Student Success and Support Program Plan
(Credit Students)

2014-15

District: Allan Hancock
College: Allan Hancock

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and

Mail report 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 Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students\(^1\). The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated 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 and 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, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

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. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

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 Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

\(^1\) Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

\(^2\) 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 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

**The program plan should not be limited to state-funded activities.** Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

**General Instructions**
The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

I. Program Plan Signature Page
II. SSSP Services
   a. Core Services
      i. Orientation
      ii. Assessment
      iii. Counseling, Advising, and Other Education Planning Services
      iv. Follow-up for At-Risk Students
   b. Related Direct Program Services
      i. Institutional Research
      ii. SSSP Technology
   c. Transitional Services Allowed for District Match
III. Policies & Professional Development
   • Exemption Policy
   • Appeal Policies
   • Prerequisite Procedures
   • Professional Development
   • Coordination with Student Equity and Other Planning Efforts
   • Coordination in Multi-College Districts
IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
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.

Signature of College SSSP Coordinator: 
Name: Nohemy Ornelas, Associate Superintendent/Vice President, Student Services Date: 10/23/14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: 
Name: Nohemy Ornelas, Associate Superintendent/Vice President, Student Services Date: 10/23/14

Signature of the Chief Instructional Officer: 
Name: Luis Sanchez, JD, LLM, Associate Superintendent/Vice President, Academic Affairs Date: 10/23/14

Signature of College Academic Senate President: 
Name: Glenn Owen, President, Academic Senate Date: 10/23/14

Signature of College President: 
Name: Kevin G. Walthers, Ph.D. Superintendent/President Date: 10/23/14

Signature of District Chancellor: 
Name: __________________________ Date: ______________

Contact information for person preparing the plan:
Name: Yvonne Teniente-Cuello, Department Chair, Counseling Department
Email: yteniente@hancockcollege.edu Phone: (805) 922-6966, Ext. 3771
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

Ilia. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

The target student audience for orientation is new Allan Hancock College (AHC) students. In fiscal year 2012-2013, AHC reported 4,447 new students and 9,680 continuing students. The demographics reported on the 2014 AHC Student Success Scorecard by race/ethnicity in 2012-13 were 48.8% Hispanic, 39.1% White, 2.6% Asian, 2.3% African American, 1.7% Filipino, 0.6% Native American, 0.4% Pacific Islander, 2.7% two or more races, 1.9% unknown ethnicity. Students under the age of 20 comprised 21.3% of the student population and students between the ages of 20 to 24 represented 29.4% in 2012-13. 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.

During the 2013-14 academic year, a working group was convened to evaluate how the Student Success and Support Program Services (3SP) core services were currently being delivered to students and what action was needed to expand on these services in order to prepare for implementation of 3SP in the 2014-15 academic year. The working group is composed of members of the 3SP committee. The members represent the Counseling Department, Financial Aid, Admissions and Records, Testing Center (also known as Assessment), Extended Opportunities Program and Services (EOPS), Learning Assistance Program (LAP – also known as Disabled Student Program and Services), Public Affairs, Student Activities, Information Technology Services (ITS), and outreach programs such as Cal-SOAP (California Student Opportunity and Access Program). The commitment to involving people from across the campus is viewed as being critical to the success of 3SP at AHC. The working group met twice a month during the Spring 2014 semester and the meetings were facilitated by the Counseling Department Chair. This working group will continue in 2014-15 in order to evaluate the progress of 3SP implementation.
New Student Orientation

New Student Orientation (NSO) occurs in an on campus (in person) format, and a new online student orientation is in development, and within the course Personal Development (PD) 110 – College Success Seminar. The online NSO is anticipated to be available beginning with students who apply for Spring 2015 admission. The online NSO is needed in order to serve a greater number of students and to provide access throughout the academic year. While the online NSO will be instrumental in providing service to students including, but not limited to, our distance learning population, AHC remains committed to delivering the NSO in person. This commitment is deemed especially important for English as Second Language (ESL) and basic skills students. Students are directed to complete NSO prior to registration. The NSO consists of eight interactive segments, which have the following working titles: Welcome and Orientation Instructions; Your First Steps; Academic Goals; Student Services; Academic Support Services; College Basics; Campus Life; Student Conduct and Safety. Important deadlines and academic policies and procedures are highlighted.

The AHC website, Allan Hancock College Catalog, the Steps to Enrollment checklist, counseling faculty, other student services staff, and the schedule of classes all invite students to participate in NSO. In addition, NSO announcements are made in local high school newspapers, radio, and social media sites such as Facebook and Twitter. A counselor is used to record radio promotional spots encouraging students to register and to utilize the counseling department. These marketing efforts are coordinated by the AHC Public Affairs Office.

The on campus NSO is presented by counselors in a group format. Each NSO session is designed to accommodate up to 80 students and typically two counselors facilitate the presentation. On campus NSO is available to students at the Santa Maria campus and the Lompoc Valley Center. NSO sessions are scheduled prior to a registration period and are offered both in the day time and evening hours. On average ten to fourteen (10-14) on campus NSO sessions are available for students per registration period. For a fall semester registration period, which currently begins in the month of June, eight to ten (8-10) NSO sessions are scheduled to correspond with the week that follows the local high school districts’ graduation date(s). The estimated number of students served in on campus NSO in preparation for Fall 2014 registration is 1,024.

An additional two sections of PD 110 were added to the Summer 2014 schedule to provide new student orientation and comprehensive education plans to students. A total of 40 educationally and economically disadvantaged students were served in the summer through our College Success Seminar (PD 110). PD 110 connects students with the counselor who both teaches the course and develops their comprehensive SEP. For the Fall 2014, an additional 11 sections of PD 110 were added to the schedule at the Santa Maria campus and Lompoc Valley Center. A total of 168 students would meet the orientation component. The target populations for these sections are ESL (English as a Second Language), Basic Skills, Probation, first year students and other students who are educationally and economically disadvantaged.
High School and Community Partnerships

Partnerships with the local high school districts are a key component of communicating with students about the importance and value of attending a NSO. An annual high school counselor workshop is hosted by the AHC Counseling Department each spring semester. For this workshop high school counselors are invited to the Santa Maria campus and the Lompoc Valley Center to learn more about the college, the programs of study, and 3SP. For the five largest local high schools in the AHC district, a counselor and counseling intern are assigned to serve as liaisons. The counselor and counseling intern share information with the high school counselors at these campuses on a regular basis regarding 3SP, in particular the NSO. High school counselors thus have a consistent point of contact within the AHC counseling department for the purpose of getting their ongoing questions answered. The counselor and/or the counseling intern visit these high school campuses on a weekly basis and as needed particularly during the spring semester as students are gearing up for graduation and matriculation to Allan Hancock College. Counselors present steps to enrollments in high school classrooms and provide motivation to first generation college students who are worried about financial support and fitting in. The President’s roundtable is held twice a year where superintendents and principals from our local high schools meet to discuss how we can better serve the needs of our community. At this roundtable student services are invited to attend to discuss articulation, outreach, academic programs at AHC and our 3SP mandates. In the fall 2013 we stated the importance of sending high school transcripts to the college in a timely manner in order to clear prerequisites. We discussed the importance of getting students focused early and that we needed administrative support to encourage participation in our New Student Orientation.

