ALLAN HANCOCK COLLEGE

PROGRAM REVIEW

STUDENT ACTIVITIES & LEADERSHIP

Six-Year Review
2019-2020

PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year, 2013-2014, Leadership / Student Activities completed program review. The self- study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result 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
In conjunction with the new coordinator of Student Activities, increase the number and quality of events available to students	According to the plan submitted in fall of 2014, there were 38 events during the 2013-2014 academic year. However, there is no measure regarding the "quality" of the events. During the 2019-2020 academic year, there were 97 events offered for the AHC students. While the measurement of "quality" still remains unaccounted for, the number of students attending these events has steadily increased. For example, in spring 2018, the Study-A-Thon had 871 students participate, while fall 2019 had 1,244 students participate. Other events offered including Hispanic Heritage Celebration, Black History, Women's Day and Bulldog Bow-WOW (week of welcome) have shown increased participation annually. One example is attendance for the Hispanic Heritage Celebration in fall 2018 was 182 students. Student participation in ASBG elections have fluctuated recently but increased tremendously since 2010 when just over 200 students voted. 2015-2016 813 students voted 2016-2017 932 students voted 2017-2018 670 students voted 2018-2019 700 students voted The Student Activities Department has done an excellent job of collaborating with organizations on and off campus in order to drive student participation.

Increase student involvement with the statewide student senate	ASBG students on campus have consistently attended the Student Senate California Community Colleges (SSCCC) spring and fall General Assembly. Throughout 2015-2019 AHC has had representation on the Region VI board of directors which reports to SSCCC. Since spring 2020, when the pandemic hit, all meetings moved to an online format but attendance continued.
Increase number of students who participate in student activities	Participation at events and activities on campus has consistently increased due to strong student leadership, the Ambassador program and the budget increase for events. Additional funds have been leveraged through SEAP for outreach/in-reach and general student support. SEAP typically provides funding for Black History, Hispanic Heritage Celebration, Study -A-Thon, Bulldog Bound, Student Ambassadors and the Mentorship program, to name a few. A new service was offered in 2018-2019 on the first two days of the semester providing assistance to new and returning students. There are 4-6 Information Booths were staffed to give directions, answer questions, and offer coffee, tea, bottled water and snacks to students in Santa Maria and LVC. In 2018-2019 there were 3,202 students assisted on those days. Since 2010-2011 the ASBG Board of Directors has had a full slate of 14 officers each year. The Leadership courses have seen increased participation leading to more students running for office. Since the 2018-2019 academic year, the Student Services division has extended their hours to accommodate evening students by staying open until 6:00 p.m. every Tuesday. In an effort to create student engagement on those evenings, the Student Activities & Outreach department developed a new event held every Tuesday

	evening from 4:00 p.m. -7:00 p.m. in the Student Center called "Team Up Tuesday". During this time, students showcase their talents during an open mic format provided for them, form study groups or play games (chess, dominos, corn hole, Connect Four, Jenga, etc.) throughout the evening. Prior to the pandemic, it was a successful event enjoyed by many.
Review COR / Change repeatability	The course repeatability has not and will not change due to Chancellor's Office requirements. Students who have completed Leadership 111/112 who still wish to serve on the board are encouraged to enroll in Cooperative Work Experience (CWE) in order to continue being involved in ASBG.
Review for UC transferability	This was researched, unfortunately there are no other equivalent courses offered by CCC that qualify for UC transferability.
iPads/Tablets for student leaders including students that participate in shared governance committees.	In 2016, 10 tablets were purchased for Ambassador and ASBG use. Many students preferred to utilize their own laptop or device. The tablets were obsolete and unusable several years later. They have not been replaced due to the small ASBG budget and lack of previous use. However, with the recent budget increase and remote ASBG and committee meetings, purchasing laptops or tablets could be a possibility if ASBG members express the need or desire.
Hire a full-time Director of Student Activities and a full-time instructor	July 1, 2019 the current Coordinator, Student Activities was reclassified to Director, Student Activities & Outreach. In spring 2016, a new part-time instructor began teaching the leadership 111/112 course. In fall of 2016, this instructor was hired full-time by the counseling department and continues to teach the course via overload assignment. By having a full-time employee teach the course, students benefit from the consistency and are able to have more access to their instructor and relationships are fostered which leads to greater

	participation and knowledge for the student population.

Allan Hancock College Program Review

Comprehensive Self-Study

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 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.

I. Program Mission *(must align with college mission statement)*

- For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

The Student Activities & Outreach department works in tandem with the students enrolled in the Leadership 111/112 courses and the Associated Student Body Government (ASBG) officers. The Director, Student Activities & Outreach serves as the ASBG advisor and works closely with the Leadership 111/112 instructor and student leaders. For this reason, the comprehensive program review has been combined, as it was for the 2013-2014 comprehensive program review.

The Student Activities & Outreach department also oversees Student Ambassadors, all campus clubs, the Mentorship program, Food Share Because We Care, Lunch Locker, the Bulldog Bound program, general campus outreach, and the Basic Needs office.

Mission statements:

Leadership 111/112 Mission Statement

Mission: Through our Leadership program students learn the necessary skills to interact/communicate effectively within a group. Students learn to understand and appreciate

governmental diversity within the context of ASBG.

ASBG Mission Statement
The Associated Student Body Government of Allan Hancock College will strive to:

- Represent the needs, interests and perspectives of AHC students at every level of decision making within the college, to regional and state organizations and nationally as necessary and appropriate to promote and encourage student success;
- Provide students with opportunities to engage in learning and leadership as well as governing processes and parliamentary procedure;
- Support a vibrant student life on campus consisting of extracurricular activities and events that encourage cultural diversity, unity and college pride in order to enhance the general welfare and academic success of AHC students.

Student Ambassadors
In 2015-2016 the department initiated a Student Ambassador program. Foundationally, four student ambassadors were hired to represent the college at local high schools, campus events, and community events. Currently, there are 16 Student Ambassadors helping with the 97 campus events throughout the year, Food Share Because We Care, elementary, junior high, high school outreach, Bulldog Bound events, community outreach, and student success efforts including the Promise Program. These students have been instrumental in increasing college exposure at 500+ events annually.

The Student Ambassador Program recruits qualified students to represent Allan Hancock College in a number or initiatives, serving as role models and mentors to all students. This group of trained student representatives provides the campus with an additional resource of student leaders to assist new and current students in the admissions/registration process, represent the college in outreach efforts, assist in campus wide events, and promote the image of Allan Hancock College, including appearing in college promotional materials. Student Ambassadors represent a group of positive, enthusiastic, and well-informed representatives of the student body of Allan Hancock College, who are interested in working with faculty, staff, and students to promote the college's programs and services.

Student Ambassadors are trained to provide assistance during peak registration periods, participate in visits to area high schools and college fairs to present the benefits of the community college experience, provide campus tours to visiting schools and groups, assist during special events and college-sponsored activities, and participate in focus groups and panels, as needed, to provide information for improving student services and information dissemination.

Student Ambassadors must have successfully completed a semester at Allan Hancock College (ESL credits can apply) and earned minimum GPA of 2.0. They must be currently enrolled in at least six credits per semester and plan to devote at least two semesters to

the Student Ambassador Program, while maintaining an overall GPA or 2.0 or higher. Preferred qualifications include the completion of a Personal Development or Leadership course, New Student Orientation, prior leadership and/or community service experience, demonstrated skills in interpersonal communications, and ability to effectively relate with people of diverse cultural, social, and educational backgrounds.

Throughout the years, the demand for outreach and Student Ambassador support services has grown:

2015-2016	4 ambassadors	2016-2017	12 ambassadors
2017-2018	13 ambassadors	2018-2019	17 ambassadors
2019-2020	21 ambassadors	2020-2021	16 ambassadors

Campus Clubs

Community college club and activity opportunities are essential for students interested in creating a well-developed resume for job and college applications. In addition to professional development opportunities, clubs also provide students with personal, social, and community service venues, enhancing the overall collegiate experience. As the *Associated Press* describes, clubs and extra-curricular activities are "extremely important in helping students develop lifelong good working habits […] Students involved in extra-curricular activities learn how to work as part of a team towards a common goal […] Students also learn valuable character traits such as pride, productivity, and organization."

In addition to fostering practical skills such as time management, leadership, and responsibility, extra-curricular activities allow students to explore new areas of interest. Student learn to successfully balance the time commitments involved in participating in clubs with those necessary to maintain good grades which prepares students for balancing the demands of a career, family and other life obligations well beyond their college years.

There are a wide variety of on-campus clubs and organizations at Hancock College. Club Rush is generally held in the fall semester as part of Spirit Week to make students aware of the extra-curricular options available on campus. Clubs frequently have individual booths set up in The Commons at various events throughout the year with members available to answer questions. Club leaders meet monthly with the Student Activities Specialist for Interclub Council. This regular meeting allows open lines of communication regarding events, fundraising, policies and procedures and collaboration with ASBG, other clubs or departments to maximize individual clubs' efforts and fundraising potential.

New clubs are started every semester and all clubs must re-charter annually. The number of clubs varies each year, but has greatly increased since 2010 when there were 12 campus clubs. Since the last comprehensive program review, below are the number of clubs each year:

2015-2016	43 clubs	2016-2017	35 clubs
2017-2018	35 clubs	2018-2019	33 clubs
2019-2020	28 clubs *(spring 2020 the college went remote due to the pandemic)*		

Mentorship Program

Another project which began in 2015-2016 is the Mentorship program. The inaugural group consisted of 11 mentors and mentees. In 2018-2019 the program grew to 32 mentors and mentees and maintained the same quantity in 2019-2020. Many of the mentees are first year, first generation college students primarily associated with the Puente program. Due to the pandemic in fall 2020 the program moved to a virtual speaker series in collaboration with the Puente class. Mentors come from college staff, faculty and administration as well as community leaders.

Over the winter break of 2020 a partnership was formed with Union Bank employees to serve as mentors to first year students of Hancock College. Once again, Student Activities & Outreach leadership partnered with Puente to connect 12 mentors with their 12 first year students in the spring 2021 Puente class. In the future, we would like to utilize the financial expertise of these Union Bank employees to offer money management workshops for students who request Emergency Funds through the Basic Needs program. Once the permanent Project Director, Basic Needs is hired, the conversation can continue on the benefits of workshops for our students and details can be solidified.

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

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

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

Food Share Because We Care

Food Share Because We Care was first launched in 2015-2016 to serve students with food insecurities. For three years it was offered once a week in Santa Maria and on the Lompoc Valley Center campus serving approximately 200 students each occurrence. For the academic year 2018-2019, 88,570 pounds of food was distributed to 4,600 students. The college receives weekly shipments of non-perishable food and fresh produce. No food is stored each week, it is all distributed to those who participate.

In fall 2019 a new program, Lunch Locker, was originated and served approximately 20 students daily. The Lunch Locker was created to provide non-perishable food and snacks to students who may need it in between the weekly Food Share Because We Care. It is offered in Santa Maria and Lompoc.

When the pandemic hit in March 2020, the department collaborated with the Food Bank Santa Barbara County to be come an emergency food distribution site and offered twice weekly distributions in Santa Maria, open to the public. From March 26, 2020 to Dec. 17, 2020 there were 52,836 households served comprised of 236,076 individuals.

Bulldog Bound

The Student Activities & Outreach Department hosts a wide variety of events designed to engage the community and increase the visibility of Allan Hancock College. A portion of these events are designed to host elementary, middle and high school students with the goal of creating a college going culture within the Hancock College District. Students attend a variety of events as they move through their elementary, middle school, and high school years, giving them a well-rounded view of the possibilities available through Hancock College.

Bulldog Bound, a program designed to host fifth- and sixth-grade students is the flagship program of these events. This idea was first put into play in 2017. At this event, called 3E: Bulldog Bound, students are brought onto campus for one of six similar events throughout the academic year. Each class rotates through a total of four 20-minute workshops designed and facilitated by an instructor from an academic department on the Hancock College campus. With as many as sixteen workshops running simultaneously, the events are hands on, busy and fun-filled. These 20-minute workshops are designed to highlight an aspect of that instructor's area of expertise and demonstrate to the student-visitors that college is a fun and exciting possibility.

Coupled with the workshops, each class of students is paired with two student ambassadors, leadership students and/or staff members who accompany them from workshop to workshop. By assigning a member of the campus community to each group of student-visitors, our department finds that they leave with a firmer understanding of what AHC can offer them when they are of college-going age. Additionally, we have found that the student ambassadors, leadership students and staff members are the best way to ensure that students learn about the Hancock Promise program and leave each event with the knowledge of “First Year Free at AHC!”.

From the first event, held in December 2017 with ten classes from a total of five elementary schools within the college district, to the 2019-2020 academic year the 3E: Bulldog Bound Programs hosted a total of 2290 students from 24 of schools over a total of five events. Events were held at the Santa Maria Campus, Lompoc Valley Center and the Santa Ynez campus.

Beginning in the 2019-2020 school year the Bulldog Bound Program expanded into a collaboration event with the AHC Career Center for an outreach event geared toward seventh- and eighth-grade students. The event was designed to expand on the 3E program and allow the student-visitors more choice and an engaging experience that promotes the opportunities available to them through Allan Hancock College and the Hancock Promise program with a focus on career opportunities.

This interactive experience has been titled the Career Carnival. Seventh and eighth graders were brought on campus for a pilot program that included a personality strengths assessment, team building activities and a career exploration section throughout a morning and early afternoon on campus. These three unique activities were designed to complement each other and allow students a clearer view of what their strengths are, how they can use these strengths and which careers best fit with their strengths. The program is designed to give students an idea of what they are interested in studying in high school, and how that can translate into AHC classes and beyond.

Similar to the 3E: Bulldog Bound program, the Career Carnival heavily includes our student ambassadors, leadership students and staff members serving as everything from campus guides to workshop facilitators.

Outreach

In July 2019 the Student Activities department became the Student Activities & Outreach department and gained a Coordinator, Outreach and an Outreach Specialist. Annually there were typically over 500 outreach events and activities but since March 2020 community outreach has slowed dramatically due to the pandemic.

With regard to outreach, the goal of the Student Activities & Outreach department is to provide student support services which include: high school visits, recruitment, transitioning to college, campus tours, application assistance, new student orientation, and registration. The staff and student ambassadors provide front line services for prospective first-year and transfer students, as well as current and returning students.

Through communication, collaboration, and connectedness with our community partners, we look to offer exceptional service for all students, providing a welcoming, engaging and supportive environment. The staff strive to promote the value of education and promote recognition of Hancock as a valuable educational option.

We are dedicated to maximizing student access by providing support and information for the transition to college regardless of age and background. Our goals are to:

- Provide timely information about the college, its policies and procedures for admissions and enrollment.
- Provide support, assistance, guidance and resources for potential and current students to meet their higher education aspirations.
- Educate the community about Hancock College and its programs and benefits through presentations, personal contact and mailings.

Hancock College offers a wide range of exciting and valuable programs to help students reach their educational and career goals. The staff is always looking for ways to reach potential students and assist them in their educational journey with Hancock College. Some ways in which we do this are:

- Traveling to high schools to talk to students about the many educational options offered.
- Reaching out to community organizations and local businesses to share information about degree and continuing education programs.
- Participate in college fairs, career days, and high school events to showcase Hancock as an excellent choice for quality, value, and diversity.

The Outreach Committee meets monthly every second Tuesday of the month from 2:30-3:30pm, or as needed. The committee is chaired by the Director, Student Activities since 2018-2019 and reports to Student Services Council. The agenda and notes from, the previous meetings are distributed to all members and guests attending the meeting. The functions include:

- Disseminate current campus, regional, and statewide credit and non-credit matriculation information regarding in-reach and outreach events and activities.
- Review and make recommendations on outreach and student engagement procedures, policies, and reports.
- Establish outreach master calendar.
- Guide and direct the outreach team and make recommendations to Student Services Council.

Membership and Appointment

Dean, Student Services
Admissions & Records representative
Financial Aid representative
Department chair, counseling
Noncredit representative
Project Director, K-12 Partnerships
Outreach coordinator
Noncredit counseling representative
Extended campus representative
EOPS & special outreach representative
Public affairs and publications representative
Outreach or Career counselor
CTE Faculty member(s)
Retention and Outreach specialists
Outreach specialist
Associated student body representative appointed by the ASBG president

See appendix for a list of outreach events in 2019-2020.

Basic Needs

The Allan Hancock College's Basic Needs Program was developed in fall 2019 when a part-time Basic Needs Specialist was hired. The program is designed to assist students who face a basic necessity insecurity. The efforts are in support of the CSU Chancellor's office Basic Needs Initiative model. The main purpose of the program is to serve students who may be experiencing food insecurity, housing insecurity, and other emergency or crisis situations. All of these areas play a crucial role on the students mental and physical well-being. Assisting students with these necessities will help the students to best focus their attention on their academic success.

The college is committed to providing an educational environment that fosters compassion and respect, and welcomes diversity. Allan Hancock College supports students in various circumstances, including students who are experiencing housing and food insecurities, while also assisting students with an abundance of resources for mental health wellness as well as overall health.

Basic Needs refers to the food, stable housing, and wellness security of our students. We have created support programs and resources that can assist our students in meeting their basic needs and promoting their academic success. Basic needs security has been shown to have a direct impact on the mental-emotional-physical health, wellness, academic performance, professional development, and holistic success of our students. The college works toward increasing accessibility to food, housing, mental wellness along with financial resources through the Emergency Fund. The staff recently applied for and in January 2021 was awarded a $15,000 grant to fund short term emergency housing for housing insecure students.

During the spring and fall of 2020 over 700 students were served and have been awarded more than $60,000 through the Emergency Fund. The funding provided funding for books, school supplies, housing, food, utilities, and other basic needs. Due to the demand, in December 2020, the college Board of Trustees approved hiring a full-time Basic Needs Project Director. The Student Activities & Outreach staff will work closely with the Basic Needs Project Director to enhance the services offered.

