



Student Services Program Review

Semester and Year: Fall 2016 – Spring 2017

Service Area: College Achievement Now (CAN) - TRIO

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In Fall 2010 and Fall 2015, Allan Hancock College (AHC) was awarded the TRIO Student Support Services grant, referred to as the College Achievement Now (CAN)-TRIO program, by the federal Department of Education (DoE). CAN-TRIO is a 5-year grant designed to:

- a) increase the college retention and graduation rates of eligible students;
- b) increase the transfer rate of eligible students from two-year to four-year institutions;
- c) foster an institutional climate supportive of the success of students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, individuals with disabilities, homeless, foster care youth, or other disconnected students;
- d) improve the financial and economic literacy of students in areas such as:
 - 1) basic personal income, household money management, and financial planning skills;
 - 2) basic economic decision-making skills.

All students must also demonstrate a need for academic support.

Funded by DoE, the CAN-TRIO program serves 140 participants. Being part of a smaller program allows students more one-on-one time and personalized support. As a result, students become part of a network of individualized and intensive services designed to enhance student academic and personal development. CAN-TRIO staff are committed to helping students succeed!

Mission:

The mission of CAN-TRIO is to provide personalized quality educational opportunities that help increase retention, graduation, and transfer rates for traditionally disadvantaged college students who are first generation, economically disadvantaged, and students with disabilities evidencing academic need. Students are determined to be first generation college students according to the U.S. DoE's guidelines, which states that neither parent(s) nor legal guardian has a bachelor's degree.

Program Purpose:

Allan Hancock College's data indicates that at least fifty-seven percent (57%) of AHC students are classified as low-income, and twenty-eight percent (28%) as first-generation college students on the Santa Maria Campus (AHC MIS data files F13 via Tableau).

CAN-TRIO *eligible* students have lower GPA's than the overall student population, with students being 1.2 times more likely to have an unsatisfactory academic standing. Transfer rates for CAN-TRIO *eligible* students (5.8%) are lower than those of the general student population (7.2%) at AHC (AHC MIS data files and National Student Clearinghouse data). The CAN-TRIO program's purpose is to respond to qualitative and quantitative program assessments to assist AHC in increasing the percentage of students who are in good academic standing and graduate from AHC and continue on to a four-year institution. The objectives described below address identified needs of the eligible student population, which was identified through AHC MIS data files, Chancellor's Office Awards files, and National Student Clearinghouse data, and are ambitious yet attainable. The program will achieve the following objectives for the 2015-2020 grant cycle:

- A. Persistence Rate: Seventy-two percent (72%) of all participants served in the reporting year by the project will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the grantee institution and/or transfer to a four-year institution by the fall term of the next academic year.
- B. Good Academic Standing Rate: Eighty-two percent (82%) of all enrolled participants served will meet the performance level required to stay in good academic standing.
- C. Graduation and Transfer Rates: Twenty-two percent (22%) of new participants served each year will graduate from the grantee institution with an associate's degree or certificate within four (4) years; AND twenty-five percent (25%) of new participants served each year will receive an associate's degree or certificate from the grantee institution and transfer to a four-year institution within four (4) years.

Connection to College Plans:

The program supports the college's mission by providing quality educational opportunities that enhance student learning outcomes and the creative, intellectual, cultural, and economic vitality of a diverse community. In addition, the program's mission and purpose support the Strategic, Educational, Student Success and Support (3SP), and Student Equity plans by providing comprehensive support services and counseling to promote student success and ensure students are meeting institutional learning outcomes and are: directed, nurtured, focused, valued, connected, and engaged while defining their course of study.

CAN-TRIO supports the following goals in the 2015-2018 Student Equity Plan:

- Increase students from targeted groups taking accelerated English courses by providing individualized academic advising and peer tutoring/coaching (Student Equity Plan, A.2)
- Expansion of services to students through direct aid and access to CAN-TRIO resources (Student Equity Plan, A.5)
- Expansion of tutoring services and peer mentorship in the CAN-TRIO Center and through referrals to the Academic Resource Center (ARC) (Student Equity Plan, C.7)
- Develop and implement a mentor program to support the development of non-cognitive skills and self-efficacy among CAN-TRIO students (Student Equity Plan, B.1)
- Increase the number of CAN-TRIO students who have an electronic comprehensive Student Education Plan (SEP) (Student Equity Plan, D.1)
- Increase transfer rates of CAN-TRIO students who are Hispanic/Latino through individualized academic and personal advising and services (Student Equity Plan, E.1)
- Increase counseling and support services for the CAN-TRIO program with the support of student equity (Student Equity Plan, E.1.1)
- Increase transfer rates of economically disadvantaged students through individualized academic and personal advising and services (Student Equity Plan, E.2)
- Provide more opportunities for economically disadvantaged students to meet with representatives and students from four-year institutions, and to attend university tours (Student Equity Plan, E.2.1)
- Increase transfer rates of CAN-TRIO students who have a disability through individualized academic and personal advising and services (Student Equity Plan, E.3)

CAN-TRIO supports the following goals in the 2015-2016 Student Success and Support Program Plan:

- Outreach and in-reach to target groups of students with disabilities, economically disadvantaged, foster youth, and Veterans
- New Student Orientation (onsite and online) and CAN-TRIO Student Orientation (SOARS)
- Counseling, advising, and other education planning services (workshops, etc.)
- Follow-ups for at-risk students (advising and assistance with Priority Registration, the appeal process, etc.)

CAN-TRIO supports the following Institutional Learning Outcomes (ILO's):

The program ensures that program activities are linked to AHC's Institutional Learning Outcomes (ILO's). ILO's are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services.



Course SLO (CSLO) to Program SLO (PSLO) to Institutional (ILO) Mapping Form Fall 2014 - Spring 2020

Department: Student Services	Program: CAN/TRIO	Completed by: Petra Gomez	Date: 2/10/16												
Please List Program SLOs (PSLOs) Here:		Institutional Learning Outcomes (ISLOs) Here:													
PSLO1 – Increase retention and transfer rates for CAN/TRIO scholars. PSLO2 - Support student success by providing academic and personal resources.		ILO 1: Communication - Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. ILO 2: Critical Thinking & Problem Solving - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 3: Global Awareness & Cultural Competence - Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. (Revised) ILO 4A: Information Literacy –Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. (Revised) ILO 4B: Technology Literacy –Proficiency in a technology (specify: _____) and the ability to choose the appropriate tools. ILO 5: Quantitative Literacy - Use mathematical concepts and models to analyze and solve real life issues or problems. ILO 6: Scientific Literacy – Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. ILO 7: Personal Responsibility & Development - Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.													
List SLOs (and assessment method) below: <i>Then map each CSLO to one PSLO and one ISLO. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.</i>		PSLO 1	PSLO 2					ILO 1	ILO 2	ILO 3	ILO 4A	ILO 4B	ILO 5	ILO 6	ILO 7
		Place check mark in boxes in which CSLOs are measured or assessed within the PSLO													
SLO 1: Student will be able to identify specific services and program requirements.			X												X
SLO 2: Student exposure to university culture and admissions requirements help them choose their preferred transfer school (s)		X								X					
SLO 3: Students will identify a major and establish a Student Education Plan (SEP).			X												X
SLO 4: Students will learn strategies to finance their education and apply for financial aid.		X									X				
SLO 5: Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.			X					X							
SLO 6: Students will establish a relationship with AHC/CAN-TRIO staff to develop self-efficacy skills to support college persistence and degree attainment.		X							X						

Follow Up: Previous Program Review/ Program Review Annual Updates

CAN-TRIO has never completed a comprehensive program review, but has completed Program Review annual updates for the past two years. The Program Review annual updates contained the following resource requests:

RESOURCE REQUEST	RESULTS AND STATUS
1. Ongoing replacement of obsolete office computers, printers and scanners	CAN-TRIO placed a TAC request for obsolete program computers to be replaced. The program also used grant funds to replace the office's Cannon multi-use copy/scanner/fax machine and office printers.
2. Flat screen for student announcements	CAN-TRIO placed a TAC request for the purchase of an electronic board (flat screen) for student announcements.
3. Surface pros 3 for staff use and for student loan	Two Surface Pros were provided to the program's director and Counselor. The district provided one Surface Pro and the Counseling department provided the other. The purchase of one Surface Pro for the program specialist is pending.
4. Laptops for student lending program	Thirty student laptops were purchased by student equity in 2014-2015 for a CAN-TRIO student laptop lending program.
5. Student Support Technician	The newly funded 2015-2020 CAN-TRIO grant is funding a full-time Student Support Specialist position to assist with student advising and program services.
6. Counselor	CAN-TRIO was able to secure a full-time faculty counselor with the support of Student Equity funding.
7. Part-time Counselor for the Lompoc Valley Center (LVC)	Resource request was not provided. This has been included as a resource request in the program review.
8. Food funds for CAN-TRIO Center	The Student Equity and 3SP Plans supported the funding of food for CAN-TRIO activities in 2016-2017.
9. Course/Workshop Material Funds	Resource request was not provided. This has been included as a resource request in the program review.

Student Services Program Review Self Study Responses

Program Review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates, but also from the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. Eight (8) individual criteria to be evaluated are presented along with major topics to address for each criteria.

1. Services and Curriculum

- A. Courses taught by program address student needs, support the educational objectives of the program, and when appropriate, address issues related to diversity and/or multicultural perspective.
- B. Program services are coordinated with local high schools and institutions of higher education.
- C. Faculty and staff have developed innovative services to meet student needs.
- D. Faculty and staff work collaboratively with other student services in program development and student referral, as well as with instructional programs and support services.
- E. Recent developments in technology have been incorporated into student support services.

Methods/Evidence:

- A. CAN-TRIO does not offer any instructional courses.
- B. As part of the 3SP and Student Equity plan, CAN-TRIO has been able to increase student support through the recruitment and hiring of a full-time faculty counselor who provides intrusive advising and counseling. While program staff who are federally funded only provide campus in-reach and do not recruit students for enrollment at the institution, the program's counselor, who is funded through Student Equity, is heavily involved in outreach and the coordination of the monthly Bridges to Success program meetings to promote coordination with local high schools. The program's counselor participates in monthly Bridges to Success program meetings to inform high school counselors about AHC resources and CAN-TRIO program services (Appendix A). The program coordinates with the Bridges to Success program in its outreach efforts by participating in New Student Orientations (NSO's) and Academic Advising Workshops (AAW's) for incoming college students who have registered at AHC, and Cash for College workshops to assist high school students in completing the Free Application for Federal Student Aid (FAFSA).

In addition, the full-time counselor serves as the college liaison for two of the local area high schools (Santa Maria High School and Nipomo High School), which allows for outreach to occur for the CAN-TRIO program. While it's important for the counselor to do community outreach, this decreases the amount of in-office contact hours with CAN-TRIO participants. Student contact hours are also impacted due to counselor's full-time, 175 days per year (10-month annual) contract. There is a need

for a part-time counselor to be housed at CAN-TRIO during the times that the program is without a counselor, to ensure that there is a consistency in program services offered at CAN-TRIO, and to promote student engagement. Otherwise, students may not feel connected or seek program services. In addition to the counselor's outreach efforts, the program Director coordinates efforts with the TRIO programs housed at California Polytechnic State University, San Luis Obispo. (Appendix A)

- C. CAN-TRIO piloted the electronic Scheduling and Reporting System (eSARS), accessible through the program's website (Appendix B). eSARS was later implemented throughout the institution to encourage students to be proactive in their education through a scheduling system for counseling that is accessible online twenty-four (24) hours a day, seven (7) days a week.

During the implementation of *Ask Spike*, CAN-TRIO students participated in the testing of the new informative technology in both English and Spanish. *Ask Spike* is a software program which also supports student success and support programs. This software provides students with information twenty-four (24) hours a day, seven (7) days a week in both English and Spanish. It is built on a knowledge base which was created from all of AHC's FAQs which were once housed on the AHC public website.

In the new grant (2015-2020), CAN-TRIO was instrumental in the creation and adoption of the now district-wide mentorship program designed to support the development of non-cognitive and self-efficacy skills of students (Appendix C).

Additionally, funds provided by Student Equity have allowed the CAN-TRIO program to expand the peer coach program and employ one male peer coach, in addition to the peer coaches funded by the program, who serve as ambassadors and mentors to assist participants in being successful (Appendix D). Peer coaches also attend school-wide events, such as NSOs, the annual Hancock Hello, and conduct classroom presentations to share available program services to prospective CAN-TRIO students. The goal is to provide support to students so that they can be successful and continue at AHC. The addition of two male peer coaches would support both the efforts of the program, and the student equity plan, in increasing the retention of males. In the interest of student success, the program assessed its peer coach structure and implemented a new structure to allow peer coaches to provide tutoring services to CAN-TRIO participants, with a focus on providing tutoring in gatekeeper courses: Math, English, and Science. The peer coaches/tutors also act as greeters for the office when they are not meeting with students, which is very helpful due to the layout of the office which prevents staff from seeing the office entrance from their respective offices. Greeting students as they walk in promotes a welcoming student environment that is conducive to learning and promotes the college's mission.

Innovative technology and social media such as Snapchat, Instagram, and Facebook have been implemented to engage students with AHC events and program events, services, and information in a more effective way (Appendix E).

- D. Faculty and staff work closely with multiple departments and student services on campus to ensure continuity of services. Throughout the semester, CAN-TRIO collaborates with the University Transfer Center (UTC), Extended Opportunity Programs and Services (EOPS), Associated Student Body Government (ASBG) and other AHC programs to provide students the opportunity to attend cultural events such as the Great American Melodrama and visit universities to increase student exposure to various universities and student services offered at each campus (Appendix F).

The UTC and CAN-TRIO staff collaborate on multiple field trips throughout the academic year. Fieldtrips allow staff to connect with students and engage them in personal and academic advising, along with actively involving students in meaningful and authentic educational experiences outside the classroom, and in-bus financial literacy workshops that were created and implemented by the CAN-TRIO Director. While it's beneficial for the CAN-TRIO Counselor to attend fieldtrips, fieldtrip attendance has impacted counseling days upon return, as non-duty days are taken to adjust for fieldtrip attendance. Students would also benefit from having the CAN-TRIO Specialist attend fieldtrips but the CAN-TRIO budget is not able to sustain regular attendance, and would require financial support for this to occur.

Faculty and staff are bilingual and are familiar with on-campus programs and services offered to its students. In partnership with the Career/Job Placement Center (CJPC), participants have the ability to take career interest inventories and learning style indicators in the CAN-TRIO Center (Appendix G). Students are encouraged to take various career assessments. The assessments help students explore various careers and determine compatibility based on their individual strengths and interests. Students may be referred to the CJPC to discuss their results and help them develop career plans with short- and long-term goals that connect to employment and careers of interest, along with resumes.

CAN-TRIO refers students and collaborates with Financial Aid, Counseling, Admissions and Records, Extended Opportunity Programs and Services (EOPS), Learning Assistance Program (LAP), University Transfer Center (UTC), Career/Job Placement Center (CJPC), California Student Opportunity and Access Program (Cal-SOAP), Advance Innovative Maintain (AIM) Center, Academic Resource Center (ARC), Math Center, Mathematics Engineering Science Achievement (MESA), Science Technology Engineering Mathematics (STEM), Bridges to the Baccalaureate (BttB), Associated Student Body Government (ASBG), Health Center, Business Services, Office of Institutional Effectiveness, and Noncredit (Appendix H). CAN-TRIO staff appropriately communicate with other staff/faculty. With the increased student participation in the program and the partnerships with various departments, it is evident that there is a need to increase staffing to include a CAN-TRIO Program Assistant, along with a part-time counselor to provide a conducive, meaningful, and supportive learning environment for students at both the Santa Maria and LVC.

E. The program uses the college's Scheduling and Reporting System (SARS Anywhere), eSARS, and BLUMEN as mechanisms to track student contacts (Appendix I). The Blumen database allows staff to share student information among multiple users (Appendix J). Additionally, CAN-TRIO will be integrating the use of DegreeWorks, a degree audit program, for all students as an additional tool to better support students and encourage the use of technology (Appendix K). The program has been using an electronic message board in the CAN-TRIO Center to share information, event dates, and pictures of program events (Appendix L). The center contains a small computer lab and tables for students to use for studying, collaborating with peers, and receiving tutorial services. CAN-TRIO utilizes social media (Facebook, Instagram, and Snapchat) to give students access to the most up-to-date information about upcoming events. It has become evident that there is a need to collaborate with Public Affairs for outreach and program exposure.

Plan of Action:

- Continue to use innovative technology to support student engagement
- Hire two additional male peer coaches/tutors
- Collaborate with Public Affairs for outreach and program exposure

**For the purpose of this program review, the acronym EOPS will represent all programs under the AHC EOPS umbrella – Cooperative Agencies Resources for Education (CARE); CalWORKS, and Cooperating Agencies Foster Youth Educational Support (CAFYES).*

2. Student Support and Development

- A. The service area/program provides all prospective and currently enrolled students with current and accurate information about its program and services, conduct standards, complaint and grievance procedures; publishes policies consistent with its mission and follows practices consistent with those policies.
- B. Explain the various methods used by the service area to identify the educational support needs of its student population & the appropriate services provided to address those needs.
- C. Describe the procedures that are in place to identify and reduce bias and how they are evaluated to assure effectiveness.
- D. Identify and evaluate the various service locations and delivery methods used by the service area. Explain how program and services are providing equitable access to services regardless of location and means of delivery.
- E. Describe how the service area is involved in the maintenance of a healthy campus climate and supports a co-curricular environment that fosters intellectual, ethical, and personal development for the diverse student population it most frequently serves.
- F. Describe the methods used for maintaining student records permanently, securely, and confidentially.

Methods/Evidence:

- A. The CAN-TRIO program eligibility criteria and program services are listed on the program's website, in the college catalog, and on program brochures (Appendix M). Program presentations are conducted in AHC classrooms to provide Hancock students information about the program. In addition, CAN-TRIO provides a student conference called Student Orientation & Academic Resources (SOARS) which is offered each semester to provide information about college and program services, graduation/transfer information, and college policies and procedures (Appendix N). Students are also referred to the grievance procedures that are published in the college catalog.
- B. Upon enrolling at AHC, students take the START test (Student Testing, Advisement, Retention, and Transition), which indicates the appropriate Math and English courses the student can take. If students test into a developmental level course, the CAN-TRIO Counselor assesses whether a student should be placed in an accelerated Math or English course, and students are encouraged to attend tutoring (Appendix O).

