A blue-tinted photograph of a student sitting at a round table under a large umbrella in an outdoor courtyard. The student is looking down at a book or papers on the table. In the background, there is a building with large windows and a sign that says "BOOKSTORE". Other umbrellas and people are visible in the distance. The entire image is overlaid with a grid of light blue lines.

# Noncredit Student Success and Support Program Plan

2015-2016



## Noncredit

# Student Success and Support Program Plan

2015-16

District: Allan Hancock  
College: Allan Hancock

Report Due Postmarked By

**Friday**  
**October 30, 2015**

Email PDF of completed plan to:

[noncreditSSSP@cccco.edu](mailto:noncreditSSSP@cccco.edu)

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

## INTRODUCTION

The noncredit Student Success and Support Program (SSSP) plan aids the college or noncredit adult education program in planning and documenting how SSSP services will be provided to noncredit students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

In accordance with the Student Success Act of 2012, each college and noncredit adult education program accepting SSSP funds must provide noncredit students with the following core services:

- Orientation
- Assessment and placement
- Counseling, advising, and student education planning  
By the end of the second term of attendance, students should receive a Noncredit Student Education Plan (NSEP). This plan is distinguished from the comprehensive and abbreviated plans provided to credit students. It is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways.<sup>1</sup> NSEPs should be completed as soon as possible for students enrolled in short-term programs.
- Follow-up services  
These services are targeted toward students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Services may include additional counseling, advising and education planning as well as referrals to additional resources.

Colleges and noncredit adult education programs may expend noncredit SSSP funds for core services to students enrolled in the following noncredit education program categories<sup>2</sup>:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Please refer to the [Program and Course Approval Handbook](#) and [the Chancellor's Office website for curriculum and instruction](#) for more information on the program and course approval process.

Colleges and noncredit adult education programs receiving noncredit SSSP allocations are required to provide a one-to-one match for each categorical dollar with district funds.

Note that this plan also requests the attachment of a roster for the college or noncredit adult education program noncredit SSSP advisory committee. It is recommended that this committee be established prior to completing the plan to guide the provision of noncredit SSSP services.

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<sup>1</sup> Student Services element SS01 in the CCCO MIS Data Elements Dictionary provides a complete list of student goals. [http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SS/SS01.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SS/SS01.pdf)

<sup>2</sup> Please refer to the Data Elements Dictionary under Course Data Elements (CB 22) for descriptions of these programs. [http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/CB/cb22.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb22.pdf)

**INSTRUCTIONS AND GUIDELINES**

***Please carefully review instructions and resources, including the SSSP Handbook, SSSP Funding Guidelines, relevant sections of the Education Code and title 5 regulations before completing the noncredit SSSP plan. Links to these documents and other resources are provided at the end of the plan template for your convenience.***

The program plan is a Word document. As you enter your responses, the document will expand to accommodate the information provided. When completed, save the document as a PDF file and email it, along with the budget plan, to [noncreditSSSP@cccoco.edu](mailto:noncreditSSSP@cccoco.edu). Include the name of the college or noncredit adult education program and "Noncredit SSSP Plan" in the subject line. Mail the signature page with original signatures by the postmark date to the address indicated on the cover sheet.

The program and budget plans must be submitted annually. These plans enable colleges and noncredit adult education programs to describe implementation of the noncredit SSSP provided with noncredit SSSP funding and with matching funds. The plan should draw a succinct, but accurate, portrait of your noncredit SSSP activities and staffing shall be developed through consultation with faculty, staff, administrators and students, per title 5, section 55510(b).

In addition, section 78211.5(b) of the Education Code permits colleges and noncredit adult education programs to expend SSSP categorical funds only on activities approved by the Chancellor. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source (i.e., noncredit SSSP funds or matching funds) should be clearly indicated and cross-referenced in the plan narrative and in the budget section. The program and budget plans will also be compared with the colleges' Noncredit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

**GENERAL OUTLINE**

The noncredit SSSP plan is divided into six sections, described below. The budget plan is a separate document.

- I. Signature Page
- II. Noncredit Student Success and Support Program Services
  - a. Core Services
    - i. Orientation
    - ii. Assessment and Placement
    - iii. Counseling, Advising, and Student Education Planning
    - iv. Follow-Up Services
  - b. Additional Match Expenditures
- III. Policies
  - i. Exemption Policy
  - ii. Appeal Policies
  - iii. Prerequisite Procedures
- IV. Professional Development
- V. Institutional Research
- VI. Plan Coordination
- VII. Attachments
  - A: Noncredit SSSP Plan Participants
  - B: SSSP Organizational Chart
  - C: Noncredit SSSP Advisory Committee
  - D: Other (optional)



**SECTION II. NONCREDIT STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES**

**Directions:** Describe the approach your college or noncredit adult education program is taking to meet its responsibilities under title 5 for the following noncredit SSSP services: (1) orientation; (2) assessment and placement; (3) counseling, advising, preparation of the Noncredit Student Education Plan (NSEP) and other education planning services; and (4) follow-up and other services. **Please provide concise responses for each numbered item listed in each section. As you enter your responses, the document will expand to accommodate the information provided.** Please refer to the [SSSP Handbook](#) for more information on title 5 requirements.

You must report projected expenditures related to these items in the budget plan. Include all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for all core services detailed below.

**Ila. Core Services****i. Orientation**

Title 5, section 55521, requires orientation to include the topics listed below. Any orientation that does not include the topics listed in title 5 is not eligible for SSSP funding. General outreach activities are also not eligible for this funding.

- Academic expectations and progress standards pursuant to section 55031.
- Maintaining registration priority pursuant to section 58108.
- Prerequisite or co-requisite challenge process pursuant to section 55003.
- Description of available programs, support services, and campus facilities, and how they can be accessed.
- Academic calendar and important timeline.
- Registration and costs related to attendance.
- Available education planning services.
- Other issues, policies, and procedures determined necessary to provide a comprehensive orientation to students.

**1. Give a brief and specific overview of your orientation services or plans for developing and implementing these services.**

Noncredit Counselors and the Noncredit Specialist are committed to conducting Noncredit Student Orientations (NCSO) throughout the entire academic year. The NCSO consists of eleven interactive segments: Welcome, Noncredit Counseling Services Overview, Academic Goals, Noncredit Offerings, Noncredit Certificate Offerings, SEPs, Bridge to Credit, Financial Aid/Dream Act, Student Services, Academic Support Services, and Important Deadlines and Academic Policies and Procedures.

During the fall 2015 semester, a working group was convened to evaluate how the Noncredit Student Success and Support Program Services (SSSP) core services were currently being delivered to students and what action was needed to expand on these services in order to prepare for implementation of SSSP in the 2015-16 academic year. The noncredit counseling program recently hired a full-time counselor in August 2014 after five years of only having two part-time faculty members providing services to a program which served 8000 students. In 2014, a counseling services technician and counseling services specialist were also hired. In the

summer of 2015, the full time counselor resigned. A temporary assignment of a full-time credit counselor has been made for the 2015-2016 year. This will allow for a seamless transition of those students who are ready and interested in transitioning to the credit side. The orientation for noncredit includes information regarding transitioning to credit.

The noncredit counselor is part of the SSSP and Student Equity committee. This committee is composed of members representing the Counseling Department, Financial Aid, Admissions and Records, Testing Center (also known as Assessment), Extended Opportunities Program and Services (EOPS), Learning Assistance Program (LAP – also known as Disabled Student Program and Services), Public Affairs, Student Activities, Information Technology Services (ITS), and Institutional Research. The commitment to involving people from across the campus is viewed as being critical to the success of SSSP at Allan Hancock College (AHC). There are working groups within the committee that focus on specific areas to implement changes that will promote the core services.

Noncredit will explore the option of implementing an English and Spanish online student orientation this year. During the 2014-2015 year, noncredit provided 97 in-person orientations serving 1,497 students.

| <b>2014-2015 NONCREDIT STUDENT ORIENTATION</b> |                              |                          |
|--|------------------------------|--------------------------|
| <i>Term</i>                                    | <i>Orientations Provided</i> | <i>Students Attended</i> |
| Fall 2014                                      | 36                           | 682                      |
| Spring 2015                                    | 32                           | 423                      |
| Summer 2015                                    | 29                           | 392                      |
| <b>Total</b>                                   | <b>97</b>                    | <b>1497</b>              |

### **New Student Orientation**

Orientation is the process by which students and potential students learn to navigate the educational system, including, facilities, programs and services provided by the college. The Noncredit Student Success and Support Program has developed an intrusive and systematic orientation plan designed to reach new students in noncredit programs.

#### **Objectives:**

1. Students will be able to decode college publications and AHC website.
2. Students will be able to register for classes.
3. Students will be aware of campus services, programs, and facilities.
4. Students will be knowledgeable about their rights and responsibilities.

#### **Activities:**

1. Counselors will guide students on how to read and use information in the Spectrum to select classes.
2. Transitioning students will be able to read and use the information in the schedule to select classes.
3. Counselors will teach students how to input information into the registration forms using the information in the Spectrum.
4. Provide enrolled and potential noncredit students with information concerning college programs, services, facilities, grounds, academic expectations, course scheduling, and institutional procedures in a timely manner.
5. Provide modified or alternative services for the orientation process (when necessary) for underrepresented students and students with disabilities.

6. Utilize online resources to implement or support orientation activities. Inform students about support services available to noncredit students transitioning to credit services, including, but not limited to, counseling, financial aid, tutoring, EOPS, LAP, and childcare services.
7. Produce and distribute college brochures and college publications to provide information about available services and programs.
8. Inform students of procedure for alleging unlawful conduct and discrimination in the implementation of SSSP and other college practices.

**2. Describe the student audience and estimate the number to be served.**

The target audience includes community members who would benefit from classes on ESL, GED, Basic Skills, Spanish literacy, gardening, computer literacy and applications, and clothing construction.

On average, 7,600 students enroll in noncredit classes each semester. Currently, only noncredit ESL students are assessed for placement. The noncredit ESL program enrolls on average 1,300 students each semester. Students self-place in all other noncredit courses.

**3. Describe the delivery methods (in groups, in person, online, etc.) and activities that will be provided.**

NCSOs are available to students at the Santa Maria campus. Limited off campus orientations at community sites, including community centers and college district K-12 schools, are offered. NCSOs sessions are scheduled at the start of every semester and are offered both day and evening hours. The NCSOs are conducted in either English or Spanish. On average, 14 to 34 on campus NCSO sessions are available for students per semester. On average, 10 to 20 off campus community sites NCSO sessions are available for students per semester.

The format is in person and in group settings. A new online student orientation for noncredit populations is something to consider in order to serve a greater number of students and to provide access throughout the academic year. While the online NCSO will be instrumental in providing service to students including, but not limited to, our off campus community sites population, AHC remains committed to delivering the NCSO in person. This commitment is deemed especially important for English as Second Language (ESL) and basic skills students.

**4. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation.**

Community relationships are established with the Department of Social Services, Workforce Resource Center, Employment Development Department, Veterans Affairs, and Department of Rehabilitation. Counselors are in contact with professionals from these community agencies in order to share information about noncredit SSSP and to keep them informed as they refer their clients to the college. The Noncredit Counselor participates in AHC's "Bridges to Success" collaborative. "Bridges to Success" is a comprehensive counseling program with our feeder high school counterparts. Issues of equity, success, access, and retention are discussed. The Noncredit Counselor provides information on basic skills and GED preparation for those at risk of not graduating. The counselor provides intrusive counseling to our most at risk student population. The Noncredit Counselor informs high school personnel on how noncredit students matriculate to the college. Once the online NCSO is available, our partners can direct students to view and complete the orientation fully online.

