

DRAFT

**Executive Summary**  
**Integrated Plan:**  
**Basic Skills Initiative, Student**  
**Equity, and Student Success**  
**and Support Program**  
2017-2019



# 2017-19 Executive Summary Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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# 2017-19 Executive Summary Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

## EXECUTIVE SUMMARY

### EMBEDDING EQUITY AT ALLAN HANCOCK COLLEGE

Allan Hancock College (AHC) is committed to student learning and success. In order to promote student success for all students, the Student Equity Plan provides the process for the college to engage in a self-evaluation to improve successful outcomes on five student success indicators for students regardless of race and ethnicity, gender, age, disability, economic circumstances, or Veteran or foster youth status. The five-student success indicators examined are access, course completion, ESL and basic skills completion, degree and certificate completion and transfer rates.

The college's strategic direction of student learning and success is to provide educational programs and comprehensive support services that promote student success and respond to qualitative and quantitative assessment of learning. Student success at AHC is defined by the achievement of the student's educational goals (AHC Strategic Plan 2014-2020). This strategic direction along with the college's mission statement, shared values, and planning process guided the development of the Integrated Plan: BSI/SE/3SP.

Mission Statement: AHC provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

Shared Values:    Student Success                      Diversity  
                                 Innovation                                      Academic Freedom  
                                 Mutual Respect                                      Shared Governance  
                                 Lifelong Learning Excellence

We at AHC express our values in all that we do. Our commitment is to find innovative ways to enhance student achievement and always to put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning, and services through open and honest communication.

Nondiscrimination Statement: The Board of Trustees of Allan Hancock College Joint Community College District recognizes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony, and creativity while providing positive images for all students. The district is committed to the active promotion of campus diversity, including recruitment of and opportunities for qualified members of underrepresented/protected groups, as well as the provision of a work and learning environment conducive to open discussion and free of intimidation, harassment, and unlawful discrimination (Excerpt from AHC Board Policy 3420)

### EMBEDDING EQUITY INTO INTEGRATED PLANNING

AHC's Strategic Plan focuses on integrated planning in all aspects of the institution. Integrating Basic Skills Initiative, Student Equity and 3SP provided the institution an opportunity to leverage funds to better serve all students with emphasis on those populations in the margins. An Integrated Planning Retreat was held in spring 2017 by a representative from the IEPI to help us think of goals and outcomes as we developed the Integrated Plan. Members from the 3SP/Student Equity Committee, Academic Senate, Student Services Council, Basic Skills Committee and Institutional Effectiveness all came together to start thinking of integrated goals. Over the summer, counseling faculty, basic skills coordinator, institutional effectiveness and



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Dean of 3SP and Student Equity came together to develop the integrated goals. We focused on the student coming into the college (access) and following them through their educational journey (degree, certificate and transfer completion). As we focused on the goals, we focused on Guided Pathways, Promise Initiative, transition from noncredit to credit courses, high school outreach, tutoring, comprehensive education plans and research and professional development.

### VETTING TIMELINE FOR ALLAN HANCOCK COLLEGE INTEGRATED PLAN

Date	Description
8/17/2017	3SP and Student Success Committee – First reading
8/24/2017	Basic Skills Committee – First reading
9/13/2017	Student Learning Council – Information item
9/14/2017	Student Services Council – First reading
9/19/2017	Academic Senate – First reading
9/19/2017	Draft emailed to all departments for review by their designated senator
9/21/2017	3SP and Student Success Committee – Approval
10/3/2017	Academic Senate – Vote for Approval
10/12/2017	Student Services Council – Consensus to move forward to College Council
10/16/2017	College Council – Action to move forward to Board of Trustees
10/16/2017	Informational session (Santa Maria Campus)
10/17/2017	Informational session (Santa Maria Campus)
10/18/2017	Informational session (Santa Maria Campus)
10/19/2017	Informational session (Santa Maria Campus)
10/19/2017	Informational session (Evening - Santa Maria Campus)
10/23/2017	Informational session (Santa Ynez Campus)
10/25/2017	Informational session (Lompoc Campus)
10/30/2017	ASBG
11/1/2018	Department Chairs
11/14/2017	Board of Trustees – First reading
12/12/2017	Board of Trustees – Vote for Approval
12/15/2017	Deadline to submit to state

### SUMMARY OF STUDENT EQUITY PROGRESS

The following data table displays Student Equity gaps for each of the indicators. Data for this table is for 2015-2016 goals and progress.

Goal	Progress
<b>Equity (GOAL A) – Access:</b> Conduct research and evaluation of 3SP core services; establish reliable data collection processes for foster youth and Veterans; and outreach to increase enrollment of ESL, foster youth, Veterans, economically disadvantaged, and students with disabilities.	<b><i>Improvements for Hispanic/Latino students and modest improvements for male students and Veterans for access.</i></b>  Key strategies to close the gap for access include, but are not limited to, strengthening the High School District Partnership; increased outreach to target groups of ESL, students with disabilities, economically disadvantaged, foster youth, and Veterans; expansion of student services; and direct aid for students. The 2015-2016 student equity plan identified three groups with disproportionate impact: Hispanic/Latinos, males, and



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	<p>Veterans. To date, the percentage point gap has shown a decrease from -3% to -1.9% for Hispanic/Latino students, exceeding our goal. Additionally, there was a decrease from -3.5% to -3.3% for male students and -7% to -6.4% for Veterans bringing us closer to reaching our 2017 goals for those groups, -1% and -2%, respectively.</p>
<p><b>Equity (GOAL B) - Course Completion:</b>          Increase overall course completion rates among the following targeted groups within two years: African American students from 62.6% to 64.6%; Hispanic/Latino students from 68% to 70%; students with disabilities from 68.5% to 70.5%; foster youth from 56.5% to 58.5%.</p> <p>Source: Allan Hancock College MIS data</p>	<p><b><i>Improvements for African American/Black students and Hispanic/Latino students in course completion. Course completion gap widened for Foster Youth and remained the same for students with disabilities.</i></b></p> <p>The college expanded tutorial services in all locations and modalities, piloted an early alert system, and provided professional development opportunities to improve student-learning outcomes. Course completion rates increased for all targeted groups except for foster youth students and students with disabilities. The course completion rate for African American students increased from 62.6% to 65.2% and for Hispanics/Latino students from 66.8% to 68.7%, meeting out targets set in the 2015 Student Equity Plan. For Foster Youth students, there was a decrease in the course completion rate from 58.6% to 51.7%. However, enrollment increased for Foster Youth students from 556 in 2014 to 681 in 2016, increasing the number of under-prepared students. The course completion rate for students with disabilities remained relatively the same from 2014 to 2016, slightly below the overall average. Veteran’s course completion rates are equal to the overall average for the college at 71% in 2016.</p>
<p><b>Equity (GOAL C.1) - ESL &amp; Basic Skills Completion:</b> Increase the number of students in basic skills and ESL courses who complete a college-level math, English, or ESL course.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:</p> <ul style="list-style-type: none"> <li>• Math and successfully completed a college-level course in Math within six years.</li> <li>• English and successfully completed a college-level course in English within six years.</li> <li>• ESL and successfully completed a college-level ESL course or a college-level English course within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in Math, English and/or ESL.</li> </ul>	<p><b><i>Improvements for all groups with disproportionate impact for African American/Black students and male students.</i></b></p> <p>Basic skills to college-level, course completion rate for students taking all basic skills and ESL courses increased from 33% for the 2008-2009 cohort to 36% for the 2010-2011 cohort. The completion rate for male students increased from 29.9% to 33.2%, Blacks/African-American students from 24.3% to 25.6%, students with disabilities from 30.8% to 39.2%, and economically disadvantaged students from 32.2% to 34%. For the 2010-2011 cohort, there is only disproportionate impact for two targeted groups, Black/African-American students at 10.1% percentage point gap and male students at 3.4% percentage point gap. The number of students in basic skills and ESL courses who complete a college-level course in the same discipline increased from 697 for the 2009-2010 cohort to 791 for the 2010-2011 cohort, meeting our target of a 2% increase.</p>



