



## Student Services Program Review

**Semester & Year:** Spring 2017

**Service Area:** Counseling Department

**Program Review Chair:**

- ❖ Héctor Álvarez, Counseling Faculty and Chair, Counseling Department

**Program Review Team Members:**

- ❖ Yvonne Teniente-Cuello, Dean, Student Services
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- ❖ Cynthia Díaz, Counseling Faculty, Generalist, Santa Maria
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- ❖ Joanna Davis, Student Representative

*This section should contain an objective, descriptive overview of the current program. Provisions are made for the identification of the mission statement, program purpose, and connection to college Strategic, Educational, and Facilities Plans for the service area under review. When applicable, connections to other relevant college plans, such as the Student Success and Support Plan and Student Equity Plan, are also encouraged in the program description.*

*It is suggested you first review the College Mission and what is contained in the college's plans, as a portion of your program description includes a narrative regarding how your student service program connects to these plans.*

**Mission:**

The Counseling Department's mission is to support the educational objectives of the college to enhance each student's academic, career, and personal growth. The Counseling Department promotes increased awareness and appreciation of a complex world through access to a culturally diverse faculty and staff with professional training, knowledge and skills to achieve such ends.

**Program Purpose:**

The Counseling Department is committed to working with students so they are able to navigate **higher education and the college's student support services and programs** to enhance academic success and personal experiences while at Allan Hancock College. Faculty and staff in the Counseling Department are committed to developing students to be proactive in the decision-making process and assume responsibility to be successful in

reaching personal and educational goals. We are committed to working with students so they develop realistic career, transfer, and educational goals, and identify the necessary coursework and academic and student service resources and programs required to reach their educational goals.

Our purpose is evident in the services we offer which are in-line with the college's SSSP (3SP) Plan. The Counseling Department provides a variety of comprehensive programs and services so students successfully persist and complete their college courses to ultimately reach their educational goals in a timely manner.

***Please articulate the program's connection to College Mission, Educational Master Plan, Strategic Plan, Facilities Master Plan, and other applicable college plans:***

College Mission, Vision and Shared Values

**The Counseling Department's programs and services connect with the broader College Mission** in that we are similarly determined to providing quality educational experiences and opportunities for students that ultimately will enhance their learning and the creative, intellectual, cultural, and economic vitality of our diverse community. Furthermore, the counseling program supports the vision and shared values of Allan Hancock College.

The 2014-2020 Educational Master Plan (EMP)

**The college's Educational Master Plan outlines five educational directions on which the college will focus its efforts.** These five directions are: Student Success, Professional Development, Integrated Planning, Community Outreach, and New Revenue Development. Specific to our Department's programs and services, we align with the **EMP's educational direction most closely in the area of Student Success and Community Outreach** as follows:

| Educational Master Plan Directions   | Counseling Department Programs and Services  |
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| <p><i>Student Success:</i><br/>Initiative One: Start Here, Go Anywhere</p> | <p>The Counseling Department is at the forefront of Student Success. Toward this end, we have implemented many of the initiatives identified in the Educational Master Plan. This includes the following <i>High Impact Practices</i>:</p> <ul style="list-style-type: none"> <li>• Early assessment of students at area feeder High Schools;</li> <li>• Use of Multiple Measures during High School New Student Orientations (NSO) and Academic Advising Workshops (AAWs);</li> <li>• Student Success Courses, such as the Personal Development courses;</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• (PD 100, 101, 110 and 115) are taught by Counseling Faculty;</li> <li>• Counseling faculty teach Summer Bridge courses (PD 110) aimed primarily at first year students;</li> <li>• Counselors engage in Intrusive Counseling;</li> <li>• Coordination/collaboration with area high schools and their counselors through the <i>Bridges to Success</i> partnership is an established priority (details of this innovative and collaborative program follow);</li> <li>• AHC Counselors and Student Success Specialists assigned to each local high school.</li> <li>• Established the Puente Program</li> </ul>   |
| <p><i>Student Services:</i><br/>Initiative Two: Integrated Learning Experiences</p> | <p><i>High Impact Practices:</i> Learning Communities.</p> <ul style="list-style-type: none"> <li>• The S.A.I.L Learning Community was established to serve students to be more successful academically through collaborative efforts between faculty in English, Math, Speech, Library Sciences and Counseling. A counselor will provide intrusive support to the cohort of students to ensure they have a comprehensive student education plan, in addition to developing their study skills and understanding of individual learning skills and support services to be successful in college.</li> <li>• PUENTE is another, independent learning community and collaboration between Counseling and English faculty at AHC. The PUENTE Project is an inter-segmental program that is co-sponsored by the University of California and the California Community College Chancellor's Office. Its mission is to increase the number of educationally disadvantaged students who enroll in</li> </ul> |

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|  | <p>four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations.</p>  |
| <p><i>Student Services:</i><br/>Initiative Three: Strengthening Support Services</p> | <p><i>High Impact Practices:</i></p> <ul style="list-style-type: none"> <li>• Expanded services for students, including counseling services until 6 p.m. on Tuesday evenings at both the Santa Maria campus and Lompoc Valley Center.</li> <li>• Additional counseling support has been added to both the Santa Maria campus, Lompoc Valley Center, Vandenberg Air Force Base, Lompoc Prison, Santa Ynez, and liaisons at each area high school.</li> <li>• Developed Counseling Liaisons to each Academic Department on campus</li> <li>• Counseling Faculty and staff participate actively on college council and committees</li> </ul> |
| <p><i>Community Outreach</i></p>   | <p>The Counseling Department participates in various outreach activities:</p> <ul style="list-style-type: none"> <li>• Young Educated Latina and Latino Leaders Conferences (Y.E.L.L) which was designed to motivate young people in the community to continue their education;</li> <li>• The Counseling Department regularly participates in community outreach at various events both on and off campus.</li> </ul>  |

Strategic Plan (2014-2020):

The Counseling Department connects closely to the Strategic Direction of Student Learning and Success. Counseling faculty and staff are committed to providing services and support to help students attain their educational goals. The Counseling department aligns with the Strategic Plan in its contribution towards the attainment of the following goals:

| Strategic Direction: Student Learning & Success   | Counseling Department Programs and Services   |
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| Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data. | <ul style="list-style-type: none"> <li>• Counseling has a commitment to collecting and assessing data, and implementing beneficial changes informed and driven by data analysis. Counseling assesses its Student Learning Outcomes (SLOs) each semester.</li> </ul>   |
| Goal SLS2: To support student access, achievement and success                                   | <ul style="list-style-type: none"> <li>• Implemented an Early Alert Program;</li> <li>• Hired four Student Success Outreach Retention Specialists to follow up with students, including at-risk students, students on both academic and progress probation, and to work directly with high school students as they transition to the college;</li> <li>• Assessing students at their high school sites (traditionally, high school students were administered the START placement at their high schools. The scope of assessing at the high school sites will change with Multiple Measures, however assessing students through various means is still important;</li> <li>• Led efforts on implementation of Multiple Measures at the college;</li> <li>• Created and implemented Professional Development (PROD) 301 curriculum and course offered through concurrent enrollment at our local feeder high schools;</li> <li>• Provide New Student Orientations (NSOs) and Academic Advising Workshops (AAWs) at local feeder high schools,</li> </ul> |

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| Goal SLS2: To support student access, achievement and success (Continued) | <ul style="list-style-type: none"> <li>• Delivered targeted NSOs and AAWs for the rural communities of Los Alamos, and Guadalupe</li> </ul>  |
| Goal SLS3: Ensure students are directed                                   | <ul style="list-style-type: none"> <li>• Implemented the online New Student Orientation (NSO);</li> <li>• Implemented Academic Advising Workshops (AAW);</li> <li>• Implemented DegreeWorks for the development of both abbreviated and comprehensive electronic student education plans (SEPs), along with workshops to students on how to use DegreeWorks</li> <li>• Provide access to Counseling Faculty through Drop-ins and appointments (available in-person, phone or email)</li> </ul> |
| Goal SLS4: Ensure students are focused                                    | <ul style="list-style-type: none"> <li>• Created and implemented Milestone Workshops for students reaching 30 semester units or completing their first year;</li> <li>• Provide ongoing support for students offering access to counselors and counseling staff throughout the year;</li> <li>• Provide ongoing support for students offering workshops throughout the academic year focusing on: student success, study skills, time management, and Grades Matter</li> </ul>                 |
| Goal SLS5: Nurture students   | <ul style="list-style-type: none"> <li>• Hired an Athletics Counselor to provide comprehensive counseling services to student athletes;</li> <li>• Counseling Faculty and support staff have led efforts to provide support and guidance to our AB540 and DACA students;</li> <li>• Hired a Counselor for the PUENTE program;</li> <li>• Provided counseling liaisons to each of our feeder high schools to assist students in the matriculation and transition into the campus</li> </ul>     |

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| <p>Goal SLS6: Engage students</p>               | <ul style="list-style-type: none"> <li>• Provide face to face New Student Orientations (NSOs),</li> <li>• Engaged in the development of on-line Orientations</li> <li>• Provide Academic Advising Workshops (AAWs) for disproportionately impacted students, including students with disabilities, low income students, and men of color;</li> <li>• Young Educated Latina and Latino Leaders Conferences (Y.E.L.L)</li> <li>• Implemented <i>Estudiantes Unidos</i> Events (for Non-Credit and community education students)</li> <li>• Implemented Hancock Hello and <i>Hola Hancock</i> events to welcome students to the campus and introduce them to student services and academic programs, faculty and staff, as they begin the academic year</li> </ul> |
| <p>Goal SLS7: Ensure students are connected</p> | <ul style="list-style-type: none"> <li>• Offer counseling drop-in availability all day for students (for quick questions)</li> <li>• Offer 30-minute appointment times for all student to engage in personal, academic and career and transfer counseling;</li> <li>• Provide comprehensive follow-up services to students through dedicated phone and email follow-up communications;</li> <li>• Connect students with our Student Success Outreach/Retention Specialists to strengthen connections to the department and ensure follow-up to other student services on campus</li> </ul>  |
| <p>Goal SLS8: Value student contributions</p>   | <ul style="list-style-type: none"> <li>• Counselors attend events that celebrate student success including the Scholarship Banquet; Transfer Stars Reception;</li> <li>• Counselors attend Commencement;</li> </ul>   |

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| Goal SLS8: Value student contributions (continued) | <ul style="list-style-type: none"> <li>• Counselors participate actively in recognitions events that occur throughout campus;</li> <li>• Counselors participate actively in student led events throughout the year</li> </ul> |
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Credit Student Success and Support Plan (3SP):

All of the activities undertaken by the Counseling Department, and as evidenced in this Program Review, connect to the 3SP plan. Activities include: New Student Orientation (NSO), Assessments for Placement (START) and also through the newly implemented Multiple Measures, counseling, advising and other educational planning services; and follow-up for all students, with extra focus on at-risk students. The Counseling Department fully supports and implements all of these key student service dimensions.

Student Equity Plan:

**The college’s Student Equity plan aims to improve successful academic outcomes on five student success indicators for all students, with specific attention paid to the following target groups: English as a second language (ESL) students, male students, ages 20-24 and 25-49, students with disabilities, economically disadvantaged students, foster youth students, and student-veterans. Counseling responds to the goals of the plan as evidenced below:**

| Goals          | Counseling programs and Services   |
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| Goal A: Access | <ul style="list-style-type: none"> <li>• Counseling has strengthened partnerships with all of the District's local feeder high schools through the implementation of the <i>Bridges to Success</i> Program.</li> <li>• Expansion of services to both the Lompoc Valley Center (LVC) and Santa Maria campus with the hiring of additional counselors.</li> <li>• Counseling is available for evening students on Tuesdays until 6 p.m.,</li> <li>• A Counselor spends dedicated time to answer on-line questions sent to the department online counseling email available through the AHC web-page.</li> <li>• All Counselors respond to student phone calls and email queries as sent to them directly through their personal phone extensions, email accounts, or via messages left to the department.</li> </ul> |



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| <p>Goal B: Course Completion</p>                 | <ul style="list-style-type: none"> <li>• Implementation of an Early Alert program in fall 2016;</li> <li>• A Counselor was hired as the Early Alert counselor;</li> <li>• Two Student Success Outreach and Retention Specialist were hired to work with directly with students who are on probation and identified through Early Alert</li> <li>• PUENTE Program was established</li> <li>• Men's Support Group was established</li> <li>• Counselor identified to work with Industrial Technology students</li> <li>• Development of Comprehensive Student Education Plans</li> </ul>          |
| <p>Goal C: ESL and Basic Skills Completion</p>   | <ul style="list-style-type: none"> <li>• Men's Support Group comprised of students enrolled in basic skills courses, began in the spring 2017.</li> <li>• <i>Estudiantes Unidos</i></li> <li>• Bilingual PD 110 (Sumer Bridge)</li> <li>• Boot Camps</li> <li>• PUENTE Program</li> <li>• Counselor identified to work with Industrial Technology students</li> <li>• Development of Comprehensive Student Education Plans</li> <li>• Follow up Services through Early Alert</li> <li>• Counseling Faculty and Instructional Faculty collaboration with ESL and Basic Skill students</li> </ul> |
| <p>Goal D: Degree and Certificate Completion</p> | <ul style="list-style-type: none"> <li>• Counseling has increased the number of students who have a Student Educational Plan (SEP);</li> <li>• Counseling has hired additional counseling faculty toward this goal;</li> <li>• A Counseling faculty works closely with Career Technical Education (CTE) students to ensure degree and certificate completion</li> <li>• Men's Support Group</li> <li>• PUENTE Program</li> </ul>  |

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| Goal D: Degree and Certificate Completion (Continued) | <ul style="list-style-type: none"> <li>• A Counseling Faculty works directly with nursing students and faculty</li> </ul>  |
| Goal E: Transfer                                      | <ul style="list-style-type: none"> <li>• Counselors attend transfer trainings and conferences;</li> <li>• Counselors provide transfer counseling and participate in application reviews, application express and Transfer Thursdays events;</li> <li>• Counselors collaborate with partner Universities such as University of California Santa Barbara and California Polytechnic State University San Luis Obispo</li> <li>• The University Transfer Center (UTC) provides services year-round</li> </ul> |
| Goal F: Campus-Wide Initiatives                       | <ul style="list-style-type: none"> <li>• Counseling faculty and staff actively participate and part of shared governance councils and committees</li> <li>• DACA/AB540 Outreach</li> <li>• <i>Estudiantes Unidos</i></li> <li>• Hancock Hello</li> <li>• <i>Hola Hancock</i></li> <li>• Career Day</li> </ul>  |

## Follow Up: Previous Program Review Plan of Action

During the previous program review in the 2010-2011 academic year, the self-study and validation teams developed a final plan of action based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the results of that action, and the current status of the plan, if it is incomplete. If any plan was made and action not taken, please state the rationale for not pursuing that particular item.

| PLAN OF ACTION  | ACTION TAKEN/RESULT AND STATUS   |
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| 1. Student Satisfaction Survey completed as part of program review.   | Surveys have been developed and distributed by the Counseling Department to students enrolled in our Personal Development (PD) courses; additionally, Physical Education (PE) courses have also completed the student success survey and results from courses in each Academic Program have been evaluated by the Counseling Department.   |
| 2a. Improve student / counselor staffing ratio.<br><br>2b. Improve FT/PT counselor ratio.                       | The student/counselor ratio is still 590:1, according to the AHC Scorecard data. Although that ratio remains a concern, Counseling Faculty have been hired as follows: Early Alert Counselor (1), Athletics Counselor (1), Lompoc Valley Center Counselor (1), College Achievement Now Program Counselor (1), a University Transfer Center (1), and the first ever, full-time tenure-track Personal Development Assistant Professor (1). We have one (1) part time counselor that serves our student veteran populations, one (1) part time counselor to serve our prison populations, and two (2) part-time counseling faculty within General Counseling, available to all students. In total, we have 12 full-time generalists, 1 counseling assistant, four (4) Student Success Outreach/Retention Specialists; a 3SP Technical Specialist, and three (3) full time clerical front staff. |
| 3. Identify new and approved facilities. Preferably new student services building currently in planning stages. | Since our last comprehensive Program Review, the District was able to build a new Student Services building. The Counseling Department moved into the New Student  |

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| <p>3. Identify new and approved facilities. Preferably new student services building currently in planning stages. (Continued)</p> | <p>Services Building, Building A, on the Santa Maria Campus. Initially, both students and Counseling Department staff and faculty had to adjust to the new building, with counseling services spread across different floors. The Counseling Department is downstairs, along with Admissions and Records, Financial Aid, and the District Cashier, while the University Transfer Center (UTC), The Extended Opportunity Programs and Services (EOPS), College Achievement Now Program (CAN), Career/Job Placement Center (CJPC), and the Testing Center are located upstairs. The end results of getting this new Student Services Building are very positive ones, we have a larger and more inviting space, for both students, faculty and staff to work and learn in. Yet, an emerging challenge is that Counseling Department has run out of space, in particular available office space to house personal working department initiatives and projects. The lack of space impacts our part-time faculty as well, although they have an office to work from, they often have to shift offices due to the shortage of open, available offices. The Student Success Technical Specialist was once located in the Counseling Department which afforded direct access to faculty and staff, has since been relocated to IT building.</p> <p><b>The Counseling Department's work and advocacy for students has identified the importance of a DREAM Center for our DREAM/AB 540 students on campus, a permanent space for our Veterans Success Center, with dedicated, private offices for academic and mental health counseling, and a dedicated space for a Student Success Center. These would all be safe places for our students to engage in, do homework, and interact with faculty and other professionals to help support their unique needs, and educational goals and objectives. In addition, these centers afford</b></p> |
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| <p>3. Identify new and approved facilities. Preferably new student services building currently in planning stages. (Continued)</p> | <p>students unique opportunities to bond and mentor one another.</p> <p>The District has also designed and built a new Student Service One-Stop Center at the Lompoc Valley Center within existing Building 1. Counseling, Financial Aid, Learning Assistance Program, Admissions and Records, and the Cashier are all in one convenient location for our students.</p>  |
| <p>4. Increase district funding support of counseling and seek additional grant support.</p>                                       | <p>Since the last six-year program review, increased district funding support (budget-wise) of the Counseling Department has not improved. This has been due to the fact that the Allan Hancock Community College District only increases funding for items such as supplies, money for counselors to attend conferences, etc., incrementally. Due to this disparity between what we would like the district to contribute and what they actually do, the Counseling Department has historically relied heavily on additional funding for supplies, personal development, transportation, etc. from grants, such as the Basic Skills Grant, Title V Grant, TRIO Grant, STEM Grant, and other special population student grants. Within the last four to five years, due to the passing of the Student Success Legislation through the state of California, we have also seen a substantial growth in the amount of categorical monies made available from the state which our Counseling Department has received, such as the Student Success and Support Program (3SP) and Student Equity monies. 3SP funding is dedicated to core services: orientation, assessment, education planning, follow-up for at-risk students, professional development, and technology. 3SP monies have enabled the hiring of two, full time tenured-track Counseling Faculty, two 3SP Student Success Outreach/Retention Specialists, two Retention Specialists, a Dean, Student Services, a Transcript Evaluator, a 3SP</p> |

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| <p>4. Increase district funding support of counseling and seek additional grant support. (Continued)</p> | <p>Technical Specialist, and clerical support for the LVC. Due to this categorical funding increase, the Counseling Department has been able to increase the amount and quality of support services that our department can provide to our students, as well as hire several new full-time Counseling Faculty and staff to support these efforts.</p>  |
| <p>5. Increase outreach efforts at feeder high schools.</p>  | <p>To help meet the increased demand and importance of outreach to local high school students, the Counseling Department works closely with our local feeder high schools through a comprehensive program called <i>Bridges to Success</i>. <i>Bridges to Success</i> is a collaborative partnership between local area High School Counselors and Allan Hancock College Counseling Faculty. This initiative allows us to come together as professionals in a safe space to engage in strong introspection and dialogue and engage in focused activities to explore what really makes us who we are as individuals, educators, and specifically, counselors who will advocate for students and help support their learning and development. Other topics of exploration and engagement include examining the internal biases we may have as human beings, student learning and success, serving at-risk students and families, and finally, to discover what commonalities exist within us that attract us to being in the helping professions in order to serve students most effectively. Also, at the <i>Bridges to Success</i> meetings, academic departments and other student services programs and services from Allan Hancock College are frequent guests who provide program specific updates and trainings that may be relevant to the charge of <i>Bridges to Success</i>.</p> <p>The District has recently committed to implementing the PROMISE program, and the Counseling Department will be active</p> |

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| <p>5. Increase outreach efforts at feeder high schools. (Continued)</p>  | <p>in that effort. Initially, two Student Success Outreach Retention Specialists were hired to provide support and dedicated outreach to students at our local feeder high schools, and we will seek to hire two additional Student Success Outreach Retention Specialists to assist in the implementation of the PROMISE. Moreover, the Counseling Department has designated liaisons that help deliver New Student Orientations (NSO), Academic Advising Workshops (AAW), and assessment at our local feeder high schools to help promote Allan Hancock College to high school students and to facilitate a seamless transition from high school to college.</p>                            |
| <p>6. Institute a process to electronically scan all student counseling related documents.</p>   | <p>A company has been identified who will coordinate the scanning of all paper documents currently housed in the Counseling Department into electronic/digital formats. A timeline to have all of our hard copy Student Educational Plans and Counseling Files (that house additional and relevant documents related to each student) has been developed.</p> <p>Consequently, there will also be a need to hire a designated, full-time classified staff member to assist in required and continuous scanning of department related documents, such as digitizing regularly received Course Substitutions and Waiver Forms, university transfer related Pass-Alongs, to name only a few.</p> |
| <p>7. Identify a staff person with significant knowledge and skills in technology to lead the implementation of increased use of technology.</p> | <p>Due to the expanding role of technology in the Counseling Department, a 3SP Technical Specialist (1) was hired to support the Department's technology needs and support counseling faculty and staff. Counseling Software Programs that are administered by this Student Success Technical Specialist are the following: DegreeWorks, SARS Anywhere, Ask Spike, and CSM Recruit. The 3SP Technical</p>   |

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| <p>7. Identify a staff person with significant knowledge and skills in technology to lead the implementation of increased use of technology. (Continued)</p> | <p>Specialist works collaboratively with the Counseling Technology Working Group (composed of counseling faculty) to make sure that any updates that need to be done or new innovative technology effort proposed by the Counseling Department faculty and staff are possible.</p> |
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## 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 the office of the 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 individual criteria to be evaluated are presented along with major topics to address for each criteria. (Place your responses in the expandable text boxes below.)*

### **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.*

***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.***

The Counseling Department proudly develops and delivers Personal Development (PD), Leadership (LDER), and Professional Development (PROD) curriculum and courses. PD, LDER, and PROD courses serve all students, particularly new, incoming freshman.

Personal Development (PD) courses include: PD 100 (Career and Personal Exploration), PD 101 (Success in College), PD 102 (Human Relationships), and PD 110 (Student Success Seminar) and PD 115 (Career Planning). PD 120 (Effective Tutoring) was sunsetted in Fall 2016, in large part due to low enrollment and the need for Tutorial Services to be assessed and examine how tutors will be trained moving forward. The role of the course in preparing students to serve as tutors will be considered through consultation between the Counseling Department and Tutorial Services, when the District moves to formal assessment of Tutorial Services. Although sunsetted, the Counseling Department made clear that it may consider bringing back the PD 120 course, pending the assessment of Tutorial Services through the collaboration with colleagues in the College's Tutorial Services program. Spring semester 2016, the Counseling Department voted not to offer PD 101 online in the Spring 2016 and is no longer cross listed with LS 101. We will be looking into providing PD 115 face to face as well, currently it is only offered online.

Our Department's Leadership (LDER) Courses include: LDER 111 (Principles/Practices of Student Government), and LDER 112 (Leadership Principles).

We offer only one Professional Development (PROD) course, PROD 301 (Introduction to Life and Career Planning). PROD 301 is part of the college's Concurrent enrollment program and has been offered at Santa Ynez High School, Cabrillo High School, Lompoc High School, Orcutt Academy High School.

Combined, courses in Personal Development, Leadership, and Professional Development serve over 1800 students annually, on-site and online, at the Santa Maria campus, the Lompoc Valley Center, and at the Lompoc Federal Penitentiary.

**Additionally, 200 FTE's are generated by these courses. Tenured and tenure-track, full-time Counseling faculty, and also Part-Time faculty teach these courses.** In 2017-18, a Full-time, tenure-track Personal Development Faculty member was hired. This hire is historic as it appointed the first ever, full-time, Personal Development instructional faculty to the Counseling Department. In addition to teaching a full course load, this faculty member will also oversee the Personal Development program (i.e., its curriculum, courses, course and program review, its expansion and related trainings moving forward).

#### Personal Development (PD) Courses:

The Personal Development courses offered by the Counseling Department are designed to assist new and returning students to develop their learning and personal potential in an environment that is both non-threatening and supportive. PD courses enable students to learn skills that are applicable not only in the educational setting, but also for life in general. It is the intent of the program to encourage and enable students to understand, develop, and integrate their academic goals, personal values, interests, skills, personality, and potential in order to meet personal, academic and career goals. These courses intend to increase students' knowledge of self and others through study of the following: individual learning and development; recognizing the variety of student support services available throughout Allan Hancock College (AHC), improving effective study strategies; and developing skills to increase one's ability to become active and successful participants in academic life. Additionally, our courses are designed for students to deeply consider career options while exploring personal values, interests, and abilities. Planning skills and self-assessment instruments are used to support the examination of career choice. Instruction includes self-paced materials, small group discussion, lecture and interview practice with peers.

#### Leadership (LDER) Courses:

The Leadership curriculum is an introduction to leadership and the development of skills associated with effective leadership. The topics explored in these courses include parliamentary procedure, group dynamics, and how to effectively plan and execute a variety of student-lead, campus activities. Additionally, self-awareness, cultural differences, ethics, communication skills, motivation, delegation, and time management as related to organizational structures are emphasized. Part of the curriculum is to have the students participate in the coordination of student life activities and work closely with our Student Activities office and The Associated

Student Body Government (ASBG) leadership. The Leadership instructor is currently a full time, tenure-track counselor, teaching this course as an overload assignment.

#### Professional Development (PROD 301) Course:

During the 2017-18 academic year, Professional Development 301: Introduction to Life and Career Planning, was introduced. Guided strongly by the mandates of 3SP and Student Equity, the Counseling Department saw the importance of getting students focused and directed early on in high school. Having the course under Counseling affords Counseling Faculty and our new Personal Development Assistant Professor opportunities to provide training to and evaluation of high school faculty teaching PROD 301. High Schools submit requests for PROD 301 and other Personal Development Courses to be taught at their respective high schools. The Counseling Department Chair reviews each request and with input from the Department makes a recommendation to approve or deny the request for the course to the Dean.

PROD 301 is offered through Concurrent Enrollment at the following high schools: Cabrillo High School, Santa Ynez High School, Refugio High School, Cuyama High School, Lompoc High School, and Orcutt Academy High School. PROD 301 showcases the development of a 10-year plan. Building on research that advocates the positive outcomes of engaging students in developing educational and career plans prior to college, this plan, upon matriculating at AHC, will be developed further by students and counselors.

#### Counseling Department Collaborations:

##### *Bridges to Success:*

*Bridges to Success* is a comprehensive counseling program between AHC counseling faculty and area high school counselors. More details follow below in section B.

##### Summer Bridge:

The Counseling Department has collaborated with Counseling Faculty colleagues in the EOPS/CARE/CalWORKS/CAFYES Program to offer Personal Development 110 to new, incoming students. The Student Success Seminar, PD 110, is highly recommended to first generation college students so they are able to connect with a counselor early on in their academic journey at Allan Hancock College. Through this course, students are able to hear from different student support services and programs, and learn about critical policies and procedures relevant to student success, and also discuss the successful transition into college.

##### SAIL:

Counseling also collaborates with instructional faculty on campus to offer a College Success Seminar (PD 110) in the summer, as a lead off course to the thematic learning community planned each fall semester. Over the summer of 2016, a counselor, administrator, math instructor and librarian travelled to the state of Washington. It

was here that they explored learning communities more closely and learned best practices to serve students to be more successful academically. Through this collaboration, the development of a strong foundation for learning communities was established, and a model to bring back to AHC was conceptualized. In the fall, English, Math, Speech and Library Science will be tied together with shared curriculum. A counselor will provide intrusive support to the cohort in order to ensure that students have a comprehensive student education plan (SEP), in addition to developing the study skills and understanding of individual learning strategies and support to be successful in college. Course offerings for students will fall into the following academic domains: Personal Development, Mathematics, English, Library Sciences and Speech. Upon review of further literature and models across California, it is highly recommended to establish a Department specific to learning communities. Staffing should include: Counselor/Coordinator and administrative support. Currently, five (5) faculty members from the aforementioned areas receive stipends and divide the workload. Additional support is also needed for program delivery. In order to build a strong sense of community, students will participate in service learning projects and visit 4-year universities. All extracurricular activities will be able possible with monetary support.

#### PUENTE Project:

Another, independent learning community and collaboration between Counseling Faculty and English Instructional Faculty is the PUENTE Project. The PUENTE Project is an inter-segmental program that is co-sponsored by the University of California and the California Community College Chancellor's Office. Its mission is to increase the number of educationally disadvantaged students to enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations. The PUENTE Community College Project is an academic, counseling and mentoring program that supports students toward building the skills necessary for success, in both academic and career goals while in community college.

At AHC, Puente was implemented in the fall 2017 and will partner a PD 101 and English 595 course. The counselor will be reassigned 50% to provide intrusive counseling to Puente students (known as *Puentistas*), and also, to coordinate the program. The English instructor will be reassigned 25%. Puente affords these faculty opportunities for collaboration to ensure student success, retention, and completion. During spring semester students in PUENTE will enroll in a Career Planning course (PD 115), taught by the PUENTE counselor. We are also looking at developing a new PD course with a focus on transfer (to be offered subsequent spring semesters), and we will work with AP&P to move forward.

#### Associate Degrees:

The Counseling Department oversees six Associate of Arts Liberal Arts Degrees with a transfer and non-transfer option in Social and Behavioral Sciences, Arts and

Humanities, and Science and Mathematics emphasis. The Associates of Arts Degree in Liberal Studies also resides in counseling.

***B. Program services are coordinated with local high schools and institutions of higher education.***

*Bridges to Success:*

The partnership with high schools has expanded and strengthened with the Student Success and Support Program (3SP) and Student Equity (SE) initiatives. As mentioned previously in this program review, the credit 3SP Plan outlines how the college will provide 3SP core services to credit students. 3SP funding is dedicated to the following core services: orientation, assessment, education planning, follow-up for at-risk students, professional development, and technology. Connecting with our high school partners to support and sustain the transition and success of high school students into AHC is key.

*Bridges to Success* is a comprehensive counseling program between AHC counseling faculty and high school counselors. Professional development and training opportunities are offered several times each semester to mutually inform counselors of activities and events relevant to serving all students, with focus on first-generation, at-risk groups. The goal of the program is to increase student access and success by providing students with core 3SP services to assist them in achieving their educational and career goals. Meeting take place at AHC and Santa Maria Joint Union High School District sites.

Through *Bridges to Success*, counselors from high schools, AHC, Cal Poly, and UCSB have created a common vision and mission to serve area students. 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 of *Bridges to Success* are to:

- A. 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
- B. 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.

Testing/Assessment (Testing Center, START & Multiple Measures):  
The Testing Center:

The Testing Center and subsequent assessment process (traditionally and locally known as the START assessment process) is central to ensure each student has a sense of their college readiness for English and math courses. Students are assessed for present skills in mathematics, and in English reading and writing. START is an acronym for Student Testing, Advising, Retention, and Transition.

The START placement is available in both English and Spanish, and has traditionally been part of the Steps to Enrollment Process as is advertised in outreach presentations, at our local feeder high-schools, and in print format, available through the college website. Assessment has been and remains central for priority enrollment consideration.

Placement testing is offered on a daily, walk-in basis; no appointment is needed at the Santa Maria/main campus. Saturday testing is offered one weekend per month at the main campus and at the Lompoc Valley Center during each of the registration periods. Tuesday evening testing is also scheduled during peak registration periods. Alternate evening testing services are also provided at the Lompoc Valley Center.

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

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

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

The Assessment Coordinator emails monthly testing dates to all AHC Counseling Faculty, high school counselors, and other staff to share with their students. Important dates, new and revised procedures, and reminders are often shared in these emails as a means of keeping the high school counselors up to date. Assessment updates are also shared at the monthly Bridges to Success meetings. This level of communication is important as it allows all Counselors to have updated information of START placement availability as they see students.

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

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

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

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

In a Counseling session, the counselor and student refer to and discuss the placement results. This discussion affords the counselor the opportunity to learn important **information about a student's potential, their study skills, learning and career goals,** computational skills, English language proficiency, educational and employment histories, academic performance, and need for special services. The counselor often utilizes personal interviews, career aptitude and interest inventories, high school or

postsecondary transcripts, or other measures of performance (e.g. specialized licenses, military training) to aid in the assessment process for course placement. This process ensures more than one measure is used in the assessment process for course placement.

The individual local high school testing statistics for 2014-2015, 2015-2016, and 2016-2017 reveal significant and continuous increase in the administering START placements (see table below).

|                    | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------------|-----------|-----------|-----------|
| High School Totals | 871       | 982       | 1162      |

The specific totals for each respective high school (Arroyo Grande, Cabrillo, Delta, Lompoc, Maple, Lopez Continuation, Nipomo, Orcutt Academy, Pioneer, Righetti, Santa Maria, St. Joseph, Santa Ynez) are available in the evidence section.

The Testing Center also administers GED and Independent Study Exam/CLEP, the CBEST (began in January 2016), and it also serves as a site that can proctor other college's placement exams, and the online proctoring of exams requested by local community residents from Santa Barbara and San Luis Obispo counties. The CBEST, for example, take an average of five to six hours to complete. To highlight the statistics and capacity of such proctored exam administration, consider the growth in the administration of GED, CBEST, and Independent Study/CLEP as follows:

| Test                   | 2014-2015         | 2015-2016 | 2016-2017 |
|------------------------|-------------------|-----------|-----------|
| GED                    | 447               | 362       | 613       |
| CBEST                  | Not yet available | 213       | 696       |
| Independent Study/CLEP | 338               | 443       | 370       |

The Testing Center sees opportunities for growth in administering/proctoring exams like those noted above. In addition, testing statistics for other types of tests that are administered/proctored is available in the evidence section. Since the last program review the Testing Center was able to purchase "quiet" keyboards so examines typing for the GED or CBET exams don't disrupt others. Bose noise cancelling headsets were purchased due the need for total quiet for student who request it. Presently, student ambassadors assisting in proctoring the placement tests. An Assessment Technician will retire in December 2017, thereby a need to replace that position is requested. Upon retirement, the Testing Center would be short-staffed one person. Staff in the Testing Center state they cannot offer the quality services to students or test-takers, they require a minimum two permanent staff members to cover the office and lab, especially if one is called away for a meeting or is absent due to illness.



The use of Multiple Measures will reduce significantly the impact of administering START placements to new or incoming students, as was traditionally placed on the Testing Center. Yet, it's important to note that the START placement still has a role and will be recommended highly for students out of school for over 10 years. This decrease in START placement assessment also affords opportunities to examine other ways the lab can be used to support students.

### Multiple Measures:

Multiple Measures is coming to fruition and will be implemented Fall 2017. Working with the high schools was critical to make this a priority for AHC. During many of our discussions with our high schools through Bridge to Success, we learned that the START placement was an obstacle for many of our incoming students. We knew that the START (and similar placement tests used throughout CA and the country) under-placed many students. A consequence of such under-placement into English and math courses meant that students could potentially be at the college longer than actually required, depending on the amount of potentially truly unnecessary remedial courses in Math and English they "tested" into, and eventually enrolled in. For example, a student who placed in Math 511 would have to do five semesters of math courses before taking College Algebra (MATH 131). Our Department's advocacy and collaboration with the Office of Institutional Effectiveness and Math Faculty prompted our AHC math faculty to develop a Math Policy that considered a high school student's highest level of math course completed and grade in the course. For example, a student who took Algebra 2 and earned a grade of B or better would be able to count this as a prerequisite for enrolling into Elementary Statistics (Math 123). Students who took Algebra 1 with a B or better in high school Algebra 2 (Math 331).

Indeed, these conversations with our faculty and the development and guidance of 3SP and Student Equity initiatives provided us with an opportunity to formally create a systematic approach toward "institutional multiple measures" along with developing acceleration programs in English (Boot Camp) and math (refresher course taken when students want to review and place into higher level). The Counseling faculty took a lead in the implementation of institutional multiple measures. To achieve this initiative a larger collaboration was required and working team was formed.

Over the summer of 2016, a Common Assessment Initiative/Multiple Measures working group formed. The group was comprised of discipline faculty from English, ESL, Counseling, and Math. We were led by the research that showed a weak relationship between the assessment test and college course outcomes (Newell, 2016). Mallory Newell from the RP group also mentions that the assessment test underestimates students of color, women, first-generation, and low-income college students. Hence, the use of multiple measures is advanced as the way to move forward.

### Multiple Measures:

- Provide a more complete picture of student ability
- Are required by law (Title V)

- Are supported by the statewide Academic Senate
- Provide a way to increase the accuracy of placement, particularly reducing under placement.

As mentioned previously, Counseling Faculty have been critical in the facilitation and implementation of the multiple measures initiative at AHC. Faculty from Counseling, math, English, and ESL have agreed to use the statewide model with minor changes, for implementation in spring 2017 for summer and fall 2017 registration that took place on May 1, 2017. A counselor has been designated to work with IT to program multiple measures into our Banner system. Other counselors have been tasked to develop a detailed plan to roll out the initiative and inform high school and other campus partners of it.

Student Services will work closely with local feeder high schools through *Bridges to Success* to bring awareness of this new initiative. Counselors will continue to provide the critical support in the development of students through student education plans, career and personal counseling, and outreach. The Multiple Measures Counseling group also provided recommendations where English and math placement scores would reside in myHancock (see memo attached). Counselors also worked with Public Affairs to develop outreach materials on the new initiative and mailed postcards to all students in the District who are currently taking English and math to not miss anyone who would benefit. All in all, the Counseling Department was, from inception to end, part of the implementation of the multiple measures initiative and ensured that all constituencies were involved and had an opportunity for feedback. The Academic Senate, Student Services Council, Student Learning Council, 3SP/SE committee, *Bridges to Success*, President's Superintendent Roundtable, Board of Trustees, Student Success Summit, Planning Retreat were all venues where the multiple measures initiative was presented and the efforts of the multiple measures working group was highlighted.

The START placement test will still be utilized. However, START will no longer be required for incoming high school students or other students who have been out of school for less than ten years. For those students who have been out of school for over ten years the START placement is critical for initial assessment of their math and English reading and writing abilities.

#### PUENTE Project:

Our PUENTE designated counselor will spend seven days each July at UC Berkeley to receive training on pedagogy and best practices for counseling and transfer of first-generation college students. PUENTE students commit themselves to two consecutive semesters of English and Personal Development course instruction with the same PUENTE trained instructors, who integrate Latino and other multicultural literature and counseling approaches into a rigorous transfer focused curriculum. Our PUENTE counselor monitors student progress towards transfer readiness and supports student success through the Personal Development: Success in College course (PD 101) that focuses on study skills, leadership development, and career exploration. Following

their first semester, all Puente students continue to work with the PUENTE Counselor to develop their educational plans and monitor their progress until transfer. PUENTISTAS will enroll in PD 115 Career Planning to ensure such outcomes during spring semesters. As mentioned previously, we are exploring offering a new Transfer focused PD course, to be offered spring semesters, and will work this course through AP&P process. The ultimate outcome of the PUENTE program is to increase the numbers of disproportionately impacted student-groups to transfer to a University of California campus and bachelor's degree attainment.

***C. Faculty and staff have developed innovative services to meet student needs.***

Early Alert Program:

The Counseling Department is in the process of developing and implementing an Early Alert program. The goal of the Early Alert Program is to identify and assist students in overcoming challenges they are facing in their educational journey. This program allows the campus community to be proactively supportive and involved in facilitating the academic components of student retention through early detection and intervention of students who are experiencing problems that affect academic performance (Early Alert Vision Statement).

Being a new program, the Early Alert Counselor has attended various councils and committee meetings (e.g. Student Services Council, Student Learning Council, Enrollment Management, 3SP/SE Committee), as well as meetings of Department Chairs, Academic Senate) to speak about the program and the comprehensive resource it makes available to students. Instructors are able to refer students if they are at-risk of not completing their courses. Once the counselor gets the referral, he will reach out to the student. With the addition of two Student Success Outreach/Retention Specialists dedicated to Early Alert, these staff members are also able to provide additional support. In the Fall 2016, 80 students were referred to Early Alert. All of the students were individually contacted, and 47 of the students came in to see a counselor based on contact. Early Alert is a program that is written in our Student Equity Plan to address the "course completion" success indicator. The goal is to increase course completion for all students, with focus amongst Foster youth, African American, Latino and economically disadvantaged per our data from the equity plan.

Counseling Technology Working Group:

The Counseling Technology Working Group is a faculty driven that provides feedback for both improving existing technology, along with bringing new innovative technology to our Counseling Department. The Counseling Technology Group has been charged with streamlining reason codes for SARS Anywhere online student scheduler, identifying online platforms for e-advising (such as Cranium Café), promoting and providing trainings for DegreeWorks online degree audit system, and finally, helping to implement the technology component of multiple measures within DegreeWorks.

During the spring and fall 2017 semesters, the Counseling Technology Working Group was successful in streamlining SARS reason codes, and this past summer 2017 was successful in helping to implement the technological changes in DegreeWorks with the advent of Multiple Measures. The Counseling Technology Working Group will continue to work with faculty both within the Counseling Department and throughout the broader campus to implement e-advising and any other issues arising from the use of technology as it pertains to counseling. This group is a stipend group.

#### Men's Support Group:

The Counseling Department has addressed the need for male support on our campus. The Student Equity Plan has identified males as disproportionately impacted in the areas of retention, course completion, transfer, and degree and certificate completion. To address this disproportionality, the Counseling Department conceptualized and launched a Men's Support Group during the 2016-17 academic year. By spring semester 1017, the group went live and consisted of 30 applicants, led by three Counseling Faculty. Moving forward, the Men's Support Group would like to increase service to 40 students.

This group meets bi-weekly. As the male students reach individual and academic milestones, they are able to receive food, gas and book vouchers, as well other incentives. Male participants will have a comprehensive student education plan (SEP) completed, and will meet with a counselor at a minimum, three times a semester. The expected outcomes are that males will complete their courses and reach their certificate or degree completion goals in a timely manner.

Topics of group discussions and presentation in the Men's Support Group consist of career planning and personal development; sessions focused increasing knowledge of student service programs and services available on campus, and also in the community; discussions on student responsibilities and the understanding of college policies and procedures are thoroughly explained; within-group mentoring is also a focus, so male students are able to do the same both on and off campus.

As group meeting sessions reveal specific student need, necessary referrals are made both to on campus and community resources. Examples include referrals to mental health, alcohol and drug abuse services, childcare, employment opportunities, to name a few. Opportunities are created to engender mentoring and bonding through excursions and trips as an entire group. The Counseling Faculty work with men centered on developing understandings of personal, social, identity, and responsibility to develop lead as men who lead by example. At the end of year, a recognition celebration is planned where the male participants are recognized for their participation and academic achievements.

#### Counseling and Support Services to Career Technical Education (CTE) Program Students:

We also have a designated counselor who goes to our Career Technical Education (CTE) courses. This counselor works with CTE students provide much needed career counseling and to develop comprehensive student education plan (SEP's). This

counselor has been dedicated an office in the Industrial Technology area, and students are seen before, during and after class, in the evenings when many of our CTE students take courses. The Counselor addresses personal, social, and academic issues that may hinder many CTE student from attaining their certificate and or degree completion.

#### Counseling to AHC Nursing Program Students:

**AHC's** Health Sciences Department approached the Counseling Department for directed counseling for students who are currently in our Certified Nursing Assistant (CNA), Licensed Vocational Nurse (LVN), and Registered Nursing (RN) Programs. A nursing-designated Counselor was identified (drawn from the ranks of existing Generalist Counselors) and once a week sees nursing students in Building M (Health Sciences Office). This Counselor is given office space to see students. Consequently, nursing students have the counseling support necessary to be successful. In addition to meeting with current nursing students in Building M, this Nursing Counselor, as a Generalist, also counsels other students in the Counseling Department (Building A), developing Student Education Plans (S.E.P.'s) for students who either are interested in applying to our nursing programs at AHC, or are interested in transferring to a four-year university to earn their Bachelor's Degree in Nursing. In addition to meeting individually with students on an appointment or drop-in basis, the Nursing Counselor also facilitates "Nursing START Here" workshops, and a "Pathways to Bachelor's Degree in Nursing" workshop while doing nursing-related classroom presentations in other instructional classrooms.

The Nursing Counselor has also streamlined the degree and certificate process for nursing students, along with the use of DegreeWorks for certificate and degree audits for students pursuing Associate Degree in Licensed Vocational Nursing (LVN), and the Associate Degree in Nursing (A.D.N.). The Nursing Counselor has also advocated for monetary resources from The Associated Student Body Government (ASBG) and the President's Office to help nursing students defray the costs to participate in their Nursing Commencement Ceremony.

#### Probation Program:

AHC has a dedicated counselor that leads our Probation program, and works with two other Counselor who form the probation committee. Students enrolled at AHC are required to maintain a specific level of academic and progress performance to be in good scholastic standing. This performance is based on the provision of Title 5 of the CA Code of Regulations and the Governing Board of AHC. If a student cannot meet minimum academic standards after attempting at least 8 semester units, he/she will be placed on a probationary status. AHC identifies two types of probation: academic and progress probation. Students on academic and/or progress probation will be assisted by Counseling Faculty and Retention Specialists in the department to regain good standing and ensure academic goal completion. Good standing is achieved when a student meets or exceeds a 2.0 cumulative grade point average and completes more than 50 percent of his/her cumulative units with a letter grade or Pass/No Pass (P/NP) grade. Below is some data on the in-roads and successes the of the Probation Program since 2013-14, data and results are present by academic year and by fall and spring semester as indicated below:

## 2013-2014 Probation Report:

### Fall Semester 2013:

#### Reinstatement Report:

- 152 students were approved for reinstatement:
- 129 enrolled for Fall 2013
- 10 students withdrew from their fall classes.

#### Out of 118 students that completed the semester:

- 86 students successfully completed the semester with at least a 2.0 GPA
- 63 of these students are now an A5 (reinstated, showing progress) because their semester GPA was above a 2.0, but their overall GPA remains below a 2.0
- 23 of these students regained good standing because their semester and overall GPA is above a 2.0
- 32 students did not successfully complete the semester with a 2.0 GPA

#### Overall Results:

- 73% successfully completed the semester
- 27% did not successfully complete the semester

### Spring Semester 2014:

#### Reinstatement Report:

- 169 students were approved for reinstatement:
- 11 students never enrolled
- 16 students withdrew from their spring classes (Note: Based on prior history, we had more students withdraw from their classes this semester more than ever.)

#### Out of 142 students that completed the semester:

- 74 students completed the semester successfully; however, remain on academic and/or progress probation due to their cumulative GPA and/or unit completion (A5/P5)
- 15 students completed the semester successfully and regained good standing (GS)
- 53 students did not successfully complete the semester due to their semester GPA and/or semester unit completion (A3/P3)

#### Overall Results:

- 63% passed
- 37% failed

## Fall Semester 2014

### Reinstatement Report:

- 167 students were reinstated for fall 2014
- 30 students Never Enrolled.
- 13 students withdrew with a "W" notation.

### Out of 124 students that completed the semester:

- 16 students are now in good standing (GS)
- 61 students are now Academic Reinstated w/Progress (A5)
- 3 students are now Progress Reinstated w/Progress (P5)
- 42 students are now re-dismissed due to academic (A3)
- 2 students are now re-dismissed due to progress (P3)

### Overall Results:

- 80 students passed (65%)
- 44 students failed (35%)

## Spring Semester 2015

### Reinstatement Report:

- 117 students were reinstated for spring 2015
- 19 students Never Enrolled.
- 12 students withdrew with a "W" notation.

### Out of 86 students that completed the semester:

- 16 students are now in good standing (GS)
- 43 students are now Academic Reinstated w/Progress (A5)
- 5 students are now Progress Reinstated w/Progress (P5)
- 20 students are now re-dismissed due to academic (A3)
- 3 students are now re-dismissed due to progress (P3)

### Overall Results:

- 63 students passed (73%)
- 23 students failed (27%)

## Fall Semester 2015

### Reinstatement Report:

- 130 students were reinstated for fall 2015
- 25 of those students never enrolled for fall
- **9 students withdrew with a "W" notation.**

### Out of 97 students that completed the semester:

- 26 students are now in good standing (GS)

- 46 students are now Academic Reinstated w/Progress (A5)
- 3 students are now Progress Reinstated w/Progress (P5)
- 21 students are now re-dismissed due to academic (A3)
- 1 students are now re-dismissed due to progress (P3)

Overall Results:

- 75 students passed (77%)
- 22 students failed (23%)

Spring Semester 2016

Reinstatement Report:

- 131 students were reinstated for spring 2016
- 19 of those students never enrolled for fall
- **9 students withdrew with a “W” notation.**

Out of 103 students that completed the semester:

- 30 students are now in good standing (GS)
- 51 students are now Academic Reinstated w/Progress (A5)
- 0 students are now Progress Reinstated w/Progress (P5)
- 21 students are now re-dismissed due to academic (A3)
- 1 students are now re-dismissed due to progress (P3)

Overall Results:

- 81 students passed (79%)
- 22 students failed (21%)

Fall Semester 2016

Reinstatement Report:

- 140 students were reinstated for fall 2016
- 27 of those students never enrolled for fall
- **11 students withdrew with a “W” notation.**

Out of 102 students that completed the semester:

- 13 students are now in good standing (GS)
- 52 students are now Academic Reinstated w/Progress (A5)
- 1 student is now Progress Reinstated w/Progress (P5)
- 33 students are now re-dismissed due to academic (A3)
- 3 students are now re-dismissed due to progress (P3)

Overall Results:

- 66 students passed (65%)
- 36 students failed (35%)



## Spring Semester 2017

### Reinstatement Report:

- 150 students were reinstated for spring 2017
- 23 of those students never enrolled for spring
- **9 students withdrew with a “W” notation**

### Out of 118 students that completed the semester:

- 15 students regained good standing (GS)
- 80 students earned a semester GPA above a 2.0 and/or completed more than 50% of his/her semester units, but his/her overall GPA and unit completion does not meet good standing (A5/P5)
- 23 students did not complete the semester with a 2.0 GPA and/or did not complete more than 50% of his/her semester units (A3/P3)

### Overall Results:

- 93 reinstated students were successful (81%)
- 23 reinstated students were unsuccessful (19%)

### Student Success Outreach/Retention Specialists:

Two Student Success Outreach/Retention Specialists assist our Probation Program working with probation students, reinstated students, and students in good standing. These Retention Specialists also provide workshops that focus on time-management and study skills. Students on Academic or Progress Probation are similarly reached via phone/email, and an invitation is made to arrange an in-person meeting. Students are strongly encouraged to attend Grades Matter workshops, meet with a Counselor, or continue following up with a retention specialist in order they retain access to other services/programs to help them move towards good Academic standing with the college. Additionally, reinstated students have the benefit of these Retention Specialists to help them through the reinstatement process. Retention Specialists assist reinstated students with follow-up services to intake and review work in progress (WIP) forms and identify where they stand in their current class/classes they were approved to take as part of the reinstatement process. Also, Retention Specialists follow up with reinstated students with a specific goal for students to advance toward their academic goals, and to facilitate access and use of other services that may benefit students. Good standing students have the opportunity to ask general questions and we direct them with appropriate services/programs on campus.

Additionally, these Retention Specialists follow up with students who have been referred through the Early Alert Program. Students that have been referred through the Early Alert Program by instructional faculty are reached by phone/email to arrange follow up services. Ideally, these specialists seek to meet in person with students to

discuss any barriers or reasons that may be hindering their academic success, yet as needed, they are available to students via phone call and email. Through meeting with Retention Specialists, students are then connected with counseling faculty accordingly, or referred to various services and programs available on campus that will help support them to be successful, and consequently improve AHC's retention rates.

Our Retention Specialists, in consultation and collaboration with counseling faculty, are currently working on developing Healthy Relationship workshops (informative) with dedicated activities and information that will aid any student attending AHC find ways to be more present and recognize and use different support services.

### Athletic Retention:

The Counseling Department has just hired a full-time, tenure track Counselor dedicated to student-athletes. This is the first time we have had a counseling faculty dedicated exclusively to student-athletes. Over the years, we attempted to provide counseling services to student-athletes relaying on part time counseling faculty, and also with a paraprofessional. This newly hired counselor will build a comprehensive athletics counseling program and provide the much-needed academic support for our student athletes and development of comprehensive student education plans (SEPs). This Athletics Counselor will develop and administer a survey and meet with 1<sup>st</sup> year student-athletes in June. The counselor has identified services that include a New Student-Athlete Orientation that occurs in August; Career/Major Exploration Workshops offered in July, and continuing throughout the fall semester; and a workshop series imbedded during mandatory study hall hours, modified to team demographics and availability—workshop topics include FAFSA/Scholarships, NCAA transfer requirements, time management and study skills, and preparing for/utilizing priority registration.

This counselor will work closely with coaches, student success instructors, instructional faculty, and eligibility specialists to monitor academic progress and identify obstacles for cross-campus dialogue of registration and academic success obstacles and improvements, where feasible. Exploration of a learning community/cohort model for 1<sup>st</sup> year student-athletes designed around athletic responsibilities and team obligations is being developed. This counselor will have an office in both Athletics Department, and also in the Counseling Department un building A. The intent is to purposively bring student athletes into the student services building to link them intentionally with other student service programs and services so they can be successful.

### YELL: Young Educated Latino/a Leaders Conferences:

The Counseling Department has taken the lead in coordinating the YELL conference for area boys in the fall and girls during spring semester. These events target 6<sup>th</sup> through 12<sup>th</sup> grade students from our local area schools. The students are exposed to student leaders, AHC faculty, staff, local and statewide recognized keynote speakers and workshop presenters, and are also introduced to and toured throughout the AHC campus.

Attending college is a central theme of the conferences, as well as how to break through barriers that deter most first-generation, low-income students from attending college and higher education. Students are bussed to the AHC campus on a Saturday for the conference, and breakfast and lunch are provided.

YELL has been institutionalized through our Student Equity Plan as providing critical access opportunities to local area Latina/o students.

#### Counseling Summit and Equity Summit:

A Counseling Summit was held in the Fall 2016 for local educators from San Luis Obispo and Santa Barbara counties, and AHC educators. We had 200 in attendance, including students from our Leadership 111 and 112 courses and student members of the Beyond Incarceration Greater Education (BIGE) student club. The conference theme was "Growing Roses in Concrete" and the keynote speaker was Dr. Jeff Duncan-Andrade, an internationally known educator and author, from San Francisco State University. In this two-day event held at the Radisson Hotel's Conference Room, counselors and attendees were given a toolkit on how to best serve underserved populations. For Fall 2017, the idea of this counseling summit will expand to include more participants and will be offered as an Equity Summit.

#### ***F. Faculty and staff work collaboratively with other student services in program development and student referral, as well as with instructional programs and support services.***

The Counseling Department works closely with EOPS/CARE/CalWORKS/CAFYES, CalSOAP, LAP, MESA/STEM, the UTC, Career Center, and CAN. Counselors from across these programs meet weekly to discuss how to best serve students, in addition to academic and curriculum updates, changes to policies and procedures, requirements, and also counseling best practices. The Dean, Student Services, oversees the following counseling services: General, the University Transfer Center, Career Counselors, College Achievement Now. Counselors and specialists in the Learning Assistance Program (LAP) and the Mathematics, Engineering, Science Achievement Program (MESA) and the Science, Technology, Engineering, Math Program (STEM) all under other Deans. Counseling faculty serve on various district-wide councils and committees, including Student Services Council, Student Learning Council, AP&P, Academic Senate, and Outreach Committee, Technology Council, Enrollment Management Committee, Learning Outcomes Assessment Committee, to name a few. Moreover, counselors from the Counseling Department initiated the Academic Department Liaison initiative to link counseling faculty and the student services division more closely with academic departments across the institution. These roles afford opportunities to provide critical insights on student learning and development from a counseling discipline perspective to inform academic departments.

### English Boot Camp:

Counseling plays an integral part in the English 101 boot camp. Students have been invited to participate in the program based on their START placement scores. Students are then given a contract to sign which states the terms for success in the program. Once admitted, students are greeted by the counselor daily. Any students that are absent are called and asked why they were unable to attend on the day in question. These conversations also afford the counselor to identify specific needs or challenges faced by students, and appropriate follow-up counseling services are set in place. As a result of this counseling intervention, rarely are students removed from the program for non-attendance, and retention and completion rates of the boot camp are high.

Upon conclusion of the program, students are given add codes to either English 101 or another English class based on recommendations of the instructors. Students that do not move on to English 101 meet with the instructors and the counselor to find out their options towards English 101 admission and completion.

The counselor works closely with the English department to obtain add codes, generate attendance lists, check attendance, and most importantly, recruit students to the program, and ensure completion through counseling follow-up services, as needed. In the fall 2016 Boot Camp, over 120 students were invited to attend, 87 of these students were placed into English 101 upon completion of the program.

With the focused implementation of Multiple Measures, the English Boot camp did not garner enough participants to offer a boot camp for the 2017-2018 academic year. The rise in English 101 registrations and the availability of accelerated courses made it difficult to recruit students to the program. The English Department, in conjunction with the Counseling Department **is going to “wait and see” the outcome and evaluate** the results of the large number of students who were eligible to be placed into English 101 (due to Multiple Measures) after the Fall term before deciding on the direction of Boot Camp in the coming years. One current suggestion is to make the program a **“refresher” course for students that are feeling anxious about their attempt at English 101.**

### CAPP Grant:

The California Academic Partnership Program's (CAPP) & Demonstration Partnership (CDP) is a grant that has afforded AHC the opportunity to strengthen the partnership between Righetti High School, UCSB, Cal Poly and AHC to develop new, innovative ideas to serve students. The grant supports collaboration between CA high schools and college partners for the purpose of improving implementation of the Common Core Standards and facilitating seamless transitions of high school students into college. Through this collaboration, the English Boot Camp, and intrusive counseling was strengthened. The partnership also focused on the need for changes in community college placement practices. The Counseling Department took staff and faculty to the rural communities of Guadalupe and Los Alamos, both within our District. Faculty and staff from the Counseling Department served seniors attending Righetti High School who lived in these communities and provided an organized, social and academic event, with orientation and academic advising workshops for the students and their parents.

The New Student Orientation (NSO) and Academic Advising Workshops (AAW) were presented to the students and, consequently, they were able to take advantage of priority registration for summer and fall registration periods. Our partnership with Ernest Righetti High School has been effective because instructors, counselors, and administrators were all actively engaged in the work to serve students. We were able to build trust by focusing on the shared goal of student success and by developing a mutual understanding and respect for the difficulties of institutional change in high schools and in colleges.

#### Transition from Noncredit to Credit—*Estudiantes Unidos*:

Counselors from noncredit 3SP and credit counselors collaborate closely to provide comprehensive services to students transitioning from noncredit to credit courses. The *Estudiantes Unidos* events have provided ESL students with a new student orientation and exposure to our campus credit programs. This event is a partnership with instructional programs as students are exposed to credit programs through tours and interactions with faculty offering credit courses.

#### Integration of BSI/SE/3SP plans:

For the 2017-18 academic school year, our Student Equity, 3SP (credit and noncredit) and Basic Skills plans will be integrated into one plan. Counselors have been critical in the coordination of the activities in all three plans. 3SP (credit and noncredit) focus on core services: orientation, assessment, counseling and education planning and follow-up services for at-risk students. Student Equity's purpose is to close achievement gaps in 5 success indicators: access, course completion, ESL and Basic Skills completion, degree and certificate completion and transfer. Basic Skill's purpose is to have faculty and staff develop and improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a Second Language programs to ensure certificate and degree completion. Counselors will continue to lead effort and discussions on the effects of disproportionate impact and the development of best practices to serve better students at the margins.

#### Prison Counseling:

We currently fund a part-time counselor who serves incarcerated-students. This counselor visits the Lompoc prison once a month and provides much needed and welcomed academic support to over 300 students. The counselor also serves as a liaison between the prison's Education Department and AHC. The goal is for the students to earn an AA or certificate.

#### Elementary School Outreach:

Counselors and staff are active participants in the campus Outreach Committee. Through that committee the need to outreach K-12 students through special tours and events on our campus was identified. Specific to elementary school aged students, a counselor has contributed to the creation an elementary school day where students from the 3<sup>rd</sup> grade are able to do hands-on activities throughout the day.

### PUENTE Program:

As noted earlier, the PUETE program is a collaboration between Counseling Faculty and English Instructional Faculty. Puente affords these faculty opportunities for collaboration to ensure student success, retention, and completion of students who commit to the Puente Program.

Puente was implemented in the fall 2017 and partners a PD 101 and English 595 course. During spring semester PUENTE students will enroll in a Career Planning course (PD 115), taught by the PUENTE counselor. Moving forward, we have begun exploring and developing a new PD course with a focus on transfer (to be offered subsequent spring semesters), and we will work with AP&P to achieve this.

The PUENTE faculty spend time at a Puente state-wide conference hosted by UC Berkeley. There, they receive training on pedagogy and best practices for the counseling and transfer of first-generation college students. Please see sections above for more details and specifics of the Puente Program.

### ***G. The Counseling Department uses various technology programs to serve students.***

Recent developments in technology have been incorporated into Student Support services, and in the Counseling Department. In order to enhance technology to support 3SP core services, the college contracted with Cynosure New Media, Inc. to develop both an online New Student Orientations (NSO) and an online Academic Advising Workshops (AAW), which incorporates an abbreviated Student Education Plan (SEP). This implementation included several AHC staff and faculty from Student Services, IT, Academic Affairs, and Counseling. There is no annual subscription, but maintenance fees are required for required minor changes/updates, and these fees need to be considered as part of funding consideration, as are required trainings that the 3SP Technical Specialist would need attending. The IT staff support the integration of Cynosure with the Banner Student record system in order to record completed online-orientations and completion of an online SEP toward completion of priority registration eligibility, and for MIS reporting.

### CRM Recruit:

CRM Recruit is an outreach and event management software program with analytical tools that help track both prospective and current AHC students. Interested persons are able to register online for various outreach related opportunities such as workshops and campus events. This is intended to bring the prospective, continuing or returning AHC students closer to the campus and its programs and services.

The software integrates with our student record system allowing us to import and export data that will assist with ensuring that students have access to information. Students will be able to create an account, log in, update their personal information, fill out inquiry forms, sign up for events and workshops, and reset their password. AHC

staff will be able to manage and follow up with these prospective students, supply applications and forms for various events and activities, communicate which specific students or groups of students, and run reports. CRM Recruit has been customized to meet Department goals. It will help us maximize our recruiting efforts, offer personalized communications, send out target emails, and assist and ensure students move through the admissions and matriculation process.

#### Hancock Hello and Hola Hancock:

Hancock Hello and Hola Hancock (for NC and community education students) are comprehensive new student orientations targeted for students who have already completed their assessment; orientation and abbreviated education plan. Technology and the generation of reports is critical to these in/outreach efforts as students are connected to attend. This event is sponsored by the Counseling Department and provides students with workshops on transfer, degrees and certificates along with other student success strategies. Workshops are also available to parents, in both Spanish and English formats. Student clubs and academic programs set up booths for students to receive information and ask questions. Counselors are available for drop-ins, especially for those students who attend and have not yet finished one or any of the previously identified core services. Over 600 students and their families attend this annual event that takes place the week before fall semester starts.

#### SARS Anywhere:

Counseling and Student Services utilizes the *SARS Anywhere* software package which is used for appointment scheduling, recording counselor notes of counseling sessions, collecting student data, and generating reports based on this data. All student service departments using SARS agreed to common reason codes for data collection to ensure that accurate and consistent data is collected pertaining to 3SP core services for MIS Student Services (SS) data file. Part of the package includes eSARS which allows students to schedule, change, or cancel their own counseling appointments through the internet.

#### DegreeWorks and DegreeWorks 5.0:

##### DegreeWorks:

Degree Works is a web-based auditing tool that provides a clear and convenient method for students to track their academic program completion progress in relation to their declared major or certificate objectives. Students are able to access **DegreeWorks by logging into their student portal through the “myHancock” feature on the college's webpage**, or anywhere they have access to the internet, on campus or off campus. Trainings for students and staff on the use and utility of DW have been developed; these are available in workshop format presentations at various times a year, in addition to arranged classroom presentations throughout the campus. Group-trainings as well as one on one training is also available, per arrangement. Trainings are available for all student services students and staff at campus locations (e.g. LVC). Our 3SP Technical Specialist has also prepared and made available "how-to" videos for college staff on how to use and navigate DegreeWorks.

The DegreeWorks audit enables students to know their progress toward completing their general education (GE) requirements, to not only for AHC's GE requirements, but also for the California State University (CSU GE Pattern), and the University of California (UC IGETC GE pattern). DegreeWorks also gives students the ability to **check the availability of classes still needed to complete one's major, certificate, and or transfer general education requirements. DegreeWorks can be used to calculate one's** desired GPA (by semester/term, for graduation, and/or transfer); and through DWs student's education plans (SEPs) are also available—these must be first created in collaboration with a AHC counselor, and on an appointment basis. Only counselors **have the ability to develop or change a student's educational plan.** Reports can be generated which demonstrate the quantity of students that have declared either an AA, AS, AA-T, AS-T degree or Certificate goal, as well as, reports that reveal how many students have developed SEPs. Additionally, the planning feature of DegreeWorks may afford Enrollment Management opportunities to offer courses based on the semester by semester planning feature available in DegreeWorks.

**DegreeWorks' compatibility with AHC's Banner system also allows external** coursework evaluated by our transcript evaluators to be automatically generated into DegreeWorks audits, when run. It is important to note, however, that transcript evaluators only evaluate and input one-to-one course equivalencies of external courses to AHC courses, when such courses fulfill general education and/or major requirements toward our native AA or AS degrees. Evaluation of all other external coursework toward meeting any other general educations, major or certificate requirements, or other degree/certificate requirements is still done by the Counseling faculty, in individual counseling appointments with the student. Through these counseling sessions, if other external courses are found applicable toward meeting either general education or major or certificate requirements, course descriptions from external colleges or universities are researched and attached to the *Course Substitution and Waiver Form*. These forms are completed and in consultation with the appropriate academic department chair/subject area faculty disciple expert(s) identified external courses are evaluated further toward degree, certificate, or general education consideration. DegreeWorks has the capacity to input such exceptions to show toward general education or major/certificate area requirements so the degree audit reflects accurate course completion status. Presently, this does not occur automatically for every evaluation that occurs, due primarily to the lack of adequate personal to enter the large number of exceptions generate by Course Waivers and Substitutions. The Counseling Department has identified the need to hire a dedicated classified staff member dedicated to inputting into DegreeWorks such exceptions generated through Course Substitutions and Waiver evaluations. This is critical so audits generated reveal accurate reports, especially when students reference DegreeWorks on their own.

As is evident, DegreeWorks has expedited the traditional evaluation of and determination of remaining requirements toward a student's education goal since the last Program Review was submitted. Yet, as will all tools, it is only a tool and it cannot replace the human component and interaction required that gives this tool any substantial or functional utility. The counselor/student interaction remains a critical a



central requirement to the appropriate understanding and use of this tool, one of many that are employed as part of the counseling process.

As with all software, DegreeWorks will be undergoing a major update by the developers, known as DegreeWorks 5.0. A working team of counseling faculty, along with the 3SP Technical Specialist, has been identified to lead the implementation of DegreeWorks 5.0.

#### DegreeWorks 5.0 Implementation:

Currently, the college uses version 4.1.6 which does not have many of the capabilities that will be available in DegreeWorks 5.0. The goal of the faculty working team is to test, train, and implement the upgrade within the Counseling Department (General, UTC, Career, CAN, NC, LVC, Athletics), and also other counseling programs such as EOPS/CARE/CalWORKS/CAFYES, and the LAP. The team plans to test degree works 5.0 during October 2017. Thereafter, we plan to train other counselors during November and December of 2017. The current goal is that all Counseling Faculty in the District will implement/use DegreeWorks 5.0 in all its capacities by January 2018.

Toward this end, the committee recommends moving to 1-hour long student appointments to assist with the transition towards electronic Student Educational Plan generation with DegreeWorks 5.0. Counselors will need this time to become accustomed to the program while using it with students present in their offices, and during the counseling session. It is worth restating that DegreeWorks 5.0 is a major upgrade with significant changes even for the experienced user. Therefore, the faculty have determined the importance of students being involved and engaged in the learning process, after all, SEPs are a co-created-they are living and evolving plans created through the counseling process between the student and their counselor. Extending the appointment time will help to ensure that counselors are able to engage with student intentionally and with focus and direction while explaining what they are doing with the program, and in turn students will learn how to use the program outside of the counseling office. Since moving to electronic SEP generation will be a new concept within counseling, it is imperative that other departments (e.g. financial aid/Veterans) begin accepting these as the sole form of SEP (no more paper SEPs, other CA Community Colleges have moved away from separate, paper SEP for such benefit generation/calculation).

Also, as noted earlier, the Department recommends hiring an individual who scans all documents associated with SEP planning, which will take place under DegreeWorks 5.0. These documents include, but are not limited to, course substitutions, the Pass Along transfer evaluation forms, and external transcript evaluations.

#### Early Alert:

The Allan Hancock College Early Alert Program (EAP) serves as a referral program to help promote student success and retention. This website enables faculty and staff to identify students who are having difficulties and connect them with campus services and resources that can provide appropriate interventions. Instructional Faculty are

encouraged to use this referral service via email promotions by the Early Alert Counselor, in-person presentations done by the Early Alert Counselor or Retention Specialists, and professional development opportunities presented by the Early Alert Counselor.

**Allan Hancock College's Early Alert Program (EAP) began in the 2016-2017** academic year. In the fall of 2016, 54 students were referred to the program. For the spring of 2017, 99 students were referred. These students were then each contacted and met with the EAP counselor or our one of the Retention Specialists. After meeting with the students, proper referrals to campus programs were made and then the instructors who initiated the referrals were issued follow-up emails detailing the contact and interaction with the students.

### Starfish:

The Early Alert Program committee has made a recommendation to the Associate Superintendent/Vice President of Student Services to purchase Hobsons Starfish Program. This program will assist with the referral, follow up, and reporting of **students that are deemed "at-risk."** **The Early Alert Program (EAP) committee plans to** attend a Starfish implementation meeting in December of 2017 with 38 other California Community College schools that have adopted the program. The committee also plans to visit Santa Barbara City College in hopes of learning more best practices for implementation at AHC.

Currently, the EAP committee plans to recruit faculty across all departments on campus to join the implementation of Starfish. The goal of this faculty collaborative effort is to be able to promote and instruct their colleagues on how to utilize the program to support student success. This implementation is scheduled to begin with a pilot program, in place for Spring semester 2018. The ultimate goal is to have Starfish utilized as the Early Alert referral service for the entire campus in Fall 2019.

The Starfish implementation team recommends compensation for non-counseling faculty involved in the initial planning and piloting phases. There are three reasons for this:

1. To drive recruitment of instructional faculty into the implementation team, and moving forward, build faculty ownership of the program. The implementation team believes this will greatly increase adoption and ownership of the program throughout academic departments on campus.
2. To retain instructional faculty throughout the process. The time spent on **developing Starfish to meet AHC's specifications is important and continuity** of members within the team is tantamount.
3. Follow the implementation model as laid out by Santa Barbara City College. SBCC had over 20 non-counseling faculty involved during the development and piloting phases. Their involvement was led to 60% of the faculty on campus using Starfish to refer students during the first semester the program was made available to the entire campus.

#### Methods/Evidence:

- [3SP Credit Plan](#)
- [3SP NonCredit Plan](#)
- [Student Equity Plan](#)
- [Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges](#)
- [The Role of Counseling Faculty in the California Community College System](#)
- PUENTE flyers
- Grades Matter Workshop Flyers
- Hancock Hello flyer
- Early Alert email to faculty and referral form
- Reinstatement Application and Contract
- Counseling Summit Flyer and Agenda
- *Bridges to Success* agendas and minutes
- How to Become a Nurse flyer
- YELL flyer
- CAPP PowerPoint
- Personal Development Course Outline of Record (PD-CORs)
- Professional Development Course Outline of Record (PROD-COR)
- Leadership Course Outline of Record (LDER-COR)
- Tableau Data for Counseling Department Courses
- Testing Center Statistics 2014-2017
- Testing Center PowerPoint

#### Plan of Action:

- Explore the plausibility of expanding PROD 301 to high schools with high number of students identified as disproportionately impacted students (e.g. Juvenile Halls and Los Prietos Boys Camp). Expanding PROD 301 course offerings would generate increased demand to conduct evaluation of PROD 301 instructors.
- Offer Personal Development 115 face to face/on-site, planned for S18
- Develop a Personal Development Course with a focus on Transfer Skills and Content knowledge (Puente Program).
- Expand Personal Development Courses at the Lompoc Valley Center
- Expand Leadership course offerings within the District.
- Develop Personal Development class to prepare new student-athletes (especially out of area/state) for campus and community transition and academic success.
- Establish higher capacity for more accessible and computer-stocked/technology-friendly working space/center imbedded with/in the Athletics Department to serve student athletes.
- Explore establishing a Department specific to learning communities. Staffing should include: Counselor/Coordinator and administrative support. Currently,

five (5) faculty members from the aforementioned areas receive stipends and divide the workload. Additional support is also needed for program delivery.

- Implement Starfish Early Alert Program
- Examine the feasibility of offering community requested proctored exams in the Testing Center (e.g., the GED, CBEST, Independent Study/CLEP, and private-company classes).
- Implement CASA assessment per 3SP NonCredit Plan as a way to accelerate students into the credit program per Student Equity Plan
- Explore the feasibility to fill Assessment Technician position upon retirement of current staff member (Dec. 17)

## 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.*

***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.***

The Counseling Department website provides prospective and currently enrolled students with current/accurate information on all department-related brochures, our specific webpages, and on additional department-related documents (e.g. AHC GE, CSU/IGETC general education printed patterns) or materials that are readily available to our students, or the public at large when they physically visit the department. This information is also made available through various forms through outreach presentations in the community, local high schools, and also presentations in academic department meetings and in academic course presentations, a form of in-reach.

The District website publishes policies consistent with its mission and follows practices consistent with those policies. The District website also provides information on requirements pertinent to Academic Programs and requirements (the accuracy of this information is not the responsibility of the Counseling Department; presently all academic and student services departments or areas are responsible to ensure their specific webpages the content therein is accurate/current).

The College Catalog also presents conduct standards, and complaint and grievance procedures. As students work with counselors and disclose possible complaints or grievances through the Counseling Process, counselors inform students of pertinent policies and procedures and the steps necessary toward seeking resolution. Moreover, students who enroll the Counseling Department's Personal Development 101 (Success in College) or Personal Development 110 (College Success Seminar) courses are presented to the current College Catalog and its content through various activities and assignments designed to become more aware of conduct standards and other relevant policies and procedures, and the student's role in relation. Student's rights and responsibilities are

explained, not only through PD courses, but also through the counseling process/sessions with students, as required.

Ongoing throughout the year, the Counseling Department makes necessary changes and updates to any information that is available to students, via the department webpages and its links, or with actual documents that are in our lobby, or made available through outreach presentations. As inconsistencies are known, we inform the appropriate departments responsible for the information and request they update the information. At the end of year academic year, the Counseling Department, and other areas within the Student Services Division, are asked for updates toward the Development of next College Catalog respective to sections related to each area.

***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.***

3SP has provided guidance on allocating fiscal resources to support the educational support needs of our student population, and the appropriate support services required to address those needs. Student Learning Outcome's (SLOs) and assessment data are used to provide insight to address gaps. As mentioned previously, the *Bridges to Success* partnership, allows dialogue between AHC counselors and their high-school counterparts to develop services and intervention strategies for incoming high school to AHC and higher education. (For more specifics on *Bridges to Success* see Sections IB of this Program Review above).

The Counseling Process is critical and central to adequately identify and respond to the individual and unique educational support needs of our students. Daily, Counseling Faculty meet with students during in-person drop-in (10 to 15 minutes) sessions, and appointment (½ hour) sessions, these are preferred. And first time or first-contact drop-in sessions generate follow-up appointment sessions. Both formats are available throughout the day, and are available to students on a first-come, first-serve basis. Also, student and counselors interact daily through phone call and email communications, and also through directed and focused outreach work in local high schools and in the community at large; and through events like College Day, Bulldog BowWow, Hancock Hello, Career Day, to name few activities.

The counseling process enables the development of comprehensive student educational plans (SEPs) and also necessary referrals, and follow up services. As student needs are made clearer, additional support services are recommended (e.g., follow-up services with our Retention Specialists, follow up appointments with the counselor, referrals to our writing center, math lab, or Health Center, or off-campus referrals, as appropriate. Informing and instructing students on developing study skills, time-management strategies, and tips on how to communicate with instructional faculty during their office hours, as well as referrals to mental health counseling available through our Health Center, or childcare center referrals, to name a few are quite common).

The Early Alert Program allows us to provide focused and directed services to students struggling academically (these students have been referred to counseling faculty by instructional faculty for counseling-related interventions. Moreover, counseling faculty have developed important collaborative relationships with instructional faculty and receive frequent student referrals directly. For students who have been placed on Academic or Progress Probation, focused intervention takes place: students develop a plan of action and our Retention Specialist ensure students are exposed to strategies to be successful, as well as guided connection with other campus services and follow-up services with Counselors.

Throughout the year, Counselors facilitate various types of workshops and delivery of presentations focused on student learning the skills necessary to achieve their academic and personal potential and goals. Examples of these include New Student Orientations (NSO), Academic Advising Workshops (AAWs), Grades Matter Workshops, Time Management Workshops, Study Skills Workshops, Nursing Workshops, Pathways to a Bachelor's of Science in Nursing (BSN) Workshops, and various University Transfer Center, transfer-related workshops (e.g., Start Here, Transfer to a 4-year, Transfer Admissions Guarantee, Personal Statement, and CSU and UC application Workshops). These workshops are advertised to student online and through counseling department visits, through flyers, and through dialogues with Counselors and Retention Specialists.

The comprehensive services mentioned above are delivered to students at the Santa Maria Campus, Lompoc Valley Center, and most recently Santa Ynez. Distance Learning students benefit through email and telephone interactions and follow-up with counselors and Retention Specialists via email and phone conversations. We have a counselor dedicated to responding to student email questions received via the counseling department's email, and all counselors have dedicated times in their day to respond to student phone calls and emails received directly, or through the department's main telephone number or general email address. The use of other communication modalities is explored as new technologies become available and those that may get implemented have been explained in the pertinent areas in this self-study.

***C. Describe the procedures that are in place to identify and reduce bias and how they are evaluated to assure effectiveness.***

In order to identify and reduce bias respective to serving the diverse student populations of Allan Hancock College, professional development and training in regard is key. Student Equity monies have enabled the District to offer related trainings available through conferences or webinars in-line with equity plan objectives. Counseling Department faculty and staff are encouraged to take advantage of such opportunities.

In relation to counseling services access is a priority. Toward this end, student appointments and drop-ins are available on a first come first serve basis for all students. Moreover, we are implementing the *E-OPEN* appointment feature available through SARS so students are able to "book" their counseling appointments independently online (currently our University Transfer Center and College Achievement Now Program use

this feature). The *E-OPEN* appointment feature will enable all students to have access to a counselor without having to come to campus or call in to book an appointment. Similar principles apply to typical phone calls and emails received from students or from the community at large, i.e., calls are taken on a first come first serve basis and routed according to appropriate Counseling Faculty or the student services staff and programs that can help the student/caller with their respective questions or concerns, without regard or preference to the person's background, language proficiency, race, ethnicity, gender, sexuality, age, or learning abilities or status. For calls that come in after hours, each morning, our dedicated front office staff and student workers hear the phone messages received and then direct the message to the appropriate Counseling Faculty or student services professional to respond to each call. All callers have the opportunity to leave a message, regardless of the time of call, and a department staff member or a Counseling Faculty (if phone message was left directly to their phone extension) will ensure they receive a call back, all calls or contacts are logged into SARS.

To evaluate effectiveness, the front office staff meets regularly with the Dean, and Department Chair as appropriate. During the 2016-17 school year, counseling faculty started working directly with front office staff to provide training to better serve diverse student populations. Additionally, as noted earlier, Counseling Faculty attended professional conferences and Professional Development Trainings. Some Counseling Faculty have also offered Professional Development (PD) opportunities for the Campus community, a recent example is a year-long PD co-developed and facilitated by one of our faculty called Teaching, Learning and Social Justice.

Nonetheless, and understandably, requests have been made to provide more professional development for all members of the counseling department around issues of developing cultural competence and dealing with implicit and explicit bias. During the 2017-18 school year, the Equity Summit will certainly focus on such themes and members of the Counseling Department will be encouraged to attend.

Additionally, a Counseling/Admissions and Recording working group meets bi-monthly to discuss how to collaborate better to assist our diverse student needs and address related issues to make the matriculation and graduation process less cumbersome for all students.

A district-wide student survey will be developed and administered this academic year. A counselor was asked to participate and will work closely with members of the Office of Institutional Effectiveness, the Director of Admissions and Records, and a student representative. Responses to what this study reveals will take place.

The implementation of the recent Multiple Measures statewide initiative will also help reduce bias that is implicit in all standardized testing results and evaluation. Through multiple measures, individual student's potential for success in English and math courses will be informed not only through past performance in those classes while in high school, but also in relation to their overall high school GPA which encompasses performance in all academic courses/academic subject areas. To achieve this evaluation student can self-report past performance on English and math courses and GPA, or through the



counseling process in consultation with AHC Counseling Faculty. These efforts will be studied and reference-crosswalks that was developed will be validated by AHC's Office of Institutional Research.

***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.***

At the Santa Maria campus, Counselors in our Department are available and located on the first-floor of Building A, as well as on the second floor of the building in the University Transfer Center, The Career Center, and the College Achievement Now Program. Our Counselor who works directly with student-athletes is available both in the Athletic Department (located in Bldg. N) as well as twice a week for several hours in Bldg. A. An adjunct counseling faculty is also available in the Veterans Success Center, located in the Student Center, and also to counsel student-Veterans in the Counseling Department Bldg. A, and Vandenberg Air Force Base on specified days. We have Counseling Faculty available to our NonCredit and community education students in Bldg. S.

For other District locations and centers, Counseling Faculty are available at the Lompoc Valley Center, Vandenberg Air Force Base, Lompoc Prison, Santa Ynez, and Buellton. Credit and NonCredit student are seen.

At all service locations, Counselors use online counseling as appropriate to meet the needs of distance learning students. Students enrolled in distance learning coursework or those who are not able to make it to the Santa Maria campus or other District location(s) are served by our department through email and telephone contact. Counselors are currently working on researching the possible implementation of SKYPE for students who are not able to get on campus as well, as well as online students. The Counseling Technology Working Group is looking into exploring the option of purchasing Cranium Café, which will allow for our e-Counseling appointments to be much more in line with in person/traditional mode of counseling delivery.

One day a week, counseling services are available into the evening hours, presently, this is Tuesdays, the entire Student Services Division is open to all students, at both the Santa Maria and Lompoc Valley Center.

Parity in services is a priority, and we seek to have the same counseling services available at the Santa Maria campus at other District locations. To begin addressing this, and due to limited resources, the LVC is prioritized. For example, during this academic year, our Retention Specialists will be available at the Lompoc Valley center twice a month. It is important to note that when Counseling Department faculty or staff are not at other District locations, inquiries or requests for counseling-specific services is noted and appropriate follow-up is ensured, Counselors more regularly available at the SM campus or LVC locations respond accordingly

To reach true parity at all district locations, we require additional Counseling Faculty and Student Support Services personnel. Appropriate technology would also be required, in addition to office space dedicated for Counseling Faculty in order to ensure privacy in counseling sessions. At our Santa Maria campus, we have out-grown available office-space, and this affect our adjunct counseling faculty as they do not have a requested/dedicated office space. However, it is important to note that an office is identified each day for an adjunct Counseling Faculty to use to counsel students. Yet, as has been noted in the Program Review, if granted the opportunity to increase our Adjunct/Part-Time Counseling Faculty numbers, the lack of available counseling space will certainly become a greater challenge to resolve.

**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.***

Counselors and support staff support a healthy campus climate by encouraging students to participate in campus events sponsored by the Associated Student Body Government (ASBG), AHC Campus Clubs, and our Health Center services and activities. Counselors actively participate in student activities including Hancock Hello, Bulldog BowWow, and the Young Educated Latina/o Leader conferences. A designated counselor also sits on the Campus Assessment and Support Team (CAST) committee tasked to provide directed and case-specific interventions for students that lead to a healthy school climate. The Veterans Success Center provides Mentor Mondays for our student-veterans each week to engage students on campus. Recently, with funding available through Student Equity, opportunities for Professional Development are more readily available, and counselors have benefited. Additionally, faculty and staff in our department attend various professional development opportunities available on and off campus, conferences, webinars and workshops to develop further the skills and knowledge to be better prepared to serve our diverse student population. As needed, our Department draws from the vast professional resources available on our campus. At Counseling meetings, faculty and staff representing services and program related to student well-being are invited to offer presentations of events and services.

**F. *Describe the methods used for maintaining student records permanently, securely, and confidentially.***

Student Records are maintained securely in a confidential room under lock and key. The room is secured at the end of each day with no access thereafter. Student records are also kept in SARS where counselors are able to write notes on the counseling session, drop-in, appointment, or phone and email sessions. Our department will be undertaking the digitizing of all student files. Thereafter, files will be housed in the Banner system and accessible through its Extender features. Moving in this direction will require personnel to scan documents as need arises, after the District commits to the initial digitizing of current files. The Department was informed we can expect this to take place during December 2017. The requested staff position to support such efforts can also input

course waivers and substitutions into DegreeWorks, as elaborated earlier. DegreeWorks will also house all future student educational plans online that will be generated exclusively through DW starting in January.

**Methods/Evidence:**

- [Counseling Website](#)
- [College Catalog](#)
- [3SP Credit Plan](#)
- [Noncredit 3SP Plans](#)
- [Student Equity Plan](#)
- SARS Notes and screenshots
- CAST Agenda Sample
- Veterans Success Center Mentor Monday flyer
- YELL flyer and Agenda
- Hancock Hello flyer and Agenda
- Outreach Flyers
- AHC Board Policy and Administrative Procedures
- Counseling Department Student Learning Outcomes

**Plan of Action:**

- To ensure the optimal support and delivery of services toward Criteria 2: Student Support and Development, hire additional Full-Time Counseling Faculty, and also provide extra days for current Full-Time Counseling Faculty to meet District and community need.
- Hire additional Student Success Outreach/Retention Specialists.
- Continue to update the Counseling Department website with pertinent and current information.
- With so many initiatives and constant changes, and the fact that the District wants Departments to maintain the information available on their own websites, and related information that is available to the public (electronic and paper), the addition of a dedicated staff member to manage this is necessary (funding should be allocated for this staff person).
- Counseling will continue to update New Student Orientations as new policies and procedures require.
- Multiple Measures policies and procedures will be assessed as the effort moves forward, and its tools are validated. Currently the faculty working team is able to lead these efforts via stipends.
- Continue to foster a climate of inclusion and foster intellectual growth with students, faculty and staff.
- Seek funding to provide professional development around topics of developing cultural competence, dealing with irate individuals, understanding and responding to explicit and implicit bias, dealing with racial and gender micro aggressions.
- Hire a staff member dedicated to scanning documents that will be housed in Extender, and also scan and input Course Waiver and Substitution Forms as they

are received into DegreeWorks (these forms are used for graduation and transfer evaluations and petitions for certificates and degrees).

- The Counseling Faculty at the Lompoc Valley Center have expressed need for additional support to assist in the delivery of services. Currently there is one, rotating office for Non-Credit Counseling services, the University Transfer Center, and university representatives that visit to work with AHC transfer students. Moreover, the relocation of many LVC administrative support personnel to Public Safety Complex, and the revised roles of Student Services Technicians has left voids for delivery of services. Consequently, many coordination duties of facilities (securing rooms) for workshops and/or staff training or *Bridges to Success* meetings fall on the two-counseling faculty at the LVC, and this impacts direct availability to counsel students during drop-ins or appointment times. Accurate record keeping is impacted as well as new student workers are not trained and receive little to no feedback for improvement. These factors will be raised again in later sections of this document.

### **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).

#### **A. Describe the enrollment & demographic trends over the past three to five years of student served by the program.**

Since the Counseling Department serves all students on campus, it can be generalized that the population of students served mirrors the trends of the college as a whole. The enrollment and demographic trends of students served by the Counseling Department are reflected in the 2015 AHC Factbook, as well as from reports from the California Community Colleges DataMart (<http://datamart.cccco.edu/>). According to the 2015 AHC Factbook, the college's enrollment has been slightly increasing each year since 2011. The Fact Book indicates that in Fall 2014 there were a total of 13,211 credit/non-credit enrollments. In Fall 2015, the Fact Book reveals there were 13,295 enrollments, and in fall 2016 there were 14,165 enrollments. These increases are also evident in the *DataMart Student Enrollment Status Summary report* by academic year, which reveals Allan Hancock College's enrollment during the last three years has shown a gradual increase in the total number of students enrolled. In 2014-2015, the total enrollment in the college was 20,213. For 2015-2016 the number increased to 20,869, and finally for the 2016-2017 academic year, enrollment increased to 21,598. As the total number of students who attend the college rises, so does the need for the services of the Counseling Department.

In terms of notable demographics, the data from the 2015 AHC Fact Book reveals that in Fall 2014 the average age of an AHC student was 20-25 years of age (35.8%) followed by those under 20 years of age (28.7%). The 2015 Factbook also notes that the number of students identifying as Hispanic has also been on a gradual increase since 2011. From 2011 to 2014 the percentage of Hispanic Students increased from 46.7% to 52.5%, for a net increase in 5.8%. At the same time, the number of students identifying as white, has declined slightly from 41.2% to 35.8%. It is also of value to note that students identifying as either Asian, Black, Filipino, Native American, Pacific Islander, other and/or declined to state, has remained virtually stagnant. In Fall 2011 the percentage was 11.9%, and in 2014 it was 11.6%. As it pertains to gender, the numbers reveal that in fall 2014 there were

slightly more female students (51.2%) than male students (48.8%). Male students have been identified as disproportionately impacted in the Student Equity Plan.

**Credit FTR\* Enrollment by Age -- AHC District**

| AHC District |               |               |               |               |               |               |               |               |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Age          | Fall 2011     |               | Fall 2012     |               | Fall 2013     |               | Fall 2014     |               |
|              | #             | % of total    | #             | % of total    | #             | % of total    | #             | % of total    |
| Under 20     | 2,959         | 28.3%         | 2,924         | 28.5%         | 2,929         | 28.2%         | 3,018         | 28.7%         |
| 20 to 24     | 3,537         | 33.8%         | 3,572         | 34.8%         | 3,691         | 35.6%         | 3,766         | 35.8%         |
| 25 to 34     | 2,166         | 20.7%         | 2,117         | 20.6%         | 2,078         | 20.0%         | 2,179         | 20.7%         |
| 35 to 54     | 1,522         | 14.6%         | 1,392         | 13.6%         | 1,410         | 13.6%         | 1,287         | 12.2%         |
| 55 and Over  | 269           | 2.6%          | 268           | 2.6%          | 268           | 2.6%          | 272           | 2.6%          |
| Unknown      | 1             | 0.0%          | -             | 0.0%          | -             | 0.0%          | -             | 0.0%          |
| <b>Total</b> | <b>10,454</b> | <b>100.0%</b> | <b>10,273</b> | <b>100.0%</b> | <b>10,376</b> | <b>100.0%</b> | <b>10,522</b> | <b>100.0%</b> |
| Average Age  | 26.2          |               | 26.0          |               | 25.9          |               | 24.2          |               |

**Credit FTR\* Fall Semester Enrollment by Ethnicity -- AHC District**

| AHC District   |               |               |               |               |               |               |               |               |
|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Ethnicity      | Fall 2011     |               | Fall 2012     |               | Fall 2013     |               | Fall 2014     |               |
|                | #             | % of total    | #             | % of total    | #             | % of total    | #             | % of total    |
| Asian          | 308           | 2.9%          | 317           | 3.1%          | 313           | 3.0%          | 302           | 2.9%          |
| Black          | 377           | 3.6%          | 356           | 3.5%          | 379           | 3.7%          | 365           | 3.5%          |
| Filipino       | 307           | 2.9%          | 299           | 2.9%          | 280           | 2.7%          | 307           | 2.9%          |
| Nat American   | 170           | 1.6%          | 163           | 1.6%          | 151           | 1.5%          | 171           | 1.6%          |
| Other          | 4             | 0.0%          | 1             | 0.0%          | 1             | 0.0%          | 4             | 0.0%          |
| Pac Islander   | 59            | 0.6%          | 67            | 0.7%          | 67            | 0.6%          | 74            | 0.7%          |
| N/A or Decline | 36            | 0.3%          | 1             | 0.0%          | 1             | 0.0%          | 3             | 0.0%          |
| Hispanic       | 4,881         | 46.7%         | 4,992         | 48.6%         | 5,222         | 50.3%         | 5,528         | 52.5%         |
| White          | 4,311         | 41.2%         | 4,077         | 39.7%         | 3,962         | 38.2%         | 3,768         | 35.8%         |
| <b>Total</b>   | <b>10,453</b> | <b>100.0%</b> | <b>10,273</b> | <b>100.0%</b> | <b>10,376</b> | <b>100.0%</b> | <b>10,522</b> | <b>100.0%</b> |

**Credit FTR\* Fall Semester Enrollment by Gender -- AHC District**

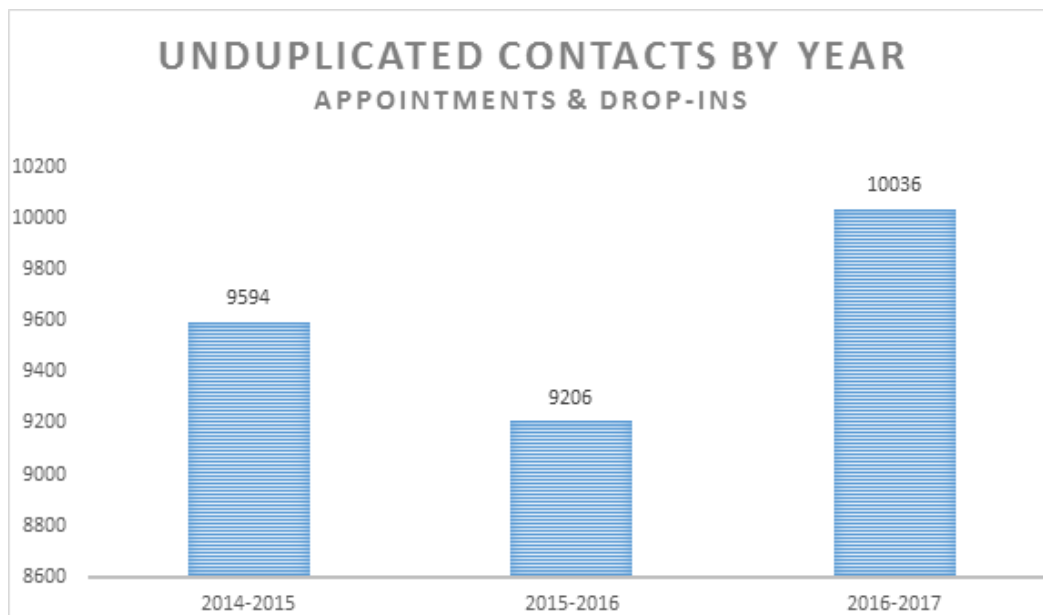
| AHC District |               |               |               |               |               |               |               |               |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Gender       | Fall 2011     |               | Fall 2012     |               | Fall 2013     |               | Fall 2014     |               |
|              | #             | % of total    | #             | % of total    | #             | % of total    | #             | % of total    |
| Female       | 5,467         | 52.3%         | 5,250         | 51.1%         | 5,389         | 51.9%         | 5,388         | 51.2%         |
| Male         | 4,977         | 47.6%         | 5,020         | 48.9%         | 4,985         | 48.0%         | 5,132         | 48.8%         |
| Unknown      | 9             | 0.1%          | 3             | 0.0%          | 2             | 0.0%          | 2             | 0.0%          |
| <b>Total</b> | <b>10,453</b> | <b>100.0%</b> | <b>10,273</b> | <b>100.0%</b> | <b>10,376</b> | <b>100.0%</b> | <b>10,522</b> | <b>100.0%</b> |

Significant notable changes also include an increase in the number of First-Generation college students, student-Veterans, Foster Youth, Undocumented and AB540 students. According to the *DataMart Special Population Student Count Report*, the number of First-

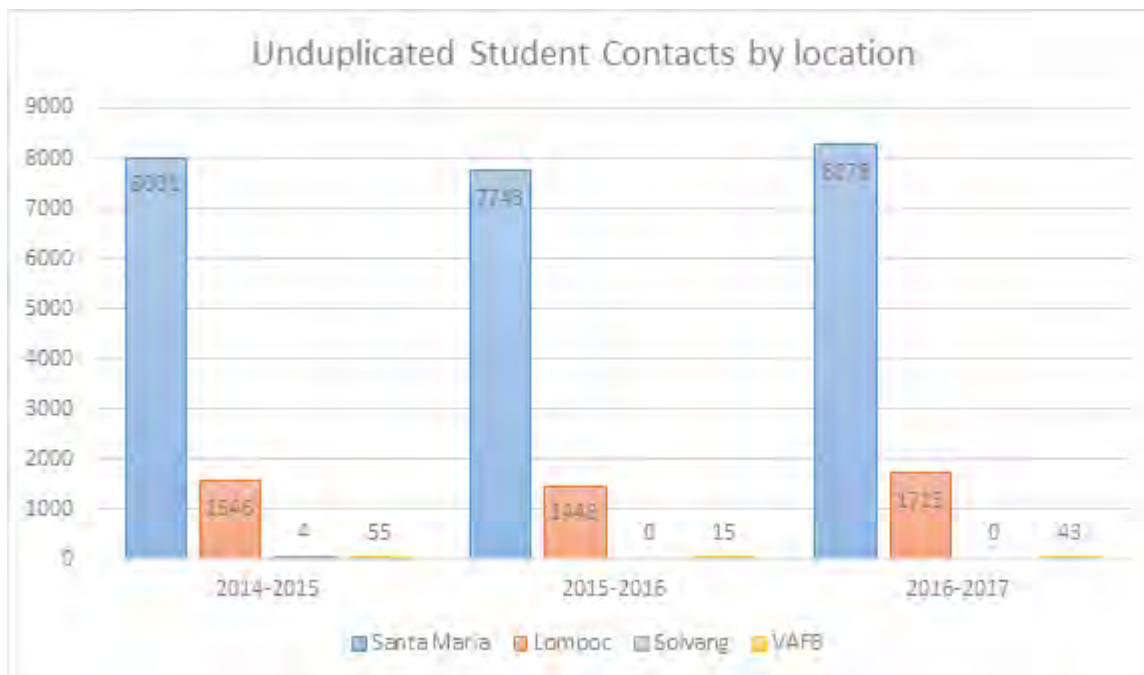
Generation students, or those who are the first in their family to attend college, has been climbing steadily from 3,743 in the fall 2014 to 5,237 in Spring 2017.