Once the Project Director is hired, clerical support will be needed for the department. The Student Activities & Outreach department faces the same need. A goal is to obtain a full time office services technician position which could work for both departments.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

Both the Leadership program and the Student Activities & Outreach department have done very well in obtaining their goals during the past six years as explained in the Status Summary-Plan of Action-Post Validation section.

See 2019 Annual Update in Appendix.

Regarding student learning outcome goals, students are meeting their goals and the number of students who meet and exceed the standard has increased from 72% to 95%, increasing by 23%. Students generally do well in the program because it is “hands on” learning, they work in groups, work with staff, faculty and administration while planning events, activities and

participating on shared governance councils and committees. It is very different than the typical courses they are used to. Students truly get connected, directed, focused, nurtured, engaged, valued (the six success factors) by participating in the Leadership program and benefit greatly from the experience.

Since early spring 2020, when the college went remote due to the pandemic, enrollment and participation has gone down in the leadership program. It is extremely difficult to conduct this type of work, comprised of planning events, virtually. One major struggle is keeping the class filled and students engaged for this type of work in a virtual environment. The instructor and director are hopeful in fall 2021 the class will be able to meet in person in G106 A&B, even if masks and social distancing are still required. There is plenty of space in G106 A&B to spread out 20-30 students.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

Currently, there is one full-time Counselor teaching both Leadership 111 and 112 on overload. Both courses are designed for ASBG officers, prospective ASBG officers, and students with a desire to improve their understanding of leadership, campus decision making, and event planning. Both courses were designed with leadership on campus and within the community in mind, and therefore, work collaboratively with AHC's Student Activities office staff as well as the Director, Student Activities & Outreach.

Many of the students enrolled in the course also serve as Student Ambassadors. ASBG Board Members actively participate on AHC shared governance councils, committees and hiring committees. Students are paid a stipend of $250.00 for attending 60% of the following committee meetings: College Council, Student Learning Council, Student Services Council, Budget Council, Technology Council, Institutional Effectiveness Council, Human Resource Council, Facilities Council, and the SEAP Committee.

The budget of the ASBG is currently $50,000 annually. Currently, the ASBG budget is used to fund all events on campus, pay for the annual scholarship awards banquet, graduation sashes for ASBG officers, the CAN program, and events for EOPS, CAN, and other student clubs. Additionally, SEAP funds are often leveraged with the ASBG budget to offer many of the outreach and in reach student support events. (See list of events in appendix).

In July 2019 the Student Activities Assistant was reclassified to Student Activities Specialist. The department has grown to include two outreach personnel and the basic needs specialist. With the additional oversight of special projects, new programs and the creation of new events, and activities, there is definite need for a part time staff member to assist with clerical duties for the

department. We currently utilize a Student Ambassador for some clerical work, but they do not have the capability of generating work orders, purchase requisitions, or submitting request to hire paperwork, etc. Help is desperately needed for a consistent staff member in the position.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

Leadership 111/112 Student Learning Outcomes

SLO I: Describe the structure and purpose of the ASBG and the college governance system.
Assessed in fall 2016, 2017 and spring 2018

SLO 2: Effectively participate in meetings using parliamentary procedure.
Assessed in fall 2018 and spring 2019

SLO 3: Analyze and explain the strengths and weaknesses of their own leadership style and skills.
Assessed in fall 2018 and spring 2019

SLO 4: Plan and carry out campus events.
Assessed in spring 2017

Leadership 112

SLO 1: Describe the structure and purpose of the ASBG and the college governance system at AHC.
Assessed in fall 2016, 2017 and spring 2018

SLO 2: Effectively participate in meetings using parliamentary procedure.
Assessed in fall 2018 and spring 2019

SLO 3: Plan and carry out campus events
Assessed in fall 2019

SLO 4: Analyze and explain the strengths and weaknesses of their own leadership style and skills.
Assessed in spring 2017

Student Activities & Outreach Student Learning Outcomes

SLO 1: ASBG and Student Clubs will organize and participate in civic and community causes, i.e. Bulldog Bow-WOW, Diversity Day, Cinco De Mayo, Christmas toy and food drive, blood drives.
Assessed in spring 2020

SLO 2: ASBG and Student Club members will be able to identify resources and procedures needed to organize an event.

Assessed in spring 2020

SLO 3: Demonstrate effective communication skills through various mediums across campus events, committees and departments.

Assessed fall 2019

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

According to Smith and Chenoweth (2015), students involved in campus organizations and extracurricular activities report higher levels of self-efficacy and higher levels of academic success than students who are not involved. With this in mind, the students within the program are assigned campus event participation as a part of their final grade for Leadership 111/112. The instructor allows any activity hosted by, or in which Allan Hancock College participates in, as credit. Events such as PCPA Student Night Out, Open Streets, college tours, and events offered by services such as EOPS, CAN, and the UTC are all allowable.

Students are also encouraged to participate in the shared governance structure at Allan Hancock College. Participation in councils and committees as well as hiring committees is also permitted to count towards event participation. Besides counting for their grade, the students see actual change occur at the college based on their voices and actions within these spaces. This type of learning cannot be taught in the classroom, and will enable them to learn more about group dynamics, leadership, and personal development, which are all outcomes of the program.

x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

As seen in Exhibit E2, the student success in regards to PSLOs and CSLOs were all above the benchmark of 70%.

However, in PSLO1, the "Other under-represented" Demographic had 25% of the population below standards. Given the small sample size of students within the program, it should be noted that this is statistically significant. One thing the program and instructor can do to help these students understand themselves as physical, social,

and psychological beings and include an emphasis on self-development throughout life's changes is implement more personal development activities within the program. In the fall of 2019, the program (through the assistance of the Student Health Services department) hosted a wellness series. The topics of these lectures were focused on mindfulness, relaxation techniques, and how to achieve a growth mindset. Students who completed the program were awarded a certificate and reported higher levels of self-awareness upon completion.

Retention in leadership 112 has consistently hit 100% in eleven of the past twelve semesters. One semester, fall 2015, the retention (and success) rate were at 67%. It is unknown as to why this semester had such a deficient when compared to others, the current instructor was assigned to the course in spring 2016 and has no factual evidence to supply evidence for this drop. The success rate for Leadership 112 is also consistently above 80% except for the one outline semester of fall 2015. The reason for this consistently high retention and success rate is because students who take leadership 112 usually take it in the semester following their completion of leadership 111.

Students who take the class know the instructor expectations, teaching style, and commitment to extracurricular activities. Also, the students in leadership 112 are more likely than not on the ASBG board, or will soon be running for a position. These students are highly motivated and want to serve the student body through their own leadership capabilities. Thus, they are more likely to achieve higher levels of academic success and remain in the course.

Students in Leadership 111 do not show the same levels of retention and success as 112, but they are not too far off. The retention rate for this class is always above 84% and is more often than not above 90%. The success rate is commonly above 70%, except for the Spring 2018 semester. In this semester, there was a success rate of 67%. The instructor cites the reason for this was a significant number of students who took the class were unable to complete their required college activity assignments.

The college activity assignments at this time did count for a much higher portion of the student's grades (30%). After re-evaluation of the practice, the instructor dropped the weight of this activity slightly (25%). Students commonly state that they have lives outside of school and homework for other classes, so the activities can be cumbersome to complete. However, the amount of homework given within the course is mostly activity based, other than a larger research assignment or event planning activities which can take place during the course's lab times.

x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

Overall, the trends are looking favorable to the current course implementation. Also, more events for student participation have been added in recent years. Food Share Because We Care

is beginning to offer more and more opportunities for students to gain hours for class as well as presidential service awards. Collaborations with other services such as the Aim to Dream Center and Student Health Services give students a chance to participate and get outside of their comfort zone. Relationships that the Leadership instructor has with programs such as Puente and Personal Development courses have helped to build enrollment, with other departments referring students to the course.

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review.

Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

The trends, challenges and opportunities gathered include some of the same concerns from last program review regarding non repeatability of the courses, the feasibility of expanding the program to a certificate or degree in Leadership, and due to the pandemic, we have been facing lower enrollments than usual. The leadership course(s) work best in person to allow students to work in teams and planning committees for our events, which also have shown to be best on site. The virtual offerings have been good, but after three semesters, students are now developing zoom fatigue. We are extremely hopeful that the leadership courses for fall 2021 will be in person for the program to work to its full potential.

We did notice in the data that females are outperforming males by up to 10%, so we will work to gain insight as to why and work to recruit more males for the program and assist them in achieving their goals by having them take lead roles in committee work, serving on councils and committees and event planning. Females typically excel in the area of event planning, so we can have the females serve as mentors to the males in the program. Students can form teams and work together on the events and activities ASBG puts on throughout the year.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology -related developments and actions taken or needed to address these.

The leadership course in conjunction with ASBG event planning, college committee and council representation, serving on hiring committees, assisting with Food Share Because We Care and Bulldog Bound builds students' soft skills. These skills are more social than technical skills and reflect a person's ability to accept feedback, maintain organization, problem solve, and

collaborate with others. Research from the National Soft Skills Association reports that 85% of job success comes from having well-developed soft skills.

This program provides hands- on activities to further develop students' interpersonal skills, communication skills and self-awareness, all of which are extremely valuable to employers. If students have strong interpersonal skills, connecting with people and effectively managing success and conflict to get a job done are valuable assets to employers.

Communicating involves expressing yourself clearly and appropriately. This soft skill also includes active listening, strong writing capabilities, and nonverbal communication. Maintaining a self-aware state of mind in the workplace allows for better relations with supervisors, managers, and colleagues, ultimately creating harmonious working relationships. Students in the Leadership course develop and learn the importance of these soft skills by working in teams, representing all students on councils, and interacting with students, staff, faculty administrators and the members of the Board of Trustees.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

We would definitely like to add to the Leadership curriculum to be able to offer a Leadership certificate and eventually a Leadership degree in the future. The Leadership instructor will work with the Director, Student Activities & Outreach to research curriculum to take to the college's Academic Policy & Planning (AP&P) committee for review.

Long term goals for the department include building and expanding the services offered by the Basic Needs program to serve more students on a regular basis. Since the Basic Needs Project Director will need clerical support and Student Activities & Outreach currently needs additional clerical support, a full-time office services technician could be hired to serve both departments. The current need for Student Activities & Outreach is for staff a member who has access to Banner and employee resources that student workers do not have.

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

From student A:

State at least three positive factors about the ASBG/Student government/leadership/Student Activities or Ambassador program.

1. The Ambassador program allows the students to get one to one assistance from a student which makes it less intimidating when a student wants to get some help.
2. The Ambassador program has allowed me to learn information from all sorts of department, so I have become a resource.
3. The fact that the ASBG board is constructed of students allows the student's voices to be heard and understood.

State at least three negative factors about the ASBG/Student Government/Leadership/Student Activities or Ambassador program.

1. The lack of communication between the ASBG board and the student government could be improved upon
2. An area of growth in terms of ASBG and Student Government would be to allow students to understand what exactly is going on. (i.e I feel that especially in the spring semester we just jump right into things without explaining the process of the board meeting)
3. It would be nice if student ambassadors could be trained to do other things such as office work so that we could cover each other shifts when needed.
4. An area of growth for ASBG would be taking that first step to interact and create connections with the new student in the leadership class

From student B:

State at least three positive factors about the ASBG/Student government/leadership/Student Activities or Ambassador program.

1. I would say a positive about all programs is the liberty we get to express our creativity.
2. I like having the responsibility we are given in every single program because it gives us

a sense of trust.

3. I like the opportunity we have with all programs regarding being a leader on our campus.

State at least three negative factors about the ASBG/Student Government/Leadership/Student Activities or Ambassador program.

1. The lack of participation some students who join leadership, ambassadors and ASBG have would be a negative.

2. The lack communication between the ASBG board with students and higher ed with our Board and class.

From student C:

State at least three positive factors about the ASBG/Student government/leadership/Student Activities or Ambassador program.

1. The community between student workers and staff
2. Opportunity to get familiar with Hancock
3. Flexible schedules

State at least three negative factors about the ASBG/Student Government/Leadership/Student Activities or Ambassador program.

1. I don't really have any, and that's due to me not being at Hancock for too long.

See attached handwritten feedback from Student Ambassadors.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?

Overall, program goals are being met and student satisfaction is high. Student learning outcomes and student input and feedback will continue to be evaluated regularly to be utilized for future planning.

I am new to the Student Ambassador Program, however in the short time being here it has made a positive impact on my life in many ways.

I started this program after weeks of quarantining and it gave me a sence of community & purpose! I was a little shy at first but all of my co-workers and superiors made me feel very welcomed. It feels like I'm with family when I go to work.

This job has taught me leadership and communication skills that I'm so grateful to have obtained these skills in a short period of time.

I'm Excited to be apart of this Program & work family. This has been the best job experience I have ever had!

I think a great aspect about the program is the in-depth trainings we have every semester / right before the semester starts. I like how we reciere training from every program, department that we work with throughout the year, where we learn step-by-step the proccess of all the services for students @ Hancock.

I also think the program is a great opportunity for students to find their leadership potential. I love how we are able to support other students while grow as individuals.

I think the opportunity should be open to so many students who have leadership potential and dont know it.

Being a student ambassador has helped me learn more communication skills and was able to help speak in front of a class. It showed me a positive outlook on life and taught me many career specs. I am very proud to be a student ambassador in helping all the students and the community and at times, I want to help more than just community It helped me improve in meeting new people who wanted to teach me new things on campus and outside. I hope to improve more on ~~#~~ even more work to help the community better themselves. This is one of my very first jobs and if I could never leave I wouldn't.

The Program has allowed me to become a resource for other students which is great because coming into Hancock I knew nothing but now I feel like I know a lot of great resources, not to mention that the coworkers are cool. The Program also allowed me to network and build connections.

Some areas of growth is the pay rate. For a while I was being payed a dollar less, and that dollar adds up. [redacted]
Another area of growth is that often times, we only have one person who knows how to do something (i.e. Food state logs). I feel that it would be beneficial if they trained more people.

Some things I like about my job is the fact that we get Fed during events, In addition to that, my boss is very understanding and cool.

I really like this jobs and would encourage others to apply

Being a Student Ambassador has by far been my favorite experience while at Hancock. This job has been really great and I am so appreciative of the opportunities given. Working with members of the community along with faculty and staff has been a major highlight. There really is not much I think that needs improvement. I have benefitted from the amount of connections I have made and the skills I've obtained while working. I learned how valuable of a worker I am and I also conquered my anxiety of talking on the phone. I really love this job!

These past 3 years have been such a blessing working both with Stephanie, Henery, and my (coworker). I've learned many skills that I use in my daily life. I am blessed to have been working food there during a Pandemic. Stephanie has allowed me to express myself and show my skills with others. I do think we can all work with our communication skills. Other than that Stephanie is the best boss. I am thankful to

Heidi

I love how we are able to help in different areas. For example going to high schools, help desk, food distribution and other community events. It has helped me become a bigger part of my community and I'm happy knowing that I made some kind of difference, I feel I have become a better person and someone who is more sensitive to other's needs. I think communication can be improved between student ambassadors and faculty/staff ~~for~~ that we are helping. Sometimes what is expected can be vague or instructions given to ambassadors are sometimes different from that of the staff. Overall it has been a great experience and something I hope others get to be a part of.

I think everything has been great, Working with different people from different backgrounds has been a wonderful experience. The program is a great way to help others and earn money. Working Food share has been great, but I wish we would have been provided the right equipment. Other than that everything is great. A dollar more would not hurt.

As a new ambassador, I can see that the team is well organized. The people I have met are very ~~welcomed~~ welcoming. Stephanie and Henley are great and I have learned a lot from them. I have learned how events are set up and how to contribute to the community.

The Student Ambassador program has allowed me to learn about all the hard work that goes into planning all the events. Although the position may force you to be flexable and adjust to any situation, Stephanie and Henry have made it very easy to assure each and every one of us confortable. Communication with in other departments could be improved to make events flow more smooth.

I feel like my customer service skills got way better during food share days. I appreciate the way everyone treats me here and enjoy that we all act and work as a team. Some areas of improvement would be better communication / guidance for certain tasks. Sometimes I can't perform my best because I get different instructions from my supervisors. I also feel as though some tasks are physically demanding. Overall, it's been a great experience though. I've gained connections and great leadership skills.

I had a good time helping the community as a student ambassador and it taught Me effective teamwork for a greater cause. I loved all of My coworkers and cherish My experiences with them all. I wish I took this opportunity with allan Hancock college ~~that~~ earlier while I attended

I absolutely loved being a Student ambassador! The only complaint would be, I wish I started sooner! I loved being involved with Hancock, I really felt like I was getting the full HHC expierence. I felt like a valued student, worker, & community member. I'm sad to be leaving, but what I can say, my next colege has great expectations to live up to! I have ~~teared~~ learned how valuable being active on campus really is. Truly one of the best expleiences Ive had, and I am happy to keep these memories & friends.

I Believe this is one of the most beneficial jobs for students. Upon coming to hancock it gives students a group of people who inspire each other to be better. I honestly believe that every student should participate in the program. It is a program that can not only help active students but it can change a students entire perspective. Giving students a group to help them excel.

APPENDIX

Bulldog Bound 2019-2020

Date of Event	Location of Event	Schools in Attendance	Number of Classes	Number of Students
18-Oct-19	Santa Maria Campus			
		Miller	4	120
		Patterson Road	6	192
		Jimenez	4	135
		3 schools in attendance	14 classes	447 total students
15-Nov-19	Santa Maria Campus			
		Joe Nightingale	3	99
		Benjamin Foxen	2	50
		Oakley	4	150
		Oceano	2	50
		Alice Shaw	3	92
		Solvang	2	65
		6 schools in attendance	16 classes	506 total students
6-Dec-19	Santa Maria Campus			
		Sanchez	3	105
		Olga Reed/Orcutt Academy	2	60
		Ralph Dunlap	3	90
		Arellanes	3	88
		Dana	2	74
		6 schools in attendance	13 classes	417 total students
7-Feb-20	Santa Maria Campus			
		St. Mary's	2	45
		Dorothea Lange	3	84
		Nipomo Elementary	2	57
		Kermit McKenzie	4	120
		Ontiveros	4	115
		5 schools in attendance	15 classes	421 students
28-Feb-20	Lompoc Valley Center			
		Fillmore	3	105
		Hapgood	6	191
		Clarence Ruth	2	70
		La Honda STEAM	2	65
		Manzanita Public Charter	2	60
		5 schools in attendance	15 classes	491 students

TOTALS:	5 Events	25 Schools	73 Classes	2282 students

BULLDOG BOUND WORKSHOP SUMMARIES

Drama Dogs:
Meet student-actors and tour behind the scenes at PCPA. Learn the skills that go into theatre productions, including electrical, lighting, sets, costumes, and audio visual.