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<p><b>Equity (GOAL C.2) – ESL Basic Skills Completion:</b> Increase the number of all student’s ESL courses who complete a college-level course in the same discipline.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in ESL and successfully completed a college-level ESL course or a college-level English course within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in ESL.</p>	<p><b><i>No progress at this time.</i></b></p> <p>The basic skills to a college-level course completion for students taking ESL courses remained at 13% from the 2008-2009 cohort to the 2010-2011 cohort, with no disproportionate impact. The college increased the number of ESL students transitioning into college level English by 5% for males, 6% for Hispanics/Latinos, and 3% for economically disadvantaged students, exceeding our goal of a 2% increase.</p>
<p><b>Equity (GOAL C.3) – Math Basic Skills Completion:</b> Increase the number of all students in math basic skill courses who complete a college-level course in the same discipline.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in Math and successfully completed a college-level course in Math within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in Math.</p>	<p><b><i>Improvements for all groups.</i></b></p> <p>The basic skills to a college-level course completion for students taking math courses increased from 29% for the 2008-2009 cohort to 36% for the 2010-2011 cohort. The campus exceeded its goal of 18% completion rate for math basic skills courses for African-American/Black students and 28% for students with disabilities.</p>
<p><b>Equity (GOAL C.4) – English Basic Skills Completion:</b> Increase the number of all students in English basic skill courses who complete a college-level course in the same discipline.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in English and successfully completed a college-level course in English</p>	<p><b><i>No progress at this time.</i></b></p> <p>The basic skills to a college-level course completion for students taking English courses is down slightly from 42% for the 2008-2009 cohort to 39% for the 2010-2011 cohort with disproportionate impact for Black/African-American students (percentage point gap, 18.6%) and male students (percentage point gap, 3.9%).</p>



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<p>within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in English.</p>	
<p><b>Equity (GOAL D) - Degree &amp; Certificate Completion:</b> Increase the number of students who complete a degree and/or certificate.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned AA/AS or credit Certificate (Chancellor’s Office approved) within six years of entry.</p>	<p><b>Improvements for all groups.</b></p> <p>The degree completion rate increased from 18% for the 2008-2009 cohort to 25% for the 2010-2011 cohort. All of our targeted groups increased the degree completion rate from the 2008-2009 cohort to the 2010-2011 cohort: Black/African-American students from 5.9% to 27.3%, Hispanics/Latino students from 16.6% to 23%, male students from 14.3% to 21.7%, students with disabilities from 10.8% to 25.6%, and economically disadvantaged students from 17.9% to 25.2%. In the 2010-2011 cohort, one targeted group (male students) displayed disproportionate impact (percentage point gap, 3.2%).</p> <p>There was an increase in certificate completion from 15% for the 2008-2009 cohort to 20% for the 2010-2011 cohort. All targeted groups increased the percentage of certificate completion with only males experiencing disproportionate impact with 3.6% percentage point gap.</p>
<p><b>Equity (GOAL E) – Transfer:</b> Improve transfer rates of all students, in particular economically disadvantaged, Hispanic/Latino (including Hispanic/Latino males), students with disabilities, foster youth students, and Veterans.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and transferred to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC) within six years of entry.</p>	<p><b>Modest improvement for all groups.</b></p> <p>There was a small increase in the overall transfer rate from 28% for the 2008-2009 cohort to 30% for the 2010-2011 cohort. All targeted groups increased their transfer rate from the 2008-2009 cohort to the 2010-2011 cohort: Black/African-Americans from 39.2% to 45.5%, Hispanics/Latinos from 17.2% to 21.4%, males from 26.2% to 29.4%, students with disabilities from 16.9% to 24.4%, and economically disadvantaged students from 23.4% to 26.6%. While all targeted groups increased their transfer rate and disproportional impact has decreased over the last two cohorts, three groups still experience disproportionate impact: Hispanic/Latinos (percentage point gap, 5.6%), students with disabilities (percentage point gap, 5.3%), and economically disadvantaged students (percentage point gap, 3.0%).</p>
<p><b>Equity (GOAL F) - Campus-Wide Initiatives:</b> Identify where the college is imposing institutional barriers to access and success, the institution through collaborative efforts will identify ways to mitigate these unintended outcomes.</p>	<p><b>Progress made towards this goal.</b></p> <p>During the 16-17 academic school year, a Multiple Measures taskforce was created to address the barriers of placement in English and math. The initiative was faculty driven and the institution has implemented systematic multiple measures at the college. AHC has adopted the statewide model and uses the CCCApply admissions form to ask questions on high school GPA and last English and math course taken.</p> <p>Various Board Policies addressing access and success were revised and adopted including Student Success Program and Student Equity.</p>



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## 2017-2019 GOALS

<p><b>Goal 1. ACCESS:</b> <i>Offer programs and services to ensure that student enrollments reflect the diversity of our community</i></p>
<p>1a. Support the Hancock Promise 1b. Increase support for incoming students to successfully transition to college life</p>
<p><b>Goal 2. NONCREDIT:</b> <i>Improve non-credit student success in the areas of certificates, course completion, and to increase the number of students transfer from noncredit to credit.</i></p>
<p>2a. Improve access for noncredit students 2b. Increase the number of students that transition from noncredit to credit 2c. Integrate Student Services and Academic Affairs support programs with Noncredit programs</p>
<p><b>Goal 3. COLLEGE READINESS:</b> <i>Increase the successful transition of students in pre-collegiate to college level coursework.</i></p>
<p>3a. Increase academic and counseling support for developmental students to reach transfer-level courses 3b. Reduce number of units and time to complete developmental math and English courses 3c. Strengthen collaboration between Student Services and Academic Affairs 3d. Provide support for at-risk students 3e. Implement and evaluate Multiple Measures for placement</p>
<p><b>Goal 4. PROGRESSION:</b> <i>Increase credit student success and course completion rates in college level course</i></p>
<p>4a. Improve student progression 4b. Improve Early Alert and other systematic interventions 4c. Improve classroom success of all student groups</p>
<p><b>Goal 5. GOAL COMPLETION:</b> <i>Increase credit student completion of degrees, certificates, transfer rate, or CTE outcomes.</i></p>
<p>5a. Improve student completion 5b. Increase transfer and career preparedness</p>





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### REVIEW OF PAST EXPENDITURES