The initial CAN-TRIO program interview serves as the first student assessment. Students are made aware of AHC resources and referred to different services to assist in their academic success. Once accepted into the program, students are given information about all the program services provided to them (Appendix P). Students are informed that their signature on the Scholars Needs Assessment obligates them to certain requirements if they want to continue to be eligible for CAN-TRIO (Appendix Q). Each participant is expected to have a minimum of four (4) contacts with CAN-TRIO staff each semester and participate in student success workshops and other group activities as identified on the student assessment/contract to meet their individual needs, maintaining a 2.3 grade point average (gpa), and enrolling in a minimum of nine (9) units per semester

in courses outlined on their comprehensive SEP. Participants who, after selection, want to reduce their academic load to less than full-time units are required to meet with the program counselor or director to discuss their reasons. If the reduction in units is approved, the participant is supported and a plan is developed to meet transfer or graduation goals within a four-year timeframe. In some cases, a student may be dropped, but may be considered for reinstatement as s/he commits to the rigors of the program.

Each participant's individual needs are assessed, with a focus on: a 1st-year experience of workshops and study groups; intrusive counseling and a case management model to encourage commitment; cultural and social events that encourage family members to participate; assistance in developing cultural capital and social networks needed to succeed; emphasis for competence in science, math, English and use of technology. Additionally, each student receives a customized comprehensive SEP with emphasis on planning for graduation and transfer. The SEP describes the student's educational goals and academic requirements that must be met to achieve those goals. Each student also receives a plan outlining specific courses the student should take each semester. CAN-TRIO will be integrating the use of DegreeWorks for SEP's to be electronic.

Using a variety of counseling techniques, program staff focus on identifying the on-going educational and personal support needs of CAN-TRIO participants. Participants' service needs are regularly assessed throughout the year through contacts with the CAN-TRIO Director, CAN-TRIO Counselor, CAN-TRIO Specialist, CAN-TRIO Peer Coaches, and community mentors. Also, mid-semester progress reports may be collected, especially in gatekeeper courses and for students with an unsatisfactory academic standing, so that students receive continuous feedback from faculty. Follow-up services are provided to students based on their semester performance, participation, and counseling sessions.

As part of regular staff meetings, discussions take place about students' needs. Students receive mentorship, advising, counseling, and support from staff to enhance both academic and non-cognitive skills. Students receive intrusive advising and are provided with referrals to other program and services on and off campus to assist participants in improving academic performance, campus integration, and the development of leadership and other non-cognitive skills. Participants who choose to have a career-specific mentor are encouraged to apply to the Mentorship Program to receive career-specific guidance, develop non-cognitive skills, and begin to build a social network (Appendix C).

- C. The program follows all policies and procedures of the DoE and the college that are in place to protect students from discrimination and bias. During SOARS and counseling/advising sessions, students are informed about policies, as well as referred to the online new student orientation through their myHancock portal. In an individual meeting with the participant, the CAN-TRIO staff review the student's original program application and discuss the student's self-identified needs and program requirements. Contacts are recorded in the Blumen database and AHC's SARS Anywhere (Appendix J).

All required student information is collected during the application/interview process to comply with DoE reporting requirements. Participants are selected in compliance with the statutory requirement that two-thirds (2/3) of the participants will be first-generation and low-income or have a disability, and one-third (1/3) of those with disabilities will be low-income students. Students must show a need based on the eligibility criteria, interview, and intake process (Appendix R).

- D. The CAN-TRIO staff meets with students individually and in groups multiple times per semester in an intrusive advising/counseling/tutoring manner to identify students' needs and develop a plan for the delivery of appropriate support services (e.g. tutoring and mental health counseling) to enable students to be successful in their academic goals. In addition, students' applications are reviewed based on demonstrated academic and non-cognitive needs to support success in college (coaching and mentoring, financial resources, academic advising and transfer guidance, tutoring, learning strategies, cultural exposure, etc.). As these assessments are completed, the counselor reviews them with the participant and discusses recurring patterns. If the pattern is noted in multiple participants, specific workshops are developed to address identified needs. Workshops may address personal time management, study skills, test-taking strategies, notetaking and listening skills, using technology effectively, information literacy, and academic honesty. Workshops are conducted by all CAN-TRIO staff so that participants experience diverse styles and points of view. Phone and email advising is also available for students who work full-time and/or live outside of Santa Maria. While phone advising is offered for students who do not live in Santa Maria, there is a need for a part-time counselor to assist with providing individualized SEP's during program's counselor's non-duty days and services at the LVC.
- E. The activities and services provided through CAN-TRIO foster an institutional climate that supports participants' success and results in increasing their retention and graduation rates. The activities and services are subject to on-going evaluation to determine their effectiveness and perceived value to the participants. While data is used to drive the decision-making process, there is a need to collaborate with the Office of Institutional Effectiveness in the quantitative evaluation of the program and its data reporting.

In addition to providing the required services, staff place a strong value on customer relations. This topic is part of on-going staff meetings, as well as peer coach trainings, to promote respect and celebrate diversity along with encouraging the use of the social learning theory. Faculty and staff are also encouraged to attend various professional development activities such as conferences, webinars, and workshops on topics that impact the diverse student population served at AHC. Given the program's limited budget, it is important to receive financial support for the program's director, counselor, specialist, and peer coaches to attend additional professional development activities that are not covered by the program's budget.

Happy Hour, a workshop created to increase student interest, reinforces program objectives and SLOs. The activities and services provided through CAN-TRIO foster an institutional climate that supports participants' success and result in increasing their rates of retention, good academic standing, graduation, and transfer. Program participants are encouraged to attend events, develop self-efficacy skills, and to become involved on campus. As a result, CAN-TRIO participants are AHC student-leaders and hold office on the ASBG board.

- F. Program staff are responsible for managing student records. Participants' files include their application to the program, signed agreement to release information, SEP/Semester Plan, academic progress reports, program contacts, annual GPAs, and additional pertinent information. Records are reviewed and updated regularly. While participant records are maintained in paper files (in a locked cabinet) for quick access and note taking, there is also an electronic file and program database to meet the specific a of the program (Appendix J). The program has begun exploring the steps and process required to convert student participant files and program documentation to a digital AHC database using Banner's APPXtender, while remaining federally compliant in the case of a program audit. The database currently used for reporting documents each participant's and cohort group's progress, services received, activities attended, and participant enrollment, making information easily accessible for program evaluation. Compliance data, which is stored in the program database, includes number of participants served, type(s) of services provided to each participant, contact hours for each service category, and number of times a service was provided. Data is analyzed annually and reported as part of the evaluation of the program's effectiveness.

Data gathered that includes participant's name, social security number, demographic information, financial information, eligibility verification documents, and disability information is managed in compliance with the Family Educational Rights and Privacy Act (FERPA). Information related to program performance outcomes – persistence rate, good academic standing rate, and graduation and transfer rates are monitored and used to modify service delivery as appropriate.

Plan of Action:

- Implement electronic SEP's for all program participants via DegreeWorks
- Once it's purchased, use Hancock's software program for progress reports
- Make program's documentation all digital

3. Student Outcomes

- A. Describe the enrollment & demographic trends over the past three to five years of students served by the program.
- B. Identify student outcomes and, where relevant, compare students who received services to non-recipients on the following measures: successful course completion, course retention, fall to spring persistence, GPA, goal attainment, etc.
- C. Provide evidence from students (and staff where appropriate) that demonstrates the success/effectiveness of the program. Describe methods used for systematic evaluation and summarize the results.
- D. Describe the process within the program for developing & assessing student learning outcomes. Did you assess all the SLOs on the 6-year assessment plan? If not, please explain why. Conduct a summary analysis of the data collected and compare outcomes in the current program review to outcomes in the last review. Describe any changes made to the program based on the data (attach 6 year assessment plan in appendix).
- E. Identify any gaps or inequities among the students served by the program.
- F. Discuss your upcoming 6 year assessment schedule (please attach with appendix)

Methods/Evidence:

- A. The service trend for number of participants served by the CAN-TRIO program during the past six (6) years has been consistent and within the DoE's objectives. Each year the program serves up to 140 participants. During the 2015 – 2016 academic year, the number of students served was 134 due to the program being understaffed, which impacted in-reach.

**The CAN-TRIO academic year is from September 1 – August 31. Therefore, data is not yet available for the 2016-2017 academic year.*

PARTICIPANT COUNT BY YEAR	
<i>Academic Year</i>	<i>Participant Count</i>
<i>2010 - 2011</i>	140
<i>2011 - 2012</i>	140
<i>2012 - 2013</i>	142
<i>2013 - 2014</i>	140
<i>2014 - 2015</i>	140
<i>2015 - 2016</i>	134

The demographics of the program have remained consistent with the majority of the participants being Hispanic.

PARTICIPANT ETHNICITY BY YEAR		
<i>Year</i>	<i>Hispanic %</i>	<i>Non-Hispanic %</i>
<i>2010 – 2011</i>	75%	25%
<i>2011 – 2012</i>	74%	26%

<i>2012 - 2013</i>	73%	27%
<i>2013 - 2014</i>	71%	29%
<i>2014 - 2015</i>	79%	21%
<i>2015 - 2016</i>	78%	22%

The number of female students in CAN-TRIO has consistently been approximately twenty-percent (20%) more than males. There is a need to hire additional peer coaches to encourage male participation.

PARTICIPANT GENDER BY YEAR		
<i>Year</i>	<i>Female %</i>	<i>Male %</i>
<i>2010 – 2011</i>	62%	38%
<i>2011 – 2012</i>	64%	36%
<i>2012 - 2013</i>	60%	40%
<i>2013 - 2014</i>	61%	39%
<i>2014 - 2015</i>	62%	38%
<i>2015 - 2016</i>	59%	41%

When students apply to the CAN-TRIO program, they self-identify whether they are LAP participants. If students state that they are part of LAP, they sign a release form which gives the LAP staff permission to share LAP eligibility information with CAN-TRIO staff. During the CAN-TRIO program interview, students are encouraged to apply to LAP. Many students are accepted into LAP after their acceptance into CAN-TRIO. Subsequently, the number of CAN-TRIO students who are part of LAP may be greater than what is indicated below.

PARTICIPANTS WITH A DISABILITY BY YEAR	
<i>Academic Year</i>	<i>Disability</i>
<i>2010 – 2011</i>	7%
<i>2011 – 2012</i>	9%
<i>2012 – 2013</i>	10%
<i>2013 – 2014</i>	13%
<i>2014 – 2015</i>	9%
<i>2015 – 2016</i>	10%

The program is designed to serve first generation college students who are economically disadvantaged and students with disabilities evidencing academic need. Students are determined to be first generation college students according to the U.S. DoE's guidelines which state that neither parent(s) nor legal guardian has a bachelor's degree.

FIRST-GENERATION COLLEGE PARTICIPANTS BY YEAR	
<i>Academic Year</i>	<i>First-Generation College Student</i>
<i>2010 - 2011</i>	89%
<i>2011 - 2012</i>	87%
<i>2012 - 2013</i>	88%
<i>2013 - 2014</i>	86%
<i>2014 - 2015</i>	88%
<i>2015 - 2016</i>	88%

- B. The CAN-TRIO student outcome data over the past six (6) years shows that the program has been successful and has supported the effectiveness of the CAN-TRIO program in assisting economically and educationally disadvantaged students in achieving their educational goals.

Below are tables that show the program success rates in student persistence, good academic standing, degree/certificate attainment, and transfer. Rates met, and exceeded, the DoE program objectives for the 2010-2015 and 2015-2020 grant cycle. In comparison to the 2014 AHC Factbook data, CAN-TRIO participants persisted at a higher percentage compared to non-participants (Appendix S-1).

PARTICIPANTS WHO PERSISTED FROM ONE YEAR TO THE NEXT	
<i>Academic Year</i>	<i>Persistence Rate %</i>
<i>2010 - 2011</i>	UNAVAILABLE
<i>2011 - 2012</i>	UNAVAILABLE
<i>2012 - 2013</i>	99%
<i>2013 - 2014</i>	81%
<i>2014 - 2015</i>	87%
<i>2015 - 2016</i>	89%

Persistence is the percentage of all participants served in the reporting year who enrolled at AHC in the fall term of the next academic year or graduated with an associate's degree or received a certificate and/or transferred to a 4-year institution by the fall term of the next academic year.

PARTICIPANTS IN GOOD ACADEMIC STANDING (GAS)	
<i>Academic Year</i>	<i>GAS Rate %</i>
<i>2010 - 2011</i>	UNAVAILABLE
<i>2011 - 2012</i>	UNAVAILABLE
<i>2012 - 2013</i>	98%
<i>2013 - 2014</i>	87%
<i>2014 - 2015</i>	80%
<i>2015 - 2016</i>	89%

Good Academic Standing (GAS) is the percentage of participants served who had a cumulative grade point average of 2.0 or higher

PARTICIPANTS WHO <u>ONLY</u> RECEIVED AN ASSOCIATE'S DEGREE OR CERTIFICATE	
<i>Academic Year</i>	<i>Associate/Certificate %</i>
2010 - 2011	UNAVAILABLE
2011 - 2012	UNAVAILABLE
2012 - 2013	UNAVAILABLE
2013 - 2014	58%
2014 - 2015	40%
2015 - 2016	68%

Associate's Degree or Certificate Attainment is the percentage of new participants served in the Cohort Year, who graduate with an associate's degree or received a certificate within four reporting years.

PARTICIPANTS WHO RECEIVED AN ASSOCIATE'S DEGREE OR CERTIFICATE AND TRANSFERRED	
<i>Academic Year</i>	<i>Associate/Certificate AND Transfer %</i>
2010 - 2011	UNAVAILABLE
2011 - 2012	UNAVAILABLE
2012 - 2013	UNAVAILABLE
2013 - 2014	80%
2014 - 2015	70%
2015 - 2016	48%

Associate's Degree or Certificate Attainment and Transfer is the percentage of new participants served in the Cohort Year who transferred to a 4-year institution with an associate's degree or certificate within four years.

Below is a chart that shows the amount of contacts for each program year. Data shows a decrease in contacts in the 2013 – 2014 year which may have been the result of staff turnover. In Fall 2014, the amount of student contacts nearly tripled with the hire of a director, along with another slight increase in Spring 2016 with the hire of a full-time counselor. In Fall 2016, the number of student contacts once again increased with the hire of a full-time program specialist. The 2016 – 2017 student contact data is expected to increase since the data was collected up until May 2017, and the program's academic year ends August 31, 2017. With the hire of a part-time counselor to assist during the program's counselor's non-duty days and at the LVC, the program anticipates an additional increase in student contacts.

SARS ANYWHERE STUDENT APPOINTMENT REPORT				
Academic Year	Individual Counseling	Drop-in Counseling	Group Counseling	Total
2010 - 2011	354	0	2	356
2011 - 2012	731	1	15	747
2012 - 2013	776	0	10	786
2013 - 2014	531	0	44	575
2014 - 2015	875	294	318	1,487
2015 - 2016	922	376	222	1,520
2016 - 2017	698	892	835	2,425

**Duplicated appointments, marked as attended*

- C. The program has routinely administered surveys and evaluations. The data collected in Fall 2014 and Spring 2015 shows that one-hundred percent (100%) of students met institutional standards and Student Learning Outcome (SLO) 1 and 2 by naming at least one AHC/CAN service and one resource to assist in their academic progress (Appendix S-2).

Evaluations were handed out at the end of the SOARS event. Based on feedback from the evaluation, we found that the percentage of students attending workshops varied due to the need and circumstances of each student. As the result of the workshop attendance, future improvements to engage and inform students include one “conference style” workshop which will include topics/workshops requested by students on program surveys. Additionally, we will collaborate with AHC departments to encourage student attendance at campus workshops and events.

In 2015-2016 CAN-TRIO began to solicit students’ input regarding the effectiveness of the program’s services through an exit survey. The survey results, along with the SLO data is utilized to implement any needed programmatic changes/improvements.

Data collected for SLO 1 indicated the following CAN-TRIO program strengths based on student survey comments:

- Staff are accessible and approachable in assisting students in meeting their personal and academic goals
- Scholars are more likely to become integrated into the AHC community
- Events offer scholars additional networking opportunities
- Scholars create positive and lasting relationships with others
- Services provided by CAN enhance student academic persistence

percent (100 %) of students and ninety-eight percent (98%) of students, respectively, met institutional standards by strongly agreeing, or agreeing that the campus visits helped them determine their preferred transfer school.

Data collected for SLO 2 indicated that CAN-TRIO students benefited from the following based on student survey comments:

- Admissions panels
- Student panels
- Transfer & re-entry information
- Walking tours
- Campus/University exposure
- Overnight campus trip
- Cultural events
- Diversity and fieldtrip locations
- Networking and new experiences

D. CAN-TRIO has a six-year (6) assessment schedule that outlines identified SLOs, targets assessment dates, as well as the assessment collection process and its method(s). The program updated its six-year SLO schedule, mapping form, schedule matrix, and ELumen rubric in spring 2016, allowing for consistency in the tracking and reporting of data and in spring 2017 as the result of staff input.

Every semester at least one student learning outcome is assessed (Appendix U). After the data is collected, the results are discussed at department meetings, followed by the development of an improvement plan, if necessary. The improvement plan outlines proposed activities and changes that are desired to support student learning and success (Appendix S-3).

In the 2015-2016 academic year, the SLOs were updated to reflect student needs and align with the federal program requirements. The CAN-TRIO staff held meetings to discuss the SLOs and agreed at the planning retreat to update the program SLOs for the 2015-2016 academic year, to align with the Department of Education and Allan Hancock's data reporting. Rubrics, student surveys, registration data, Banner data, and program contact records from Blumen were used to measure CAN-TRIO SLOs for the 2014-2020 assessment plans. Although the SLO's were changed to meet program needs, it is evident that they need to continue being assessed to ensure SLO's are measurable.

Four (4) of the CAN-TRIO SLOs on the 2010-2016 assessment schedule were assessed. Two (2) CAN-TRIO SLOs (SLO 1 and SLO 2) were retired during the 2015-16 school year to align with DoE objectives and AHC institutional plans.

2019-20 year with preliminary data collected for SLO 3 and SLO 4.

The data collected for SLO 2 in Fall 2014 and Spring 2015 showed that one-hundred

Data from the following CAN-TRIO SLOs showed students were meeting standards:

SLO 1: Student will be able to identify specific services and program requirements.

SLO 2: Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).

SLO 3: Student will identify a major and establish a Student Education Plan (SEP).

SLO 5: Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.

In 2014 – 2015, program gaps included:

- Incomplete or inaccurate student files from previous program years
- Lack of tracking and student follow-up due to incomplete student files, disconnected numbers, wrong addresses, or no previous student contact(s)
- Program understaffed – additional support needed in assessing SLOs
- Minimal student participation in Student Orientation & Academic Resources (SOARS), end-year acceptance into the CAN-TRIO program
- Minimal survey participation from students (12-59 students answered event surveys, while there were 60-100 students in attendance)
- Need for all student services representation during SOARS
- Limited peer mentor training which impacted the ability to answer follow-up questions about program services
- Re-evaluation of SLO survey questions to ensure that student learning outcomes were appropriately assessed and systematic
- Need for a rubric to consistently assess all evaluations and SLOs
- Orientation Assessment: Assessing what students know, versus assessing information and resources students *need* to know in order to be academically successful
- The assessment included *CONTINUING* and New Students, which should have used a different survey
- Fieldtrip Assessment: The rubric needs to be consistent. The number of students and responses were tallied and averaged per trip. There are comments that were added by students, but are not reflected in the assessment
- Surveys administered in paper format and data collected manually

Based on the data, CAN-TRIO audited all student files, increased counseling and efforts to contact students that were not actively participating in the program, and those students that were undecided on a major/goal, increased program in-reach and outreach with AHC campuses and the local community, and implemented a peer mentor training program.

