which enables students to take advantage of priority registration. Incoming freshmen may take the placement test at their high school, the Santa Maria campus, or the Lompoc Valley Center. High schools can reserve as many test dates as needed. The Assessment Coordinator has trained high school staff to administer the START test.

START testing dates are posted monthly on the Testing Center webpage. A reservation is not required for a student to complete the START test. They are required to present any picture ID and their AHC student ID number in order to be seated for the test.

The AHC Score Reports are printed on the back of a course sequence chart and given to each student immediately after testing. Their placement in English, reading, and math is highlighted, so they have a visual of what courses may follow and what their path looks like. The Score Report includes information directing students to complete the New Student Orientation (for those that have not completed it) and sign up for an Academic Advising Workshop (AAW). It also reminds students to take the AHC Score Report with them when they attend the AAW.

The Assessment Coordinator emails monthly testing dates to all AHC counselors, high school counselors, and other staff to share with their students. Important dates, new and revised procedures, and reminders are often shared in these emails as a means of keeping the high school counselors up to date. Assessment updates are also shared at the monthly Bridges to Success meetings.

A START Information Card was created and printed for wide distribution. The START Information Card provides basic information about the placement test and what to bring; emphasizes the need to prepare for the placement test in order to maximize their ability to place appropriately for their skill-level; and gives the links for accessing the free sample questions, online study guides, and web-based study application. The link to a brief video is provided to encourage students to prepare for the placement test and find out how good preparation will benefit them. The Testing Center webpage displays the links to the study guides/practice tests and video.

4. **a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.**

The START test is the suite of tests called Accuplacer for placement in English, reading, and math. The START test for English as a Second Language (ESL) placement utilizes the Accuplacer LOEP tests, (Level of English Proficiency), and the CELSA (Combined English Language Skills Assessment). Most students are given the Accuplacer test; this test will branch to the LOEP tests based on the student's reading comprehension score. Students who have a very basic understanding of English are first given the CELSA test. If the CELSA placement advises further testing because of a high placement, the Accuplacer test will also be administered.

The assessment tests used for placement into English, reading, and math is Accuplacer Version 9. Upgrades to the platform occur at least annually. The alternative formats of the Accuplacer tests are called the Companion Tests. New Companion Tests for Reading Comprehension and Sentence Skills were required as of April 15, 2014, using answer sheets labeled Form H and I. The Math Companion Tests are still administered using answer sheets Form F and G. The assessment tests used for placement into ESL courses are the Accuplacer LOEP and the CELSA. The CELSA test has never been revised since it was developed; Form 1 and Form 2 are still administered. The AHC Writing Sample, administered in conjunction with the CELSA reading test, is a locally managed test. It is evaluated every six (6) years and was most recently evaluated for approval in 2014. ESL faculty and Testing Center staff independently score the writing sample and the Institutional Research office staff complete the required investigations of test validity.

The Accuplacer, LOEP, and CELSA are administered on campus using web-based software. Group settings of the Companion paper and pencil format are administered to the student population at the prison. Individualized testing sessions using the Companion tests are arranged by the Testing Center when necessary to provide reasonable accommodation to a student with a disability. The Testing Center collaborates with the Learning Assistance Program (LAP) when needed to assist in the identification of reasonable accommodation for the assessment process.

b. When were tests approved by the CCCCO and what type of approval was granted?

The following tests were approved and can be administered through the following dates:

Test	*Type of Approval*	*End Date*
Accuplacer, Version 9, English and math	Probationary	3/1/2016
Accuplacer ESL, Version 9	Probationary	3/1/2016
Accuplacer WritePlacer, Version 9	Full Approval	7/1/2020
Companion Accuplacer, English and math (paper/pencil)	Probationary	3/1/2016
CELSA Computerized, Form 1 & 2	Full Approval	3/1/2019
AHC ESL Writing Sample	Full Approval	7/1/2018

c. When were disproportionate impact and consequential validity studies last completed?

Disproportionate impact and consequential validity studies were completed in 2014.

5.   a. What multiple measures are used?

Counselors work closely with both the English and Math Departments at the College to ensure student success. Both departments come to counseling meetings when there are curricular changes and ask for feedback on potential concerns. The assessment coordinator also attends counseling meetings as appropriate to train faculty on placement and the importance of student preparation before taking the test. It is imperative that counseling, English, and math faculty work in tandem to discuss multiple measures. A counselor also sits on the District's Academic Planning and Policy (curriculum) committee and is instrumental in the curriculum review process when new English and math courses are created or modified.

b. How are they integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

The assessment process includes interviews by a counselor to gather information about a student's study skills, learning and career goals, computational skills, English language proficiency, educational and employment histories, academic performance, and need for special services. The counselor may utilize personal interviews, career aptitude and interest inventories, high school or postsecondary transcripts, or other measures of performance (e.g. specialized licenses, military training) to aid in the assessment process for course placement. This process ensures more than one measure is used in the assessment process for course placement.

    c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes, these measures meet the multiple measures requirement.

6. **Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.**

Assessment scores administered using Accuplacer tests at a college outside of the district are accepted by the AHC Testing Center. This information is printed in the College Catalog under the exemptions from assessment criteria and is also posted on the Testing Center webpage. Students are advised by Testing Center personnel on colleges in California who use Accuplacer tests and how to submit the raw Accuplacer testing scores for placement results at AHC.

7. **How are the policies and practices on re-takes and recency made available to students?**

The College retest policy is posted on the Testing Center webpage and in the College Catalog and is prominently posted in the Testing Center.

The Retest Policy states that students may retake the test if they fall under the following conditions:
1. At least two weeks have passed since the first test (to allow for extra study and preparation), AND
2. The original test scores are within 5 points of reaching the next level of math, English, and/or ESL.

Students may file an appeal in the counseling office with the Vice President of Student Services if they do not meet these requirements.

Accuplacer test scores for English, reading, and ESL placement do not expire, and students are not required to reassess. For math placement, a student's Accuplacer test scores are valid for a period of three years. If a student does not enroll in a credit math course within three years from their initial assessment, the student is referred to reassess for math placement. The only exception to this recency requirement is students who earned a grade of "C-" or better in both semesters of their high school geometry course. The student needs to submit a copy of the high school transcript to Admissions and Records for prerequisite clearance.

The Mathematical Sciences Department proposed the following: high school math courses completed within the last three years with a grade of at least "B-"over both semesters may be used instead of START test results to exempt students from those same classes at AHC. For example, if a student's placement is for intermediate algebra (Algebra 2 at AHC) and the student completed this course in high school last year with a grade of a "B" in both semesters, this student can provide his or her high school transcript to override the placement results and then be permitted to enroll in any math course for which Algebra 2 is a prerequisite course. The Mathematical Sciences Department faculty approved this policy proposal in spring 2014. Students are encouraged to meet

with a counselor, so the proper paperwork is submitted to the Admissions and Records office to clear the student for the next math level.

Currently, high school students are made aware of the math placement policy by attending either our NSO or AAW. Students who see counselors on a drop-in basis are also made aware of the math placement policy, and overrides are completed and cleared, so students are able to register in the appropriate math course. We will be adding this policy to our counseling webpage and in our College Catalog, so students are aware of their academic options.

Goals for 2015-2016
The SSSP and Student Equity Committee have established goals for the upcoming year to promote student success. The goals are to
- provide outreach and information regarding assessment testing,
- encourage students to utilize the practice tests,
- proctor the START test at our feeder high schools,
- use student ambassadors to stress the importance of the START test and the impact it will have on the college experience and completion of an educational goal,
- update the assessment video, and
- add math policy on the counseling website and college catalog.

8. **Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the positon. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Assessment Coordinator	Coordinate assessment services	SSSP/Match/GF
1.0	Testing Technician	Assist with assessment services	SSSP/Match/GF
1.0	Testing Specialist	Assist with assessment services	SSSP
.70	Student Success Technician	Assist with assessment services and outreach	SSSP
3.0	Counselors	Provide counseling services	SSSP/Match/GF
.05	Research Analyst	Prepare statistical information	Match/GF

9. **Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5200	Professional development and training	SSSP/Match/GF	$2,000
4500	Promotional materials/supplies	SSSP	$3,000

D. Counseling, Advising, and Other Education Planning Services

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1. **Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 Plan?**

Counseling services are offered at all of our locations which include Lompoc, VAFB, and Solvang. Services have been expanded at the Lompoc Valley Center to support students with core services which include career and transfer services. Lompoc Valley Center now has two full-time counselors to support students. The Student Success Center opened its doors fall 2015. The focus of the Student Support Center is to outreach to target groups (e.g. veterans and historically underrepresented groups of students) to take advantage of counseling services.

The Counseling Department increased the offering of Academic Advising Workshops (AAW) to open more appointments which has allowed counselors to develop comprehensive Student Education Plans, provide intrusive counseling, and offer follow-up services to at risk student populations. The AAW workshops were offered daily for the three weeks prior to priority registration and through the start of the semester. AAW workshops were also held at our local feeder high schools and to our rural community of Guadalupe. During 2014-15, the counseling department provided 444 AAW opportunities where a total of 2,554 students received an abbreviated Student Education Plan.

2. **a. How many students were provided counseling, advising and education planning services in 2014-15?**

During the 2014-15 year, the Counseling Department provided counseling services to 28,111 (unduplicated) and 44,134 (duplicated) students.

b. What percentage of the target population does this represent?

COUNSELING		
Target	*Served*	*%*
639	185	29%
2398	1543	64%
790	331	42%
3827	2059	54%

Target: First-time non-exempt students
Exempted students are those who earned an AA or higher or were exempted for other reasons.
First-time status based on actual enrollment in term.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Services offered by the Counseling Department include educational planning, personal counseling/crisis intervention, transfer counseling, career planning, assessment for course placement, follow-up services, athletic retention, high school outreach, personal development, and leadership coursework. Service

delivery methods include in-person counseling appointments and drop-ins, workshops, access to a counselor via email and telephone, and FTES funded classes. Service delivery is based on the core values of a developmental counseling and advising model. Resources such as *The Standards of Practice for California Community College Counseling Faculty* by the ASCCC and the National Academic Advising Association core values help to define the approach to service delivery at AHC.

Services to students are available year-round at the Santa Maria campus, Lompoc Valley Center, Solvang Center, and Vandenberg Air Force Base Education Center. Students may also connect with counselors via phone and email.

Distance Learning (DL) students can request a phone appointment in addition to the service delivery methods described above. Bilingual Spanish/English counseling is also available.

Two part-time counselors serve student athletes, and the counselors' office is located in the Kinesiology, Recreation, and Athletics Department. The counselors are trained in NCAA eligibility and provide abbreviated and comprehensive Student Education Plans (SEP) to all 400 athletes. Student athletes are required to meet requirements related to academic eligibility. These requirements are governed by outside agencies: CCCAA, NCAA, and NAIA. Nuances related to these requirements require careful scrutiny of a student athlete's coursework.

Students participating in EOPS/CARE, CalWORKS, DSPS (LAP), CAN/TRIO, MESA, STEM, veterans, athletics, CTE, and nursing receive additional targeted counseling.

In addition, a partnership with the Lompoc Federal Bureau of Prison is in place. Students who are incarcerated at this prison have the opportunity to earn an AA, Liberal Arts: Non-transfer Social and Behavioral Sciences. There are approximately 300 students enrolled annually. Once a month, a part-time counselor, who has received clearance to work with this population, visits the prison to meet with students and the prison's education director.

Credit counselors work closely with noncredit counseling faculty and staff to promote the transition of a student from noncredit to credit. Our noncredit counselors are trained in both credit and noncredit formats to provide comprehensive services to our students. Campus tours, specifically to credit support services/programs, are provided to noncredit students to become familiar with the buildings, staff, and faculty. The noncredit staff works closely with the credit CalWORKs program to ensure CalWORKs participants' needs are being met in both the credit and noncredit programs. Noncredit staff assist students with the credit admissions form, FAFSA/BOG, and the CA Dream Act application. Noncredit Staff refer potential credit students to the Testing Center to determine credit level placement. Once placement is determined, noncredit faculty and paraprofessional staff assist students with credit course selection. Noncredit faculty and staff are constantly referring students to credit support services programs, such as EOPS/CARE, CalWORKs, LAP, CAN, financial aid, counseling, admissions and records, and job placement to ensure a smooth and successful transition. ESL student ambassadors also assist students with the admissions and BOG application. Noncredit counselors provide outreach at feeder high schools to promote NSOs, AAWs, and assessment. Noncredit counselors/staff offer noncredit orientations to discuss the necessary steps to transition from noncredit to credit courses and the importance of an SEP outlining a career goal. Noncredit counselors develop noncredit Student Educational Plans outlining how a noncredit career goal can smoothly transition to a credit career goal. The SEPs are similar to credit SEPs, so students can become familiar with credit forms/processes.