#### STUDENT EQUITY

Category	2014-2015	2015-2016	*2016-2017	Category Totals
Outreach	\$30,000	\$25,824	\$39,585	\$95,409
Student Services and Categorical	\$350,000	\$502,195	\$625,692	\$1,477,887
Research and Evaluation	\$15,000	\$43,108	\$77,038	\$135,146
Student Equity Coordination and Planning		\$411,111	\$46,071	\$457,182
Curriculum/Course Dev. And Adaptation		\$11,281	\$40,000	\$51,281
Professional Development	\$30,000	\$138,120	\$50,000	\$218,120
Instructional Support	\$119,364	\$42,606	\$155,126	\$317,096
Direct Student Support		\$51,011	\$84,029	\$135,040
<b>Program Totals</b>	<b>\$544,364</b>	<b>\$1,225,256</b>	<b>\$1,117,541</b>	<b>2,887,161</b>

\*Figures are projected

#### STUDENT SUCCESS AND SUPPORT PROGRAM (CREDIT)

Category	2014-2015	2015-2016	*2016-2017	*Category Totals
Orientation	\$201,106	\$423,604	\$437,997	\$1,062,707
Assessment	\$327,938	\$273,274	\$171,006	\$772,218
Counseling/Ed Plan	\$340,405	\$763,897	\$807,927	\$1,912,229
Follow-Up	\$298,463	\$606,295	\$594,074	\$1,498,832
Coordination Research	\$127,548	\$197,283	\$253,349	\$578,180
<b>Totals</b>	<b>\$1,295,460</b>	<b>\$2,264,353</b>	<b>\$2,264,353</b>	<b>\$5,824,166</b>

\*Figures are projected



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### STUDENT SUCCESS AND SUPPORT PROGRAM (NONCREDIT)

Category	2014-2015	2015-2016	*2016-2017	Category Totals
Orientation	\$160,710	\$95,726	\$95,726	\$352,162
Assessment	\$34,235	\$6,500	\$6,500	\$47,235
Counseling/Ed Plan	\$123,280	\$215,885	\$145,885	\$415,050
Follow-Up	\$113,610	\$110,971	\$103,971	\$321,552
Coordination	\$60,395	\$63,148	\$63,148	\$186,691
<b>Totals</b>	<b>\$492,230</b>	<b>\$492,230</b>	<b>\$415,230</b>	<b>\$1,399,690</b>

\*Figures are projected

### BASIC SKILLS INITIATIVE

Category	2014-2015	2015-2016	*2016-2017	Category Totals
Program and Curriculum Planning and Development	\$30,667.00	\$15,640.14	\$11,280	\$57,587.14
Student Assessment		\$1,344.47	\$43,507	\$44,851.47
Advisement and Counseling	\$3,344.00	\$9,720.40	\$1,540	\$14,604.40
Supplemental Instruction/Tutoring	\$48,057.00	\$78,043.12	\$46,185	\$172,285.12
Instructional Materials and Equipment	\$92,597.00	\$18,018.06	\$22,664	\$133,279.06
Coordination and Research	\$7,151.00	\$18,686.87	\$10,801	\$36,638.87
Professional Development	\$12,039.00	\$9,700.94	\$12,743	\$34,482.94
<b>Totals</b>	<b>\$193,855.00</b>	<b>\$151,154.00</b>	<b>\$148,720</b>	<b>\$493,729.00</b>

\*Figures are projection (rounded numbers were provided)



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### 2017-2018 PROJECTED 3SP, STUDENT EQUITY, AND BSI RESOURCES BUDGETED

Category	Basic Skills Initiative	Student Equity	Credit 3SP	Credit 3SP Match	Noncredit 3SP	Noncredit 3SP Match	Totals	
Academic Salaries	\$33,750	\$397,649	\$714,074	\$845,840	\$125,638	\$150,000	\$2,266,951	
Classified and Other Nonacademic Salaries	\$47,684	\$243,612	\$582,903	\$635,906	\$99,625	\$120,000	\$1,694,046	
Employee Benefits	\$7,948	\$165,263	\$346,688	\$500,000	\$111,110	\$143,956	\$1,302,701	
Supplies and Materials	\$87,473	\$97,403	\$63,000		\$11,083		\$259,229	
Other Operating Expenses and Services		\$219,083	\$94,811		\$48,500		\$362,394	
Capital Outlay			\$150,000		\$18,000		\$168,000	
Professional Development	\$17,000	\$30,000	\$30,000				\$77,000	
Other Outgo								
Program Totals	<b>\$193,855</b>	<b>\$1,153,010</b>	<b>\$1,981,476</b>	<b>\$1,981,746</b>	<b>\$413,956</b>	<b>\$413,956</b>		
<b>2 Year BSI/SE, and 3SP Budget Totals</b>								<b>\$3,734,629</b>

\*Figures are projection (rounded numbers were provided)

### RECENT AND ONGOING MAJOR DEVELOPMENTS

Key developments during the 16-17 year include: the implementation of systematic multiple measures following the statewide model; formation of a men’s support group; implementation of an Early Alert; AB 540 working group and club; launch of PUENTE; Counseling Summit fall 2016; Young Educated Latino Leaders Conference (YELL) that served close to 1,000 high school students; strengthening high school partnerships through Bridges to Success and concurrent enrollment; and formation and design of the Promise Initiative.

Important developments for BSI during the 16-17 year included evidenced-based Basic Skills practices: the introduction of a math acceleration for non-STEM Majors; the expansion of acceleration English courses; the carrying out of multiple measures; and the introduction of a college-level co-requisite English course. This course was designed to provide students more time on task, allowing students to enroll in college-level English courses.

All of these initiatives align with our educational master plan and strategic vision of student success. AHC was recently awarded the ACCT (Association of Community Colleges Trustees) Equity Award for the Pacific Region for the services provided to our disproportionate impacted students. AHC was also selected for the Aspen award. Below are some of the initiatives that we will be focusing on for the next couple of years:



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### PROMISE INITIATIVE

AHC is in the planning stages of implementing the Promise Initiative for the incoming class of fall 2018. The Hancock Promise is a new program providing high school graduates with the opportunity to get their first year of tuition free at Allan Hancock College. The program removes financial barriers and creates pathways to increase college readiness, access, affordability, and success for all students and their families. The Hancock Promise begins fall 2018, and is open to all students who enroll at Hancock immediately after graduating from a high school located in the Allan Hancock Joint Community College District. Hancock Promise is unique in that we begin in the 5<sup>th</sup> grade and end when students achieve their goal of transferring or degree or certificate completion. **Bulldog Bound** introduces fifth-through eighth grade students and their families to the college. **Path to Promise** leverages programs and services for high school students and prepares them to succeed in college. **The Hancock Promise** provides high school graduates with their first year free (tuition and fees) at the college. Students must be enrolled in at least 12 units, have a comprehensive student education plan and take math and English during their first year at Hancock. **The Extended Promise** focuses on ensuring success with graduation or transfer during a student's second year at the college.

### RESEARCH

The Office of Institutional Effectiveness supports integrated planning and program coordination at the institutional level. Basic Skills, Student Equity, and SSSP continue to have separate requirements. However, efforts to take an institutional approach to alignment of the three programs will be guided by the five goals. 1. Access 2. Community Education/Non-credit 3. Readiness 4. Progression and 5. Goal Completion. Institutional Effectiveness will evaluate progress towards meeting goals on an annual basis.