The Chair of the Counseling Department also attends a Career Consortium group at Righetti High School and discussed priority registration, changes in financial aid, articulation, assessment, student education plans and orientation.

Counselors, Vice President of Academic Affairs, Dean, Student Services, and Director of Institutional Research attended staff meetings at Pioneer Valley High and Santa Maria High to discuss enrollment, assessment and the importance of collaboration between AHC and the K-12 system.

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 3SP and to keep them informed as they refer their clients to the college. The Santa Barbara Scholarship Foundation, a non-profit community foundation, was present during the on campus NSO sessions in June 2014 to share scholarship information with students and have indicated they would like to continue to participate.

**Academic Pathway Services**

Students are directed to schedule an individual appointment with a counselor to initiate their individualized educational planning services. Once students have attended an NSO and an Academic Advising Workshop (AAW) where abbreviated student education plans are created,
students are advised of the availability of counselor-led group workshops. The Academic Advising Workshop (AAW) allows students to work with counselors in a group setting and teaches students how to navigate class search, myHancock, General Education patterns and stresses the importance of staying focused and committed.

The workshop topics include: deciding on a major, study skills for college, university transfer requirements (basic and advanced) and nursing program requirements. Students are also advised of workshops offered by additional student services such as EOPS, College Achievement Now (CAN, a TRIO program); Science, Technology, Engineering, and Mathematics (STEM); Mathematics, Engineering, Science Achievement (MESA), and Bridges to the Baccalaureate. Examples of workshops offered by these programs include: resume development, employability skills and communication, time management, scholarship tips and search, and personal finance.

Counselors are developing additional group workshops to be offered in the 2014-15 academic year. The additional workshops are intended to provide supplemental orientation at particular benchmarks in a student’s academic pathway. The workshops will target students who have completed 15 units to assist them in identifying their next academic and career planning steps. Students who have completed degree level and/or transferable English and math coursework will be strongly advised to attend these workshops.

Workshops for targeted student populations are also being developed. Examples include a workshop to teach noncredit students about the transition to credit coursework prior to attending the NSO will be available and a workshop for students enrolled in basic skills coursework to assist students with career exploration and development will be offered. Collaboration occurs with other support programs on campus.

By the third week of instruction the College hosts an event called the AHC Bulldog BOW-WOW: a showcase of academic programs, student services, and student activities. BOW-WOW is held at the Santa Maria campus and at the Lompoc Valley Center. Academic programs share information about degrees and certificates, as well as related career information. Many academic programs have both an informational table as well as interactive activities for students. For example, the Nursing program demonstrates how to measure blood pressure; the Viticulture program demonstrates grape stomping, and the Cosmetology program provides free haircuts to student volunteers. Student services and student activities participate in BOW-WOW through informational tables. Students are able to explore different majors, connect with student support services and, most importantly, connect with faculty and staff.

The College also hosts a Transfer Day/College Night during the month of November to promote college and universities to college and local high school students. Students with an opportunity to learn about programs and services related to their program of study. They are able to meet with representatives from the University of California, California State University and private colleges.
2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

Vice President of Student Services (1) Chair of the 3SP committee, responsible for the oversight of the 3SP activities.

Counselors (12 full-time faculty members, 13 part-time faculty members) develop the orientation content, presentation materials, and facilitate the on campus orientation sessions and follow-up services including abbreviated and comprehensive student education plans.

Student Success and Support (3SP) Technical Specialist (1) provides overview to students on DegreeWorks, a 3SP related educational planning technology tool.

Counseling Department Secretary (1) and an Administrative Secretary III (1) are responsible for: scheduling the campus facilities and multimedia equipment, assisting the counseling department chair with scheduling counselors for orientation sessions, updating orientation information on the counseling department webpage, collaborating with the campus public affairs and campus graphics offices regarding orientation marketing materials (e.g. posters/fliers to be distributed on campus and to district feeder high schools), data entry into SARS-GRID (a program that makes and tracks appointments and drop ins), and responding to general questions about student orientation (such as date/time of orientation, how to sign up to attend, etc.).

Student Workers (4) assist the secretaries and counselors by printing presentation photocopies and checking in students as they arrive to the orientation sessions. Students offer additional support to their peers through mentoring.

Student Activities Coordinator (1) is responsible for coordinating the AHC Bulldog Bow-WOW.

IT Programmer (1) is responsible for providing support with online orientation interface as well as assisting with submission of the MIS reporting for 3SP.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

An online new student orientation (NSO) is currently being developed. The anticipated launch date of the online NSO is November 2014. This will allow students who apply for Spring 2015 at AHC to access to an online NSO. Cynosure is also developing a first semester student advising module for abbreviated Student Education Plans.

The college contracted with Cynosure New Media, Inc. to develop the online NSO. In April 2014 the “kick-off” meeting was held on campus. The meeting was facilitated by Cynosure
and was attended by AHC representatives of student services, IT and academic affairs who are involved in the content development of the online NSO.

The online NSO will be consist of eight interactive segments, which have the following working titles:

- Welcome and Orientation Instructions
- Your First Steps
- Academic Goals
- Student Services
- Academic Support Services
- College Basics
- Campus Life
- Student Conduct and Safety

During the months of May, June, July and August, the online NSO project design document, storyboard, scripts and video production will be completed. Videos will be recorded at various district locations (Santa Maria campus, Lompoc Valley Center, Solvang Center, and Vandenberg Air Force Base Center) featuring AHC student talent.

Once video production is complete, Cynosure personnel will provide the college with the draft of the NSO for electronic review and validation of content. Cynosure will also work with the college’s ITS (Information Technology Services) department to ensure the implementation of the orientation files on the campus web server. Final approval and acceptance of the completed online NSO from Cynosure is tentatively scheduled for mid-October 2014.

The cost of the online NSO is $54,825. There is not an annual subscription fee however there will be costs associated with modifications and updates that may be required to ensure students receive accurate and updated information.

AHC will develop a Spanish online NSO after the English orientation has been finalized. The cost of the translation will be approximately $10,800.