The data presented above is significant for the Counseling Department in that First-Generation students generally require a higher level of support and intervention, translating to additional appointments. It is also important to note that the Counseling Department has observed an increase in the number of International and Refugee students served. Veteran student numbers are also rising, and many utilize benefits such as the GI Bill to attend the college. Undocumented students and AB540 students have also had a significant and welcome impact on the Counseling Department during the past few years. With the creation of DACA on June 15, 2012, the department has seen an influx of AB540, Dreamers and Undocumented students seeking counseling services. The Counseling Department in collaboration with other student services programs have risen to the challenge to provide additional support in the form of counseling, advising, resources, and advocacy. Currently there is a working group consisting of faculty and staff from across student services who are dedicated to creating resources for our undocumented students. For the fall of 2017 there were 444, AB540 students enrolled at the college.

As the data above reveals, Allan Hancock College has experienced a gradual increase in enrollment since 2011, which also translates into an increase in student contacts within the Counseling Department. Data extrapolated from SARS reports (see appendix) indicate that during the 2014-2015 academic year, Counselors provided students with 9,594 unduplicated contacts, which includes both 30-minute appointments and drop-in's. In academic year 2015-2016 Counselors provided 9,206 contacts, which was a slight decline from the year prior. However, in 2016-2017, the number of contacts provided by counselors grew significantly to 10,036. This slight decline in the 2015-2016 data followed by a large increase in 2016-2017 may be due in part to the addition of new counseling faculty and the increased outreach efforts available at local high schools that generated semester plans.



The Counseling department provides services at four distinct campus locations. The chart below details the total number of unduplicated Student contacts by location. It is apparent that the majority of the contacts occur at the Santa Maria campus, followed by the Lompoc campus. The two additional locations that counselors provide services are Vandenberg Air Force Base (VAFB) and the Solvang Center. It is significant to note that the number of contacts provided at these two locations are very small in comparison to the Santa Maria and Lompoc campuses.



**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....**

Student outcomes in terms of persistence and completion, are discussed in the Interactive Factbook and in the 2017 Score Card. According to AHC's Interactive Factbook, the persistence rate measures the percentage of degree/certificate seeking students that started for the first time in 2010-2011 and tracked for six years through 2015-2016, who enrolled in the first three consecutive terms. It is important to note that this metric only measures student enrollment over the first three consecutive terms, but not any further. For college prepared students (college level English or math), the rate is 76.1%; for underprepared students (remedial level math or English) it is 71.7% and overall, the college's persistence rate is about 73.3%. The most staggering data revealed in the scorecard has to do with the measure of completion. Completion is measured as the percentage of degree, certificate and/or transfer seeking students starting at Allan Hancock College for the first- time in 2010-2011, tracked for six years through 2015-2016 and who completed a degree. The data for this metric suggests that 63.9% of College Prepared students complete a degree, while only 37.8% of underprepared students attain a degree. This is impactful for the college and



the Counseling Department in helping these students succeed, as we know that the majority of our students fall into the underprepared category.

In terms of retention and course completion, we are unable to determine whether students who utilize counseling services fare better on the metrics shown above when compared to students who do not utilize counseling services. However, we hope to be able to gather this data, along with student demographic information (in order to track disproportionately impacted student populations) in the future in collaboration with Institutional Research. We surmise that the services provided, including Educational Planning, personal counseling, career counseling, orientations, Academic advising workshops, follow-up services and other interventions provided by the department are beneficial to students and contribute to their success.

One of the ways in which the Department assesses student learning and its effectiveness as a program is through Student Learning Outcomes (SLO's). With the Counseling Department Student Learning Outcomes, it is important to note that we are not a typical classroom-based learning environment. **A Counseling Faculty's classroom (and where the majority of student learning takes place), is within our own individual offices.** We utilize our SARS reports or use the results for our student surveys and/or other instruments, to get quantitative student data where necessary, to carry out our student-learning outcome assessments. In addition, the Counseling Department has also used qualitative data, such as the student responses to the open-ended questions on student surveys.

During the past six years, when the Counseling Department has assessed its Student Learning Outcomes, only the group of students that we have selected gets the intrusive measure. An example of this would be during the fall 2014 semester, when we assessed SLO 1, which assessed how well students could identify both student and/or instructional services on campus, only students who attended the New Student Orientation received the survey to fill out. Due to the survey, in both of these examples, being distributed to the students who attended the counseling workshop and/or session, this does not give us the true picture of the effects of the absence of counseling. In the future, in order to accommodate for this, the Counseling Department will need to submit the survey to all students via their myHancock email or provide a pre-survey to gauge understanding before the intervention (NSO), and again after the NSO to measure learning that occurred within the orientation.

***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.***

The Counseling Department demonstrates its success/effectiveness by conducting student surveys and through the assessment of Student Learning Outcomes each semester. In the fall of 2016 and Spring 2017 the Counseling Department conducted a survey of its students. The intent of the survey was to measure students' satisfaction with the quality of Counseling services; 500 students were surveyed, using a survey that was created in conjunction with institutional effectiveness (see survey and results attached in appendix).

The survey was given out to all students who came into the Counseling office to meet with a counselor, and to students enrolled in Personal Development and Physical Education classes. Of the 500 students who responded, 80.5% reported having used counseling services in the past. 78.5% reported meeting with a counselor at least once a semester and 42.7% had met with a counselor 2-3 times a semester. Students largely agreed that they were satisfied with the counseling services they had received and felt that their questions and concerns had been addressed. It is important to the department that students get their needs met and plans to continue with these types of student surveys to gauge student satisfaction with the services provided by the Department.

Additionally, the Student Learning Outcomes conducted over the past six years highlight the effectiveness of the Counseling Department. During the fall 2014 term, the Counseling Department assessed Counseling SLO 1, which assessed whether students are able to identify support services appropriate to their success. During the term, a total of 24 students filled out a survey after they attended a New Student Orientation (NSO) to see how many students could identify both student and instructional support services. The results of this assessment indicated that 21.66% of students met the standard by identifying at least one support service, and 75% of students exceeded the standard by listing more than one student and/or instructional support service. This large percentage of students identifying student and/or instructional support services on their survey was indicative of the success of our New Student Orientations, as well as the success of our Counseling Department in general in providing this crucial information through the New Student Orientation (NSO).

During the fall 2015 term, the Counseling Department assessed Counseling SLO 2, which tested students' knowledge of navigating online counseling resources. We gave students a survey after they attended one of the DegreeWorks Workshops. There were 27 student who filled out the assessment and only four students were below the standard, by not being able to answer one of the questions correctly on the student survey. In addition, 47.46% of the students were able to meet the standard by answering at least one of the questions regarding the DegreeWorks workshop correctly, and 33.33% of the students exceeded the standard by answering ALL of the questions on the DegreeWorks workshop correctly. These results, once again, are indicative of the success of both the DegreeWorks Workshop, as well as the Counseling Department's efforts to teach students to utilize its online resources.

***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).***

During the past six years, the Counseling Department has assessed its Student Learning Outcomes, according to the timeline of our Fall 2011 to Spring 2017 Counseling Student Learning Outcome 6- year assessment plan (see attachment). At least once per year, the Department meets as a group during a SLO's retreat to discuss the current Student

Learning Outcomes, share any results that we have received, or recommendations that we **have made based on the SLO's we've assessed during the assessment year. The Counseling Department** also regularly discusses Student Learning Outcomes during Counseling meetings. Lastly, we receive feedback from other Counseling Faculty regarding necessary **revisions that need to be made to our current SLO's, or any SLO's that need to be retired** that are no longer relevant. In addition, our Counseling Department keeps an updated list of our current Student Learning Outcomes on the Allan Hancock College Institutional Research webpage.

The Counseling Department has been successful in assessing at least one Student Learning Outcome per academic year during the past six years. In addition, starting with the 2014-15 academic year, the Counseling Department has been successful in both the assessment and creation of a Context Improvement plan in *eLumen* for both the fall and spring semesters. This improvement is due to having more consistency within the SLO Liaison position for the Counseling Department. During the last Six Year SLO Assessment Cycle (fall 2011-spring 2017), we assessed all of our Student Learning Outcomes. In addition, we **had several variations of the numbering and content of each of the SLO's and** corresponding assessments, depending who the current SLO Liaison was for the Counseling Department. This is why we only included the Student Learning Outcome data and result information for only the SLO's that were assessed during the last 6 years.

We have also included in our **current Six Year Program Review all SLO's that we have** received data for during that six-year time frame. **This would include three SLO's that have since been retired by the Counseling Department. First, we retired Counseling SLO's 7 and 8,** which were whether students can identify short and long-term goals separately, and combined them into one new SLO- Counseling SLO 4, which identifies whether or not students can identify their short and long-term educational goals together. We have also retired Counseling **SLO's 7 and 8, which identified both the short and long-term goal** separately, that we assessed in fall 2014. Since fall 2014, we now have had a consistent person assigned to the SLO Liaison position.

During our last 6-year Program Review that was completed during 2010-11, we listed our Student Learning Outcomes that were current for that period. Because there was no Student Learning Outcome data included in our last program review, we are not able to compare our Student Learning Outcome data results, from the past six years, to what was done before.

Some of the changes that we've made in our Counseling Department, based upon the Student Learning Outcome data from the past six-years are listed. (see the Plan of action for more detail below):

In fall 2012, the Counseling Department assessed SLO #2 (which has been retired and now a new SLO#2 exists), which was if students who attended a university application review session, really did complete the application process and submit it to the four-year university. The results were that 7.06% exceeded the standard by submitting more than one application, 92.94% met the standard by applying to at least one university, and 0% of students (no students) were below standard and did not submit an application at all. Since

**then, one change we have made is that when we assess SLO's in the future, instead of just assuming that students actually did the action we were assessing for, we would follow-up with the student by either text, email, or phone and see if they actually did submit it.**

In spring 2014, the Counseling Department assessed SLO #3.3, which was whether transfer students will be able to identify appropriate major preparation courses and their general education pattern for transfer. We did enter this SLO data in *eLumen* under the wrong SLO of #2, which is how well students are able to navigate online counseling resources. Since this data was entered in the wrong area, it will skew the data for this SLO for this six-year program review, since the data is showing that we assessed SLO #2 when we did not and we did not capture the data for SLO 3.3 that semester, which we did really assess. To assess SLO 3.3, we handed out a survey to students after they attended one of our transfer workshops asking them the following: On a scale (1-10) how much they understand about what their major preparation coursework should be for their major, as well their familiarity with the two transfer GE patterns. The results of the student survey for SLO #3.3 were the following: That 75% of the students exceeded the standard (by responding that they are very familiar with their transfer requirements), 12.5% of the students surveyed. **In the future, we will need to make sure that we have our Student Learning Outcomes (SLO's) up to date, so that we are assessing the SLO's that we would like to assess as a department, and not assessing the SLO's that we would like to retire. Moving forward we plan to have a dedicated SLOs retreat during 2017-18.**

In fall 2014, the Counseling Department assessed SLO #1, which is how well our students are able to identify support services appropriate to their success. Students who attended either a New Student Orientation or if they attended an outreach event at our local high schools, they were given a survey asking them to identify all of the instructional and student support services that they are familiar with so that they will be more likely to utilize those support services if they need to in the future. The results of the SLO #1 survey were the following: 74% of the students exceeded the standards by marking more than student support service that they knew, 21.88% met the standard by only marking at least one student support service that they knew, and 3.13% of students fell below the standard by not listing any student support services. In fall 2014, the Counseling Department also **assessed SLO's 7 and 8, which are whether or not students can identify both short and long-term goals.** Students were given a survey after the Academic Advising Workshop, which asked students to identify the varieties of goals that students had at Allan Hancock College. The results of this survey were that 100% of the students that responded were not able to answer a question about a short-term goal, and 100% of the students that responded were able to answer a question about a long-term goal. Since there were only 5 students that attended the Academic Advising Workshop and were surveyed, this would have a negative impact on the validity of the SLO 7 and 8 data. **In the future, when we assess our SLO's, instead of depending on the student to identify student service or academic support services from rote memory, we will be supplementing the student's memory with a Student Planner (like the one that the Counseling Department implemented this fall 2018).**

In spring 2015, we assessed SLO #2, which is the how well students can navigate our online counseling resources. We handed surveys out to students who attended the brand new DegreeWorks trainings that our department had created. The students were asked

questions on the survey that would demonstrate their knowledge of the program. The results of the SLO 2 assessment were that 33.33% of the students surveyed exceeded the standard by answering more than one of the questions of the DegreeWorks survey correctly, 44.44% of the students met the standard by answering at least one question correctly in the survey, and 22.22% of the students did not meet the standard by not answering any of the questions correctly in the survey. In the future, when assessing our **SLO's, the Counseling Department is planning on having the SLO Liaison present when** handing out assessment to students and making sure that they are filled out and accounted for. Also, when hand out assessments to students at workshops, we will make sure to have the workshops at various times that would try to increase the number of students who attend.

In fall 2015, the Counseling Department assessed SLO #2, which is how well students navigate our online counseling resources for a second time. The same survey was handed out after the students had attended a DegreeWorks workshop, asking them questions about their knowledge of the program. The results this time were more significant because we had 24 students that responded. The results were that 75% of the students exceeded the standard by answering all of the questions correctly, 21.88% of the students surveyed met the standard because they answered at least one question from the survey correctly, and 6.78% of the students were below the standard because they did not answer any of the **survey questions correctly. In the future, when assessing SLO's, the Counseling** Department will need to include questions within our assessment with a greater degree of difficulty.

In spring 2016, we assessed SLO # 3, which is if students are able to identify barriers to their academic success, and identify strategies and resources to overcome them. We worked collaboratively as a department to create a survey to give students after they attended one of our newly created Grades Matter Workshop. Students that attended the workshop were given a survey asking them to identify support services on campus, as well as to identify what their academic barriers were. We found from the great diversity of answers that we got, that students were honest about what the life circumstances that they were experiencing. The results of the survey for SLO #3 were that 23% of all the students that attended the workshop listed at least two barriers to their success and 64% of the students listed more than one, but less than 2 barriers to their success. Based on this data, we made three suggestions to our Department for improvement. First, we recommended that we have more resources available to our students in our Counseling offices. Our second recommendation was that we would like the Student Service flyers to be included in all of our Academic Advising Workshops and New Student Orientations. Our last recommendation was to update the student service referral form, so that we can improve tracking of referrals from one department to another.

In fall 2016, the Counseling Department assessed SLO #4. Based on the data, we made two recommendations to our Counseling Department for improvement. First, due to the relatively low percentage of our students (during the two weeks that we tracked it), doing an SEP, semester by semester plan, or both, we recommend finding a way to streamline the SEP coding into SARS Anywhere so that are numbers were increased so that the appropriate code was selected for future terms. The subsequent recommendation is for the

Lompoc Valley Center to have the Semester by Semester Plan reason code in SARS Anywhere since they did not have it, and therefore the data for the LVC data was skewed.

During spring 2017, we reassessed SLO #4, in order to increase the validity of the results from last fall 2016. We will report spring 2017 data in the next annual update.

***E. Identify any gaps or inequities among the students served by the program.***

During our last Student Equity Plan, Allan Hancock College looked at which student groups were disproportionately disadvantaged, in terms of course completion, degree/certificate completion, transfer, ESL, basic skills completion, access, and campus-wide initiatives. During our research, as a college, and on a more micro level, our department, found out that the student groups that are disproportionately disadvantaged in those areas are Males in general (However, Black and Latino Males even more), students with disabilities, Foster Youth, Veterans, Female Latina Students, and economically disadvantaged students. While the Counseling Program has already made progress towards serving these identified populations, our goal for our next six-year assessment cycle, is to start incorporating some of these themes into our Student Learning Outcomes to help increase success for these targeted groups as outlined in the college's Student Equity Plan. The Counseling Program plans to address this during our next Student Learning Outcome planning retreat.

***Discuss your upcoming 6-year assessment Schedule (please attach with appendix).***

The Counseling Department has decided to start our new 6-Year Program review cycle by assessing SLO #3 for both the fall 2017 and spring 2018 semesters. We will include the details and data from the SLO # 3 assessments for both fall 2017 and spring 2018 within the update of our next Counseling Department Program Review.

The Counseling Department plans to hold its annual Student Learning Outcome Retreat, where Counseling faculty and staff will discuss whether or not any revisions need to be **made to any of our existing Student Learning Outcomes or if any of our SLO's need to be** retired and are no longer relevant. Finally, our Counseling Department will ensure that an updated list of our current Student Learning Outcomes is kept on the Allan Hancock College Institutional Research webpage, as well as in eLumen.

**Methods/Evidence:**

- 6 Year Counseling SLO Assessment Schedule
- 6 Year Counseling SLO Matrix
- 6 Year Counseling SLO Data Report from *eLumen*
- Counseling SLO Mapping form
- SLO Retreat Notes 2015-16
- SLO Counseling Training Power Point Fall 2016
- California Community Colleges DataMart (<http://datamart.cccco.edu/>)

- [Institutional Planning and Effectiveness Interactive Factbook](#)
- [Allan Hancock College 2015 Factbook](#)

**Plan of Action:**

- Increase retention, persistence and course completion among students who utilize counseling services.
- Provide further services to populations identified in the college's Student Equity Plan, such as Veteran's, Foster Youth and first-generation students.
- Continue to provide enhanced learning opportunities for Underprepared students, or those who test into Basic Skills courses, to help increase their completion rate.
- In the future, when assessing SLO's we will send an email out to all Allan Hancock Students asking them for feedback regarding their knowledge on the learning that we were trying to measure. Along with providing both a pre-*and* post-survey when we distribute surveys. Then we will be able to compare the students who have seen a counselor versus students who have not.
- **SLO Liaisons must make sure that the SLO's are up to date. This means that any SLO's that we are no longer assessing have been retired, and any of the SLO's that have been changed will need to be updated in both *eLumen* and the program review matrix on the Institutional Research webpage.**
- When we assess SLO #1 in the future, instead of having students write down resources that they remember from rote memory, we want to hand out during the NSO our recently updated student planner to the students, so that that they have something to refer back to when they need help.
- When we assess Student Learning Outcomes in the future, we will need to include questions with a greater degree of difficulty, in order to make sure that we are truly seeing a bell affect within our student scores after we do our 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.*

#### **A. *There is adequate staff and a sufficient full-time to part-time faculty ratio to meet student and program needs.***

There are currently nine full time, General Counselors in Santa Maria, two at the Lompoc Valley Center, a Counselor that serves student-athletes, two Transfer Counselors, two Career Counselors, two Noncredit Counselors, and one College Achievement Now Counselor. The Counseling Department also has a Counseling Assistant, four 3SP Student Success Outreach Retention Specialists, an office assistant, Department Secretary and Dean's Secretary. Counseling services are offered at all of our locations which include the Santa Maria Campus, The Lompoc Valley Center, Vandenberg Air Force Base, Solvang, the prison and online.

At one point the Counseling Department benefited from and relied on eight part-time counselors. Presently, three part-time counseling faculty are part of the department. With the mandates and expectations of 3SP and focus to meet desired outcomes of the Student Equity Plan, the current number of Counseling Faculty (full and part-time) is not adequate to serve the complex needs of our students most at the margins.

Counseling Faculty service on campus shared governance and other committees is absolutely necessary to offer the Student Service Division perspective, as is attending other meetings to keep current with information. The Counseling Department performs **most of the college's outreach, often times including evening and Saturday events.**

Outreach continues to increase, currently we have one counselor with a primary focus on outreach. While it is important to be active "out there" it is also critically important to be active within the department and the college to meet daily student counseling need with sufficient personnel available to serve students.

General Counselors at the Santa Maria campus and the Lompoc Valley Center serve **Allan Hancock's entire student** population, this includes students from other categorical programs or services that are allowed to see General Counselors at any given time. All students are welcome; however, 9 full-time Counselors and 3 part-time Counselors is not enough. It is understandable that some may think that this is a large, or sufficient amount of faculty. However, to deliver the quality and genuine counseling services our faculty wish to provide to student, and to meet 3SP mandates and Equity objectives, the current number of Counseling Faculty should increase.



The counselor to student ratio in our department is currently 1 counselor to 1,200 students (1:1200). If we add other programs and services such as the University Transfer Center, Career Counseling and the Non-Credit counseling services the counselor to student ratio becomes 1 counselor to 777 students (1:777). The scorecard from fall 2015 however reports 1:590 which is including counselors from all programs including EOPS, CAN, LAP which are categorical programs and do not see all students.

With either number noted above, it is apparent that the Counselor to student ratio being so high affects availability to the students, and in order to provide the services the District expects us to perform and counselors want to offer, the need for more **Counseling Faculty cannot be understated. The chancellor's Office Consultation Council** Task Force on Counseling states, in its Spring 2003 report, that it has been recommended to the Board of Governors that the target counselor/student ratio should be 1 counselor to 370 students (1:370). It is event AHC, in spite of its recent hires in our area, does not close that gap.

Front desk staff is also short one position, the full-time receptionist position is still unfilled. Additionally, the Counseling Department needs a dedicated bilingual receptionist that can handle the large volume of phone calls and students that enter our department on a daily basis and seek our services. Currently none of the front staff is bilingual, and they often rely on student workers and also on the faculty who are bilingual, for translation.

A dedicated matriculation technician is needed to assist with high school course articulation, and also assist with in-take of various types of appeals submitted by students, e.g., Pre-Requisite Appeals.

**B. Briefly describe the professional development of faculty and staff during the period under review, including opportunities and improvements. Does it support program innovations?**

Counseling Department meetings are held an average of two times per month. These are chaired by the Counseling Department Chair. The Dean regularly attends, as their schedule permits. These Counseling Department meetings are truly Student Services Division meetings as Counseling Faculty from all other programs also attend, as do members of other student services programs and services, e.g., members of the Testing Center, Admissions and Records, and Financial Aid as agenda topics of similar concern require. This forum provides the much-needed opportunities for the open exchange of ideas and issues, as well as serving as a means of staff development, and the presentation of information relevant to helping students be successful. Faculty and staff from other programs (instructional, student services, and off-campus) appear at these Counseling Department/Division meetings on a regular basis.

This semester, the Counseling Department started to hold *C-Trains* meetings, intended for Counseling Faculty from General, the UTC, The Career Center, CAN, NC, LVC, Athletics, Veteran Success Center, and our newest instructional faculty member, our

Personal Development Associate Professor. The aim of *C-Trains* meetings is for our faculty to gather to collaborate, plan, calendar Department events, etc., in order to meet Department objectives, and to support our faculty's initiatives to ultimately best serve students. Additionally, *C-Trains* offer the opportunity for mentorship and professional development opportunities within the counseling faculty team, where counselors are encouraged to present their counseling approaches, theoretical orientations and action driven methods/approaches to student learning and development.

The Dean and Department Chair encourage faculty and staff to attend various regional and state conferences, as appropriate. Each faculty and staff members are allowed at least one professional development opportunity outside of the college each semester, if the staff/faculty member wishes to participate. Department members are encouraged to participate and create professional development offerings on campus, and they frequently do.

***C. Evaluation of staff is systematic and the process is effective and encourages improvement***

The Dean and Department Chair complete evaluations as required and outlined, by both the Full-Time and Part-Time faculty and CSEA contracts. An evaluation matrix that **outline pending evaluations maintained in the Dean's office. Completed evaluations are** forwarded to the Vice-President, Student Services and the Human Resources Office as required. The Dean and Department Chair offer a safe environment for open and honest discussions with staff/faculty. If improvement is identified, it is presented in a positive manner that allows the faculty or staff member to feel that it is an opportunity for growth rather than a negative to be addressed. Part-Time Counseling Faculty have not been evaluated in quite some time, the need for them to undergo evaluation is essential and necessary, as evaluations are important to faculty's continued growth and development.

***D. Full-time faculty are actively involved in the process of hiring and evaluating faculty***

Faculty have the opportunity and are encouraged and sought after to serve on campus/district-wide hiring committees; as Counseling Faculty provide unique student-centered perspectives. Many of our faculty members also serve as a Diversity Resource Specialists (DRS) on faculty hiring committees. In fact, during spring semester 2016, three Counseling Faculty reinstated the curriculum and offered a District-wide training for Diversity Recourse Specialists for faculty hiring committees. A DRS Toolkit was developed and is available to all DRS faculty.

Full-time faculty are actively involved in the process of hiring and evaluating faculty. The Chair of the Counseling Department often chairs the hiring committee to hire counseling faculty. Many of our counseling faculty are also Diversity Resource Specialists which allows them to sit on other faculty discipline hiring committees. Counseling Faculty are regularly sought by instructional faculty to serve on hiring committees, recognized for our grounded understanding of the student need, as well as our professional expertise as Service Faculty.

**Methods/Evidence:**

- Faculty evaluation matrix
- Counseling agendas and minutes
- C-train agendas and minutes
- Diversity Resource Specialist DRS Toolkit

**Plan of Action:**

- Offer Full-time Counselors an additional 20 days a year. Counselors currently work a 175-day contract; and are expected to provide services throughout the entire year, an average of 250 days a year. Offering counselors an additional 20 days a year would provide additional coverage throughout the year which would allow the department to adequately plan for the entire year rather than waiting for the last minute to do so during the summer months when coverage is always an issue.
- Hire additional Counseling Faculty (FT and PT) to bridge effectively the disparity demonstrated in the recommended counselor to student ratio to deliver quality-counseling services we strive to provide.
- Hire additional Student Success Outreach Retention Specialists to support the Department's Mission and Student Learning Outcomes and Promise Initiative.
- Hire a bilingual/bicultural receptionist.
- Hire a matriculation technician.
- Evaluate Part-time Counselors
- Hire Student Success Outreach Retention Specialists
- Hire peer-advisors to support Department's continued growth in programs and services
- Explore feasibility of filling the soon-to-be vacant Testing Center Assessment Technician position (due to retirement announced for Dec. 2017)
- Recommend the District fund an Outreach Division, fully staffed to support outreach efforts, their coordination, planning, execution, especially with the planned Promise Program.

## 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.*

### **A. Facilities are appropriate for effective delivery of program services.**

The facilities at the Santa Maria Campus are appropriate for the effective delivery of the Counseling Department's program services. In October of 2013 the Counseling department moved into the new Student Services Building (Bldg. A). However, office space availability is already a challenge with the hiring of new Counseling Faculty, a Personal Development Assistant Professor, as well as the addition of four, 3SP Student Success Outreach/Retention Specialists. It should be apparent we are in need of more office space: currently we only have two offices to accommodate 2 part-time Counselors as well as a part-time Personal Development adjunct instructor.

As far as the Lompoc Valley Center, while the location of counseling services continues to be in building 1, the setup of the office has changed and is proving to be less than adequate in terms of counselor student confidentiality. The Lompoc Valley Center's Counseling Department also lacks a dedicated storage space for outreach materials. Moreover, there is an identified need for dedicated support staff for the LVC.

The District is also in need of a permanent location for the Veterans Success Center (VSC), which is temporarily housed in the Student Center (Building G), the very space that was once a popular, staff meeting room for the campus. This present location offers little to no privacy and no dedicated office space for a counselor to work with student-Veterans. The VSC is also in need of a permanent receptionist and coordinator and support staff in order to better serve our student-Veterans and their unique needs.

The Counseling Department has also recently created a PUENTE Program which has a dedicated Counselor with part of their load dedicated to PUENTE students. This counselor also sees all other students. Ideally, and in-line with what other colleges across the state offer, AHC in need of a Puente Center for student participants.

The Department has also formed a working group consisting of Counseling Faculty from different departments, as well as several staff members from different student service areas, with the goal of this group being to better serve our "Dreamer" students. These include students who are AB-540, DACA, and our undocumented students. In the Spring of 2017 the group surveyed our undocumented students who overwhelmingly expressed the need for a safe space. This working team group has recommended a "Dream Center" with a dedicated Counselor/Coordinator and support staff to serve Dream/AB540 students.

Counseling faculty have also recommended having a Student Success Center, much like our writing center, where Counseling Faculty can work with students, on not only a one to one basis, but also in group counseling sessions around topics of academic success strategies, identify formation, career development, dealing with adversity, healthy relationships, to name a few ideas. This Student Success Center is envisioned with computers and desks so students can study and prepare for their courses, as well as dedicated office spaces to ensure privacy in the delivery of counseling appointments.

***B. Equipment and technology is appropriate for effective delivery of program services***

All counseling offices are equipped with a computer and two computer screens. This enables Counseling Faculty to access student records and display information needed to help with understanding their academic and career goals, requirements, or other general information that is available online by moving the other computer monitor screen toward the students' field of vision. The department is also in the process of implementing the electronic SEP planning feature of DegreeWorks. At this time, not all counselors have scanners in their offices. Use of the sole copy machine with built in scanning features in the Department Workroom is not enough. Counselors also lack individual office printers which can be a problem as long waits occur often with the “main” copy machine in the Workroom. Moreover, concerns of confidentiality have been raised as counselors leave their office to retrieve printed files or other documents from the copier located in the workroom.

***C. Program support space is adequate to ensure the effective operation of the program and related support activities.***

Program support space, in terms of the lobby is adequate, as is the current Workroom, the dedicated room that houses/stores student files, and a utility space (currently a student worker is often working there, and this space is used to house department activity supplies. However, as mentioned elsewhere, we have reached maximum capacity in our Department and require more office space for faculty and staff in our Department.

***D. The safety of the facilities, equipment, and technology are reasonable and adequate***

Counseling Facilities are within regulations set forth by the state. However, as we encounter growing number of students with disabilities coming to the Counseling Department, the front office counter should be adjusted to meet wheelchair requirements as set forth by ADA regulations.

**Methods/Evidence:**

- [Facilities Master Plan](#)
- [Technology Plan](#)

**Plan of Action:**

- Digitize all student files, and eventually create more office space in the current file room for the Santa Maria Campus.
- Redesign Building 1 office space at the Lompoc Valley Center, so that the counseling offices offer more privacy for students as well as identify some storage space for outreach materials.
- Hire support staff for the LVC to support Counseling Faculty.
- Create a new permanent location for the Veteran Success Center.
- Hire staff to support the Veterans Success Center
- Create a Dream Center within building A.
- Create a PUENTE Center within building A.
- Hire additional Counseling Faculty
- Hire a full-time Dream Center Counselor
- Identify a designated office for Part-Time/adjunct Counseling Faculty and Part-Time/adjunct PD Instructors.

## 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.*

### ***A. During the period under review, resources have been used effectively to support programs and services.***

Credit 3SP has provided much needed funding to the Counseling Department to implement the required core services to benefit new, incoming students. These core services include: New Student Orientations (NSOs), Assessment (via Multiple Measures and self-placement for new-incoming students, and START placement for students who have been out of school more than 10 years), counseling, advising, and other education planning, and follow-up services for at-risk students. Credit 3SP allowed us to hire two additional Counselors, four Student Success Outreach/Retention Specialists, a Dean of Student Services, a 3SP Technical Specialist, and a Transcript Evaluator. 3SP also paid for the much-needed, new, online student orientation and the academic advising module which is currently undergoing final edits to be ready to launch fall 2018. 3SP provides \$2.2 million to ensure these core services to students.

Student Equity has also provided additional funding to close the achievement gap amongst students identified as disproportionately impacted. Student Equity hired additional staff that includes: a full-time, tenure-track Transfer Counselor, and full-time, tenure-track Early Alert Counselor, a full-time, tenure-track Counselor for LAP, and a full-time, tenure-track Counselor for the CAN Program, a part-time Foster Youth Counselor, and part-time counselors to serve students within the following centers: Mathematics, Engineering, Science Achievement (MESA)—1 PT Counselor, Lompoc Prison—1 PT Counselor, and the Veteran Success Center—1 PT Counselor. Student Equity also provided monies for much needed and highly coveted outreach items/giveaways, publications, field trips, professional development and direct aid to students. Student Equity allocation is \$1.1 million to expand our outreach efforts and strengthen student services and categorical programs. Resources have been allocated based on the data from student learning outcomes and student equity data.

### ***B. Current and anticipated funding is adequate to maintain high quality programs and services.***

3SP and Student Equity outline goals and objectives to serve students. Although the funding provided through these initiatives is welcome and has helped hire much needed faculty and staff, interpretation of what is required to most effectively meet increasing District demand to serve students is contested. The Department is in dire need to provide adequate counseling during the summer months. The need for additional part

time counseling has been proposed by Counseling Faculty to assist in providing counseling services throughout the year.

3SP also provides funding for counselors to serve incoming high school students, at non-traditional times. Student Equity also provides resources for faculty to develop programs such as Men's Support Group, ESL outreach, *Estudiantes Unidos*, Multiple Measures, AB 540 outreach, *Bridges to Success* and additional counseling days during peak times. Faculty hope that such allocations are indeed employed, especially for additional or "extra" days for counseling during peak times and summer months.

Although additional counselors have been hired, providing year-round counseling services to meet increasing student demand remains a challenge. Currently, all full-time counselors are on a 175-day contract which makes providing adequate counseling coverage during the summer months a great challenge.

A dedicated staff specialist is also needed to assist with high school course articulation and also assist with in-take of various types of appeals submitted by student, e.g., Pre-Requisite Appeals. As the District moves to digitizing all counseling files and use of DegreeWorks semester by semester and electronic SEP features, a dedicated staff member is also required to the constant scanning of paper files and Course Substitutions and Waiver forms, as well as inputting such course exceptions into DegreeWorks as needed.

Currently we have two counselors for the Lompoc Valley Center, who also serve students from the Solvang and VAFB areas as well. We have a part time counselor at the Lompoc Prison, working with incarcerated students seeking a college degree. This adjunct counselor often teaches Personal Development courses at the prison, as requested. More counseling faculty are required to adequately and equitably serve students and ensure the delivery of comprehensive counseling services at all service/District locations.

***C. Anticipated funding is adequate for the development of revised and new programs.***

With the integration of BSI/3SP/Student Equity Plans, counseling is anticipating additional funding to be available. This funding is central in order to expand existing programs and to develop new programs to meet student needs as identified in said plans. Counseling faculty hope budget allocations are made that include both faculty and staff personnel to meet expectations.

Guided Pathways is an initiative that counselors will participate in. The Academic Senate reached-out to the Counseling Department to have a counseling faculty member serve on to be formed Guided Pathways working team to explore implementation at AHC.

The Strong Workforce Initiative is another program that will be explored. Student Services is closely tied to all the academic programs on campus due to the strong collaboration of the team and department liaisons.



The newly introduced Promise Program and requirement to have all eligible students have SEPS will require additional Counseling Faculty to achieve such aims.

***D. Resources have been prioritized based on assessment of student learning outcomes and other supporting data.***

Resources are tied to the ongoing of assessments of SLOs. Two counselors take on the task of serving as SLO Liaisons and will also coordinate and plan the Department's annual SLO Planning Retreat to evaluate existing SLO, and explore the development of new SLOs, as needed.

Student Equity data reveals disproportionate impact thus allowing the counseling team to be intentional in serving students at the margins. We can focus on providing wrap around services to those most in need including men of color, foster youth and students with disabilities.

**Methods/Evidence:**

- [Counseling Website](#)
- [3SP Credit Plan](#)
- [Noncredit 3SP Plans](#)
- [Student Equity Plan](#)
- SLO's and Assessment Data

**Plan of Action:**

- Develop proposals for extra assignments to continue faculty working teams (e.g. Multiple Measures, Men's Support Group, Technology, Transfer Achievement Program, Milestones)
- Pending budget allocations, consider staffing plan to meet Department goals and objectives
- Hire dedicated staff member to support on-going scanning of documents
- Hire dedicated staff member to input degree exceptions into DegreeWorks

## **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.*

### **A. Efforts have been made to create links between the program under review and the community.**

Intentional efforts have indeed been made to create links between the Counseling Department and the community. Examples of such community relations are links with the Department of Social Services, the Workforce Resource Center, Employment Development Department, Veterans Affairs, and the Department of Rehabilitation. Counselors are in contact with professionals from these community agencies as they refer their clients to our Department and to AHC in general. This collaboration also enables the cross pollination of information, in particular the sharing of information about 3SP, Student Equity objectives, new or updated campus policies pertinent to their clients who attend AHC, and to foster continued links between our respective institutions. The Outreach Counselor and Student Success Outreach/Retention Specialists, provide outreach to community events including Santa Maria Farmers Market, Santa Maria Summer Days in the Park, Career Fairs. Other Counseling faculty also provide specific outreach of events sponsored by the University Transfer Center and Career Center to the community at large. Many of our outreach/marketing materials place counseling as the main number to contact for information on registration and education planning, including in the Schedule of Classes that is mailed to all residences in the District. Our website also offers an array of information for the perspective student.

### **B. Efforts are made to inform students about the program and facilitate student participation in the program.**

Counseling provides support to all feeder high schools by having a Student Success Outreach Retention Specialist and a designated counselor at high school sites. These opportunities afford the counselor, as well as the Student Success Outreach/Retention Specialist to inform high school students, faculty and staff thereby link high school sites to services available throughout the college. Additionally, faculty and staff from our department actively welcome students to the department and the various services we offer. We participate in various campus events where we disseminate information about the department and the services we offer, as well as information on the college's

academic programs and certificate and degree opportunities. We are also present at all Career and College Fairs available in the community. The Department is also listed in the Schedule of Classes as a resource to all students.

***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.***

Counselors are regularly asked to provide names of students that have shown promise and success while at AHC. These students are asked to be part of student panels to encourage other students to similarly succeed. Students recommended by counselors have also been highlighted by local media outlets, e.g., local Spanish and English newspapers (both print on on-line) as well as radio and television exposure. Counselors write letters of recommendation to support student's quest for employment, and also for consideration toward merit scholarships and for university transfer admissions. The Counseling Department also celebrates students by hosting milestone workshops that recognize student achievement.

***D. An advisory committee with appropriate representation has been established and meets regularly to support the development of programs and services.***

No Advisory Committee has been set, however, the idea of implementing one is taken and will be explored.

**Methods/Evidence:**

- [Counseling Website](#)
- Outreach Calendar and Plan
- Milestone workshop flyer
- Example of *Bridges to Success* minutes and agendas
- Men's Support Group

**Plan of Action:**

- Explore the idea of implement Counseling Advisory Committee.
- Hire additional Counseling Faculty to contribute to community outreach and awareness **to the College's programs and** services.

## **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).*

### **A. The program adheres to all appropriate state and federal guidelines.**

The Counseling Department adheres to all appropriate state and federal guidelines. BP/AP 5050 speaks of the role of counseling within the institution.

### **B. The program adheres to all relevant college policies and procedures (attach copies of relevant policies).**

The Counseling Department adheres to all relevant college policies and procedures.

#### **Methods/Evidence:**

- [BP/AP 5050](#)
- [3SP Credit Plan](#)
- [Noncredit 3SP Plans](#)
- [Student Equity Plan](#)
- [Probation Policy](#)
- [Testing](#)
- [College Now!](#)

#### **Plan of Action:**

- All college policies and procedures relevant to counseling and student services will undergo regular review and necessary updates as established by the Student Services Council. Counseling faculty and staff, as part of respective constituent groups, are tasked to provide feedback.

## Major Program Strengths

### List the major strengths of the program organized numerically by criteria

#### Criteria 1: Services and Curriculum

- Counseling Faculty are continuously developing and implementing innovative programs and services to better serve our students (e.g., *Bridges to Success*, SAIL, PUENTE, Multiple Measures, Early Alert, Men's Support Group, Early Alert, Probation/retention services, Hancock Hello)
- Counseling Faculty have excellent, collaborative working relationships within Student Services programs (e.g., EOPS/CARE/CalWORKs, LAP, Health Services, Student Activities, MESA, STEM, Campus Police, Office of Admissions and Records, Financial Aid, Cal-SOAP)
- Counseling Faculty have excellent, collaborative working relationships with Instructional Faculty (e.g., Counselors serve as Academic Dept. Liaisons; the creation and implementation of several learning communities: PUENTE, SAIL, Boot Camp, Summer Bridge).
- Counseling Faculty have excellent, collaborative working relationships with local area high-schools and partners (e.g., Bridges to Success).
- The Counseling Department oversees six Associate of Arts Liberal Arts Degrees with a transfer and non-transfer option in Social and Behavioral Sciences, Arts and Humanities, and Science and Mathematics emphasis. The Associates of Arts Degree in Liberal Studies also resides in counseling.
- Counseling faculty continue to incorporate recent developments in technology to meet student needs which include: Technology Working Team, Early Alert Counselor, Early Alert Committee, Starfish Implementation, document imaging, SARS, DegreeWorks, Cranium Café, Skype or other online conferencing software.
- Counseling faculty continue to develop innovative services to meet student needs **which include: Early Alert, Technology Working Group, Men's Support Group**, directed counseling for students who are currently in our CNA, LVN, and RN programs, and the Probation Program, focus on Athletic Retention, YELL, and Counseling/ Equity Summit.

#### Criteria 2: Student Support and Development

- The counseling process enables the development of comprehensive Student Education Plans (SEPs) and follow-up services, as well as making necessary referrals. As student needs are made clearer, additional support services are recommended (e.g., follow-up services with the counselor(s), our Retention Specialists, referrals to our writing center, math lab, or Health Center, or off-campus referrals, as appropriate.)

## **Major Program Strengths**

**List the major strengths of the program organized numerically by criteria**

### **Criteria 2: Student Support and Development (Continued)**

- Counselors facilitate various types of workshops and delivery of presentations focused on student learning the skills necessary to achieve their academic and personal potential and educational and career goals. Examples include NSOs, AAWs, Grades Matter Workshops, Time Management Workshops, Study Skills Workshops, Nursing Workshops, Pathways to a Bachelor's of Science in Nursing (BSN) Workshops, and various University Transfer Center, transfer-related workshops.
- Counseling services are available district wide including various locations at the Santa Maria Campus, the Lompoc Valley Center, Vandenberg Air Force Base, Lompoc Prison, and Santa Ynez. Counseling is also available to our Distance Learning via phone/ email.
- The Counseling Department supports Student activities and events and participates in all student acknowledgement ceremonies, and Commencement.

### **Criteria 3: Student Outcomes**

- Invested Counseling faculty, who are willing to collaborate and help with the assessment of Student Learning Outcomes
- Beginning in 2005, the Counseling Department has had a consistent Student Learning Outcome Liaison
- Excellent collaboration with LOAC-SS coordinators
- Meet all deadlines for SLO data entry in *eLumen* and developing context improvement plan

### **Criteria 4: Personnel and Support Services**

- Professional, knowledgeable and courteous faculty and staff.
- Counseling Faculty is diverse, and many are bilingual and bicultural.
- Strong involvement on behalf of the faculty and staff on campus committees and councils.
- Professional Development opportunities are encouraged and supported by the Dean of Student Services.

## **Major Program Strengths**

**List the major strengths of the program organized numerically by criteria**

### **Criteria 5: Facilities**

- New student services building location is accessible to students
- All services located in one area (or the majority of services)

### **Criteria 6: Financial Resources**

- 3SP provides \$2.2 million to ensure core services to students
- Student Equity allocation is \$1.1 million to expand our outreach efforts and strengthen student services and categorical programs.

### **Criteria 7: Community Outreach and Program Awareness**

- Intentional efforts have indeed been made to create links between the Counseling Department and the community. Examples of such community relationships are links with the Department of Social Services, the Workforce Resource Center, Employment Development Department, Veterans Affairs, and the Department of Rehabilitation.

### **Criteria 8: State and Federal Compliance**

- The Counseling Department complies with and stays current of any state and federal compliance measures related to student services

## **Major Program Challenges and Opportunities**

### **List major challenges and related opportunities organized numerically by criteria**

#### **Criteria 1: Services and Curriculum**

- While the creation of new programs and services are of great benefit to our students, such efforts often pull our Counseling Faculty away from their regular student, counseling load assignments (e.g. Puente Counselor, Nursing Counselor, Men's Support Group). Innovative ways to backfill these hours with additional Counseling Faculty, and/or additional counseling days (e.g., "extra days") are required to meet student need and District expectation.

#### **Criteria 2: Student Support and Development**

- The Counseling Technology Working Group is looking into exploring implementing video conference (e.g. Skype or other services) for students who are not able to get on campus, as well as online students. Skype and other video conferencing programs require additional program(s) to be downloaded, as well cost incurred by students for payments for minutes if students do not use *Wi-Fi*. Additionally, the option of purchasing Cranium Café is being explored, which will allow for our e-Counseling appointments to be much more in line with in person/traditional mode of counseling delivery. Funding required.
- Need to hire and train peer-advisors to support Counseling Department program and services growth.
- Need to hire staff members dedicated to the regular scanning of documents, since the Counseling Department will scan all paper files to be housed within Banner's Extender feature (e.g., Course Waiver Substitution Forms, Transfer-related Pass-along forms), and also to input such exceptions into DegreeWorks.
- Need to hire Veteran Success Center support staff.
- Need to hire bilingual/bicultural receptionist to support current front office staff.
- Need to hire matriculation technician to assist with high school articulation, and Pre-requisite appeals, etc.
- Need extra-days for Summer Coverage for Full-Time Counseling Faculty.
- Need to hire additional Student Success Outreach Retention Specialists.
- Need to hire additional Full-Time Counseling Faculty.

#### **Criteria 3: Student Outcomes**

- SARS does not have the ability to run reports based on other factors such as gender, ethnicity or age.



- Data is limited in respect to comparing outcomes such as student retention, persistence, course completion, and grade point average for students who utilize Counseling services and those who do not.

## **Major Program Challenges and Opportunities**

### **List major challenges and related opportunities organized numerically by criteria**

#### **Criteria 4: Personnel and Support Services**

- Full-time Faculty are expected to provide coverage an average of 250 days, on 175-day contracts. Need to hire additional Full-Time Counseling Faculty, and provide extra days for current Full-Time Counseling Faculty to cover summer months.
- Need to hire additional Student Success Outreach/Retention Specialists.
- Front office staff are not bilingual and rely on student workers and often faculty with help translating.
- Part-Time counselors have not been evaluated for many years, the need to have them evaluated is important, as evaluations are important to faculty continued growth and development.
- Need to hire and train peer-advisors to support Counseling Department program and services growth.
- Need to hire staff members dedicated to the regular scanning of documents, since the Counseling Department will scan all paper files to be housed within Banner's Extender feature (e.g., Course Waiver Substitution Forms, Transfer-related Pass-along forms), and also to input such exceptions into DegreeWorks.
- Need to hire Veteran Success Center support staff
- Need to hire bilingual/bicultural receptionist to support current front office staff
- Need to hire staff person/specialist to assist with high school articulation, and intake/processing of appeals, e.g. Pre-Requisite appeals, etc.
- Consider feasibility to hire/fill soon to be vacant Assessment Technician position
- Recommend the District fund an Outreach Division, fully staffed to support outreach efforts, their coordination, planning, execution.

#### **Criteria 5: Facilities**

- Office space is quickly becoming a problem with addition of new staff and faculty.
- The Department will move to electronic SEPs; existing paper files will be scanned, and need to consider a dedicated space for proposed staff person required to documents as they generate (e.g. Course Waiver and Substitution Forms, Pass Along Forms, and other relevant documents students may bring in and that need to be

part of their student file within Extender; need to continue to explore adequate programs which the faculty feels would benefit students most.

- Counseling offices do not have printers, or ink is not purchased which is currently a concern when it comes to FERPA as students are often left alone in counseling offices counselors need to have better access to printing in the Workroom.
- Many counseling offices do not have scanners, which are crucial with the move to digital files and the increasing need for distance learning counseling services.

### **Major Program Challenges and Opportunities**

#### **List major challenges and related opportunities organized numerically by criteria**

##### **Criteria 6: Financial Resources**

- Although additional counselors have been hired, providing year-round counseling services to meet increasing student demand remains a challenge. Currently, all full-time counselors are on a 175-day contract which makes providing adequate counseling coverage during the summer months a great challenge. Extra-days are required to meet student need year-round (approximately 20 extra days a year).
- A dedicated matriculation technician is needed to assist with high school course articulation and also assist with in-take of various types of appeals submitted by student, e.g., Pre-Requisite Appeals.
- Currently we have two counselors for the Lompoc Valley Center, who also serve students in Solvang and VAFB as well. We have a part time counselor at the prison working with incarcerated students seeking a degree. More counseling faculty are required to adequately and equitably serve students and ensure the delivery of comprehensive counseling services.

##### **Criteria 7: Community Outreach and Program Awareness**

- Explore the idea of implementing a Counseling Advisory Committee, however consider if any duplication of services may exist with current 3SP/SE Outreach Committee Efforts.

## Plans of Action (POA) for Service Improvement

| Action & Criterion #  | Expected Outcome   | Person(s) responsible  | Target Date        | Resources Needed  | Linked to College Plans* & SLOs  |
|---|--|--|--------------------|---|--|
| <p><b>Criteria One:</b></p> <p>Expand Leadership course offerings within the district</p> | <p>At the end of the course student will be able to achieve SLO as outlined in the COR;</p> <p>Creates opportunities for student involvement from the extended campus</p>  | <p>Counseling Faculty, Leadership Instructor, Department Chair, Dean, Student Services</p> | <p>Spring 2019</p> | <p>Hire full time leadership instructor; identify classroom space</p> | <p>Strategic Plan: Goal SLS1-8;</p> <p>Educational Master Plan: Student Success &amp; Student Services Initiative 2, 3;</p> <p>LDER 111 &amp; 112 COR SLOs</p> |
| <p><b>Criteria One:</b></p> <p>Offer PD 115 face to face/ on site</p>                     | <p>At the end of the course student will be able to achieve SLO as outlined in the PD 115 COR</p> <p>More students will receive comp SEP, certificate and degree completion</p> <p>Course Support for Puente Program</p> | <p>Counseling Faculty, PD Instructors, Department Chair</p>                                | <p>Spring 2018</p> | <p>Include in the schedule of classes</p>                             | <p>3SP Plan;</p> <p>Student Equity Plan Goals B, C, D, E</p> <p>Basic Skills Plan; PD 115 COR SLOs</p>   |

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| <p><b>Criteria One:</b></p> <p>Implement Starfish Early Alert Program</p>   | <p>Higher course completion rates, improved instructional and service faculty collaboration toward student success; increase certificate/degree completion</p>  | <p>All, Early Alert Counselor, Starfish Implementation Team; Dean, Student Services, AS/VPSS</p> | <p>Spring 2018</p> | <p>Buy Program; allocate resources for faculty coordination and expected software and hardware updates</p> | <p>Student Equity Plan Goal B, C, D, E;<br/>3SP Credit Plan;<br/>Basic Skills Plan; Educational Masterplan Student Services Initiatives 2 &amp; 3;<br/>Dept. SLOs</p> |
| <p><b>Criteria Two:</b></p> <p>Hire additional Full-Time Faculty (FT and PT);</p> <p>Hire additional Student Success Outreach Retention Specialists</p> | <p>Provide better counselor coverage year- round, particularly during the summer months and throughout the year.</p> <p>Additional Counseling Faculty and Student Success Outreach Retention Specialists ensures the Department’s Mission, and, further, it ensures continuity of Counseling Services to students year round.</p> | <p>Dean, Student Services; Faculty</p>   | <p>F2018</p>       | <p>Funding, Prioritization support</p>   | <p>All Plans</p>  |
| <p><b>Criteria Two:</b></p> <p>Develop and implement Distance</p>   | <p>Better serve our students who are not able to get on campus as well, as well as online</p>   | <p>Technology Working Team; Dean, Student Services;</p>  | <p>Fall 2018</p>   | <p>Funding; IT support;</p>  | <p>Technology Master Plan: Goal 8 Distance Learning and</p>   |

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|---|---|--|-------------|--|---|
| Learning services via online conferencing programs such as SKYPE, Cranium Café, CCC Confer or another online communication                                | students. Cranium Café, will allow for our e-Counseling appointments to be much more in line with in person/traditional mode of counseling delivery. Increase in Student Educational Plans. | AS/VPSS; 3SP Technical Specialist, Faculty, both Instructional and Faculty   |             | Training for users<br><br>Funding for Implementation Team                        | online student success.<br><br>Professional Development Opportunities<br><br>Strategic Plan: Goal SLS2;<br><br>Student Equity Goal B2 |
| <b>Criteria Two:</b><br><br>Multiple Measures policies and procedures will be assessed as the effort moves forward, and is evaluated and tools validated. | Increased course completion, degree/certificate completion.   | Institutional Effectiveness, Multiple Measures Working group, 3SP Student Equity Committee, Student Services Council | Ongoing     | Professional Development Opportunities;<br><br>Stipends for Faculty coordination | Student Equity Goals All;<br>3SP Credit Plan;<br><br>Educational Master Plan;<br><br>Basic Skills Plan;                               |
| <b>Criteria Three:</b><br><br>Explore possibility of working with Institutional Research to gain valuable data directly from students as well as          | Increased data on student population, leading to implementation of changes to better serve students.  | SLO Liaisons with the support of other General Counselors and Institutional Research                                 | Spring 2019 | Stipends for Faculty Coordinators  | Student Equity Goals,<br><br>3SP Plan;<br><br>Educational Master Plan   |

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| their outcomes to assess the effectiveness of programs and for SLO's   |   |                                 |           |  |  |
| <p><b>Criteria Four:</b></p> <p>Offer Full-time Counselors an additional 20 days a year.</p> <p>Offer Full-time Counselors an additional 20 days a year. (Continued)</p> | Provide better coverage year- round particularly during the summer months and throughout the year. This would allow the department to adequately plan for the entire year rather than waiting for the last minute to do so during the summer months when coverage is always an issue. | Dean, Student Services; Faculty | Fall 2018 | Advocate for contract revision of assignment days for counselors to go from 175 to 198 | <p>Strategic Plan: Goal SLS 2 IR1</p> <p>3SP Plan;</p> <p>Student Equity Plan: Goals A &amp; D</p> <p>Educational Master Plan: Areas for innovation and/or change and staffing needs</p> |
| <p><b>Criteria Four:</b></p> <p>Hire additional Counseling Faculty (FT and PT).</p>  | To bridge the disparity demonstrated in the recommended counselor to student ratio in order to deliver increased capacity and quality comprehensive counseling services we strive to provide.   | Dean, Student Services          | Ongoing   | Funding to hire additional Counseling Faculty  | <p>Strategic Plan: Goal SLS 2 IR1</p> <p>3SP Goals: All</p> <p>Student Equity Plan Goals: All</p> <p>Educational Master Plan: Areas for</p>  |

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|   |   |   |                               |   | innovation and/or change and staffing needs  |
| <p><b>Criteria Four:</b></p> <p>Hire additional Student Success Outreach Retention Specialists</p>                        | <p>Additional Student Success Outreach Retention Specialists ensures the Department's Mission, and, further, it ensures continuity of Counseling Services to students year round.</p> | <p>Dean, Student Services</p>   | <p>Ongoing</p>                | <p>Funding to hire additional staff</p>                                     | <p>3SP Goals: All</p> <p>Student Equity Goals: All</p> <p>Educational Master Plan Areas for innovation and/or change and staffing needs.</p> |
| <p><b>Criteria Four:</b></p> <p>Hire peer advisors to support Department's continued growth in programs and services.</p> | <p>Peer advisors will support the Counseling Department's goals of serving students. Students served will increase</p>  | <p>Dean, Student Services; Front office staff and counseling faculty to train peers</p> | <p>Fall 2017- Spring 2018</p> | <p>Funding to hire peer advisors</p> <p>Develop Policies and procedures</p> | <p>3SP</p> <p>Student Equity Plan</p> <p>Educational Master Plan: Areas for innovation and/or change and staffing needs</p>                  |

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| <p><b>Criteria Five:</b></p> <p>Digitize all student files, all locations;</p> <p>Consider converting current file room to create more office space in Santa Maria</p>   | <p>Conversion of student paper files into electronic files will facilitate access to complete student records across the division; Existing file room converted to more office space will enable staff a place to work within the department itself; LVC paper files need to be considered to achieve same purpose</p> | <p>AS/VPSS; Dean, Student Services; input from Dept. Faculty and Staff</p> | <p>District estimates process to begin digitizing files to start Dec 2017; Ongoing</p> | <p>External provider will scan documents initially;</p> <p>Dedicated staff person required for ongoing scanning of documents</p> | <p>Technology Master Plan: Goal 1 – Innovative in a digital age<br/>Goal 4 – Technological resources</p> <p>Student Equity Goals C, D, E</p>                  |
| <p><b>Criteria Five:</b></p> <p>Create a Dream Center within Building A.</p>   | <p>Retention and success of students at-risk; total number of students served will increase</p>  | <p>Dean, Student Services; AS/VPSS; Facilities</p>                         | <p>TBD based on Facilities Planning</p>  | <p>Facilities, Input from Faculty, Staff, and students</p>   | <p>Student Equity Plan<br/>Facilities Plan<br/>Education Master Plan</p>  |
| <p><b>Criteria Five:</b></p> <p>Redesign Building 1 office space at the Lompoc Valley Center so counseling offices offer more privacy for students and identify some storage space for outreach materials.</p> | <p>Improved delivery of counseling services; FERPA upheld; Total number of students served will increase</p>   | <p>Dean, Student Services; AS/VPSS</p>                                     | <p>Fall 2018</p>   | <p>Funding; filing and other organization materials</p>  | <p>Strategic Plan: Goal SLS 2 IR1</p> <p>3SP Plan</p> <p>Student Equity Plan: Goals A &amp; D</p> <p>Educational Master Plan: Areas for innovation and/or</p> |



|   |  |   |                  |  |   |
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|   |  |   |                  |  | change and staffing needs   |
| <p><b>Criteria Six:</b></p> <p>Develop proposals for extra assignments to continue faculty working teams (e.g., Multiple Measures, Men's Support Group, Technology, Transfer Achievement Program, Milestones)</p> | <p>The informed, grounded input from Counseling Faculty is required for these efforts and such input will ensure implantation and success as tied to Dept. Goals and meeting outcomes of 3SP and Student Equity Plans, as well as Dept. SLOs</p> | <p>Faculty, Dean, Student Services</p>  | <p>Ongoing</p>   | <p>Funding</p>                                 | <p>Strategic Plan:<br/>Goal SLS 2<br/>IR1</p> <p>3SP</p> <p>Student Equity Plan: Goals A &amp; D</p> <p>Educational Master Plan: Areas for innovation and/or change and staffing needs</p> <p>Technology Master Plan:<br/>Goal 1 – Innovative in a digital age<br/>Goal 4 – Technological resources</p> |
| <p><b>Criteria Six:</b></p> <p>Hire Dedicated Staff member to support scanning of documents;</p>  | <p>Seamless integration into Banner, DegreeWorks for real-time student access; improved accuracy and MIS reporting, and</p>  | <p>District, IT, Dean, Student Services, Counseling Tech Team, 3SP Technical Specialist</p> | <p>Fall 2018</p> | <p>Funding, staff prioritization; Training</p> | <p>Strategic Plan Goals SLS 2 &amp; 3; SLS</p> <p>Technology Master Plan: Goal</p>  |

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| <p><b>Criteria Six (continued):</b></p> <p>District should consider moving toward having all possible processes be available online (e.g. Appeals)</p> | <p>internal report generation for SLOs</p>  |  |                  |   | <p>1- Innovative in a digital age<br/>Goal 4- Technological Resources<br/><br/>3SP Plan</p>   |
| <p><b>Criteria Six:</b></p> <p>Hire a dedicated staff member to input degree exceptions into DegreeWorks.</p>  | <p>DegreeWorks audits will be accurate with regard to external coursework evaluated toward degree progress; certificate and degree completion will increase</p>                     | <p>The dedicated staff person to be hired, 3SP Technical Specialist, Student Services faculty and staff</p>                                  | <p>Fall 2018</p> | <p>Funding;<br/>Training</p>  | <p>Strategic Plan<br/>Goals SLS 2 &amp; 3;<br/>SLS<br/><br/>Technology Master Plan: Goal 1- Innovative in a digital age and Goal 4- Technological Resources<br/><br/>3SP Plan</p> |
| <p><b>Criteria Seven:</b></p> <p>Explore the idea of implementing a Counseling Advisory Committee, per Criteria section D</p>                          | <p>As stated in Criteria Section 7: an advisory committee with appropriate representation and established meeting times would support the development of programs and services.</p> | <p>Department faculty and campus faculty and staff involved in Outreach; possible Dept. Liaisons, Outreach Counselor, Bridges to Success</p> | <p>Fall 2018</p> | <p>Interested faculty and staff; consider it this advisory committee is a duplication of efforts with existing outreach committee</p> | <p>3SP Plan;<br/><br/>Student Equity Plan<br/><br/>Educational Master Plan</p>  |

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| <p><b>Criteria Seven:</b></p> <p>Dept. Recommends the District Hire Dedicated Outreach personnel to support and coordinate all Outreach Efforts in an Outreach Office;</p> <p>Hire additional Counseling Faculty to continue community outreach and program awareness specific to Dept. Goals.</p> | <p>Better integration of outreach efforts across campus programs and services; increase in students attending AHC; Improved enrollment</p> | <p>High School Counselor Liaisons; Outreach Committee; Office of College Advancement; Promise Implementation Team</p> | <p>Fall 2019</p>  | <p>Dedicated Outreach Team and Support Staff; staff and faculty involved in outreach</p> | <p>Outreach Plan; Enrollment Management Plan, Student Equity Plan</p> |
| <p><b>Criteria Eight:</b></p> <p>All college policies and procedures relevant to counseling and student services will undergo regular review and necessary updates as established by the Student Services Council. Counseling faculty and staff, as part of respective</p>                         | <p>In-line with goals of shared governance; CCPD councils and committees</p>   | <p>All Constituents of Student Services; Direction from Student Services Counsel (SSC)</p>                            | <p>Ongoing, as updates are required and policies and procedures are evaluated</p> | <p>SSC; Dean, Student Services, Faculty</p>  | <p>Educational Master Plan; CCPD</p>                                  |

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| constituent groups are tasked to provide feedback |  |  |  |  |  |
|---|--|--|--|--|--|

\*Identify specific objective or goal number in College plans include the Strategic Plan, Educational Master Plan, Facilities Plan, etc.

**PLAN OF ACTION – Post-Validation**

Review and Approval

Plan Prepared By (Print & Sign)

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Reviewed:

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Program Director/Department Chair\*

\_\_\_\_\_ Date: \_\_\_\_\_

\*Signature indicates approval by department of Plan of Action.

Reviewed:

Dean of Student Services

\_\_\_\_\_ Date: \_\_\_\_\_

Vice President of Student Services

\_\_\_\_\_ Date: \_\_\_\_\_

### Evidence: Criteria 1: Services and Curriculum

Note: within the text and “Methods/Evidence” section you will find hyperlinks to documents readily available online relevant to the criteria. For example:

Methods/Evidence:

- [3SP Credit Plan](#)
- [3SP NonCredit Plan](#)
- [Student Equity Plan](#)
- [Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges](#)
- [The Role of Counseling Faculty in the California Community College System](#)

The pages that follow include other evidence relevant to the criteria provided for your reference consideration.

# Placement Matrices for Math, English, and ESL

## Based on the MMAP Phase 2 Rule Set

# MATH - (Current H.S. senior who has up to 11<sup>th</sup> grade coursework completed)

| Non-weighted<br>HS GPA <sup>1</sup>        | Highest HS Math Class <sup>2</sup> |               |                               |                        |                        |                   |               |               |               |               |               |               |  |
|--|------------------------------------|---------------|-------------------------------|------------------------|------------------------|-------------------|---------------|---------------|---------------|---------------|---------------|---------------|--|
|  | GPA<br>≥ 3.60                      | GPA<br>≥ 3.40 | GPA<br>≥ 3.30                 | GPA<br>≥ 3.20          | GPA<br>≥ 3.00          | GPA<br>≥ 2.90     | GPA<br>≥ 2.80 | GPA<br>≥ 2.60 | GPA<br>≥ 2.40 | GPA<br>≥ 2.30 | GPA<br>≥ 2.00 | GPA<br>< 2.00 |  |
| Calculus 1<br>(C or better) <sup>3</sup>   | 181                                | 181           | 181                           | 181                    | 141                    | 141               | 141           | 141           | 123           | 123           | 531           | 521           |  |
| Calculus 1<br>(enrolled) <sup>4</sup>      | 181                                | 181           | 181                           | 181                    | 141                    | 141               | 141           | 141           | 123           | 123           | 531           | 521           |  |
| Pre-Calculus or IMP4<br>(C+ or better)     | 181                                | 181           | 181                           | 181                    | 105   121<br>123   131 | 105<br>123<br>131 | 123           | 123           | 123           | 123           | 531           | 521           |  |
| Pre-Calculus or IMP4<br>(C or better)      | 181                                | 181           | 181                           | 181                    | 105<br>123<br>131      | 105<br>123<br>131 | 123           | 123           | 123           | 123           | 531           | 521           |  |
| Trigonometry<br>(C or better) <sup>5</sup> | 181                                | 141           | 105   121<br>123   131        | 105   121<br>123   131 | 123                    | 331<br>321        | 331<br>321    | 311<br>309    | 311<br>309    | 531           | 531           | 521           |  |
| Algebra 2 or IMP 3<br>(B or better)        | 141                                | 141           | 100   105<br>121   123<br>131 | 105   121<br>123   131 | 121<br>123             | 331<br>321        | 331<br>321    | 311<br>309    | 311<br>309    | 531           | 531           | 521           |  |
| Algebra 2 or IMP 3<br>(C or better)        | 141                                | 141<br>121    | 100   105<br>123   131        | 105<br>123<br>131      | 123                    | 331<br>321        | 331<br>321    | 311<br>309    | 311<br>309    | 531           | 531           | 521           |  |
| Alge. 1, Geom., IMP 1/2<br>(C or better)   | 331<br>321                         | 331<br>321    | 331<br>321                    | 331<br>321             | 331<br>321             | 331<br>321        | 331<br>321    | 311<br>309    | 311<br>309    | 531           | 531           | 521           |  |
| All other                                  | 311<br>309                         | 311<br>309    | 311<br>309                    | 311<br>309             | 311<br>309             | 311<br>309        | 311<br>309    | 311<br>309    | 311<br>309    | 531           | 531           | 521           |  |

| LEGEND   |
|--|
| 181 Calculus 1   |
| 141 PreCalculus  |
| 100 Modern Math<br>105 Math for Tchrs<br>121 Trigonometry<br>123 Statistics<br>131 Coll. Algebra |
| 100 Modern Math<br>105 Math for Tchrs<br>123 Statistics<br>131 Coll. Algebra                     |
| 105 Math for Tchrs<br>121 Trigonometry<br>123 Statistics<br>131 Coll. Algebra                    |
| 105 Math for Tchrs<br>123 Statistics<br>131 Coll. Algebra  |
| 121 Trigonometry<br>123 Statistics   |
| 123 Statistics   |
| 331 Algebra 2<br>321 Geometry  |
| 311 Algebra 1<br>309 Math Lit.   |
| 531 PreAlgebra   |
| 521 Found of Math  |

<sup>1</sup> Refers to the total non-weighted GPA. Do not include weighted, academic, term-based, or yearly GPA.

<sup>2</sup> Highest math course taken in high school by increasing difficulty.

<sup>3</sup> Grade received in course.

<sup>4</sup> Student enrolled in Calculus 1 (no grade requirement).

<sup>5</sup> Assumes a "C" or better in Algebra 2



# MATH - (Future, current or returning AHC student who has graduated from H.S. through 12<sup>th</sup> grade)

| Highest HS Math Class <sup>2</sup>                | Non-weighted HS GPA <sup>1</sup> |            |                               |                               |                        |            |            |            |            |            |            |            | LEGEND   |
|---|----------------------------------|------------|-------------------------------|-------------------------------|------------------------|------------|------------|------------|------------|------------|------------|------------|--|
|   | GPA ≥ 3.50                       | GPA ≥ 3.30 | GPA ≥ 3.20                    | GPA ≥ 3.10                    | GPA ≥ 3.00             | GPA ≥ 2.90 | GPA ≥ 2.80 | GPA ≥ 2.60 | GPA ≥ 2.50 | GPA ≥ 2.30 | GPA ≥ 2.10 | GPA < 2.10 |  |
| Calculus 1 (C or better) <sup>3</sup>             | 181                              | 181        | 181                           | 181                           | 141                    | 121<br>123 | 121<br>123 | 123        | 331<br>321 | 311<br>309 | 531        | 521        | 181 Calculus 1   |
| Calculus 1 (enrolled) <sup>4</sup>                | 181                              | 181        | 181                           | 181                           | 105   121<br>123   131 | 121<br>123 | 121<br>123 | 123        | 331<br>321 | 311<br>309 | 531        | 521        | 141 PreCalculus  |
| Pre-Calculus or IMP4 (C or better)                | 181                              | 141        | 100   105<br>121   123<br>131 | 100   105<br>121   123<br>131 | 105   121<br>123   131 | 121<br>123 | 121<br>123 | 123        | 331<br>321 | 311<br>309 | 531        | 521        | 100 Modern Math<br>105 Math for Tchrs<br>121 Trigonometry<br>123 Statistics<br>131 Coll. Algebra |
| Trigonometry (C or better) <sup>5</sup>           | 181                              | 141        | 100   105<br>123   131        | 100   105<br>123   131        | 100   105<br>131       | 100        | 311<br>309 | 311<br>309 | 311<br>309 | 311<br>309 | 531        | 521        | 100 Modern Math<br>105 Math for Tchrs<br>123 Statistics<br>131 Coll. Algebra                     |
| Statistics (C or better) <sup>5</sup>             | 141                              | 141        | 100   105<br>123   131        | 100   105<br>123   131        | 100   105<br>131       | 100        | 311<br>309 | 311<br>309 | 311<br>309 | 311<br>309 | 531        | 521        | 105 Math for Tchrs<br>123 Statistics<br>131 Coll. Algebra  |
| Algebra 2 or IMP 3 (C or better)                  | 141                              | 141        | 100   105<br>123   131        | 123                           | 123                    | 331<br>321 | 311<br>309 | 311<br>309 | 311<br>309 | 311<br>309 | 531        | 521        | 121 Trigonometry<br>123 Statistics   |
| Algebra 1, Geometry, IMP 1 or IMP 2 (C or better) | 331<br>321                       | 331<br>321 | 331<br>321                    | 331<br>321                    | 331<br>321             | 331<br>321 | 311<br>309 | 311<br>309 | 311<br>309 | 311<br>309 | 531        | 531<br>521 | 123 Statistics   |
| All other   | 311<br>309                       | 311<br>309 | 311<br>309                    | 311<br>309                    | 311<br>309             | 311<br>309 | 311<br>309 | 311<br>309 | 311<br>309 | 311<br>309 | 531        | 531<br>521 | 100 Modern Math<br>105 Math for Tchrs<br>131 Coll. Algebra                                       |
|   |                                  |            |                               |                               |                        |            |            |            |            |            |            |            | 100 Modern Math  |
|   |                                  |            |                               |                               |                        |            |            |            |            |            |            |            | 331 Algebra 2<br>321 Geometry  |
|   |                                  |            |                               |                               |                        |            |            |            |            |            |            |            | 311 Algebra 1<br>309 Math Lit.   |
|   |                                  |            |                               |                               |                        |            |            |            |            |            |            |            | 531 PreAlgebra   |
|   |                                  |            |                               |                               |                        |            |            |            |            |            |            |            | 521 Found of Math  |

<sup>1</sup> Refers to the total non-weighted GPA. Do not include weighted, academic, term-based, or yearly GPA.

<sup>2</sup> Highest math course taken in high school by increasing difficulty.

<sup>3</sup> Grade received in course.

<sup>4</sup> Student enrolled in Calculus 1 (no grade requirement)

<sup>5</sup> Assumes a "C" or better in Algebra 2

# ENGLISH - (Current H.S. senior who has up to 11<sup>th</sup> grade coursework completed)

|        |             |                             |
|--------|-------------|-----------------------------|
| Legend | Transfer    | Transfer level English      |
|        | One-below   | One level below transfer    |
|        | Two-below   | Two levels below transfer   |
|        | Three-below | Three levels below transfer |
|        | Four-below  | Four levels below transfer  |

|   | GPA ≥ 2.80 <sup>1</sup>     | GPA ≥ 2.60 <sup>1</sup> | GPA ≥ 2.30 <sup>1</sup>               | GPA ≥ 2.00 <sup>1</sup>                  | GPA ≥ 1.40 <sup>1</sup> | GPA < 1.40 <sup>1</sup> |
|---|-----------------------------|-------------------------|---------------------------------------|--|-------------------------|-------------------------|
| <b>11<sup>th</sup> grade ENGL (C-or better)<sup>2</sup></b> | <b>ENGL 101<sup>3</sup></b> | ENGL 101                | ENGL 514/ENGL 595 or ENGL 101 w/ 179B | ENGL 513 or ENGL 595 or ENGL 101 w/ 179B | ENGL 512 or ENGL 595    | ENGL 511 or ENGL 595    |

<sup>1</sup> Refers to the total non-weighted GPA. Do not include weighted, academic, term-based, or yearly GPA.

<sup>2</sup> Grade received in last English course taken in high school.

<sup>3</sup> No English grade specified.

# READING - (Current H.S. senior who has up to 11<sup>th</sup> grade coursework completed)

|        |                |                             |
|--------|----------------|-----------------------------|
| Legend | Transfer Level | Transfer level English      |
|        | One-below      | One level below transfer    |
|        | Two-below      | Two levels below transfer   |
|        | Three-below    | Three levels below transfer |

|                                   | GPA ≥ 2.80 <sup>1</sup> | GPA ≥ 2.30 <sup>1</sup>       | GPA ≥ 1.90 <sup>1</sup>       | GPA < 1.90 <sup>1</sup> |
|-----------------------------------|-------------------------|-------------------------------|-------------------------------|-------------------------|
| <b>No requirement<sup>2</sup></b> | <b>ENGL 101</b>         | READ 110/<br>ENGL 101 w/ 179B | READ 310/<br>ENGL 101 w/ 179B | READ 510                |

Model for colleges with highest reading course of one level below

<sup>1</sup> Refers to the total non-weighted GPA. Do not include weighted, academic, term-based, or yearly GPA.

<sup>2</sup> No English grade specified.

**NOTE: Both English and Reading Matriculate to English 101**

Revised 4/26/17

# ENGLISH - (Future, current or returning AHC student who has graduated from H.S. through 12<sup>th</sup> grade)

|               |                 |                             |
|---------------|-----------------|-----------------------------|
| <b>Legend</b> | <b>Transfer</b> | Transfer level English      |
|               | One-below       | One level below transfer    |
|               | Two-below       | Two levels below transfer   |
|               | Three-below     | Three levels below transfer |
|               | Four-below      | Four levels below transfer  |

|  | <b>GPA ≥ 2.60<sup>1</sup></b>          | <b>GPA ≥ 2.20<sup>1</sup></b>          | <b>GPA ≥ 1.80<sup>1</sup></b>          | <b>GPA ≥ 1.70<sup>1</sup></b>          | <b>GPA &lt; 1.70<sup>1</sup></b> |
|--|--|--|--|--|----------------------------------|
| <b>12<sup>th</sup> grade English (C or better)<sup>2</sup></b> | ENGL 101                               | ENGL 514/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 513/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 512/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 511/ENGL 595                |
| <b>12<sup>th</sup> grade English (C-)<sup>2</sup></b>          | ENGL 101                               | ENGL 513/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 513/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 512/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 511/ENGL 595                |
| <b>12<sup>th</sup> grade English (D)<sup>2</sup></b>           | ENGL 513/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 513/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 513/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 512/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 511/ENGL 595                |
| <b>12<sup>th</sup> grade English (F)<sup>2</sup></b>           | ENGL 595/<br>ENGL 101 w/ 179B          | ENGL 595/<br>ENGL 101 w/ 179B          | ENGL 595/<br>ENGL 101 w/ 179B          | ENGL 512/ENGL 595/<br>ENGL 101 w/ 179B | ENGL 511/ENGL 595                |

<sup>1</sup>Refers to the total non-weighted, academic, term-based, or yearly GPA.

<sup>2</sup> Grade received in last English course taken in high school.

# READING - (Future, current or returning AHC student who has graduated from H.S. through 12<sup>th</sup> grade)

|               |                       |                             |
|---------------|-----------------------|-----------------------------|
| <b>Legend</b> | <b>Transfer Level</b> | Transfer level English      |
|               | One-below             | One level below transfer    |
|               | Two-below             | Two levels below transfer   |
|               | Three-below           | Three levels below transfer |

|  | <b>GPA ≥ 2.60<sup>1</sup></b> | <b>GPA ≥ 2.00<sup>1</sup></b> | <b>GPA ≥ 1.70<sup>1</sup></b> | <b>GPA &lt; 1.70<sup>1</sup></b> |
|--|-------------------------------|-------------------------------|-------------------------------|----------------------------------|
| <b>12<sup>th</sup> grade English (C or better)<sup>2</sup></b> | ENGL 101                      | READ 110/<br>ENGL 101 w/ 179B | READ 310/<br>ENGL 101 w/ 179B | READ 510                         |
| <b>12<sup>th</sup> grade English (C-)<sup>2</sup></b>          | ENGL 101                      | READ 310/<br>ENGL 101 w/ 179B | READ 310/<br>ENGL 101 w/ 179B | READ 510                         |
| <b>12<sup>th</sup> grade English (D or below)<sup>2</sup></b>  | READ 310/<br>ENGL 101 w/ 179B | READ 310/<br>ENGL 101 w/ 179B | READ 310/<br>ENGL 101 w/ 179B | READ 510                         |

↑  
Model for colleges with highest reading course of one level below

<sup>1</sup> Refers to the total non-weighted GPA. Do not include weighted, academic, term-based, or yearly GPA.

<sup>2</sup> Grade received in last English course taken in high school.

## NOTE: Both English and Reading Matriculate to English 101

### ESL - (Current H.S. senior who has up to 11<sup>th</sup> grade coursework completed)

Revised 4/26/17

|        |                    |   |
|--------|--------------------|---|
| Legend | One-below          | One level below transfer                  |
|        | Two-below          | Two levels below transfer                 |
|        | Three-below        | Three levels below transfer               |
|        | Placement via test | Placement via test for all other students |

Model for colleges with highest ESL course of one level below transfer.

|   |  |                   |                   |                      |
|---|--|-------------------|-------------------|----------------------|
| Total non-weighted GPA <sup>1</sup>                             |  |                   |                   |                      |
| Last English course taken in high school <sup>2</sup>           |  |                   |                   |                      |
|   |  | <b>GPA ≥ 2.70</b> | <b>GPA ≥ 2.20</b> | <b>GPA &lt; 2.20</b> |
| <b>11<sup>th</sup> grade English (C+ or better)<sup>3</sup></b> |  | One-below         | Two-below         | Three-below          |
| <b>All other</b>  |  | One-below         | Two-below         | Placement via test   |

<sup>1</sup> Refers to the total non-weighted GPA. Do not include weighted, academic, term-based, or yearly GPA.

<sup>2</sup> Last Remedial or Non-remedial English or ESL course taken in high school.

<sup>3</sup> Grade received in course.

### ESL - (Future, current or returning AHC student who has graduated from H.S. through 12<sup>th</sup> grade)

|   |  |                   |                   |                   |                      |
|---|--|-------------------|-------------------|-------------------|----------------------|
| Total non-weighted GPA <sup>1</sup>                   |  |                   |                   |                   |                      |
| Last English course taken in high school <sup>2</sup> |  |                   |                   |                   |                      |
|   |  | <b>GPA ≥ 2.60</b> | <b>GPA ≥ 2.40</b> | <b>GPA ≥ 1.50</b> | <b>GPA &lt; 1.50</b> |
| <b>No requirement<sup>3</sup></b>                     |  | One-below         | Two-below         | Three-below       | Placement via test   |

<sup>1</sup> Refers to the total non-weighted GPA. Do not include weighted, academic, term-based, or yearly GPA.

<sup>2</sup> Last Remedial or Non-remedial English or ESL course taken in high school.

<sup>3</sup> No English/ESL course taking requirement.

# MMAP Profile Legend

**\*Cumulative Unweighted GPA is on a 4.0 scale\***

| SOATEST | CCCApply Course Names       | Letter Grade | 4.00 Scale |
|---------|-----------------------------|--------------|------------|
| HE00    | HS English Unknown or None  | A            | 4.00       |
| HE01    | Grade 12 AP ENGL or Lit     | A-           | 3.70       |
| HE02    | Grade 12 Honors ENGL or Lit | B+           | 3.30       |
| HE03    | Grade 12 ENGL or Lit        | B            | 3.00       |
| HE04    | Grade 11 AP ENGL or Lit     | B-           | 2.70       |
| HE05    | Grade 11 Honors ENGL or Lit | C+           | 2.30       |
| HE06    | Grade 11 ENGL Comp or Lit   | C            | 2.00       |
| HE07    | Grade 10 ENGL Comp or Lit   | C-           | 1.70       |
| HM00    | HS Math Unknown or None     | D+           | 1.30       |
| HM01    | Pre-Algebra or Lower        | D            | 1.00       |
| HM02    | Algebra 1                   | D -          | 0.70       |
| HM03    | Integrated Math 1           | F            | 0.00       |
| HM04    | Integrated Math 2           | P            | 2.00       |
| HM05    | Geometry                    | NP           | 0.00       |
| HM06    | Algebra 2                   | ON           | 0.00       |
| HM07    | Integrated Math 3           | X            |            |
| HM08    | Statistics                  |              |            |
| HM09    | Integrated Math 4           |              |            |
| HM10    | Trigonometry                |              |            |
| HM11    | Pre-Calculus                |              |            |
| HM12    | Calculus or Higher          |              |            |

# Multiple Measures Policies

## Math Policy

- Placement by the instructor after successful completion of a refresher course.
- START testing (The placement exam score can override statewide model or refresher course)

## English Policy

- The multiple measures placement tool includes but is not limited to: high school GPA and successful completion of 11<sup>th</sup> grade English (non-remedial/non-ESL), results of AHC's current placement test, AP or CSU EAP or EPT scores, successful completion of the CSU 12<sup>th</sup> grade expository reading and writing course.
- The AHC English Department will implement a new placement policy that relies first on a disjunctive use of self-reported GPA and successful completion of 11<sup>th</sup> grade English (non-remedial/non-ESL) or the results of AHC's current placement test, whichever is higher.
- Other placement options include:
  - CSU EAP or EPT: Students can place into English 101 with a qualifying score of 4 on the CSU's English Assessment Program (EAP) or English Placement Test (EPT). They may also demonstrate readiness by successfully completing the CSU 12<sup>th</sup> grade expository reading and writing course.
  - AP Test: Students receiving an AP language and Composition score of 3, 4, or 5 can place out of and receive credit for English 101
  - Successful completion of English boot camp offered by the department: Placement will be determined by the instructor of that class.

## Reading Policy

- The multiple measures placement tool includes but is not limited to: high school GPA and successful completion of 11<sup>th</sup> grade English (non-remedial/non-ESL), results of AHC's current placement test, AP or CSU EAP or RPT scores, successful completion of the CSU 12<sup>th</sup> grade expository reading and writing course.
- The AHC English Department will implement a new placement policy that relies first on a disjunctive use of self-reported GPA and successful completion of 11<sup>th</sup> grade English (non-remedial/non-ESL) or the results of AHC's current placement test, whichever is higher.
- Students will test out of reading if they meet any one of the following:
- CSU EAP or EPT: A qualifying score of 4 on the CSU's English Assessment Program (EAP) or English Placement Test (EPT) or successful completion of the CSU 12<sup>th</sup> grade expository reading and writing course.
- AP Test: AP Language and Composition score of 3, 4, or 5.

## ESL Policy

- Results of the AHC placement exam
- In addition to the AHC placement exam, multiple measure placement tools such as a student's high school GPA and grade in last high school English class (using CAI ESL top-level recursive rule sets), and responses to intake questions (shown below) may help to determine placement.
- For noncredit students – CASAS (Comprehensive Adult Student Assessment System) scores, if applicable. This assessment system would be used to show growth within the levels of the noncredit ESL program. It is already approved by the Chancellor's Office.

# Allan Hancock College 2017-2019 Integrated Plan

*Basic Skills Initiative*

*Student Equity*

*Student Success and Support  
Program*

# Integrated BSI/SE/3SP Plan

- Promotes integrated planning and program coordination
- Aligns with Educational Master Plan/Strategic Plan/College Mission
- Follows student from getting into the college through completing their degree/certificate/transfer



# Student Success and Support Program (3SP)

- Increase student access and success through core services:
  - Orientation
  - Assessment (Multiple Measures)
  - Counseling, Advising, and Other Education Planning Services
  - Follow-Up for At-Risk Students

# Student Equity

- Close achievement gaps in access and success in 5 success indicators:
  - Access
  - Course Completion
  - ESL and Basic Skills Completion
  - Degree and Certificate Completion
  - Transfer

# Student Equity Activities

- Expanded services to CAN/EOPS/MESA/LAP
- CTE counseling
- Early Alert
- PUENTE
- Bridges to Success
- Veterans Success Center
- Emergency Fund
- Male Support Group



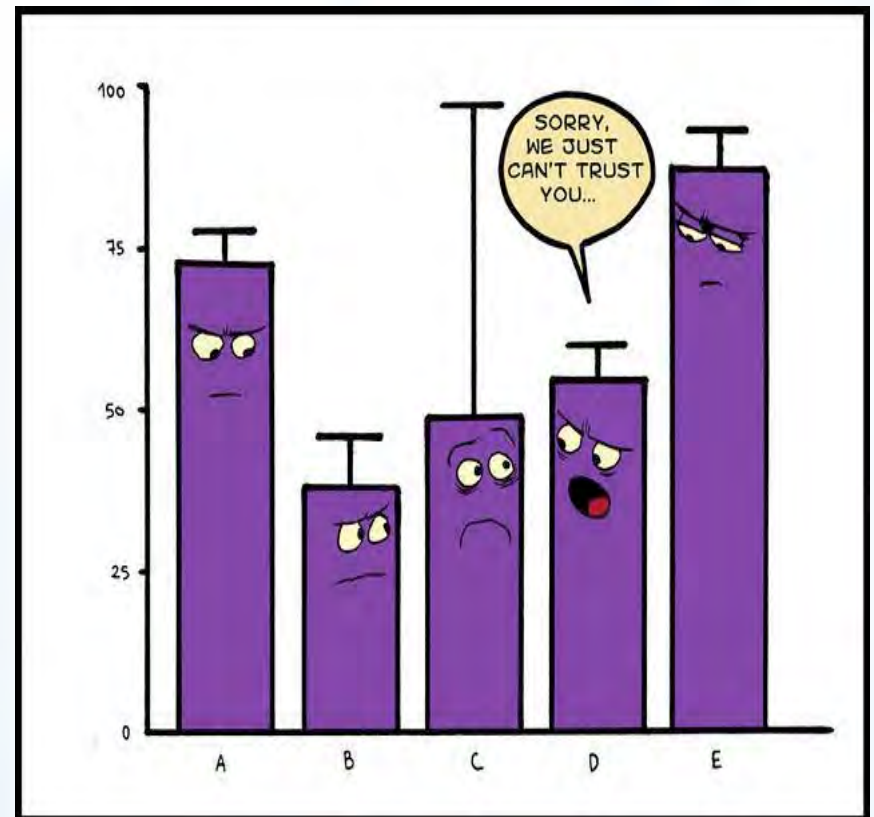
# Basic Skills Initiative

- Faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a Second Language (ESL) programs

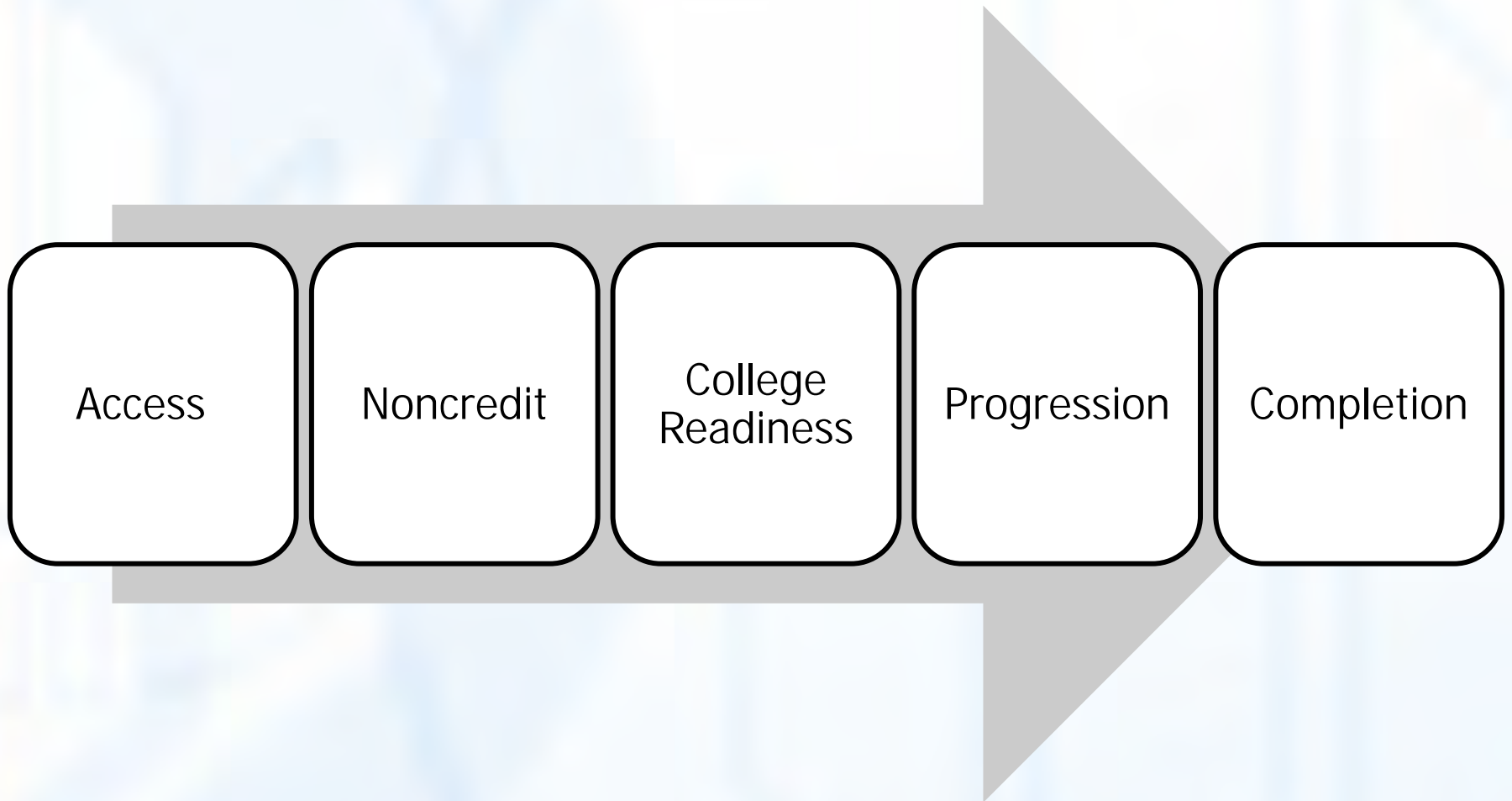
# How are we doing???

## Where can we Improve??

- Men of Color
- Hispanic/Latino
- Foster Youth
- Students with Disabilities
- Low Income



# Integrated Goals



# Access: AHC will offer programs and services to ensure that student enrollments reflect the diversity of our community

- \*Hancock Promise
- \*High School Outreach
- \*Online Educational Resources
- \*K-12 Partnerships
- \*Multiple Measures and Acceleration

# Noncredit: Improve non-credit student success in areas of certificates and course completion

Estudiantes Unidos

AB540 Outreach

Acceleration from noncredit to credit courses



# College Readiness: Increase the successful transition of students in pre-collegiate to college level coursework

- Emergency Fund
- Comprehensive Education Plans
- Acceleration
- PUENTE
- Early Alert
- Expand tutoring services



# Progression: Increase credit student success and course completion in college level courses

- Continue integration of student services and instruction
- Research and implement best practices and programs in support of student retention and success



# Goal Completion:

- Increase degrees, certificates, transfer rate, or CTE outcome



# We need your input!!!!



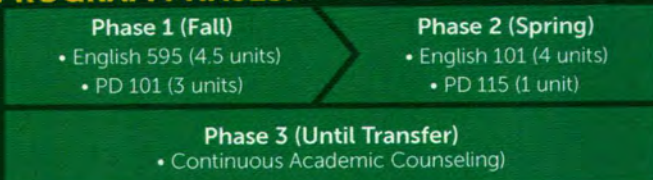


# ALLAN HANCOCK COLLEGE

**THE PUENTE PROJECT** is a national program that helps increase the number of educationally-underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors for succeeding generations. The Puente Project is open to all students.