### BASIC SKILLS INITIATIVE

Initiatives we will be focusing on for the next couple of years include the following: providing faculty professional development opportunities in evidence-based Basic Skills practices; expanding additional hours of access to resource centers and tutoring; funding and supporting additional acceleration courses, which have scaled up by recruiting and training additional instructors; providing counseling support with embedded counselors, embedded learning facilitators, and tutors; and supporting curricular collaboration between faculty, counseling, and resource centers.

### GUIDED PATHWAYS

AHC has started the conversation on the development and implementation of Guided Pathways. This would be in line with the Chancellor's Strategic Vision of providing students with clear education maps that include specific course sequences, progress milestones and program learning outcomes. Open Education Resources (OER) and The Hancock Promise will provide students with additional resources and wrap around services for success. Summer Bridge programs will be expanded to provide students with dedicated counselors, tutoring and engagement activities.

### EQUITY SUMMIT (PROFESSIONAL DEVELOPMENT)

AHC is committed to continued staff development pertaining to student learning and development with a focus on cultural relevance, equity and social justice. AHC hosted the Counseling Summit in fall 2016 and brought over 200 educators and community leaders to hear about how to better serve disproportionately impacted students including foster youth, first generation college students and students of color. This fall 2017, we will host the Equity Summit with Cuesta College and host 300 educators and community leaders to learn how to better serve men of color, students with disabilities and students with housing insecurities. Student Equity will be providing additional professional development on immigration issues (DACA, AB540) and LGBTQIAA+ students.



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### BRIDGES TO SUCCESS (STRENGTHEN HIGH SCHOOL PARTNERSHIPS)

The partnership with high schools has expanded and strengthened with the Student Success and Support Program (3SP) and Student Equity (SE) initiatives. Connecting with our high school partners to support and sustain the transition and success of high school students into AHC is key. Bridges to Success is a comprehensive counseling program between AHC counseling faculty and high school counselors. Professional development and training opportunities are offered monthly throughout the year to mutually inform counselors of activities and events relevant to serving all students, with focus on first-generation, at-risk groups. The goal of the program is to increase student access and success by providing students with core 3SP services to assist them in achieving their educational and career goals.

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

*“enhance each student’s academic, career and personal growth. The partnership will provide a smooth transition from high school to college. Both educational programs and comprehensive student support services will collaboratively promote student success. The goal is to prepare all students to become productive citizens and career/college ready.”*

### CONTACT INFORMATION

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### ACCESSIBILITY

AHC Executive Summary of the BSI/SE and 3SP Integrated Plan is posted on the college’s website



# **Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program 2017-2019**



# 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

## PART I – DEADLINES AND IMPORTANT INFORMATION

- Submission deadline: **December 15, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

## PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of



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students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

## PART II – PROGRAM GOALS AND PLANNING

### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you ***have accomplished during the 2015-16 planning cycle.***

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
<p><b>Equity (GOAL A) – Access:</b> Conduct research and evaluation of 3SP core services; establish reliable data collection processes for foster youth and Veterans; and outreach to increase enrollment of ESL, foster youth, Veterans, economically disadvantaged, and students with disabilities.</p>	<p><b><i>Improvements for Hispanic/Latino students and modest improvements for male students and Veterans for access.</i></b></p> <p>Key strategies to close the gap for access include, but are not limited to, strengthening the High School District Partnership; increased outreach to target groups of ESL, students with disabilities, economically disadvantaged, foster youth, and Veterans; expansion of student services; and direct aid for students. The 2015-2016 student equity plan identified three groups with disproportionate impact: Hispanic/Latinos, males, and Veterans. To date, the percentage point gap has shown a decrease from -3% to -1.9% for Hispanic/Latino students, exceeding our goal. Additionally, there was a decrease from -3.5% to -3.3% for male students and -7% to -6.4% for Veterans bringing us closer to reaching our 2017 goals for those groups, -1% and -2%, respectively.</p>
<p><b>Equity (GOAL B) - Course Completion:</b> Increase overall course completion rates among the following targeted groups within two years: African American students from 62.6% to 64.6%; Hispanic/Latino students from 68% to 70%; students with disabilities from 68.5% to 70.5%; foster youth from 56.5% to</p>	<p><b><i>Improvements for African American/Black students and Hispanic/Latino students in course completion. Course completion gap widened for Foster Youth and remained the same for students with disabilities.</i></b></p> <p>The college expanded tutorial services in all locations and modalities, piloted an early alert system, and provided professional development opportunities to improve student-learning outcomes. Course completion rates increased for all targeted groups except for foster youth students and students with</p>





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<p>58.5%.</p> <p>Source: Allan Hancock College MIS data</p>	<p>disabilities. The course completion rate for African American students increased from 62.6% to 65.2% and for Hispanics/Latino students from 66.8% to 68.7%, meeting out targets set in the 2015 Student Equity Plan. For Foster Youth students, there was a decrease in the course completion rate from 58.6% to 51.7%. However, enrollment increased for Foster Youth students from 556 in 2014 to 681 in 2016, increasing the number of under-prepared students. The course completion rate for students with disabilities remained relatively the same from 2014 to 2016, slightly below the overall average. Veteran’s course completion rates are equal to the overall average for the college at 71% in 2016.</p>
<p><b>Equity (GOAL C.1) - ESL &amp; Basic Skills Completion:</b> Increase the number of students in basic skills and ESL courses who complete a college-level math, English, or ESL course.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in:</p> <ul style="list-style-type: none"> <li>• Math and successfully completed a college-level course in Math within six years.</li> <li>• English and successfully completed a college-level course in English within six years.</li> <li>• ESL and successfully completed a college-level ESL course or a college-level English course within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in Math, English and/or ESL.</li> </ul>	<p><b>Improvements for all groups with disproportionate impact for African American/Black students and male students.</b></p> <p>Basic skills to college-level, course completion rate for students taking all basic skills and ESL courses increased from 33% for the 2008-2009 cohort to 36% for the 2010-2011 cohort. The completion rate for male students increased from 29.9% to 33.2%, Blacks/African-American students from 24.3% to 25.6%, students with disabilities from 30.8% to 39.2%, and economically disadvantaged students from 32.2% to 34%. For the 2010-2011 cohort, there is only disproportionate impact for two targeted groups, Black/African-American students at 10.1% percentage point gap and male students at 3.4% percentage point gap. The number of students in basic skills and ESL courses who complete a college-level course in the same discipline increased from 697 for the 2009-2010 cohort to 791 for the 2010-2011 cohort, meeting our target of a 2% increase.</p>
<p><b>Equity (GOAL C.2) – ESL Basic Skills Completion:</b> Increase the number of all student’s ESL courses who complete a college-level course in the same discipline.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in ESL and successfully completed a college-level ESL course or a college-level English course within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in ESL.</p>	<p><b>No progress at this time.</b></p> <p>The basic skills to a college-level course completion for students taking ESL courses remained at 13% from the 2008-2009 cohort to the 2010-2011 cohort, with no disproportionate impact. The college increased the number of ESL students transitioning into college level English by 5% for males, 6% for Hispanics/Latinos, and 3% for economically disadvantaged students, exceeding our goal of a 2% increase.</p>
<p><b>Equity (GOAL C.3) – Math Basic Skills Completion:</b> Increase the number of all students in math basic skill courses who complete a college-level course in the same discipline.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010,</p>	<p><b>Improvements for all groups.</b></p> <p>The basic skills to a college-level course completion for students taking math courses increased from 29% for the 2008-2009 cohort to 36% for the 2010-2011 cohort. The campus exceeded its goal of 18% completion rate for math basic skills courses for African-American/Black students and 28% for students</p>