**5. Include at what point in the enrollment process orientation is provided.**

NCSOs are scheduled at the beginning of the semester by the Counseling Services Technician to designated ESL, Spanish Literacy, Basic Skills, Citizenship, and vocational courses, such as gardening, floral design, computer literacy and applications, and clothing construction. Emails are sent to instructors that hold common class dates and times inviting them to walk their students to designated classrooms where NCSOs will be conducted by the Noncredit Counselor and/or the Noncredit Specialist.

Each NCSO session is designed to accommodate up to 30-100 students and typically two presenters facilitate the presentation. Orientations are done throughout the semester, but it is critical to provide the orientations as early as possible. The goal is to have students come in and talk to a counselor for further academic and career counseling. To ensure that students follow up with any question/s that could not be answered by the counselors/specialists during an NCSO, students are asked to note on a sign-in sheet if they would like be contacted to set up an appointment with a counselor. When the sign-in sheet is returned to the Counseling Service Technician, students who indicated that they would like an appointment with a counselor are contacted and appointments are set-up. Appointments are scheduled during the mornings, afternoons, and nights to ensure students are not limited by their work schedule.

**6. Include information on awareness and prevention programs on campus sexual violence consistent with requirements of the federal Clery Act and the Violence Against Women Act (VAWA).**

Staff is encouraged to attend training on the federal Clery Act. Since time is limited in the classroom, specific programs or policies are not discussed, but rather the counselor informs students how to navigate college publications and encourages students to come in and make an appointment (see appendix 1). In addition, the credit new student online orientation includes information regarding federal and state laws pertaining to the Clery Action and VAWA. Health Services provides various campus events to create awareness on campus.

**7. Describe any commercial technology or in-house products, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below**

Currently SARSGRID is used to track the number of students participating in the NCSO. A Spanish online orientation is being developed for our credit students, but the services and programs are still relevant to our noncredit population. A designated webpage on the AHC website is also available to students. We hope to have our online NCSO available in by fall 2016.

**Goals for 2015-2016**

The SSSP and Student Equity Committee have established goals for the upcoming year to promote student success. The goals are to

- develop and implement an online NCSO in English and Spanish,
- encourage new students to participate in an orientation,
- promote the NCSO to new students and continuing students that have never attended an orientation through classroom presentations,
- hire peer mentors to promote noncredit services at outreach events on campus and off campus and to follow up with noncredit students that attend an orientation,
- collaborate with the bilingual Student Ambassador to promote the NCSO to new and current students,
- hire a counseling assistant to serve the Santa Maria and Lompoc satellite campus to offer NCSOs at off campus sites and advising for noncredit students, and
- hire a full-time counselor to provide counseling services to the large non-credit population.

- 8. List all staff costs in the table below for each position providing these services. List any other orientation-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.**

Please see the Chancellor's Office [Budget and Accounting Manual](#) for more detail on expenditure codes. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

| Budget Code | Category Title                          | FTE | SSSP     | Match   |
|-------------|---|-----|----------|---------|
| 1000        | Academic Salaries                       | .33 | \$34,834 | \$      |
| 2000        | Classified & Other Nonacademic Salaries | .30 | \$11,875 | \$3,817 |
| 3000        | Benefits                                | .63 | \$14,517 | \$2,527 |
| 4000        | Supplies and Materials                  |     | \$1,000  |         |
| 5000        | Other Operating Expenses                |     | \$30,500 |         |
| 6000        | Capital Outlay                          |     | \$3,000  |         |
| 7000        | Other Outgo                             |     |          |         |

- 9. Identify the staff providing or supporting orientation services and provide a brief, one-sentence statement of their role in orientation. Please add rows as necessary.**

| Title                       | Role  |
|-----------------------------|---|
| FT Counselor /PT Counselor  | Provides orientation to students in a class setting           |
| Student Services Technician | Schedules orientations and tracks students participation      |
| Counseling Specialist       | Provides orientations to students in a class setting          |
| Office Services Technician  | Supports orientation by disseminating information to students |

## ii. Assessment and Placement

- 1. Give a brief and specific overview of the assessment process for noncredit students. Include a description of the test preparation that is available.**

On average, 7,600 students enroll in noncredit classes each semester. Currently, only noncredit ESL students are assessed for placement. The noncredit ESL program enrolls on average 1,300 students each semester. Students self-place in all other noncredit courses.

The noncredit ESL program administers a placement test and assesses students at the end of each course with a course exit exam. There is no formal assessment process or placement tool in place for all other noncredit classes. In-class assessment in basic skills classes take place on an informal basis with instructor generated or software specific pre- and post-tests.

In the noncredit ESL program, students are assessed for placement at the time of registration. The placement test, a 50 question written test, is aligned with the adopted ESL textbook, *Side by Side*, and developed by the publishers of *Side by Side*. The noncredit placement test is issued by noncredit ESL office staff.

Noncredit ESL instructors administer an exit exam at the end of each class. The score on the exit exam determines student placement in subsequent levels. The exit exam is a 40 question written exam designed by the lead ESL instructor and is given to all noncredit ESL students.

Counselors/Specialists review ESL placement test and CELSA (Combined English Language Skills Assessment) with students to provide adequate class enrollment recommendations. Counselors/Specialists work closely with ESL Noncredit and ESL Credit departments at the college to ensure student success. Both departments and Noncredit Counseling participate in Community Education staff meetings when there is curricular changes and ask for feedback on potential concerns.

**2. Describe the student audience, including an estimate of the annual number of students to be assessed and a description of who is required to be assessed.**

On average, 7,600 students enroll in noncredit classes each semester. Currently, only noncredit ESL students are assessed for placement. The noncredit ESL program enrolls on average 1,300 students each semester. Students self-place in all other noncredit courses.

The noncredit ESL program administers a placement test to all new students. Returning students complete the exit exam at the end of each course. Students' scores on this assessment determine their placement in subsequent levels. Although we do not encourage self-placement, students often self-place, and their self-placement cannot be restricted.

Basic skills/GED students could also benefit from a placement test, but a tool, process, or staff to support placement and assessment has not been identified. In-class assessment in basic skills classes takes place on an informal basis with instructor generated or software specific pre- and post-tests. The noncredit basic skills program enrolls approximately 750 students per semester.

Although not yet an official requirement, it is anticipated that due to the recent change to funding noncredit Career Development and College Preparation (CDCP) courses at a rate equal to credit, and the interest at the state level to issue progress indicators (grades) to noncredit students, a formal placement and assessment system will be required in the near future.

**3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses or any other noncredit course or program. Provide specific information about any second-party tests, including the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc., and indicate when tests were approved by the CCCCO and what type of approval was granted. Indicate when disproportionate impact and consequential validity studies were completed.**

Currently, only noncredit ESL students are assessed. This test has not been approved by the CCCCO and impact or validity studies have not been completed. The noncredit program does not have the resources to complete these studies, to design a formal CCCCO approved test, or for staff to administer these tests.

The ESL placement test is offered as a written test. There are no online tests available.

**4. Describe what multiple measures are used, how they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.) and how they meet the multiple measures requirement per title 5, sections 55502 and 55522.**

The noncredit ESL placement test is a written, paper and pencil test and the sole determinant of placement for new students. Multiple measures are used by noncredit counselors when developing Student Educational Plans.

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

The noncredit ESL program does not accept assessment scores and placement results from other colleges. Any new noncredit ESL student is assessed at the time of registration. All other noncredit students self-place or meet with a noncredit counselor for assistance in choosing a class.

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

Students can retake the ESL placement test as needed. The program maintains records of placement scores for five years.

**7. Describe any additional commercial technology or in-house products used for assessment and placement, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.**

The program maintains records of placement scores for five years. Currently, we do not

**Goals for 2015-2016**

The SSSP and Student Equity Committee have established goals for the upcoming year to promote student success. The goals are to

- provide outreach and information regarding ESL assessment testing,
- participate in larger discussions with community education to evaluate the assessment process for noncredit,
- develop a Spanish noncredit assessment video,
- develop noncredit assessment publications, and
- use student ESL ambassadors to stress the importance of START test and the impact it will have on the college experience and completion of an educational goal.

**8. List all staff costs in the table below for each position providing these services. List any other assessment-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.**

| Budget Code | Category Title                          | FTE | SSSP    | Match   |
|-------------|---|-----|---------|---------|
| 1000        | Academic Salaries                       |     | \$      | \$      |
| 2000        | Classified & Other Nonacademic Salaries | .05 | \$      | \$3,817 |
| 3000        | Benefits                                | .05 | \$      | \$2,527 |
| 4000        | Supplies and Materials                  |     | \$1,000 |         |
| 5000        | Other Operating Expenses                |     | \$5,500 |         |
| 6000        | Capital Outlay                          |     |         |         |
| 7000        | Other Outgo                             |     |         |         |

**9. Identify the staff providing or supporting assessment services and provide a brief, one-sentence statement of their role. Please add rows as necessary.**

| Title                             | Role   |
|-----------------------------------|--|
| Noncredit ESL Coordinator         | Coordinate noncredit placement test to new students registering for noncredit ESL courses. Assigns class placement based on results of placement test. |
| Noncredit ESL Office Technician 1 | Assist noncredit placement test to new students registering for noncredit ESL courses. Assigns class placement based on results of placement test.     |
| Noncredit ESL Office Clerk        | Provide noncredit placement test to new students registering for noncredit ESL courses.  |
| Noncredit ESL Faculty             | Administers noncredit ESL exit exam.   |
| Noncredit ESL Lead Instructor     | Creates a new set of final exams each semester, covering all levels, based on the <i>Side by Side</i> textbook.  |
| Noncredit Counselor               | Develops Student Educational Plans for noncredit students and recommend class placement.   |

**iii. Counseling, Advising, and Student Education Planning**

**1. Give a brief and specific overview of the process and service delivery methods for noncredit students for:**

- Counseling
- Advising
- Development of the Noncredit Student Education Plan (NSEP)<sup>3</sup>.

Counseling and advisement for noncredit students take place throughout the semester as needed by students. Services are provided in an instructional environment as well as within an office setting in the noncredit counseling office. Students enrolled in designated noncredit classes, courses, and programs meet with a counselor as needed. Educational goals are addressed with students, and assistance in formalizing them become a priority. Students are informed of noncredit certificate opportunities, the benefit of obtaining them, and are made aware of certificate petitioning process. When congruent with the student's educational goal, counseling is also geared to facilitate the transition of noncredit students into other noncredit and credit academic and vocational programs to provide students additional opportunities to enhance skills, participate in career ladder pathways, and fulfill lifelong learning goals.

Multiple measures are used to assess a student. We take into account a student's native language, level of education in the U.S. and in their native country, high school completion, previous college attendance, START test results, NC ESL placement level, high school GPA, and other pertinent information the student may provide.

Objectives:

1. Students will be able to use assessment information and placement recommendations for educational planning.

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<sup>3</sup> The Noncredit Student Education Plan (NSEP) is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways. This plan is distinguished from the comprehensive and abbreviated plans provided to credit students; however, it is currently accounted for as a comprehensive plan under element SS01 in the MIS.