3.   **a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).**

Services offered include educational planning, personal counseling/crisis intervention, transfer counseling, career planning, assessment for course placement, personal development, and leadership coursework.

Educational planning
   Promotes individual involvement in the academic planning process in order to empower the student with independence and self-sufficiency/advocacy.

Personal counseling/crisis intervention
   Offers students an opportunity to clarify life situations and/or overcome short-term personal crisis while working with a trained mental health counselor.

Transfer counseling
   Provided by all counselors at all campuses. Specialized transfer counseling is provided in which students planning to transfer work closely with a counselor in order to complete the specific guidelines required for transferring.

Career planning
   Offers exploring options, researching, and choosing a career can be done with all general counselors. Job Placement Career Services can offer specialized and focused preparation. In addition, the College offers personal and career exploration classes every semester.

Personal Development courses
   Designed for all students and helps to them develop in an environment that is both non-threatening and supportive in nature.

Leadership
   Provides students an opportunity to enhance and apply leadership skills, peer mentoring, communication, team building and event planning.

   b. Is drop-in counseling available or are appointments required?

Drop-in counseling is available on a daily basis throughout the day. These sessions are appropriate for SEP updates, basic registration questions, academic renewal, appeals, and petitioning to graduate. Appointments are required for a comprehensive SEP, transfer and career planning, university application reviews, and external transcript evaluations.

   c. What is the average wait time for an appointment and drop-in counseling?

Wait time varies; however, the average wait time is between 15-20 minutes. For an appointment, students are able to meet with a counselor within ten days.

4.   a. Describe the type of assistance provided to students to develop an abbreviated Student Education Plan and the scope and content of the plan.

Students attend an academic advising workshop (AAW) to develop their abbreviated Student Education Plans. The AAW is taught by counselors using both large and small group methods and is one hour in duration. In the large group setting, the counselor reviews and leads discussion on the following topics with students:
- identifying and setting academic goals;
- the importance and value of educational planning;
- understanding assessment placement results;
- how to use the college catalog as a resource;
- understanding the general education patterns, and identifying which pattern(s) to follow based upon a student's educational goal(s);
- definitions of common college terms, such as prerequisite, co-requisite, and advisory
- appeal policies and procedures;
- how to read and understand the schedule of classes;
- points of consideration when selecting college coursework (e.g. balancing work and school, estimated study time);
- available career exploration and success in college coursework in the Personal Development curriculum;
- examples of abbreviated and comprehensive Student Education Plans (SEP);
- introduction/training on DegreeWorks, a technology tool for educational planning;
- how to submit external transcripts for evaluation (e.g. AP test scores, high school transcripts for 2+2 articulation agreements, other postsecondary colleges and universities, etc.);
- how to access online registration; and
- how to prepare for future individual counseling appointments and the difference between an appointment and drop in counseling session.

Upon conclusion of the large group discussion, students work with counselors in small groups to apply what they have learned and develop their abbreviated Student Education Plan. Counselors are also available for drop-in sessions at the conclusion of an AAW to address student questions or concerns that are best addressed in an individual setting.

Students leave the AAW with a minimum of a first semester course plan. They also develop a plan for their math and English coursework sequence using their course placements from the assessment process. Lastly, students identify the next steps for educational planning in their individual academic pathways.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

Comprehensive Student Education Plans are developed during individual counseling appointments. The counselor assists the student with evaluation of his or her readiness for a comprehensive SEP. The counselor reviews with the student his or her personal aptitudes, goals, career aspirations, assessments, and academic performance when developing a comprehensive SEP. When a student's educational and career goals are not well defined, the counselor will work with the student to identify the steps needed to clarify their goals prior to the creation of the comprehensive SEP. In this type of

scenario, the counselor will make referrals to campus resources, such as the Career Center or the University Transfer Center, in addition to scheduling a follow-up counseling appointment to progress towards a comprehensive SEP.

Career exploration and assessment are vital components to the development of a comprehensive SEP. Career assessments are available at the Career Center to guide a student through self-assessment of personal characteristics, interests, and abilities in order to evaluate career and education options. Students who enroll in Personal Development 100 or 115 (Career Exploration courses) complete these assessments as a part of the course curriculum; however, the assessments are available to all students at the Career Center and utilized by all counselors when appropriate for the development of a student's comprehensive SEP development. The career counselor will develop, implement, and facilitate workshops to help students who are undecided on a major. This effort will lead to students choosing a program of study and the development of a comprehensive Student Education Plan.

A comprehensive SEP includes identification and review of the required coursework to achieve the student's educational goal, a complete evaluation of any external transcripts, and review of related articulation agreements when the student's goal pertains to university transfer, and identification of campus resources available to assist the student to achieve his or her goal. The counselor advises the student on how to develop a semester by semester plan using the comprehensive SEP. Discussion of potential obstacles to achieving the goal occurs in order to counsel the student on strategies or resources to assist in overcoming obstacles.

In addition, counselors may discuss the following with students: transcript evaluation, assessment evaluations, workshops, referrals, available classes, financial aid, and transfer.

5. **Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.**

DegreeWorks is a web-based auditing tool that provides a clear and convenient method for students to track certificate and degree progress, including general education requirements (AHC/CSU/IGETC) and explore progress towards other certificate and degree programs, and the program allows users to project future course work towards the completion of a certificate or degree. DegreeWorks also has the ability to check the availability of classes still needed to complete one's certificate, degree, and transfer general education requirements; calculate one's desired GPA (by semester/term, for graduation, and/or transfer); and provide access to the counselor developed educational plan. Students are able to access DegreeWorks by logging on to their AHC portal "myHancock" anywhere internet access is available.

With students needing to see a counselor to petition for certificates, AA/AS/AA-T/AS-T degrees, and transfer general education patterns, DegreeWorks gives the counselor a more efficient way of determining the completion of those petitions. DegreeWorks is compatible with AHC's Banner system, allowing external coursework inputted by the transcript evaluator to be automatically generated into DegreeWorks. This allows the counselor to see the external coursework used without needing to complete a substitution/waiver form for courses articulating with AHC courses. DegreeWorks also gives one the capacity to enter external coursework via Exceptions that does not articulate but satisfies a certificate, degree, or transfer requirement. Education plans can be developed by a student requesting a counseling appointment. In athletics, it is mandatory for eligibility for the athletic counselor to develop a two-year academic plan to map out the completion of an AA/AS degree and transfer

requirements.   DegreeWorks is a tool that assists in the development of a comprehensive educational plan that gives a semester by semester list of classes needed to satisfy degree, transfer, and eligibility requirements. The educational plan is saved, allowing the student-athlete or counselors to view it at any time. Only counselors have the ability to develop or change a student's educational plan. Counselors can access a student's educational audit or planner by entering their ID number or first and last name. Students can only view their own educational audit.

During 2014-15, over 40 various opportunities for DegreeWorks trainings were offered to students and staff. Trainings were provided during students' Professional Development courses as well as during various campus club and ASBG meetings and activities, such as Bow WOW, Professional Development courses for faculty and staff, and as part of a required workshop for students participating in particular student services programs. Posters and flyers were created to advertise these trainings and give an overview of the benefits of the software program. A campus webpage was also built to share in depth information regarding the program and provide an access point to register for ongoing trainings. With student interest increasing exponentially, a student worker was hired to assist with DegreeWorks trainings and offer additional assistance working on campus, and at various outreach events helping students work toward meeting the requirements for Priority Registration.

The College Catalog was also scribed for the 2015-16 academic year and various picklists were reorganized to be more clear and student friendly. Students are able to distinguish between AA, AS, AA-T, and AS-T degrees and well as various general education patterns and certificates. Goals for 2014-15 include creating online orientations utilizing screen recordings which demonstrate the use of the various DegreeWorks tools, utilize Skype for remote software assistance and trainings, implement a new Transfer Articulation Add On, and adopt the newest version of the Student Education Planner which allows for students' planner progress to be monitored and reported on. This will allow students to remain updated on their progress and course correct as necessary.

The SARS-Grid software package is used for appointment scheduling, recording counselor notes, collecting student data, and generating reports based on this data. All student service departments using SARS-Grid agreed upon common reason codes for data collection in order to ensure accurate and consistent data is collected pertaining to SSSP services for the MIS Student Services (SS) data file. Goals for the program include utilizing eSARS, allowing students to schedule, change, or cancel their own appointments with counselors, and implementing the new SARS Anywhere, a web-based version of SARS-Grid which will allow counselors and staff the ability to manage their own appointments from any location. Ongoing training and training materials will also be available as we work toward a smooth transition.

The Assist website (www.assist.org) is used as the official repository of articulation agreements for California public colleges and universities. The Transfer Center Website (www.ccctransfer.org) is used for course articulation between CCCs and for transfer related reference information.

Banner is used as the institutional database to maintain comprehensive student records and to generate the MIS SS data file. Information is maintained and allows student core services to be tracked and reported. Argos reports are generated using data from Banner.

Recruiter is a module in Banner with analytical tools that track prospective students and provide information and tools that will be used to monitor the completion of core services at the time of

admissions. Students will be able to track their progress on completing the steps for priority registration and be able to sign up for various opportunities, such as workshops and campus events. This is intended to bring the prospective and continuing or returning students closer to the campus climate. The software integrates with our student system allowing us to import and export data that will assist with ensuring that students have access to information. Students will be able to create an account, log in, update their personal information, fill out inquiry forms, sign up for events and workshops, and reset their password. AHC staff will be able to manage these prospective students, supply applications and forms for various events and activities, communicate which specific students or groups of students, and run reports. Recruiter will be customized for our best practices. It will help us maximize our recruiting efforts, offer personalized communications, send out target emails, and help move students through the admissions process.

CCCApply is a web-based admission application system. During the 2015-16 year, AHC plans to move from the current online custom admission application to the new CCCApply online application, developed and operated by the California Community Colleges Technology Center. CCCApply is owned by the CCC Chancellor's office and is currently offered free of charge to the CCCs. CCCApply has been redesigned for student success. The web interface has an intuitive navigation system, intelligent conditional questioning format, and verbiage that specifically applies to the student. To support the student as they apply to college, there is a 24/7 Help Desk call center, Help pages, and an on-demand, community-powered support site with official FAQs and online support. For Spanish speaking students, there is a built-in hover help feature that provides translation throughout the application. For staff, there is an interactive Web-based environment to produce reports, create dashboards, and perform analysis. At the end of the application, the student will be presented with information on how to successfully complete their orientation, assessment, and educational planning services.

Class Search is a web-based application used by students to identify course offerings for their educational planning and registration activities. Enhancements are needed to this program to assist students in making selections that fit their schedule and location. If a student selects particular days of the week, the program will be modified to take into account both the lecture and the lab meetings. A new search filter will be added to allow selection based upon course duration by number of weeks or by term. Search results will be color coded to differentiate between the Santa Maria Campus and the Lompoc Valley Center clearly.

Additional software options will be implemented to support student success and support programs such as askhancock. This software provides students with information 24/7 in English and Spanish.

Goals for 2015-2016
The SSSP and Student Equity Committee have established goals for the upcoming year to promote student success. The goals are to
- use technology to assist with proper notification to counselors for follow-up and completion of comprehensive Student Education Plans,
- implement the use of Skype to conduct counseling sessions,
- support professional development opportunities for faculty and staff,
- implement Academic Advising Module (AAM) an online option for students,
- implement Recruiter to support completion of core services for priority registration,
- implement CCCApply to support core services,
- implement new technology to support core services,

- enhance "Class Search" to assist students education planning, and
- evaluate staffing for LVC's Student Success Center.