Based on the revised 2014-2020 six-year (6) plan, SLO 5 was assessed during the

The data collected for SLO 5 in Fall 2015 shows that fifty-one (51) students attended the CAN-TRIO fall orientation. The Spring 2016 orientation was attended by forty-three (43) students, and was held on two separate dates to meet student needs.

Survey results were highly positive. Students mentioned that they liked the friendly staff in CAN-TRIO, the transfer and financial workshops, along with the student panels. For more survey results, see Appendix S-4.

Although the Orientation for SLO 5 is mandatory, several students were unable to attend and/or scheduled separate group workshops or individual counseling appointments. In the Spring 2016 orientation, we had a small number of survey respondents due to students not being provided the event evaluation at the end of the event. Future improvements include updating the event survey questions to be more specific about what will help the student be academically successful, along with having our new counselor disseminate evaluations at the end of each event.

The preliminary data collected for SLO 3 in late Fall 2015 (through folder audits) indicated that forty-seven percent (47%) of CAN-TRIO students had an updated SEP dated within the grant cycle, beginning September 1, 2015. Phone calls were made to students who had outdated SEP's or did not have an SEP, and SEP appointments were scheduled. By mid-Spring 2016, folder audits indicated that sixty-five percent (65%) of students had updated SEP's as the result of scheduled appointments and counselor follow-ups, an increase of eighteen percent (18%) from Fall 2015.

In the data collection for SLO 3, it was noted that several students had seen a counselor for an SEP update but did not have a signed and dated SEP within the 2015-2016 grant year, making the students' SEP outdated. During Spring of 2016, a full-time CAN-TRIO Counselor was hired to support the needs of the program and increase the number of students with updated SEP's. In Spring 2017, the number of students with SEP's, dated within the grant cycle (September 1, 2016 – August 31, 2017) was approximately eighty-five percent (85%).

Scholarship Workshops, Financial Literacy Workshops, and Financial Aid Application Assistance Workshops were offered to CAN-TRIO participants. All students were contacted and informed about the financial aid workshops. The preliminary data for SLO 4 showed that thirty-seven (37) unduplicated students attended the workshops. Students who attended were emailed and asked to complete a survey to determine whether they completed their Federal Application for Federal Student Aid (FAFSA), if they applied for scholarships, and if so, how many, and whether they checked their financial aid portal. Many students, which we were unable to capture in the database because of the quick nature of the questions, completed the FAFSA on their own because they felt familiar with the application. A total of twenty-three (23) students who were unable to attend workshops scheduled individual appointments with CAN-TRIO staff to complete their FAFSA, complete scholarship applications, and receive financial aid assistance.

As the result of preliminary data collected for SLO 4, CAN-TRIO will increase its collaboration with the Financial Aid Department to develop interactive financial literacy workshops and increase staff training. Students will be contacted one week before the FAFSA deadline and encouraged to attend a drop-in FAFSA assistance workshop held days prior to the FAFSA deadline since many students attended counseling, drop-ins, and peer mentor visits within two weeks of the FAFSA deadline to address financial aid questions. Additionally, with the new changes in the 17-18 FAFSA, students will be encouraged during our fall orientation to submit their FAFSA as early as Fall 2017.

- E. The program's SLO's and objectives are assessed each year along with its activities and services. Based on the outcomes of on-going program evaluations, activities are subject to change based on their determined effectiveness and perceived value to the participants (Appendix U).
- F. With the retirement of two (2) SLO's, the upcoming six-year (6) assessment schedule reflects the assessment of four SLO's. At least one SLO will be assessed each year by the program's full-time counselor who is the new SLO Liason (Appendix U).

Plan of Action:

- Request SLO training and support for the new SLO Liason
- Increase collaboration with Financial Aid Department for financial and economic literacy workshops and training
- Collaborate with the Office of Institutional Effectiveness to improve efficiency of qualitative evaluation and data reporting, and to develop program assessments

4. Personnel and Support Services

- A. There is adequate staff and a sufficient full-time to part-time faculty ratio to meet student and program needs.
- B. Briefly describe the professional development of faculty and staff during the period under review, including opportunities and improvements. Does it support program innovations?
- C. Evaluation of staff is systematic and the process is effective and encourages improvement.
- D. Full-time faculty are actively involved in the process of hiring and evaluating faculty.

Methods/Evidence:

- A. The program is administered by one full-time director who is responsible for directing the implementation of activities that support the achievement of grant objectives and student success, ensuring regulatory compliance and management of the project budget and staff, and ensuring comprehensive student support services that promote student success and respond to qualitative and quantitative assessment. Additionally, the director participates on district committees and task forces and complies with district policies and procedures, evaluates staff performance, conducts training, provides student advising, and serves as the spokesperson for the program in coordination with expanding partnerships with campus programs and other educational institutions and community organizations.

In the newly funded 2015-2020 grant, the CAN-TRIO program included a full-time CAN-TRIO Program *Assistant*. Prior to the recruitment process, the position was turned into a CAN-TRIO Program *Specialist* position to assist with student advising and program services. The CAN-TRIO program staffing consists of one full-time College Achievement Now (CAN)/Student Support Services (SSS) Specialist who was hired in Summer 2016 and has a high frequency of contact with staff, students, and the general public. The specialist also provides support in the planning, organization, and carrying out of routine program administration. There is a need to hire a part-time CAN-TRIO Program Assistant to assist with front office professional coverage and follow-up services and on and off campus student services/events.

The program's full-time counselor was assigned to CAN-TRIO in late Spring 2016 and is responsible for providing intrusive advising to students and meeting Student Success and Support, Student Equity, and CAN-TRIO grant requirements (Appendix V).

The program serves 140 students. This number does not take into account the number of students contacts during in-reach, outreach, events, drop-in questions or program interviews. During 2011-2015, the CAN-TRIO program had approximately six different full-time/part-time counselors supporting the CAN-TRIO program and its students. Although the CAN-TRIO program serves a smaller population, there is a need to hire a part-time CAN-TRIO Program Assistant to support with front office professional coverage, general office support, management of technology, and follow-up services and a part-time counselor to support student and program needs at the

Santa Maria Campus and the Lompoc Valley Center (LVC), during the full-time counselor's non-duty days or while the counselor is out for high school outreach, fieldtrips and workshops.

- B. The CAN-TRIO Director encourages all staff to attend professional development activities on campus. CAN-TRIO staff are active in their professional development, attending annual Western Association for Educational Opportunity Personnel (WESTOP), Council of Opportunity in Education (COE), and other training opportunities offered at Allan Hancock College. While the Counseling Department meetings provide an opportunity for the Counselor to be up-to-date regarding educational requirements, there are other Counseling meetings that are sometimes scheduled during counseling non-duty days or publicized days before the event making it difficult to attend professional development events because of pre-existing student appointments.

The CAN-TRIO budget for professional development is minimal to cover expenses for all program staff. Therefore, there is a need for additional funds for all staff to attend off-campus professional development opportunities to ensure that staff is up-to-date with local, state, and federal initiatives, in addition to financial and economic literacy training.

- C. The CAN-TRIO Director completes evaluations for the CAN-TRIO Specialist as required by the CSEA contract, Article 6. Completed evaluations are forwarded to the Human Resources Office as required. The Dean, Counseling, is responsible for the faculty evaluations. Evaluations are conducted as formative evaluations to foster professional growth and encourage improvement.
- D. The faculty assigned to the CAN-TRIO program serves in various hiring, outreach and Allan Hancock committees. Given that the program only has one assigned counselor, this has impacted the counselor's contact time with students, one (1) hour counseling appointments, and participation in program workshops.

Plan of Action:

- Hire a part-time CAN-TRIO Program Assistant and part-time counselor to provide services at the Santa Maria Campus and Lompoc Valley Center (LVC)
- Request funds for professional development activities for CAN-TRIO program staff

5. Facilities

- A. Facilities are appropriate for effective delivery of program services.
- B. Equipment and technology is appropriate for effective delivery of program services.
- C. Program support space is adequate to ensure the effective operation of the program and related support activities.
- D. The safety of the facilities, equipment, and technology are reasonable and adequate.

Methods/Evidence:

- A. The CAN-TRIO program is located on the second floor of the one-stop Student Services Center in Room 211, with over 1,085 square feet of office and student space. The staff has three private offices (rooms 211A, 211B, and 211D) for individual and group meetings with students and file storage (Appendix W). The college provided furniture, workstations, and supplies to the program, including three staff workstations, three peer mentor/tutor workstations, and six workstations for use by participants. With the periodic influx of students after classes end, there is a need to reconfigure the Center to include an additional student workstation with a desktop PC.
- B. The Technology Advisory Committee (TAC) provided one flat screen television for electronic announcements and twelve program computers which are networked and include access to the internet and Microsoft Suite software. The three staff computers have the college's adopted student information system (BANNER), the financial management system (OneSolution), the CAN-TRIO program database, ARGOS, electronic file storage, and data backup systems. In-house laptops are available for student use, along with lending laptops for home use. Obsolete technology is replaced with the support of TAC funds. Specific equipment and supplies provided by the college include: two Microsoft Surface Pro 3 Tablets for program's director and counselor, and thirty new laptops for the student Laptop Lending program. There is a need for a table for the specialist's use. In support of the large number of students who do not have a home computer or personal calculator, all CAN-TRIO students may borrow, on a semester-length basis, laptops and graphing calculators.
- C. Other areas, such as conference rooms and smart-classrooms are available for use by the program. The CAN-TRIO Center has a kitchenette area to accommodate students.
- D. The facilities are within state and federal safety regulations. The technology is reasonable and adequate.

Plan of Action:

- Add one additional student workstation
- Request one Microsoft Surface Pro 3 for CAN-TRIO Specialist
- Request district funds to replace obsolete technology, if TAC funds are unavailable

6. Financial Resources

- A. During the period under review, resources have been used effectively to support programs and services.
- B. Current and anticipated funding is adequate to maintain high quality programs and services.
- C. Anticipated funding is adequate for the development of revised and new programs.
- D. Resources have been prioritized based on assessment of student learning outcomes and other supporting data.

Methods/Evidence:

- A. With the support of Student Equity and 3SP, the CAN-TRIO program has been able to increase student counseling and student activities by approximately \$140,000 (Appendix X).

During the 2015-16 year, the CAN-TRIO program received an additional \$6,600 from the DoE which was used to increase program tutoring for students. Every year the program submits program reviews to the DoE outlining program outcomes. Whenever there is an increase or decrease in funds for the year, the budget allocations must be pre-approved by the DoE.

The program's budget consists of staff salaries and benefits which are approximately seventy-eight percent (78%) of the budget, direct financial student aid (CAN-TRIO grant), and student support services. In an effort to continue to support the program and students' needs, long-term salary and benefits should be included in the institution's budget prioritization, along with an increase in professional development activities for the program's director, counselor, specialist, and peer coaches.

- B. The current funding of \$220,000 per year has been adequate during the first year of the 2015-2020 grant cycle, but it is important to plan for staff longevity, along with an increase in fringe benefits. Additionally, there is an anticipated ten percent (10%) cut which will drastically impact the CAN-TRIO program services in the 2018-2019 grant year. The staff salaries and benefits, along with the proposed budget cuts, would impact direct services for students. This would include a decrease in peer coaches, tutoring, and fieldtrips. Given the successful institutional integration of the CAN-TRIO program, the salary/benefit increase and proposed budget cuts could be leveraged by one of the institution's plans, such as Student Equity.
- C. The CAN-TRIO grant's objectives are specific in the number of students that are to be served. Additionally, the anticipated funding will not be adequate for the development of new services and activities, or in maintaining the current services. It will be important to continue receiving support from 3SP and Student Equity.
- D. Resource prioritization and annual updates were used in obtaining a counselor for the CAN-TRIO program, as well as providing laptops and food for educational events and workshops.

Plan of Action:

- Request district funds to supplement any increase in salary/benefits
- Request continued support from Student Equity and 3SP funds to support student and family events and maintain current level of services

7. Community Outreach and Program Awareness

- A. Efforts have been made to create links between the program under review and the community.
- B. Efforts are made to inform students about the program and facilitate student participation in the program.
- C. Efforts are made to use documented assessment of student learning and achievement to communicate program and service quality to current and prospective students and the public.
- D. An advisory committee with appropriate representation has been established and meets regularly to support the development of programs and services

Methods/Evidence:

A. CAN-TRIO creates links with the community. During the 2014-2015 and 2015-2016 academic years, CAN-TRIO worked with the Food Bank to bring a CalFresh representative, who was housed at the CAN-TRIO Center, to assist AHC students in accessing affordable and healthy meals. The program also collaborated with several departments, staff and faculty to pilot a food pantry project that provided food bags to AHC students and their families during the AHC Artisan Market. In 2015, the CAN-TRIO Director partnered with the community organization, Serve Santa Maria, to research and begin a Pilot Mentorship Program to assist students in learning and strengthening self-efficacy skills. The program launched in the 2015-2016 academic year and was institutionalized by AHC. During the 2016-2017 academic year, the CAN-TRIO Director collaborated with Student Equity and ASBG to grow the mentorship program twofold and to streamline events and processes. The CAN-TRIO program also partners with the Scholarship Foundation of Santa Barbara (SFSB) and the Workforce Development Board of Santa Barbara County to inform students of available resources. The CAN-TRIO Counselor conducts outreach and workshops at local high schools and for other AHC departments, such as Community Education. Additionally, CAN-TRIO coordinates with other programs in the Student Services and Academic Affairs division, such as the Student Success/Retention Specialists who share information about AHC at the local high schools and Bridges to the Baccalaureate who partners with Cal Poly, San Luis Obispo for student internships.

B. CAN-TRIO provides outreach (also known as campus in-reach) to current AHC students through on-campus classroom presentations. Emails are sent out to various instructional faculty offering to give a short classroom presentation at the beginning of each semester to inform students about the program. Program brochures and applications are also handed out. An average of 9-12 classroom presentations are conducted each semester, focusing mainly on remedial math and English, English as a Second Language (ESL), and personal development classes.

CAN-TRIO participates in all campus events such as the Bulldog Bow-WOW, Hancock Hello, Diversity Day, Veterans Appreciation Day, Young Educated Latino Leaders (YELL), NSOs, AAWs, and the Career Exploration Day by providing information tables with flyers, brochures, and staff to give out program information and answer questions. It would be beneficial to invest in shirts for staff to wear during

outreach and in-reach efforts, along with outreach materials and course/workshop materials.

Students are given information about the program during the college's new student orientation. Student emails, phone calls, postings on the AHC website, and CAN-TRIO social media (Facebook, Snapchat, Instagram) are all used as communication tools to inform students of upcoming events, special cultural activities, workshops, available scholarships, and program updates. Additional methods for informing the campus community include presentations at Board of Trustees meetings, staff and department meetings, student orientations, and the AHC website.

In addition, the CAN-TRIO program piloted the Customer Relationship Management (CRM) Recruit software program to increase outreach, along with using the college's RAVE system to share program information (Appendix Y).

- C. Retreats are held once a year in the fall to review program SLO's and student success. SLO data is regularly discussed during bi-monthly staff meetings and bi-monthly peer coach meetings. SLOs are assessed following the six-year (6) mapping form and are linked to the ILOs (Appendix U). There is a need to collaborate with the Office of Institutional Effectiveness for the creation of online surveys and collection of data for the program.
- D. The CAN-TRIO Advisory Committee was reestablished in 2016-2017 and meets twice every academic year. Advisory Committee members include Allan Hancock College staff, faculty, administrators, and community member(s) (Appendix Z).
- CAN-TRIO Director
 - CAN-TRIO Counselor
 - CAN-TRIO Specialist
 - EOPS Director
 - MESA Counselor/Coordinator
 - Financial Aid Specialist/Counseling Assistant
 - Scholarship Program Coordinator
 - Director of Public Affairs and Communications
 - Program Advisor for the Scholarship Foundation of Santa Barbara
 - University Transfer Center Counselors
 - Basic Skills Coordinator

The CAN Advisory Committee discusses the purpose of the CAN-TRIO program, its objectives and services, eligibility requirements for participation, and the methods by which CAN-TRIO disseminates information and program services. Given the program's limited budget, it is important to receive financial support for expenses related to the CAN-TRIO Advisory Committee events.

Plan of Action:

- Secure additional funding for in-reach/outreach materials
- Secure funding for staff retreats and advisory meeting expenses

8. State and Federal Compliance

- A. The program adheres to all appropriate state and federal guidelines.
- B. The program adheres to all relevant college policies and procedures (attach copies of relevant policies).

Methods/Evidence:

- A. The CAN-TRIO program complies with the Uniform Grant Guidance Regulations. The CAN-TRIO program and staff adhere to the U.S. DoE Code of Federal Regulations (CFR) Title 34, subpart 646 pertaining to the Student Support Services program. The program director is responsible for all budget expenditures and ensuring that project objectives are attained. The director attends meetings and trainings to receive program policy updates, which are then discussed and reviewed at department meetings to keep staff current on program guidelines. The DoE governs the CAN-TRIO program implementation and compliance through annual program reviews and budget plans.

In 2011-2012, 2014-2015, and 2015-2016 the program was evaluated by an external evaluator. The evaluation team conducted a thorough examination of the CAN-TRIO program's fiscal expenditures, participant files, services provided, and administrative documentation. A focus group of participants was conducted to gain insights into participants' knowledge of CAN-TRIO services, satisfaction with services, and general impressions of the CAN-TRIO program. Interviews were conducted with each CAN-TRIO staff member, peer staff, and counselor. AHC commits to support CAN-TRIO participants.

The fiscal controls and program management of fiscal expenditures were identified as very strong in 2014, 2015, and 2016. A review of the 2014-15 fiscal year expenditures, as well as the 2015-16 expenditures to-date found that there is strong management and accountability built into the CAN-TRIO program. AHC provides appropriate fiscal oversight to ensure the program director has the necessary control and responsibility for grant expenditures.

The Evaluation Team made several recommendations to improve the participant files in the 2011-2012 and 2014-2015 program audits. In the 2016 visit, the external evaluator reported that CAN-TRIO staff adopted the majority of the recommendations and overall participant files looked good; the review of files by the auditors was much easier in determining whether the required documentation was recorded.

Interviews with all staff members showed that staff meet or exceed qualifications for their respective positions. All staff are knowledgeable of their responsibilities and their importance to the success of the participants and the program itself.