2. Students will be able to participate actively in their educational planning.

Activities:

1. Assist noncredit students in the interpretation of assessment results?
2. Utilize students' assessment results, academic goals, transcripts, and personal interests in the recommendation of coursework.
3. Integrate student placement, tracking and progress in noncredit ESL, short term vocational, and basic skills courses with credit courses.
4. Make counseling/advisement available to all targeted students.
5. Provide assistance in selection of a specific educational goal and development of the Student Educational Plan, including identifying student responsibilities.
6. Continue to revise and upgrade the electronic Student Educational Plan (Ed Plan) as needed, to serve the students better for their use in determining the courses required of them to meet their educational goals.
7. Make appropriate referral(s) to available support services and curriculum offerings.
8. Provide modified or alternative services for the counseling and advising process (if necessary) for underrepresented students and students with disabilities.
9. Support noncredit students transitioning to credit classes.

**2. Describe the student audience and estimate the number to be provided services.**

Students who are new or continuing to the noncredit program are provided counseling services. During the 2014-2015 year, 3,710 students were served. We anticipate growth in counseling services provided to students in the 2015-2016 year. We are hoping to expand services provided in Lompoc.

**3. Describe any partnerships among colleges, high school districts, adult education programs, workforce agencies, or other community partners that assist with counseling, advising or education planning.**

Community relationships are established with the Department of Social Services, Workforce Resource Center, Employment Development Department, Veterans Affairs, and Department of Rehabilitation. Counselors are in contact with professionals from these community agencies in order to share information about SSSP and to keep them informed as they refer their clients to the college. The Noncredit Counselor participates in AHC's "Bridges to Success" collaborative. "Bridges to Success" is a comprehensive counseling program with our feeder high school counterparts. Issues of equity, success, access, and retention are discussed. The Noncredit Counselor provides information on basic skills and GED preparation for those high school students who are at risk of not graduating. The Noncredit Counselor serves as liaison to all feeder high schools and is the point of contact for those students not on track to graduate. The counselor provides intensive counseling to our most at risk student population. The Noncredit Counselor informs high school personnel on how noncredit students matriculate to the college.

AHC's partnership and collaboration with Lompoc Unified School District has been critical in the revitalization of its adult education program. The El Camino Center's focus on community collaboration and its leadership of the Collective Impact Model Initiative provides a rich foundation for resource sharing.

Our partner agencies inform students regarding the benefits and opportunities the noncredit program offers. Referrals and close contact with our noncredit office ensures proper transition from the student's current program/agency to our noncredit department.

In an effort to better understand and serve the ESL population, a Continuing Education Consortium was developed for fall 2015. The consortium includes staff and faculty from the high school district and community college to streamline an ESL student's transition to college. Orientation, advising, and educational planning will be discussed. The consortium is composed of the following:

- Assessment Coordinator,
- ESL credit and noncredit instructors,
- Counseling Technician,
- CalWORKs Coordinator,
- Community Education Dean,
- Community Education Coordinator,
- Noncredit ESL Coordinator,
- Noncredit Counselor,
- ELD teachers,
- Migrant advisors,
- High school counselors/assistants working closely with ESL students,
- Parents of high school students and community college students,
- County representative, and
- Representative from a program called Plazas Comunitarias.

**4. Describe at what points in the student's academic pathway these services are provided.**

Counseling and advisement for the noncredit student population should be frequent, and services can be provided within an instructional environment. Students enrolled in designated noncredit classes, courses, and programs should meet with a counselor at least once a semester and/or as needed.

**5. Describe the adequacy of student access to counseling and advising services. Indicate whether appointments are required and the average wait time for an appointment and for drop-in counseling, if it is available.**

Counseling services are available Monday through Thursday from 8:00am-7:00pm and Friday from 8:00am-4:00pm. Services are available via

- in person appointments,
- drop-in counseling,
- email correspondence,
- appointments via phone,
- crisis intervention, and
- referrals to community agencies.

The adequacy of student access to counseling services is best described as "less than desirable" or "poor." Students schedule appointments to meet with a counselor in person or by telephone. The wait time for drop-ins can be up to half an hour. There is a need to expand counseling services to provide the support services that are needed for students.

**6. Describe any use of academic or paraprofessional advising.**

The Counseling Program Specialist performs a professional level of student services work in the area of noncredit student success and support programs. The program specialist plans, organizes, and carries out assigned program, services, and academic support responsibilities and conducts needs assessments for student

success programs. The program specialist provides tours, orientations, and drop-ins; assists students in navigating online resources; and provides program information and services available to our noncredit students.

- 7. Describe any additional commercial technology or in-house products used for support of counseling, advising, NSEP development and other education planning services, such as scheduling or degree audit, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.**

The SARS-Grid software package is used for appointment scheduling, recording counselor notes, tracking the completion of an abbreviated and a comprehensive NCSEP, collecting student data, and generating reports based on this data. All student service departments using SARS-Grid agreed upon common reason codes for data collection in order to ensure accurate and consistent data is collected pertaining to SSSP services for the MIS Student Services (SS) data file.

A NCSEP fillable through Excel is used for all noncredit certificates, GED, and other career goals. The Assist website ([www.assist.org](http://www.assist.org)) is used as the official repository of articulation agreements for California public colleges and universities. The Transfer Center Website ([www.ccctransfer.org](http://www.ccctransfer.org)) is used for course articulation between CCCs and for transfer related reference information.

Banner is used as the institutional database to maintain comprehensive student records and to generate the MIS SS data file. Student profiles are generated from the student system to capture academic history, completion of orientation, assessment, and educational plan.

**Goals for 2015-2016**

The SSSP and Student Equity Committee have established goals for the upcoming year to promote student success:

- Use technology to assist with proper notification to counselors for follow-up and completion of comprehensive student education plans;
- Support professional development opportunities for faculty and staff;
- Promote The Advance, Innovate, Maintain (AIM) Center, a virtual pathway center where students can practice and work on English, reading and math skills;
- Promote resources on-campus, including Library Services;
- Hire another counselor to assist with NCSOs, assessment, advising, counseling, development of SEPs, and with follow-up services; and
- Find additional space for the counselor, counseling assistant, and peer mentors for advising and follow-up services.

- 8. List all staff costs in the table below for each position providing these services. List any other related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.**

| Budget Code | Category Title                          | FTE | SSSP     | Match |
|-------------|---|-----|----------|-------|
| 1000        | Academic Salaries                       | 1.3 | \$87,081 | \$    |
| 2000        | Classified & Other Nonacademic Salaries | .30 | \$11,875 |       |
| 3000        | Benefits                                | 1.6 | \$29,431 |       |
| 4000        | Supplies and Materials                  |     | \$2,000  |       |

|      |                          |  |          |  |
|------|--------------------------|--|----------|--|
| 5000 | Other Operating Expenses |  | \$12,500 |  |
| 6000 | Capital Outlay           |  | \$3,000  |  |
| 7000 | Other Outgo              |  |          |  |

9. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

| Title                          | Role  |
|--------------------------------|---|
| FT Counselor/PT Counselor      | Provide counseling for SEPs, intervention services, referrals to services on and off campus, and petitions for certificates.              |
| Counseling Specialist          | Discuss certificate requirements, registration follow-up, NC to CR transition requirements, and referrals to on and off campus resources. |
| Counseling Services Technician | Call to schedule appointments, tracking.  |

#### iv. Follow-Up Services

1. Give a brief and specific overview of the process for noncredit students for follow-up services in accordance with title 5, section 55525.

Follow-up activities are intended to identify additional student needs to support student success, persistence, and retention. A systematic plan of follow up is in place for new noncredit students who come in contact with the office.

##### Objectives:

- Students will be able to identify academic difficulties early on and will engage in further educational planning.
- Students will be knowledgeable about the resources available on and off campus and how these can be beneficial to them in reaching their educational goals.
- Students will learn how to navigate the academic system to seek and receive the necessary personal and academic support to reach their short term and long term goals.

##### Activities:

- Provide post-enrollment evaluation of each noncredit student's academic progress.
- Provide follow-up counseling for noncredit students.
- Involve faculty in early detection of academic difficulties for all students and provide other interventions and follow-up activities.
- Utilize computerized and online information services to implement, support, monitor, and/or track follow-up services.
- Make referral contacts to community services as appropriate.
- Support comprehensive intervention programs for underrepresented and disabled student populations.
- Make referral(s) to appropriate services for follow up process (if necessary) for underrepresented students and for students with disabilities.
- Work in partnership with the Learning Assistance Program to provide reasonable accommodations for students with disabilities.
- Provide students with the necessary personal and academic support to continue their educational process long enough to gain mastery of basic skills.

- Support students in the process of transitioning to credit classes.

**2. Describe the student audience and estimate the number to be served. Note that noncredit at-risk students meeting the definition provided by title 5 are those enrolled in basic skills courses or students who have not identified an education goal and course of study.**

The noncredit basic skills program enrolls approximately 750 students per semester. We hope to provide targeted outreach to our high-risk populations.

**3. Include an estimate of the annual number of students to be provided these services, and the process to identify them.**

The Noncredit Counselor and Counseling Specialist provide information sessions to students who are on track to completing a noncredit certificate. Data is currently being collected.

**4. Describe the strategies for addressing the needs of these students, including:**

- Types of services available.
- Strategies for providing these services to assist students in selecting an education goal and course of study, and how the services are provided (online, in groups, etc.).

Noncredit offered the following workshops in fall 2015 to address follow up services:

- Choosing a major
- Navigating myHancock
- Money management
- NC to CR transition

Each semester new workshops will be developed and offered to address different student needs and services and to assist with student retention and student development.

**5. Include any commercial technology or in-house products used for follow-up. Be sure to include these items in the table below.**

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

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

**Goals for 2015-2016**

The SSSP and Student Equity Committee have established goals for the upcoming year to promote student success:

- Use technology to assist with proper notification to counselors for follow-up and completion of comprehensive student education plans;
- Support professional development opportunities for faculty and staff;
- Promote The Advance, Innovate, Maintain (AIM) Center which is a virtual pathway center where students can practice and work on English, reading, and math skills; and
- Promote resources on-campus, including Library Services.

**6. List all staff costs in the table below for each position providing follow-up services. List any other follow-up-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.**

Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

| Budget Code | Category Title                          | FTE  | SSSP     | Match |
|-------------|---|------|----------|-------|
| 1000        | Academic Salaries                       | .97  | \$52,251 | \$    |
| 2000        | Classified & Other Nonacademic Salaries | .80  | \$30,233 |       |
| 3000        | Benefits                                | 1.77 | \$19,489 |       |
| 4000        | Supplies and Materials                  |      | \$2,000  |       |
| 5000        | Other Operating Expenses                |      |          |       |
| 6000        | Capital Outlay                          |      |          |       |
| 7000        | Other Outgo                             |      |          |       |

**7. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.**

| Title                      | Role   |
|----------------------------|--|
| FT Counselor/PT Counselor  | SEPs, referral on and off campus, certificate petitions  |
| Counseling Specialist      | Tours, follow-up for certificates, registration, NC to CR transition, referrals to on and off campus services. |
| Office Services Technician | Phone calls for follow-up appointments and tours.  |

**IIb. Additional Match Expenditures**

List any match expenditures not previously accounted for in this plan. These expenditures may include Admissions and Records, Transfer and Articulation services, Career Services, institutional research (unrelated to SSSP), institutionally funded tutoring, and supplemental instruction costs for at-risk students. Ensure that expenditures are clearly cross referenced in the budget plan.

| Budget code | Expenditure                             | Amount    |
|-------------|---|-----------|
| 1000        | Academic Salaries                       | \$19,759  |
| 2000        | Classified & Other Nonacademic Salaries | \$278,960 |
| 3000        | Benefits                                | \$119,044 |
|             |   |           |
|             |   |           |

## SECTION III. POLICIES

### i. **Exemption Policy**

**Provide your institution's policy for exempting noncredit students from participation in the required services listed in title 5, section 55520 consistent with the requirements of section 55532.**

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

#### **Matriculation Exemption**

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

#### **Assessment**

Students may be exempt from some or all of the testing portion of assessment if they meet one or more of the following criteria:

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

#### **PRIORITY REGISTRATION APPEAL PROCESS**

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

1. Students can obtain an appeal form from the Admissions and Records website or any websites that have a link to the form.
2. It is the student's responsibility to gather necessary documents and turn in the complete appeal to the Counseling Department.
  - a. Counseling will route special program appeals to departments: EOPS, CalWORKs, MESA, CAN, Athletics, and LAP.