Paw Printers:
Design, creativity, and imagination all play an important role in the Campus Graphics print shop. See firsthand how this talented team works together.

Bulldog Tasty Bites:
Learn fun food facts and what constitutes a healthy diet as you learn what dieticians, nutritionists and chefs do by creating a unique snack.

STEM Dogs Design Challenge:
Using minimal supplies, students work together to solve a structural problem. STEM (Science, Technology, Engineering, Math) careers cover many jobs, including engineering, health services, and technicians to name a few.

Geology Rocks:
This workshop is presented by Aera Energy to introduce students to geology and how oil is formed, identified, and produced.

Wag and Weave Art:
Can art inspire? Students work with recycled, reusable and repurposed items to "make their mark" while creating a collaborative art project.

Sports with Spike:
Students learn what it takes to become event planners, coaches, city recreation managers, and employees in the hospitality and tourism fields from Hancock recreation management students.

Maker Mutts:
MakerSpaces are special areas designed to allow creativity – leading to invention and exploration. Learn how the history of the college and Captain Hancock are tied to airplanes.

Chem Dogs:
Watch chemists demonstrate how they solve problems and apply scientific reasoning as they conduct lab experiments.

Astro-Mutts:
Stars can teach us about the Earth and our atmosphere. Learn how to recognize constellations in our nighttime skies.

Blaze-Stopping Bulldogs:
Learn about fire technology training from the experts with the college's fire academy with a focus on safety.

HAZ-Mutts:
Learn how Emergency Medical Service (EMS) workers respond to emergencies, including environmental hazards.

Spike-O-Grams:
Students learn about photography as a career and how to work in a darkroom to develop an individualized photo.

Bulldog Builders 1.0:
Using common kitchen household supplies, students learn the basics of structure, function and simple architecture design elements.

Sparks for Spike:
AHC's mobile welding trailer, equipped with four welding stations, can visit local middle schools upon request. Students experience first-hand the Gas Metal Arc Welding (GMAW) process, wearing proper welding gear, while building individual projects.

High-Tech Hounds:
The Makerspace movement embeds making, innovation, and entrepreneurship into students' college experiences to prepare for careers in STEAM (Science, Technology, Engineering, Arts, and Mathematics). Experience the "maker" culture: viewing 3-D printers at work while designing in the CAD lab using TinkerCAD software.

PAWS for Police:
Learn from instructors and students in the college's law enforcement academy about public safety and what it takes to become a peace officer.

Bulldog Beats:
Tour the recording studio and listen to music created by AHC students. Learn basics of reading music and understanding rhythm while practicing drumming beats.

Culinary Canines:
Tour the kitchen and labs that AHC students learn to develop their culinary talents and make homemade pasta.

Cartoon Canines:
Cartoons are fun and animation is a great career for people who are creative, like to draw and enjoy using computers. Learn how to draw a bouncing ball using a basic flipbook.

Dance Dogs:
Learn how everyone can dance by adding hip hop and ballet steps to everyday activities. Group choreography will result in a full dance sequence.

Spike Speaks:
How can we all become better communicators? Learn how to listen, read nonverbal expressions, and how to effectively say what you want.

Pi For Pugs:
Math can be fun, especially when it involves building rockets and measuring how far those rockets can go.

Fido Flicks:
"Lights! Camera! Action!" Students are in front of and behind the camera as they learn about careers in the film and television industry.

Baker Street Bulldogs:
Sherlock Holmes lived at 122 Baker Street and was a well-known literary detective, just like students are when they enter a library to research information for homework and find good books to read.

Bulldog Builders 2.0:
This advanced session will allow students to take pieces cut by a laser cutter and build models of famous architectural structures, creating an understanding of how design, form and function work together.

Bulldog Bucks:
Learn from Rabobank how you choose to spend, save, and give away the money you earn.

Eco-Explorers:
This workshop is presented by Aera Energy to introduce students to the priniciples of the eco-system approach, conservation, and sustainable use while working in harmony with nature.

Wag the Ag:
This workshop teaches the importance of agriculture through activities based on seed germination, crop identification, and linking raw commodities with products students are familiar with.

For more information

- about Allan Hancock College's Bulldog Bound:
- visit www.hancockcollege.edu/promise/bulldogbound
- or contact the college at 1-805-922-6966 ext. 3648
- or email bulldogbound@hancockcollege.edu

BULLDOG BOUND

ALLAN HANCOCK COLLEGE
Start here. Go anywhere.

Fall 2019 ASBG Events

Thurs. June 13	Food Share Because We Care	11:30 a.m.
Tues. July 2	Blood Drive	10:00 a.m. to 3:00 p.m.
Fri. Aug. 2, 2019	ASBG Retreat	10 a.m. to 1 p.m.
Tues. Aug. 13, 2019	Hancock Hello	4 p.m. to 7 p.m.
Thurs-Sun Aug. 15-18, 2019	Trustee Workshop	
Mon. August 19, 2019	First Week Information Booths	7:30 a.m. to 1:30 p.m.
Tues. Aug. 20, 2019	First Week Information Booths	7:30 a.m. to 1:30 p.m.
Thurs. Aug. 29, 2019	Food Share Because We Care	11:30 a.m.
Wed. Sept. 4, 2019	Bulldog Bow-WOW (SM)	10:00 a.m. to 1:00 p.m.
Thurs. Sept. 5, 2019	Food Share Because We Care	11:30 a.m.
Wed. Sept. 11, 2019	Bulldog Bow-WOW (LVC)	10:00 a.m. to 1:00 p.m.
Thurs. Sept.12	Inter-Club Council meeting	2:30-3:30 p.m.
Friday Sept. 13, 2019	A4MW: Suicide Prevention Forum	5:00 p.m. to 8:00 p.m.
Tues. Sept. 17, 2019	Blood Drive	10 a.m. to 3 p.m.
Wed. Sept. 18, 2019	Constitution Day	11:30 a.m. to 1:00 p.m.
Wed. Sept. 18, 2019	Blood Drive	10 a.m. to 3 p.m.
Thurs. Sept. 19, 2019	Food Share Because We Care	11:30 a.m.
Tues. Sept 24, 2019	M4MH: Movies for Mental Health	
Thurs. Sept. 26, 2019	Food Share Because We Care	11:30 a.m.
Friday, Sept.	Club Advisor Training	11 a.m. to 12 p.m.
Wed. Oct. 2, 2019	Hispanic Heritage Celebration	12 a.m. to 1 p.m.
Thurs. Oct. 3, 2019	Food Share Because We Care	11:30 a.m.
Fri. Oct. 4, 2019	Career Exploration Day	9 a.m. to 1:30 p.m.
	DACA Week	
Tues. Oct. 8, 2019	Team Up Tuesday	4:30p.m.-9:00p.m.
Wed. Oct. 9, 2019	AAUW – Start Smart Workshop	12 a.m. to 2:00 p.m.
Wed. Oct. 9, 2019	Mid-term-a-thon	4 p.m. to 9 p.m.
Thurs. Oct. 10, 2019	Mid-term-a-thon	4 p.m. to 9 p.m.
Thurs. Oct. 10, 2019	Food Share Because We Care	11:30 p.m.
Thurs. Oct. 10, 2019	Inter-Club Council meeting	2:00p.m.-3:00p.m.
Tues. Oct. 15, 2019	Team Up Tuesday	4:30p.m.-9:00p.m.
Thurs. Oct. 17, 2019	Food Share Because We Care	11:30 p.m.
Sat. Oct. 19	Student vs. Staff Football Game	2:00 p.m.
Tues. Oct. 22, 2019	Alcohol Awareness Day (Mocktails)	11 a.m. to 1 p.m.
Tues. Oct. 22, 2019	Team Up Tuesday	4:30p.m.-9:00p.m.
Fri.-Sun Oct. 25-27, 2019	CCCSAA Conference	
Tues. Oct. 29, 2019	Team Up Tuesday	4:30p.m.-9:00p.m.
Thurs. Oct. 31, 2019	Food Share Because We Care	11:30 p.m.
Mon. Nov. 4, 2019	First Day of Spirit Week	11:30 a.m. to 1:30 p.m.
Tues. Nov. 5, 2019	Second Day of Spirit Week	11 a.m. to 1 p.m.
Tues. Nov. 5, 2019	Team Up Tuesday	4:30p.m.-9:00p.m.
Wed. Nov. 6, 2019	Veteran's Appreciation Day	11:00 a.m. to 1:00 p.m.
Wed. Nov. 6, 2019	Third Day of Spirit Week	11:30. to 1:30 p.m.
Thurs. Nov. 7, 2019	Fourth Day of Spirit Week	11 a.m. to 1 p.m.
Thurs. Nov. 7, 2019	Food Share Because We Care	11a.m. to 1 p.m.
Fri. Nov. 8, 2019	Spirit Week Office Decorating Contest	9:00 a.m.

Thursday, Nov. 7	PCPA Student Night Out	5:00 p.m.- 10:00p.m.
Tues. Nov. 12, 2019	Team Up Tuesday	4:30p.m.-9:00p.m.
Thurs. Nov. 14, 2019	Food Share Because We Care	11:30 a.m.
Thurs. Nov. 14, 2019	Inter-Club Council meeting	2:30p.m.-3:30p.m.
Tues. Nov. 19, 2019	Team Up Tuesday	4:30p.m.-9:00p.m.
Thurs. Nov. 21, 2019	Food Share Because We Care	11:30 a.m.
Tues. Nov.26, 2019	Team Up Tuesday	4:30p.m.-9:00p.m.
Wed. Nov. 27, 2019	Taste of Home – Thanksgiving	11:30 to 2:00 p.m.
Fri. Dec. 6, 2019	Gimme a Break- Destress Event	12:30 p.m. to 3:30 p.m.
Sat. Dec. 7, 2019	SM Christmas Parade of Lights	11 a.m. to 8 p.m.
Wed. Dec. 11	Holiday Celebration	11:30 a.m. to 1:30 p.m.
Tues. Dec. 3, 2019	Stressbuster Day	11:00 a.m. to 1:00 p.m.
Wed. Dec. 4, 2019	Study-a-thon	6 p.m. to Midnight
Thurs. Dec. 5, 2019	Food Share Because We Care	11:30 a.m.
Thurs. Dec. 5, 2019	Study-a-thon	6 p.m. to Midnight
Mon. Dec. 9, 2019	Study-a-thon	6 p.m. to Midnight
Tues. Dec. 10, 2019	Study-a-thon	6 p.m. to Midnight

Spring 2020 events

Tuesday, January 21	Team up Tuesday	4:30p.m.-7:30p.m.
Tuesday, January 21	Information Booths	7:30a.m.-11:30p.m.
Wednesday, January 22	Information Booths	7:30a.m-11:30p.m.
Tuesday, January 21	Team up Tuesday	4:30p.m. – 7:30p.m.
Wednesday, January 29	Staff vs Student Basketball game	7:00pm
Tuesday, January 21	Team up Tuesday	4:30p.m. – 7:30p.m.
Thursday, January 30	Food Share Because We Care	11:30a.m.
Tuesday, January 21	Team up Tuesday	4:30p.m. – 7:30p.m.
Wednesday, February 5	Bulldog Bow WOW	10:00a.m-1:00p.m.
Thursday, February 6	Food Share Because We Care	11:30a.m.
Monday, February 10	SEXE (Health Services)	11:30a.m
Tuesday, January 21	Team up Tuesday	4:30p.m. – 7:30p.m.
Wednesday, February 12	Valentine's Celebration	11:00a.m.-1:00p.m.
Wednesday, February 12	LVC Bulldog Bow WOW	10:00a.m.-1:00p.m.
Wednesday, February 12	Inter Club Council (ICC)	2:30p.m.-3:30p.m.
Thursday, February 13	Food Share Because We Care	11:30a.m.
Tuesday, January 21	Team up Tuesday	4:30p.m. – 7:30p.m.
Thursday, February 20	Food Share Because We Care	11:30a.m.
Tuesday, January 21	Team up Tuesday	4:30p.m. – 7:30p.m.
Wednesday, February 26	Black History Celebration	12:00p.m.-1:30p.m.
Thursday, February 27	Food Share Because We Care	11:30a.m.
Tues. Feb. 25 & Wed. Feb. 26	Blood Drive	10:00a.m.-3:00p.m.
Tuesday, January 21	Team up Tuesday	4:30p.m. – 7:30p.m.
Wednesday, March 4	AAUW Start Smart	12:00p.m.-2:00p.m.
Thursday, March 5	Food Share Because We Care	11:30a.m.
March 10, 2020	Team Up Tuesday	4:30p.m.-7:30p.m.
March 10 & 11	LVC Mid Term Brain Break	10:30a.m.-12:30p.m.

Wednesday, March 11	International Women's Day	12:00p.m.-1:30p.m.
Wednesday, March 11	Inter Club Council (ICC)	2:30p.m.-3:30p.m.
Thursday, March 12	Food Share Because We Care	11:30a.m.
March 16-21	Spring Break	
Thursday, March 26	Food Share Because We Care	11:00a.m.
Tuesday, March 24	LVC Mardi Gras	11:00a.m. – 1:00p.m.
Thursday, March 26	Food Share Because We Care	11:00a.m.
Tuesday, March 31	Food Share Because We Care	11:00a.m.
Thursday, April 2	Food Share Because We Care	11:00a.m.
Monday, April 6	Candidates Meeting	11:30a.m.-12:30p.m.
Tuesday, April 7	Food Share Because We Care	11:00a.m.
Wednesday, April 8	Inter Club Council (ICC)	2:30p.m.-3:30p.m.
Thursday, April 9	Food Share Because We Care	11:00a.m.
Tuesday, April 14	Food Share Because We Care	11:00a.m.
Thursday, April 16	Food Share Because We Care	11:00a.m.
Tuesday, April 21	Food Share Because We Care	11:00a.m.
Thursday, April 23	Food Share Because We Care	11:00a.m.
Monday, April 27	Candidates' Forum	12:00p.m.-1:30p.m.
Tuesday, April 28	Food Share Because We Care	11:00a.m.
Tuesday, April 28 – May 1, 2020	Elections	online
Thursday, April 30	Food Share Because We Care	11:00a.m.
Tuesday, May 5	Food Share Because We Care	11:00a.m.
Wednesday, May 6	Year End Banquet	virtual
Thursday, May 7	Food Share Because We Care	11:30a.m.
Tuesday, May 12	Food Share Because We Care	11:00a.m.
Thursday, May 14	Food Share Because We Care	11:30a.m.
May 13, 14, 18, & 19	Study A Thon	6- midnight
Tuesday, May 19	Food Share Because We Care	11:00a.m.
Thursday, May 21	Food Share Because We Care	11:30a.m.
Tuesday, May 26	Food Share Because We Care	11:00a.m.
Thursday, May 28	Food Share Because We Care	11:30a.m.
Tuesday, June 2	Food Share Because We Care	11:00a.m.
Thursday, June 4	Food Share Because We Care	11:30a.m.
Tuesday, June 9	Food Share Because We Care	11:00a.m.
Thursday, June 11	Food Share Because We Care	11:30a.m.
Tuesday, June 16	Food Share Because We Care	11:00a.m.
Thursday, June 18	Food Share Because We Care	11:30a.m.
Tuesday, June 23	Food Share Because We Care	11:00a.m.
June 24 & 25	Blood Drive	10:00a.m.-3:00p.m.
Thursday, June 25	Food Share Because We Care	11:30a.m.
Tuesday, June 30	Food Share Because We Care	11:00a.m.
Thursday, July 2	Food Share Because We Care	11:30a.m.
Tuesday, July 7	Food Share Because We Care	11:00a.m.
Thursday, July 9	Food Share Because We Care	11:30a.m.
Tuesday, July 14	Food Share Because We Care	11:00a.m.
Thursday, July 16	Food Share Because We Care	11:30a.m.
Tuesday, July 21	Food Share Because We Care	11:00a.m.
Thursday, July 23	Food Share Because We Care	11:30a.m.