Below are identified strengths and areas for improvement, made by the auditor in 2015-2016, for the CAN-TRIO program:

Strengths:

- Staff is friendly and welcoming; the counselors are excellent and very knowledgeable, and peer coaches/mentors are awesome. Having one full-time counselor has been a great enhancement.
- CAN provides a supportive study space with computers, printers, and workstations that are accessible to students most of the day.
- Staff help participants challenge themselves to reach for higher goals and provide the motivation to support them.
- Being a CAN student means access to great perks (early registration, meet lot of people (networking), trips/campus visits, social aspect of college life, etc.).
- A pilot mentor program was created by CAN and is an example of how the entire AHC community can build a scalable and sustainable mentor program to improve retention and graduation/transfer rates.

Areas of improvement:

- Desire to provide financial support to students as well as with other study aids (planners, pens, backpacks, books, etc).
- Continue to expand the CAN program's in-reach efforts

The auditor observed that AHC has a clearly defined collaboration with the CAN-TRIO program, where some services are provided by other departments and CAN-TRIO does not duplicate those services. The external auditor suggested that for the next program proposal to be strong in the next competition, AHC has to again be very explicit in how it will support CAN-TRIO so it will be successful in meeting grant objectives that are going to be more ambitious in the new grant competition.

- B. CAN-TRIO adheres to all relevant college policies and procedures. Published policies are consistent with the programs' mission, and practices are followed to ensure consistency. Student eligibility for CAN-TRIO is limited to those students who meet specific criteria identified in CFR 34, subpart 646.3. Program participants adhere to the AHC Board Policy and Administrative Procedure 5500 – Standards of Student Conduct and AHC Board Policy and Administrative Procedure 5530 - Student Rights and Grievances.

Plan of Action:

- None

Program Strengths:

Criteria 1: Services and Curriculum

- Collaboration with TRIO programs at Cal Poly, San Luis Obispo
- The CAN-TRIO program assists the district with supplementing additional services and technology (i.e. overnight fieldtrips, student per diems, eSARS, SARS Anywhere, CRM Recruit, Ask Spike)
- All staff are fully bilingual in English and Spanish
- On-site tutoring
- Calculator, Book and Laptop Lending program
- Strong partnerships with AHC and community programs which assist with student referrals (e.g. mentorship program, UTC, BttB, Bridges to Success, etc.)
- One-hour counseling appointments
- Program services (i.e. financial budgeting, time management, scholarship assistance, etc.)
- Peer Coaches/Tutor Structure
- University fieldtrips and cultural activities
- Welcoming environment
- Program exhibits all six (6) of the student success factors (i.e. engaged, valued, nurtured, directed, focused, and connected)
- Regular intrusive student follow-ups from CAN-TRIO staff
- Social media (Snapchat, Facebook, Instagram) and electronic message board

Criteria 2: Student support and development

- Intake eligibility criteria sheets
- SOARS Student Conference
- College catalog, brochures, and website explain program requirements
- Initial Student Assessment, along with personal/mental support and referrals
- CAN-TRIO grant criteria sheets
- Peer coaches and staff reaffirm program requirements
- Counselor assists students with developing an SEP and semester by semester plan to ensure student completes academic goals to support the program's high retention and graduation rates
- SARS Anywhere/Blumen databases which assist with student participation tracking
- Cultural capital and social networks
- Staff's use of the social learning theory
- Mid-progress reports to track student progress
- Mentorship program
- Student workshops, along with phone appointments and email contacts with students

Criteria 3: Student Outcomes

- Large number of program participants are in good academic standing
- Program has high persistence, degree attainment, and transfer rates
- Effective academic counseling and student workshops, along with informative fieldtrips
- Supportive, dedicated, and trained staff who have a high frequency of student contacts
- Familial environment that engages students and promotes networking
- Students develop strong self-efficacy skills
- CAN-TRIO Scholars are AHC student leaders who serve as Ambassadors to the college and a resource to their peers

Criteria 4: Personnel and Support Services

- Great staff collaboration that produces innovative student services
- Staff diligently seeks out on-campus professional development opportunities to stay informed regarding current educational changes to create successful student pathways

Criteria 5: Facilities

- CAN-TRIO Center, CAN-TRIO workroom and kitchenette (i.e. refrigerator, microwave, pantry for students)
- CAN-TRIO student computer lab and study area with electronic announcement board
- Student information is accessible by all staff through BANNER, program's Blumen database, ARGOS, electronic file storage, and data backup systems.

Criteria 6: Financial Resources

- CAN-TRIO Student Grant
- 3SP and Student Equity support
- President's Circle, VPSS, and ASBG support

Criteria 7: Community Outreach and Program Awareness

- Piloted Mentorship Program
- CalFresh Representative and Pilot Food Pantry
- Counselor outreach at high school events
- Collaboration with Scholarship Foundation of Santa Barbara, Workforce Development Board, Bridges to Success, and Student Success/Retention Specialists
- Program outreach and in-reach (i.e. tabling, classroom presentations, etc.)

Criteria 8: State and Federal Compliance

- Annually exceed program objectives
- 3SP/Student Equity compliance

Program Challenges and Opportunities:

Criteria 1: Services and Curriculum

- Hire additional male peer coaches/tutors to increase retention of male students
- Increase the use of technology to promote student engagement, student success, AHC events and program awareness
- Collaborate with Public Affairs for outreach and program awareness

Criteria 2: Student support and development

- Increase the use of DegreeWorks for degree audits and SEP's
- Streamline mid-progress report system with Hancock's software program

Criteria 3: Student Outcomes

- Gap in data entry during staff turn-over
- Lower number of student contacts during staff-turnover
- Manual collection and summarization of SLO data
- Method by which the data is collected and measured
- Lack of consistency in how SLO's are assessed
- Increase collaboration with Financial Aid Department for financial and economic literacy workshops and training
- Increase collaboration with Office of Institutional Effectiveness for program assessment and reporting

Criteria 4: Personnel and Support Services

- Need for a part-time program assistant to support student and program needs at the Santa Maria Campus and Lompoc Valley Center (LVC)
- Need for a part-time counselor to support student and program needs at the Santa Maria Campus and Lompoc Valley Center (LVC) during non-duty days or while the CAN-TRIO Counselor is out of the CAN-TRIO center participating in outreach events
- Need for increased funds to support staff's professional development and attendance of off-campus conferences

Criteria 5: Facilities

- Need for an additional student workstation to increase the number of study areas available for students
- Reliant on the district for the purchase and replacement of obsolete technology

Criteria 6: Financial Resources

- Anticipated funding is not adequate for maintaining the current services or developing new services or activities
- Reliant on financial support from Student Equity and 3SP
- Need for Hancock to institutionalize program

Criteria 7: Community Outreach and Program Awareness

- CAN-TRIO advertising materials are needed
- Limited funding for staff retreats and advisory meeting expenses

Criteria 8: State and Federal Compliance

- Increased reporting by federal, state, and institutional mandates
- Future grant competitions are anticipated to be more competitive

Plans of Action (POA) for Service Improvement

Criterion Number and Action	Expected Outcome	Person(s) Responsible	Target Date	Resources Needed	Linked to College Plans and SLO*
Criterion One: Continue to use innovative technology	Encourage students to use technology	Counselor, Specialist, Peer Coaches	Ongoing	Computers Software Programs, IT support, User Training	Information & Tech. Literacy (ILO4A) Communication (ILO1) Personal Responsibility & Development (ILO7)
Criterion One: Hire two additional male peer coaches/tutors	Increase outreach, classroom presentations	Vice President of Student Services, Dean of Counseling, Director	2017-2018	Additional funds.	Global Awareness & Cultural Competence. (ILO3) Personal Responsibility & Development (ILO7)
Criterion One: Collaborate with Public Affairs	Increase program awareness by sharing program success stories with the community and program outreach	Director, Specialist	Ongoing	Public Affairs Support	Global Awareness & Cultural Competence. (ILO3) Personal Responsibility & Development (ILO7)

<p>Criterion Two: Implement electronic SEP's for all program participants via DegreeWorks</p>	<p>Encourage students to use technology to monitor progress towards degree attainment.</p>	<p>Counselor</p>	<p>2017-2018</p>	<p>Software Programs, IT support, User Training</p>	<p>Information & Tech. Literacy (ILO4A) Communication (ILO1) Personal Responsibility & Development (ILO7)</p>
<p>Criterion Two: Once it's purchased, use Hancock's software program for progress reports</p>	<p>Streamline CAN/TRIO's progress report system</p>	<p>Director, Counselor, Specialist, Peer Coaches</p>	<p>Tentative, dependent on when the software program is purchased and implemented</p>	<p>Software Program, IT support, User Training</p>	<p>Strategic Plan: Goals SLS4 & SLS 6, Assessment of Student Performance Technology Master Plan: Goal 5 3SP: Assessment of student performance and follow-up for at-risk students</p>
<p>Criterion Two: Make program's documentation all digital</p>	<p>Improve program efficiency</p>	<p>Director, Counselor, Specialist</p>	<p>Spring 2019</p>	<p>Software Program, IT support, User Training</p>	<p>Strategic Plan: Goal G3 Technology Master Plan: Goal 1, Goal 2, and Goal 3</p>
<p>Criterion Three: Request SLO training and support for the new SLO Liason</p>	<p>Maintain SLO reporting current as requested by institution</p>	<p>Director, Counselor</p>	<p>Summer 2017 and ongoing</p>	<p>Support from SLO C0- Coordinators &</p>	<p>Global Awareness & Cultural Competence. (ILO3)</p>

				Institutional Effectiveness	Information & Tech. Literacy (ILO4A)
Criterion Three: Increase collaboration with Financial Aid Department for financial and economic literacy workshops and training	Increase students' awareness of how to finance their education and develop budgeting skills.. Train staff and inform students about financial literacy	Director, Dean of Financial Aid, Financial Aid Liason, Director Counselor, Specialist, Dean of Financial Aid, Financial Aid Liason, Director	2017-2018 and ongoing	Support from the Financial Aid Department	PSLO 1 PSLO 2 ILO4A SLO 4: Financing their education. Technology Literacy (ILO4-B) Quantitative Literacy (ILO5)
Criterion Three: Collaborate with the Office of Institutional Effectiveness to improve efficiency of qualitative evaluation and data reporting, and to develop program assessments	Improve and maintain program services	Director, Counselor, Specialist	2017-2018 and ongoing	Support from the Office of Institutional Effectiveness	Information & Tech. Literacy (ILO4A/B) Communication (ILO1) Critical Thinking and Problem Solving (ILO2)
Criterion Four: Hire a part-time CAN-TRIO Program Assistant and	Increase and maintain the number of counselor visits. Provide additional	Vice President of Student Services,	2017-2018 and ongoing	Additional funding and support from the	PSLO2 PSLO1

part-time counselor to provide services at the Santa Maria Campus and Lompoc Valley Center (LVC)	services to students at LVC. Assistant to assist with front office professional coverage and follow-up services and on and off campus student services/events.	Dean of Counseling, Director		counseling department Additional office space	PSLO2 SLO3
Criterion Four: Request funds for professional development activities for CAN-TRIO program staff	Increase specialized training for staff to improve professional knowledge, competence, skills and effectiveness to better serve students.	Vice President of Student Services, Dean of Counseling, Director	2017-2018 and ongoing	Additional funding	PSLO2
Criterion Five: Add one additional student workstation	Create an additional workplace to promote learning	Director of Facilities, Director	Spring 2018	Table, computer, and chair (working area)	PSLO2 PSLO1 PSLO2 Technology Literacy (ILO4-B)
Criterion Five: Request one Microsoft Surface Pro 3 for CAN Specialist	Increase work efficiency	Vice President of Student Services	Fall 2017	Additional Funding	Communication (ILO1) Technology Literacy (ILO4-B)

		Dean of Counseling, Director			PSLO2
Criterion Five: Request district funds to replace obsolete technology, if TAC funds are unavailable	Updated technology to meet program, students', and district's needs	Director	Ongoing	Additional Funding	Technology Master Plan: Goal 1 and Goal 2 Strategic Plan: Goal IR3
Criterion Six: Request funds to supplement any increase in salary/benefits	Support cost of living increases/insurance costs.	Vice President of Student Services, Dean of Counseling, Director	2018-2019 and ongoing	Additional Funding	Strategic Plan: Goal IR1 and IR2
Criterion Six: Request continued support from Student Equity and 3SP (e.g. student and family events)	Increase and maintain program participation.	Vice President of Student Services, Dean of Counseling, Director	2017-2018 and ongoing	Support from department such as: Counseling UTC, ASBG, Financial Aid, etc.	PSLO1 PSLO2 SLO1, SL02, SLO3, SLO4, SLO5 and SL06
Criterion Seven: Secure additional funding for in-reach/outreach materials	Increase program awareness and provide students with school supplies.	Vice President of Student Services, Dean of	2017-2018 and ongoing	Additional Funding for program advertisement and giveaways	SLO1 SL06

		Counseling, Director				
Criterion Seven: Continue funding for staff retreats and advisory meeting expenses	Improve and maintain program services Increase Staff professional development	Vice President of Student Services, Dean of Counseling, Director Director	2017-2018 and ongoing	Additional Funding	PSLO2	
<i>*Director, Counselor, and Specialist refers to the CAN/TRIO staff</i>						

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

- The CAN/TRIO staff stays current with Federal compliance rules and regulation by attending trainings, webinars and mandatory trainings.
- The department has continued to use Student Learning Outcomes to make program improvements and changes throughout the year.
- The office supports the mission of the program while focusing on the factors of student success- Directed, Focused, Nurtured, Valued, Connected and Engaged.
- The self-study for the CAN/TRIO program is found to be very thorough in its review of program and services.
- The Validation Team finds the self-study's methods, evidence, plan of action and strengths and challenges to be in alignment and sufficiently validated.

2 STRENGTHS OF THE PROGRAM/DISCIPLINE

- The CAN office usage of technology is recognized by the usage of social media, eSARS, SARS Anywhere, CRM Recruit and by helping with the implementation of Ask Spike. The CAN department is forward thinking using technology to reach their student population.
- The CAN program works collaboratively with many other student services on campus. For example, CAN collaborates with EOPS/CARE/CAFYES, UTC, Bridges to the Bachelorette program staff to provide students opportunities for field trips and social events, collaboration with the TRIO programs at Cal Poly, San Luis Obispo, have established a strong partnership with AHC and community programs to assist with student referrals and to support the mentorship program.
- The CAN office coordinates activities with student services programs such as EOPS, STEM, MESA, Counseling, CalSOAP, high schools and outside agency for activities such as Bull Dog Bow Wow, University Transfer Day, College Night, Athletic Orientation, Career Expo Day and many other events.
- Peer coaches that provide tutoring services in math, English & science courses and act as greeters for the office when not meeting with students.
- High persistence rates (year to year) and high rate of CAN/TRIO students in good academic standing.

- Creation of mentorship program.
- Financial literacy workshops, university fieldtrips and cultural activities.
- CAN/TRIO center with computer lab, study area, and pantry for students.

3 CONCERNS

- Has not fully implemented Degree Works.
- CAN/TRIO does not offer services at the LVC.
- When the CAN/TRIO counselor attends meetings, provides workshops or preforms outreach this may interfere with student contact, a part-time counselor should be provided to back fill the full-time counselor when out of the office.
- Need to develop a rubric to consistently assess all SLOs.

2. RECOMMENDATIONS

- Greater collaboration with instructional faculty.
- Fully implement/utilize Degree Works.
- Hire a part-time CAN/TRIO counselor to offer services at the LVC and provide back-fill when the full-time counselor is out of the office.
- Hire an office service assistant to provide services at the LVC and support student and program needs in Santa Maria.
- Hire additional male peer coaches/tutors.
- Create a rubric to consistently assess SLOs.
- District funds to supplement any increase in CAN/TRIO staff salary/benefits and to support professional development activities.
- Funding for CAN/TRIO outreach/advertising materials.
- Increase use of technology by no longer using paper files.

VALIDATION TEAM SIGNATURE PAGE

Will Bruce  7-20-17
Print Name Signature Date

Pandra Kramer  7/20/17
Print Name Signature Date

  7/20/17
Print Name Signature Date
Christine Reed

APPENDIX A

Bridges to Success (BTS)

The Mission


The mission of the Bridges to Success (BTS) is to enhance each student's academic, career and personal growth. The partnership will provide a smooth transition from high school to college. Both educational programs and comprehensive student support services will collaboratively promote student success. The goal is to prepare all students to become productive citizens and career/college ready.

The Goals

1. Increase access and strengthen services to support all students, with an emphasis on English language learners, Foster Youth, African American and Latino males, low socioeconomic, first generation college students, and students with disabilities.
2. Seniors will be encouraged to submit an AHC admissions application, participate in AHC's orientation and assessment, and have a first semester plan no later than the first day of priority registration.

APPENDIX A continued

Attendees



*Counseling Department
University Transfer Center
Career Job Placement Services
EOPS/CARE/CalWORKS/CAFYES
CAN
Admissions & Records
STEM/MESA
Non-Credit SSP
Athletics
Learning Assistance Program
Testing Center*



Chairs
*Steve Molina
Yvonne Teniente-Cuello
Antonio Ramirez
Dayana Zepeda
José A. Millán*

Note taker
Kara M. Mushegan

Bridges to Success Meeting

AGENDA

Friday, February 10, 2017

8:00 a.m. – 12:30pm/ G106 in the Student Center

Breakfast & Lunch – will be provided

Current/Action Items

1. Welcome **8:00-8:05am**
– Yvonne Teniente-Cuello/Steve Molina
2. Transcript Training **8:05-10:00am**
3. Break **10:00-10:10am**
4. Multiple Measures **10:10-10:30am**
– Maria Arvizu-Rodriguez/ Mayra Morales/ Antonio Ramirez
5. UndocuAlly Training 1 **10:30-11:30am**
– Cal Poly SLO/Central Coast for Undocumented Student Success
6. High School Updates **12:00-12:30pm**
Priority Registration
START Updates
– Sharon Alldredge
Learning Communities
– Antonio Ramirez
PUENTE
– Maria Arvizu-Rodriguez/Ricardo Navarrette
7. Announcements
Counseling Summit Fall 2017
Yell- Girls Conference, Saturday April 29th

Standing Items

College Now/Concurrent Enrollment
Next Meeting: TBA

Lunch **12:30-1:00pm**

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.

APPENDIX B

Meet with a CAN Counselor

If you are a *current* CAN student you are eligible to schedule an appointment with a CAN Counselor, a CAN Peer Tutor, or a CAN Peer Coach..

APPENDIX C

Mentorship

[Activity Dates](#)

[Application for Mentors](#)

[Application for Mentees](#)

[ASBG](#)

[CAN/TRIO](#)

[Student Services](#)

[Home](#) > [Mentorship](#) > [Allan Hancock College Mentorship Program](#)

ALLAN HANCOCK COLLEGE MENTORSHIP PROGRAM



Our Mission: To motivate, empower, and encourage students through mentoring. The mentorship program is committed to building strong, trusting relationships, positive attitudes, and life skills in students through mentoring and social engagement.