6. **Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
9.0	Counselor	Provide counseling services	SSSP/Match/GF
.50	Counseling Assistant	Assist students with counseling services	SSSP
.75	Student Success and Support Technical Specialist	Provide students with instruction and training on the use of a technology tools for educational planning	SSSP
1.20	Administrative Assistant	Administrative support for advising	SSSP/Match/GF
1.30	Student Success Technicians	Assist with educational planning services and outreach	SSSP
3.0	Student Workers	Offer additional support to students	SSSP
1.0	Transcript Evaluator	Evaluate transcript and enter coursework into DegreeWorks for educational plans	SSSP
.10	Information Technology	Provide technical support/MIS submission	SSSP/Match/GF
.05	Research Analyst	Gather data related to SSSP	

7. **Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1210	Summer 2015 Extra Days (Counseling)	SSSP	$80,000
4520	Publications/Materials/Supplies	SSSP/Match/GF	$20,000
5210	Professional Development/Outreach/Travel	SSSP/Match/GF	$15,000
4514	SARS Anywhere	SSSP	$1,000
4514	DegreeWorks Transfer Equivalency	SSSP	$41,300
4514	CCCApply	SSSP	$65,000
4514	Class Search (Technology)	SSSP	$15,000
4514	Askhancock	SSSP	$45,000

E. Follow-Up for At-Risk Students

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1. **Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?**

Currently, the Probation Committee is developing a new online probation module that will target students on 1st academic/progress probation. The intent is to target students early in their educational career. The module will review the different levels of probation, consequences of their status, resources available on campus, and strategies to regain good standing.

2. **a. How many students were provided follow-up services in 2014-15?**

At the end of each term, once grades are final, students on academic and/or progress probation are notified via their myHancock email regarding their academic standing. Students are directed to our counseling webpage for detailed information concerning their status. At every level, students are encouraged to see an academic counselor to outline strategies to help regain good standing. Special programs on campus, such as athletics and EOPS, also reach out to their students on academic/progress probation and provide them with additional information and support services. For the academic year 2014-2015, 5778 were placed on some level of probation. According to SARS data, of the 5778 students on probation, 3369 pursued additional counseling follow-up services. In addition, the probation counseling webpage was visited 2543 times during the 2014-2015 academic year.

   b. What percentage of the target population does this represent?

According to SARS data, 58% of the students on probation received follow-up services.

   c. What steps are you taking to reduce any unmet need or to ensure student participation?

The new SSSP mandate require students to complete an orientation, assessment, and abbreviated education plan in order to receive priority registration. Students are now better prepared and have a clearer understanding of college expectations, policies, and procedures. As a result, we hope to see a reduction in the number of students who are on probation.

In addition, we will be investigating GRADES FIRST, an early alert and scheduling system. This program will allow implementation of an early alert system so that at-risk students may be identified earlier by instructional faculty referrals.

There is a need to provide in-person probation workshops throughout the year to first-time probation students. The workshop will review the different levels of probation, consequences of their status, resources available on campus, and strategies to regain good standing. We are also in the process of developing an online probation module that will help target all students, including our Distance Learning population.

3. **a. What types of follow-up services are available to at-risk students?**

At-risk students are comprised of those who are on academic and/or progress probation, undecided students who have not identified a major, and basic skills students.

At the end of each term, once grades are final, students on academic and/or progress probation are notified via their myHancock email regarding their academic standing. This procedure is part of grade finalization that occurs at the end of each term. The email directs students to our counseling webpage for detailed information concerning their status. At every level, students are encouraged to see an academic counselor to outline strategies to help regain good standing. Students are also informed if they have lost or will lose priority registration privileges.

The email notification encourages students to schedule an appointment to develop a comprehensive education plan to outline his/her education goal. At-risk students are also encouraged to enroll in Personal Development coursework (e.g. PD 100 "Personal and Career Exploration" and PD 101 Success in College). When appropriate, referrals are made to additional support services both on and off campus. Workshops are available to assist students in study skills, time management, and identifying educational and career goals.

Students who are dismissed and later reinstated submit a work in progress (WIP) form to a counselor at the mid-point of the academic term. This WIP collects information from the student's instructors regarding the student's current academic performance in the course, attendance record, and the instructor's recommendations for the student. Students receive the WIP form via their student e-mail account and are responsible for submitting the completed form to a counselor. The information collected on the WIP is helpful to the counselor when meeting with a student and discussing his/her progress towards re-gaining good academic standing.

Follow-up services for students who have not identified an educational goal include individual career counseling appointments, assessments, workshops for undecided students, recommendations to enroll in Personal Development classes, and referrals to campus events such as Career Exploration Day, University Transfer Day, and Bulldog Bow-wow. Career Exploration day showcases academic programs and community employers. University Transfer Day is an event where university representatives come to AHC to highlight their campuses and programs. Bulldog Bow-wow gives AHC departments the opportunity to inform students of their programs and services on campus.

There are additional follow-up services available at AHC:

EOPS/CARE/Cal-WORKS provides students with peer advising, registration assistance, career, academic and personal counseling, specialized workshops, annual activities, and assistance with the financial aid process. EOPS/CARE & CalWORKs also provides a follow up service by sending progress reports to all course instructors for each student in the program. Students that are at-risk of failing a course are called to come in to meet with an EOPS/CARE & CalWORKs counselor to discuss strategies for improvement and success. Furthermore, EOPS/CARE & CalWORKs monitors tutorial referrals to follow up with a student's progress. Students in these programs who are not meeting program requirements are notified via myHancock email to attend either a mandatory academic success workshop, enroll in a college success seminar taught by an EOPS/CARE & CalWORKs counselor, or work intensively with a counselor. Students on probation are asked to turn in a work in progress form for each course to assess their improvement.

LAP (Learning Assistance Program) provides students with specialized support and advocacy. This includes reasonable accommodations, instruction, assessment, and counseling.

CAN (College Achievement Now) provides students with academic tutoring, mentoring, counseling, career exploration, and scholarship assistance.

STEM (Science, Technology, Engineering and Mathematics) provides students with access to software/equipment, lending library, tutoring, counseling, workshops, and field trips. *MESA (Math, Engineering, Science Achievement)* provides students with scholarship and internship opportunities, specialized student success seminars, counseling, organized student groups, and tutoring. If a STEM student does not already have a comprehensive Student Educational Plan, one will be developed utilizing DegreeWorks. The SEP ensures that each student is on track to transfer, as well as complete AA/AS degree requirements if they so desire. STEM students can access their SEP by logging on to their myHancock portal anywhere internet service is available. STEM students are encouraged to continue to see the STEM or MESA counselor if any problems arise throughout the semester or if they plan to drop a course. STEM students must meet with the STEM counselor a minimum of two times per semester and attend at least one workshop and one activity. MESA program students are required to attend a minimum of three workshops per semester and must take either Engineering 100 (ENGR 100) - Introduction to Engineering or Education 140 (EDUC 140) - Math & Science Teaching Careers.

Athletics provides critical services to student-athletes. The part-time athletic counselors are located in the gym to coordinate student-athletes academics. The athletic counselors serve over 300 student-athletes. A monthly schedule of counselor hours is distributed to coaches via email and posted outside the athletics offices at the beginning of the semester. No appointment is necessary unless requested. Due to scheduling restraints, hours are not set up to meet the needs of student-athletes. Therefore, the student-athletes are only able to access the counselors between the hours of 8:30am and 1:30pm.

Services provided by the athletic counselors include but are not limited to schedule planning, Student Educational Plans (SEP), degree evaluations, transfer and eligibility requirements, and the mailing of an unofficial transcripts to the student-athlete's four year institution. Student-athletes sit down with an athletic counselor prior to each semester to develop a schedule and register for classes. Student-athletes receive a comprehensive SEP developed on DegreeWorks, which must be completed by the deadline established by the California Community College Athletics Association (CCCAA). This deadline is usually within the first six weeks of the season, and student-athletes that do not have this completed are ineligible to compete. The SEP ensures that the student-athlete receives their AA/AS/ADT degree and meets NCAA, NAIA, and CCCAA requirements for transfer. The student-athlete has access to their SEP by logging on to their myHancock portal anywhere web service is available.

Prospective student-athletes are directed to take the START assessment test. This process must be completed before schedules can proceed. After completion, the student-athlete will receive a reading, writing, and mathematics placement score, leading to their ultimate placement. Student-athletes are then directed to see the counselor for schedule planning. Out-of-state and foreign athletes are in communication either by phone or email after their initial contact with the college.

For returning student-athletes, a memo is sent to all coaches informing them of the registration dates and times. Student-athletes request to see the athletic counselor to set up a time to come in and register. Student-athletes are asked to sign an official and unofficial transcript release form. This allows the Counseling Department to release transcripts to coaches of universities or colleges during the recruiting process. A brief evaluation of their AA/AS degree requirements, transferrable units, and

eligibility are done at this time. Degree audits are done on DegreeWorks. The student is made aware if he or she has unit deficiencies for graduation, transferability, or eligibility. If they have met the graduation requirements, the student-athlete is asked to come back and petition for his or her AA/AS degree. The student-athlete's schedule is discussed, planned, and registered (by the student) online.

Student-athletes transferring to AHC from a 2-year or 4-year institution are advised to send Admissions and Records their official transcripts from all external colleges they have attended.   If the student decides to apply for graduation, they will meet with a counselor and a thorough evaluation of their AA/AS degree requirements, transferable units, and grade point average are done at this time.

An orientation is given to all student-athletes in August, September, and January prior to each season of competition. During the orientation, the athletic counselor reviews eligibility requirements for NCAA, CCAAA, and NAIA. They also review degree/transfer requirements, keys to success, AHC policies and procedures, AHC programs and services, and other general info. The student-athletes are highly encouraged to setup an appointment to identify and discuss a career educational goal at this time. An open forum for questions and answers is also encouraged. If student-athletes' parents or guardians are present, they are made aware of the Family Education Rights and Privacy Act (FERPA). This informs them that they cannot access their child's records or other information without the student-athletes written and signed request.

After the orientation and registration process, student-athletes are advised to see the athletic counselor if any problems or concerns arise during the semester. They are also advised to not drop or withdrawal from any classes without the approval of the athletic counselor. Returning student-athletes who have a 2.5 GPA or lower are required to see the counselor once a week to review academic progress throughout the semester. The same applies to freshmen student-athletes that have been deemed at-risk by using their high school grades as an indicator.

Referrals are made to the Tutorial Center, Writing Center, Bridges to Baccalaureate, Transfer Center, Scholarship foundations and scholarships, other scholarship resources, ASBG clubs, health centers, crisis team, Math Center, Learning Assistance Program (LAP), and Financial Aid (FAFSA).

The Allan Hancock College Student-Athlete Counselors request additional hours to meet the needs of the student-athletes throughout the year. Also, the necessity for student-athlete Personnel Development courses, much like those offered at the California State Universities and other Community Colleges around the state, is quite clear when incoming student-athletes are unprepared for college life and the curriculum associated within.

Other counseling duties include
- calculating the GPA for all teams at AHC each semester (Fall, Winter, Spring, Summer) which are an integral part of applying and receiving All-Academic and All-American awards,
- providing weekly academic reports to coaches as every team is given a report of student-athletes that the counselors have met with throughout the week—these reports are comprehensive and can consist of 55+ student-athletes from one sport (football),
- maintaining priority registration list via INB, and
- coordinating and communicating with Study Table Supervisors for each sport.

b. How and when are students notified of these services?

Students are notified primarily through his or her respected program(s). EOPS/CARE/CalWorks, Athletics, Counseling, LAP, and STEM each take responsibility to inform their student population of services and strategies to improve the students' experience and academic excellence at AHC.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

In most cases, the above special programs facilitate workshops in a group setting to deliver important information, such as registration, advising, and other special topics like time management, transfer, eligibility, and academic expectations. Available to all students, the Counseling Department developed an online orientation and an in person Academic Advising Workshop which is delivered in a group setting. The Academic Advising Workshops are advertised via the counseling webpage, flyers, and through counseling contact. Also, EOPS/CARE/CalWorks and STEM advertise their workshops via their program webpage, flyers, email, Facebook, and through in-person counseling contact.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Instructional faculty participate in early alert for special programs such as EOPS, athletics, CAN, etc. There is communication between instructors and counselors to provide support to students that may need additional assistance and resources. Counselors review progress reports and meet with students to provide counseling and advising. In addition, some instructors require that students meet with a counselor to develop an education plan.

Goals for 2015-2016
The SSSP and Student Equity Committee have established goals for the upcoming year to promote student success:
- Use technology to assist with proper notification to counselors for follow-up and completion of comprehensive Student Education Plans.
- Provide intrusive group advising sessions for probation students regardless of level.
- Hire support staff to assist with retention, probation, and follow-up services.
- Integrate support services through MESA,EOPS/Care/CalWorks,CAN/TRIO.
- Identify and implement an early alert process.
- Identify and implement a StrengthsQuest assessment.
- Use technology to report which students have not completed the three steps to priority registration (Orientation, Assessment, and Advising) including a comprehensive Student Education Plan.
- Develop an online probation module for students on academic/progress probation.