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<p>and 2010-2011 cohorts</p> <p>Definition: The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in Math and successfully completed a college-level course in Math within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in Math.</p>	<p>with disabilities.</p>
<p><b>Equity (GOAL C.4) – English Basic Skills Completion:</b> Increase the number of all students in English basic skill courses who complete a college-level course in the same discipline.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of credit students who attempted for the first time a course designated at “levels below transfer” in English and successfully completed a college-level course in English within six years. The cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in English.</p>	<p><b><i>No progress at this time.</i></b></p> <p>The basic skills to a college-level course completion for students taking English courses is down slightly from 42% for the 2008-2009 cohort to 39% for the 2010-2011 cohort with disproportionate impact for Black/African-American students (percentage point gap, 18.6%) and male students (percentage point gap, 3.9%).</p>
<p><b>Equity (GOAL D) - Degree &amp; Certificate Completion:</b> Increase the number of students who complete a degree and/or certificate.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned AA/AS or credit Certificate (Chancellor’s Office approved) within six years of entry.</p>	<p><b><i>Improvements for all groups.</i></b></p> <p>The degree completion rate increased from 18% for the 2008-2009 cohort to 25% for the 2010-2011 cohort. All of our targeted groups increased the degree completion rate from the 2008-2009 cohort to the 2010-2011 cohort: Black/African-American students from 5.9% to 27.3%, Hispanics/Latino students from 16.6% to 23%, male students from 14.3% to 21.7%, students with disabilities from 10.8% to 25.6%, and economically disadvantaged students from 17.9% to 25.2%. In the 2010-2011 cohort, one targeted group (male students) displayed disproportionate impact (percentage point gap, 3.2%).</p> <p>There was an increase in certificate completion from 15% for the 2008-2009 cohort to 20% for the 2010-2011 cohort. All targeted groups increased the percentage of certificate completion with only males experiencing disproportionate impact with 3.6% percentage point gap.</p>
<p><b>Equity (GOAL E) – Transfer:</b> Improve transfer rates of all students, in particular economically disadvantaged, Hispanic/Latino (including Hispanic/Latino males), students with disabilities, foster youth students, and Veterans.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p> <p>Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math</p>	<p><b><i>Modest improvement for all groups.</i></b></p>



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<p>or English in the first three years and transferred to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC) within six years of entry.</p>	<p>There was a small increase in the overall transfer rate from 28% for the 2008-2009 cohort to 30% for the 2010-2011 cohort. All targeted groups increased their transfer rate from the 2008-2009 cohort to the 2010-2011 cohort: Black/African-Americans from 39.2% to 45.5%, Hispanics/Latinos from 17.2% to 21.4%, males from 26.2% to 29.4%, students with disabilities from 16.9% to 24.4%, and economically disadvantaged students from 23.4% to 26.6%. While all targeted groups increased their transfer rate and disproportional impact has decreased over the last two cohorts, three groups still experience disproportionate impact: Hispanic/Latinos (percentage point gap, 5.6%), students with disabilities (percentage point gap, 5.3%), and economically disadvantaged students (percentage point gap, 3.0%).</p>
<p><b>Equity (GOAL F) - Campus-Wide Initiatives:</b> Identify where the college is imposing institutional barriers to access and success, the institution through collaborative efforts will identify ways to mitigate these unintended outcomes.</p>	<p><b><i>Progress made towards this goal.</i></b></p> <p>During the 16-17 academic school year, a Multiple Measures taskforce was created to address the barriers of placement in English and math. The initiative was faculty driven and the institution has implemented systematic multiple measures at the college. AHC has adopted the statewide model and uses the CCCApply admissions form to ask questions on high school GPA and last English and math course taken.</p> <p>Various Board Policies addressing access and success were revised and adopted including Student Success Program and Student Equity.</p>
<p><b>SSSP (GOAL A) – Student Education Plan:</b> Provide an abbreviated or comprehensive student education plan to all first time, credit, non-exempt students to receive priority registration.</p> <p>Source: Allan Hancock College MIS data</p>	<p><b><i>Increased 11% from fall 2014 to fall 2016.</i></b></p> <p>The goal for educational planning is to have at least an abbreviated student education plan for all first-time, non-exempt, credit students. In fall 2016, 71% of this target population received a student education plan with 60% receiving an abbreviated education plan, 17% a comprehensive plan, and 7% receiving both an abbreviated and comprehensive. The college increased the percentage of students completing SEPs from 60% in fall 2014 to 71% in fall 2016. Groups experiencing disproportionate impact for SEP are Blacks/African-American students (percentage point gap, 17%), male students (percentage point gap, 5%), and Foster Youth students (percentage point gap, 15%).</p>



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<p><b>SSSP (GOAL B) – Orientation:</b> Provide orientation services to all first time, credit, non-exempt students to receive priority registration.</p> <p>Source: Allan Hancock College MIS data</p>	<p><b><i>Increased 13% from fall 2014 to fall 2016.</i></b></p> <p>The orientation follows Title 5 language on what needs to be covered including: Academic expectations and progress and probation standards pursuant to section 55031; maintaining registration priority; prerequisite or co-requisite challenge process; maintaining BOG fee waiver eligibility; description of available programs, support services, financial aid assistance, and campus facilities and how they can be accessed; academic calendar and important timelines; registration and college fees; and available education planning services. In fall 2016, 62% of first-time, non-exempt, credit students received orientation services prior to or during the fall term. The percentage of students receiving orientation services has increased from 49% in fall 2014 to 62% in fall 2016. There is disproportionate impact for American-Indian/Alaska-Natives (percentage point gap, 21%) and Black/African American students (percentage point gap, 18%) for orientation services.</p>
<p><b>SSSP (GOAL C) – Assessment:</b> Provide assessment services to all first time, credit, non-exempt, matriculating students to receive priority registration.</p> <p>Source: Allan Hancock College MIS data</p>	<p><b><i>Increased 4% from fall 2014 to fall 2016.</i></b></p> <p>The goal for assessment services is to provide assessment services to all non-exempt, matriculating students. Eighty-eight percent of students in the target population received assessment services prior to or during fall 2016, up slightly from 84% in 2014. Groups experiencing disproportionate impact were Black/African American students (percentage point gap, 15%), male students (percentage point gap, 4%), and Foster Youth students (percentage point gap, 5%).</p>
<p><b>SSSP (GOAL D) – Counseling, Advising, and Other Education Planning Services:</b> Provide counseling, advising, and other education planning services to first time, credit students.</p> <p>Source: Allan Hancock College MIS data</p>	<p><b><i>Increased 3% from fall 2014 to fall 2016.</i></b></p> <p>1,739 out of 2,074 first-time students in fall 2016 received counseling, advising, and other education planning services prior to and during fall 2016 compared with 1,723 out of 2,116 receiving services in fall 2014.</p>
<p><b>SSSP (GOAL E) – Follow-Up Services:</b> Provide follow-up services as needed to at-risk students.</p> <p>Source: Allan Hancock College MIS data</p>	<p><b><i>No progress made towards this goal.</i></b></p> <p>28 out of 2,074 first-time students in fall 2016 received academic progress/probation services within the first two semesters compared to 25 out of 1,723 in fall 2014.</p>
<p><b>BSI (GOAL A) – Completion Rates:</b> Successful completion rates (grades of “C” or better in a course) of students enrolled in a basic skills course will increase 5% over the AHC Institutional Research Fact Book 2010-2011 baseline data by 2015-16.</p> <p>Source: Data Mart</p>	<p><b><i>No progress made towards this goal.</i></b></p> <p>The course completion rates have remained mostly unchanged over the past 5 years, from 60.9% in fall 2010 to 61.08% in fall 2015. The campus did not meet its goal of an increase of 5% over baseline data by 2015-2016.</p>
<p><b>BSI (GOAL B) – Progression rate:</b> The successful progression rate (within 2 semesters) from one level of basic skills to the next higher one within a discipline will</p>	<p><b><i>No progress made towards this goal. The successful progression rate from one level of basic skills to the successful completion of the next higher one English has decreased from 30% in 2011-12 to 22% in 2016-17. In math, the progression rate has declined from 23% in 2011-2012 compared to 20% for</i></b></p>