Tuesday, July 28	Food Share Because We Care	11:00a.m.
Thursday, July 30	Food Share Because We Care	11:30a.m.
Tuesday, Aug. 4	Food Share Because We Care	11:30a.m.
Thursday, Aug. 6	Food Share Because We Care	11:30a.m.
August 11, 2020	Hancock Hello	4:00p.m.-7:00pm
Tuesday, Aug. 11	Food Share Because We Care	11:30a.m.
August 12, 2020	Commencement	9:00a.m.
Thursday, Aug. 13	Food Share Because We Care	11:30a.m

FALL FINALS

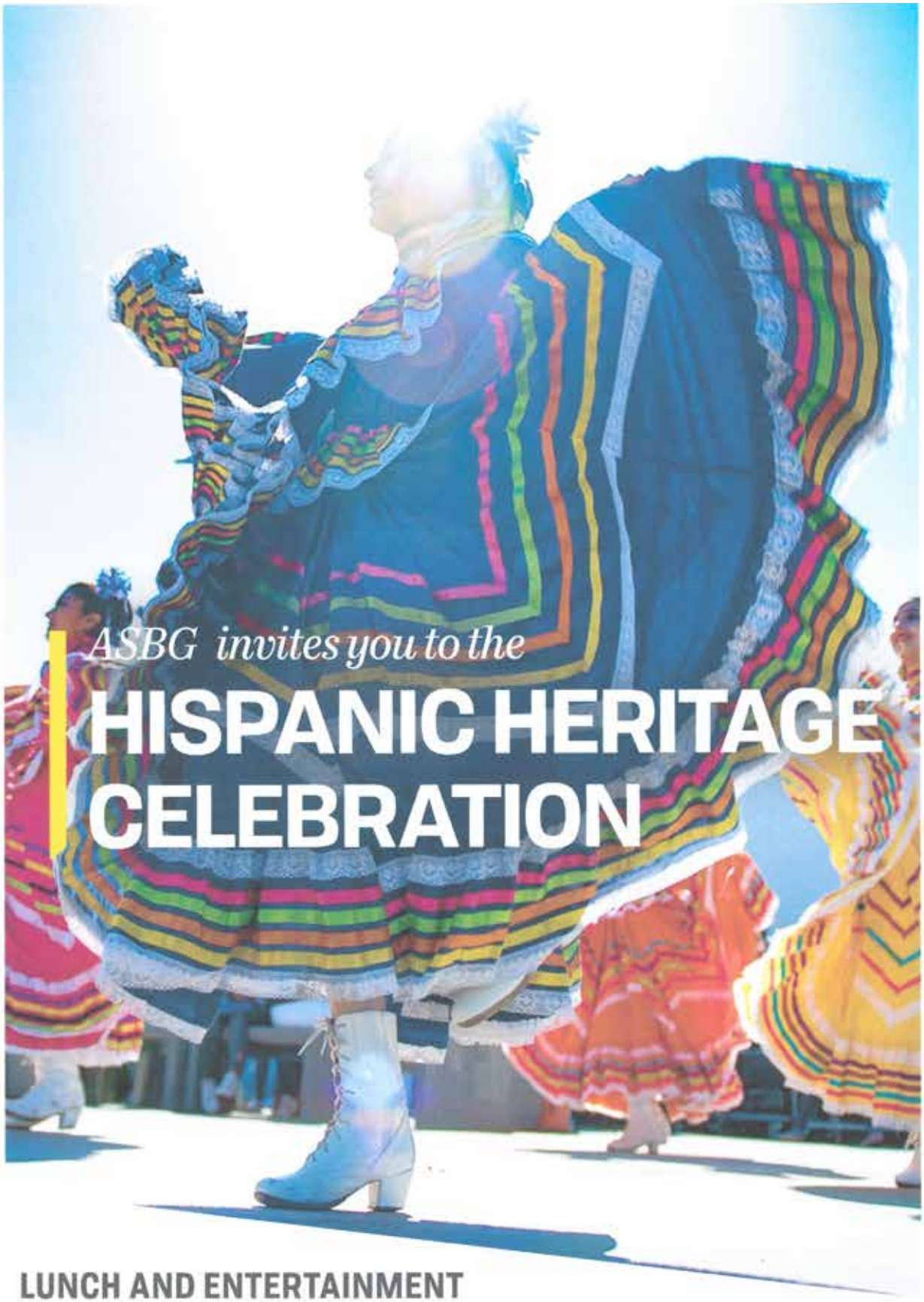
STUDY A THON

Santa Maria campus | Library, ARC, and Math Center
6 p.m. - 12 a.m. | December 4, 5, 9, & 10

Lompoc Valley Center | Library
6 p.m. - 9 p.m. | December 4, 5, 9, & 10

Faculty, tutors, study groups, textbooks, and refreshments available!

ALLAN HANCOCK COLLEGE
Start here. Go anywhere.



ASBG invites you to the

HISPANIC HERITAGE CELEBRATION

LUNCH AND ENTERTAINMENT
STUDENT CENTER (ROOM G106A & B)
WEDNESDAY, OCTOBER 2, 2019 | 12-1:30 p.m.

QUESTIONS?
Contact Student Activities at 1-805-922-6966 ext. 3229

ALLAN HANCOCK COLLEGE

Go forth and awe

Donors will be getting enough points for a $10 Amazon eGift card through the Hero Reward Store!

Allan Hancock's Blood Drives!

MONDAY, MAY 13TH

10 AM - 3 PM
IN THE BLOODMOBILE NEAR THE STUDENT CENTER

TUESDAY, MAY 14TH

10 AM - 3 PM
IN THE BLOODMOBILE NEAR THE STUDENT CENTER

RECEIVED
MAY 23 2019
BY:

For more information or to schedule a donation,
call **877.258.4825** or visit us at **vitalant.org**
Find us @vitalant:

vitalant

FOOD SHARE
Because We Care

Students can pick up non-perishable food and fresh produce while supplies last every Thursday when classes are in session.

SANTA MARIA CAMPUS
11:30 a.m. on the patio at the south side of the Student Center (outside Room G106)

LOMPOC VALLEY CENTER
2:30 p.m. outside building 1

Dates for this semester:

- September 26, 2019
- October 3, 2019
- October 10, 2019
- October 17, 2019
- October 24, 2019
- October 31, 2019
- November 7, 2019
- November 14, 2019
- November 21, 2019
- December 5, 2019

LUNCH LOCKER

If there is a need between the weekly Food Share Because We Care, students can receive non-perishable food Monday, Tuesday, Wednesday, and Friday.

SANTA MARIA CAMPUS
8 a.m.-4 p.m. in the Student Activities and Outreach office inside the Student Center (Room G105)

LOMPOC VALLEY CENTER
8 a.m.-12 p.m. in Room 2-116

Food is provided by the Santa Barbara County Foodbank and the Allan Hancock College Foundation and is available to all Hancock students.

Questions?

Santa Maria campus:
Student Activities and Outreach
1-805-922-6966 ext. 3229
www.hancockcollege.edu

Lompoc Valley Center:
Christine Grelck, Coordinator
1-805-735-3366 ext. 5215

cal fresh

ALLAN HANCOCK COLLEGE

Don't miss fall 2019

Bulldog Bow-WOW!

Santa Maria campus: Student Center

Wednesday September 4, 10 a.m. to 1 p.m.

Lompoc Valley Center: Upstairs in bldg. 1

Wednesday September 11, 10 a.m. to 1 p.m.

- Learn about essential student services to help you succeed in college
- Meet faculty and staff
- Explore various academic, career, and technical programs
- Enjoy free entertainment and food

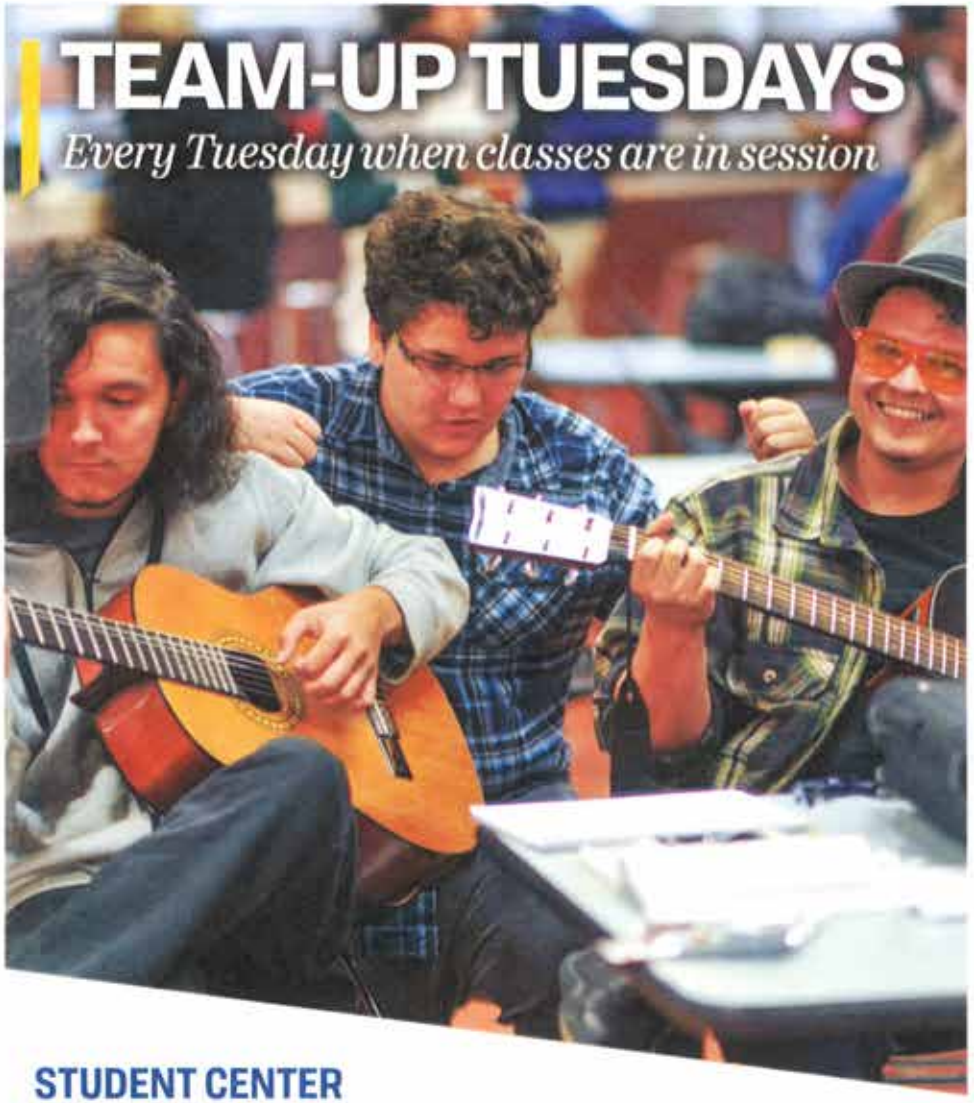
@HancockCollege @AllanHancockCollege @AllanHancockCollege

Questions?

Santa Maria: Stephanie Robb
1-805-922-6966 ext. 3229 | srobb@hancockcollege.edu

LVC: Christine Grelck
1-805-735-3366 ext. 5215 | cgrelck@hancockcollege.edu

ALLAN HANCOCK COLLEGE



TEAM-UP TUESDAYS

Every Tuesday when classes are in session

STUDENT CENTER

TUESDAYS | 4-7 P.M.

JOIN YOUR FELLOW STUDENTS:

- OPEN MIC
- MEET PEOPLE
- MAKE CONNECTIONS
- FORM OR JOIN STUDY GROUPS
- EMPOWER YOURSELF
- NETWORK

QUESTIONS?
Contact Student Activities at 1-805-922-6966 ext. 3229

ALLAN HANCOCK COLLEGE
ASSOCIATED STUDENT BODY GOVERNMENT

Assessment Schedule Matrix

Fall 2014-Spring 2020

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SLO 1	X	X	X	X	X	X	X	X	X	X	X	X
SLO 2	X	X	X	X	X	X	X	X	X	X	X	X

SLO 1: ASBG and Student Clubs will organize and participate in civic and community causes, i.e., Bulldog Bow-WOW, Diversity Day, Cinco de Mayo, Christmas toy and food drive, blood drives.
SLO 2: ASBG and Student Club members will be able to understand the value and the benefits of being involved in student life and how it leads to their success.

Updated: 10/26/15

PSLO	Demographi	Demographi	% From 70% Benchmark	% Meets and Exceeds Standards	% Exceeds Standards	% Meets Standards	% Below Standards
SA PSLO1 -	Ethnicity	Hispanic	17.95%	87.95%	48.33%	39.62%	12.05%
		Other under-	30.00%	100.00%	100.00%	0.00%	0.00%
		White Non-H	13.33%	83.33%	73.81%	9.52%	16.67%
	Gender	Female	22.06%	92.06%	58.36%	33.70%	7.94%
		Male	13.71%	83.71%	50.16%	33.55%	16.29%
SA PSLO2 -	Ethnicity	Hispanic	16.75%	86.75%	53.85%	32.90%	13.25%
		Other under-	19.81%	89.81%	61.11%	28.70%	10.19%
		White Non-H	13.33%	83.33%	64.39%	18.94%	16.67%
	Gender	Female	19.75%	89.75%	60.99%	28.77%	10.25%
		Male	11.82%	81.82%	52.59%	29.23%	18.18%
SA PSLO3 -	Ethnicity	Hispanic	16.91%	86.91%	53.17%	33.74%	13.09%
		Other under-	18.89%	88.89%	61.11%	27.78%	11.11%
		White Non-H	13.33%	83.33%	65.91%	17.42%	16.67%
	Gender	Female	20.33%	90.33%	60.43%	29.90%	9.67%
		Male	11.79%	81.79%	52.71%	29.08%	18.21%

Improvement Plan

Items:

Department	Term	SLO #	SLO	Question	Response
Student Activities	Fall 2012	N/A	N/A	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?	none
Student Activities	Fall 2012	N/A	N/A	What did the assessment data indicate about the strengths of your program?	It showed the number of students who do get involved with planning and organizing events/activities which is important to Student Life which is part of our Mission.
Student Activities	Fall 2012	N/A	N/A	What did the assessment data indicate about the weaknesses of your program?	That somehow some students can slip through the cracks and can pass the Leadership class while never getting involved in activities/event planning.
Student Activities	Fall 2013	N/A	N/A	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?	I would like to have every student participate on a higher level by chairing at least one event which includes organizing a committee, planning and executing all aspects of the event each semester. This gets them engaged and they take charge learning to delegate and be accountable. Several students get by with little to no involvement, cheating themselves of developing

					their leadership skills and being connected, engaged, focused, nurtured, valued and directed. Those who get involved generally have higher self esteem and continue to develop leadership traits.
Student Activities	Fall 2013	N/A	N/A	What did the assessment data indicate about the strengths of your program?	The data indicates that the strengths of the program include getting students involved in the events and activities on our campus. Students in the Leadership class and members of the Associated Student Body Government feel connected and engaged in campus life. This generally leads to higher student success when students are connected, engaged, focused, directed, nurtured and valued. Students who get involved develop leadership skills by planning, organizing and facilitating events and activities on our campus.
Student Activities	Fall 2013	N/A	N/A	What did the assessment data indicate about the weaknesses of your program?	A weakness of the program is that not all students get involved and participate in events and activities. Several students enroll in the leadership course yet never, or rarely participate in the events that their colleagues plan. Some students do not develop leadership skills by chairing an event and planning it from start to finish.
Student Activities	Fall 2014	N/A	N/A	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?	Based on the data showing that 9.5% and 23.8% of students don't meet the standard, I would like to survey the students and ask why they are not getting involved. It could be due to class schedules or other issues, etc. we will survey to find out.

Student Activities	Fall 2014	N/A	N/A	What did the assessment data indicate about the strengths of your program?	In general, the data indicates that well over the majority of the class does get involved in events and activities that support ASBG and the Leadership program. They learn leadership skills and motivate each other to stay involved and take a lead role in planning and participating all of the events over the course of the semester.
Student Activities	Fall 2014	N/A	N/A	What did the assessment data indicate about the weaknesses of your program?	That there is a higher percentage than preferred that don't meet the standard for planning and participating in events. Several students are timid and don't fully develop their leadership potential.
Student Activities	Fall 2015	N/A	N/A	Resource Request	Name: Classified Staff Detail: Additional staff is needed to support the various programs including Ambassadors, Outreach, Mentorship, Clubs and Food Share Because We Care Status: Pending Name: Technology Detail: Additional computers are needed for Student Ambassadors to work from as well as the need for current staff to have upgraded computers. Status: Pending Name: Facility Detail: There is always a need to have additional space for students and staff in this area. Work space for ASBG, club meeting space and storage are a constant concern. Status: Pending
Student Activities	Fall 2015	N/A	N/A	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?	Based on the data showing that 9.5% and 23.8% of students don't meet the standard, I would like to survey the students and ask why they are not getting involved. It could be due to class schedules or other issues, etc. we will survey to find out.

Student Activities	Fall 2015	N/A	N/A	What did the assessment data indicate about the strengths of your program?	The data indicates the strengths of the Student Activities program include strong communication and transparency among students and staff. Students learn how to plan events, activities, and they conduct weekly Board of Director's meetings. They learn parliamentary procedures and Robert's Rules of Order. Additionally students work in teams, learn to delegate and utilize campus resources to plan and execute events. Students participate in shared governance, hiring committees and campus committees working with staff, faculty and administration. The data demonstrates to me that over 95% of the Leadership students are successful in achieving these goals.
Student Activities	Fall 2015	N/A	N/A	What did the assessment data indicate about the weaknesses of your program?	That somehow some students can slip through the cracks and can pass the Leadership class while never getting involved in activities/event planning.
Student Activities	Fall 2016	N/A	N/A	Resource Request	Name: Staff Detail: Additional staff are needed to assist with outreach events due to the increase in outreach on our campus and in the community. Status: Pending Name: Equipment Detail: Supplies are needed for Student Ambassadors to perform their outreach duties, including folding/portable tables, chairs and canopies. Status: Pending
Student Activities	Fall 2016	N/A	N/A	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?	Based on the data showing that 10% of students don't meet the standard, I would like to survey the students and ask why they are not getting involved. It could be due to class schedules or other

					issues, etc. we will survey to find out.
Student Activities	Fall 2016	N/A	N/A	What did the assessment data indicate about the strengths of your program?	The data indicates the strengths of the Student Activities program include strong communication and transparency among students and staff. Students learn how to plan events, activities, and they conduct weekly Board of Director's meetings. They learn parliamentary procedures and Robert's Rules of Order. Additionally students work in teams, learn to delegate and utilize campus resources to plan and execute events. Students participate in shared governance, hiring committees and campus committees working with staff, faculty and administration. The data demonstrates to me that over 90% of the Leadership students are successful in achieving these goals.
Student Activities	Fall 2016	N/A	N/A	What did the assessment data indicate about the weaknesses of your program?	That somehow some students can slip through the cracks and can pass the Leadership class while never getting involved in activities/event planning.
Student Activities	Fall 2018	N/A	N/A	Any other comments?	N/A
Student Activities	Fall 2018	N/A	N/A	What changes have you made/do you plan to make based on the data?	Based on the data showing that 9.5% and 23.8% of students don't meet the standard, I would like to survey the students and ask why they are not getting involved. It could be due to class schedules or other issues, etc. we will survey to find out.
Student Activities	Fall 2018	N/A	N/A	What did the assessment data indicate about the strengths of your course?	The data indicates the strengths of the Student Activities program include strong communication and

					transparency among students and staff. Students learn how to plan events, activities, and they conduct weekly Board of Director's meetings. They learn parliamentary procedures and Robert's Rules of Order. Additionally students work in teams, learn to delegate and utilize campus resources to plan and execute events. Students participate in shared governance, hiring committees and campus committees working with staff, faculty and administration. The data demonstrates to me that over 95% of the Leadership students are successful in achieving these goals.
Student Activities	Fall 2018	N/A	N/A	What did the assessment data indicate about the weaknesses of your course?	That somehow some students can slip through the cracks and can pass the Leadership class while never getting involved in activities/event planning.
Student Activities	Fall 2018	N/A	N/A	What resources are required to make these changes or to maintain your progress?	N/A
Student Activities	Spring 2014	N/A	N/A	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?	We plan to ensure all students are getting involved. They need to understand the value of the events and want to be a part of them. We plan to make the events we offer be the ones students want to offer and value their ideas on events.
Student Activities	Spring 2014	N/A	N/A	What did the assessment data indicate about the strengths of your program?	Students are engaged, involved, connected, directed and focused in our program. They value the events and activities we offer and they get involved and participate and promote them.