4. **Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3.0	Counselor	Provide follow-up counseling and advising	SSSP/Match/GF
.35	Counseling Assistant	Assist with follow-up services	SSSP
1.0	Administrative Assistant	Provide administrative support for follow-up services	SSSP/Match/GF
.05	Research Analyst	Provide data to track cohort of students	Match/GF
2.0	Retention Support Staff	Provide probation, retention, and follow-up services	SSSP

5. **Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4514	Online Probation Module	SSSP	$35,000
4520	Publications/Materials	SSSP/Match	$2,000
4514	Technology/Software	SSSP	$30,000

F. Other SSSP/Match Expenditures

1. **Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4514	Recruiter	SSSP	$51,425

2. **List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Academic Salaries-Counseling and Academic Administrator	GF	$1,185,107
2000	Classified and Other Nonacademic Salaries- Support Staff and Classified Administrators	GF	$1,073,548

3000	Benefits	GF	$588,917
4000	Supplies and Materials	GF	$22,548
5000	Other Operating Expenses	GF	$97,991
6000	Equipment	GF	$602

SECTION III. POLICIES

A.　Exemption Policy

1.　**Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.**

Current Board Policy (BP) 5050 and Administrative Procedure (AP) – Student Success and Support Program were revised to comply with title 5.   Additionally BP and AP 5110 – Counseling should also be evaluated for possible revision. Matriculation Exemption that is outline in AP 5050 is below:

Matriculation Exemption
All students who enroll or plan to enroll for credit classes at Allan Hancock College are encouraged to make full use of all Student Success and Support Program services. There are no exemptions from the Admissions, Orientation, and Counseling/Advising or follow-up components.

Assessment
Students may be exempt from some or all of the testing portion of assessment if they meet one or more of the following criteria:
1. are transferring from another accredited post-secondary institution and have completed the equivalent of the prerequisite to freshman composition or higher with a grade of C or better (exempt from English portion of assessment);
2. are transferring from another post-secondary institution and
a. have completed Algebra 1 or higher with a grade of C or better; or
b. have completed any other math course with a grade of C or better within the last three years (exemptions in #2 apply to math only);
3. present scores from an assessment test currently in use by Allan Hancock College and taken within the past three years;
4. have an associate degree or higher from an accredited institution;
5. are taking courses only to upgrade occupational skills or as continuing education related to current employment and are enrolling in no more than nine units;
6. are taking courses only which are not dependent on academic skill prerequisites (such as some PE, art, dance, and music courses) and are enrolling in no more than nine units;
7. are enrolling in six units or less (except English and math courses) and have goals that do not include working toward a certificate, an associate of arts degree, associate of science degree, or transfer;
8. receive credit by examination for English (exempt from English portion only) and/or math, (exempt from math portion only) from department approved Advanced Placement (AP), College Level Examination (CLEP), or Defense Activity for Non-Traditional Education Support (DANTES) test(s).

PRIORITY REGISTRATION APPEAL PROCESS
Students are able to appeal their priority registration. Students lose their priority registration status if they are placed on academic or progress probation for two consecutive terms or they have completed

more than 100 units at Allan Hancock College. The 100 unit limit does not include units earned in English as Second Language (ESL) or basic skills courses (500- level coursework).
1. Students can obtain an appeal form from the Admissions and Records website or any websites that have a link to the form.
2. It is the student's responsibility to gather necessary documents and turn in the complete appeal to the Counseling Department.
   a. Counseling will route special program appeals to departments: EOPS, CalWORKs, MESA, CAN, Athletics, and LAP.
   b. All other appeals will be reviewed by the chair of counseling department.
   c. If it is determined that the student must meet with a counselor, the counselor will make contact with the student to schedule an appointment. If an appointment is not needed the appeal the appeal will be approved/denied. All denied appeals will be reviewed by the Dean of Counseling.
   d. Each department is responsible for contacting the student regarding their appeal status. If the appeal is approved the student will be contacted to pick-up the form and take it to Admissions and Records. The department may also submit the appeal form to Admissions and Records.
   e. All reviewed appeals will be sent to Admissions and Records. The student's priority will be reinstated (at least three business day prior to the first day of priority registration) for those that are approved.
3. All appeals will be scanned into xtender by A&R and tracked by an indicator.

2. **What percentage of your student population is exempt (list by category)?**

B.   Appeal Policies

All students who enroll or plan to enroll for credit classes at Allan Hancock College are encouraged to make full use of all Student Success and Support Program services. There are no exemptions from the Admissions, Orientation, and Counseling/Advising or follow-up components.

ASSESSMENT
Students may be exempt from some or all of the testing portion of assessment if they meet one or more of the following criteria:
1. are transferring from another accredited post-secondary institution and have completed the equivalent of the prerequisite to freshman composition or higher with a grade of C or better (exempt from English portion of assessment);
2. are transferring from another post-secondary institution and
   a. have completed Algebra 1 or higher with a grade of C or better; or
   b. have completed any other math course with a grade of C or better within the last three years (Exemptions in #2 apply to math only)
3. present scores from an assessment test currently in use by Allan Hancock College and taken within the past three years;
4. have an associate degree or higher from an accredited institution;
5. are taking courses only to upgrade occupational skills or as continuing education related to current employment and are enrolling in no more than nine units;

6. are taking courses only which are not dependent on academic skill prerequisites (such as some PE, art, dance, and music courses) and are enrolling in no more than nine units;
7. are enrolling in six units or less (except English and math courses) and have goals that do not include working toward a certificate, an associate of arts degree, associate of science degree, or transfer;
8. receive credit by examination for English (exempt from English portion only) and/or math, (exempt from math portion only) from department approved Advanced Placement (AP), College Level Examination (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES) test(s).

PRIORITY REGISTRATION APPEAL PROCESS

Students are able to appeal their priority registration. Students lose their priority registration status if they are placed on academic or progress probation for two consecutive terms or they have completed more than 100 units at Allan Hancock College. The 100 unit limit does not include units earned in English as Second Language (ESL) or basic skills courses (500- level coursework).

1. Students can obtain an appeal form from the Admissions and Records website or any websites that have a link to the form.
2. It is the student's responsibility to gather necessary documents and turn in the complete appeal to the Counseling Department.
    a. Counseling will route special program appeals to departments: EOPS, CalWORKs, MESA, CAN, Athletics, and LAP.
    b. All other appeals will be reviewed by the chair of counseling department.
    c. If it is determined that the student must meet with a counselor, the counselor will make contact with the student to schedule an appointment. If an appointment is not needed the appeal the appeal will be approved/denied. All denied appeals will be reviewed by the Dean of Counseling.
    d. Each department is responsible for contacting the student regarding their appeal status. If the appeal is approved the student will be contacted to pick-up the form and take it to Admissions and Records. The department may also submit the appeal form to Admissions and Records.
    e. All reviewed appeals will be sent to Admissions and Records. The student's priority will be reinstated (at least three business day prior to the first day of priority registration) for those that are approved.
3. All appeals will be scanned into xtender by A&R and tracked by an indicator.

C.   Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

The process to establish and review prerequisites is under the purview of the Academic Policy and Planning Committee (AP&P) as defined by AHC Board Policy 4020 – Curriculum Development and Board Policy 4260 – Prerequisites, Co-requisites, Advisories.

BP 4020 CURRICULUM DEVELOPMENT
Curriculum development is the responsibility of the faculty under the guidance and leadership of the Vice President, Academic Affairs.

Revision of the curriculum shall be based upon evaluation studies, changing educational needs of the students and employment opportunities. New course proposals may be originated by any of the following: (1) departments acting as a body; (2) any individual faculty member, full-time or associate; (3) student council; (4) requests from community organizations; (5) requests from governmental agencies; and (6) instructional administrators. These proposals must be developed in collaboration with college departments and presented to the Academic Policy and Planning Committee for approval. The overall program of the college will be continually appraised to assure that the courses offered meet the needs of the community and the ambitions and desires of the students.

The chief agency for the coordination of curriculum changes is the Academic Policy and Planning Committee, a standing committee of the Academic Senate. This committee involves itself in those areas where curriculum is of prime importance. Academic freedom and standards, catalogs, college brochures, class schedules, student probation, testing, academic placement, library, audio-visual services, as well as course offerings may be areas of consideration.

BP 4260 PREREQUISITES, COREQUISITES, ADVISORIES
The Allan Hancock Community College District adopts the model district policy in order to provide for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The board recognizes that if these prerequisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the board adopts this policy which calls for caution and careful scrutiny in establishing prerequisites, co-requisites, and advisories. Nonetheless, the board also recognizes that it is as important to have prerequisites in place where they are a vital factor in upholding academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the board has sought to establish a policy that fosters the appropriate balance between these two concerns.

If a student believes the prerequisite has been met by other means, an appeal for prerequisite equivalency can be filed with the Dean, Student Services.

All pre and/or co-requisites that are stated in the College Catalog have been established according to policy approved by the Allan Hancock College Board of Trustees (Student Success: Appeals Procedure AHC 2015-16 Catalog, p. 16).

Students have the right to appeal a prerequisite and/or co-requisite on the basis of one or more of the following:
- The student has documented knowledge and abilities to succeed in the course despite not meeting the prerequisite/placement (documentation required: e.g. transcript, verification of equivalent experience, writing sample for appeal of an English course).
- The prerequisite course has not been made reasonably available.

- The prerequisite is discriminatory or is being applied in a discriminatory manner (documentation required).

It is the student's responsibility to provide relevant documentation, including a personal statement, to support a pre- or co-requisite appeal. The appeal form is available at the Counseling Department and on the department website. Students are notified of the status of their appeal via their AHC student email account within five (5) working days.

The process to establish and review prerequisites is under the purview of the Academic Policy and Planning Committee (AP&P) as defined by BP 4020 and in accordance to title 5 section 55002 and 55003. Faculty establish pre- or co-requisites based on whether the course is expressly required by stature or regulation; whether the skills, concepts and/or information covered in the course are needed for student success; or whether these are required to protect the health and safety of students and others. To assess whether the skills, concepts, and/or information of the pre- or co-requisite course are needed to ensure success in the following course, Allan Hancock College faculty use a rigorous content review process that includes but is not limited to, reviewing the textbooks and assigned assessments(s)/homework used in the pre- or co-requisite course, instructional objectives, course content, learning outcomes, competencies, and required entrance skills for the subsequent course. Included in this rigorous content review, comparable courses from other California Community Colleges and/or UC/CSU are used. Pre-requisite validation takes place at AHC every six (6) years; whereas, the validation of a newly established prerequisite takes place once after two (2) years after the course has been in place to evaluate whether the prerequisite is needed to ensure student success.

A rigorous content review with statistical validation takes place when the pre- or co-requisite is an English, math, or reading course for a non-sequential course (e.g. GEOL 101 requiring a Math 311 prerequisite). In such cases, faculty gather specific data that measures the success rate of students with and without the prerequisite to establish its validity as a pre- or co-requisite.

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

The SSSP Committee has worked diligently to implement the SSSP plan. Several activities have occurred during the past year:
- SSSP committee members viewed SSSP webinars,
- an annual Student Success Summit (spring 2015),
- participation in Strengthening Student Success Conference (fall 2014),
- participation in SSSP Directors Training (fall 2014),
- participation in SSSP webinars (fall 2014), and
- participation and training with technology that support SSSP.

Planned activities for 2015-16, including
- an annual Student Success Summit (spring 2016),
- participation in Strengthening Student Success Conference (fall 2015),
- participation in SSSP Directors Training (fall 2015), and
- participation in SSSP webinars (fall 2015 and spring 2016).