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<p>increase by 5% over the CCCC basic skills cohort tracker 2011-12 data by 2016-17.</p> <p>Source: Data Mart Basic Skills Cohort Tracker (fall to spring progression) and BSI outcome report</p>	<p><b>2016-2017.</b></p> <p>The overall progression rate from one-level below transfer English to successful completion of transfer-level English within two semesters was 33% in 2016-2017. Even though the progression rate is lower compared to 5 years ago, more students are enrolling in one-level below transfer (n=507) and completing transfer-level English within two semesters (167), more than doubling the number of students completing transfer-level English since 2011-2012. We expect this number to increase with the increase in acceleration course offerings.</p> <p>The overall progression rate from one-level below transfer level math to successful completion of transfer-level math within two semesters was 14% in 2016-2017, the same rate as it was in 2011-2012. However, more students are enrolling in transfer-level math after completing one-level below and more students are completing transfer-level math (n=101) than 5 years ago (n=56), nearly doubling the number of students completing transfer-level math.</p>
<p><b>BSI (GOAL C) – Equitable outcomes:</b> Restore, expand, and ensure equitable student access to all support services already proven to increase basic skills student success through local BSI outcomes.</p>	<p><b><i>This goal was met.</i></b></p> <p>Equitable student access to all support services restored, expanded in the library, tutorial center, Writing Center, and Math Center. A student ambassador program was successfully implemented.</p>

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Allan Hancock College attributes successes to:

- Institutional support by allocating human resources in the development of the plans
- Academic Senate support
- Institutional mission in addressing student access, success and equity
- Institutional collaboration
- Professional Development showcasing best practices in serving marginalized populations
- The hiring of additional research personnel to focus on disproportionate impact, counseling faculty and paraprofessionals.
- The development and implementation of Bridges to Success—a comprehensive high school partnership that has provided targeted outreach to disproportionate impacted populations
- The development and implementation of new technologies including online New Student Orientations, online Academic Advising Modules and DegreeWorks

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI



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<p><i>Example:</i></p> <p><i>Increase completion and persistence through the English Developmental Sequence</i></p>	<p><i>Provide extended orientation and assessment prep courses/workshops</i></p>	<p><i>Provide extended orientation and assessment prep courses/workshops</i></p> <p><i>Redesign the dev. ed. sequence</i></p>	<p><i>Pilot prep courses through the first-year programs or specific bridge programs</i></p> <p><i>Redesign the dev. ed. sequence</i></p>
<p>Increase the number of all students in basic skills and ESL classes who complete a college-level course in the same discipline.</p>	<p>In 2015-2016, AHC became a pilot college for multiple measures implementation. This process should lead to significant gains in basic skills students completing degree applicable courses</p> <p>Provide a bilingual personal development course that served as an orientation for students</p> <p>Offer workshops to inform students about the steps to enrollment</p> <p>Extend services to assist with outreach, matriculation, intrusive counseling, and support services to basic skills and ESL students.</p> <p>Target basic skills students to offer college success strategies, study skills, and development of a student education plan.</p>	<p>Outreach presentations to prospective ESL students currently enrolled in noncredit ESL courses on and off campus</p> <p>Facilitate tours of campus, student services, and CTE programs for ESL students</p> <p>Increase tutorial hours and availability throughout the day for basic skills students</p> <p>Encourage enrollment and completion of accelerated English courses</p>	<p>Pilot acceleration courses in English</p> <p>Pilot math boot camps and refresher courses</p> <p>Increase tutorial hours and availability throughout the day for basic skills students</p> <p>Professional development for basic skills faculty and staff</p> <p>Provide intrusive counseling to all students</p>

- Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

Achievement gaps in English and math are prevalent across the state of California for a number of reasons; one of which is the use of placement tests such as Accuplacer. Research findings show that one in three test-takers in English are severely misplaced using standardized tests, with under-placement being much more common than over-placement (Scott-Clayton, Crosta, and Belfield, 2014). According to the US Department of Education (National Center for Education Statistics, 2014), of the more than one million new students who enter community colleges each fall, nearly 70 percent are assigned to remedial education. Jagers and Stacy (2014) find that among students placed slightly above and slightly



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below cut-off scores for placement into developmental coursework, assignment to remediation among these students does little to improve student outcomes. There is a dearth of peer reviewed research showing success of remediation.

At AHC, as with most Community Colleges in California, the equity gap in student achievement is exacerbated by the placement differences among ethnic groups. Between fall 2014 and spring 2016, researchers evaluating a pilot acceleration program in English at AHC found that 36% of Hispanic/Latino students were placed two to four levels below college level English; while only 15% of white students were placed into those levels (these two groups comprise almost 90% of the tested population). Placement levels were even worse for African American students, with 45% placing two to four levels below. It is well known that the consequences of placement in remedial education has a multiplicative impact as multiple levels of remedial English takes a toll on students. In the two-year period from fall 2012 to spring 2014, 17% of AHC students who started four levels below college English successfully completed college level English; 29% of students starting three levels below successfully completed college level English.

In response to the call to improve outcomes of students, the English department undertook a pilot of accelerated English between fall 2014 and spring 2016, which ultimately led to formal offerings of accelerated English. The model of acceleration includes a course one level below in which students placed at any level may enroll. An additional offering of college English with a remedial co-requisite was also added to the curriculum. The impetus for these offerings came from analysis of a two-year pilot where students at various levels of placement enrolled into an accelerated course one level below college. Results from the study showed that 27% of Hispanic/Latino students in the accelerated course successfully completed college English compared to 14% in the traditional sequence, and all groups in the accelerated program showed better success compared to those in the traditional groups. As a Hispanic Serving Institution, the impact with Hispanic/Latino students is particularly impactful since Hispanic/Latino students comprised 63% of the sample during the study. Among placement groups, students placed four levels below improved from 8% to 15% success, three levels below improved from 9% to 26%, and students placed two levels below improved from 18% to 26% successful completion of college English.