The first semester student advising program is a self-guided program that results in the creation of an abbreviated education plan. Students will be able to:

- identify an academic goal and academic goal requirements including an explanation of general education requirements
- interpret their assessment results
- learn how to read the online schedule of classes
- learn course selection considerations with regard to course load and time management
- develop an abbreviated educational plan
- learn how to use the online registration system
- navigate AHC webpage/AHC catalog
The estimated cost for the student advising module is approximately $32,342.50. Both programs (NSO and AAW module) will interface with Banner to report information for MIS.

**On Campus NSO**

Counselors take the primary role in the creation of the presentation materials for the on campus NSO that address the required information from the orientation checklist. Counselors facilitate the NSO sessions using a PowerPoint presentation (Attachment D) to project the key points and information. Students are encouraged to take lecture notes during the NSO. Accessible formats of the presentation for students with disabilities are available upon request.

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

**Orientation Checklist (Required Policy or Procedure)**

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.
8. Available education planning services

The College has a fully developed on campus orientation and will have a fully developed online student orientation by November 2014. The development and implementation of orientation services is led by the 3SP committee. As previously mentioned, a working group composed of 3SP committee members was established in the 2013-14 academic year to evaluate the on campus NSO content to ensure the required eight policies and procedures are included. This workgroup also evaluated the commercial product options for the online NSO, the process of scheduling and marketing of the on campus NSO, and the data collection process necessary for reporting the Student Success (SS) Data File.

Other student service programs provide orientations to new students as well. These orientations may also meet the NSO requirements. For instance, CAN, EOPS/CARE, CalWORKS, STEM, MESA and Athletics provide orientations for their new students. The goal is to examine these orientations to ensure they cover the required orientation checklist so these students can use these orientations to also satisfy their NSO requirement for priority registration. This has been discussed as a way to streamline the 3SP steps for students in these programs.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

A significant portion of new AHC students are first generation college students who are from
educational and economically disadvantaged backgrounds; therefore, special emphasis is
placed in NSO to address topics of motivation, college knowledge, identifying role models, and
self-advocacy. It is also important to note that we believe a Spanish orientation will be critical
for our thriving noncredit ESL program that serves 8000 students who we would like to
transition to our credit programs.

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to
purchase, develop or maintain technology tools specifically for orientation services.

See budget plan.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be
assessed, and a description of who will be required to be assessed. Describe the methods by which
assessment and placement services will be delivered. Describe any partnerships among colleges or with
high school districts, workforce agencies, or other community partners that assist with providing
assessment and placement. Describe at what point(s) in the student’s academic pathway assessment
and placement are provided (while still in high school, summer, during registration, etc.).

The target student audience for assessment is all new students, transfer students who have
not completed math and/or English coursework from another postsecondary institution or do
not have Accuplacer test scores from another postsecondary institution, and returning
students who need to be reassessed for a math placement. The estimated number of
students to be assessed in 2014-15 is 5,500. The Testing Center administered 4,544 placement
tests at the Santa Maria campus and the Lompoc Valley Center in the 2013-14 academic year
as of June 17, 2014.

The assessment process at AHC is most commonly called and referred to as the START test.
START is an acronym for Student Testing, Advisement, Retention, and Transition. The START
test is the suite of tests called Accuplacer for placement in math and English. 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.

All new and transfer students are told to complete the START test and are advised of the
assessment exemption policy. The most common exemption criteria from START testing for
new students is when a student has received credit by examination for English and/or math
from a department approved Advanced Placement (AP), College Level Examination (CLEP) or
Defense Activity for Non-Traditional Education (DANTES) test(s). The most common
exemptions from START testing for transfer students are when a student has completed math
and/or English coursework or has Accuplacer test scores from another postsecondary
institution, or the student holds an associate degree or higher from an accredited institution. The complete exemption from assessment policy is printed in the college catalog and is also posted on the Testing Center website.

Students complete the START test prior to registration. High school seniors are encouraged to complete the START test one to two months prior to their graduation. The Assessment Coordinator coordinates testing dates that are mutually agreed upon with each of the area high schools. These students take the placement test on the Santa Maria campus or at the Lompoc Valley Center. They can reserve as many dates in the testing lab as they want. This testing is requested for May and June, prior to high school graduation. The Assessment Coordinator has trained members of the high school staff to administer START testing on high school campuses outside of the AHC district that nevertheless provide many new students for AHC.

START testing dates are posted monthly on the Testing Center website. A reservation is not required for a student to complete the START test. Students are advised to arrive at the testing location any time after the posted drop-in time, but before the posted end drop-in time. They are required to present a picture ID and their AHC student ID number in order to be seated for the test. Below is a sample excerpt from a START testing schedule:

<table>
<thead>
<tr>
<th>Test Day</th>
<th>Test Date</th>
<th>Drop-in</th>
<th>End Drop-in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>June 2</td>
<td>8:15 am</td>
<td>4:30 pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>June 3</td>
<td>8:15 am</td>
<td>6:00 pm</td>
</tr>
<tr>
<td>Wed-Thurs</td>
<td>June 4-5</td>
<td>8:15 am</td>
<td>4:30 pm</td>
</tr>
</tbody>
</table>

The Assessment Coordinator emails monthly testing dates to all of the high schools 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 annual AHC High School Counselor Workshop.

The START test is primarily administered on the Santa Maria campus and the Lompoc Valley Center. The Testing Center located within the Student Services building on the Santa Maria campus has thirty-two (32) dedicated computer stations and one administrative station. At the Lompoc Valley Center, the START test is administered in a classroom with thirty-two (32) computer stations and one testing administrator station. The Accuplacer tests are web-based and administered on a computer; the CELSA software is loaded on the computers for test delivery. Once students complete the START test their results print immediately for students to take with them. The sequence of English and math courses is printed on the back of each individual score report for a visual of the student's course pathway. The test administrator gives a brief overview of where the student placed in math and English, shows the student where they placed on the sequence chart and highlights it for future reference, and advises the student to contact the Counseling Department to develop an abbreviated Student Education Plan.
In addition, students who take the Accuplacer test will now receive an automated email that takes them to a URL where they will be required to enter their name, DOB, and AHC student ID number to access their score report at a later date. This will be useful for students transferring to another college, entering programs that require placement scores, or who misplace the printed score report they received on the day they completed the test.

Alternative formats (such as paper and pencil, large print, audio, Braille) of the Accuplacer tests are available. These versions are called the Companion tests and are most commonly used to assess students with disabilities and also students who are in prison. The prison population is not permitted to access the Internet, so the paper and pencil Companion tests are administered to these students. The test scores are input into the computer system by Testing Center personnel and the placement results are provided to the prison’s education department. On average, the Testing Center administers the Companion test to 170 students per academic year.

Students can also submit an out of the area START proctor request. This process is most commonly utilized by international students, students who intend to enroll in distance learning coursework, live out of state, or out of the local area. The Testing Center personnel provide student with directions on how to locate a college or university testing center in their local area through the Consortium of College Testing Centers (CCTC) that can proctor the online START test.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

Assessment Coordinator (1) schedules the assessment dates and times, posts them on the website and e-mails the monthly test schedule to high school and college counselors, serves as a liaison to the area high schools regarding assessment, and coordinates off-campus proctoring services.