Mentorship Program

The Allan Hancock College Mentorship Program pairs successful community leaders with Allan Hancock College students looking for educational advice, career guidance, and life lessons. Mentoring is a true fulfillment of Hancock's motto: Start Here, Go Anywhere.

Each mentor is paired with a student (the mentee) who has been chosen because he or she is bright, willing to learn, and eager for educational, personal and professional advancement.



Watch this video to learn more about Allan Hancock College's Mentorship Program

APPENDIX D

PEER COACHES/TUTORS:



Emma Bell



Alyssa Moody



Jesus Nunez



Lizbeth Pinon-Sosa



Jorge Pinon-Sosa



Iliana Rosales

APPENDIX E

Find CAN on Social Media



Click on me!



APPENDIX F

UTC/CAN Road Trips

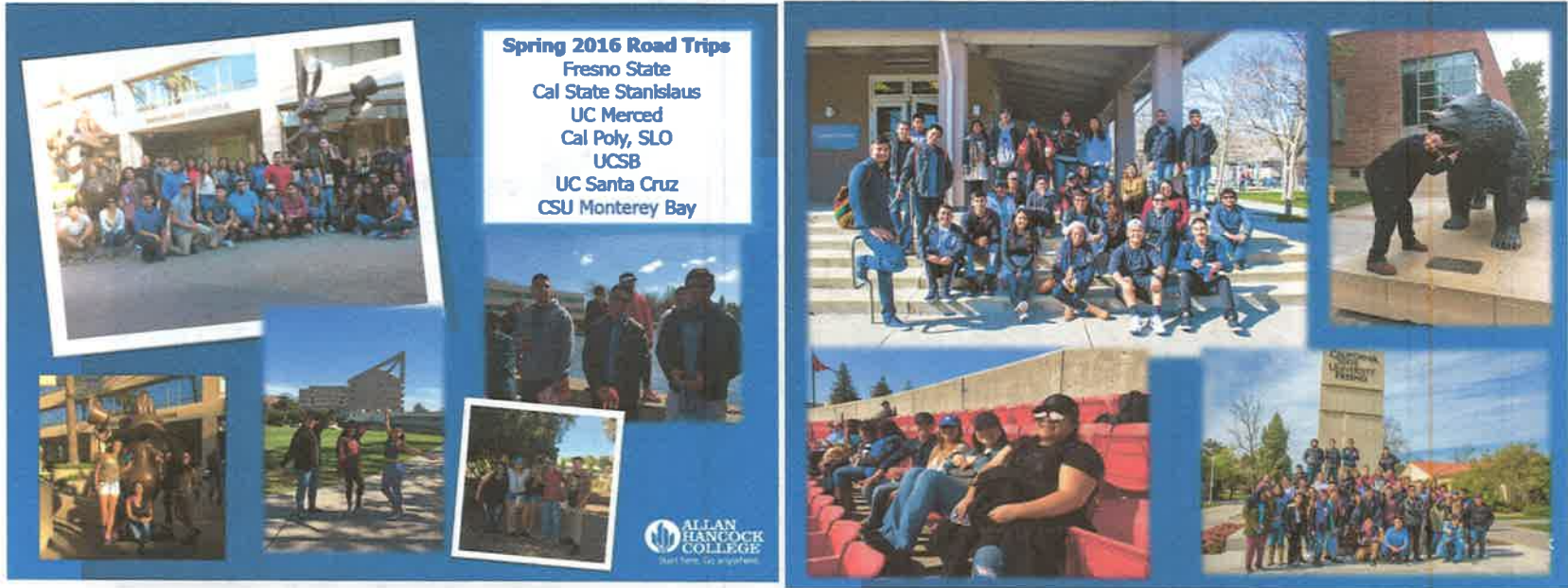


Road Trip
attendance
increased by
95 students

Fall 2016
UC Davis
Sac State
CP Pomona
CP San Luis



APPENDIX F continued



APPENDIX G



Career Cruising Español Help My Account 

 **Log In**
to My Plan 

Assessments Careers Education Financial Aid Employment

Explore Assessments

Matchmaker & My Skills



Answer questions about your likes and dislikes to find careers that match up with your interests.

You must be logged into My Plan to take this assessment

[Login or Register](#)

Ability Profiler



Learn more about your abilities and see how your abilities compare to those used in careers that interest you.

You must be logged into My Plan to take this assessment

[Login or Register](#)

Learning Styles Inventory



Discover how you learn and retain information and find tips on how to improve your study habits to suit your learning style.

You must be logged into My Plan to take this assessment

[Login or Register](#)

APPENDIX H

EVENT SCHEDULE PLANNER 2016 - 2017

PROJECT/EVENT

CAN 16-17 EVENTS

PROJECT PHASE	EVENT DATE
STUDENT ADVISING TRAINING @ CAN CENTER 10-12PM	7.28.2016
STUDENT SERVICES POTLUCK AT G106 11:30-1PM	8.11.2016
BLUMEN TRAINING	8.12.2016
STANISLAUS/SACRAMENTO W/EOPS; 8/16-8/17	8.16.2016
MATH CENTER TRAININGS (STEM) 10-12PM	8.16.2016
ALL STAFF DAY 8:30-3PM	8.19.2016
MATH CENTER TRAINING @ MATH CENTER 10-12PM	8.20.2016
OPEN HOUSE 8/22 TO 8/26 ALL DAY	8.22.2016
OUTREACH 11-1PM (STUDENT COMMONS)	8.22.2016
WELCOME FOR SPECIALIST AND STUDENT COACHES	8.23.2016
OUTREACH 10-12PM (STUDENT COMMONS)	8.23.2016
OUTREACH 11-1PM (STUDENT COMMONS)	8.31.2016
OUTREACH 10-12PM (STUDENT COMMONS)	9.1.2016
SOARS CONFERENCE; 9-4PM @G106	9.2.2016
HAPPY HOUR- DISCUSS CLASSES AND PROFESSORS; 12-1 @ CAN	9.6.2016

BOW WOW 9:30-1:30 PM	9.7.2016
FINANCIAL AID CONFERENCE @ G-106 8-3	9.9.2016
HAPPY HOUR: DISCUSS DESTRESSING STRATEGIES AND RESOURCES ON CAMPUS @ CAN; 10-12PM	9.14.2016
LAP WORKSHOPS WITH KERRY 9:00-9:45 @ CAN	9.16.2016
CAN ADVISORY SEP.16 12-1PM @ G106B	9.16.16
CAN FAMILY & FRIENDS OPEN HOUSE 6:00-7:30PM; DINNER @ G106	9.23.2016
MEET AND GREET ACCREDITATION TEAM 8:30-9:30AM	9.26.2016
TAG WORKSHOP 10-11:30AM A-403	9.26.2016
MENTORSHIP KICKOFF- DISCOVERY MUSEUM	9.28.16
A NIGHTOUT/STUDENT ENGAGEMENT: DOWNTOWN SANTA MARIA FARMERS MARKET; MEET AT CAN AT 4:00, 4:30-7PM	9.30.2016
CAREER FAIR; CJP	9.30.2016
MATH CENTER TRAININGS (STEM) 2-4PM	9.30.2016
OUTREACH 10-12PM (STUDENT COMMONS)	10.5.2016
OUTREACH 11-1PM (STUDENT COMMONS)	10.6.2016
STUDENT ENGAGEMENT, MOTIVATION AND TRANSFER DIALOGUES (SKY ROOM)	10.6.2016
DAVIS (PRE-HEALTH CONFERENCE) & INDUSTRY W/UTC 10/7/2016-10/8/2016	10.7.2016
WORKSHOP WITH ALEX:QPR @12-1:30 (SKY ROOM)	10.7.2016
SPIRIT WEEK 10/10-10/15	10.10.2016
CASH FOR COLLEGE @ 2-6PM (A-103)	10.10.2016
REGISTRATION TRAINING 4 PEERS 10/14 FROM 10-12	10.14.2016

START HERE, TRANSFER TO A 4YR, 4:30-6PM (A103)	10.25.2016
UC/CSU TRANSFER WORKSHOP, 11-1PM (W31)	10.28.2016
A NIGHTOUT/STUDENT ENGAGEMENT: MOVIES-DESIERTO, 4-6PM	10.28.2016
OUTREACH AT THE STUDENT COMMONS FROM 10-12PM	11.2.16
CAL POLY POMONA & WARNER BROS. W/UTC 11/4-11/5	11.4.2016
START HERE, TRANSFER TO A 4YR, 3-4:30PM (A103)	11.7.2016
SPRING REGISTRATION PARTY 11/8/2016: 4-6PM (CAN CENTER) 11/9/2016: 2-4PM (CAN CENTER) 11/10/2016: 10-2PM (CAN CENTER)	11.8.2016
UC/CSU TRANSFER WORKSHOP, 2-4PM (W31)	11.10.16
VETERAN'S APPRECIATION DAY/OUTREACH 11-1PM @ STUDENT COMMONS	11.10.16
CASH FOR COLLEGE 3-8PM	11.10.2016
HAPPY HOUR: TRANSFER TALK AND SCHOLARSHIP FOUNDATION OF SANTA BARBARA(CAN CENTER) 11/14/2016:10-12AM 11/15/2016: 10-12AM 11/16/2016: 2-4PM 11/17/2016: 2-4PM	11.14.2016
FINANCIAL AID INFORMATION: RAUL ALDAMA 10-11AM @ CAN CENTER	11.14.2016
CAN PRIORITY REGISTRATION BEGINS	11.15.2016
CASH FOR COLLEGE 3-7PM	11.15.2016
FINANCIAL AID INFORMATION: RAUL ALDAMA 3-4PM @ CAN CENTER	11.17.2016
CAL POLY SLO TRIP:W/UTC	11.18.2016
UC/CSU TRANSFER WORKSHOP, 10-12PM (A403)	11.21.2016

CAN THANKSGIVING POTLUCK 12:30-2:30PM (G106B)	11.23.2016
DEADLINE TO MEET WITH: COUNSELOR SPECIALIST PEER COACHES	11.23.2016
HAPPY HOUR: COLORING DESTRESS & BOARD GAMES 10-12 (G106)BBQ/K CKBALL 12-4PM @ ROBIN VENTURA PARK	12.2.2016
CAN STAFF RETREAT	12.9.2016
DEADLINE TO MEET WITH OR COMPLETE: PEER COACH WORKSHOP OR FIELD TRIP FAFSA	12.8.2016
HAPPY HOUR: FINANCING EDUCATION AND COLLEGE RESOURCES (9-4)	1.23-1.24
HAPPY HOUR: SEP ADVISING/REFERRALS, REFERRALS TO TUTORING, AND ORIENTATION INFORMATION (9-4)	1.25-1.26
A NIGHTOUT/STUDENT ENGAGEMENT: BOWLING AT RANCHO AND DINNER/MENTORSHIP PROGRAM (5-7P.)	1.27.2017
SOARS CONFERENCE, 9-4PM @G106	2.3.2017
CAN OPEN HOUSE/FINANCIAL AWARD LETTER 6-8:00PM (MOXIE CAFE) @G-106	2.10.2017
BOW WOW @ STUDENT COMMONS 9:30-1:30PM	2.8.2017
CASH FOR COLLEGE (NHS LIBRARY) 4-8PM	2.15.2017
TRANSFER THURSDAY	2.16.2017
A NIGHTOUT/STUDENT ENGAGEMENT: PCPA AND DINNER/ MENTORSHIP PROGRAM (5-7)	2.24.2017
CAN/LTC FIELD TRIP: STANISLAUS, UC MERCED, AND FRESNO STATE 2	2.24.2017
HAPPY HOUR: FAFSA DROP-INS (2-4)	2.27.17
HAPPY HOUR: FAFSA DROP-INS (4-6)	2.28.17
HAPPY HOUR: FAFSA DROP-INS (10-12)	3.1-3.2

CAN ADVISORY 11-12PM G-106	3.10.2017
UTC WORKSHOP "NEXT STEPS TRANSFER THURSDAY" 12-1PM	4.13.2017
CAN/UTC FIELD TRIP: UCLA AND CSU LONG BEACH	3.20.2017
HAPPY HOUR: TRANSFER TALK (12:30-2:30) @A211	3.29.2017
CAREER FAIR	3.29.2017
A NIGHTOUT/STUDENT ENGAGEMENT: BIG SHOW AND DINNER /MENTORSHIP PROGRAM (5-9:30) @ETHAL POLPE (SMH)	3.31.2017
CAREER FAIR	4.5.2017
CAN/UTC FIELD TRIP: CAL POLY, SLO (ADMITTED STUDENTS)	4.7.2017
CAN/UTC FIELD TRIP: UCSB OPEN HOUSE	4.8.2017
CAREER FAIR	4.12.2017
VOLUNTEER EGG HUNT AT PRESIKER PARK	4.15.2017
CAREER FAIR	4.19.2017
CAN/UTC FIELD TRIP: CSU MONTEREY BAY AND UC SANTA CRUZ	4.21.2017
HAPPY HOUR: REGISTRATION DROP-INS/CAP DECORATION @A211 4/24: 2-4 4/25: 4-6 4/26: 10-12	4.24-4.26
FINANCIAL LITERACY WORKSHOP	4.28.2017
A NIGHTOUT/STUDENT ENGAGEMENT: AMERICAN MELODRAMA AND DINNER/MENTORSHIP PROGRAM	4.28.2017
COMMUNITY VOLUNTEER EVENT: SERVE SANTA MARIA	4.29.2017
YOUNG EDUCATED LATINO LEADERSHIP CONFERENCE Y.E.L.L	4.29.2017

PRIORITY REGISTRATION OPENS FOR CAN STUDENTS	5.2.2017
HAPPY HOURS: REGISTRATION DROP-INS (10-12AM) @A211	5.4.2017
ARTS & CRAFTS FOR MOTHERS DAY/CAP DECORATING (8-4) @A211	5.5.2017
CAN GRADUATION RECOGNITION CEREMONY @ 4-8:30 (G-106)	5.11.207
SCHOLARSHIP AWARDS CEREMONY (JOE WHITE GYM) @ 2-3:30PM	5.25.2017
COMMENCEMENT @STUDENT COMMONS (1-2:30)	5.26.2017
STANFORD AND SAN FRANCISCO STATE UNIVERSITY	5.30-5.31

APPENDIX H continued

AIM CENTER STUDENT SERVICES

español



Financial Aid



AHC Counseling



College Achievement Now (CAN)



Extended Opportunity Programs and Services (EOPS)

APPENDIX I

Joe Miller - CAN - 04/19/2017 - 05/02/2017

THE GRID | THE GRID | Details | Reports | Shiftwork History | Logout

Time	4/19/2017 Wednesday	4/20/2017 Thursday	4/21/2017 Friday	4/22/2017 Saturday	4/23/2017 Sunday	4/24/2017 Monday	4/25/2017 Tuesday	4/26/2017 Wednesday	4/27/2017 Thursday	4/28/2017 Friday	4/29/2017 Saturday	4/30/2017 Sunday
8:00 AM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	PREP	PREP	PREP	PREP	PREP	PREP	PREP
8:30 AM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	PREP	PREP	PREP	PREP	PREP	PREP	PREP
9:00 AM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	PREP	PREP	PREP	PREP	PREP	PREP	PREP
9:30 AM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	PREP	PREP	PREP	PREP	PREP	PREP	PREP
10:00 AM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	PREP	PREP	PREP	PREP	PREP	PREP	PREP
10:30 AM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	PREP	PREP	PREP	PREP	PREP	PREP	PREP
11:00 AM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	PREP	PREP	PREP	PREP	PREP	PREP	PREP
11:30 AM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	PREP	PREP	PREP	PREP	PREP	PREP	PREP
12:00 PM	OFFICER	LUNCH	NON-DUTY	NON-DUTY	NON-DUTY	OUTREACH	LUNCH	OFFICER	LUNCH	OFFICER	LUNCH	OFFICER
12:30 PM	LUNCH	LUNCH	NON-DUTY	NON-DUTY	NON-DUTY	OUTREACH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 PM	LUNCH	PREP	NON-DUTY	NON-DUTY	NON-DUTY	OUTREACH	PREP	LUNCH	OFFICER	LUNCH	OFFICER	LUNCH
1:30 PM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	OUTREACH	PREP	PREP	PREP	PREP	PREP	PREP
2:00 PM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	OUTREACH	OFFICER	PREP	PREP	PREP	PREP	PREP
2:30 PM	OFFICER	OFFICER	NON-DUTY	NON-DUTY	NON-DUTY	OUTREACH	PREP	PREP	OFFICER	OFFICER	OFFICER	OFFICER
3:00 PM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	OUTREACH	PREP	PREP	PREP	PREP	PREP	PREP
3:30 PM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	OUTREACH	OFFICER	PREP	PREP	PREP	PREP	PREP
4:00 PM	PREP	PREP	NON-DUTY	NON-DUTY	NON-DUTY	PREP	PREP	PREP	PREP	PREP	PREP	PREP
4:30 PM												
5:00 PM												
5:30 PM												

APPENDIX J

Command Center - Blumen WorkStation (Logged in as Multi-User)

My Home Student Utilities Reports APR Counselor Tutor Teacher Staff Admin PE Points Quit

Student

Home Data Entry **Contacts** Logs Reports


Select an Option Below:

Counselor Contacts	To browse, add, edit, delete, print counselor contacts
Display Reminders	To view, delete reminders from contacts
Staff Contacts	To browse, add, edit, delete, print staff contacts
Teacher Contacts	To browse, add, edit, delete, print teacher contacts
Tutor Contacts	To browse, add, edit, delete, print tutor contacts

APPENDIX J continued

Contact Log

Counselor Contact Log for:

Student's Name: [REDACTED]  Open

Date	Contact Staff	Time	Type	Fiscal Year	Component
05/02/2017	Jose Millan	15	Individual	2016	Academic
05/01/2017	Jose Millan	15	Individual	2016	Academic
02/01/2017	Jose Millan	20	Individual	2016	Academic
01/10/2017	Jose Millan	65	Individual	2016	Academic
11/29/2016	Jose Millan	20	Individual	2016	Academic
11/22/2016	Jose Millan	20	Individual	2016	Academic
11/03/2016	Jose Millan	60	Individual	2016	Academic
09/23/2016	Jose Millan	70	Individual	2016	Academic

APPENDIX K

DegreeWorks Training

Sign up for a Student Training Workshop, or click on "DegreeWorks Training" in the navigation menu to the left.