Puente means "bridge" in Spanish and is a learning project community, like a family, where students take classes together, socialize together, and work one-on-one with the Puente counselor.

### PROGRAM PHASES:



### PUENTE ELIGIBILITY:

- Eligible for English 595
- Plan to transfer to a university
- Make a one-year commitment to all Puente Project components
- Minimum 2.0 GPA


### STUDENTS OF THIS PROGRAM:


- Take English course with a curricular focus on Latino literature and experience.
- Take personal development courses that focus on student success and career exploration.
- Are matched with a professional from the community, who will share their knowledge and experience. This will provide mentorship opportunities.
- Experience cultural activities, assist the community, and develop leadership skills.
- Meet frequently with the Puente counselor to develop and monitor a student education plan and for personal/ career counseling.
- Take educational field trips to universities each year and attend an annual statewide Puente student conference.

**If you are interested in learning more or participating in the Puente Project, please contact the Puente counselor:**

**Ricardo A. Navarrette**  
ricardo.navarrette@hancockcollege.edu  
(805) 922-6966, ext. 3634





  
**Puente Project**  
**Bridging Classrooms & Communities**  
 Since 1981-Community College  
 Since 1993- High School

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**Puente History**

- Founded in 1981 by Felix Galaviz and Patricia McGrath at Chabot Community College.
- Launched as a grassroots initiative to address the low rates of academic achievement among Mexican American and Latino students.
- Felix and Pat reviewed over 2,000 transcripts. They discovered three patterns:
  - Students were avoiding academic counseling
  - Students were not enrolling in college level writing courses
  - Students were first in their families to attend college.

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**Puente History - continued**

- The Puente model emerged – comprising of the three components.
- Program has extended to 62 programs and 60 sites across California community colleges.
- Response to population growth: by 2025, one in four people of high-school age in the U.S. will be Hispanic/Latino

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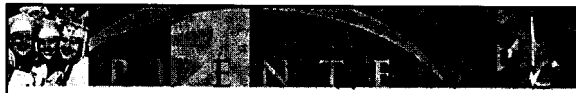
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### The Puente Project Mission

To increase the number of educationally underserved students who

-  Enroll in four-year colleges & universities
-  Earn college degrees
-  Return to the community as leaders and mentors

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### The Puente Project is...

- Accelerated writing instruction
- Sustained academic counseling until transfer and graduation
- Mentoring & community involvement
- Training and Evaluation

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### Celebrating 35 years of Service

EXAMPLES OF



2009 Winner

1998  
Harvard University  
Kennedy School of Government

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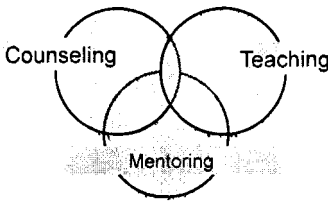
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**The Puente Model:  
Three Components**



Counseling      Teaching  
Mentoring

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**The Puente English Instructor:**

- Assist counselor with student recruitment process
- Serves as students' English teacher for pre 1A and 1A classes
- Builds a sense of community (*familia*) among Puente students
- Incorporates Latino literature, issues, and culture into the core college preparatory curriculum
- Explores concepts of community, leadership, and service with students
- Designs mentor and dovetailing assignments with counselor

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**The Puente Counselor:**

- Lead the Recruitment process for the Puente class
- Provides academic advising, and monitors student progress until transfer
- Motivates students to pursue a college education through exposure to college visits and educational/cultural field trips.
- Informs students about, and supports students through, the college application, admissions, and financial aid processes
- Actively involves, and provides information to Puente parents and family
- Teaches the Personal Development Class

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### **The Puente Mentors:**

- Members of the professional community who are recruited, trained, and matched with students.
- Mentors who share with students career advice and their personal experiences of integrating culture and family with academic and professional success.
- Mentor of models of success from within their community
- Mentor are resources for writing assignments

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### **The Puente Model: Professional Development**

Counseling                      Teaching

### **Professional Development**

Mentoring

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### **Professional Development Program for Puente Teachers and Counselors**

#### **Training Events (year-round)**

- Summer Foundational-Puente Summer Institute: seven-day intensive residential training on UC Berkeley campus)
- Ongoing: team training, component training, mentor training workshops, modeling, coaching

#### **Training Principles**

- Research-based
- Experiential
- Led by experienced practitioners and content-area experts

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### **Puente's Professional Development Program for Teachers and Counselors**

- Sustained and intensive
- Pedagogical content knowledge
- Culturally competent *asset-based* approaches and practices
- Engaging the community and integrating culture
- Team building
- Connections with universities and research

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### **An Interdisciplinary Community of Practice**

- Share a common mission
- Share an understanding of themselves as agents of change
- Share common practices and a common discourse
- Share a deep understanding of the theoretical underpinnings of their approaches
- Access to statewide network of experts

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### **As Educators, Puente:**

- Validates and incorporates language and culture into the learning environment (Cummins)
- Involves community as an essential component of the learning – (Cummins)
- Creates sustained collaborations with family and parents (Delgado Gaitan)
- Builds expectations about future education and provides direct, first-hand experiences (Coles)

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# Statewide CCC Data

## PUENTE

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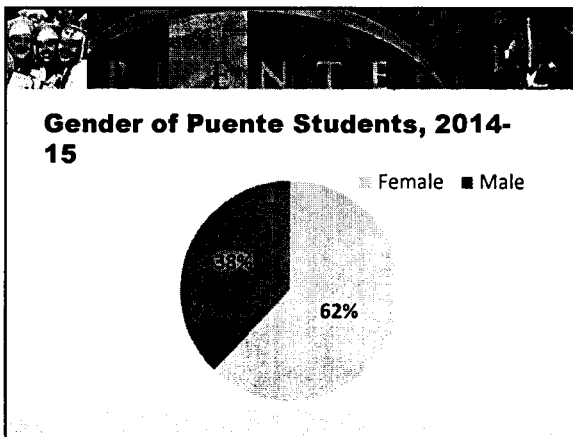
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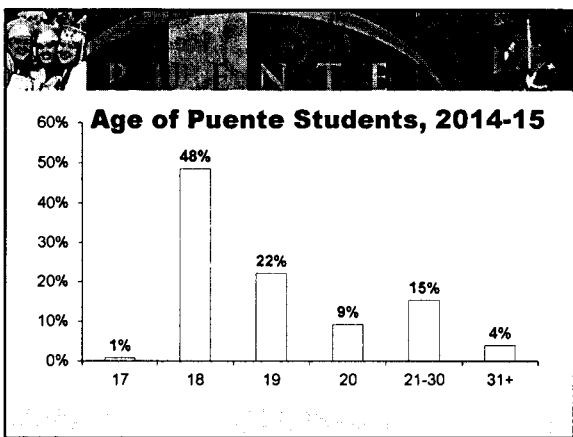
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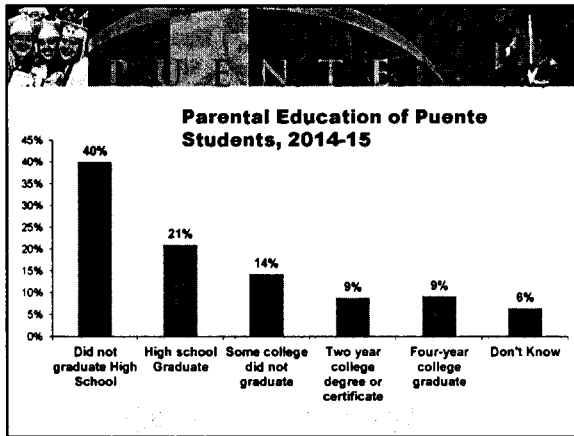
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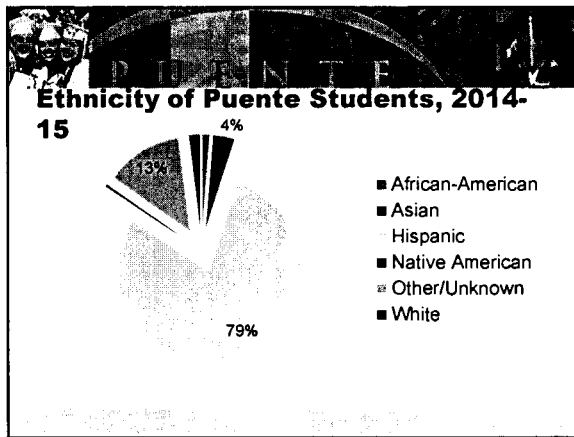
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### CCC milestones

Research reveals much about the enrollment patterns that are associated with student progress and degree completion.

- Passing college-level math and English early in college career (grade C or better)
- Taking a college success course
- Gaining momentum through credit accumulation by enrolling full-time and continuously, completing at least 20 credits in the first year of enrollment

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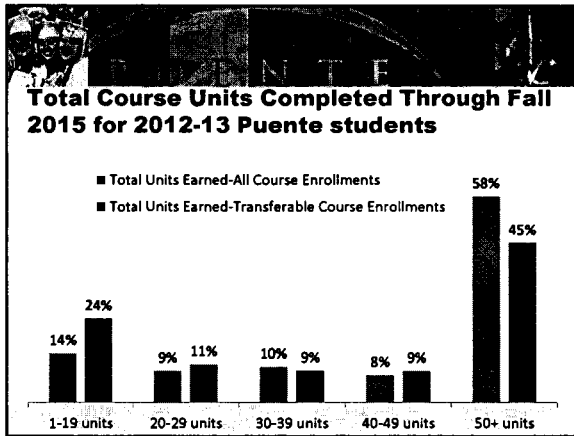
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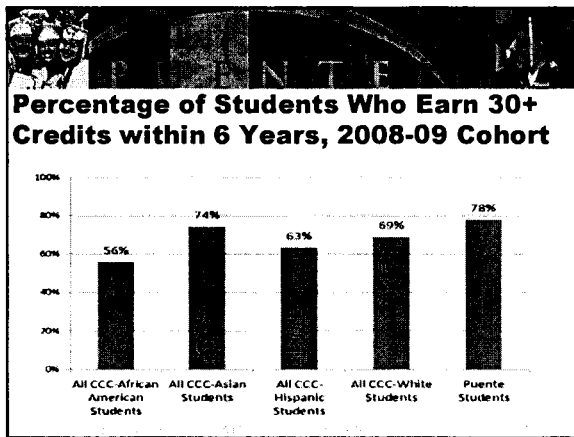
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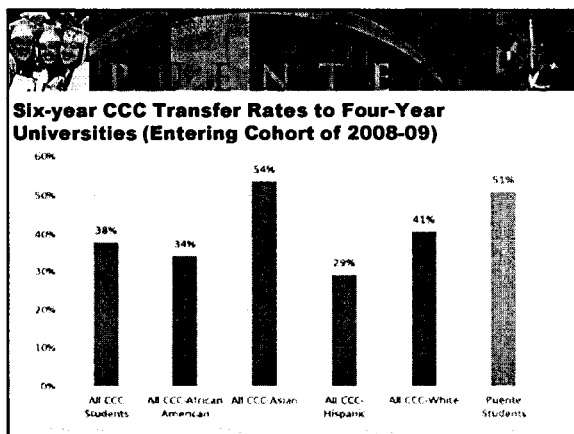
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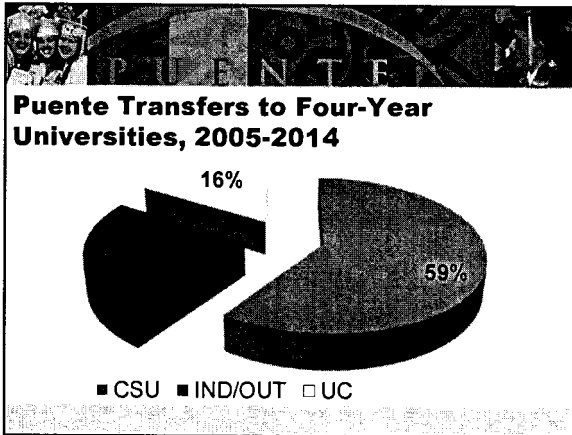
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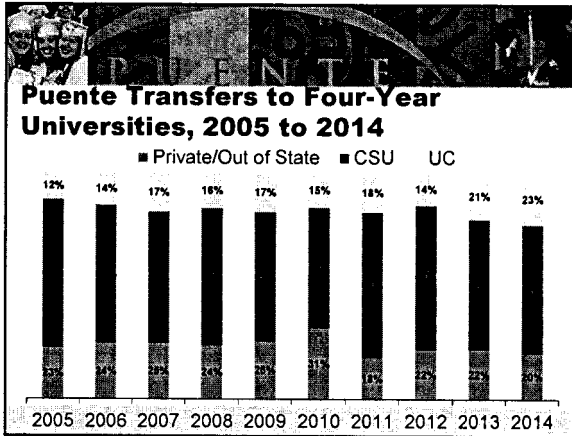
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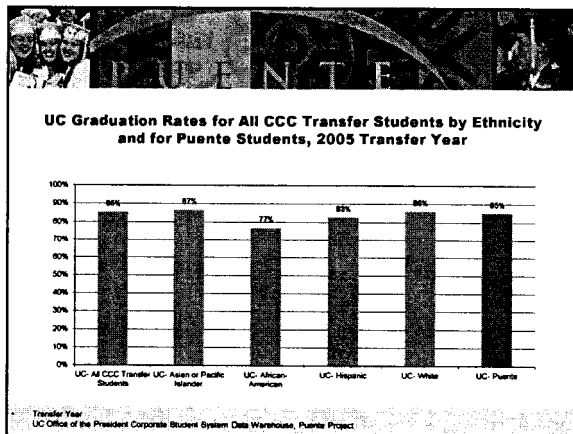
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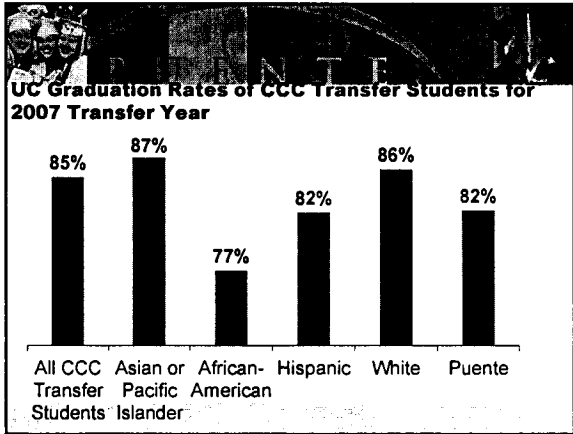
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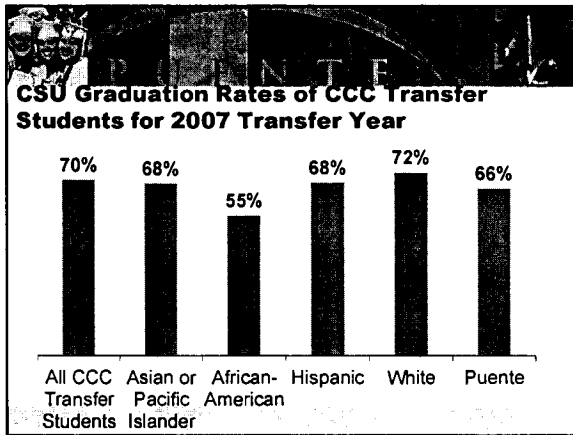
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# SAIL

## LEARNING COMMUNITY

SAIL is a learning community designed to help you embark on your academic journey! In just two semesters you will complete 14 credits of transferable, general education credits, build strong connections with peers, and develop the essential skills to sail through college.

### FAKE NEWS? WHAT'S THAT?

#### Your Guide to Obtaining Information Literacy

Misinformation is everywhere: online, on TV, or even in-person. You may read or hear information that is not necessarily true, but how can you tell? We'll help develop your critical thinking skills so you can become a better student and a more informed citizen.

#### Learn to Navigate in summer 2017

PD 110 (1 credit)

Math and English Refresher Course

#### Sail the Open Seas in fall 2017

ENGL 101 (4 credits)

LBRY 170 (2 credits)

MATH 123 (4 credits)

SPCH 101 (3 credits)



### Sail with us, and you will receive:

- 14 GE credits transferable to UCs and CSUs
- Free school supplies
- Free field trips to CA universities
- Free field trip to a PCPA show
- Priceless friendships and connections with your new cohorts

#### For more information

Contact Antonio Ramirez, counselor  
at [antonio.ramirez12@hancockcollege.edu](mailto:antonio.ramirez12@hancockcollege.edu)





# GRADES MATTER!



## Questions to ask yourself:

- Am I on academic or progress probation?
- If so, do I know how to get off of probation?
- Do I know what it takes to be in “good standing”?
- Does my probation status affect my priority registration and BOG eligibility?

The Counseling department has developed an informative workshop to help you understand the importance of “good standing” and how being on probation may affect opportunities on campus. Attend this workshop to learn about effective strategies to improve your academic and progress standing and get a plan in place to get back on track!

[www.hancockcollege.edu/counseling](http://www.hancockcollege.edu/counseling)

## WORKSHOP DAYS AND TIMES

### Santa Maria

|                        |               |           |
|------------------------|---------------|-----------|
| Tuesday, February 7    | 4–5:30 p.m.   | Rm. A-103 |
| Wednesday, February 15 | 10–11:30 a.m. | Rm. A-403 |
| Tuesday, March 7       | 4–5:30 p.m.   | Rm. A-103 |
| Wednesday, March 15    | 10–11:30 a.m. | Rm. A-403 |
| Tuesday, April 11      | 4–5:30 p.m.   | Rm. A-403 |
| Wednesday, April 19    | 10–11:30 a.m. | Rm. A-403 |
| Tuesday, May 9         | 4–5:30 p.m.   | Rm. A-103 |
| Wednesday, May 17      | 10–11:30 a.m. | Rm. A-403 |

### Lompoc

|                       |                 |           |
|-----------------------|-----------------|-----------|
| Wednesday, February 8 | 12:30–2:00 p.m. | Rm. 2-201 |
| Thursday, February 23 | 10–11:30 a.m.   | Rm. 1-202 |
| Tuesday, March 14     | 4–5:30 p.m.     | Rm. 2-101 |
| Thursday, April 13    | 11–12:30 p.m.   | Rm. 1-202 |
| Tuesday, April 25     | 4–5:30 p.m.     | Rm. 2-101 |
| Wednesday, May 10     | 1:30–3:00 p.m.  | Rm. 2-101 |

For more information, stop by the Counseling department in bldg. A or call us at (805) 922-6966 ext. 3293



# Did you know...

for every unit you take, you need to set aside two hours of study-time.

**12 units = 24 hours of study-time**

*I dare you to try!*

## TOP 10 STUDY TIPS

**It's never too late to develop good study habits. The sooner you practice good study habits, the more successful you'll be!**

1. Pick a Place and Time to Study
2. Study Every Day...Keep it Fresh
3. Use Your Study-Time Wisely
4. Discover Your Learning Style
5. Review and Revise Your Notes
6. Take a Break
7. When in Doubt, Ask for Help
8. Stay Motivated
9. Get Involved in Study Groups
10. Eat Healthy Snacks and Stay Hydrated

**Do you ever wonder how many units you should enroll in? Check this out!**

| Working Hours | Recommended Units per Semester | Estimated Study Time | Total Hours per Week |
|---------------|--------------------------------|----------------------|----------------------|
| 40            | 6                              | 12                   | 58                   |
| 30            | 9                              | 18                   | 57                   |
| 20            | 12                             | 24                   | 56                   |
| 10            | 15                             | 30                   | 55                   |
| 0             | 18                             | 36                   | 54                   |

# GRADES MATTER!



## Questions to ask yourself:

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[www.hancockcollege.edu/counseling](http://www.hancockcollege.edu/counseling)

## WORKSHOP DAYS AND TIMES

### Santa Maria

|                     |               |       |
|---------------------|---------------|-------|
| Tuesday, Sept. 5    | 4-5:30 p.m.   | A-103 |
| Wednesday, Sept. 20 | 10-11:30 a.m. | A-403 |
| Tuesday, Oct. 10    | 4-5:30 p.m.   | A-103 |
| Wednesday, Oct. 25  | 10-11:30 a.m. | A-403 |
| Tuesday, Nov. 7     | 4-5:30 p.m.   | A-103 |
| Wednesday, Nov. 15  | 10-11:30 a.m. | A-403 |
| Tuesday, Dec. 5     | 4-5:30 p.m.   | A-103 |

### Lompoc

|                     |               |           |
|---------------------|---------------|-----------|
| Wednesday, Aug. 16  | 10-11:30 a.m. | 1-202/203 |
| Thursday, Aug. 31   | 1-2:30 p.m.   | 1-202/203 |
| Wednesday, Sept. 13 | 12:30-2 p.m.  | 1-202/203 |
| Thursday, Oct. 12   | 10-11:30 a.m. | 1-202/203 |
| Tuesday, Oct. 24    | 4-5:30 p.m.   | 1-202/203 |
| Wednesday, Nov. 22  | 3-4:30 p.m.   | 1-202/203 |
| Friday, Dec. 8      | 12-1:30 p.m.  | 1-202/203 |
| Tuesday, Dec. 19    | 4-5:30 p.m.   | 1-202/203 |

For more information, stop by the Counseling department in bldg. A or call us at (805) 922-6966 ext. 3293



# Did you know...

for every unit you take, you need to set aside two hours of study time?

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## TOP 10 STUDY TIPS

**It's never too late to develop good study habits. The sooner you practice good study habits, the more successful you'll be!**

1. Pick a place and time to study
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| 40            | 6                              | 12                   | 58                   |
| 30            | 9                              | 18                   | 57                   |
| 20            | 12                             | 24                   | 56                   |
| 10            | 15                             | 30                   | 55                   |
| 0             | 18                             | 36                   | 54                   |

Good Morning AHC Faculty!

I hope your Fall semester is going well and your students are all attending classes, turning in homework, and making your exams seem simple. If this is not the case, please refer them to the Early Alert Program. Last Fall we had over 100 students referred. Last spring, over 170!

We have some changes this year, most notably the addition of Gemma Garcia and Jorge Camacho. Gemma and Jorge are the new Retention Specialists in the counseling department. They will be following up with all students referred on the [AHC Early Alert website](#). They will also follow up with you, the instructor, as to the progress the student has made since the referral.

The website is simple:

1. Type in the student's information
2. Your information
3. State a short description as to why you are referring the student

We also offering Time Management and Study Skills workshops on Tuesdays, Wednesdays, and Thursdays in room C-37 from 2:00-3:30pm. Students will be given a short assignment to complete. The full schedule of workshops is located on the [Counseling Website](#). Please encourage your students to attend as space is limited. You may also consider offering some credit for students that complete the small assignment from each workshop. The assignments are attached for your viewing. We are looking forward to working with you all this semester.

**Ben Britten**

*Counselor, Early Alert Program  
Faculty, Counseling Department  
Allan Hancock College  
800 South College Drive  
Santa Maria, CA, 93454  
805. 922. 6966 ext. 3942 (office)*

*Be Determined. Instead of Intending to Just Try, Do it.*

**\*\*Notice of Confidentiality/Privacy\*\***

*This email, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential privileged information. If you are not the intended recipient, please contact the sender (Ben Britten) by email and destroy all copies of the original message. Thank you.*

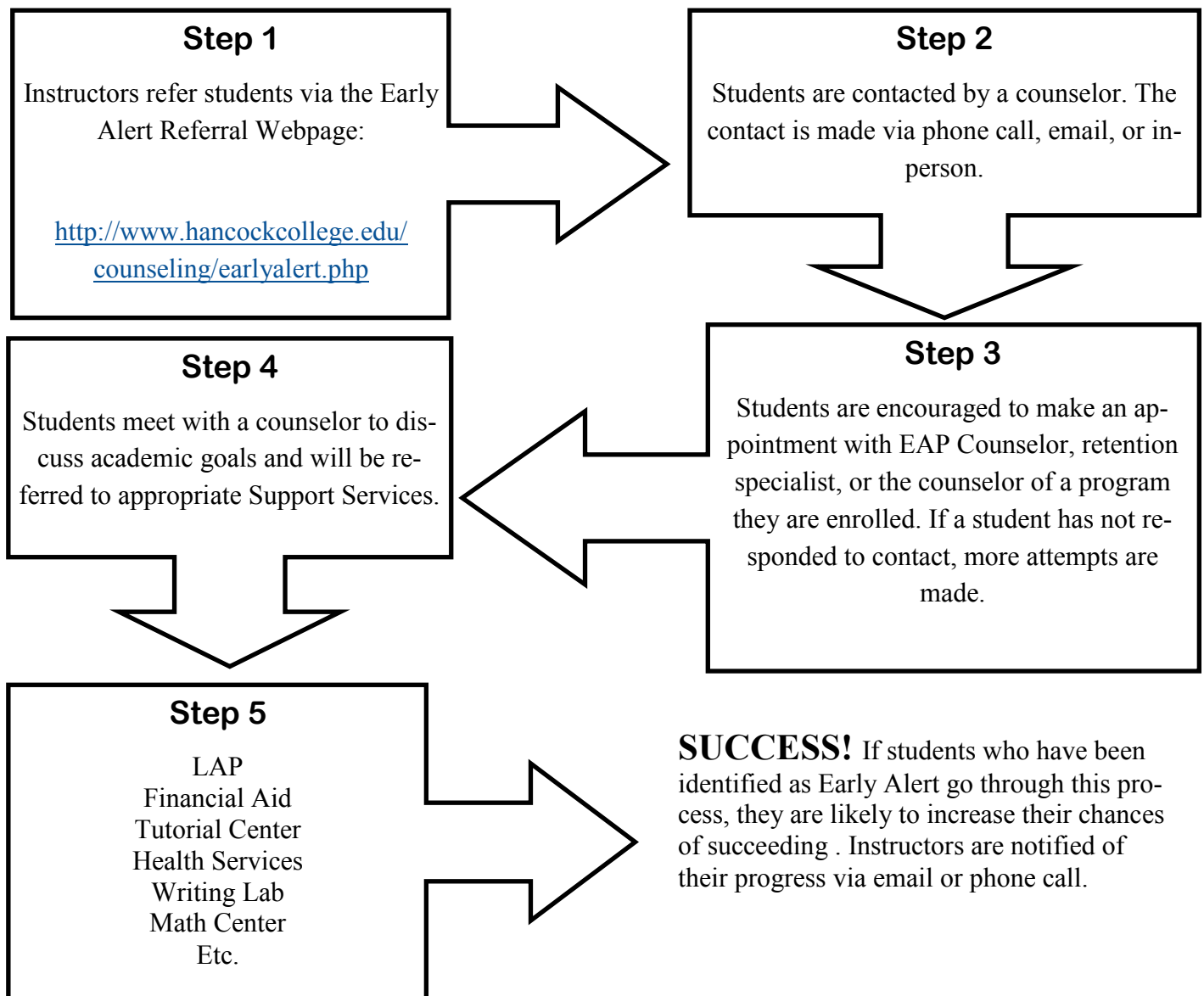


## Counseling Department

### What is **Early Alert**?

Early Alert is a program designed as a timely intervention for students who are observed to be experiencing academic difficulty each semester. The program emphasizes collaborative efforts between students, their instructors, and faculty counselors. Often times, students just need a little help and do not know how to ask. This program alerts students that are in academic distress to seek assistance as needed in order to be academically successful.

Check out how the process works:



# EARLY ALERT PROGRAM

TASK FORCE MEMBERS:

BEN BRITTEN – LEAD

MARGARET SHIGENAKA & VERONICA SANCHEZ – VALUABLE  
MEMBERS

# WHY DO WE NEED EAP?

- AT-RISK STUDENTS ARE NOT ALL WEARING SHIRTS THAT SAY "I AM AN AT-RISK STUDENT"
- RETENTION RATE OF COMMUNITY COLLEGE FRESHMAN IS ONLY 55.7%.
- 45% OF COMMUNITY COLLEGE STUDENTS HAVE REPORTED NEVER TALKING TO A FACULTY MEMBER OUTSIDE OF CLASS.
- ONE STUDY FOUND THAT 71% OF COMMUNITY COLLEGE STUDENTS THOUGHT ABOUT DROPPING OUT WITHIN THE FIRST FOUR WEEKS OF SCHOOL.
- THE SAME STUDY REVEALED THAT 85% OF STUDENTS NEVER TALKED TO THEIR INSTRUCTORS ABOUT THEIR PLANS TO WITHDRAWAL.
- OBTAINING FACULTY INFORMATION AT THE TIME OF STUDENT'S ACADEMIC TROUBLE WILL ALLOW US TO BE PROACTIVE AND NOT REACTIVE TO STUDENT ISSUES.



# EAP MISSION STATEMENT

ALLAN HANCOCK COLLEGE IS COMMITTED TO THE SUCCESS OF ITS STUDENTS BY PROVIDING AN ENVIRONMENT CONDUCIVE TO TEACHING AND LEARNING. THE COLLEGE AIMS TO ENSURE THAT EVERY STUDENT TAKES FULL ADVANTAGE OF THE EDUCATIONAL OPPORTUNITIES OFFERED IN OUR DISTRICT.

# EAP VISION STATEMENT

THE GOAL OF THE EARLY ALERT PROGRAM IS TO IDENTIFY AND ASSIST STUDENTS IN OVERCOMING CHALLENGES THEY ARE FACING IN THEIR EDUCATIONAL JOURNEY. THIS PROGRAM ALLOWS THE CAMPUS COMMUNITY TO BE PROACTIVE, SUPPORTIVE, AND INVOLVED IN FACILITATING THE ACADEMIC COMPONENTS OF STUDENT RETENTION THROUGH EARLY DETECTION AND INTERVENTION OF STUDENTS WHO ARE EXPERIENCING PROBLEMS THAT AFFECT ACADEMIC PERFORMANCE.

# FALL 2016 STATISTICS

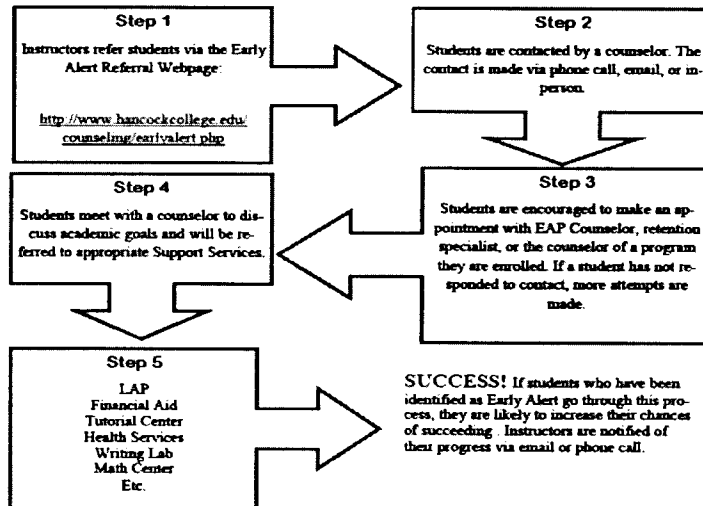
- 80 STUDENTS REFERRED TO EAP
- 22 INSTRUCTORS REFERRING STUDENTS
- ALL STUDENTS CONTACTED, 47 OF THE STUDENTS CAME IN TO SEE A COUNSELOR BASED ON CONTACT.



### Counseling Department What is **Early Alert?**

Early Alert is a program designed as a timely intervention for students who are observed to be experiencing academic difficulty each semester. The program emphasizes collaborative efforts between students, their instructors, and faculty counselors. Often times, students just need a little help and do not know how to ask. This program alerts students that are in academic distress to seek assistance as needed in order to be academically successful.

Check out how the process works:



For More Information Please contact: Ben Britton—Early Alert Program Counselor Benjamin.britton@hancockcollege.edu

# MAIN GOAL OF SOFTWARE

- TEXTING TO STUDENT WHEN ALERT IS GENERATED
- EASE OF USE / CONVENIENCE FOR FACULTY
- INTEGRATION WITH CURRENT SYSTEMS
- EASE OF MAINTENANCE
- STUDENT TRACKING AFTER ALERT IS GENERATED / FOLLOW UP
- ALLOW FOR POSITIVE ALERTS / KUDOS TO BE SENT TO STUDENTS

# KEEP YOURSELF ON TRACK YOUR SUCCESS DEPENDS ON YOU!

## TIME MANAGEMENT & STUDY SKILLS WORKSHOPS

LEARN THE SKILLS YOU NEED TO SUCCEED IN COLLEGE AND BEYOND!

OFFERED TUESDAYS, WEDNESDAYS, AND THURSDAYS



FOR A COMPLETE SCHEDULE VISIT:  
[WWW.HANCOCKCOLLEGE.EDU/COUNSELING/WORKSHOPS](http://WWW.HANCOCKCOLLEGE.EDU/COUNSELING/WORKSHOPS)





Counseling and Matriculation

## Reinstatement Application

Submit by scheduled deadline  
(see Academic Calendar online)

### Reinstatement Process:

- Step 1** Although you may be extremely disappointed with your academic status at this point, do not assume that the best solution is to return to AHC immediately. Many students submit their application for reinstatement without fully considering the options available to them. You should evaluate your situation thoroughly, and take the steps necessary to ensure your future academic success. We share your concern, and we encourage you to meet with a counselor. Like you, we hope that you eventually complete your goal, and we will approve your reinstatement into the college when you provide good reason that you are prepared to succeed.
- Step 2** Complete the Reinstatement Application for the semester you wish to enroll in. The Counseling Department will accept legible, complete applications once the schedule of classes is available online. **Incomplete applications will not be processed.**
- Step 3** Meet with a counselor prior to the scheduled deadline to review your completed application. The counselor will submit your reinstatement application to the Probation Committee for review.
- Step 4** The Probation Committee will review your reinstatement application and inform you of the decision. You will be notified by telephone and AHC email once a decision has been made. Be sure to check your myHancock email often.

**\*\*Incomplete Reinstatement Applications will not be processed.**

**\*\*\*Read and keep this page for future reference.**

**Questions contact:  
Counseling Department  
(805)922-6966 ext. 3293**

**[probation.committee@hancockcollege.edu](mailto:probation.committee@hancockcollege.edu)**

Many questions may be answered on our Counseling Department website at:

[www.hancockcollege.edu/counseling](http://www.hancockcollege.edu/counseling)

# ALLAN HANCOCK COLLEGE PROBATION POLICY

**General:** Students at Allan Hancock College are required to maintain a specific level of academic performance to be in “Good Standing.” This performance is based on the provisions of Title V of the California Administrative Code and the Governing Board of Allan Hancock College. If a student has attempted eight (8) or more units at Allan Hancock College, but cannot maintain “good standing,” he/she will be placed on probation. Probationary students will be assisted to regain “good standing.”

**Good Standing:** Allan Hancock College requires students to meet the minimum standards to be in good standing. Good standing is achieved when a student meets or exceeds a 2.0 semester and cumulative GPA and completes 50% of his/her attempted cumulative units with a letter grade (A, B, C, D, or F) or P (pass). The student who meets the minimum standards will be in good standing at Allan Hancock College.

**Academic Probation:** Academic probation occurs when a student has attempted at least 8 semester units at Allan Hancock College and has earned below a 2.0 semester GPA. He/she will be placed on academic probation after semester grades are final.

**First time Academic Probation:** A student is placed on first academic probation when his/her semester GPA is below a 2.0.

**Second-Time Academic Probation:** Second academic probation occurs after a student is on first academic probation and his/her semester GPA is below a 2.0 for the second time. At this level, the student is restricted to 9 units.

**Progress Probation:** Progress probation occurs when a student has attempted at least 8 semester units at Allan Hancock College and has not completed at least 50% of his/her attempted cumulative units with a letter grade (A, B, C, D, or F) and P (pass), he/she will be placed on progress probation after semester grades are final.

**First-Time Progress Probation:** A student is placed on first progress probation when he/she has not completed at least 50% of his/her attempted cumulative units with a letter grade (A, B, C, D, or F) and P (pass).

**Second-Time Progress Probation:** Second progress probation occurs after a student is on first progress probation and fails to complete at least 50% of his/her attempted cumulative units. At this level, the student is restricted to 9 units.

**Subject to Dismissal:** A student who does not meet the college’s minimum standards while on second academic and/or progress probation will be subject to dismissal from the college and required to sit out for one regular semester (fall or spring), including summer. A dismissed student wishing to reenroll is required to go through the reinstatement process.

**Reinstatement:** A dismissed student wishing to take credit courses may submit a reinstatement application to the Counseling Department after sitting out for one regular semester (fall or spring), including summer, for enrollment consideration. Once a student completes a reinstatement application, he/she is required to meet with a counselor for a recommendation. The application is then reviewed by the probation committee for a final decision. If the student provides reasonable assurance that he/she is prepared to succeed, his/her reinstatement application will be approved under certain conditions listed on the reinstatement contract. The deadline to submit a reinstatement application for a specified semester is available online under “academic calendar.” The application may be downloaded from our college website under “counseling” or a student may obtain a copy from the Counseling Department.

**Appeal from dismissal:** The Probation Committee reviews each reinstatement application submitted to the Counseling Department and the Dean, Student Services and Matriculation or designee, acts on appeals in the event a student is denied reinstatement and is requesting additional consideration.



# Reinstatement Application

## Student Information: (print clearly)

Student Name \_\_\_\_\_

H \_\_\_\_\_

Student ID# \_\_\_\_\_

AHC email \_\_\_\_\_@my.hancockcollege.edu

Telephone Number \_\_\_\_\_

Semester Last Attended \_\_\_\_\_

Semester Applying For \_\_\_\_\_

Santa Maria Lompoc/Solvang VAFB  
(Circle Your Campus Location)

## Check all items that contributed to your dismissal:

- |   |  |
|---|--|
| <input type="checkbox"/> Personal Illness                 | <input type="checkbox"/> Work Conflicted                 |
| <input type="checkbox"/> Courses were too difficult       | <input type="checkbox"/> Not Motivated to Study          |
| <input type="checkbox"/> Lacked Study Skills              | <input type="checkbox"/> Not Committed to School         |
| <input type="checkbox"/> Family Death                     | <input type="checkbox"/> Failed to Drop Classes Properly |
| <input type="checkbox"/> Problems with your Personal Life | <input type="checkbox"/> Learning Disability             |
| <input type="checkbox"/> Trouble with Time Management     | <input type="checkbox"/> Trouble with Note Taking        |
| <input type="checkbox"/> Trouble with Test Taking         | <input type="checkbox"/> Other: _____                    |

## Student Support Services Used:

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Financial Aid   | <input type="checkbox"/> EOP&S/CalWorks      | <input type="checkbox"/> Veteran Success Center | <input type="checkbox"/> CAN             |
| <input type="checkbox"/> Counseling      | <input type="checkbox"/> Learning Assistance | <input type="checkbox"/> MESA                   | <input type="checkbox"/> Health Services |
| <input type="checkbox"/> Tutorial Center | <input type="checkbox"/> Writing/Math Center | <input type="checkbox"/> Personal Counseling    | <input type="checkbox"/> STEM            |

Have you been working with a counselor(s) at AHC?  No  Yes \_\_\_\_\_  
Counselor(s) Name

## Academic Goals:

What is your academic goal?  Upgrade Job Skills  Certificate  AA/AS Degree  Transfer

Major: \_\_\_\_\_ College/University: \_\_\_\_\_

Do you have a current Student Educational Plan (SEP)?  Yes  No

Do you have a job? Yes or No If so, how many hours per week will you work? \_\_\_\_\_



## Course Selection:

List below the course(s) you would like to enroll in and check the appropriate category (major, GE or career) for each course. The Probation Committee will consider your choices and the recommendations made by a counselor. Keep in mind that for every hour you spend in class, it requires 2 hours of study time outside of class. **Students petitioning for reinstatement cannot exceed 7 units during their reinstatement semester.**

| COURSE(S) REQUESTED BY STUDENT |       |            |        |             |         |
|--------------------------------|-------|------------|--------|-------------|---------|
| COURSE                         | UNITS | REPEATING? | MAJOR? | GENERAL ED? | CAREER? |
|                                |       |            |        |             |         |
|                                |       |            |        |             |         |
|                                |       |            |        |             |         |
|                                |       |            |        |             |         |
| TOTAL UNITS:                   |       |            |        |             |         |

## Read and Initial Each Statement:

\_\_\_\_\_ I have read and understand the Allan Hancock College probation policies (attached).

\_\_\_\_\_ I will make an earnest effort to regain good standing with the college.

\_\_\_\_\_ I understand that if I am reinstated, I am required to earn a minimum 2.0 semester GPA and complete 50% of my units attempted. If I fail to do so, I will be subject to dismissal and sit-out for one full semester (fall or spring).

\_\_\_\_\_ If I am reinstated I understand that I will be enrolled on a probationary status.

I have completed the reinstatement application to the best of my ability and understand that if my application is denied, I can appeal the decision according to the probation policy.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Counselor Use Only:

| COUNSELOR RECOMMENDATION |       |                 |
|--------------------------|-------|-----------------|
| COURSE                   | UNITS | COUNSELOR NOTES |
|                          |       |                 |
|                          |       |                 |
|                          |       |                 |
|                          |       |                 |
| TOTAL UNITS:             |       |                 |

I have met with the student and have reviewed their START scores, student profile, external transcripts (if applicable), major, course repetition (if applicable), academic renewal (if applicable), and other factors contributing to my decision.

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date



Plan of Action  
(Excess units only: A2, A5, A7, P2, P5, P7)

Reinstatement Contract  
(Dismissed: A3, P3)

Name \_\_\_\_\_

H \_\_\_\_\_  
Student Identification #

GPA \_\_\_\_\_ Attempted Units \_\_\_\_\_ Completed Units \_\_\_\_\_ Academic Standing \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Total Units: \_\_\_\_\_

List Courses:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**CONDITIONS OF ENROLLMENT:**

- Meet with your instructor(s) within the first week of instruction to discuss his/her expectations. At the end of the semester, obtain a copy of your grade(s) through your myHancock portal.
- Take the English/Math START assessment.
- Schedule a counseling appointment to complete/update your Student Educational Plan (SEP) which outlines your educational and career goals.
- REINSTATED STUDENTS ONLY:** Submit a Work in Progress (WIP) form for course(s) enrolled and meet with a counselor to review your academic progress by mid-semester/term. The form will be emailed to your myHancock email account prior to the scheduled deadline.
- Consult with your instructor and counselor prior to withdrawing from a course(s). Refer to 'Class Search' on our website for the withdrawal deadline. Click the class CRN# to view these important dates. It is your responsibility to withdrawal from your portal.
- You will regain good standing when your cumulative GPA meets or exceeds a 2.0 and complete more than 50% of your cumulative units.
- You are required to **sit-out** for one full semester (fall or spring, summer included if dismissed after spring) if re-dismissed.

I agree to the conditions of my enrollment.

Student \_\_\_\_\_ Date \_\_\_\_\_

Counselor/Retention Specialist \_\_\_\_\_ Date \_\_\_\_\_

**Office Use Only:**

Date Entered: \_\_\_\_\_

Entered By: \_\_\_\_\_

Revised: 03/15/2017

\*Plan of Action: Only adjust their max units.

\*\*Reinstatement Contract: Change their code from A3 to A7 or P3 to P7 and adjust their max units.

# GROWING ROSES IN CONCRETE

ALLAN HANCOCK COLLEGE | COUNSELING SUMMIT

## AGENDA

Friday, October 28, 2016

7:30–8:30 a.m. **Check-In/Breakfast Buffet**

8:30 a.m. “Homeboy goes to Harvard”  
Richard Santana, Ed.M.

9:30 a.m. **Break**  
Visit our Career Technical Education Tables in the Foyer.

9:45 a.m. “Constructing learning environments that serve Latino students” part 1  
Dr. Vasti Torres

11:00 a.m. **Break**

11:15 a.m. “Constructing learning environments that serve Latino students” part 2  
Dr. Vasti Torres

12:30 p.m. **Lunch Buffet**

1:45 p.m. “Toolkit for Educators”  
Courtney Plotts, Ph.Dc

2:30 p.m. **Break**  
Visit our Career Technical Education Tables in the Foyer.

3:15 p.m. **Closing Remarks**  
**Evaluations**  
**Raffles**

# GROWING ROSES IN CONCRETE

ALLAN HANCOCK COLLEGE | COUNSELING SUMMIT

## AGENDA

Thursday, October 27, 2016

7:30 – 8:30 a.m.

### Registration/Breakfast Buffet

8:30 a.m.

### Welcome

Kevin G. Walthers, Ph.D.

Superintendent/President Allan Hancock College

8:45 a.m. "Working with ANTF Populations – Three things we need to remember"

Courtney Plotts, Ph.Dc

10:45 a.m. **Break**

Visit our Career Technical Education Tables in the Foyer.

11:00 a.m. "Hope Required When Growing Roses in Concrete"

Jeff Duncan-Andrade, Ph.D.

1:30 p.m.

### Lunch Buffet

2:30 p.m.

### Break-Out Sessions #1

- "Implicit Bias: Blind Spots and the Danger of the Single Story."  
Ana Gomez de Torres, Ed.D. | **COLUMBIA ROOM**
- "Sexual Orientation and Career Decisions."  
Antonio Ramirez, MA | **ATLANTIS ROOM**
- "Building Community, Through Community, One Circle at a Time":  
McKenzie Junior High School's Partnership with Conflict Solutions Center.  
**Lynn Becerra**, Conflict Solutions Center  
**Leonard Flippen**, Conflict Solutions Center  
**Kevin Baldizon**, Dean of Students, McKenzie Junior High  
**Luis Mendoza**, Outreach Consultant, McKenzie Junior High  
**Gabe Solorio**, Principal, McKenzie Junior High  
**Kimberly Rosa**, Training Director/Interim Executive Director,  
Conflict Solutions Center | **ENTERPRISE BALLROOM**
- "Reaching out to Students who are Hard to Reach"  
Ricardo Navarette, MA | **DISCOVERY ROOM**

3:15 p.m.

### Break

Visit our Career Technical Education Tables in the Foyer.

3:30 p.m.

### Break-Out Session #2

- "Implicit Bias: Blind Spots and the Danger of the Single Story."  
Ana Gomez de Torres, Ed.D.
- "Sexual Orientation and Career Decisions."  
Antonio Ramirez, MA
- "McKenzie Junior High School Based Restorative Approach Initiative"  
**Lynn Becerra**, Conflict Solutions Center  
**Leonard Flippen**, Conflict Solutions Center  
**Kevin Baldizon**, Dean of Students, McKenzie Junior High  
**Luis Mendoza**, Outreach Consultant, McKenzie Junior High  
**Gabe Solorio**, Principal, McKenzie Junior High  
**Kimberly Rosa**, Training Director/Interim Executive Director,  
Conflict Solutions Center

4:15 p.m.

### Closing Remarks



**EQUITY SUMMIT  
2017**

**INTERSECTIONS**

**FRIDAY,  
OCTOBER 27, 2017  
8 A.M. — 4:30 P.M.**

**RADISSON HOTEL,  
SANTA MARIA, CA**

Educators from K-12 along with faculty and staff from Hancock and Cuesta will come together to learn about serving our students with special emphasis on marginalized populations.

Topics to be presented by national experts in student success and learning include: serving men of color, students with disabilities, foster youth, first-generation and low-income students.

The goal aligns with the California Community Colleges' vision to close the achievement gap by increasing certificate and degree awards and assisting with transfers to four-year institutions.



Sponsored by: AHC Student Success and Support Program and Student Equity & Cuesta Student Equity

RSVP to Kara Mushegan by October 11 at  
[kara.mushegan@hancockcollege.edu](mailto:kara.mushegan@hancockcollege.edu)  
[www.hancockcollege.edu](http://www.hancockcollege.edu) | [www.cuesta.edu](http://www.cuesta.edu)



# HELLO

I am...

# A NEW STUDENT

## 2017

## Welcome to Allan Hancock College!

Start smart by attending

### Hancock Hello!

**Tuesday, August 15, 2017** from 4 – 7 p.m.

Outside the Student Center, Santa Maria campus

Prepare to succeed by attending our orientation day.

- Take a tour, bring your fall class schedule
- Attend workshops
- Learn about student life
- Receive your student ID card
- Free food and parking

Parents  
are  
welcome!

Register online

[www.hancockcollege.edu/HancockHello](http://www.hancockcollege.edu/HancockHello)



**ALLAN  
HANCOCK  
COLLEGE**  
Start here. Go anywhere.



**SPRING 2017**

**LOMPOC** Pathways to BSN Workshops

Fri Jan 13 12-1pm

Wed Mar 8 5-6pm

Tues May 16 12-1pm

**SPRING 2017**

**LOMPOC Nursing - Start Here Workshops**

|      |        |        |       |
|------|--------|--------|-------|
| Wed  | Jan 18 | 12-1pm |       |
| Tues | Mar 14 | 5-6pm  | Lydia |
| Fri  | Apr 21 | 12-1   |       |
| Wed  | June 7 | 5-6pm  | Lydia |

**SPRING 2017**

**SANTA MARIA Nursing - Start Here Workshops A-103**

|      |        |        |       |
|------|--------|--------|-------|
| Wed  | Jan 11 | 12-1pm | Lydia |
| Tues | Jan 17 | 12-1pm | Lydia |
| Wed  | Feb 15 | 5-6pm  | Lydia |
| Fri  | Mar 17 | 12-1pm |       |
| Mon  | Apr 10 | 12-1pm |       |
| Wed  | May 23 | 5-6pm  | Lydia |

# Pathways to a Bachelor's Degree in Nursing

**Attend a workshop to find out about the path the BSN.**

**Also learn about:**

- Common prerequisites
- CSU and UC general ed requirements
- Application and supplemental application deadlines
- TEAS testing

.....

## **Santa Maria campus**

|           |            |               |       |
|-----------|------------|---------------|-------|
| Tuesday   | 6/27/2017  | 3-4 p.m.      | A 403 |
| Tuesday   | 7/18/2017  | 5-6:00 p.m.   | A 403 |
| Tuesday   | 8/15/2017  | 10-11:00 a.m. | A 103 |
| Monday    | 9/11/2017  | 5-6:00 p.m.   | A 103 |
| Tuesday   | 10/10/2017 | 12-1:00 p.m.  | A 103 |
| Wednesday | 11/8/2017  | 2-3:00 p.m.   | A 103 |
| Monday    | 12/4/2017  | 5-6:00 p.m.   | A 103 |

## **Lompoc Valley Center**

|           |            |              |       |
|-----------|------------|--------------|-------|
| Wednesday | 7/12/2017  | 5-6:00 p.m.  | 2-102 |
| Wednesday | 9/20/2017  | 12-1:00 p.m. | 1-202 |
| Monday    | 11/20/2017 | 5-6:00 p.m.  | 2-102 |



**For more information:** Please visit the EOPS Center A-201 or call 922-6966 ext. 3214

# BE BOLD FOR CHANGE!

All female middle and high school students are welcome!

## ATTEND THE Y.E.L.L. MUJER CONFERENCE AT ALLAN HANCOCK COLLEGE

Saturday, April 29, 2017 | 9 a.m.-2 p.m.  
Marian Theatre, Santa Maria Campus

The Young Educated Latina Leaders Conference will empower **all female** students to overcome challenges and succeed in both school and life.

### CONFERENCE INCLUDES:

Motivational speakers • Prizes • Workshops • Free breakfast and lunch

### REGISTER NOW!

[WWW.HANCOCKCOLLEGE.EDU/YELL](http://WWW.HANCOCKCOLLEGE.EDU/YELL)

For more information, contact  
Allan Hancock College Counseling  
office at (805) 922-6966 ext. 3293.

ASL interpreter services  
available upon request.  
Please call (805) 922-6966 ext. 3396  
or (805) 266-7874 VP by April 24.



Start here. Go anywhere.

**¡LUCHA CONTRA LOS DESAFIOS!**

All female middle and high school students are welcome!

# ASISTE A LA CONFERENCIA 'Y.E.L.L. MUJER'

## EN ALLAN HANCOCK COLLEGE

Sábado, 29 de abril del 2017 | 9 a.m. – 2 p.m.

Teatro Marian, Campus de Santa Maria

La Conferencia de Líderes Jóvenes Latinas Educadas se enfoca en aumentar el poder de las mujeres estudiantes para superar los desafíos y a tener éxito en su escuela y en su vida.

### LA CONFERENCIA INCLUYE:

Oradores de motivación • Premios • Talleres • Desayuno y almuerzo gratis

### ¡INSCRÍBASE AHORA!

[WWW.HANCOCKCOLLEGE.EDU/YELL](http://WWW.HANCOCKCOLLEGE.EDU/YELL)

Para mayor información, comunicarse a la Oficina de Consejería de Allan Hancock College al (805) 922-6966 ext. 3293.

Servicios de intérprete ASL de Lenguaje de Señas Americano está disponible.

Favor de llamar al (805) 922-6966 ext. 3396 o al (805) 266-7874.

Haga su reservación 'RSVP' para el 24 de abril.



**Start here. Go anywhere.**

**FIGHT THE ODDS**  
**at Allan Hancock College!**

Event dedicated to  
Juan Gallardo, a former  
Hancock employee and  
site coordinator in area high schools  
for UCSB, who is fighting cancer.

# YOUNG EDUCATED LATINO LEADERS (Y.E.L.L.) CONFERENCE

Saturday, December 3, 2016 | 9 a.m.-12:45 p.m.  
Marian Theatre, Allan Hancock College

Empowering male high school students to overcome  
challenges and succeed in both school and life.

## CONFERENCE INCLUDES:

- Keynote Speaker Carlos Balderas, U.S. Olympic boxer
- Other motivational speakers
- Prizes
- Free breakfast and lunch

**REGISTER AT [WWW.HANCOCKCOLLEGE.EDU/YELL](http://WWW.HANCOCKCOLLEGE.EDU/YELL)**

**For more information, contact Central Coast Cal-SOAP  
at (805) 922-6966 ext. 3710.**

ASL interpreter services available upon request. Please call 805-922-6966  
ext. 3396 or 805-266-7874 VP by November 30.

Conference geared toward empowering female high  
school students coming in spring 2017.



**Start here. Go anywhere.**

**¡LUCHA CONTRA LOS DESAFIOS  
en Allan Hancock College!**

El evento está dedicado  
a Juan Gallardo, ex empleado de  
Hancock y coordinador de escuelas  
preparatorias locales para UCSB,  
quien se encuentra luchando contra el cáncer.

# CONFERENCIA 'YOUNG EDUCATED LATINO LEADERS' (Y.E.L.L.)

Sábado 3 de diciembre del 2016 | 9 a.m.-12:45 p.m.  
Teatro Marian, Allan Hancock College

Haciendo fuertes a los hombres estudiantes de preparatoria para  
que venzan desafíos y tengan éxito en la vida y en la escuela.

## LA CONFERENCIA INCLUYE:

- Orador de Honor, Carlos Balderas,  
boxeador olímpico de Estados Unidos
- Otros oradores de motivación
- Premios
- Desayuno y almuerzo gratuito

**INSCRIBASE EN [WWW.HANCOCKCOLLEGE.EDU/YELL](http://WWW.HANCOCKCOLLEGE.EDU/YELL)**

**Para mayor información, comuníquese con Central Coast Cal-SOAP  
al (805) 922-6966 ext. 3710**

Puede solicitar un intérprete de ASL para sordomudos. Favor de llamar  
al 805-922-6966 ext. 3396 o al 805-266-7874 para el 30 de noviembre.

Conferencia similar para mujeres estudiantes en la  
preparatoria está planeada para la primavera en 2017.



**Start here. Go anywhere.**



# CATCHING OUR STUDENTS BEFORE THEY FALL: WE BUILD A BRIDGE



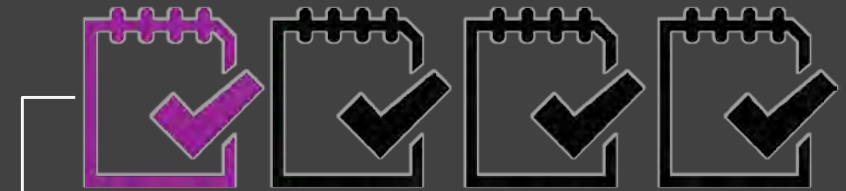
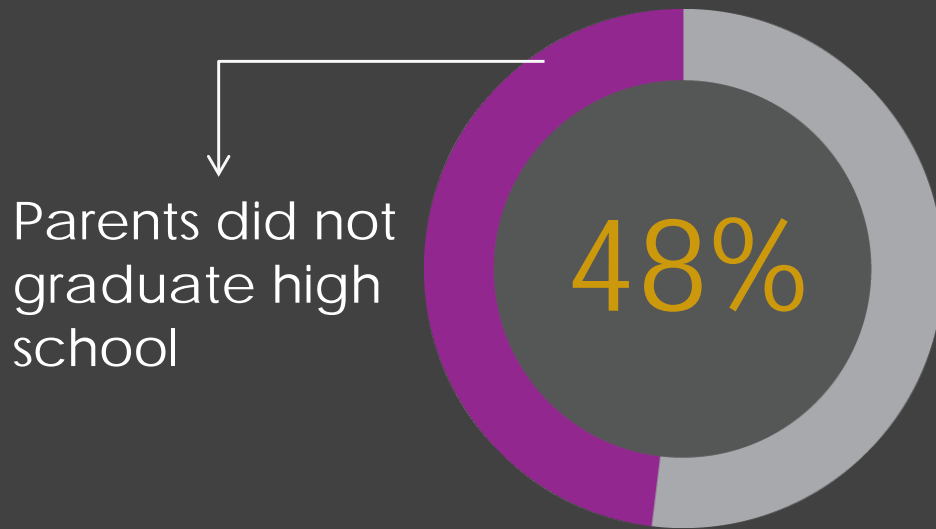
Presented by:

LeeAnne Del Rio, Ed.D., Sal Reynoso, Susan Farley,  
Julia Raybould-Rodgers, Britt Ortiz, Matt Provost,  
Geri Coats, Julie Santoyo, Jose Pereyra

# OUR ERHS STUDENTS

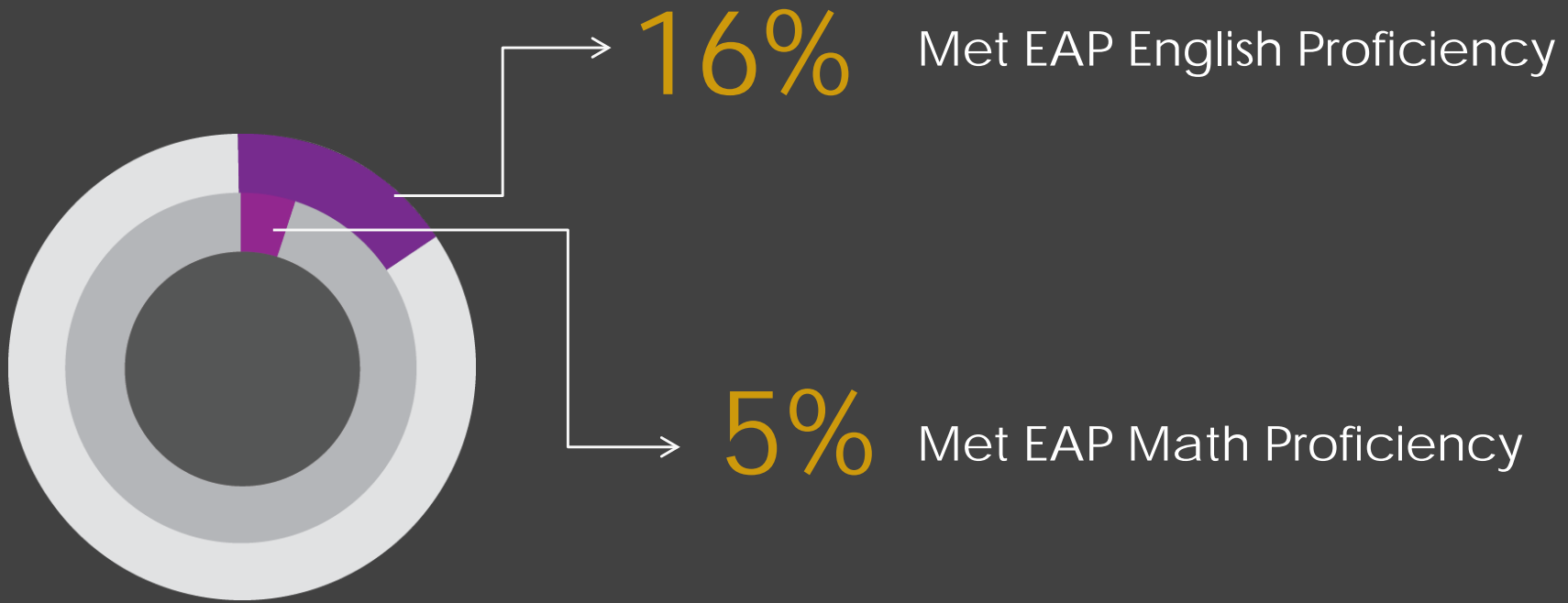


62% Free & reduced lunch



Only 1 in 4 students meet A-G requirements





Approx. **5%** of graduating seniors took a community college placement test



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IF NOT US, THEN WHO?

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# TRUE ACTION RESEARCH

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INSERT MOVIE HERE

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# OUR PARTNERS

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- Ernest Righetti High School
- Allan Hancock College
- UCSB Early Academic Outreach Program

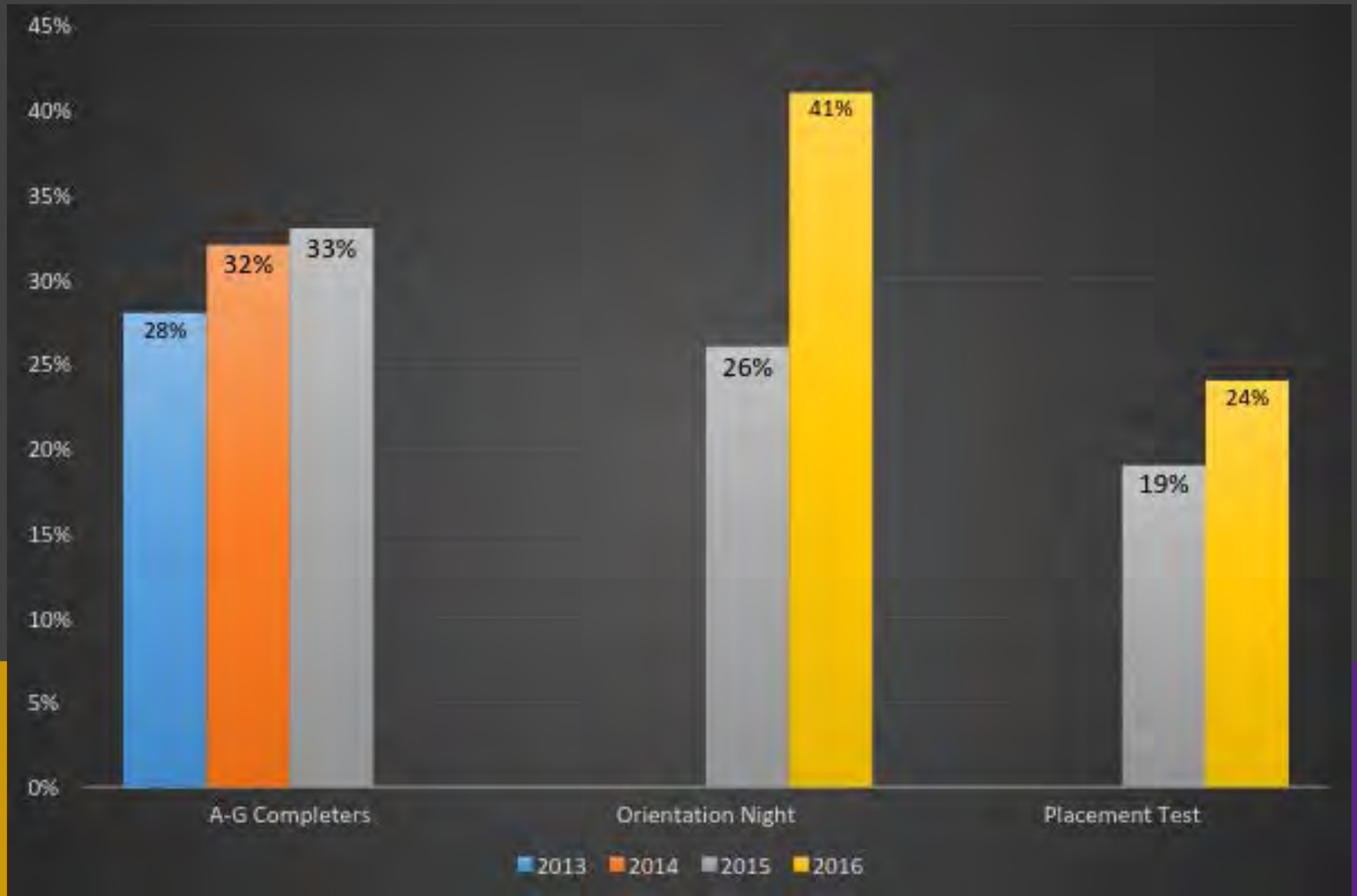


# COUNSELING ACTIONS

| 1 <sup>st</sup> year of Actions  | 2 <sup>nd</sup> Year of Actions  | Where We are Heading Next...  |
|--|--|---|
|  | <p>Brought counseling services into our communities to families who were most likely unfamiliar with paperwork, registration, and services available at our local community college.<br/>200 Students participated.<br/>After 1<sup>st</sup> year –38% more Latino students enrolled at AHC.</p> | <p>We are doubling our efforts and spreading our practice of testing, registering, getting financial aid out to our communities, off of the college campus.</p> |
|  | <p>Community College Counselor placed at ERHS on weekly basis.</p>   | <p>Community College Counselor every week at all 3 high school campuses in district</p>   |
| <p>Began to communicate the need to switch college testing to the high school campus</p> | <p>Brought college testing, assessment, and placement practices to the high school campus</p>  | <p>Have doubled the number of ERHS students tested, and now the practice is at all 3 high schools</p>   |



# OUR COUNSELING PROGRESS



# UCSB EARLY ACADEMIC OUTREACH PROGRAM (EAOP)

## SERVICES PROVIDED & CONTACTS GENERATED

| Year        | Services provided |            | Contacts Generated |               |              |              |
|-------------|-------------------|------------|--------------------|---------------|--------------|--------------|
|             | School            | Services   | Students           | EAOP Enrolled | Non-EAOP     | Parents      |
| 2015 - 2016 | ERHS              | 192        | 3,298              | 660           | 2,638        | 409          |
|             | PVHS              | 264        | 3,248              | 1,162         | 2,086        | 186          |
|             | SMHS              | 130        | 3,491              | 839           | 2,652        | 590          |
|             | <b>Total</b>      | <b>586</b> | <b>10,037</b>      | <b>2,661</b>  | <b>7,376</b> | <b>1,185</b> |

\*ERHS & PVHS college site coordinators hired mid-November 2015

\*SMHS college site coordinator at site July 1, 2015-February 2016

|             |              |            |              |            |              |            |
|-------------|--------------|------------|--------------|------------|--------------|------------|
| 2014 - 2015 | ERHS         | 56         | 1,203        | 265        | 944          | 88         |
|             | PVHS         | 77         | 1,245        | 159        | 1,086        | 233        |
|             | SMHS         | 127        | 2,191        | 502        | 1,691        | 386        |
|             | <b>Total</b> | <b>260</b> | <b>4,639</b> | <b>926</b> | <b>3,721</b> | <b>707</b> |

\*Pilot year, 1 college site coordinator rotating among 3 HS

# UCSB EARLY ACADEMIC OUTREACH PROGRAM (EAOP)

## UC APPLICATIONS & ADMISSION RATES

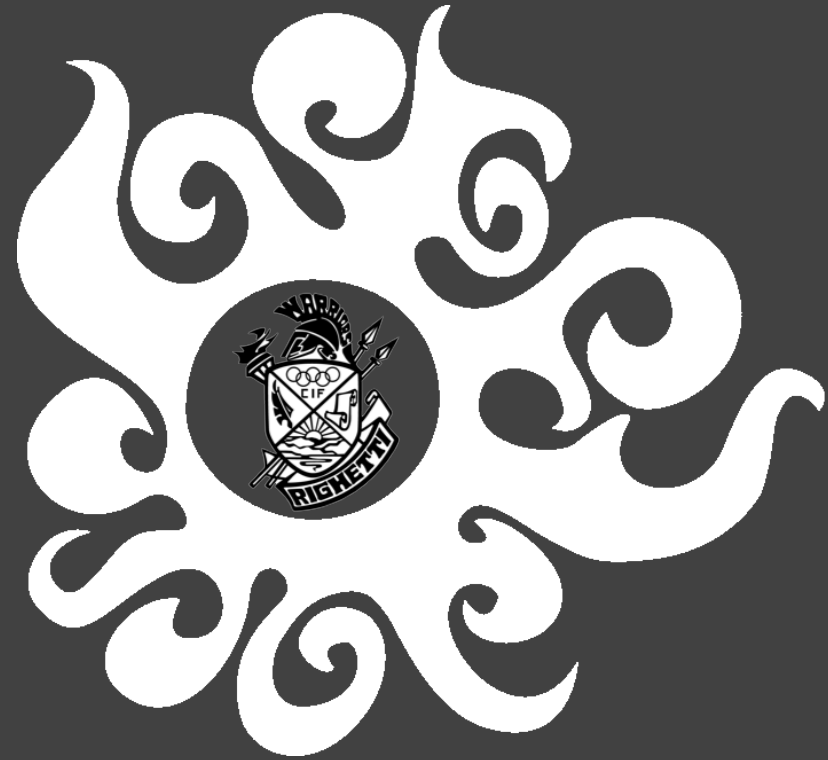
|         |                 | 2016 |      |          | 2015 |      |          | 2014 |      |          | 2013 |      |          |
|---------|-----------------|------|------|----------|------|------|----------|------|------|----------|------|------|----------|
| SMJUHSD |                 | Apps | Adms | Adm Rate | Apps | Adms | Adm Rate | Apps | Adms | Adm Rate | Apps | Adms | Adm Rate |
|         | All Students    | 209  | 134  | 64%      | 197  | 112  | 57%      | 183  | 110  | 60%      | 170  | 97   | 57%      |
|         | Latino Students | 151  | 92   | 61%      | 140  | 68   | 49%      | 123  | 73   | 59%      | 117  | 61   | 52%      |



# JUMPSTART ACADEMY AT ERHS

---

- Recognized need for student support entering high school.
- Other introductions to the school had been lost over time.
- Previous transition program, "WOW Week," was lost due to funding cuts.
- Universities use transition programs to help students enter their campuses/systems and to set expectations and enculturate to the campus.



# GOALS OF THE PROGRAM

---

- Get students acquainted with campus
- Students meet new friends from different jr. high schools
- Introduce students to teachers and staff
- Introduce students to extracurricular opportunities
- Lay foundation for classroom expectations
- Teach basic technology skills
- Review/support Reading/Writing/Mathematics



# BASIC PIECES TO THE PROGRAM

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- Half day program
- Daily icebreaker games
- Breakout groups for Math, Reading, and Writing instruction.
- Parent Night
- Students receive as many 'perks' as we can organize.



# ACADEMICS

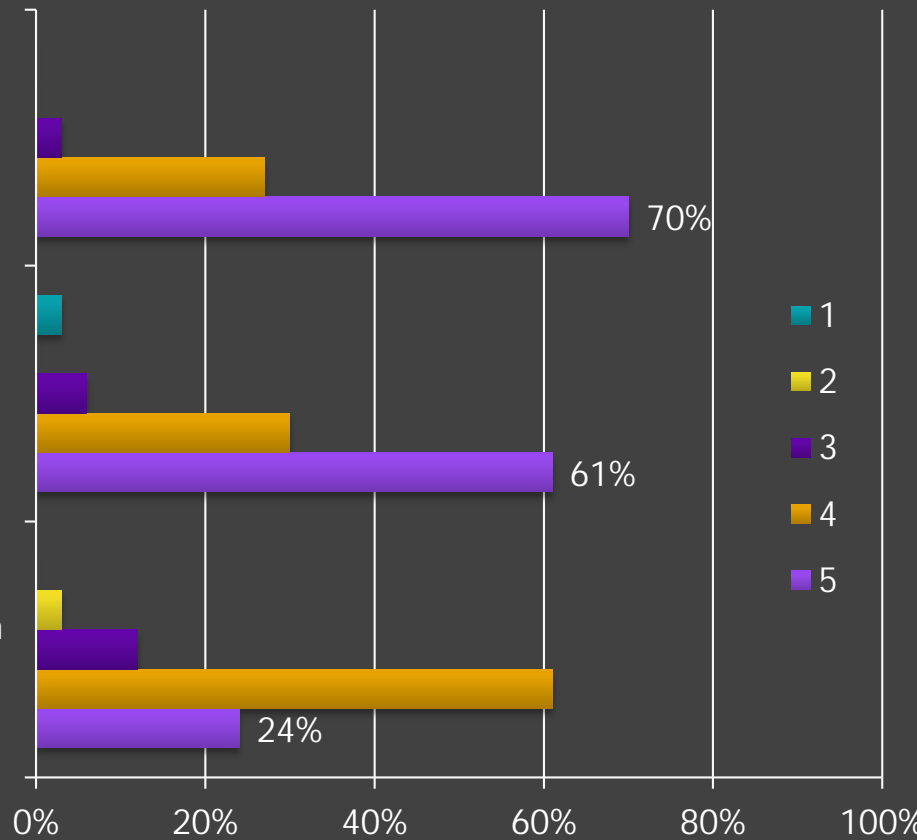
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- Focus on Reading Comprehension and Writing with English teachers.
- Students work independently in Kahn Academy for Math practice.
- Study Skills, Digital Citizenship, and Goal Setting are included in the academic program in the reading and writing curriculum and instruction.
- Now, as of Summer 2017, added a strong Career Technical Education focus, Career Exploration – Who do I want to be and how will I get there?

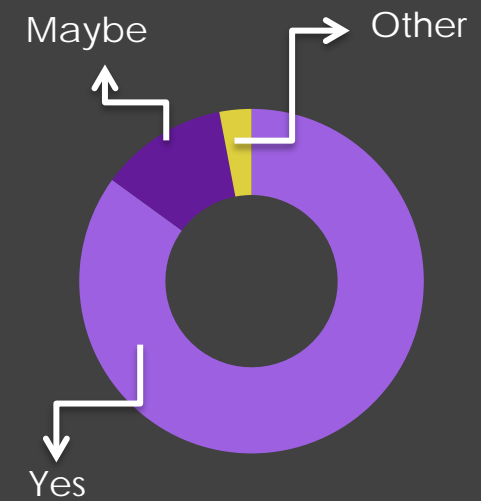


# STUDENT SURVEYS

How would you rate your overall experience at JumpStart Academy?



Would you recommend JumpStart Academy to a friend starting at ERHS next year?







CLASS OF 2019

SUMMER OF 2015

CAPTION NEEDED



# JUMPSTART HANDS-ON MATH



# JUMPSTART - BUILDING A COMFORT WITH SCHOOLWIDE TECHNOLOGY & CAREER EXPLORATION

---



# MATH ACTIONS

| 1 <sup>st</sup> year of Actions  | 2 <sup>nd</sup> Year of Actions  | Where We are Heading Next...                                  |
|--|--|---|
| Accelerated Summer Geometry<br><br>23 more students place into Algebra 2 class | Accelerated Summer Geometry<br><br>34 more students place into Algebra 2 class | Accelerated Summer Geometry<br><br>110 Students Districtwide. |
|  |  | Pre Chemistry Summer Course                                   |



# ENGLISH COLLABORATION BENEFITS

---

- Improved communication
- Better understanding of students' needs
- Funding to pilot projects that were later institutionalized
- Funding to analyze data to see if our projects are successful
- Assistance in implementing accelerated classes
- Awareness of the need for Hancock English Department to look at our testing process and how we might better place students
- Increased openness to the use of GPA for placement in CC English courses
- The use of practice placement tests to improve student scores
- Acceptance of the EAP or the expository writing class high schools offer for entrance into transfer level English at Hancock



# ENGLISH BOOTCAMP

---

- Hancock had four levels of classes below transfer level (Basic Skills).
- We developed boot camp for students who tested into the class one level below transfer course. It lasts eight days and prepares students to challenge their course placement. If successful, students go right into transfer level English.



# 30 STUDENTS THE 1<sup>ST</sup> YEAR, MOSTLY FROM RIGHETTI

---

- Righetti students all passed.
- Last year over 100 students participated.
- The pass rate was 88%.
- Eliminated the need for 3 basic skills classes.
- This year we are on track for having 120 students participate.





# ENGLISH TEACHERS COLLABORATE

---

- One of our most successful projects was a meeting between Righetti and Hancock English teachers.
- We compared notes, passed around graded papers, and shared ideas.
- Both departments benefited, as did students.



# ACCELERATION

---

- First semester students in accelerated classes passed at a rate of 73%. While sometimes higher, the pass rate in the four terms we have taught this class have never gone lower.
- When these students took transfer level English, 63% of the accelerated students passed compared to 60% of non-accelerated students.
- Our success and the encouragement of our CAPP partners led us to pilot a new form of acceleration—co-requisite courses.



# CATCHING OUR STUDENTS BEFORE THEY FALL: WE BUILD A BRIDGE

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## Counseling:

- AHCC counselors & EOAP College Site Coordinator placed at each of the 3 high schools on standing basis
- 37% increase in Latino student enrollments
- College assessment tests taken have doubled at each high school
- Over 3,000 student contacts generated by EAOP every year



# CATCHING OUR STUDENTS BEFORE THEY FALL: WE BUILD A BRIDGE

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## Jump Start:

- 95% of Jump Start students would recommend this program for incoming 9th graders
- 100% parents recommend JumpStart



# CATCHING OUR STUDENTS BEFORE THEY FALL: WE BUILD A BRIDGE

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## College English:

- More than 100 students take the 8 day Boot Camp each summer and are able to avoid a semester or more of remedial course work!
- 88% pass rate into college level English 101!
- 10 accelerated English courses now institutionalized!



# CATCHING OUR STUDENTS BEFORE THEY FALL: WE BUILD A BRIDGE

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## Math:

- Accelerated Summer Geometry now offered at all 3 high schools!
- 90 students a year returned to A-G on track status!



# CATCHING OUR STUDENTS BEFORE THEY FALL: WE BUILD A BRIDGE

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## Pre-Chemistry:

- Piloting new foundational program to ensure higher chemistry pass rates, therefore positively effecting A – G completion and CSU/UC eligibility rates.



# CATCHING OUR STUDENTS BEFORE THEY FALL: WE BUILD A BRIDGE

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- AHC Counselors on all high school campuses-  
INSTITUTIONALIZED!
- EAOP at all high school campuses - INSTITUTIONALIZED!
- English Boot Camp - INSTITUTIONALIZED!
- Accelerated Remedial college English -  
INSTITUTIONALIZED!
- Using Multiple Measures to assess students in both  
English & Math – INSTITUTIONALIZED!





# THANK YOU, CAPP, FOR THIS OPPORTUNITY!

## CONTACT:

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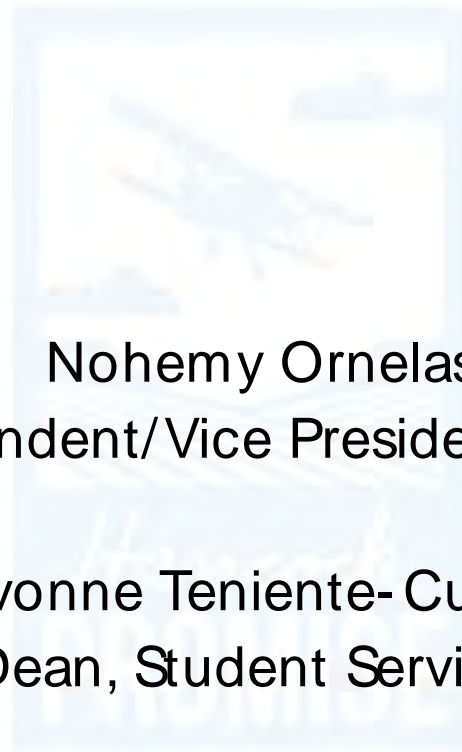
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# Alban Hancock College



Nohemy Ornelas  
Associate Superintendent/Vice President of Student Services

Yvonne Teniente- Cuello  
Dean, Student Services

# Concurrent Enrollment



- Partnerships with feeder high schools
  - Santa Maria Joint Union High School District
  - Lompoc Unified School District
  - Orcutt Union School District
  - Santa Ynez Union High School District
  - Cuyama Union District
- Concurrent Enrollment Courses
  - History
  - Get Focused, Stay Focused
  - Film
  - Statistics
  - Psychology
  - French
  - Music
  - Political Science
  - Early Childhood Studies

# Bridges to success

## Creating Pathways to College



### Why We Started

- Limited communication between schools and college
- Little or no access to services from the college
- Limited exposure to college services
- Limited knowledge on steps to transition to college
- No structure in place to support programs for students
- No venue to collaborate or share ideas
- Barriers for students

# Bridges to success mission

- The mission of the Bridges to Success 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.



# Bridgesto success goals



- 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
- 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

# Initiatives/ accomplishments



- Expansion of services at the school sites
  - Early registration
  - Assessment Testing
  - Counseling Liaisons
  - Special events/workshops for targeted populations
- Integration of program plans
  - LCAP
  - Student Success and Support Program Plan
  - Student Equity Plan
- Acceleration
  - Math and English Bootcamp
  - Cultural responsive curriculum
  - Multiple Measures
- Professional Development
  - Student Success Summit
  - Counseling Summit
  - Equity Summit-10/27



# Priority registration event in Gradalupe

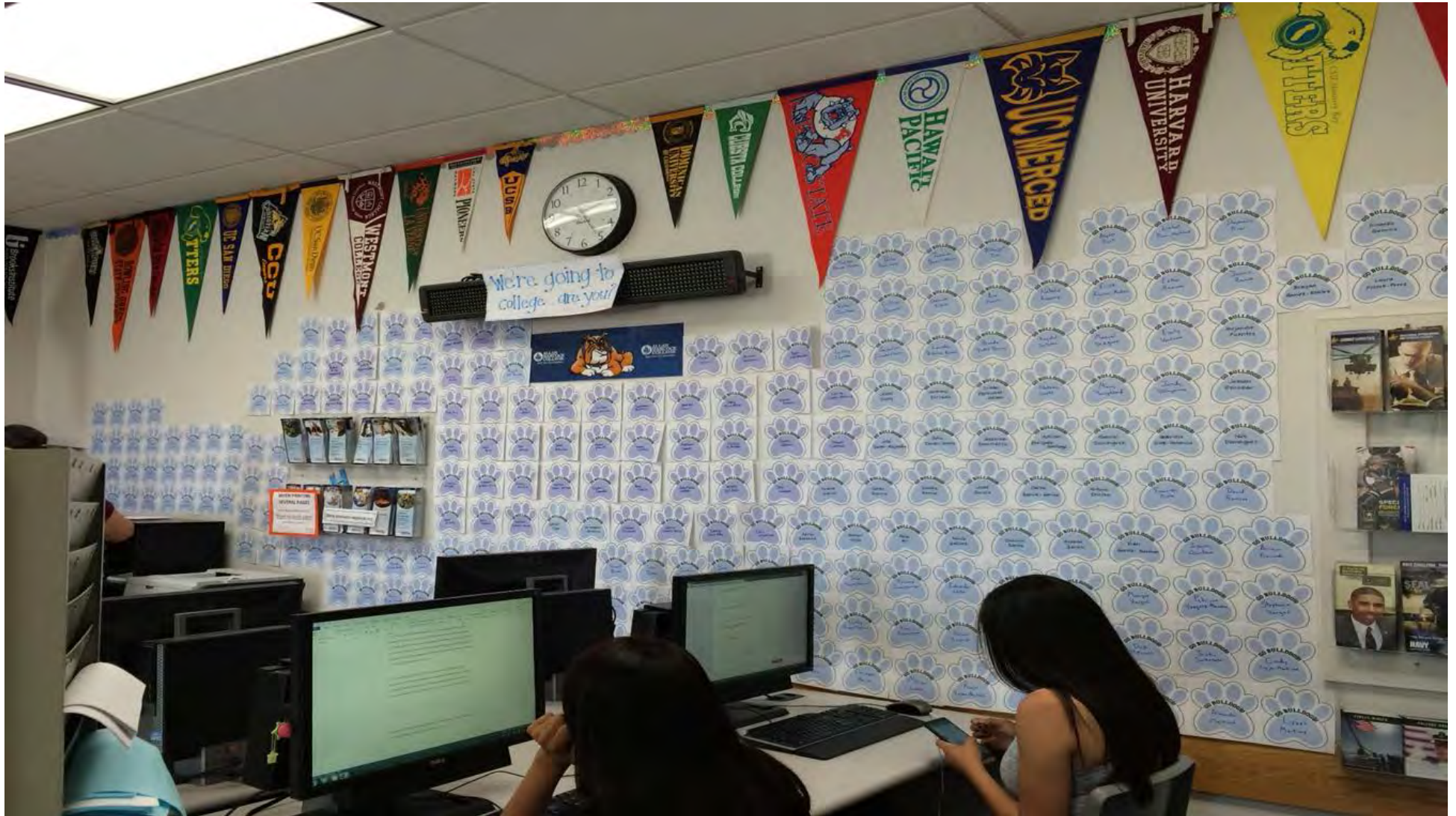












# Santamaría high school weekend event



# Pioneer valley high school's recognition wall



**SARS Codes Quick Reference Guide**

|                                 |   |   |
|---------------------------------|---|---|
| <b>3. Counseling</b>            |    | <b>Quick Question/Short Answer.<br/>Anything Not Mentioned Below.</b>                                     |
| <b>4. SEP—ABBREV</b>            |    | <b>1—2 Semester Plan.<br/>1 Semester Plan.</b>  |
| <b>5. SEP—COMP</b>              |    | <b>Comprehensive SEP from beginning<br/>-OR- To Graduation/Goal.</b>                                      |
| <b>6. PROBATION</b>             |   | <b>Any discussion of Probation.<br/>Students on: A1/A2/A5 &amp; P1/P2/P5.</b>                             |
| <b>6B.<br/>REINSTATEMENT</b>    |  | <b>When a student has been dismissed<br/>and is submitting the Reinstatement<br/>Application (A7/P7).</b> |
| <b>7A.<br/>OTHER ORIENT</b>     |  | <b>Specialized program orientation such as<br/>Athletics, PCPA, Dental Assisting.</b>                     |
| <b>7C. SEP UPDATE</b>           |  | <b>Update / Revision of an already completed<br/>SEP. Additional/New SEP.</b>                             |
| <b>7D. FOL-<br/>LOWUP+WKSPS</b> |  | <b>Any other Educational Planning Counsel-<br/>ing. Early Alert. Not Initial Visit.</b>                   |

Board Approval: 04/15/1997  
 PCA Established:  
 DL Conversion: 12/14/2004  
 Date Reviewed: Fall 2016  
 Catalog Year: 2017/2018

## Allan Hancock College Course Outline

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**Discipline Placement:** Counseling (Masters Required) or Education (Masters Required)

**Department:** Counseling

**Prefix and Number:** PD 100

**Catalog Course Title:** Personal and Career Exploration

**Banner Course Title:** Personal & Career Exploration

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### Units and Hours

|                    | Hours per Week<br>(Based on 16 Weeks) | Total Hours per Term<br>(Based on 16-18 Weeks) | Total Units |
|--------------------|---------------------------------------|--|-------------|
| <b>Lecture</b>     | 3.000                                 | 48.0 - 54.0                                    | 3.0         |
| <b>Lab</b>         | 0.000                                 | 0.0 - 0.0                                      | 0.0         |
| <b>Total Hours</b> | 3.0                                   | 48.0 - 54.0                                    | 3.0         |

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### Number of Times Course may be Repeated

None

### Grading Method

Letter Grade or Pass/No Pass

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### Requisites

None

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### Entrance Skills

None

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### Catalog Description

Provides in-depth career direction with an intensive exploration of one's own values, interests, abilities, and an intensive career information search. Instruction includes self-paced materials, lecture, small group discussion, interviews, and input from various campus departments.

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### Course Content

#### Lecture

1. You and the College-College Orientation
  - a. college terminology

- b. Allan Hancock policies, program and requirements
- c. learning styles
- d. study management skills
- e. locus of control
- 2. Personal Exploration
  - a. human nature
    - i. psychoanalytical theory
    - ii. behaviorist theory
    - iii. existential-humanistic theory
  - b. adult development
    - i. Levinson Theory
    - ii. Havighurst Theory
    - iii. Erikson Theory
  - c. personality
    - i. Myers-Briggs
  - d. needs and values
    - i. Maslows Hierarchy of Needs
    - ii. intrinsic values
    - iii. extrinsic values
    - iv. modal values
    - v. end values
- 3. Career Exploration
  - a. work values
    - i. motivational factors
  - b. interests
    - i. Career Assessment Inventory
    - ii. California Occupational Preference Scale
    - iii. Holland's Self-Directed Search
  - c. Skills (Career Cruising)
    - i. transferable
    - ii. work content
    - iii. soft skills
- 4. Job Search Techniques
  - a. decision making model
  - b. career information
    - i. dictionary of occupational titles
    - ii. guide for occupational exploration
    - iii. occupational outlook handbook
    - iv. Career Cruising
    - v. Computer search (Internet)
  - c. resume and cover letter writing
  - d. interviewing techniques
  - e. goal setting and career planning

---

## Course Objectives

### At the end of the course, the student will be able to:

1. prepare an individual educational and career plan by integrating information about one's abilities, values, and skills with an awareness of the academic and professional preparation requirements.
2. identify the steps used in a decision-making model.
3. prepare supporting documents and role play a job interview.
4. identify basic theoretical perspectives on adult development and human nature.
5. use the various resources for career exploration at the Job Placement and Career Services Center to develop a list of career alternatives.

6. identify the problems, the physical demands, and the training required for various career opportunities.
- 

## Methods of Instruction

- **Lecture**
- 

## Outside Assignments

- **Other Assignments**
    1. Complete an educational plan that meets the students individual two-year and, if appropriate, four-year objectives.
    2. Discuss critically the psychoanalytic, behavioristic and extrinsic views of human nature.
    3. Analyze and identify the adult development stages the student is currently experiencing in terms of Erikson's, Levinson's and Havighurst's theories of adult development.
    4. Relate the results of various individual career assessments to the world of work.
    5. Apply the steps of the decision-making model to a recently made decision and compare the results to the decision made.
- 

## Methods of Evaluation

- **Exams/Tests**
  - **Class Participation**
  - **Home Work**
  - **Other**

Evaluation is based on:

    1. graded homework assignments.
    2. class participation and attendance.
    3. two essay exams which call for students to identify, define, and apply major facts, concepts and perspectives, or essay questions which require the student to relate various concepts presented to the career search process.

Sample Essay Questions:

    1. Compare and contrast the behavioristic, existential and psychoanalytic perspectives of human nature and explain how each would influence at least two major life choices (i.e., marriage, education, career, etc.).
    2. Distinguish between intrinsic, extrinsic and modal values. Using four occupations that interest you, describe how the requirements for each value system would be met.
- 

## Adopted Texts and Other Instructional Materials

### Textbooks

1. Sukiennik, Diane etal *Career Fitness Program* Edition: 11th 2016

### Other Texts

1. Rotters locus of control assessment
2. Learning and Study Skills Inventory (LASSI)
3. Myers-Briggs Personality Inventory (MBTI)
4. Career Assessment Inventory (CAI)
5. Career Occupational Preference Survey (COPS)
6. Self-Directed Search Interest Assessment (SDS)
7. Sheehy, G. *Passages: Predictable Crisis of Adult Life*. E. P. Dutton, New York. 1974
8. Maslow, A. H. *The Further Reaches of Human Nature*. Penguin Books, New York. 1976

9. Michelozzi, B. N. Coming Alive from Nine to Five: The Career Search Handbook. Mayfield Publishing Co., California. 1980
10. Sher, B. Wishcraft
11. Bolles, R. What Color is Your Parachute

**Instructional Materials**

None

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**Student Learning Outcomes**

1. PD100 SLO1 - Identify basic theoretical perspectives on adult development and human nature.
  2. PD100 SLO2 - Examine one's abilities, values, and skills with an awareness of the academic and professional preparation requirements for a given career.
  3. PD100 SLO3 - Identify steps used in a decision-making model.
  4. PD100 SLO4 - Prepare supporting documents and practice job interviews.
- 

**Distance Learning****Delivery Methods**

- Internet
- Other Method (explain)
- Other  
Video

**Instructor Initiated Contact Hours Per Week:** 3.000

**Contact Types**

1. Email Communication (group and/or individual communications)
2. Telephone Contacts
3. Other (please specify)  
Feedback on assignments and career assessments via email  
Discussion Board
4. Other (please specify)  
Career counseling appointments as needed.

Career Center assessments for students who want additional information.

**Adjustments to Assignments**

The assignments and theory of career exploration will be similar. Through Canvas students will have access to online career assessments, career and educational research sites, videos, and book readings. Students' responses and career assessment results allow the instructor to provide direct feedback and direction during the process of career exploration and career decision making.

**Adjustments to Evaluation Tools**

Internet assessments, career research and video questions are online. Written responses to video questions, internet assignments, chapter questions, research of a given career, and career assessment results all help to evaluate the students' mastery of the course objectives.

**Strategies to Make Course Accessible to Disabled Students**

Met with Alternative Media Specialist.

All Videos are closed captioned.

Documents used are in PDF format.

If any issues arise that are outside of the scope of the instructor LAP will be consulted to make the appropriate adjustments to accommodate and meet ADA regulations.

Assessment links are written in a manner that tells the student where to go. The links avoid "Click here"  
No timed assessments  
Students are encouraged to meet with instructor.

**Inform Students**

Information on requirements will be included in the course syllabus.

**Additional Comments**

None

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Generated on: 9/28/2017 5:25:54 PM



Board Approval: 05/17/2005  
 PCA Established:  
 DL Conversion:  
 Date Reviewed: Spring 2016  
 Catalog Year: None

## Allan Hancock College Course Outline

**Discipline Placement:** Counseling (Masters Required) or Education (Masters Required) Counseling: Disabled Students Programs and Services (Masters Required) or

**Department:** Counseling

**Prefix and Number:** PD 101

**Catalog Course Title:** Success in College

**Banner Course Title:** Success In College

### Units and Hours

|                    | Hours per Week<br>(Based on 16 Weeks) | Total Hours per Term<br>(Based on 16-18 Weeks) | Total Units |
|--------------------|---------------------------------------|--|-------------|
| Lecture            | 3.000                                 | 48.0 - 54.0                                    | 3.0         |
| Lab                | 0.000                                 | 0.0 - 0.0                                      | 0.0         |
| <b>Total Hours</b> | 3.0                                   | 48.0 - 54.0                                    | 3.0         |

### Number of Times Course may be Repeated

None

### Grading Method

Letter Grade or Pass/No Pass

### Requisites

None

### Entrance Skills

None

### Catalog Description

Assists students in considering individual development with the goal of increasing knowledge of self and others within the college. Topics include self-knowledge and assessment, learning to learn, and making the best use of college resources. This course is not open to students who are enrolled in or have received credit for Learning Skills 101 or Personal Development 105.