Testing Technician (1) assists students with inquiries about the assessment process and provides office support services.

Testing Specialist (1) administers the assessments to students, provides and reviews assessment placement results, and refers students regarding their next steps (such as an Academic Advising Workshop for an abbreviated student education plan and how to sign up for this).

Hourly Test Administrator (1) administers the assessments to students at the Lompoc Valley Center, provides and reviews assessment placement results, and refers students regarding their next steps (such as an Academic Advising Workshop for an abbreviated student education plan and how to sign up for this).
Institutional Research (1) prepares the statistical information required in reports regarding assessment tests on content validity, reliability, test bias, cut scores, and disproportionate impact.

Counselors (12 full-time faculty members, 13 part-time faculty members) evaluate assessment results with students to advise proper course placement.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

The assessment tests used for placement into English and mathematics 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 4/15/14, using answer sheets labeled Form H and I. The math Companion tests are still used using answer sheets Form F and G. The assessment tests used for placement into ESL courses are the Accuplacer LOEP (Level of English Proficiency), and the CELSA (Combined English Language Skills Assessment). 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.

In addition to these tests, the assessment process includes interview 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 interview, 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.

The counselors work closely with both 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. Counselors work closely with the assessment department. It is imperative that counseling, English, and math faculty work in tandem to discuss multiple measures. A counselor also sits on our school's curriculum committee and is instrumental when new English and math courses are created.

4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

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.

5. Describe college or district policies and practices on:
   a. **Pre-test practice** - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. **Re-take** - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. **Recency** - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

The Accuplacer study guide and practice test are available on the Testing Center website. These materials are self-service and include the answer key for the practice test. Students are informed by testing center personnel, admissions and records personnel, high school counselors, AHC counselors and counseling department personnel on how to access these materials. There is also a video posted on the Testing Center webpage that reviews the importance of preparing for the assessment. Content is being developed for the online NSO that emphasizes the importance of preparing for the assessment and how to access the study guide and practice test.

The re-test policy states that students may retake the test once under the following conditions:
1. At least four 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.

It is anticipated the 3SP committee will review and discuss the re-test policy in the 2014-15 academic year for possible revision.

Accuplacer test scores for English and ESL placement completed at the college do not expire and students are not required to reassess for English and ESL placement. For math placement, a student’s Accuplacer test scores are valid for period of three years. If a student did not enroll in a credit math course within three years from their initial assessment, the student is referred to re-assess for math placement. The only exception to this recency requirement is students who earned a grade of “C” or better in high school geometry may use their high school transcript for prerequisite clearance of geometry with no time limit.

The Mathematical Sciences Department has proposed the following: high school math courses completed within the last two 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 and it will be reviewed next by the 3SP committee. Students are encouraged to meet with a counselor so the proper paperwork is submitted to our admissions and records office to clear the student for the next math level.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

Advanced Placement (AP) scores of 3 or higher in English and math are accepted for placement. The accepted test versions are: English Language and Composition, English Literature and Composition, Statistics, Calculus AB, and Calculus BC.

The college does not accept Early Assessment Program (EAP) results for placement.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

See budget plan.

iii. Counseling, Advising, and Other Education Planning Services
1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

The mission of the Counseling Department is to support the educational objectives of the college to enhance each student’s academic, career, and personal growth. The department promotes increased awareness and appreciation of a complex world through access to a culturally diverse faculty and staff with professional training, knowledge and skills. The target student population for counseling and other education planning services are all AHC students and prospective students in the district service area. The estimated annual number of students to be served is 14,800.

In 2013-14, the Counseling Department records indicate 22,661 (duplicated) student contacts were made through counseling appointments, drop-ins, workshops, and outreach activities.

In 2012-13, 1,176 students enrolled in Personal Development courses via thirty (30) sections, which equates to 108.25 FTES and in two (2) sections of Leadership coursework, 82 students enrolled, generating 11.2 FTES. AHC is in the process of getting our 13-14 Personal Development and Leadership course data but we are anticipating a rise in students with the addition of courses.

**Services Offered and Delivery Methods**

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 E-mail 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.

**Special Populations**

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.

A part time counselor serves student athletes and the counselor’s office is located in the
Kinesiology, Recreation, and Athletics Department. This counselor is trained in NCAA eligibility and provides abbreviated and comprehensive SEP’s to all 400 athletes. Student athletes are required to meet requirements related to academic eligibility. 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, MESA, HSI STEM, veterans, 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.

Partnerships
Partnerships are in place with high school districts, community agencies, and local universities. An annual high school counselor workshop is hosted by the AHC Counseling Department each spring semester. For this workshop, high school counselors are invited to the Santa Maria campus to learn more about the college, the programs of study, and 3SP. For the five largest local high schools in the AHC district, a counselor and counseling intern are assigned to serve as liaisons. The counselor and counseling intern share information with the high school counselors at these campuses on a regular basis regarding 3SP. Having a dedicated counselor as the liaison also ensures these high school counselors have a consistent point of contact when questions and concerns arise. The counselor and/or the counseling intern visit these high school campuses on a monthly basis.

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 3SP to keep them informed as they refer their clients to the college.

A counseling internship program has been implemented and in 2013-14 eight (8) counseling interns from Cal Poly, San Luis Obispo and the University of LaVerne interned in the department. The intern activities include job shadowing with a counselor, identifying and developing an innovative project related to service delivery, and observing NSO and workshops.

Counselors are identified to serve as liaisons to AHC academic departments and instructional faculty. These counselors attend department meetings in order to promote the exchange of information between academic programs and student services. Instructional faculty attend Counseling Department meetings to share information about their programs and to elicit feedback on how we can better serve students. Counselors are critical in providing insight on
student development needs. Counselors are also consulted on enrollment management issues including which classes should be added to the schedule of classes.

- Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

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

**Educational planning**
Promoting individual involvement in their academic planning process in order to empower the student with independence and self-sufficiency.

**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**
General transfer counseling is 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**
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**
These courses are designed for all students and helps 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.

Services are available via:
- In-person appointments
- Drop-in counseling
- E-mail correspondence
- Phone
- Appointments via phone for distance learning students
- Crisis intervention, referral, and initial personal counseling (students are allowed 6 mental health appointments through their Health Services Fee per semester)
- Group workshops such as deciding on a major, study skills for college, university transfer requirements (basic and advanced), and nursing program requirements
The adequacy of student access to counseling and advising services is best described as “less than desirable” or “poor.” The student to counselor ratio reported on the 2014 AHC Student Success Scorecard is 943:1. Students schedule appointments to meet with a counselor in person or by telephone. The average wait time for an appointment is two weeks; during peak times the wait time for a counseling appointment can be up to four weeks. For drop-in counseling the average wait time is 45 minutes to one hour to meet with a counselor. During peak counseling and advising periods the wait time for drop-in counseling is up to three hours. Students who come in with a crisis are either seen right away by our counseling staff or referred to Health Services to see a personal counselor.