### FUTURE PLANS

*Questions 3-8 address the 2017-19 planning cycle.*

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
  - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
  - Closing achievement gaps for disproportionately impacted groups.
  - Improving success rates in degree attainment, certificate attainment, and transfer.
  - Improved identification of and support for students at-risk for academic or progress probation.
  - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
  - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.



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Complete the table on the next page. Add rows as needed to list all five goals.

**Goal 1. ACCESS:** *Offer programs and services to ensure that student enrollments reflect the diversity of our community*

**Key data metrics:** Market Segmentation analysis; High school going rate; Participation rate; Application yield rate; Trends for incoming students related to engagement in the following activities: (1), orientation; (2) assessment, and/or (3) education planning; concurrent enrollment evaluation; disaggregation by target populations

Activity	SSSP	Student Equity	BSI	Goal Area
<b>1a. Support the Hancock Promise</b>	Provide all Hancock Promise students with an orientation, assessment and/or comprehensive education plan	Provide outreach to 5-12 grades with strategic and intentional outreach to target populations identified in the college research as experiencing disproportionate impact	Fund Summer Bridge programs that direct Hancock Promise students to accelerated or co-req. English and math classes	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Other _____
<b>1b. Increase support for incoming students to successfully transition to college life</b>	Provide counseling services, professional development and events that promote high school to college transition  Increase outreach to students experiencing disproportionate impact  Provide support to ensure all students have completed core matriculation services in time for priority registration	Support faculty to build and improve transfer and CTE guided pathways  Support faculty research and development of Online Educational Resources (OER)	Increase support for Summer Bridge courses for students transitioning from high school to college  Expand offering of basic skills textbooks for reserve section in library and fund EOPS book-lending program  Fund pilot online library orientation for credit and noncredit students	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Transfer <input type="checkbox"/> Other _____

**Goal 2. NONCREDIT:** *Improve non-credit student success in the areas of certificates, course completion, and to increase the number of students transfer from noncredit to credit.*

**Key data metrics:** Trends for incoming noncredit students related to engagement in the following activities: (1), orientation; (2) assessment, and/or (3) education planning; course completion rate; course success rate with new CASAS testing; persistence from one semester to the next; transition from noncredit to credit; number of certificates; disaggregation by target populations

Activity	SSSP	SE	BSI	Goal Area
<b>2a. Improve access for noncredit students</b>	Estudiantes Unidos will provide orientations for all new noncredit students and expose students to	Provide outreach to AB540 students at our feeder high schools	Provide funding to improve access to CASAS pre- and post-	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> ESL/Basic Skills Completion





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	<p>credit programs and services to increase transition from noncredit to credit courses</p> <p>Support integrated services workshops (orientation/ registration/assessment) for noncredit students</p>	<p>through the Hancock Promise</p> <p>Provide outreach to our ESL students</p>	<p>testing for off-campus students</p>	<p><input type="checkbox"/> Degrees/Certificates</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> Other _____</p>
<p><b>2b. Increase the number of students that transition from noncredit to credit</b></p>	<p>Support comprehensive Student Education Plans for all noncredit students</p> <p>Develop information and tools to show pathways from noncredit to credit</p>		<p>Provide support for Summer Bridge courses for students transitioning from noncredit ESL to credit ESL</p> <p>Support redesign of basic skills education courses to accelerate students from noncredit to credit</p> <p>Support research and development of vocational ESL curriculum and course material for noncredit ESL courses</p> <p>Provide professional development for Basic Skills instructors</p> <p>Provide support for CASAS pre- and post-testing</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degrees/Certificates</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> Other _____</p>
<p><b>2c. Integrate Student Services and Academic Affairs support programs with Noncredit programs</b></p>		<p>Fund Student Ambassadors to improve noncredit student success</p>	<p>Provide counseling support with embedded counselors, embedded learning facilitators, and tutoring</p> <p>Provide instructional materials to promote equitable access to resources</p> <p>Fund GED and ESL tutors</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degrees/Certificates</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> Other _____</p>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

			Fund development of Noncredit version of PD 101 and a Distance Learning Success module	
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**GOAL 3. COLLEGE READINESS:** *Increase the successful transition of students in pre-collegiate to college level coursework.*

**Key data metrics:** analysis of multiple measures placement outcomes; data on comprehensive SEP plans; number of students on academic progress probation, referred to follow-up interventions or services, and successfully moved from probation; early alert program evaluation; completion rate; basic skills course completion and success rate; persistence (one-year and two-year rate of college level math and English completion); disaggregation by target populations

Activity	SSSP	Student Equity	BSI	Goal Area
<b>3a. Increase academic and counseling support for developmental students to reach transfer-level courses</b>	Provide targeted, effective outreach activities to undecided students	Support the development of learning communities integrated within pathways and other innovative cohort programs  Provide Emergency Fund to students who need financial assistance	Provide embedded tutoring for accelerated courses in math and English  Support integration of counseling and instruction in accelerated and co-requisite courses  Provide tutoring to students placed into higher-level math and English courses through multiple measures placement  Promote, extend and improve Math, Tutorial, and Writing Centers	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Transfer <input type="checkbox"/> Other _____
<b>3b. Reduce number of units and time to complete developmental math and English courses</b>	Develop targeted, effective, follow-up communication strategies to a. increase enrollment in accelerated and co-req. English and math; b. persist to college-level courses; and c. increase first-semester enrollment in English and math	Provide support services for successful completion of accelerated courses to achieve equitable outcomes	Fund development of English/math refresher course  Fund innovative curriculum and support programs that direct students to accelerated or co-req. English, math, and ESL	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Transfer <input type="checkbox"/> Other _____



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

			Fund professional development for faculty and staff  Support pilots for learning communities	
<b>3c. Strengthen collaboration between Student Services and Academic Affairs</b>	Provide funding to faculty and staff for development of comprehensive student education plans	Provide funding for faculty to develop comprehensive SEPs for disproportionately impacted students and provide funding for support staff to assist in coordination efforts.	Support curricular collaboration between faculty, counseling, and resource centers  Fund professional development for faculty and staff	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Transfer <input type="checkbox"/> Other _____
<b>3d. Provide support for at-risk students</b>	Support follow-up interventions for all students on academic progress probation	Implement comprehensive Early Alert system and predictive model to identify those students at risk of attrition to help students stay on the course, persist, and progress	Provide instructional materials to promote equitable access to resources  Expand textbook offerings at AHC libraries  Expand library hours	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Transfer <input type="checkbox"/> Other _____
<b>3e. Implement and evaluate Multiple Measures for placement</b>	Support assessment and placement services for students placed with Multiple Measures  Provide intrusive counseling and support services for students placed with Multiple Measures	Support research on course success strategies for English, math, and ESL	Support faculty to review placement data and adjust curriculum based on success/completion models	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Transfer <input type="checkbox"/> Other _____