### Course Content

Lecture

1. Understanding the Purposes of Higher Education

- a. motivation for enrolling in college
- b. role of the educated person in society
- c. learning for learning's sake
- d. basic orientation to academic expectations
- e. world and career relationships

2. Knowledge of College Resources

- a. awareness of available programs, services and extracurricular activities and ability to use resources for maximum personal benefit
- b. student-faculty relationships
- c. faculty expectations

3. College Policies and Procedures

- a. scheduling procedures
- b. grading policy
- c. students' rights and responsibilities

4. Learning Skills

- a. learning styles
- b. study skills
- c. test anxiety
- d. time management
- e. decision-making skills
- f. introduction to the library
- g. classroom participation and behavior

5. Self-Awareness

- a. self-esteem and personal evaluation
- b. values of clarification
- c. essentials of good communication
- d. results of assertive behavior vs. aggressive behavior

- e. self-examination of attitudes toward cultural and gender differences
  - f. interpersonal relationship skills
  - g. active listening responses
6. Academic and Vocational Planning
- a. review of START test results
  - b. understanding general education requirements (associate degree and four year transfer patterns)
  - c. choosing a major
  - d. curricular requirements of student's chosen major
  - e. appointment with a counselor of student's choice to review academic plan and career choices

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## Course Objectives

### At the end of the course, the student will be able to:

1. identify and access various student services.
2. take notes, prepare a time management plan, prepare for exams, and participate in classroom discussions and activities.
3. access books, periodicals and articles from the Learning Resource Center.
4. utilize the college catalog, schedule and website.
5. identify various kinds of active listening responses (i.e. reflecting meaning, paraphrasing, summarizing, open and closed questions) and illustrate the use of each.
6. utilize information about personal attitudes and values to establish realistic career and life goals.
7. evaluate their current and future academic/vocational goals and integrate such goals into a specific plan.

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## Methods of Instruction

- Discussion
- Lecture

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## Outside Assignments

- **Outside Assignments**  
Sample Assignments:
  1. Using the college catalog and website, locate information and cite sources on a variety of topics.
  2. Maintain a weekly journal, chronicling your academic experiences and any personal reflections you wish to make.
  3. After attending two different college events/activities, write a 2-3 page reflection paper comparing and contrasting your experiences. Submit this paper by email to your instructor.

4. Meet with a counselor to clarify your career goals and develop an electronic education plan related to your goal.
  5. Using technology, prepare and present an oral report on a student service/program that interests you.
- 

## Methods of Evaluation

- Exams/Tests
- Quizzes
- Portfolios
- Papers
- Oral Presentation
- Projects
- Group Projects
- Class Participation
- Class Work
- Home Work
- Class Performance
- Other

Evaluation is based on the completion of written and typed assignments and papers, class attendance, participation, group projects, web research, the completion of an oral presentation utilizing technology, and the development of an educational plan.

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## Adopted Texts and Other Instructional Materials

### Textbooks

1. Ellis, David B. *Becoming a Master Student* Edition: 15 2014
2. Staley, C., C. Staley, S. *FOCUS on College and Career Success* Edition: 2 2014

### Other Texts

1. Allan Hancock College Catalog
2. Theme book for journal
3. Articles, handouts, and relevant videos
4. Alberti, R. Emmons, M. *Your Perfect Right: Assertiveness and Equality in Your Life & Relationship* (2008)
5. Raptis, A. *The Empowered Student* (2000)
6. Bolles, R. *What Color is Your Parachute?* (2014)
7. Dweck, Carol. *Mindset: The New Psychology of Success* (2007)

### Instructional Materials

None

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## Student Learning Outcomes

1. PD101 SLO1 -Identify and access various student services.
  2. PD101 SLO2 - Identify and apply study skills that build a successful learning foundation.
  3. PD101 SLO3 - Identify various kinds of active listening response and illustrate their use.
  4. PD101 SLO4 - Use college publication and website to successfully navigate the educational system.
  5. PD101 SLO5 - Establish and evaluate realistic career and life goals and integrate said goals into a specific plan.
-

## Distance Learning

This course is not Distance Learning.

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Board Approval:  
 PCA Established:  
 DL Conversion:  
 Date Reviewed:  
 Catalog Year: None

## Allan Hancock College Course Outline

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**Discipline Placement:** Counseling (Masters Required) or Psychology (Masters Required)

**Department:** Counseling

**Prefix and Number:** PD 102

**Catalog Course Title:** Human Relationships

**Banner Course Title:** Human Relationships

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### Units and Hours

|                    | Hours per Week<br>(Based on 16 Weeks) | Total Hours per Term<br>(Based on 16-18 Weeks) | Total Units |
|--------------------|---------------------------------------|--|-------------|
| <b>Lecture</b>     | 3.000                                 | 48.0 - 54.0                                    | 3.0         |
| <b>Lab</b>         | 0.000                                 | 0.0 - 0.0                                      | 0.0         |
| <b>Total Hours</b> | 3.0                                   | 48.0 - 54.0                                    | 3.0         |

---

### Number of Times Course may be Repeated

None

### Grading Method

Letter Grade or Pass/No Pass

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### Requisites

None

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### Entrance Skills

None

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### Catalog Description

An exploration of the dynamics of human relationships with an emphasis on a positive view of human connections, and how individuals relate to one another. Counseling and psychology theories integrated with communication skills are combined to better understand oneself within relationships and how to create positive relationships. (F,S)

---

### Course Content

#### Lecture

1. Introduction
2. Relationship mapping
3. Perspectives on relationships
4. Personalities and assessment
5. Gender Differences
6. Conflicts and self awareness
7. Holding
8. Attachment
9. Loss
10. Passionate Experience
11. Validation
12. Idealization and Identification
13. Embeddedness
14. Tending

---

## Course Objectives

### At the end of the course, the student will be able to:

1. list and discuss eight relationship dimensions
2. analyze and apply relational dimensions to personal development.
3. identify relationship development from childhood to present.
4. distinguish between personality types and how they interact within relationships.
5. identify and apply the phases of the cycle of change.
6. describe and give examples of the triangle of conflict
7. describe the stages of grieving and loss.
8. compare and summarize relational differences of males and females
9. maintain a personal portfolio.
10. describe communication skills that contribute to positive relationships

---

## Methods of Instruction

- Lecture

---

## Outside Assignments

- Other Assignments
  1. Assigned readings.
  2. Reaction papers.

3. Relationship mapping.
4. Personal journal.

Sample writing assignment: Write a 2-3 page paper applying the phases of the cycle of change to one's own life.

---

## Methods of Evaluation

- **Exams/Tests**
- **Class Participation**
- **Other**
  1. Reaction papers.
  2. Relationship mapping paper.
  3. Mid term and final (multiple choice, short answer, essay).
  4. Personality assessment and evaluation.
  5. Classroom attendance and participation in discussions and classroom exercises.

Sample essay question: Compare and contrast the five stages of grief and loss.

---

## Adopted Texts and Other Instructional Materials

### Textbooks

1. Fritsen, Jan *The Art of Relationships* 2006 -

### Other Texts

1. Articles
  - The Brain in Love and Lust
  - Chemistry of Love
  - Oxytocin/The Hormone that Triggers Passion
2. Personality Assessment
3. Josselson, Ruthellen. *The Space Between Us*
4. Daali Lama, Goleman, Daniel Goleman. *Destructive Emotions*
5. Ross, Elisabeth Kubler. *Death and Dying*
6. McWilliams, Bloomfield, Colgrove. *How to Survive the Loss of Love*

### Instructional Materials

None

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## Student Learning Outcomes

1. PD102 SLO1 - Identify personal relationship development.
  2. PD102 SLO2 - Identify basic personality differences.
  3. PD102 SLO3 - Examine how individual belief systems influence individual behaviors.
  4. PD102 SLO4 - Examine the five levels of loss.
- 

## Distance Learning

This course is not Distance Learning.

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Board Approval: 12/15/1998  
 PCA Established:  
 DL Conversion:  
 Date Reviewed:  
 Catalog Year: None

## Allan Hancock College Course Outline

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**Discipline Placement:** Counseling (Masters Required) or Education (Masters Required)

**Department:** Counseling

**Prefix and Number:** PD 110

**Catalog Course Title:** College Success Seminar

**Banner Course Title:** College Success Seminar

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### Units and Hours

|                    | Hours per Week<br>(Based on 16 Weeks) | Total Hours per Term<br>(Based on 16-18 Weeks) | Total Units |
|--------------------|---------------------------------------|--|-------------|
| <b>Lecture</b>     | 1.000                                 | 16.0 - 18.0                                    | 1.0         |
| <b>Lab</b>         | 0.000                                 | 0.0 - 0.0                                      | 0.0         |
| <b>Total Hours</b> | 1.0                                   | 16.0 - 18.0                                    | 1.0         |

---

### Number of Times Course may be Repeated

None

### Grading Method

Pass/No Pass

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### Requisites

#### Prerequisite

Students with 18 or fewer transferable units enrolled in First-Year Student Success Program.

---

### Entrance Skills

None

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### Catalog Description

Designed specifically for first-time students to introduce them to the college and its resources. Develops critical awareness of the student's role in the college culture focusing on strategies for achieving academic success. Interactive learning and practical application in order to improve performance in other classes and the ability to deal effectively with the myriad of academic, personal, and professional choices are emphasized. (U,A)

---

## Course Content

### Lecture

1. Introduction/Course Overview
2. Instructor and Student: Partners in Learning
3. Support Services/Campus Resources
4. Transfer: Selecting a Major/Career (SEP)
5. Notetaking/Examtaking
6. Management: Time, Stress, Money
7. Management Continued: Information
8. Staying Healthy: Sex, Relationships, and Alcohol
9. Portfolios/Evaluation

---

## Course Objectives

### At the end of the course, the student will be able to:

1. access the academic and student support services.
2. prepare a comprehensive educational plan by integrating information about individual abilities and skills with an awareness of academic preparation requirements.
3. meet the expectations of the college classroom.
4. manage various resources, personal, and academic.

---

## Methods of Instruction

- Lecture

---

## Outside Assignments

- Other Assignments
  1. Reflective essays on specific topics (at least eight of one page each)
  2. Internet project
  3. Portfolio which includes reflective essays, Internet project, and a closure paper, reflecting on the college culture and the role that the student played in it.Sample Assignments:
  1. Describe how your interests, talents, and personality should affect your major selection decision and transfer choices.
  2. Describe how your college instructors differ from your high school teachers.

---

## Methods of Evaluation

- **Portfolios**
- **Projects**
- **Class Participation**
- **Writing Requirements**
- **Other**

1. Class participation, reflective essays, project, and portfolio.

Sample Question: Some argue that information is power. Reflect on your personal, working, and academic life. How do your position and use of information in these three domains give you power?

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## **Adopted Texts and Other Instructional Materials**

### **Textbooks**

None

### **Other Texts**

1. AHC Catalog
2. AHC Passport
3. On-line materials

### **Instructional Materials**

None

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## **Student Learning Outcomes**

1. PD110 SLO1 - Identify academic and student support services.
  2. PD110 SLO2 - Demonstrate awareness of academic and transfer requirements.
  3. PD110 SLO3 - Identify and develop realistic short term/long term goals.
  4. PD110 SLO4 - Identify and develop new relationships.
  5. PD110 SLO5 - Use college publication and website to examine academic procedure and policy at AHC.
- 

## **Distance Learning**

This course is not Distance Learning.

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Generated on: 9/28/2017 5:24:42 PM

Board Approval: 12/11/2001  
 PCA Established:  
 DL Conversion: 05/13/2003  
 Date Reviewed: Fall 2016  
 Catalog Year: None

## Allan Hancock College Course Outline

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**Discipline Placement:** Counseling (Masters Required) or Education (Masters Required)

**Department:** Counseling

**Prefix and Number:** PD 115

**Catalog Course Title:** Career Planning

**Banner Course Title:** Career Planning

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### Units and Hours

|                    | Hours per Week<br>(Based on 16 Weeks) | Total Hours per Term<br>(Based on 16-18 Weeks) | Total Units |
|--------------------|---------------------------------------|--|-------------|
| <b>Lecture</b>     | 1.000                                 | 16.0 - 18.0                                    | 1.0         |
| <b>Lab</b>         | 0.000                                 | 0.0 - 0.0                                      | 0.0         |
| <b>Total Hours</b> | 1.0                                   | 16.0 - 18.0                                    | 1.0         |

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### Number of Times Course may be Repeated

None

### Grading Method

Pass/No Pass

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### Requisites

None

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### Entrance Skills

None

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### Catalog Description

A career planning course designed to assist students in discovering their basic aptitudes, skills, interests, personality, and values. Uses standardized vocational preference inventories, self-directed search, and career resource research to develop a career and educational plan. (F,S)

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### Course Content

#### Lecture

Career Portfolio

1. Career Assessment

Career Cruising

Keirsey Bates Temperament Sorter or Myers Briggs

Work Values Exercise

Skill Exercise

Career Interest Game

Skills Profiler Exercise

Self-directed Search

2. Career Research

Occupational Outlook Handbook

What Can I do with a Major

Labor Marker Research

3. Educational Research to include Career Paths, Local Resources, Grants and Aid

Peterson's Guide

College View

CSU Mentor

#### 4. Additional Resources

Allan Hancock Financial Aid

Fastweb

California Student Aid Commission

FAFSA

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### Course Objectives

#### **At the end of the course, the student will be able to:**

1. use interest inventories, personality sorters, and work value and skills exercises to identify possible career paths to research.
2. conduct research on potential career paths.
3. identify and focus on a career path and research both local and non-local career training resources.
4. develop specific educational and vocational goals.
5. identify additional resource to help pay for college.
6. create a personal portfolio which summarizes the results of the career research and assessments above.

---

### Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**  
Internet

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### Outside Assignments

- **Other Assignments**

1. Create a personal portfolio which summarizes the results of all assessments, surveys, and exercises; of your career research; and the relationship between all the assessments and your career path choice.
  2. Create a career/educational plan which includes career/educational training goals with timelines for specific tasks necessary for achievement.
- 

## Methods of Evaluation

- **Portfolios**
  - **Papers**
  - **Other**
    1. Final 2-5 paged typed report Sample question: What is the employment outlook for this career?
    2. Personal portfolio completeness
    3. All personal evaluations will be assigned pass or no pass
    4. Educational and training plan thoroughness
- 

## Adopted Texts and Other Instructional Materials

### Textbooks

None

### Other Texts

1. Website materials
2. Occupational Outlook Handbook
3. Access to the Internet
4. Self-directed search

### Instructional Materials

None

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## Student Learning Outcomes

1. PD115 SLO1 - Use interest inventories, personality sorters, and work values and skills exercises to identify possible careers.
  2. PD115 SLO2 - Conduct research on potential careers.
  3. PD115 SLO3 - Develop educational goals leading towards career choice.
- 

## Distance Learning

### Delivery Methods

- Internet

**Instructor Initiated Contact Hours Per Week: 1.000**

### Contact Types

1. Email Communication (group and/or individual communications)
2. Telephone Contacts
3. Orientation Sessions
4. Testing
5. Other (please specify)

Feedback on assignments and career assessments via email  
Mailings and Appointments as needed

**Adjustments to Assignments**

The assignments and theory of career exploration will be similar. Through Canvas students will have access to online career assessments, career and educational research sites. Students' written responses and career assessment results allows the instructor to provide direct feedback and direction during the process of career exploration and career decision making.

**Adjustments to Evaluation Tools**

Individual results of career assessments. The students' written responses in the areas of career research, educational research, and additional resources. A 3-5 page written final paper. All of these allows the instructor to evaluate the students' mastery of the course objectives.

**Strategies to Make Course Accessible to Disabled Students**

Met with Alternative Media Specialist. Documents used are in PDF format. If any issues arise that are outside of the scope of the instructor LAP will be consulted to make the appropriate adjustments to accommodate and meet ADA regulations.

Assessment links are written in a manner that tells the student where to go. The links avoid "Click here"

No timed assessments

Students are encouraged to meet with instructor.

**Inform Students**

Information on services will be included in the course syllabus.

**Additional Comments**

None

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Board Approval:  
 PCA Established:  
 DL Conversion:  
 Date Reviewed: Spring 2003  
 Catalog Year: None

## Allan Hancock College Course Outline

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**Discipline Placement:** Counseling (Masters Required) or Education (Masters Required)

**Department:** Counseling

**Prefix and Number:** PD 120

**Catalog Course Title:** Effective Communication in Tutoring

**Banner Course Title:** Effective Tutoring

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### Units and Hours

|                    | Hours per Week<br>(Based on 16 Weeks) | Total Hours per Term<br>(Based on 16-18 Weeks) | Total Units |
|--------------------|---------------------------------------|--|-------------|
| <b>Lecture</b>     | 1.000                                 | 16.0 - 18.0                                    | 1.0         |
| <b>Lab</b>         | 0.000                                 | 0.0 - 0.0                                      | 0.0         |
| <b>Total Hours</b> | 1.0                                   | 16.0 - 18.0                                    | 1.0         |

---

### Number of Times Course may be Repeated

None

### Grading Method

Pass/No Pass

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### Requisites

None

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### Entrance Skills

None

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### Catalog Description

Explores the theory and practice of peer tutoring. Emphasizes development of communication techniques and tutoring strategies that address the needs of students with varying abilities, learning styles, and cultural backgrounds. This course meets the curriculum requirements for tutor certification by the College Reading and Learning Association. (F,S)

---

### Course Content

Lecture

1. Orientation to the Tutorial Center
  - a. philosophy and ethics
  - b. policies and procedures
  - c. record keeping and documentation
  - d. scope of tutor's role and responsibilities
  
2. Principles of Communication in the Tutoring Process
  - a. identification of tutoring cycle
  - b. interpersonal communication strategies
  - c. facilitating small group tutorials
  
3. Principles of Communication
  - a. active listening
  - b. probing questions
  - c. recognizing patterns of communication
  - d. facilitate independent learning through choice of appropriate communication patterns
  - e. meeting with the instructor or learning assistance counselor
  - f. identification of campus resources and referral to those services
  
4. Principles of Learning and Study
  - a. learning styles
  - b. time management
  - c. organization
  - d. note taking
  - e. reducing test anxiety
  - f. critical thinking skills in the tutoring process
  
5. Tutoring Students from Diverse Cultural Backgrounds
  - a. characteristics of communication and culture
  - b. awareness and sensitivity to cultural differences
  - c. cross-cultural communications in the tutoring process with
    - i. same language

- ii. different language

#### 6. Tutoring Students with Diverse Learning Styles and Abilities

- a. identification of learning styles
- b. strategies for tutoring the learning disabled student
- c. tutoring resources for the physically disabled student

---

### Course Objectives

#### At the end of the course, the student will be able to:

1. explain the philosophy and ethics of good tutoring.
2. develop a lesson plan for both a one-on-one and group tutoring session.
3. explain the importance of maintaining communication among instructor, tutor, and tutee.
4. explain the dynamics and goals of the tutor/tutee session.
5. enumerate tutor rights.
6. define, explain, and use Allan Hancock College's tutorial resources.
7. recognize and give examples of tutoring strategies that respond to students' diverse abilities, learning situations, and cultural backgrounds.
8. describe how the incorporation of study skill strategies can be used for improving memory, taking notes, reducing test anxiety, and planning study schedules.

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### Methods of Instruction

- Distance Learning
- Lecture

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### Outside Assignments

- Other Assignments
  1. Read textbook and complete exercises.
  2. Prepare a lesson plan for a one-on-one tutoring session for the student described in case study #\_\_\_\_.
  3. A written evaluation of the course.  
Sample:  
Compare the strategies used in tutoring Spanish when one tutee is a visual learner and the other tutee is an auditory learner. What technologies might you employ to supplement the tutoring process?

---

### Methods of Evaluation

- Exams/Tests
- Class Participation
- Writing Requirements
- Other

1. Regular participation in the 16 hours of lecture classes.
2. Written assignments such as a case study or mini research project.
3. Mid-term and final exam.

Sample:

Identify the steps of the tutoring cycle and analyze the function and significance of each one.

---

## Adopted Texts and Other Instructional Materials

### Textbooks

1. MacDonald, Ross B. *The Master Tutor, A Guidebook For More Effective Tutoring* 1994 -

### Other Texts

1. Tice, Terrence N. "Peer Tutoring." *Education Digest*, 59 (April 1994): p 52
2. Tice, Terrence N. "Tutoring." *Education Digest*, 60 (April 1995): p 38
3. Tutor training video tapes, UCLA, will be used during lectures, and will also be available for student use during the semester. Other materials may include books, Internet, computer programs, video tapes, etc. Materials will be obtained in the Tutorial Center, the Learning Resources Center and/or from the instructor of the course being tutored. Tutors for disabled students will use special equipment.
4. Gier, Tom and Hancock, Karan. *Helping Others Learn, A Guide to Peer Tutoring*. Anchorage, Alaska: A University of Alaska Anchorage Publication, 1985
5. Myers, Lynda B. *Becoming an Effective Tutor*. Los Altos, California: Crisp Publications, Inc., 1990

### Instructional Materials

None

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## Student Learning Outcomes

1. PD120 SLO1 - Explain the philosophy and ethics of effective tutoring.
  2. PD120 SLO2 - Recognize and give examples of tutoring and study skill strategies that respond to the students' diverse abilities, learning situations, and cultural backgrounds.
- 

## Distance Learning

### Delivery Methods

- Other Method (explain)
- Other  
Video conferencing

**Instructor Initiated Contact Hours Per Week:** 1.000

### Contact Types

1. Email Communication (group and/or individual communications)
2. Telephone Contacts
3. Other (please specify)  
1 hr lecture
4. Group Meetings

### Adjustments to Assignments

Adjustments are not needed for this delivery.

**Adjustments to Evaluation Tools**

None

**Strategies to Make Course Accessible to Disabled Students**

Yes

**Inform Students**

Information on services will be included in the course syllabus.

**Additional Comments**

None

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Generated on: 9/28/2017 5:24:59 PM

Board Approval:  
 PCA Established:  
 DL Conversion:  
 Date Reviewed: Fall 2014  
 Catalog Year: None

## Allan Hancock College Course Outline

---

**Discipline Placement:** Counseling (Masters Required)  
**Department:** Counseling  
**Prefix and Number:** LDER 111  
**Catalog Course Title:** Principles and Practices of Student Government  
**Banner Course Title:** Prin/Prac Student Government

---

### Units and Hours

|                    | Hours per Week<br>(Based on 16 Weeks) | Total Hours per Term<br>(Based on 16-18 Weeks) | Total Units |
|--------------------|---------------------------------------|--|-------------|
| Lecture            | 2.000                                 | 32.0 - 36.0                                    | 2.0         |
| Lab                | 3.000                                 | 48.0 - 54.0                                    | 1.0         |
| <b>Total Hours</b> | 5.0                                   | 80.0 - 90.0                                    | 3.0         |

**Number of Times Course may be Repeated**  
 None

**Grading Method**  
 Letter Grade or Pass/No Pass

---

### Requisites

None

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### Entrance Skills

None

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### Catalog Description

An introduction to leadership and skills associated with effective leadership. Topics include parliamentary procedure, group dynamics, planning and conducting activities. Self awareness, cultural differences, ethics, communications skills, motivation, delegation and time management as related to organizational structure are emphasized.

---

### Course Content

#### Lecture

First Semester Topics

1. Course Overview, Structure of ASBG, College Governance
2. Introduction to Basic Parliamentary Procedure/Conducting Effective Meetings
3. Cultural Diversity and Leadership
4. Interpersonal Relationships
5. Group Processes
6. Group Dynamics
7. Conflict Resolution Skills
8. Communication Skills
9. Problem-Solving Skills
10. Situational Leadership
11. Planning Skills/Planning an Event
12. Group Projects/Individual Presentations/Evaluation

#### Second Semester Topics

1. Parliamentary Procedure Review/Structure of ASBG Review
2. Organizational Structure
3. Establishing Mission Statements and Vision Statements
4. Ethics in Leadership
5. Developing a Personal Leadership Vision Statement
6. Consensus Building in Leadership
7. Negotiation Skills
8. Advocacy and Coalition-Building
9. Time Management
10. Evaluation/Group Debriefing
11. Group Presentations /Individual Projects

---

## Course Objectives

### At the end of the course, the student will be able to:

1. analyze and explain the strengths and weaknesses of their own leadership style and skills.
  2. describe the structure and purpose of the Associated Student Body Government and the college governance system at Allan Hancock College.
  3. effectively participate in meetings using Parliamentary Procedure.
  4. identify and apply styles of situational leadership, techniques of conflict resolution and methods of team building including taking responsibility for decisions made.
  5. plan and carry out campus events.
  6. use appropriate leadership skills to address cultural and gender differences for the betterment of the group.
- 

## Methods of Instruction

- Lab
  - Lecture
- 

## Outside Assignments

- **Outside Assignments**
  1. Written assignments such as: A. Résumé B. Paper on "Dynamics of Leadership" C. Critique of a college governmental committee meeting
  2. Development of a classroom presentation: an individual presentation on one of the topics listed in the course outline or a topic approved by instructor.
  3. Work groups A. Committees B. Task forces  
C. Mini councils D. Decision-making bodies
  4. Oral and or written reports on readings of leadership related topics.
  5. Development of a leadership portofolio.

### SAMPLE OUTSIDE ACTIVITIES:

1. Prepare yourself to role play a mock press conference on an on-campus item of controversial nature. Be able to give pros, cons and recommendation.
  2. Video taping and critique of leadership situations.
  3. Attendance at leadership conferences.
  4. Attend regional and statewide California Community College student governance meetings.
- 

## Methods of Evaluation

1. Written assignments graded on critical thinking, organization, editing, expression of ideas, and support references (where appropriate).
  2. Class notebook and planning calendar.
  3. Class presentations graded on format, content, and communication skills.
  4. Students who are taking Leadership 111 for more than one semester will be expected to present a high quality, informed research paper that is approximately thirty minutes in length. The subject of the paper will become the topic of that class period. The presentation must be rehearsed, contain well-documented research, and be distributed to all other class members for their records and feedback.
  5. A comprehensive final exam.
  6. Students will be given a written evaluation of skills and progress made based on the instructor's evaluation of participation in class activities.
-



## Adopted Texts and Other Instructional Materials

### Textbooks

1. Henry M., Robert III et al. *Robert's Rules of Order Newly Revised in Brief 0 -*

### Other Texts

1. Myers' Briggs Type Indicator. Consulting Psychologist Press. Palo Alto, CA
2. Brown, Mark G. *Get It, Set It, Move It, Prove It: 60 Ways to Get Real Results in Your Organization.* Portland: Productivity Press. December 2004
3. Clark, K. E. and M. B. Clark. *Choosing to Lead.* Greensboro: Center for Creative Leadership. 1996
4. Coughlin, L. ed., et al, *Enlightened Power: How Women are Transforming the Practice of Leadership.* Jossey-Bass. April 2005
5. Graham, Marcal. *Seeing the Need and Choosing to Lead: A Leadership Workbook & Guide for Real-Time Student Engagement.* iUniverse, Inc. 2006
6. Graham, S. *Diversity: Leaders Not Labels: A New Plan for the 21st Century.* Free Press. 2006
7. Komives, S.R., N. Lucas, N., and T.R. McMahon. *Exploring Leadership: For College Students Who Want to Make a Difference.* 2nd ed. San Francisco: Jossey-Bass. 2006

### Instructional Materials

None

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## Student Learning Outcomes

1. LDER111 SLO1 - Describe the structure and purpose of the Associated Student Body Government and the college governance system.
  2. LDER111 SLO2 - Effectively participate in meetings using parliamentary procedure.
  3. LDER111 SLO3 - Analyze and explain the strengths and weaknesses of their own leadership style and skills.
  4. LDER111 SLO4 - Plan and carry out campus events.
- 

## Distance Learning

This course is not Distance Learning.

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Generated on: 9/28/2017 5:08:10 PM

Board Approval:  
 PCA Established:  
 DL Conversion:  
 Date Reviewed: Fall 2014  
 Catalog Year: None

## Allan Hancock College Course Outline

---

**Discipline Placement:** Counseling (Masters Required)

**Department:** Counseling

**Prefix and Number:** LDER 112

**Catalog Course Title:** Practices and Application of Leadership Principles

**Banner Course Title:** Prac/App of Leadership Princip

---

### Units and Hours

|                    | Hours per Week<br>(Based on 16 Weeks) | Total Hours per Term<br>(Based on 16-18 Weeks) | Total Units |
|--------------------|---------------------------------------|--|-------------|
| <b>Lecture</b>     | 2.000                                 | 32.0 - 36.0                                    | 2.0         |
| <b>Lab</b>         | 3.000                                 | 48.0 - 54.0                                    | 1.0         |
| <b>Total Hours</b> | 5.0                                   | 80.0 - 90.0                                    | 3.0         |

**Number of Times Course may be Repeated**

None

**Grading Method**

Letter Grade or Pass/No Pass

---

### Requisites

**Prerequisite**

LDER 111 Principles and Practices of Student Government

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### Entrance Skills

**Upon entering this course, the student should be able to:**

LDER 111 - Principles and Practices of Student Government

- analyze and explain the strengths and weaknesses of their own leadership style and skills.
- describe the structure and purpose of the Associated Student Body Government and the college governance system at Allan Hancock College.
- effectively participate in meetings using Parliamentary Procedure.
- identify and apply styles of situational leadership, techniques of conflict resolution and methods of team building including taking responsibility for decisions made.
- plan and carry out campus events.
- use appropriate leadership skills to address cultural and gender differences for the betterment of the group.

**Entrance Skills Other (Legacy)**

1. analyze and explain the strengths and weaknesses of their own leadership style and skills.
  2. describe the structure and purpose of the Associated Student Body Government and the college governance system at Allan Hancock College.
  3. effectively participate in meetings using Parliamentary Procedure.
  4. identify and apply styles of situational leadership, techniques of conflict resolution and methods of team building including taking responsibility for decisions made.
  5. plan and carry out campus events.
  6. use appropriate leadership skills to address cultural and gender differences for the betterment of the group.
- 

**Catalog Description**

Provides an opportunity for students to enhance and apply leadership skills and practice peer mentoring. Communication, team building, and activity/event planning are emphasized. Participation in ASBG meetings and activities is required.

---

**Course Content****Lecture**

## First Semester Topics

1. Course Overview, Structure of ASBG and College Governance Review
2. Advanced Parliamentary Procedure/Conducting Effective Meetings
3. Ethics in Leadership
4. Learning and Practicing the Skills of Being an Effective Mentor
5. Controlling Stress and Development of Time Management Skills
6. Interpersonal Relationships in Leadership
7. Group Processes and Group Dynamics for Problem Solving
8. Group Projects/Individual Presentations/Evaluation

## Second Semester Topics

1. Course Overview/Parliamentary Procedure Review/Structure of ASB

2. Advanced Communication Skills
  3. Developing Proactive Methods for Dealing with Leadership Issues
  4. Creating a Personal Mission Statement and Vision Statement
  5. Team Building – How Not to be a Micro-Manager!
  6. Advocacy and Coalition Building
  7. Developing and Practicing Mentoring and Role Modeling Skills
  8. Cultural and Gender Differences as They Relate to the Leadership Role
  9. Group Conflict Resolution Skills and Consensus
  10. Group Presentations/Individual Projects/Evaluations
- 

## Course Objectives

### At the end of the course, the student will be able to:

1. conduct formal and informal meetings using Robert's Rules of Order.
  2. identify and utilize appropriate skills and behaviors to effectively mentor other students.
  3. apply the principles of interpersonal relationships involving advanced verbal and non-verbal communication and written communication as a participant in the student government process.
  4. identify the cultural and gender differences in leadership styles.
  5. implement leadership skills and behaviors learned in Leadership 111 AB and 112 AB by directing at least one ASBG activity, event or project during the semester.
  6. compare and contrast leadership styles of national or local leadership figures with a personal role model.
- 

## Methods of Instruction

- Lab
  - Lecture
- 

## Outside Assignments

- **Outside Assignments**
    1. Writing assignments such as: A. Paper on the "Role of Mentoring in Leadership" B. Paper on "Dynamics of Leadership" C. Critique of a college governmental committee meeting D. Report of a committee on which the student served as chair/co-chair E. A semester report
    2. Act as a leadership mentor for a student or small group of students in Leadership 111.
    3. Prepare for a classroom presentation: an individual or group presentation on one of the topics listed in the course outline or a topic approved by instructor.
    4. Work groups such as: A. Committees B. Task forces C. Mini councils D. Decision making bodies
    5. Self evaluation of demonstrated leadership skills.
-

## Methods of Evaluation

The following are suggested methods of evaluation.

1. Written assignments evaluated for organization, editing, expression of ideas, critical thinking and support references (where appropriate).
  2. Log of mentoring activities including successes and areas in need of improvement.
  3. Class presentation graded on content and communication skills.
  4. Research paper on an appropriate leadership topic.
  5. Final exam with emphasis on parliamentary procedure, a self-analysis of the mentoring experience and discussion questions on pertinent topics using critical evaluation skills.
  6. On-going evaluations of skills and progress made based on the instructor's evaluation of participation in class and mentoring activities.
- 

## Adopted Texts and Other Instructional Materials

### Textbooks

1. Johnson, B and Ridley, C. *The Elements of Mentoring* 2004 -

### Other Texts

1. Robert M.,III Henry, et al. *Robert's Rules of Order Newly Revised*. Perseus Publishing. 2000
2. Cox, T. *Creating the Multicultural Organization: A Strategy for Capturing the Power of Diversity*. Jossey-Bass. 2001
3. Depree, M. *Leadership Is an Art*. Currency Reprint edition. 2004
4. Ensher, Ellen A. and Murphy, Susan E Power. *Mentoring: How Successful Mentors and Proteges Get the Most Out of Their Relationships*. Jossey-Bass. 2005
5. Gordon, T. *Leadership Effectiveness Training L.E.T.: The Proven People Skills for Today's Leaders Tomorrow*. 25th Anniversary Edition. New York: Berkley Publishing. 2001

### Instructional Materials

None

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## Student Learning Outcomes

1. LDER112 SLO1 - Describe the structure and purpose of the Associated Student Body Government and the college governance system at Allan Hancock College.
  2. LDER112 SLO2 - Effectively participate in meetings using parliamentary procedure.
  3. LDER112 SLO3 - Plan and carry out campus events.
  4. LDER112 SLO4 - Analyze and explain the strengths and weaknesses of their own leadership style and skills.
- 

## Distance Learning

This course is not Distance Learning.

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# Multi Term Display

Term  
Multiple values

## Fall 2012, Spring 2013, Summer 2013 and 12 more LDER, PD, PROD Outcomes

subject\_code  
Multiple values

|             | Fall 2012 | Spring 2013 | Summer 2013 | Fall 2013 | Spring 2014 | Summer 2014 | Fall 2014 | Spring 2015 | Summer 2015 | Fall 2015 | Winter 2016 | Spring 2016 | Summer 2016 | Fall 2016 | Winter 2017 |
|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-------------|-----------|-------------|
| Sections    | 16        | 16          | 6           | 19        | 14          | 7           | 22        | 17          | 7           | 19        | 1           | 18          | 9           | 44        | 1           |
| Headcount   | 434       | 401         | 165         | 494       | 354         | 168         | 526       | 365         | 160         | 464       | 24          | 391         | 115         | 1,099     | 19          |
| Enrollment  | 448       | 413         | 172         | 506       | 364         | 172         | 541       | 371         | 162         | 481       | 24          | 396         | 199         | 1,110     | 19          |
| retained    | 391       | 356         | 164         | 471       | 321         | 157         | 494       | 320         | 139         | 413       | 20          | 345         | 190         | 1,046     | 13          |
| Retention % | 87.28%    | 86.20%      | 95.35%      | 93.08%    | 88.19%      | 91.28%      | 91.31%    | 86.25%      | 85.80%      | 85.86%    | 83.33%      | 87.12%      | 95.48%      | 94.23%    | 68.42%      |
| success     | 305       | 284         | 146         | 356       | 249         | 134         | 373       | 230         | 123         | 335       | 12          | 278         | 175         | 902       | 11          |
| Success %   | 68.08%    | 68.77%      | 84.88%      | 70.36%    | 68.41%      | 77.91%      | 68.95%    | 61.99%      | 75.93%      | 69.65%    | 50.00%      | 70.20%      | 87.94%      | 81.26%    | 57.89%      |
| FTES        | 44        | 40          | 14          | 50        | 37          | 13          | 49        | 34          | 11          | 48        | 1           | 40          | 17          | 105       | 1           |

Credit Status  
Multiple values

ETHNICITY  
All

Gender  
All

age\_category  
All

## Fall 2012, Spring 2013, Summer 2013 and 12 more Retention & Success

\*Click on course name to get retention/success by course demographics\*

| course      | Fall 2012   | Spring 20..  | Summer ..    | Fall 2013    | Spring 20.. | Summer ..   | Fall 2014    | Spring 20.. | Summer ..    | Fall 2015  | Winter 20.. | Spring 20..  | Summer ..    | Fall 2016    | Winter 20.. |
|-------------|-------------|--------------|--------------|--------------|-------------|-------------|--------------|-------------|--------------|------------|-------------|--------------|--------------|--------------|-------------|
| LDER111     | 82%<br>82%  | 89%<br>96%   |              | 90%<br>100%  | 82%<br>68%  |             | 87%<br>93%   | 92%<br>92%  |              | 79%<br>65% |             | 90%<br>90%   |              | 100%<br>100% |             |
| LDER112     | 71%<br>66%  | 100%<br>100% |              | 100%<br>100% | 85%<br>100% |             | 100%<br>100% | 91%<br>100% |              | 67%<br>%   |             | 100%<br>100% |              | 83%<br>100%  |             |
| PD100       | 71%<br>84%  | 69%<br>1%    | 86%<br>96%   | 66%<br>91%   | 67%<br>1%   | 72%<br>0%   | 72%<br>94%   | 61%<br>2%   | 78%<br>0%    | 67%<br>65% |             | 75%<br>99%   | 87%<br>95%   | 80%<br>38%   |             |
| PD101       | 65%<br>92%  | 70%<br>90%   | 100%<br>100% | 78%<br>96%   | 70%<br>94%  | 92%<br>100% | 70%<br>90%   | 67%<br>89%  | 100%<br>100% | 79%<br>94% |             | 67%<br>89%   | 100%<br>100% | 81%<br>92%   |             |
| PD102       |             | 74%<br>87%   |              |              | 75%<br>86%  |             |              |             |              |            |             | 89%<br>100%  |              |              |             |
| PD110       |             |              |              |              |             | 88%<br>100% | 72%<br>98%   | 49%<br>90%  | 79%<br>90%   | 63%<br>5%  |             |              | 88%<br>98%   | 58%<br>96%   |             |
| PD115       | 56%<br>66%  | 50%<br>63%   | 69%<br>90%   | 54%<br>66%   | 47%<br>90%  | 46%<br>5%   | 37%<br>5%    | 37%<br>5%   | 41%<br>7%    | 50%<br>6%  | 50%<br>3%   | 47%<br>%     | 74%<br>44%   | 57%<br>3%    | 58%<br>%    |
| PD120       | 88%<br>100% |              |              | 71%<br>93%   |             |             | 73%<br>2%    |             |              |            |             |              |              |              |             |
| PROD301     |             |              |              |              |             |             |              |             |              |            |             |              |              | 84%<br>98%   |             |
| Grand Total | 68%<br>67%  | 69%<br>66%   | 85%<br>95%   | 70%<br>93%   | 68%<br>68%  | 78%<br>91%  | 69%<br>91%   | 62%<br>66%  | 76%<br>66%   | 70%<br>66% | 50%<br>3%   | 70%<br>67%   | 88%<br>95%   | 81%<br>94%   | 58%<br>%    |

Enrollment Status  
All

Measure Names

- Retention %
- Success %

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

## None Enrollment, FTES, Retention & Success AHC Data

|             | Fall 2012 | Spring .. | Summe.. | Fall 2013 | Spring .. | Summe.. | Fall 2014 | Spring .. | Summe.. | Fall 2015 | Winter .. | Spring .. | Summe.. | Fall 2016 | Winter .. |
|-------------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|---------|-----------|-----------|-----------|---------|-----------|-----------|
| Sections    | 1,004     | 1,087     | 285     | 1,069     | 1,141     | 306     | 1,141     | 1,209     | 355     | 1,177     | 41        | 1,220     | 357     | 1,184     | 41        |
| Headcount   | 10,883    | 11,361    | 5,421   | 10,922    | 11,293    | 5,185   | 11,084    | 11,249    | 5,593   | 10,982    | 1,051     | 11,341    | 4,354   | 12,111    | 1,023     |
| Enrollment  | 28,559    | 29,609    | 8,455   | 28,612    | 29,369    | 8,168   | 29,153    | 28,984    | 8,789   | 28,471    | 1,270     | 28,153    | 8,305   | 29,268    | 1,314     |
| Retention % | 86.62%    | 86.17%    | 89.13%  | 86.97%    | 85.23%    | 89.37%  | 86.83%    | 85.44%    | 89.56%  | 86.43%    | 84.41%    | 89.39%    | 90.38%  | 87.95%    | 86.53%    |
| Success %   | 69.63%    | 70.38%    | 77.46%  | 70.56%    | 70.22%    | 77.69%  | 69.80%    | 71.38%    | 77.44%  | 70.25%    | 70.55%    | 73.22%    | 79.57%  | 71.46%    | 77.17%    |
| FTES        | 3,775     | 3,813     | 978     | 3,852     | 3,868     | 944     | 3,900     | 4,048     | 1,009   | 3,807     | 111       | 3,715     | 967     | 4,197     | 115       |

Select a Sheet  
AHC Data

course  
None

**Attention NEW Hancock students...get a head start on college success this summer!**

**SUMMER 2017**

**PD 110**

**COLLEGE SUCCESS SEMINAR**

**REGISTER IN PD 110 AND START DOWN THE PATH TO SUCCESS IN JUST TWO WEEKS!**

- Find out about Hancock and the services available to you.
- Develop strategies for achieving academic success.
- Learn how to juggle classes, a personal life, and work.

**(PD 110) COLLEGE SUCCESS SEMINAR IS A ONE-UNIT, TWO-WEEK CLASS**

| <b>CRN</b> | <b>Date</b> | <b>Day &amp; Time</b>      | <b>Location</b> | <b>Instructor</b> |
|------------|-------------|----------------------------|-----------------|-------------------|
| 10823      | 6/12- 6/22  | <i>MTWR</i> 9 -11:05 a.m.  | SM K-20         | Morales, M        |
| 10824      | 6/12 -6/22  | <i>MTWR</i> 7- 9:05 p.m.   | SM C-37         | Zepeda, D         |
| 10260      | 6/19- 6/29  | <i>MTWR</i> 9 -11:05 a.m.  | SM G106B        | Tuan, J           |
| 10621      | 6/19- 6/29  | <i>MTWR</i> 9 -11:05 a.m.  | LVC 2-201       | Perales, C        |
| 10826      | 7/11- 7/27  | <i>TWR</i> 8 -10 a.m.      | SM C-36         | Villa, KM         |
| 10825      | 7/17- 7/27  | <i>MTWR</i> 12 - 2:05 p.m. | LVC 2-201       | Zepeda, D         |
| 10213      | 7/31- 8/10  | <i>MTWR</i> 9 -11:05 a.m.  | SM G106A        | Machado           |

"This class is very helpful to first time college students because it helps them prepare and gives them a feel and overview of what to expect in college."

"Without this class I most likely would not have known about the different services offered."

"The class was helpful because college is something new for me since I am the first one in my family to attend."

"I enjoyed learning more about college, and I would have never learned this without taking this class."

**Registration for summer begins May 1.**

## Test Statistics for 2014-2015

|                                      | July        | Aug        | Sept        | Oct        | Nov        | Dec        | Jan        | Feb        | Mar        | Apr        | May        | June        | Total        |
|--------------------------------------|-------------|------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|--------------|
| CPT Santa Maria                      | 564         | 249        | 40          | 83         | 236        | 167        | 213        | 52         | 111        | 273        | 521        | 314         | <b>2,823</b> |
| ESL Celsa - Santa Maria              | 21          | 16         | 1           | 3          | 8          | 7          | 23         | 3          | 2          | 5          | 6          | 1           | <b>96</b>    |
| CPT Lompoc                           | 148         | 41         | 13          | 12         | 46         | 41         | 41         | 9          | 16         | 40         | 77         | 81          | <b>565</b>   |
| ESL Celsa - Lompoc                   | 0           | 0          | 0           | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0           | <b>-</b>     |
| High School CPT                      | 0           | 0          | 0           | 0          | 1          | 0          | 0          | 10         | 313        | 381        | 166        | 1           | <b>872</b>   |
| Companion (FCI & USP)                | 0           | 0          | 0           | 0          | 1          | 0          | 0          | 0          | 0          | 1          | 0          | 0           | <b>2</b>     |
| Ability to Benefit & ESL ATB         | 0           | 5          | 0           | 0          | 0          | 0          | 1          | 0          | 0          | 3          | 1          | 0           | <b>10</b>    |
| GED                                  | 48          | 56         | 29          | 31         | 24         | 23         | 28         | 39         | 58         | 40         | 55         | 16          | <b>447</b>   |
| Independent Study Exam/CLEP          | 29          | 32         | 22          | 53         | 25         | 34         | 14         | 33         | 27         | 32         | 45         | 42          | <b>388</b>   |
| CPT Reading Final - Santa Maria      | 0           | 0          | 0           | 0          | 0          | 80         | 0          | 0          | 0          | 0          | 60         | 0           | <b>140</b>   |
| Exams for AHC Instructors            | 0           | 0          | 0           | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0           | <b>-</b>     |
| WritePlacer                          | 34          | 2          | 0           | 0          | 0          | 1          | 24         | 0          | 0          | 1          | 0          | 1           | <b>63</b>    |
| CPT Proctored For Other Colleges     | 1           | 0          | 0           | 0          | 1          | 0          | 0          | 0          | 0          | 2          | 1          | 2           | <b>7</b>     |
| CPT Proctored For AHC                | 4           | 1          | 1           | 0          | 4          | 2          | 1          | 0          | 0          | 2          | 1          | 3           | <b>19</b>    |
| <b>Total</b>                         | <b>849</b>  | <b>402</b> | <b>106</b>  | <b>182</b> | <b>346</b> | <b>355</b> | <b>345</b> | <b>146</b> | <b>527</b> | <b>780</b> | <b>933</b> | <b>461</b>  | <b>5,432</b> |
| <b>Individual High School Totals</b> | <b>July</b> | <b>Aug</b> | <b>Sept</b> | <b>Oct</b> | <b>Nov</b> | <b>Dec</b> | <b>Jan</b> | <b>Feb</b> | <b>Mar</b> | <b>Apr</b> | <b>May</b> | <b>June</b> | <b>Total</b> |
| Arroyo Grande                        |             |            |             |            |            |            |            |            |            | 70         | 4          | 1           | <b>75</b>    |
| Cabrillo                             |             |            |             |            |            |            |            |            |            | 50         |            |             | <b>50</b>    |
| Delta                                |             |            |             |            |            |            |            |            |            |            | 24         |             | <b>24</b>    |
| Lompoc                               |             |            |             |            |            |            |            |            |            | 50         | 50         |             | <b>100</b>   |
| Maple                                |             |            |             |            |            |            |            |            | 15         |            | 12         |             | <b>27</b>    |
| Lopez Continuation                   |             |            |             |            |            |            |            | 10         | 6          | 2          | 1          |             | <b>19</b>    |
| Nipomo                               |             |            |             |            |            |            |            |            |            |            | 52         |             | <b>52</b>    |
| Orcutt Academy                       |             |            |             |            |            |            |            |            | 56         |            |            |             | <b>56</b>    |
| Pioneer                              |             |            |             |            |            |            |            |            | 128        | 17         |            |             | <b>145</b>   |
| Righetti                             |             |            |             |            |            |            |            |            | 92         |            |            |             | <b>92</b>    |
| Santa Maria                          |             |            |             |            |            |            |            |            |            | 166        | 23         |             | <b>189</b>   |
| St. Joseph                           |             |            |             |            |            |            |            |            | 16         |            |            |             | <b>16</b>    |
| Santa Ynez                           |             |            |             |            |            |            |            |            |            | 26         |            |             | <b>26</b>    |
| <b>Total</b>                         | <b>0</b>    | <b>0</b>   | <b>0</b>    | <b>0</b>   | <b>0</b>   | <b>0</b>   | <b>0</b>   | <b>10</b>  | <b>313</b> | <b>381</b> | <b>166</b> | <b>1</b>    | <b>871</b>   |



## Test Statistics for 2015-2016

|                                  | July       | Aug        | Sept      | Oct        | Nov        | Dec        | Jan        | Feb        | Mar        | Apr        | May        | June       | Total        |
|----------------------------------|------------|------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| CPT Santa Maria                  | 332        | 246        | 49        | 89         | 221        | 171        | 257        | 77         | 176        | 545        | 289        | 257        | 2,709        |
| ESL Celsa - Santa Maria          | 8          | 24         | 2         | 0          | 7          | 11         | 24         | 0          | 1          | 3          | 8          | 5          | 93           |
| CPT Lompoc                       | 87         | 47         | 5         | 14         | 63         | 29         | 41         | 12         | 16         | 52         | 103        | 70         | 539          |
| ESL Celsa - Lompoc               | 0          | 0          | 0         | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | -            |
| High School CPT                  | 0          | 0          | 0         | 0          | 18         | 6          | 0          | 241        | 614        | 97         | 5          | 1          | 982          |
| Companion (FCI & USP)            | 79         | 0          | 1         | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 80           |
| Ability to Benefit & ESL ATB     | 0          | 1          | 1         | 0          | 0          | 0          | 3          | 1          | 0          | 0          | 0          | 1          | 7            |
| GED                              | 27         | 23         | 10        | 14         | 21         | 26         | 21         | 37         | 51         | 37         | 62         | 33         | 362          |
| CBEST                            | 0          | 0          | 0         | 0          | 0          | 0          | 2          | 41         | 66         | 26         | 32         | 46         | 213          |
| Independent Study Exam/CLEP      | 48         | 43         | 30        | 44         | 24         | 41         | 31         | 35         | 43         | 23         | 35         | 46         | 443          |
| CPT Reading Final - Santa Maria  | 0          | 0          | 0         | 0          | 12         | 82         | 0          | 0          | 0          | 0          | 56         | 1          | 151          |
| Exams for AHC Instructors        | 0          | 0          | 0         | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | -            |
| WritePlacer                      | 1          | 97         | 0         | 0          | 0          | 1          | 28         | 0          | 0          | 1          | 0          | 0          | 128          |
| CPT Proctored For Other Colleges | 0          | 2          | 0         | 0          | 0          | 0          | 0          | 0          | 1          | 0          | 1          | 5          | 9            |
| CPT Proctored For AHC            | 0          | 1          | 0         | 0          | 0          | 1          | 1          | 0          | 1          | 0          | 0          | 0          | 4            |
| <b>Total</b>                     | <b>582</b> | <b>484</b> | <b>98</b> | <b>161</b> | <b>366</b> | <b>368</b> | <b>408</b> | <b>444</b> | <b>969</b> | <b>784</b> | <b>591</b> | <b>465</b> | <b>5,720</b> |

| Individual High School Totals | July     | Aug      | Sept     | Oct      | Nov       | Dec      | Jan      | Feb        | Mar        | Apr       | May      | June     | Total      |
|-------------------------------|----------|----------|----------|----------|-----------|----------|----------|------------|------------|-----------|----------|----------|------------|
| Arroyo Grande                 |          |          |          |          |           |          |          |            |            | 54        | 5        |          | 59         |
| Cabrillo                      |          |          |          |          |           |          |          |            | 60         |           |          |          | 60         |
| Delta Continuation            |          |          |          |          |           |          |          |            | 25         |           |          |          | 25         |
| Grizzly Academy               |          |          |          |          |           | 5        |          |            |            |           |          |          | 5          |
| Lompoc                        |          |          |          |          |           |          |          |            | 145        |           |          |          | 145        |
| Lopez Continuation            |          |          |          |          |           | 1        | 11       | 6          | 2          |           |          | 1        | 21         |
| Nipomo                        |          |          |          |          |           |          |          | 62         |            |           |          |          | 62         |
| Orcutt Academy                |          |          |          |          |           |          |          |            | 52         |           |          |          | 52         |
| Pioneer                       |          |          |          |          |           |          |          |            | 179        |           |          |          | 179        |
| Righetti                      |          |          |          |          | 18        |          |          |            | 61         | 41        |          |          | 120        |
| Santa Maria                   |          |          |          |          |           |          |          | 146        | 62         |           |          |          | 208        |
| Santa Ynez                    |          |          |          |          |           |          |          |            | 24         |           |          |          | 24         |
| St. Joseph                    |          |          |          |          |           |          |          |            | 22         |           |          |          | 22         |
| <b>Total</b>                  | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>18</b> | <b>6</b> | <b>0</b> | <b>241</b> | <b>614</b> | <b>97</b> | <b>5</b> | <b>1</b> | <b>982</b> |

## Test Statistics for 2016-2017

|                                  | July       | Aug        | Sept       | Oct        | Nov        | Dec        | Jan        | Feb        | Mar        | Apr        | May        | June       | Total        |
|----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| CPT Santa Maria                  | 272        | 382        | 61         | 73         | 231        | 186        | 266        | 48         | 146        | 292        | 343        | 220        | <b>2,520</b> |
| ESL Celsa - Santa Maria          | 3          | 14         | 0          | 3          | 5          | 4          | 23         | 0          | 1          | 4          | 7          | 9          | <b>73</b>    |
| CPT Lompoc                       | 56         | 85         | 12         | 16         | 47         | 31         | 70         | 16         |            | 36         | 88         | 37         | <b>494</b>   |
| ESL Celsa - Lompoc               | 0          | 0          | 0          | 1          | 1          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | <b>2</b>     |
| High School CPT                  | 0          | 0          | 0          | 43         | 93         | 34         | 0          | 290        | 558        | 87         | 57         | 0          | <b>1,162</b> |
| Companion (FCI, CAMP, USP)       | 76         | 0          | 30         | 0          | 28         | 0          | 0          | 0          | 0          | 0          | 0          | 0          | <b>134</b>   |
| Ability to Benefit & ESL ATB     | 0          | 0          | 2          | 0          | 0          | 0          | 2          | 0          | 0          | 0          | 0          | 0          | <b>4</b>     |
| GED                              | 22         | 41         | 45         | 50         | 46         | 44         | 34         | 58         | 91         | 73         | 67         | 42         | <b>613</b>   |
| CBEST                            | 44         | 64         | 50         | 38         | 41         | 41         | 68         | 61         | 67         | 68         | 68         | 86         | <b>696</b>   |
| Independent Study Exam/CLEP      | 45         | 52         | 13         | 26         | 21         | 25         | 16         | 13         | 44         | 27         | 39         | 49         | <b>370</b>   |
| CPT Reading Final - Santa Maria  | 0          | 0          | 0          | 0          | 0          | 67         | 0          | 0          | 0          | 0          | 23         | 1          | <b>91</b>    |
| Exams for AHC Instructors        | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | <b>-</b>     |
| WritePlacer                      | 0          | 81         | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | <b>81</b>    |
| CPT Proctored For Other Colleges | 2          | 1          | 1          | 0          | 1          | 0          | 1          | 0          | 0          | 0          | 0          | 1          | <b>7</b>     |
| CPT Proctored For AHC            | 1          | 2          | 2          | 0          | 2          | 2          | 1          | 1          | 0          | 0          | 2          | 4          | <b>17</b>    |
| <b>Total</b>                     | <b>521</b> | <b>722</b> | <b>216</b> | <b>250</b> | <b>516</b> | <b>434</b> | <b>481</b> | <b>487</b> | <b>907</b> | <b>587</b> | <b>694</b> | <b>449</b> | <b>6,264</b> |

| Individual High School Totals | July     | Aug      | Sept     | Oct       | Nov       | Dec       | Jan      | Feb        | Mar        | Apr       | May       | June     | Total        |
|-------------------------------|----------|----------|----------|-----------|-----------|-----------|----------|------------|------------|-----------|-----------|----------|--------------|
| Arroyo Grande                 |          |          |          |           |           |           |          | 43         |            | 7         |           |          | <b>50</b>    |
| Cabrillo                      |          |          |          | 43        |           |           |          |            | 49         |           |           |          | <b>92</b>    |
| Delta Continuation            |          |          |          |           |           | 25        |          |            | 22         |           | 25        |          | <b>72</b>    |
| Grizzly Academy               |          |          |          |           |           |           |          |            |            |           |           |          | <b>0</b>     |
| Lompoc/Maple                  |          |          |          |           |           | 8         |          | 79         |            | 4         |           |          | <b>91</b>    |
| Lopez Continuation            |          |          |          |           | 1         | 1         |          |            | 8          | 2         |           |          | <b>12</b>    |
| New Tech H.S./ in Nipomo      |          |          |          |           |           |           |          |            | 10         |           |           |          | <b>10</b>    |
| Nipomo                        |          |          |          |           |           |           |          | 45         |            |           |           |          | <b>45</b>    |
| Orcutt Academy                |          |          |          |           |           |           |          |            | 61         |           |           |          | <b>61</b>    |
| Pioneer                       |          |          |          |           |           |           |          |            | 204        | 10        |           |          | <b>214</b>   |
| Righetti                      |          |          |          |           | 92        |           |          |            | 66         | 17        | 32        |          | <b>207</b>   |
| Santa Maria                   |          |          |          |           |           |           |          | 123        | 84         | 47        |           |          | <b>254</b>   |
| Santa Ynez                    |          |          |          |           |           |           |          |            | 27         |           |           |          | <b>27</b>    |
| St. Joseph                    |          |          |          |           |           |           |          |            | 27         |           |           |          | <b>27</b>    |
| <b>Total</b>                  | <b>0</b> | <b>0</b> | <b>0</b> | <b>43</b> | <b>93</b> | <b>34</b> | <b>0</b> | <b>290</b> | <b>558</b> | <b>87</b> | <b>57</b> | <b>0</b> | <b>1,162</b> |

# ALLAN HANCOCK COLLEGE



Testing Center  
December 2016



# Topics Covered

- Testing Center Staff
- Types of Tests Administered
- Tests Administered 2015-2016
- Web Site Information



# Testing Center Staff

- 3 full-time classified staff
  - Sharon Alldredge, Assessment Coordinator
  - Monique Fernandez, Testing Center Specialist
  - Ginette Pepin, Assessment Technician
- 2 student workers
- 1 part-time, temporary test administrator
  - Nathan Sims – Lompoc Valley Center, Evening and Saturday testing at both campuses



# Types of Tests Administered

- ACCUPLACER START Placement Test
- START testing for HS seniors
- CBEST
- GED
- CELSA ESL (pronounced Kelsa, for non-native, beginning English speakers)
- Independent Study
- Ability-to-Benefit for Financial Aid



# Tests Administered 2015-2016

|                          |       |
|--------------------------|-------|
| ■ Accuplacer START       | 3,248 |
| ■ High School Seniors    | 982   |
| ■ CBEST (began 1/2016)   | 466   |
| ■ GED                    | 467   |
| ■ ESL CELSA              | 93    |
| ■ Independent Study/CLEP | 443   |
| ■ Companion (Prisons)    | 80    |
| ■ Total                  | 5,779 |



# Web Site Information

- START Test Dates
- START – Study Guides and app
- Request for START Score Report
- GED–computer based testing (Eng&Sp)
- Out-of-area Proctor Request
- Independent Study (proctor services)
- Virtual Remote Proctoring (VRP)



Evidence: Criteria 2: Student Support and Development

Note: within the text and “Methods/Evidence” section you will find hyperlinks to documents readily available online relevant to the criteria. For example:

**Methods/Evidence:**

- [Counseling Website](#)
- [College Catalog](#)
- [3SP Credit Plan](#)
- [Noncredit 3SP Plans](#)
- [Student Equity Plan](#)

The pages that follow include other evidence relevant to the criteria provided for your reference consideration.



Search form with 'Enter search term' and 'Quick Links' dropdown.

Counseling

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AHC COUNSELING

Español



Located in building A, first floor, the Allan Hancock College Counseling Department is open for counseling appointments and drop-in counseling. Our Counseling faculty can assist you with academic, career, transfer, or personal counseling.

You may schedule an appointment by contacting the Counseling Department by calling (805) 922-6966 ext 3293.

HOURS OF OPERATION\*

Table with 2 columns: Day and Hours. Monday 8 a.m. - 4:30 p.m., Tuesday 8 a.m. - 6 p.m., Wednesday 8 a.m. - 4:30 p.m., Thursday 8 a.m. - 4:30 p.m., Friday 8 a.m. - 4:00 p.m.

\*Hours are subject to change. \*Please call to schedule an appointment and check for drop-in counseling hours.

Counseling Department Fax Number (805) 922-6586

Table with 2 columns: Campus and Phone Number. Santa Maria Campus (805) 922-6966 ext. 3293, Lompoc Valley Campus (805) 738-3368 ext. 5374, Vandenberg AFB Center (805) 734-3600, Santa Ynez Valley Center (805) 922-6966 ext. 3355.

MISSION STATEMENT

The mission of the Counseling Department is to support the educational objectives of the college to enhance each student's academic, career, and personal growth.

COUNSELING STUDENT LEARNING OUTCOMES

Major Competencies:

- 1. Students will be able to navigate the educational and student support services to enhance their success.
2. Students will be proactive in the decision-making process and assume student responsibility.
3. Students will be able to identify the necessary coursework for reaching their personal enrichment and/or educational goals.

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ABOUT ACADEMIC COUNSELING

- What kinds of services do you offer?
Who can benefit from counseling?
How does the counseling process work?
When should I see a counselor?
What is the value of a college education?
What are the advantages of a community college?

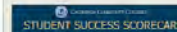


How much can you earn with your AHC degree or certificate in each program? Check out the new Salary Surfer tool.

WE'RE CHANGING THE ODDS!



FOLLOW HANCOCK





College Search: [input] Quick Links: [input]

Counseling

- Athletics Counseling
- BOG Changes
- Campus Cruise (Tours)
- Contact Counseling
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- Ready to Graduate?
- SARS Tutorials
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- Workshops

Home > Counseling > Early Alert Program

### EARLY ALERT PROGRAM

The Allan Hancock College Early Alert Program serves as a referral program to help promote student success and retention. This website enables faculty and staff to identify students who are having difficulties and connect them with campus services that can provide appropriate interventions.

Once you submit your appeal, the Early Alert Counselor will be notified. The counselor will meet with the student and develop a strategy to overcome challenges the student may be facing. The counselor will then follow up with the student and instructor throughout the semester to ensure the student is in the best position to achieve academic success.

[Early Alert Submission Form Page](#)

#### EARLY ALERT COUNSELOR

Ben Britten  
earlyalert@hancockcollege.edu  
Counseling Department, Building A  
805-922-6966 ext. 3942

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- [High School Articulation](#)
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- [Ready to Graduate?](#)
- [SARS Tutorials](#)
- [Student Learning Outcomes](#)
- [Workshops](#)

### GRADES MATTER WORKSHOP - FALL 2017

The Counseling Department has developed this workshop to help students understand higher academic and/or progress standing. Students will learn strategies to get back on track and regain good standing with the college. The workshop will also cover the consequences of being on probation such as unit limitation, financial aid eligibility, and priority registration. Students who receive a probation email notification are strongly encouraged to attend the workshop.

| Santa Maria Campus |           |                     |
|--------------------|-----------|---------------------|
| September 5        | Tuesday   | 4-5:30 p.m. A-103   |
| September 20       | Wednesday | 10-11:30 a.m. A-403 |
| October 10         | Tuesday   | 4-5:30 p.m. A-103   |
| October 25         | Wednesday | 10-11:30 a.m. A-403 |
| November 7         | Tuesday   | 4-5:30 p.m. A-103   |
| November 15        | Wednesday | 10-11:30 a.m. A-403 |
| December 5         | Tuesday   | 4-5:30 p.m. A-403   |

| Lompoc Valley Center |           |                              |
|----------------------|-----------|------------------------------|
| August 16            | Wednesday | 10-11:30 a.m. Bldg 1-202/203 |
| August 31            | Thursday  | 1-2:30 p.m. Bldg 1-202/203   |
| September 13         | Wednesday | 12:30-2 p.m. Bldg 1-202/203  |
| October 17           | Thursday  | 10-11:30 a.m. Bldg 1-202/203 |
| October 24           | Tuesday   | 4-5:30 p.m. Bldg 1-202/203   |
| November 22          | Wednesday | 3-4:30 p.m. Bldg 1-202/203   |
| December 8           | Friday    | 12-1:30 p.m. Bldg 1-202/203  |
| December 19          | Tuesday   | 4-5:30 p.m. Bldg 1-202/203   |

### TIME MANAGEMENT WORKSHOP- FALL 2017

The Counseling Department has developed this workshop to help students enrich their time management skills. The workshop will provide students with tools and guidance and learn how to use their time more effectively. In addition, this workshop will cover common obstacles to effective time management that will help students assess their own time and priorities.

| Santa Maria Campus |           |                  |
|--------------------|-----------|------------------|
| September 5        | Wednesday | 2-3:30 p.m. C-37 |
| September 12       | Tuesday   | 2-3:30 p.m. C-37 |
| September 14       | Thursday  | 2-3:30 p.m. C-37 |
| September 20       | Wednesday | 2-3:30 p.m. C-37 |
| September 26       | Tuesday   | 2-3:30 p.m. C-37 |
| September 28       | Thursday  | 2-3:30 p.m. C-37 |
| October 4          | Wednesday | 2-3:30 p.m. C-37 |
| October 10         | Tuesday   | 2-3:30 p.m. C-37 |
| October 12         | Thursday  | 2-3:30 p.m. C-37 |
| October 18         | Wednesday | 2-3:30 p.m. C-37 |
| October 24         | Tuesday   | 2-3:30 p.m. C-37 |
| October 26         | Thursday  | 2-3:30 p.m. C-37 |
| November 1         | Wednesday | 2-3:30 p.m. C-37 |
| November 7         | Tuesday   | 2-3:30 p.m. C-37 |
| November 9         | Thursday  | 2-3:30 p.m. C-37 |
| November 15        | Wednesday | 2-3:30 p.m. C-37 |

| Lompoc Valley Center |        |                        |
|----------------------|--------|------------------------|
| September 25         | Monday | 3-4:30 p.m. Bldg 2-101 |
| October 23           | Monday | 3-4:30 p.m. Bldg 2-101 |
| November 27          | Monday | 3-4:30 p.m. Bldg 2-101 |

### STUDY SKILLS WORKSHOP- FALL 2017

The Counseling Department has developed this workshop to help students develop/improve their study skills. The workshop will also provide an activity that focuses on self-awareness and how it may relate to study styles/habits. By attending this workshop, students will learn strategies to perform better and be successful in and out of the classroom.

| Santa Maria Campus |         |                  |
|--------------------|---------|------------------|
| September 5        | Tuesday | 2-3:30 p.m. C-37 |

MESA has shaped my educational career. MESA has provided me with opportunities I would have otherwise missed on my own, an opportunity to work with other like-minded majors who have since become like family. With this kind of strong foundation I have been able to excel in my science, mathematics, and engineering courses.  
*Scott A. Palmrose*

### WE'RE CHANGING THE ODDS!



### FOLLOW HANCOCK



### STUDENT SUCCESS SCORECARD

|             |           |             |      |
|-------------|-----------|-------------|------|
| October 31  | Tuesday   | 2-3:30 p.m. | C-37 |
| November 2  | Thursday  | 2-3:30 p.m. | C-37 |
| November 8  | Wednesday | 2-3:30 p.m. | C-37 |
| November 14 | Tuesday   | 2-3:30 p.m. | C-37 |
| November 16 | Thursday  | 2-3:30 p.m. | C-37 |

**Lompoc Valley Center**

|             |        |             |                |
|-------------|--------|-------------|----------------|
| October 9   | Monday | 2-3:30 p.m. | Blgd 1-202/203 |
| November 13 | Monday | 2-3:30 p.m. | Blgd 1-202/203 |
| December 11 | Monday | 2-3:30 p.m. | Blgd 1-202/203 |

**UNIVERSITY TRANSFER CENTER WORKSHOPS- FALL 2017**

The University Transfer Center (UTC) provides informative workshops to assist students in the transfer process. [View a list of scheduled workshops.](#)

**AHC NURSING PROGRAM WORKSHOP- FALL 2017**

During the nursing workshops you will learn about our CNA, LVN, and RN requirements. This includes: prerequisites, application deadlines, AHC graduation requirements, the Board of Registered Nursing (BRN) requirements, and nursing program registration. This workshop is intended for all students interested in AHC's nursing program. Prior to attending the workshop, students are required to complete an AHC admission application. In addition, students will receive an abbreviated Student Education Plan.

**Santa Maria Campus**

|              |           |            |       |
|--------------|-----------|------------|-------|
| August 23    | Wednesday | 10-11 a.m. | A-103 |
| September 20 | Wednesday | 5-6 p.m.   | A-103 |
| October 20   | Friday    | 12-1 p.m.  | A-103 |
| November 16  | Thursday  | 12-1 p.m.  | A-103 |
| December 6   | Wednesday | 5-6 p.m.   | A-103 |

**Lompoc Valley Center**

|            |           |           |                |
|------------|-----------|-----------|----------------|
| August 16  | Wednesday | 12-1 p.m. | Blgd 2-202/201 |
| October 23 | Monday    | 5-6 p.m.  | Blgd 2-202/201 |
| December 6 | Wednesday | 12-1 p.m. | Blgd 2-202/201 |

**PATHWAYS TO A BACHELOR'S OF SCIENCE IN NURSING (BSN) WORKSHOP- FALL 2017**

Interested in transferring to a BSN program? Attend this workshop and learn more about the following routes to a BSN program:

- \*Basic Nursing or Pre-Licensure program
- \*LVN to BSN
- \*ADN (RN) to BSN

In addition, you will learn about common prerequisites, CSU and UTC general education requirements, admission application deadlines, and TEAS testing.

**Santa Maria Campus**

|              |           |            |       |
|--------------|-----------|------------|-------|
| August 15    | Tuesday   | 10-11 a.m. | A-103 |
| September 11 | Monday    | 5-6 p.m.   | A-103 |
| October 10   | Tuesday   | 12-1 p.m.  | A-103 |
| November 8   | Wednesday | 2-3 p.m.   | A-103 |
| December 4   | Monday    | 5-6 p.m.   | A-103 |

**Lompoc Valley Center**

|              |           |           |                |
|--------------|-----------|-----------|----------------|
| September 20 | Monday    | 12-1 p.m. | Blgd 1-202/203 |
| November 20  | Wednesday | 5-6 p.m.  | Blgd 1-202/203 |

# LAUNCHING THE NEXT GENERATION

INSPIRING STUDENTS TO REACH FOR THE STARS

FEATURING  
**JOSÉ HERNÁNDEZ**  
RETIRED NASA ASTRONAUT  
& FIRST-GENERATION COLLEGE STUDENT

**Tuesday, March 28, 2017**  
**12:30-2 p.m.**

Joe White Memorial Gymnasium  
Allan Hancock College  
Santa Maria Campus

Please register at  
[www.hancockcollege.edu/Launch](http://www.hancockcollege.edu/Launch)

**Event is free  
and open to the public**

Please be seated no later than 12:15 p.m.

**Questions?**

Contact (805) 922-6966 ext. 3267  
or [studentsrvs@hancockcollege.edu](mailto:studentsrvs@hancockcollege.edu)

ASL interpreter services available upon request.

Please call (805) 922-6966 ext. 3396  
or (805) 266-7874 VP by March 23.



# ALLAN HANCOCK COLLEGE

## START TEST

Plan to attend Allan Hancock College?

- If you are not taking a math class your senior year, consider taking the Math and English placement test on Monday, November 14, 2016!
- In order to sign up for the START test, you must complete the online AHC application for admission. Go to [www.hancockcollege.edu](http://www.hancockcollege.edu) and click Apply and Register on the home page. You will receive your AHC student ID number. You will need this ID number to sign up for the test.



### START Test Information

When: Monday, November 14, 2016

Where: ERHS library

Time: 1:00 to 4:00 p.m. (Minimum Day)

Sign-up: ERHS Career Center

You **must** have an Allan Hancock

College student ID number

before signing up

Visit our website for  
FREE study guides & tips  
[www.hancockcollege.edu/  
testing\\_center](http://www.hancockcollege.edu/testing_center)



# DON'T MISS LVC's **OPEN HOUSE** **2017**

## **Now is the time!**

Come apply for admission and register for **summer & fall** classes.

Whatever you need help with for college, stop by and get assistance!

**Counselors and staff are ready to assist you:**

**WEDNESDAY, MAY 3, 2017**

**Lompoc Valley Center**

4–7 p.m. | Inside Student Services, Bldg. 1

*FREE parking in white stalls ONLY*

**Drop-In Counseling | Campus Tours**

**Meet with representatives from  
FINANCIAL AID | EOPS | LRC/LIBRARY  
UNIVERSITY TRANSFER CENTER  
LEARNING ASSISTANCE PROGRAM**

To help you prepare to register, you may also attend one or both of the following:

### **START Testing**

2–4 p.m. | Room 2-118

### **Academic Advising Workshop**

3:30–5 p.m. | Room 2-101 | Bring your START scores & official high school transcripts

New and continuing students can receive assistance completing admissions applications, online orientations and more. **FREE FOOD!**



No registration is required. For additional information contact Antonio Ramirez at 805-735-3366 ext. 5268, or [antonio.ramirez12@hancockcollege.edu](mailto:antonio.ramirez12@hancockcollege.edu).



# CAREER EXPLORATION GROUP

- ▶ Need help deciding on a major?
- ▶ How about support in looking for a new career?

Join this interactive career exploration group and learn about tools to research various major and career pathways. You will also explore your values, interests, personality, and skills, and how they can influence your potential major and/or career.

**The group is designed to be a four-week commitment for one hour at a time per week.**

**First meeting date will be Thursday, October 6, 5 - 6 p.m. in Building 2, Room 201.**

Sign-up in Building 1, Room 102 or via email (see email below)

Email Counselor Antonio Ramirez at [antonio.ramirez12@hancockcollege.edu](mailto:antonio.ramirez12@hancockcollege.edu) for more information.



# Lompoc High School Seniors... **Get ready for college!**

**Attend Senior Day at the Allan Hancock College Lompoc Valley Center**



**Fri., March 10, 2017 • 8 a.m.-2 p.m.**

## Why?

• Tours • START test • Lunch

• Walk out w/ your 1st semester schedule

• Meet faculty and counselors from the following areas:

- Enology/Viticulture (wine)
- Early Childhood studies
- Electronics
- Multi-media
- Learning Assistance
- University Transfer Center
- Counseling
- EOPS (student support)
- Cal-SOAP (student support)
- ASBG
- EMS
- MESA
- PCPA
- Cosmetology
- And more...

***Get the info you need to start your college career!***

This event open to high school seniors.

**FREE  
FOOD!**

## Questions?

Call the **Lompoc Valley Center** at 735-3366 ext. 5215.

*Picture ID needed to START test.*



# COFFEE, COOKIES & COMMENTS WITH A COUNSELOR



**Lompoc Valley Center** | Bldg 2 Courtyard  
October 11 & 12 | 9 - 11 a.m. • 5:30 - 6:30 p.m.

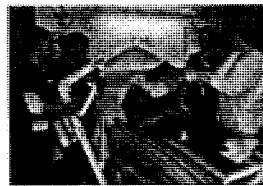
## Have a quick question?

Meet with your counselors  
before/after your class. Join us  
and enjoy some free refreshments!



START HERE WORKSHOP

# AHC NURSING



## YOU WILL LEARN

### What it takes to get in:

- CNA Class NURS 300
- LVN program
- RN program

### What it takes to get out:

- AHC graduation requirements
- The Board of Registered Nursing (BRN) requirements

## ALSO LEARN ABOUT

- Prerequisites
- Application deadlines

- Nursing priority registration

## SANTA MARIA

|       |          |              |           |
|-------|----------|--------------|-----------|
| Tues. | June 27  | 3 – 4 p.m.   | Room A103 |
| Wed.  | Jul. 19  | 2 – 3 p.m.   | Room A103 |
| Wed.  | Aug. 23  | 10 – 11 a.m. | Room A103 |
| Wed.  | Sept. 20 | 5 – 6 p.m.   | Room A103 |
| Fri.  | Oct. 20  | 12 – 1 p.m.  | Room A103 |
| Thur. | Nov. 16  | 12 – 2 p.m.  | Room A103 |
| Wed.  | Dec. 6   | 5 – 6 p.m.   | Room A103 |

## LOMPOC

|      |         |              |            |
|------|---------|--------------|------------|
| Wed. | Jul. 19 | 10 – 11 a.m. | Room 1-202 |
| Wed. | Aug. 16 | 12 – 1 p.m.  | Room 1-202 |
| Mon. | Oct. 23 | 5 – 6 p.m.   | Room 1-202 |
| Wed. | Dec. 6  | 12 – 1 p.m.  | Room 1-202 |

### For more information

Visit the EOPS office  
in building A, Santa Maria campus  
or call us at 805-922-6966 ext. 3214



# Pathways to a Bachelor's Degree in Nursing

*Attend a workshop to find out about the path the BSN.*

### Also learn about:

- Common prerequisites
- CSU and UC general ed requirements
- Application and supplemental application deadlines
- TEAS testing

## Santa Maria campus

|           |            |               |       |
|-----------|------------|---------------|-------|
| Tuesday   | 6/27/2017  | 3-4 p.m.      | A 403 |
| Tuesday   | 7/18/2017  | 5-6:00 p.m.   | A 403 |
| Tuesday   | 8/15/2017  | 10-11:00 a.m. | A 103 |
| Monday    | 9/11/2017  | 5-6:00 p.m.   | A 103 |
| Tuesday   | 10/10/2017 | 12-1:00 p.m.  | A 103 |
| Wednesday | 11/8/2017  | 2-3:00 p.m.   | A 103 |
| Monday    | 12/4/2017  | 5-6:00 p.m.   | A 103 |

## Lompoc Valley Center

|           |            |              |       |
|-----------|------------|--------------|-------|
| Wednesday | 7/12/2017  | 5-6:00 p.m.  | 2-102 |
| Wednesday | 9/20/2017  | 12-1:00 p.m. | 1-202 |
| Monday    | 11/20/2017 | 5-6:00 p.m.  | 1-202 |



**For more information:** Please visit the EOPS Center A-201 or call 922-6966 ext. 3214



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**Allan Hancock Joint Community College District  
Board Policy  
Chapter 4 – Academic Affairs**

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**BP 4260 PREREQUISITES, COREQUISITES, ADVISORIES**

The District is authorized to establish pre-requisites, co-requisites and advisories on recommended preparation for courses in the curriculum through recommendations made by the Academic Policy and Planning Committee and as approved by the Board of Trustees. All such pre-requisites, co-requisites, and advisories shall be established in accordance with the standards set out in Title 5. Any pre-requisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a pre-requisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites, and advisories shall be identified in District publications available to students.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

References: Title 5 Sections 55000 et seq.

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**Adopted: 2/04**

**Revised: 7/19/94**

**Revised: 5/19/15**

*(Replaces Board Policy 79)*

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**Allan Hancock Joint Community College District**  
**Administrative Procedure**  
Chapter 4 – Academic Affairs

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## **AP 4260 PREREQUISITES, COREQUISITES, ADVISORIES**

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

### **A. Curriculum Review Process**

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
  - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
    - (1) Approve the course; and,
    - (2) As a separate action, approve any prerequisite or co-requisite, only if:
      - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to

enter the course or program as demonstrated by a content review including, at a minimum, all of the following:

- (i) Involvement of faculty with appropriate expertise;
  - (ii) Consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
  - (iii) Be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
  - (iv) Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
  - (v) Identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
  - (vi) Matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
  - (vii) Maintain documentation that the above steps were taken.
- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
  - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
  - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.
  - (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in

communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.

- b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
  - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
  - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
- c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
- d) If the District chooses to use content review as defined in Title 5 of the Code of California Regulations section 55000(c) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 of the Code of California Regulations section 55003(c).

### **Review of Individual Courses**

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

#### **1. Advisories on Recommended Preparation**

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.



## 2. Limitations on Enrollment

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- A. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
- (1) For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
  - (2) The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- B. Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course

meets and of the other course or courses which meet the same associate degree or certificate requirement.

**Blocks of Courses or Sections.** Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

**Program Review.** As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

**Instructor's Formal Agreement to Teach the Course as Described.** Each college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

## **AP 4260.2 PREREQUISITES, COREQUISITES, ADVISORIES**

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success.

## **1. Information in the Catalog and Schedule of Courses**

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, non-credit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

## **2. Challenge Process**

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
  - 1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
  - 2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.
- B. Grounds for challenge shall include the following:
  - 1. Those grounds for challenge specified in Title 5 Section 55201(f).
  - 2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.

3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.
4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

### **3. Implementing Prerequisites, Corequisites, and Limitations on Enrollment**

The college shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition pursuant to Section 55202(g) of Title 5 and Section I.E. of the Model District Policy.

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**Approved: 2/04**

**Revised: 7/19/94**

**Revised: 4/21/15**

*(Replaces Administrative Procedure 7940.01)*

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**Allan Hancock Joint Community College District  
Board Policy  
Chapter 5 – Student Services**

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**BP 5050 STUDENT SUCCESS AND SUPPORT PROGRAM**

The District shall provide Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of Student Success and Support Program services is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The Student Success Support Program will provide the community college student access and success by providing effective core matriculation services including orientation, assessment and placement, counseling, and other educational planning services, and academic interventions.

The Superintendent/President shall establish procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations. The District shall adopt a Student Success and Support Program plan which includes a budget describing the services provided for its students.

References: Education Code Sections 78210 et seq.;  
Education Code Sections 78211.5 et seq.;  
Title 5 Sections 55500 et. seq.;  
WASC/ACCJC Accreditation Standard II.C.2

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**Adopted: 3/17/92**  
**Revised: 3/15/94**  
**Revised: 12/13/94**  
**Revised: 4/17/01**  
**Revised: 3/17/15**

*(Replaces Board Policy 6903)*

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**Allan Hancock Joint Community College District**  
**Administrative Procedure**  
Chapter 5 – Student Services

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## **AP 5050 STUDENT SUCCESS AND SUPPORT PROGRAM**

The Student Success and Support Program brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The District shall adopt a Student Success and Support Program plan describing the services to be provided to its students. The plan shall be developed through consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise. The Student Success and Support Program will coordinate with the District's student equity plan to ensure that the college has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement. The agreement between the student and the district is implemented by means of the student educational plan.

Each student, in entering into an educational plan, will do all of the following:

- complete orientation;
- be assessed to determine appropriate course placement;
- identify a course of study and career goal;
- complete an abbreviated student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
- complete a comprehensive student educational plan no later than the third term;
- diligently attend class;
- complete assigned coursework;
- complete course(s);
- maintain progress toward an educational goal.

Student Success and Support Program services include, but are not limited to, all of the following:

- orientation services designed to provide to students information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters;

- assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
  1. administration of assessment instruments to determine student competency in computational and language skills;
  2. assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and vocational certificates and licenses;
  3. evaluation of student study and learning skills;
  4. referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services;
  5. advisement concerning course selection;
  6. follow-up services, required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation;
  7. the provision of information, guided by sound counseling principles and practices, using a broad array of delivery mechanisms, including technology-based strategies to serve a continuum of student needs and abilities, that will enable students to make informed choices.

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

### **Matriculation Exemption**

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

### **Assessment**

Students may be exempt from some or all of the testing portion of assessment if they meet one or more of the following criteria:

1. are transferring from another accredited post-secondary institution and have completed the equivalent of the prerequisite to freshman composition or higher with a grade of C or better (exempt from English portion of assessment);

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

References: Education Code Sections 78210 et seq.  
Title 5 Sections 55500 et seq.  
WASC/ACCJC Accreditation Standard II.C.2

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**Approved: 3/17/92**  
**Revised: 3/15/94**  
**Revised: 12/13/94**  
**Revised: 4/17/01**  
**Revised: 2/17/15**

*(Replaces Administrative Procedure 6903.01)*



### Evidence: Criteria 3: Student Outcomes

Note: within the text and “Methods/Evidence” section you will find hyperlinks to documents readily available online relevant to the criteria. For example:

#### **Methods/Evidence:**

- California Community Colleges DataMart (<http://datamart.cccco.edu/>)
- [Institutional Planning and Effectiveness Interactive Factbook](#)
- [Allan Hancock College 2015 Factbook](#)

The pages that follow include other evidence relevant to the criteria provided for your reference consideration.

California Community Colleges Chancellor's Office  
Student Enrollment Status Summary Report

|               | Annual 2014-2015 | Annual 2014-2015  | Annual 2015-2016 | Annual 2015-2016  | Annual 2016-2017 |
|---------------|------------------|-------------------|------------------|-------------------|------------------|
|               | Student Count    | Student Count (%) | Student Count    | Student Count (%) | Student Count    |
| Allan Hancock | 20,213           | 100.00 %          | 20,869           | 100.00 %          | 21,578           |

Report Run Date As Of : 9/23/2017 4:32:31 PM

|                   |
|-------------------|
| Annual 2016-2017  |
| Student Count (%) |
| 100.00 %          |

http://scorecard.cccco.edu/scorecardrates.aspx?Co... Open Draft:9.22.17CounselingD... Allan Hancock College - State &... 2017 Student Success Scorec...

Click here to view trend data

## Persistence

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who enrolled in the first three consecutive terms.

| COLLEGE PREPARED |  | UNPREPARED FOR COLLEGE |  | OVERALL |  |
|------------------|--|------------------------|--|---------|--|
| 76.1%            |  | 71.7%                  |  | 73.3%   |  |
| N=560            |  | N=1,005                |  | N=1,565 |  |

| Gender | %    | Gender | %    | Gender | %    |
|--------|------|--------|------|--------|------|
| FEMALE | 81.6 | FEMALE | 76.2 | FEMALE | 78.0 |
| MALE   | 70.9 | MALE   | 66.8 | MALE   | 68.4 |

| Age        | %    | Age        | %    | Age        | %    |
|------------|------|------------|------|------------|------|
| UNDER 20   | 77.6 | UNDER 20   | 74.0 | UNDER 20   | 75.4 |
| 20-24      | 68.0 | 20-24      | 54.5 | 20-24      | 55.6 |
| 25-29      | 41.7 | 25-29      | 65.7 | 25-29      | 62.0 |
| 30 OR OVER | 66.7 | 30 OR OVER | 74.1 | 30 OR OVER | 72.2 |

| Ethnicity/Race                    | %    | Ethnicity/Race                    | %     | Ethnicity/Race                    | %    |
|-----------------------------------|------|-----------------------------------|-------|-----------------------------------|------|
| AFRICAN AMERICAN                  | 50.0 | AFRICAN AMERICAN                  | 72.0  | AFRICAN AMERICAN                  | 78.8 |
| AMERICAN INDIAN/<br>ALASKA NATIVE | 50.0 | AMERICAN INDIAN/<br>ALASKA NATIVE | 50.0  | AMERICAN INDIAN/<br>ALASKA NATIVE | 50.0 |
| ASIAN                             | 76.9 | ASIAN                             | 64.0  | ASIAN                             | 68.4 |
| FILIPINO                          | 82.4 | FILIPINO                          | 62.5  | FILIPINO                          | 69.4 |
| HISPANIC                          | 74.9 | HISPANIC                          | 71.7  | HISPANIC                          | 72.5 |
| PACIFIC ISLANDER                  | 83.3 | PACIFIC ISLANDER                  | 100.0 | PACIFIC ISLANDER                  | 88.9 |
| WHITE                             | 76.8 | WHITE                             | 72.1  | WHITE                             | 74.2 |

0%: Cohort with no students attaining an outcome  
 N/A: Cohort has no students  
 †: Cohort fewer than 10 students  
 Percentage of Unprepared Students: 64%

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level  
 UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level  
 OVERALL: Student attempted any level of Math or English in the first three years

Do you want to open or save 611\_FiveYear.xlsx (48.3 KB) from scorecard.cccco.edu? Open Save Cancel

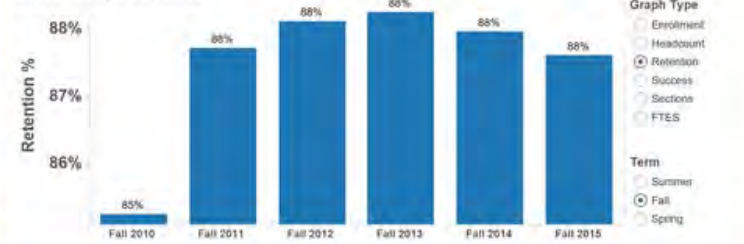
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- [Gainful Employment Disclosure](#)
- [Institutional Data](#)
- [Institutional Learning Outcomes \(ILOs\)](#)
- [Institutional Planning](#)
- [Institutional Set Standards](#)
- [Learning Outcomes](#)
- [Newsletter](#)
- [Presentations](#)
- [Research Request Form](#)
- [State & National Reports](#)
- [Student Right to Know \(SRTK\)](#)

**Allan Hancock College Headcount, Enrollment, Sections, Retention, Success & FTES**

|             | Fall 2013 | Spring 2014 | Summer 2014 | Fall 2014 | Spring 2015 | Summer 2015 | Fall 2015 | Spring 2016 | Summer 2016 |
|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|
| Enrollment  | 27,727    | 28,343      | 7,474       | 28,188    | 27,996      | 7,997       | 27,585    | 27,242      | 7,580       |
| Headcount   | 10,376    | 10,690      | 4,713       | 10,523    | 10,672      | 5,041       | 10,438    | 10,775      | 3,962       |
| Retention % | 86%       | 87%         | 93%         | 88%       | 87%         | 94%         | 88%       | 91%         | 94%         |
| Success %   | 73%       | 73%         | 85%         | 72%       | 74%         | 85%         | 73%       | 78%         | 86%         |
| Sections    | 1,069     | 1,141       | 306         | 1,141     | 1,208       | 355         | 1,176     | 1,220       | 357         |
| FTES        | 3,771     | 3,776       | 880         | 3,809     | 3,957       | 934         | 3,724     | 3,630       | 905         |

**Retention by Fall Terms**



**Headcount by Location (Top 8)**

| Term      | AG  | Grover Beach | Quad | Lomp. | Nipo. | Santa Maria | SLO | Solva. | Grand Total | Basic Skills | Career Skills | Degree Cert | Transf. | Unkno.. | Grand Total |
|-----------|-----|--------------|------|-------|-------|-------------|-----|--------|-------------|--------------|---------------|-------------|---------|---------|-------------|
| Fall 2010 | 557 | 268          | 299  | 2,027 | 769   | 5,514       | 283 | 160    | 9,877       | 44           | 754           | 281         | 1,472   | 9,532   | 12,063      |
| Fall 2011 | 495 | 212          | 285  | 1,832 | 677   | 4,959       | 164 | 141    | 8,765       | 73           | 940           | 325         | 2,406   | 6,703   | 10,446      |
| Fall 2012 | 477 | 201          | 260  | 1,810 | 628   | 4,963       | 220 | 139    | 8,698       | 202          | 1,166         | 2,217       | 5,820   | 869     | 10,274      |
| Fall 2013 | 405 | 202          | 262  | 1,771 | 617   | 5,176       | 197 | 141    | 8,771       | 167          | 1,258         | 504         | 3,627   | 4,820   | 10,376      |
| Fall 2014 | 372 | 179          | 265  | 1,895 | 642   | 5,325       | 148 | 148    | 8,974       | 182          | 1,109         | 2,219       | 6,187   | 826     | 10,523      |
| Fall 2015 | 369 | 171          | 244  | 2,071 | 675   | 5,207       | 115 | 163    | 9,015       | 231          | 1,382         | 600         | 4,436   | 3,789   | 10,438      |

**Headcount by Ed Goal**

[http://datamart.cccco.edu/Services/Special\\_Pop\\_Ct](http://datamart.cccco.edu/Services/Special_Pop_Ct) California Community Colleg...

Select State-District-College: **Collegewide Search**
 Select District-College: **Allan Hancock**
 Select Term: **Spring 2017; Fall 2016; Spring**
[View Report](#)

Export To ->  Excel  CSV  Text
 Records Per Page: **50**
 Simple Layout  Advanced Layout

**Special Population/Group Student Count - Data & Format Area**

Report Area

|   | Special Population/Group Student Count |                             |                 |                         |                         |             |                             |                 |
|---|--|-----------------------------|-----------------|-------------------------|-------------------------|-------------|-----------------------------|-----------------|
|   | 16                                     |                             |                 |                         | Spring 2017             |             |                             |                 |
|   | Credit FTEs                            | Non-Credit Enrollment Count | Non-Credit FTEs | Unduplicated Head Count | Credit Enrollment Count | Credit FTEs | Non-Credit Enrollment Count | Non-Credit FTEs |
| <input type="checkbox"/> Allan Hancock                          |  |                             |                 |                         |                         |             |                             |                 |
| ASEM - Achievement in a Science, Engineering, or Mathematics    |  |                             |                 | 11                      | 38                      | 5.83        | 1                           | 0.02            |
| CAFYES - Cooperating Agencies Foster Youth Educational Support  |  |                             |                 | 35                      | 107                     | 13.81       | 7                           | 0.14            |
| CalWORKs - California Work Opportunity & Responsibility to Kids | 19.29                                  | 41                          | 1.17            | 126                     | 351                     | 42.53       | 44                          | 1.18            |
| CARE - Cooperative Agencies Resources for Education             | 7.89                                   | 19                          | 0.26            | 88                      | 271                     | 33.45       | 24                          | 0.35            |
| DSPS - Disabled Students Programs & Services                    | 7.60                                   | 270                         | 65.97           | 533                     | 1,066                   | 138.68      | 281                         | 58.00           |
| EOPS - Extended Opportunity Programs & Services                 | 16.42                                  | 210                         | 7.01            | 707                     | 2,495                   | 343.46      | 166                         | 5.25            |
| First Generation  |  |                             |                 | 5,237                   | 9,976                   | 1,456.02    | 2,203                       | 117.31          |
| Foster Youth  | 12.84                                  | 51                          | 1.86            | 242                     | 581                     | 79.89       | 40                          | 1.27            |
| Incarcerated  | 3.31                                   | 0                           | 0.00            | 192                     | 427                     | 42.78       | 0                           | 0.00            |
| MESA - Mathematics, Engineering, and Science Achievement        | 4.87                                   | 5                           | 0.30            | 102                     | 329                     | 56.19       | 33                          | 1.85            |
| Military (Active Duty, Active Reserve, National Guard)          | 9.40                                   | 16                          | 0.44            | 122                     | 254                     | 39.18       | 12                          | 0.42            |
| Special Admit   | 5.62                                   | 10                          | 0.64            | 1,388                   | 1,549                   | 171.73      | 2                           | 0.09            |
| Veteran   | 4.35                                   | 86                          | 4.63            | 397                     | 801                     | 111.12      | 116                         | 5.56            |

Report Format Selection Area - Drag field to change the format of the report

[http://datamart.cccco.edu/Services/Special\\_Pop\\_Ct](http://datamart.cccco.edu/Services/Special_Pop_Ct) California Community Colleg...