2. Describe the type of assistance provided to help students 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 college 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 to 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
- 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.

For students who are unable to attend an AAW, counselors assist these students in a drop-in session to develop an abbreviated SEP.

Students who attend an AAW or see a counselor on a drop in are then encouraged to make an appointment with a counselor to develop a comprehensive student education plan. A referral to our career center is made if a student is undecided on a program of study.

Our Personal Development courses also require students to obtain a comprehensive student education plan.

3. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

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.

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, plus
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.

4. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

Vice President of Student Services (1) is administrator who has direct oversight of the Counseling Department

Full-time Counselors:

Counseling Department Chair (1) with fifteen (15) hours per week of negotiated student contact hours. In addition to the duties of a generalist counselor, the department chair coordinates the scheduling of courses and part-time counselors, meets with students to address complaints, and represents the department on campus councils and committees.

Generalist Counselors (9) with twenty-five (25) hours per week of negotiated student contact hours. One of these counselors is assigned to the Lompoc Valley Center. The role of the generalist counselor is to provide students in individual appointments and in group settings with academic, career, and personal counseling in addition to assisting students with course and program selection, career selection, and the identification of personal and special needs.

University Transfer Center (UTC) Counselor (1) with twenty-five (25) hours per week of negotiated student contact hours. The role of the UTC counselor is to provide specialized transfer counseling to assist students with understanding and completing the specific guidelines required for university transfer.

Career Counselor (1) with twenty-five (25) hours per week of negotiated student contact hours. The role of the career counselor is to provide students with services to aid in the exploration, research and selection of a career goal.

Eleven (11) of the twelve (12) full-time counselors are tenure track-service faculty who work an employment contract defined as 175-day within an eleven (11) consecutive month period. Of the 12, one (1) full-time tenured counselor works as a service faculty member under a 198-day employment contract from July 1 through June 30. Extra duty day assignments for full time counseling faculty were utilized in 2013-14 to ensure counselors were available to provide 3SP core services to students during the summer session. Extra duty day assignments
are included in the 3SP Budget Plan (2014-15) for this same purpose.

**Part-time Counselors:**
Thirteen (13) part-time counselors provide students in individual appointments and in group settings with academic, career, and personal counseling in addition to assisting students with course and program selection, career selection, and the identification of personal and special needs.

Student Success and Support (3SP) Technical Specialist (1) is full-time classified staff position. The role of the 3SP Technical Specialist is to provide students with instruction and training on the use of DegreeWorks, a technology tool for educational planning.

IT Programmer (1) is responsible for providing the technical support for the department and MIS submission.

Research Analyst (1) is responsible for gathering data related to 3SP.

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5. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

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 (CSU/IGETC), explore progress towards other certificate and degree programs, and 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, and provides access to their 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/AAT/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 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. 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.

SARS-Grid software package is used for appointment scheduling, recording counselor notes, collecting student data and generating reports based on this data. During the 2013-14 academic year 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 3SP services for the MIS Student Services (SS) data file.

The Assist website (www.assist.org) is used as the official repository of articulation agreements for California public colleges and universities. 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.

E-mail, telephone and FAX are used regularly to facilitate communication between students, faculty and staff.

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

See budget plan

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Students who are on academic or progress probation or facing dismissal from the college are the target audience to receive at-risk follow up services. Follow-up services are also targeted towards students who have not identified an educational goal and students who are enrolled in basic skills coursework. The estimated annual number of students who receive at-risk follow up services pertaining to academic and/or progress probation is 5,800.
The process for identifying students who are not meeting the minimum standards of satisfactory academic and progress performance occurs when final grades are posted to students' transcripts by the Admissions and Records Office. Within a week after grade finalization, students who have been placed on a probationary status are identified and notified by the Counseling Department. Students are notified in writing via their student E-mail address (myHancock e-mail account). In the notification students are informed of their type of probation (academic and/or progress) and their level of probation (first, second, or dismissal). The notice explains to the student the next steps to regain good standing and encourages the student to make contact with a counselor to identify how to improve his or her current academic standing. Through the notification process students are made aware of losing priority registration privileges.

Available services for at-risk students include: individual counseling appointments with emphasis on development of a comprehensive student educational plan including course recommendations pertaining to Personal Development coursework (e.g. Success in College) when appropriate, referrals to additional support services both on and off campus, group workshops to address how to improve study skills and habits, and how to identify educational and career goals. Students who are dismissed and reinstated submit a work in progress (WIP) report 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. A counselor sends an E-mail announcement to all instructional faculty to advise that students will be requesting their assistance regarding their WIP. The information collected on the WIP is helpful to the counselor when meeting with a student and discussing their progress towards regaining good academic standing.

Follow-up services for students who have not identified an educational goal and/or basic skills students include individual counseling appointments, career assessments in the Career Center, group workshops on deciding on a major, recommendation to enroll in Personal Development coursework related to career exploration and/or college success, and referrals to campus events such as the Career Exploration Day. This is an event that showcases academic programs and community employers. Our University Transfer Day is an event where university representatives come to showcase their campuses and programs.

There are additional follow-up services for these target populations that include:

EOPS/CARE/Cal-WORKS provides students with peer advising, registration assistance, career, academic and personal counseling, specialized workshops, annual activities, and assistance with the completion of financial aid applications. Additionally, EOPS/CARE & CalWORKS students not meeting academic standards are notified by 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
academic probation are asked to turn in a work in progress form for each course to assess their improvement. EOPS/CARE & CalWORKs also provides a follow up service by sending progress reports to all course instructors for each student. 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.

LAP provides students with specialized support and advocacy. This includes reasonable accommodations, instruction, assessment, and counseling.

CAN 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 internships opportunities, specialized student success seminars, counseling, organized student groups and tutoring. If a student does not already have a Student Educational Plan (SEP), STEM students receive a comprehensive SEP developed using 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. STP 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-Introduction to Engineering or Education 140- Math & Science Teaching Careers.

Athletics provides critical services to student-athletes. The athletic counselor is located in the gym to coordinate student-athletes’ academics. The athletic counselor serves over 400 student-athletes. A monthly schedule is posted outside the office for student-athletes to know when counseling is available. No appointment is necessary. Hours are set up to meet the student-athletes needs prior to and after practice. Services include: schedule planning, student educational plans, degree evaluations, transfer and eligibility requirements, and the mailing of an official transcript to the student-athlete’s 4-year institution. Student-athletes sit down with the athletic counselor prior to each semester to develop a schedule and register for classes. Student-athletes receive a comprehensive student educational plan (SEP) developed on DegreeWorks. The SEP ensures that the student-athlete receives their AA/AS degree and meets NCAA or NAIA requirements for transfer. The student-athlete has access to their SEP by logging on to their myHancock portal anywhere internet services are available.