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION
Questions regarding the development of the college SSSP Plan may be directed to:

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

Attachment A
Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

| PARTICIPANT NAME	JOB TITLE	STAKEHOLDER GROUP
Sharon Alldredge	*Assessment Coordinator*	SSSP and Student Equity Committee
David Humphreys	*Dean, Academic Affairs*	SSSP and Student Equity Committe
Will Bruce	*EOPS Director*	SSSP and Student Equity Committee
Dr. Robert Parisi	*Dean, Student Services*	SSSP and Student Equity Committee
Christian Gardner	*SSSP Specialist*	SSSP and Student Equity Committee
Nohemy Ornelas	*Associate Superintendent/ Vice President, Student Services*	SSSP and Student Equity Committee Student Services Council
Dr. Sofia Ramirez-Gelpi	*Academic Planning and Policy Committee Chair/ Spanish Faculty*	SSSP and Student Equity Committee AP&P Committee
Chellis Ying	*English Faculty*	SSSP and Student Equity Committee
Dr. Kerry Runkle	*LAP(DSPS) Counselor*	SSSP and Student Equity Committee
Margaret Shigenaka	*Counselor*	SSSP and Student Equity Committee
Veronica Sanchez	*Counselor*	SSSP and Student Equity Committee
Karen Tait	*Mathematics Faculty*	SSSP and Student Equity Committee
Yvonne Teniente-Cuello	*Counseling Department Chair*	SSSP and Student Equity Committee
Larissa Nazarenko	*Dean, Academic Affairs*	SSSP and Student Equity Committee
Janet Ford	*Assistant Director, IT*	SSSP and Student Equity Committee
Mayra Morales	*Counselor, Noncredit*	SSSP and Student Equity Committee
Marian Quaid-Maltagliati	*Director, Admissions and Records*	SSSP and Student Equity Committee
Regina Smith	*Grants Analyst*	SSSP and Student Equity Committee

Stephanie Robb	*Coordinator, Student Activities*	SSSP and Student Equity Committee
Joanna Davis	*Student, ASBG*	SSSP and Student Equity Committee
Mallory Martenis	*Transcript Evaluator*	SSSP and Student Equity Committee
Armando Cortez	*Research Analyst*	SSSP and Student Equity Committee
Ardis Neilson	*Dean, Academic Affairs*	SSSP and Student Equity Committee
Juanita Tuan	*EOPS Counselor*	SSSP and Student Equity Committee
Antonio Ramirez	*Counselor*	SSSP and Student Equity Committee
Jose Millan	Counselor	SSSP and Student Equity Committee
Councils/Committees/Comi		Student Learning Council Student Services Council Academic Senate Associate Students College Council "Bridges to Success"

Attachment B
Credit SSSP Organizational Chart

Please attach a copy of your SSSP organizational chart and highlight the credit SSSP coordinator's position. Please include all positions included in your credit SSSP plan and also include any district-level positions if funded out of SSSP. Include district level positions in your plan narrative and budget, as the district will not have its own reporting structure. The colleges within the district will each include the prorated portion of the salary and benefits.

Student Services

ALLAN HANCOCK COLLEGE

Student Services
ASSOCIATE SUPERINTENDENT/VICE PRESIDENT
Nohemy Ornelas

ADMINISTRATIVE SECRETARY
Espie Valenzuela

Student Services
DEAN
Vacant

- Counseling & Matriculation (Credit / Noncredit)
- Job Placement Center
- EOPS, CARE & CalWorks DIRECTOR Will Bruce
- University Transfer/ Career Center
- Testing Center COORDINATOR Sharon Alldredge

Student Services
DEAN
Robert Parisi

- Admissions & Records DIRECTOR Marian Quaid-Maltagliati
- Financial Aid COORDINATOR Lori Doty
- Student Discipline
- Learning Assistance Program
- Veterans Success Center

Middle column:

- Student Activities COORDINATOR Stephanie Robb
- Student Health Services COORDINATOR Alex Bell
- TRIO/CAN DIRECTOR Petra Gomez
- CalSOAP Consortium DIRECTOR Diana Perez
- Mini Corps COORDINATOR Jessica Duarte
- Student Rights & Grievances

Attachment C
Student Success and Support Program (SSSP) & Student Equity Committee

PARTICIPANT NAME	JOB TITLE	STAKEHOLDER GROUP
Sharon Alldredge	*Assessment Coordinator*	SSSP and Student Equity Committee
David Humphreys	*Dean, Academic Affairs*	SSSP and Student Equity Committe
Will Bruce	*EOPS Director*	SSSP and Student Equity Committee
Dr. Robert Parisi	*Dean, Student Services*	SSSP and Student Equity Committee
Christian Gardner	*SSSP Specialist*	SSSP and Student Equity Committee
Nohemy Ornelas	*Associate Superintendent/ Vice President, Student Services*	SSSP and Student Equity Committee Student Services Council
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Janet Ford	*Assistant Director, IT*	SSSP and Student Equity Committee
Mayra Morales	*Counselor, Noncredit*	SSSP and Student Equity Committee
Marian Quaid-Maltagliat	*Director, Admissions and Records*	SSSP and Student Equity Committee
Regina Smith	*Grants Analyst*	SSSP and Student Equity Committee
Stephanie Robb	*Coordinator, Student Activities*	SSSP and Student Equity Committee
Joanna Davis	*Student, ASBG*	SSSP and Student Equity Committee

Mallory Martenis	*Transcript Evaluator*	SSSP and Student Equity Committee
Armando Cortez	*Research Analyst*	SSSP and Student Equity Committee
Ardis Neilson	*Dean, Academic Affairs*	SSSP and Student Equity Committee
Juanita Tuan	*EOPS Counselor*	SSSP and Student Equity Committee

Attachment D
Credit SSSP Budget Plan

Credit
Student Success and Support Program

2015-16

Budget Plan

Allan Hancock CCD

Allan Hancock College

Report Due By
Friday
October 30, 2015

Email completed budget plan to:
cccsssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

2015-16 Credit Student Success and Support Program (SSSP) Budget Plan
for fiscal reporting period July 1, 2015 - June 30, 2016

District:	Allan Hancock CCD
College:	Allan Hancock College

Submit the Budget Plan with signature page by email no later than **Friday, October 30, 2015**.

Email to: cccsssp@cccco.edu
and
Mail signature page with original signatures (postmarked by October 30, 2015) to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Mia Keeley - mkeeley@cccco.edu - (916) 323-5953.

This workbook contains 6 protected spreadsheets in the following order:

1 Cover Page	3 Part I: Funding	5 Part III: Planned District Match
2 Select District/College	4 Part II: Planned Credit SSSP Expenditure	6 Summary

Basic instructions:
Show expenditures from your Credit SSSP allocation as well as district contribution in accordance with the
SSSP Program Guidelines.   In addition, these expenditures must be clearly identified in your program plan.
At the bottom of some of the spreadsheets (or the back of the page if printed) are instructions for certain cells. You
will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, use the password to unlock sheet
(budget1516). Be sure to lock the sheet when finished.

Yellow colored cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
Blue colored cells indicate a pre-populated cell and cannot be modified.
Gray colored cells indicate a formula and cannot be modified.

2015-16
Allan Hancock CCD
Allan Hancock College
Credit

Part I: Funding

Enter whole numbers only

2015-16 Credit SSSP Allocation	$	2,264,353

Total 2015-16 Planned Expenditures in Credit SSSP

		Amount
Part II: Planned Credit SSSP Expenditures	$	2,264,353
Part III: Planned District Match	$	2,968,713
1:1.3 Calculated required match for Credit	$	2,943,659
Total Planned Expenditures in Credit SSSP	$	5,233,066
Balance of 2015-16 Credit SSSP Allocation	$	-

2015-16 Credit Student Success and Support Program Budget Plan
Part I: Funding
Specific Entry Instructions

Planned expenditures in the Credit Student Success and Support Program: This Budget Plan must be completed at the college level. In addition, these planned expenditures must be clearly identified in the Credit SSSP Plan.

Cell:

E10   Enter your college's 2015-16 Credit SSSP Allocation.

E14   This cell will populate once the Part II: Planned Credit SSSP Expenditures section has been completed.

E15   This cell will populate once the Part III: Planned District Match section has been completed.

D16   This cell will display your calculated required District Match for your Credit program.

E18   This cell is the sum of: Part II: Planned Credit SSSP Expenditures and Part III: Planned District Match.

E22   This cell is the sum of: 2015-16 Credit SSSP Allocation minus Part II: Planned Credit SSSP Expenditures.

0   If all of the 2015-16 Credit SSSP Allocation has been accounted for on this plan, then the balance should be zero.

+   If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

-   If the balance is negative, then the planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. The Budget Plan **cannot be submitted** if balance is negative.

Part II: Planned Credit SSSP Expenditures

Report planned expenditures of the Credit SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the Manual, not all expenditures listed are appropriate for Credit SSSP purposes. Refer to instructions below. Please refer to the SSSP Funding Guidelines for more information.

	Classification	# of FTE Positions	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	SSSP Research/ Coordination* (see below)	Total
1000	**Academic Salaries: List by Position Title(s)**		$ -	$ -	$ -	$ -	$ -	$ -
	Full Time Counselors	6.00	$ 155,766	$ -	$ 155,766	$ 155,766	$ -	$ 467,298
	PT Counselors	3.00	$ 68,000	$ -	$ 68,000	$ 68,000	$ -	$ 204,000
	Summer Counselors	1.00	$ 30,000	$ -	$ 30,000	$ 30,000	$ -	$ 90,000
	Dean	0.75	$ -	$ -	$ -	$ -	$ 96,776	$ 96,776
			$ -	$ -	$ -	$ -	$ -	$ -
			$ -	$ -	$ -	$ -	$ -	$ -
			$ -	$ -	$ -	$ -	$ -	$ -
	Subtotal		$ 253,766	$ -	$ 253,766	$ 253,766	$ 96,776	$ 858,074
2000	**Classified and Other Nonacademic Salaries: List by Position Title(s)**	0.00	$ -	$ -	$ -	$ -	$ -	$ -
	3SP Technical Specialist	1.00	$ 10,991	$ -	$ 10,991	$ -	$ 32,973	$ 54,955
	Student Success Technician	2.00	$ 50,000	$ 10,000	$ 25,000	$ 15,000	$ -	$ 100,000
	Counseling Assistant	1.00	$ 6,500	$ -	$ 29,250	$ 29,250	$ -	$ 65,000
	Student Services Assistant	2.00	$ 18,356	$ -	$ 18,356	$ 18,356	$ -	$ 55,068
	Testing Coordinators/Assistant	2.00		$ 94,880				$ 94,880
	Student Workers	4.00	$ -		$ -	$ 48,158		$ 48,158
	Retention Specialist	2.00	$ -	$ -	$ 40,000	$ 40,000	$ -	$ 80,000
	Transcript Evaluator	1.00	$ -	$ -	$ 45,000	$ -	$ -	$ 45,000
			$ -	$ -	$ -	$ -	$ -	$ -
	Subtotal		$ 85,847	$ 104,880	$ 168,597	$ 150,764	$ 32,973	$ 543,061

Classification	Orientation	Assessment	Counseling/Advising/Other Ed Planning	Follow-up	SSSP Research/Coordination * (see below)	Total
3000 Employee Benefits: List by Position Title(s)						
	$ -	$ -	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -	$ -	$ -
FT Counselors	$ 36,178	$ -	$ 36,178	$ 36,178	$ -	$ 108,534
PT Counselors	$ 8,372	$ -	$ 8,372	$ 8,372	$ -	$ 25,116
Summer Counselors	$ 2,000	$ -	$ 2,000	$ 2,000	$ -	$ 6,000
Dean		$ -			$ 30,000	$ 30,000
3SP Technical Specialist	$ 1,700		$ 1,700		$ 13,600	$ 17,000
Student Services Technician	$ 17,000	3,400	$ 4,250	2,550	$ -	$ 27,200
Student Services Assistant	$ 11,334		$ 11,334	11,334	$ -	$ 34,002
Testing Coordinator/Assistants	$ -	46,726	$ -		$ -	$ 46,726
Student Workers	$ -			1,110	$ -	$ 1,110
Retention Specialist/Transcript Evaluator	$ -	$ -	$ 34,000	17,000	$ -	$ 51,000
Subtotal	$ 76,584	$ 50,126	$ 97,834	$ 78,544	$ 43,600	$ 346,688
4000 Supplies & Materials						
Publications/Materials	$ 6,000	$ 5,000	$ 6,000	6,000	5,000	$ 28,000
Office/Supplies	$ -	$ -	$ -	-	15,000	$ 15,000
Printing and Mailing	$ -	$ -	$ -	-	30,000	$ 30,000
Subtotal	$ 6,000	$ 5,000	$ 6,000	6,000	50,000	$ 73,000
5000 Other Operating Expenses and Services						
Professional Development	$ 5,000	$ 5,000	$ 5,000	5,000	30,000	$ 50,000
Technology/Programming	$ -	$ -	26,730	25,000		$ 51,730
Technology/Software	$ 10,800	6,000	250,000	75,000	$ -	$ 341,800
Subtotal	$ 15,800	11,000	281,730	105,000	30,000	$ 443,530
6000 Capital Outlay						
	$ -	$ -	$ -	-	$ -	$ -
	$ -	$ -	$ -	-	$ -	$ -
Subtotal	$ -	$ -	$ -	-	$ -	$ -
7000 Other Outgo						
	$ -	$ -	$ -	-	$ -	$ -
	$ -	$ -	$ -	-	$ -	$ -
Subtotal	$ -	$ -	$ -	-	$ -	$ -
Grand Total	$ 437,997	$ 171,006	$ 807,927	594,074	$ 253,349	$ 2,264,353

Total Planned Expenditures cannot exceed the 2015-16 Credit SSSP Allocation

2015-16 Credit Student Success and Support Program Budget Plan
Part II: Planned Expenditures
Other Instructions

* Coordination/SSSP Research - This includes time spent by the Credit SSSP Coordinator who has direct responsibility for coordinating core Credit SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and staff who work directly in the program providing these coordination activities. The portion of the Credit SSSP Coordinator, staff salaries and benefits that are dedicated to providing core services should be reported under the appropriate core services column. Include SSSP funds spent on Research directly.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation.