Select State-District-College: **Collegewide Search** | 
 Select District-College: **Allan Hancock** | 
 Select Term: **Spring 2017; Fall 2016; Spring** | 
 View Report

Export To ->  Excel  CSV  Text | 
 Records Per Page: 50 | 
  Simple Layout  Advanced Layout

**Special Population/Group Student Count - Data & Format Area**

Report Area

|   | Special Population/Group Student Count |                             |                 |                         |                         |             |                             |                 |
|---|--|-----------------------------|-----------------|-------------------------|-------------------------|-------------|-----------------------------|-----------------|
|   | 16                                     |                             |                 |                         | Spring 2017             |             |                             |                 |
|   | Credit FTEs                            | Non-Credit Enrollment Count | Non-Credit FTEs | Unduplicated Head Count | Credit Enrollment Count | Credit FTEs | Non-Credit Enrollment Count | Non-Credit FTEs |
| <input type="checkbox"/> Allan Hancock                          |  |                             |                 |                         |                         |             |                             |                 |
| ASEM - Achievement in a Science, Engineering, or Mathematics    |  |                             |                 | 11                      | 38                      | 5.83        | 1                           | 0.02            |
| CAFYES - Cooperating Agencies Foster Youth Educational Support  |  |                             |                 | 35                      | 107                     | 13.81       | 7                           | 0.14            |
| CalWORKs - California Work Opportunity & Responsibility to Kids | 19.29                                  | 41                          | 1.17            | 126                     | 351                     | 42.53       | 44                          | 1.18            |
| CARE - Cooperative Agencies Resources for Education             | 7.89                                   | 19                          | 0.26            | 88                      | 271                     | 33.45       | 24                          | 0.35            |
| DSPS - Disabled Students Programs & Services                    | 7.60                                   | 270                         | 65.97           | 533                     | 1,066                   | 138.68      | 281                         | 58.00           |
| EOPS - Extended Opportunity Programs & Services                 | 16.42                                  | 210                         | 7.01            | 707                     | 2,495                   | 343.46      | 166                         | 5.25            |
| First Generation  |  |                             |                 | 5,237                   | 9,976                   | 1,456.02    | 2,203                       | 117.31          |
| Foster Youth  | 12.84                                  | 51                          | 1.86            | 242                     | 581                     | 79.89       | 40                          | 1.27            |
| Incarcerated  | 3.31                                   | 0                           | 0.00            | 192                     | 427                     | 42.78       | 0                           | 0.00            |
| MESA - Mathematics, Engineering, and Science Achievement        | 4.87                                   | 5                           | 0.30            | 102                     | 329                     | 56.19       | 33                          | 1.85            |
| Military (Active Duty, Active Reserve, National Guard)          | 9.40                                   | 16                          | 0.44            | 122                     | 254                     | 39.18       | 12                          | 0.42            |
| Special Admit   | 5.62                                   | 10                          | 0.64            | 1,388                   | 1,549                   | 171.73      | 2                           | 0.09            |
| Veteran   | 4.35                                   | 86                          | 4.63            | 397                     | 801                     | 111.12      | 116                         | 5.56            |

Report Format Selection Area - Drag field to change the format of the report

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# 2014/2015 SARS Report - Totals Per Location / Per Reason Code 7/1/14 - 6/30/15

(Reason Code Summary Report)

|                | 1-ORIENT   | 2-INIT ASSESS | 3-COUNSEL     | 3A-SEC   | 4-SEP-ABBREV | 5-SEP-COMP | 6A-PROB    | 6B-REINSTATE | 7A-OTH ORIENT | 7B-CAR/INT | 7C-SEP UPDATE | 7D-FOLL/WKSPS | Totals        |
|----------------|------------|---------------|---------------|----------|--------------|------------|------------|--------------|---------------|------------|---------------|---------------|---------------|
| Counsel-LVC    | 130        | 101           | 2146          | 0        | 660          | 204        | 28         | 47           | 0             | 0          | 45            | 58            | 3,419         |
| Counsel-SLVG   | 0          | 0             | 4             | 0        | 0            | 0          | 0          | 0            | 0             | 0          | 0             | 0             | 4             |
| Counsel-SM     | 651        | 409           | 12,437        | 0        | 2,714        | 683        | 619        | 406          | 5             | 0          | 100           | 467           | 18,491        |
| Counsel-VF     | 0          | 1             | 35            | 0        | 4            | 4          | 0          | 1            | 0             | 0          | 2             | 0             | 47            |
| <b>Totals:</b> | <b>781</b> | <b>511</b>    | <b>14,622</b> | <b>0</b> | <b>3,378</b> | <b>891</b> | <b>647</b> | <b>454</b>   | <b>5</b>      | <b>0</b>   | <b>147</b>    | <b>525</b>    | <b>21,961</b> |

Total based ONLY on the 3SP Data Elements SS06 - SS11

## SARS 2014/2015 - Counseling Appointments (7/1/14 - 6/30/15)

|                | Drop-Ins<br>(attended) | Scheduled<br>Appts.<br>(attended) | Drop-Ins &<br>Scheduled<br>Appts.<br>(attended) | <i>Unduplicated</i><br>Drop-Ins &<br>Scheduled<br>Appts.<br>(attended) |
|----------------|------------------------|-----------------------------------|---|--|
| Counsel-LVC    | 1,487                  | 1,210                             | 2,697   | 1,546  |
| Counsel-SLVG   | 4                      | 0                                 | 4   | 4  |
| Counsel-SM     | 10,304                 | 5,193                             | 15,497  | 8,001  |
| Counsel-VF     | 6                      | 49                                | 55  | 43   |
| <b>Totals:</b> | <b>11,801</b>          | <b>6,452</b>                      | <b>18,198</b>                                   | <b>9,594</b>   |

\*Source Report + Undup. Count. of Stud. Report

Total based on all student contacts

Total based on all *unduplicated* student contacts (via all Reason Codes)

\**Unduplicated* - (unique visits; no repeat

|              | Email |
|--------------|-------|
| Counsel-LVC  | 0     |
| Counsel-SLVG | 0     |
| Counsel-SM   | 1     |
| Counsel-VF   | 0     |

TOTALS 1



**Contacts** (Appoint. Attend. Sum. Report)

| Front Counter | In-Person | Outreach | Telephone | Classroom Visit | TOTALS |
|---------------|-----------|----------|-----------|-----------------|--------|
| 0             | 0         | 0        | 0         | 0               | 0      |
| 0             | 0         | 0        | 0         | 0               | 0      |
| 2             | 0         | 126      | 93        | 35              | 257    |
| 0             | 0         | 0        | 0         | 0               | 0      |

2                    0                    126                    93                    35                    **257**

## 2015/2016 SARS Report - Totals Per Location / Per Reason Code 7/1/15 - 6/30/16

(Reason Code Summary Report)

|                | 1-ORIENT     | 2-INIT ASSESS | 3-COUNSEL     | 3A-SEC     | 4-SEP-ABBREV | 5-SEP-COMP   | 6A-PROB    | 6B-REINSTATE | 7A-OTH ORIENT | 7B-CAR/INT   | 7C-SEP UPDATE | 7D-FOLL/WKSPS | 1-NC ORIENT  |
|----------------|--------------|---------------|---------------|------------|--------------|--------------|------------|--------------|---------------|--------------|---------------|---------------|--------------|
| A&R - VAFB     | 0            | 0             | 0             | 0          | 0            | 0            | 0          | 0            | 0             | 0            | 0             | 0             | NA           |
| Athletics      | 9            | 0             | 1422          | 0          | 139          | 119          | 3          | 2            | 0             | 0            | 36            | 1             | NA           |
| BSI - AIM Ctr. | 0            | 0             | 0             | 0          | 0            | 0            | 0          | 0            | 0             | 0            | 0             | 0             | NA           |
| CAN            | 127          | 8             | 1440          | 0          | 40           | 121          | 17         | 0            | 49            | 0            | 190           | 48            | NA           |
| CJPC - SM      | 351          | 10            | 1744          | 0          | 262          | 515          | 7          | 11           | 19            | 1320         | 202           | 253           | NA           |
| CJPC - LVC     | 0            | 0             | 0             | 0          | 0            | 0            | 0          | 0            | 0             | 0            | 0             | 0             | NA           |
| Counsel-LVC    | 238          | 12            | 2375          | 0          | 628          | 169          | 23         | 16           | 0             | 0            | 32            | 89            | NA           |
| Counsel-SLVG   | 0            | 0             | 0             | 0          | 0            | 0            | 0          | 0            | 0             | 0            | 0             | 0             | NA           |
| Counsel-SM     | 296          | 99            | 13,250        | 0          | 2,994        | 914          | 500        | 434          | 4             | 0            | 132           | 867           | NA           |
| Counsel-VF     | 0            | 0             | 8             | 0          | 1            | 3            | 0          | 0            | 0             | 0            | 2             | 0             | NA           |
| EOPS-LVC       | 31           | 2             | 203           | 0          | 13           | 39           | 6          | 1            | 1             | 0            | 31            | 12            | NA           |
| EOPS-SM        | 521          | 10            | 3,101         | 0          | 210          | 301          | 81         | 5            | 8             | 0            | 424           | 632           | NA           |
| FA - LVC       | 0            | 0             | 0             | 0          | 0            | 0            | 0          | 0            | 0             | 0            | 0             | 0             | NA           |
| LAP-LVC        | 2            | 0             | 299           | 16         | 5            | 3            | 0          | 0            | 2             | 0            | 1             | 0             | NA           |
| LAP-SM         | 1            | 1             | 444           | 165        | 37           | 33           | 2          | 4            | 1             | 0            | 0             | 1             | NA           |
| MESA           | 41           | 5             | 487           | 0          | 8            | 25           | 0          | 0            | 0             | 0            | 0             | 0             | NA           |
| NC - LVC       | 0            | 0             | 1             | 0          | 0            | 0            | 0          | 0            | 0             | 0            | 0             | 0             | 0            |
| NC - SLVG      | 0            | 0             | 0             | 0          | 0            | 0            | 0          | 0            | 0             | 0            | 0             | 0             | 0            |
| NC - SM        | 553          | 13            | 702           | 0          | 216          | 19           | 5          | 0            | 0             | 0            | 6             | 147           | 1033         |
| Nursing        | 0            | 0             | 0             | 0          | 0            | 0            | 0          | 0            | 0             | 0            | 0             | 0             | NA           |
| STEM           | 49           | 2             | 616           | 0          | 135          | 123          | 2          | 1            | 0             | 0            | 121           | 76            | NA           |
| UTC - LVC      | 0            | 0             | 0             | 0          | 0            | 0            | 0          | 0            | 0             | 0            | 0             | 0             | NA           |
| UTC - SM       | 7            | 5             | 1424          | 0          | 146          | 168          | 7          | 1            | 0             | 0            | 46            | 931           | NA           |
| VSC            | 0            | 0             | 0             | 0          | 0            | 0            | 0          | 0            | 0             | 0            | 0             | 0             | NA           |
| <b>Totals:</b> | <b>2,226</b> | <b>167</b>    | <b>27,516</b> | <b>181</b> | <b>4,834</b> | <b>2,552</b> | <b>653</b> | <b>475</b>   | <b>84</b>     | <b>1,320</b> | <b>1,223</b>  | <b>3,057</b>  | <b>1,033</b> |

### SARS 2015/2016 - Counseling Appointments (7/1/15 - 6/30/16)

| Drop-Ins<br>(attended) | Scheduled<br>Appts.<br>(attended) | Drop-Ins &<br>Scheduled<br>Appts.<br>(attended) | Unduplicated<br>Drop-Ins &<br>Scheduled<br>Appts.<br>(attended) |
|------------------------|-----------------------------------|---|---|
|------------------------|-----------------------------------|---|---|

\*Source Report + Undup. Count. of Stud. Report

|                |       |       |       |       |
|----------------|-------|-------|-------|-------|
| A&R - VAFB     | 0     | 0     | 0     | 0     |
| Athletics      | 1,355 | 74    | 1,429 | 433   |
| BSI - AIM Ctr. | 0     | 0     | 0     | 0     |
| CAN            | 465   | 1,255 | 1,720 | 179   |
| CJPC - SM      | 4,417 | 991   | 5,408 | 2,672 |
| CJPC - LVC     | 0     | 0     | 0     | 0     |

Total based on all student

|            | Email |
|------------|-------|
| Counsel-SM | 7     |
| EOPS - SM  | 60    |
| LAP - SM   | 0     |
| NC - SM    | 125   |

|                |               |               |               |  |               |
|----------------|---------------|---------------|---------------|--|---------------|
| Counsel-LVC    | 807           | 1,663         | 2,470         |  | <b>1,448</b>  |
| Counsel-SLVG   | 0             | 0             | 0             |  | <b>0</b>      |
| Counsel-SM     | 9,710         | 4,993         | 14,703        |  | <b>7,743</b>  |
| Counsel-VF     | 1             | 17            | 18            |  | <b>15</b>     |
| EOPS - LVC     | 48            | 433           | 481           |  | <b>163</b>    |
| EOPS - SM      | 1,055         | 4,210         | 5,265         |  | <b>1,200</b>  |
| FA - LVC       | 0             | 0             | 0             |  | <b>0</b>      |
| LAP - LVC      | 809           | 483           | 1,292         |  | <b>170</b>    |
| LAP - SM       | 5,056         | 2,423         | 7,479         |  | <b>759</b>    |
| MESA           | 0             | 834           | 834           |  | <b>216</b>    |
| NC - LVC       | 0             | 3             | 3             |  | <b>3</b>      |
| NC - SLVG      | 0             | 0             | 0             |  | <b>0</b>      |
| NC - SM        | 102           | 2,845         | 2,947         |  | <b>1,984</b>  |
| Nursing        | 0             | 0             | 0             |  | <b>0</b>      |
| STEM           | 162           | 517           | 679           |  | <b>317</b>    |
| UTC - LVC      | 0             | 0             | 0             |  | <b>0</b>      |
| UTC - SM       | 573           | 1,164         | 1,737         |  | <b>1,027</b>  |
| VSC            | 0             | 0             | 0             |  | <b>0</b>      |
| <b>Totals:</b> | <b>24,560</b> | <b>21,905</b> | <b>46,465</b> |  | <b>18,329</b> |

contacts (via all Reason Codes)

TOTALS 192

Total based on all *unduplicated* student contacts (via all Reason Codes)

\**Unduplicated* - (unique visits; no repeat

| 2-NC INIT ASSESS | 3-NC COUNSEL | 4-NC SEP  | 5A-NC OTHER ORIENT | 5B-NC CAREER/INT | 5C-NC FOLL/WKSPS | Totals        |
|------------------|--------------|-----------|--------------------|------------------|------------------|---------------|
| NA               | NA           | NA        | NA                 | NA               | NA               | 0             |
| NA               | NA           | NA        | NA                 | NA               | NA               | 1,731         |
| NA               | NA           | NA        | NA                 | NA               | NA               | 0             |
| NA               | NA           | NA        | NA                 | NA               | NA               | 2,040         |
| NA               | NA           | NA        | NA                 | NA               | NA               | 4,694         |
| NA               | NA           | NA        | NA                 | NA               | NA               | 0             |
| NA               | NA           | NA        | NA                 | NA               | NA               | 3,582         |
| NA               | NA           | NA        | NA                 | NA               | NA               | 0             |
| NA               | NA           | NA        | NA                 | NA               | NA               | 19,490        |
| NA               | NA           | NA        | NA                 | NA               | NA               | 14            |
| NA               | NA           | NA        | NA                 | NA               | NA               | 339           |
| NA               | NA           | NA        | NA                 | NA               | NA               | 5,293         |
| NA               | NA           | NA        | NA                 | NA               | NA               | 0             |
| NA               | NA           | NA        | NA                 | NA               | NA               | 328           |
| NA               | NA           | NA        | NA                 | NA               | NA               | 689           |
| NA               | NA           | NA        | NA                 | NA               | NA               | 566           |
| 0                | 2            | 0         | 0                  | 0                | 0                | 3             |
| 0                | 0            | 0         | 0                  | 0                | 0                | 0             |
| 0                | 147          | 22        | 0                  | 0                | 425              | 3,288         |
| NA               | NA           | NA        | NA                 | NA               | NA               | 0             |
| NA               | NA           | NA        | NA                 | NA               | NA               | 1,125         |
| NA               | NA           | NA        | NA                 | NA               | NA               | 0             |
| NA               | NA           | NA        | NA                 | NA               | NA               | 2,735         |
| NA               | NA           | NA        | NA                 | NA               | NA               | 0             |
| <b>0</b>         | <b>149</b>   | <b>22</b> | <b>0</b>           | <b>0</b>         | <b>425</b>       | <b>45,917</b> |

Total based ONLY on the 3SP Data Elements SS01 - SS20

**Contacts** (Appoint. Attend. Sum. Report)

| Front Counter | In-Person | Outreach | Telephone | Classroom Visit |
|---------------|-----------|----------|-----------|-----------------|
| 55            | 7         | 102      | 1         | 0               |
| 0             | 0         | 0        | 23        | 0               |
| 15            | 0         | 0        | 11        | 0               |
| 1,072         | 485       | 1,067    | 535       | 43              |

**TOTALS**  
**172**  
**83**  
**26**  
**3327**

1,142

492

1,169

570

43

**3608**

# 2016/2017 SARS Report - Totals Per Location / Per Reason Code 7/1/16 - 6/30/17

(Reason Code Summary Report)

|                | 1-ORIENT   | 2-INIT ASSESS | 3-COUNSEL     | 3A-SEC   | 4-SEP-ABBREV | 5-SEP-COMP   | 6A-PROB      | 6B-REINSTATE | 7A-OTH ORIENT | 7B-CAR/INT | 7C-SEP UPDATE | 7D-FOLL/WKSPS | Totals        |
|----------------|------------|---------------|---------------|----------|--------------|--------------|--------------|--------------|---------------|------------|---------------|---------------|---------------|
| Counsel-LVC    | 116        | 12            | 2706          | 0        | 630          | 423          | 77           | 49           | 58            | 0          | 177           | 376           | 4,624         |
| Counsel-SLVG   | 0          | 0             | 0             | 0        | 0            | 0            | 0            | 0            | 0             | 0          | 0             | 0             | 0             |
| Counsel-SM     | 218        | 202           | 13,033        | 0        | 3,492        | 1218         | 1011         | 754          | 251           | 0          | 979           | 3056          | 24,214        |
| Counsel-VF     | 0          | 0             | 11            | 0        | 4            | 5            | 0            | 0            | 0             | 0          | 3             | 2             | 25            |
| <b>Totals:</b> | <b>334</b> | <b>214</b>    | <b>15,750</b> | <b>0</b> | <b>4,126</b> | <b>1,646</b> | <b>1,088</b> | <b>803</b>   | <b>309</b>    | <b>0</b>   | <b>1,159</b>  | <b>3,434</b>  | <b>28,863</b> |

Total based ONLY on the 3SP Data Elements SS06 - SS11

## SARS 2016/2017 - Counseling Appointments (7/1/16 - 6/30/17)

|                | Drop-Ins<br>(attended) | Scheduled<br>Appts.<br>(attended) | Drop-Ins &<br>Scheduled<br>Appts.<br>(attended) | <i>Unduplicated</i><br>Drop-Ins &<br>Scheduled<br>Appts.<br>(attended) |
|----------------|------------------------|-----------------------------------|---|--|
| Counsel-LVC    | 1,367                  | 1,744                             | 3,111   | 1,715  |
| Counsel-SLVG   | 0                      | 0                                 | 0   | 0  |
| Counsel-SM     | 11,382                 | 6,452                             | 17,834  | 8,278  |
| Counsel-VF     | 0                      | 14                                | 14  | 43   |
| <b>Totals:</b> | <b>12,749</b>          | <b>8,210</b>                      | <b>20,945</b>                                   | <b>10,036</b>  |

\*Source Report + Undup. Count. of Stud. Report

Total based on all student contacts

Total based on all *unduplicated* student contacts (via all Reason Codes)

\**Unduplicated* - (unique visits; no repeat

|              | Email |
|--------------|-------|
| Counsel-LVC  | 0     |
| Counsel-SLVG | 0     |
| Counsel-SM   | 0     |
| Counsel-VF   | 67    |

**TOTALS 67**

**Contacts** (Appoint. Attend. Sum. Report)

| Front Counter | In-Person | Outreach | Telephone | Classroom Visit | TOTALS |
|---------------|-----------|----------|-----------|-----------------|--------|
| 0             | 0         | 0        | 0         | 0               | 0      |
| 0             | 0         | 0        | 0         | 0               | 0      |
| 0             | 19        | 73       | 3         | 0               | 95     |
| 68            | 43        | 0        | 131       | 4               | 313    |

68

62

73

134

4

**408**



Mark as shown:      Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction:      Please follow the examples shown on the left hand side to help optimize the reading results.

**1. Please take a few minutes to tell us what you think about the services provided by the Counseling Department. Your opinion will help us improve how we serve you. Information is confidential.**

- 1.1 Have you used the Counseling Department services at AHC?
  - Yes (if you mark "yes," skip to 1.3)
  - No (if you mark "no," please answer question below)
  
- 1.2 If No, why? (Please mark all that apply only if you marked "no" in above question and then submit survey if online or turn in your paper survey. You are done!. If you marked "yes" above, skip to 1.3.)
  - I have never heard of the Counseling Department
  - I didn't feel I needed to see a counselor, because I am taking classes for self-enrichment/ for my career.
  - I use Athletic, LAP, MESA, or EOP&S counseling services instead of General Counseling
  - Other
  
- 1.3 How did you access counseling services?
  - Online (The online New Student Orientation)
  - Counseling Phone Appointment
  - Email
  - In person
  
- 1.4 On average, how many times have you used the Counseling Department services during your AHC experience?
  - Less than once a year
  - Once a year
  - Once a semester
  - 2 or 3 times a semester
  - 4 or more times a semester
  
- 1.5 How did you hear about the Counseling Department? (Please mark all that apply)
  - Announcement in AHC class
  - AHC Class Schedule
  - AHC College Catalog
  - AHC high school visit
  - AHC Website
  - Word of mouth
  - Other

**Please rate how much you agree or disagree with the following statements about counseling sessions.**

|   | <i>Strongly agree</i>    |                          |                          | <i>Strongly disagree</i> |                          | <i>N/A</i>               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1.6 I was satisfied with the counseling I received.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.7 The counselor understood my questions and concerns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.8 The counselor gave me the information I needed.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.9 The counselor communicated the information clearly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.10 The counselor gave me referrals that were helpful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.11 The front desk/phone staff were courteous.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





1. Please take a few minutes to tell us what you think about the services provided by the Counseling Department. Your opinion will help us improve how we serve you. Information is confidential. [Continue]

Please rate your overall experience with the following Counseling Department services.

|  | Poor                     | Fair                     | Good                     | Excellent                | N/A                      |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1.12 Advising and schedule planning.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.13 Development of a Student Educational Plan (SEP)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.14 Help in choosing a personal, academic, and career goal.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.15 Explanation of available student services (i.e. Financial Aid, EOP&S, LAP, Tutorial, and etc.). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.16 Help with personal issues.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.17 Help in completing certificate, AA/AS, and transfer requirements.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.18 Counseling workshops (i.e. New Student Orientation, Grades Matter, or Nursing).                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate the extent to which you agree or disagree with the following statements:

|  | Strongly agree           |                          |                          | Strongly disagree        | N/A                      |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1.19 AHC has an adequate number of counselors.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.20 I am pleased with the overall service I receive from Counseling.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.21 There are enough bilingual (Spanish/English) counselors.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.22 I would return to see the same counselor(s) in the future.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.23 My counselor introduces information/options I was not aware of before.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.24 I am satisfied with the length of time I had to wait in order to meet with a counselor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.25 Overall, the Counseling Department meets my needs.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.26 I would recommend the Counseling Department to friends and AHC students.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.27 My involvement with Counseling Department services contributes to my academic success.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



1. Please take a few minutes to tell us what you think about the services provided by the Counseling Department. Your opinion will help us improve how we serve you. Information is confidential. [Continue]

1.28 Do you currently have a Student Education Plan (SEP)?

- No  Yes

1.29 Have you completed the New Student Orientation?

- No  Yes

1.30 If you answered "yes," to the question above, where did you complete the orientation?

- in person  online

1.31 Have you completed an Academic Advising Workshop?

- No  Yes

## 2. Student Demographics

2.1 What is your gender?

- Male  Female

2.2 Which campus do you access counseling services most frequently?

- Santa Maria  Lompoc  VAFB  
 Solvang

2.3 How many semesters have you been attending Allan Hancock College? (do not include summer session)

- 1 semester  2-3 semesters  4 or more semesters

2.4 Are you involved in any extracurricular activities at AHC? (select all that apply)

- None  Athletics  Campus clubs  
 Mesa  ASBG/Student Government  CAN  
 STEM  EOPS  Other



# Program Review

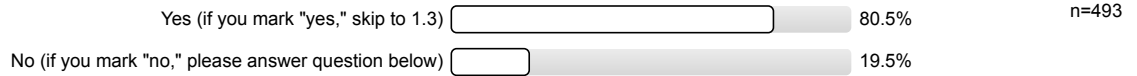
Program Review Paper Surveys ()  
 No. of responses = 500  
 For the Period:



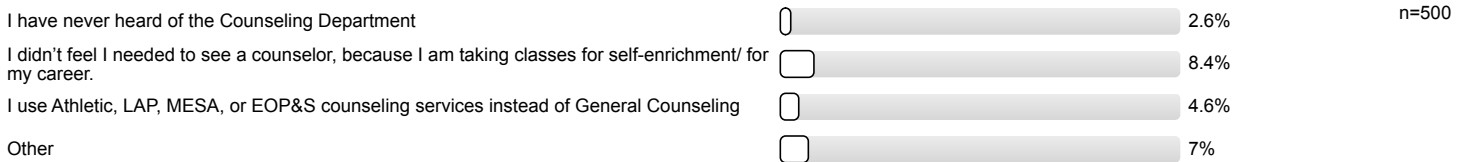
## Survey Results

1. Please take a few minutes to tell us what you think about the services provided by the Counseling Department. Your opinion will help us improve how we serve you. Information is confidential.

1.1) Have you used the Counseling Department services at AHC?



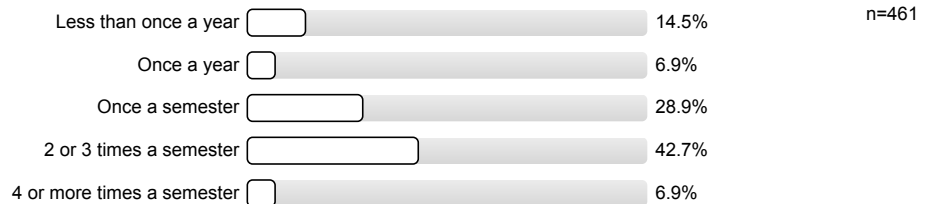
1.2) If No, why? (Please mark all that apply only if you marked "no" in above question and then submit survey if online or turn in your paper survey. You are done!. If you marked "yes" above, skip to 1.3.)



1.3) How did you access counseling services?



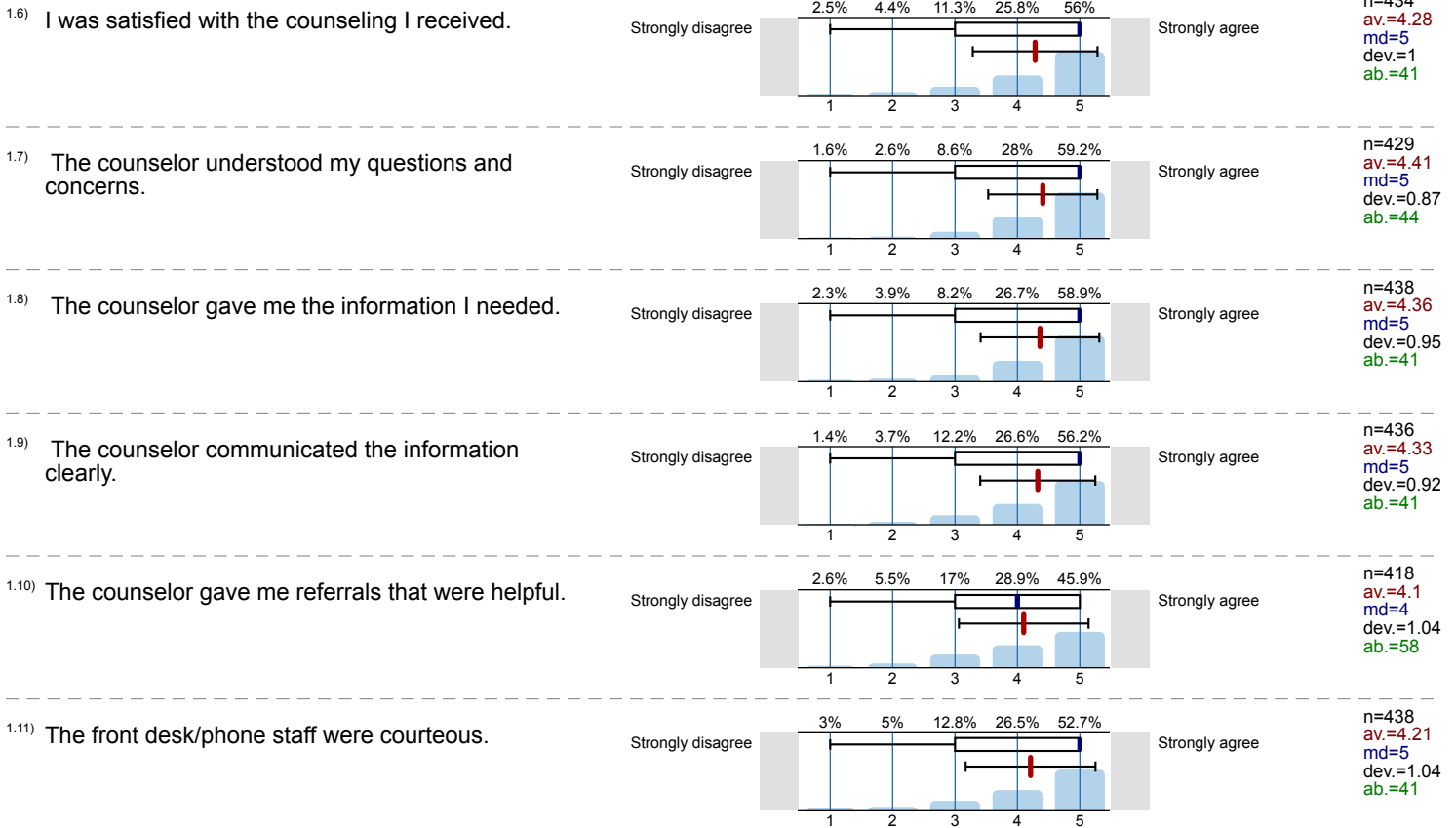
1.4) On average, how many times have you used the Counseling Department services during your AHC experience?



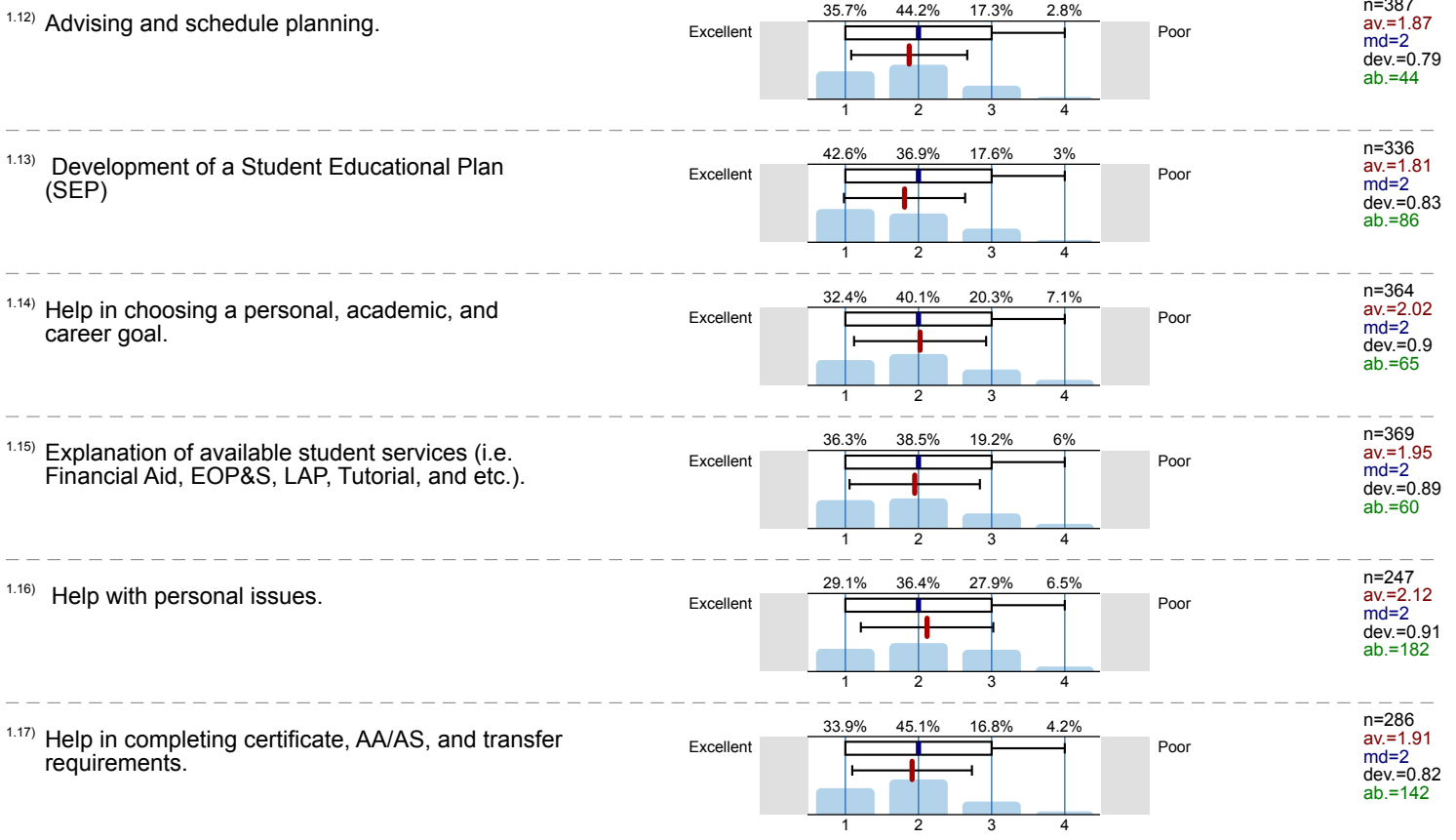
1.5) How did you hear about the Counseling Department? (Please mark all that apply)



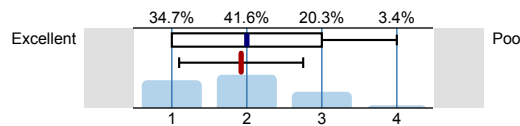
Please rate how much you agree or disagree with the following statements about counseling sessions.



**Please rate your overall experience with the following Counseling Department services.**



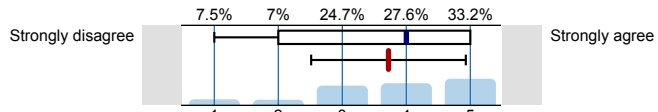
1.18) Counseling workshops (i.e. New Student Orientation, Grades Matter, or Nursing).



n=291  
av.=1.92  
md=2  
dev.=0.83  
ab.=138

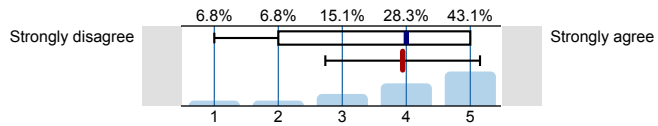
Please indicate the extent to which you agree or disagree with the following statements:

1.19) AHC has an adequate number of counselors.



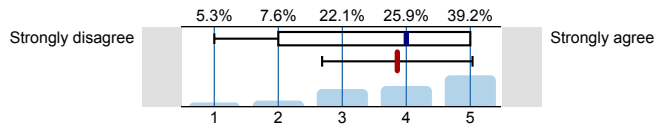
n=373  
av.=3.72  
md=4  
dev.=1.21  
ab.=52

1.20) I am pleased with the overall service I receive from Counseling.



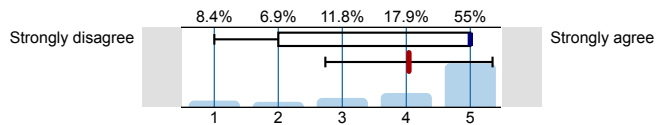
n=385  
av.=3.94  
md=4  
dev.=1.21  
ab.=39

1.21) There are enough bilingual (Spanish/English) counselors.



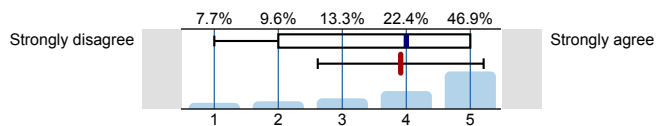
n=263  
av.=3.86  
md=4  
dev.=1.18  
ab.=161

1.22) I would return to see the same counselor(s) in the future.



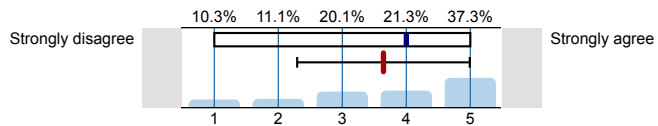
n=391  
av.=4.04  
md=5  
dev.=1.31  
ab.=37

1.23) My counselor introduces information/options I was not aware of before.



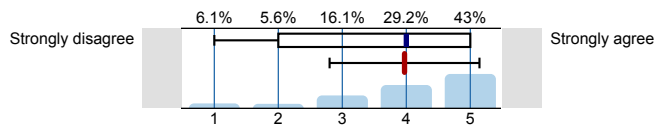
n=375  
av.=3.91  
md=4  
dev.=1.3  
ab.=50

1.24) I am satisfied with the length of time I had to wait in order to meet with a counselor.



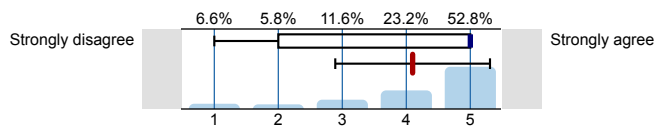
n=389  
av.=3.64  
md=4  
dev.=1.35  
ab.=35

1.25) Overall, the Counseling Department meets my needs.



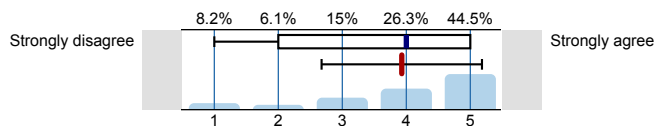
n=391  
av.=3.97  
md=4  
dev.=1.17  
ab.=39

1.26) I would recommend the Counseling Department to friends and AHC students.



n=396  
av.=4.1  
md=5  
dev.=1.21  
ab.=33

1.27) My involvement with Counseling Department services contributes to my academic success.



n=380  
av.=3.93  
md=4  
dev.=1.25  
ab.=50

1.28) Do you currently have a Student Education Plan (SEP)?

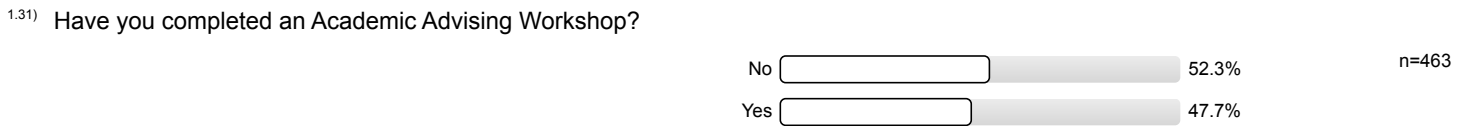
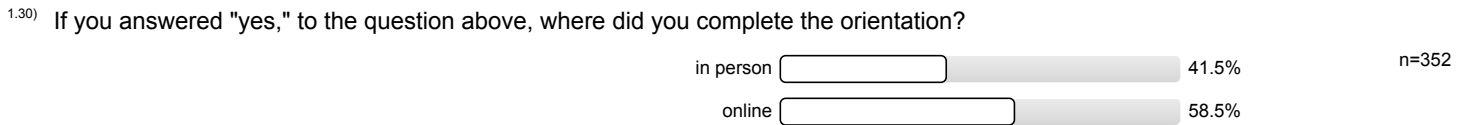


n=468

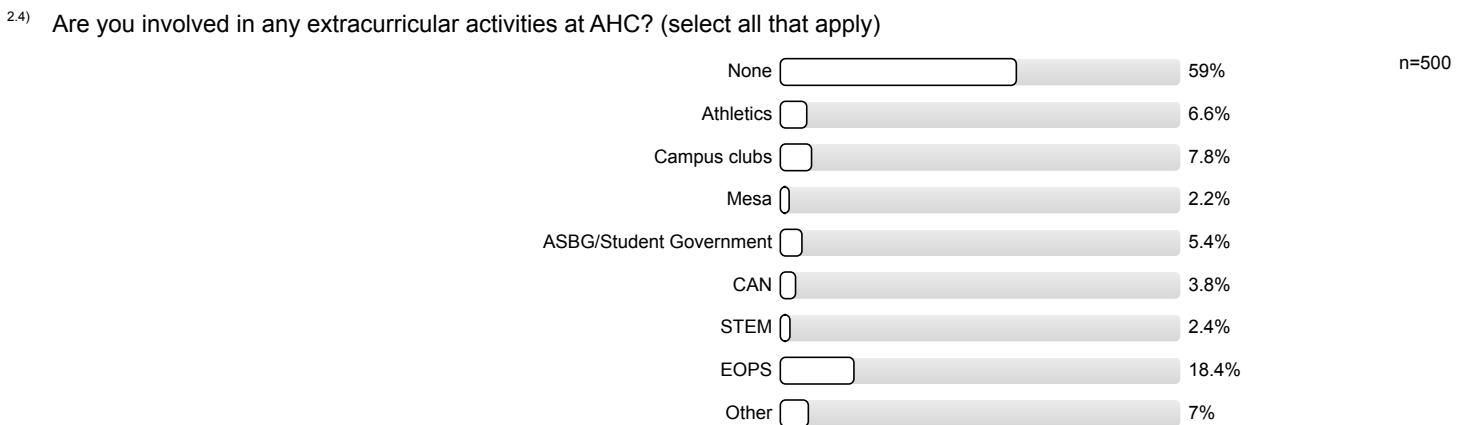
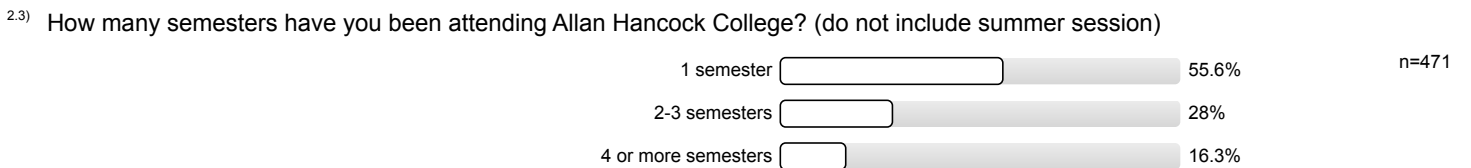
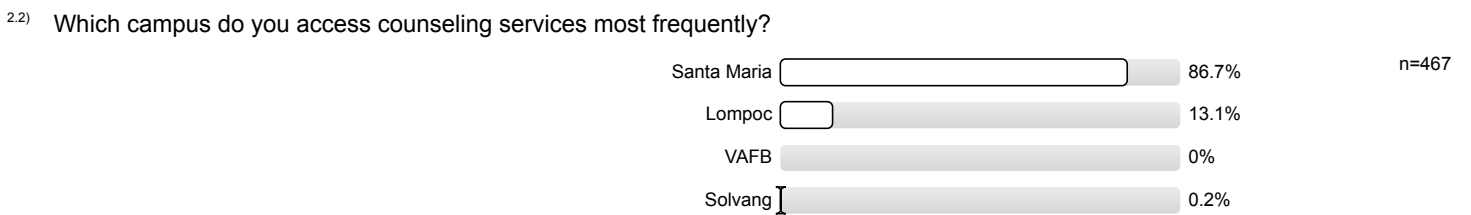
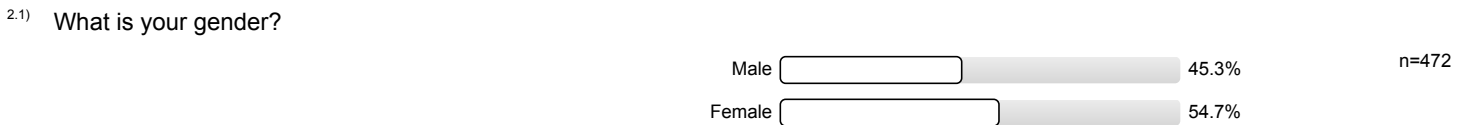
1.29) Have you completed the New Student Orientation?



n=456



**2. Student Demographics**

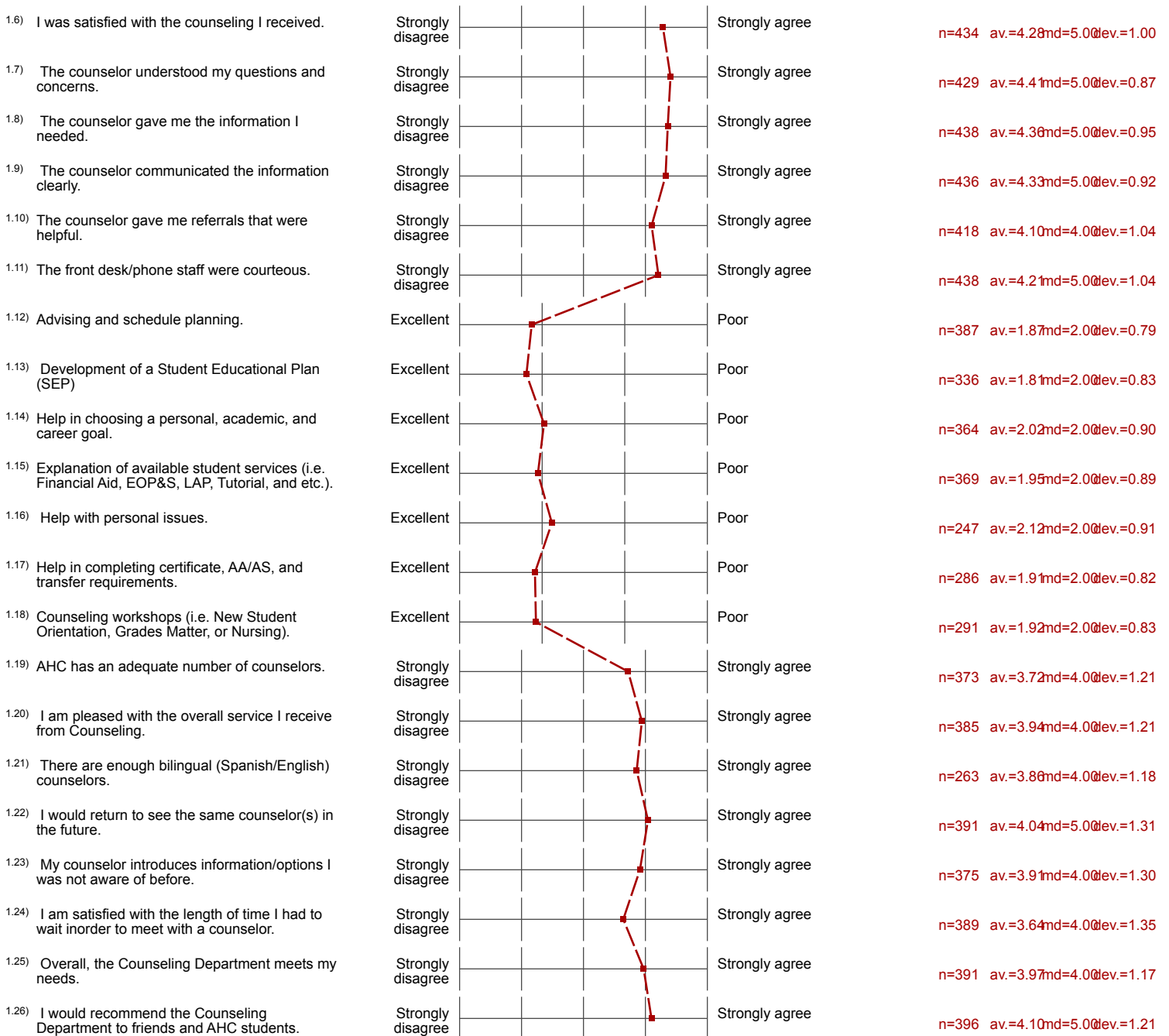


# Profile

Subunit: IR General Surveys  
 Name of the instructor: Program Review  
 Name of the course: Program Review Paper Surveys  
 (Name of the survey)

Values used in the profile line: Mean

1. Please take a few minutes to tell us what you think about the services provided by the Counseling Department. Your opinion will help us improve how we serve you. Information is confidential.



1.27) My involvement with Counseling Department services contributes to my academic success.



n=380 av.=3.93md=4.00lev.=1.25



## 2016-17 Student Services Comprehensive Program Review SLO Data

Review and use to respond to Question 3. Student Outcomes.

**\*\*\*You do not need to attach ALL reports to your program review. Ideally you will *snip out* important data to insert into your narrative and then provide your analysis. You can use the [snipping tool](#) on a PC in the start menu or use Shift + Command + 4 on a Mac.**

Reports included in data packet:

1. ILO Summary Map by Context
2. PSLO Summary Map by Context
3. SLO Performance – PSLO Overall
4. SLO Performance – By Department, Context, CSLO
5. Context Statistics and Evidence
6. SLOs Listing from eLumen (Active SLOs)

Things to consider:

- Review your mapping form (#1&2) – do your context SLOs align correctly with your program SLOs and ILOs? If not, address what changes you would like to make and record them in your program review. To make changes to your mapping, contact Jennie Robertson x3880.
- Review the overall program assessment data (#3). How are your students performing at the program level? In this case approximately 12% of students are below the standard. This is acceptable and doesn't raise any flags. If this number was higher (specifically 30% or above) you would want to address this gap in your narrative and provide actions to work toward improvement in the future.

### Report Totals by Term:

|              | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |               | N/A      |              | Total      |                |
|--------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|---------------|----------|--------------|------------|----------------|
| Fall 2015    | 398                             | 73.16%        | 83                            | 15.26%        | 60                            | 11.03%        | 3        | 0.55%        | 544        | 100.00%        |
| Summer 2015  | 0                               | 0.00%         | 0                             | 0.00%         | 0                             | 0.00%         | 0        | 0.00%        | 0          | 0.00%          |
| Spring 2015  | 120                             | 71.43%        | 21                            | 12.50%        | 27                            | 16.07%        | 0        | 0.00%        | 168        | 100.00%        |
| <b>Total</b> | <b>518</b>                      | <b>72.75%</b> | <b>104</b>                    | <b>14.61%</b> | <b>87</b>                     | <b>12.22%</b> | <b>3</b> | <b>0.42%</b> | <b>712</b> | <b>100.00%</b> |

- Review the SLO Performance – By Department, Context, CSLO report (#4) to see which SLOs have assessment data for these terms. This report will assist you when you review your assessment plan to see if you are on track to *assess ALL SLOs at least once within a six-year term*.
- Review the Context Statistics and Evidence report (#5). This shows a summary of the SLOs in your program and addresses: do they all have SLOs, are they mapped, do they have assessments, etc. Does anything stand out you need to fix or address? Also this shows each its SLOs and assessments for ALL terms back through Fall 2010 and any context improvement plans (if they were completed for these terms).
  - Review your context improvement plans to see what might stand out and need to be highlighted within your narrative. You don't need to address everything, but maybe pick 1-3 items. In this example below, due to too many assessments, they will simplify their SLOs. That should be recorded in the narrative to "close the loop" and as potential goal.

Action Plans

Spring 2015

Course Improvement Plan

| Expected Action   | Action Type | Respondent | Action Taken   | Date       | Resource Request |
|---|-------------|------------|--|------------|------------------|
| Allan Hancock College >> ██████████ - Spring 2015   |             |            |  |            |                  |
| What did the assessment data indicate about the strengths of your course?   |             | Anonymous  | 86% of students met or exceeded standard. In Health Sciences we have a different grading criteria then other areas of the college. 75% is the minimum standard. So students are held to a higher standard. | 2016-02-04 |                  |
| What did the assessment data indicate about the weaknesses of your course?  |             | Anonymous  | 13% of students were below the expectation. Below 75%  | 2016-02-04 |                  |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? |             | Anonymous  | We have too many assessments for this course (five). We will be simplify the SLO's and feel like they will be more manageable in the future.   | 2016-02-04 |                  |

# ILO Summary Map by Context

**Map Origin:** Counseling Context Group

**Map Target:** All ILOs

|                |             | <b>ILO 1 - Communication</b>  | <b>ILO 2 - Critical Thinking &amp; Problem Solving</b>  | <b>ILO 3 - Global Awareness &amp; Cultural Competence</b>   | <b>ILO 4 - Information &amp; Technology Literacy</b>  |   |
|----------------|-------------|---|---|---|---|---|
| <b>Context</b> | <b>ILOs</b> | ILO 1 - Communication:<br>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:<br>Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. | ILO 4A - Information Literacy:<br>Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. | ILO 4B - Technology Literacy:<br>Proficiency in a technology and the ability to choose the appropriate tools. |
|                | <b>CNSL</b> |   | 2   |   | 1   |   |
|                |             |   | <b>2</b>  |   | <b>1</b>  |   |

|                |             | <b>ILO 5 - Quantitative Literacy</b>   | <b>ILO 6 - Scientific Literacy</b>   | <b>ILO 7 - Personal Responsibility &amp; Development</b>   |
|----------------|-------------|--|--|--|
| <b>Context</b> | <b>ILOs</b> | 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. |
|                | <b>CNSL</b> |  |  | 2  |
|                |             |  |  | <b>2</b>   |

# ILO Summary Map by Context

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**Map Origin:** Counseling Context Group

**Map Target:** PSLOs for Counseling

|                |              | <b>Counseling/UTC Program Outcomes</b>  |   |   |
|----------------|--------------|---|---|---|
| <b>Context</b> | <b>PSLOs</b> | CNSL PSLO1 - Students will be able to navigate the educational and student support services to enhance their success. | CNSL PSLO2 - Students will be proactive in the decision-making process and assume student responsibility. | CNSL PSLO3 - Student will be able to identify the necessary coursework for reaching their personal enrichment and/or education. |
|                | <b>CNSL</b>  | 3   | 2   | 1   |
|                |              | <b>3</b>  | <b>2</b>  | <b>1</b>  |

## SLO Performance - PSLO Overall

**PSLO: CNSL PSLO1 - Students will be able to navigate the educational and student support services to enhance their success.**

|              | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |              | N/A      |              | Total      |                |
|--------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|--------------|----------|--------------|------------|----------------|
| Spring 2016  | 13                              | 23.21%        | 36                            | 64.29%        | 7                             | 12.50%       | 0        | 0.00%        | 56         | 100.00%        |
| Fall 2015    | 27                              | 45.76%        | 28                            | 47.46%        | 4                             | 6.78%        | 0        | 0.00%        | 59         | 100.00%        |
| Spring 2015  | 3                               | 33.33%        | 4                             | 44.44%        | 2                             | 22.22%       | 0        | 0.00%        | 9          | 100.00%        |
| Fall 2014    | 24                              | 75.00%        | 7                             | 21.88%        | 1                             | 3.13%        | 0        | 0.00%        | 32         | 100.00%        |
| Spring 2014  | 12                              | 75.00%        | 2                             | 12.50%        | 2                             | 12.50%       | 0        | 0.00%        | 16         | 100.00%        |
| <b>Total</b> | <b>79</b>                       | <b>45.93%</b> | <b>77</b>                     | <b>44.77%</b> | <b>16</b>                     | <b>9.30%</b> | <b>0</b> | <b>0.00%</b> | <b>172</b> | <b>100.00%</b> |

**PSLO: CNSL PSLO2 - Students will be proactive in the decision-making process and assume student responsibility.**

|              | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |               | N/A      |              | Total     |                |
|--------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|---------------|----------|--------------|-----------|----------------|
| Spring 2016  | 13                              | 23.21%        | 36                            | 64.29%        | 7                             | 12.50%        | 0        | 0.00%        | 56        | 100.00%        |
| <b>Total</b> | <b>13</b>                       | <b>23.21%</b> | <b>36</b>                     | <b>64.29%</b> | <b>7</b>                      | <b>12.50%</b> | <b>0</b> | <b>0.00%</b> | <b>56</b> | <b>100.00%</b> |

**PSLO: CNSL PSLO3 - Student will be able to identify the necessary coursework for reaching their personal enrichment and/or education.**

|              | Institutional Exceeds Standards |              | Institutional Meets Standards |              | Institutional Below Standards |              | N/A      |              | Total    |              |
|--------------|---------------------------------|--------------|-------------------------------|--------------|-------------------------------|--------------|----------|--------------|----------|--------------|
| <b>Total</b> | <b>0</b>                        | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b> | <b>0.00%</b> | <b>0</b> | <b>0.00%</b> |

Report Totals by Term:

|              | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |               | N/A      |              | Total      |                |
|--------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|---------------|----------|--------------|------------|----------------|
| Spring 2016  | 26                              | 23.21%        | 72                            | 64.29%        | 14                            | 12.50%        | 0        | 0.00%        | 112        | 100.00%        |
| Fall 2015    | 27                              | 45.76%        | 28                            | 47.46%        | 4                             | 6.78%         | 0        | 0.00%        | 59         | 100.00%        |
| Spring 2015  | 3                               | 33.33%        | 4                             | 44.44%        | 2                             | 22.22%        | 0        | 0.00%        | 9          | 100.00%        |
| Fall 2014    | 24                              | 75.00%        | 7                             | 21.88%        | 1                             | 3.13%         | 0        | 0.00%        | 32         | 100.00%        |
| Spring 2014  | 12                              | 75.00%        | 2                             | 12.50%        | 2                             | 12.50%        | 0        | 0.00%        | 16         | 100.00%        |
| <b>Total</b> | <b>92</b>                       | <b>40.35%</b> | <b>113</b>                    | <b>49.56%</b> | <b>23</b>                     | <b>10.09%</b> | <b>0</b> | <b>0.00%</b> | <b>228</b> | <b>100.00%</b> |

Grand Totals:

|              | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |               | N/A      |              | Total      |                |
|--------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|---------------|----------|--------------|------------|----------------|
| <b>Total</b> | <b>92</b>                       | <b>40.35%</b> | <b>113</b>                    | <b>49.56%</b> | <b>23</b>                     | <b>10.09%</b> | <b>0</b> | <b>0.00%</b> | <b>228</b> | <b>100.00%</b> |

# SLO Performance - By Department, Context, CSLO

Program: Counseling

Date: 09/08/2016

Context Group: Counseling Context Group

Terms Spring 2016, Fall 2015, Spring 2015, Fall 2014, Spring 2014, Fall 2013, Spring 2013, Fall 2012, Spring 2012, Fall 2011, Spring 2011, Fall 2010

## CNSL: Counseling

CNSL SLO1 - Students are able to identify support services appropriate to their success.

|           | Institutional Exceeds Standards |            | Institutional Meets Standards |            | Institutional Below Standards |            | N/A   |            | Total |            |
|-----------|---------------------------------|------------|-------------------------------|------------|-------------------------------|------------|-------|------------|-------|------------|
|           | Count                           | Percentage | Count                         | Percentage | Count                         | Percentage | Count | Percentage | Count | Percentage |
| Fall 2014 | 24                              | 75.00%     | 7                             | 21.88%     | 1                             | 3.13%      | 0     | 0.00%      | 32    | 100.00%    |
| Totals    | 24                              | 75.00%     | 7                             | 21.88%     | 1                             | 3.13%      | 0     | 0.00%      | 32    | 100.00%    |

CNSL SLO2 - Students are able to navigate online counseling resources.

|             | Institutional Exceeds Standards |            | Institutional Meets Standards |            | Institutional Below Standards |            | N/A   |            | Total |            |
|-------------|---------------------------------|------------|-------------------------------|------------|-------------------------------|------------|-------|------------|-------|------------|
|             | Count                           | Percentage | Count                         | Percentage | Count                         | Percentage | Count | Percentage | Count | Percentage |
| Fall 2015   | 27                              | 45.76%     | 28                            | 47.46%     | 4                             | 6.78%      | 0     | 0.00%      | 59    | 100.00%    |
| Spring 2015 | 3                               | 33.33%     | 4                             | 44.44%     | 2                             | 22.22%     | 0     | 0.00%      | 9     | 100.00%    |
| Spring 2014 | 12                              | 75.00%     | 2                             | 12.50%     | 2                             | 12.50%     | 0     | 0.00%      | 16    | 100.00%    |
| Totals      | 42                              | 50.00%     | 34                            | 40.48%     | 8                             | 9.52%      | 0     | 0.00%      | 84    | 100.00%    |

CNSL SLO3 - Students are able to identify barriers to their academic success and identify strategies and necessary services/resources.

|             | Institutional Exceeds Standards |            | Institutional Meets Standards |            | Institutional Below Standards |            | N/A   |            | Total |            |
|-------------|---------------------------------|------------|-------------------------------|------------|-------------------------------|------------|-------|------------|-------|------------|
|             | Count                           | Percentage | Count                         | Percentage | Count                         | Percentage | Count | Percentage | Count | Percentage |
| Spring 2016 | 13                              | 23.21%     | 36                            | 64.29%     | 7                             | 12.50%     | 0     | 0.00%      | 56    | 100.00%    |
| Totals      | 13                              | 23.21%     | 36                            | 64.29%     | 7                             | 12.50%     | 0     | 0.00%      | 56    | 100.00%    |

*Inactive - CNSL SLO2 - Transfer students are able to complete the appropriate application for a given university.*

|           | Institutional Exceeds Standards |            | Institutional Meets Standards |            | Institutional Below Standards |            | N/A   |            | Total |            |
|-----------|---------------------------------|------------|-------------------------------|------------|-------------------------------|------------|-------|------------|-------|------------|
|           | Count                           | Percentage | Count                         | Percentage | Count                         | Percentage | Count | Percentage | Count | Percentage |
| Fall 2012 | 12                              | 7.06%      | 158                           | 92.94%     | 0                             | 0.00%      | 0     | 0.00%      | 170   | 100.00%    |
| Totals    | 12                              | 7.06%      | 158                           | 92.94%     | 0                             | 0.00%      | 0     | 0.00%      | 170   | 100.00%    |

CNSL SLO4 - Students are able to articulate short term and/or long term educational goal(s) and develop semester by semester plan.

|        | Institutional Exceeds Standards |            | Institutional Meets Standards |            | Institutional Below Standards |            | N/A   |            | Total |            |
|--------|---------------------------------|------------|-------------------------------|------------|-------------------------------|------------|-------|------------|-------|------------|
|        | Count                           | Percentage | Count                         | Percentage | Count                         | Percentage | Count | Percentage | Count | Percentage |
| Totals | 0                               | 0.00%      | 0                             | 0.00%      | 0                             | 0.00%      | 0     | 0.00%      | 0     | 0.00%      |

*Inactive - CNSL SLO7 - Students are able to articulate short term educational goals.*

|           | Institutional Exceeds Standards |            | Institutional Meets Standards |            | Institutional Below Standards |            | N/A   |            | Total |            |
|-----------|---------------------------------|------------|-------------------------------|------------|-------------------------------|------------|-------|------------|-------|------------|
|           | Count                           | Percentage | Count                         | Percentage | Count                         | Percentage | Count | Percentage | Count | Percentage |
| Fall 2014 | 0                               | 0.00%      | 0                             | 0.00%      | 5                             | 100.00%    | 0     | 0.00%      | 5     | 100.00%    |
| Totals    | 0                               | 0.00%      | 0                             | 0.00%      | 5                             | 100.00%    | 0     | 0.00%      | 5     | 100.00%    |

*Inactive - CNSL SLO8 - Students are able to articulate long term educational goals.*

|           | Institutional Exceeds Standards |            | Institutional Meets Standards |            | Institutional Below Standards |            | N/A   |            | Total |            |
|-----------|---------------------------------|------------|-------------------------------|------------|-------------------------------|------------|-------|------------|-------|------------|
|           | Count                           | Percentage | Count                         | Percentage | Count                         | Percentage | Count | Percentage | Count | Percentage |
| Fall 2014 | 0                               | 0.00%      | 5                             | 100.00%    | 0                             | 0.00%      | 0     | 0.00%      | 5     | 100.00%    |
| Totals    | 0                               | 0.00%      | 5                             | 100.00%    | 0                             | 0.00%      | 0     | 0.00%      | 5     | 100.00%    |

Totals for Cslos

|             | Institutional Exceeds Standards |        | Institutional Meets Standards |        | Institutional Below Standards |        | N/A |       | Total |         |
|-------------|---------------------------------|--------|-------------------------------|--------|-------------------------------|--------|-----|-------|-------|---------|
|             |                                 |        |                               |        |                               |        |     |       |       |         |
| Spring 2016 | 13                              | 23.21% | 36                            | 64.29% | 7                             | 12.50% | 0   | 0.00% | 56    | 100.00% |
| Fall 2015   | 27                              | 45.76% | 28                            | 47.46% | 4                             | 6.78%  | 0   | 0.00% | 59    | 100.00% |
| Spring 2015 | 3                               | 33.33% | 4                             | 44.44% | 2                             | 22.22% | 0   | 0.00% | 9     | 100.00% |
| Fall 2014   | 24                              | 57.14% | 12                            | 28.57% | 6                             | 14.29% | 0   | 0.00% | 42    | 100.00% |
| Spring 2014 | 12                              | 75.00% | 2                             | 12.50% | 2                             | 12.50% | 0   | 0.00% | 16    | 100.00% |
| Fall 2012   | 12                              | 7.06%  | 158                           | 92.94% | 0                             | 0.00%  | 0   | 0.00% | 170   | 100.00% |
| Totals      | 91                              | 25.85% | 240                           | 68.18% | 21                            | 5.97%  | 0   | 0.00% | 352   | 100.00% |

Report Totals:

|             | Institutional Exceeds Standards |        | Institutional Meets Standards |        | Institutional Below Standards |        | N/A |       | Total |         |
|-------------|---------------------------------|--------|-------------------------------|--------|-------------------------------|--------|-----|-------|-------|---------|
|             |                                 |        |                               |        |                               |        |     |       |       |         |
| Spring 2016 | 13                              | 23.21% | 36                            | 64.29% | 7                             | 12.50% | 0   | 0.00% | 56    | 100.00% |
| Fall 2015   | 27                              | 45.76% | 28                            | 47.46% | 4                             | 6.78%  | 0   | 0.00% | 59    | 100.00% |
| Spring 2015 | 3                               | 33.33% | 4                             | 44.44% | 2                             | 22.22% | 0   | 0.00% | 9     | 100.00% |
| Fall 2014   | 24                              | 57.14% | 12                            | 28.57% | 6                             | 14.29% | 0   | 0.00% | 42    | 100.00% |
| Spring 2014 | 12                              | 75.00% | 2                             | 12.50% | 2                             | 12.50% | 0   | 0.00% | 16    | 100.00% |
| Fall 2012   | 12                              | 7.06%  | 158                           | 92.94% | 0                             | 0.00%  | 0   | 0.00% | 170   | 100.00% |
| Totals      | 91                              | 25.85% | 240                           | 68.18% | 21                            | 5.97%  | 0   | 0.00% | 352   | 100.00% |



# Context Statistics And Evidence

Counseling

**Date:** 09/08/2016**Terms:** Spring 2016, Fall 2015, Spring 2015, Fall 2014, Spring 2014, Fall 2013, Spring 2013, Fall 2012, Spring 2012, Fall 2011, Spring 2011, Fall 2010

## Summary

| Statistic                                 | Count  | Contexts/Contexts |
|---|--|-------------------|
| Contexts                                  | 1  | Counseling        |
| Contexts with CSLOs                       | 1  | Counseling        |
| Contexts without CSLOs                    | 0  |                   |
| Contexts with CSLOs mapped to PSLOs       | 1  | Counseling        |
| Contexts without CSLOs mapped to PSLOs    | 0  |                   |
| Contexts with directly assessed PSLOs     | 0  |                   |
| Contexts with CSLOs mapped to ILOs        | 1  | Counseling        |
| Contexts without CSLOs mapped to ILOs     | 0  |                   |
| Contexts with directly assessed ILOs      | 0  |                   |
| Contexts with Assessments                 | 1  | Counseling        |
| Contexts with all Assessments scored      | 1  | CNSL              |
| Contexts with some Assessments scored     | 0  |                   |
| Contexts without any Assessment scored    | 0  |                   |
| Contexts without Assessments              | 0  |                   |
| Contexts with Action Plans                | 1  | Counseling        |
| Contexts with all Action Plans answered   | 1  | CNSL              |
| Contexts with some Action Plans answered  | 0  |                   |
| Contexts without any Action Plan answered | 0  |                   |
| Contexts without Action Plans             | 0  |                   |
| <b>CNSL - Counseling</b>                  |  |                   |
| <b>SLOs</b>                               |  |                   |
| CSLOs                                     | <ul style="list-style-type: none"> <li>» CNSL SLO1 - Students are able to identify support services appropriate to their success.</li> <li>» CNSL SLO2 - Students are able to navigate online counseling resources.</li> <li>» CNSL SLO3 - Students are able to identify barriers to their academic success and identify strategies and necessary services/resources.</li> <li>» CNSL SLO4 - Students are able to articulate short term and/or long term educational goal(s) and develop semester by semester plan.</li> </ul> |                   |
| Mapped PSLOs                              | <p><b>PSLO</b></p> <p>Counseling/UTC Program Outcomes</p> <ul style="list-style-type: none"> <li>» CNSL PSLO1 - Students will be able to navigate the educational and student support services to enhance their success.</li> <li>» CNSL PSLO2 - Students will be proactive in the decision-making process and assume student responsibility.</li> <li>» CNSL PSLO3 - Student will be able to identify the necessary coursework for reaching their personal enrichment and/or education.</li> </ul>                            |                   |

|             |   |
|-------------|---|
| Mapped ILOs | <p><b>ILO</b></p> <p>ILO 4 - Information &amp; Technology Literacy</p> <p>» 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>ILO 2 - Critical Thinking &amp; Problem Solving</p> <p>» ILO 2 - Critical Thinking &amp; 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 7 - Personal Responsibility &amp; Development</p> <p>» ILO 7 - Personal Responsibility &amp; 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> |
|-------------|---|

**Assessments**

Fall 2012

Spring 2014

Survey from Pioneer Valley High School, ASSIST Workshop

| SLO  | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|--|--------|---------------------------------|-------------------------------|-------------------------------|-----|
| CNSL SLO2 - Students are able to navigate online counseling resources. | 16     | 75%                             | 12.5%                         | 12.5%                         | 0   |

Fall 2014

NSO Survey

| SLO  | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|--|--------|---------------------------------|-------------------------------|-------------------------------|-----|
| CNSL SLO1 - Students are able to identify support services appropriate to their success. | 32     | 75%                             | 21.88%                        | 3.13%                         | 0   |

Spring 2015

DegreeWorks Student Survey

| SLO  | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|--|--------|---------------------------------|-------------------------------|-------------------------------|-----|
| CNSL SLO2 - Students are able to navigate online counseling resources. | 9      | 33.33%                          | 44.44%                        | 22.22%                        | 0   |

Fall 2015

DegreeWorks Student Survey

| SLO  | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|--|--------|---------------------------------|-------------------------------|-------------------------------|-----|
| CNSL SLO2 - Students are able to navigate online counseling resources. | 59     | 45.76%                          | 47.46%                        | 6.78%                         | 0   |

Spring 2016

Grades Matter Assessment

| SLO  | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|--|--------|---------------------------------|-------------------------------|-------------------------------|-----|
| CNSL SLO3 - Students are able to identify barriers to their academic success and identify strategies and necessary services/resources. | 56     | 23.21%                          | 64.29%                        | 12.5%                         | 0   |

**Action Plans**

Fall 2012

Context Improvement Plan Counseling Fall 2012

| Expected Action   | Action Type    | Respondent | Action Taken   | Date       | Resource Request |
|---|----------------|------------|--|------------|------------------|
| Allan Hancock College >> Counseling >> CNSL - Fall 2012                     |                |            |  |            |                  |
| What did the assessment data indicate about the strengths of your program?  | No action type | Anonymous  | All students met or exceeded the standard.   | 2012-10-10 |                  |
| What did the assessment data indicate about the weaknesses of your program? | No action type | Anonymous  | We cannot capture accurately how many students total applied to transfer. We know how many we helped, not how many we didn't help but did it anyway. It would be nice if we could get acceptance rates for those who received help from counselors to compare with those that didn't receive help. | 2012-10-10 |                  |

|   |                |           |   |            |  |
|---|----------------|-----------|---|------------|--|
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No action type | Anonymous | We would like to re-evaluate the assessment method but really need to identify better ways to reach out to all students. Investigate communication options including all-student emails, myHancock announcements and facebook. Additional staffing is required to implement this. | 2012-10-10 |  |
|---|----------------|-----------|---|------------|--|

*Spring 2014*

Context Improvement Plan Counseling Spring 2014

| Expected Action   | Action Type    | Respondent | Action Taken   | Date       | Resource Request |
|---|----------------|------------|--|------------|------------------|
| Allan Hancock College >> Counseling >> CNSL - Spring 2014   |                |            |  |            |                  |
| What did the assessment data indicate about the strengths of your program?  | No action type | Anonymous  | The assessment data indicates that our outreach activities for educating prospective students on the transfer resources such as Assist.org is meeting the expectations. Student who completed the Assist workshop understood how Allan Hancock College works with 4-year institutions to transfer lower-division coursework.   | 2014-03-17 |                  |
| What did the assessment data indicate about the weaknesses of your program?   | No action type | Anonymous  | Since the counseling department was switched the lead SLOs person we were unable to assess other areas of learning. In the future semesters we will continue to expand our assessments in other areas besides workshops. Currently, surveys were given to 6 counselors to assess various areas of learning after an individual counseling session.   | 2014-03-17 |                  |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No action type | Anonymous  | Rather than using a survey approach counseling will use a more evidence based approach. For example, within the next 2 to 3 years will there be an increase in the amount of transfers due to these outreach activities. We will compare the number of students who transferred before and after we implemented these workshops. We are also developing surveys for the New Student Orientation and Academic Advising Workshops for the end of spring. | 2014-03-17 |                  |

*Fall 2014*

Context Improvement Plan Counseling Fall 2014

| Expected Action   | Action Type    | Respondent | Action Taken  | Date       | Resource Request |
|---|----------------|------------|---|------------|------------------|
| Allan Hancock College >> Counseling >> CNSL - Fall 2014                     |                |            |   |            |                  |
| What did the assessment data indicate about the strengths of your program?  | No action type | Anonymous  | The data collected during this semester's assessment tells us that students are able to identify correct student services that are offered here on our campus. The Counseling Department identifies several student services during the New Student Orientation so students are aware of what the campus has to offer. It is important for students to be aware of them so they can utilize them during their time here at Allan Hancock College and help them be successful.<br><br>Earlier in the year there had been data collected during outreach at our local high schools. Students had the opportunity to attend a workshop on Allan Hancock College where they were informed and assessed on the different educational paths the campus has to offer. Those paths include certificate, degrees, and transfer options. It was another successful data collection opportunity, students were able to identify what types of goals they are able to accomplish while at Allan Hancock College. Our outreach efforts at our feeder schools is something that we continue to do and try to improve on a continuing basis.   | 2014-11-12 |                  |
| What did the assessment data indicate about the weaknesses of your program? | No action type | Anonymous  | There were 32 surveys collected but there were more new students in attendance during the orientations. Since its only one person administering the orientation it can be difficult to collect every survey or forget to pass out the surveys. Communicating to students the importance of the collection of this data so we can better serve our students is important. Also making sure that whoever is presenting the orientation passes out the survey. This is a great opportunity to collect data so being prepared is important. Our outreach efforts also only captured data for a handful of students which is something that we can definitely work on as well. Participating in several of the high schools college days is important and a way to reach out to more students. As of Fall 2014 the Counseling Department has put on Allan Hancock College Counseling and High School Counselor retreats to be able to make those face to face connections and be aware of what our feeder schools are doing to inform students of Allan Hancock College. It has moved us in the right direction and we hope that we are able to reach more students in the future. | 2014-11-12 |                  |

|   |                |           |  |            |  |
|---|----------------|-----------|--|------------|--|
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No action type | Anonymous | Although our data exceed our expectations it would be a great idea to pass out a pamphlet that includes our student services so students have something to take with them. During our counseling retreat it was mentioned to bring back the student planners which can include a description our student services. During the retreat a committed was formed who will be taking charge of bringing back the student planner. Although these services are listed on our campus website it would be good for students to take with them in case they don't have online access. Individuals enjoy receiving free things and your new student orientation should include some fun but also informational supplies. Regarding our outreach efforts, the Counseling Department has been working on reaching out to our feeder schools so we can be a strong presence on their campus and reach out to our potential future students. | 2014-11-12 |  |
|---|----------------|-----------|--|------------|--|

Spring 2015

Context Improvement Plan

| Expected Action   | Action Type    | Respondent | Action Taken   | Date       | Resource Request |
|---|----------------|------------|--|------------|------------------|
| Allan Hancock College >> Counseling >> CNSL - Spring 2015   |                |            |  |            |                  |
| What did the assessment data indicate about the strengths of your program?  | No action type | Anonymous  | This is the first time that we are having DegreeWorks training's for our students. Since this is a newer program and a program that we are trying to put out there for both staff and students to utilize it is important to offer training in how the system operates. Students that participated in the survey wrote how this is a tool that they can definitely benefit from once they have more knowledge on how it works. Over 50% of the students were able to identify a function of DegreeWorks which lets us know that this training was beneficial and we can hope that this is a tool that they will use while at our campus. | 2016-02-02 |                  |
| What did the assessment data indicate about the weaknesses of your program?   | No action type | Anonymous  | This particular semester we had a low number of students that completed the survey . Its important for the SLO Liaison to be present when surveys are being conducted so we can capture as much data as possible. Also, offering more training's on different dates and times would be great so we can have a variety of students attend.  | 2016-02-02 |                  |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No action type | Anonymous  | Offering more of these training to both our students and staff. We want to offer more training's for students through out the semester so they learn to how to take advantage of the program. We want to train our staff so when they do come in contact with a students they are aware of the program and can show the student how to use it as well. We need our staff to conduct these training through out the semester.   | 2016-02-02 |                  |

Fall 2015

Context Improvement Plan

| Expected Action   | Action Type    | Respondent | Action Taken   | Date       | Resource Request |
|---|----------------|------------|--|------------|------------------|
| Allan Hancock College >> Counseling >> CNSL - Fall 2015   |                |            |  |            |                  |
| What did the assessment data indicate about the strengths of your program?  | No action type | Anonymous  | We had an overwhelming majority of the students that we gave the assessments to after the DegreeWorks Workshop either get all of the answers right or at least get one of the answers right. This meant that the DegreeWorks workshops were facilitated affectively and that the students are learning to access this online counseling resource correctly. The following is the breakdown that we had for this DegreeWorks Workshop assessment: 27 students answered all of the questions correctly, 28 students got an least one answer correct, and only 4 students didn't answer any of the questions correctly. | 2016-02-11 |                  |
| What did the assessment data indicate about the weaknesses of your program?   | No action type | Anonymous  | Since the data was overwhelming positive for students answering the questions on the questionnaire regarding the online DegreeWorks program, it didn't really point to any weaknesses in our program, only our strengths. Where we did have some weakness as a program was in being consistent when handing out the student questionnaires during the workshop. We did have some students that went though the DegreeWorks workshop, but they were not given the assessment to fill out.   | 2016-02-11 |                  |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No action type | Anonymous  | Since we got so many of our students that were given the questionnaire after the DegreeWorks workshop getting almost all of the questions right, I think we maybe need to revise the questions to include questions with a greater degree of difficulty to show a more accurate spread of student learning. We would like to see a little more spread between the number of answers correctly versus incorrectly.  | 2016-02-11 |                  |

# SLO Presentation

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Allan Hancock College

Date: 09/08/2016

## Counseling

### **PSLO**

#### ***Counseling/UTC Program Outcomes***

- CNSL PSLO1 - Students will be able to navigate the educational and student support services to enhance their success.
- CNSL PSLO2 - Students will be proactive in the decision-making process and assume student responsibility.
- CNSL PSLO3 - Student will be able to identify the necessary coursework for reaching their personal enrichment and/or education.

### **CSLO**

#### ***CNSL - Counseling***

- CNSL SLO1 - Students are able to identify support services appropriate to their success.
- CNSL SLO2 - Students are able to navigate online counseling resources.
- CNSL SLO3 - Students are able to identify barriers to their academic success and identify strategies and necessary services/resources.
- CNSL SLO4 - Students are able to articulate short term and/or long term educational goal(s) and develop semester by semester plan.

## Counseling Department SLO Assessment Schedule

Fall 2016-Spring 2022

|              | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 | Fall 2022 |
|--------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| <b>SLO 1</b> |           |             |           |             | x         | x           |           |             |           | x           |           |
| <b>SLO 2</b> |           |             | x         | x           |           |             | x         |             |           |             |           |
| <b>SLO 3</b> | x         | x           |           |             |           |             |           | x           |           |             |           |
| <b>SLO 4</b> |           |             |           |             |           |             |           |             | x         |             | x         |

1. Students are able to identify support services appropriate to their success.
2. Students are able to navigate online counseling resources (AHC website, online student orientation, online registration, degree works, ASSIST, etc.)
3. Students are able to identify barriers to their academic success and identify strategies and necessary service/resource. (i.e.:an appropriate course load to support academic success.)
4. Students are able to articulate short term and/or long term educational goal(s) and develop a semester by semester plan or SEP.

Updated: 05/05/17

## Schedule Matrix

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|             |
|-------------|
| Spring 2023 |
|             |
|             |
|             |
| x           |



Course SLO (CSLO) to Program SLO (PSLO) to Institutional (ILO) Mapping Form – Revised Feb 2015

|   |                            |   |                       |               |               |  |  |  |  |              |              |              |               |               |              |              |              |
|---|----------------------------|---|-----------------------|---------------|---------------|--|--|--|--|--------------|--------------|--------------|---------------|---------------|--------------|--------------|--------------|
| Department: <b>Student Services</b>   | Program: <b>Counseling</b> | Completed by: <b>Julie Vasques and Carissa Perales</b>  | Date: <b>05/05/17</b> |               |               |  |  |  |  |              |              |              |               |               |              |              |              |
| <b>Please List Program SLOs (PSLOs) Here:</b>   |                            | <b>Institutional Learning Outcomes (ISLOs) Here:</b>  |                       |               |               |  |  |  |  |              |              |              |               |               |              |              |              |
| <p>PSLO1 – Students will be able to navigate the educational system and student support services to enhance their success.</p> <p>PSLO2 – Students will be proactive in the decision-making process and assume student responsibility.</p> <p>PSLO3 – Students will be able to identify the necessary coursework for reaching their personal enrichment and/or education.</p> |                            | <p><b>ILO 1: Communication</b> - Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.</p> <p><b>ILO 2: Critical Thinking &amp; Problem Solving</b> - 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><b>ILO 3: Global Awareness &amp; Cultural Competence</b> - Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.</p> <p><b>(Revised) ILO 4A: Information Literacy</b> –Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.</p> <p><b>(Revised) ILO 4B: Technology Literacy</b> –Proficiency in a technology (specify: _____) and the ability to choose the appropriate tools.</p> <p><b>ILO 5: Quantitative Literacy</b> - Use mathematical concepts and models to analyze and solve real life issues or problems.</p> <p><b>ILO 6: Scientific Literacy</b> – Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.</p> <p><b>ILO 7: Personal Responsibility &amp; Development</b> - 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> |                       |               |               |  |  |  |  |              |              |              |               |               |              |              |              |
|   |                            | Close PSLO Loop by: _____<br>Estimated Semester   |                       |               |               |  |  |  |  |              |              |              |               |               |              |              |              |
| <b>List SLOs (and assessment method) below:</b><br><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>  |                            | <b>PSLO 1</b>   | <b>PSLO 2</b>         | <b>PSLO 3</b> | <b>PSLO 4</b> |  |  |  |  | <b>ILO 1</b> | <b>ILO 2</b> | <b>ILO 3</b> | <b>ILO 4A</b> | <b>ILO 4B</b> | <b>ILO 5</b> | <b>ILO 6</b> | <b>ILO 7</b> |
| <b>Place check mark in boxes in which CSLOs are measured or assessed within the PSLO</b>  |                            |   |                       |               |               |  |  |  |  |              |              |              |               |               |              |              |              |
| SLO 1: Students are able to identify support services appropriate for their success.  | X                          |   |                       |               |               |  |  |  |  |              | X            |              |               |               |              |              |              |
| SLO 2: Students are able to navigate online counseling resources (AHC website, Online Student Orientation, Online registration, DegreeWorks, ASSIST, etc.)  | X                          |   |                       |               |               |  |  |  |  |              |              |              |               | X             |              |              |              |
| SLO 3: Students are able to identify barriers to their academic success and identify strategies and necessary service/resource. (i.e.: an appropriate course load to support academic success.)   |                            | X   |                       |               |               |  |  |  |  |              |              |              |               |               |              |              | X            |
| SLO 4: Students are able to articulate short term and/ or long term educational goal(s) and develop a semester by semester plan or SEP.   |                            |   | X                     |               |               |  |  |  |  |              |              |              |               |               |              |              | X            |





**ASSESSMENT  
SCHEDULE**

**6 Year**

**AHC Program Student Learning Outcomes**

**6 Year Assessment Schedule**

The attached template provides a framework for a program/discipline to plan a 6 year schedule for assessing its student learning outcomes, completing the SLO assessment cycle and attaining the status of **sustainable continuous quality improvement** in institutional effectiveness. This plan may be updated over the next 6 years as new contingencies or interpretations arise.

PROGRAM: \_\_\_\_\_

Our program is pleased to present our **plan** to: assess our SLOs, review the results of that assessment; and discuss changes to our curriculum, pedagogy or operations based on the results.

Program/ discipline  
coordinator or team leader Julie Vasques and Carissa Perales

\_\_\_\_\_  
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Department chair/Director Hector Alvarez

\_\_\_\_\_  
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Dean Yvonne Teniente-Cuello

\_\_\_\_\_  
Name Signature Date



|   |   |                                      |
|---|---|--------------------------------------|
| <b>ASSESSMENT<br/>SCHEDULE</b><br><br><b>6 Year</b> | <b>Program: <u>Counseling</u></b><br><b><u>Fall 2017- Spring</u></b><br><u>2023</u> | page <u>  1  </u><br>of <u>  1  </u> |
|---|---|--------------------------------------|

Use one row for each Program and Course SLO

| SLO  | To be assessed in semester:             | Assessment method (s)  | Resources needed to conduct assessment   | Individual responsible for Improvement Plan | Date to complete review        |
|--|---|--|--|---|--------------------------------|
| 1. Students are able to identify support services appropriate for their success.   | Fall 2019<br>Spring 2020<br>Spring 2022 | Post-survey will be given to students after New Student Orientation.   | Printing of paper surveys, pens and other supplies;<br>Counselors; room  | Julie Vasques<br>Carissa Perales            | Fall- January<br>Spring-August |
| 2. Students are able to navigate online counseling resources (i.e. counseling website, online student orientation, DegreeWorks, etc.)                                | Fall 2018<br>Spring 2019<br>Fall 2020   | Post-survey will be given to students after completing the online Academic Advising Workshop and/or DegreeWorks training).   | Printing of paper surveys, pens, and other supplies;<br>Counselors; room   | Julie Vasques<br>Carissa Perales            | Fall- January<br>Spring-August |
| 3. Students are able to identify barriers to their academic success and identify necessary strategies, services, and/or resources (i.e. an appropriate course load.) | Fall 2017<br>Spring 2018<br>Spring 2021 | Post surveys will be analyzed at the end of the semester.  | Printing of paper surveys, pens, and other supplies;<br>Counselors; room   | Julie Vasques<br>Carissa Perales            | Fall- January<br>Spring-August |
| 4. Students are able to articulate short term and/ or long term educational goal(s) and develop a semester by semester plan or SEP.                                  | Fall 2021<br>Fall 2022<br>Spring 2023   | We will run a report in eSARS to see which students, out of all of the ones that have made an appointment with a counselor during a two-week period, have completed an SEP or semester-by-semester plan. | Liaisons will need to block out a couple of hours during the week in eSARS to make sure that the assessment will be completed. | Julie Vasques<br>Carissa Perales            | Fall- January<br>Spring-August |
|  |   |  |  |   |                                |

# Spring 2016 Student Services Program Review Annual Update - SLO Data

**Review this data to respond to Questions III. Program Assessment and IV. Course Assessment (if applicable) of the annual update template.**

**\*\*\*You do not need to attach ALL reports to your annual update. Ideally you will snip out important data to insert into your narrative and then provide your analysis. You can use the snipping tool on a PC in the start menu or use Shift + Command + 4 on a Mac.**

Reports included in data packet:

1. PSLO Summary Map by Context & ILO Summary Map by Context
2. SLO Performance – ILO/PSLO Overall
3. Context Statistics and Evidence
4. SLO Performance – By Department, Context, CSLO

Things to consider:

1. **PSLO SUMMARY MAP BY CONTEXT & ILO SUMMARY MAP BY CONTEXT - REVIEW YOUR MAPPING FORMS**
  - o Do your SLOs align correctly with your program SLOs and ILOs? If not, address what changes you would like to make and record them in your annual update.
2. **SLO PERFORMANCE – ILO/PSLO OVERALL - REVIEW THE OVERALL PROGRAM ASSESSMENT DATA**
  - o How are your students performing at the program level? In this case approximately 12% of students are below the standard. This is acceptable and doesn't raise any flags. If this number was higher (specifically 30% or above) you would want to address this in your narrative and provide actions to work to improve this in the future.

**Report Totals by Term:**

|              | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |               | N/A      | Total        |            |                |
|--------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|---------------|----------|--------------|------------|----------------|
| Fall 2015    | 398                             | 73.16%        | 83                            | 15.26%        | 60                            | 11.03%        | 3        | 0.55%        | 544        | 100.00%        |
| Summer 2015  | 0                               | 0.00%         | 0                             | 0.00%         | 0                             | 0.00%         | 0        | 0.00%        | 0          | 0.00%          |
| Spring 2015  | 120                             | 71.43%        | 21                            | 12.50%        | 27                            | 16.07%        | 0        | 0.00%        | 168        | 100.00%        |
| <b>Total</b> | <b>518</b>                      | <b>72.75%</b> | <b>104</b>                    | <b>14.61%</b> | <b>87</b>                     | <b>12.22%</b> | <b>3</b> | <b>0.42%</b> | <b>712</b> | <b>100.00%</b> |

### 3. **CONTEXT STATISTICS AND EVIDENCE - REVIEW THE CONTEXT STATISTICS AND EVIDENCE REPORT**

- o This shows a summary of the context in your program, do they all have SLOs, are they mapped, do they have assessments, etc. Does anything stand out you need to fix or address? Also this shows SLOs and assessments for F15/U15/S15 and any context improvement plans (if they were completed for these terms).
- o Review your context improvement plans to see what might stand out, such as changes to be made, and highlight them within your narrative. You don't need to address everything, but you might pick 1-3 items. One example below of the multiple changes proposed is: due to too few students attending orientations, the plan to revise when those orientations are offered to accommodate the

students is proposed. This should be recorded in the narrative to “close the loop” and recorded as a potential goal for the next year.

|  |                  |  |                   |
|--|------------------|--|-------------------|
| <p>What changes have you made/do 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 retired and/or future data collection paused.</p> | <p>2016-02-17</p> |
|--|------------------|--|-------------------|

#### 4. SLO PERFORMANCE – BY DEPARTMENT, CONTEXT, CSLO - REVIEW THE SLO PERFORMANCE

- For the terms selected, this will show which SLOs for each context have assessment data. This report will assist you when you review your assessment plan to see if you are on track to assess ALL SLOs at least once within a six year cycle.

Contact Jennie Robertson at x3880 or [jrobertson@hancockcollege.edu](mailto:jrobertson@hancockcollege.edu) if you want to make changes to your mappings, or if you want additional reports from eLumen or to schedule training.