Prospective student-athletes are directed to take the START assessment test. This process must be completed before scheduling 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 counseling assistant for schedule planning. Out-of-state and foreign athletes are in communication either by phone or email after their first initial contact with the college.

For the returning student-athlete, a memo is sent to all coaches informing them of the registration dates and times. Student-athletes walk in the athletic counselor office to set up a time to come in and register. Second year 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 degree requirements, transferable 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 degree. The student-athlete’s schedule is discussed, planned, and registered online in the athletic counselor’s office.

Student-athletes transferring to AHC from a 2-year or 4-year institution are advised by their coach to set up a time to come in and have the courses taken at the previous institution evaluated. After out-of-state students send official transcripts to AHC, this can also be done by email. It will also be determined if the person is in their first or second year of competition. A thorough evaluation of their AA degree requirements, transferable units, grade point average, and eligibility are done at this time. 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 degree. Like the returning student-athlete, his/her schedule is discussed, planned, and online registration in completed in the counseling assistant’s office.

An orientation is given to all student-athletes in August and January prior to each season of competition. The student-athlete has the opportunity to identify and discuss a career or educational goal at this time. An open forum for questions answers is also encouraged. If student-athlete’s parents or guardians are present, they are made aware of the Family Educational Rights and Privacy Act (FERPA). This informs them that they cannot access their child’s records or other information without the student-athlete’s written and signed request.

After the orientation, registration process, or any during the current semester, the student-athlete is advised to come and see the athletic counselor if any problems or concerns arise. They are also advised to not drop or withdraw from any classes without the approval of the athletic counselor.

Referrals are made to the tutorial center, writing center, Bridges to the Baccalaureate, Scholarship foundation and scholarships, ASBG clubs, health center, crisis team, and the math center.
2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Vice President of Student Services (1) is responsible for approving appeals.

Two (2) Counselors serve in the role of the academic probation counselors. These two counselors ensure students who are placed on probationary status are identified and notified, review student applications for reinstatement, make recommendations for students’ reinstatement contracts, provide at-risk follow up individual counseling appointments, develop and facilitate at-risk follow up workshops, and compile reports related to students’ progress once placed on probationary status. The counselors are full-time faculty members; however, they also serve students in the role of a generalist counselor which means only a portion of their time is dedicated to providing at-risk follow up services.

Twelve (12) full-time Counselors (generalists, UTC, and Career Center) serve students through reviewing and making recommendations on student applications for reinstatement, development of plan of actions, individual counseling appointments.

Thirteen (13) part-time Counselors serve students through reviewing and making recommendations on student applications for reinstatement, development of plan of actions, individual counseling appointments.

Counseling Department Secretary (1) and an Administrative Secretary III (1) are responsible for: scheduling appointments, assisting students with the reinstatement process.

Student Workers (4) assist the secretaries and counselors.

Institutional Research provides support tracking student cohort.

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

Argos reports, which extract data from banner, are used to identify students probationary and dismissal status upon grade finalization.

Other technology resources that are used to better serve students include: DegreeWorks (degree audit program); ccctransfer.org and other transfer websites assisting students in transfer selection criteria and choosing a major; occupational outlook handbook website; Department of Labor website in order to look at career trends; various career websites
including California career café that can be used in conjunction with taking our vast selection of career assessments.

SARS-Grid is used to schedule appointments for students along with writing notes that other counselors can view so they are able to assist the student and be more efficient. SARS-Grid also lets the counselor know if a Student Education Plan has been developed and if there is a student file with official transcripts, course waivers, test scores and other relevant academic information.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

See budget plan.

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

The CCCCCO Data Mart has some data reports available at http://datamart.cccco.edu/Services/Status.aspx through the “Student Services” Queries, “Matriculation” area. Information for AHC is available by choosing District search and then selecting Allan Hancock College. One or more terms will need to be specified. The report can be run for all or selected matriculation services. After the data is displayed, the viewer can click on Advanced Layout and check boxes for gender, age group, and ethnicity if desired.

AHC has other efforts that could be coordinated with SSSP, such as basic skills initiative projects, multiple measures for [placement] assessment, etc. It may be that data already collected for those activities could serve multiple purposes, resulting in a more holistic approach.

Institutional Research will continue to provide data that will be used to evaluate the effectiveness of SSSP core services. The Office of Institutional Research has a consultant (former AHC research analyst) who may be contracted to perform such dedicated research. SSSP will need to define specific issues, or research questions, to be evaluated keeping in mind the services and aspects of the SSSP program to occur and target. AHC will need to define what indicators they hope to find demonstrated as a result of efforts. For example, what measurable results are expected as a result of students participating in the new student orientation?

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

The following technology are utilized in the process of providing services:
DegreeWorks is a web-based auditing tool that provides a clear and convenient method for students to track certificate and degree progress, explore progress towards other certificate and degree programs, progress and completion of general education requirements (CSU/IGETC), the availability to project future course work towards the completion of a certificate or degree, 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, and the availability to access and view their counselor developed educational plan. Students are able to access DegreeWorks by logging on to their AHC portal “myHancock” anywhere internet access is available. Students are trained on using DegreeWorks from our 3SP technical specialist through classroom presentations, workshops and student drop ins in our counseling department.

SARS-Grid software package is used for appointment scheduling, recording counselor notes, collecting student data and generating reports based on this data. During the 2013-14 academic year 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 3SP services for the MIS Student Services (SS) data file. Additional functions are available through SARS. E-SARS and SARS-trak were purchased by the College, but have not yet been implemented. This area will be explored to determine how this software can support 3SP.

Cynosure is currently developing the online new student orientation and academic advising module. The orientation will be available in November of 2014.

The Assist website (www.assist.org) is used as the official repository of articulation agreements for California public colleges and universities. 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.

E-mail, telephone and FAX are used regularly to facilitate communication between students, faculty and staff.

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

   Student services continue to rely on key programs to assist students with the matriculation
process.

Admissions and Records provide assistance with completion of the admissions application, provide enrollment services support that include registration, transcript evaluation, and the processing of appeals.

Transfer counseling provides 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 provides students with opportunities to explore options, research, and choose a career. Job Placement Career Services offer specialized and focused preparation. In addition, the college offers personal and career exploration classes every semester.