- b. All other appeals will be reviewed by the chair of counseling department.
  - c. If it is determined that the student must meet with a counselor, the counselor will make contact with the student to schedule an appointment. If an appointment is not needed the appeal the appeal will be approved/denied. All denied appeals will be reviewed by the Dean of Counseling.
  - d. Each department is responsible for contacting the student regarding their appeal status. If the appeal is approved the student will be contacted to pick-up the form and take it to Admissions and Records. The department may also submit the appeal form to Admissions and Records.
  - e. All reviewed appeals will be sent to Admissions and Records. The student's priority will be reinstated (at least three business day prior to the first day of priority registration) for those that are approved.
3. All appeals will be scanned into xtender by A&R and tracked by an indicator.

## ii. **Appeal Policies**

**Briefly describe the student appeal policies and procedures required under title 5, section 55534 (e.g., priority enrollment, prerequisites, corequisites, etc.) and explain how students can access them.**

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

## **ASSESSMENT**

Students may be exempt from some or all of the testing portion of assessment if they meet one or more of the following criteria:

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

## **PRIORITY REGISTRATION APPEAL PROCESS**

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

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

### iii. **Prerequisite Procedures**

**Provide a brief description of the procedures for establishing and periodically reviewing prerequisites in accordance with title 5, section 55003 and procedures for considering student challenges.**

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

#### **BP 4020 CURRICULUM DEVELOPMENT**

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

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

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

#### **BP 4260 PREREQUISITES, COREQUISITES, ADVISORIES**

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

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

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

Students have the right to appeal a prerequisite and/or co-requisite on the basis of one or more of the following:

- The student has documented knowledge and abilities to succeed in the course despite not meeting the prerequisite/placement (documentation required: e.g. transcript, verification of equivalent experience, writing sample for appeal of an English course).
- The prerequisite course has not been made reasonably available.
- The prerequisite is discriminatory or is being applied in a discriminatory manner (documentation required).

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

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

A rigorous content review with statistical validation takes place when the pre- or co-requisite is an English, math, or reading course for a non-sequential course (e.g. GEOL 101 requiring a Math 311 prerequisite). In such

cases, faculty gather specific data that measures the success rate of students with and without the prerequisite to establish its validity as a pre- or co-requisite.

#### **SECTION IV. PROFESSIONAL DEVELOPMENT**

**Briefly describe plans for faculty and staff professional development related to implementation of noncredit SSSP.**

The SSSP Committee has worked diligently to implement the SSSP plan. Several activities have occurred during the past year. Activities that occurred in 2014-15 related to SSSP include

- SSSP committee members viewed SSSP webinars,
- an annual Student Success Summit (spring 2015),
- participation in “Bridges to Success” meetings (2014-2015),
- participation in Strengthening Student Success Conference (fall 2014),
- participation in SSSP Directors Training (fall 2014),
- participation in SSSP webinars (fall 2014), and
- participation and training with technology that support SSSP.

Planned activities for 2015-16 include

- an annual Student Success Summit (spring 2016),
- participation in “Bridges to Success” meetings (2015-2016),
- participation in Strengthening Student Success Conference (fall 2015),
- participation in SSSP Directors Training (fall 2015), and
- participation in SSSP webinars (fall 2015 and spring 2016).

#### **SECTION V. INSTITUTIONAL RESEARCH**

**Briefly describe the types of institutional research that will be provided that directly relates to the provision or evaluation of noncredit SSSP services.**

The institutional research staff will provide support in the provision of noncredit SSSP services by assisting with needs assessment protocols, including, but not limited to survey research, focus groups, and gap analysis related to the availability and quality of SSSP services within the college service area. The IR staff will assist with establishing an evaluation plan that links resources (inputs) to activities, short and mid-range objectives, and long range outcomes with established baselines and benchmarks. Both formative and summative evaluation components will be provided to ensure adequate feedback throughout the implementation phase of the noncredit plan, at the end of essential activities, and at the end of the plan in order to assist the college in determining what activities to institutionalize and how best to scale up projects that may serve a broader audience.

#### **SECTION VI. PLAN COORDINATION**

**Coordination with Credit SSSP Plan, Student Equity Plan, Basic Skills Initiative and Other Institutional Planning Efforts**

During the fall of 2014, the SSSP and Student Equity Committee held a planning retreat to evaluate the current plan and accomplishments. The SSSP and Student Equity Committee is composed of faculty, staff, and students

from all constituency groups, including Institutional Research, Assessment, Information Technology, and faculty representatives from the Academic Planning and Policy (curriculum) committee.

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

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

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

#### **AHC MISSION STATEMENT**

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

#### **VISION STATEMENT**

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

#### **SHARED VALUES**

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

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

Below are goals outlined by the strategic plan the SSSP initiative supports:

- **Goal SLS1:** To ensure continuous improvement based on Student Learning Outcomes assessment data.
- **Goal SLS2:** To support student access, achievement, and success.
- **Goal SLS3:** Ensure students are directed. Help students clarify their aspirations, develop an educational focus they perceive as meaningful, and develop a plan that moves them from enrollment to achievement of their goal.
- **Goal SLS4:** Ensure students are focused. Foster students' motivation and help them develop the skills needed to achieve their goals.
- **Goal SLS5:** Nurture students. Convey a sense of caring where students' success is important and expected.
- **Goal SLS6:** Engage students. Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom.

- **Goal SLS7:** Ensure students are connected. Create connections between students and the institution and cultivate relationships that underscore how students' involvement with the college community can contribute to their academic and personal success.
- **Goal SLS8:** Value student contributions. Provide students with opportunities to contribute to and enrich the college culture and community.

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

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

## SECTION VII. ATTACHMENTS

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

The following attachments are required:

Attachment A, *Noncredit SSSP Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the plan.

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

If your district has a *district* noncredit SSSP coordinator, please attach a copy of the district Student Services organization chart, and highlight the district coordinator's position (if it is not identified as such on the chart).

Attachment C, *Noncredit SSSP Advisory Committee*. Attach a list of the members of your noncredit SSSP advisory committee and their positions. If noncredit SSSP is addressed by the college's SSSP committee, please include information from that group.

Attachment D, *Other* (optional). Additional attachments may include noncredit SSSP forms or templates to illustrate responses. You may also submit links to any relevant documents, handbooks, manuals or similar materials that your district/campus has developed as noncredit SSSP materials.

### ADDITIONAL INFORMATION

Questions regarding the development and submission of the noncredit SSSP plan may be directed to: [noncreditSSSP@cccoco.edu](mailto:noncreditSSSP@cccoco.edu).

**Attachment A**  
**Noncredit SSSP Plan Participants**

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

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

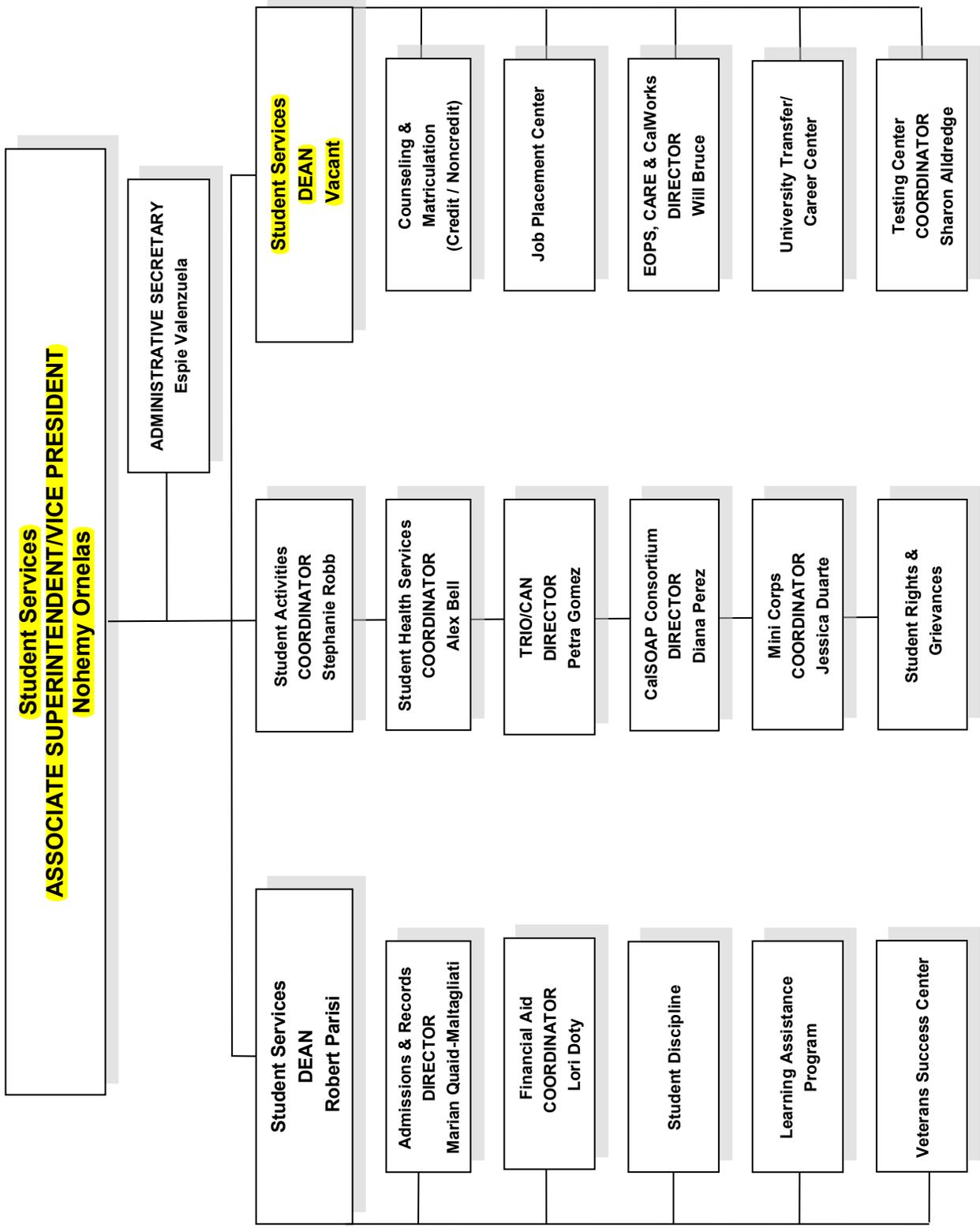
|   |                               |  |
|---|-------------------------------|--|
| <b>Mallory Martenis</b>                     | <i>Transcript Evaluator</i>   | SSSP and Student Equity Committe   |
| <b>Armando Cortez</b>                       | <i>Research Analyst</i>       | SSSP and Student Equity Committe   |
| <b>Ardis Neilson</b>                        | <i>Dean, Academic Affairs</i> | SSSP and Student Equity Committe   |
| <b>Juanita Tuan</b>                         | <i>EOPS Counselor</i>         | SSSP and Student Equity Committe   |
| <b>Antonio Ramirez</b>                      | <i>Counselor</i>              | SSSP and Student Equity Committe   |
| <b>Jose Millan</b>                          | Counselor                     | SSSP and Student Equity Committe   |
| <b><u>Councils/Committees/Community</u></b> |                               | Student Learning Council<br>Student Services Council<br>Academic Senate<br>Associate Students<br>College Council<br>"Bridges to Success" |