Student Activities	Spring 2014	N/A	N/A	What did the assessment data indicate about the weaknesses of your program?	Some students don't get as involved as they should, they slip through the cracks. We need to improve their leadership skills so they get involved and take a leadership role in the events on campus.
Student Activities	Spring 2015	N/A	N/A	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?	Since 10% students don't meet the standard, I would like to survey the students and ask why they are not getting involved with event planning and general ASBG activities . It could be due to class schedules or other issues, etc. we will survey to find out.
Student Activities	Spring 2015	N/A	N/A	What did the assessment data indicate about the strengths of your program?	The data indicates the strengths of the Student Activities program include strong communication and transparency among students and staff. Students learn how to plan events, activities, and they conduct weekly Associated Student Body Government Board of Director's meetings. They learn parliamentary procedures and Robert's Rules of Order. Additionally students work in teams, learn to delegate and utilize campus resources to plan and execute events. Students participate in shared governance, hiring committees and campus committees working with staff, faculty and administration. The data demonstrates to me that over 94% of the Leadership students are successful in achieving these goals.
Student Activities	Spring 2015	N/A	N/A	What did the assessment data indicate about the weaknesses of your program?	Some students may not understand the hands on event planning that takes place in this course. It's a very unique course compared to typical courses at the college. It requires interest and

					ability to getting involved, being a leader, and working with others.
Student Activities	Spring 2016	N/A	N/A	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?	Per Ed Code the position of Coordinator, Student Activities, should be certificated staff. The position oversees all clubs and all club advisors are required to be certificated. It makes sense that a classified person would not oversee certificated staff. If the coordinator were faculty, he/she could also teach the Leadership courses and expand the curriculum in the future. In order to be in compliance, that change should be examined with administration. A goal of the program is to expand the curriculum to be able to offer a certificate in Leadership, eventually even an AA.
Student Activities	Spring 2016	N/A	N/A	What did the assessment data indicate about the strengths of your program?	The data indicates the strengths of the Student Activities program include strong communication and transparency among students and staff. Students learn how to plan events, activities, and they conduct weekly Board of Director's meetings. They learn parliamentary procedures and Robert's Rules of Order. Additionally students work in teams, learn to delegate and utilize campus resources to plan and execute events. Students participate in shared governance, hiring committees and campus committees working with staff, faculty and administration. The data demonstrates to me that over 95% of the Leadership students are successful in achieving these goals.
Student Activities	Spring 2016	N/A	N/A	What did the assessment data indicate about the	The data indicates that 4.35% of the students don't achieve these

				weaknesses of your program?	goals. I would like to decrease this number and get all students in the program connected, engaged, directed, nurtured, focused and valued.
Student Activities	Spring 2017	N/A	N/A	Any other comments?	none
Student Activities	Spring 2017	N/A	N/A	Resource Request	Name: Personnel costs Detail: for a mere $20,000 per year the program can benefit by having a supervisor that is not eligible for overtime and who can truly supervise staff and students. Status: Pending
Student Activities	Spring 2017	N/A	N/A	What changes have you made/do you plan to make based on the data to improve student learning and service?	The student learning outcomes are learned and the vast majority of students thrive in the course and are exceeding expectations. Students in this program are connected, valued, directed, engaged, nurtured and focused. Several students have become motivated to increase their GPA in order to become a board member and be able to attend conferences. Students who are connected are generally more successful on campus and in obtaining their goals.
Student Activities	Spring 2017	N/A	N/A	What did the assessment data indicate about the challenges of your program?	The data shows that several students per semester do not become fully engaged in the leadership activities or board of directors. It is interesting why they would take this course and not have the interest to get involved. In the future I would like to survey all students to obtain this data.
Student Activities	Spring 2017	N/A	N/A	What did the assessment data indicate about the strengths of your program?	The data shows me that the majority of students in the leadership program are engaged, focused, directed and connected.

					The students fully understand how to create a vibrant student life and utilize the resources available on our campus. They execute their learned leadership skills and abilities to organize events, schedule meetings, delegate duties, work in teams, etc.
Student Activities	Spring 2017	N/A	N/A	What resources are required to make these changes or to maintain your progress?	In order to maintain the quality and quantity of events, we truly need more funding as the cost of goods has increased. The current coordinator, student activities is a classified staff and the department would be better served by that position becoming a supervisor as the position supervises staff club advisors, student leaders and student ambassadors.
Student Activities	Spring 2018	N/A	N/A	Any other comments?	None
Student Activities	Spring 2018	N/A	N/A	Resource Request	Name: Staffing Detail: Student Activities has increased the programs under the department so additional staff is needed to assist primarily with outreach due to the increase in general outreach to the community, high schools and on campus. Status: Pending
Student Activities	Spring 2018	N/A	N/A	What changes have you made/do you plan to make based on the data?	Based on the data showing that several of the students don't meet the standard, students should be surveyed and asked why they are not getting involved. It could be due to class schedules or other issues, etc. we will survey to find out.
Student Activities	Spring 2018	N/A	N/A	What did the assessment data indicate about the strengths of your course?	The data indicates the strengths of the Student Activities program include strong communication and transparency among students and staff. Students learn how to plan

					events, activities, and they conduct weekly Board of Director's meetings. They learn parliamentary procedures and Robert's Rules of Order. Additionally students work in teams, learn to delegate and utilize campus resources to plan and execute events. Students participate in shared governance, hiring committees and campus committees working with staff, faculty and administration. The data demonstrates to me that over 93% of the Leadership students are successful in achieving these goals.
Student Activities	Spring 2018	N/A	N/A	What did the assessment data indicate about the weaknesses of your course?	That somehow some students can don't get as involved, engaged, directed and pass the Leadership class while never getting involved in activities/event planning. Therefore additional staff are needed to assist with event planning and outreach for the campus.
Student Activities	Spring 2018	N/A	N/A	What resources are required to make these changes or to maintain your progress?	82% of students meet and exceed standards which means they understand the importance of getting involved, connected and directed on our campus. They work with staff, faculty and administration to represent students on our campus. Many students respond that ASBG becomes like a family and they value each other and learn from each other.
Student Activities	Spring 2019	N/A	N/A	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?	The changes we have made include a diverse offering of events and activities so there is something for everyone. The students who do take a lead role and participate in and plan events keep adding events and activities.

					Therefore, there is a need for more people to help facilitate all of the workload. Clerical help in the office with Banner expenditures is most desired. A dedicated leadership instructor, who is not a counselor, who may also teach Personal Development seems ideal. A consistent instructor for the students' success is desired. So staffing is a resource needed and requested. Students are currently participating in over 90 events for the year. There are many things that only staff can do, not students, so staff are overwhelmed with leadership, clubs, ambassadors, mentorship, food share because we care, etc. and the details each program requires.
Student Activities	Spring 2019	N/A	N/A	What did the assessment data indicate about the strengths of your course?	Students learn leadership skills in the course and practice those skills by planning events, participating on shared governance councils, heading planning committees, etc. Students who lead and train others generally do well, enjoy the course and flourish. Some students choose not to get as involved but many become motivated to increase their GPA, and transfer due to the positive influence of other student leaders.
Student Activities	Spring 2019	N/A	N/A	What did the assessment data indicate about the weaknesses of your course?	The weakness is that if a student doesn't participate in the many (over 90) events and activities there isn't much we can do to motivate them extrinsically, it needs to come from within. We can't do much to change them if they don't want to get involved on campus. Unfortunately, some students may not understand how this leadership course works and how much hands-on work is involved.

Student Activities	Spring 2020			Question 1- Describe any changes since your last assessment.	Fall 2019 there were over 40 events and activities taking place on campus and students attended a leadership conference in Sacramento. Clubs were active and the leadership students were on track for a successful year. Then in spring 2020 staff and students were on our way to Washington DC when we received word to fly back due to Covid 19. The campus was on spring break, which was extended one additional week and then went completely remote. This was very detrimental to our program. Fortunately student elections were held online and we elected 11 of the board officers. We held several virtual events and were hopeful that by fall everything would be back to normal.
Student Activities	Spring 2020			Question 2- What conclusions can you draw from your results?	Students in this program have better success when they meet in person and can interact and work together planning events and activities. It's imperative that students learn from each other in the leadership courses. Fortunately one semester was successful for the department, we are concerned about the long term affects of the remote learning on our program.
Student Activities	Spring 2020			Question 3- After discussion with your department, what changes/improvements were recommended?	We learned from spring 2020 that we can make some of our events virtual, the challenge is getting students to attend the events. There can be zoom fatigue so the challenge is promoting and making the events beneficial to students. We have learned to use different platforms, media's, etc. to mix things up. The students in the leadership courses have done well with the quick remote

					transition, the ASBG president has been instrumental in representing the students and ensuring that the board meetings continue and students feel connected, directed and valued.
Student Activities	Spring 2020			Question 4: What additional resources are needed?	The staff and students are planning to survey students to establish what their wants and needs are regarding online learning so the ASBG officers can best represent the campus on college councils. We began a drive through Emergency Food Distribution twice a week in collaboration with the Santa Barbara County Food Bank and many student workers and volunteers are needed to make it happen as it serves the community (1200 cars per week). Additional funding for Student Ambassadors is needed. As the department has increased its activities, responsibilities and duties (Food Share, Bulldog Bound, Outreach, Emergency Fund, etc.), there is a need for part time clerical assistance in the office. There is also a need for additional office space.

2019-20 Program Data

STEP 1 | Choose subjects: LDER

Subjects: LDER

STEP 2 | Choose awards: None

Awards: None

STEP 3 | Choose majors: None

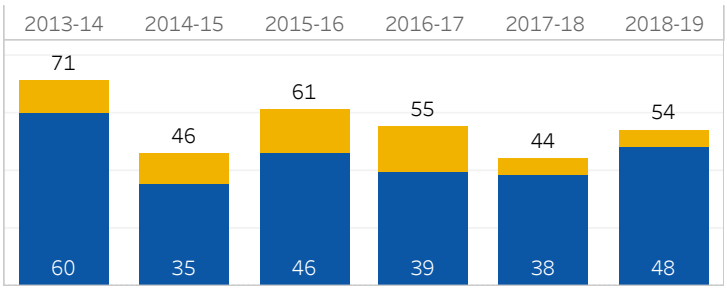
Student Majors: None

Contents

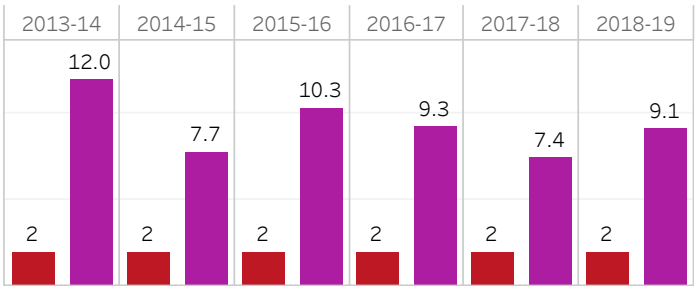
1 - Enrollment, headcount, sections, FTES, retention, success
2 - Demographics
3 - Equity outcomes
4 - Online\Face to face comparison
5 - Efficiency
6 - Program awards & majors
7 - Faculty load
A - Course demographic detail
B - Awards by major detail

Quick Program Facts

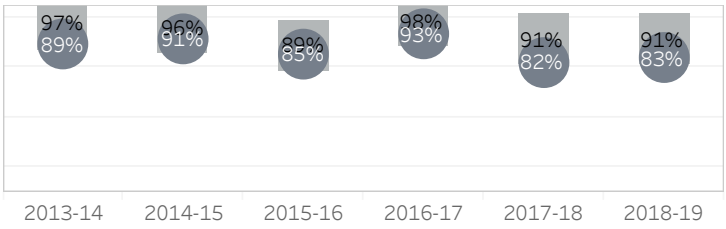
Headcount (undup)=Blue | Enrollment (dup)=Gold



Sections=Red | FTES=Purple

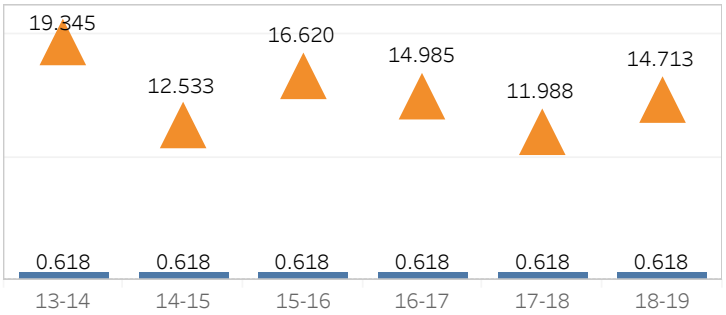


Retention=Orange | Success=Green

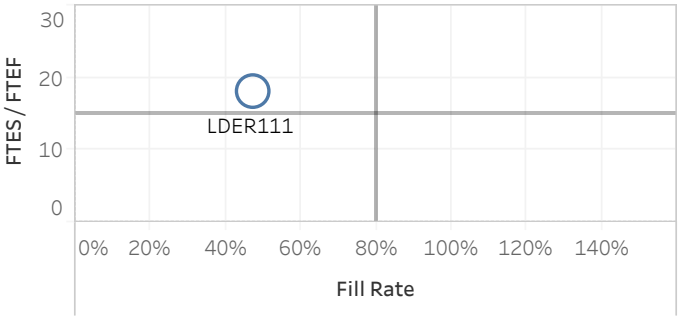


Credit Awards - Gold=Cert | Green=Degree

FTEF=Bar | FTES/FTEF=Triangle



Program Efficiency Fall 2018



Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

1 Outcomes LDER

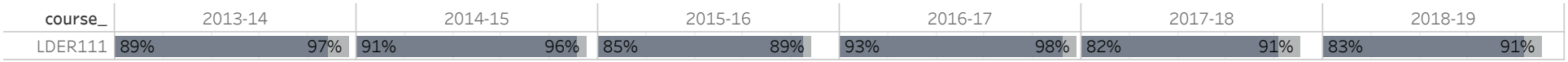
course_
All

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Sections	2	2	2	2	2	2	2	2	2	2	2	2
Headcount	41	30	23	23	36	25	28	27	29	15	33	21
Enrollment	41	30	23	23	36	25	28	27	29	15	33	21
retained	41	28	22	22	30	24	28	26	26	14	29	20
Retention %	100%	93%	96%	96%	83%	96%	100%	96%	90%	93%	88%	95%
success	38	25	21	21	28	24	27	24	25	11	27	18
Success %	93%	83%	91%	91%	78%	96%	96%	89%	86%	73%	82%	86%
FTES	6.90	5.05	3.87	3.87	6.06	4.21	4.71	4.55	4.88	2.53	5.56	3.54

Outcomes Allan Hancock College Credit

	Sum 2013	Fall 2013	Spring 2014	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Sum 2017	Fall 2017	Winter 2018	Spring 2018	Sum 2018	Fall 2018	Winter 2019	Spring 2019
Sections	285	1,069	1,141	306	1,141	1,209	355	1,177	41	1,220	357	1,184	41	1,214	333	1,168	45	1,186	270	1,145	47	1,159
Headcount	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	11,636	5,306	11,889	1,118	11,320	4,596	11,380	1,171	10,580
Enrollment	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	28,161	8,052	28,754	1,480	26,960	6,868	28,650	1,535	26,193
Retention %	89.1%	87.0%	85.2%	89.4%	86.8%	85.4%	89.6%	86.4%	84.4%	89.4%	90.4%	88.0%	86.5%	88.1%	90.3%	87.0%	87.2%	88.1%	90.3%	87.1%	87.8%	87.6%
Success %	77.5%	70.6%	70.2%	77.7%	69.8%	71.4%	77.4%	70.2%	70.6%	73.2%	79.6%	71.5%	77.2%	74.0%	80.3%	71.5%	78.9%	74.1%	79.6%	71.3%	79.2%	73.5%
FTES	978	3,852	3,868	944	3,900	4,048	1,009	3,807	111	3,715	967	4,197	115	4,020	900	4,126	139	3,869	835	4,061	169	3,827

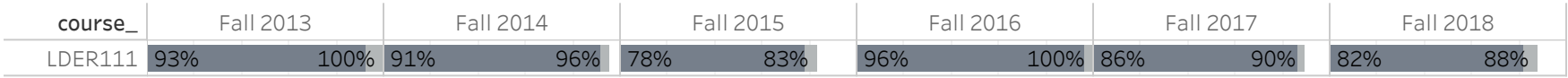
1 Retention & Success by academic year by course LDER



Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter keeps 22 of 37 members. The CB04 filter keeps C, D and N. The subject filter keeps LDER. The course filter has multiple members selected.