How DegreeWorks Benefits Students

- Supports real-time delivery of progress towards degree completion
 - Easily determines which courses have been taken or transferred, which count as electives and requirements, and what's outstanding to complete a degree
 - Online environment reduces paperwork and manual degree checklists
 - Confirms your academic standing
 - "What If" feature shows students how progress towards degree completion changes if they add a minor or change majors
-

How DegreeWorks Benefits Advisors

- Supports real-time delivery of academic advice through intuitive web interfaces
- Minimizes errors through consistent degree plans
- Reduces paperwork and manual program check sheets
- Allows advisors to search for students by school, degree, and/or major to view degree progress

Important Note: DegreeWorks is designed to aid and facilitate academic advising, but is not intended to replace the valuable one-on-one sessions with academic advisors.

APPENDIX L

About AHC	College Resources	Students	Admissions & Registration	Financial Aid
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CAN

- [How to Apply](#)
- [Program Details](#)
- [Program Requirements](#)
- [Meet our Staff](#)
- [Scholarship](#)
- [FAQs](#)
- [Our Newsletter](#)
- [Student Learning Outcomes](#)
- [What is TRUC?](#)

Home [CAN](#) [Upcoming Events](#)

UPCOMING EVENTS

Day	Date	Time	Location	Type of Activity
Friday	07/07/17	4-6pm	Santa Maria AHC Campus- Student Center (0100)	CAN Open House/Financial Aid Award Letter Review Dinner provided. Pre-registration required!
Tuesday	07/04/17	All day	Alan Hancock College	Last day to file applications for spring AA-T and A.S.T degrees (associate degrees in transfer)
Friday	07/07/17	All day	Alan Hancock College	Junete Day- College Closed
Monday	07/03/17	All day	Alan Hancock College	Washington Day- College Closed
Friday	07/07/17	All day	CSU Stanislaus, UC Merced, and Fresno State	Overnight Fieldtrip (Pre-registration required)
Friday	07/07/17	4-6pm	Santa Maria AHC Campus- Student Center (0100)	Spring Mentorship Outworking Dinner and PCFA. Pre-registration required!
Monday	07/03/17	2-4pm	CAN Center, Santa Maria Campus, Building A, Rm. 211	Happy Hour: PAFSA Drop-In
Tuesday	07/04/17	4-6pm	CAN Center, Santa Maria Campus, Building A, Rm. 211	Happy Hour: PAFSA Drop-In
Wednesday	07/05/17	12pm-12pm	CAN Center, Santa Maria Campus, Building A, Rm. 211	Happy Hour: PAFSA Drop-In
Thursday	07/06/17	10am-10pm	CAN Center, Santa Maria Campus, Building A, Rm. 211	Happy Hour: PAFSA Drop-In
Monday- Wednesday	07/03/17-07/05/17	All week	Alan Hancock College	Reading Week
Monday	07/03/17-07/04/17	All day	UCLA and CSU Long Beach	Overnight Fieldtrip (Pre-registration required)
Friday	07/07/17	All day	Alan Hancock College	Reading Week- College Closed
Wednesday	07/05/17	12:30-12:30pm	CAN Center, Santa Maria Campus, Building A, Rm. 211	Happy Hour: Transfer Talk Drop-In
Friday	07/07/17	All day	Alan Hancock College	Last day to file applications for spring degrees or certificates
Friday	07/07/17	7BA	Santa Maria, CA	Friday Night Out: Dinner and Ballet Performance Big Show (Pre-registration required)
Friday	07/07/17	All day	Cal Poly, SLO	Cal Poly, SLO admitted students trip
Saturday	07/08/17	All day	UCSB	UCSB admitted students trip
Friday	07/07/17-07/08/17	All day	CSU Monterey and UC Santa Cruz	Overnight Fieldtrip (Pre-registration required)
Monday	07/03/17	2-4pm	CAN Center, Santa Maria Campus, Building A, Rm. 211	Happy Hour: Registration Drop-In
Tuesday	07/04/17	4-6pm	CAN Center, Santa Maria Campus, Building A, Rm. 211	Happy Hour: Registration Drop-In
Wednesday	07/05/17	12pm-12pm	CAN Center, Santa Maria Campus, Building A, Rm. 211	Happy Hour: Registration Drop-In
Friday	07/07/17	7BA	Osama, CA	Friday Night Out: Dinner and Melodrama Show (Pre-registration required)
Saturday	07/08/17	All day	Santa Maria	Serve Santa Maria Community Service Event
Tuesday	07/02/17	All day	Alan Hancock College	CAN Priority Registration

top of page

APPENDIX M

CAN

[How to Apply](#)

[Program Benefits](#)

[Program Requirements](#)

[Meet our Staff](#)

[Mentorship](#)

[FAQs](#)

[Our Newsletter](#)

[Student Learning Outcomes](#)

[What is TRIO?](#)

COLLEGE ACHIEVEMENT NOW (CAN)



[click here for: UPCOMING EVENTS](#)

WHO WE ARE

The College Achievement Now (CAN) program is federally funded by the U.S. Department of Education, TRIO Student Support Services grant. The program provides a variety of services to students who are first generation, academically, or financially disadvantaged, or who face physical or learning challenges. Our staff is committed to helping students succeed! CAN students are bright, motivated, and goal-driven scholars who are looking for support to help them achieve their goals.

WHAT WE DO

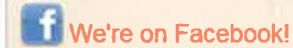
The purpose of our program is to **increase retention rates** at Allan Hancock College, as well as **increase transfer rates** to a four-year, higher learning institution. We aim to help students achieve and maintain academic success. Our students are expected to keep a satisfactory overall GPA, attend scheduled events, meet federally mandated objectives, and to complete their Hancock education in less than four years. See our "Program Benefits" section for more information about our services.

GENERAL INFORMATION

THE APPLICATION PERIOD is ongoing. In general, admittance to the program is on a first-come, first-served basis. Our funding limits the number of students we serve, which is a total of 140 actively enrolled Allan Hancock students. See our "How to Apply" and "FAQ" sections for more information about the application process. Applications can be picked up at building A, room 211 (upstairs from Financial Aid), Monday - Thursday 8 AM - 4:30 PM; Tuesday 8am - 6pm; Friday 8AM - 4pm.



COLLEGE ACHIEVEMENT NOW (CAN)



Click to interact with us via Facebook (FB). CAN Alumni are especially encouraged to join us on Facebook and provide updates on your achievements. You are ALL role models to current students!!

CAN RAP VIDEO



WHAT STUDENTS ARE SAYING ABOUT CAN



APPENDIX M continued

Thank you for your interest in applying to the CAN Program!

Eligibility

Must be one of the following:

- First generation college student (neither parent has earned a baccalaureate degree)
- Financially limited, according to federal criteria
- Student With A documented disability

How to Apply

Please gather all needed documents and bring them to the CAN Center with your completed application signed and dated. We will then schedule you for an interview with our director to determine whether you meet the CAN eligibility requirements. The CAN program is approved to serve 140 students annually and the program generally fills to capacity. We encourage you to submit your application, as well as the required documents, as soon as possible since applications are considered on a first come/first serve basis. [Click here for a printable PDF application.](#)

NEEDED DOCUMENTS

- Completed TRiO/CAN Program Application
- Copy of your state ID or AHC Bulldog Card
- Student Signature
- Parent signature (*if you're under the age of 24, single, with no dependents, and no military service*)
- Current semester schedule to verify full-time enrollment at AHC
- High school transcript OR AHC transcript to verify GPA of 2.5 or higher
- Copy of other college/university transcripts (*if applicable*)
- Copy of Financial Aid award letter
- Typed Personal Statement

"We do not accept partial packets"

Please note, the application process can take up to several weeks. We appreciate your patience! Any application received after the program limit is reached will be placed on a waitlist.

If you do not meet eligibility requirements for the CAN program, there are services we provide open to all students via CAN CLUB.

Should you have any questions, please feel free to contact us.

We look forward to meeting you!

APPENDIX M continued

WHAT IS REQUIRED?

REQUIRED ELIGIBILITY

To be eligible for College Achievement Now (CAN) you **MUST** be a U.S. Citizen or Permanent Resident **AND** you **MUST** meet at least one of the following criteria:

1. First generation college student (neither parent has earned a baccalaureate degree)
2. Financially limited, according to federal criteria
3. Student with a documented disability and be part of the Learning Assistance program

We also look at other factors when evaluating your application. Other criteria include: GPA, enrollment status, total units completed, educational goal, and academic need.

REQUIRED PARTICIPATION

If you are accepted to the CAN program, you are required to meet specific program expectations including, but not limited to:

- Attend a mandatory acceptance orientation meeting
- Meet with the Advisor, a Peer Mentor and Counselor
- Attend a field trip or campus event
- Maintain a cumulative 2.30 GPA or higher
- Complete a Student Educational Plan (SEP)
- Must graduate/transfer from Allan Hancock College within 4 years



CAN BENEFITS

As a CAN Scholar, you will receive individualized assistance through an intense monitoring system. You will be supported in reaching your educational and career goals, and in identifying a successful path towards graduation and/or transfer.

SERVICES OFFERED

Academic Support:

- Academic Counseling
- Organized Study Groups & Tutoring
- Assistance with selecting classes and creating a Student Education Plan (SEP)
- Specialized Student Success Workshops
- University Transfer Guidance, Support & Recognition
- Career & Leadership Development Activities
- Campus & Cultural Field Trips
- Priority Registration for classes

Financial Support:

- Assistance with Scholarship Searches, Applications & Opportunities
- Book loans
- Free Printing
- Laptop Lending Program
- Calculator Lending Program

Support System:


- Social Outing Events
- Peer Coaching
- Community/Staff Mentoring Program
- CAN Club Participation
- Welcoming, Friendly, & Dedicated CAN Study Center

Meet with a CAN Counselor!

If you are a *current* CAN student you are eligible to meet with a CAN Counselor, CAN Peer Coach or a CAN Peer Tutor.

Schedule an appointment with a CAN Counselor or a CAN Peer Coach/Tutor.

APPENDIX N




S.O.A.R.S.

Student Orientation & Academic Resources

Friday, September 2, 2016
9 a.m. – 4 p.m.
Santa Maria campus | Student Center, Room G-106

- Meet new friends and study partners.
- Receive financial aid and scholarship information.
- Learn successful study skills.
- Learn about stress management and self care.
- Learn how to be ready for college English.
- Get tips on how to be successful in math.
- Learn important counseling policies.
- Learn how to get involved (ASBC).

This is a mandatory event. Sign up at the CAN office by Friday, August 19, 2016.

 **ALLAN HANCOCK COLLEGE**
Start Here. Go Anywhere.

College Achievement Now
Santa Maria campus, Room A-211 • 805-922-6966 ext. 3434

ORIENTATION/ADVISING



Whatever your goal is- get there faster with **PRIORITY REGISTRATION!**

Receive priority registration at AHC so you are able to get the classes you want. In order to receive priority registration, students are required to complete these 3 steps in the following order:

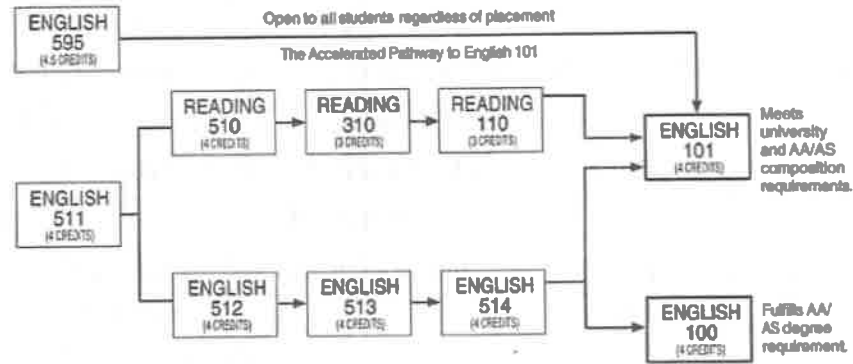
IMPORTANT: You are required to complete the online **Admission Application** prior to beginning the 3 steps of priority registration.

1. **Online Orientation**
2. **START Assessment**
3. **Academic Advising Workshop (START test required in order to attend)**

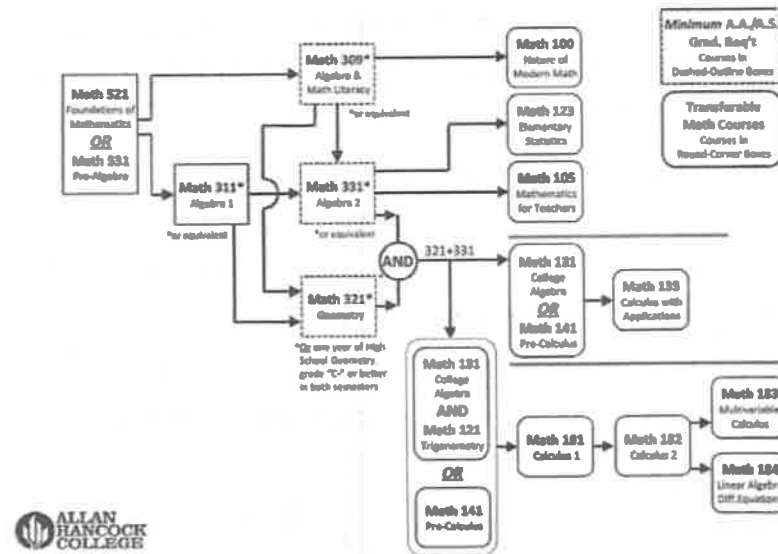
The online orientation is available through your student portal, **myHancock**, 24 hours a day, 7 days a week. Go to your "student" tab to access the orientation. In addition to the online orientation, students can opt to attend an in-person orientation instead (see below).

APPENDIX O

English Success Sequence



Mathematics Success Sequence



Rev 3/22/16

APPENDIX P

ACTION/SERVICE	PERSONNEL RESPONSIBLE	TIMELINE
Develop Student Education Plan/Semester Plan; Individual Development Plan	Counselor	Fall, Spring
One-on-One tutoring and writing assistance provided in the Academic Resource Center.	Peer Tutors College Tutors	Fall, Spring
Group tutoring organized by course allowing participants to learn from each other and reinforcing students' leadership abilities.	Peer Tutors Peer Coaches	Fall, Spring
Early registration to allow participants first priority in course selection and completion of programs in a timely manner.	Admissions Program Assistant	Fall, Spring
Early Alert utilized in key courses to inform of participants' academic performance.	Counselor	Fall, Spring
Review of students' progress reports	Counselor	Fall, Spring
Exposure to cultural activities to promote better academic results and more civic engagement.	All <i>CAN</i> Personnel	Fall, Spring
An annual recognition ceremony at the end of the academic year to highlight students' achievements.	All <i>CAN</i> Personnel	Spring
A formal mentor program with selected professionals in the community and selected AHC staff.	Project Director	On-going

College Achievement Now (CAN)/TRIO

- CAN/TRIO is a federally funded program that serves 140 underrepresented students and fosters an institutional climate supportive to the success of students at Allan Hancock College
- Increases college retention, graduation, and transfer rates for participants
 - CAN/TRIO participants are *more than twice* as likely as their non-TRIO peers to graduate within 4 years and twice as likely to transfer
- Provides personalized academic, financial, career, personal, and transfer guidance to eligible students
 - 89% of CAN/TRIO participants maintain a cumulative GPA of 2.0 or higher
- Offers comprehensive services to guide and support students in reaching their academic and personal goals
- Students' ONE STOP with questions



APPENDIX Q

TRIO- CAN Scholars Needs Assessment

Name: _____

3 TRIO Values

As you begin a new semester, we want you to keep in mind our 3 TRIO Values: **Academic Achievement, Responsibility and Leadership.** We hope all scholars will adhere to these values. In order to receive in good standing with our program and to be considered for priority registration and priority services, you must complete this contract.

Academic Achievement	Responsibility	Leadership
<ul style="list-style-type: none"> • Academic Success – pass all your classes • Academic Integrity – integrity class and completing all work • Educational Support – seeking tutoring or writing support 	<ul style="list-style-type: none"> • Participation – join a TRIO or student group, club, organization, or team • Accountability – all classes and assignments per hour • Proactivity – inquire about transferring, tutoring, career guidance, majors, scholarships 	<ul style="list-style-type: none"> • Service – offer to be a peer tutor • Self Evaluation – create a personal development plan for the semester • Innovative – Take on a leadership role on campus

Program Agreements:

I support the values of a TRIO scholar	Initials
I agree to the enrollment format of our TRIO program.	Initials
I understand that TRIO staff members will access my schedule and financial aid information as necessary.	Initials
If I am in need of academic support, I will seek my TRIO Coach and complete the following required form:	Initials
I am required to have 4 contacts per semester with the program (1 visit with Counselor, 1 visit with Specialist, 1 visit with peer coach, 1 workshop/learning)	Initials
An unsatisfactory rating will result in my dismissal from the program or an independent plan.	Initials
Accomplish your educational goal within 4 years	Initials
Maintain 4 or more units per semester	Initials
Maintain a GPA of 2.3 or above	Initials
Maintain good academic standing with ABC	Initials
I understand that after 2 semesters my interest in the program will be reviewed, and I will have to agree with the CAN Director to continue my participation.	Initials

As a TRIO scholar, I understand that in order to remain in the program and benefit from the services offered, it is my responsibility to complete the agreements as listed above. I also understand that, if eligible, I will not be awarded TRIO priority registration or additional services if I do not complete my contract agreements and program commitments to at least a satisfactory level.

Student Signature: _____ Staff Name & Initial: _____ Date: _____

Revised 6/22/16

APPENDIX Q continued

TRIO- CAN Scholars Needs Assessment

Name: _____

Below is a list of services provided by TRIO. Please review each service and check them based on your needs.

PROGRAM SERVICES	YES	NO	COMMENTS
Tutoring			
Writing Support			
Academics Identifying a Major			
Career Guidance			
University/Graduate School Preparation			
Personal Support/Counseling			
Financial Counseling (budgeting, credit, debt, loans, etc.)			
FICA or Other Financial Aid Help			
Study Abroad Exploration			
Resume Preparation or Critique			
Time Management			
Study Skills			
Peer Support or Advisory			
Assistance Finding an Internship			
Progress Reports			
Volunteer Activities			
Other			

Notes:

Student Signature: _____

Staff Name & Initial: _____

Date: _____

Revised 3/22/15

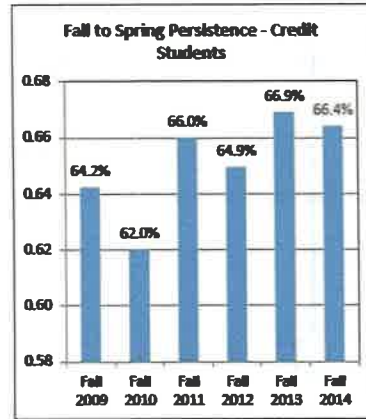
APPENDIX R

Scoring Criteria	Points
First-generation (parents or custodial parent did not complete baccalaureate degree)	3
Low-income (using federal income guidelines)	5
Disability (verified through Learning Assistance Program)	5
Plan to graduate with a degree or certificate and/or transfer	3
Full-time status (12 units)	3
High school or college GPA > 2.5	5
Veteran/Foster Youth	2
Limited English Proficient	3

APPENDIX S-1

Fall to Spring Persistence

Fall to Spring Persistence is a measure of academic performance. Persistence in this report measures the percentage of students enrolled in the fall semester that return in the subsequent spring.