(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved credit SSSP plan per title 5, section 55510.

(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on core services to students.

(c) Requests for permission to spend noncredit SSSP funds for equipment, materials or services not listed in the college's approved credit SSSP plan should be approved by the CSSO/Supervising Administrator and appropriate Credit SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures _not_ allowed: (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information.)

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Other Staff Salaries and Benefits (positions that do not support the core services described in the college's approved Credit SSSP Plan.)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses
9. Indirect Costs (i.e., heat, lights, power or janitorial services)
10. Unrelated Travel Costs
11. Vehicles
12. Clothing
13. Courses that generate FTES
14. Admissions and Records, unless directly related to the delivery of SSSP services
15. Institutional Research, that is not directly related to the provision or evaluation of SSSP services

2015-16

Allan Hancock CCD

Allan Hancock College

Credit

Part III: Planned District Match

Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the manual, not all expenditures listed are appropriate for Credit SSSP purposes. Refer to instructions below. Please refer to the SSSP Funding Guidelines for more information. Additional instructions are below.

Classification	# of FTE Positions	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination * (see below)	Credit SSSP Research	Credit SSSP Technology	Other Match Services ** (see below)	Total
1000 Academic Salaries: List by Position Title(s)										
Counselors	6.00	$ 144,461	$ -	$ 288,923	$ 144,461	$ -	$ -	$ -	$ -	$ 577,845
Part Time Counselors	4.00	$ 55,553	$ -	$ 111,106	$ 55,553	$ -	$ -	$ -	$ -	$ 222,212
Counselor Summer Hours	0.50	$ 11,201	$ -	$ 22,402	$ 11,201	$ -	$ -	$ -	$ -	$ 44,804
VP Student Services	0.50		$ -	$ -	$ -	$ 57,517	$ -	$ -	$ -	$ 57,517
Institutional Research Director	1.00		$ -	$ -	$ -	$ -	$ 111,814	$ -	$ -	$ 111,814
Articulation	1.00		$ -	$ -	$ -	$ -	$ -	$ -	$ 95,318	$ 95,318
Learning Outcomes	0.30						$ 12,766			
Transfer Center	1.00	$ 18,899	$ -	$ 37,799	$ 18,899	$ -	$ -	$ -	$ -	$ 75,597
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal		$ 230,114	$ -	$ 460,230	$ 230,114	$ 57,517	$ 124,580	$ -	$ 95,318	**$ 1,185,107**
2000 Classified and Other Nonacademic Salaries: List by Position Title(s)	# of FTE Positions									
Classified Staff Counseling	3.00		$ -			$ 74,579			$ -	$ 74,579
Classified Staff Admission/Records	9.00		$ -	$ -	$ -		$ -	$ -	$ 393,611	$ 393,611
Classified Staff Transfer Centers	0.80		$ -	$ 20,890	$ 20,890		$ -	$ -	$ -	$ 41,780
Classified Staff Testing	1.00		$ 64,697	$ -	$ -		$ -	$ -	$ -	$ 64,697
Classified Staff Career Center	0.50		$ -	$ 82,473	$ -	$ 13,235	$ -	$ -	$ -	$ 95,708
Classified Staff Student Serv Admin	0.50		$ -	$ -	$ -	$ 38,466	$ -	$ -	$ -	$ 38,466
Classified Staff CAN/TRIO	1.00		$ -	$ -	$ -	$ -	$ -	$ -	$ 69,238	$ 69,238
Classified Staff Institutional Research	2.00		$ -	$ -	$ -	$ -	$ 120,484	$ -	$ -	$ 120,484
Classified Staff Student Activities	0.60		$ -	$ 30,099	$ -	$ -	$ -	$ -	$ -	$ 30,099
Classified - Veterans Affairs	1.00		$ -	$ 21,125	$ 21,125	$ -	$ -	$ -	$ -	$ 42,250
Information Technology	1.00		$ -	$ -	$ -	$ -	$ -	$ 102,636	$ -	$ 102,636
Subtotal		$ -	$ 64,697	$ 154,587	$ 42,015	$ 126,280	$ 120,484	$ 102,636	$ 462,849	**$ 1,073,548**

Classification	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination * (see below)	Credit SSSP Research	Credit SSSP Technology	Other Match** (see below)	Total
3000 Employee Benefits: List by Position Title(s)									
Certificated Personnel	$ 49,343	$ -	$ 42,294	$ 21,147	$ 5,639	$ 11,278	$ -	$ 8,458	$ 138,159
Classified Staff Counseling		$ -	$ -	$ -	$ 42,447	$ -	$ -	$ -	42,447
Classified Staff Admissions/Records		$ -	$ -	$ -	$ -	$ -	$ -	$ 167,129	167,129
Classified Staff Transfer Center		$ -	$ 6,012	$ 6,012	$ -	$ -	$ -	$ -	12,024
Classified Staff Testing		$ 28,999	$ -	$ -	$ -	$ -	$ -	$ -	28,999
Classified Staff Career Center		$ -	$ 26,808	$ -	$ 5,949	$ -	$ -	$ -	32,757
Classified Staff Student Serv Admin		$ -	$ -	$ -	$ 25,788	$ -	$ -	$ -	25,788
Classified Staff CAN/TRIO		$ -		$ -	$ -	$ -	$ -	$ 14,152	14,152
Classified Staff Institutional Research		$ -	$ -	$ -	$ -	$ 61,642	$ -	$ -	61,642
Classified Staff Student Activities		$ -	$ 14,152	$ -	$ -	$ -	$ -	$ -	14,152
Classified - Veteran Affairs		$ -	$ 11,744	$ 11,744	$ -	$ -	$ -	$ -	23,488
Information Technology		$ -	$ -	$ -	$ -	$ -	$ 28,180		28,180
Subtotal	$ 49,343	$ 28,999	$ 101,010	$ 38,903	$ 79,823	$ 72,920	$ 28,180	$ 189,739	**$ 588,917**
4000 Supplies & Materials									
Supplies & Materials		$ -	$ -	$ -	$ -	$ -	$ -	$ 22,548	22,548
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 22,548	**$ 22,548**
5000 Other Operating Expenses and Services									
Conferences, etc	$ 12,249		$ 12,249	$ 12,249	$ 12,249	$ 12,249	$ 12,249	$ 24,497	97,991
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal	$ 12,249	$ -	$ 12,249	$ 12,249	$ 12,249	$ 12,249	$ 12,249	$ 24,497	**$ 97,991**
6000 Capital Outlay									
Equipment		$ -	$ -	$ -	$ -	$ -	$ -	$ 602	602
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 602	**$ 602**
7000 Other Outgo									
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ -**
Grand Total	$ 291,706	$ 93,696	$ 728,076	$ 323,281	$ 275,869	$ 330,233	$ 143,065	$ 795,553	**$ 2,968,713**

Total Planned Expenditures must be at least equal to or exceed the Required District Match

2015-16 Credit Student Success and Support Program Budget Plan
Part III: Planned District Match
Other Instructions

* Coordination - This includes time spent by the Credit SSSP Coordinator who has direct responsibility for coordinating the college's credit SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and staff who work directly in the program providing these coordination activities. The portion of the Credit SSSP Coordinator and staff salaries and benefits that are dedicated to providing core services should be reported under the appropriate core services column.

** Other Match - Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research, Institutionally Funded Tutoring and Supplemental Instruction Costs for At-Risk Students. (Note: Be sure these expenditures are not double-counted for the Noncredit SSSP match).

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed for Credit and Noncredit College/District Match (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information). College/District Match must directly benefit SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for Placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services for At-Risk Students
6. SSSP Research (directly related to the evaluation of noncredit SSSP services)
7. SSSP Technology (directly related to providing noncredit SSSP services)
8. Other Match Services: Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research, Institutionally Funded Tutoring and Supplemental Instruction Costs for At-Risk Students
9. Beverages and Food for Credit SSSP Functions

Expenditures Disallowed for Credit and Noncredit College/District Match (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information). Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Other Staff Salaries and Benefits (positions that do not support the core services described in the college's approved Credit SSSP Plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses
9. Indirect Costs (i.e., heat, lights, power or janitorial services)
10. Unrelated Travel Costs
11. Vehicles
12. Clothing
13. Courses that Generate FTES

2015-16
Allan Hancock CCD
Allan Hancock College
Credit

Summary

Part I: Funding

2015-16 Credit SSSP Allocation	$	2,264,353

Total 2015-16 Planned Expenditures in Credit SSSP

Part II: Planned Credit SSSP Expenditures	$	2,264,353
Part III: Planned District Match	$	2,968,713
1:1.3 Calculated required district match for Credit	$	2,943,659

Total Planned Expenditures in Credit SSSP	$	5,233,066

Balance of 2015-16 Credit SSSP Allocation	$	-

The required District Match was met:	**Yes**

Certification

The undersigned certify that the the 2015-16 Credit SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25, in accordance with the objectives and activities identified in the college's 2015-16 Credit Student Success and Support Progam Plan per title 5, section 55510 and the SSSP Funding Guidelines.
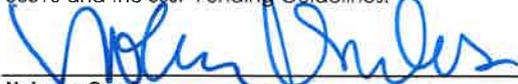
	Email address	Phone Number	Date
Nohemy Ornelas	nohemy.ornelas@hancockcollege.edu	(805) 922-6966	10/29/15
College Credit SSSP Director/Coordinator (Typed name and signature)			
Nohemy Ornelas	nohemy.ornelas@hancockcollege.edu	(805) 922-6966	10/29/15
Credit SSSP Supervising Administrator or CSSO (Typed name and signature)			
Michael R. Black	mblack@hancockcollege.edu	(805) 922-6966	10/29/15
College/District Business Manager (Typed name and signature)			
Kevin Walthers, Ph.D.	kevin.walthers@hancockcollege.edu	(805) 922-6966	10/29/15
Superintendent/President (Typed name and signature)			
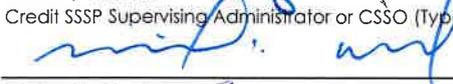
Attachment E
Credit SSSP New Student Orientation and Academic Advising Workshop

NEW STUDENT ORIENTATION

Counseling Department

ALLAN HANCOCK COLLEGE

STEPS TO ENROLLMENT

1 • Complete an Online Admission Application

2 • Apply for Financial Aid

3 • Complete an Orientation

4 • Complete the START Placement Test

5 • Complete an Academic Advising Workshop

6 • Register for Classes

7 • Pay your Fees

ALLAN HANCOCK COLLEGE

NEW STUDENT PRIORITY REGISTRATION

| Orientation | ➕ | Take the START Placement | ➕ | Academic Advising Workshop | ＝ | Priority Registration |
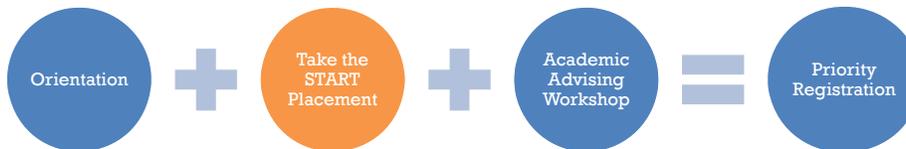
You are here!