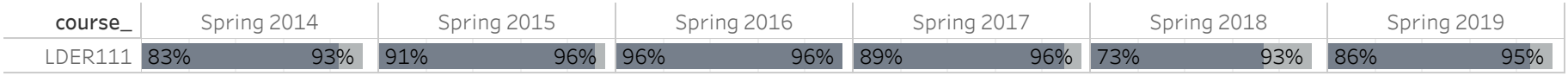
Measure Names
- Retention %
- Success %

1 Retention & Success by fall term by course LDER



Measure Names
- Retention %
- Success %

1 Retention & Success by spring term by course LDER



Measure Names
- Retention %
- Success %

2 Program Demographics LDER

Choose individual course via filter or see Appendix A for full demographic course details

course_
All

Academic Year

	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
Age Category	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 20	32	6.23	10	2.36	27	6.40	18	4.21	22	4.38	15	3.20
20-24	22	4.21	18	3.87	14	3.03	16	3.37	15	2.69	20	3.70
25-29	1	0.17			2	0.34	4	0.84	1	0.17	7	1.18
30-34			2	0.34	1	0.17					1	0.17
35-39	2	0.51	2	0.34	1	0.17	2	0.67	1	0.17	3	0.51
40-49	2	0.34	1	0.17	1	0.17	1	0.17			2	0.34
50+	2	0.51	2	0.67								

	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
ETHNICITY	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	1	0.17	1	0.17	1	0.34	1	0.34	1	0.17	4	0.67
Black	2	0.51	4	1.01	2	0.51	1	0.17	2	0.34	3	0.51
Filipino	2	0.51	1	0.17	1	0.17	1	0.34	1	0.17	1	0.17
Hispanic	48	9.43	25	5.39	30	6.40	30	7.24	28	5.39	27	5.39
NativeAm									1	0.17		
PacIsl			1	0.34								
White	7	1.35	3	0.67	12	2.86	6	1.18	5	1.18	12	2.19

	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	34	7.07	18	4.21	18	4.04	19	5.22	16	3.03	26	5.05
Male	26	4.88	17	3.54	28	6.23	20	4.04	21	4.04	21	3.87
Unknown									1	0.34		

	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	14	2.36	10	1.68	23	3.87	14	2.36	10	1.68	6	1.01
First Time Transfer			2	0.34	2	0.34	2	0.34			3	0.51
Continuing	43	8.25	29	5.56	31	5.89	30	6.06	30	5.56	43	7.41
Returning	8	1.35	1	0.17	1	0.17	3	0.51	1	0.17		
Grand Total	**60**	**11.96**	**35**	**7.75**	**46**	**10.27**	**39**	**9.26**	**38**	**7.41**	**47**	**8.92**

2 Demographics Allan Hancock College Credit

Age Category	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 20	4,221	2,720	4,269	2,742	4,528	2,759	5,805	3,105	6,308	3,155	6,018	3,326
20-24	6,304	3,417	6,122	3,441	6,054	3,341	5,700	3,398	5,460	3,190	5,057	3,070
25-29	2,497	1,100	2,585	1,182	2,555	1,118	2,440	1,255	2,395	1,212	2,071	1,101
30-34	1,520	508	1,542	563	1,533	528	1,379	578	1,327	556	1,173	560
35-39	978	317	944	320	969	292	924	357	891	328	758	319
40-49	1,253	378	1,212	400	1,262	356	1,042	379	1,040	384	801	328
50+	878	259	891	244	966	248	789	227	676	210	608	189

ETHNICITY	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	627	297	585	277	582	275	512	264	469	214	386	186
Black	634	327	617	340	673	359	583	326	555	278	459	259
Filipino	450	271	477	320	473	292	483	309	462	269	450	305
Hispanic	7,654	4,475	7,959	4,698	8,196	4,670	8,206	4,873	7,475	4,482	6,604	4,071
NativeAm	261	136	270	144	263	133	307	144	348	167	358	198
Other	1	0	5	1	2	0	4	1	5	2	2	1
PacIsl	105	50	122	59	97	50	119	62	141	62	131	74
White	7,033	3,143	6,671	3,050	6,728	2,862	7,016	3,146	7,819	3,541	7,236	3,751

	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	8,474	4,635	8,253	4,714	8,360	4,479	8,768	4,922	8,937	4,913	8,454	4,877
Male	8,281	4,061	8,445	4,174	8,643	4,159	8,340	4,181	8,126	4,049	7,027	3,916
Unknown	4	2	3	2	3	2	109	23	181	51	121	52

	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	2,859	1,169	2,904	1,176	2,920	1,185	2,777	1,194	2,562	1,089	2,666	1,240
First Time Transfer	2,871	681	2,408	598	2,634	616	2,111	541	2,352	656	1,766	564
Continuing	9,363	5,831	10,402	6,334	10,178	5,991	10,502	6,487	9,986	6,305	9,576	6,120
Returning	4,211	919	3,039	672	3,196	675	2,277	551	2,382	539	1,964	496
Special Admit	505	96	560	107	935	173	2,260	353	2,578	424	2,281	425
Unknown	6	3	13	3	6	2	4	0	1	0	1	0
Grand Total	**16,758**	**8,699**	**16,700**	**8,890**	**17,004**	**8,641**	**17,217**	**9,126**	**17,235**	**9,014**	**15,597**	**8,845**

3 Program Equity Outcomes LDER

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year 2018-19								
	Headcount	Enrollment	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Under 20	15	19	3.20	94.7%	6.2%		89.5%	9.5%	
20-24	20	22	3.70	90.9%	0.3%		81.8%	-2.6%	1
25-29	7	7	1.18	100.0%			85.7%		
30-34	1	1	0.17	100.0%			100.0%		
35-39	3	3	0.51	33.3%			33.3%		
40-49	2	2	0.34	100.0%			100.0%		
Grand Total	**48**	**54**	**9.09**	**90.7%**			**83.3%**		

3 Program Equity Outcomes LDER

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year 2018-19								
	Headcount	Enrollment	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	4	4	0.67	75.0%			50.0%		
Black	3	3	0.51	66.7%			33.3%		
Filipino	1	1	0.17	100.0%			100.0%		
Hispanic	27	32	5.39	93.8%	7.4%		93.8%	25.6%	
White	12	13	2.19	92.3%	2.1%		76.9%	-8.4%	2
Unknown	1	1	0.17	100.0%			100.0%		
Grand Total	**48**	**54**	**9.09**	**90.7%**			**83.3%**		

3 Program Equity Outcomes LDER

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year 2018-19								
	Headcount	Enrollment	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Female	27	31	5.22	90.3%	-1.0%	1	90.3%	16.4%	
Male	21	23	3.87	91.3%	1.0%		73.9%	-16.4%	4
Grand Total	**48**	**54**	**9.09**	**90.7%**			**83.3%**		

3 Program Equity Outcomes LDER

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year 2018-19								
	Headcount	Enrollment	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
First Time	6	6	1.01	100.0%			100.0%		
First Time Tran..	3	3	0.51	66.7%			66.7%		
Continuing	44	45	7.58	91.1%	2.2%		82.2%	-6.7%	3
Grand Total	**48**	**54**	**9.09**	**90.7%**			**83.3%**		

3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2018-19								
	Headcount	Enrollment	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Under 20	6,018	25,368	3,326	87.7%	0.1%		70.3%	-5.0%	1,280
20-24	5,057	21,398	3,070	87.4%	-0.4%	85	73.8%	0.8%	
25-29	2,071	6,766	1,101	87.6%	0.0%	3	75.8%	2.8%	
30-34	1,173	3,694	560	87.6%	-0.1%	4	78.1%	5.1%	
35-39	758	2,083	319	89.3%	1.7%		78.5%	5.4%	
40-49	801	2,412	328	88.6%	1.0%		78.4%	5.3%	
50+	608	1,525	189	87.1%	-0.6%	9	78.4%	5.2%	
Grand Total	**15,700**	**63,246**	**8,893**	**87.7%**			**73.3%**		

3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2018-19								
	Headcount	Enrollment	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Asian	386	1,388	186	87.8%	0.1%		75.5%	2.3%	
Black	459	1,839	259	87.3%	-0.4%	7	68.4%	-5.1%	94
Filipino	450	1,982	305	89.7%	2.1%		77.2%	4.1%	
Hispanic	6,604	29,012	4,071	86.5%	-2.1%	623	70.0%	-6.0%	1,752
Native Am	358	1,449	198	85.9%	-1.8%	26	71.6%	-1.7%	25
Other	2	5	1	80.0%			80.0%		
Pac Isl	131	576	74	86.5%	-1.2%	7	64.9%	-8.4%	49
White	7,236	26,635	3,751	88.9%	2.1%		77.0%	6.4%	
Unknown	106	360	47	90.3%	2.6%		77.5%	4.2%	
Grand Total	**15,700**	**63,246**	**8,893**	**87.7%**			**73.3%**		

3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2018-19								
	Headcount	Enrollment	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Female	8,493	34,707	4,898	87.6%	-0.2%	81	74.4%	2.4%	
Male	7,084	28,097	3,940	87.8%	0.2%		72.0%	-2.3%	633
Unknown	130	442	55	88.7%	1.0%		68.8%	-4.5%	20
Grand Total	**15,700**	**63,246**	**8,893**	**87.7%**			**73.3%**		

3 Allan Hancock College Credit Equity Outcomes

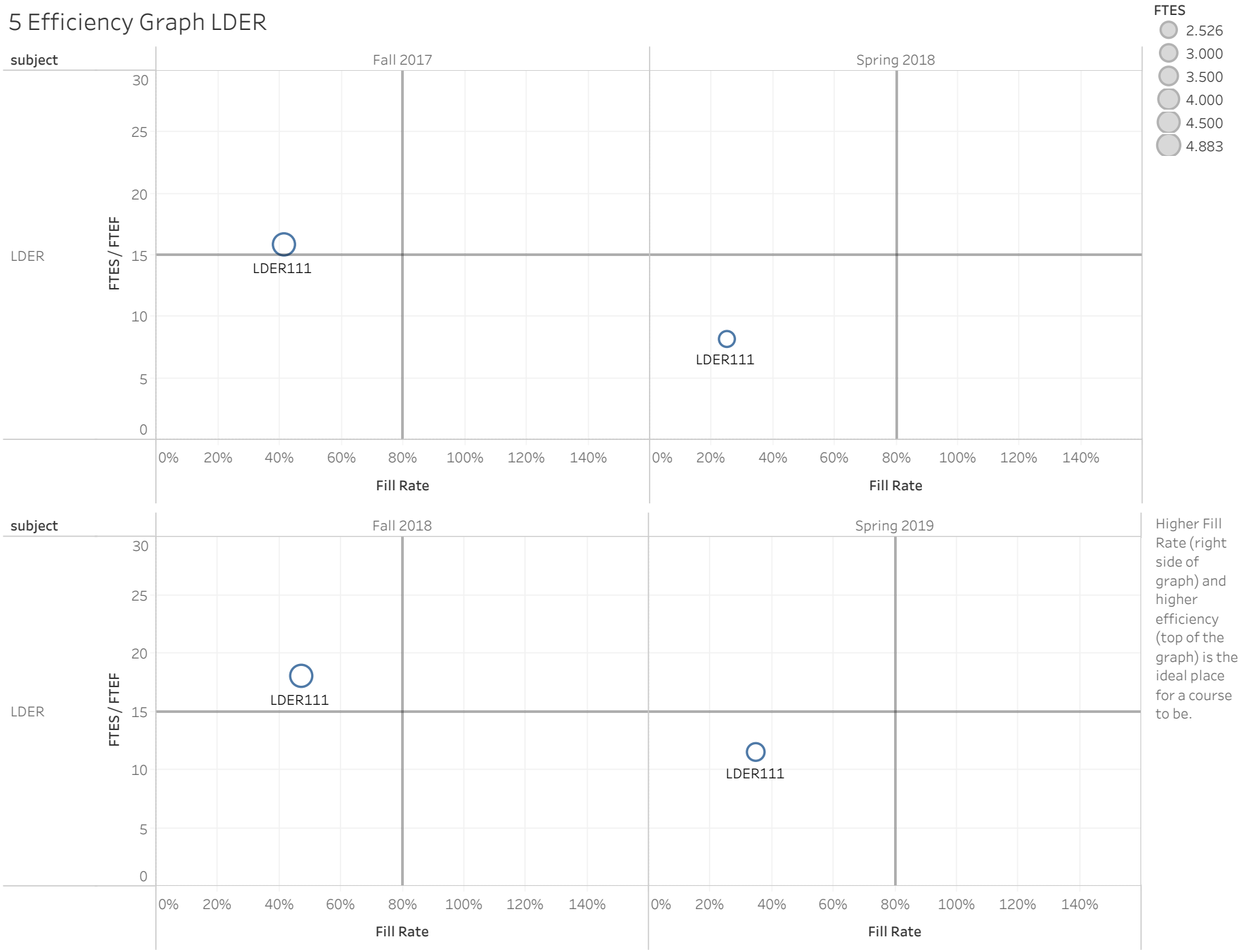
Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year 2018-19								
	Headcount	Enrollment	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact	Success %	PPG AHC Success Mod	PPG AHC Success Impact
First Time	2,690	9,523	1,252	86.3%	-1.6%	149	63.8%	-11.2%	1,070
First Time Tran..	1,805	3,601	575	90.7%	3.2%		79.3%	6.3%	
Continuing	9,600	42,556	6,138	86.9%	-2.4%	1,023	73.4%	0.3%	
Returning	1,965	3,693	497	87.1%	-0.6%	21	73.4%	0.2%	
Special Admit	2,309	3,872	431	97.3%	10.3%		90.0%	17.7%	
Unknown	1	1	0	100.0%			0.0%		
Grand Total	**15,700**	**63,246**	**8,893**	**87.7%**			**73.3%**		

4 Online / Onsite credit course comparison Allan Hancock College

		Academic Year				
Course Type		2014-15	2015-16	2016-17	2017-18	2018-19
Online	Headcount	7,143	7,580	7,006	7,152	6,744
	Enrollment	14,732	15,710	15,695	15,548	15,081
	Sections	445	509	517	501	457
	Retention %	81.2%	83.1%	83.2%	84.2%	84.6%
	Success %	60.7%	64.0%	65.8%	67.5%	67.7%
	FTES	1,421	1,496	1,524	1,523	1,490
Onsite	Headcount	13,514	13,623	14,458	14,466	13,515
	Enrollment	51,573	50,973	51,353	49,698	48,165
	Sections	2,211	2,284	2,279	2,231	2,164
	Retention %	88.1%	89.6%	89.9%	89.0%	88.6%
	Success %	74.5%	75.1%	76.1%	75.8%	75.1%
	FTES	7,471	7,145	7,775	7,511	7,403
Grand Total	Headcount	**16,709**	**17,009**	**17,251**	**17,276**	**15,700**
	Enrollment	**66,305**	**66,683**	**67,048**	**65,246**	**63,246**
	Sections	**2,656**	**2,793**	**2,796**	**2,732**	**2,621**
	Retention %	**86.5%**	**88.1%**	**88.3%**	**87.9%**	**87.7%**
	Success %	**71.5%**	**72.5%**	**73.7%**	**73.8%**	**73.3%**
	FTES	**8,892**	**8,642**	**9,298**	**9,034**	**8,893**

5 Efficiency Graph LDER



Higher Fill Rate (right side of graph) and higher efficiency (top of the graph) is the ideal place for a course to be.

5 Efficiency Table LDER

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2017-18	Fall 2017	LDER111	4.9	0.309	15.8	29	70	35.0	41%
		Total	**4.9**	**0.309**	**15.8**	**29**	**70**	**35.0**	**41%**
	Spring 2018	LDER111	2.5	0.309	8.2	15	60	30.0	25%
		Total	**2.5**	**0.309**	**8.2**	**15**	**60**	**30.0**	**25%**
	Total		**7.4**	**0.618**	**12.0**	**44**	**130**	**32.5**	**34%**
2018-19	Fall 2018	LDER111	5.6	0.309	18.0	33	70	35.0	47%
		Total	**5.6**	**0.309**	**18.0**	**33**	**70**	**35.0**	**47%**
	Spring 2019	LDER111	3.5	0.309	11.4	21	60	30.0	35%
		Total	**3.5**	**0.309**	**11.4**	**21**	**60**	**30.0**	**35%**
	Total		**9.1**	**0.618**	**14.7**	**54**	**130**	**32.5**	**42%**
Grand Total			**16.5**	**1.236**	**13.4**	**98**	**260**	**32.5**	**38%**

6 Degree/Certificate Allan Hancock College

		Academic Year Graduation Desc					
	Degree Desc (group)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Unduplicated	6 to fewer than 18 units				2	6	5
	18 to fewer than 30 units	1			3	1	4
	30 to fewer than 60 units		1		1	6	10
	60+ units						1
	Associate in Arts	552	571	494	523	493	588
	Associate in Arts - Transfer	13	42	92	126	159	163
	Associate in Science	275	299	277	319	313	321
	Associate in Science - Transfe	38	90	95	128	126	191
	CE Certificate	50	38	12	41	68	64
	Cert 6-18 Not Approved	208	235	253	316	297	273
	Cert 12-18 units Approved			1			
	Cert 18.5-30 units Not Approv						35
	Certificate 18.5-30 units	185	172	150	177	173	173
	Certificate 30.5-60 units	515	554	511	595	613	656
	Certificate 60.5+ units	34	37	38	34	33	37
	Other Credit Award <6 units	62	42	128	124	126	92
Duplicated	6 to fewer than 18 units				2	10	6
	18 to fewer than 30 units	1			3	1	4
	30 to fewer than 60 units		1		1	7	10
	60+ units						1
	Associate in Arts	800	795	709	726	737	810
	Associate in Arts - Transfer	13	42	95	130	163	164
	Associate in Science	309	318	307	347	345	350
	Associate in Science - Transfe	38	98	99	133	138	207
	CE Certificate	50	38	12	49	72	75
	Cert 6-18 Not Approved	216	240	261	363	320	294
	Cert 12-18 units Approved			1			
	Cert 18.5-30 units Not Approv						35
	Certificate 18.5-30 units	196	184	158	185	193	187
	Certificate 30.5-60 units	547	574	527	623	649	697
	Certificate 60.5+ units	34	37	38	34	33	37