**Attachment B**  
**Noncredit SSSP Organizational Chart**

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

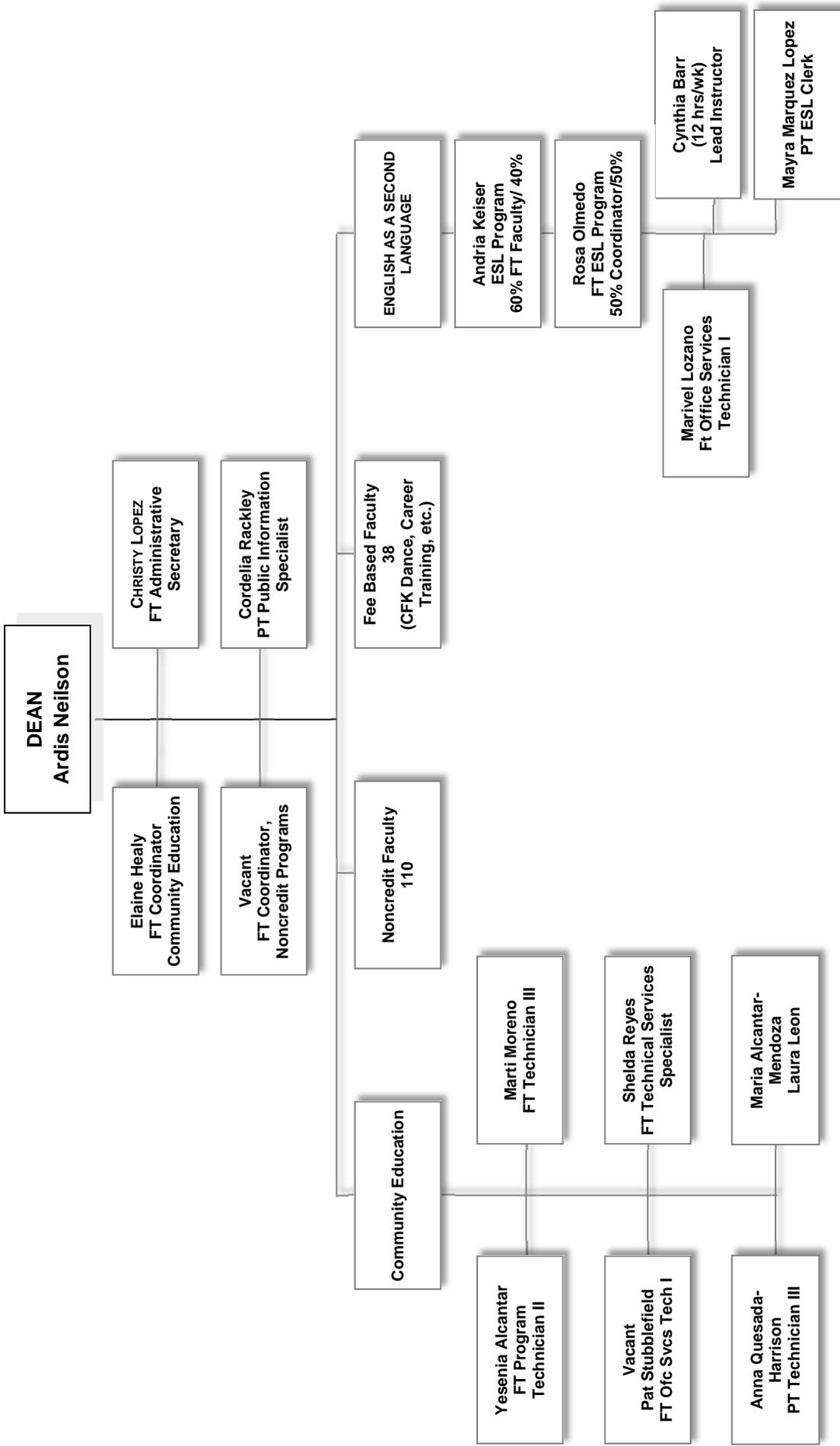


# Student Services





# Community Education



**Attachment C**  
**Noncredit SSSP Advisory Committee**

Attachment C, *Noncredit SSSP Advisory Committee*. Attach a list of the members of your noncredit SSSP advisory committee and their positions. If noncredit SSSP is addressed by the college's SSSP committee, please include information from that group.

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

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|                         |                               |                                   |
|-------------------------|-------------------------------|-----------------------------------|
| <b>Joanna Davis</b>     | <i>Student, ASBG</i>          | SSSP and Student Equity Committee |
| <b>Mallory Martenis</b> | <i>Transcript Evaluator</i>   | SSSP and Student Equity Committee |
| <b>Armando Cortez</b>   | <i>Research Analyst</i>       | SSSP and Student Equity Committee |
| <b>Ardis Neilson</b>    | <i>Dean, Academic Affairs</i> | SSSP and Student Equity Committee |
| <b>Juanita Tuan</b>     | <i>EOPS Counselor</i>         | SSSP and Student Equity Committee |

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**Attachment D**  
**Noncredit SSSP Budget Plan**



# Noncredit Student Success and Support Program

2015-16

Budget Plan

Allan Hancock CCD

Allan Hancock College

Report Due Postmarked By  
**Friday**  
**October 30, 2015**

Email completed budget plan to:

[noncreditSSSP@cccco.edu](mailto:noncreditSSSP@cccco.edu)

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

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

District: Allan Hancock CCD  
College: Allan Hancock College

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

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

For assistance in completing this report, you may contact:  
Chris Graillat - cgraillat@cccco.edu - (916) 322-7988.

**This workbook contains 6 protected spreadsheets in the following order:**

- |                           |  |                                    |
|---------------------------|--|------------------------------------|
| 1 Cover Page              | 3 Part I: Funding                        | 5 Part III: Planned District Match |
| 2 Select District/College | 4 Part II: Planned Noncredit SSSP Expend | 6 Summary                          |

**Basic instructions:**

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

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

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

|                       |
|-----------------------|
| <b>2015-16</b>        |
| Allan Hancock CCD     |
| Allan Hancock College |
| <b>Noncredit</b>      |

**Part I: Funding**

*Enter whole numbers only*

**2015-16 Noncredit SSSP Allocation** \$ 415,230

**Total 2015-16 Planned Expenditures in Noncredit SSSP**

|  | <b>Amount</b> |
|--|---------------|
| Part II: Planned Noncredit SSSP Expenditures | \$ 415,230    |
| Part III: Planned District Match             | \$ 426,634    |
| 1:1 Calculated required match for Noncredit  | \$ 415,230    |

**Total Planned Expenditures in Noncredit SSSP** \$ 841,864

**Balance of 2015-16 Noncredit SSSP Allocation** \$ -

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

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

**Cell:**

- E10 Enter your college's 2015-16 Noncredit SSSP Allocation.
- E14 This cell will populate once the Part II: Planned Noncredit SSSP Expenditures section has been completed.
- E15 This cell will populate once the Part III: Planned District Match section has been completed.
- D16 This cell will display your calculated required District Match for your Noncredit program.
- E18 This cell is the sum of: Part II: Planned Noncredit SSSP Expenditures and Part III: Planned District Match.
- E22 This cell is the sum of: 2015-16 Noncredit SSSP Allocation minus Part II: Planned Noncredit SSSP Expenditures.
  - 0 If all of the 2015-16 Noncredit SSSP Allocation has been accounted for on this plan, then the balance should be zero.
  - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
  - If the balance is negative, then the planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. The Budget Plan **cannot be submitted** if balance is negative.

|                       |
|-----------------------|
| <b>2015-16</b>        |
| Allan Hancock CCD     |
| Allan Hancock College |
| <b>Noncredit</b>      |

**Part II: Planned Noncredit SSSP Expenditures**

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

|      | Classification  | # of FTE Positions | Orientation | Assessment | Counseling/<br>Advising/Other Ed<br>Planning | Follow-up | Coordination *<br>(see below) | Total      |
|------|---|--------------------|-------------|------------|--|-----------|-------------------------------|------------|
| 1000 | <b>Academic Salaries: List by Position Title(s)</b>                         |                    |             |            |  |           |                               |            |
|      |   | 0.00               | \$ -        |            | \$ -   | \$ -      | \$ -                          | \$ -       |
|      | PT Counselor  | 0.30               | \$ 4,878    | \$ -       | \$ 12,194                                    | \$ 7,317  | \$ -                          | \$ 24,389  |
|      | PT Counselor  | 0.30               | \$ 4,828    | \$ -       | \$ 12,069                                    | \$ 7,242  | \$ -                          | \$ 24,139  |
|      | Counselor   | 2.00               | \$ 25,128   | \$ -       | \$ 62,818                                    | \$ 37,692 | \$ -                          | \$ 125,638 |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      | <b>Subtotal</b>   |                    | \$ 34,834   | \$ -       | \$ 87,081                                    | \$ 52,251 | \$ -                          | \$ 174,166 |
| 2000 | <b>Classified and Other Nonacademic Salaries: List by Position Title(s)</b> |                    |             |            |  |           |                               |            |
|      | Students  | 0.50               | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      | Non-Credit Technician   | 1.00               | \$ -        | \$ -       | \$ -   | \$ 18,358 | \$ -                          | \$ 18,358  |
|      | Non-Credit Specialist   | 1.00               | \$ 11,875   | \$ -       | \$ 11,875                                    | \$ 11,875 | \$ 28,000                     | \$ 28,000  |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      |   |                    | \$ -        | \$ -       | \$ -   | \$ -      | \$ -                          | \$ -       |
|      | <b>Subtotal</b>   |                    | \$ 11,875   | \$ -       | \$ 11,875                                    | \$ 30,233 | \$ 28,000                     | \$ 81,983  |