Winter 2015 Priority Registration: November 11th
Spring 2016 Priority Registration: November 18th

ALLAN HANCOCK COLLEGE

PRIORITY REGISTRATION

- New students are given priority registration on Day 3 only if they have completed an Orientation, START tested, and completed an Academic Advising Workshop where you will create a 1st semester plan.

- It is very important to register on your priority date because classes fill quickly.

- Students that don't take advantage of priority registration do not get the classes they need.

ALLAN HANCOCK COLLEGE

PRIORITY REGISTRATION WINTER 2015

Date	Units Completed at AHC	Registration Date
Day 1	Learning Assistance, EOPS, Foster Youth and any member or former member of the United States Armed Forces within two years of leaving active duty	Nov 9th
Day 2	LAP Note Takers, CAN/TRIO, Bridges to the Baccalaureate, MESA, Athletes, and students with 50-100 units completed	Nov 10th
Day 3	New Students who have completed START/Orientation/1st Semester Plan & Students with 30-49.5 units completed	Nov 11th
Day 4	Students with 12-29.5 units completed	Nov 12th
Day 5	Students with .5-11.5 units completed	Nov 13th
Day 6	All Other Eligible Students & Students with 100.5+ units completed	Nov 14th

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PRIORITY REGISTRATION SPRING 2016

Date	Units Completed at AHC	Registration Date
Day 1	Learning Assistance, EOPS, Foster Youth and any member or former member of the United States Armed Forces within two years of leaving active duty	Nov 16th
Day 2	LAP Note Takers, CAN/TRIO, Bridges to the Baccalaureate, MESA, Athletes, and students with 50-100 units completed	Nov 17th
Day 3	New Students who have completed START/Orientation/1st Semester Plan & Students with 30-49.5 units completed	Nov 18th
Day 4	Students with 12-29.5 units completed	Nov 19th
Day 5	Students with .5-11.5 units completed	Nov 20th
Day 6	All Other Eligible Students & Students with 100.5+ units completed	Nov 21st

ALLAN HANCOCK COLLEGE

WE WILL COVER IMPORTANT NEED TO KNOW INFORMATION FOR ALL NEW STUDENTS. LET'S GET STARTED!

ALLAN HANCOCK COLLEGE

IN COLLEGE...

- <u>You</u> are responsible for your education.
- <u>You</u> are in the driver's seat.
- <u>You</u> need to make smart choices.
- <u>You</u> must advocate for yourself.
- <u>You</u> must educate yourself about college policies and procedures.

ALLAN HANCOCK COLLEGE

SUCCESSFUL STUDENTS...

- Manage their time wisely.
- Plan ahead.
- Are active learners in the educational process.
- Are prepared for class.
- Take the initiative to ask for help.
- Get to know their instructors, counselor, and other important key campus personnel.

ALLAN HANCOCK COLLEGE

CLASSROOM EXPECTATIONS

- Understand your course syllabus
- Be on time and attend every class session
- Be prepared
- Ask for help
- Have open communication with your instructor
- Be respectful of others
- Participate in classroom discussions

ALLAN HANCOCK COLLEGE

POLICIES AND PROCEDURES

GOOD STANDING POLICY

- AHC requires you to maintain a specific level of academic and progress performance.
  - You are required to maintain a minimum 2.0 GPA
  - You are required to complete 50% of your attempted units
- When you are not in good standing with the college, you will be placed on probation. It will affect:
  - Your priority registration date, and
  - Your financial aid eligibility including BOG

PROBATION POLICY

Academic Probation refers to GPA.

| 1st Time (Warning) | 2nd Time (9 unit limit) | Dismissed (Blocked Registration) |
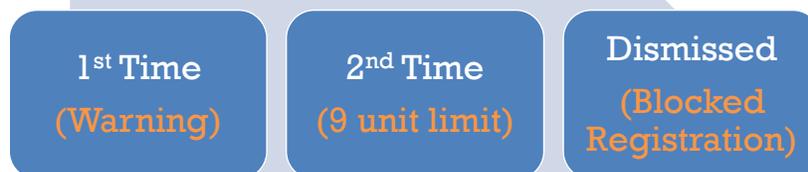
Progress Probation refers to unit completion.

ALLAN HANCOCK COLLEGE

WITHDRAWING (DROPPING) FROM CLASSES

- Students withdraw from classes for a variety of different reasons (course difficulty, work conflict, unstable daycare, etc…).
- First, talk to your instructor and counselor prior to withdrawing from a class. If you are receiving financial aid (FA), you are encouraged to check with FA to find out if withdrawing from a class will affect you.
- If you choose to withdraw, you are required to do so through your myHancock account (student portal).
- Important…excessive withdrawing from classes will affect your progress standing as well as financial aid eligibility.

ALLAN HANCOCK COLLEGE

EXCESSIVE COURSE ATTEMPTS

- AHC will allow you to attempt a course no more than 3 times if you received a letter grade of a D, F, W (withdrawal), or a NP (no pass).

- Always talk to a counselor prior to repeating a course you have attempted. You may or may not need to repeat the course.

ALLAN HANCOCK COLLEGE

PREREQUISITE/COREQUISITE/ ADVISORY

- Prerequisite
  - A course needed before a student may register for a subsequent course.

- Corequisite
  - A course that must be taken prior to or at the same time as the desired course.

- Advisory
  - A course that is encouraged, but not required to take before enrolling in a more advanced course

A prerequisite/corequisite course may be appealed through the counseling department.

ALLAN HANCOCK COLLEGE

2+2 ARTICULATION

- Your high school and AHC have agreed upon course equivalencies.

- A course that you completed in high school with a "B" or better grade may satisfy a prerequisite to a course offered at AHC.

- In addition, you may receive college credit for a course you completed in high school once you have completed a more advanced course at AHC.

- Speak to a counselor for more information.

ALLAN HANCOCK COLLEGE

OTHER IMPORTANT INFO

ALLAN HANCOCK COLLEGE

myHancock

- myHancock is your student portal which has access to your personal information that includes...
  - Schedule of classes
  - Unofficial transcript and grades
  - Financial Aid information
  - Registration information
  - Blackboard
  - AHC e-mail account

COMMUNICATION

- The main source of communication between students and the college is through the myHancock email account.

- Check your email frequently.

- You may have your myHancock email forwarded to your personal email account. Check myHancock for instructions.

ACADEMIC CALENDAR

- The academic calendar lists important dates and deadlines, such as:
  - First day of priority registration
  - First day of the semester
  - Holidays and campus closures
  - Last day to file a petition for graduation
  - Last day to file a counseling appeal
  - Final exam dates
  - And much, much more…

ALLAN HANCOCK COLLEGE

SCHEDULE OF CLASSES

- The Schedule of Classes lists all the course offerings for the semester.
- In addition, you will find information such as:
  - Course descriptions
  - Last day to withdraw
  - Course prerequisite/corerequisite/advisory
  - Space availability in the class
  - Days/Hours the class is offered
  - Instructor's name
  - Class location

ALLAN HANCOCK COLLEGE

COLLEGE FEES

BOG will waive your enrollment fee for eligible CA residents including AB540 students!

Tuition	$46 per unit/ $190 per unit for Non-residents
Health Fee	$19 fall & spring/$16 summer
Books	$500-800 per semester
Parking Permit	$20 per semester
Student Representation Fee	$1 per semester
Student Center Fee	$1 per unit (max $10 per year)
Student ID Card	$2 semester
Materials Fee	Varies per class

Pay your fees within 4 calendar days or you will be dropped from your classes.

ALLAN HANCOCK COLLEGE

CHECK YOUR GRADES

- Report cards are not mailed out like in high school.
- You are responsible for checking your grades through your myHancock account each semester.
- If you feel there may be an error with a grade you received, consult with your instructor right away. You have 90 days to initiate the grade review process.

ALLAN HANCOCK COLLEGE

TRANSCRIPT

- Your transcript is a complete academic history of all the classes you have attempted and completed.
- It is a permanent record that doesn't go away.
- As a transfer student, you will be required to send all of your college transcripts as part of the admission process.
- Also, many employers require an official transcript as part of the hiring process.

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DISTANCE LEARNING

- Not only does AHC offer classes on-campus, we also offer online classes.
- Online classes are identified as Online-DL in the Schedule of Classes.
- Distance learning (DL) classes are designed for students who are disciplined, independent learners that manage their time wisely.
- If you are enrolled in a DL class, be sure to click on the CRN# in the schedule of classes to see information on the orientation and how to contact the instructor.

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BLACKBOARD

- Instructors use Blackboard to communicate with their students. You will find …

  - Course syllabus information

  - Assignments

  - Quizzes and tests

  - Discussion boards

  - Assigned readings

  - Progress in class (i.e. grades on test/quizzes, etc.)

ALLAN HANCOCK COLLEGE

PROGRAMS AND SERVICES

ALLAN HANCOCK COLLEGE

STUDENT SERVICES

AHC offers a wide range of programs/services to help students succeed:

- Counseling/University Transfer Center
- Financial Aid
- EOPS/CARE/CalWorks
- Learning Assistance
- MESA
- CAN

- STEM
- Health Services
- Job Placement/Career Services
- Tutorial Center
- Writing Center
- Math Center

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COUNSELING SERVICES

- Counselors are professionally trained faculty that are available to assist you in your educational journey.
- Counselors provide academic, career and personal counseling for students to ensure a positive experience at AHC.
- Most importantly, counselors are here to help you succeed!

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STUDENT EDUCATION PLAN

- You are required to complete a Student Education Plan within your first two semesters at AHC (SEP).

- An SEP will list all your required courses you must complete in order to reach your educational goal (certificate, associate degree, and/or transfer).

- You are required to schedule an appointment with a counselor to develop an SEP after...
  - You have START tested, and
  - You have submitted all of your transcripts from other college(s), including AP credit and military transcript, to the Admissions and Records office.

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FINANCIAL AID

- All students should apply for financial aid (FAFSA)…it's free!
- By completing the FAFSA, you may also qualify for BOG.
- BOG will waive your enrollment fees ($46 per unit).
- FAFSA will determine if you are eligible for grants which will help pay for books and other educational expenses.

Important
Check your financial aid status in your myHancock account under your "Financial Aid" tab for updates.

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FINANCIAL AID ELIGIBILITY

- All financial aid students must complete the following in order to receive financial aid:
  - Maintain a 2.0 cumulative GPA.
  - Complete 70% of your attempted units.

- Complete your associate degree and/or transfer requirements by the time you have attempted 90 units.

- Starting Fall 2016, BOG recipients must maintain a 2.0 GPA and complete more than 50% of their units attempted in order to have their tuition waived.

  If you do not meet these standards, your financial aid will be cancelled after you receive a warning.

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CALIFORNIA DREAM ACT

- Non-resident students who have attended a California high school for at least 3 years and have graduated are now eligible to apply for State Aid (Cal Grant) and BOG.

- BOG will waive your enrollment fees.

- Go to our Financial Aid website and follow the "California Dream Act" link.

CA DREAM ACT

Economic Prosperity for the State of California

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OTHER CAMPUS SERVICES

- Campus Police Department
  - Dedicated to provide a safe environment where learning can take place. They are SMPD officers assigned to AHC.
- Health Services
  - Offers a wide range of health-related situations including emergency first aid, illness/injury assessment, student insurance and health education programs.
- Bookstore
  - Offers books and supplies for all your classes.
- Associated Student Body Government (ASBG) & Student Activities
  - Responsible for student activities, programs, and legislative matters pertaining to students.

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NEXT STEP

ALLAN HANCOCK COLLEGE

NEW STUDENT PRIORITY REGISTRATION

Orientation **+** Take the START Placement **+** Academic Advising Workshop **=** Priority Registration

Next step!

Winter 2015 Priority Registration: Nov 11th
Spring 2016 Priority Registration: Nov 18th

ALLAN HANCOCK COLLEGE

1ST SEMESTER PLAN

- You will be meeting with a counselor, at an Academic Advising Workshop (AAW), who will assist you with the following:
  - Identifying your academic goal
  - Understanding your placement test results
  - Learning to use "Class Search" online
  - Completing a 1st semester plan, and
  - Answering any questions you may have
- Completing a 1st semester plan is required for all new students.
- Also, attending an AAW is mandatory in order to schedule a future counseling appointment.