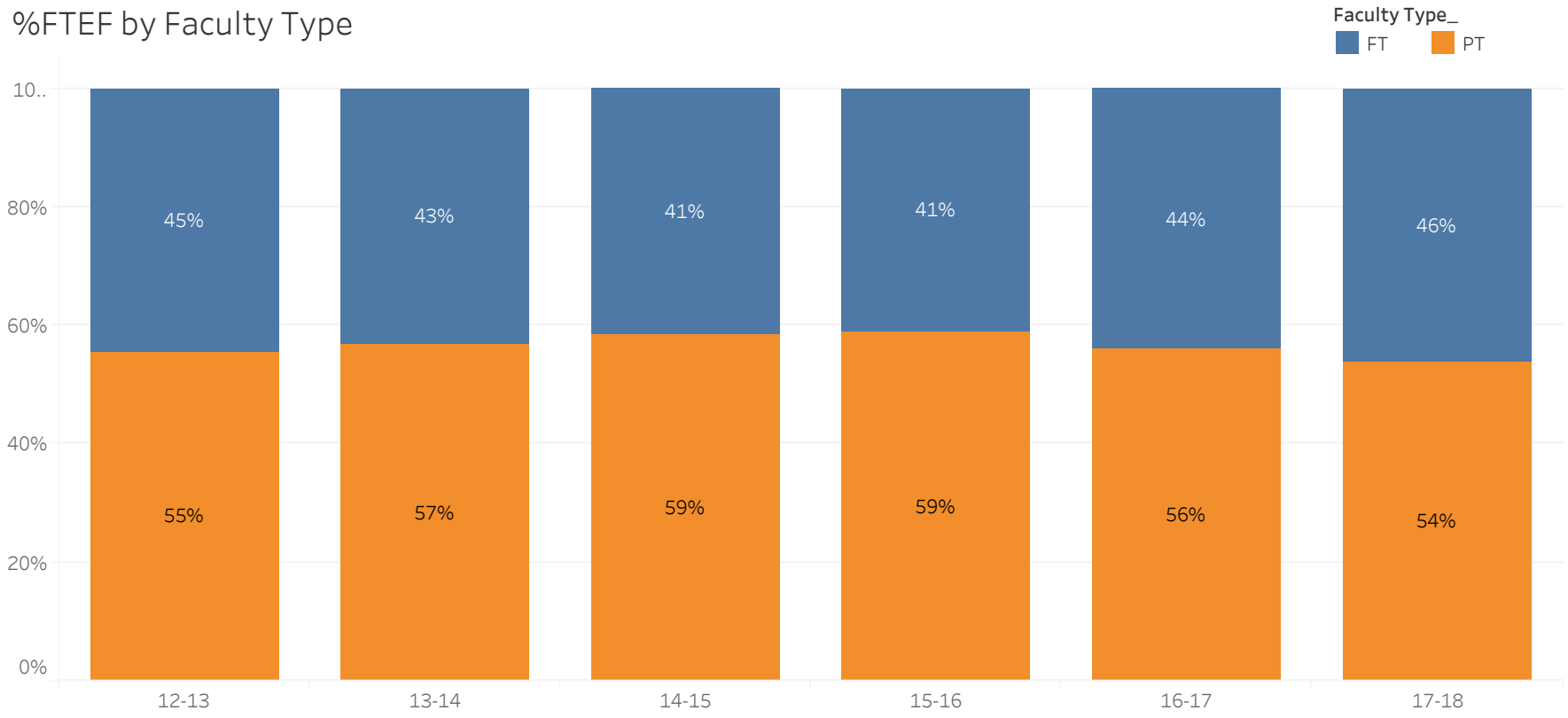
6 Degree/Certificate Allan Hancock College

		Academic Year Graduation Desc					
	Degree Desc (group)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Duplicated	Other Credit Award <6 units	69	63	141	136	150	103
Unduplicated	Total	1,473	1,517	1,491	1,703	1,674	1,801
Duplicated	Total	2,273	2,390	2,348	2,732	2,818	2,980

7 FTEF+Overload by Faculty Type Allan Hancock College

		Academic Year					
Instruction Type	Faculty Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Instructional	Instructional - FT	270.689	277.160	288.448	307.136	313.022	314.389
	Instructional - PT	334.887	358.454	379.747	356.486	332.909	314.401
	Total	**605.576**	**635.614**	**668.195**	**663.622**	**645.931**	**628.790**
NonInstructional	NonInstructional - FT	74.437	78.174	74.123	76.788	76.504	79.857
	NonInstructional - PT	30.412	35.530	37.100	33.873	35.866	29.230
	Total	**104.849**	**113.704**	**111.223**	**110.661**	**112.370**	**109.087**
Grand Total		**710.425**	**749.318**	**779.418**	**774.283**	**758.301**	**737.877**

%FTEF by Faculty Type



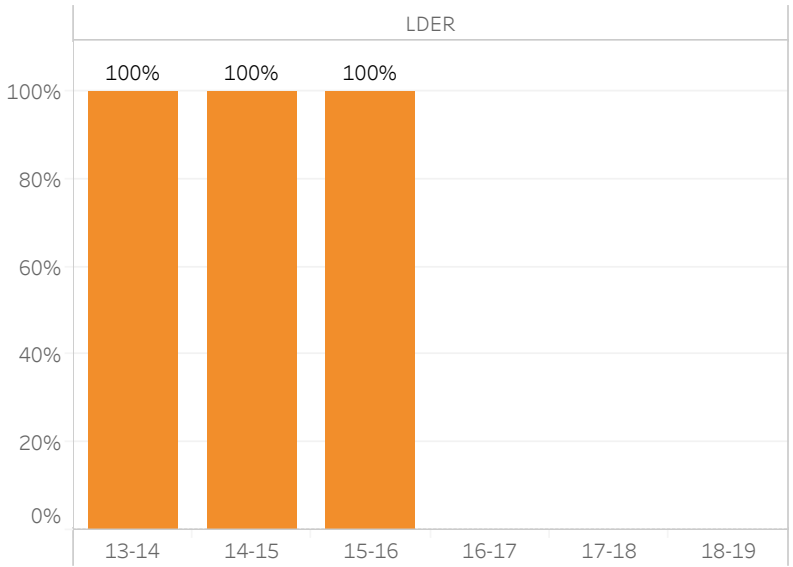
7 FTEF, overload, sections by faculty type LDER

SUBJECT	Faculty Type	2013-2014 FTEF	2013-2014 Overload	2013-2014 Faculty	2013-2014 Sections	2014-2015 FTEF	2014-2015 Overload	2014-2015 Faculty	2014-2015 Sections	2015-2016 FTEF	2015-2016 Overload	2015-2016 Faculty	2015-2016 Sections
LDER	Instructional - PT	0.618	0.000	1.000	4.000	0.618	0.000	1.000	4.000	0.618	0.000	2.000	4.000
Grand Total		**0.618**	**0.000**	**1.000**	**4.000**	**0.618**	**0.000**	**1.000**	**4.000**	**0.618**	**0.000**	**2.000**	**4.000**

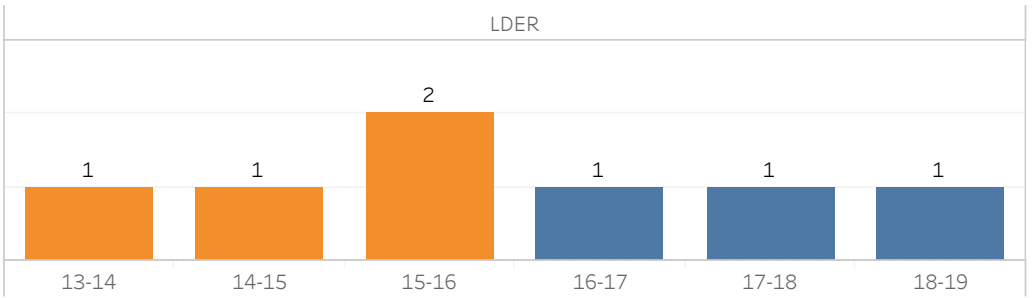
SUBJECT	Faculty Type	2016-2017 FTEF	2016-2017 Overload	2016-2017 Faculty	2016-2017 Sections	2017-2018 FTEF	2017-2018 Overload	2017-2018 Faculty	2017-2018 Sections	2018-2019 FTEF	2018-2019 Overload	2018-2019 Faculty	2018-2019 Sections
LDER	Instructional - FT	0.000	0.618	1.000	4.000	0.000	0.618	1.000	4.000	0.000	0.618	1.000	4.000
Grand Total		**0.000**	**0.618**	**1.000**	**4.000**	**0.000**	**0.618**	**1.000**	**4.000**	**0.000**	**0.618**	**1.000**	**4.000**

Faculty Type
Instructional - FT
Instructional - PT

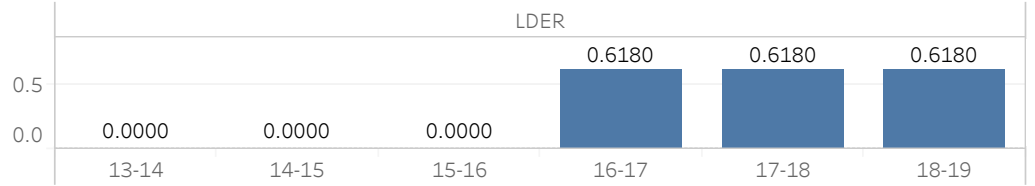
%FTEF by Faculty Type



Faculty count by type



Overload

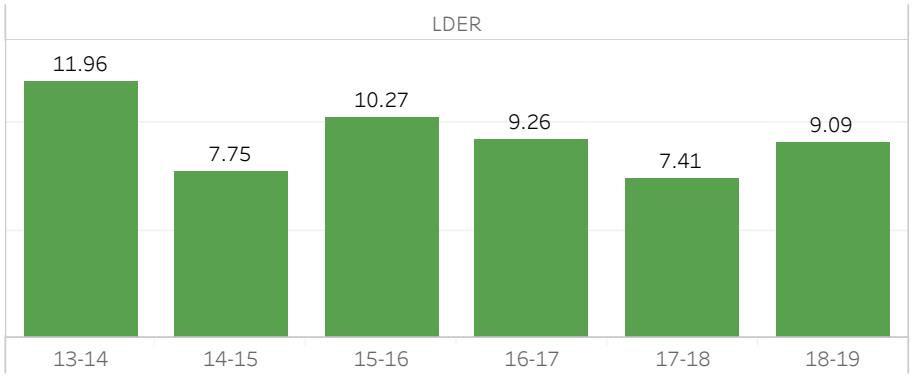


7 FTEF+Overload, FTES & Efficiency - LDER

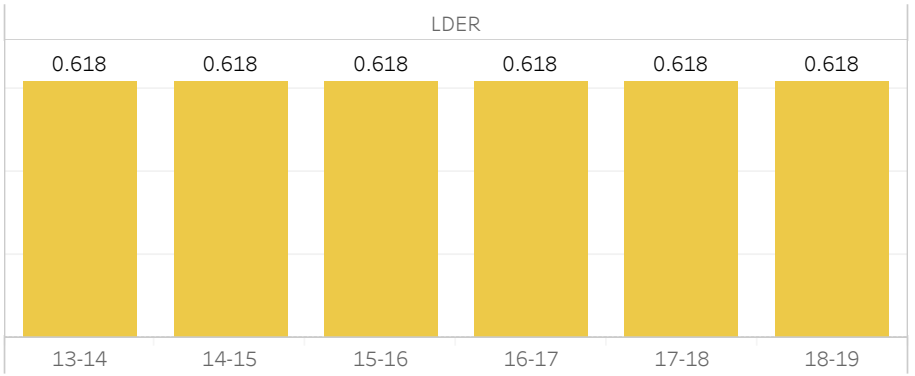
Academic Year

2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF
0.618	11.96	19.34	0.618	7.75	12.53	0.618	10.27	16.62	0.618	9.26	14.99	0.618	7.41	11.99	0.618	9.09	14.71

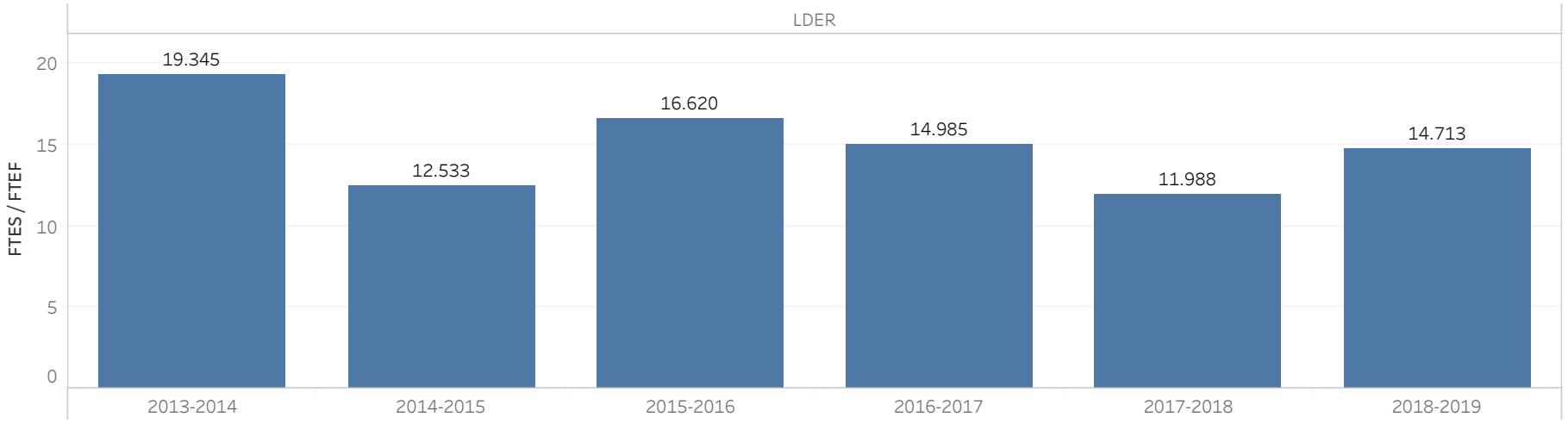
FTES



FTEF



FTEF/ FTES



VALIDATION PROCEDURES

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean Date: 2021

From: Student Activities & Outreach/Leadership

We recommend the following persons for consideration for the validation team:

DEPARTMENT Student Activities & Outreach PROGRAM Leadership

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Clint Freeland — Counseling Faculty
(Name) (Related Discipline/Program)

Jody Derry — Business Faculty
(Name) (Unrelated Discipline/Program)

Jeff Appel — Mathematics Faculty
(Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

APPROVED:
Academic Dean Date

EXECUTIVE SUMMARY

AND

PLAN OF ACTION

POST-VALIDATION

Student Activities and Outreach Department
EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

- The quality and quantity of activities that are conducted by such a small department (only 4 permanent staff members) is commendable. Each member of the department has a student-centered, positive attitude.
- Activities that the ASBG sponsors try to have something for everyone, and changes based on student needs. Student life improves every semester.
- In Spring 2020 there were 64 events as noted in the appendix of the Program Review. These activities ranged from Information booths, student/staff games, food share, monthly theme celebrations, health services events, food share (which has greatly expanded during the pandemic), talent shows, blood drives and study-a-thons.
- Food Share Because We Care (first launched 2015-2016) has increased during the pandemic and served 88,570 pounds of food and 4,600 students during the 2018-2019 academic year.
- Bulldog Bound program hosted 2,290 students in the 2019-2020 academic year from 24 schools over a total of five events at the Santa Maria Campus, Lompoc Valley Center and Santa Ynez campus.
- Student Learning Outcome assessment has consistently been completed each year. The program does a great job documenting the information, changes, and resources needed each year for continual improvement.
- Clubs on campus are diverse. Hancock offers a wide range of clubs based on ethnicity, interests, etc. There are currently 28 clubs (even during a pandemic).

Concerns regarding the program/discipline:

- Additional staff is needed to help with support functions. Consistency and ability to have a full-time employee with access to Hancock systems would be beneficial to continue to support all student activities and outreach.
- The number of activities completed by the small number of staff is a concern and it is strongly recommended that an additional staff member be hired.
- Students taking Leadership courses do not have a certificate after completion of those courses to reflect the experience and knowledge gained.
- Students have many situations where they have a variety of basic needs such as funding, food, and mental well-being. The department helps students in so many areas that there is a need to refer students to other areas on campus. This process needs to be streamlined so that the objective can be on the student life as the main focus.

2. RECOMMENDATIONS

- Request a permanent full-time position to assist with and support the sponsored activities.
- Develop a certificate for the Leadership courses and propose that certificate through AP & P.
    - Explore adding Leadership courses as electives in Political Science, Business, and Recreation Management.
- A Basic Need Center (one-stop shop) is needed for students. Students have many situations where they have a variety of basic needs such as funding, food, and mental well-being. The department helps students in so many areas that there is a need to refer students to other areas on campus. This process needs to be streamlined so that the objective of the Student Activities and Outreach can be the focus.
- Recommend purchasing a student notification app (like Presence) to share information with all students regarding events and activities.