# PSLO Summary Map by Context

Selected SLOs: PSLOs for Counseling

Context Group: Contexts for Counseling

|             |   | Counseling/UTC Program Outcomes   |   |   |
|-------------|---|---|---|---|
|             |   | CNSL PSLO1 - Students will be able to navigate the educational and student support services to enhance their success. | CNSL PSLO2 - Students will be proactive in the decision-making process and assume student responsibility. | CNSL PSLO3 - Student will be able to identify the necessary coursework for reaching their personal enrichment and/or education. |
| Courses     | SLOs  |   |   |   |
| <b>CNSL</b> |   |   |   |   |
|             | <b>CNSL SLO1 - Students are able to identify support services appropriate to their success.</b>   | X   |   |   |
|             | <b>CNSL SLO2 - Students are able to navigate online counseling resources.</b>   | X   |   |   |
|             | <b>CNSL SLO3 - Students are able to identify barriers to their academic success and identify strategies and necessary services/resources.</b> | X   | X   |   |
|             | <b>CNSL SLO4 - Students are able to articulate short term and/or long term educational goal(s) and develop semester by semester plan.</b>     |   | X   | X   |
|             |   |   |   |   |

Assessment Levels:

I: Introduced

M: Mastery

P: Performed

# ILO Summary Map by Context

Selected SLOs: All ILOs

Context Group: Contexts for Counseling

| 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:<br>Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. | ILO 2 - Critical Thinking & Problem Solving:<br>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:<br>Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. | ILO 4A - Information Literacy:<br>Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. | ILO 4B - Technology Literacy:<br>Proficiency in a technology and the ability to choose the appropriate tools. |
| <b>CNSL</b> |   |   |  |   |   |   |
|             | <b>CNSL SLO1 - Students are able to identify support services appropriate to their success.</b>   |   |  |   |   |   |
|             | <b>CNSL SLO2 - Students are able to navigate online counseling resources.</b>   |   |  |   | X   |   |
|             | <b>CNSL SLO3 - Students are able to identify barriers to their academic success and identify strategies and necessary services/resources.</b> |   | X  |   |   |   |
|             | <b>CNSL SLO4 - Students are able to articulate short term and/or long term educational goal(s) and develop semester by semester plan.</b>     |   | X  |   |   |   |
|             |   |   |  |   |   |   |

|                |   | ILO 5 - Quantitative Literacy   | ILO 6 - Scientific Literacy  | ILO 7 - Personal Responsibility & Development  |
|----------------|---|---|--|--|
|                |   | ILO 5 - Quantitative Literacy:<br>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. |
| <b>Courses</b> | <b>SLOs</b>   |   |  |  |
|                | <b>CNSL</b>   |   |  |  |
|                | <b>CNSL SLO1 - Students are able to identify support services appropriate to their success.</b>   |   |  | X  |
|                | <b>CNSL SLO2 - Students are able to navigate online counseling resources.</b>   |   |  |  |
|                | <b>CNSL SLO3 - Students are able to identify barriers to their academic success and identify strategies and necessary services/resources.</b> |   |  |  |
|                | <b>CNSL SLO4 - Students are able to articulate short term and/or long term educational goal(s) and develop semester by semester plan.</b>     |   |  | X  |
|                |   |   |  |  |

Assessment Levels:

I: Introduced

M: Mastery

P: Performed

# SLO Performance - PSLO Overall

Program: Counseling

Date: 03/03/2016

Terms: Fall 2015, Summer 2015, Spring 2015

**PSLO: CNSL PSLO1 - Students will be able to navigate the educational and student support services to enhance their success.**

|              | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |              | N/A      |              | Total     |                |
|--------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|--------------|----------|--------------|-----------|----------------|
| Fall 2015    | 27                              | 45.76%        | 28                            | 47.46%        | 4                             | 6.78%        | 0        | 0.00%        | 59        | 100.00%        |
| Summer 2015  | 0                               | 0.00%         | 0                             | 0.00%         | 0                             | 0.00%        | 0        | 0.00%        | 0         | 0.00%          |
| Spring 2015  | 3                               | 33.33%        | 4                             | 44.44%        | 2                             | 22.22%       | 0        | 0.00%        | 9         | 100.00%        |
| <b>Total</b> | <b>30</b>                       | <b>44.12%</b> | <b>32</b>                     | <b>47.06%</b> | <b>6</b>                      | <b>8.82%</b> | <b>0</b> | <b>0.00%</b> | <b>68</b> | <b>100.00%</b> |

**PSLO: CNSL PSLO2 - Students will be proactive in the decision-making process and assume student responsibility.**

|              | Institutional Exceeds Standards |              | Institutional Meets Standards |              | Institutional Below Standards |              | N/A      |              | Total    |              |
|--------------|---------------------------------|--------------|-------------------------------|--------------|-------------------------------|--------------|----------|--------------|----------|--------------|
| 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%        | 0                             | 0.00%        | 0                             | 0.00%        | 0        | 0.00%        | 0        | 0.00%        |
| <b>Total</b> | <b>0</b>                        | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b> | <b>0.00%</b> | <b>0</b> | <b>0.00%</b> |

**PSLO: CNSL PSLO3 - Student will be able to identify the necessary coursework for reaching their personal enrichment and/or education.**

|              | Institutional Exceeds Standards |              | Institutional Meets Standards |              | Institutional Below Standards |              | N/A      |              | Total    |              |
|--------------|---------------------------------|--------------|-------------------------------|--------------|-------------------------------|--------------|----------|--------------|----------|--------------|
| 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%        | 0                             | 0.00%        | 0                             | 0.00%        | 0        | 0.00%        | 0        | 0.00%        |
| <b>Total</b> | <b>0</b>                        | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b> | <b>0.00%</b> | <b>0</b> | <b>0.00%</b> |



**Report Totals by Term:**

|              | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |              | N/A      |              | Total     |                |
|--------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|--------------|----------|--------------|-----------|----------------|
| Fall 2015    | 27                              | 45.76%        | 28                            | 47.46%        | 4                             | 6.78%        | 0        | 0.00%        | 59        | 100.00%        |
| Summer 2015  | 0                               | 0.00%         | 0                             | 0.00%         | 0                             | 0.00%        | 0        | 0.00%        | 0         | 0.00%          |
| Spring 2015  | 3                               | 33.33%        | 4                             | 44.44%        | 2                             | 22.22%       | 0        | 0.00%        | 9         | 100.00%        |
| <b>Total</b> | <b>30</b>                       | <b>44.12%</b> | <b>32</b>                     | <b>47.06%</b> | <b>6</b>                      | <b>8.82%</b> | <b>0</b> | <b>0.00%</b> | <b>68</b> | <b>100.00%</b> |

**Grand Totals:**

|              | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |              | N/A      |              | Total     |                |
|--------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|--------------|----------|--------------|-----------|----------------|
| <b>Total</b> | <b>30</b>                       | <b>44.12%</b> | <b>32</b>                     | <b>47.06%</b> | <b>6</b>                      | <b>8.82%</b> | <b>0</b> | <b>0.00%</b> | <b>68</b> | <b>100.00%</b> |

# Context Statistics And Evidence

Counseling

**Date:** 03/03/2016**Terms** Fall 2015, Summer 2015, Spring 2015

## Summary

| Statistic                                | Count | Courses/Contexts |
|--|-------|------------------|
| Courses                                  | 1     | Counseling       |
| Courses with CSLOs                       | 1     | Counseling       |
| Courses without CSLOs                    | 0     |                  |
| Courses with CSLOs mapped to PSLOs       | 1     | Counseling       |
| Courses without CSLOs mapped to PSLOs    | 0     |                  |
| Courses with directly assessed PSLOs     | 0     |                  |
| Courses with CSLOs mapped to ILOs        | 1     | Counseling       |
| Courses without CSLOs mapped to ILOs     | 0     |                  |
| Courses with directly assessed ILOs      | 0     |                  |
| Courses with Assessments                 | 1     | Counseling       |
| Courses with all Assessments scored      | 1     | CNSL             |
| Courses with some Assessments scored     | 0     |                  |
| Courses without any Assessment scored    | 0     |                  |
| Courses without Assessments              | 0     |                  |
| Courses with Action Plans                | 1     | Counseling       |
| Courses with all Action Plans answered   | 1     | CNSL             |
| Courses with some Action Plans answered  | 0     |                  |
| Courses without any Action Plan answered | 0     |                  |
| Courses without Action Plans             | 0     |                  |

### CNSL - Counseling

#### SLOs

|              |   |
|--------------|---|
| CSLOs        | <ul style="list-style-type: none"> <li>» CNSL SLO1 - Students are able to identify support services appropriate to their success.</li> <li>» CNSL SLO2 - Students are able to navigate online counseling resources.</li> <li>» CNSL SLO3 - Students are able to identify barriers to their academic success and identify strategies and necessary services/resources.</li> <li>» CNSL SLO4 - Students are able to articulate short term and/or long term educational goal(s) and develop semester by semester plan.</li> </ul>  |
| Mapped PSLOs | <ul style="list-style-type: none"> <li>» CNSL PSLO1 - Students will be able to navigate the educational and student support services to enhance their success.</li> <li>» CNSL PSLO2 - Students will be proactive in the decision-making process and assume student responsibility.</li> <li>» CNSL PSLO3 - Student will be able to identify the necessary coursework for reaching their personal enrichment and/or education.</li> </ul>   |
| Mapped ILOs  | <ul style="list-style-type: none"> <li>» ILO 4A - Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.</li> <li>» ILO 2 - Critical Thinking &amp; 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.</li> <li>» ILO 7 - Personal Responsibility &amp; 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.</li> </ul> |

# Assessments

Spring 2015

DegreeWorks Student Survey

| SLO  | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|--|--------|---------------------------------|-------------------------------|-------------------------------|-----|
| CNSL SLO2 - Students are able to navigate online counseling resources. | 9      | 33.33%                          | 44.44%                        | 22.22%                        | 0   |

Fall 2015

DegreeWorks Student Survey

| SLO  | Scored | Institutional Exceeds Standards | Institutional Meets Standards | Institutional Below Standards | N/A |
|--|--------|---------------------------------|-------------------------------|-------------------------------|-----|
| CNSL SLO2 - Students are able to navigate online counseling resources. | 59     | 45.76%                          | 47.46%                        | 6.78%                         | 0   |

## Action Plans

Spring 2015

Context Improvement Plan

| Expected Action   | Action Type | Respondent | Action Taken   | Date       | Resource Request |
|---|-------------|------------|--|------------|------------------|
| Allan Hancock College >> Counseling >> CNSL - Spring 2015   |             |            |  |            |                  |
| What did the assessment data indicate about the strengths of your program?  |             | Anonymous  | This is the first time that we are having DegreeWorks training's for our students. Since this is a newer program and a program that we are trying to put out there for both staff and students to utilize it is important to offer training in how the system operates. Students that participated in the survey wrote how this is a tool that they can definitely benefit from once they have more knowledge on how it works. Over 50% of the students were able to identify a function of DegreeWorks which lets us know that this training was beneficial and we can hope that this is a tool that they will use while at our campus. | 2016-02-02 |                  |
| What did the assessment data indicate about the weaknesses of your program?   |             | Anonymous  | This particular semester we had a low number of students that completed the survey . Its important for the SLO Liaison to be present when surveys are being conducted so we can capture as much data as possible. Also, offering more training's on different dates and times would be great so we can have a variety of students attend.  | 2016-02-02 |                  |
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? |             | Anonymous  | Offering more of these training to both our students and staff. We want to offer more training's for students through out the semester so they learn to how to take advantage of the program. We want to train our staff so when they do come in contact with a students they are aware of the program and can show the student how to use it as well. We need our staff to conduct these training through out the semester.   | 2016-02-02 |                  |

Fall 2015

Context Improvement Plan

| Expected Action   | Action Type | Respondent | Action Taken   | Date       | Resource Request |
|---|-------------|------------|--|------------|------------------|
| Allan Hancock College >> Counseling >> CNSL - Fall 2015                     |             |            |  |            |                  |
| What did the assessment data indicate about the strengths of your program?  |             | Anonymous  | We had an overwhelming majority of the students that we gave the assessments to after the DegreeWorks Workshop either get all of the answers right or at least get one of the answers right. This meant that the DegreeWorks workshops were facilitated affectively and that the students are learning to access this online counseling resource correctly. The following is the breakdown that we had for this DegreeWorks Workshop assessment: 27 students answered all of the questions correctly, 28 students got an least one answer correct, and only 4 students didn't answer any of the questions correctly. | 2016-02-11 |                  |
| What did the assessment data indicate about the weaknesses of your program? |             | Anonymous  | Since the data was overwhelming positive for students answering the questions on the questionnaire regarding the online DegreeWorks program, it didn't really point to any weaknesses in our program, only our strengths. Where we did have some weakness as a program was in being consistent when handing out the student questionnaires during the workshop. We did have some students that went though the DegreeWorks workshop, but they were not given the assessment to fill out.   | 2016-02-11 |                  |

|   |  |           |   |            |  |
|---|--|-----------|---|------------|--|
| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? |  | Anonymous | Since we got so many of our students that were given the questionnaire after the DegreeWorks workshop getting almost all of the questions right, I think we maybe need to revise the questions to include questions with a greater degree of difficulty to show a more accurate spread of student learning. We would like to see a little more spread between the number of answers correctly versus incorrectly. | 2016-02-11 |  |
|---|--|-----------|---|------------|--|

## SLO Performance - By Department, Context, CSLO

Program: Counseling

Date: 03/03/2016

Terms: Fall 2015, Summer 2015, Spring 2015

**CNSL: Counseling****CNSL SLO1 - Students are able to identify support services appropriate to their success.**

|               | Institutional Exceeds Standards |              | Institutional Meets Standards |              | Institutional Below Standards |              | Total    |              |
|---------------|---------------------------------|--------------|-------------------------------|--------------|-------------------------------|--------------|----------|--------------|
|               | Count                           | Percentage   | Count                         | Percentage   | Count                         | Percentage   | Count    | Percentage   |
| 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%        | 0                             | 0.00%        | 0                             | 0.00%        | 0        | 0.00%        |
| <b>Totals</b> | <b>0</b>                        | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b> | <b>0.00%</b> |

**CNSL SLO2 - Students are able to navigate online counseling resources.**

|               | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |              | Total     |                |
|---------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|--------------|-----------|----------------|
|               | Count                           | Percentage    | Count                         | Percentage    | Count                         | Percentage   | Count     | Percentage     |
| Fall 2015     | 27                              | 45.76%        | 28                            | 47.46%        | 4                             | 6.78%        | 59        | 100.00%        |
| Summer 2015   | 0                               | 0.00%         | 0                             | 0.00%         | 0                             | 0.00%        | 0         | 0.00%          |
| Spring 2015   | 3                               | 33.33%        | 4                             | 44.44%        | 2                             | 22.22%       | 9         | 100.00%        |
| <b>Totals</b> | <b>30</b>                       | <b>44.12%</b> | <b>32</b>                     | <b>47.06%</b> | <b>6</b>                      | <b>8.82%</b> | <b>68</b> | <b>100.00%</b> |

**CNSL SLO3 - Students are able to identify barriers to their academic success and identify strategies and necessary services/resources.**

|               | Institutional Exceeds Standards |              | Institutional Meets Standards |              | Institutional Below Standards |              | Total    |              |
|---------------|---------------------------------|--------------|-------------------------------|--------------|-------------------------------|--------------|----------|--------------|
|               | Count                           | Percentage   | Count                         | Percentage   | Count                         | Percentage   | Count    | Percentage   |
| 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%        | 0                             | 0.00%        | 0                             | 0.00%        | 0        | 0.00%        |
| <b>Totals</b> | <b>0</b>                        | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b> | <b>0.00%</b> |

**CNSL SLO4 - Students are able to articulate short term and/or long term educational goal(s) and develop semester by semester plan.**

|             | 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%        | 0                             | 0.00%        | 0                             | 0.00%        | 0        | 0.00%        |
| Totals      | <b>0</b>                        | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b>                      | <b>0.00%</b> | <b>0</b> | <b>0.00%</b> |

**Totals for Cslos**

|             | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |              | Total     |                |
|-------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|--------------|-----------|----------------|
| Fall 2015   | 27                              | 45.76%        | 28                            | 47.46%        | 4                             | 6.78%        | 59        | 100.00%        |
| Summer 2015 | 0                               | 0.00%         | 0                             | 0.00%         | 0                             | 0.00%        | 0         | 0.00%          |
| Spring 2015 | 3                               | 33.33%        | 4                             | 44.44%        | 2                             | 22.22%       | 9         | 100.00%        |
| Totals      | <b>30</b>                       | <b>44.12%</b> | <b>32</b>                     | <b>47.06%</b> | <b>6</b>                      | <b>8.82%</b> | <b>68</b> | <b>100.00%</b> |

**Report Totals:**

|             | Institutional Exceeds Standards |               | Institutional Meets Standards |               | Institutional Below Standards |              | Total     |                |
|-------------|---------------------------------|---------------|-------------------------------|---------------|-------------------------------|--------------|-----------|----------------|
| Fall 2015   | 27                              | 45.76%        | 28                            | 47.46%        | 4                             | 6.78%        | 59        | 100.00%        |
| Summer 2015 | 0                               | 0.00%         | 0                             | 0.00%         | 0                             | 0.00%        | 0         | 0.00%          |
| Spring 2015 | 3                               | 33.33%        | 4                             | 44.44%        | 2                             | 22.22%       | 9         | 100.00%        |
| Totals      | <b>30</b>                       | <b>44.12%</b> | <b>32</b>                     | <b>47.06%</b> | <b>6</b>                      | <b>8.82%</b> | <b>68</b> | <b>100.00%</b> |

Notes from Spring 2016 Counseling Retreat where SLO's were discussed during the  
2015-16 academic year

9-9-16

It was on the agenda to discuss the Counseling Department Student Learning Outcomes or SLO's for our Counseling Retreat, which was held on Wednesday January 20, 2016, but due to time limitations, we were not able to get to this item in the agenda (Please see attached scanned copy of the agenda). It was then decided by the Counseling Faculty in attendance, that they would like to receive the question of where to go with the direction of the Counseling Department SLO's electronically via an email request. Below is the email exchange between myself, requesting feedback from the other Counseling Faculty, and the response(s) that I received.

RE: RE: Counseling Dept SLO's Request for Feedback

1/25/2016

You replied on 1/28/2016 4:14 PM.

*Hi Julie,*

*I have a couple of thoughts:*

- The goal for SLO #3 (probation students) could be modified to count students who regain "good standing", not just those who are off probation, because it usually takes student multiple semesters to get off probation.*
- I don't quite understand the data collection process for SLO #4 (SXS/SEP). Could you clarify what you meant? Instead of using a post-survey, you could always pull a MIS report to get a count for both SXS plans and SEP's.*

*Hope this helps!*

*Carol K. Hurd*

*Faculty Counselor*

*Phone: 805.922.6966 x.3293*

[carol.kueny@hancockcollege.edu](mailto:carol.kueny@hancockcollege.edu)

“The two most important days in your life are the day you are born and the day you find out why.”

-Mark Twain

---

From: Julie A Vasques  
Sent: Monday, January 25, 2016 3:07 PM  
To: Alicia Valdiviezo; Angelica Enriquez; Ashley R Brackett; Benjamin Britten; Blake E English; Brooke A Souza; Carol Hurd; Cecelia K Teniente; Charles P Rorabaugh; Christian L Gardner; Christine L Reed; Cindy M Stever; Cintia Mendoza; Clint M Freeland; Cynthia Paz; Cynthia R Diaz; Dana L Valverde; David L Hernandez; David P Degroot; Diana Perez; Fatima Segura Casillas; Guadalupe Diaz; Hector Alvarez; Irene Vidaurri; Jose A Millan; Juanita Tuan; Julie A Vasques; Kerry D Runkle; Lisa C McKinley; Lydia V Maxwell; Margaret T Shigenaka; Mayra M Morales; Pamela H Storie; Petra Gomez; Raquel Orozco; Richard A Partida; Sandra S Kramer; Summer Gish; Veronica F Sanchez; Yvette Dorado; Yvonne D Teniente  
Subject: RE: RE: Counseling Dept SLO's Request for Feedback

Good afternoon Counselors!

Since I didn't get a chance to give you an update of the Counseling Department Student Learning Outcomes or SLO's during our Counseling Retreat last week. I wanted to follow-up with this email requesting for feedback from all the Counselors on our Student Learning Outcomes (Please [forward any feedback to me by Thursday February 11<sup>th</sup>.](#))

Here are the 4 SLO's that we currently have:

1. Students are able to identify support services appropriate for their success.
2. Students are able to navigate online counseling resources (AHC website, Online Student Orientation, Online registration, DegreeWorks, ASSIST, etc.)
3. Students are able to identify barriers to their academic success and identify strategies and necessary service/resource. (i.e.: an appropriate course load to support academic success.)
4. Students are able to articulate short term and/ or long term educational goal(s) and develop a semester by semester plan or SEP.



|  |   |
|--|---|
| <p><b>ASSESSMENT SCHEDULE</b></p> <p><b>6 Year</b></p> | <p><b>Program: <u>Counseling</u></b></p> <p><b><u>Fall 2011-Spring 2017</u></b></p> |
|--|---|



| SLO   | To be assessed in semester:             | Assessment Collection Process   | Assessment method (s)   | Team to review assessment results   | Resources needed to conduct assessment   | Individual responsible for assessment report |
|---|---|---|---|---|--|--|
| 1. Students are able to identify support services appropriate for their success.  | Fall 2014                               | Post-survey is Given to students after New Student Orientation.   | Post surveys evaluated at the end of semesters New Student Orientations.  | Counseling SLO Liaison, Dept. Chair, and counselors                               | Printing of paper surveys.   | Counseling Liaison                           |
| 2. Students are able to navigate online counseling resources (AHC website, Online Student Orientation, Online registration, DegreeWorks, ASSIST, etc.)                                      | Spring 2014<br>Spring 2015<br>Fall 2015 | Students will complete a post- survey after the intervention (i.e. Academic Advising Workshop and DegreeWorks Training).  | Surveys will be analyzed at the end of the semester.  | Counseling SLO Liaison, General Counselor, 3SP Student Success Specialist         | Printing of paper surveys.   | Counseling Liaison                           |
| 3. Students are able to identify barriers to their academic success and identify strategies and necessary service/resource. (i.e.: an appropriate course load to support academic Success.) | Spring 2016                             | Students on 2 <sup>nd</sup> time Academic and/or Progress Probation or dismissal are notified of their status via My Hancock and a random group of 50 will be asked questions about their academic success. | Of the 50 surveyed, students who are able to identify these barriers and those who cannot, will be tracked for their probation status at the end of the semester. | Counseling SLO Liaison, Probation Counselor, Dept. Chair, and one other counselor | Access to probationary students' AHC email   | Counseling Liaison and Vice-Sanction         |
| 4. Students are able to articulate short term and/ or long term educational goal(s) and develop a semester by semester plan or SEP.   | Fall 2016                               | We will give survey to students that meet for a counseling department to see who has completed a semester by semester plan for a two week period, once a semester.  | We will look at the student surveys at the end of the two week period and tally the amount of students that have self-identified as having completed an SEP or    | Counseling SLO Liaison  | Liaison will need a couple of hours during the week that the assessment will be completed. | SLO Liaison                                  |

|  |  |                               |  |  |
|--|--|-------------------------------|--|--|
|  |  | semester by<br>semester plan. |  |  |
|--|--|-------------------------------|--|--|

My proposal for spring 2016 is for us to assess SLO # 3, which is about Probation Students being able to identify barriers to their academic success. We haven't assessed that one yet and our 6 Year Program Review will be done this fall. I'm planning on meeting with Veronica to come up with a method of assessment for this.

*Julie A. Vasques, M.S., N.C.C.*

*Faculty, Counselor*

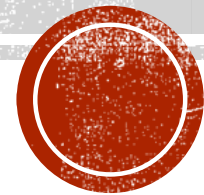
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# **STUDENT LEARNING OUTCOMES**

2016-2017

Presented by Julie Vasques and Carissa Perales



# **COUNSELING SLO #4**

## **FALL 2016**

- Students are able to articulate short term and/or long term educational goal(s) and develop a semester by semester plan or SEP.
- Establishing a Baseline: Time period to establish baseline, and collect SEP's spanned the 7<sup>th</sup> and 8<sup>th</sup> week of the fall semester.
  - October 3<sup>rd</sup>- October 14<sup>th</sup>, 2016



# STUDENT CONTACTS

| Location                       | Appointments | Drop-In's | Total Unduplicated per location |
|--------------------------------|--------------|-----------|---------------------------------|
| Santa Maria                    | 229          | 201       | 430                             |
| Lompoc Valley Center           | 60           | 18        | 78                              |
| Total Contacts per reason code | 289          | 219       | <b>508</b>                      |



# SCORING RUBRIC

**1** = Students that attended either an appointment or drop-in at the Santa Maria or Lompoc Valley Center and did NOT complete their Abbreviated SEP, a Comprehensive SEP, or a Semester by Semester Plan.

**2** = Students completed an Abbreviated SEP, a Comprehensive SEP, or a Semester by Semester Plan.

**3** = Students completed an abbreviated SEP or Comprehensive SEP AND a Semester by Semester Plan.



# STUDENT SCORES

| Location             | 1   | 2   | 3    |
|----------------------|-----|-----|------|
| Santa Maria          | 325 | 103 | 2    |
| Lompoc Valley Center | 58  | 20  | N/A* |
| Total                | 383 | 123 | 2    |

| Location             | 1     | 2   | 3    |
|----------------------|-------|-----|------|
| Santa Maria          | 75.5% | 24% | 0.5% |
| Lompoc Valley Center | 74%   | 26% | N/A* |
| Total                | 75%   | 24% | N/A* |

\*LVC does NOT have a Semester by Semester Plan included in their reason codes at the LVC location on SARS.



# **SLO PROPOSAL SPRING 2017**

- Repeat SLO #4 a second time to strengthen validity of the results from the fall SLO assessment.
- Time period for repeat will be the 7<sup>th</sup> and 8<sup>th</sup> week of the semester.
  - March 6<sup>th</sup> – March 17<sup>th</sup>, 2017.





# WE VALUE YOUR INPUT

- Questions
- Discussion
- Ideas



#### Evidence: Criteria 4: Personal and Support Services

Note: within the text and “Methods/Evidence” section you will find hyperlinks to documents readily available online relevant to the criteria. The pages that follow include other evidence relevant to the criteria provided for your reference consideration.



# Counseling Department Meeting AGENDA

Thursday, February 9, 2017  
8:30 a.m. – 10:30 a.m.  
The Boardroom "Building B-100"

### Attendees

Counseling Department  
University Transfer Center  
Career Job Placement Svcs.  
College Achievement Now  
EOPS/CARE/CAFYES/  
CalWORKs  
Learning Assistance Program  
Veterans Success Center  
Admissions & Records  
STEM/MESA  
NonCredit 3SP  
Athletics  
Testing Center

### Chair

Héctor Álvarez

### Standing Invites

Yvonne Teniente-Cuello  
(Dean)  
Robert Parisi (Dean)  
Nohemy Ornelas (AS-VP, SS)

### Guests

### Notetaker

Kara Mushegan



### Current/Action Items:

40 mins

1. Welcome/Offerings-Ofrendas/Something I Learned (All)
2. Action: Review of 3 Nov & 10 Nov 2016 Notes (All)
3. Dean Updates (YTC)
4. Financial Aid Appeals: Recommendation (Kramer, Runkle, Arvizu-Rodríguez, Freeland)Men's Support Group (RN, CF, DH)

### Information:

65 mins

5. Chair Updates (HA)
6. UTC Updates (AB, MAR)
7. Men's Support Group ( RN, CF, DH )
8. Reports/Updates from Councils, Committees, Senate, AP&P
9. Reports/Updates 3SP& Student Equity Activities:
  - AB 540 (MM, CD, JT)
  - Bridges To Success (JM, AR, DZ)
  - Early Alert (BB, VS, MS)
  - Male Support Group (RN, CF, DH)
  - Milestone (CD, CP)
  - Multiple Measures (MM, AR, MAR)
  - Puente (RN, MAR)
  - Technology (BS, JV, BB)
  - Transfer Achievement Program (AB, MAR, RN)
10. Reports/Updates from Non Credit, CAN, LVC, EOPS/CARE/CAFYES/CalWORKs, LAP, Veteran Success Center, Athletics, Testing, STEM/MESA
11. Department Liaison Reports/Updates
12. Other/Future Agenda Items (All)

### Pending / Upcoming:

1. EOPS/CARE/CalWORKs/CAFYES (KV)
2. CRM Recruit (CG)

**Next Meeting:** February 16, 2017

*"The human heart is the first home of democracy. It is where we embrace our questions. Can we be equitable? Can we be generous? Can we listen with our whole beings, not just our minds, and offer our attention rather than our opinions? And do we have enough resolve in our hearts to act courageously, relentlessly, without giving up—ever—trusting our fellow citizens to join with us in our determined pursuit of a living democracy?"*

~ Terry Tempest Williams

### 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.



**Counseling Department Meeting Notes**

**Date:** February 9, 2017  
**Meeting Place:** Boardroom

**Called to order:** 8:30-10:30 a.m.      **Chair(s):** Hector Alvarez      **Note Taker:** Kara Mushegan

**Counselors Present:**

Yvonne Teniente, Antonio Ramirez, Ashley Brackett, Ben Britten, Beverly Garcia, Blake English, Christian Gardner, Christina Wright-Morgan, Clint Freeland, Cynthia Diaz, David DeGroot, David Hernandez, Joanna Davis, Jose Millan, Juanita Tuan, Julie Vasques, Kiri Villa, Linda Kelly, Margaret Shigenaka, Maria Arvizu-Rodriguez, Michelle Machado, Ricardo Navarrette, Rich Partida, Sandra Kramer, Sharon Alldredge

**Agenda No. 1, Welcome/Offerings/Ofrendas/Something I Learned; Notes Review (All)**

2

- Discussion:**
- Shout out to David Hernandez on his doctorate, to Kiri Villa on her family's newest addition, to the Multiple Measures Team, especially Antonio as an awesome leader. Ricardo added that he learned that connections are everything/being able to call on Ashley for help with transfer questions.
  - 11/3/16 Notes: Lydia has some 'tweaks' to language regarding PD classes, will connect with Kara.
  - 11/10/16 Notes: Approved with typo correction

**Action:** Bring 11/3/16 notes back for review

**Deadline:** None      **Responsibility:** Kara

**Agenda No. 3 Dean Updates (YTC)**

- Discussion:**
- Budgets – 3SP, Student Equity, etc.-- will be closing next week (2/13/17), Cintia **very** busy
  - Syenna Ramirez, student worker, hurt in game on 2/8
  - Bridges meeting tomorrow, 2/10/17; AB540 training has been cancelled
  - Update on getting Multiple Measures is very involved, part of programming is how we get it out to high schools
  - Y.E.L.L planned for April 29, 2017
  - Planners have been finalized, 5000 have been ordered
  - Career Pathway grant, looking for someone to represent counseling
    - Emily Smith, director, is would like as much feedback as possible
    - We need a representative from Counseling, our feedback is critical – Lydia Maxwell volunteered
    - Grant is due on 2/2/17, will have first meeting today, 2/9/17 @ 4 pm, then again on Monday, 2/13/17
    - Will also look at 2+2, programs that support Bachelors program; lots of opportunity for Prof. Dev.





They will be coming to campus on April 12 for workshops, will have 8 or 9 different departments represented; it will be open to everyone

Transcript due date is February 15, 2017; always encourage students to call to confirm receipt and processing

Working with Public Affairs to launch PSA or other media blitz

- UC data guide (excel spreadsheet) we want to get our numbers to grow with the UCs
  - UCSB is reaching out more to get transfer students, will be partnering on upcoming events
  - Push is coming Top down to make transfer more viable
  - Looking to work with individualized groups also, not just transfer
- **Question:** Recourse for students that are shying away from UCs due to tuition. **Answer:** Need to push the Blue/Gold tuition waiver/if admitted. All universities have Financial Aid
- Please push workshops-see handouts; highlight
  - Next Steps - Aligning Major with Career (new) with David on 5/4/17 – Financial Aid after transfer
- Antonio starting Transfer Tuesdays at the LVC, working on flyer
- Working on a summer field trip to Atlanta for Black Colleges Tour, price will be all inclusive, looking to take 4-6 students, see Maria

**Action:** Bring someone in to talk about Blue/Gold program

**Deadline:** None **Responsibility:**

**Agenda No. 7 Men's Support Group (RN, DH, CF)**

- Kick-off meeting @ 2:15, 2/9/17, have had 16 RSVP & 16 interested from Bow-Wow; Pat McGuire IT has okayed his students attending during class time. Hector shared, Instructors tend to be willing to release students from class when liaisons interact with the departments
- Males represent the 2<sup>nd</sup> highest gap in completion rates, will be using AHC information that pertains to them; initial meeting will help identify areas groups will cover, will get input from student on topics that reflect them
- **Question:** Can a student that identifies as male attend; **Answer:** Yes, we want to include everyone
- Plan is for six (6) sessions where members will drive topics, including name and logo. Plan is to limit size of group to keep interactions 'intimate' looking a 3 smaller groups within the whole

**Action:**

**Deadline:** None **Responsibility:**

**Agenda No. 8 Reports/Updates from Councils, Committees, Senate, A&P**

- Multiple Measures:

There have been some changes that will be debuted at Bridges meeting 2/10/17

Will be working with Public Affairs to bring the information to students regarding changes to placement; looking at massive outreach to incoming and current students

**Discussion:**

In process of completing 2<sup>nd</sup> look at placement, where it will need feedback, student will still go to counseling, do we still want workshops; will be working closely with HS liaisons  
Will be creating an easy to read graphic to share



Will continue to update as changes are continuing until it has been finalized

Will have to re-look at START override form to add checkboxes for measurable override reasons

The Accuplacer replacement Common Assessment has been delayed; we will continue to use the START test in conjunction with other measures using highest scores

CCCApply: Re-entry students can/will use 12<sup>th</sup> grade high school transcripts up to 10 years

- **CAN:**

SOARS event highly successful, students received a lot of information

Upcoming event for CAN transfer students and parents with speakers

Working on first program review

- **Academic Senate:**

Subject of recording class lectures was brought up due to incident at Orange College where personal and private information was shared outside the classroom, will send out what was brought forward

Students must have consent to record during class, a 'blurb' should be added to all syllabi

LAP students must be accommodated, but they still bear the responsibility of informing instructor

**Action:**

**Deadline:** None

**Responsibility:**

**Reports:**

**Agenda No.** R

**Discussion:**

**Action:**

**Deadline:** None

**Responsibility:**

**Reports:**



# Diversity Resource Specialist (DRS)

"A Toolkit"

2016





## AHC Diversity Statement

The Board of Trustees of the Allan Hancock Joint Community College District recognizes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and creativity, while providing positive images for all students. The board commits the district to the active promotion of campus diversity, including recruitment and selection of qualified employees from a wide variety of backgrounds and equal employment opportunities in all aspects of employment, including assignments, promotions, and transfers. In addition, the Board of Trustees recognizes that to be effective, an equal employment opportunity plan must be developed, reviewed and adopted in compliance with Education Code and Title 5 requirements.

# Diversity Resource Specialist (DRS) “ Toolkit ”

Compiled by:

Héctor Álvarez

Faculty, Counseling Dept. & DRS

Yvonne Teniente-Cuello

Faculty, Counseling Dept. & DRS

Mayra Morales

Faculty, Counseling Dept. & DRS

19 February 2016

We would like to acknowledge the work of our faculty colleagues Margaret Tillery, Robert Nichols, and Donna Bishop—prior members of the Academic Senate Faculty Hiring Committee. Their important work and commitment to developing the role and functions of the DRS, prior trainings and versions of some of the materials presented in this toolkit continues to inform and inspire.

# Contents

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# The Value of Diversity in the Academic Environment

## Some Guiding Thoughts

“Diversity” means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment;
- Practicing mutual respect for qualities and experiences that are different from our own;
- Understanding that diversity includes not only ways of being but also ways of knowing;
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

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The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and it is important to recognize and understand our

individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, political beliefs, or other ideologies. Valuing diversity is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contains within each individual.

(Association of Students, University of Oregon)

California community colleges have a long history of commitment to open access. This commitment has led to the belief that we must mirror the rich cultural diversity emerging throughout the state by providing a setting and context in which comparable diversity in faculty, staff and administration exists. This belief is supported by federal legislation, California education code, and Board of Governors' regulations, as well as our district policies.

(AHC Human Resources Employee Selection Committee Handbook)

The Board of Trustees of the Allan Hancock College Joint Community College District is committed to employing qualified faculty who are dedicated to student success. The board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students.

(AHC Board Policy 7120)

### The Educational Rationale for Diversity

It is important that the educational rationale for diversity is clearly understood. Hiring Committee members should engage in discussion of the value of diversity to student learning and success that centers around:

1. Preparing all students to live and work in a world marked by sweeping demographic changes and global interconnection;
2. Fulfilling the mission of the college;
3. Achieving certain dimensions and goals of the Strategic Plan, Educational Master Plan, Student Success and Support Plan, and the Student Equity Plan;
4. Meeting the Institutional Learning Outcomes (ILOs) of Cultural Competence and Global citizenship.
5. Providing minority and historically underserved students with evidence that full recognition of the ability of minority group members is possible;
6. Increasing the likelihood that in all academic and student services departments appropriate attention will be given to the contributions of historically underrepresented groups and theories and empirical data will be informed by alternative perspectives.

# Unconscious Bias

“Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.”

([https://www2.warwick.ac.uk/services/ldc/researchers/opportunities/development\\_report/e\\_and\\_d/unconscious\\_bias/unconscious\\_bias\\_-2\\_june.pdf](https://www2.warwick.ac.uk/services/ldc/researchers/opportunities/development_report/e_and_d/unconscious_bias/unconscious_bias_-2_june.pdf))

“Time and again, the research shows that interviews are poor predictors of job performance because we tend to hire people we think are similar to us rather than those who are objectively going to do a good job.”

(Ori Brafman, quoted in “Overcoming the ‘Sway’ in Professional Life”. The New York Times. July 15, 2008. <http://www.nytimes.com/2008/07/15/jobs/15shift.html> )

## Seven Steps to Identify and Address Unconscious Bias

(CDO Insights, August 2008, Volume 2, Issue 5)

1. Recognize that you have biases.
2. Identify what those biases are.
3. Dissect your biases.
4. Decide which of your biases you will address first.
5. Look for common interest groups.
6. Get rid of your biases.
7. Be mindful of bias kick back.

## The Role of the Diversity Resource Specialist (DRS)

A Diversity Resource Specialist (DRS) participates as a voting member in all phases of the screening and interview process for faculty hiring. A DRS also serves a unique role in assisting faculty hiring committees to:

- maximize the diversity of the candidate/applicant pool,
- develop methods of assessing diversity through meaningful interview questions related to diversity,
- assess each candidate's sensitivity to the district's diverse student population when screening, interviewing and ranking faculty (instructional and service) demos and writing samples.

Each screening and interview committee must include a DRS. The DRS may not be a member of the department that is hiring. The DRS is selected by the faculty chair, in consultation with human resources, from a trained pool of Diversity Resource Specialists.

As mentioned earlier, the DRS participate as a voting member in all phases of the screening and interview process.

The Diversity Resource Specialist shall:

1. Complete initial training and periodic retraining designed specifically for Diversity Resource Specialists. (3.8)
2. Notify the chair of the Senate Committee on Faculty Hiring upon accepting a faculty hiring assignment. The senate committee chair will provide any updated materials, review procedures and serve as a resource throughout the process.
3. Review the committee's recruitment plan to assess the effectiveness of recruitment strategies including advertising, participation in job fairs or



equivalent forums and any other strategies designed to enhance the diversity of the applicant pool. (2.2)

4. Review the ethnic and gender composition of the committee with the screening and interview committee chair to ensure that it includes at least one minority member (other than the student or classified member) and nearly even gender balance. (3.3)
5. As part of the initial orientation meeting, confirm that all faculty and administrators serving on the screening and interview committee have completed diversity training related to hiring within the last three (3) years (4.1)
6. Contact the Senate committee on hiring to ensure access to diversity training prior to screening for committee members who have not been trained within the last three (3) years, including any outside experts.
7. As a part of the orientation meeting review the following:
  - Your role on the committee
  - The importance of faculty diversity
  - Current faculty and student demographics
  - Internal and external mandates related to diversity
  - Methods of assessing sensitivity to diversity and cultural competence
8. Consult with the Human Resources Office EEO representative to review the diversity of the applicant pool and determine its adequacy prior to committee screening. If the pool lacks reasonable diversity, meet with the Director of Human Resources to consider extending the closing date and or any other corrective actions deemed necessary (7.1)

9. Participate with the screening and interview committee in developing interview questions, demonstration topic and written exercise that will facilitate a meaningful assessment of each candidate's sensitivity to diversity. (5.1, 6.3, 9.4)
10. Assist the screening and interview committee during the final screening meeting in assessing each candidate's potential to support the board of trustee's commitment to actively promote faculty diversity. (Board Policy 4100) \*
11. As the screening and interview committee works to determine a final slate of candidates for interview, periodically confer with the EEO officer to determine if the slate has retained reasonable diversity. If the final slate lacks reasonable diversity, and you believe viable candidates have been screened out, inform the committee of the lack of diversity in the final slate and recommend expanding the interview pool or considering other corrective action. (9.3) \*
12. After interviews are completed, assist the committee during final deliberations in assessing each candidate's sensitivity to diversity as demonstrated by the interview, discipline specific demonstrations (i.e., teaching, counseling, librarian, college nurse methods), the writing sample(s) and portfolio, when applicable.

\* Steps 10 and 11 are critical points in the hiring process. When diverse candidates who are viable are not given an opportunity to interview, the committee has failed to give full consideration these candidates. As a result, the president and board of trustees are deprived of the potential opportunity to consider candidates who may advance the institutional commitment to staff diversity. Each full-time faculty hire has a long-term impact on the institution. Remember, the opportunity to fill that position may not occur again for twenty years or more.

The DRS role requires time, dedication, and a strong commitment to staff diversity.

# Tips to Prepare for your DRS Orientation

## Communication and collaboration

It is imperative for you to talk with the committee chair and the human resources representative in advance of the orientation to clarify your role during the orientation meeting. This assures that adequate time is provided for your discussion with the committee orientation.

## DRS is a Resource, not a discipline expert

It is helpful to remember that as a DRS you serve as a resource to the committee, you are not there as a monitor. You are not an expert in the discipline, and you should defer to the experts in the discipline in matters specific to the discipline. The DRS is always outside of the discipline and is a *generalist* who will contribute on the general qualifications of the candidate.

As a DRS you want to ensure that the applicant pool is diverse, and that qualified candidates have an opportunity for an interview. Recall that no one on a hiring committee is there to push any candidates or personal agendas.

When reviewing applications, you will focus on the qualifications of the discipline, but you will make the committee aware of the candidate's sensitivity of diversity.

As A DRS you will assist the committee to focus on and assess the candidate's qualifications in the area of sensitivity to diversity.

## Orientation Talking Points

Remember that each committee is unique, so there is no set script for the DRS Orientation. However, the following talking points include information that should generally be included in some manner in the DRS orientation:

1. Clarify for the committee your role as a DRS, you are a resource in assessing each applicant's sensitivity to diversity and as a representative of the district's commitment to faculty/staff diversity.
2. Let the committee know that your role includes an orientation on diversity. As part of this orientation meeting, you will provide assistance with developing meaningful questions related to diversity, as well as assistance in assessing each candidate's sensitivity to diversity throughout the application screening and interview process.
3. Review demographic data related to current students, feeder high schools, and current faculty. (This is available through AHC fact book; an example is provided in the appendix.)
4. Link demographic trends to
  - a. The need for faculty who are sensitive to the culture of our community and who's teaching or counseling style addresses the cultural experiences of our current and future students.
  - b. The need for visible role models and a faculty that more closely mirrors the community we serve.
  - c. The need to prepare all students to live and work in an increasingly diverse and global society.
5. Remind the committee that "sensitivity to diversity" is an essential qualification for employment (not an add-on), and that increasing staff diversity is an institutional priority.

## A Few Do's and Don'ts for the DRS

1. Do conduct your orientation as a dialogue—the more the committee members participate the better.
2. Do help the committee to develop meaningful questions related to diversity.
3. Do help the committee to consider evidence of sensitivity to diversity throughout the screening and interview process, and not just in the context of a single question.
4. Don't promote candidates that are clearly not competitive simply to achieve a diverse pool.
5. Do help the committee to look beyond length of professional experience.
6. Do help the committee to value diverse perspectives and life experiences and to appreciate the value of a heterogeneous department.
7. Don't disregard the expertise of faculty in the discipline.
8. Do help the committee establish a climate in which all candidates are comfortable and can do their best.
9. Do help the committee recognize that regional or second language accents are not barriers to effective teaching.
10. Make your best case—but don't beat a dead horse. Avoid becoming the adversary of the department.
11. Do look for opportunities to make a broader contribution to the committee (draw on your own expertise and strengths in other areas.)
12. Do make an effort to use race neutral language—focus on sensitivity to diversity and the need for visible role models.
13. Don't operate as the Lone Ranger—look for allies on the committee.

For those who like rules the following reminders may be helpful

Board Policy on Faculty Hiring (BP 7120) includes a strong statement of the districts commitment to faculty and staff diversity (see appendix).

Accreditation standards require attention to staff diversity and the 2004 accreditation visit resulted in a recommendation that the district seek greater progress in staff diversity.

## Strategies for Screening for Diversity and Cultural Competence:

Do not give excessive weight to academic credentials (beyond minimum qualifications) or length of experience. (Both may be functions of access to opportunity rather than ability or sensitivity to diversity).

Look for involvement in diverse communities and activities focusing on diverse populations.

Consider the candidate's ability to enrich campus life and foster understanding through alternative perspectives.

Carefully read candidates' application responses to the job criteria requiring sensitivity to diversity.

Consider fluency in a second language as an additional qualification.

Look for evidence of inclusive practices in teaching, counseling, or other provision of student services or program delivery.

## Sample Interview Questions

Below is a list of sample interview questions designed to assess candidates' sensitivity and depth of understanding of diversity. These are just samples; you are not limited to this list. Ideally, the committee should work together to develop one or more questions directly related to diversity that are also relevant to their discipline and meaningful to them. It is important to engage the committee in a dialogue on this question so that they feel interested in the answer. There should be at least one question (preferably more than one) directly related to diversity as part of the formal interview.

A focus on diversity should also be achieved in the demonstration topic and/or writing sample.

1. Our campus has a very diverse student population. A). What has prepared you to be effective in this environment? B). How do these demographics affect the teaching and learning process and what strategies would you use to assist this diverse group of students?
2. Many of our students speak English as their second language. What experience has prepared you to be effective in this setting? Discuss the diverse needs of English as a Second Language (ESL) students, and explain how you would help to facilitate their success.
3. What methods have you found effective in teaching English as a Second Language (ESL) students. Describe specific past experiences when you have been successful in serving these students and the techniques you used.
4. Please cite and describe specific examples of situations in which you have worked successfully with diverse students or clients, and explain how you would use those skills in this setting.



5. In working toward developing understanding and respect for diversity and equity in the classroom, what has been successful for you, and what has not?
6. Sensitivity to diversity is an important value to Allan Hancock College. Please describe those experiences that have prepared you to work effectively with diverse cultural, social, ethnic and linguistic communities.
7. Allan Hancock College supports an inclusive environment that fosters ethnic, cultural, disability, and sexual and gender diversity. Please describe your philosophy concerning diversity and the experiences that have shaped your understanding of diversity.
8. What obligation do you see beyond teaching to your students, the college community, and the community at large?
9. How do you use the diversity of your students to enhance learning in your classroom?
10. Allan Hancock College serves a culturally and educationally diverse student population. Some students never finished high school and others arrive with a university degree. What strategies have you used to encourage success for all students? How would you fairly and adequately assess all members of the class?
11. What experiences have you had working with ethnically diverse students or clients?
12. How do you incorporate the contributions of woman and ethnic minorities in your teaching?
13. Describe two teaching methodologies you have used to address the requirements of different student learning styles.

14. What strategies have you found effective in fostering an inclusive learning environment that values and promotes multiple perspectives and provides individuals the sensitivity and skills to respond respectfully and appropriately to others in a classroom?
15. How do you encourage broad class participation and active learning in a diverse student population?
16. Our department teaches a course in (name course) that may be used to satisfy the multicultural/gender studies requirement for an Associate Degree. How would you teach that course in order to ensure that it meets the requirement?
17. Please explain how you engage students with different learning styles and academic preparation. Follow-up: How do you make the course material relevant to their daily lives?
18. Allan Hancock College serves a culturally and educationally diverse student population. For some students, English may be a second language, or they have learning or physical disabilities, or other concerns that pose barriers to obtaining their higher educational goals. What strategies have you used to encourage success for all students?
19. Our campus has a very diverse student population. A). What has prepared you to be effective in this environment? B). How does this demographic affect the counseling process and what specific strategies would you use to assist our diverse student population?
20. Have you had experience working with deaf/hard of hearing students, or other student populations that exhibit alternative learning styles? How would you work with students from diverse educational learning styles and abilities?

21. Besides teaching or counseling can you give us examples of how you may contribute to student diversity and mentoring on campus?
22. What does it mean for you to have a commitment to diversity? How have you demonstrated that commitment, and how would you see yourself demonstrating it at AHC?
23. Tell us how you have worked with others to create or foster diversity in the workplace.
24. What do you see as the most challenging aspects of an increasingly diverse academic learning community, and what steps have you taken or plan to take to meet such challenges?
25. Deaf students have a variety of communication skills and preferences, including American Sign Language, signed English, simultaneous communication (speech and sign), and some rely entirely on spoken communication and speech reading. What are your experiences with deaf and/or hearing students who have a variety of communication skills/preferences, and how have you accommodated them in the learning environment?
26. How has diversity played a role in shaping your teaching and counseling methods?
27. In your experience, what are the key factors that contribute to the success of students from diverse ethnic, racial, class, and linguistic backgrounds?
28. Have you previously been involved with initiatives that helped increase the recruitment, retention and success of a diverse student community? Explain.
29. How would you help to create a departmental climate that is supportive and respectful and values differing perspectives and experiences?

30. Describe your experience or explain how you have been educated to understand the history of African Americans, Chicanos, Latinos, Indigenous/Native Americans, LGBTQ and other historically underserved and marginalized communities in the U.S.

## Appendix

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| BP 7140 Faculty Hiring                                   | Page 23 |
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**Allan Hancock Joint Community College District  
Board Policy  
Chapter 7 – Human Resources**

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**BP 7120 FACULTY HIRING**

The Board of Trustees of the Allan Hancock College Joint Community College District is committed to employing qualified faculty who are dedicated to student success. The board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The board is committed to hiring processes that support the goals of equal opportunity and staff diversity and assure that all employees and applicants for employment will enjoy equal opportunity regardless of ethnic group identification, race, color, religion, gender, national origin, ancestry, age, physical or mental disability, sexual orientation, marital status, medical condition, and/or Vietnam-era veteran status. The board also commits the district to vigorous staff diversity/equal employment opportunity in all aspects of its employment program including recruitment, hiring, assignment, compensation, promotion, transfer, and with respect to all faculty classifications.

The board recognizes that to be effective, a staff diversity/equal employment opportunity program must be fully institutionalized to the extent that all members and employees of the Allan Hancock Joint Community College District have roles and responsibilities to achieve staff diversity and equal employment opportunities. The district is committed to involving all staff in the active promotion of campus diversity including recruitment of members of underrepresented groups and provision of a work and learning environment conducive to open discussion and free of intimidation, harassment, and unlawful discrimination.

Equal employment opportunity is an important part of the overall process of hiring faculty. The board, administration, and academic senate have the joint responsibility to ensure attention to staff diversity.

The Board of Trustees is the final authority in the employment of faculty members. The superintendent/president is the recommending authority to the board in the employment of faculty members. Faculty members through the academic senate and the board through its appointed administrators participate in the selection process of faculty.

- A. The Board of Trustees derives its authority from statute and from its status as the entity holding the Allan Hancock Joint Community College District in trust for the benefit of the public. The board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.
- B. Through the academic senate, faculty members derive their authority from their expertise as instructors, counselors, librarians, and academic specialists and from their status as professionals.
- C. The Board of Trustees, through its appointed administrators, and the academic senate have defined roles of responsibility in the development and implementation of criteria, policies, and procedures governing the employment of faculty.

The superintendent/president, in consultation with the academic senate, shall establish procedures for the recruitment and selection of faculty including but not limited to consideration of the following:

- A. The college shall implement a staff diversity/equal employment opportunity plan according to Title 5 and Board Policy ~~3040~~ 3420.
- B. Academic employees shall possess the minimum qualifications or equivalent prescribed for their positions by the Board of Governors.
- C. The college shall establish and implement procedures for hiring academic employees in accordance with board policies and procedures regarding the academic senate's role in local decision making.

Education Code Section 70902(d); Section 87100 et seq

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**Adopted: 6/19/90**  
**Revised: 12/13/04**  
**Revised: 3/21/06**

*(Replaces Board Policy 4100)*

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**Allan Hancock Joint Community College District**  
**Administrative Procedure**  
Chapter 7 – Human Resources

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## **AP 7120 FULL-TIME FACULTY HIRING**

### **Section 1 - Position Identification and Approval**

The district shall determine the need for faculty positions cooperatively through a planning process involving faculty and appropriate administrators.

- 1.1 Departments shall identify the need for faculty positions. The department chair shall submit the Faculty Position Criteria Sheet to the appropriate dean or vice president. Further, the department chair shall appoint a discipline liaison for each faculty position requested.
- 1.2 Faculty position requests shall be forwarded to the vice president for academic affairs. These requests will be presented to the Faculty Prioritization Committee. The Faculty Prioritization Committee's recommendations shall be analyzed by the vice president for academic affairs prior to forwarding his or her recommendations to the superintendent/president.
- 1.3 The superintendent/president approves the priority order and the number of new faculty hires and informs the Board of Trustees. The superintendent/president must approve all requests for faculty positions before recruitment can begin.
- 1.4 For all approved faculty positions the vice president, academic affairs, notifies the appropriate dean or first level administrator to complete the Personnel Action Request Notification of Employment form (PARNE).

### **Section 2 - Development of Job Announcement**

- 2.1 After the discipline liaison consults with discipline faculty, the department chair or equivalent, and the dean or administrative designee, he or she forwards to the human resources office, within one month of the signing of the PARNE, a list of specific discipline-related Web sites, professional journals, and other key publications in which to advertise the position. The human resources office will maintain a standard list of publications and Web sites for advertising all faculty positions.



- 2.2 The discipline liaison works with other discipline faculty and the department chair to develop the job description, and works with human resources to develop the job announcement and a recruitment plan that includes appropriate advertisement, attendance at job fairs or equivalent forums, and other strategies that focus on recruitment of a diverse applicant pool.
- 2.3 The discipline faculty, discipline liaison, department chair and dean or administrative equivalent review and approve the discipline job announcement and forward it to the appropriate vice president. If the vice president indicates that further revision is needed, he or she returns the announcement to the appropriate dean or administrative equivalent who works with the discipline liaison, department chair and discipline faculty to revise the job announcement and reroute it for final approval by the superintendent/president or designee. The approval process, from initial submission to the vice president to final approval by superintendent/president, should be completed in no more than four working days, except in extenuating circumstances.
- 2.4 Before the recruitment process may commence, the department, through its discipline liaison, and in consultation with the human resources office representative must determine what supplemental application materials to request.
- 2.5 The dean or administrative designee, faculty chair of the screening and interview committee, and the discipline liaison work with a human resources office representative to determine interview dates in order to add the closing date to the job announcement.
- 2.6 All job announcements shall include as a qualification of evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college staff and students and to staff and students with disabilities.

### **Section 3 - Formation and Composition of Screening and Interview Committee**

- 3.1 The number of voting members on the screening and interview committee shall not be fewer than six or more than nine unless approved by the superintendent/president. The screening and interview committee, composed of one (1) administrator, who is the dean of the area or designee, at least three (3) and no more than five (5) faculty selected by the department, one of whom is the department chair or designee and one of whom is the discipline liaison, one (1) diversity resource specialist, and one (1) student selected by the department chair and approved by the Associated Student Body Board, shall conduct interviews and recommend candidates for hiring to the superintendent/president.

Requests for an additional administrator to serve on the screening and interview committee shall be approved by mutual agreement between the faculty chair and the superintendent/president.

- 3.2 Only classified employees who work closely with faculty members and students in an instructional or counseling setting such as math, science or language labs or as counseling technicians may serve on screening and interview committees. The determination of whether a classified staff member serves will be made by the committee chair. Classified employees will be approved by CSEA.
- 3.3 Every screening and interview committee shall be ethnically diverse, with diverse representation coming from faculty and/or administrative members. Each committee shall consist of a nearly balanced representation of both sexes.
- 3.4 All faculty and administrative members of the screening and interview committee must have completed staff diversity/equal employment opportunity training within the last three (3) years before they can screen and participate in interviews.
- 3.5 All members of the screening and interview committee must be identified prior to the orientation meeting.
- 3.6 The department chair shall serve as chair of the screening and interview committee unless he or she designates another faculty member to serve as chair.
- 3.7 The chairperson of the screening and interview committee notifies the department of the interview dates and requests the names of those interested and eligible to serve on the screening and interview committee.
- 3.8 The Diversity Resource Specialist (DRS) is selected by the department chair in consultation with human resources, from a pool of trained DRS faculty and shall be a voting member of the committee.
- 3.9 A human resources office representative or trained designee may facilitate each screening and interview committee as the monitor for the proceedings. The human resources representative is a nonvoting member.
- 3.10 When possible, the majority of the membership of the committee shall be those with knowledge in the discipline or of the job function with at least one member directly from the discipline. In the event that such expertise is unavailable among district personnel, the district will seek representation from the community or from other colleges or universities.
- 3.11 The area dean or designee and the screening/interview chairperson will determine the appropriateness of including outside experts in interviews.

- 3.12 Following the guidelines for committee membership, the faculty chair of the committee completes the screening and interview committee form listing the names of those who have agreed to participate and forwards the form to the appropriate vice president for approval.

The vice president then sends the form to the director, human resources.

The committee chair monitors the routing of this form to assure that the signature process is completed in a timely manner.

#### **Section 4 - General Responsibilities of Committee Members**

- 4.1 All faculty and administrators who serve on the screening and interview committee must have completed diversity training and must participate in committee orientation, screening of applications and the final screening meeting, as well as all interviews and deliberations.
- 4.2 The student representative does not screen, but attends the screening and interview committee's orientation meeting.

#### **Section 5 - Preparation for Initial Committee Orientation Meeting**

- 5.1 Using the job announcement's closing date and the interview dates, the dean or administrative designee, the faculty chair, the discipline liaison, and the human resources office representative determine the following dates in advance of the orientation meeting: orientation, screening, final screening, interviews and final interviews with the superintendent/president or designee.

They also set due dates for submission of job description, interview questions, the teaching demonstration or role-playing exercise, written exercise topics and supplemental materials if requested.

Note: The dean or administrative designee, faculty chair and discipline liaison have developed the final demonstration topic or role-playing exercise prior to the final screening meeting.

- 5.2 The screening/interview committee chairperson notifies the committee members of the key dates and deadlines, including the date of the final interviews with the superintendent/president, and establishes a process for development of job description, interview questions, and demonstration and written exercise topics. All faculty serving on the committee will be included in this development process.

#### **Section 6 - Initial Committee Orientation Meeting**

- 6.1 The initial meeting of the committee is for the purpose of reviewing committee procedures, job description and qualifications profile, screening and interview processes and other pertinent information.
- 6.2 The Diversity Resource Specialist will discuss his or her role on the committee and review staff diversity/equal employment opportunity principles and practices with committee members.
- 6.3 Based on the job description, the committee will develop interview questions, the writing assignment and the demonstration topic. The committee will also identify any other evidence of qualifications to be presented to the committee at the interview.

### **Section 7 - Screening Applications**

- 7.1 The district Equal Employment Opportunity officer or representative in consultation with the committee's diversity resource specialist shall review the applicant pool. This evaluation includes determining the adequacy of the applicant pool and recommending to the superintendent/president any further action. If the superintendent/president in consultation with the Diversity Resource Specialist or Equal Employment Opportunity officer determines that the pool is inadequate, then he or she may decide to extend the closing date and reconvene the screening and interview committee to discuss how to improve the pool of applicants and determine the next steps in the process.
- 7.2 All applications for faculty positions will be on file and available to members of the committee for screening within two (2) working days of the closing date.
- 7.3 The screening and interview committee members (except student member) after having completed the staff diversity/equal employment opportunity training and attending the required committee orientation shall screen all completed applications and required materials submitted by the applicants to determine whether they meet the minimum qualifications for hire for that discipline or have qualifications that are at least equivalent to the minimum qualifications. The committee will select the most qualified candidates to be interviewed.

### **Section 8 - Determining Equivalency of Minimum Qualifications**

- 8.1 If the screening and interview committee chooses a candidate for interview who does not meet the stated minimum qualifications, but who, in their opinion, possesses equivalent qualifications, the screening and interview committee shall follow the equivalency policy and procedures as adopted by the Board of Trustees and place before the Professional Standards Committee all application materials of the candidate in question.

- 8.2 The human resources office representative or designee shall convene the Professional Standards Committee to consider whether the applicant has qualifications equivalent to the minimum qualifications
- 8.3 If an applicant does not meet the stated minimum qualifications, he or she is responsible for providing clear proof and evidence of equivalency. To determine equivalency, the Professional Standards Committee shall review the evidence submitted by the applicant and determine whether he or she possesses qualifications that are at least equivalent to the minimum qualifications for the discipline. This committee shall render its decision within one working day.
- 8.4 No applicant shall receive an interview unless he or she meets the minimum qualifications or unless the Professional Standards Committee deems the applicant to have the equivalent of the minimum qualifications.
- 8.5 If an applicant with the equivalent of the minimum qualifications is among the top three candidates recommended by the screening and interview committee to the superintendent/president, the committee shall provide him or her with the Professional Standards Committee's written report describing the basis for the equivalency, i.e. specific education, experience, other accomplishments, and other evidence that the Professional Standards Committee used to determine equivalency.

## **Section 9 - Final Screening Meeting**

- 9.1 After a sufficient time for the screening of applications, but no longer than two weeks after the application deadline, the screening and interview committee shall meet to determine which applicants to invite for interviews. Barring unusual circumstances the committee will select no fewer than six candidates for the interview. If the committee selects fewer than six applicants to interview, the committee chair shall present to the director, human resources, the committee's justification for such a pool and request approval from the superintendent/president to proceed.
- 9.2 Each member of the screening and interview committee shall provide appropriate notations on the screening sheets of those applicants not invited for interviews that indicate the reason the applicant was not selected.
- 9.3 The Equal Employment Opportunity officer and the Diversity Resource Specialist will review the slate of applicants to be interviewed and may recommend, after consultation with the committee, additional applicants to be interviewed or extension of the search process.
- 9.4 At the final screening meeting, the chair of the screening and interview committee reviews with the committee the interview questions, demonstration

and written exercise topics, and any other appropriate selection materials or exercises and the packet of materials to be sent to the applicants.

## **Section 10 - Interview Process**

- 10.1 Human Resources shall notify the applicants selected for interview of the time and place of the interview as well as other details related to the process such as teaching or job related demonstration topic and time allotted for question review and written exercise.
- 10.2 Human Resources shall keep a record of all interviews, teaching demonstrations, and/or other selection processes. Human Resources shall maintain the committee's numerical rankings and comments for all applicants invited to the interview process.
- 10.3 The screening and interview committee shall forward to the superintendent/president in alphabetical order the names of at least three fully qualified candidates unless the committee interviewed fewer than three applicants or unless the committee presents written justification for forwarding the names of fewer than three candidates. The superintendent/president may reopen the search when too few candidates are recommended. If the committee forwards the names of no candidates, it will present a written justification.

## **Section 11 - Final Interviews**

- 11.1 Final interviews will be conducted by the superintendent/president or designee. Final interviews will include the appropriate vice president, the president of the academic senate or designee, and the chairperson of the screening/interview committee as observers.
- 11.2 All those present at the final interviews will participate in deliberations. The vice president will provide an overall view of the position's role from an administrative perspective. The president of the academic senate will provide an overall faculty perspective. The chairperson of the screening/interview committee will provide the perspective of the initial interview committee.
- 11.3 The superintendent/president or his or her designee(s) will conduct checks of references of candidates being considered, keeping in mind the district's staff diversity/equal employment opportunity commitment. The superintendent/president may also involve the chair of the screening and interview committee in this process. The district does not authorize informal reference checks or contacts with applicants' colleagues by anyone else on the committee.
- 11.4 The superintendent/president is the final authority in the recommendation for hiring to the Board of Trustees.

## **Section 12 - Final Selection**

- 12.1 In keeping with the district's staff diversity/equal employment opportunity plan, the superintendent/president will have the option of recommending to the board any of the candidates recommended. Keeping the committee chair and administrator informed of the progress, the superintendent/president shall select, in a timely manner, the applicant who in his or her opinion is most qualified to fill the position. The superintendent/president will inform the committee once the candidate has accepted the position. If there are exceptional circumstances and compelling reasons why the superintendent/president cannot select from among the finalists, then he or she shall offer to meet with the committee to present his or her reasons and determine the next step in the process.
- 12.2 The superintendent/president shall recommend his or her selection to the Board of Trustees for appointment.
- 12.3 Human Resources shall keep all applications and complete records regarding the entire selection process on file for not less than three years.

## **Section 13 - Hiring Calendar**

- 13.1 The purpose of the district hiring calendar is to promote an efficient process and to ensure a large, diverse pool of qualified applicants.
- 13.2 The district shall develop a faculty-hiring calendar so that interviews for new faculty who start at the beginning of the next academic year occur between February and April unless extenuating circumstances require a different timetable.
- 13.3 When unforeseen circumstances make it necessary for the district to enter into an emergency hiring process, it is in the best interest of all involved to collaborate on compressing the timeline. This process should involve all participants in the normal screening/interview procedures and requires accommodations from all parties. Departure from the regular process requires the approval of the superintendent/president.

## **Section 14 - Appointment and Notification**

- 14.1 After selection by the superintendent/president, the appropriate vice president is notified. Prior to recommendation to the Board of Trustees, the vice president contacts the candidate to inform him or her of the pending offer of employment.
- 14.2 Prior to recommendation to the Board of Trustees, human resources contacts the candidate in order to clarify conditions of employment.

- 14.3 Upon approval by the Board of Trustees of the appointment of a candidate to a regular faculty position, human resources shall provide each regular faculty appointee with a copy of the PARNE.

## **Section 15 - Employment Requirements**

Prior to assuming duties as a faculty member, appointees shall meet the following requirements:

- 15.1 File proof of minimum qualifications appropriate for the subject area(s) to which the employee will be assigned.
- 15.2 File a loyalty oath.
- 15.3 Undergo an examination for freedom from tuberculosis. In order to continue employment with the district, the employee must provide evidence of a chest x-ray or an approved intradermal tuberculin test demonstrating freedom from tuberculosis every four years.
- 15.4 Undergo a general physical examination at district expense.
- 15.5 Complete Department of Justice clearance.
- 15.6 File proof of right to work in the United States of America.
- 15.7 File an official transcript of all coursework taken.
- 15.8 Complete all processing required by human resources and payroll.

### **PROCEDURES FOR TRANSFERRING CERTIFICATED PERSONNEL**

The superintendent/ president has the responsibility, through the authority of the board of trustees and the California Education Code, of determining and filling positions at Allan Hancock College. These positions are filled by hiring new personnel or by transferring properly certificated personnel from their present work assignments to the new positions. The procedure for hiring new personnel is described in the faculty handbook.

In transferring certificated personnel into an academic department from a work assignment outside that department, or in transferring faculty from one teaching or non-teaching area to another, the following procedure shall be followed:

1. At least one month before the intended transfer, the appropriate administrator(s) shall notify in writing the appropriate department heads of the intended action.



2. During the next two weeks the appropriate dean shall meet with the affected department to discuss the proposed transfer. During this period input can be forwarded by the President of the Academic Senate to the superintendent/ president.
3. The superintendent/ president shall consider all input received before rendering a decision. This analysis will be based on instructional needs, economic considerations, contractual obligations, personnel requirements and the overall impact on the college community.
4. At least one week before the intended transfer, the appropriate dean shall notify, in writing, the appropriate department head(s) of the decision concerning the proposed transfer.

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**Approved: 6/19/90**

**Revised: 12/13/04**

**Revised: 3/21/06**

*(Replaces Administrative Procedures 4100.01  
and 4100.02)*

# 1. *The Community*

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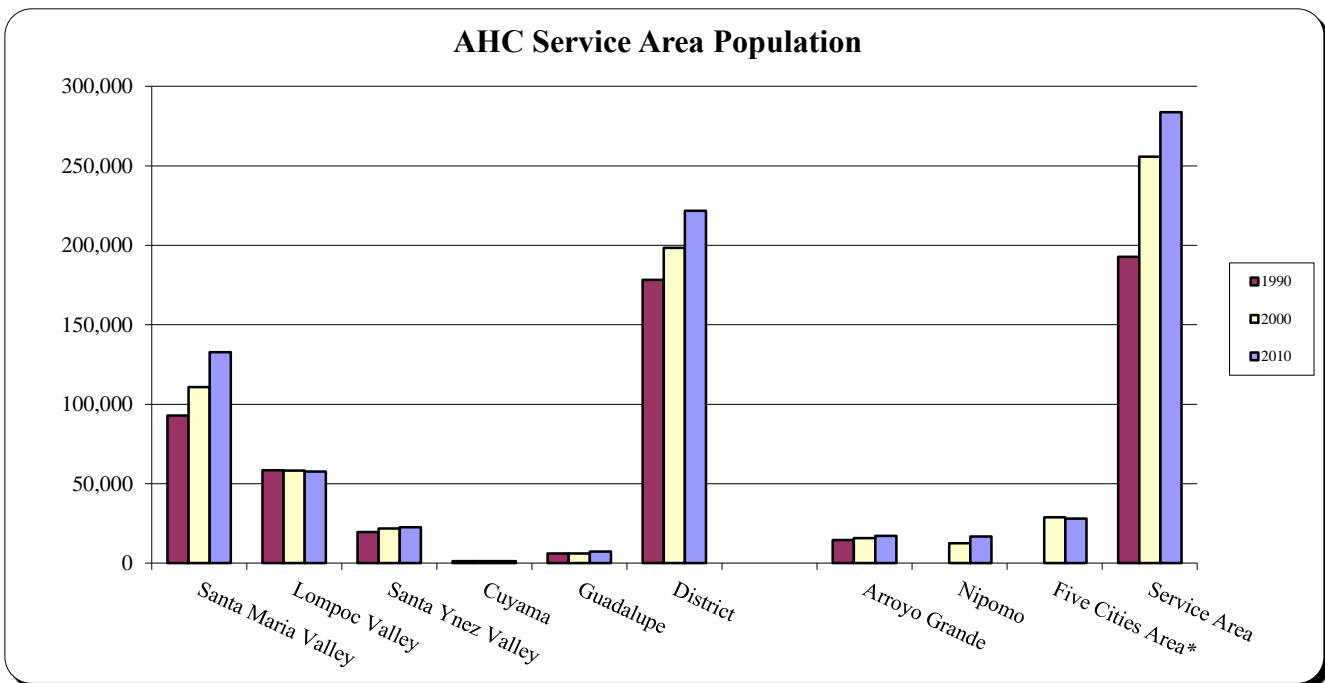
## US Census Divisions in the AHC District

| Population Totals |                    |               |                   |        |           |          |               |        |                   |              |
|-------------------|--------------------|---------------|-------------------|--------|-----------|----------|---------------|--------|-------------------|--------------|
|                   | Santa Maria Valley | Lompoc Valley | Santa Ynez Valley | Cuyama | Guadalupe | District | Arroyo Grande | Nipomo | Five Cities Area* | Service Area |
| 1990              | 92,993             | 58,447        | 19,542            | 1,206  | 6,030     | 178,218  | 14,562        |        |                   | 192,780      |
| 2000              | 110,773            | 58,301        | 21,859            | 1,349  | 6,063     | 198,345  | 15,867        | 12,626 | 28,878            | 255,716      |
| 2010              | 132,726            | 57,742        | 22,670            | 1,245  | 7,345     | 221,728  | 17,252        | 16,714 | 28,097            | 283,791      |

| Percent Changes |                    |               |                   |        |           |          |               |        |                   |              |
|-----------------|--------------------|---------------|-------------------|--------|-----------|----------|---------------|--------|-------------------|--------------|
|                 | Santa Maria Valley | Lompoc Valley | Santa Ynez Valley | Cuyama | Guadalupe | District | Arroyo Grande | Nipomo | Five Cities Area* | Service Area |
| 1990-2000       | 19.1%              | -0.2%         | 11.9%             | 11.9%  | 0.5%      | 11.3%    | 9.0%          |        |                   | 32.6%        |
| 2000-2010       | 19.8%              | -1.0%         | 3.7%              | -7.7%  | 21.1%     | 11.8%    | 8.7%          | 32.4%  | -2.7%             | 11.0%        |

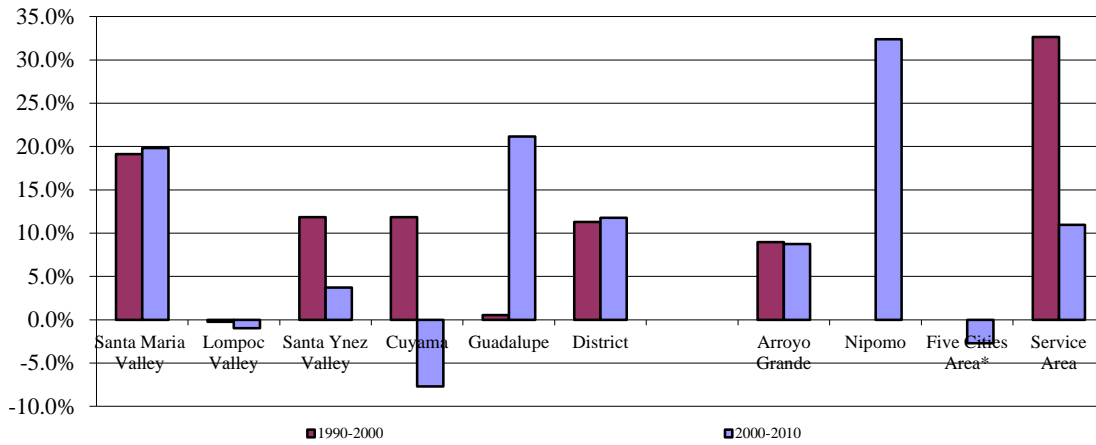
| Numeric Changes |                    |               |                   |        |           |          |               |        |                   |              |
|-----------------|--------------------|---------------|-------------------|--------|-----------|----------|---------------|--------|-------------------|--------------|
|                 | Santa Maria Valley | Lompoc Valley | Santa Ynez Valley | Cuyama | Guadalupe | District | Arroyo Grande | Nipomo | Five Cities Area* | Service Area |
| 1990-2000       | 17,780             | -146          | 2,317             | 143    | 33        | 20,127   | 1,305         |        |                   | 62,936       |
| 2000-2010       | 21,953             | -559          | 811               | -104   | 1,282     | 23,383   | 1,385         | 4,088  | -781              | 28,075       |

These data reflect population totals for census divisions in AHC district and service areas. \*Five cities area includes Pismo Beach, Grover Beach, and Oceano. Arroyo Grande is separated out on its own. No data for Shell Beach\*

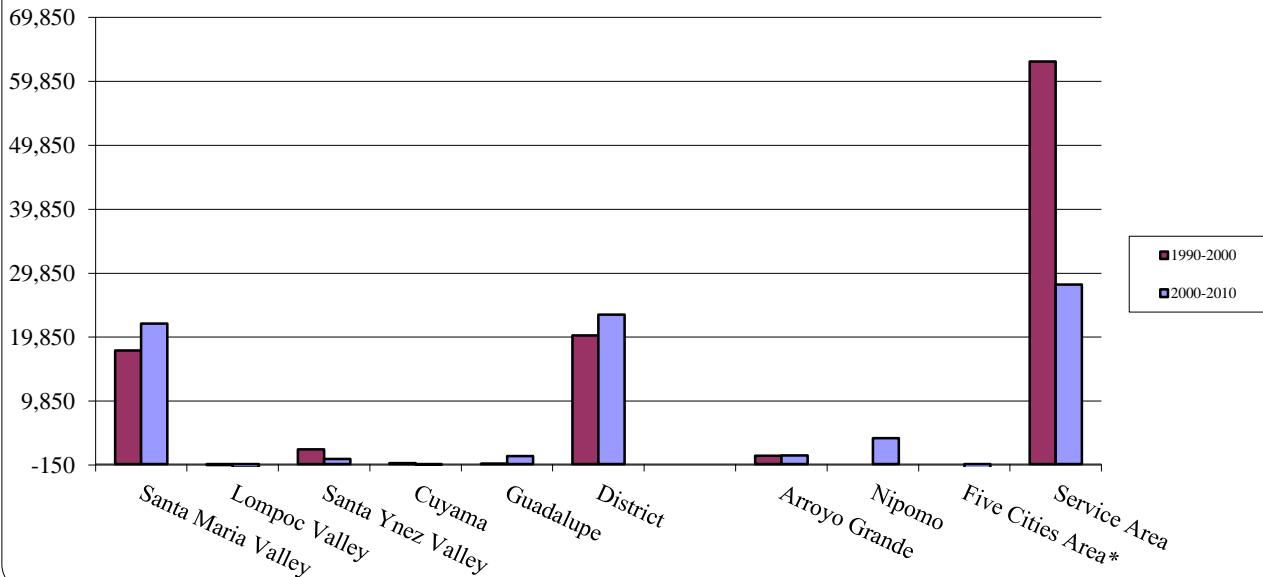


## US Census Divisions in the AHC District

### AHC Service Area Population Percent Changes



### AHC Service Area Population Growth

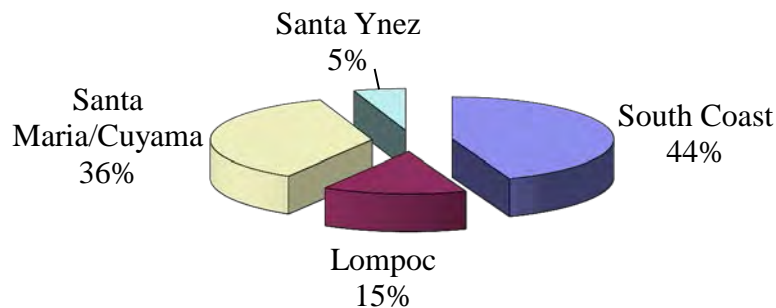


Over the ten year period between 1990 and 2000 district population increased 11 percent. Between 2000 and 2010 district population increased 12 percent. District population now stands at 221,728. Including the rest of the service area, the service area population total is 283,791 -- an 11 percent increase over 2000. Santa Maria Valley experienced a 20 percent population increase over the past ten years while Lompoc Valley population remained flat.

## Population Forecast

|                           | 2010           | 2015           | 2020           | 2025           | 2030           | 2035           | 2040           |
|---------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Lompoc Valley</b>      | <b>61,300</b>  | <b>62,700</b>  | <b>64,300</b>  | <b>65,800</b>  | <b>67,300</b>  | <b>68,900</b>  | <b>70,500</b>  |
| City of Lompoc            | 43,300         | 44,400         | 45,700         | 46,900         | 48,200         | 49,500         | 50,700         |
| Lompoc CCD - uninc        | 18,000         | 18,300         | 18,600         | 18,900         | 19,100         | 19,400         | 19,800         |
| <b>Santa Maria Valley</b> | <b>130,000</b> | <b>138,500</b> | <b>147,000</b> | <b>155,400</b> | <b>158,200</b> | <b>160,000</b> | <b>161,900</b> |
| City of Santa Maria       | 95,000         | 102,300        | 109,500        | 116,700        | 118,300        | 118,900        | 119,400        |
| SM CCD - Uninc            | 35,000         | 36,200         | 37,500         | 38,700         | 39,900         | 41,100         | 42,500         |
| <b>Guadalupe</b>          | <b>7,600</b>   | <b>8,500</b>   | <b>9,300</b>   | <b>10,200</b>  | <b>11,000</b>  | <b>11,900</b>  | <b>12,700</b>  |
| City Guadalupe            | 7,100          | 8,000          | 8,800          | 9,600          | 10,400         | 11,200         | 12,000         |
| Guadalupe -- Uninc        | 500            | 500            | 500            | 600            | 600            | 700            | 700            |
| <b>Santa Ynez Valley</b>  | <b>21,800</b>  | <b>25,200</b>  | <b>26,900</b>  | <b>27,400</b>  | <b>27,300</b>  | <b>27,500</b>  | <b>27,600</b>  |
| City of Solvang           | 5,600          | 5,800          | 5,900          | 6,000          | 6,200          | 6,400          | 6,600          |
| SY CCD - Uninc            | 13,500         | 14,000         | 14,300         | 14,300         | 14,300         | 14,300         | 14,300         |
| City of Buellton          | 4,900          | 5,300          | 5,700          | 5,100          | 5,600          | 5,600          | 7,200          |
| <b>Cuyama</b>             | <b>1,500</b>   | <b>1,700</b>   | <b>1,800</b>   | <b>1,900</b>   | <b>2,100</b>   | <b>2,300</b>   | <b>2,700</b>   |
| <b>Total North County</b> | <b>222,200</b> | <b>236,600</b> | <b>249,300</b> | <b>260,700</b> | <b>265,900</b> | <b>270,600</b> | <b>275,400</b> |
| <b>Percent Change</b>     |                | 6.5%           | 5.4%           | 4.6%           | 2.0%           | 1.8%           | 1.8%           |

### 2040 Projected Population Distribution of Santa Barbara County

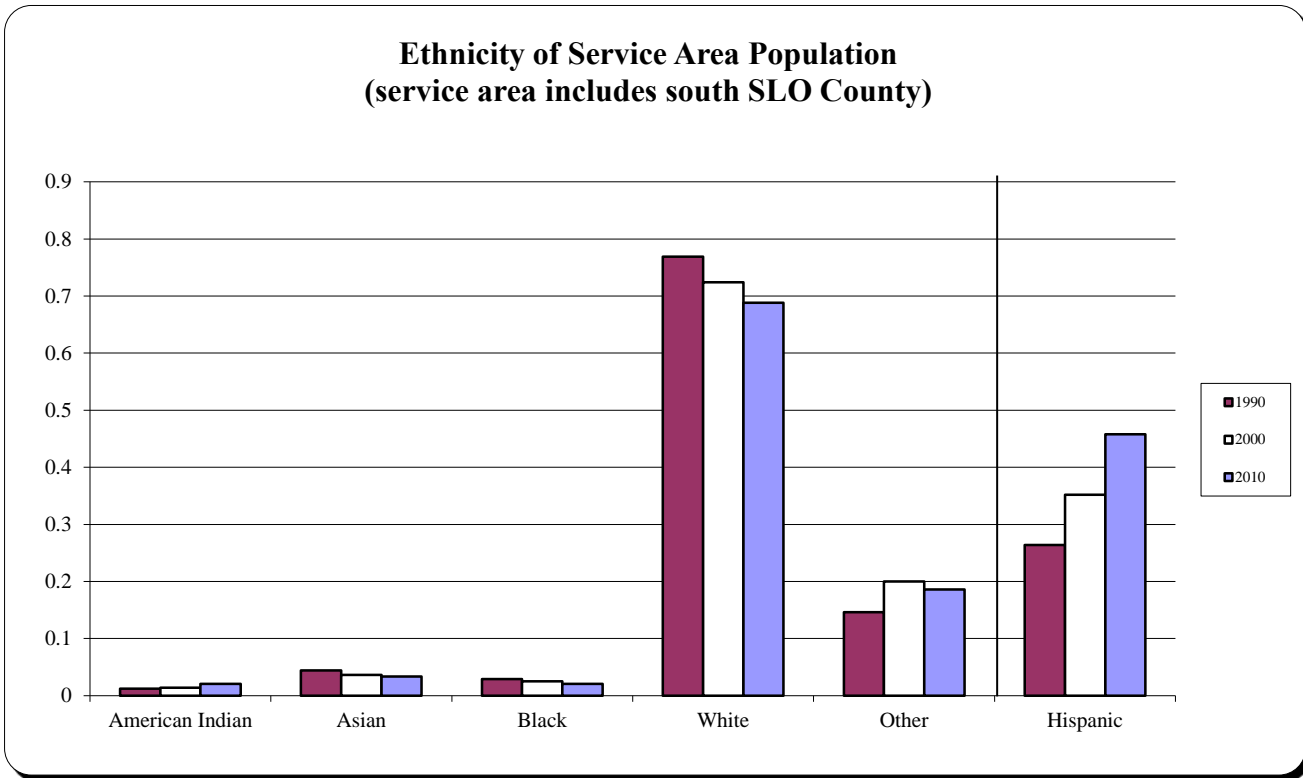


South Coast includes Carpenteria CCD and Santa Barbara CCD

Population in the north county is expected to increase by 24 percent by the year 2040. The unincorporated area of Orcutt is forecast to grow by 21 percent. Population in the south coast is expected to grow by 6 percent in 2040. By the year 2040, population in the north county will comprise 56 percent of Santa Barbara County Population

# Ethnicity of Allan Hancock College Service Area

**Ethnicity of Service Area Population  
(service area includes south SLO County)**



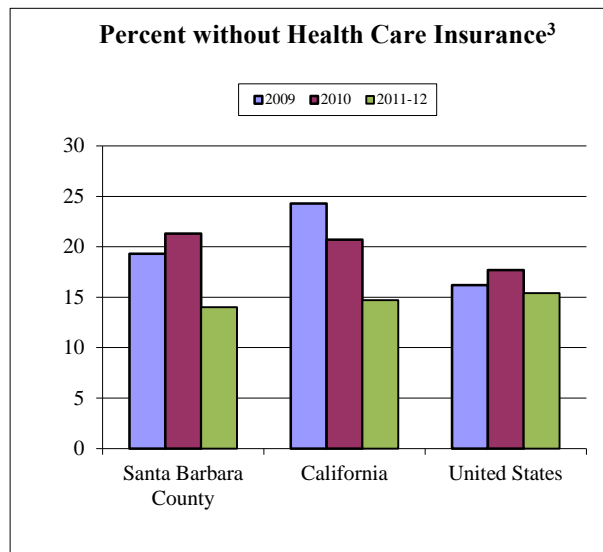
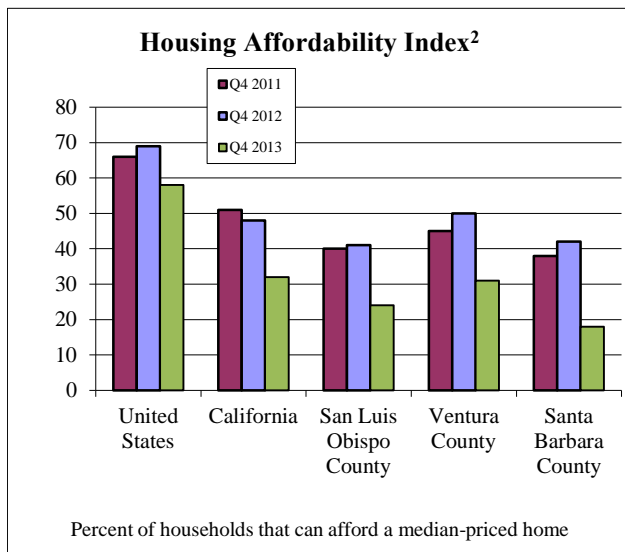
|                                 | SM Valley      | Lompoc Valley | SY Valley     | Guadalupe    | Five Cities   | Nipomo        |
|---------------------------------|----------------|---------------|---------------|--------------|---------------|---------------|
| <b>Total population</b>         | <b>132,726</b> | <b>57,742</b> | <b>22,670</b> | <b>7,345</b> | <b>45,349</b> | <b>16,714</b> |
| <b>One race</b>                 | 126,192        | 54,342        | 21,951        | 6,884        | 43,330        | 15,933        |
| White                           | 82,530   62%   | 37,547   65%  | 19,186   85%  | 3,537   48%  | 36,755   81%  | 12,281   73%  |
| Black or African Amr.           | 2,116   2%     | 3,130   5%    | 142   1%      | 78   1%      | 414   1%      | 177   1%      |
| Native Am and Alaska Native     | 6,244   5%     | 931   2%      | 424   2%      | 106   1%     | 1,505   3%    | 421   3%      |
| Asian                           | 2,270   2%     | 2,301   4%    | 403   2%      | 286   4%     | 472   1%      | 200   1%      |
| Native Hawaiian and Pacific Isl | 222   0%       | 280   0%      | 24   0%       | 6   0%       | 67   0%       | 33   0%       |
| Some other race                 | 32,810   25%   | 10,153   18%  | 1,772   8%    | 2,871   39%  | 4,117   9%    | 2,821   17%   |
| <b>Two or more races</b>        | 6,534   5%     | 3,400   6%    | 719   3%      | 461   6%     | 2,019   4%    | 781   5%      |

| <b>Hispanic or Latino</b> |                |               |               |              |               |               |
|---------------------------|----------------|---------------|---------------|--------------|---------------|---------------|
|                           | SM Valley      | Lompoc Valley | SY Valley     | Guadalupe    | Five Cities   | Nipomo        |
| <b>Total population</b>   | <b>132,726</b> | <b>57,742</b> | <b>22,670</b> | <b>7,345</b> | <b>45,349</b> | <b>16,714</b> |
| Hispanic or Latino        | 79,491   60%   | 24,933   43%  | 5,706   25%   | 6,251   85%  | 10,746   24%  | 6,645   40%   |
| Not Hispanic or Latino    | 53,235   40%   | 32,809   57%  | 16,964   75%  | 1,094   15%  | 34,603   76%  | 10,069   60%  |

# 2012 Population Characteristics

## North Santa Barbara County<sup>1</sup>

|                                     | Santa Maria | Lompoc    | Guadalupe | North Santa Barbara County | Santa Barbara County |
|-------------------------------------|-------------|-----------|-----------|----------------------------|----------------------|
| <b>Income</b>                       |             |           |           |                            |                      |
| <b>Est. Median Household Income</b> | \$ 53,362   | \$ 47,053 | \$ 45,504 | \$ 51,620                  | \$ 62,320            |
| <b>HH Poverty Status</b>            |             |           |           |                            |                      |
| <b>Income Less than \$15,000</b>    | 9.3%        | 11.2%     | 8.1%      | 9.9%                       | 9.5%                 |
| <b>Income \$15,000 - \$24,999</b>   | 11.5%       | 12.5%     | 13.3%     | 11.4%                      | 9.8%                 |
| <b>Income \$25,000 - \$34,999</b>   | 10.1%       | 13.5%     | 14.1%     | 11.4%                      | 9.2%                 |
| <b>Educational Level (age 25 +)</b> |             |           |           |                            |                      |
| <b>Less than 9th grade</b>          | 24.3%       | 15.0%     | 34.6%     | 20.9%                      | 12.5%                |
| <b>Some High School, no diploma</b> | 13.5%       | 11.1%     | 17.4%     | 12.6%                      | 8.3%                 |
| <b>High School Grad (or GED)</b>    | 19.1%       | 24.9%     | 14.9%     | 21.1%                      | 17.2%                |
| <b>Some College</b>                 | 21.9%       | 22.8%     | 19.5%     | 22.0%                      | 22.0%                |
| <b>Associate Degree</b>             | 6.9%        | 10.5%     | 6.4%      | 8.1%                       | 8.3%                 |
| <b>Bachelor's Degree</b>            | 9.9%        | 10.5%     | 4.6%      | 10.3%                      | 18.8%                |
| <b>Graduate/Professional Degree</b> | 4.6%        | 5.3%      | 2.8%      | 5.1%                       | 12.8%                |

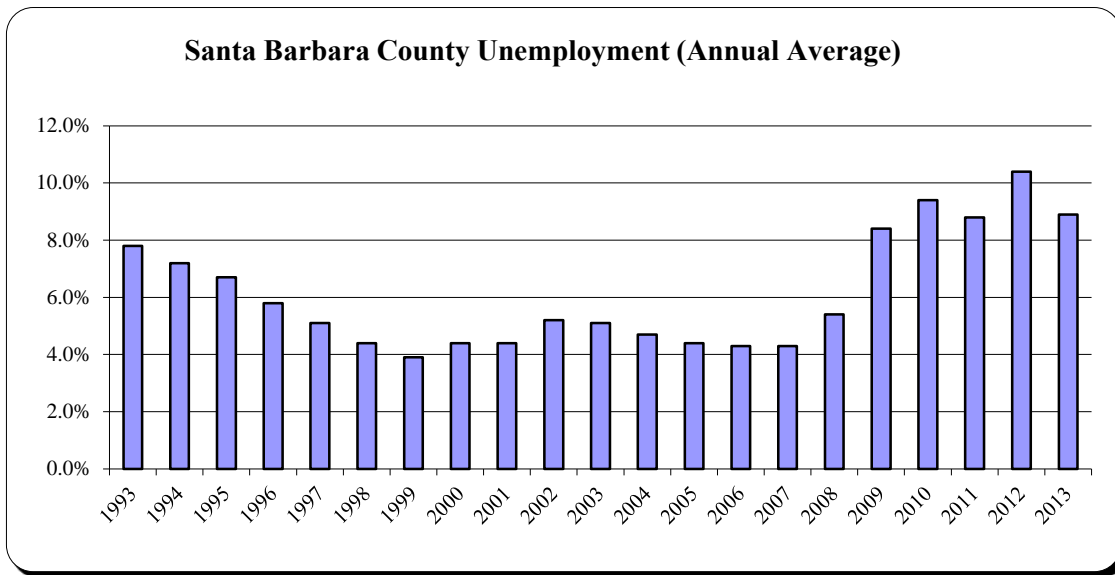


Sources: <sup>1</sup>UCSB Economic Forecast Project, *North Santa Barbara Economic Outlook 2013*

<sup>2</sup> California Association of Realtors <http://www.car.org/marketdata/data/haitraditional/>

<sup>3</sup> Small Area Health Insurance Estimates <http://www.census.gov/did/www/sahie/>

# Employment Data



## **Local Employment (Number of Jobs)**

|                               | 2006   | 2007   | 2008   | 2009   | 2010   | 2011   | 2012   | 2013   |
|-------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| <b>Santa Maria Employment</b> |        |        |        |        |        |        |        |        |
| All Sectors                   | 35,000 | 35,300 | 35,600 | 34,700 | 34,800 | 35,500 | 36,400 | 36,000 |
| % Change                      | -0.6%  | 0.9%   | 0.8%   | -2.5%  | 0.3%   | 2.0%   | 2.5%   | -1.1%  |
| <b>Lompoc Employment</b>      |        |        |        |        |        |        |        |        |
| All Sectors                   | 17,400 | 17,600 | 17,800 | 17,300 | 17,300 | 17,700 | 18,200 | 18,000 |
| % Change                      | -1.1%  | 1.1%   | 1.1%   | -2.8%  | 0.0%   | 2.3%   | 2.8%   | -1.1%  |

## **Local Unemployment Rate**

|             |       |      |       |       |       |       |       |        |
|-------------|-------|------|-------|-------|-------|-------|-------|--------|
| Santa Maria | 6.5   | 6.9  | 8.6   | 13.1  | 14.5  | 13.7  | 12.4  | 10.7   |
| % change    | -7.1% | 6.2% | 24.6% | 52.3% | 10.7% | -5.5% | -9.5% | -13.7% |
| Lompoc      | 7.3   | 7.9  | 9.8   | 14.8  | 16.3  | 15.4  | 14.0  | 12.1   |
| % change    | -7.6% | 8.2% | 24.1% | 51.0% | 10.1% | -5.5% | -9.1% | -13.6% |



# Top Fifty Occupations With the Fastest Growth in Santa Barbara County, 2008-2018

| Occupation   | Annual Averages |               | Percent Change | Med Wage 2012 |
|--|-----------------|---------------|----------------|---------------|
|  | 2010            | 2020*         |                |               |
| Home Health Aides  | 770             | 1,180         | 53%            | \$24,478      |
| Personal Care Aides  | 2,310           | 3,390         | 47%            | \$27,056      |
| Market Research Analysts and Marketing Specialists                   | 410             | 570           | 39%            | \$64,805      |
| Physical Therapists  | 320             | 440           | 38%            | \$79,702      |
| Training and Development Specialists                                 | 220             | 290           | 32%            | \$62,247      |
| Medical Secretaries  | 970             | 1,270         | 31%            | \$35,503      |
| Insurance Sales Agents   | 320             | 410           | 28%            | \$60,662      |
| Software Developers, Applications                                    | 640             | 820           | 28%            | \$87,310      |
| Cost Estimators  | 250             | 320           | 28%            | \$71,991      |
| Nonfarm Animal Caretakers  | 290             | 370           | 28%            | \$23,242      |
| Fitness Trainers and Aerobics Instructors                            | 330             | 420           | 27%            | \$41,613      |
| Software Developers, Systems Software                                | 890             | 1,130         | 27%            | \$109,403     |
| Butchers and Meat Cutters  | 270             | 340           | 26%            | \$32,705      |
| Social and Human Service Assistants                                  | 350             | 440           | 26%            | \$44,430      |
| Marriage and Family Therapists                                       | 240             | 300           | 25%            | \$37,838      |
| Pharmacy Technicians   | 400             | 500           | 25%            | \$39,834      |
| Coaches and Scouts   | 660             | 820           | 24%            | \$38,883      |
| Dental Hygienists  | 250             | 310           | 24%            | \$66,846      |
| Landscaping and Groundskeeping Workers                               | 2,940           | 3,640         | 24%            | \$26,994      |
| Medical and Health Services Managers                                 | 210             | 260           | 24%            | \$99,447      |
| Cooks, Institution and Cafeteria                                     | 380             | 470           | 24%            | \$28,537      |
| Combined Food Preparation and Serving Workers, Including Fast Food   | 2,790           | 3,450         | 24%            | \$19,241      |
| Pharmacists  | 260             | 320           | 23%            | \$133,809     |
| Registered Nurses  | 2,930           | 3,600         | 23%            | \$82,379      |
| Hairdressers, Hairstylists, and Cosmetologists                       | 360             | 440           | 22%            | \$22,538      |
| First-Line Supervisors of Construction Trades and Extraction Workers | 500             | 610           | 22%            | \$76,433      |
| Loan Officers  | 230             | 280           | 22%            | \$64,297      |
| Network and Computer Systems Administrators                          | 370             | 450           | 22%            | \$69,636      |
| Taxi Drivers and Chauffeurs  | 250             | 300           | 20%            | \$27,939      |
| Social and Community Service Managers                                | 250             | 300           | 20%            | \$62,518      |
| Personal Financial Advisors  | 300             | 360           | 20%            | \$77,922      |
| Cooks, Restaurant  | 1,380           | 1,650         | 20%            | \$24,449      |
| Receptionists and Information Clerks                                 | 1,540           | 1,840         | 19%            | \$25,958      |
| Multimedia Artists and Animators                                     | 360             | 430           | 19%            | \$68,418      |
| Hotel, Motel, and Resort Desk Clerks                                 | 620             | 740           | 19%            | \$24,946      |
| Plumbers, Pipefitters, and Steamfitters                              | 680             | 810           | 19%            | \$55,271      |
| Welders, Cutters, Solderers, and Brazers                             | 210             | 250           | 19%            | \$49,572      |
| Childcare Workers  | 1,220           | 1,450         | 19%            | \$25,247      |
| Scientific Products  | 320             | 380           | 19%            | \$83,857      |
| Food Servers, Nonrestaurant  | 270             | 320           | 19%            | \$19,960      |
| Laborers and Freight, Stock, and Material Movers, Hand               | 1,620           | 1,920         | 19%            | \$26,312      |
| Medical Assistants   | 810             | 960           | 19%            | \$30,859      |
| Customer Service Representatives                                     | 1,620           | 1,920         | 19%            | \$35,125      |
| Medical Transcriptionists  | 380             | 450           | 18%            | \$22,712      |
| Industrial Production Managers                                       | 220             | 260           | 18%            | \$122,819     |
| Licensed Practical and Licensed Vocational Nurses                    | 610             | 720           | 18%            | \$54,595      |
| Civil Engineers  | 500             | 590           | 18%            | \$100,349     |
| Machinists   | 280             | 330           | 18%            | \$47,292      |
| Nursing Aides, Orderlies, and Attendants                             | 1,130           | 1,330         | 18%            | \$32,980      |
| Drywall and Ceiling Tile Installers                                  | 400             | 470           | 18%            | \$38,917      |
| <b>TOTAL OF THESE OCCUPATIONS</b>                                    | <b>35,830</b>   | <b>44,620</b> | <b>25%</b>     | <b>25%</b>    |

\*Projected Employment

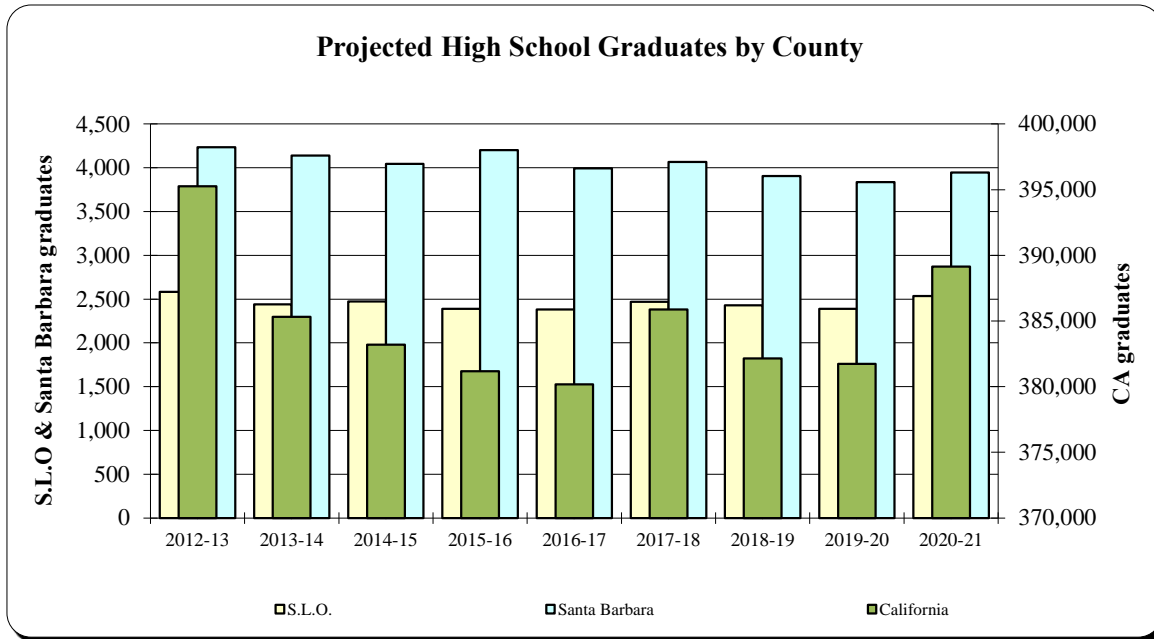
# Public School Enrollment

## PROJECTED CALIFORNIA GRADED K-12 SCHOOL ENROLLMENT BY COUNTY BY SCHOOL YEAR

|                      | 2012-13   | 2013-14   | 2014-15   | 2015-16   | 2016-17   | 2017-18   | 2018-19   | 2019-20   | 2020-21   |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>S.L.O.</b>        | 34,666    | 34,795    | 34,958    | 35,244    | 35,615    | 36,015    | 36,333    | 36,720    | 37,194    |
| <b>% change</b>      | 0.6%      | 0.4%      | 0.5%      | 0.8%      | 1.1%      | 1.1%      | 0.9%      | 1.1%      | 1.3%      |
| <b>Santa Barbara</b> |           |           |           |           |           |           |           |           |           |
| <b>Barbara</b>       | 66,111    | 66,411    | 66,526    | 66,537    | 66,356    | 66,392    | 66,318    | 66,415    | 66,601    |
| <b>% change</b>      | 0.1%      | 0.5%      | 0.2%      | 0.0%      | -0.3%     | 0.1%      | -0.1%     | 0.1%      | 0.3%      |
| <b>California</b>    | 6,240,414 | 6,251,009 | 6,252,179 | 6,243,134 | 6,248,036 | 6,259,598 | 6,270,138 | 6,291,432 | 6,323,367 |
| <b>% change</b>      | 0.4%      | 0.2%      | 0.0%      | -0.1%     | 0.1%      | 0.2%      | 0.2%      | 0.3%      | 0.5%      |

## PROJECTED CALIFORNIA PUBLIC HIGH SCHOOL GRADUATES BY COUNTY BY SCHOOL YEAR

|                      | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>S.L.O.</b>        | 2,584   | 2,442   | 2,473   | 2,388   | 2,381   | 2,470   | 2,428   | 2,390   | 2,534   |
| <b>% change</b>      | -1.9%   | -5.5%   | 1.3%    | -3.4%   | -0.3%   | 3.7%    | -1.7%   | -1.6%   | 6.0%    |
| <b>Santa Barbara</b> |         |         |         |         |         |         |         |         |         |
| <b>Barbara</b>       | 4,236   | 4,139   | 4,045   | 4,202   | 3,995   | 4,066   | 3,904   | 3,838   | 3,946   |
| <b>% change</b>      | -3.9%   | -2.3%   | -2.3%   | 3.9%    | -4.9%   | 1.8%    | -4.0%   | -1.7%   | 2.8%    |
| <b>California</b>    | 395,271 | 385,311 | 383,199 | 381,171 | 380,165 | 385,887 | 382,142 | 381,727 | 389,145 |
| <b>% change</b>      | -0.9%   | -2.5%   | -0.5%   | -0.5%   | -0.3%   | 1.5%    | -1.0%   | -0.1%   | 1.9%    |



Feeder high schools to Allan Hancock College are primarily from north Santa Barbara County and south San Luis Obispo County.