Fall 2014 to Spring 2015 Persistence

Gender	Credit Students
Female	69.5%
Male	63.4%
Total	66.4%

Ethnicity	Credit Students
Afr.-American	59.4%
Am. Indian	62.7%
Asian	65.1%
Hispanic	71.0%
Pacific Isl.	70.1%
Unknown	N/A
White	60.3%
Total	66.4%

Source: CCCC MIS data
<https://misweb.cccc.edu/dataondemand/>

Key Performance Indicators, 10-5

APPENDIX S-2

2014-2015

Allan Hancock College

SLO Performance - By Department, Context, CSLO

Program: College Achievement Now (CAN)

Date: 05/30/2017

Context Group: CAN Context Group

Terms: Spring 2015, Fall 2014

CAN/TRIO: College Achievement Now										
CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements.										
		Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total
Spring 2015	0	0.00%	12	92.31%	0	0.00%	1	7.69%	13	100.00%
Fall 2014	0	0.00%	39	97.50%	0	0.00%	1	2.50%	40	100.00%
Totals	0	0.00%	51	96.23%	0	0.00%	2	3.77%	53	100.00%
CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).										
		Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total
Spring 2015	0	0.00%	58	89.23%	1	1.54%	6	9.23%	65	100.00%
Fall 2014	0	0.00%	24	92.31%	0	0.00%	2	7.69%	26	100.00%
Totals	0	0.00%	82	90.11%	1	1.16%	8	8.73%	91	100.00%
CAN/TRIO SLO3 - Students will identify a major and establish a Student Education Plan (SEP).										
		Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

APPENDIX S-2 continued

2014-2015

Allan Hancock College

SLO Performance - By Department, Context, CSLO

CAN/TRIO SLO4 - Students will learn strategies to finance their education and apply for financial aid.										
	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

CAN/TRIO SLO5 - Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.										
	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

CAN/TRIO SLO6 - Students will establish a relationship with AHC/CAN-TRIO staff to develop self-efficacy skills to support college persistence and degree attainment.										
CSLO not included in any Assessment Rubric										

Totals for CSLOs										
	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	0	0.00%	70	89.74%	1	1.28%	7	8.97%	78	100.00%
Fall 2014	0	0.00%	63	95.45%	0	0.00%	3	4.55%	66	100.00%
Totals	0	0.00%	133	92.36%	1	0.69%	10	6.94%	144	100.00%

APPENDIX S-2 continued

2014-2015

Allan Hancock College

SLO Performance - By Department, Context, CSLO

Report Totals:										
	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2015	0	0.00%	78	88.74%	1	1.28%	7	8.07%	78	100.00%
Fall 2014	0	0.00%	63	88.40%	0	0.00%	3	4.00%	66	100.00%
Totals	0	0.00%	133	92.36%	1	0.69%	10	6.94%	144	100.00%

APPENDIX S-2 continued

2014-2015

Altan Hancock College

Context Statistics And Evidence

College Achievement Now (CAN)

Date: 05/30/2017

Terms Spring 2015, Fall 2014

Summary

Statistic	Number of Contexts	Contexts
Contexts in the Department	1	College Achievement Now
Contexts with CSLOs	1	College Achievement Now
Contexts without CSLOs	0	
Contexts with CSLOs mapped to PSLOs	1	College Achievement Now
Contexts without CSLOs mapped to PSLOs	0	
Contexts with direct assessment of PSLOs	0	
Contexts with CSLOs mapped to ILOs	1	College Achievement Now
Contexts without CSLOs mapped to ILOs	0	
Contexts with direct assessment of ILOs	0	
Contexts with at least one planned Assessment	1	College Achievement Now
Contexts with planned Assessments scored	1	CAN/TRIO
Contexts with some Assessments scored	0	
Contexts without any Assessment scored	0	
Contexts with no planned Assessments	0	
Contexts with at least one planned Action Plan	1	College Achievement Now
Contexts with Action Plan Responses	0	
Contexts with some Action Plan Responses	1	CAN/TRIO
Contexts without Action Plan Responses	0	
Contexts with no planned Action Plans	0	

CAN/TRIO - College Achievement Now

SLOs

CSLOs	<ul style="list-style-type: none"> • CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements. • CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s). • CAN/TRIO SLO3 - Students will identify a major and establish a Student Education Plan (SEP). • CAN/TRIO SLO4 - Students will learn strategies to finance their education and apply for financial aid. • CAN/TRIO SLO5 - Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing. • CAN/TRIO SLO6 - Students will establish a relationship with AHC/CAN-TRIO staff to develop self-efficacy skills to support college persistence and degree attainment.
Mapped PSLOs	<p>PSLO No Category</p> <ul style="list-style-type: none"> • CAN/TRIO PSLO1 - Increase retention and transfer rates for CAN/TRIO scholars.

APPENDIX S-2 continued

2014-2015

<p>• CANTRIO PSLO2 - Support student success by providing academic and personal resources.ILO</p>					
<p>Mapped ILOs</p> <p>ILO ILO 7 - Personal Responsibility & Development • ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 4 - Information & Technology Literacy • ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. ILO 3 - Global Awareness & Cultural Competence • ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. ILO 2 - Critical Thinking & Problem Solving • ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 1 - Communication • ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.</p>					
<p>Assessments</p>					
<p>Fall 2014</p>					
<p>Campus Visit Surveys</p>					
ILO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
CANTRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).	34	0%	100%	0%	2
<p>Orientation Survey</p>					
ILO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
CANTRIO SLO1 - Student will be able to identify specific services and program requirements.	39	0%	100%	0%	1
<p>Spring 2015</p>					
<p>Campus Visit Surveys</p>					
ILO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
CANTRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).	89	0%	98.31%	1.69%	6
<p>Orientation Survey</p>					
ILO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
CANTRIO SLO1 - Student will be able to identify specific services and program requirements.	12	0%	100%	0%	1
<p>Action Plans</p>					
<p>Spring 2015</p>					
<p>College Improvement Plan</p>					
Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
<p>Alton Hancock College ↔ College Achievement Now (CAN) ↔ CANTRIO - Spring 2015</p>					

APPENDIX S-2 continued

2014-2015

<p>What did the assessment data indicate about the strengths of your program?</p>	<p>No action type</p>	<p>Anonymous</p>	<p>SLO 1: The data indicated that new/continuing students agree or strongly agree that staff are approachable, friendly, and helpful. Students were familiar and able to identify student services at ANU and CANTRIO as the result of the orientations. The data also shows that staff is an important component/service to CAN students. Students value the connections they form with staff and the personal and academic direction they receive, based on the data collected from the open ended questions/comments section. SLO 2: Data collected from the feedback evaluations indicates that feedback are an important component and CANTRIO service. Students are able to identify their transfer schools of interest based on the trips sponsored by TRIO/CAN and the connections forms during these campus tours. The opportunity to visit and learn about different university campuses in an intimate setting is of value to students in their academic journey.</p>	<p>2016-02-17</p>	
<p>What did the assessment data indicate about the weaknesses of your program?</p>	<p>No action type</p>	<p>Anonymous</p>	<p>SLO 1: The data indicated that we have a small (42 students) amount of students who attend orientations, compared to the 140 students that are served by the program. Given the different student schedules, there is a need to provide additional orientations at different times/dates and some in smaller group settings and/or one to one. SLO 2: The data collected for the feedback indicated that students prefer to have more free time to explore the campus on their own. Additionally, we were able to establish the need for a rubric to assess the data since the data and responses collected were not all reflected in the data summary. There were comments that were added by students but are not reflected in the assessment, which are of value to the planning of trips to improve student learning outcomes.</p>	<p>2016-02-17</p>	
<p>What changes have you made to you plan to make based on the data? What resources would you need, if any, to make these changes?</p>	<p>No action type</p>	<p>Anonymous</p>	<p>SLO 1: Given the counseling and staff resources, it is efficient to deliver services in a large group setting but these services would be more effective if they were delivered one to one or in a small group setting. Although individual meetings are preferred based on student feedback, it's a time consuming task which would require more staff and counseling resources. We are considering providing orientations sporadically throughout the semester to accommodate students and their schoolwork schedules. We have discussed putting a hold on the primary registration of students to encourage and increase the number of students who participate in orientations. Gathering, interpreting, and inputting the data was also time consuming and would require additional staff resources to expedite the completion of data summary and entry. Based on the data analysis, it has been determined that a rubric needs to be created to consistently assess all data responses. Also, in the future we would like to assess what information and resources students need to be academically successful, cover than assessing what services they are already familiar with. This will allow us to identify key themes to provide future support to students to aid in their academic success. This student learning outcome will be looked at and possibly retired and/or future data collection paused. SLO 2: Given the number of University's available in California, it would be useful to conduct more feedback but we do not have the budget to provide this service so we plan to collaborate with other programs to increase the number of trips available to students. Staff resources are needed to accompany students on the trips and provide personal/academic support. Although students prefer to have overnight trips and the opportunity to visit various universities on one trip (college tour), it is costly and we do not have enough staff to provide coverage and services on the trip and in the CAN center, for those students who don't attend. Gathering, interpreting, and inputting the data was also time consuming and would require additional staff resources to expedite the completion of data summary and entry. Based on the data analysis, it has been determined that a rubric needs to be created to consistently assess all data responses. Also, given the increase of feedback during this data cycle, we have collected substantial data which will be useful in future event planning. Therefore, this student learning outcome will be looked at and possibly retired and/or future data collection paused.</p>	<p>2016-02-17</p>	
<p>Fall 2014 Getting Improvement Plan</p>					
<p>Expected Action</p>	<p>Action Type</p>	<p>Responsible</p>	<p>Action Taken</p>	<p>Date</p>	<p>Resource Request</p>
<p>Ryan Hancock College -- College Achievement Now (CAN) -- CANTRIO -- Session Fall 2014 - Fall 2014</p>					

APPENDIX S-2 continued

2014-2015

Optional: Is this a first time assessment or a repeated assessment? If repeated, please note any significant changes from previous results?	No action type	Anonymous	This is a repeated assessment. Based on data collected and outcomes reported, SLOs will be changed in the 15-16 academic year.	2016-02-17	
Optional: Is this a first time assessment or a repeated assessment? If repeated, please note any significant changes from previous results?	No action type		No Action Taken		
Optional: Would you make any changes to the assessment tool or method?	No action type	Anonymous	There were 6 questions that were answered by students on a scale of (Strongly Agree, Agree, Neutral/Not Applicable, Disagree or Strongly Disagree). The answers from all strongly agree and agree categories were summed up and divided by the 6 questions to get an average response for the trip. A rubric needs to be created to consistently assess all evaluations. For the orientation, we are assessing that students know about a service, but we would like to assess what information and resources students need to be academically successful.	2016-02-17	
Optional: Would you make any changes to the assessment tool or method?	No action type		No Action Taken		
Optional: Any other notes	No action type	Anonymous	NA	2016-02-17	
Optional: Any other notes	No action type		No Action Taken		
Spring 2015					
Getting Improvement Plan					
Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College --> College Achievement Now (CAN) --> CANTRIO --> Section Spring 2015 - Spring 2015					
Optional: Is this a first time assessment or a repeated assessment? If repeated, please note any significant changes from previous results?	No action type	Anonymous	This is a repeated assessment. Based on data collected and outcomes reported, SLOs will be changed in the 15-16 academic year.	2016-02-17	
Optional: Would you make any changes to the assessment tool or method?	No action type	Anonymous	Fieldtrip Assessment: The rubric needs to be consistent. The number of students and responses were tallied and averaged per trip. There are comments that were added by students but are not reflected in the assessment. Orientation Assessment: The assessment included CONTINUING and new students.	2016-02-17	
Optional: Any other notes	No action type	Anonymous	NA	2016-02-17	

APPENDIX S-2 continued

2014-2015

Allan Hancock College

ILO Summary Map by Context

Map Origin: CAN Context Group

Map Target: All ILOs

		ILO 1 - Communication	ILO 2 - Critical Thinking & Problem Solving	ILO 3 - Global Awareness & Cultural Competence	ILO 4 - Information & Technology Literacy	
		ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.	ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools.
CSLOs	ILOs					
	CAN/TRIO					
	CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements.					
	CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).			X		
	CAN/TRIO SLO3 - Students will identify a major and establish a Student Education Plan (SEP).					
	CAN/TRIO SLO4 - Students will learn strategies to finance their education and apply for financial aid.				X	
	CAN/TRIO SLO5 - Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.	X				

APPENDIX S-2 continued

2014-2015

Allan Hancock College

ILO Summary Map by Context

		ILO 1 - Communication	ILO 2 - Critical Thinking & Problem Solving	ILO 3 - Global Awareness & Cultural Competence	ILO 4 - Information & Technology Literacy	
	ILOs	ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.	ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools.
CSLOs			X			

APPENDIX S-2 continued

2014-2015

Allan Hancock College

ILO Summary Map by Context

		ILO 5 - Quantitative Literacy	ILO 6 - Scientific Literacy	ILO 7 - Personal Responsibility & Development
ILOs		ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.	ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.	ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.
CSLOs				
CAN/TRIO				
	CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements.			X
	CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).			
	CAN/TRIO SLO3 - Students will identify a major and establish a Student Education Plan (SEP).			X
	CAN/TRIO SLO4 - Students will learn strategies to finance their education and apply for financial aid.			
	CAN/TRIO SLO5 - Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.			

APPENDIX S-2 continued

2014-2015

Allan Hancock College

ILO Summary Map by Context

Map Origin: CAN Context Group

Map Target: PSLOs for College Achievement Now (CAN)

CSLOs	PSLOs	CAN/TRIO PSLO1 - Increase retention and transfer rates for CAN/TRIO scholars.	CAN/TRIO PSLO2 - Support student success by providing academic and personal resources. ILO
CAN/TRIO			
CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements.			X
CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).		X	
CAN/TRIO SLO3 - Students will identify a major and establish a Student Education Plan (SEP).			X
CAN/TRIO SLO4 - Students will learn strategies to finance their education and apply for financial aid.		X	
CAN/TRIO SLO5 - Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.			X
CAN/TRIO SLO6 - Students will establish a relationship with AHC/CAN-TRIO staff to develop self-efficacy skills to support college persistence and degree attainment.		X	

Allan Hancock College

ILO Summary Map by Context

Assessment Levels:
 I: Introduced
 II: Measuring
 III: Proficient

APPENDIX S-2 continued

2014-2015

Allan Hancock College
SLO Performance Report
 by Department with SLO

Department: College Achievement Now (CAN)			SLOs: PSLOs for College Achievement Now (CAN)			
Contacts: CAN Content Group			Date: 05/02/2017			
Terms: Spring 2015, Fall 2014						

Department: College Achievement Now (CAN)						
PSLO: CAN/TRIO PSLO1 - Increase retention and transfer rates for CAN/TRIO scholars.						
	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Fall 2014	0	0.00%	24	100.00%	0	0.00%
Spring 2015	0	0.00%	58	98.31%	1	1.69%
Overall	0	0.00%	82	98.80%	1	1.20%
PSLO: CAN/TRIO PSLO2 - Support student success by providing academic and personal resources. ILO						
	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Fall 2014	0	0.00%	39	100.00%	0	0.00%
Spring 2015	0	0.00%	12	100.00%	0	0.00%
Overall	0	0.00%	51	100.00%	0	0.00%
Overall by Term for Department: College Achievement Now (CAN)						
	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Fall 2014	0	0.00%	63	100.00%	0	0.00%
Spring 2015	0	0.00%	70	98.59%	1	1.41%
Overall by PSLO for Department: College Achievement Now (CAN)						
	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
CAN/TRIO PSLO1 - Increase retention and transfer rates for CAN/TRIO scholars.	0	0.00%	82	98.80%	1	1.20%
CAN/TRIO PSLO2 - Support student success by providing academic and personal resources. ILO	0	0.00%	51	100.00%	0	0.00%

APPENDIX S-3

2015-2016

Allan Hancock College

PSLO Summary Map by Context

Selected SLOs: PSLOs for College Achievement Now (CAN)

Context Group: Contexts for College Achievement Now (CAN)

Courses	SLOs	CAN/TRIO PSLO2 - Support student success by providing academic and personal resources. ILO	CAN/TRIO PSLO1 - Increase retention and transfer rates for CAN/TRIO scholars.
CAN/TRIO			
	CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements.	X	
	CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).		X
	CAN/TRIO SLO3 - Students will identify a major and establish a Student Education Plan (SEP), along with a semester by semester plan.	X	
	CAN/TRIO SLO4 - Students will learn strategies to finance their education and apply for financial aid.		X
	CAN/TRIO SLO5 - Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.	X	
	CAN/TRIO SLO6 - Students will establish a relationship with AHC/CAN-TRIO staff to develop self-efficacy skills to support college persistence and degree attainment.		X

APPENDIX S-3 continued

2015-2016

Allan Hancock College

ILO Summary Map by Context

Selected SLOs: All ILOs

Context Group: Contexts for College Achievement Now (CAN)

Courses	SLOs	ILO 1 - Communication	ILO 2 - Critical Thinking & Problem Solving	ILO 3 - Global Awareness & Cultural Competence	ILO 4 - Information & Technology Literacy	
		ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.	ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools.
CAN/TRIO						
CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements.						
CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).				X		
CAN/TRIO SLO3 - Students will identify a major and establish a Student Education Plan (SEP), along with a semester by semester plan.						
CAN/TRIO SLO4 - Students will learn strategies to finance their education and apply for financial aid.					X	
CAN/TRIO SLO5 - Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.		X				

APPENDIX S-3 continued

2015-2016

Allan Hancock College

ILO Summary Map by Context

		ILO 1 - Communication	ILO 2 - Critical Thinking & Problem Solving	ILO 3 - Global Awareness & Cultural Competence	ILO 4 - Information & Technology Literacy	
		ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.	ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools.
Courses	SLOs					
	CAN/TRIO SLO6 - Students will establish a relationship with AHC/CAN-TRIO staff to develop self-efficacy skills to support college persistence and degree attainment.		X			

APPENDIX S-3 continued

2015-2016

Allan Hancock College

ILO Summary Map by Context

Courses	SLOs		
	ILO 5 - Quantitative Literacy	ILO 6 - Scientific Literacy	ILO 7 - Personal Responsibility & Development
	ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.	ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.	ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.
CAN/TRIO			
CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements.			X
CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).			
CAN/TRIO SLO3 - Students will identify a major and establish a Student Education Plan (SEP), along with a semester by semester plan.			X
CAN/TRIO SLO4 - Students will learn strategies to finance their education and apply for financial aid.			
CAN/TRIO SLO5 - Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.			