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ACADEMIC ADVISING WORKSHOP

Counseling Department

ALLAN HANCOCK COLLEGE

NEW STUDENT PRIORITY REGISTRATION

Orientation **+** START Placement Test **+** Academic Advising Workshop **=** Priority Reg

You are here!

Winter 2016   Nov. 11th
Spring 2016   Nov. 18th

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IN ORDER TO ENROLL IN YOUR CLASSES WITH CONFIDENCE, YOU WILL NEED TO COMPLETE THE FOLLOWING 6 STEPS:

- Identify your academic goal
- Understand your placement test results
- Understand associate degree and transfer requirements
- Learn to read the Schedule of Classes online
- Select your classes, and
- Register for classes and pay your enrollment fees

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ACADEMIC GOALS

- No matter what your major is, AHC offers a variety of educational programs and transfer opportunities to fit your goal.

- Many students start off at AHC with no idea what to major in, what college or university to transfer to, or even if they want to transfer at all.

- What's most important is to get off to a good start by scheduling the right classes your first semester.

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VARIETY OF ACADEMIC GOALS

- Transfer to a 4-year school
- Transfer to a 4-year school with an associate's degree
- Earn an associate degree
- Earn a certificate
- Upgrade job skills

Goals
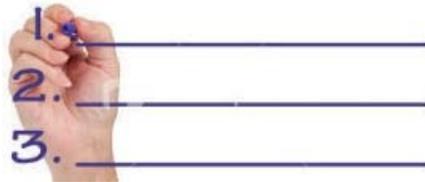
ASSESSMENT

- All of you have already completed the START assessment. Your placement scores represent the recommended levels of reading, writing and math.
- It is strongly advised to take these courses right away
- If you feel that your placement is not reflective of your current skill level, see a counselor for proper placement or appeal process.

ENGLISH SUCCESS SEQUENCE

MATH SUCCESS SEQUENCE
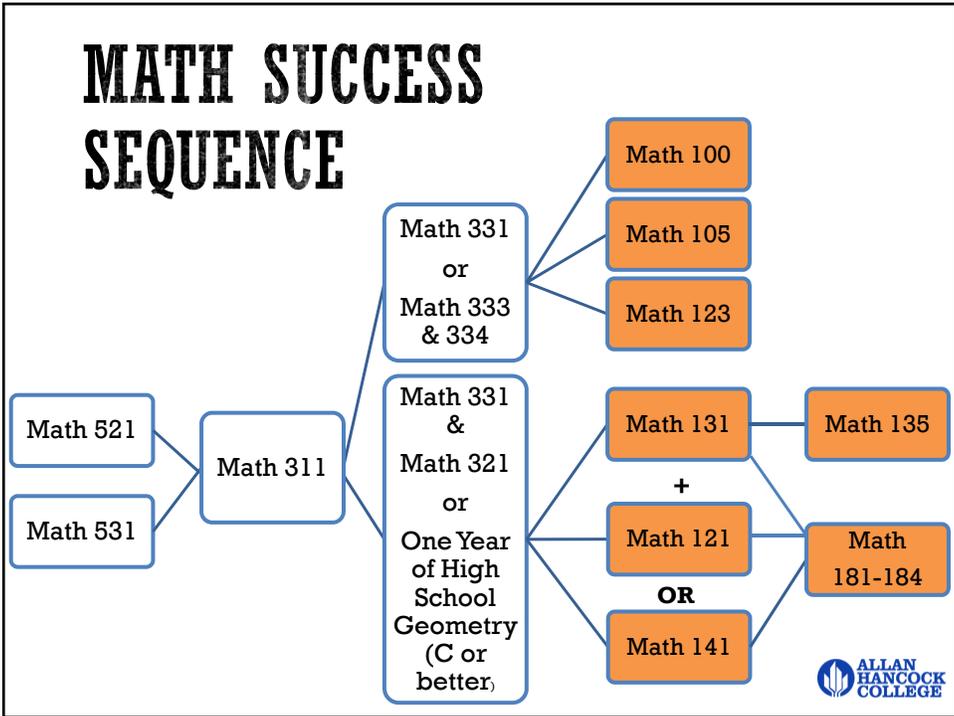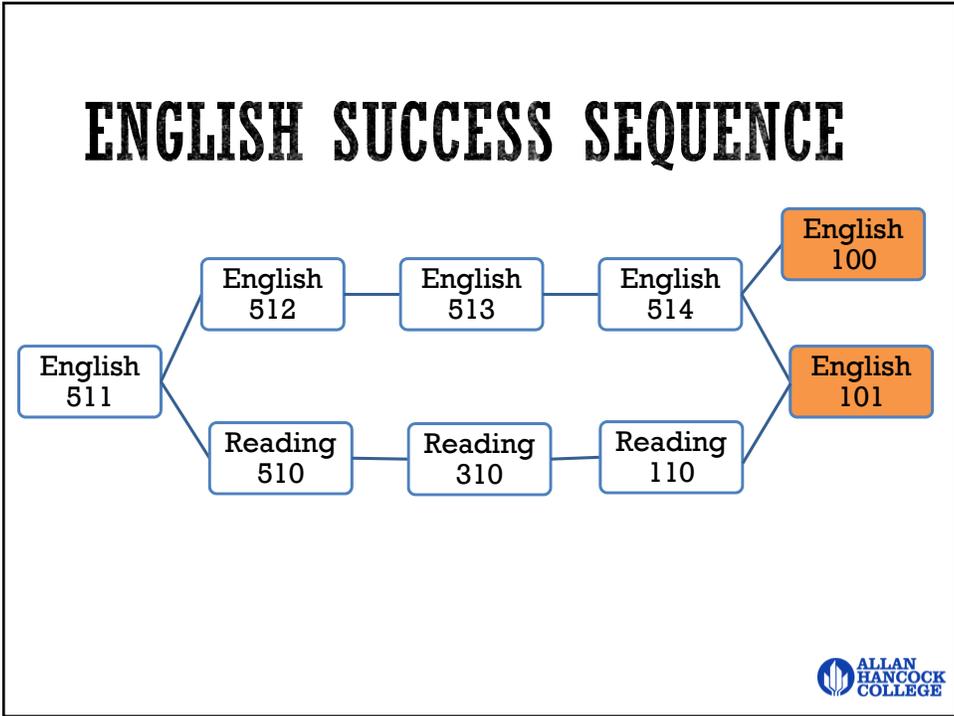
PLANNING

- It could take you approximately 2-3 years to either earn an associate's degree and/or to transfer to a university, depending on…
  - your assessment test results in English and math
  - the amount of units you take each semester, and
  - your major requirements

GENERAL EDUCATION PATTERN

- There are 3 general education (GE) patterns to follow. Depending on your educational goal will determine which pattern you should complete…

AHC GE Pattern

CSU GE Pattern

IGETC Pattern

ASSOCIATE DEGREE

21 General Education Units

- Business Administration
  - BUS 101   3 units
  - BUS 110   3 units
  - CBIS 101   3 units
  - ECON 101   3 units
  - ECON 102   3 units
  - ACCT 130   3 units
  - ACCT 140   3 units
  - MATH 123   4 units
         Major: 25 units

* Plus 14 Elective Units

2014–15 Allan Hancock College Associate Degree (A.A./A.S.) Requirements

60 degree applicable units

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CATALOG RIGHTS

CATALOG

- Graduation requirements for degrees and certificates are determined according to the catalog in effect at the time you enroll at AHC.

- For example, if you are beginning your college career in fall 2014, you would follow the 2014-2015 catalog.

- In order to maintain your catalog rights, you must be in continuous enrollment during each successive academic year.

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CSU TRANSFER

39 General Education Units

2014-2015 CSU General Education Requirements

- **Psychology to Cal Poly SLO**
  - PSY 101   3 units
  - PSY 118   3 units
  - PSY 121   3 units
  - MATH 123   <u>4 units</u>
          Major: 13 units

  * Plus 8 Elective Units

60 transferrable units

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ASSOCIATE DEGREES FOR TRANSFER

- Administration of Justice
- Anthropology
- Business Administration
- Communication Studies
- Early Childhood Education
- English
- History

- Kinesiology
- Mathematics
- Physics
- Political Science
- Sociology
- Spanish

These degrees guarantee admission to a CSU, but not necessarily a specific campus or major.

UC TRANSFER

37 General Education Units

- Biological Science to UCSB
  - BIOL 150   5 units
  - BIOL 154   5 units
  - BIOL 155   5 units
  - CHEM 150   5 units
  - CHEM 151   5 units
  - CHEM 180   5 units
  - CHEM 181   5 units
  - MATH 181   5 units
  - MATH 182   5 units
  - MATH 123   4 units
  - PHYS 141   4 units
  - PHYS 142   4 units
      Major: 57 units

* Plus 0 Elective Units

60 UC transferrable units

2014–2015 IGETC (Intersegmental General Education Transfer Curriculum)

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WHEN SELECTING CLASSES FOR YOUR FIRST SEMESTER, THERE ARE SEVERAL THINGS TO CONSIDER:

- The number of units you can realistically complete
- Your English and reading placement
- Your math placement
- Major requirements
- General education (GE) requirements
- Course prerequisites, corequisites, advisories
- Electives

*It's important to strike a balance between all of these areas when scheduling.

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NEED TO KNOW...

- Prerequisite
  - A course that needs to be completed with a "C" or better prior to enrolling in a more advanced course.

- Corequisite
  - A course that must be taken prior to or at the same time the student is enrolling in the desired course.

- Advisory
  - A course that a student is encouraged, but not required, to take before enrolling a more advanced course.

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HOW MANY UNITS?

Work (Hours per Week)	Recommended Units per Semester	Estimated Study Time	Total Hours per Week
40	6	12	58
30	9	18	57
20	12	24	56
10	15	30	55
0	18	36	54
*1 unit equals 1 hour of instruction *1 unit of instruction equals 2 hours of study-time outside of class time			

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HOW TO USE CLASS SEARCH?

- www.hancockcollege.edu

EXAMPLE OF 1ST SEMESTER PLAN

Category	Class	Units
English Class	English 514	4
Math Class	Math 331	4
Major Class	Business 101	3
GE Class	PD 101	3
		= 14 total units

14 units= 28 hours of study

PREPARING FOR A COUNSELING VISIT

- Plan ahead. It may take 2 weeks to get an appointment.
- Make good use of your time. Be prepared with your questions and be ready to take notes.
- Be organized. Keep your important counseling documents in a folder.
- Be on time to your counseling appointment.
- If you need to cancel your appointment, you must call the counseling department 24 hours prior to your appointment.

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PREPARING FOR A COUNSELING VISIT

- Appointments are designed to be in depth and thorough. Counselors devote 30 minutes to the appointment.
- Walk-ins are designed to be quick and simple. Questions can be answered in 10 minutes or less.

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1ST SEMESTER PLAN

- We have recommended courses for your first semester.

- Use this important document to register on your priority registration date.

- Your 1st semester plan should take the place of you having to see a counselor on a walk-in.

- We strongly encourage you to schedule an appointment with a counselor to complete a comprehensive Student Educational Plan within your first semester at AHC.

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DEGREE WORKS

Student Tab

DegreeWorks
DWs FAQs
Email DWs Manager

DegreeWorks can help you monitor your progress towards meeting certificate and/or degree requirements:

- How many more classes do I need to complete my major?
  - How many general education courses do I still need?
    - What if I want to change my major?   *It's available 24/7...check it out!*

SIGN UP TODAY for a DegreeWorks Training at:
www.hancockcollege.edu/degreeworks/dwregistration.php
or visit the Hancock website, select "DegreeWorks" in the Quick Links menu, and click "DegreeWorks Training". Space is limited.

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NEW STUDENT
PRIORITY REGISTRATION

Orientation + START Placement Test + 1st Semester Plan = Priority Reg

Complete!

Winter 2016   Nov. 11th
Spring 2016   Nov. 18th

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REGISTER

Student Tab

Register

- Register through your <u>myHancock</u> account under your "Student" tab.
  - Know you username and password
    - Forgot it? Click on the password retrieval link.

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Santa Maria Campus
800 South College Drive
Santa Maria, CA 93454
805.922.6966

Lompoc Valley Center
One Hancock Drive
Lompoc, CA 93436
805.735.3366

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

Solvang Center
320 Alisal Road, Ste. 306
Solvang CA 93463
805.693.1543

www.hancockcollege.edu