**Goal 4. PROGRESSION:** *Increase credit student success and course completion rates in college level course.*

**Key data metrics:** analysis of multiple measures placement; data on comprehensive SEP plans; number of students on academic progress probation, referred to follow-up interventions or services, and successfully moved from probation; early alert program evaluation; completion rate; success rate in college level courses; 1st to second year ; persistence; time it takes students to successfully transition to college-level mathematics and English courses; Transfer prepared 60+ units; Transfer Directed – Math and English; Transfer Ready (Directed + Prepared); disaggregation by target populations

Activity	SSSP	SE	BSI	Goal Area
<b>4a. Improve student progression</b>	Provide targeted, effective outreach activities to undecided students	Provide Emergency Fund to students who need financial assistance	Expand Personal Development curriculum	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	Support milestone workshops and recognition activities  Support intrusive counseling		Support academic services for the summer and winter sessions	<input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Transfer <input type="checkbox"/> Other _____
<b>4b. Improve Early Alert and other systematic interventions</b>	Provide follow-up interventions for students on academic progress probation  Provide support services and targeted outreach to students who have completed 30 units including math and English	Expand and implement best practices and programs identified in the Educational Master Plan  Implement comprehensive Early Alert system and predictive model		<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Transfer <input type="checkbox"/> Other _____
<b>4c. Improve classroom success of all student groups</b>	Provide funding to faculty and staff for development of comprehensive student education plans	Continue integration of student services and instruction	Increase embedded tutoring  Fund tutor training in new acceleration curriculum for math and English	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Transfer <input type="checkbox"/> Other _____
<b>Goal 5. GOAL COMPLETION:</b> <i>Increase credit student completion of degrees, certificates, transfer rate, or CTE outcomes.</i>				
<b>Key data metrics:</b> median time to degree and transfer; six-year Scorecard completion rate of degrees, certificates, and transfers, and CTE outcomes (Scorecard, CTE Survey, low unit certificates); disaggregation by target populations				
<b>Activity</b>	<b>SSSP</b>	<b>SE</b>	<b>BSI</b>	<b>Goal Area</b>
<b>5a. Improve student completion</b>	Support follow-up services to students who have completed a degree or certificate requirement but have not filed necessary paperwork  Support faculty to build and improve transfer and CTE guided pathways	Design and implement a process to evaluate program offerings to ensure alignment with transfer requirements and employment opportunities  Develop integrated learning experiences with links between academic courses and workplace and career training	Fund implementation of best practices to reduce the time it takes students to successfully complete math and English requirements	<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Other _____
<b>5d. Increase transfer and career preparedness</b>	Support intrusive counseling services and career resources	Implement effective institutional practices around transfer preparedness		<input type="checkbox"/> Access <input type="checkbox"/> Retention



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	Support faculty to build and improve transfer and CTE guided pathways	Expand university and industry field trips to increase degree, certificates, and transfer among disproportionately impacted populations	<input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Other _____
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

AHC will accomplish this by including all faculty, staff and students in the process of the development of the plan. The 3SP and Student Equity Committee spearheaded the development of the plan. The membership of this committee included faculty (both academic/instructional and student services), administrators (both academic affairs and student services), staff, and student representatives. Faculty members with consultation of Dean, Student Services (who was a tenured faculty member and Department Chair at AHC before becoming an administrator) coordinated the planning process. Faculty and staff groups encouraged dialogue and provided an opportunity to share best practices. Informational sessions were held at the Santa Maria and Lompoc Valley campuses. The Academic Senate, ASBG and Institutional Effectiveness office were also engaged in the process. Working closely with our office of Institutional Effectiveness along with providing regular updates to the Academic Senate and Board of Trustees will ensure that goals are carried out as well as being evaluated consistently to show disproportionate impact. Community stakeholders contributed to the plan including with our high school partners through the Bridges to Success monthly meetings. One of the goals of the Student Equity Plan was to expand and strengthen all student-equity-related categorical programs. In order to do this, Directors and coordinators of these programs including EOPS/CARE/CalWORKS/CAFYES, CAN, MESA and BSI have all been included in the distribution and allocation of resources. The integrated plan was vetted through the shared governance process as defined in the AHC Councils and Committees: Pathways to Decisions manual. Involvement of the superintendent/president and the College cabinet was ongoing throughout the development of the plan. AHC's strategic planning retreat focused on integration of major initiatives and leveraging of resources in spring 2017. The AHC Board of Trustees reviewed and approved the plan December 12, 2017 in compliance with California Code of Regulations, Title 5, Section 54220. AHC demonstrates a commitment to student equity through a broad range of educational programs and student services.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

Currently, our Community Education program is building pathways from noncredit to credit. The college has received additional funding through AEBG (Adult Education Block Grant) to provide necessary resources for this transition to occur. The funds from AEBG will be provided to eligible consortia for implementing regional plans for adult education. The intent of the Adult Education Block Grant was to expand and improve the provision of adult education via these consortia. Our Noncredit 3SP program provides orientations and comprehensive student education plans for those students who are transitioning to credit as well. Through Noncredit 3SP funding, the college has been able to hire additional staff to ensure that students have the support that they need to transition into credit courses. The additional staff assists students with financial aid, career exploration and success strategies. Credit and noncredit faculty are developing and updating curriculum to meet demand of transitioning to credit courses. The collaboration is mainly with CTE and basic skills faculty. New curriculum including: In Home Daycare Provider certificate; Personal Care Attendant certificate; and Workforce Readiness for Disabled Adults certificate are being developed currently. Faculty and staff are also developing formalized milestones including a NC recognition ceremony to celebrate success.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Through the integration of plans, professional development offerings will be strengthened by providing more opportunities to students and staff. There will be a yearly Equity Summit held that will bring speakers specializing in equity, underserved and disproportionate impacted students. We will open up PD opportunities to our community and high school partners as well. Our Academic Senate will be charged in disseminating PD opportunities to staff. We will collaborate with faculty and staff by asking what is needed to serve students. Contractually, full time tenured faculty have designated hours for professional growth, therefore, we will ensure that the plan will provide such opportunities. The President's Leadership Academy will also be used a venue to provide PD for faculty and staff.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

The AHC Institutional Effectiveness (IE) Office will work with the leadership of the integrated plan to evaluate annual progress on the key data metrics listed in the plan. The IE Office plans to make dashboards of key performance indicators in Tableau available to share when SIS and MIS student data are updated. Analysis of activities and evaluation of progress towards goals will be facilitated through the college governance processes. The IE office will provide both formative and summative evaluation of major project activities to assist the college in determining what initiatives were successful and worth scaling up or institutionalization.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)
9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

[http://www.hancockcollege.edu/planning/docs/Integrated\\_Plan\\_2017\\_2019\\_Executive\\_Summary.pdf](http://www.hancockcollege.edu/planning/docs/Integrated_Plan_2017_2019_Executive_Summary.pdf)

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

Professional Development is at the forefront for transformational change. AHC would benefit from a list of experts in equity, social justice and cultural competence that are willing to present to our campus. Having the Chancellor come to our campus to speak of the vision would help as well. It is sometimes difficult for faculty and staff to attend overnight conferences so the more we can bring to our campus the better.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:





**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

**Santa Ynez Valley Center**

Santa Ynez Valley Union High School  
2975 East Hwy 246  
Santa Ynez, CA 93460  
805-922-6966 ext. 3355

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