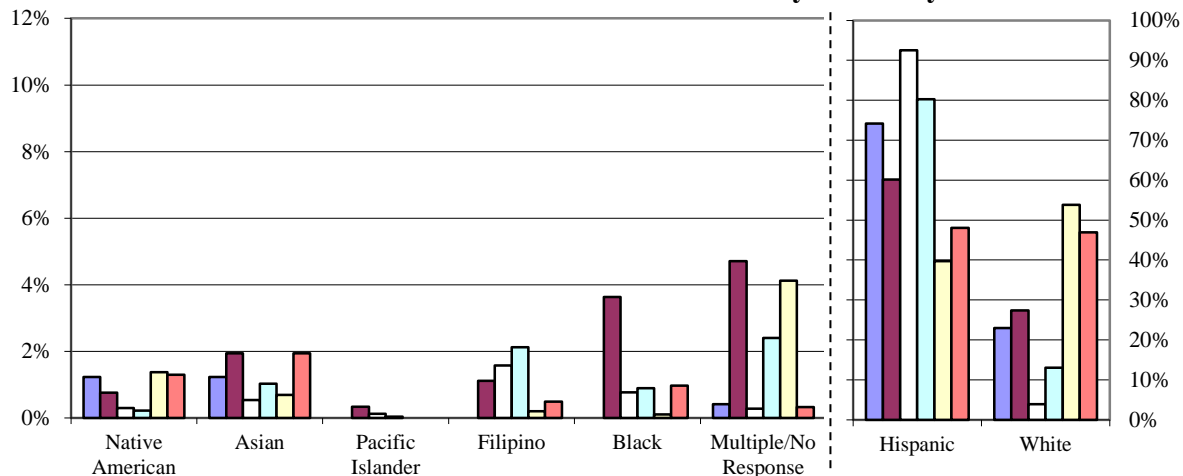
# Ethnicity of Service Area School Districts

**2012-2013**

| Ethnicity            | Cuyama Joint Unified |                | Lompoc Unified |                | Santa Maria-Bonita |                |
|----------------------|----------------------|----------------|----------------|----------------|--------------------|----------------|
|                      | N                    | %              | N              | %              | N                  | %              |
| Native American      | 3                    | 1.23%          | 74             | 0.75%          | 45                 | 0.30%          |
| Asian                | 3                    | 1.23%          | 190            | 1.94%          | 81                 | 0.54%          |
| Pacific Islander     | 0                    | 0.00%          | 33             | 0.34%          | 19                 | 0.13%          |
| Filipino             | 0                    | 0.00%          | 109            | 1.11%          | 237                | 1.57%          |
| Black                | 0                    | 0.00%          | 356            | 3.63%          | 116                | 0.77%          |
| Multiple/No Response | 1                    | 0.41%          | 462            | 4.71%          | 42                 | 0.28%          |
| Hispanic             | 181                  | 74.18%         | 5897           | 60.11%         | 13922              | 92.50%         |
| White                | 56                   | 22.95%         | 2690           | 27.42%         | 588                | 3.91%          |
| <b>Total</b>         | <b>244</b>           | <b>100.00%</b> | <b>9811</b>    | <b>100.00%</b> | <b>15050</b>       | <b>100.00%</b> |

| Ethnicity            | Santa Maria Joint Union High |                | Santa Ynez Valley Union High |                | Solvang    |                |
|----------------------|------------------------------|----------------|------------------------------|----------------|------------|----------------|
|                      | N                            | %              | N                            | %              | N          | %              |
| Native American      | 17                           | 0.22%          | 14                           | 1.38%          | 8          | 1.29%          |
| Asian                | 78                           | 1.02%          | 7                            | 0.69%          | 12         | 1.94%          |
| Pacific Islander     | 3                            | 0.04%          | 0                            | 0.00%          | 0          | 0.00%          |
| Filipino             | 162                          | 2.12%          | 2                            | 0.20%          | 3          | 0.49%          |
| Black                | 68                           | 0.89%          | 1                            | 0.10%          | 6          | 0.97%          |
| Multiple/No Response | 183                          | 2.40%          | 42                           | 4.13%          | 2          | 0.32%          |
| Hispanic             | 6128                         | 80.25%         | 404                          | 39.69%         | 297        | 48.06%         |
| White                | 997                          | 13.06%         | 548                          | 53.83%         | 290        | 46.93%         |
| <b>Total</b>         | <b>7636</b>                  | <b>100.00%</b> | <b>1018</b>                  | <b>100.00%</b> | <b>618</b> | <b>100.00%</b> |

**Service Area School District Enrollment by Ethnicity**

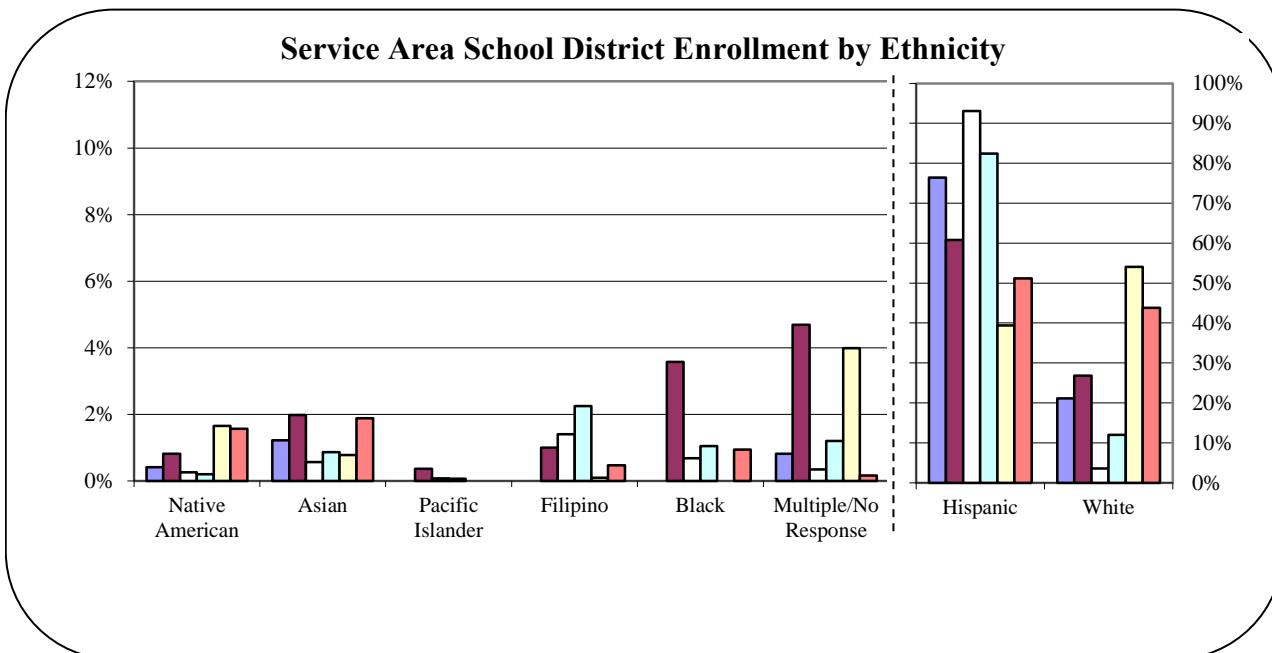


# Ethnicity of Service Area School Districts

**2013-2014**

| Ethnicity            | Cuyama Joint Unified |                | Lompoc Unified |                | Santa Maria-Bonita |                |
|----------------------|----------------------|----------------|----------------|----------------|--------------------|----------------|
|                      | N                    | %              | N              | %              | N                  | %              |
| Native American      | 1                    | 0.41%          | 81             | 0.82%          | 40                 | 0.26%          |
| Asian                | 3                    | 1.22%          | 196            | 1.98%          | 88                 | 0.57%          |
| Pacific Islander     | 0                    | 0.00%          | 36             | 0.36%          | 12                 | 0.08%          |
| Filipino             | 0                    | 0.00%          | 99             | 1.00%          | 218                | 1.40%          |
| Black                | 0                    | 0.00%          | 354            | 3.57%          | 105                | 0.68%          |
| Multiple/No Response | 2                    | 0.81%          | 465            | 4.69%          | 53                 | 0.34%          |
| Hispanic             | 188                  | 76.42%         | 6026           | 60.78%         | 14465              | 93.06%         |
| White                | 52                   | 21.14%         | 2657           | 26.80%         | 563                | 3.62%          |
| <b>Total</b>         | <b>246</b>           | <b>100.00%</b> | <b>9914</b>    | <b>100.00%</b> | <b>15544</b>       | <b>100.00%</b> |

| Ethnicity            | Santa Maria Joint Union High |                | Santa Ynez Valley Union High |                | Solvang    |                |
|----------------------|------------------------------|----------------|------------------------------|----------------|------------|----------------|
|                      | N                            | %              | N                            | %              | N          | %              |
| Native American      | 15                           | 0.20%          | 17                           | 1.65%          | 10         | 1.56%          |
| Asian                | 66                           | 0.86%          | 8                            | 0.78%          | 12         | 1.88%          |
| Pacific Islander     | 5                            | 0.07%          | 0                            | 0.00%          | 0          | 0.00%          |
| Filipino             | 172                          | 2.25%          | 1                            | 0.10%          | 3          | 0.47%          |
| Black                | 80                           | 1.05%          | 0                            | 0.00%          | 6          | 0.94%          |
| Multiple/No Response | 92                           | 1.20%          | 41                           | 3.99%          | 1          | 0.16%          |
| Hispanic             | 6306                         | 82.42%         | 405                          | 39.40%         | 327        | 51.17%         |
| White                | 915                          | 11.96%         | 556                          | 54.09%         | 280        | 43.82%         |
| <b>Total</b>         | <b>7651</b>                  | <b>100.00%</b> | <b>1028</b>                  | <b>100.00%</b> | <b>639</b> | <b>100.00%</b> |



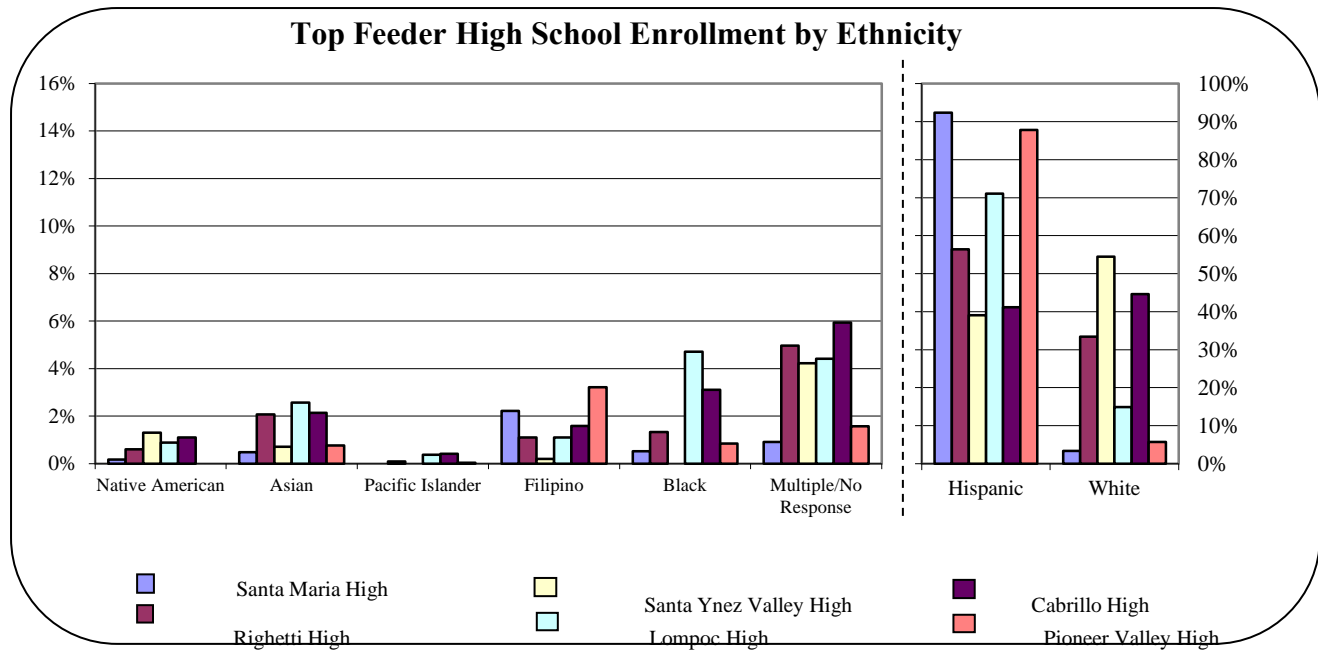
# Ethnicity of Top Feeder High Schools

**2012-2013**

| Ethnicity            | Santa Maria High |                | Righetti High |                | Santa Ynez Valley High |                |
|----------------------|------------------|----------------|---------------|----------------|------------------------|----------------|
|                      | N                | %              | N             | %              | N                      | %              |
| Native American      | 4                | 0.17%          | 13            | 0.60%          | 13                     | 1.31%          |
| Asian                | 11               | 0.48%          | 45            | 2.07%          | 7                      | 0.70%          |
| Pacific Islander     | 0                | 0.00%          | 2             | 0.09%          | 0                      | 0.00%          |
| Filipino             | 51               | 2.22%          | 24            | 1.10%          | 2                      | 0.20%          |
| Black                | 12               | 0.52%          | 29            | 1.33%          | 0                      | 0.00%          |
| Multiple/No Response | 21               | 0.91%          | 108           | 4.96%          | 42                     | 4.22%          |
| Hispanic             | 2124             | 92.35%         | 1228          | 56.43%         | 389                    | 39.10%         |
| White                | 77               | 3.35%          | 727           | 33.41%         | 542                    | 54.47%         |
| <b>Total</b>         | <b>2300</b>      | <b>100.00%</b> | <b>2176</b>   | <b>100.00%</b> | <b>995</b>             | <b>100.00%</b> |

| Ethnicity            | Lompoc High |                | Cabrillo High |                | Pioneer Valley High |                |
|----------------------|-------------|----------------|---------------|----------------|---------------------|----------------|
|                      | N           | %              | N             | %              | N                   | %              |
| Native American      | 12          | 0.88%          | 16            | 1.10%          | 0                   | 0.00%          |
| Asian                | 35          | 2.57%          | 31            | 2.14%          | 20                  | 0.76%          |
| Pacific Islander     | 5           | 0.37%          | 6             | 0.41%          | 1                   | 0.04%          |
| Filipino             | 15          | 1.10%          | 23            | 1.59%          | 84                  | 3.21%          |
| Black                | 64          | 4.71%          | 45            | 3.11%          | 22                  | 0.84%          |
| Multiple/No Response | 60          | 4.41%          | 86            | 5.94%          | 41                  | 1.57%          |
| Hispanic             | 967         | 71.10%         | 596           | 41.13%         | 2300                | 87.85%         |
| White                | 202         | 14.85%         | 646           | 44.58%         | 150                 | 5.73%          |
| <b>Total</b>         | <b>1360</b> | <b>100.00%</b> | <b>1449</b>   | <b>100.00%</b> | <b>2618</b>         | <b>100.00%</b> |

**Top Feeder High School Enrollment by Ethnicity**



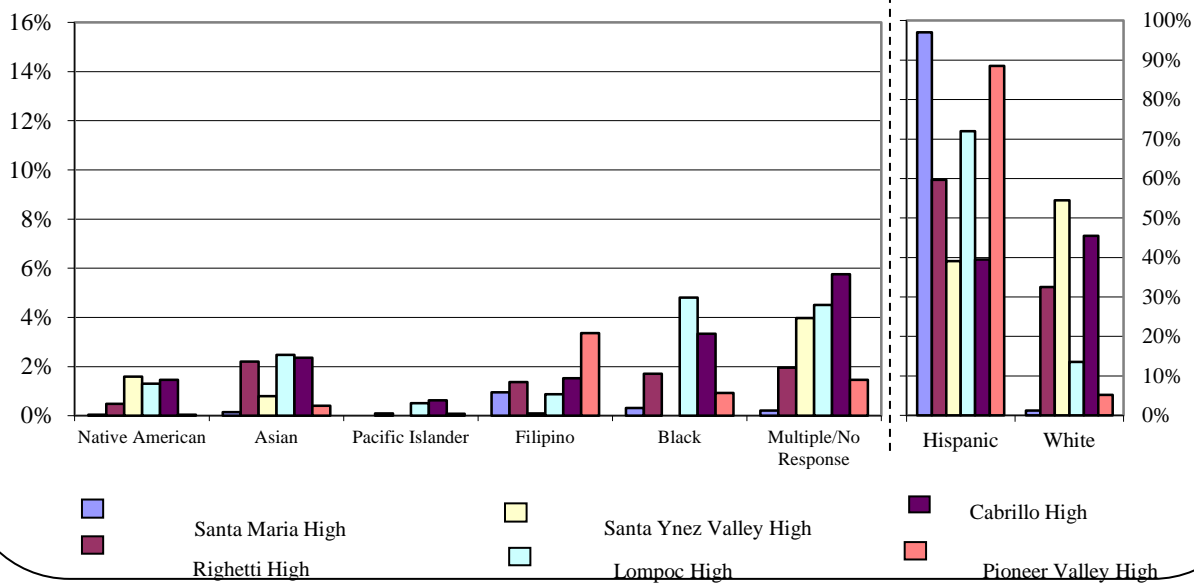
# Ethnicity of Top Feeder High Schools

**2013-2014**

| Ethnicity            | Santa Maria High |                | Righetti High |                | Santa Ynez Valley High |                |
|----------------------|------------------|----------------|---------------|----------------|------------------------|----------------|
|                      | N                | %              | N             | %              | N                      | %              |
| Native American      | 2                | 0.04%          | 10            | 0.49%          | 16                     | 1.59%          |
| Asian                | 8                | 0.15%          | 45            | 2.20%          | 8                      | 0.79%          |
| Pacific Islander     | 0                | 0.00%          | 2             | 0.10%          | 0                      | 0.00%          |
| Filipino             | 51               | 0.96%          | 28            | 1.37%          | 1                      | 0.10%          |
| Black                | 17               | 0.32%          | 35            | 1.71%          | 0                      | 0.00%          |
| Multiple/No Response | 11               | 0.21%          | 40            | 1.95%          | 40                     | 3.97%          |
| Hispanic             | 5181             | 97.08%         | 1222          | 59.70%         | 394                    | 39.09%         |
| White                | 67               | 1.26%          | 665           | 32.49%         | 549                    | 54.46%         |
| <b>Total</b>         | <b>5337</b>      | <b>100.00%</b> | <b>2047</b>   | <b>100.00%</b> | <b>1008</b>            | <b>100.00%</b> |

| Ethnicity            | Lompoc High |                | Cabrillo High |                | Pioneer Valley High |                |
|----------------------|-------------|----------------|---------------|----------------|---------------------|----------------|
|                      | N           | %              | N             | %              | N                   | %              |
| Native American      | 18          | 1.31%          | 21            | 1.46%          | 1                   | 0.04%          |
| Asian                | 34          | 2.47%          | 34            | 2.36%          | 11                  | 0.41%          |
| Pacific Islander     | 7           | 0.51%          | 9             | 0.62%          | 2                   | 0.07%          |
| Filipino             | 12          | 0.87%          | 22            | 1.53%          | 90                  | 3.35%          |
| Black                | 66          | 4.80%          | 48            | 3.33%          | 25                  | 0.93%          |
| Multiple/No Response | 62          | 4.51%          | 83            | 5.76%          | 39                  | 1.45%          |
| Hispanic             | 989         | 71.98%         | 569           | 39.49%         | 2376                | 88.56%         |
| White                | 186         | 13.54%         | 655           | 45.45%         | 139                 | 5.18%          |
| <b>Total</b>         | <b>1374</b> | <b>100.00%</b> | <b>1441</b>   | <b>100.00%</b> | <b>2683</b>         | <b>100.00%</b> |

**Top Feeder High School Enrollment by Ethnicity**



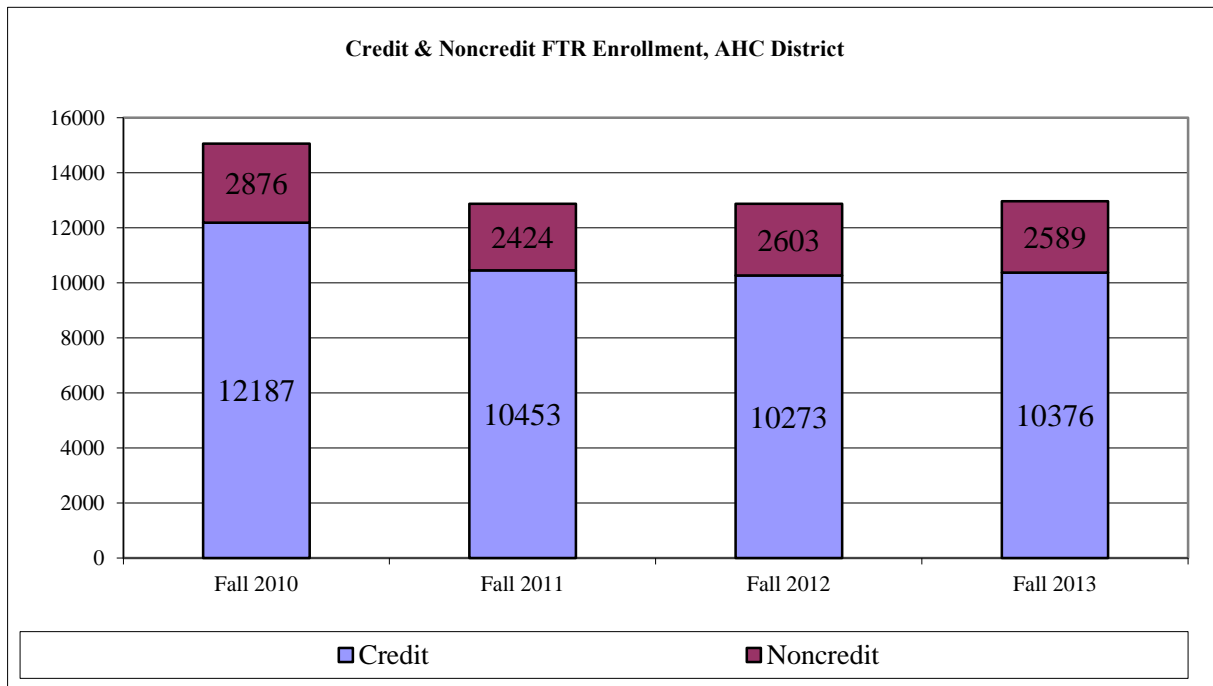
### ***3. Allan Hancock College District Profile***

| <b><i>Topic</i></b>                        | <b><i>Page</i></b> |
|--|--------------------|
| <i>Enrollment at Allan Hancock College</i> | 3-2                |
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| <i>Noncredit Age Categories</i>            | 3-12               |
| <i>Noncredit City of Origin</i>            | 3-13               |
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| <i>Noncredit Ethnicity</i>                 | 3-15               |
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## Credit and Noncredit FTR\* Enrollment -- AHC District

| Enrollment       | Fall 2010 |                  | Fall 2011 |                  | Fall 2012 |                  | Fall 2013 |                  |
|------------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|------------------|
|                  | Number    | Percent of Total | Number    | Percent of Total | Number    | Percent of Total | Number    | Percent of Total |
| <b>Credit</b>    | 12187     | 80.91%           | 10453     | 81.18%           | 10273     | 79.78%           | 10376     | 80.03%           |
| <b>Noncredit</b> | 2876      | 19.09%           | 2424      | 18.82%           | 2603      | 20.22%           | 2589      | 19.97%           |
| <b>Total</b>     | 15063     | 100.00%          | 12877     | 100.00%          | 12876     | 100.00%          | 12965     | 100.00%          |

| % Change         | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
|------------------|-----------|-----------|-----------|-----------|
| <b>Credit</b>    | 9.7%      | -14.2%    | -1.7%     | 1.0%      |
| <b>Noncredit</b> | -28.0%    | -15.7%    | 7.4%      | -0.5%     |
| <b>Total</b>     | -0.3%     | -14.5%    | 0.0%      | 0.7%      |





**Credit FTR\* Enrollment, Age by Gender by Ethnicity -- AHC District**  
**Fall 2012**

| Age Categories | Asian  |        |      |        | Black  |        |      |        | Two or more |        |      |        |
|----------------|--------|--------|------|--------|--------|--------|------|--------|-------------|--------|------|--------|
|                | Female |        | Male |        | Female |        | Male |        | Female      |        | Male |        |
|                | #      | %      | #    | %      | #      | %      | #    | %      | #           | %      | #    | %      |
| Under 20       | 43     | 20.9%  | 57   | 26.6%  | 15     | 15.2%  | 56   | 30.1%  | 59          | 34.5%  | 38   | 25.5%  |
| 20 to24        | 87     | 42.2%  | 85   | 39.7%  | 32     | 32.3%  | 43   | 23.1%  | 57          | 33.3%  | 71   | 47.7%  |
| 25 to 34       | 29     | 14.1%  | 41   | 19.2%  | 21     | 21.2%  | 43   | 23.1%  | 36          | 21.1%  | 30   | 20.1%  |
| 35 to 54       | 40     | 19.4%  | 27   | 12.6%  | 20     | 20.2%  | 41   | 22.0%  | 17          | 9.9%   | 9    | 6.0%   |
| 55 and Over    | 7      | 3.4%   | 4    | 1.9%   | 11     | 11.1%  | 3    | 1.6%   | 2           | 1.2%   | 1    | 0.7%   |
| Total          | 206    | 100.0% | 214  | 100.0% | 99     | 100.0% | 186  | 100.0% | 171         | 100.0% | 149  | 100.0% |

| Age Categories | Hispanic |        |      |        | Nat American |        |      |        | Other Non-White |      |      |      |
|----------------|----------|--------|------|--------|--------------|--------|------|--------|-----------------|------|------|------|
|                | Female   |        | Male |        | Female       |        | Male |        | Female          |      | Male |      |
|                | #        | %      | #    | %      | #            | %      | #    | %      | #               | %    | #    | %    |
| Under 20       | 927      | 31.9%  | 835  | 34.3%  | 6            | 17.6%  | 4    | 16.7%  | 0               |      | 0    |      |
| 20 to24        | 1130     | 38.8%  | 954  | 39.2%  | 14           | 41.2%  | 8    | 33.3%  | 0               |      | 0    |      |
| 25 to 34       | 531      | 18.2%  | 418  | 17.2%  | 4            | 11.8%  | 3    | 12.5%  | 0               |      | 0    |      |
| 35 to 54       | 302      | 10.4%  | 203  | 8.3%   | 8            | 23.5%  | 8    | 33.3%  | 0               |      | 0    |      |
| 55 and Over    | 20       | 0.7%   | 26   | 1.1%   | 2            | 5.9%   | 1    | 4.2%   | 0               |      | 0    |      |
| Total          | 2910     | 100.0% | 2436 | 100.0% | 34           | 100.0% | 24   | 100.0% | 0               | 0.0% | 0    | 0.0% |

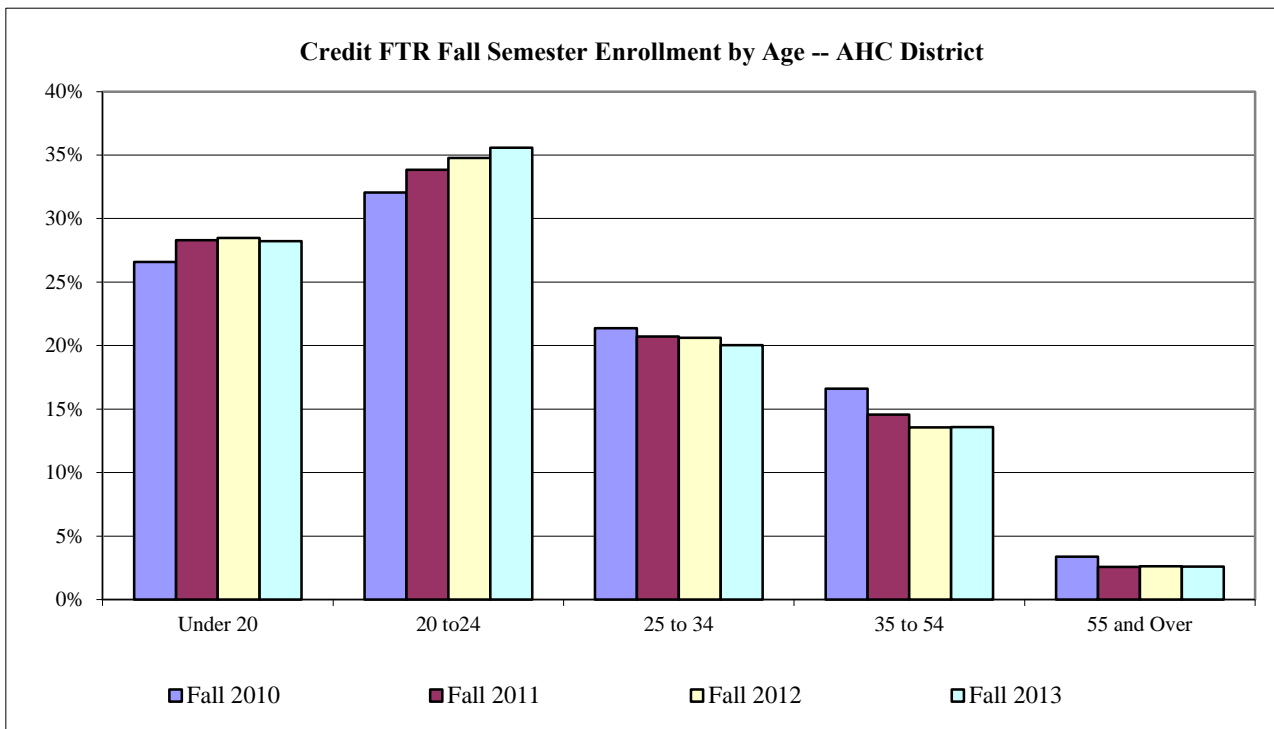
| Age Categories | Hawaiian/Pacific Islander |        |      |        | White  |        |      |        | Unknown/Declined to State |        |      |        |
|----------------|---------------------------|--------|------|--------|--------|--------|------|--------|---------------------------|--------|------|--------|
|                | Female                    |        | Male |        | Female |        | Male |        | Female                    |        | Male |        |
|                | #                         | %      | #    | %      | #      | %      | #    | %      | #                         | %      | #    | %      |
| Under 20       | 2                         | 10.5%  | 8    | 28.6%  | 468    | 24.0%  | 410  | 21.1%  | 0                         | 0.0%   | 0    | 0.0%   |
| 20 to24        | 8                         | 42.1%  | 8    | 28.6%  | 628    | 32.2%  | 564  | 29.0%  | 0                         | 0.0%   | 1    | 50.0%  |
| 25 to 34       | 4                         | 21.1%  | 8    | 28.6%  | 405    | 20.8%  | 505  | 26.0%  | 0                         | 0.0%   | 0    | 0.0%   |
| 35 to 54       | 4                         | 21.1%  | 3    | 10.7%  | 344    | 17.7%  | 382  | 19.6%  | 1                         | 100.0% | 1    | 50.0%  |
| 55 and Over    | 1                         | 5.3%   | 1    | 3.6%   | 104    | 5.3%   | 85   | 4.4%   | 0                         | 0.0%   | 0    | 0.0%   |
| Total          | 19                        | 100.0% | 28   | 100.0% | 1949   | 100.0% | 1946 | 100.0% | 1                         | 100.0% | 2    | 100.0% |

| Age Categories | Total  |        |      |        |
|----------------|--------|--------|------|--------|
|                | Female |        | Male |        |
|                | #      | %      | #    | %      |
| Under 20       | 1520   | 28.2%  | 1408 | 28.2%  |
| 20 to24        | 1956   | 36.3%  | 1734 | 34.8%  |
| 25 to 34       | 1030   | 19.1%  | 1048 | 21.0%  |
| 35 to 54       | 736    | 13.7%  | 674  | 13.5%  |
| 55 and Over    | 147    | 2.7%   | 121  | 2.4%   |
| Total          | 5389   | 100.0% | 4985 | 100.0% |

\*Based on Full-Term Reporting

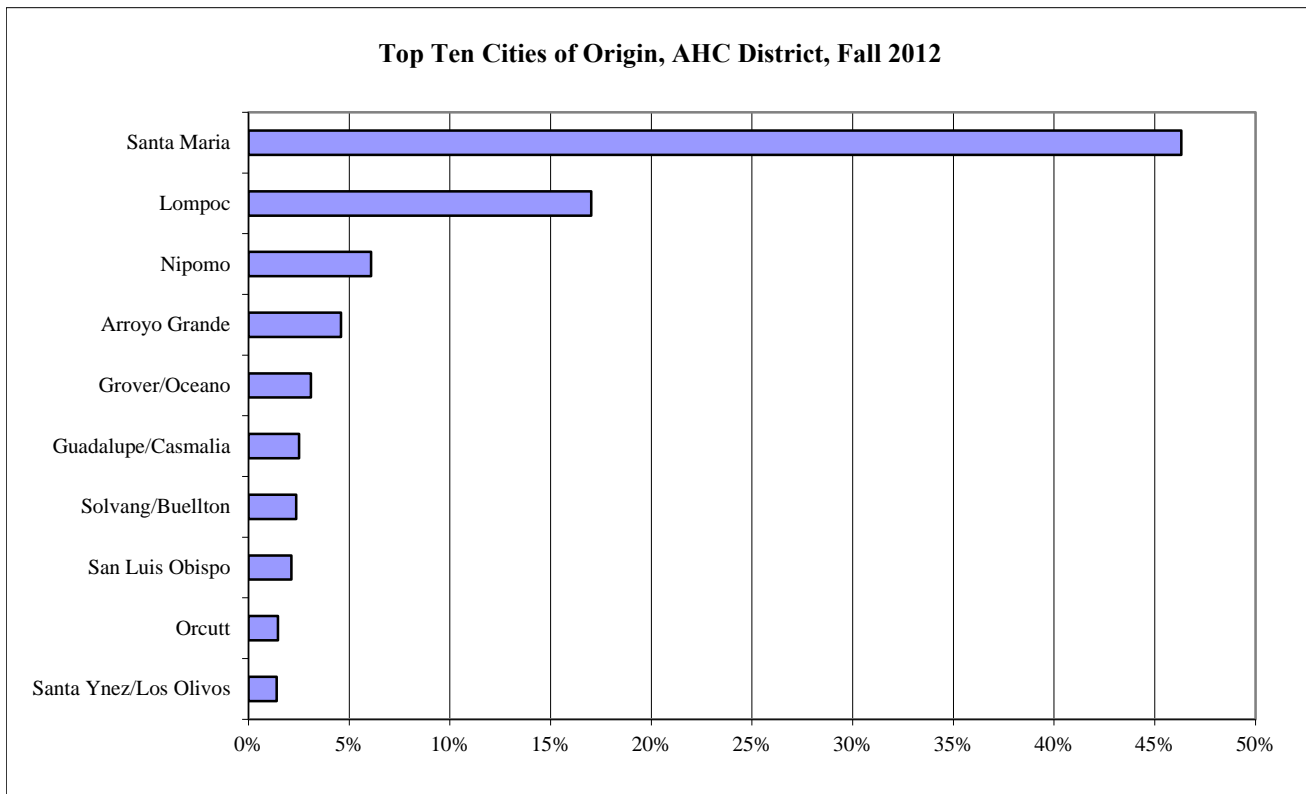
## Credit FTR\* Enrollment by Age -- AHC District

| <b>AHC District</b> |                  |                   |                  |                   |                  |                   |                  |                   |
|---------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|
| <b>Age</b>          | <b>Fall 2010</b> |                   | <b>Fall 2011</b> |                   | <b>Fall 2012</b> |                   | <b>Fall 2013</b> |                   |
|                     | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> |
| Under 20            | 3241             | 26.6%             | 2959             | 28.3%             | 2924             | 28.5%             | 2929             | 28.2%             |
| 20 to24             | 3907             | 32.1%             | 3537             | 33.8%             | 3572             | 34.8%             | 3691             | 35.6%             |
| 25 to 34            | 2605             | 21.4%             | 2166             | 20.7%             | 2117             | 20.6%             | 2078             | 20.0%             |
| 35 to 54            | 2023             | 16.6%             | 1522             | 14.6%             | 1392             | 13.6%             | 1410             | 13.6%             |
| 55 and Over         | 410              | 3.4%              | 269              | 2.6%              | 268              | 2.6%              | 268              | 2.6%              |
| Unknown             | 1                | 0.0%              | 1                | 0.0%              | 0                | 0.0%              | 0                | 0.0%              |
| <b>Total</b>        | <b>12187</b>     | <b>100.0%</b>     | <b>10454</b>     | <b>100.0%</b>     | <b>10273</b>     | <b>100.0%</b>     | <b>10376</b>     | <b>100.0%</b>     |
| Average Age         | 27.2             |                   | 26.2             |                   | 26.0             |                   | 25.9             |                   |



# Credit FTR\* Fall Semester Enrollment by City of Origin -- AHC District

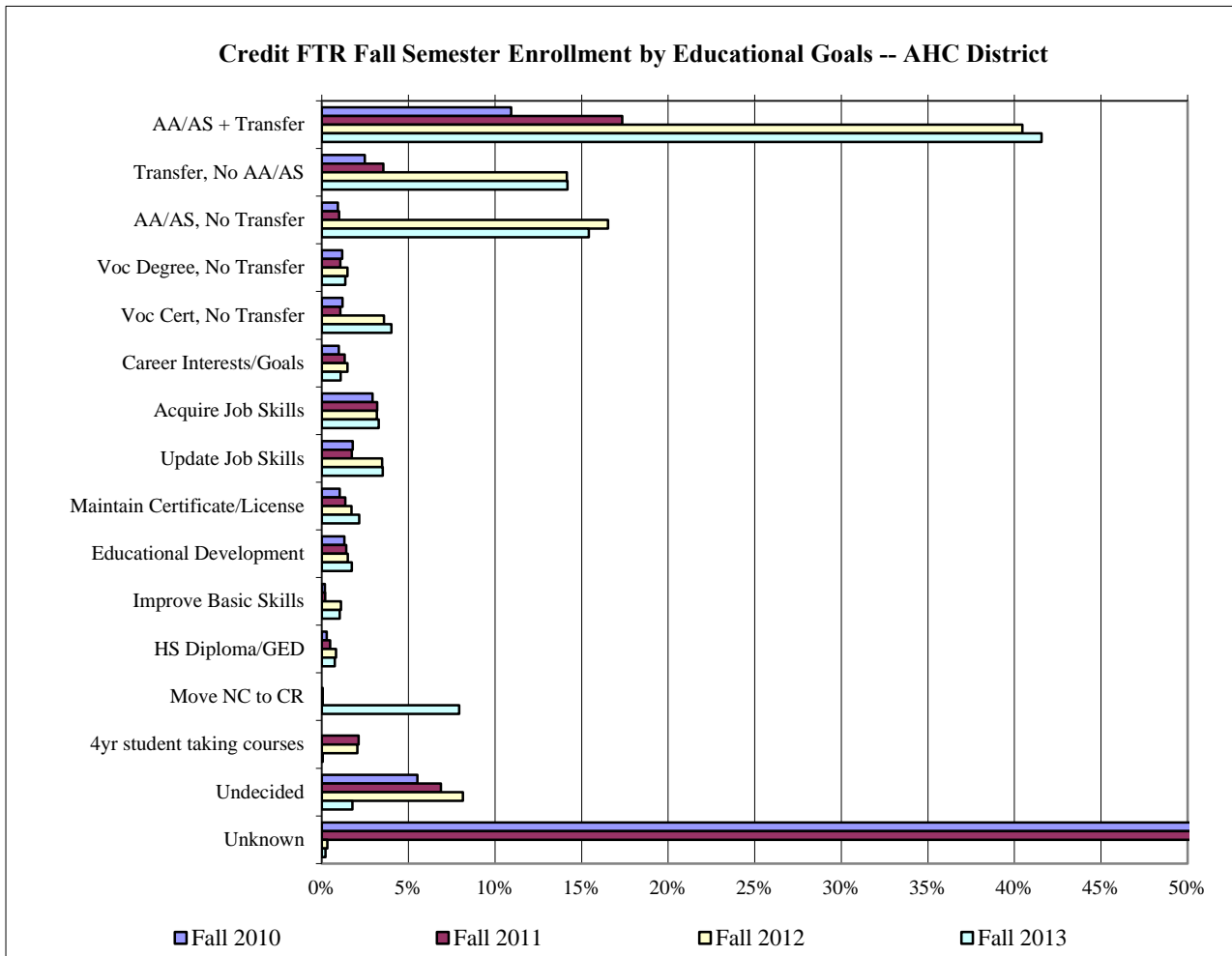
| <b>Allan Hancock College District Profile</b> |                  |                   |                  |                   |                  |                   |                  |                   |
|---|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|
| <b>City of Origin</b>                         | <b>Fall 2010</b> |                   | <b>Fall 2011</b> |                   | <b>Fall 2012</b> |                   | <b>Fall 2013</b> |                   |
|   | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> |
| Arroyo Grande                                 | 563              | 4.6%              | 471              | 4.5%              | 476              | 4.6%              | 405              | 3.9%              |
| Avila   | 3                | 0.0%              | 4                | 0.0%              | 3                | 0.0%              | 2                | 0.0%              |
| Cuyama  | 0                | 0.0%              | 6                | 0.1%              | 0                | 0.0%              | 10               | 0.1%              |
| Goleta  | 32               | 0.3%              | 46               | 0.4%              | 22               | 0.2%              | 43               | 0.4%              |
| Grover/Oceano                                 | 428              | 3.5%              | 342              | 3.3%              | 322              | 3.1%              | 326              | 3.1%              |
| Guadalupe/Casmalia                            | 302              | 2.5%              | 286              | 2.7%              | 260              | 2.5%              | 267              | 2.6%              |
| Lompoc  | 2056             | 16.9%             | 1665             | 15.9%             | 1765             | 17.2%             | 1692             | 16.3%             |
| Los Alamos                                    | 48               | 0.4%              | 47               | 0.4%              | 52               | 0.5%              | 59               | 0.6%              |
| Los Osos                                      | 45               | 0.4%              | 0                | 0.0%              | 39               | 0.4%              | 0                | 0.0%              |
| Morro Bay/Cambria                             | 34               | 0.3%              | 37               | 0.4%              | 7                | 0.1%              | 30               | 0.3%              |
| Nipomo  | 790              | 6.5%              | 680              | 6.5%              | 631              | 6.1%              | 626              | 6.0%              |
| Orcutt  | 165              | 1.4%              | 1727             | 16.5%             | 152              | 1.5%              | 1738             | 16.8%             |
| Other   | 1301             | 10.7%             | 680              | 6.5%              | 892              | 8.7%              | 794              | 7.7%              |
| Pismo/Shell                                   | 101              | 0.8%              | 65               | 0.6%              | 82               | 0.8%              | 57               | 0.5%              |
| San Luis Obispo                               | 245              | 2.0%              | 354              | 3.4%              | 220              | 2.1%              | 351              | 3.4%              |
| Santa Barbara                                 | 160              | 1.3%              | 73               | 0.7%              | 73               | 0.7%              | 133              | 1.3%              |
| Santa Maria                                   | 5396             | 44.3%             | 3039             | 29.1%             | 4806             | 46.8%             | 3298             | 31.8%             |
| Santa Ynez/Los Olivos                         | 146              | 1.2%              | 111              | 1.1%              | 145              | 1.4%              | 94               | 0.9%              |
| Solvang/Buellton                              | 284              | 2.3%              | 251              | 2.4%              | 245              | 2.4%              | 246              | 2.4%              |
| Vandenberg                                    | 80               | 0.7%              | 89               | 0.9%              | 44               | 0.4%              | 66               | 0.6%              |
| Unknown                                       | 8                | 0.1%              | 480              | 4.6%              | 37               | 0.4%              | 139              | 1.3%              |
| <b>Total</b>                                  | <b>12187</b>     | <b>100.0%</b>     | <b>10453</b>     | <b>100.0%</b>     | <b>10273</b>     | <b>100.0%</b>     | <b>10376</b>     | <b>100.0%</b>     |



\*Based on Full-Term Reporting

**Credit FTR\* Fall Semester Enrollment by Educational Goal --**  
**AHC District**

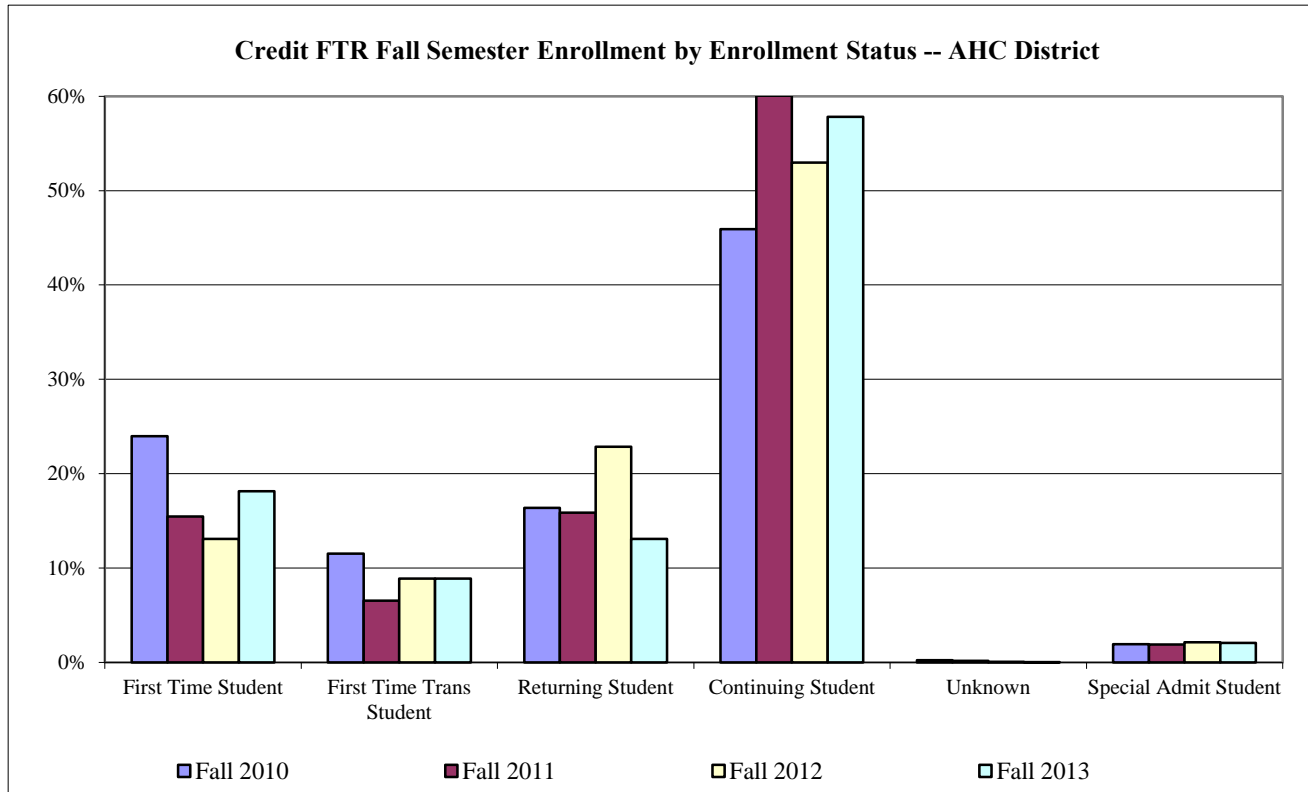
| AHC District                 |              |               |              |               |              |               |              |               |
|------------------------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|
| Educational Goals            | Fall 2010    |               | Fall 2011    |               | Fall 2012    |               | Fall 2013    |               |
|                              | #            | % of total    | #            | % of total    | #            | % of total    | #            | % of total    |
| AA/AS + Transfer             | 1332         | 10.9%         | 1813         | 17.3%         | 4156         | 40.5%         | 4313         | 41.6%         |
| Transfer, No AA/AS           | 303          | 2.5%          | 372          | 3.6%          | 1454         | 14.2%         | 1472         | 14.2%         |
| AA/AS, No Transfer           | 112          | 0.9%          | 103          | 1.0%          | 1698         | 16.5%         | 1599         | 15.4%         |
| Voc Degree, No Transfer      | 142          | 1.2%          | 111          | 1.1%          | 151          | 1.5%          | 140          | 1.3%          |
| Voc Cert, No Transfer        | 146          | 1.2%          | 111          | 1.1%          | 368          | 3.6%          | 417          | 4.0%          |
| Career Interests/Goals       | 119          | 1.0%          | 138          | 1.3%          | 152          | 1.5%          | 113          | 1.1%          |
| Acquire Job Skills           | 356          | 2.9%          | 334          | 3.2%          | 326          | 3.2%          | 341          | 3.3%          |
| Update Job Skills            | 217          | 1.8%          | 181          | 1.7%          | 358          | 3.5%          | 364          | 3.5%          |
| Maintain Certificate/License | 126          | 1.0%          | 141          | 1.3%          | 175          | 1.7%          | 223          | 2.1%          |
| Educational Development      | 158          | 1.3%          | 146          | 1.4%          | 154          | 1.5%          | 180          | 1.7%          |
| Improve Basic Skills         | 22           | 0.2%          | 19           | 0.2%          | 114          | 1.1%          | 106          | 1.0%          |
| HS Diploma/GED               | 35           | 0.3%          | 49           | 0.5%          | 83           | 0.8%          | 77           | 0.7%          |
| Move NC to CR                |              |               | 5            | 0.0%          | 5            | 0.0%          | 822          | 7.9%          |
| 4yr student taking courses   |              |               | 222          | 2.1%          | 210          | 2.0%          | 5            | 0.0%          |
| Undecided                    | 673          | 5.5%          | 719          | 6.9%          | 837          | 8.1%          | 183          | 1.8%          |
| Unknown                      | 8446         | 69.3%         | 5989         | 57.3%         | 32           | 0.3%          | 21           | 0.2%          |
| <b>Total</b>                 | <b>12187</b> | <b>100.0%</b> | <b>10453</b> | <b>100.0%</b> | <b>10273</b> | <b>100.0%</b> | <b>10376</b> | <b>100.0%</b> |



\*Based on Full-Term Reporting

**Credit FTR\* Fall Semester Enrollment by Enrollment Status --**  
**AHC District**

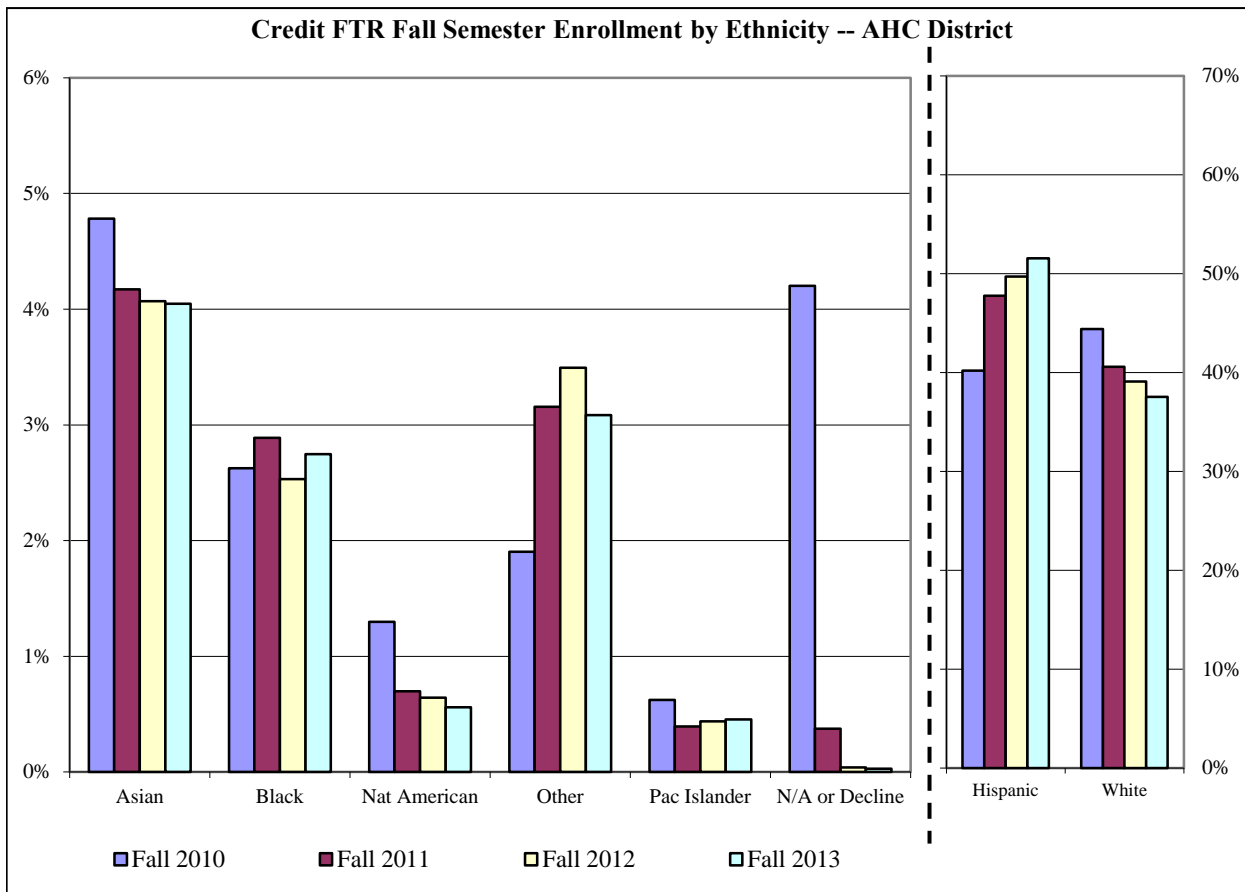
| AHC District             |              |               |              |               |              |               |              |               |
|--------------------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|
| Enrollment Status        | Fall 2010    |               | Fall 2011    |               | Fall 2012    |               | Fall 2013    |               |
|                          | #            | % of total    | #            | % of total    | #            | % of total    | #            | % of total    |
| First Time Student       | 2921         | 24.0%         | 1615         | 15.5%         | 1343         | 13.1%         | 1881         | 18.1%         |
| First Time Trans Student | 1407         | 11.5%         | 685          | 6.6%          | 912          | 8.9%          | 921          | 8.9%          |
| Returning Student        | 1998         | 16.4%         | 1660         | 15.9%         | 2347         | 22.8%         | 1358         | 13.1%         |
| Continuing Student       | 5598         | 45.9%         | 6277         | 60.0%         | 5442         | 53.0%         | 5998         | 57.8%         |
| Unknown                  | 29           | 0.2%          | 17           | 0.2%          | 8            | 0.1%          | 5            | 0.0%          |
| Special Admit Student    | 234          | 1.9%          | 199          | 1.9%          | 221          | 2.2%          | 213          | 2.1%          |
| <b>Total</b>             | <b>12187</b> | <b>100.0%</b> | <b>10453</b> | <b>100.0%</b> | <b>10273</b> | <b>100.0%</b> | <b>10376</b> | <b>100.0%</b> |



\*Based on Full-Term Reporting

## Credit FTR\* Fall Semester Enrollment by Ethnicity -- AHC District

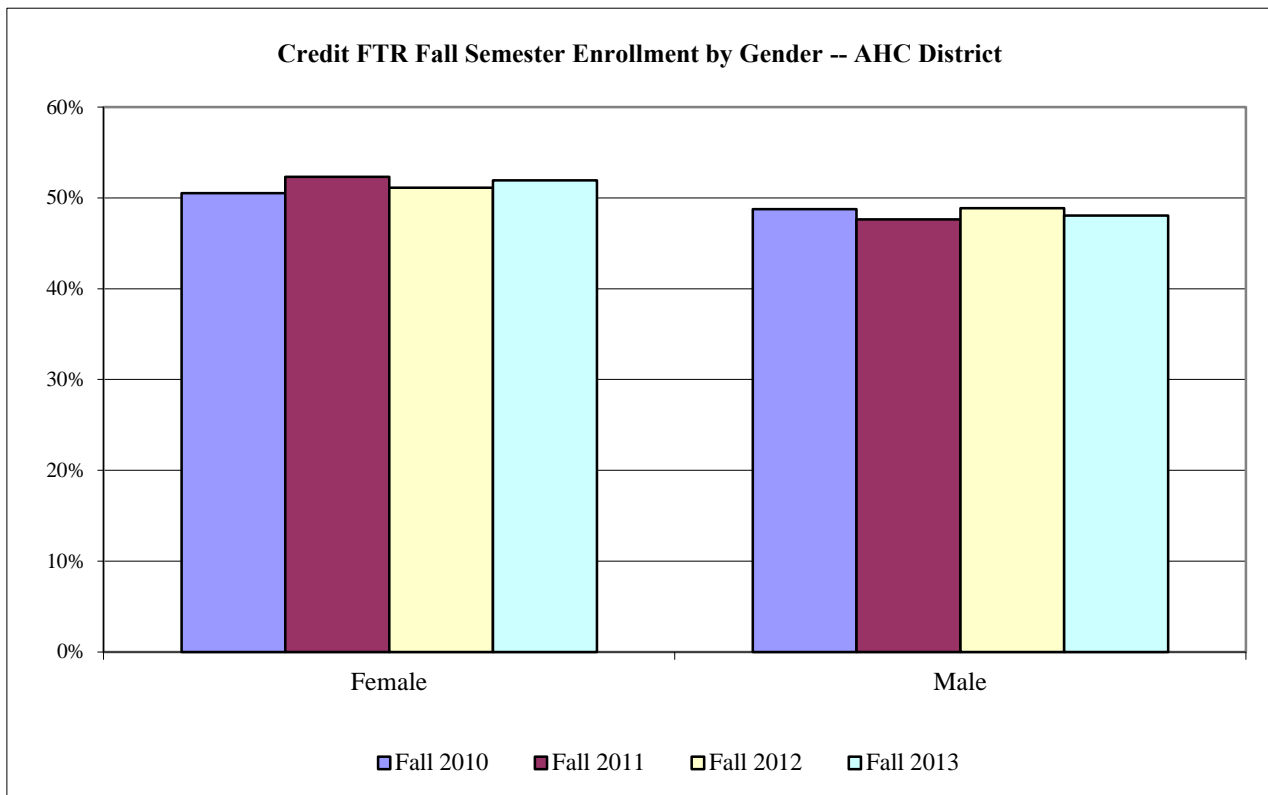
| <b>AHC District</b> |                  |                   |                  |                   |                  |                   |                  |                   |
|---------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|
| <b>Ethnicity</b>    | <b>Fall 2010</b> |                   | <b>Fall 2011</b> |                   | <b>Fall 2012</b> |                   | <b>Fall 2013</b> |                   |
|                     | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> |
| Asian               | 583              | 4.8%              | 436              | 4.2%              | 418              | 4.1%              | 420              | 4.0%              |
| Black               | 320              | 2.6%              | 302              | 2.9%              | 260              | 2.5%              | 285              | 2.7%              |
| Nat American        | 158              | 1.3%              | 73               | 0.7%              | 66               | 0.6%              | 58               | 0.6%              |
| Other               | 232              | 1.9%              | 330              | 3.2%              | 359              | 3.5%              | 320              | 3.1%              |
| Pac Islander        | 76               | 0.6%              | 41               | 0.4%              | 45               | 0.4%              | 47               | 0.5%              |
| N/A or Decline      | 512              | 4.2%              | 39               | 0.4%              | 4                | 0.0%              | 3                | 0.0%              |
| Hispanic            | 4897             | 40.2%             | 4992             | 47.8%             | 5105             | 49.7%             | 5347             | 51.5%             |
| White               | 5409             | 44.4%             | 4240             | 40.6%             | 4016             | 39.1%             | 3896             | 37.5%             |
| <b>Total</b>        | <b>12187</b>     | <b>100.0%</b>     | <b>10453</b>     | <b>100.0%</b>     | <b>10273</b>     | <b>100.0%</b>     | <b>10376</b>     | <b>100.0%</b>     |



\*Based on Full-Term Reporting

## Credit FTR\* Fall Semester Enrollment by Gender -- AHC District

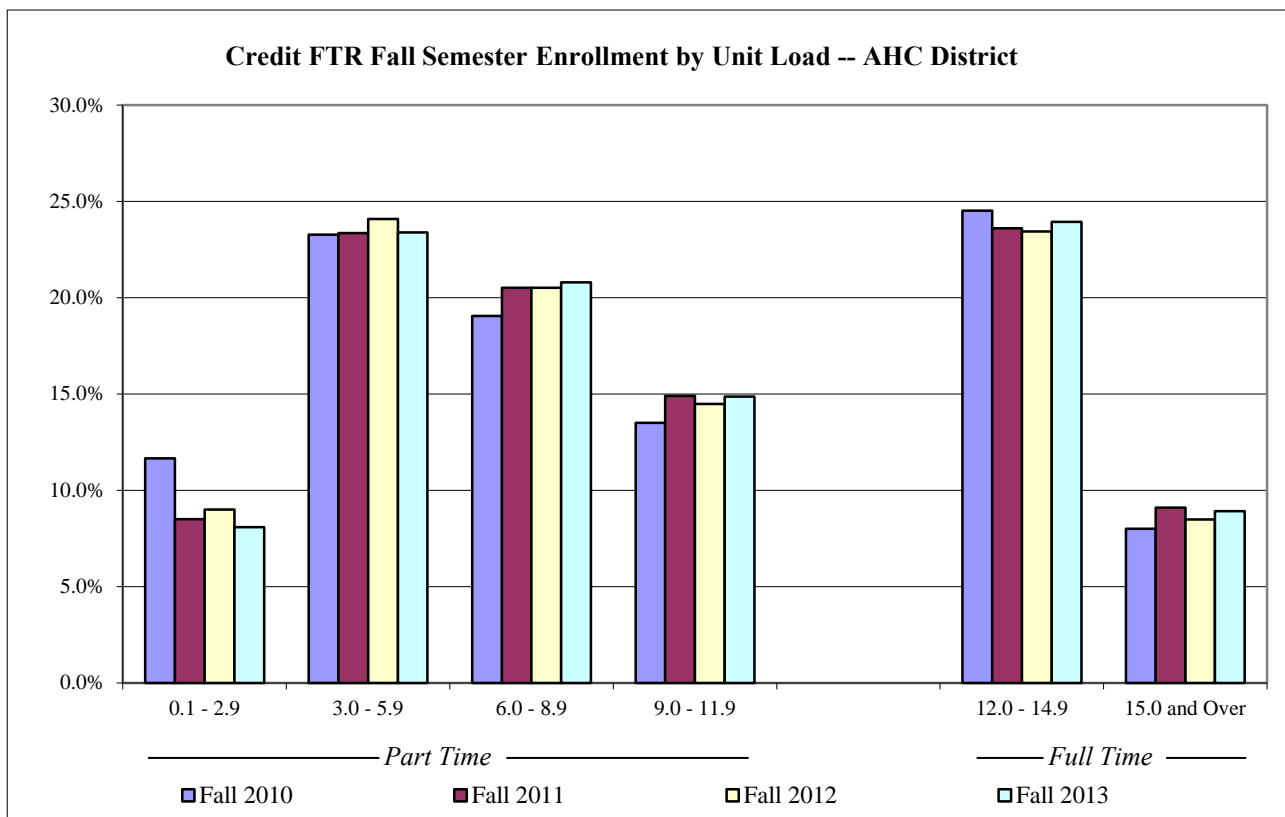
| AHC District |              |               |              |               |              |               |              |               |
|--------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|
| Gender       | Fall 2010    |               | Fall 2011    |               | Fall 2012    |               | Fall 2013    |               |
|              | #            | % of total    | #            | % of total    | #            | % of total    | #            | % of total    |
| Female       | 6159         | 50.5%         | 5467         | 52.3%         | 5250         | 51.1%         | 5389         | 51.9%         |
| Male         | 5943         | 48.8%         | 4977         | 47.6%         | 5020         | 48.9%         | 4985         | 48.0%         |
| Unknown      | 85           | 0.7%          | 9            | 0.1%          | 3            | 0.0%          | 2            | 0.0%          |
| <b>Total</b> | <b>12187</b> | <b>100.0%</b> | <b>10453</b> | <b>100.0%</b> | <b>10273</b> | <b>100.0%</b> | <b>10376</b> | <b>100.0%</b> |



\*Based on Full-Term Reporting

## Credit FTR\* Fall Semester Enrollment by Unit Load -- AHC District

| <b>AHC District</b>          |                  |            |                  |            |                  |            |                  |            |
|------------------------------|------------------|------------|------------------|------------|------------------|------------|------------------|------------|
| <b>Unit Load</b>             | <b>Fall 2010</b> |            | <b>Fall 2011</b> |            | <b>Fall 2012</b> |            | <b>Fall 2013</b> |            |
|                              | #                | % of total | #                | % of total | #                | % of total | #                | % of total |
| 0.1 - 2.9                    | 1421             | 11.7%      | 889              | 8.5%       | 925              | 9.0%       | 839              | 8.1%       |
| 3.0 - 5.9                    | 2835             | 23.3%      | 2441             | 23.4%      | 2474             | 24.1%      | 2426             | 23.4%      |
| 6.0 - 8.9                    | 2322             | 19.1%      | 2145             | 20.5%      | 2107             | 20.5%      | 2158             | 20.8%      |
| 9.0 - 11.9                   | 1646             | 13.5%      | 1558             | 14.9%      | 1488             | 14.5%      | 1543             | 14.9%      |
| 12.0 - 14.9                  | 2988             | 24.5%      | 2468             | 23.6%      | 2407             | 23.4%      | 2484             | 23.9%      |
| 15.0 and Over                | 975              | 8.0%       | 952              | 9.1%       | 872              | 8.5%       | 926              | 8.9%       |
| <b>Total</b>                 | 12187            | 100.0%     | 10453            | 100.0%     | 10273            | 100.0%     | 10376            | 100.0%     |
| <b>Average # Units Taken</b> | 8.0              |            | 8.3              |            | 8.2              |            | 8.3              |            |



\*Based on Full-Term Reporting



# Top 40 Majors - Allan Hancock College

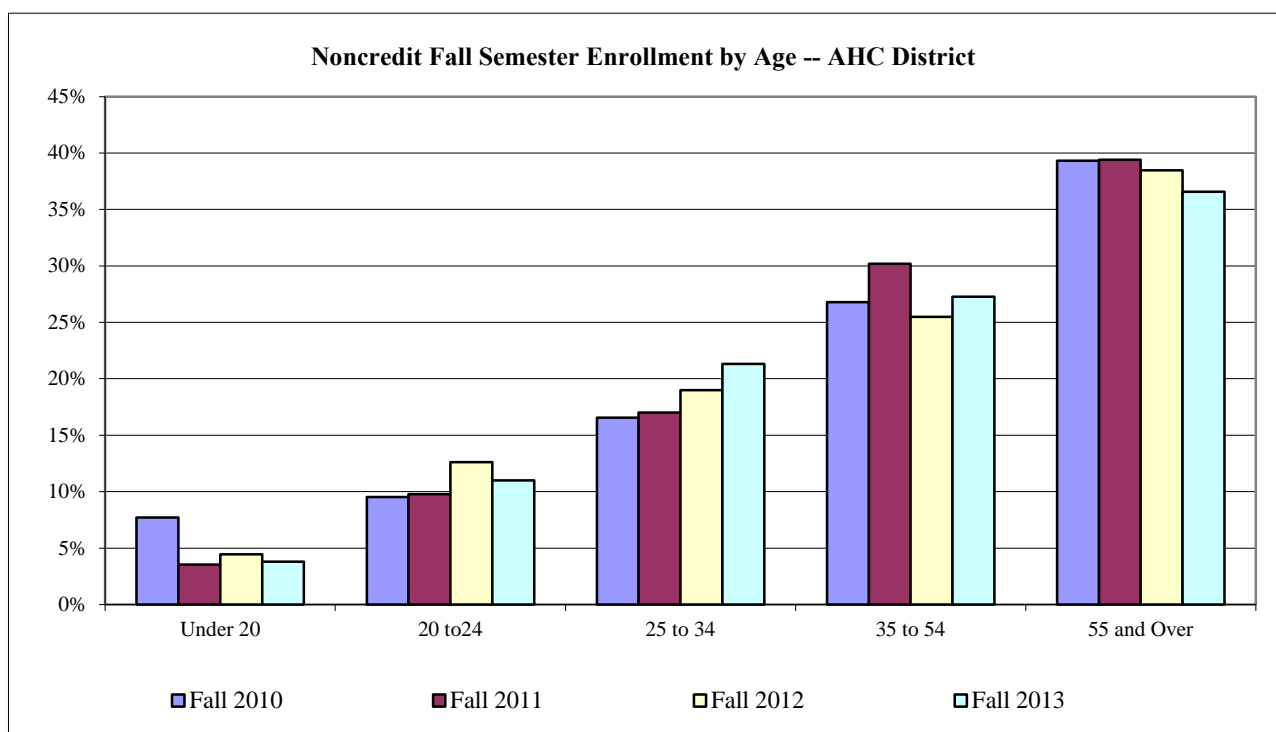
## Fall Semester Credit Students

| Major                                   | Fall 2013   |               |
|---|-------------|---------------|
|   | N           | %             |
| Liberal Studies (teaching preparation)  | 1244        | 12.9%         |
| Registered Nursing                      | 748         | 7.8%          |
| Psychology                              | 517         | 5.4%          |
| Admin. Of Justice                       | 488         | 5.1%          |
| Nat Life Sciences, Gen                  | 399         | 4.1%          |
| Fire Control Technology                 | 396         | 4.1%          |
| Business Management                     | 381         | 4.0%          |
| Business Administration                 | 362         | 3.8%          |
| Lifespan                                | 352         | 3.7%          |
| Engineering                             | 342         | 3.6%          |
| Liberal Arts & Sciences                 | 318         | 3.3%          |
| Art                                     | 286         | 3.0%          |
| Police Academy                          | 255         | 2.7%          |
| Accounting                              | 220         | 2.3%          |
| Computer Science (transfer)             | 218         | 2.3%          |
| Human Services                          | 210         | 2.2%          |
| English                                 | 200         | 2.1%          |
| Automotive Technology                   | 199         | 2.1%          |
| Dramatic Arts                           | 179         | 1.9%          |
| Physical Ed.                            | 175         | 1.8%          |
| Wildland Fire Technology                | 167         | 1.7%          |
| Viticulture, Enology, and Wine Business | 154         | 1.6%          |
| Nutrition and Food                      | 139         | 1.4%          |
| Music                                   | 138         | 1.4%          |
| Dental Assistant                        | 131         | 1.4%          |
| Social Science                          | 129         | 1.3%          |
| Marketing & Distribution                | 123         | 1.3%          |
| Welding Technology                      | 114         | 1.2%          |
| International Studies                   | 108         | 1.1%          |
| Engineering Technology, Gen             | 107         | 1.1%          |
| Emergency Medical Technology            | 104         | 1.1%          |
| Film Production                         | 100         | 1.0%          |
| Electronics                             | 93          | 1.0%          |
| Automotive Collision Repair             | 83          | 0.9%          |
| Cosmetology                             | 83          | 0.9%          |
| Speech/Debate/Forensic Sci              | 75          | 0.8%          |
| Computer Graphics & Digital Imagery     | 74          | 0.8%          |
| Animation                               | 71          | 0.7%          |
| Licensed Vocational Nursing             | 69          | 0.7%          |
| Chemistry                               | 66          | 0.7%          |
| <b>Total</b>                            | <b>9617</b> | <b>100.0%</b> |

Source: Matriculation MIS File from the Chancellor's Office.

## Noncredit FTR\* Fall Semester Enrollment by Age -- AHC District

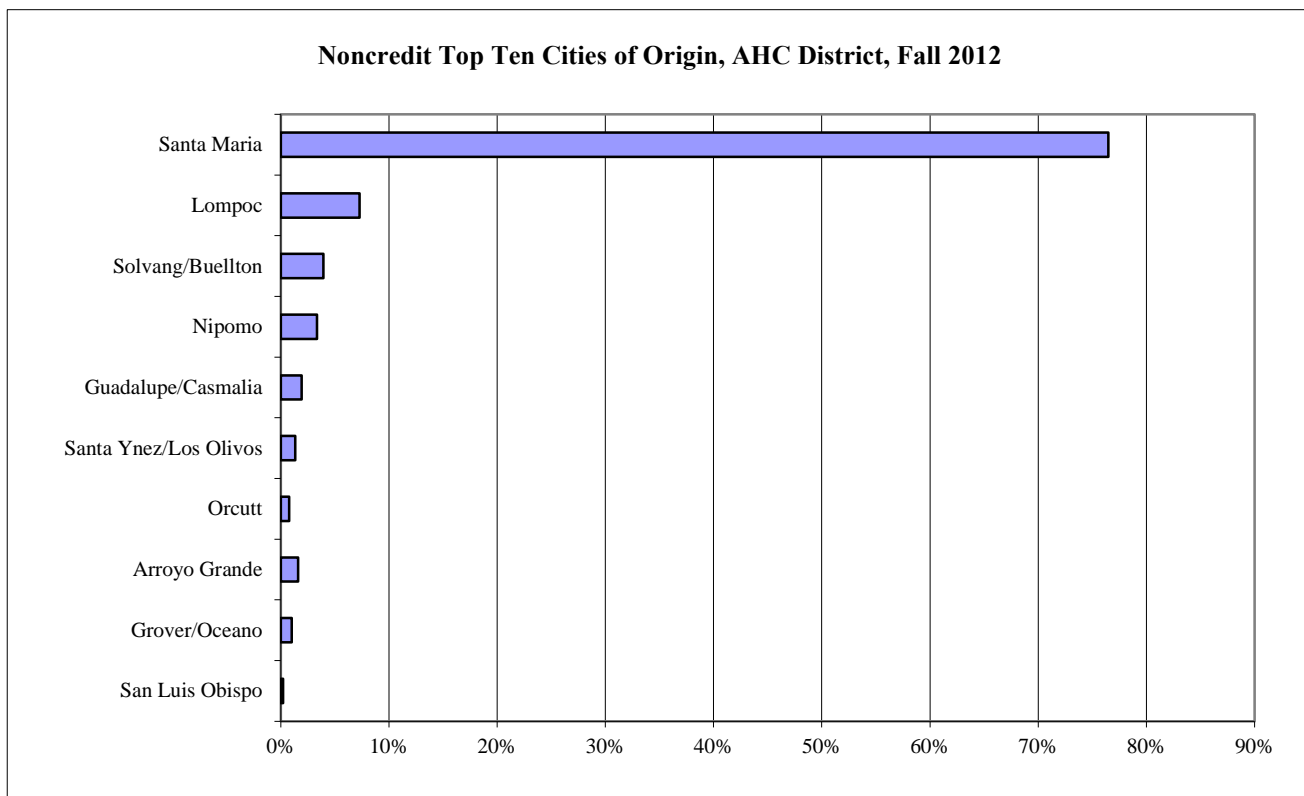
| <b>AHC District</b> |           |            |           |            |           |            |           |            |
|---------------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| Age                 | Fall 2010 |            | Fall 2011 |            | Fall 2012 |            | Fall 2013 |            |
|                     | #         | % of total | #         | % of total | #         | % of total | #         | % of total |
| Under 20            | 222       | 7.7%       | 86        | 3.5%       | 116       | 4.5%       | 98        | 3.8%       |
| 20 to24             | 274       | 9.5%       | 237       | 9.8%       | 328       | 12.6%      | 285       | 11.0%      |
| 25 to 34            | 476       | 16.6%      | 412       | 17.0%      | 494       | 19.0%      | 552       | 21.3%      |
| 35 to 54            | 770       | 26.8%      | 732       | 30.2%      | 663       | 25.5%      | 706       | 27.3%      |
| 55 and Over         | 1131      | 39.3%      | 955       | 39.4%      | 1001      | 38.5%      | 947       | 36.6%      |
| Missing Birthdate   | 3         | 0.1%       | 2         | 0.1%       | 1         | 0.0%       | 1         | 0.0%       |
| Total               | 2876      | 100.0%     | 2424      | 100.0%     | 2603      | 100.0%     | 2589      | 100.0%     |
| Average Age         | 48.6      |            | 49.1      |            | 47.9      |            | 47.4      |            |



# Noncredit FTR\* Fall Semester Enrollment by City of Origin -- AHC

## District

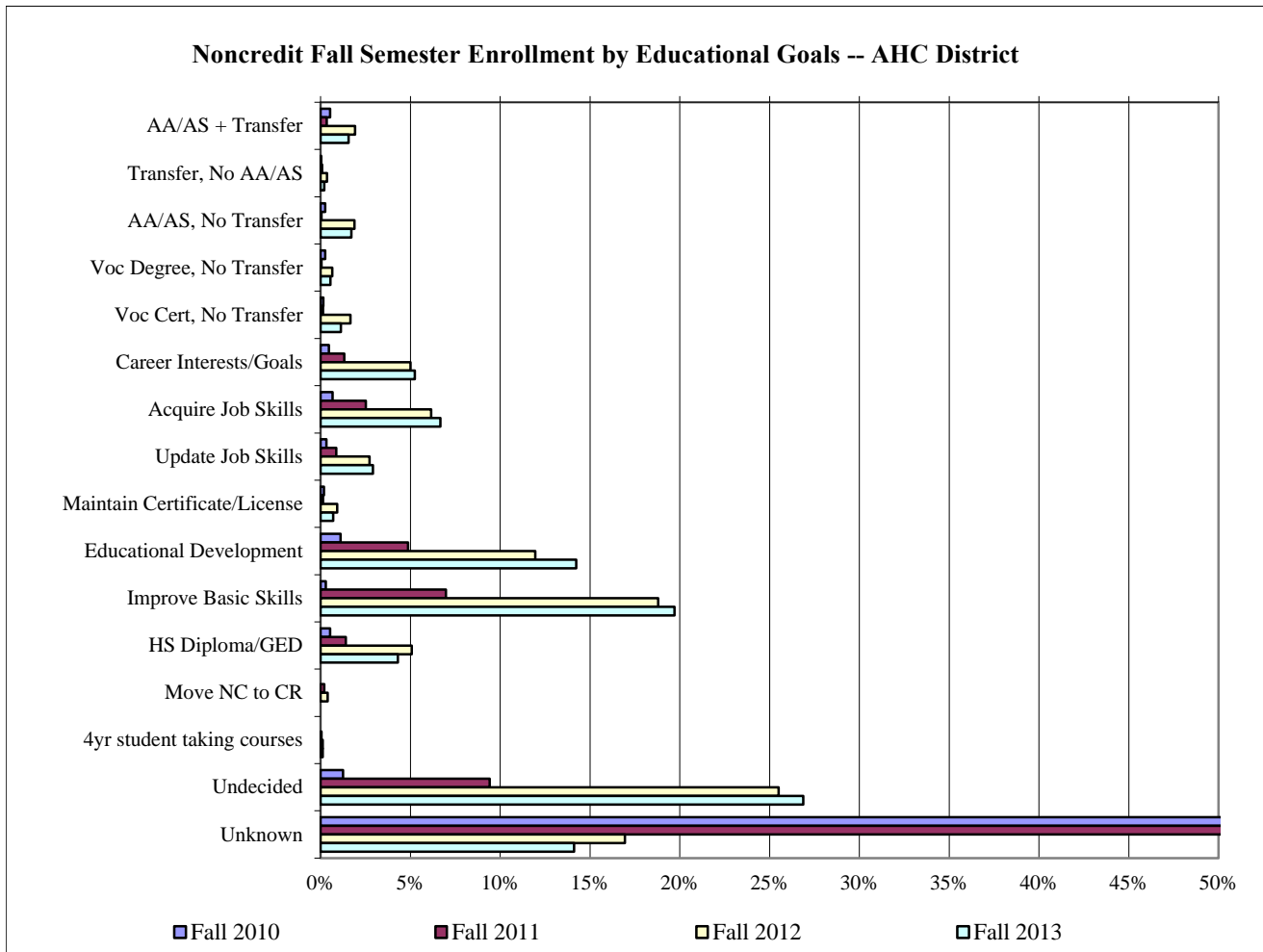
| <b>Allan Hancock College District Profile</b> |             |               |             |               |             |               |             |               |
|---|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|
| City of Origin                                | Fall 2010   |               | Fall 2011   |               | Fall 2012   |               | Fall 2013   |               |
|   | #           | % of total    | #           | % of total    | #           | % of total    | #           | % of total    |
| Arroyo Grande                                 | 44          | 1.5%          | 29          | 1.2%          | 31          | 1.2%          | 42          | 1.6%          |
| Avila   | 1           | 0.0%          | 2           | 0.1%          | 1           | 0.0%          | 0           | 0.0%          |
| Cuyama  | 0           | 0.0%          | 0           | 0.0%          | 0           | 0.0%          | 1           | 0.0%          |
| Goleta  | 4           | 0.1%          | 0           | 0.0%          | 1           | 0.0%          | 1           | 0.0%          |
| Grover/Oceano                                 | 20          | 0.7%          | 23          | 0.9%          | 21          | 0.8%          | 26          | 1.0%          |
| Guadalupe/Casmalia                            | 76          | 2.6%          | 39          | 1.6%          | 58          | 2.2%          | 50          | 1.9%          |
| Lompoc  | 224         | 7.8%          | 184         | 7.6%          | 241         | 9.3%          | 189         | 7.3%          |
| Los Alamos                                    | 8           | 0.3%          | 14          | 0.6%          | 13          | 0.5%          | 8           | 0.3%          |
| Morro Bay/Cambria                             | 1           | 0.0%          | 0           | 0.0%          | 0           | 0.0%          | 0           | 0.0%          |
| Nipomo  | 101         | 3.5%          | 78          | 3.2%          | 77          | 3.0%          | 87          | 3.4%          |
| Orcutt  | 30          | 1.0%          | 35          | 1.4%          | 33          | 1.3%          | 20          | 0.8%          |
| Other   | 8           | 0.3%          | 11          | 0.5%          | 7           | 0.3%          | 3           | 0.1%          |
| Pismo/Shell                                   | 7           | 0.2%          | 9           | 0.4%          | 5           | 0.2%          | 3           | 0.1%          |
| San Luis Obispo                               | 9           | 0.3%          | 6           | 0.2%          | 7           | 0.3%          | 6           | 0.2%          |
| Santa Barbara                                 | 3           | 0.1%          | 0           | 0.0%          | 1           | 0.0%          | 0           | 0.0%          |
| Santa Maria                                   | 2104        | 73.2%         | 1806        | 74.5%         | 1959        | 75.3%         | 1980        | 76.5%         |
| Santa Ynez/Los Olivos                         | 71          | 2.5%          | 51          | 2.1%          | 39          | 1.5%          | 35          | 1.4%          |
| Solvang/Buellton                              | 162         | 5.6%          | 126         | 5.2%          | 97          | 3.7%          | 102         | 3.9%          |
| Vandenberg                                    | 3           | 0.1%          | 3           | 0.1%          | 4           | 0.2%          | 3           | 0.1%          |
| Unknown                                       | 0           | 0.0%          | 8           | 0.3%          | 8           | 0.3%          | 33          | 1.3%          |
| <b>Total</b>                                  | <b>2876</b> | <b>100.0%</b> | <b>2424</b> | <b>100.0%</b> | <b>2603</b> | <b>100.0%</b> | <b>2589</b> | <b>100.0%</b> |



\*Based on Full-Term Reporting

# Noncredit FTR\* Fall Semester Enrollment by Educational Goal -- AHC District

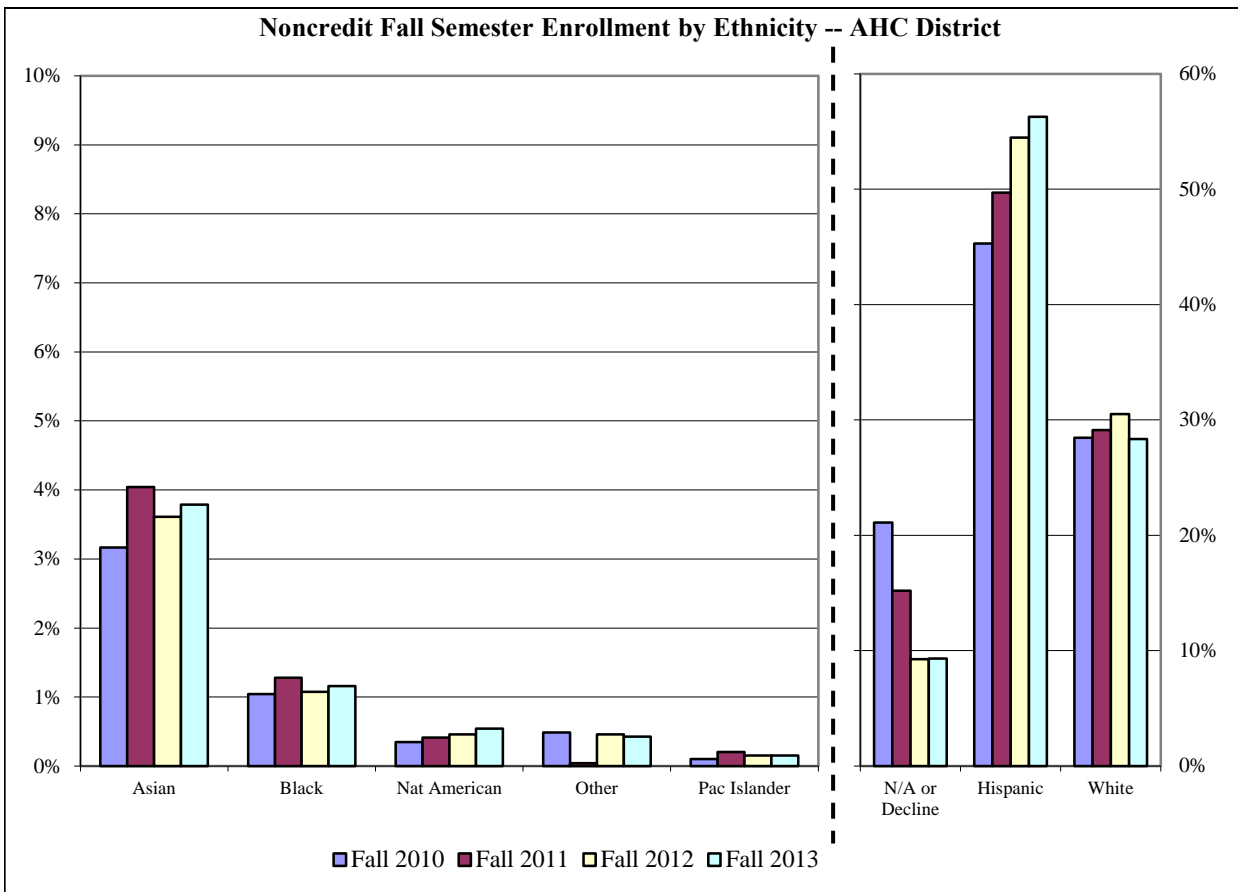
| AHC District                 |             |               |             |               |             |               |             |               |
|------------------------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|
| Educational Goals            | Fall 2010   |               | Fall 2011   |               | Fall 2012   |               | Fall 2013   |               |
|                              | #           | % of total    | #           | % of total    | #           | % of total    | #           | % of total    |
| AA/AS + Transfer             | 15          | 0.5%          | 8           | 0.3%          | 50          | 1.9%          | 40          | 1.6%          |
| Transfer, No AA/AS           | 1           | 0.0%          | 2           | 0.1%          | 9           | 0.3%          | 5           | 0.2%          |
| AA/AS, No Transfer           | 7           | 0.2%          | 1           | 0.0%          | 49          | 1.9%          | 44          | 1.7%          |
| Voc Degree, No Transfer      | 7           | 0.2%          | 1           | 0.0%          | 17          | 0.7%          | 14          | 0.5%          |
| Voc Cert, No Transfer        | 4           | 0.1%          | 3           | 0.1%          | 43          | 1.7%          | 29          | 1.1%          |
| Career Interests/Goals       | 13          | 0.5%          | 32          | 1.3%          | 130         | 5.0%          | 135         | 5.2%          |
| Acquire Job Skills           | 19          | 0.7%          | 61          | 2.5%          | 160         | 6.1%          | 172         | 6.7%          |
| Update Job Skills            | 9           | 0.3%          | 21          | 0.9%          | 71          | 2.7%          | 75          | 2.9%          |
| Maintain Certificate/License | 5           | 0.2%          | 3           | 0.1%          | 24          | 0.9%          | 18          | 0.7%          |
| Educational Development      | 32          | 1.1%          | 118         | 4.9%          | 311         | 11.9%         | 367         | 14.2%         |
| Improve Basic Skills         | 8           | 0.3%          | 169         | 7.0%          | 489         | 18.8%         | 508         | 19.7%         |
| HS Diploma/GED               | 15          | 0.5%          | 34          | 1.4%          | 132         | 5.1%          | 111         | 4.3%          |
| Move NC to CR                |             |               | 5           | 0.2%          | 10          | 0.4%          | 0           | 0.0%          |
| 4yr student taking courses   |             |               | 1           | 0.0%          | 3           | 0.1%          | 3           | 0.1%          |
| Undecided                    | 36          | 1.3%          | 228         | 9.4%          | 664         | 25.5%         | 693         | 26.9%         |
| Unknown                      | 2705        | 94.1%         | 1737        | 71.7%         | 441         | 16.9%         | 364         | 14.1%         |
| <b>Total</b>                 | <b>2876</b> | <b>100.0%</b> | <b>2424</b> | <b>100.0%</b> | <b>2603</b> | <b>100.0%</b> | <b>2578</b> | <b>100.0%</b> |



\*Based on Full-Term Reporting

# Noncredit FTR\* Fall Semester Enrollment by Ethnicity -- AHC District

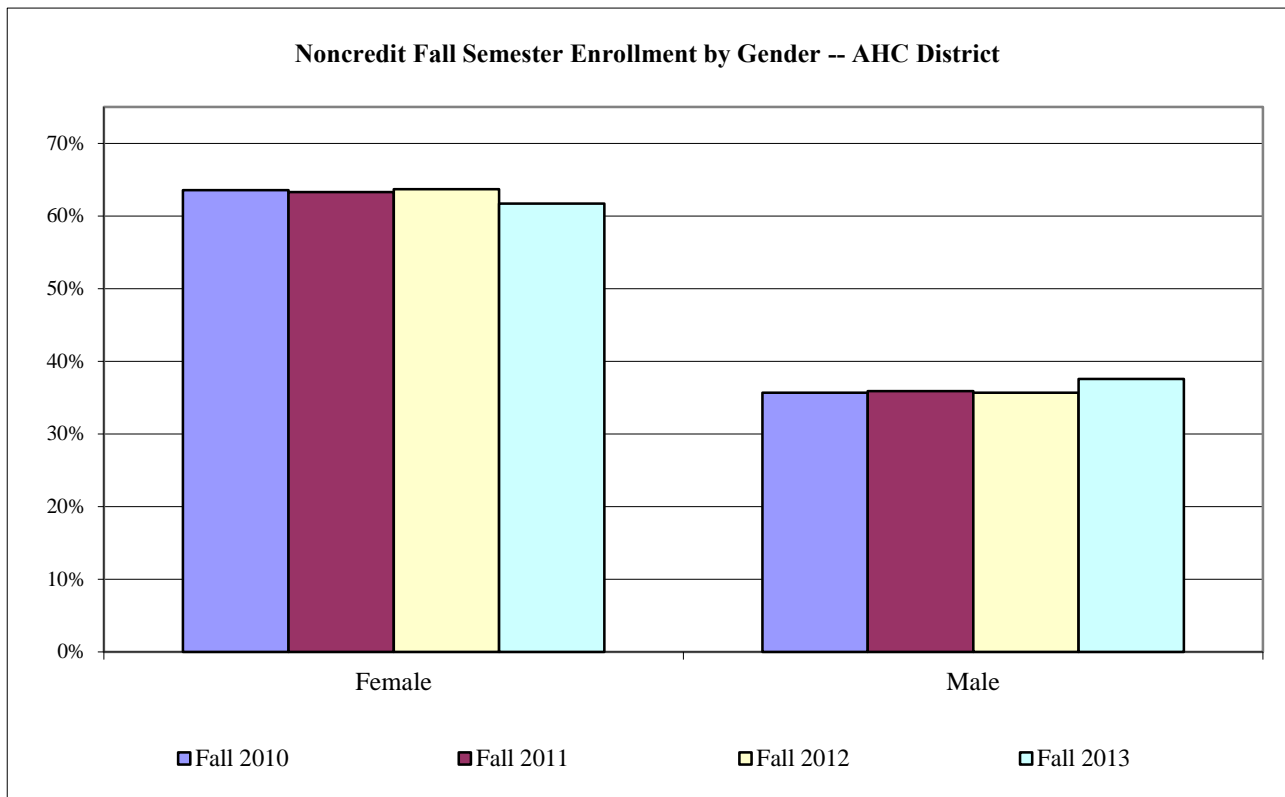
| <b>AHC District</b> |                  |                   |                  |                   |                  |                   |                  |                   |
|---------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|
| <b>Ethnicity</b>    | <b>Fall 2010</b> |                   | <b>Fall 2011</b> |                   | <b>Fall 2012</b> |                   | <b>Fall 2013</b> |                   |
|                     | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> | <b>#</b>         | <b>% of total</b> |
| Asian               | 91               | 3.2%              | 98               | 4.0%              | 94               | 3.6%              | 98               | 3.8%              |
| Black               | 30               | 1.0%              | 31               | 1.3%              | 28               | 1.1%              | 30               | 1.2%              |
| Nat American        | 10               | 0.3%              | 10               | 0.4%              | 12               | 0.5%              | 14               | 0.5%              |
| Other               | 14               | 0.5%              | 1                | 0.0%              | 12               | 0.5%              | 11               | 0.4%              |
| Pac Islander        | 3                | 0.1%              | 5                | 0.2%              | 4                | 0.2%              | 4                | 0.2%              |
| N/A or Decline      | 607              | 21.1%             | 368              | 15.2%             | 241              | 9.3%              | 241              | 9.3%              |
| Hispanic            | 1303             | 45.3%             | 1205             | 49.7%             | 1418             | 54.5%             | 1457             | 56.3%             |
| White               | 818              | 28.4%             | 706              | 29.1%             | 794              | 30.5%             | 734              | 28.4%             |
| <b>Total</b>        | <b>2876</b>      | <b>100.0%</b>     | <b>2424</b>      | <b>100.0%</b>     | <b>2603</b>      | <b>100.0%</b>     | <b>2589</b>      | <b>100.0%</b>     |



\*Based on Full-Term Reporting

# Noncredit FTR\* Fall Semester Enrollment by Gender -- AHC District

| AHC District       |           |            |           |            |           |            |           |            |
|--------------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| Gender             | Fall 2010 |            | Fall 2011 |            | Fall 2012 |            | Fall 2013 |            |
|                    | #         | % of total | #         | % of total | #         | % of total | #         | % of total |
| Female             | 1827      | 63.5%      | 1534      | 63.3%      | 1657      | 63.7%      | 1597      | 61.7%      |
| Male               | 1026      | 35.7%      | 870       | 35.9%      | 928       | 35.7%      | 972       | 37.5%      |
| Unknown/Unreported | 23        | 0.8%       | 20        | 0.8%       | 18        | 0.7%       | 20        | 0.8%       |
| Total              | 2876      | 100.0%     | 2424      | 100.0%     | 2603      | 100.0%     | 2589      | 100.0%     |



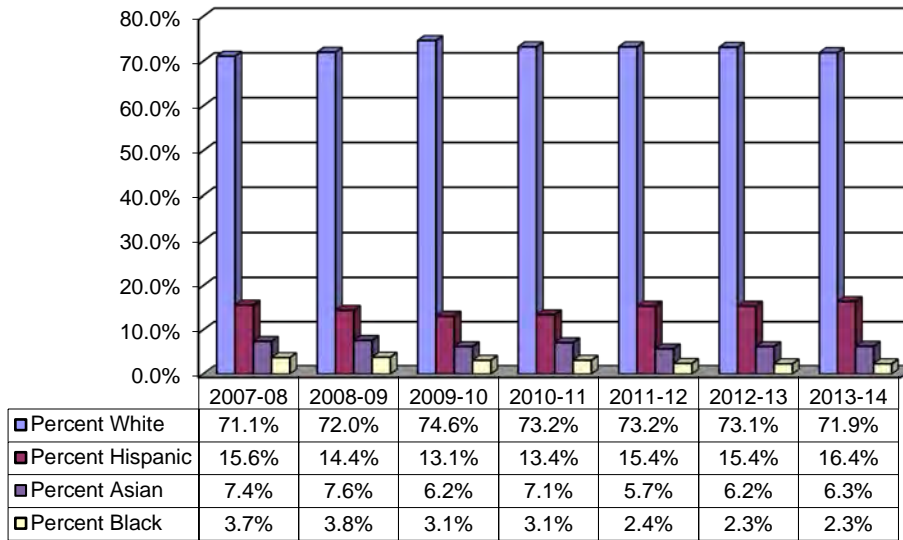
\*Based on Full-Term Reporting

## 13. Staff

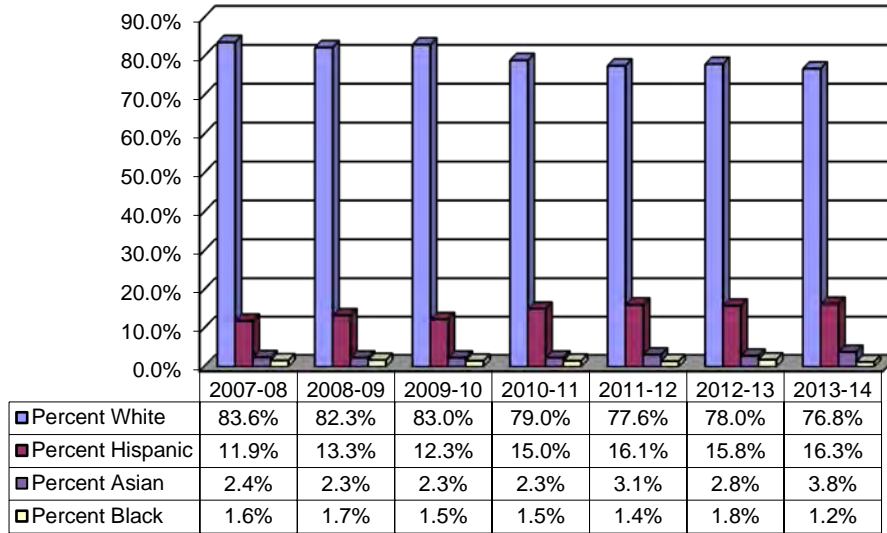
| <b>Topic</b>  | <b>Page</b>  |
|---|--------------|
| <i>Staff Employee Historical Ethnicity</i>                          | <i>13-2</i>  |
| <i>AHC Staff by Ethnicity</i>                                       | <i>13-4</i>  |
| <i>AHC Staff by Age</i>   | <i>13-5</i>  |
| <i>AHC Staff by Gender</i>  | <i>13-6</i>  |
| <i>Staff Employee Statistical Totals, Historical Comparison</i>     | <i>13-7</i>  |
| <i>Staff Employee Statistical Totals, 2012-2013</i>                 | <i>13-8</i>  |
| <i>Staff Employee Statistical Totals, 2012-2013: New Hires Only</i> | <i>13-10</i> |
| <i>Staff Employee Statistical Totals, 2013-2014</i>                 | <i>13-12</i> |
| <i>Staff Employee Statistical Totals, 2013-2014: New Hires Only</i> | <i>13-14</i> |

## Staff Employee Historical Ethnicity Data

### Full-time Faculty



### Part-time Faculty

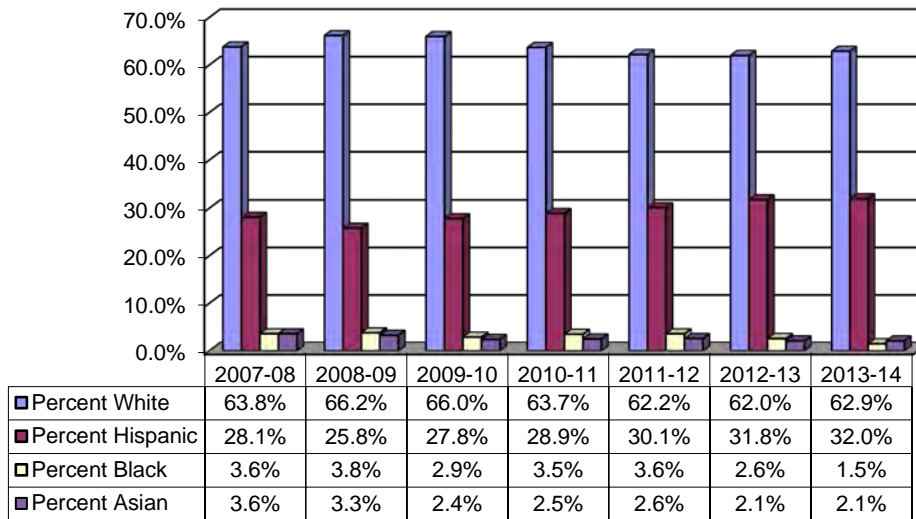


Among all employee groups at Allan Hancock, the largest ethnic groups are White, Hispanic, Asian and Black. The percent of representation of each ethnic group varies by employee group and over time. Data for full and part-time faculty shows that full-time faculty are increasingly more non-white (28.1%) while 23.3% of part-time faculty are non-white.