|             | Classification  | Orientation      | Assessment      | Counseling/<br>Advising/Other Ed<br>Planning | Follow-up         | Coordination *<br>(see below) | Total             |
|-------------|---|------------------|-----------------|--|-------------------|-------------------------------|-------------------|
| <b>3000</b> | <b>Employee Benefits: List by Position Title(s)</b>                                   |                  |                 |  |                   |                               |                   |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             | Counselors  | \$ 9,944         | \$ -            | \$ 24,858                                    | \$ 14,916         | \$ -                          | \$ 49,718         |
|             | Non-Credit Technician   |                  |                 |  |                   | \$ 13,717                     | \$ 13,717         |
|             | Non-Credit Specialist   | \$ 4,573         | \$ -            | \$ 4,571                                     | \$ 4,571          |                               | \$ 13,715         |
|             | Student Workers   | \$ -             | \$ -            | \$ -   | \$ -              | \$ 3,960                      | \$ 3,960          |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             | <b>Subtotal</b>   | <b>\$ 14,517</b> | <b>\$ -</b>     | <b>\$ 29,429</b>                             | <b>\$ 19,487</b>  | <b>\$ 17,677</b>              | <b>\$ 81,110</b>  |
| <b>4000</b> | <b>Supplies &amp; Materials</b>   |                  |                 |  |                   |                               |                   |
|             | Printing  | \$ 1,000         | \$ 1,000        | \$ 2,000                                     | \$ 2,000          |                               | \$ 6,000          |
|             | Supplies & Materials  | \$ -             | \$ -            | \$ -   | \$ -              | \$ 5,471                      | \$ 5,471          |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             | <b>Subtotal</b>   | <b>\$ 1,000</b>  | <b>\$ 1,000</b> | <b>\$ 2,000</b>                              | <b>\$ 2,000</b>   | <b>\$ 5,471</b>               | <b>\$ 11,471</b>  |
| <b>5000</b> | <b>Other Operating Expenses and Services</b>  |                  |                 |  |                   |                               |                   |
|             | Professional Development  | \$ -             | \$ -            | \$ 10,000                                    | \$ -              | \$ -                          | \$ 10,000         |
|             | Travel  | \$ 500           | \$ 500          | \$ 2,500                                     | \$ -              | \$ -                          | \$ 3,500          |
|             | Technology  | \$ 30,000        | \$ 5,000        | \$ -   | \$ -              | \$ -                          | \$ 35,000         |
|             | <b>Subtotal</b>   | <b>\$ 30,500</b> | <b>\$ 5,500</b> | <b>\$ 12,500</b>                             | <b>\$ -</b>       | <b>\$ -</b>                   | <b>\$ 48,500</b>  |
| <b>6000</b> | <b>Capital Outlay</b>   |                  |                 |  |                   |                               |                   |
|             | Computer Equipment  | \$ 3,000         |                 | \$ 3,000                                     | \$ -              | \$ 7,000                      | \$ 13,000         |
|             | Other Equipment/Technology Supplies   | \$ -             | \$ -            | \$ -   | \$ -              | \$ 5,000                      | \$ 5,000          |
|             | <b>Subtotal</b>   | <b>\$ 3,000</b>  | <b>\$ -</b>     | <b>\$ 3,000</b>                              | <b>\$ -</b>       | <b>\$ 12,000</b>              | <b>\$ 18,000</b>  |
| <b>7000</b> | <b>Other Outgo</b>  |                  |                 |  |                   |                               |                   |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             |   | \$ -             | \$ -            | \$ -   | \$ -              | \$ -                          | \$ -              |
|             | <b>Subtotal</b>   | <b>\$ -</b>      | <b>\$ -</b>     | <b>\$ -</b>                                  | <b>\$ -</b>       | <b>\$ -</b>                   | <b>\$ -</b>       |
|             | <b>Grand Total</b>  | <b>\$ 95,726</b> | <b>\$ 6,500</b> | <b>\$ 145,885</b>                            | <b>\$ 103,971</b> | <b>\$ 63,148</b>              |                   |
|             | <b>Total Planned Expenditures cannot exceed the 2014-15 Noncredit SSSP Allocation</b> |                  |                 |  |                   |                               | <b>\$ 415,230</b> |

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

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

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

**Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation.**

- (a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved noncredit SSSP plan per title 5, section 55510.
- (b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on core services to students.
- (c) Requests for permission to spend noncredit SSSP funds for equipment, materials or services not listed in the college's approved noncredit SSSP plan should be approved by the CSSO/Supervising Administrator and appropriate Noncredit SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

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

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





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

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

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

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

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

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

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

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

|                       |
|-----------------------|
| 2015-16               |
| Allan Hancock CCD     |
| Allan Hancock College |
| Noncredit             |

**Summary**

**Part I: Funding**

2015-16 Noncredit SSSP Allocation \$ 415,230

**Total 2015-16 Planned Expenditures in Noncredit SSSP**

Part II: Planned Noncredit SSSP Expenditures \$ 415,230

Part III: Planned District Match \$ 426,634

1:1 Calculated required district match for Noncredit \$ 415,230

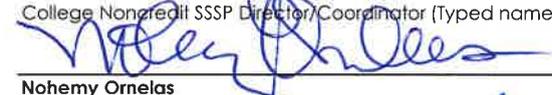
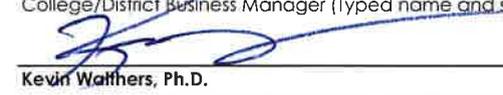
**Total Planned Expenditures in Noncredit SSSP \$ 841,864**

**Balance of 2015-16 Noncredit SSSP Allocation \$ -**

The required District Match was met:  Yes

**Certification**

The undersigned certify that the the 2015-16 Noncredit SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25, in accordance with the objectives and activities identified in the college's 2015-16 Noncredit Student Success and Support Program Plan per title 5, section 55510 and the SSSP Funding Guidelines.

|   |                                   |                |          |
|---|-----------------------------------|----------------|----------|
|             | nohemy.ornelas@hancockcollege.edu | (805) 922-6966 | 10/29/15 |
| Nohemy Ornelas<br>College Noncredit SSSP Director/Coordinator (Typed name and signature)      | Email address                     | Phone Number   | Date     |
|             | nohemy.ornelas@hancockcollege.edu | (805) 922-6966 | 10/29/15 |
| Nohemy Ornelas<br>Noncredit SSSP Supervising Administrator or CSSO (Typed name and signature) | Email address                     | Phone Number   | Date     |
|             | mblack@hancockcollege.edu         | (805) 922-6966 | 10/29/15 |
| Michael R. Black<br>College/District Business Manager (Typed name and signature)              | Email address                     | Phone Number   | Date     |
|             | kevin.walthers@hancockcollege.edu | (805) 922-6966 | 10/29/15 |
| Kevin Walthers, Ph.D.<br>Superintendent/President (Typed name and signature)                  | Email address                     | Phone Number   | Date     |

**Attachment E**  
**Noncredit SSSP New Student Orientation (English/Spanish)**

# Colegio Allan Hancock



**Consejería de no crédito  
Programa de éxito estudiantil y apoyo**



# Personal

**Mayra Morales**  
Consejera de Tiempo Completo



**María Arvizu-Rodriguez**  
Consejera de Medio Tiempo



**Lucerito Salgado**  
Especialista



# Personal



**Erick Arciga**  
Estudiante de apoyo



**Verónica Colón**  
Office Services Technician



**Guadalupe Espinoza**  
Estudiante de apoyo



**Miriam Sanchez**  
Estudiante de apoyo



**Ana Gonzalez**  
Estudiante de apoyo



**Karina Soto**  
Estudiante de apoyo



## En esta presentación hablaremos acerca de...

- Consejería
- Inglés como Segundo idioma (ESL)
- General Education Development (GED)
- Ciudadanía
- Cursos vocacionales y certificados



# Consejería

- Solicitud de admisión
- Formularios (de inscripción)
- Orientación
- Evaluaciones
- Asesoramiento (selección de clases)
- Consejería
- Le damos seguimiento
- Referimos a otros programas

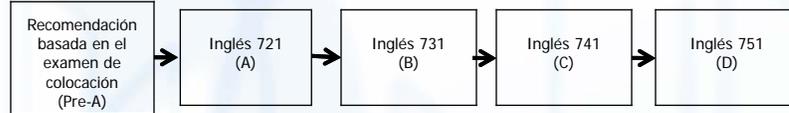


# Los objetivos de consejería

1. Ayudarle a identificar metas educacionales y entender lo qué es un plan estudiantil.
2. Ayudarle a identificar programas de no crédito.
3. Informarle acerca de las oportunidades de los programas de crédito.



## ESL de no crédito



- Cuatro niveles
- Examen de colocación de no crédito
- Visite a la consejera o especialista para asesoramiento
- Las clases son gratis
- Registración abierta



## GED

- Se puede hacer en español o en inglés
- El examen consiste en las siguientes cuatro materias:
  - Matemáticas
  - Lectura/escritura
  - Ciencia
  - Estudios sociales
- Cada examen cuesta \$35
- Cada materia se puede tomar hasta 6 veces por año
- Se puede registrar para los exámenes de GED en [www.ged.com](http://www.ged.com)
- Las guías y los exámenes de practica están disponibles por internet y también los pueden encontrar en la librería
- Para más información llame al Centro de Exámenes al 805.922.6966 ext. 3364 o a nosotros al 805.922.6966 ext. 3740.



# Ciudadanía



- Las clases son gratis
- Tiene que ser residente permanente
- Tendrá el derecho a votar



**CERTIFICADOS DISPONIBLES**





## Inglés como Segundo Idioma

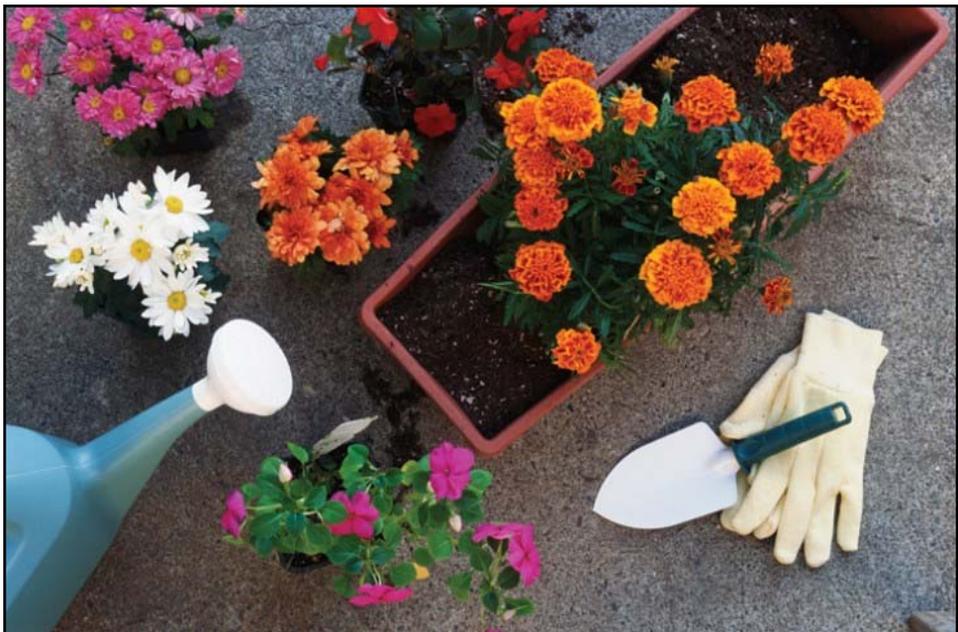


## Aplicaciones de Computadoras





## Diseño Floral



## Jardinería Verde

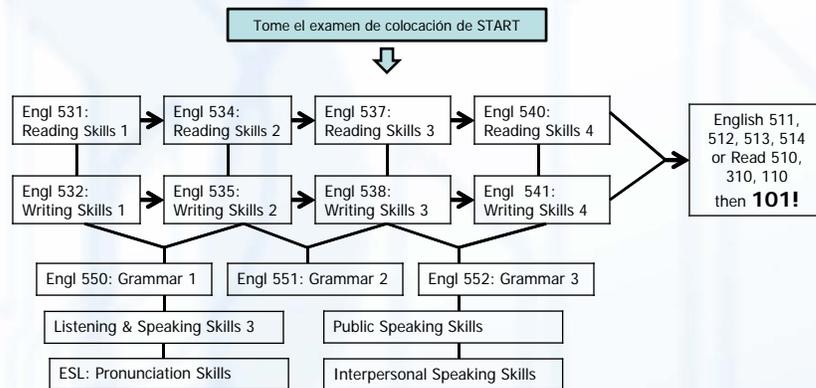




# CLASES DE CRÉDITO



## ESL de crédito



- Certificado de logro académico



# Residencia

Para establecer su residencia, usted deberá demostrar lo siguiente:

- Ser un residente permanente o un ciudadano norteamericano
- Ser un residente de California por un año y un día
- Poder comprobarlo

## Excepciones:

- Estudiante AB 540
- Proceso de inmigración bajo la forma I-130 o la I-485
- Trabajador agrícola



# Costos

## • Residentes: \$46 por unidad

- Residentes permanentes
- Ciudadanos norteamericanos
- Proceso de inmigración bajo la I-130 o I-485
- Estudiantes AB 540
- Trabajadores agrícolas

## • No residentes: \$231 por unidad

- Estudiantes internacionales
- No residentes

## • Otros costos:

- Estacionamiento
- Centro de salud
- Identificación estudiantil
- Libros
- Otros gastos



## BOG (Board of Governors Fee Waiver)

- Paga su clases
- El formulario esta disponible via internet

### ¿Quién puede calificar?

- Residentes permanentes
- Ciudadanos norteamericanos
- Proceso de inmigración bajo la forma I-130 o I-485
- Estudiantes AB 540

### No cubre:

- Centro de salud
- Estacionamiento
- Identificación estudiantil

**California Community Colleges 2015-16 Board of Governors Fee Waiver Application**

This is an application to have your **ENROLLMENT FEES WAIVED**. If you need money to help with books, supplies, food, rent, transportation and other costs, please complete a **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)** or the **California Dream Application** (for eligible AB 540 students) immediately. The FAFSA is available at [www.fafsa.gov](http://www.fafsa.gov) and the Dream Application is available at <https://dream.ccsac.ca.gov/>. Contact the Financial Aid Office for more information.

**IMPLEMENTATION OF Assembly Bill 1889: Victims of Trafficking, Domestic Violence and other Serious Crimes**  
 AB 1889, chaptered in September of 2012, provides for a non-resident enrollment fee exemption for "victims of trafficking, domestic violence and other serious crimes". In addition, the legislation allows these students to apply for and, if eligible, receive financial aid from programs administered by public postsecondary institutions or the state of California. Finally, the legislation provides that enrollment fees shall be waived for these students who apply for and are eligible to receive Board of Governor enrollment fee waivers.

This **FREE WAIVER** application is for California residents, eligible AB 540 students, and eligible AB 1889 students, as determined by the Admissions or Registrar's Office. If you have not had your California residency or eligibility status determined by the Admissions or the Registrar, please see one of those offices to obtain the valid determination. Fee waiver eligibility cannot be determined until your status has been verified.

Has the Admissions or Registrar's Office determined that you are a California resident?  Yes  No

If no, has the Admissions or Registrar's Office determined that you are eligible for a non-resident tuition exemption as an AB 540 student?  Yes  No

If no, has the Admissions or Registrar's Office determined that you are eligible for a non-resident tuition exemption granted as a result of your residing in the United States with a "T" or "U" visa (immigration status under Section 1101(a)(15)(T)(i) or (ii), or Section 1101(a)(15)(U)(i) or (ii), of Title 8 of the United States Code)?  Yes  No

Name: Last First Middle Initial Student ID # \_\_\_\_\_  
 Email (if available): \_\_\_\_\_ Telephone Number: (\_\_\_\_) \_\_\_\_\_  
 Home Address: Street City Zip Code Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

## FAFSA (Free Application for Student Aid)

- Residentes permanentes y ciudadanos norteamericanos podrían calificar para ayuda financiera (estatal y federal).
- Podría recibir hasta \$5,550 por año académico
- Es basado en ingresos, el tamaño de la familia y cuantos asisten a la universidad o colegio

The screenshot shows the FAFSA website with the following elements:

- Header: Federal Student Aid, Free Application for Federal Student Aid (FAFSA)
- Main heading: Get help paying for college
- Sub-heading: Submit a Free Application for Federal Student Aid (FAFSA)
- Navigation buttons:
  - New to the FAFSA? Start A New FAFSA
  - Returning User? Make a correction, Add a school, View your Student Aid Report (SAR), and more. Login
- Deadlines: Information about your deadlines, School Code Search, FAFSA Filing Options.
- Announcements: Information about the FAFSA ID, FAFSA ID card, and how to get it.
- Thinking About College? Use FAFSAcenter to see how your school will help you pay for college.



# California DREAM Act

- La Acta del Sueño de California es sólo para los estudiantes AB 540
- Es ayuda financiera estatal (no federal)

The screenshot shows the California Student Aid Commission website. At the top, there is a navigation bar with links for HOME, STUDENTS & PARENTS, HIGH SCHOOLS, COLLEGES, OUTREACH & PROGRAMS, REPORTS & PUBLICATIONS, NEWS ROOM, and ABOUT CSCAC. Below the navigation bar is a search bar and a logo for the California Student Aid Commission. The main content area features a large banner for the California Dream Act with a graduation cap icon. Below the banner, there are several sections: 'Students and Parents', 'High School Counselors', 'College Financial Aid Advis', 'Useful Links', and 'Legislation'. The 'Students and Parents' section lists various application forms and instructions. The 'High School Counselors' section lists forms for parental permission and name changes. The 'College Financial Aid Advis' section lists forms for English Proficiency and Spanish Proficiency. The 'Useful Links' section lists links for the California Dream Act Online Application and the California Dream Act Clearinghouse. The 'Legislation' section lists links for the California Dream Act and the California Dream Act Clearinghouse. Below the main content area, there is a section for the California Dream Act Online Application with a 'SELECT HERE!' button. On the right side of the page, there is a 'Key California Dream Act Dates' section with a calendar view showing dates for October, January, and March.



# ESTE OTOÑO...

## Talleres educativos/Recorridos



## Recorridos

- **Martes, Octubre 20**
  - 11:30 a.m. a 12:30 p.m.
  - 5 p.m. a 6 p.m.
- **Miercoles, Noviembre 4**
  - 11:30 a.m. a 12:30 p.m.
  - 5 p.m. a 6 p.m.



## Servicios estudiantiles

- Consejería/Centro de Transferencia
- Programa de aprendizaje
- EOPS/CARE/CalWORKs
- CAN
- Servicios de Salubridad
- Centro de Exámenes
- La oficina de Admisiones y Records
- La oficina de Ayuda Financiera
- Biblioteca
- Centro de Tutoría
- Centro de Carreras/Colocación de Empleo
- Centro de Computadoras
- Servicio de Escolta de Seguridad/Policia (no emergencia) x3652



## Talleres educativos

- MyHancock 101
- Clases de crédito de ESL
- Opciones Educativas
- Dinero 101



## Consejos para ser un estudiante exitoso...

- Administran su tiempo sabiamente.
- Planean con anticipación.
- Son aprendices activos en el proceso educativo.
- Se preparan para la clase.
- Toman iniciativa para pedir ayuda.
- Conocen a sus instructores, consejero(s) y otras personas que son importantes para alcanzar sus metas educativas.



# Educación superior

## Colegio Comunitario

- Clases/certificados de no crédito
- Clases/Certificados de crédito-Enfermería, Contabilidad
- Título de dos años (A.A./A.S.)- Enfermería, Negocios
- Opción para transferirse a la universidad de 4 años

## Universidad

- **CSU** -Licenciatura, Maestría
- **UC**- Licenciatura, Maestría, Doctorado
- **Private Universities**- Licenciatura, Maestría, Doctorado

Más educación = Más dinero



# ¿PREGUNTAS?

Para hacer una cita o para drop-ins favor de llamar al (805) 922-6966 ext. 3740.

Lugar – Edificio S, Community Education



# Allan Hancock College



## Noncredit Student Success and Support Program



# Staff

**Mayra Morales**  
Full-time Counselor



**María Arvizu-Rodriguez**  
Part-time Counselor



**Lucerito Salgado**  
Counseling Specialist



# Personal



**Erick Arciga**  
Student Worker



**Verónica Colón**  
Counseling Services Technician



**Guadalupe Espinoza**  
Student Worker



**Miriam Sanchez**  
Student Worker



**Ana Gonzalez**  
Student Worker



**Karina Soto**  
Student Worker



# Overview

- Counseling
- English as a Second Language
- General Education Development (GED)
- Citizenship
- Vocational courses/noncredit certificates



# Counseling

- Admissions application
- Forms/myHancock (registration)
- Orientation
- Assessment
- Advising (selection of classes)
- Counseling
- Follow-up
- Referrals

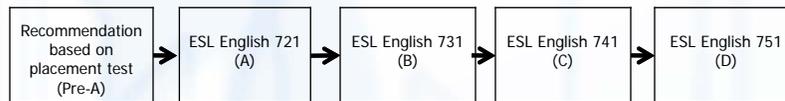


# Counseling Objectives

1. Assist students in identifying **educational goals** and understand what an **educational plan** is.
2. Assist students with identifying **noncredit** programs.
3. Inform students about **credit program** opportunities.



## Noncredit English as a Second Language



- Four Levels
- Noncredit placement test
- Visit a counselor/specialist for advising
- Classes are free
- Open enrollment



## GED

- You can do it in English or Spanish
- The test consists of four subject areas:
  - Math
  - Language Arts
  - Science
  - Social Studies
- Each exam costs \$35
- You can retest each subject up to 6 times per year
- You need to register for the GED exams at: [www.ged.com](http://www.ged.com)
- Online study guides and practice test are available online and at the bookstore
- For more information, call the Testing Center at 805.922.6966 ext. 3364 or the Noncredit Department 805.922.6966 ext. 3740.



## Citizenship



- Classes are free
- You have to be a permanent resident
- You will have the right to vote