Institutional Research will provide data that will assist in the evaluation of program effectiveness and disproportionate impact. Institutional Research also works with AP and P to identify what data may be supportive when prereqs/coreqs/advisories are being considered for curriculum.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy
   Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

Current Board Policy (BP) 5050 – Matriculation and Administrative Procedure (AP) 5050 – Matriculation Exemption will be revised to reflect 3SP. Additionally BP and AP 5110 – Counseling should also be evaluated for possible revision.

Current AP 5050 – Matriculation Exemption is below:

AP 5050 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 matriculation services. There are no exemptions from the Admissions, 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).

**ORIENTATION:** Students may be exempt from orientation if they meet one or more of the
following criteria:

1. have an associate degree or higher from an accredited institution;
2. have previously completed 12 or more units at Allan Hancock College;
3. are taking courses to upgrade occupational skills or as continuing education related
   to current employment and are enrolling in no more than nine units;
4. are taking courses not dependent on academic skill prerequisites (such as some PE,
   art, dance, and music courses) and are enrolling in no more than nine units;
5. are enrolling in six units or less (except English and math courses) and are not
   working toward an associate of arts, associate of science, or transfer

**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.

9. Prerequisite Procedures
Provide a description of the college’s procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

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 2013-14 Catalog, p. 14).

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/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 e-mail 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 statute 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, 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 6 years, whereas the validation of a newly established prerequisite takes place once after 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 (ie. 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.

10. Professional Development
Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

The 3SP Committee has worked diligently to implement the 3SP plan. Several activities have occurred during the past year.

Activities that occurred in 2013-14 related to 3SP include:

- a 3SP workgroup that met to review the 3SP legislation
- three members of 3SP committee attended the 3SP Implementation Summit in September 2013; a presentation was made to Academic Senate in October 2013 to share information from the 3SP Implementation Summit
- 3SP committee members viewed 3SP webinars
- 3SP information was presented at the high school counselors’ workshop in April 2014
- a Student Success Summit was facilitated by the Student Services Council and Student Learning Council
- participation and training with technology that support 3SP

Planned activities for 2014-15, include:

- an annual Student Success Summit (spring 2015)
- participation in Strengthening Student Success Conference (fall 2014)
- participation in 3SP Directors Training (fall 2014)
- participation in 3SP webinars (fall 2014)
11. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The 3SP committee will review and make recommendations to Student Services Council on 3SP and student equity related procedures, policies and reports. The college has engaged in discussions related to 3SP during the strategic planning retreat that took place in November of 2013.

Student Services programs use program reviews and annual updates to plan, assess, and improve programs. The 3SP 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 3SP. 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
Shared Governance Excellence

AHC’s Strategic Plan aligns with the objectives outlined by 3SP. The integration of these plans will ensure that the campus is working collectively to support student success and
access. Student Learning and Success is the strategic direction that will provide educational programs and comprehensive student support services that promote student success and respond to qualitative and quantitative assessment of learning. Student success at Allan Hancock College is defined by the achievement of the student’s educational goals. Below are goals outlined by the strategic plan that 3SP has incorporated to the plan.

**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 Technology Plan supports the implementation and development of software that will continue to enhance student success at AHC. Goal 11 in the technology plan will maximize individual flexibility and choice regarding when, where support services can be accessed and used effectively.

All 3SP and Student Equity related activities will follow AHC’s planning process. The Annual Update is conducted by all programs at the college and consists of an analysis of changes affecting the program as well as significant new funding needs for staff, resources, facilities, and equipment. It should be submitted or renewed every year by the end of the second week in April in anticipation of budget planning for the fiscal year, which begins at the planning retreat in November.

The Counseling Department added three new SLOs this year during their 2014 annual update. They include students being able to navigate online resources, understand employment outlook
and salary information, and know the differences between certificate and associate degree requirements. The SLO pertaining to navigating online resources came about due to the implementation of Degreeworks this spring 2014 because students can now access their Student Educational Plan online through their myHancock portal. The second new SLO ensures students have a clear understanding of what their specific pathway will lead to in terms of a standard of living based on employment trends with the assistance of a career counselor. The final new SLO is targeted during our NSO to ensure CTE students know they can complete either a certificate or associate degree. This facilitates better decision-making with respect to the best way to accomplish students' educational goals.

In order to meet the ACCJC requirements for planning, it is essential that AHC has evidence of a strong planning process, in particular, a mission-driven Strategic Plan and Educational Master Plan (EMP). These plans, when developed and integrated through a systematic participatory governance process that includes student learning outcomes and assessment, program review, data analysis, and ongoing dialogue, form the heart of institutional effectiveness. They drive institutional priorities, resource allocation, student achievement, and institutional improvement plans.

Allan Hancock College is currently fully accredited by ACCJC and due for an external team visit in 2016. The Educational Master Plan in particular aligns with accreditation standards for learning, services, facilities, and technology. It is a critical part of our integrated planning process, the document that details the actions and needs that will fulfill our mission and strategic directions, and provides crucial evidence that we are in a cycle of sustainable, continuous quality improvement. The mission and strategic plan act as the compass that sets our institutional directions—the EMP is the vehicle that takes us forward to achieve our goals in serving our students and our community.

12. Coordination in Multi-College Districts
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

   Not applicable, as Allan Hancock College is a single college district.

**SECTION IV. ATTACHMENTS**

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:
Attachment A, Student Success and Support Program Plan Participants. Please attach a listing of all individuals with their job titles, 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.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, 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). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

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.

Other Attachments (optional)

Attachment D, NSO powerpoint presentation

Attachment E, AAW powerpoint presentation

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

**Additional Information**

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

Debra Sheldon  
California Community College Chancellor’s Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549  
dsheldon@cccco.edu  
(916) 322-2818
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.

Name: Sharon Alldredge  
Title: Assessment Coordinator  
Stakeholder Group: 3SP Committee

Name: Hector Alvarez  
Title: Counselor  
Stakeholder Group: Student Services Council and Academic Senate

Name: Will Bruce  
Title: EOPS Director  
Stakeholder Group: 3SP Committee

Name: Dr. Jane Harmon  
Title: Interim Vice President, Student Services  
Stakeholder Group: 3SP Committee Chair (2013-2014)

Name: Dr. Robert Parisi  
Title: Dean, Student Services  
Stakeholder Group: 3SP Committee

Name: Rich Partida  
Title: 3SP Specialist  
Stakeholder Group: 3SP Committee

Name: Dr. Laurie Pemberton  
Title: Institutional Research Director  
Stakeholder Group: 3SP Committee

Name: Nohemy Ornelas  
Title: Associate Superintendent/Vice President, Student Services  
Stakeholder Group: 3SP Committee and Student Services Council

Name: Glenn Owen  
Title: Academic Senate President  
Stakeholder Group: Academic Senate