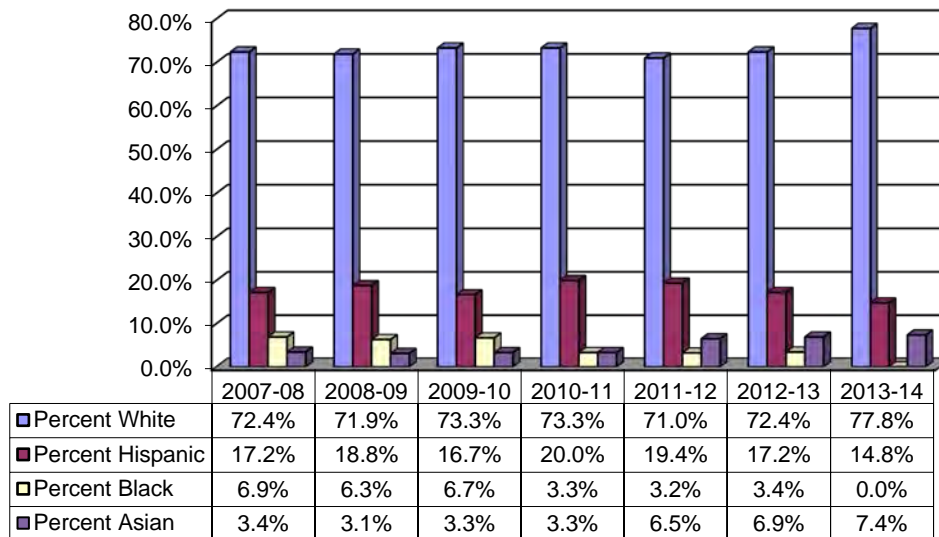


## Staff Employee Historical Ethnicity Data

### Full-time Classified

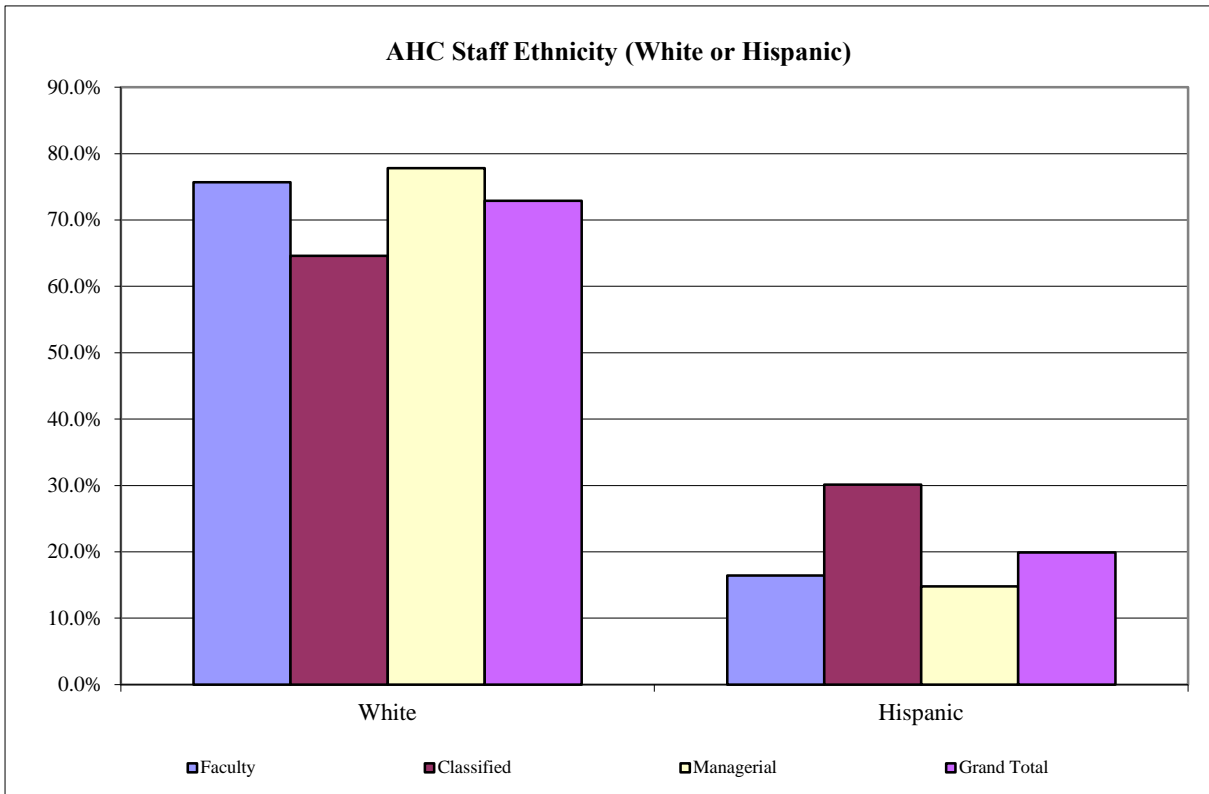
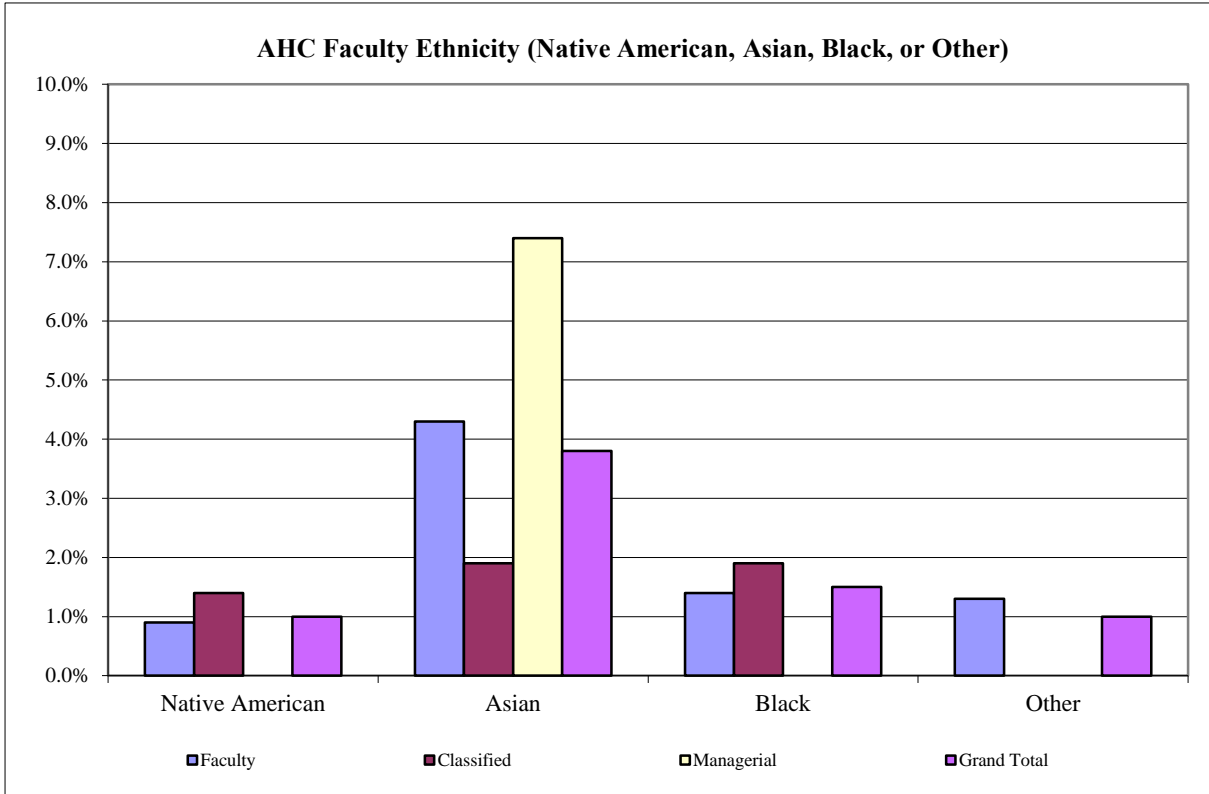


### Managerial



More diversity is found among the full-time classified employees than among faculty. Classified employees were 32% Hispanic at the time of the snapshot. Approximately 15% of the managerial staff are.

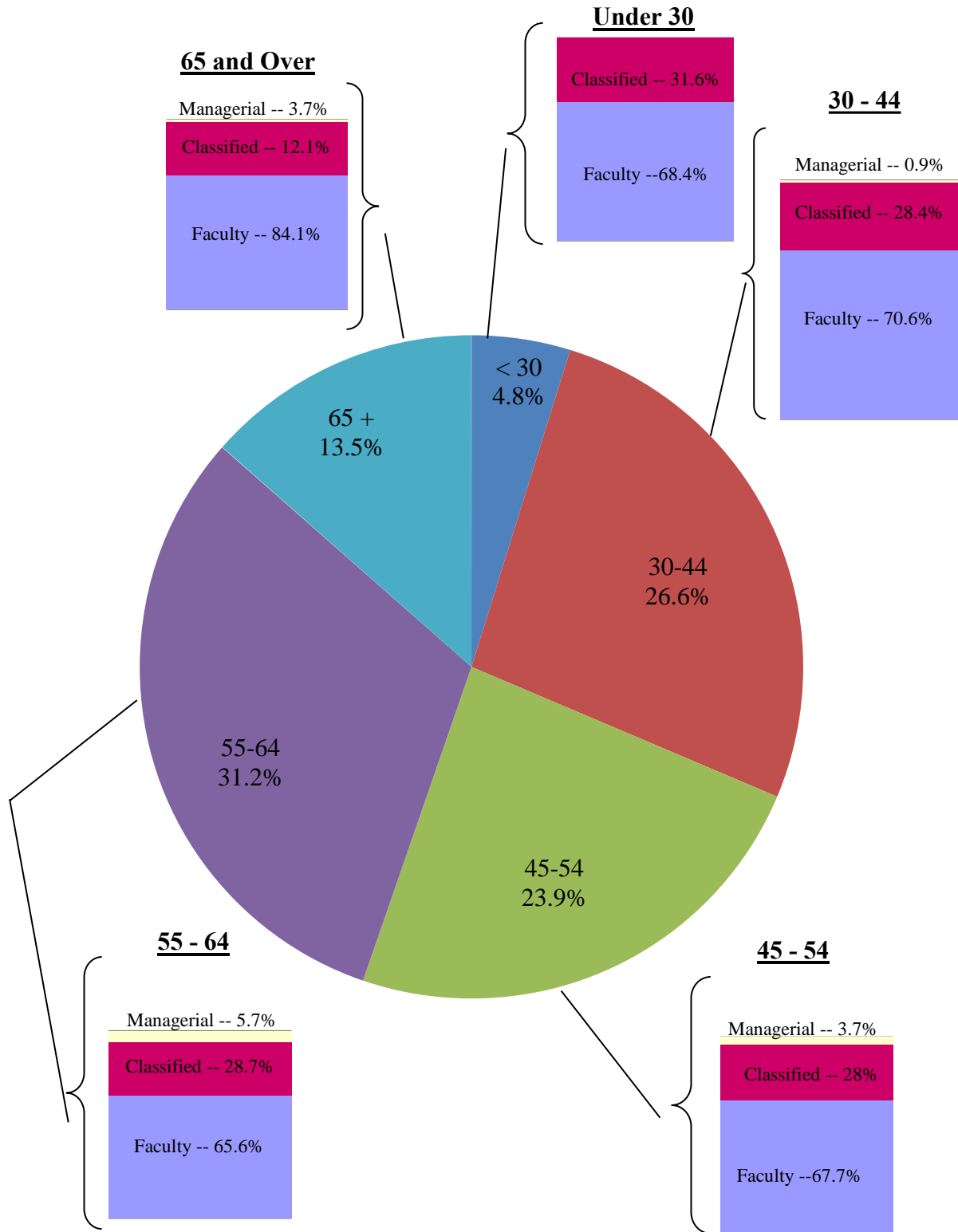
## AHC Staff by Ethnicity: 2013 to 2014



*\*This report includes staff data from Nov. 1 to Oct. 31*

# AHC Staff by Age: 2013 to 2014

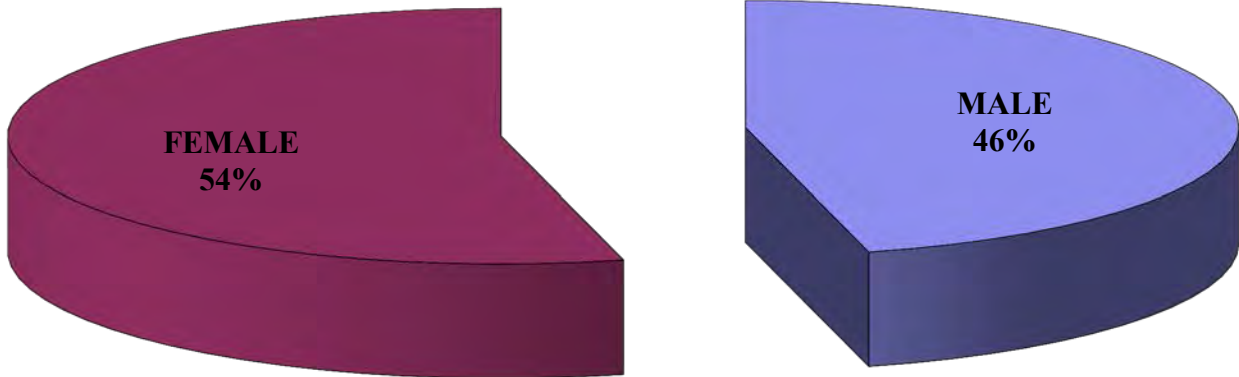
Note: The pie chart represents all AHC Staff. The small bar charts represent the percent of employee classification within each age group



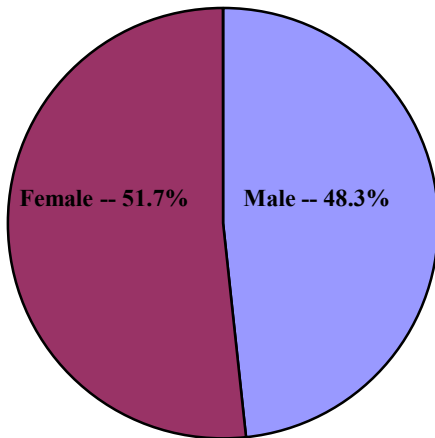
\*This report includes staff data from Nov. 1 to Oct. 31

# AHC Staff by Gender: 2012 to 2013

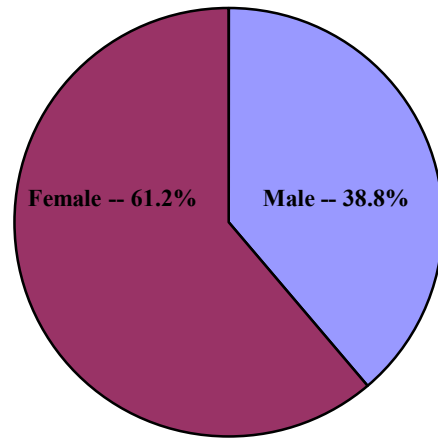
All AHC Staff



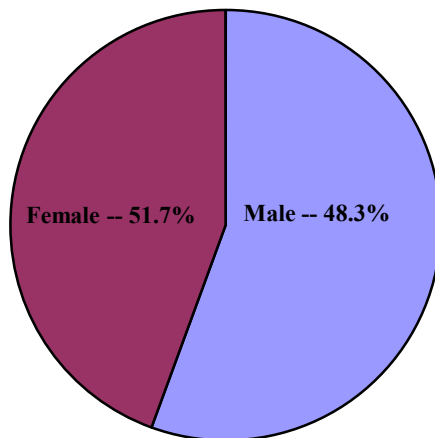
Faculty



Classified



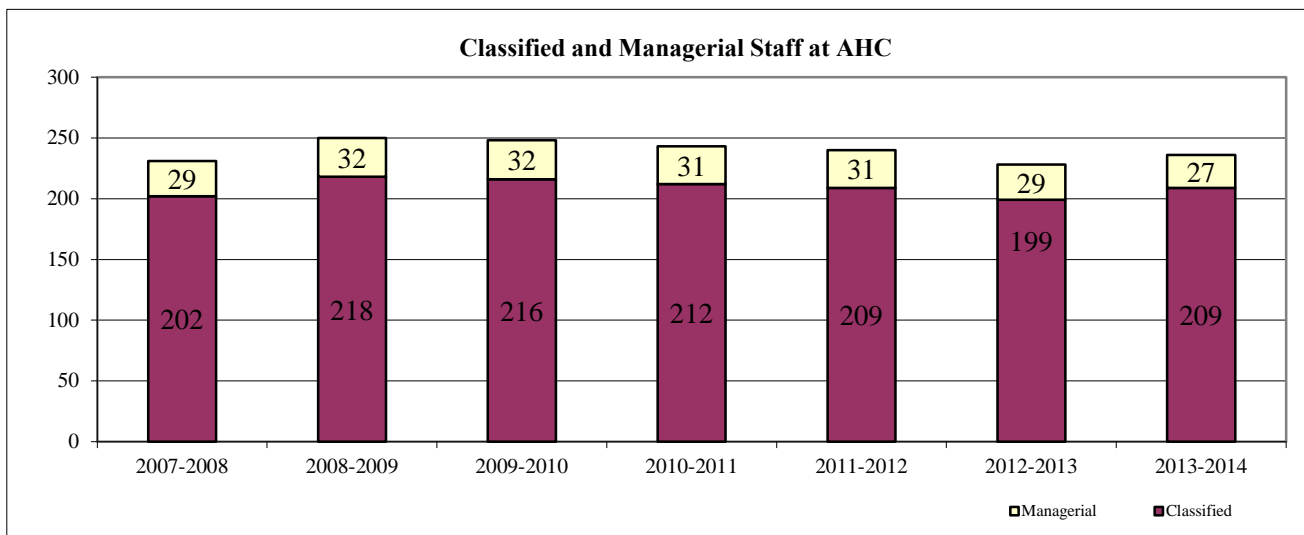
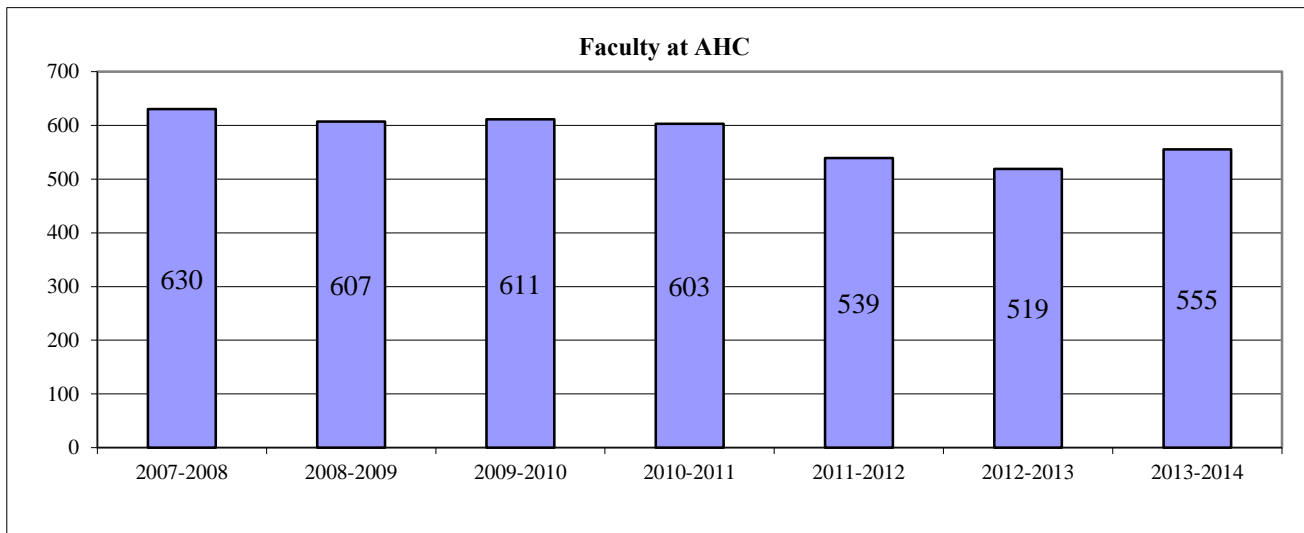
Managerial



*\*This report includes staff data from Nov. 1 to Oct. 31*

## Staff Employee Statistical Totals: Historical Comparison

|                      | 2007-2008  | 2008-2009  | 2009-2010  | 2010-2011  | 2011-2012  | 2012-2013  | 2013-2014  |
|----------------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Faculty</b>       |            |            |            |            |            |            |            |
| Full Time            | 131        | 132        | 130        | 123        | 122        | 129        | 125        |
| Part Time            | 395        | 362        | 385        | 385        | 335        | 310        | 353        |
| Non-Credit Teaching  | 104        | 113        | 96         | 95         | 82         | 80         | 77         |
| <i>Sub-Total:</i>    | 630        | 607        | 611        | 603        | 539        | 519        | 555        |
| <b>Classified</b>    |            |            |            |            |            |            |            |
| Full Time Classified | 196        | 213        | 209        | 201        | 196        | 192        | 194        |
| Part Time Classified | 6          | 5          | 7          | 11         | 13         | 7          | 15         |
| <i>Sub-Total:</i>    | 202        | 218        | 216        | 212        | 209        | 199        | 209        |
| <b>Managerial</b>    | 29         | 32         | 32         | 31         | 31         | 29         | 27         |
| <b>Grand Total:</b>  | <b>861</b> | <b>857</b> | <b>859</b> | <b>846</b> | <b>779</b> | <b>747</b> | <b>791</b> |



\*This report includes staff data from Nov. 1 to Oct. 31

## Staff Employee Statistical Totals: 2012 to 2013

|                      | COUNT      | NEW HIRES  | Age       |            |            |            |           |
|----------------------|------------|------------|-----------|------------|------------|------------|-----------|
|                      |            |            | < 30      | 30-44      | 45-54      | 55-64      | 65 +      |
| Faculty              |            |            |           |            |            |            |           |
| Full Time            | 129        | 12         | 2         | 33         | 39         | 48         | 8         |
| Part Time            | 310        | 112        | 13        | 78         | 76         | 94         | 49        |
| Non-Credit Teaching  | 80         | 25         | 4         | 14         | 11         | 29         | 21        |
| <i>Sub-Total:</i>    | <b>519</b> | <b>149</b> | <b>19</b> | <b>125</b> | <b>126</b> | <b>171</b> | <b>78</b> |
| Classified           |            |            |           |            |            |            |           |
| Full Time Classified | 192        | 18         | 12        | 53         | 60         | 56         | 11        |
| Part Time Classified | 7          | 3          | 0         | 0          | 2          | 5          | 0         |
| <i>Sub-Total:</i>    | <b>199</b> | <b>21</b>  | <b>12</b> | <b>53</b>  | <b>62</b>  | <b>61</b>  | <b>11</b> |
| Managerial           | <b>29</b>  | <b>3</b>   | <b>0</b>  | <b>2</b>   | <b>9</b>   | <b>16</b>  | <b>2</b>  |
| <b>Grand Total:</b>  | <b>747</b> | <b>173</b> | <b>31</b> | <b>180</b> | <b>197</b> | <b>248</b> | <b>91</b> |

| PERCENT OF EMPLOYMENT CLASSIFICATION |               |  |             |              |              |              |              |
|--------------------------------------|---------------|--|-------------|--------------|--------------|--------------|--------------|
|                                      | % OF TOTAL    |  | < 30        | 30-44        | 45-54        | 55-64        | 65 +         |
| Faculty                              |               |  |             |              |              |              |              |
| Full Time                            | 17.3%         |  | 1.6%        | 25.6%        | 30.2%        | 37.2%        | 6.2%         |
| Part Time                            | 41.5%         |  | 4.2%        | 25.2%        | 24.5%        | 30.3%        | 15.8%        |
| Non-Credit Teaching                  | 10.7%         |  | 5.0%        | 17.5%        | 13.8%        | 36.3%        | 26.3%        |
| <i>Sub-Total:</i>                    | <b>69.5%</b>  |  | <b>3.7%</b> | <b>24.1%</b> | <b>24.3%</b> | <b>32.9%</b> | <b>15.0%</b> |
| Classified                           |               |  |             |              |              |              |              |
| Full Time Classified                 | 25.7%         |  | 6.3%        | 27.6%        | 31.3%        | 29.2%        | 5.7%         |
| Part Time Classified                 | 0.9%          |  | 0.0%        | 0.0%         | 28.6%        | 71.4%        | 0.0%         |
| <i>Sub-Total:</i>                    | <b>26.6%</b>  |  | <b>6.0%</b> | <b>26.6%</b> | <b>31.2%</b> | <b>30.7%</b> | <b>5.5%</b>  |
| Managerial                           | <b>3.9%</b>   |  | <b>0.0%</b> | <b>1.1%</b>  | <b>4.6%</b>  | <b>6.5%</b>  | <b>2.2%</b>  |
| <b>Grand Total:</b>                  | <b>100.0%</b> |  | <b>4.1%</b> | <b>24.1%</b> | <b>26.4%</b> | <b>33.2%</b> | <b>12.2%</b> |

\*This report includes staff data from Nov. 1 to Oct. 31

## Staff Employee Statistical Totals: 2012 to 2013

|                      | Ethnicity |           |           |            |            |          | Gender     |            |
|----------------------|-----------|-----------|-----------|------------|------------|----------|------------|------------|
|                      | NATIVE    | ASIAN     | BLACK     | WHITE      | HISPANIC   | OTHER    | MALE       | FEMALE     |
| Faculty              |           |           |           |            |            |          |            |            |
| Full Time            | 3         | 8         | 3         | 95         | 20         | 1        | 56         | 74         |
| Part Time            | 3         | 12        | 7         | 254        | 35         | 1        | 164        | 146        |
| Non-Credit Teaching  | 0         | 1         | 0         | 49         | 27         | 0        | 25         | 54         |
| <i>Sub-Total:</i>    | <b>6</b>  | <b>21</b> | <b>10</b> | <b>398</b> | <b>82</b>  | <b>2</b> | <b>245</b> | <b>274</b> |
| Classified           |           |           |           |            |            |          |            |            |
| Full Time Classified | 3         | 4         | 5         | 119        | 61         | 0        | 75         | 117        |
| Part Time Classified | 0         | 0         | 0         | 7          | 0          | 0        | 1          | 6          |
| <i>Sub-Total:</i>    | <b>3</b>  | <b>4</b>  | <b>5</b>  | <b>126</b> | <b>61</b>  | <b>0</b> | <b>76</b>  | <b>123</b> |
| Managerial           | <b>0</b>  | <b>2</b>  | <b>1</b>  | <b>21</b>  | <b>5</b>   | <b>0</b> | <b>14</b>  | <b>15</b>  |
| <b>Grand Total:</b>  | <b>9</b>  | <b>27</b> | <b>16</b> | <b>545</b> | <b>148</b> | <b>2</b> | <b>335</b> | <b>412</b> |

| PERCENT OF EMPLOYMENT CLASSIFICATION |             |             |             |              |              |             |              |              |
|--------------------------------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|--------------|
|                                      | NATIVE      | ASIAN       | BLACK       | WHITE        | HISPANIC     | OTHER       | MALE         | FEMALE       |
| Faculty                              |             |             |             |              |              |             |              |              |
| Full Time                            | 2.3%        | 6.2%        | 2.3%        | 73.6%        | 15.5%        | 0.8%        | 43.4%        | 57.4%        |
| Part Time                            | 1.0%        | 3.9%        | 2.3%        | 81.9%        | 11.3%        | 0.3%        | 52.9%        | 47.1%        |
| Non-Credit Teaching                  | 0.0%        | 1.3%        | 0.0%        | 61.3%        | 33.8%        | 0.0%        | 31.3%        | 67.5%        |
| <i>Sub-Total:</i>                    | <b>1.2%</b> | <b>4.0%</b> | <b>1.9%</b> | <b>76.7%</b> | <b>15.8%</b> | <b>0.4%</b> | <b>47.2%</b> | <b>52.8%</b> |
| Classified                           |             |             |             |              |              |             |              |              |
| Full Time Classified                 | 1.6%        | 2.1%        | 2.6%        | 62.0%        | 31.8%        | 0.0%        | 39.1%        | 60.9%        |
| Part Time Classified                 | 0.0%        | 0.0%        | 0.0%        | 100.0%       | 0.0%         | 0.0%        | 14.3%        | 85.7%        |
| <i>Sub-Total:</i>                    | <b>1.5%</b> | <b>2.0%</b> | <b>2.5%</b> | <b>63.3%</b> | <b>30.7%</b> | <b>0.0%</b> | <b>38.2%</b> | <b>61.8%</b> |
| Managerial                           | <b>0.0%</b> | <b>7.4%</b> | <b>6.3%</b> | <b>3.9%</b>  | <b>3.4%</b>  | <b>0.0%</b> | <b>4.2%</b>  | <b>3.6%</b>  |
| <b>Grand Total:</b>                  | <b>1.2%</b> | <b>3.6%</b> | <b>2.1%</b> | <b>73.0%</b> | <b>19.8%</b> | <b>0.3%</b> | <b>44.8%</b> | <b>55.2%</b> |

\*This report includes staff data from Nov. 1 to Oct. 31

## Staff Employee Statistical Totals: 2012 to 2013

|                              | NEW HIRES  | Age       |           |           |           |           |
|------------------------------|------------|-----------|-----------|-----------|-----------|-----------|
|                              |            | < 30      | 30-44     | 45-54     | 55-64     | 65 +      |
| Faculty                      |            |           |           |           |           |           |
| Full Time                    | 12         | 1         | 5         | 2         | 4         | 0         |
| Part Time                    | 112        | 11        | 49        | 20        | 24        | 8         |
| Non-Credit Teaching          | 25         | 4         | 9         | 4         | 6         | 2         |
| <i>Faculty Sub-Total:</i>    | <b>149</b> | <b>16</b> | <b>63</b> | <b>26</b> | <b>34</b> | <b>10</b> |
| Classified                   |            |           |           |           |           |           |
| Full Time Classified         | 18         | 4         | 11        | 2         | 1         | 0         |
| Part Time Classified         | 3          | 0         | 0         | 1         | 2         | 0         |
| <i>Classified Sub-Total:</i> | <b>21</b>  | <b>4</b>  | <b>11</b> | <b>3</b>  | <b>3</b>  | <b>0</b>  |
| Managerial                   | <b>3</b>   | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>3</b>  | <b>0</b>  |
| <b>Grand Total:</b>          | <b>173</b> | <b>20</b> | <b>74</b> | <b>29</b> | <b>40</b> | <b>10</b> |

| PERCENT OF EMPLOYMENT CLASSIFICATION |               |              |              |              |              |             |
|--------------------------------------|---------------|--------------|--------------|--------------|--------------|-------------|
|                                      | % OF TOTAL    | < 30         | 30-44        | 45-54        | 55-64        | 65 +        |
| Faculty                              |               |              |              |              |              |             |
| Full Time                            | 6.9%          | 8.3%         | 41.7%        | 16.7%        | 33.3%        | 0.0%        |
| Part Time                            | 64.7%         | 9.8%         | 43.8%        | 17.9%        | 21.4%        | 7.1%        |
| Non-Credit Teaching                  | 14.5%         | 16.0%        | 36.0%        | 16.0%        | 24.0%        | 8.0%        |
| <i>Faculty Sub-Total:</i>            | <b>86.1%</b>  | <b>10.7%</b> | <b>42.3%</b> | <b>17.4%</b> | <b>22.8%</b> | <b>6.7%</b> |
| Classified                           |               |              |              |              |              |             |
| Full Time Classified                 | 10.4%         | 22.2%        | 61.1%        | 11.1%        | 5.6%         | 0.0%        |
| Part Time Classified                 | 1.7%          | 0.0%         | 0.0%         | 33.3%        | 66.7%        | 0.0%        |
| <i>Classified Sub-Total:</i>         | <b>12.1%</b>  | <b>19.0%</b> | <b>52.4%</b> | <b>14.3%</b> | <b>14.3%</b> | <b>0.0%</b> |
| Managerial                           | <b>1.7%</b>   | <b>0.0%</b>  | <b>0.0%</b>  | <b>0.0%</b>  | <b>7.5%</b>  | <b>0.0%</b> |
| <b>Grand Total:</b>                  | <b>100.0%</b> | <b>11.6%</b> | <b>42.8%</b> | <b>16.8%</b> | <b>23.1%</b> | <b>5.8%</b> |

\*This report includes staff data from Nov. 1 to Oct. 31



## Staff Employee Statistical Totals: 2012 to 2013

|                              | Ethnicity |          |          |            |           |          | Gender    |           |
|------------------------------|-----------|----------|----------|------------|-----------|----------|-----------|-----------|
|                              | NATIVE    | ASIAN    | BLACK    | WHITE      | HISPANIC  | OTHER    | MALE      | FEMALE    |
| Faculty                      |           |          |          |            |           |          |           |           |
| Full Time                    | 0         |          | 0        | 10         | 1         | 1        | 6         | 6         |
| Part Time                    | 1         | 6        | 1        | 86         | 18        | 0        | 53        | 59        |
| Non-Credit Teaching          | 0         | 1        | 2        | 12         | 10        | 0        | 8         | 17        |
| <i>Faculty Sub-Total:</i>    | <b>1</b>  | <b>7</b> | <b>3</b> | <b>108</b> | <b>29</b> | <b>1</b> | <b>67</b> | <b>82</b> |
| Classified                   |           |          |          |            |           |          |           |           |
| Full Time Classified         | 0         | 0        | 1        | 7          | 10        | 0        | 12        | 6         |
| Part Time Classified         | 0         | 0        | 0        | 3          | 0         | 0        | 0         | 3         |
| <i>Classified Sub-Total:</i> | <b>0</b>  | <b>0</b> | <b>1</b> | <b>10</b>  | <b>10</b> | <b>0</b> | <b>12</b> | <b>9</b>  |
| Managerial                   | <b>0</b>  | <b>1</b> | <b>0</b> | <b>1</b>   | <b>1</b>  | <b>0</b> | <b>1</b>  | <b>2</b>  |
| <b>Grand Total:</b>          | <b>1</b>  | <b>8</b> | <b>4</b> | <b>119</b> | <b>40</b> | <b>1</b> | <b>80</b> | <b>93</b> |

| PERCENT OF EMPLOYMENT CLASSIFICATION |             |              |             |              |              |             |              |              |
|--------------------------------------|-------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|
|                                      | NATIVE      | ASIAN        | BLACK       | WHITE        | HISPANIC     | OTHER       | MALE         | FEMALE       |
| Faculty                              |             |              |             |              |              |             |              |              |
| Full Time                            | 0.0%        | 0.0%         | 0.0%        | 83.3%        | 8.3%         | 8.3%        | 50.0%        | 50.0%        |
| Part Time                            | 0.9%        | 5.4%         | 0.9%        | 76.8%        | 16.1%        | 0.0%        | 47.3%        | 52.7%        |
| Non-Credit Teaching                  | 0.0%        | 4.0%         | 8.0%        | 48.0%        | 40.0%        | 0.0%        | 32.0%        | 68.0%        |
| <i>Faculty Sub-Total:</i>            | <b>0.7%</b> | <b>4.7%</b>  | <b>2.0%</b> | <b>72.5%</b> | <b>19.5%</b> | <b>0.7%</b> | <b>45.0%</b> | <b>55.0%</b> |
| Classified                           |             |              |             |              |              |             |              |              |
| Full Time Classified                 | 0.0%        | 0.0%         | 5.6%        | 38.9%        | 55.6%        | 0.0%        | 66.7%        | 33.3%        |
| Part Time Classified                 | 0.0%        | 0.0%         | 0.0%        | 100.0%       | 0.0%         | 0.0%        | 0.0%         | 100.0%       |
| <i>Classified Sub-Total:</i>         | <b>0.0%</b> | <b>0.0%</b>  | <b>4.8%</b> | <b>47.6%</b> | <b>47.6%</b> | <b>0.0%</b> | <b>57.1%</b> | <b>42.9%</b> |
| Managerial                           | <b>0.0%</b> | <b>12.5%</b> | <b>0.0%</b> | <b>0.8%</b>  | <b>2.5%</b>  | <b>0.0%</b> | <b>1.3%</b>  | <b>2.2%</b>  |
| <b>Grand Total:</b>                  | <b>0.6%</b> | <b>4.6%</b>  | <b>2.3%</b> | <b>68.8%</b> | <b>23.1%</b> | <b>0.6%</b> | <b>46.2%</b> | <b>53.8%</b> |

\*This report includes staff data from Nov. 1 to Oct. 31

## Staff Employee Statistical Totals: 2013 to 2014

|                      | COUNT      | NEW HIRES  | Age       |            |            |            |            |
|----------------------|------------|------------|-----------|------------|------------|------------|------------|
|                      |            |            | < 30      | 30-44      | 45-54      | 55-64      | 65 +       |
| Faculty              |            |            |           |            |            |            |            |
| Full Time            | 125        | 14         | 0         | 32         | 35         | 47         | 11         |
| Part Time            | 353        | 167        | 20        | 104        | 83         | 88         | 58         |
| Non-Credit Teaching  | 77         | 26         | 6         | 13         | 10         | 27         | 21         |
| <i>Sub-Total:</i>    | <b>555</b> | <b>207</b> | <b>26</b> | <b>149</b> | <b>128</b> | <b>162</b> | <b>90</b>  |
| Classified           |            |            |           |            |            |            |            |
| Full Time Classified | 194        | 26         | 11        | 59         | 49         | 63         | 12         |
| Part Time Classified | 15         | 11         | 1         | 1          | 4          | 8          | 1          |
| <i>Sub-Total:</i>    | <b>209</b> | <b>37</b>  | <b>12</b> | <b>60</b>  | <b>53</b>  | <b>71</b>  | <b>13</b>  |
| Managerial           | <b>27</b>  | <b>2</b>   | <b>0</b>  | <b>2</b>   | <b>7</b>   | <b>14</b>  | <b>4</b>   |
| <b>Grand Total:</b>  | <b>791</b> | <b>246</b> | <b>38</b> | <b>211</b> | <b>188</b> | <b>247</b> | <b>107</b> |

| PERCENT OF EMPLOYMENT CLASSIFICATION |               |  |             |              |              |              |              |
|--------------------------------------|---------------|--|-------------|--------------|--------------|--------------|--------------|
|                                      | % OF TOTAL    |  | < 30        | 30-44        | 45-54        | 55-64        | 65 +         |
| Faculty                              |               |  |             |              |              |              |              |
| Full Time                            | 15.8%         |  | 0.0%        | 25.6%        | 28.0%        | 37.6%        | 8.8%         |
| Part Time                            | 44.6%         |  | 5.7%        | 29.5%        | 23.5%        | 24.9%        | 16.4%        |
| Non-Credit Teaching                  | 9.7%          |  | 7.8%        | 16.9%        | 13.0%        | 35.1%        | 27.3%        |
| <i>Sub-Total:</i>                    | <b>70.2%</b>  |  | <b>4.7%</b> | <b>26.8%</b> | <b>23.1%</b> | <b>29.2%</b> | <b>16.2%</b> |
| Classified                           |               |  |             |              |              |              |              |
| Full Time Classified                 | 24.5%         |  | 5.7%        | 30.4%        | 25.3%        | 32.5%        | 6.2%         |
| Part Time Classified                 | 1.9%          |  | 6.7%        | 6.7%         | 26.7%        | 53.3%        | 6.7%         |
| <i>Sub-Total:</i>                    | <b>26.4%</b>  |  | <b>5.7%</b> | <b>28.7%</b> | <b>25.4%</b> | <b>34.0%</b> | <b>6.2%</b>  |
| Managerial                           | <b>3.4%</b>   |  | <b>0.0%</b> | <b>0.9%</b>  | <b>3.7%</b>  | <b>5.7%</b>  | <b>3.7%</b>  |
| <b>Grand Total:</b>                  | <b>100.0%</b> |  | <b>4.8%</b> | <b>26.7%</b> | <b>23.8%</b> | <b>31.2%</b> | <b>13.5%</b> |

\*This report includes staff data from Nov. 1 to Oct. 31

## Staff Employee Statistical Totals: 2013 to 2014

|                      | Ethnicity |           |           |            |            |           | Gender     |            |
|----------------------|-----------|-----------|-----------|------------|------------|-----------|------------|------------|
|                      | NATIVE    | ASIAN     | BLACK     | WHITE      | HISPANIC   | OTHER     | MALE       | FEMALE     |
| Faculty              |           |           |           |            |            |           |            |            |
| Full Time            | 0         | 7         | 3         | 90         | 21         | 4         | 59         | 66         |
| Part Time            | 1         | 15        | 4         | 278        | 46         | 9         | 184        | 169        |
| Non-Credit Teaching  | 0         | 2         | 1         | 49         | 23         | 2         | 25         | 52         |
| <i>Sub-Total:</i>    | <b>1</b>  | <b>24</b> | <b>8</b>  | <b>417</b> | <b>90</b>  | <b>15</b> | <b>268</b> | <b>287</b> |
| Classified           |           |           |           |            |            |           |            |            |
| Full Time Classified | 3         | 4         | 3         | 122        | 62         | 0         | 76         | 118        |
| Part Time Classified | 0         | 0         | 1         | 13         | 1          | 0         | 5          | 10         |
| <i>Sub-Total:</i>    | <b>3</b>  | <b>4</b>  | <b>4</b>  | <b>135</b> | <b>63</b>  | <b>0</b>  | <b>81</b>  | <b>128</b> |
| Managerial           | <b>0</b>  | <b>2</b>  | <b>0</b>  | <b>21</b>  | <b>4</b>   | <b>0</b>  | <b>15</b>  | <b>12</b>  |
| <b>Grand Total:</b>  | <b>4</b>  | <b>30</b> | <b>12</b> | <b>573</b> | <b>157</b> | <b>15</b> | <b>364</b> | <b>427</b> |

| PERCENT OF EMPLOYMENT CLASSIFICATION |             |             |             |              |              |             |              |              |
|--------------------------------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|--------------|
|                                      | NATIVE      | ASIAN       | BLACK       | WHITE        | HISPANIC     | OTHER       | MALE         | FEMALE       |
| Faculty                              |             |             |             |              |              |             |              |              |
| Full Time                            | 0.0%        | 5.6%        | 2.4%        | 72.0%        | 16.8%        | 3.2%        | 47.2%        | 52.8%        |
| Part Time                            | 0.3%        | 4.2%        | 1.1%        | 78.8%        | 13.0%        | 2.5%        | 52.1%        | 47.9%        |
| Non-Credit Teaching                  | 0.0%        | 2.6%        | 1.3%        | 63.6%        | 29.9%        | 2.6%        | 32.5%        | 67.5%        |
| <i>Sub-Total:</i>                    | <b>0.2%</b> | <b>4.3%</b> | <b>1.4%</b> | <b>75.1%</b> | <b>16.2%</b> | <b>2.7%</b> | <b>48.3%</b> | <b>51.7%</b> |
| Classified                           |             |             |             |              |              |             |              |              |
| Full Time Classified                 | 1.5%        | 2.1%        | 1.5%        | 62.9%        | 32.0%        | 0.0%        | 39.2%        | 60.8%        |
| Part Time Classified                 | 0.0%        | 0.0%        | 6.7%        | 86.7%        | 6.7%         | 0.0%        | 33.3%        | 66.7%        |
| <i>Sub-Total:</i>                    | <b>1.4%</b> | <b>1.9%</b> | <b>1.9%</b> | <b>64.6%</b> | <b>30.1%</b> | <b>0.0%</b> | <b>38.8%</b> | <b>61.2%</b> |
| Managerial                           | <b>0.0%</b> | <b>6.7%</b> | <b>0.0%</b> | <b>3.7%</b>  | <b>2.5%</b>  | <b>0.0%</b> | <b>4.1%</b>  | <b>2.8%</b>  |
| <b>Grand Total:</b>                  | <b>0.5%</b> | <b>3.8%</b> | <b>1.5%</b> | <b>72.4%</b> | <b>19.8%</b> | <b>1.9%</b> | <b>46.0%</b> | <b>54.0%</b> |

\*This report includes staff data from Nov. 1 to Oct. 31

## Staff Employee Statistical Totals: 2013 to 2014

|                              | NEW HIRES  | Age       |            |           |           |           |
|------------------------------|------------|-----------|------------|-----------|-----------|-----------|
|                              |            | < 30      | 30-44      | 45-54     | 55-64     | 65 +      |
| Faculty                      |            |           |            |           |           |           |
| Full Time                    | 14         | 0         | 7          | 2         | 5         | 0         |
| Part Time                    | 167        | 18        | 75         | 30        | 27        | 17        |
| Non-Credit Teaching          | 26         | 6         | 8          | 3         | 7         | 2         |
| <i>Faculty Sub-Total:</i>    | 207        | 24        | 90         | 35        | 39        | 19        |
| Classified                   |            |           |            |           |           |           |
| Full Time Classified         | 26         | 4         | 17         | 2         | 3         | 0         |
| Part Time Classified         | 11         | 1         | 1          | 4         | 4         | 1         |
| <i>Classified Sub-Total:</i> | 37         | 5         | 18         | 6         | 7         | 1         |
| Managerial                   | 2          | 0         | 0          | 1         | 1         | 0         |
| <b>Grand Total:</b>          | <b>246</b> | <b>29</b> | <b>108</b> | <b>42</b> | <b>47</b> | <b>20</b> |

| PERCENT OF EMPLOYMENT CLASSIFICATION |               |              |              |              |              |             |
|--------------------------------------|---------------|--------------|--------------|--------------|--------------|-------------|
|                                      | % OF TOTAL    | < 30         | 30-44        | 45-54        | 55-64        | 65 +        |
| Faculty                              |               |              |              |              |              |             |
| Full Time                            | 5.7%          | 0.0%         | 50.0%        | 14.3%        | 35.7%        | 0.0%        |
| Part Time                            | 67.9%         | 10.8%        | 44.9%        | 18.0%        | 16.2%        | 10.2%       |
| Non-Credit Teaching                  | 10.6%         | 23.1%        | 30.8%        | 11.5%        | 26.9%        | 7.7%        |
| <i>Faculty Sub-Total:</i>            | 84.1%         | 11.6%        | 43.5%        | 16.9%        | 18.8%        | 9.2%        |
| Classified                           |               |              |              |              |              |             |
| Full Time Classified                 | 10.6%         | 15.4%        | 65.4%        | 7.7%         | 11.5%        | 0.0%        |
| Part Time Classified                 | 4.5%          | 9.1%         | 9.1%         | 36.4%        | 36.4%        | 9.1%        |
| <i>Classified Sub-Total:</i>         | 15.0%         | 13.5%        | 48.6%        | 16.2%        | 18.9%        | 2.7%        |
| Managerial                           | 0.8%          | 0.0%         | 0.0%         | 2.4%         | 2.1%         | 0.0%        |
| <b>Grand Total:</b>                  | <b>100.0%</b> | <b>11.8%</b> | <b>43.9%</b> | <b>17.1%</b> | <b>19.1%</b> | <b>8.1%</b> |

\*This report includes staff data from Nov. 1 to Oct. 31

## Staff Employee Statistical Totals: 2013 to 2014

|                              | Ethnicity |          |          |            |           |          | Gender     |            |
|------------------------------|-----------|----------|----------|------------|-----------|----------|------------|------------|
|                              | NATIVE    | ASIAN    | BLACK    | WHITE      | HISPANIC  | OTHER    | MALE       | FEMALE     |
| Faculty                      |           |          |          |            |           |          |            |            |
| Full Time                    | 0         | 0        | 0        | 11         | 2         | 1        | 9          | 5          |
| Part Time                    | 1         | 8        | 3        | 128        | 25        | 2        | 83         | 84         |
| Non-Credit Teaching          | 0         | 1        | 1        | 12         | 10        | 2        | 7          | 19         |
| <i>Faculty Sub-Total:</i>    | 1         | 9        | 4        | 151        | 37        | 5        | 99         | 108        |
| Classified                   |           |          |          |            |           |          |            |            |
| Full Time Classified         | 0         | 0        | 0        | 13         | 13        | 0        | 14         | 12         |
| Part Time Classified         | 0         | 0        | 1        | 9          | 1         | 0        | 4          | 7          |
| <i>Classified Sub-Total:</i> | 0         | 0        | 1        | 22         | 14        | 0        | 18         | 19         |
| Managerial                   | 0         | 0        | 0        | 2          | 0         | 0        | 2          | 0          |
| <b>Grand Total:</b>          | <b>1</b>  | <b>9</b> | <b>5</b> | <b>175</b> | <b>51</b> | <b>5</b> | <b>119</b> | <b>127</b> |

| PERCENT OF EMPLOYMENT CLASSIFICATION |             |             |             |              |              |             |              |              |
|--------------------------------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|--------------|
|                                      | NATIVE      | ASIAN       | BLACK       | WHITE        | HISPANIC     | OTHER       | MALE         | FEMALE       |
| Faculty                              |             |             |             |              |              |             |              |              |
| Full Time                            | 0.0%        | 0.0%        | 0.0%        | 78.6%        | 14.3%        | 7.1%        | 64.3%        | 35.7%        |
| Part Time                            | 0.6%        | 4.8%        | 1.8%        | 76.6%        | 15.0%        | 1.2%        | 49.7%        | 50.3%        |
| Non-Credit Teaching                  | 0.0%        | 3.8%        | 3.8%        | 46.2%        | 38.5%        | 7.7%        | 26.9%        | 73.1%        |
| <i>Faculty Sub-Total:</i>            | 0.5%        | 4.3%        | 1.9%        | 72.9%        | 17.9%        | 2.4%        | 47.8%        | 52.2%        |
| Classified                           |             |             |             |              |              |             |              |              |
| Full Time Classified                 | 0.0%        | 0.0%        | 0.0%        | 50.0%        | 50.0%        | 0.0%        | 53.8%        | 46.2%        |
| Part Time Classified                 | 0.0%        | 0.0%        | 9.1%        | 81.8%        | 9.1%         | 0.0%        | 36.4%        | 63.6%        |
| <i>Classified Sub-Total:</i>         | 0.0%        | 0.0%        | 2.7%        | 59.5%        | 37.8%        | 0.0%        | 48.6%        | 51.4%        |
| Managerial                           | 0.0%        | 0.0%        | 0.0%        | 1.1%         | 0.0%         | 0.0%        | 1.7%         | 0.0%         |
| <b>Grand Total:</b>                  | <b>0.4%</b> | <b>3.7%</b> | <b>2.0%</b> | <b>71.1%</b> | <b>20.7%</b> | <b>2.0%</b> | <b>48.4%</b> | <b>51.6%</b> |

\*This report includes staff data from Nov. 1 to Oct. 31

Evidence: Criteria 5: Facilities

Note: within the text and “Methods/Evidence” section you will find hyperlinks to documents readily available online relevant to the criteria. For example:

**Methods/Evidence:**

- [Facilities Master Plan](#)
- [Technology Plan](#)

## Evidence: Criteria 6: Financial Resources

Note: within the text and “Methods/Evidence” section you will find hyperlinks to documents readily available online relevant to the criteria. For example:

### **Methods/Evidence:**

- [Counseling Website](#)
- [3SP Credit Plan](#)
- [Noncredit 3SP Plans](#)
- [Student Equity Plan](#)

Evidence: Criteria 7: Community Outreach and Program Awareness

**Note: within the text and “Methods/Evidence” section you will find hyperlinks**  
to documents readily available online relevant to the criteria.

**Methods/Evidence:**

- [Counseling Website](#)

The pages that follow include other evidence relevant to the criteria provided  
for your reference consideration.



## Attendees



Counseling Department  
University Transfer Center  
Career Job Placement Services  
EOPS/CARE/CalWORKS/ CAFYES  
CAN  
Admissions & Records  
STEM/MESA  
Non-Credit 3SP  
Athletics  
Learning Assistance Program  
Testing Center



### **Chair**

*Antonio Ramirez*

### **Note taker**

*Kara Mushegan*

## Bridges to Success Meeting

### AGENDA

Wednesday, December 14th, 2016

8:30 a.m. – 10:00 a.m.

Allan Hancock College Lompoc Valley Center Campus  
Administration Building 1 – Room 202/203

### **Breakfast**

### **Current/Action Items**

1. Welcome & Introductions
2. Holiday Ice Breaker
3. Introduction from Student Service Managers
  - a. Brief Overview of area of oversight
  - b. Q &A
4. YELL-Results and Recap
5. YELL for Spring (Girls' Version)
6. College NOW Refresher
7. Multiple Measures
  - a. *Plan additional meeting for training*
  - ❖ Winter and Spring 2017 Schedule is now out. College NOW registration will open November 28<sup>th</sup>. Winter 2017 courses begin December 19<sup>th</sup> and Spring 2017 courses begin January 23<sup>rd</sup>.
  - ❖ Reminder: The Application period is now open for Winter/Spring/Summer/Fall 2017

Next scheduled meeting date: Wednesday, February 22<sup>nd</sup>, 2017

### 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.



## BRIDGES TO SUCCESS

### 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.

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.

# Bridges to Success Notes

**Date:** December 14, 2016  
**Meeting Place:** Bldg 1 Rm 202/203

**Called to order:** 8:30-10:00 a.m.

**Chair(s):** Antonio Ramirez

**Note** Kara  
**Taker:** Mushegan

**Members Present:** Please see attached sign-in sheet.

## **Agenda No. 1, Welcome & Introductions, Holiday Ice Breaker 2**

- Discussion:**
- Yvonne welcomed everybody and had the room introduce themselves
  - Nohemy shared that the feedback given from group had been received and played a critical role, restated that your feedback is important
  - Attendees engaged in an icebreaker, guessing seasonally related words

## **Agenda No. 3 Introduction of Student Services Managers**

- Discussion:**
- Cal Soap - Diana Perez: (see website for full program overview)
    - Dept. placing a tutor at LUSD location
    - Hire and place AHC students as tutors at area school
    - Run Cash for College events, previous years there have been 7, this year were able to present 31, including Grizzly Academy
    - Attended conference in Sacramento, message from the Executive Director-the Dream Act will continue to apply
    - **Q**-how many hours can tutors work **A**-19 per week, and we try to accommodate the student's desire and needs on location placement
  - CAN/TRIO - Petra Gomez: (see website for full program overview)
    - Assist student to obtain their degree and with transfer
    - Currently serving 140 students
    - Offer one (1) hour appointments
    - Offer priority registration and assistance with scholarships, Financial Aid, and workshops
    - Encourage students to explore different possibilities, traveling abroad
    - Have 3 in-house tutors and will assist in getting extra tutorial help through Tutorial Center
  - Admissions and Records
    - Serves all credit, College Now and concurrent students
    - Processes transcripts, admission applications and houses all college forms and documents
    - **Q**-Establishing residency for AB540 students **A**-There is a special form, in the CCCapply application, student will get a code to-to contact A & R, only time a transcript would be needed is application and form do not match

- EOPS – Will Bruce: (see website for full program overview)
  - Low income, disadvantaged students
  - Assistance with books, cash grants, gas cards, emergency loans
  - Serving about 1100 students this year
  - Applications are an ongoing process
  - Requirements include meeting with counselor, peer/mentor advisor, attend activities
- CARE – Will Bruce: (see website for full program overview)
  - Must be an EOPS single parent of a child 14 or younger and be receiving cash aid
  - Services include- Child Care/Educational Grants, bus passes, on campus food vouchers, gas vouchers, school supplies, workshops, laptop/calculator loan program, tutoring assistance, CARE Turkey Event
  - Kid friendly with toys and books available to entertaining children while parents are using services
- CalWORKs – Will Bruce: (see website for full program overview)
  - California work opportunity program, must be receiving welfare
  - Works with AHC Children’s Center, a state of the art center, for childcare
  - Serves noncredit students
  - Lending library for all programs, open to all low-income students
  - Recipient of \$1.2 million grant
- CAYFES – Will Bruce: (see website for full program overview)
  - Brand new Foster youth services, one of 10 colleges to receive designation/funding
  - Help with housing, similar to assistance provided by CARE
  - Food vouchers and immediate food resources
  - AB12, continued funding
  - Becoming student advocate as they are often without any support
  - As of now support range is 16-18 years old, but looking to lower age to 13-18
  - Student Equity is helping students that don’t quite fit into other services
- Counseling – Yvonne Teniente-Cuello (see website for full program overview)
  - Offer 16 Full-time and 3 part-time counselors in General Counseling for appointments and drop-in availability
  - Oversees probation program, academic progress, retention
  - Personal Development classes
  - University Transfer Center (UTC) for students looking and with question on transferring, provides transfer events and field trips
  - Career Job Placement Center (CJPC) for student on campus employment along with outside job posting access, assists with career advising and assessment
  - Noncredit counseling for those not ready to transfer to credit classes, ESL, Basic Skills

- Athletic counseling, assisting our student athletes with class advising and retention
- Lompoc Federal Prison assisting inmates looking to start or continue education
- Office at the Lompoc Valley Center also services VAFB and Solvang
- Testing Center – Sharon Alldredge (see website for full program overview)
  - Testing about 20 students a day
  - Provide CBest testing
  - GED testing – online registration
- Grants: Student Equity (at high school LCAP plan), provides outreach activities to students
- 3SP: focus and engage student to get ready for college
- AB540: if qualified for state funds can be served by EOPS
- Nohemy shared that AB540 has identified about 400 students with the number growing as work is done with the high schools
- Male Support Group is providing support and resources for underrepresented and disproportionately impacted male students
- Recent AB540 event helped out students feel secure at the college; feedback is needed from the high schools as we work on these program to help develop programs with our district partners, case in point, barrier with College Now foreign students would be AB540 in college with residency waived, Board approved this in part because of feedback from high school counselors. SBCC does not waived residency fees
- Ag fee waiver for students who do not typically qualify for AB540 students-has to be a high school graduate-myth claimed in apportionment accreditation team.
- High school seniors AB540 form is on the Admissions and Registration page, students have to have documentation that they will be graduating; there are two options: have counselor or designated representative print form on school letterhead and sign or wait for graduation. Form meets auditing requirements.
- Working group is working on website for AB540 students, will also be a part of CalPoly/Cuesta/AHC coalition
- **Question:** Will there be online classes for College Now students, **Answer:** only Health Education HED 100 does not have an online availability due to course subject matter, all others have online option (if applicable). Hover and click on Admissions & Registration to be taken directly to page
- Counseling Summit: amazing event with powerful speakers, spoke on the fact that one of the biggest things hurting impoverished youth is stress—we have faculty and staff that go over and

#### Agenda No. 4      Y.E.L.L. – Results and Recap

- Discussion:**
- Brian - Students that went thought it was amazing; Connection of the speakers made many people cry. How can we get more students? Having on a Friday make it a learning event, more students are available on a weekday-most *Educational* field trips are on school days with *Fun* on weekends. Our school Fun trips are eligible to student who participate in Education trips. Education field trip also require permission from teachers,

we try to focus on the students that will really benefit from event, and permissions need a weeks' notice;

- Diana Perez-Check school calendars for minimum days to help with attendance
- Yvonne - - based on the survey completed the young men were very impressed and involved with the information; were taken with boxer Carlos Banderas, an example of the feeling the event created—a young man gave up his raffle prize to another when he was called but we had run out of prizes

#### **Agenda No. 5 Y.E.L.L. for Spring (Girls )**

- Will be held in the Marian Theater, working with PCPA to schedule a day; intent is to work with high schools and having their schedules-would be helpful to have
- Looking at April 29, 2017, Saturday, we are working on arranging speakers for event-feedback is appreciated

- Discussion:**
- High schools-please target senior who have not completed their orientation and AAW, we will be going over these during a break out session, remind them this can get them priority registration for summer/fall '17
  - We have had a request to open the event up to Jr. High, there is a donor who would like to open STEM and Outreach events to Jr. High students; eventually would like to take Outreach to elementary schools, starting with Jr. High student will be a good trial

#### **Agenda No. 7 Multiple Measures**

- AHC is going through shared governance, what this means for High Schools is that some students may not need START testing, as soon as the charts are finalized will be sending out information-there have been involved in making the adjustments
- Process/information has been through all the committees; should be finalized by February 22, 2017
- Any testing currently set will go forward, will be using the score which best support the student
- State regulation to adopt same assessment test across the state has been delayed
- Data has shown that most students will place in college English/math based on H.S. GPA
- We will need all high school counselors available for training; looking to make training as interactive as possible to find areas where questions will occur
- Will include all students that graduated in the past 10 years

#### **Agenda No. 8 Concurrent Enrollment**

- Form to request deadline is February 1<sup>st</sup>-new form has been created can/will be given out in January
- Fall and Spring (previous had 2 due dates) will be accepting them all at once now.
- We have received requests for courses not offered before; will provide list of what other schools provide
- Finalizing Student Handbook in both English and Spanish
- Mandatory orientation to teach concurrent courses; task force has found that having an orientation in April work well

- Would like a counselor and another point of contact to be involved with the concurrent process, will welcome anyone else interested in the program
- We have learned a lot in the pilot year, moving forward with adjustments to policy (board policy)
- Received more than expected Concurrent enrollment paperwork; Ed code allows 9/10 concurrent enrollment; currently going through the AHC Board –process so that 9/10 grade will not have to appeal their grade (GPA), will still need to appeal for more units or if GPA is not AHC, only for Concurrent Enrollment
- Plan in place to hire a director to focus on K-12 partnerships, concurrent program will be part of Directorship overseeing program.
- Looking for an Articulation person for the day-to-day
- Chancellor's office has offered training and Nohemy has advocated to have it at Allan Hancock College

**Next meeting: February 22, 2017**

# Bridges to Success Meeting

## AGENDA

Friday, February 10, 2017

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

### Attendees



Counseling Department  
University Transfer Center  
Career Job Placement Services  
EOPS/CARE/CalWORKS/CAFYES  
CAN  
Admissions & Records  
STEM/MESA  
Non-Credit 3SP  
Athletics  
Learning Assistance Program  
Testing Center



### Chairs

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

### Note taker

Kara M. Mushegan

**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 **10:10-11:30am**  
– Maria Arvizu-Rodriguez/ Mayra Morales/ Antonio Ramirez
5. High School Updates **11:30-12:30pm**  
Priority Registration  
START Updates  
– Sharon Alldredge  
Learning Communities  
– Antonio Ramirez  
PUENTE  
– Maria Arvizu-Rodriguez/Ricardo Navarrette
6. Announcements  
Counseling Summit Fall 2017  
Yell- Girls Conference, Saturday April 29<sup>th</sup>

### 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.



## Bridges to Success Notes

**Date:** February 10, 2017  
**Meeting Place:** Bldg G Rm 106 A/B

**Called to order:** 8:30-10:00 a.m.     **Chair(s):** Steve Molina, Yvonne Teniente-Cuello, Jose Millan, Dayana Zepeda, Antonio Ramirez  
**Note Taker:** Kara Mushegan

**Members Present:** Available upon request via sign in sheet.

### Agenda No. 1, 2     **Welcome (SM, YTC)** **TES – Transcript Evaluation Service –Lisa Rodriguez**

**Discussion:**

- Identifies student progress in completion of A-G UC requirements, regular use can help increase eligibility rate
- Created to help counselors with large student case loads
- Works off of data supplied by school, allows for setting of criteria for demographics
- When entering into agreement with service ultimate goals should be considered; if it is in SIS it will go into school portal
- Schools will be accessible through drop-down box upon sign in; will look at real-time data
- Reports will explain data created; help is available on every page—look for (?)

The default is UC but can easily be set for USC

As with any new technology, there will be glitches and missing information; Please contact your IT dept. to forward information to Lisa Rodriguez.

### Agenda No. 3     **AHC VP Student Services Updates –(NO)**

**Discussion:**

- Upcoming STEM event: will be bringing retired astronaut Jose Hernandez to AHC on March 28, 2017, registration available online; Funded in partnership with the Multilingual and Migrant program; Activities are planned for before speaker, targeting migrant and English learners, who often don't think college is for them too; tours, looking at collaborations between HS and AHC counselors for presentations, would like counselors to lead tours around campus
- 

### Agenda No.     **Multiple Measures (AR, MAR, MM)**

**Discussion:**

- Common Assessment Initiative – statewide assessment tool within the California Community Colleges (CCC) system, goal is to have it rolled out by Summer/Fall 2017 and more sections in ENG 101, MATH 123 and other higher math have been planned; will not take away from local placement; START placement will still be used until rollout to create the best outcome for student
- Will need to sit down with HS/AHC liaisons to come up with sheet to match course names and description

- Criteria does not apply to College Now students; current determinations will still apply using 11th grade GPA rules; 10<sup>th</sup> grade will need to take placement test although an override may be possible based on transcripts and communication with HS liaison
- **Question:** Will there be a writing sample in the Common Assessment test? **Answer:** Yes, this will be a much longer test due to background questions

**Agenda No. 5      High school Updates (SM)**

- START testing dates have been set – see website for details, send email to Sharon Alldredge if more dates/times are needed
- There will be Summer Enrichment program, majority of students must be low-income as it is grant funded

- Discussion:**
- Foster Youth AB 167: from county office, a student entering or leaving school must be evaluated; forms are being developed, communicate questions with registrars office
  - Inter district transfer depend on the reason given and whether it has been addressed at school site level before being sent to district; expectation is to meet the student’s need

**Agenda No.      All Other Updates**

- Learning Communities opportunity available for 26 students: ENG 101, SPEECH 102 Library Skills 3 weeks over summer

- Discussion:**
- PUENTE returning to AHC, will have 3 components of English, Counseling, and Mentoring; partnering ENG 595 with PD 101
  - Y.E.L.L. open to all females; set for Saturday, April 29, combining with STEM; same basic format as the boys event; opening it up to JR high schools also

**Discussion:** •

**Next meeting:**

**Was Fall 2016 your first semester?**

**You are invited to attend the  
FIRST YEAR SUCCESS  
CELEBRATION!**

Come celebrate your accomplishment with free food, prizes, and important information to get you through your second year.

**Lompoc Valley Center  
Thursday, May 4  
3-5p.m.  
Building 2, Room 122**

**Santa Maria Campus  
Wednesday, May 10  
3-5p.m.  
Building G-106A/B**



**Please reserve your spot at this fun and informational event!**

Please rsvp to [cperales@hancockcollege.edu](mailto:cperales@hancockcollege.edu) or [cdiaz@hancockcollege.edu](mailto:cdiaz@hancockcollege.edu)  
or by calling (805) 922-6966 ext. 3293 for Santa Maria or (805) 745-3366 ext. 5363 for the Lompoc event.

**Started Here, Now off to your Second Year!**



# Male students... JOIN the new **Men's Support Group** At Allan Hancock College



## **INTERESTED?**

Attend an orientation Thursday, February 9, inside G - 106A from 2:15 - 3:30 p.m. Come and get FREE FOOD, SCHOOL SUPPLIES and a \$20 GAS CARD

The group will be facilitated by Hancock faculty counselors who are trained to help male students in areas such as:

- College Success Skills
- Careers and Job Relocation
- Parenting & Relationships
- Self-Motivation
- Culture & Identity
- Stress Management

The goal of this group is to help our male students increase their completion rate at Allan Hancock College. We know it's not easy to do this alone. So, sign up and receive support this semester.

Participants will benefit from the following:

- Book Vouchers
- Field Trips
- School Supplies
- Gas Cards
- Community & Camaraderie
- Mentoring

**Questions?** Contact Ricardo A. Navarrette at 805-922-6966, ext. 3634 or by email at [ricardo.navarrette@hancockcollege.edu](mailto:ricardo.navarrette@hancockcollege.edu)

| SUNDAY   | MONDAY   | TUESDAY   | WEDNESDAY   | THURSDAY  | FRIDAY  | SATURDAY  |
|--|--|---|---|---|---|---|
| Aug 27<br>11:30am Concert in the Park with La Faz; Oakley Park                       | 28   | 29  | 30<br>11:45am NC Counseling: Siempre Ranchito Radio ; La Buena  | 31<br>5:30pm SMHS; Santa Maria High School - Wilson Gym   | Sep 1<br>11:00am PROMISE overview to Student Ambassadors; G-106 | 2   |
| 3  | 4  | 5   | 6<br>11:45am NC Counseling: Siempre Ranchito Radio ; La Buena<br>3:00pm ON - Estudiantes Unidos; Santa Maria Main Campus - G 106 A&B<br>4:00pm Santa Ynez HS/AHC Solvang Campus Open House/Parent Night; San...<br>5:30pm Wellness Workshops; A-103 | 7<br>3:00pm ON - Estudiantes Unidos; Santa Maria Main CampusG 106 A&B<br>3:00pm Santa Maria Chamber business expo; Santa Maria Fair Park  | 8<br>8:00am Lompoc Valley Campus -Counselor outreach; LVC       | 9   |
| 10   | 11<br>6:00pm OFF - Parent Night; Lompoc High SchoolBuilding 5, Rm. 109   | 12  | 13<br>11:45am NC Counseling: Siempre Ranchito Radio ; La Buena<br>3:00pm ON - Estudiantes Unidos; Santa Maria Main CampusG 106 A&B  | 14<br>3:00pm ON - Estudiantes Unidos; Santa Maria Main CampusG 106 A&B<br>6:00pm OFF - Parent Night; Lompoc High SchoolBuilding 5, Rm. 109<br>7:30pm Migrant Education (Parents) - Promise bilingual presentation ; Santa Maria High School Library | 15  | 16<br>8:30am Coastal Cleanup - Oso Flaco Beach  |
| 17   | 18<br>6:00pm OFF - Parent Night; Nipomo High SchoolLibrary<br>6:00pm OFF - Parent Night; Cabrillo High SchoolBuilding 5, Rm. 109 | 19<br>6:00pm Pioneer Valley Parent Night ; PVHS ; Christina McMillan  | 20<br>11:45am NC Counseling: Siempre Ranchito Radio ; La Buena  | 21<br>5:30pm State of the College - Radisson Hotel, Santa Maria; Radisson<br>6:00pm OFF - Parent Night; Cabrillo High SchoolBuilding 5, Rm. 109   | 22  | 23  |
| 24<br>10:00am St Mary's Fiesta event; at school - in collaboration with Community Ed | 25<br>6:00pm OFF - Parent Night; St. Joseph High SchoolRoom C  | 26<br>9:30am Noncredit - Campus Tours; Building 5<br>7:30pm Noncredit - Campus Tours; Building 5<br>7:45pm Migrant Education Program - trilingual presentation ; Santa Maria HS Cafeteria - English Learner Parents | 27<br>11:45am NC Counseling: Siempre Ranchito Radio ; La Buena<br>6:00pm OFF - Parent Night; Pioneer Valley High SchoolCafeteria/ Library<br>7:30pm Noncredit - Campus Tours; Building 5  | 28  | 29<br>8:00am AHC Career Exploration Day; AHC Santa Maria Campus | 30<br>12:30pm Football game - BULLDOG BOUND; Track/football field; Christina McMillan |

Evidence: Criteria 8: State and Federal Compliance

**Note: within the text and “Methods/Evidence” section you will find hyperlinks** to documents readily available online relevant to the criteria. For example:

**Methods/Evidence:**

- [BP/AP 5050](#)
- [3SP Credit Plan](#)
- [Noncredit 3SP Plans](#)
- [Student Equity Plan](#)
- [Probation Policy](#)
- [Testing](#)
- [College Now!](#)

The pages that follow include other evidence relevant to the criteria provided for your reference consideration.

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**Allan Hancock Joint Community College District  
Board Policy  
Chapter 5 – Student Services**

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**BP 5050 STUDENT SUCCESS AND SUPPORT PROGRAM**

The District shall provide Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of Student Success and Support Program services is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The Student Success Support Program will provide the community college student access and success by providing effective core matriculation services including orientation, assessment and placement, counseling, and other educational planning services, and academic interventions.

The Superintendent/President shall establish procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations. The District shall adopt a Student Success and Support Program plan which includes a budget describing the services provided for its students.

References: Education Code Sections 78210 et seq.;  
Education Code Sections 78211.5 et seq.;  
Title 5 Sections 55500 et. seq.;  
WASC/ACCJC Accreditation Standard II.C.2

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**Adopted: 3/17/92**  
**Revised: 3/15/94**  
**Revised: 12/13/94**  
**Revised: 4/17/01**  
**Revised: 3/17/15**

*(Replaces Board Policy 6903)*

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**Allan Hancock Joint Community College District**  
**Administrative Procedure**  
Chapter 5 – Student Services

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## **AP 5050 STUDENT SUCCESS AND SUPPORT PROGRAM**

The Student Success and Support Program brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The District shall adopt a Student Success and Support Program plan describing the services to be provided to its students. The plan shall be developed through consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise. The Student Success and Support Program will coordinate with the District's student equity plan to ensure that the college has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement. The agreement between the student and the district is implemented by means of the student educational plan.

Each student, in entering into an educational plan, will do all of the following:

- complete orientation;
- be assessed to determine appropriate course placement;
- identify a course of study and career goal;
- complete an abbreviated student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
- complete a comprehensive student educational plan no later than the third term;
- diligently attend class;
- complete assigned coursework;
- complete course(s);
- maintain progress toward an educational goal.

Student Success and Support Program services include, but are not limited to, all of the following:

- orientation services designed to provide to students information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters;



- assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
  1. administration of assessment instruments to determine student competency in computational and language skills;
  2. assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and vocational certificates and licenses;
  3. evaluation of student study and learning skills;
  4. referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services;
  5. advisement concerning course selection;
  6. follow-up services, required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation;
  7. the provision of information, guided by sound counseling principles and practices, using a broad array of delivery mechanisms, including technology-based strategies to serve a continuum of student needs and abilities, that will enable students to make informed choices.

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

### **Matriculation Exemption**

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

### **Assessment**

Students may be exempt from some or all of the testing portion of assessment if they meet one or more of the following criteria:

1. are transferring from another accredited post-secondary institution and have completed the equivalent of the prerequisite to freshman composition or higher with a grade of C or better (exempt from English portion of assessment);

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

References: Education Code Sections 78210 et seq.  
Title 5 Sections 55500 et seq.  
WASC/ACCJC Accreditation Standard II.C.2

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**Approved: 3/17/92**  
**Revised: 3/15/94**  
**Revised: 12/13/94**  
**Revised: 4/17/01**  
**Revised: 2/17/15**

*(Replaces Administrative Procedure 6903.01)*

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**Allan Hancock Joint Community College District  
Board Policy  
Chapter 5 – Student Services**

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**BP 5110 COUNSELING**

Counseling services are an essential part of the educational mission of the District.

The Superintendent/President shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education.

Counseling shall be required for all first time students enrolled for more than six units, students enrolled provisionally, and students on academic or progress probation.

References: Education Code Section 72620;  
Title 5 Section 51018;  
WASC/ACCJC Accreditation Standard II.C.5

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**Adopted: 12/17/96**  
**Revised: 3/17/15**

*(Replaces Board Policy 6110)*

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**Allan Hancock Joint Community College District**  
**Administrative Procedure**  
Chapter 5 – Student Services

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## **AP 5110 COUNSELING**

Allan Hancock College provides professionally trained and experienced counselors qualified to counsel and to teach at the community college level. The comprehensive program of services includes academic counseling, career counseling, and personal counseling and is designed to:

1. assist students in the assessment, evaluation, and selection of educational goals and the development of a student educational plan (SEP) to implement immediate and long-range academic goals;
2. coordinate with the counseling aspects of other services to students which exist on campus, including but not limited to those services provided in programs for students with special needs, skills testing programs, financial assistance programs, and job placement services;
3. provide career counseling in which students assess their own aptitudes, abilities, and interests, obtain current and future employment trend information, and develop career and vocational decision-making skills;
4. provide personal counseling in which the student is assisted with personal, family, or other social concerns, when that assistance is related to the student's education;
5. assist students to identify potential barriers to academic success and to develop strategies to overcome those barriers;
6. serve as a referral agency to services within the college and the community at large;
7. identify students on academic and progress probation and assist them in developing a plan for improvement in their academic performance.

Counseling services are available to all Allan Hancock College students on an appointment or walk-in basis, by phone, at any of the District's college education centers and/or facilities.

In addition, counselors provide a variety of services to assist potential, new, and continuing students with their educational planning. These include visiting high schools in the district, coordinating trips to the college by high school students and their counselors, and counseling prior to each semester in order to assist students in selecting appropriate courses in accordance with their stated educational and vocational objectives. Counselors also assist students planning to transfer to four-year colleges or universities by helping them select appropriate courses for their chosen majors, and by counseling them in making the transition from Allan Hancock College to the four-year schools.

### **Confidentiality of Counseling Information**

Information of a personal nature disclosed by a student 12 years of age or older in the process of receiving counseling from a counselor is confidential, and shall not become part of the student record without the written consent of the person who disclosed the confidential information. However, the information shall be disclosed when permitted by applicable law, including but not limited to disclosure as necessary to report child abuse or neglect; reporting to the Chancellor or other persons when the counselor has reason to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or other persons living in the college community; reporting information to the Chancellor or other persons as necessary when the student indicates that a crime involving the likelihood of personal injury or significant or substantial property losses will or has been committed; reporting information to one or more persons specified in a written waiver by the student.

References: Education Code Sections 72620 and 72621  
Title 5 Section 51018  
WASC/ACCJC Accreditation Standard II.C.5

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**Approved: N/A**  
**Revised: 2/17/15**

*(Replaces Administrative Procedure 6110.01)*

**EXECUTIVE SUMMARY**  
**(Validation Team Report)**  
Counseling Department  
Fall 2017

**MAJOR FINDINGS**

The Counseling staff stays current with State compliance, regulations and new mandates that come with many complex and ever-changing regulations by attending trainings, conferences and webinars.

The department has continued to use Student Learning Outcomes to make program improvements and changes throughout the year.

The Counseling department 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 Counseling department is found to be very thorough in its review of program and services with an extensive list of challenges that are listed and addressed by criteria in the plan of action.

The Validation Team finds the self-study's methods, evidence, plan of action and strengths and challenges to be in alignment and sufficiently substantiated.

The Validation Team finds that there is strong representation of counselors on campus committees and councils giving a student perspective for decision making through shared governance.

**STRENGTHS OF THE PROGRAM/DISCIPLINE**

Counseling Faculty are continuously developing and implementing innovative programs and services such as: Bridges to Success, SAIL, PUENTE, Multiple Measures, Early Alert, Men's Support Group, Early Alert, Probation/retention services, and the Hancock Hello.

Counseling Faculty have excellent, collaborative working relationships within Student Services programs such as: EOPS/CARE/CalWORKs, LAP, Health Services, Student Activities, MESA, STEM, Campus Police, Office of Admissions and Records, Financial Aid, and Cal-SOAP.

Counseling Faculty have excellent, collaborative working relationships with Instructional Faculty and with local area high schools through the many implemented programs mentioned above.

The Counseling Department oversees six Associate of Arts Liberal Arts Degrees with a transfer and non-transfer option in Social and Behavioral Sciences, Arts and Humanities, and Science and Mathematics emphasis. The Associates of Arts Degree in Liberal Studies also resides in counseling.

The Counseling department implements and develops new technology to meet student needs, which include: Early Alert, Technology Working Group, Men's Support Group, directed

counseling for students who are currently in our CNA, LVN, and RN programs, and the Probation Program, focus on Athletic Retention, YELL, and Counseling/ Equity Summit.

Counselors facilitate various types of workshops and the delivery of the presentations focus on students learning the skills necessary to achieve their academic and personal potential, educational, and career goals.

Counseling services are available district wide including various locations at the Santa Maria Campus, the Lompoc Valley Center, Vandenberg Air Force Base, Lompoc Prison, and Santa Ynez. Counseling is also available to our Distance Learning via phone/email.

The Counseling Department supports Student activities and events and participates in all student acknowledgement ceremonies, and Commencement.

Counseling Faculty all are willing to collaborate and help with the assessment of Student Learning Outcomes. It is recognized that the Counseling Department has had a consistent Student Learning Outcome Liaison since 2005.

The counseling department staff and faculty are Professional, knowledgeable and courteous and Professional Development opportunities are encouraged and supported by the Dean of Student Services.

Intentional efforts have indeed been made to create links between the Counseling Department and the community. Examples of such community relationships are links with the Department of Social Services, the Workforce Resource Center, Employment Development Department, Veterans Affairs, and the Department of Rehabilitation.

## **CONCERNS**

With the creation of new programs and initiatives counseling faculty are being pulled away from their regular student counseling load assignments.

There is a high demand for the implementation of new technology in the counseling process in order to provide online services for the digital aged students as well as the growing online student population. The department is moving toward providing all documents including SEP's in electronic format to serve these students.

Funding for support and development of technology will continue to increase.

The current SARS System is inadequate for the departmental needs as it concerns reports based on many factors such as gender, ethnicity or age. Data is limited when comparing outcomes with students that do not receive counseling services.

Part-Time counselors have not been evaluated for many years, the need to have them evaluated is important, as evaluations are important to faculty continued growth and development.

Many counseling offices do not have printers or scanners. Students often are left alone in offices while counselors are printing. Scanners will be needed as the department moves to electronic files.

The Validation Team noted that there was a small sample of completed student surveys compared to the overall student population. The report stated that 500 completed surveys were returned and the overall student population exceeds 10,000 students.

There are only two full time counselors for the extended campuses, which include Lompoc Valley Center, Santa Ynez Center, and the VAFB, as well as only one part time counselor supporting the Lompoc Penitentiary incarcerated students seeking to attain a degree.

## **RECOMMENDATIONS**

With all the demand of the creation of new programs and initiatives, the validation team recognizes the need to backfill the hours required to meet the student needs and district expectation.

A dedicated matriculation technician is needed to assist with high school course articulation and also assist with in-take of various types of appeals.

Additional counseling support is needed for the off campus programs which include the Lompoc Valley Center, Santa Ynez Center, VAFB and the Lompoc Penitentiary to support the growing population and to providing adequate and equitable services to ensure the delivery of comprehensive counseling services.

Validation Team recommends to increase the full time faculty load to provide year round counseling services. The current 175-day contract do not meet the need of the department or the institution.

The validation team recognizes the need to hire additional staffing when funding is available.

- Hire peer advisors to support counseling department
- Hire dedicated document scanning staff member
- Hire Veteran Success Center support staff member
- Hire bilingual receptionist to support front office
- Hire additional Student success Outreach Retention specialist
- Hire additional full-time & part time counseling faculty

Recommend the district support an Outreach Division to support college outreach efforts.

The Validation Team recommends the part time faculty to all be evaluated for consistency and continued growth and development of the employees.

The Validation Team recommends providing every counseling office with printers and scanners to support digital files and support efficiency when printing items out for students during the counseling process.

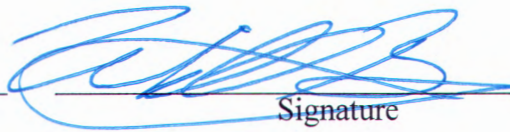
The Validation Team recommends collecting a larger survey sample size targeting the disadvantaged populations. The team also recommends additional resources be used to target the disadvantaged populations to help get the completion rates raised for this population campus wide.

Staff will be able to attend needed trainings for continuous learning and updates in the area of Student Success.



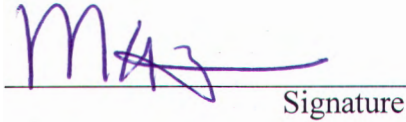
VALIDATION TEAM SIGNATURE PAGE

Will Bruce, EOPS Director

  
Signature

11/13/17  
Date

Mayra Morales, Counseling Faculty

  
Signature

11-17-17  
Date

Thesa Roepke, ECS Faculty

  
Signature

11-17-17  
Date