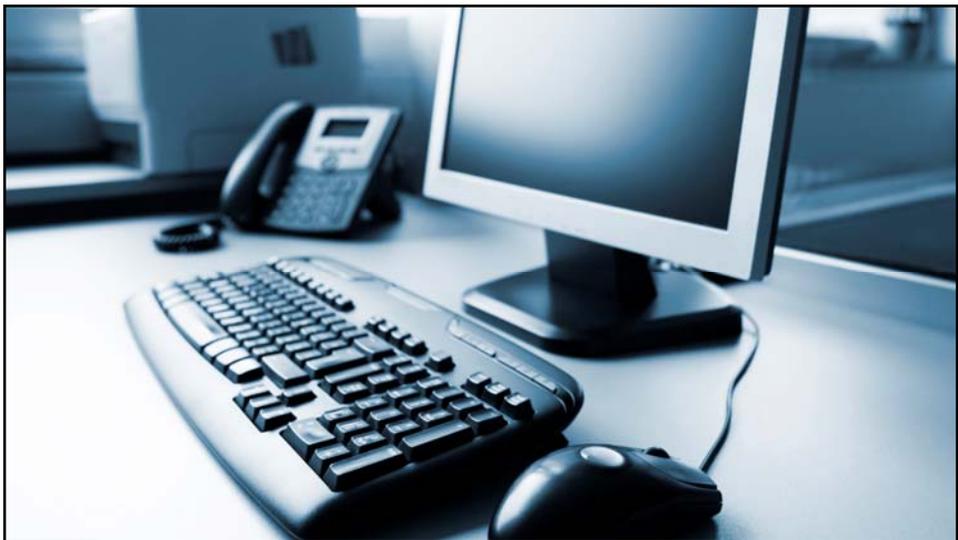


## NONCREDIT CERTIFICATES





## English as a Second Language



## Computer Applications



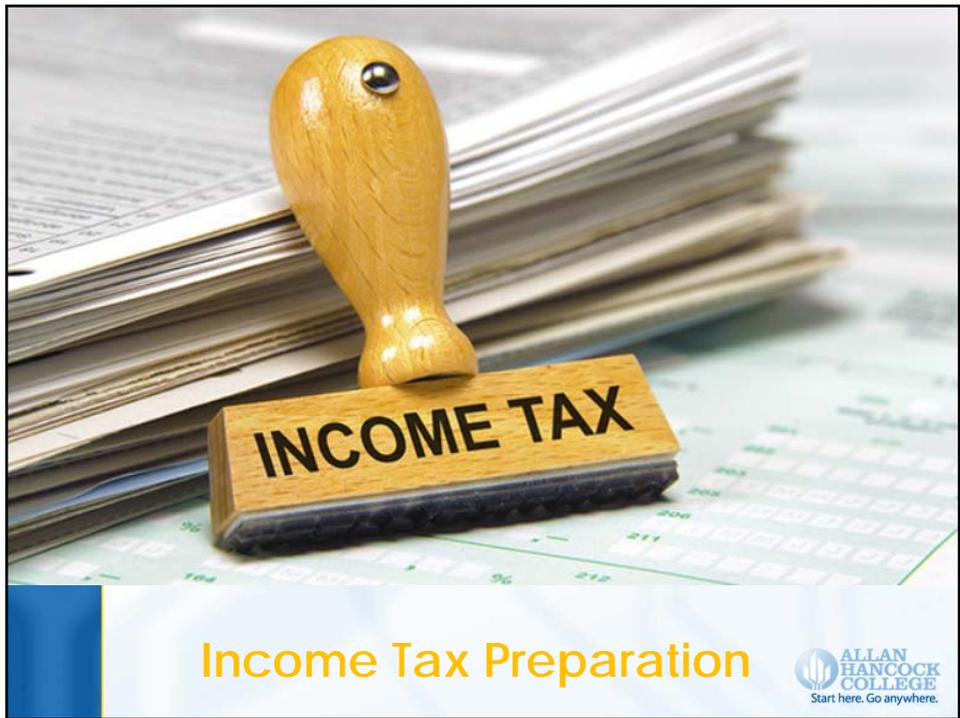
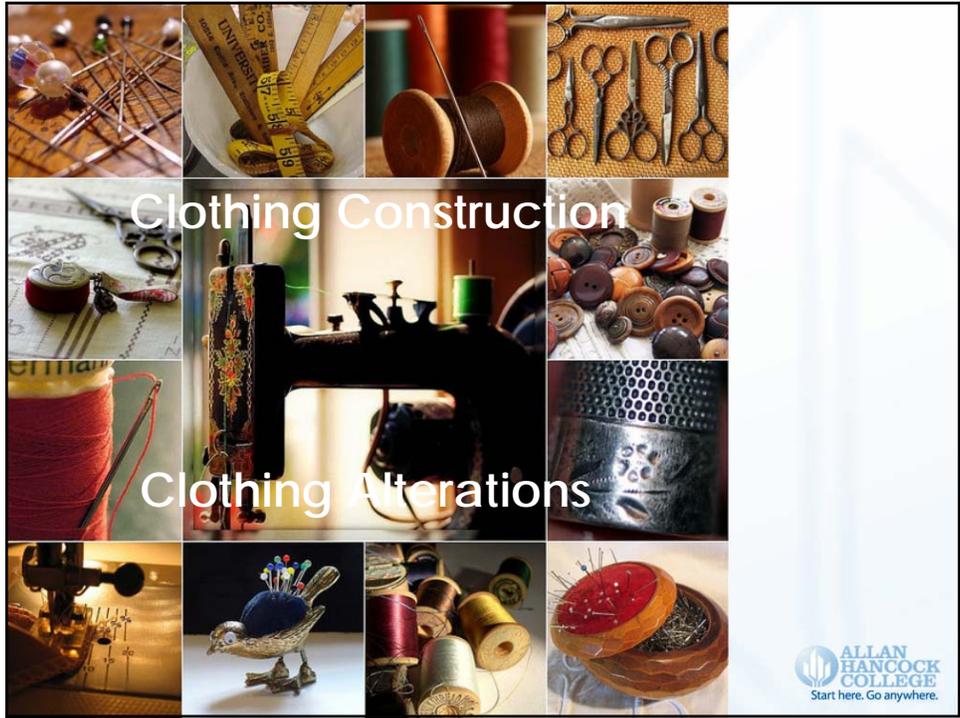


## Floral Design



## Green Gardening

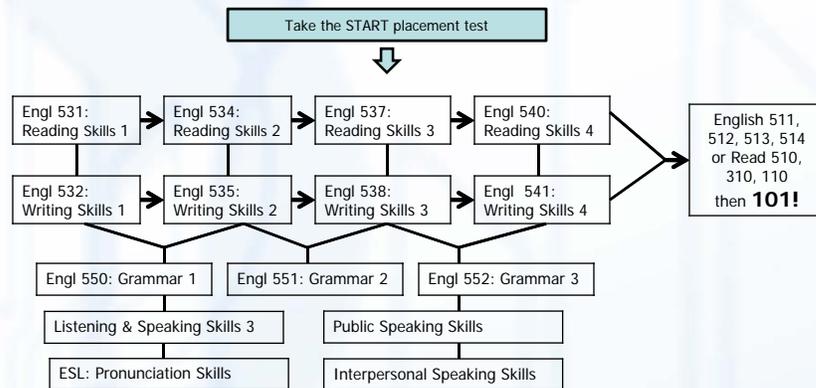




# CREDIT CLASSES



## Credit ESL



- Certificate of Accomplishment
- Attendance
- Grades/Homework





# Residency

## To establish residency, you must have the following:

- Be a permanent resident or a U.S. citizen
- Be a resident of California for one year and one day
- Be able to prove it

## Exceptions:

- AB 540 student
- Immigration process with an I-130 or an I-485 form
- Seasonal agricultural worker



# Cost

- 
- **Residents: \$46 per unit**
    - Permanent Residents
    - U.S. citizens
    - Immigration process with an I-130 or an I-485 form
    - AB 540 students
    - Agricultural workers
  - **Non-residents: \$231 per unit**
    - International students
    - Nonresidents
  - **Other costs to consider:**
    - Parking
    - Health fee
    - Student photo ID
    - Textbooks
    - Other



## BOG (Board of Governors Fee Waiver)

- Pays enrollment fees
- Forms are available online

### Who may qualify?

- Permanent Residents
- U.S. Citizens
- Students in the Immigration Process with an I-130 or I-485 form
- AB 540 students

### Does not cover:

- Health fee
- Parking
- Student ID

**California Community Colleges 2015-16 Board of Governors Fee Waiver Application**

This is an application to have your **ENROLLMENT FEES WAIVED**. If you need money to help with books, supplies, food, rent, transportation and other costs, please complete a **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)** or the **California Dream Application** (for eligible AB 540 students) immediately. The FAFSA is available at [www.fafsa.gov](http://www.fafsa.gov) and the Dream Application is available at <http://sdsream.ccsac.ca.gov/>. Contact the Financial Aid Office for more information.

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 AB 1889, chaptered in September of 2012, provides for a non-resident enrollment fee exemption for "victims of trafficking, domestic violence and other serious crimes". In addition, the legislation allows these students to apply for and, if eligible, receive financial aid from programs administered by public postsecondary institutions or the state of California. Finally, the legislation provides that enrollment fees shall be waived for these students who apply for and are eligible to receive Board of Governor enrollment fee waivers.

**This FEE WAIVER application is for California residents, eligible AB 540 students, and eligible AB 1889 students, as determined by the Admissions or Registrar's Office.** If you have not had your California residency or eligibility status determined by the Admissions or the Registrar, please see one of those offices to obtain the valid determination. Fee waiver eligibility cannot be determined until your status has been verified.

Has the Admissions or Registrar's Office determined that you are a California resident?  Yes  No

If no, has the Admissions or Registrar's Office determined that you are eligible for a non-resident tuition exemption as an AB 540 Student?  Yes  No

If no, has the Admissions or Registrar's Office determined that you are eligible for a non-resident tuition exemption granted as a result of you residing in the United States with a "T" or "U" visa (immigration status under Section 1101(a)(15)(T)(i) or (ii), or Section 101(a)(47)(B)(i) or (ii), of Title 8 of the United States Code)?  Yes  No

Name: Last First Middle Initial Student ID # \_\_\_\_\_

Email (if available): \_\_\_\_\_ Telephone Number: (\_\_\_\_) \_\_\_\_\_

Home Address: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Street City Zip Code



## FAFSA (Free Application for Student Aid)

- Permanent residents and U.S. citizens may qualify for state and federal aid
- You can get up to \$5,550 per academic year
- It's based on income, family size and number in college



# California DREAM Act

- The CA Dream Act is only for AB 540 students
- It's state aid (not federal)

The screenshot shows the California Student Aid Commission website. At the top, there is a navigation bar with links for Home, Students & Parents, High Schools, Colleges, Outreach Programs, Reports & Publications, News Room, and About CASC. The main content area features the California Dream Act logo and a list of links for students and parents, including application instructions, forms, and financial aid programs. A sidebar on the right provides a timeline of key events for the California Dream Act, such as the start of the application process in January and the submission deadline in March. At the bottom, there is a call to action to start a new application or login to an existing one, with a 'SELECT HERE!' button. The Allan Hancock College logo is visible in the bottom right corner.

**THIS FALL...**  
Workshops/Tours

## Tours

- **Tuesday, Oct. 20<sup>th</sup>**
  - 11:30 a.m. to 12:30 p.m.
  - 5 p.m. to 6 p.m.
- **Wednesday, Nov. 4<sup>th</sup>**
  - 11:30 a.m. to 12:30 p.m.
  - 5 p.m. to 6 p.m.



## Student Support Services

- Counseling/University Transfer Center
- Learning Assistance Program
- EOPS/CARE/CalWORKs
- CAN
- Health Services
- Testing Center
- Library
- Tutorial Center/Writing Center/Open Access Lab
- Career/Job Placement Center
- MESA/STEM
- Math Center
- Police Department/Security Escort Service x3652



## Workshops

- MyHancock 101
- Credit ESL
- Career Options
- Money Management



## Successful students...

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



# Levels of High Education

## Community College

- Noncredit classes/certificates
- Certificates- Nursing, Accounting, ECS
- Associates Degree (A.A. and A.S.)-Nursing, Business
- Transfer to a University

## University

- **CSU** -Bachelor's Degree, Master's Degree
- **UC**- Bachelor's Degree, Master's Degree, Doctorate
- **Private Universities**- Bachelor's Degree, Master's Degree, Doctorate

More education = More money



# QUESTIONS?

To make an appointment or for drop-ins call  
(805) 922-6966 ext. 3740.

Location – Building S, Community Education



## RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- [Student Success and Support Program Handbook](#)
- [MIS Data Element Dictionary](#)
- [Student Success and Support Program Student Equity Plan](#)
- [Program and Course Approval Handbook](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)



**Santa Maria Campus**

800 South College Drive  
Santa Maria, CA 93454  
805.922.6966

**Lompoc Valley Center**

One Hancock Drive  
Lompoc, CA 93436  
805.735.3366

**Vandenberg AFB Center**

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

**Solvang Center**

320 Alisal Road, Ste. 306  
Solvang CA 93463  
805.693.1543

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