VALIDATION TEAM SIGNATURE PAGE

Yvonne Fuente (May 3, 2021 15:56 PDT)

Clint Freeland

Clint Freeland (May 3, 2021 16:18 PDT)

Jody Derry

Jody Derry (May 4, 2021 08:18 PDT)

Jeffrey Appel

Jeffrey Appel (May 4, 2021 10:54 PDT)

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT Student Activities & Outreach PROGRAM Leadership

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED **STUDENT OUTCOMES** AND IMPROVE STUDENT PERFORMANCE	**Theme/Objective/ Strategy Number AHC from Strategic Plan**	**TARGET DATE**
Continue to offer a variety of events that will increase student access, equity, diversity and inclusion	SLS8	Fall 2022

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**	**Theme/Objective/ Strategy Number AHC from Strategic Plan**	**TARGET DATE**
Enrollment Changes Recruit for Leadership 111/112 in the Student Center, Business, Political Science, Personal Development, and Recreation Management courses and Puente program.	SLS3	Spring 2022
Demographic Changes Work on enticing more males to take Leadership 111/112 and develop their leadership and event planning skills.	SLS6	Spring 2022

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**	**Theme/Objective/ Strategy Number AHC from Strategic Plan**	**TARGET DATE**
Curricular Changes Include Leadership 111/112 in guided pathways meta-majors plan.	SLS3	Fall 2022
Co-Curricular Changes Work with Academic Policy and Planning (AP&P) to have Leadership 111/112 included as electives in Business, Political Science and Recreation Management degrees.	SLS2	Fall 2023
Neighboring College and University Plans Work with AP&P to create a leadership or Organizational Leadership certificate.	SLS5	Fall 2024

Related Community Plans Community outreach will continue and increase after the pandemic as the county/state have relaxed the restrictions on gatherings.	SLS3	Fall 2021

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Yvonne Teniente Cuello Yvonne Teniente (May 3, 2021 15:58 PDT) Date:_____

Clint Freeland Clint Freeland (May 3, 2021 16:16 PDT) Date:_____

Jody Derry Jody Derry (May 4, 2021 08:18 PDT) Date:_____

Jeff Appel Jeffrey Appel (May 4, 2021 10:54 PDT) Date:_____

_____ Date:_____

Reviewed:

Department Chair*
Cynthia Diaz, Counseling Dept. Chair Cynthia Diaz (May 25, 2021 09:38 PDT) Date:_____

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Student Services
Yvonne Teniente Cuello Yvonne Teniente (May 3, 2021 15:58 PDT) Date:_____

Vice President, Student Services
Nohemy Ornelas Date:_____

EVALUATION OF PROCESS

PROGRAM REVIEW

SUGGESTIONS FOR IMPROVING THE

PROCESS

Complete at the end of the process and return to the Academic Senate president.

I participated in the Program Review Process as:

1. a writer of a self-study X _____
2. a member of a validation team _____
3. other (specify) _____

Suggestions for improvement:

Recently there have been conversations regarding revamping the program review process to break the six-year cycle into smaller sections annually. This would be preferable to the current six -year process as it would be more manageable when making time for the process.

post validation

Final Audit Report 2021-05-04

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Post Validation 2021

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ANNUAL UPDATE

Student Services Program Review Annual Update – Form

Allan Hancock College Program Review-Student Services Division

2017-18 Annual Update

Date:	March 20, 2018
Program and Department:	Leadership / Student Activities: Student Services
Additional programs included in this review:	Student Ambassadors & Mentorship Program
Date of last comprehensive review*:	2013-2014
Submitted By:	Ben Britten, Counselor and Leadership 111/112 Instructor Stephanie Robb, Coordinator, Student Activities / ASBG Advisor
Attachments:	☐ Advisory Board Meeting Minutes/Recommendations ☐ 6-year assessment plan ☐ Other:

*Copies of the Comprehensive program reviews can be found in the Program Review matrix. These will list the date when they were submitted.

I. Program Mission/Goal

Explain how the program mission aligns with the college mission.

Through the Allan Hancock College (AHC) Student Activities office and Leadership program students learn the necessary skills to interact and communicate effectively within groups, work effectively in teams, plan events and activities which engage students in campus life, and represent the campus population by serving on various college councils and hiring committees. Students learn to understand and appreciate diversity and follow parliamentary procedures within the context of ASBG Board of Director meetings which are Brown Act compliant. Students attend conferences and meetings representing the college on a regional and statewide level. The purpose of the program is to have students recognize various styles of leadership and examine and develop their own leadership style.

The program is directly related to the college's Six Success Factors. Students who participate in campus life are generally more engaged, directed, focused, nurtured, connected and valued. Almost every school in the U.S. offers some type of extracurricular activity, such as music, academic clubs, and sports. These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993, Chenoweth & Smith, 2015). If, indeed, participation in extracurricular activities can lead to success in school, then the availability of these activities to students of all backgrounds becomes an important equity issue.

The Mission Statement of Student Activities/ASBG of Allan Hancock College is to strive to:

- Represent the needs, interests and perspectives of AHC students at every level of decision making within the college, to regional and state organizations and nationally as necessary and appropriate to promote and encourage student success;
- Provide students with opportunities to engage in learning and leadership as well as governing processes and parliamentary procedure;
- Support a vibrant student life on campus consisting of extracurricular activities and events that encourage cultural diversity, unity and college pride to enhance the general welfare and academic success of AHC students.

II. Program Accomplishments

Please summarize your program accomplishments, successes, and highlights for the year, and describe how it supports the college's strategic goals.

Food Share Because We Care
Goal: SLS2, SLS4, SLS5, SLS7
Action Taken: This bi monthly food give away is in collaboration with the Santa Barbara County Food Bank. Recently, this program has been expanded and now distributes food every Thursday. Students are given fresh produce and nonperishable food items at the Student Center, Gym and at the Lompoc Valley Center. Last year's totals indicate there were 12,604 students who participated. The AHC Culinary Arts department is collaborating with Food Science and Nutrition department prepare weekly samples of hot cooked items from the Food Bank. We have also been offering an annual Thanksgiving Feast which serves over 300 students the week of Thanksgiving to assist in creating a hunger free campus.

Lunch Locker
Goal: SLS2, SLS4, SLS5, SLS7
Action Taken: A "Lunch Locker" has been recently launched (Spring 2019) for students with an immediate need in between Food Share Because We Care distributions. The word is just getting out regarding this service, but so far approximately 30 students have utilized the Lunch Locker.

Study-A-Thon
Goal: SLS2, SLS4, SLS5, SLS7
Action Taken: Student Activities partnered with the Math Center, the Writing Center and the Library to stay open from 6pm to midnight on four nights just prior to finals so students would have access to tutors, textbooks, extended library hours, faculty and refreshments. For Fall 1,242 students participated in the Study-A-Thon at the Santa Maria and Lompoc Valley Center. Student Ambassadors staffed the event in addition to student and faculty tutors.

Information Booths
Goal: SLS2, SLS3, SLS7
Action Taken: The first two days of each semester four Information Booths were set up to assist students. In fall 2018 1322 students were given assistance and had questions answered by staff and Student Ambassadors.

Student Ambassadors
Goal: SLS3, SLS6, SLS7, SLS8
Action Taken: There are currently 18 Student Ambassadors who participate in regular, ongoing training. The program began four years ago with four Student Ambassadors. Student Ambassadors toured over 22,000 prospective students on our campuses. The Ambassadors work at the high schools on outreach, community events, staff the AHC Help Desk, give campus tours, and assist AHC students. In 2017-2018 Student Ambassadors participated in 467 outside events for an average of 58 events per month.

Transcript Annotation
Goal: SLS2, SLS8
Action Taken: Beginning in spring 2018, students who served on as Student Ambassadors are given a notation on their official college transcript stating their position and duration of service.

Mentorship Program
Goal: SLS1, SLS2, SLS3, SLS4, SLS5, SLS6, SLS7, SLS8
Action Taken: This year's Mentorship program has 70 participants (35 mentors, 35 mentees). The program has consistently grown, it remains positive and effective as stated in the video testimonials by participants.

American Student Association for Community Colleges (ASACC)
Goal: SLS3, SLS5, SLS6, SLS7, SLS8
Action Taken: For the first time in over eight years, seven Associated Student Body Government (ASBG) students attended the National ASACC Conference in Washington DC to hear keynote speakers, attend workshops, participate in networking, and meet with Congressional representatives. It was an excellent conference which also provided a walking tour of DC and ample opportunity for visiting the Capitol, Smithsonian's, and seeing the Memorials.

III. Program Challenges

Please summarize your program challenges for the year.

The Leadership/ASBG office currently organizes approximately 70 events during the academic year. This equates to 1.6 events per week (two semesters of 18 weeks, including finals, is 36 weeks in the academic year). Some of the events are larger and more intensive than others. For instance, Bulldog Bow Wow encompasses all clubs, academic and student services departments, and community business members. Planning this event takes approximately six weeks and is continuous. Food Share Because We Care is now a weekly event. Planning for many of the events offered on campus occurs concurrently throughout the semester. Students from Leadership 111/112 are required to participate in at least 15 events throughout the semester as stated in their syllabus.

As of the Spring 2019 semester, there are 23 students enrolled in leadership 111/112. There are also five members of the ASBG Board of Directors that participate in the planning and implementation of these events. Due to course repeatability rules, these five students are unable to enroll in Leadership 111/112 but instead must enroll in CWE 149 in order to gain college credit for their continued involvement. Given the high level of expectation for every event set by the ASBG/Leadership office, ensuring quality for these events demands diligence and a high level of organization. With the current slate of 70 events, the ASBG/Leadership office has limitations for adding new events. Since there is only one Coordinator and one program assistant

assigned to the program, along with a pool of 26 student volunteers, the number of events is dependent on the availability of these students being present at the events.

IV. Online Services & Service Locations:

List the services offered online and at other district locations.

Food Share Because We Care offers food to students at three locations, Santa Maria Student Center, Athletics, and the Lompoc Valley Center (LVC). A student ambassador has been assigned to the LVC and a Lunch Locker is being created there. Events are also offered at the LVC, such as Bow Wow, LVC Holiday celebration, Pi Day, and the student appreciation BBQ.

Online services include to Facebook, Instagram, and Twitter for event publication. ASBG, Clubs, Mentorship, Student Ambassadors and Food Share Because We Care all have webpages on the Main AHC website which has information for all students to access.

As stated in the 2016-2017 Annual Update, the need for course offerings of Leadership 111 at the Lompoc Valley Center still persists. The opportunity for some students to be exposed to the program from other campuses would be a vital resource for offering more events, building the ASBG Board, and providing equal opportunities at both campuses.

Compare the accessibility and effectiveness of these services and how they are equitable compared to the services offered at the primary campus.

The ASBG webpage has the email for every officer and the program coordinator so students can contact any of these individuals whenever needed. The webpage also includes all ASBG minutes and agendas. Any students that are interested in campus clubs have access to the club contact information as well. Online students who cannot participate in campus events are able to participate in ASBG surveys to give their opinion. These surveys have been administered through canvas, Rave, and student email. Online students may access club forms, ASBG forms, scholarships, handbooks and general information on the ASBG website.

V. Learning Outcomes

A. Program Outcomes

☐ Check here if any Program Learning Outcomes (PSLO) changes were approved by your department in 2016.

Please list any new or revised program outcomes (PSLO). Describe what changes were made by listing the new/modified program outcomes and the old program outcomes.

N/A

B. Student/Service Learning Outcomes

☐ Check here if any Student Learning Outcome (SLO) changes were approved by your department in 2016.

Please list any new or revised student learning outcomes (SLO). Describe what SLO changes were made by listing the new/modified SLO and the old SLO.

N/A

C. Mapping

Review current mapping and list any changes made on your SLO or PSLO. You may attach an elumen summary map report with marked changes or if mapping changes were already made please indicate when and how the changes were made. N/A if no changes are needed.

N/A

VI. Assessment Data

A. eLumen Report Analysis

Summarize the student learning outcomes that has been assessed this past year (what were they, how were they assessed, and what were the notable results).

All three of the student learning outcomes were assessed, they include:
SA SLO1) ASBG and student clubs will organize and participate in civic and community causes, i.e. Bulldog Bow WOW, Diversity Day, Cinco De Mayo, Christmas toy and food drive, blood drives, etc.
SA SLO2) ASBG and Student Club members will be able to understand the value and the benefits of being involved in student life and how it leads to their success.
SA SLO3) Demonstrate effective communication skills through various mediums across campus events, committees and departments.

Elumen information shows that 90% of the students in the leadership program are meeting or exceeding standard, which means they are engaged, focused, and connected. They plan and execute many events on campus, effectively communicate and are involved in decisions made on campus and represent the student population. They know and understand the value

of being connected with ASBG, clubs, leadership and how it supports them and ultimately leads to increased success.

Many students who transfer relay to us that they also get involved on the university campus to increase their support system and reap the benefits.

Provide examples about how the faculty/staff use or have used data to change or improve services and delivery method.

Since there are 10% of students in the program that are below institutional standards, the faculty/staff has added a component to the class, which requires all students to participate in events throughout the semester. Currently, students must participate in at least 15 events. The options for participation includes; attending athletics events, attending PCPA performances, volunteering at Food Share Because We Care, and other events on or off campus.

Students also have an assignment where they must plan an event. The events do not have to be real, but some of them have become reality. For example, in the Fall 2016 semester, one student planned for comfort animals coming to campus during finals. This student was given positive feedback from the class and thus, moved forward with her planning. The comfort animals were well received by faculty and students alike.

B. Service Quality and Institutional Effectiveness

Dissemination Plan (the process for sharing these assessment results):

Results of SLOs are shared at the LOAC Student Services Meeting Quarterly. Also, the program coordinator, program assistant, and leadership instructor meet once per semester to review SLO assessments.

Service Quality Plan (describe your program use of assessment data to improve services & student learning):

Results of eLumen data is discussed with the Leadership 111/112 instructor. By including the instructor in the discussion, the syllabus and assignment planning can be changed in order to support the needs of the SLOs.

Six-Year Plan (brief update of your current 6 year plan progress):

1. Changing Coordinator, Student Activities to a management or faculty position
2. Hiring a full-time instructor
3. Research and look into best practices for student leadership development along with the possibility of creating new curriculum to create a Leadership certificate and/or degree.
4. Update current course outlines to remove AB repeatability

VII. Internal/External Conditions

Quantitative and Qualitative Data

Summarize major trends and opportunities that have emerged in the program.

The need to establish and fund a center for AB540 students on campus had been a major topic of discussion within Dream Club, the leadership classes, ASBG, and overall student population. According to the AB540 working group, the amount of students who qualify for ABD540 has diminished by over 100 students since the previous academic year due to DACA changes. The students are requesting that a "Dream Center" be established on campus to aid in retaining AB540 students. This center would offer students who are classified as AB540 with services such as legal counsel, personalized counseling, monetary funds and scholarships, and most importantly, a safe space with valuable resources. A Dream Center location has been identified by administration in collaboration with Dream Club, the location and planning will be rolled out for fall 2019.

List all internal conditions that have influenced the program in the past year. You may also list any changes in technology, budget, staffing, resources, enrollment management, or facilities issues, etc.

As stated in the 2016 – 2017 annual update,

Funding for the ASBG budget was increased from approximately $32,000 in 2015-2016 to $50,000 in 2016-2017. These funds have been utilized to support ASBG contributions to: Foundation scholarship banquet, CAN sashes, Friday Night Science, Alpha Gamma Sigma, UTC events, travel for several campus clubs, American Institute of Architecture Students attending the Design Village at Cal Poly, and many more student opportunities.

Currently, students on the ASBG Board are paid a stipend of $125 for attending a majority of the meetings of the college councils they are assigned. The addition of this stipend has increased the attendance of students at council meetings. ASBG officers will be proposing a budget increase to $60,000 to the college president for 2019-2020. The funds will further support club activities and various campus events, programs and services in Santa Maria and Lompoc.

VIII. Status of Final Plan of Action

Summarize the progress made on the recommendations from your last 6-year program review plan of action.

EXISTING Recommendations	STATUS
Hire a full-time Director for Student Activities Hire a full-time instructor	Coordinator, Student Activities was a classified position, but effective July 1, 2019 will be Director, Student Activities and Outreach (management). Instructor is faculty, teaching the assignment via overload.
Research and look into best practices for student leadership development along with the possibility of creating new curriculum.	The Counseling and Recreation Management departments have discussed the addition of Leadership 111 to the "Selected Electives" of the Rec. Management major. Discussions have occurred with the AHC Articulation officer to propose the course as a CSU Area GE requirement as well as submit Leadership 111 to the UC for transferability review.
Update current course outlines to remove AB repeatability	None
Increase outreach to first time incoming Hancock students	17 student ambassadors have been hired. Student activities supports and promotes outreach on and off campus and events like Hancock Hello and campus tours. The Leadership Instructor and ASBG members are working with local high schools to visit their leadership courses and promote enrollment.
Look into going through AP and P to make Leadership 111 a CSU Area E requirement	Planning and paperwork underway.
Increase amount of funds for activities	Propose a budget increase from $50,000 to $60,000 for 2019-2020 academic year.
Increase services and activities	Several events and services have been added, see section II, Program Accomplishments.

List any new or modified recommendations below, including rationale for these in the table below.

ADDITIONAL Recommendations to Plan of Action	Rationale
Create Courses additional courses such as Leadership 110 and 113.	As stated in the 6 year review, the hiring of a FT Faculty leadership instructor would allow for someone to do the necessary research and propose CoR's for the creation of these courses. Students are unable to gain credit units after completing Leadership 112, which limits the amount of students who stay involved in ASBG. By creating another 2 semesters worth of courses, students would be enticed to participate and complete leadership courses and possibly a certificate.
Offer Certificate in Leadership upon completion of 110-113	

MODIFIED Recommendations to Plan of Action	Rationale
N/A	

IX. Request for Resources

Type	Item and Need	Justification	Strategic Goal and Educational Master Plan Alignment	Est. Cost	Requested Previously
Facility Needs	Dream Center	The necessity to provide a "Safe Space" on campus for AB540 students		Unknown	☐Yes No ☒

Technology Needs	Tablets for ASBG Officers	Access to internet during meetings and around campus during events.		$2100	☒Yes No ☐
Staffing Needs	Hire Full Time Instructor Hire two Outreach Specialists	Allow for modifications to existing Course Outline of Records and propose additional courses towards a Leadership certificate Needed to assist with planning and scheduling various outreach events including Bulldog Bound, Elks Rodeo, and Hancock Hello.		$55,000 – 90, 000	☒Yes No ☐
Equipment (non-technology)					☐Yes No ☐
Other Resources	Increase ASBG Operating Budget	The requests for funding have increase in correlation with the number of clubs increasing. Cost of goods has increased for each event (over 70 annually). This would also allow more events at the LVC..		$10,000	☒Yes No ☐