APPENDIX S-3 continued

2015-2016

Allan Hancock College

ILO Summary Map by Context

		ILO 5 - Quantitative Literacy	ILO 6 - Scientific Literacy	ILO 7 - Personal Responsibility & Development
SLOs		ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.	ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.	ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.
Courses				
	CANTRIO SLO6 - Students will establish a relationship with AHC/CAN-TRIO staff to develop self-efficacy skills to support college persistence and degree attainment.			

Assessment Levels:

I: Introduced

M: Mastery

P: Performed

APPENDIX S-3 continued

2015-2016

Allan Hancock College

SLO Performance - PSLO Overall

Program: College Achievement Now (CAN)

Date: 03/03/2016

Terms: Spring 2016, Fall 2015, Summer 2015, Spring 2015

Uncategorized SLOs										
	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	70	89.74%	1	1.28%	7	8.97%	78	100.00%
Total	0	0.00%	70	89.74%	1	1.28%	7	8.97%	78	100.00%

APPENDIX S-3 continued

2015-2016

Allan Hancock College

SLO Performance - PSLO Overall

Report Totals by Term:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	70	80.74%	1	1.28%	7	8.97%	78	100.00%
Total	0	0.00%	70	80.74%	1	1.28%	7	8.97%	78	100.00%

Grand Totals:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Total	0	0.00%	70	80.74%	1	1.28%	7	8.97%	78	100.00%

APPENDIX S-3 continued

2015-2016

Allen Hancock College

Context Statistics And Evidence

College Achievement Now (CAN)

Date: 03/03/2016

Terms: Fall 2015, Summer 2015, Spring 2015

Summary

Statistic	Count	Courses/Contexts
Courses	1	College Achievement Now
Courses with CSLOs	1	College Achievement Now
Courses without CSLOs	0	
Courses with CSLOs mapped to PSLOs	1	College Achievement Now
Courses without CSLOs mapped to PSLOs	0	
Courses with directly assessed PSLOs	0	
Courses with CSLOs mapped to ILOs	1	College Achievement Now
Courses without CSLOs mapped to ILOs	0	
Courses with directly assessed ILOs	0	
Courses with Assessments	1	College Achievement Now
Courses with all Assessments scored	1	CAN/TRIO
Courses with some Assessments scored	0	
Courses without any Assessment scored	0	
Courses without Assessments	0	
Courses with Action Plans	1	College Achievement Now
Courses with all Action Plans answered	1	CAN/TRIO
Courses with some Action Plans answered	0	
Courses without any Action Plan answered	0	
Courses without Action Plans	0	
CAN/TRIO - College Achievement Now		
SLOs		
CSLOs	<ul style="list-style-type: none"> * CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements. * CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s). 	

APPENDIX S-3 continued

2015-2016

Assessments					
Spring 2015					
Campus Visit Surveys					
SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).	53	0%	50.31%	1.69%	6
Orientation Survey					
SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements.	12	0%	100%	0%	1
Action Plans					
Spring 2015					
Context Improvement Plan					
Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Altan Hancock College ↔ College Achievement Now (CAN) ↔ CAN/TRIO - Spring 2015					
What did the assessment data indicate about the strengths of your program?		Anonymous	SLO 1: The data indicated that new/continuing students agree or strongly agree that staff are approachable, friendly, and helpful. Students were familiar and able to identify student services at AHC and CAN/TRIO as the result of the orientations. The data also shows that staff is an important component/service to CAN students. Students value the connections they form with staff and the personal and academic direction they receive, based on the data collected from the open ended questions/comments section. SLO 2: Data collected from the fieldtrip evaluations indicates that fieldtrips are an important component and CAN/TRIO service. Students are able to identify their transfer schools of interest based on the trips sponsored by TRIO/CAN and the connections forms during these campus tours. The opportunity to visit and learn about different university campuses in an intimate setting is of value to students in their academic journey.	2016-02-17	
What did the assessment data indicate about the weaknesses of your program?		Anonymous	SLO 1: The data indicated that we have a small (40 students) amount of students who attend orientations, compared to the 140 students that are served by the program. Given the different student schedules, there is a need to provide additional orientations at different times/dates and some in smaller group settings and/or one to one. SLO 2: The data collected for the fieldtrips indicated that students prefer to have more free time to explore the campus on their own. Additionally, we were able to establish the need for a rubric to assess the data since the data and responses collected were not all reflected in the data summary. There were comments that were added by students but are not reflected in the assessment, which are of value to the planning of trips to improve student learning outcomes.	2016-02-17	

APPENDIX S-3 continued

2015-2016

<p>What changes have you made to you plan to make based on the data? What resources would you need, if any, to make these changes?</p>	<p>Anonymous</p>	<p>SLO 1: Given the counseling and staff resources, it is efficient to deliver services in a large group setting but these services would be more effective if they were delivered one to one or in a small group setting. Although individual meetings are preferred based on student feedback, it's a time consuming task which would require more staff and counseling resources. We are considering providing orientations sporadically throughout the semester to accommodate students and their school/work schedules. We have discussed putting a hold on the priority registration of students to encourage and increase the number of students who participate in orientations. Gathering, interpreting, and inputting the data was also time consuming and would require additional staff resources to expedite the completion of data summary and entry. Based on the data analysis, it has been determined that a rubric needs to be created to consistently assess all data responses. Also, in the future we would like to assess what information and resources students need to be academically successful, rather than assessing what services they are already familiar with. This will allow us to identify key themes to provide future support to students to aid in their academic success. This student learning outcome will be looked at and possibly refined and/or future data collection paused.</p> <p>SLO 2: Given the number of University's available to California, it would be useful to conduct more fieldtrips but we do not have the budget to provide this service so we plan to collaborate with other programs to increase the number of trips available to students. Staff resources are needed to accompany students on the trips and provide personal/academic support. Although students prefer to have overnight trips and the opportunity to visit various universities on one trip (college tour), it is costly and we do not have enough staff to provide coverage and services on the trip and in the CAN center, for those students who don't attend. Gathering, interpreting, and inputting the data was also time consuming and would require additional staff resources to expedite the completion of data summary and entry. Based on the data analysis, it has been determined that a rubric needs to be created to consistently assess all data responses. Also, given the increase of fieldtrips during this data cycle, we have collected substantial data which will be useful in future event planning. Therefore, this student learning outcome will be looked at and possibly refined and/or future data collection paused.</p>	<p>2016-02-17</p>	
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APPENDIX S-3 continued

2015-2016

Allan Hancock College

SLO Performance - By Department, Context, CSLO

Program: College Achievement Now (CAN)

Date: 03/03/2016

Terms: Fall 2015, Summer 2015, Spring 2015

CAN/TRIO: College Achievement Now								
CAN/TRIO SLO1 - Student will be able to identify specific services and program requirements.								
		Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	12	100.00%	0	0.00%	12	100.00%
Totals	0	0.00%	12	100.00%	0	0.00%	12	100.00%
CAN/TRIO SLO2 - Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).								
		Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	59	98.31%	1	1.69%	59	100.00%
Totals	0	0.00%	59	98.31%	1	1.69%	59	100.00%
Totals for Cslos								
		Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	70	98.59%	1	1.41%	71	100.00%
Totals	0	0.00%	70	98.59%	1	1.41%	71	100.00%

APPENDIX S-3 continued

2015-2016

Allan Hancock College

SLO Performance - By Department, Context, CSLO

Report Totals:								
	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	70	98.59%	1	1.41%	71	100.00%
Totals	0	0.00%	70	98.59%	1	1.41%	71	100.00%

APPENDIX S-4

Student Survey Results from the Orientation:

Name one thing you liked:

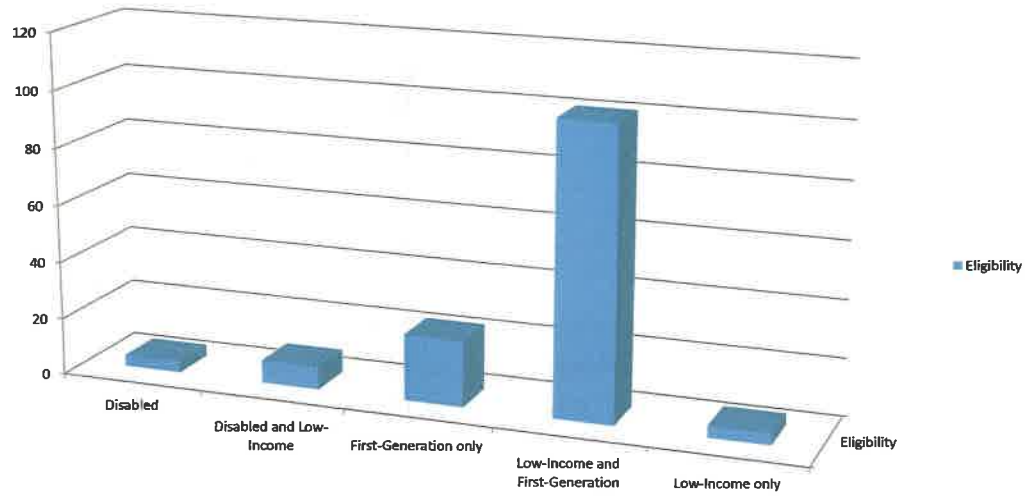
- “I really appreciate everything and would like to thank the entire CAN staff for organizing this event; One thing I learned was that the Pell grant is limited to only 6 years, SO it will be useful to freeze my FAFSA after two years here at Hancock.”
- “I liked having the two speakers telling us about their experience and being able to get advice from them. I also liked that some of my general questions were answered”
- “Bringing in CAN Alumni to hear their journey”
- “All the transfer information, the packets and the speakers”
- “Peer advising”
- “Learned about TAG”
- “Personal experience from other transfer students to see what they had to do to transfer. Also it is relevant to be in this open environment to answer questions and present information and road bumps along the way.”
- “I liked how involved everybody was. I did not feel like an outcast and felt included. I learned so many new things and I’m happy I stayed at Hancock.
- I’m looking forward to take more classes and transfer out.”

Name one thing for which you would like more information:

- “How to change major if I think I am in the wrong one?”
- “Just lots of help with personal statement and about EOP program for the university. “
- “More transfer, housing and everything. “
- “I would like more information on the personal statement and also scholarships”
- “Financial Aid, Transfer Tips, Help with Personal Statements.”
- “Which campus provides better education for certain majors.”
- “How to do a transfer application, TAG, Scholarships”
- “I would like to receive more financial information for my personal use. It is important that I know what I am going into in terms of cost (tuition, housing, etc.) to see what school is right for me.”

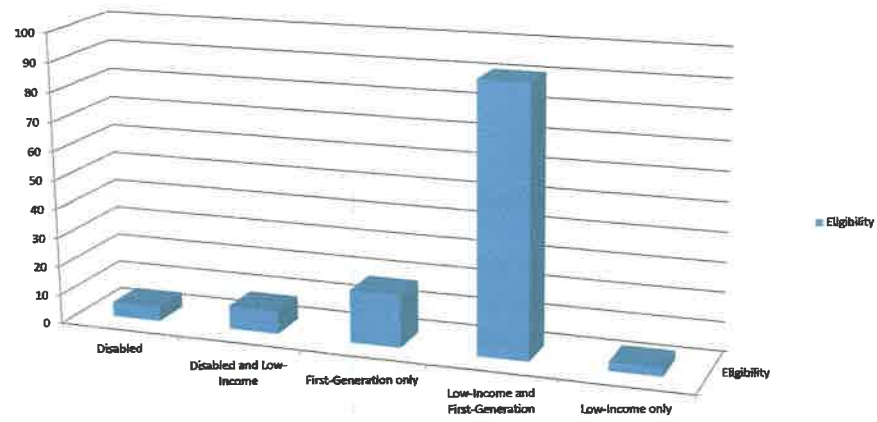
APPENDIX T

2014-2015 Graph by Eligibility



APPENDIX T continued

2015 - 2016 Graph by Eligibility



APPENDIX U

Assessment Schedule Matrix - CAN/TRIO

Fall 2014-Spring 2020

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SLO 1	X	X										
SLO 2	X	X										
SLO 3						X		X		X		
SLO 4							X		X		X	
SLO 5			X	X	X	X					X	X
SLO 6							X		X			

SLO 1: Students will be able to identify specific services and program requirements.

SLO 2: Student exposure to university culture and admissions requirements helps them choose their preferred transfer school (s).

SLO 3: Students will identify a major and establish a Student Education Plan (SEP)

SLO 4: Students will learn strategies to finance their education and apply for financial aid.

SLO 5: Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.

SLO 6: Students will establish a relationship with AHC/CAN-TRIO staff to develop self-efficacy skills to support college persistence and degree attainment.

Updated: 5/26/17

APPENDIX U continued



Course SLO (CSLO) to Program SLO (PSLO) to Institutional (ILO) Mapping Form Fall 2014 - Spring 2020

Department: Student Services	Program: CAN/TRIO	Completed by: Petra Gomez	Date: 2/10/16																
Please List Program SLOs (PSLOs) Here:		Institutional Learning Outcomes (ISLOs) Here:																	
<p>PSLO1 – Increase retention and transfer rates for CAN/TRIO scholars.</p> <p>PSLO2 - Support student success by providing academic and personal resources.</p>		<p>ILO 1: Communication - Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.</p> <p>ILO 2: Critical Thinking & Problem Solving - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.</p> <p>ILO 3: Global Awareness & Cultural Competence - Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.</p> <p>(Revised) ILO 4A: Information Literacy –Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.</p> <p>(Revised) ILO 4B: Technology Literacy –Proficiency in a technology (specify: _____) and the ability to choose the appropriate tools.</p> <p>ILO 5: Quantitative Literacy - Use mathematical concepts and models to analyze and solve real life issues or problems.</p> <p>ILO 6: Scientific Literacy – Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.</p> <p>ILO 7: Personal Responsibility & Development - Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.</p>																	
<p>List SLOs (and assessment method) below:</p> <p><i>Then map each CSLO to one PSLO and one ISLO. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.</i></p>		PSLO 1	PSLO 2								ILO 1	ILO 2	ILO 3	ILO 4A	ILO 4B	ILO 5	ILO 6	ILO 7	
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																			
SLO 1: Student will be able to identify specific services and program requirements.			X																X
SLO 2: Student exposure to university culture and admissions requirements help them choose their preferred transfer school (s)		X											X						
SLO 3: Students will identify a major and establish a Student Education Plan (SEP).			X																X
SLO 4: Students will learn strategies to finance their education and apply for financial aid.		X												X					
SLO 5: Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.			X								X								
SLO 6: Students will establish a relationship with AHC/CAN-TRIO staff to develop self-efficacy skills to support college persistence and degree attainment.		X										X							

APPENDIX V

MEET OUR STAFF



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APPENDIX V continued

PROJECT DIRECTOR

TRIO – STUDENT SUPPORT SERVICES PROGRAM (SSSP)

DEFINITION:

Under the general supervision of the dean of student services, coordinate, and implement all program elements for the TRIO - Student Support Services Program, *College Achievement Now (CAN)*, a federal program sponsored by the U.S. Department of Education. The incumbent is responsible for directing the implementation of activities that support achievement of grant objectives as described in the grant proposal. S/he is responsible for ensuring regulatory compliance and for the management of the project budget. The incumbent works collaboratively with administrators and staff in the business office and grants office to support effective project management.

Allan Hancock College seeks a director for the TRIO Student Support Services Program (SSSP) who desires to be part of a dynamic and creative team with primary focus on promoting excellence in education and serving students. The position is contingent upon continued funding and is provisionally funded through August 31, 2015. The purpose of the program is to provide academic and other support services to low-income and first-generation students, students with limited English proficiency, and students with disabilities to increase their retention, graduation, and transfer rates. A cohort of 140 eligible students will be maintained in the program and they will be provided with intensive support services that are consistent with college policies and integrated with other student services activities.

CLASS CHARACTERISTICS:

This is a classified management position that reports directly to the dean of student services, counseling and matriculation. The incumbent in this position independently performs professional work implementing the program in full compliance with all applicable federal regulations and requirements and district policies and procedures. In addition to having a good understanding of grants administration, an incumbent in this position must be knowledgeable of student services counseling functions and be able to manage a

caseload of students at risk for failure. The incumbent will have a high frequency of contact with staff and administrators across divisions to coordinate the delivery of services to students; and promote and value the mission and vision of the college.

ESSENTIAL FUNCTIONS:

1. Plan, organize, direct, and control the activities, services and operations of the *TRIO-SSS* program in compliance with regulations and consistent with program objectives.
2. Supervise and evaluate the performance of assigned staff; interview and select new employees as needed; conduct staff in-service training; participate in TRIO conferences and workshops; attend job-related seminars for professional growth and development.
3. Serve as Chair of the *CAN* Advisory Committee and as spokesperson for the program; coordinate, maintain and expand partnerships with campus programs, other educational institutions, and community organizations.
4. Evaluate student applications for eligibility and level of academic need; oversee the administration of assessment instruments; oversee Grant Aid program; ensure confidentiality and privacy of students' information and records.
5. Plans and coordinates program activities such as field trips, parent workshops, tutoring, academic advising, higher education seminars and SAT prep workshops.
6. Prepare the program annual budget; authorize expenditures according to established guidelines; run fiscal reports and reconcile with program records.
7. Supervise maintenance of an electronic and/or paper filing system, counseling activities, and participant records in compliance with the U.S. Department of Education.
8. Prepare a program operating manual for use in program implementation.
9. Develop and maintains a student data base to track student outcomes.
10. Convene an evaluation team to evaluate the effectiveness of the program.
11. Interpret and administer policies and procedures from the U.S. Department of Education, the California Community College Chancellors' Office and Allan Hancock College.
12. In conjunction with Public Affairs, oversee the design, production, and distribution of outreach and publicity materials; maintain effective public relations.
13. Prepare and submit timely reports required by the U.S. DoEd and the district.
14. Perform other duties to promote the project on local, regional, and national levels.

MINIMUM QUALIFICATIONS:

Knowledge of:

- Demonstrated excellence in oral and written communication;
- Knowledge of budget development and fiscal management;
- Knowledge of project recordkeeping processes and procedures.

Demonstrated ability to:

- Communicate effectively; Organize multiple tasks and events;
- Use computer software applications proficiently;
- Adjust priorities and work under pressure of deadlines;
- Establish effective working relationships with students, parents and school personnel;
- Work with a high degree of independence and initiative.

Education and Experience:

A bachelor's degree from an accredited college or university. Master's degree in education, administration, guidance counseling or related area preferred. Minimum two years experience in student services program areas or related fields or administrative experience in areas working with under-prepared or disadvantaged students. Master's degree in a related field may be substituted for one year of experience. Bilingual/Spanish preferred. Additional preferred qualifications include prior experience with federally-funded grants or previous TRIO experience.

Other Requirements:

A valid California driver's license and ability to qualify for district vehicle insurance