Name: Dr. Sofia Ramirez-Gelpi  
Title: Academic Planning and Policy (AP&P) Committee Chair/Spanish Faculty  
Stakeholder Group: 3SP Committee and AP&P Committee
Name: Julia Raybould-Rodgers  Title: English Faculty
Stakeholder Group: 3SP Committee

Name: Dr. Kerry Runkle  Title: LAP(DSPS) Counselor
Stakeholder Group: 3SP Committee

Name: Margaret Shigenaka  Title: Counselor
Stakeholder Group: 3SP Committee

Name: Veronica Sanchez  Title: Counselor
Stakeholder Group: 3SP Committee

Name: Brooke Souza  Title: Counselor
Stakeholder Group: 3SP Committee

Name: Karen Tait  Title: Mathematics Faculty
Stakeholder Group: 3SP Committee

Name: Yvonne Teniente-Cuello  Title: Counseling Department Chair
Stakeholder Group: 3SP Committee

Name: Juanita Tuan  Title: EOPS Counselor
Stakeholder Group: 3SP Committee
RESOURCES

➢ Senate Bill 1456

➢ California Code of Regulations, Online

➢ Student Success and Support Program Student Equity Plan

➢ Accrediting Commission for Community and Junior Colleges

➢ Chancellor's Office Basic Skills web site
CREDIT

Student Success and Support Program

2014-15

Budget Plan

Allan Hancock CCD

Allan Hancock College

Report Due Postmarked By
Friday
October 17, 2014

Email report to:
cccsssp@cccco.edu

and

Mail report 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
Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015

District: Allan Hancock CCD
College: Allan Hancock College

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the Certification of Planned District Office Expenses form. The form can be found on the Chancellor's Office website at: http://extranet.cccco.edu/Divisions/StudentServices.aspx.

Submit the Budget Plan with original signatures, via email (PDF format) and mail, postmarked no later than Friday, October 17, 2014.

Email to: cccmatric@cccco.edu
and
Mail 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:
Debra Sheldon - dsheldon@cccco.edu - (916) 322-2818

This workbook contains 6 protected spreadsheets in the following order:
1 Cover Page
2 Do First
3 Part I Funding
4 Part II Planned Expenditures
5 Part III Planned District Match
6 Summary

Basic instructions:
You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. 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, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

Yellow highlighted 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.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.
### Part I: Funding

**Total 2014-15 Student Success and Support Program Allocation**

Enter whole numbers only

- $1,295,460

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?

**Total SSSP Funds Available for Planned Expenditures**

- $1,295,460

### Total 2014-15 Planned Expenditures in the Student Success and Support Program:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success and Support Program Allocation (Part II: Planned Expenditures)</td>
<td>$1,295,460</td>
</tr>
<tr>
<td>District Match (Part III: Planned District Match)</td>
<td>$2,669,444</td>
</tr>
<tr>
<td>2:1 Calculated required match for credit</td>
<td>$2,590,920</td>
</tr>
<tr>
<td>Total Planned Expenditures in the SSSP</td>
<td>$3,964,904</td>
</tr>
</tbody>
</table>

### Balance 2014-15 Student Success and Support Program Allocation:

- $
2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

**Planned expenditures in the Student Success and Support Program:** This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

cell:
F10 Enter your college's 2014-15 Student Success and Support Program Allocation
F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.
F13 This cell will populate with the funds available for expenditure in the Credit SSSP.
F18 This cell will populate once the Part II Planned Expenditures section has been completed.
F19 This cell will populate once the Part III Planned District Match section has been completed.
E20 This cell will display your calculated required district match for your credit program.
F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match )."
F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)"

0 If all of the 2014-15 Student Success and Support Program Allocation funds have 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 planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.
### Part II: Planned Expenditures (Student Success and Support Program Allocation)

**Student Success and Support Program Allocation**: Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

<table>
<thead>
<tr>
<th>Classification</th>
<th># of FTE Positions</th>
<th>Orientation</th>
<th>Assessment</th>
<th>Counseling/Advising/Other Ed Planning</th>
<th>Follow-up</th>
<th>Coordinator</th>
<th>Total</th>
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Total Expenditures: $413,177

Date Printed: 655
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<th>Follow-up</th>
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<td><strong>Subtotal</strong></td>
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</table>

Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation $1,295,460
Student Success and Support Program 2014-15 Budget Plan
"Part II: Planned Expenditures"

Other Instructions

**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 Student Success and Support Program Plan per Title 5, section 55510.

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

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

**Expenditures not allowed (See handbook for more detail)**

Student Success and Support Program allocation funds shall not be expended for:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college’s approved SSSP plan
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
13. Courses
14. Admissions and Records
15. Institutional Research

**Beverages and Food**

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.
### Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Orientation</th>
<th>Assessment</th>
<th>Counseling/Advising/Other Ed Planning</th>
<th>Follow-up</th>
<th>Research</th>
<th>Technology</th>
<th>Transitional Services (See #8 below)</th>
<th>Total</th>
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<td>$-</td>
<td>$-</td>
<td>$149</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$48,522</td>
<td>49,420</td>
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<tr>
<td>Other</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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</tr>
<tr>
<td>Subtotal</td>
<td>$850</td>
<td>$19,901</td>
<td>$850</td>
<td>$1,683</td>
<td>$-</td>
<td>$-</td>
<td>$71,356</td>
<td>94,640</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>$-</td>
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<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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</tr>
<tr>
<td>7000 Other Outgo</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$470,288</td>
<td>$116,352</td>
<td>$470,288</td>
<td>$504,618</td>
<td>$-</td>
<td>$-</td>
<td>$1,107,898</td>
<td>$2,669,444</td>
</tr>
</tbody>
</table>

Total Planned Expenditures must be at least equal to or exceed the Required District 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 and Disallowed for Credit and Noncredit District Match

District Match must directly benefit the 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
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:
(a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
(b) Indirect costs (i.e., heat, lights, power or janitorial services).
(c) Political or Professional Dues, Memberships or Contributions
(d) Construction, or Vehicles
(e) Travel unrelated to SSSP activities or functions

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.
Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation

$1,295,460

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?

Total SSSP funds Available for Planned Expenditures

$1,295,460

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures)

$1,295,460

District Match (Part III: Planned District Match)

$2,669,444

2:1 Calculated required district match for credit: $2,590,920

Total Planned Expenditures in the SSSP

$3,964,904

Balance 2014-15 Student Success and Support Program Allocation:

$-

The required District Match was met: Yes

Certification

The undersigned certify that the SSSP allocation will be expended in accordance with the provisions outlined in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Program Plan per Title 5, section 5510.

Nohemy Omelas, Associate Superintendent/Vice President, Student Services

Email address

Richard Carmody, Director, Business Services

Email address

Kevin M. Wallers, Ph.D. Superintendent/President

Email address

Linda Michalowski, Vice Chancellor

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